

Anthropology 150 (in new anthropology building), Mon-Wed-Fri, Noon – 12:50 PM

**Instructor:** Robert L. Kelly; **Office:** Anthropology 118 (in the new Anthropology building, 12<sup>th</sup> and Lewis St.)

Office Hours: M-W-F 1-2 (or send e-mail to me). However, **my office policy is:** if my door is open—come in! Otherwise, leave a note or send e-mail.

**E-Mail:** RLKELLY@uwyo.edu (my e-mail is on all the time in my office, so questions sent to me are normally answered quickly)

**Required Texts:**

Pei-Lin Yu, *Hungry Lightning*

Colin Turnbull, *The Forest People*

Marjorie Shostak, *Nisa: The Life and Words of a !Kung Woman*

Frankly, these texts are all pretty easy reads. *Hungry Lightning* is a diary of a woman who spent many months living with the Pume, a part-time hunting and gathering group in Venezuela. It should give you a personal sense of what it is like to live with “simple” peoples (though you’ll find they are not at all “simple.”) It also gives you a sense of the pleasure and tribulations of anthropological fieldwork. *The Forest People* is an old book – first published in 1962 – but also gives a very humanistic sense of a hunting and gathering people; this should counterbalance the more scientific approach that I take in lectures. The same is true of *Nisa*, an autobiography of a !Kung woman of southern Africa, as told to an anthropologist, the late Margorie Shostak.

**Recommended Texts:** Robert Kelly, *The Foraging Spectrum*. (purchase from Percheron Press, Eliot Werner Publications, Inc.

[EWERNER@earthlink.net](mailto:EWERNER@earthlink.net). \$35.00. Much of my lecture material comes from this book. At the time book requests were submitted, I was uncertain if this text would be available. Some students find it a harder read, but as I draw much lecture material from it, or if you are of a more scientific or quantitative bent, you might find it a useful supplement to lectures.

**Course Objective:** Anthropologists have long been fond of pointing out that the hunting and gathering lifestyle, although rare in today’s world, has nonetheless characterized 99% of the time humans have existed on earth. Following from this, the argument is sometimes made that many human ‘universals’ are a product of our early evolution as hunter-gatherers. The purpose of this course is to examine the range of variation in lifeways of hunting and gathering peoples; we will focus on ethnographic data, but will also consider some archaeological evidence as well. The specific areas to be considered include: subsistence, nomadism, demography, social organization, territoriality and land use, social organization, and hunting and gathering (‘foraging’) in today’s world. We will learn much about the specifics of foraging lifeways, but two central questions will be: How do we understand differences between our own society and other societies (in this case, foraging societies)? And, to what extent can we understand humans in general through the study of foraging peoples?

**Work Expectations (undergraduate):** There are three in-class exams and a take-home final; the three in-class exams are worth 22%; the final is worth the remaining 34% of your grade. The exams will consist of objective questions and short essays. Note that each of the exams covers one of the required texts. The final is an extended take-home essay. In calculating final grades, I take into account improvement in exam performance and class participation for borderline cases. At certain times I will introduce quantitative analyses into class, but exams will not require mathematical computations; it is the conclusions of the analyses that matters.

**Attendance/Participation Policy:**

You are paying the tuition. It is up to you. But class participation can sway me in the case of borderline grades. University sponsored absences are cleared through the Office of Student Life.

**Academic Honesty:**

The University of Wyoming is built upon a foundation of integrity, respect and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated. Teachers and students should report suspected academic honesty to the instructor, department head, or dean. See [http://uwadmnweb.uwyo.edu/a&s/Current/2005Stud&TeachersWorking%20Together\(7-29-05\).doc](http://uwadmnweb.uwyo.edu/a&s/Current/2005Stud&TeachersWorking%20Together(7-29-05).doc). See me if you have any questions or concerns about plagiarism or cheating.

**Disability Statement:** If you have a physical, learning, or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with and provide documentation of your disability to University Disability Support Services (UDSS) in Room 330 of Knight Hall, 766-6189, TTY: 766-3073.

**Missed Exams:** If you let me know ahead of time that you have a conflict on an exam date, I can be very accommodating. Otherwise....

**Disclaimer:** I will do my best to stick to this syllabus; if changes have to be made due to circumstances beyond my control, I will announce those changes in class.

**DATE**                      **TOPIC**

Week 1 readings:

Start Hungry Lightening

Sahlins, M. 1972 The Original Affluent Society. In: *Stone Age Economics*, pp. 1-39.

For reading see: <http://www.eco-action.org/dt/affluent.html>

Kaplan, D. 2000 The Darker Side of the "Original Affluent Society." *Journal of Anthropological Research* 56 (3):301-324.

Aug 27 Introduction: Are hunter-gatherers "people that time forgot"?

Aug 29 Placing hunter-gatherers in time: a brief history of the world

Aug 31 Case Study: The Mikea of Madagascar

Week 2 readings:

Lee, R.B. 1992 Art, science or politics: The crisis in hunter-gatherer studies. *American Anthropologist* 94:31-54.

Sept. 3 No Class, Labor Day

Sept. 5 Images of Foragers: films of the Mikea as a case study

Sept. 7 Images of foragers continued

Week 3 readings:

Helm, J. 1993 "Always with them either a feast or a famine": living off the land with Chipewyan Indians, 1791-1792. *Arctic Anthropology* 30 (2):46-60.

And check out the "Paleolithic diet": <http://www.paleodiet.com/>

Sept. 10 Hunter-gatherer diet: Should we all eat like "cavemen"?

Sept. 12 Diet continued

Sept. 14 *Film: Nanook of the North*

Week 4 readings:

Hurtado, A., and K. Hill (1989) Experimental Studies of Tool Efficiency among the Machiguenga Women and Implications for Root-Digging Foragers. *Journal of Anthropological Research* 45:207-217.

Sept. 17 Technology: Are hunter-gatherers stupid?

Sept. 19 Hunter-gatherer technology continued

**Sept. 21 EXAM (Finish reading Hungry Lightening)**

Week 5 readings:

Begin reading *Forest People*.

Alvard, M. S., 1993, Testing the "Ecologically Noble Savage" Hypothesis: Interspecific Prey Choice by Piro Hunters of Amazonian Peru. *Human Ecology* 21:355-87.

Sept. 24 The "pygmies" of central Africa

Sept. 26 *Film: Baka: People of the Forest*

Sept. 28 Nomadism: Are hunter-gatherers natural conservationists?

Week 6 readings:

Continue reading *Forest People*.

Oct. 1 Nomadism continued

Oct. 3 *Film: Summer of the Loucheux*

Oct. 5 Hunter-gatherer religion

Week 7 readings:

Weissner, P., 2002, Hunting, Healing, and Hxaro Exchange: A Long-term Perspective on !Kung (Ju/'oansi) Large-Game Hunting. *Evolution and Human Behavior* 23: 407-436.

Oct. 8 Sharing: Are hunter-gatherers naturally generous?

Oct. 10 Hunter-gatherer land claims: Do hunter-gatherers have rights to land?

**Oct. 12 EXAM (Finish reading The Forest People)**

Week 8 readings:

Start reading *Nisa*

Oct. 15 The "Bushmen" of southern Africa

Oct. 17 *Film: Nai: The Story of a !Kung Woman*

Oct. 19 Demography: Do hunter-gatherers intentionally keep their numbers low?

Week 9 readings:

Winterhalder, B., 1993, Work, Resources, and Population in Foraging Societies. *Man* 28:321-340.

Oct. 22 Demography continued

Oct. 24 Demography continued (Group size)

Oct. 26 *Film: The Sheepeaters* (note instructor away)

Week 10 readings:

Noss, Andrew J., and Barry S. Hewlett, 2001 The contexts of female hunting in Central Africa. *American Anthropologist* 103(4):1024-1040.

Woodburn, J., 1982, Egalitarian societies. *Man* 17:431-51.

Oct. 29 Social Organization: Do men dominate hunter-gatherer society?

Oct. 31 Social organization continued

Nov. 2 Social organization continued

Week 11 readings:

Continue with *Nisa*.

Nov. 5 *Optional Film: People of the Seal: Summer* (instructor away)

Nov. 7 *Optional Film: People of the Seal: Winter* (instructor away)

Nov. 9 *Film: The !Kung San: resettlement*

Week 12 readings: none (unless assigned)

Nov. 12 Open class (in case I am behind)

Nov. 14 Did the Eskimo really leave old people on ice floes to die?

**Nov. 16 EXAM (Finish reading *Nisa*)**

Week 13 readings: none (unless assigned)

Nov. 19 *Films: The Potlatch*

Nov. 21 No Class, Thanksgiving

Nov 23, No Class, Thanksgiving

Week 14 readings:

Ames, K., 1994, The Northwest Coast: Complex Hunter-Gatherers, Ecology, and Social Evolution. *Annual Review of Anthropology* 23:209-29.

Horgan, 1995, The New Social Darwinists. *Scientific American* October 1995. pp. 174-181.

Nov. 26 "Complex" hunter-gatherers

Nov. 28 "Complex" hunter-gatherers continued

Nov. 30 Does it matter that humanity began as hunter-gatherers?

Week 15 readings:

Dec. 3 The Human Zoo: the display of hunter-gatherers in the 19<sup>th</sup> century  
(**Note: Final exam to be handed out via e-mail**)

Dec. 5 The Tasaday Hoax

Dec. 7 Last Class: Hunter-gatherers today, image and reality

**Dec. 10 Take-Home final due by noon.**