

Anthropology 4HF3
Archaeology of Hunter-Fisher-Gatherers

Office: Chester New Hall Rm. 508

Telephone: (905) 525-9140 ext.23912

Classes: Monday 11:30-2:20, KTH B107

Email: cannona@mcmaster.ca

This course examines the archaeological goals, theoretical perspectives and evidence used in the study of hunter-fisher-gatherer cultures from the late Pleistocene through the Holocene. Readings, discussions and assignments focus on: 1) what can be learned about culture process and history from the study of peoples that made their living from environmentally available resources, and 2) the tensions that exist between an emphasis on long-term developmental trends (e.g. increasing social complexity, economic intensification) and an emphasis on the unique local and regional histories of hunter-fisher-gatherers.

Grading:

Reading comments and in-class/online assignments	- 25%
Mid-term paper	- 30%
Final paper	- 45%

Reading questions and comments: Comments or questions based on each week's readings are due in the dropbox on Avenue to Learn by 11:30 am on the Sunday before the date for which the reading is assigned. For weeks with multiple readings and/or multiple chapters, a comment or question is required for each chapter or article. Comments or questions must be in full sentence form. Comments should be explained, and questions should provide context explaining why the question is meaningful or potentially important. Each reading comment is worth a single point. Late comments or questions will be accepted for up to one week but will only be awarded half value.

In-class/online assignments: Apart from discussions of assigned readings and the topics they cover, broad questions will be posed for in-class discussion. These may require further reading, but most will be opinion pieces, such as "*Can contemporary urban dwellers relate to the lives of ancient hunter-gatherers? Why or why not?*" Preparation for and participation in these discussions will be worth two points each. Three specific assignments will focus on in-class/online selection and discussion of case studies for class readings for the weeks of Oct. 31 through Nov. 14. Each student will find, select and briefly summarize a single distinct reading focused on a case study analysis on each topic in those weeks (economic intensification, structural social inequality, regional interaction). The summaries will be posted online. Between online exchanges and in-class discussions, one or more will be selected as a class reading on each topic. Each summary will be worth five points. Additional points will apply to participation in the selection process. A schedule and procedures will be posted. Further assignments with variable point values will apply to preparations for the final paper, including topic selection, bibliography, etc.

Mid-term paper: This will be a comparative analysis of two distinct archaeological hunter-fisher-gatherer groups, focusing on their environmental contexts, their technological, subsistence and settlement characteristics, and their developmental and historical trends. A focus of the paper will be on developing well-reasoned and well-supported explanations of their major similarities and differences. **A detailed outline of this assignment will be provided.**

Final paper: This will be an extensive and well-researched analysis of EITHER: 1) a transformational historical event or process, or long-term developmental trend within a single archaeological hunter-fisher-gatherer group, OR 2) a comparative analysis of a particular type of developmental trend or historical process drawing on information from multiple archaeological examples. **A detailed outline of this assignment will be provided.**

Penalties will apply for all late and missed assignments unless an MSAF is filed.

SCHEDULED TOPICS AND ASSIGNED READINGS

Sept. 12 - Introduction: An overview of archaeological hunter-fisher-gatherer cultures and analytical frameworks.

Sept. 19 - Theory, goals and content of hunter-fisher-gatherer archaeology.
READING: Cannon 2014, Gremillion et al. 2014, Hiscock 2007:245-267 (Ch. 13).

Archaeological Characteristics

Sept. 26 - Technology. READING: Nelson 1991.

Oct. 3 - Subsistence. READING: Zeder 2012.

Oct. 10 - **Mid-term recess.**

Oct. 17 - Settlement patterns. READING: Kelly 1996.

Oct. 24 - Spirituality, ritual and worldview. READING: Dietrich et al. 2012, Fuglestedt 2011, McCall 2007, Oetelaar 2017.

Historical Processes

Oct. 31 - Economic intensification. READING: Morgan 2015. (+ case study tbd)

Nov. 7 - Structural inequality. READING: Fitzhugh 2020. (+ case study tbd)

Nov. 14 - Regional interaction. READING: Jones and Allen 2014, Sassaman 2011. (+ case study tbd)

Archaeological Histories

Nov. 21 - Responses to climate change. READING: Bar-Yosef et al. 2017, Osborn 2014.

Nov. 28 - Regional interaction. READING: Borić 2010, Kidder 2011.

Dec. 5 - Migration. READING: Doering et al 2020, Gordon 2012, Workman 1974.

READINGS

Bar-Yosef, Ofer, Miriam Bar-Matthews and Avner Ayalon

2017 12,000-11,700 BP: The Collapse of Foraging and Origins of Cultivation in Western Asia. In *Megadrought and Collapse: From Early Agriculture to Angkor*, edited by Harvey Weiss, pp. 33-67. Oxford: Oxford University Press.
<https://oxford-universitypressscholarship-com.libaccess.lib.mcmaster.ca/view/10.1093/oso/9780199329199.001.0001/oso-9780199329199-chapter-2>

Borić, Dušan

2010 Becoming, Phenomenal Change, Event. In *Eventful Archaeologies: New Approaches to Social Transformation in the Archaeological Record*, edited by Douglas J. Bolender, pp. 48-67. Albany: State University of New York Press.
<https://ebookcentral.proquest.com/lib/mcmu/reader.action?docID=3407321&ppg=62>

Cannon, Aubrey

2014 Historical and Humanist Perspectives. In *Oxford Handbook of the Archaeology and Anthropology of Hunter Gatherers*, edited by Vicki Cummings, Peter Jordan and Marek Zvelebil, pp. 92-103. Oxford: Oxford University Press.
<https://academic-oup-com.libaccess.lib.mcmaster.ca/edited-volume/28290/chapter/214481112>

Dietrich, Oliver, Manfred Heun, Jens Notroff, Klaus Schmidt and Martin Zarnkow

2012 The Role of Cult and Feasting in the Emergence of Neolithic Communities. New Evidence from Göbekli Tepe, South-Eastern Turkey. *Antiquity* 86:674–695. <https://www-cambridge-org.libaccess.lib.mcmaster.ca/core/journals/antiquity/article/role-of-cult-and-feasting-in-the-emergence-of-neolithic-communities-new-evidence-from-gobekli-tepe-southeastern-turkey/A1AA4FB20657599F859860D94CCD090E>

Doering, Briana N., Julie A. Esdale, Joshua D. Reuther, and Senna D. Catenacci

2020 A Multiscalar Consideration of the Athabascan Migration. *American Antiquity* 85(3):470–491. <https://www-cambridge-org.libaccess.lib.mcmaster.ca/core/journals/american-antiquity/article/multiscalar-consideration-of-the-athabascan-migration/FBC0A9851DBF4C3B69E9547FD9CD9888>

Fitzhugh, Ben

2020 Reciprocity and Asymmetry in Social Networks: Dependency and Hierarchy in a North Pacific Comparative Perspective. In *Social Inequality before Farming? Multidisciplinary Approaches to the Study of Social Organization in Prehistoric and Ethnographic Hunter-Gatherer-Fisher Societies*. edited by Luc Moreau, pp. 233-254. McDonald Institute Conversations, McDonald Institute for Archaeological Research, University of Cambridge, Cambridge. <https://www.repository.cam.ac.uk/handle/1810/313525>

Fuglestedt, Ingrid

2011 Humans, Material Culture and Landscape: Outline to an Understanding of Developments in Worldviews on the Scandinavian Peninsula, ca. 10,000–4500 BP. In *Structured Worlds: The Archaeology of Hunter-gatherer Thought and Action*, edited by Aubrey Cannon, pp. 32-53. London: Equinox. <https://www-taylorfrancis-com.libaccess.lib.mcmaster.ca/chapters/mono/10.4324/9781315728872-9/humans-material-culture-landscape-outline-understanding-developments-worldviews-scandinavian-peninsula-ca-10-000%E2%80%934500-bp-aubrey-cannon?context=ubx&refid=37e5c47d-bc89-4eca-905d-955da2d2f725>

Gordon, Bryan C.

2012 The White River Ash Fall: Migration Trigger or Localized Event. *Revista de Arqueología Americana*. 30:91-102. https://www-jstor-org.libaccess.lib.mcmaster.ca/stable/24897237?seq=1#metadata_info_tab_contents

Gremillion, Kristen J., Loukas Barton, and Dolores R. Piperno

2014 Particularism and the Retreat from Theory in the Archaeology of Agricultural Origins. *Proceedings of the National Academy of Science* 111(17):6171–6177. www.pnas.org/cgi/doi/10.1073/pnas.1308938110

Hiscock, Peter

2007 *Archaeology of Ancient Australia*. London: Routledge. <https://www-taylorfrancis-com.libaccess.lib.mcmaster.ca/chapters/mono/10.4324/9780203448359-21/social-identity-interaction-holocene-peter-hiscock?context=ubx&refid=b4dfbd10-b2ea-416f-9ddb-8cd100612dc9>

Jones, Terry L. and Mark W. Allen

2014 The Prehistory of Violence and Warfare among Hunter-Gatherers. In *Violence and Warfare among Hunter-Gatherers*, edited by Mark W. Allen and Terry L. Jones, pp 353-371. Walnut Creek, CA: Left Coast Press. <https://ebookcentral.proquest.com/lib/mcmu/reader.action?docID=1742629&ppg=354>

Kelly, Robert L.

1992 Mobility/Sedentism: Concepts, Archaeological Measures, and Effects. *Annual Review of Anthropology* 21:43-66. https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/details/00846570/v21i0001/43_mcamae.xml

Kidder, Tristram R.

2011 Transforming Hunter-Gatherer History at Poverty Point. In *Hunter-Gatherer Archaeology as Historical Process*, edited by Kenneth E. Sassaman and Donald H. Holly, pp. 95-119. Tucson: University of Arizona Press.

POSTED

McCall, Grant S.

2007 Add Shamans and Stir? A Critical Review of the Shamanism Model of Forager Rock Art Production. *Journal of Anthropological Archaeology* 26:224–233. https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/details/02784165/v26i0002/224_asasacmofrap.xml

Morgan, Christopher

2015 Is it Intensification Yet? Current Archaeological Perspectives on the Evolution of Hunter-Gatherer Economies.

Journal of Archaeological Research 23:163–213. https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/details/10590161/v23i0002/163_iiycaoteohe.xml

Nelson, Margaret C.

1991 The Study of Technological Organization. In *Archaeological Method and Theory*, vol. 3, edited by Michael B. Schiffer, pp. 57-100. Tucson: University of Arizona Press. POSTED

Oetelaar, Gerald A.

2016 Places on the Blackfoot Homeland: Markers of Cosmology, Social Relationships and History. In *Marking the Land: Hunter-Gatherer Creation of Meaning in their Environment*, edited by William A. Lovis and Robert Whallon, pp. 45-66. London: Routledge.

<https://www-taylorfrancis-com.libaccess.lib.mcmaster.ca/chapters/edit/10.4324/9781315668451-10/places-blackfoot-homeland-markers-cosmology-social-relationships-history-gerald-oetelaar?context=ubx&refId=b8fd4cd5-dbf6-4e68-988d-def3fb7ccd7d>

Osborn, Alan J.

2014 Eye of the Needle: Cold Stress, Clothing, and Sewing Technology during the Younger Dryas Cold Event in North America. *American Antiquity* 79(1):45-68.

<https://www-cambridge-org.libaccess.lib.mcmaster.ca/core/journals/american-antiquity/article/eye-of-the-needle-cold-stress-clothing-and-sewing-technology-during-the-younger-dryas-cold-event-in-north-america/7585D812F664EAE29DF9EEA9E5A473EA>

Sassaman, Kenneth E.

2011 History and Alterity in the Eastern Archaic. In *Hunter-Gatherer Archaeology as Historical Process*, edited by Kenneth E. Sassaman and Donald H. Holly, pp. 187-208. Tucson: University of Arizona Press. POSTED

Workman, William B.

1974 Cultural Significance of a Volcanic Ash Which Fell in the Upper Yukon Basin About 1400 Years Ago. In *International Conference on the Prehistory and Paleoecology of Western North American Arctic and Subarctic*, edited by Scott Raymond and Peter Schledermann, pp. 239-261. Calgary: Chacmool Archaeology Association, University of Calgary.

POSTED

Zeder, Melinda A.

2012 The Broad Spectrum Revolution at 40: Resource Diversity, Intensification, and an Alternative to Optimal Foraging Explanations. *Journal of Anthropological Archaeology* 31:241-264.

https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/details/02784165/v31i0003/241_tbsra4aatofe.xml

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. It is your responsibility to understand what constitutes academic dishonesty.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

plagiarism, e.g., the submission of work that is not one's own or for which other credit has been obtained.

improper collaboration in group work.

copying or using unauthorized aids in tests and examinations.

AUTHENTICITY / PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g., A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g., e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the Code of Student Rights & Responsibilities (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g., use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's Academic Accommodation of Students with Disabilities policy.

REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, including lectures by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.