

Department of anthropology and Archaeology

Hunter-Gatherers: An Introduction

ARKY 443 Winter 2018

KNB 133 TR 09:30-10:45

Department of Anthropology and Archaeology

Dr. Matthew Walls

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Office Hours: Tuesdays 13:00-15:00 ES 602D, or by appointment

Prerequisite(s): Archaeology 201.



The Morris Bay Kayak, NW Greenland

Overview & Course Objectives: The study of hunter-gatherer communities, past and present, is a field that has significantly influenced the development of anthropological thought, particularly around understandings of human origins, diversity, and relationships with the environment. This course provides an introduction to hunter-gatherer studies, and is arranged around three themes: 1) the concepts, debates, and persistent challenges that characterize the development of the field, 2) the impact of hunter-gatherer research on Indigenous communities, and 3) the frontiers that define contemporary research. The course starts with a historical overview, beginning with the emergence of ‘hunter-gatherers’ an object of study in early evolutionary and social theory. We will examine the conceptualization of hunter-gatherers in cultural ecology and general systems theory, the challenges that culminated in the Kalahari Debate, and subsequent efforts to better account for historical contingency and social diversity. We will critically evaluate attempts to structurally link hunting and gathering as a mode of subsistence with egalitarianism and other social and ideological aspects of community organization. Students will learn to identify philosophical tensions around the socially-charged notion of an ‘original humanity’ which lurks in many iterations of hunter-gatherer research. The second part of the course will explore hunter-gatherer research strategies with an emphasis on analogical reasoning. This section will address the impact of hunter-gatherer research on the contemporary Indigenous communities the field has tended to essentialize. Here, students will assess varieties of analogical reasoning, and seek opportunities for hunter-gatherer studies in a discipline grappling with decolonization. The last section of the course will focus on trends in recent literature, including calls to reconcile evolutionary and humanistic perspectives, efforts to identify creativity and resilience in ecological management, materiality and technological perception, the interaction of hunter-gatherers and early agriculturalists, and the future possibilities that new methods offer (such as sedaDNA). Throughout this course, students will discover a vibrant field that is still in an incipient phase and offers many pathways for future development.

Course Format: The course will follow a seminar format with discussion directed at topics raised in the assigned questions/readings. Each student will be assigned a week to give a short presentation of the key issues and themes raised in the readings. In addition to the weekly discussions, some sessions will include presentations on active research and ethnoarchaeological films.

Course Text: This course does not have an assigned text, and will be based primarily on readings available through the university library.

Evaluation:

Seminar Participation	25%
Readings Summaries	20%
Mid-Term Exam	25% (February 15)
Paper Abstract	5%
Paper	25%

Required Readings: The seminar will be based on 3-5 weekly readings, with a number of exceptions outlined in the course syllabus. The success of seminars depends on informed engagement, and it is the responsibility of students to ensure that they are prepared for class, have understood the readings, and are ready to discuss them. Most of the assigned articles are easily accessible through the eJournals available on the library's website. In a couple of exceptions the more rare articles will be available through D2L.

Seminar Participation: Participation will count for 25% of the final mark and will be evaluated in two categories. Each student will be assigned a topic to do a short 5-10 minute introductory presentation that will outline core themes and pose discussion questions. The presentations will contribute 10% to the participation mark, and are intended to be 'low stress'. The remaining 15% will be based on engagement in the seminar – which necessarily involves attendance. Students should endeavour to participate in a way that allows for and encourages participation from other students. Marks will be determined based on attendance, preparedness, and discussion.

Reading Critiques: Students must submit a short 1 page critique of the readings assigned for each week, which will be due on Tuesdays prior to class discussion. Each critique will be worth 2%, so each student must hand in at least 10. The critiques should succinctly identify core themes that cross-cut the readings, and should include 5 questions that the student feels are important to address in the seminar. In some cases, the critiques will have to address specific questions assigned the week before. Critiques are to be printed and brought to class.

Mid-term exam: A take home exam consisting of 4 essay questions will be handed out on February 15, and will be due on February 27 (electronically). The exam is worth 25%, and questions will cover the content from the first section of the course. Students must answer each question with a three page double spaced response, and should be well referenced. Students may include articles that were not a part of the course readings. Answers should be typed, and must correspond to formatting guidelines specified in the exam.

Paper Abstract: Students must hand in an abstract of their intended final papers by Feb. 15 (and are welcome to submit earlier). The abstract is worth 5%, and must be 400 words or less.

Final Paper: The final paper is worth 25% of the course mark. Papers topics will be discussed in class and office hours. Throughout the course, we will be discussing strategies for writing research papers; a more detailed handout will be provided, outlining themes, questions and format requirements. Specific topics and geographical focus are open, but all papers must be approved beforehand through the submission of the paper abstract (above). Papers will be due on April 13 by 4:30 pm.

Late Policies: Students should ensure that they hand assigned work in before the deadlines outlined above. Late work will receive a 20% penalty for the first day, and an additional 5% for each day after. If students know that they have a conflict, or if there are exceptional circumstances that interfere with completing an assignment on time they should contact the instructor as soon as possible to make alternative arrangements. Any medical issues should be accompanied by a note from a physician.

Grading Scheme: We will be following the Department of Anthropology and Archaeology's standard scheme.

A+	100–94.9%	A	94.8–89.9%	A-	89.8–84.9%
B+	84.8–79.9%	B	79.8–74.9%	B-	74.8–70.9%
C+	70.8–66.9%	C	66.8–62.9%	C-	62.8–58.9%
D+	58.8–54.9%	D	54.8–49.9%	F	49.8% and below

Course Schedule: The readings list, key dates, and lecture schedule will be posted on D2L.

Email Policy: PLEASE include the word ARKY 443 in the title of any email messages. Please keep messages as concise as possible, and I will try to respond within 2 workings days. If you are unable to attend the scheduled office hours, but would still like to see me in person, we can schedule an appointment.

PLAGIARISM AND CHEATING

Plagiarism: “to steal and pass off the ideas or words of another as one’s own” (Webster’s). Plagiarism will not be tolerated and will automatically result in a failing grade for the submission. Any student caught plagiarizing will also be subject to additional University sanctions. Students are expected to be familiar with the Department of Anthropology and Archaeology’s policy on intellectual honesty

DEFERRED EXAMS:

A student who is absent from a test for legitimate reasons must discuss an alternative course of action with the instructor. The instructor at their discretion may transfer the percentage weight for the test to the final examination, if there is a final examination in the course, set another test, etc. An instructor will normally make this decision on the basis of verbal information provided by the student. In the event that an instructor feels that they cannot judge the veracity of the information provided, Students must be aware that they are responsible for payment of any charge associated with the medical assessment and documentation as this service falls outside the realm of services

provided by the Provincial Health Care Plan. Deferral of the registrar scheduled final exam requires Registrar approval.

If a deferred exam is administered, the format of the exam may be different than the original exam.

ACADEMIC ACCOMMODATIONS

<http://www.ucalgary.ca/access/accommodations/policy>

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor of this course.

ACADEMIC INTEGRITY

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Calgary is a strong signal of each student's individual academic achievements. As a result, the University treats cases of cheating and plagiarism very seriously. Non-academic integrity also constitutes an important component of this program.

For detailed information on what constitutes academic and non-academic misconduct, please refer to the following link: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

All suspected cases of academic and non-academic misconduct will be investigated following procedures outlined in the University Calendar. If you have questions or concerns about what constitutes appropriate academic behavior or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

Where there is a criminal act involved in plagiarism, cheating or other academic misconduct, e.g., theft (taking another student's paper from their possession, or from the possession of a faculty member without permission), breaking and entering (forcibly entering an office to gain access to papers, grades or records), forgery, personation and conspiracy (impersonating another student by agreement and writing their paper) and other such offences under the Criminal Code of Canada, the University may take legal advice on the appropriate response and, where appropriate, refer the matter to the police, in addition to or in substitution for any action taken under these regulations by the University

TEACHING EVALUATIONS / USRI (Universal Student Ratings of Instruction)

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. Your responses make a difference, please participate! Website: <http://www.ucalgary.ca/usri/>

Writing Across the Curriculum

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be utilized by all undergraduate and graduate students who feel they require further assistance

Emergency Evacuation Assembly Points: In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Freedom of Information and Protection of Privacy Act:

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act. Please refer to the following link for detailed information: <http://www.ucalgary.ca/legalservices/foip>

The Department of Anthropology and Archaeology's FOIP (Freedom of Information and Privacy) policy requires all reports/examinations to be returned to students during class time or the instructor's office hours. Any term work not picked up will be placed in the Anthropology and Archaeology Office (ES620) for distribution. Any student not wishing to have their work placed in the office must make alternative arrangements with the course instructor early in the term.

Safewalk Information: Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and Safewalkers or a Campus Security Officer will accompany you to your campus destination.

Faculty of Arts Program Advising and Student Information Resources: Have a question, but not sure where to start? Arts Students' Centre

The Faculty of Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require.

In addition to housing the Associate Dean, Undergraduate Programs and Student Affairs and the Associate Dean for Teaching and Learning, the Arts Students' Centre is the specific home to:

- program advising
- the Faculty's Co-operative Education Program
- the Arts and Science Honours Academy
- the Faculty's Interdisciplinary Programs
- a Student Help Desk

Location: Social Sciences Room 102

Phone: 403.220.3580

Email: ascarts@ucalgary.ca

Website: arts.ucalgary.ca/undergraduate/

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block. Contacts for Students Union Representatives for the Faculty of Arts:

arts1@su.ucalgary.ca

arts2@su.ucalgary.ca

arts3@su.ucalgary.ca

arts4@su.ucalgary.ca

Ombudsman`s office: <http://www.ucalgary.ca/ombuds/>