

ANT 3900 (section 1; SPRING 2019. 3cr)

Hunters & Gatherers

Monday, Wednesday, Friday

1:00 to 1:50 PM

Classroom: 3103 Blair Hall

Office: 3137 Blair Hall

Office Hours:

2:00-3:00 PM; M, W, F (3137 Blair Hall)

12:00 PM -1:00 PM; W (3137 Blair Hall)

Instructor: Professor Don Holly

Email: dholly@eiu.edu

Office Phone: 581-3123

Course Description

Before the advent of agriculture—for about 99 percent of human existence—people subsisted entirely on a diet of wild plants and animals. Even today, wild foods continue to play an important role in the diet and culture of many people. This course examines these people (hunters and gatherers), their cultures, societies, histories, economies, and the interpretive frameworks and theories that anthropologists have used to study them.

Introduction

Hunters and gatherers have long captured the imagination of social scientists and the broader public. To many people hunters and gatherers seemed extraordinarily “primitive.” Thus some thought that the study of them could provide insight—a glimpse perhaps—into our distant past, or otherwise offer commentary on the “original” human condition. Others were more captivated by the challenges of the foraging lifestyle, and have sought to understand how these people have adapted, survived, and even thrived in their surroundings. All have used hunters and gatherers to ponder what it means to be human.

This course explores hunting and gathering societies of both past and present through films, ethnographies, historical documents and the archaeological record. We will also examine the history of scholarship on hunter-gatherers. An understanding of the intellectual history of hunter-gatherer studies is especially critical since our interpretations are often informed by broader social and intellectual movements—anthropological theory, for example. Accordingly, it would be difficult to study hunter-gatherers without also considering the social and theoretical contexts that have also shaped our “understandings” of them. So in this course we’ll do two things: 1) study hunters and gatherers and 2) study our study of them.

One of your chief responsibilities in this course will be to situate the assigned readings within the broader context of anthropological theory and social history. For this reason, I will assume that all students 1) will have had some prior exposure to anthropology (ANT 2200G at a minimum) before taking this course and 2) are motivated to do the necessary work and think critically about anthropology/anthropological theory. This is a challenging course.

Learning Objectives

- demonstrate an understanding of the diversity of hunting and gathering societies in time and space.
- critically evaluate and reflect on the ways that anthropologists and others have conceptualized hunters and gatherers.
- situate anthropological perspectives on hunters and gatherers within broader social, historical, and theoretical contexts
- evaluate and critique a specific published work on hunters and gatherers

Class Schedule

<u>Date</u>	<u>Topic</u>	<u>Assignments</u>
7 January	imagining hunters and gatherers	start balikci book
9 January	on savagery	question #1 handed out
11 January	land of fire	
14 January	rethinking "savagery"	
16 January	dreaming	
18 January	<i>film</i> : the desert people	
21 January	no class: mlk jr day	
23 January	hunter-gatherers in space (and time)	
25 January	a tale of two hunter-gatherer societies	
28 January	cultural ecology	
30 January	<i>film</i> : the netsilik	
1 February	book quiz 1 ; netsilik discussion	balikci paper due
4 February	infanticide and genricide	start turnbull
6 February	shamanism	question #2 handed out
8 February	!kung san	
11 February	<i>film</i> : the hunters	
13 February	the harvard kalahari project	
15 February	no class: lincoln	
18 February	new archaeology and ethnoarchaeology	
20 February	optimal foraging theory	
22 February	the original affluent society	
25 February	tasaday	finish turnbull book
27 February	exam I	turnbull paper due
1 March	the forest people discussion	start wilmsen book
4 March	<i>film</i> : Baka: people of the forest	question #3 handed out
6 March	<i>film</i> : Baka: people of the forest & discussion	
8 March	on pristine forests and foragers	
11-15 March	no class: spring break	
18 March	professional primitives and strategic foraging	
20 March	hunters to pastoralists (the sámí)	
22 March	the great kalahari debate i	finish wilmsen
25 March	the great kalahari debate ii	book review form due
27 March	book quiz 2 ; journeys with Wilmsen discussion	wilmsen paper due
29 March	complex h/gs in "prehistory"	start your book
1 April	complex h/gs in "history"	sign up for meetings
3 April	intensification	
5 April	pathways to power	
8 April	first, women and children	
10-12 April	no class: prof @ conference	
15 April	women and children last	
17 April	contemporary issues	finish your book
17-19 April	no class (individual meetings with me)	book review discussion
22 April	<i>film</i> : Baka: cry of the rainforest	
24 April	<i>film</i> : Baka: cry of the rainforest & discussion	
26 April	reimagining hunters and gatherers; <u>evaluations</u>	book review due
1 May (wed)	exam II (12:30 pm)	

Assessment

<u>assignments</u>	<u>percentage of grade</u>	<u>date</u>
Exams (2)	25 X 2 = 50	2/27 & 5/1
Quizzes (2)	2.5 X 2 = 5	2/1 & 3/27
Response paper (3 pgs)	20	2/1 or 2/27 or 3/27
Book review form	2.5	3/25 or earlier
Book review discussion	2.5	4/17-4/19
Book review (3 pgs)	20	4/26

grading scale

A: 100-90; B: 89-80; C: 79-70; D: 69-60; F: 59-0

assignment guidelines

- Exams
Exams are based on class lectures, discussions, readings, films, guest speakers—anything covered in the course of the semester. TIP: study.
- Quizzes
The quizzes are based on content from the books. TIP: read.
- Response Paper (3 pages)
During the course of the semester I will ask you to write a written response to a question based on the books. You will have three opportunities to do this, but you only need to write one response paper. NOTE: *I will not accept late response papers.* TIP: do this assignment early in the semester and your future self with thank you.
- Book Review (3 pages)
For this paper, you will write an in-depth and critical review of a book of your choice that focuses on hunters and gatherers (see syllabus for some ideas). This is not a simple book report. You will need to do more than just describe the book: identify and discuss the book's main point(s), or theoretical position, or situate the work you have read within some broader intellectual context (i.e. frame the research in terms of the author's own personal interests and/or experiences, or attempt to understand the work in terms of the time period in which it was written). TIP: support your argument; also, I can help (see me).
- Book Review Form
Several weeks prior to the due date of the book review, you will need to fill out the book review "information form" on the last page of the syllabus and hand it to me. Be sure that the book you choose is the one you'll read for your review. If you change your book after the book review form deadline you will forfeit whatever points you received on it. NOTE: *no two students can do the same book*, so if you are interested in a particular book turn the form (a hard copy) in early; don't email or tell me what you want to do. TIP: start considering books early in the semester; also, I can help.
- Book Review Discussion
Just prior to handing in your paper, you will meet with me to briefly discuss the book you read and your approach for the review. Although your paper is not due until the end of the semester, I expect that when you meet with me you have read the book and thought out your approach. As such, you should convey command of the material and clearly express your ideas to me. There will be no class during these discussion days.

Required Readings

Balikci, A (1970) *The Netsilik Eskimo*. Waveland Press.
Turnbull, C. (1987) *The Forest People*. Touchstone Books.
Wilmsen, E (1999) *Journey with Flies*. University of Chicago Press, Chicago.

Policies

Assignments

Exams must be taken on the date specified in the syllabus. Failure to take the exam on the assigned date without adequate forewarning and documented excuse will result in a 10% penalty on the makeup. Don't miss the final.

All writing assignments must be typed and double-spaced, employ a standard 10-12 size font, and run the required amount of pages (see specific assignment) not including the bibliography. If you cite anything, it must be referenced in a bibliography following the body of the document. I prefer that you use the author-date (Harvard) citation style. For example, an in-text citation should read: The flatlanders are a matrilineal, matrilocal, horticultural people that inhabit the plains of Chicagoland (EastFarmer 2016). Then, include the full reference in the bibliography:

EastFarmer, S.

2016 *The Flatlanders*. Free City Press, The Free City.

(see <http://www.americananthro.org/StayInformed/Content.aspx?ItemNumber=2044>) for information & examples.

All papers are due on the date specified. Papers will be assessed a 5% penalty for each day late for up to four days following the deadline. Papers should be submitted on D2L. Don't email me your paper.

I do not give extra credit.

Academic Integrity

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct <http://www.eiu.edu/judicial/studentconductcode.php>. I report violations to the Office of Student Standards. TIP: if pressed, write a bad paper or even fail, but never cheat.

Classroom Environment

A significant portion of your course grade is based on material presented in class, and many years of teaching and data tells me students who do not attend class do poorly in the course. Your presence and active participation also makes for a better course. Your classmates and I are counting on you to be in class and to participate.

The classroom is a sacred space of the college experience; be civil and sensitive to other's viewpoints.

Don't use your cell phones in class. They are a distraction to everyone (especially you).

Please come see me during office hours. This time has been set aside for you. You are also welcome to drop by my office outside of office hours. Come with questions, concerns, advice or just to chat.

Student Success Center

Struggling with school work? See me and/or contact the Student Success Center (www.eiu.edu/~success). The Student Success Center provides individualized consultations. To make an appointment, call 581-6696 or go to 9th Street Hall, Room 1302.

Disabilities Statement

If you are a student with a documented disability in need of accommodations please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Stop by Ninth Street Hall, Room 2006, or call 581-6583.

Emergency Statement

For medical emergencies, call 911. In the event of a tornado warning, proceed to the center of the hallway on the first floor. Do not leave the building. If there's a fire, activate the fire alarm and exit the building. If there's an undead pandemic, muster in my office for the distribution of weapons. I get the Kayapo war club.

SOME BOOKS ON HUNTER-GATHERERS
you are not limited to choosing a book from this list

Gender

- Bell, D, 1993 Daughters of the Dreaming (Australia)
- Burbank, V, 1994 Fighting Women: Anger and Aggression in Aboriginal Australia (Australia)
- Endicott, K.M. & K.L. Endicott, 2008 The Headman was a Woman (SE Asia)
- Hewlett, B, 2012 Listen, Here is a Story (C. Africa)
- Mancini, Billson and K. Mancini, 2007 Inuit Women (NA Arctic)
- Shostak, M, 1983 Nisa: the life and words of a !Kung woman (S. Africa)
- Collings, P, 2014 Becoming Inummarik: Men's Lives in an Inuit Community (NA Arctic)

Religion, Ritual, Mythology

- Bieseke, M, 1993 Women Like Meat (S. Africa)
- Chapman, A, 1982 Drama and Power in a Hunting Society (S. South America)
- Endicott, K, 1979 Batek Negrito Religion (SE Asia)
- Guenther, M, 1999 Tricksters and Trancers (S. Africa)
- Helm, J, 1994 Prophecy and Power Among the Dogrib Indians (NA Subarctic)
- Nelson, R, 1986 Make Prayers to the raven (NA Subarctic)
- Pandya, V, 1993 Above the Forest (S Asia)
- Sharp, H, 1988 The Transformation of Big Foot (NA Subarctic)
- Sharp, H. 2001 Loon (NA Subarctic)
- Preston, R 2002 Cree Narrative (NA Subarctic)
- Tanner, A. 1979 Bringing Home Animals (NA Subarctic)
- Trier, Jesper. 2008 Invoking the Spirits (SE Asia)
- Willerslev, R. 2007 Soul Hunters (Siberia)

Psychology

- Briggs, J. 1970 Never in Anger (NA Arctic)
- Goulet, J-G, 1998 Ways of Knowing (NA Subarctic)
- Róheim, G, 1974 Children of the desert (Australia)

Photography & Journalism

- Barbash, I. 2017 Where the Roads all End: Photography and Anthropology in the Kalahari (S. Africa)
- Gordon, R, 1997 Picturing Bushmen, The Denver African Expedition of 1925 (S. Africa)

Children

Briggs, J. 1999 Inuit Morality Play (NA Arctic)

Hewlett, B. 1993 Intimate Fathers (C. Africa)

Travel Writing

Burckhalter, D. 1999 Among Turtle Hunters & Basket Makers (Mexico)

Ingstad, H. 1933 The Land of Feast and Famine (NA Subarctic)

Ingstad, H. 2006 Nunamuit (NA Arctic)

Isaacson, R. 2004 The Healing Land (S. Africa)

Kane, J. 1997 Savages (S. America)

Malauri, J. 2007 Hummocks (NA Arctic)

Mowat, F. 1952 People of the Deer (NA Arctic)

Mukerjee, M. 2003 The Land of the Naked People (S. Asia)

Stephenson, J. 2001 The Language of the Land (S. Africa)

Thomas, Elizabeth Marshall. 1989 The Harmless People (S Africa)

Van der Post, Laurens. 1958 The Lost World of the Kalahari (S. Africa)

Yetman, D. 1993 Where the Desert Meets the Sea (Mexico)

Traditional Cultural Anthropology/Topics

Boas, F. 1888 The Central Eskimo (NA Arctic)

Clastres, P. 2000 Chronicle of the Guayaki Indians (S. America)

Fortier, J. 2009 Kings of the Forest (S. Asia)

Gould, R. 1969 Yiwara (Australia)

Henriksen, G. 1973 Hunters in the Barrens (NA Subarctic)

Ingstad, H. Nunamiut: Among Alaska's Inland Eskimos (NA Arctic)

Jarvenpa, R 1998 Northern Passage (NA Subarctic)

Jenness, D. 1928 The People of the Twilight (NA Arctic)

Jochelson, W. 2002 History, Ethnology and Anthropology of the Aleut (NA Arctic)

LeClercq, C. 1910 New Relation of Gaspesia with the Customs & Religion of the Gaspesian Indians (NA)

Lowie, R. 2004 The Crow Indians (NA Great Plains)

Mann, E. H. 1885 On the aboriginal inhabitants of the Andaman Islands (S. Asia)

Meggitt, M. 1962 Desert People (Australia)

Mendoza, M. 2002 Band Mobility and Leadership Among the Western Toba (S. America)

Osgood, C. 2006 Winter. (NA Arctic)

Politis, G. 2007 Nukak (S. America)

Ridington, R. 1992 Trail to Heaven (NA Subarctic)

Rival, L. 2002 Trekking through history (S. America)

Schebesta, P. 1928 Among the Forest Dwarfs of Malaya (SE Asia)

Seligmann, C.G. and B. Z. Seligmann. 1911 The Veddass (S. Asia)

Speck, F. 1935 Naskapi (NA Subarctic)

Thomas, Elizabeth Marshall. 2007 The Old Way (S. Africa)

Tonkinson, R 1978 The Mardudjara Aborigines (Australia)

Widlok, T. 2000 Living on the Mangetti (S. Africa)

Duffy, Kevin. 1984 Children of the Forest (C. Africa)

Archaeology & Ethnohistory

Bourque, Bruce. 2012 The Swordfish Hunters (NA NE)

Claassen, C. 2015 Beliefs and Rituals in Archaic Eastern North America (NA)

Claassen, C. 2010 Feasting With Shell in the Southern Ohio Valley (NA)

David, B. 2012 Landscapes, Rock Art and the Dreaming (Australia)

Gamble, L. 2008 The Chumash at European Contact (NA CA)

Habu, J. 2004 Ancient Jomon of Japan (E. Asia)

Hoffman, Carl L. 1986 The Punan (SE Asia)

Holly, D. 2013 History in the Making. (NA Subarctic)

Lewis-Williams, D. 2004 The Mind in the Cave (Europe)

McGhee, R. 2001 Ancient People of the Arctic (NA Arctic)

Sassaman, Kenneth. 2006 People of the Shoals (NA SE)

Sassaman, Kenneth. 2010 The Eastern Archaic, Historicized (NA)

Warren, G. 2006 Mesolithic Lives in Scotland (Europe)

Widmer, R. 1988 The Evolution of Calusa (NA CA)

Culture Change/Modernity

Bessire, L. 2014 Behold the Black Caiman (S. America)

Blackman, M. 2004 Upside Down (NA Arctic)

Christen, K. 2009 Aboriginal Business (Australia)

Dallos, C. 2011 From Equality to Inequality (SE Asia)

Dorais, L-J. 1997 Quaqtat (NA Arctic)

Fienup-Riordan, A. 2000 Hunting Tradition in a Changing World (NA Arctic)

Jorgensen, J. 1990 Oil Age Eskimos (NA Arctic)

Mithen, S. 2009. Thoughtful Foragers

Reedy-Maschner, K. 2010 Aleut Identities (NA Arctic)

Rival, L. 2016. Huaorani Transformations in Twenty-First-Century Ecuador. (S. America)

Tanaka, Jiro. 2014 The Bushmen: a half-century chronicle of transformation (S. Africa)

Environmental Science/Biology

Cormier, L. 2003 Kinship with Monkeys (S. America)

Hill, K. and A. Hurtado 1996 Ache Life History: The Ecology and Demography of a Foraging People (S. America)

Kennett, D. 2005 The Island Chumash (NA CA)

Marlowe, F. 2010 The Hadza (S. Africa)

Moser Marlett, C. 2013 Shells on a Desert Shore (Mexico)

Nelson, R. 1973 Hunters of the Northern Ice (NA Arctic)

Peterson, J. T. 1978 The Ecology of Social Boundaries (SE Asia)

Ricklis, R. 1996 Karankawa Indians of Texas (NA)

Silberbauer. 1981 Hunter and Habitat in the Central Kalahari Desert (S. Africa)

Smith, E. 1991 Inujjuamiut foraging strategies (NA Arctic)

Steward, J. 1938 Basin-Plateau Aboriginal sociopolitical Groups (NA)

Geography/landscape

Cruikshank, J. 2005 Do Glaciers Listen? (NA Subarctic)

Friedman, J. and C. Chase-D. 1998 The Wintu and Their Neighbors (NA CA)

Jordan, P. 2003 Material Culture and Sacred Landscape (Siberia)

Legat, A. 2012 Walking the Land, Feeding the Fire (NA subarctic)

Rose, D. 2000 Dingo makes us human (Australia)

Thornton, T. 2007 Being and Place among the Tlingit (NA NW coast)

Book Review Information Form

Your Name:

Title of Book:

Author:

Date of Publication (*first* publication):

Name of Group or Archaeological Culture & Geographical Location:

*be specific and make sure they are hunters and gatherers!

*additionally, if you are doing an archaeology book, include the time period too

Instructor's Comments

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