

Anth 461/561  
Advanced topics in Archaeology: Hunter-Gatherers.  
Syllabus

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**Course description:**

*Hunter-Gatherers are the quintessential anthropological topic. They constitute the subject matter that, in the last instance, separates anthropology from its sister social science disciplines ... hunter-gatherers are the acid test to which any reasonable comprehensive anthropological theory must be applied (Bettinger 1991: v).*

Hunter-gatherers play a central role in modern anthropological archaeology. There are many reasons for this. Archaeology deals with the past 2 to 3 million years, and most hominid and human societies during that immense period were hunter-gatherers (or something sort-of-like-hunter-gatherers). Hunter-gatherers took the initial steps to agriculture, and laid the foundations of the modern world. So if we are to understand human history writ large, we must understand hunter-gatherers. The archaeology of western and northern North America is also the archaeology of hunter-gatherers, and so to do archaeology in these areas requires an understanding on hunting and gathering. However, the term "hunter-gatherer" covers a great diversity of subsistence practices, economy and social organization, let alone culture. Therefore we must also have a grasp of that diversity. This course serves as an introduction to that diversity, to what we currently understand about hunter-gatherers and their archaeology.

**Texts:**

*Hunter-Gatherers: An Interdisciplinary Perspective.* Edited by Catherine Panter-Brick, Robert H. Layton and Peter Rowley-Conwy (HGIP in reading grid)

*Readings on WebCT.* These are indicated by author's name.

*Hunter-gatherer bibliography.* This is a 600 entry bibliography compiled by James Helmer, University of Calgary through mid-year 1997. It is available on the internet at <http://www.acs.ucalgary.ca/~helmer/biblio.html>. It is free. You are required to download it.

**Course structure:**

Readings are due the day assigned. I anticipate having to do some lecturing, particularly at the beginning but I'd rather talk about the material. **YOU MUST BE PREPARED!!** You can expect to some writing about the readings, particularly if people seem consistently unprepared.

**Exams:**

There will be two exams, a take home midterm and a take home final. The questions will be handed out a week before the answers are due.

**MIDTERM DUE: OCTOBER 27**

**FINAL DUE: DECEMBER 8**

The midterm for undergraduates will be 1000 words, the final 1200 -1500 words, for Graduate Students, 1250 and 2000 words respectively.

**Assignments.**

The reading assignments are listed in the assignment matrix at the end of this syllabus. In addition to the readings and exams there will be a research paper. The paper for undergraduates should be about 8 to 10 pages long, for graduate students 15 to 20 pages long.

**Important Paper Dates:**

**October 13 Paper topics due!**

**November 3: Outlines and**

**bibliographies due (must include at least 25 entries, 8 of which must be annotated).**

This will be typed and it will show that you have put some effort into it.

**December 1: Final papers due.**

**Grades:**

First Midterm	25%
Final	40%
Research Paper	
Outline	5%
Paper	40%
Class participation	5%

Class participation can make the difference between a B + and an A.

**Grading policies:**

Late Papers: In the absence of a pre-approved excuse, late papers will be docked a letter grade/day they are late. If you are ill, and have not arranged to be sick in advance, you will need some sort of evidence: a doctor's note, a bilious complexion, a sack of vomit, a death certificate, etc.

Form and content: A third of the grade for each written assignment is based on form: spelling, grammar, tidiness etc. See guide to writing papers below

Class participation: You must be prepared to talk about the readings every week, ask questions, discuss matters, etc. In addition to your saying things in class, I will be looking for evidence that you have done the readings and have thought about them.

**Grades, Incompletes, and Plagiarism:**

You must do all assigned work to pass the class.

I loath, abhor, detest and excoriate incompletes, so you must have an extremely good reason to even ask. I will only give incompletes when a student who is current in all work cannot complete the term due to a very serious emergency. You must be able to document the problem. Requests for incompletes must also be approved by the departmental chair. That's me.

This may seem cruel, but actually not. Once granted, Incompletes linger, often becoming like the Albatross around the mariner's neck in the "Rime of the Ancient Mariner" (read the poem – Coleridge)–a curse. So I'm doing you a favor.

The Anthropology Department has posted its policy on plagiarism on the web at <http://odin.cc.pdx.edu/~b5mg/plagweb.html>. You are required to read the document and to adhere to it. You will automatically fail any assignment which is plagiarized. You must receive a passing grade on all assignments in order to pass the class.

**Requirements for written work:**

1. All papers are to be typed, double-spaced with reasonable margins (1" right and left minimum). Print sizes should be rational: 10 or 12 point (this is 11 point) will do (if you don't understand that, it's probably not a problem for you).
2. You are required to cite your sources, including texts. Follow the *American Antiquity* format (to be found at <http://www.saa.org/Publications/Styleguide/styframe.html>). **All written work must have a "Reference Cited" section at the end of the paper.**
3. Put your name on your paper, along with the course number, the term and year; **number** its pages.
4. Staple the paper together at the upper left hand corner. Do not waste money on nice covers or binders. I hate them and will throw them away.
5. Proof read your paper. Spell checkers do not correct poor word choice, bad grammar, illogic, or lack of organization. Sloppy papers will be returned unread and treated as late for the purposes of grading.
6. You are graded on both content and form. Content is basically what you say and includes the difficulty of the topic, how much thought you have put into it, are your discussions and arguments cogent, logical, clear: do you support your arguments with data; what kinds of evidence do you have, is it well integrated into the

- text, and the like. Form includes spelling, syntax, grammar, and organization (does the paper have an introduction, a body and a conclusion; do you have topic sentences for your paragraphs, transitional sentences, and so on). Form also includes my sense of how much effort you put into the paper. If I feel I'm spending more time reading your paper than you spent on it, your grade will reflect that.
7. Essays (which include long papers) have a standard form, which includes an introduction (in which you summarize what you are going to say), the body, in which you say it, and a conclusion, in which you summarize what you said. Tell the reader what your main points were and why you think they were important.
  8. When writing your paper, keep in mind a mythical being called **The Reader** (TR). The Reader, not me, is your audience. The Reader is a colleague with a basic, professional-level knowledge of your subject, but who knows less about it than you do, and to whom you need to explain your topic. In other words, do not assume that "Dr. Ames knows I know this crucial information, so I don't need to put it in," or "he knows I know this, so I don't need to explain it." The Reader, unlike the Shadow, doesn't know.
  9. Your written work, in both content and form, should seem as though you take it seriously. I do. It usually takes me a week to 10 days to read through a class assignment. I appreciate your patience. Your research papers will take longer.
  10. I do not accept papers via email (see # 12) or FAX. I want hard copy. Emailed papers are actually easy to lose track of.
  11. Plan ahead: I usually get one or two individuals who come to me when a paper is due and say
    - a. "The printer ate my homework."
    - b. "I was working at my uncle's house in Coos Bay, and their computer crashed and my paper is gone. Uh, no, I didn't make back ups."
    - c. "I came to school to print my paper at the computer labs and (choose 1)
      - i. All the machines were down, or
      - ii. The printers were broken and the tech only speaks Urdu, or
      - iii. My paper is in a word processing program that is incompatible with the rest of the world so I couldn't print it – but I can print it a week from Thursday at my cousin Ned's in San Diego – and, oh by the way, I have to miss class all next week so I can go to Ned's. Will I miss anything important?" (There is no polite answer to that question.)
  12. I've heard it all, so plan ahead (see #11 above). The short version of this is that computer problems are not a reason for anything to be late.
  13. Plagiarism will be dealt with mercilessly – like a guillotine. You are required to go to the Department of Anthropology's website, download, read and study the department's plagiarism policy (<http://www.anthropology.pdx.edu/assets/plagiarism.pdf>). It's a PDF file, so you'll need to download a free copy of Acrobat reader. Ignorance of the policy is no excuse. You will automatically fail a plagiarized assignment. **You must pass all assignments to pass the**

- course. Remember who will write your letters of recommendation.**
14. Much of this sounds cranky and picky. It is. I spend a lot of time reading and grading papers, sometimes literally hundreds in a term. I want to be focused on what you are saying and how you are saying it, rather than wondering whether you'd written it at your neighborhood bar just before closing.
  15. Most of this handout deals with the form of your papers. Please remember however, that 66% of your grade is content. A beautiful, clearly written paper with no content is just as vacuous as a sloppy paper with no content.

Week	Topics	Reading	Assignments Due
Week 1 Sept 27	What are Hunter-Gatherers? Grappling with diversity	HGIP 1, WebCt Bettinger, Ames,	
Sept. 29	Setting the framework	WebCT: Marlow, Sahlins	
Week 2: Oct. 4	The Hunter-Gatherer Past	HGIP 3, 5&6 Sahlins	
Oct.. 6			
Week 3: Oct 11	Archaeological Frameworks: Mobility	WebCT: Binford, Kelly, Kent, review Bettinger	
Oct. 13			<b>Paper topics due</b>
Week 4: Oct 18	Technology	HGIP: Torrence, WebCT: Bleed, Kelly and Todd, Kelly (Three sides)	
Oct. 20			
Week 5: Oct 25	Putting it together	WebCT: Chatters, Thomas, Habu, Kuhn.	
Oct. 27		Lieberman, Mitchell, Bamforth	<b>MIDTERM DUE</b>
Week 6: Nov. 1	More technology, assemblage structure	WebCT: Dobres, Nelson and Lippmeier,	
Nov. 3		WebCT: Close, Ames (boats)	<b>Outlines and preliminary bibs due</b>
Week 7: Nov. 8	Behavioral Ecology	HGIP 2, WebCT: Winterhalder & Smith, Collard et al., Elston and Zeanah	
Nov. 10		WebCT: EASmith	
Week 8: Nov. 15	Complexity and Change	WebCT: Sassaman, Prentiss and Chatters, revisit HPIG 3	
Nov. 17		HPIG: BSmith	
Week 9: Nov. 22	Demography and health	HPIG 7, 8 & 9, WebCT, Mann, Nestle	
Nov. 24			<b>No Class</b>
Week 10: Nov. 29	Final Thoughts	HPIG 9 & 10, WebCT: Conkey,	
Dec. 1			<b>Final Papers Due</b>
Week 11: Dec 8 <sup>th</sup> , 10:15 AM			<b>Finals Week</b>