

# ANAR 100

## HUNTERS, GATHERERS, AND FORAGING

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*1 Devi Rawat gathering wild yams.*  
Photo: J.Fortier

All of our ancestors before 10,000 years ago survived not by farming but by hunting, gathering, and fishing. Even until relatively recently, much of the earth was populated by people still pursuing the foraging way of life. On the eve of European colonialism, circa 1500 AD, most of North America, South America, Australia, and some parts of Africa and Asia were peopled by food collectors rather than food producers. Even today, there are a number of societies which continue the foraging lifestyle, especially in environments where agriculture is difficult. Thus the study of hunters and gatherers is important for understanding the diversity of human lifeways in both the present and the past. In this course, we will focus on a comparative method of cultural reconstruction by attention to contemporary foraging lifeways and how these are used as homologies and/or analogies for past cultural practices. Since we cannot study every time period and geographical region, you will read and discuss well-known case studies and readings that can be used as an entrée into further studies

of your own interest. My own background involves study with food collecting societies in South Asia, North America, and Circumpolar Eurasia so there will be somewhat more emphasis on these world areas. In archaeological studies of foraging, the most research involves the upper paleolithic to the present (<40kya), and we will focus on this time period.

“We are less comfortable, perhaps, with the idea that we study the present in order to understand the past. At least, many people seem not quite willing to accept the concept of archaeologists going out to live with the Australian Aborigines or following !Kung Bushmen on their hunting trips...I take the fact that such things are now being done as a sign that the field of archaeology is growing and becoming more sophisticated.”  
Lewis Binford 1983:23

“We hunt brother monkey. Can you live with that?”  
Raute Hunter-Gatherer

TEXTS Kelly, Robert, [The Lifeways of Hunter-Gatherers](#).. Chapters available online through UCSD library. All readings available in your Canvas class website.

### Learning Outcomes

- \*Distinguish between progressive, regressive, and adaptive evolutionary theories concerning HGs.
- \*Discuss the benefits of using homology vs. analogy in past and present HG comparisons
- \*Recognize dimensions of climate influences and issues on HG territories & populations
- \*Identify at least three HG communities in each world area and provide a cultural description
- \*Estimate hunting/gathering/fishing ratios of a HG community in each world area
- \*Become familiar with basic geopolitics between sovereign states and non-sovereign nations
- \*Be able to identify key points of difference between former, recent, and contemporary HG societies

- \*Apply concepts of resilience and sustainability as theoretical tools in policy and practice regarding HG communities.
- \*Learn about one culturally significant plant used by food collectors and it's practical uses for food, construction, medicine, rituals, etc.
- \*Become familiar with accessible software tools and websites which help identify and understand past and present HG societies

## Course Requirements

You will probably have a few days when you feel unable to get to your lectures, or finish a weekly question, or join in discussions. Don't get discouraged! Just email or ask to teleconference with me. Let me know if you need help with a research paper topic, if you want me to review your writing, or if you don't understand some concepts. Sometimes I miss seeing an email, too, so don't be shy about sending a request twice.

1. *Attendance & Participation.* You are expected to be on time for class, complete your readings before class, & prepare with questions and comments for discussion. Students who miss class or assignments for the purpose of religious observance, job interview, or illness are permitted to make up course work. You are not excused for regular outside work or other ongoing commitments, class scheduling conflicts, having to cover for a workmate, regular sport practices, computer issues, or missing more than 10% of a scheduled class. Please email me through Canvas about your situation ahead of time or in a timely manner. Participation may involve sharing highlights from your written work during class, practicing your interviewing skills, transcribing audiotapes, walking on campus looking at opportunities for ecosystem-based adaptations, learning about culturally significant plants on Campus.

2. *Weekly Questions (WQs).* You turn WQs into the *Assignments* tab in Canvas each week except for weeks 1 and 10. In your WQ, write up some of the questions you have about our weekly readings and lectures. Typically, you might write thoughtfully about a follow-up question you have, or a key idea that needs more clarification for you, or simply some idea from my lecture or from the readings that you want us to talk about more. You should write a question for each of the readings, but may write a longer question for just one of the readings. Elaborate on your questions enough so that you write about 1-2 pages (~250-400 words). This is where we have a chance to connect relevant topics in the news with our lectures & readings. I look forward to reading these, so try to come up with some interesting thoughts and ideas! 20pts each.

4. *Research Blog.* Your research blog will be based on a research question with sections for the background, data, and analysis around the paper's topic. Details and guidance will be given in class and will be personalized so that you can do research on a topic of your interest. Here's an example from an evolutionary psychology perspective, <https://www.psychologytoday.com/us/blog/the-human-beast/202207/how-far-did-hunter-gatherers-travel-and-why-does-it-matter>. Here's another example from a science digest site, <https://scitechdaily.com/before-stonehenge-monuments-hunter-gatherers-made-use-of-open-woodland-habitats/>. Your blogs will be at a student research level rather than a professional science reporter's level, but you can use these as examples. Excluding cover page and references, your research blog will be about 2,000-2,500 words of text (single or double spaced) with about 8-10 figures or tables. You will put your blog onto our online Google Sites page available at <https://sites.google.com/view/anar100/home>. You'll receive a password & editing privileges in class.

5. *Preparing the Research blog.* Details will be given in class, but this is an overview of the process of building your research blog.

*Week 6 - Research Proposal & Literature Review.* Write a one page summary about your intended subject. Write 1-2 pages about the articles you intend to use for your paper. Choose 2 readings

from class syllabus as references. In addition, choose 2-10 articles from outside reading of your topic. For each article, write a couple sentences about why this article is best for your paper. Choose peer-reviewed journals and books which are relevant to your topic and information. Ask me to approve any other references, from blogs or newspapers for example. Submit your lit review in a consistent reference style such as Chicago. 20pts

*Week 7* – Outline of Research Blog – Explain the significance of your research topic; the titles of your paper's sections; and 3-4 highlights that you plan to include in your paper and why you will analyze and present each type of data that you collect. You may turn in either a rough draft or an outline. 20pts

*Week 8* - Figures, Maps, and Tables. Choose 2-3 of these to include in your paper. 10pts

*Week 9-10* – Give a 10 minute PPT presentation about your research. 50pts

*Final* – Research Blog is due Weds, Dec 6th. Submit to both Canvas and Google Sites. Final Blog paper is worth 500 pts

*Written work* is graded with attention to *depth, breadth, clarity, creativity, and examples*. In other words, given the parameters of written assignments, write with attention to appropriate depth of ideas for your topic, with choosing appropriate breadth of points you can cover, and write with clarity of thought and grammar. Your writings should always aim for some lively creativity and showcase examples to highlight your topic or main points. Avoid unnecessary wordiness and spoken idioms. Your papers are graded using standard correction marks ([https://www.academia.edu/86044164/Correction\\_Symbols\\_for\\_Editing](https://www.academia.edu/86044164/Correction_Symbols_for_Editing)) with a 1 week turn-around time for all graded assignments.

## **Other Information**

*Academic Integrity* University regulations concern adding, dropping classes, exams, grading, unexcused absences, bullying, free speech, etc. Students are expected to be courteous, avoid *ad hominem* attacks, use diplomacy, aim for logical arguments, avoid disruption, disrespect, exclusion, or harassment of others. Review of policies is available at <https://catalog.ucsd.edu/academic-regulations.html>, <https://policy.ucop.edu/doc/2710523/PACAOs-30>. Students in this class have the right to expect that their fellow students are upholding the academic integrity of the University. You may ask other students to read and comment on your work but all analysis and writing should be your own work. You will recognize and cite all sources of data or information and if you are unsure of citation accuracy, please speak with me. If you are unsure what constitutes plagiarism, please see UCSD's academic honesty policy here: <http://academicintegrity.ucsd.edu/> or confer with me. All cases of suspected plagiarism or cheating will be referred to the office of academic integrity.

*Submitting written work* Students agree that by taking this course all required papers will be submitted for textual similarity and plagiarism review via Turnitin.com. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the terms of use agreement posted on Canvas and the Turnitin.com site.

*Late assignments & make up exam policy* Late assignments will be penalized 1% for every hour late. No assignments will be accepted more than 48 hours after the due date without an approved and documented excuse. There will be no make-up examinations without an approved and documented excuse. Acceptable excuses include illness, which must be documented by the UCSD health service or your physician, or a death or serious illness in the immediate family. I will accept no other excuses aside from those recognized by standing University policy. Please notify me in writing of your need for an

extension or make-up exam and I will put you in contact with Department's Student Advisor who has responsibility for the collection of documentation.

*Grade disputes* If you believe that we made an error or oversight in grading your work you may petition the instructor to have your grade changed. To do so you must submit a written memo of no more than 400 words explaining how we made an error and stating the grade you believe that you deserve. We will not entertain grade complaints beyond seven calendar days after the assignment has been returned to you.

*Students with Disabilities* Students requesting accommodations for this course due to a disability must have a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD: <http://disabilities.ucsd.edu>), which is now located on the 3rd Floor of Pepper Canyon Hall. AFA

letters are now provided to Faculty electronically by OSD, per student request. Requests for accommodation must be made at least two weeks in advance of midterm exams. Contact Department Student Advising for further information. Student rights, responsibilities and administrative due process is also enumerated in campus policies.

*Summary of Canvas Organization* PDF articles are in **Files**; Past Zoom Lectures are in **Media Gallery**; Weekly Questions and Final Paper are available in your **Assignments** folder; And group discussions are in **Discussions**. **Attendance** points will be entered by me in Week 5 and 10 in the grade sheet.

*Summary of Grading* Attendance 180pts & Weekly Questions 120pts (33% of total grade); Session Paper and components (600pts, 66% of total grade). A/A- = 91-100%; B+/B/B- = 81-90%; C+/C/C- = 71-80%; D+/D/D- = 61-70%

# COURSE SCHEDULE

The following represents required readings for each week. Occasionally other articles may be handed out or be posted on Canvas. Readings are in the "Files" folder.

## **Week 1: 9/22 Introduction to Hunter-Gatherers Past & Present**

Goals: Become familiar with defining features of hunter-gatherers (HGs); Identify at least 1 HG society on each populated continent; Appreciate how study of human adaptations and subsistence strategies are central to our better understanding & appreciation of human diversity.

Readings:

- 1) Kelly, Ch. 1 "Introduction"
- 2) Pluciennik "Archaeology, Anthropology and Subsistence"
- 3) Warren, Graeme "Is there such a thing as 'hunter-gatherer archaeology'?"

Active Learning: Imagine your ancestors 200 generations ago (about 3,000 BCE/5,000 years ago). Choosing one lineage to consider, about where did they live? What was the climate like in this region? What kind of economy did they live in? What language might they have spoken?

## **Week 2: 9/29 Environment & Evolutionary Theories**

Goals: Adaptation is the name of the game in HG studies. This week, you will learn about some variations of theory involving human and cultural ecology. We will also explore some variations of the foraging lifestyle in the Upper Paleolithic era. We will also review some of the current foraging societies of South Asia and their economic strategies.

Readings:

- 1) Kelly, Ch. 2
- 2) Fortier, "The ethnography of South Asian foragers."
- 3) Kehoe "Chapter One"

Active Learning: Pick a HG society using the HG Cosmos website <https://hgcosmos.org/cultures-country.php>. It may be one from South Asia or North America, or feel free to choose another world region. Read about one society and bring information to share in class.

## **Week 3: 10/6 Foraging & Subsistence**

Goals: As most of us hail from farming-based societies, we think of bread as the staff of life, but the foraging mode of subsistence is based on a whole 'nother set of social and economic conditions which we'll explore in more detail this week.

Readings:

- 1) Kelly, Ch. 3
- 2) Warren, Graeme, "Hunting, gathering and fishing without hunter-gatherers"
- 3) Fortier, "Regional hunter-gatherer traditions in South East Asia"

Website Resources

Browse: <https://www.anthroencyclopedia.com/entry/hunting-and-gathering-h2ref-7>

Browse this entry in the Cambridge Encyclopedia of Anthropology (online/open access). Jot down one piece of information you found surprising or memorable and bring it to class.

Active Learning: Foraging on Campus

## **Week 4: 10/13 Foraging & Mobility**

Goals: Some foragers are full time nomads while other live in sedentary villages. Some societies have a mixture of both nomadic groups and sedentary groups. The week we will explore the reasons and the meaning of territories and ideas of homelands and landscapes.

- 1) Kelly, Ch. 4 Mobility
- 2) Piezonka "Migration... among the Selkup, Siberia"
- 3) Andrews, Elizabeth F. "Territoriality and land use among the Akulmiut of Western Alaska."

Active Learning: Have a conversation about different kinds of landscapes. Find a healing landscape and write about it.

### **Week 5: 10/20 Sharing & Exchange within hg societies**

Goals: Did you share a ride with someone recently? Or give a gift to a friend? What did this mean and why do people create such networks of giving/receiving? This week we think about why hg societies are often egalitarian, how they enforce rules of sharing among each other, and what kinds of resources are shared.

Kelly, Ch. 6 to page 145

Ran Barkai, "An elephant to share: rethinking the origins of meat and fat sharing in Paleolithic societies"

Polly Weissner "Embers of society: Firelight talk among the Ju/'hoansi Bushmen."

Active Learning: Potluck! Bring a food to share which is related to foods used by hg groups of your choosing.

### **Week 6: 10/27 Economics & Trade with other societies**

Goals: This week we gain insight into economic systems of hunter-gatherers as they interact in regional trade networks. Who are their trade partners? What goods and services do they need or want? What do hg societies produce for exchange?

Gamble and Zepeda "Social Differentiation and Exchange among the Kumeyaay Indians during the Historic Period in California"

Fortier, "Economy and Society: A complex mix"

Tarasov, Alexey, and Kerkko Nordqvist. "Made for exchange: the Russian Karelian lithic industry and hunter-fisher-gatherer exchange networks in prehistoric north-eastern Europe."

Activity: Bring a printed copy of your Research Proposal & Literature Review to class. We'll share ideas to help each other improve their paper topics. We'll look at our Google Sites page.

### **Week 7: 11/03 Hunter-Gatherer Social Organization: Marriage & Families**

Goals: This week we will discover variations in gendered patterns of work or divisions of labor plus look at the universality of human marriage systems.

Kelly: Ch 7

Bliege-Bird "Why Women Hunt: Risk and Contemporary Foraging in a Western Desert Aboriginal Community"

Walker "Evol history of hunter-gatherer marriage"

Activity: Discussion Groups of Bliege-Bird article *or* practice Kinship notation

### **Week 8: 11/10 Equality, Heterarchy, Hierarchy: Hunter-Gatherer Social Organization**

Goals: This week we'll learn about markedly fluid ideas of social organization; small human social spaces, mixing boundaries among humans and animal beings, and equality are some of the ideas to be explored.

Kelly: Ch 8

Cormier "Kinship with Monkeys"

Woodburn: "Egalitarian Societies"

Active Learning: The B'Nába people versus the Tuvlo people.

### **Week 9: 11/17 Worldviews and Religion**

Goals: This week we will explore some of the features of hg religions, focusing on various beliefs about the supernatural forces and beings. Many ideas have structural similarities, such as beliefs about humans and animals as able to metamorphosize, while other ideas are quite original to specific hg societies.

Guenther "Therefore their parts resemble humans, for they feel that they are people"

Bird-David "Animism Revisited"

Duval "Rock art tourism"

Active Learning: This week you'll have an opportunity to share some details about your research paper. Each person will create about 10 Powerpoint slides for your PPT presentation. Be prepared to talk for about 10 minutes. Listeners should be prepared to ask follow-up questions and hold discussion for about 5 minutes afterwards with questions and suggestions for the presenter's final paper.

### **Week 10: 11/24 *Thanksgiving* holiday, no class**

Film Viewing: *Rabbit Proof Fence* Available for free when logged in through UCSD library:

<https://digitalcampus.swankmp.net/ucasandiego371665/watch/EFE597BDFCB2A321?referrer=direct>.

Real-life saga of three kidnapped mixed-race Australian Aboriginal girls who escape from a residential school & camp. Kenneth Branagh, Everlyn Sampi. Directed by Philip Noyce.

### **Week 11: Wrapping Up: Contemporary Foragers and Foraging in Complex Economies**

Goals: This week we'll explore a few ways that traditionally foraging-based societies find their niche in complex state societies.

Hunn et al. "Huna Tlingit Traditional Environmental Knowledge, Conservation, and the Management of a "Wilderness" Park"

Endicott "Batek playing... for tourists in Malaysia"

Connolly " Commercial Scale Wind Industry on the Campo Indian Reservation"

Active Learning: This week you'll have an opportunity to share some details about your research paper. Each person will create about 10 Powerpoint slides for your PPT presentation. Be prepared to talk for about 10 minutes. Listeners should be prepared to ask follow-up questions and hold discussion for about 5 minutes afterwards with questions and suggestions for the presenter's final paper.

### **Final blogs due: Weds Dec 7 Midnight**

Upload 1 copy to Canvas and 1 copy to Google Sites using your editorial privileges which I'll provide in Week 2.

The link for Editing our Google Site is here:

[https://sites.google.com/d/1qztWnsFsg2mYi2YmhbkdkMHqulfVigqn/p/1N6vSEGszNpNs0tIEMOrj5IWWhS\\_oPbMOz/edit](https://sites.google.com/d/1qztWnsFsg2mYi2YmhbkdkMHqulfVigqn/p/1N6vSEGszNpNs0tIEMOrj5IWWhS_oPbMOz/edit). Viewing the Site only here: <https://sites.google.com/view/anar100/home>

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### Hunter-Gatherers Selected Web Resources

<https://hgcosmos.org/about.php> by Thanos Kouravelos

<https://www.anthroencyclopedia.com/entry/hunting-and-gathering-h2ref-7>

This is an entry in the Cambridge Encyclopedia of Anthropology (online/open access)

### A Few General References

The Cambridge World Prehistory by C. Renfrew and Paul Bahn (eds.) is available through the online library resources. Use this when you want more background on archaeological information.

Wikipedia can be a useful starting point. There are incomplete articles and misinformation however, so do not rely on Wiki for references and citations. For example, you can read up on the Soanian tradition in the Paleolithic cultural period located in South Asia. But find an authoritative source for any cites, such as Robin Dennell.

Likewise, WorldCat, the World Catalogue, can also be useful for learning about locating a reference, about the author's other publications. See <https://www.worldcat.org/>.

<https://phytochem.nal.usda.gov/phytochem/search>

This is a helpful database of useful plant properties, ethnobotanical readings, and other plants used by foragers.

<https://calscape.org/>

Calscape is maintained by the California Native Plant Society and has about 8,000 plants native to CA with information about their uses by people and animals.

<https://glottolog.org>

Glottolog is a database of the world's languages. In addition to language information, this is useful for seeing the relationship among hg societies and looking for classic ethnographic descriptions of hg societies.

### Videos of Note

**Rabbit Proof Fence.** Ocean Pictures. About Mardu Australian Aboriginals. [Rabbit Proof Fence \(2002\) Trailer](#)  
Avail thru UCSD here:  
<https://digitalcampus.swankmp.net/ucasandiego371665/watch/EFE597BDFCB2A321?referrer=direct>

**Awa: Earth's Most Threatened Tribe** <https://www.survivalinternational.org/awa>  
Guajajara [Guadzîdzar]. Also Awá Guajá

**Our Xwelmexw Names** [Sqwōwich, pep of the sturgeons]  
[http://digitalsqewlets.ca/sqwelqwel/voices-voix/video/doc-xwelmexw-names\\_noms-eng.php](http://digitalsqewlets.ca/sqwelqwel/voices-voix/video/doc-xwelmexw-names_noms-eng.php)

**Conversations with the Veddha.** Directed by Shirley Cheechoo. , produced by Gerald B. Sperling, and Norm Wilkinson. , Sky Vision, 2013. Alexander Street, <https://video.alexanderstreet.com/watch/conversations-with-the-veddha>.

**Jungle Nomads**  
<https://video.alexanderstreet.com/watch/jungle-nomads>  
About honey hunting by Raji of Nepal

**The Hadza**  
<https://video.alexanderstreet.com/watch/the-hadza/details?context=channel:anthropology>