

# Hunter-Gatherer Archaeology: An Introduction

ARKY 443 Winter 2022 Syllabus

**ES 702 TR 11:00-12:45**

Department of Anthropology and Archaeology

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Office Hours: Tuesdays 10:00-11:00 ES 814 by appointment

**Overview & Course Objectives:** The study of communities deemed ‘hunter-gatherers’ 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 a critical examination of the emergence of ‘hunter-gatherers’ as 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 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. *Should the field simply be discarded?* This second 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).

## **Learning Outcomes:**

- Understand the origins of hunter-gatherer studies and its impact in anthropological thought.
- Build a capacity to critique the field, assess the validity of the subject, and anticipate future directions.
- Develop awareness of the consequences that hunter-gatherer studies and the notion of ‘original humanity’ have had for Indigenous communities.
- Engage primary literature at the forefront of current research on hunter-gatherer communities including advances in theory and methods.
- Improve skills in academic discourse, critical reading, and argument based writing through seminar participation and assignments.

**Course Format:** The course will follow a seminar format with discussion directed at topics raised in the assigned questions/readings which will be updated each week. 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 required readings available through the university library.

**Prerequisites:** ARKY 201

**Tentative Schedule:**

Date	Topic
<b>Part 1</b>	<b>The Development of Hunter-Gatherer Anthropology &amp; Archaeology</b>
Jan 11 & 13	Hunter-Gatherers: Mode of Existence or Theoretical Construct? Both?
Jan 18 & 20	Nature and Culture: Ethnographic Case Studies
Jan 25 & 27	Trajectories of Western Thought and the Emergence of Hunter-Gatherer Studies
Feb 1 & 3	General Systems Theory: Cultural Ecology, Processualism, and Ecological Idealism
Feb 8 & 10	The Kalahari Debate and HG Complexity/Interaction
Feb 15 & 17	Humanistic Approaches & Shared assumptions in Processual/Post-Processual opposition
Feb 22 & 24	<i>READING WEEK</i>
<b>Part 2</b>	<b>Current Debates and Frontiers in HG Studies</b>
Mar 1 -3	Indigenous Peoples & Potential for HG studies in Political Ecology
Mar 8 – 10	The Environment Revisited: New Ecology, Niche Construction, Plateaus, and Creativity
Mar 15 -17	Materiality & HG Technology
Mar 22 – 24	HG Sociality: Life Processes and Emergent Communities
Mar 29 - 31	HG Ontology, Perception, Landscapes and Ritual
Apr 5 - 7	Creative Evolution: Epigenetics, Dynamic Process, and Biosocial Becoming
April 12	TBA/Final Paper Presentation & Debate

**Evaluation:**

Seminar Participation	20%	(see below for sub-components)
Readings Summaries	25%	
Mid-Term Exam	25%	
Paper Abstract	5%	
Paper	25%	

**Required Readings:** The seminar will be based on 5-8 weekly readings, with several exceptions outlined in the readings lists updated weekly. 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 special access.

**Seminar Participation:** Participation will count for 20% 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 5% to the participation mark. Each student will also be assigned an ethnographic case study to do a short 5-10 minute presentation on, also worth 5%. We will distribute the ethnographic presentations throughout the semester, and students will be assigned a case study and date in the first week. The remaining 10% 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 Summaries:** Students must submit a 2-3 page critique of the readings assigned for each week, which will be due on Tuesdays prior to class discussion. The critiques should succinctly identify core themes that crosscut the readings, and will 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, and will comprise 25% of the course mark. Specifications for summaries format will be introduced in 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 25 (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 relevant articles that were not a part of the assigned 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 12 by 4:30 pm via D2L.

**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. Such exceptional circumstances should adhere to the “Supporting Documentation” section outline below under Supplemental Information.

See also Reappraisal of Graded Term Work: <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Reappraisal of Final Grade: <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

**Grading Scheme:** We will be following the Department of Anthropology and Archaeology's standard scheme. Each item of course work will be weighted as above and a final mark out of 100 calculated. This will then be converted to a letter grade as follows:

A+	95 – 100%	B	75 – 79.9%	C-	59 – 62.9%
A	90 – 94.9%	B-	71 – 74.9%	D+	55 – 58.9%
A-	85 – 89.9%	C+	67 – 70.9%	D	50 – 54.9%
B+	80– 84.9%	C	63 – 66.9%	F	< 50%

**Course Schedule:** The readings list, key dates, and lecture schedule will be posted and regularly updated on D2L. The schedule and readings attached to this document are tentative and will be updated.

**Email Policy:** 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.

**Required Learning Technologies:** It is conceivable that pandemic circumstances will change/evolve over the semester, requiring the course to switch from in-person to online format as per guidance/mandates from the University of Calgary. Readiness to transition is essential, and in order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology.

- A computer/adequate software and malware
- A current and updates web browser
- Webcam (built in or external)
- Microphone and speaker (built in or external) or headset with microphone

### *SUPPLEMENTAL INFORMATION*

#### **PRINCIPLES OF CONDUCT**

The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct

statement, which is available at: [www.ucalgary.ca/pubs/calendar/current/k.html](http://www.ucalgary.ca/pubs/calendar/current/k.html). Students should also familiarize themselves with University policies regarding non-academic misconduct: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

## **PLAGIARISM, CHEATING, AND STUDENT MISCONDUCT**

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: [www.ucalgary.ca/pubs/calendar/current/k-3.html](http://www.ucalgary.ca/pubs/calendar/current/k-3.html). Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure>

For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Anthropology and Archaeology recommends that they attend Academic Integrity workshops offered through the Student Success Centre: <https://www.ucalgary.ca/student-services/student-success/learning/academic-integrity>

## **SUPPORTING DOCUMENTATION**

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, or a statutory declaration, etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](http://ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus, please see [ucalgary.ca/registrar](http://ucalgary.ca/registrar).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

## **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**

Freedom of Information and Protection of Privacy (FOIP) legislation in Alberta disallows the practice of having students retrieve assignments from a public place, such as outside an instructor's office, the department office, etc. Term assignments will be returned to students individually, during class or during the instructor's office hours; if students are unable to pick up their assignments from the instructor, they must provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

## **ACADEMIC ACCOMMODATIONS**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit <https://live-ucalgary.ucalgary.ca/student-services/access>. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor or the Department Head. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

## **INSTRUCTOR INTELLECTUAL PROPERTY**

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

## **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

## **COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

## **SUPPORT AND RESOURCES:**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Emergency Evacuation/Assembly Points
- Wellness and Mental Health Resources

- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Safewalk