Anthropology of Hunting

Tuesday, Thursday
2-3:20 PM
09 University Hall

Professor: Dr. Ashley K. Lemke
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Office: 422 University Hall
Laboratory: 19 University Hall
Office Hours: Tuesdays 3:30-4:30PM, or by appointment (please email)



Course Description

What role did hunting play in human evolution? How do archaeologists investigate hunting in the past? Why did Mark Zuckerberg pledge to only eat meat he killed himself? To answer these and many other questions, this course covers a broad range of topics exploring hunting through time, from the prehistoric to the present. Topics include cross-cultural issues of meat and diet, hunter-gatherer subsistence behavior, overkill and animal extinction, and sport hunting.

This class will introduce students to the related disciplines of anthropology and archaeology, and will touch on issues relevant to environmental studies and sustainability. Because it is both an anthropology and an archaeology class, we will investigate sustainable hunting practices both today and in the past. For example, this class covers the topic of animal extinction and how it is related to over-kill hunting. Furthermore, prehistoric archaeology is intimately tied with climate change and sea level rise and by investigating how prehistoric peoples dealt with these issues, students can hypothesize about sustainable solutions for the future.

Fulfills requirement for Earth and Sustainability Studies (ESS) Minor.

Student Learning Objectives

Define the relationship between anthropology and archaeology

Understand the basic procedures and techniques used by anthropologists to study hunting

Appreciate the wide diversity of human hunting practices, both today and in the past

Understand the relationship between hunting, climate change, and sustainability

Required Texts

There is no required textbook for this course. Required Readings will be posted on Blackboard.

Students are required to read at least **one** book from the list of ethnographies provided below and they are encouraged, but not required, to purchase it.

Course Organization and Requirements

Participation & In-Class Exercises: 20%
Over the course of the semester, there will be several in-class exercises, activities, and opportunities for participation. These exercises are used to reinforce concepts discussed in lecture and readings, and to give students a more practical experience with issues covered in class. These exercises will be equally weighted. These activities cannot be made up later for credit if a class is missed, and only **two** missed exercises will be excused without penalty. Any more missed exercises will have a negative effect on the grade.

Attendance Policy: There is no **daily** attendance grade for this class, but participation exercises and in-class assignments require class attendance. Missing in-class assignments and discussions will negatively impact your grade. Some assignments or exercises may happen at the beginning of the class. If you miss these activities by arriving late, you will not be able to make them up.

Short Papers: 30%
Two short papers (2 – 4 double spaced pages each) will allow you to apply your creativity to further explore the anthropological questions and interpretation of the past.

Midterm Exam: 25%
The midterm examination will cover the reading, lecture, and discussion of the first half of the course. It will be mixed format (multiple choice, fill-in the blank, and short essay).

Final Paper/Presentation: 25% Student will choose an ethnography to read from the list provided. Students will either present (solo or in groups) or write a paper on the book of their choice. There is no final exam in this course.

Grading Scale: Your total course grade will be determined based on the following scale:

90% and higher	A
80 to 89%	B
70 to 79%	C
60 to 69%	D
Less than 60 %	F

0.5% is round to the next higher grade

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. See, http://catalog.uta.edu/academicregulations/grades/#undergraduatetext

Course Outline

Part I. Hunting made us human?

1. Introduction to Anthropology
2. Language, Culture, Tools, and Hunting
3. Early Human Evolution
4. Chimpanzee Hunting and Meat Sharing

Part II. Prehistoric Hunter-Gatherers

1. Hunter-Gatherers in Anthropological Thought
2. Introduction to Prehistoric Archaeology
3. Prehistoric Hunter-Gatherer Diets
4. Mammoth, Bison, and Caribou Hunting Strategies

Part III. Living Hunters and Contemporary Trends

1. Diversity among Ethnographic Foragers
2. Today's Hunters: A Global Perspective
3. Contemporary Subsistence Trends
4. Hunting and Sustainability



Class Schedule (may be amended)

Week	Topic	Readings/Assignments/Notes
1: (22-24 Aug)	**CLASS DOES NOT MEET**	Review syllabus, get textbook, access blackboard
2: (27-31 Aug)	Introduction, Why Hunting?	
3: (3-7 Sept)	What Makes Us Human? Introduction to Hunter-Gatherers	
4: (10-14 Sept)	Human Evolution	Unomini & Meyer 2013
5: (17-21 Sept)	Evolution of Hunting	
6: (24-28 Sept)	Did Hunting, Cooking, or Sharing Make Us Human?	Mitani & Watts 2001; Wrangham 2009
7: (1-5 Oct)	Hunter-Gatherers in Anthropology and Archaeology	Diamond 1992; Lee 1968; Sahlins 1972; Cohen 2000 **First Short Paper Due, 4 October**
8: (8-12 Oct)		**Midterm, 11 October**
9: (15-19 Oct)	Prehistoric Environments, Diets, & Models	Kelly 1995; Wing 2000
10: (22-26 Oct)	Prehistoric Hunting: Mammoth & Bison	
11: (29 Oct – 2 Nov)	Prehistoric Hunting: Caribou	Binford 1991, O'Shea et al. 2014
12: (5-9 Nov)	Pleistocene Extinction	**CONFERENCE** **CLASS DOES NOT MEET 8 NOV**
13: (12-16 Nov)	Hunting Today; Ethnographic Foragers	Gardner 2013; Lee 1969 **Second Paper Due, 15 November**
14: (19-23 Nov)	Hunting Controversies	Danforth 2011, Garner 2012 **THANKSGIVING HOLIDAYS** **CLASS DOES NOT MEET 22 NOV**
15: (26-30 Nov)	Student Presentations	
16: (Dec 4)	The Future of Hunting	Sahlins 2009

Required Readings

Uomini, N.T. and G.F. Meyer
2013 Shared Brain Lateralization Patterns in Language and Acheulean Stone Tool Production: A functional transcranial Doppler Ultrasound Study, *PLoS ONE* 8(8):1- 9

Great Summaries: Language and Tool-Making Skills Evolved at the Same Time, Science Daily
http://www.sciencedaily.com/releases/2013/09/130903102003.htm
Brain study suggests language, tool-making skill evolved together, UPI.com
http://www.upi.com/Science_News/2013/09/03/Brain-study-suggests-language-tool-making-skills-evolved-together/UPI-65961378239707/

Mitani, J. and D. Watts
2001 Why do chimpanzees hunt and share meat? *Animal Behavior* 61:915-924.

Wrangam, Richard
2009 *Catching Fire: How cooking made us human*. Basic Books. (Selection)

Cohen, Mark N.
2000 History, Diet, and Hunter-Gatherers, in *The Cambridge World History of Food*, Kiple, K. and K.C. Ornelas (Eds.) Cambridge University Press, Cambridge, pp. 63-74.

Lee, R. B.
1968 What Hunters Do for a Living, or, How to Make Out on Scare Resources, in *Man the Hunter*, R.B. Lee and I. Devore (eds.) Aldine Publishing Company, Chicago, pp. 30-49.

Sahlins, Marshall
1972 The Original Affluent Society, in *Stone Age Economics*, Aldine Publishing Company, pp.1-40.

Wing, Elizabeth
2000 Animals Used for Food in the Past: As seen by their remains excavated from archaeological sites, in *The Cambridge World History of Food*, Kiple, K. and K.C. Ornelas (Eds.) Cambridge University Press, Cambridge, pp. 51-57.

Kelly, R.
1995 *The Foraging Spectrum: Diversity in Hunter-Gatherer Lifeways*, Smithsonian Institution Press, Chapter 3 Foraging and Subsistence, pp.65-111

Diamond, Jared
1987 The Worst Mistake in the History of the Human Race, *Discover Magazine*.

Binford, Lewis R.
1991 A Corporate Caribou Hunt. *Expedition* 33(1):33-43.

O'Shea, J. M., Lemke, A. K., Sonnenburg, E., Renyolds, R. G., and B. Abbot
2014 A 9,000 Year Old Hunting Structure beneath Lake Huron. *PNAS* 111(19):6911-6915.

Gardner, Peter M.
2013 Understanding Anomalous Distribution of Hunter-Gatherers: The Indian Case, *Current Anthropology* 54(4):510-513.

Lee, Richard B.
1969 Eating Christmas in the Kalahari, *Natural History*.

Danforth, Elizabeth
2011 Hunting for Anthropologist: Deer Hunting and the Local Food Movement, online article *Society for the Anthropology of Food and Nutrition*
http://foodanthro.com/2011/11/30/hunting-for-anthropologists-deer-hunting-and-the-local-food-movement/

Garner, Dwight
2012 A New Breed of Hunter Shoots, Eats and Tells, online article *New York Times*
http://www.nytimes.com/2012/10/02/books/new-breed-of-hunter-shoots-eats-and-writes.html?_r=0

Sahlins, Marshall
2009 Hunter-Gatherers: Insights from a golden affluent age. *Pacific Ecologist*, Inspiration on Sustainability.

Ethnographies for Student Presentations (pick *one*)

Balikci, Asen
1989 *The Netsilik Eskimo*. Waveland Press, Prospect Heights, New Jersey.

Biesele, Megan
1993 *Women like Meat: The Folklore and Foraging Ideology of the Kalahari Ju/'hoan*. Witwatersrand University Press, Jonannesburg.

Birket-Smith, Kaj
1929 *The Caribou Eskimos: Their Cultural Position*. Copenhagen.

Boglioli, Marc
2009 *A Matter of Life and Death: Hunting in Contemporary Vermont*. University of Massachusetts Press, Amherst and Boston.

Cipriani, Lidio
1956 *The Andaman Islanders*. Fredrick A. Praeger, New York.

Gould, Richard A.
1969 *Yiwara: Foragers of the Australian Desert*. Charles Scribner's Sons, New York.

Gubser, Nicholas J.
1965 *The Nunamiut Eskimos: Hunters of Caribou*. Yale University Press, New haven.

Hoffman, Carl
1986 *The Punan: Hunters and Gatherers of Borneo*. Studies in Cultural Anthropology, no. 12, UMI Research Press, Ann Arbor.

Jenness, Diamond
1959 *People of the Twilight*. University of Chicago Press, Chicago.

Lee, Richard Borshay
1979 *The !Kung San: Men, Women and Work in a Foraging Society*. Cambridge University Press, Cambridge.

Lee, Richard B.
2003 *The Dobe Ju/'hoansi*. Thompson Wadsworth, Toronto.

Marlowe, Frank
2010 The Hadza: Hunter-Gatherers of Tanzania. University of California Press, Berkeley.

Meggitt, M. J.
1965 *Desert People: A Study of the Walbiri Aborigines of Central Australia*. University of Chicago Press, Chicago.

Myers, Fred R.
1991 *Pintupi Country, Pintupi Self; Sentiment, Place, and Politics among Western Desert Pintupi Country, Pintupi Self; Sentiment, Place, and Politics among Western Desert*

Nelson, Richard K.
1969 *Hunters of the Northern Ice*. University of Chicago Press, Chicago.

1971 *Hunters of the Northern Forest: Designs for Survival Among the Alaskan Kutchin*. University of Chicago Press, Chicago.

Politis, Gustavo
2007 *Nukak: Ethnoarchaeology of an Amazonian People*. Left Coast Press, Walnut. Creek, CA.

Radcliffe-Brown, A. R.
1964 *The Andaman Islanders*. Free Press, New York.

Silberbauer, George B.
1981 *Hunter and Habitat in the Central Kalahari Desert*. Cambridge University Press, Cambrdige.

Speck, Frank G.
1978 *Naskapi: The Savage Hunters of the Labrador Peninsula*. University of Oklahoma Press, Norman.

Tanaka, Jiro
1980 The *San, Hunter-Gatherers of the Kalahari: A Study in Ecological Anthropology*. University of Tokyo Press, Tokyo.

Tonkinson, Robert
1991 *The Mardu Aboringies: Living the Dream in Australia's Desert*. Case Studies in Cultural Anthropology, Fort Worth.

VanStone, James W.
1974 *Athapaskan Adaptations: Hunters and Fishermen of the Subarctic Forests*. Aldine, Chicago.

Watanabe, Hitoshi
1972 *The Ainu Ecosystem*. University of Washington Press, Seattle.

Willerslev, Rane
2007 *Soul Hunters: Hunting, Animism, and Personhood among the Siberian Yukagirs*. University of California Press, Berkeley.

Course Policies and Useful Information

Academic Integrity: As a student of the University of Texas at Arlington, you are expected to maintain the highest standards of academic integrity. Any instance of academic dishonesty will have a significant negative impact on your scholastic record, and your grade in this course. Discipline may include a failing grade for the class together with either suspension or expulsion from the university. Any and all academic misconduct will be reported to the Office of Student Conduct. This course has a zero tolerance policy for cheating or plagiarism.

The Board of Regents has defined academic dishonesty as follows: "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2). All students enrolled in this course are expected to adhere to the **UT Arlington Honor Code**:

> *I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*
>
> *I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Late Work: Assignments are graded down **10%** of their value per day after the due date.

Make-Up Tests: There are no make-up tests. If a serious illness, emergency situation, jury duty, or military service obligation arises that prevents you from attending the midterm or the final, contact me immediately. Lying about such an emergency will be considered academic dishonesty, and will result in a failing grade.

Attendance: Although there is no attendance grade, missing in-class assignments will negatively impact your grade (as described above). Some assignments or exercises may happen at the beginning of the class. If you miss these activities by arriving late, **you will not be able to make them up.**

Drop Policy: The last day to drop classes is November 2, 2018. Submit your request to your advisor prior to 4pm. Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes

or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

Disability Accommodations: Contact me early in the semester. UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation.
http://library.uta.edu/academic-plaza

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Student Feedback Survey: : At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells.

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381 **Subscribe to MavAlert!** MavAlert will send information in case of an emergency to your cell phone or email. https://mavalert.uta.edu/