Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
Submit original form and 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of  __Anthropology__

2. Course prefix, number and complete title  __ANTH 653 Hunter-Gatherer Archaeology__

3. Course description (not more than 50 words)  __Overview of development of hunter-gatherer archaeology; current methodological and theoretical issues, especially use of ethnographic and environmental data; ecologically oriented case studies of late Pleistocene and Holocene hunter-gatherers; emphasis on land-use, site-structure, and site formation analyses, especially in North America__

4. Prerequisite(s)  __ANTH 602 or 604 or approval of instructor__  Cross-listed with __Cross-listed courses require the signatures of both department heads__

5. Is this a variable credit course?  □ Yes  ☐ No  If yes, from ______ to ______.

6. Is this a repeatable course?  □ Yes  ☐ No  If yes, this course may be taken ______ times. Will the course be repeated within the same semester/term?  □ Yes  ☐ No

7. Has this course been taught as a 489/689?  □ Yes  ☐ No  If yes, how many times?  __1__  Indicate the number of students enrolled for each academic period it was taught.  __7, Spring 2005__

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   MA, PhD in Anthropology

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix  Course #  Title (exclude punctuation)
    __ANTH 653 Hunter-Gatherer Archaeology__

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    030 00 034503010001 0280 08-09 01 03 66

Do not complete shaded area.

Approval recommended by:  __J. J. Hamilton__  10/11/2007  Chair, College Review Committee  11-27-07

Head of Department  Date

College Review Committee  Date

Head of Department (if cross-listed course)  Date

Dean of College  Date

Submitted to Coordinating Board by:  Dean of College  Date

Director of Academic Support Services  Date

Effective Date

* Attach a syllabus according to the guidelines on the Internet site www.tamu.edu/admissions/oaras. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-1099

1 of 8B7
DRAFT for REVIEW
SYLLABUS: HUNTER-GATHERER ARCHAEOLOGY
ANTH 653

CLASS SYLLABUS

Instructor: Dr. Alston V. Thoms
Office: Anth. Bldg., Rm. 309J
Office Hrs: M/W, 2:30-4:30; Tue, 9:30-11:30
Meeting Place: Anth. Bldg., Rm. 214
Meeting Time: TBA
E-mail: a-thoms@tamu.edu

Course Description/Discussion Topics: Overview of development of hunter-gatherer archaeology; current methodological and theoretical issues, especially use of ethnographic and environmental data; ecologically oriented case studies of late Pleistocene and Holocene hunter-gatherers; emphasis on land-use, site-structure, and site-formation analyses, especially in North America. Prerequisite: Anthropology 602 or 604 or permission of instructor

Class Structure: The class’ seminar format is designed to provide students with a working knowledge of hunter-gatherer variability and current issues in hunter-gatherer archaeology through readings, lectures, and discussions. Individual research papers—ideally on a topic that relates to her/his thesis/dissertation research to an issue(s) in hunter-gatherer archaeology—provide case-study experience in the use of ethnographic, ethnohistoric, environmental, and site-formation data to address questions about past hunter-gatherer behavior as evidenced in archaeological records from ecologically diverse regions. A typical, 3-hour seminar consists of: (1) ca. 40 minutes for a student-led review/discussion of weekly reading assignments; students to provide written outline of assignment and critique to classmates and professor; (2) ca. 50 minutes for instructor’s lecture/discussion on the topic of the day, typically case-study data on his current research; (3) 20-minute break; and (4) 70 minutes for student presentations [ 5 minutes each, up to 5 minutes for discussion] on the weekly topics as they pertain to student research projects. Students submit a written paper (ca. 6 double-space pages, plus illustrations and references cited) every other week that covers their presentations during the preceding and current weeks. Biweekly papers, six in all (see class calendar/assignments below), will be reviewed/graded by the professor and returned with comments; they serve as drafts for portions of their final research papers.

Research Paper: Each student will produce a research project/term paper that is a synthesis (25-30 double-spaced pages of text, plus tables, figures, and references cited) of hunter-gatherer archaeology, as well as related environmental and ethnographic aspects, in a given region. Selection of a region and a specific archaeological focus is dependent on each student’s research interest (known or anticipated). Insofar as practical, selections should “fit” comfortably with a student’s own thesis or dissertation topic. Term papers entail the following: (1) place the region of choice in present-day global and continental environmental contexts; (2) synthesize evidence for climatic change during the periods when hunter-gatherer lifeways prevailed and generate archeological expectations; (3) synthesize evidence for land-use patterns of indigenous populations and generate archaeological expectations pertaining to the research topic; (4) synthesize evidence for the nature of the archaeological record of land- and site-use patterns under study, placing emphasis on at least three sequential periods (e.g., middle and late Archaic and early pre-Colonial or early and late Paleoindian and early Archaic) and; (5) assess/critique overall fit between expectations and regional ethnographic/archaeological records.
Class Requirements and Grade: Consistent class attendance, participation in discussions, and timely completion of assigned readings, oral presentations, and written summaries are required. Grades are based on results of mid-term essay/short-answer exam (30%), research paper and final presentation (50%), and class participation/quality of weekly presentations/synopses (20%). To accomplish course objectives and receive an “A” in this class will require at least 9 hrs per week of reading and research time, plus consistent class attendance and meaningful participation.

Primary Text:

Binford, Lewis R.

Supplemental Readings (subject to additions/substitutions during semester): to be available through WebCT (https://webct.tamu.edu; long on with your Neo id and password)

Ames, Kenneth M.

Barnard, Alan

Bettinger, Robert L.

Carr, Christopher

Irniq, Peter

Keeley, Lawrence H.

Kelly, Robert L.
Kent, Susan

Lee, Richard B. Lee and Richard Daly

Myers, Fred R.

O'Connell, James F., Kristen Hawkes, and Nicholas Blurton Jones

Shott, Michael J.

Smith, Andrew B.

Stevenson, Marc G.

Thoms, Alston V.

Wandsnider, LuAnn

Wrangham, Richard W., James Holland Jones, Greg Laden, David Pilbeam, and NancyLou Conklin-Brittain
CLASS CALENDAR

Week 1:
Topic: Introduction to course; comments by students on their research interests and potential topics for class paper; general discussion of the roles of ethnographic and archaeological hunter-gatherer research in anthropological studies

Week 2:
Topic: Overview of history of hunter-gatherer research in anthropology and role of Americanists and others therein; case study: get-to-know-your-professor or development of Thoms' long-term interest in hunter-gathered land-use patterns; firming up student research topics

Week 3:
Topic: Current theoretical and methodological issues and the general nature of humans, especially as hunters and gatherers; case-study: hot-rock cookery as a research topic; overviews/critiques of student research papers
Assignment: Bettinger (1991:61-82); Binford (2001: 55-113); Myers (1988:261-282); student presentations/papers on selected research topic (outline, with special attention to problem formulation and objectives and operations to obtain them)

Week 4:
Field trip—subject to acceptable weather—to the Bunte site, a seemingly stratified hot-rock cookery site (geophytes?) in the Post Oak Savannah near Smithville, Texas

Week 5:
Topic: Continuation of current theoretical and methodological issues and setting environmental stages (modern) for hunter-gatherer research; case-study: parks and savannas as resource areas, especially camas as a food staple; modern environments—climate, plants, and animals—in student research areas
Assignment: Binford (2001:55-113); Shott (2001:211-232); student presentations on modern environmental factors in their study areas

Week 6:
Topic: Hunter-gatherer variability in general; case-study: long-term climatic change and hunter-gatherer responses in the Northern Rocky Mountains; paleo-environmental conditions—climate, plants, and animals—in student research areas
Assignment: Binford (2001:114-159); Irmiq (2004:18-31); student presentations/papers on present and past environmental factors
Week 7:
Topic: Subsistence-resource structure and hunter-gatherer variability; hunter-gatherer diversity in the Northern Rocky Mountains; ethnographically known hunter-gatherers in student research area or similar setting
Assignment: Binford (2001:160-205); Wrangham et al. (1999:567-594); student presentations on relevant ethnographically known hunter-gatherers

Week 8:
Topic: Subsistence-resource structure and hunter-gatherer variability, including pattern recognition and theory building; case study: hunter-gatherer diversity in the Gulf Coastal Plains; other/surrounding ethnographically known hunter-gatherers in student research areas and similar settings
Assignment: Binford (2001:209-242 and 243-315); student presentations/papers on ethnographic patterns and relevancy to theory building.

Week 9: Field trip—subject to acceptable weather—to the Richard Beene site, a deeply stratified (10 m deep), Holocene-age (ca. 9000-500 B.P.) site along the Medina River near San Antonio

Week 10: MID-TERM EXAM: Essay and short answer (ca. 1.5 hr) AND Seminar
Topic: Catch-up in general and discussion about research paper concerns
Assignment: Compiling information of the archaeology of study area, primarily for time period of interest, but also for preceding and following archaeological periods

Week 11:
Topic: Demography and related land-use issues; case-study: propagation of hot-rock cookery in western North America; archeological records in student study areas, with emphasis on long-term change/stability and demographic conditions (before, during, and after period[s] of primary interest)
Assignment: Binford (2001:316-359); Kent (1991:33-59); student presentations/papers on archaeological records in study areas, with emphasis on period of interest, but also immediately before and after

Week 12:
Topic: Long-term, land-use intensification and change within hunter-gatherer systems; case-study: camas exploitation in the Pacific Northwest; compiling/generating and presenting topic-specific data for student study areas
Assignment: Binford (2001:363-399 and 400-433); student presentations summarize data compiled/generated for research topic

Week 13: Field trip—subject to acceptable weather—to archaeological sites along Yegua Creek exposed in the Lake Somerville drawdown zone
Week 14:
Topic: Land-use intensification within (continued) and beyond hunter-gatherer systems; case study: tentative evidence for intensification along the Gulf Coastal Plain; relating compiled/generated data to general land-use changes in archaeological records of student study areas
Assignment: Binford (2001:434-464); Thoms (2003:87-96); Wandsnider (1997:1-48); student presentations/papers on generated data and its relation to evidence for long-term land-use intensification in study area

Week 15:
Topic: Site-formation issues—cultural and natural—and feature preservation; case study: FCR features on sandy landforms in Northern Rocky Mountains in Gulf Coastal Plain; relating regional patterns in feature types to student research topics
Assignment: O'Connell, et al. (1991:61-76); Stevenson (1991:269-299); student presentations on relationships between feature records to research topic

Week 16:
Topic: Continuation of site-formation issues—cultural and natural—and nature/distribution of artifacts; case study: artifact types at sites on sandy landforms in the Northern Rocky Mountains and along the Gulf Coastal Plain; relating regional patterns in artifact types to student research topics
Assignment: Carr (1991:221-256); Keeley (1991:257-268); student presentations/papers summarizing/assessing the overall fit between expectations and observations.

Week 17: FINAL EXAMINATION:
(a) 15-minute oral summary-presentation of individual research paper
(b) Submit final research papers
OTHER STATEMENTS

If you have unusual difficulty understanding this course or are performing poorly on exams, please come by to discuss your concerns with Dr. Thoms. Your chances of improving your performance are best when you afford him opportunities to assist you throughout the semester.

The Americans with Disabilities Act (ADA) Statement:

The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information.

Approved by the University Curriculum Committee, March 7, 1997
Approved by the Graduate Council, March 20, 1997
Approved by the Faculty Senate, May 12, 1997

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Room 126 of the Koldus Building or call 845-1637.

Handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials review sheets, and additional problem sets. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

Scholastic Dishonesty "An Aggie does not lie, cheat, or steal or tolerate those who do." As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Regulations, under the section "Scholastic Dishonesty." Student Rules is available on line at: http://student-rules.tamu.edu/. Also see web site on Academic Integrity Task Force, 2004 at: http://www.tamu.edu/aggiehonor/FinalTaskForceReport.pdf