



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from [Class Search/Course Catalog](#).

Academic Unit	College of Liberal Arts and Sciences	Department	School of Human Evolution and Social Change				
Subject	ASB	Number	368	Title	Prehistoric Hunter Gatherers	Units:	3
Is this a cross-listed course?	No						
If yes, please identify course(s)							
Is this a shared course?	(choose one)	If so, list all academic units offering this course					
Course description:							

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Fine Arts and Design core courses \(HU\)](#)
- [Social and Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)

A complete proposal should include:

- ☒ Signed General Studies Program Course Proposal Cover Form
- ☒ Criteria Checklist for the area
- ☒ Course Syllabus
- ☒ Table of Contents from the textbook, and/or lists of course materials

Contact information:

Name	Melissa Beresford	Phone	480-965-9649
Mail code	2402	E-mail:	melissa.beresford@asu.edu

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed):	Alexandra Brewis Slade	Date:	3/25/14
Chair/Director (Signature):			

Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: **(1)** social scientific theories and principles, **(2)** the methods used to acquire knowledge about cultural or social events and processes, and **(3)** the impact of social scientific understanding on the world.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA				
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.				
YES	NO			Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.		Marean Syllabus pages 5 and 6 examples of hunter-gatherer societies and topic "Social Organization Theory"
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in:	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	The major course content is about social behavior.
		Anthropology		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 		Course has large amounts of anthropological ethnographic field descriptions
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.		The course, near the last 1/3, engages in analysis of the ethnographic information presented earlier
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:		
		<ul style="list-style-type: none"> • Courses with primarily fine arts, humanities, literary, or philosophical content. • Courses with primarily natural or physical science content. • Courses with predominantly applied orientation for professional skills or training purposes. • Courses emphasizing primarily oral, quantitative, or written skills. 		

Course Prefix	Number	Title	Designation
ASB	368	Prehistoric and Historic Hunter-gatherers	SB

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1 - course is designed to advance basic understanding and knowledge about human interaction	Hunter-gatherers are people who live without food production and exploit only wild plants and animals. It is the ancestral economy for humans. The course explores the interactions between people and their environment, and between different groups of humans.	The students learn this through careful study of examples of hunter-gatherers from a wide variety of parts of the world: the polar regions, cold temperate regions, warm temperate regions, and the tropics. This is illustrated in the syllabus by the numerous case studies indicated such as the pygmies, the Inuit, the Ache, etc. - see yellow highlights in syllabus
2 - course content emphasizes the study of social behavior such that found in anthropology	The course uses anthropological ethnographic accounts and anthropological methods to illustrate variability in social behavior such as social stratification (or lack thereof), economic differentiation (of lack thereof), and territoriality and warfare.	Students are exposed to variation in social behavior with the same case studies discussed above.--see green highlights in syllabus
3 - Course emphasizes: a: the distinct knowledge base of the social and behavioral sciences.	The course materials are nearly 100% anthropological fieldwork and theory production. It illustrates both quantitative and qualitative analyses of the data, and much of the theory developed to explain variation was developed by anthropologists.	All of the major case studies on the syllabus were conducted by anthropologists.--see blue highlights in syllabus

Note: this syllabus is not a contract. This syllabus is subject to further change or revision, as needed, to best realize the educational goals of the course. Necessary revisions will be announced in class or on course materials with fair prior notice.

ASB368

PREHISTORIC AND HISTORIC HUNTER-GATHERERS

Spring 2013

INSTRUCTOR: Dr. Curtis W. Marean

Office: 226 SHESC

Contact Info: curtis.marean@asu.edu

Office Hours: Tuesday 9:30-10:30 and Thursday 10:30-11:30.

CLASS MEETING TIMES AND LOCATION: Tuesdays 3:00-4:15 and Thursdays 3:00-4:15, in Tempe - DISCVRY150.

TEACHING ASSISTANT: Benjamin Schoville

Office: TBD

Contact Info: Benjamin.Schoville@asu.edu

Office Hours: Monday 11:00-12:00 and Wednesday 11:00-12:00

COURSE DESCRIPTION: This is a class that covers the data and theory for hunter-gatherer behavior. The theme of this course is that differing environments provide different suites of important resources that vary in time and space, and that much of hunter-gatherer mobility and technology is designed to adapt to these variations. Given this, the lectures will be ordered in the following way. First, we will discuss the biological and behavioral origins of hunting and gathering economies. This sets the stage for all future behavioral and biological adaptations. Second, we will have a series of lectures that introduce you to the history of hunter-gatherer research and the growth of theory. Next we will examine a sample of hunter-gatherers from several different environments, starting with the highest latitudes and moving toward the tropics. This will provide you with a background to hunter-gatherers from differing environments. We will then investigate the most current theory for understanding hunter-gatherer adaptations, with a focus on the relationship between ecology, foraging, and other aspects of hunter-gatherer behavior.

LEARNING OUTCOMES: By the end of this course, each student will have demonstrated that:

- 1) They have a command of anthropological and archaeological theory on hunter-gatherers and how it has changed through time.
- 2) They are conversant on the ethnographic record of at least one hunter-gatherer group from each of the major environmental zones as defined in the course.

COURSE READINGS

Required Textbook: *The Foraging Spectrum* by Robert Kelly. This is a good complete and even-handed review of hunter-gatherer theory, if somewhat dated, but he is working on a revised edition.

Other Required Reading Assignments: There are readings for each class topic and these are listed below; these are available on the course blackboard site. Other readings may be added during the semester.

COURSE FORMAT: Lecture and discussion.

GRADING AND EXAM POLICIES

Exams and Grades: There are 3 exams, and they are essay and multiple choice in format. They comprise 25% (Exam 1), 25% (Exam 2), and 35% (Final Exam 3) of your grade. The dates of the exams are listed below in the course schedule. The exams will be comprehensive and will test you on all material presented up to the day of the exam. You will be responsible for readings that are assigned to the last course topic that was covered in class.

You will also be required to view a series of ethnographic films and film clips and answer a series of questions on each. These will be worth 15% of your grade. The procedures for doing this will be explained later in class.

Grade Assignment: Grades on exams and writing assignments will be assigned using the guidelines below. Final grades will employ the +/- system, and will be used to further refine the distribution within the basic letter grades.

A-/ A/ A+	89.5-92.4/ 92.5-97.4/ 97.5-100	Excellent
B- /B/ B+	79.5-82.4/ 82.5-87.4/ 87.5-89.4	Good
C/ C+	69.5-77.4/ 77.5-79.4	Average
D	59.5-69.4	Passing
E	<60	Failure
XE		Failure due to Academic Dishonesty

Extra Credit: none

Make-up Exams: Make up exam privileges will be granted only to students who have a legitimate excuse for being unable to or for failing to take exams on the assigned dates/times. The professor must be notified, with an excuse and a request to make up the exam.

Incomplete Grades: A mark of "I" (incomplete) is given by the instructor when you have completed most of the course and are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form (<http://students.asu.edu/forms/incomplete-grade-request>).

Grade Appeals: ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see <http://catalog.asu.edu/appeal>.

COURSE POLICIES

Communication Policy: All students are encouraged to communicate outside of class with Professor Marean by e-mail: curtis.marean@asu.edu. All email communication for this class will be done through your ASU email account. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email go to: http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822 and file a help desk ticket by clicking on "My Help Center."

Academic Integrity and Behavior Policy: All students are responsible for reviewing and following ASU's policies on academic integrity: <http://provost.asu.edu/academicintegrity>. If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments; however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students.

Student Standards: Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308:
http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5Section_C.pdf

Class Etiquette: Students who engage in these behaviors will be asked to leave the classroom: Cell phone text messaging or conversing; Use of laptops for purposes other than viewing Power Point lectures or other class documents and taking notes; Talking when the professor/s or invited speakers are giving lectures, at any time when information is being conveyed to the students or when viewing videos; Leaving the classroom early and disrupting the class ---Students who must leave early or must step out of the classroom when an emergency comes up should notify the professor. "Repeat offenders" will be withdrawn from the class at the discretion of the professors in consultation with ASU officials.

Student Support and Disability Accommodations: ASU offers support services through Counseling (<http://students.asu.edu/counseling>), the Learning Resources Center (www.asu.edu/lrc), and the Disability Resource Center (<http://www.asu.edu/studentaffairs/ed/drc/>). If you are a student in need of special arrangements for we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

Campus Resources: As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <http://studentsuccess.asu.edu/node/24>
- Learning Support Services: <http://www.asu.edu/studentaffairs/lss/>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

For more information about the School of Human Evolution and Social Change, including our degree programs, research opportunities and advising information, please go to: http://shesc.asu.edu/undergraduate_studies. Our advisors are always willing to discuss career and guidance options with you.

Notes on Letters of Recommendation: Please be aware that I receive many requests from students to write letters of recommendation and therefore have set down these guidelines. Students should only request a letter of recommendation if s/he meets the following minimum criteria.

- Has taken more than one in-person (upper-division) class with me if it is lecture, or have taken one intensive smaller class such as a seminar, lab, or practicum class with me (note: I do not write letters for students who take online classes with me)
- Received A or A+ in a 300 or 400 level cours(es) taken from me
- Has spoken with me directly outside of class about career/academic goals

Note that if you meet these minimums it doesn't mean that I will agree to write you a letter. When asking for a letter of recommendation you **MUST** allow more than two weeks' notice and provide me with the following. Everything listed here must be in one email.

- Unofficial Transcript
- Resume or CV
- Any application materials that are pertinent (e.g. personal statement/statement of purpose; answers to application questions; scholarship/job description; a paragraph stating why you are applying for X if you don't have a personal statement/answers to application questions; etc.).

- The information of to whom and where the letter is to be sent (e.g. email address or if it needs to be sent via the US Postal Service you must provide me with a stamped and addressed envelope).
- Clearly stated deadline of when the letter is due.

If I agree to write a letter of recommendation I will only be able to summarize your academic performance in my class(es) and will not be able to speak to any factors that have not been accessed in class. Lastly, if I agree to write you a letter, you agree to the following.

- You will let me know the outcome. This is important to me as I will want to know what is happening with you and to keep track of any positive outcomes. Also, this means a lot to me (and anyone else you request letters from).
- You agree to check with me before putting my name down on any subsequent applications (don't just assume you can keep putting my name down if I have only agreed to write one letter for you).

COURSE TOPIC SCHEDULE: These are the major topics to be discussed in class. I have not placed precise dates on them as they tend to vary widely in time commitment. The instructor will update the students in class as to what topic we are on so that you can coordinate the topics to the reading list.

Introduction

Introduction to the course

Definition and Distribution of Hunter and Gatherers

Biological and Behavioral Origins of Hunting and Gathering Economies

History of hunter-gatherer research and early theory

Examples of Hunter-gatherer Adaptations

Cold environment hunter-gatherers - the Inuit

Cold-temperate environment hunter-gatherers - the Athapaskans

Temperate environment hunter-gatherers - the Great Plains Indians

Tropical dry environment hunter-gatherers - the San

Tropical wet environment hunter-gatherers - the Pygmies

New Approaches to Hunter-gatherer Theory

Biology, Foraging and Technology

Foraging and Mobility theory

Social Organization theory

Territoriality theory

COURSE EXAM SCHEDULE

EXAM # 1 – THURSDAY, FEBRUARY 14, DURING CLASS

EXAM # 2 - THURSDAY, MARCH 21, DURING CLASS

FINAL EXAM - THURSDAY, MAY 2, 2:30 - 4:20 PM

READINGS

Below are the required readings for the course organized by topic. You are required to read all the material that is in the required readings, and it can be considered fair game for testing. I may add readings as the course progresses. The readings are listed by topic, so you should organize the timing of the readings to coincide with our progress through the topics. For each hunter-gatherer group, I have tried to provide some readings that cover both a summary of the group, as well as some original ethnography for that group.

Definition and distribution of hunter-gatherers

Murdock, G.P. (1986). "The Current Status of the World's Hunter-Gatherers." In *Man the Hunter*, edited by R. Lee and I. DeVore: pages 13-20. Aldine, New York. 1966.

Lee, Richard B. and Daly, Richard, editors. (1999) *The Cambridge Encyclopedia of Hunters and Gatherers*, Cambridge University Press, New York: pages 1-19.

Biological and Behavioral Origins of Hunting and Gathering Economies

Plummer, T. (2005). "Discord after Discard: Reconstructing aspects of Oldowan hominin behavior." In *African Archaeology. A Critical Introduction*, edited by Ann Stahl. Blackwell Press: New York, pp 55-92.

Marean, C.W. and Z. Assefa (2005). "The Middle and Upper Pleistocene African Record for the Biological and Behavioral Origins of Modern Humans." In *African Archaeology. A Critical Introduction*, edited by Ann Stahl. Blackwell Press: New York, pp 93-129.

Marlowe, F.W. (2005) Hunter-Gatherers and Human Evolution. *Evolutionary Anthropology* 14:54 –67 (2005)

History of hunter-gatherer research and early theory

Textbook - Kelly, Robert L. (1995). *The Foraging Spectrum*. Smithsonian Institution Press, Washington D.C., pages 1-64.

Lee, Richard B. and Daly, Richard, editors. (1999) *The Cambridge Encyclopedia of Hunters and*

Gatherers, Cambridge University Press, New York: pages 375-383.

Winterhalder, B. and Smith, E.A. (2000) "Analyzing Adaptive Strategies: Human Behavioral Ecology at Twenty-Five". *Evolutionary Anthropology* 9: 51-72.

Cold Climate Example - Inuit

Lee, Richard B. and Daly, Richard, editors. (1999) *The Cambridge Encyclopedia of Hunters and Gatherers*, Cambridge University Press, New York: pages 56-65.

Moran, Emelio F. (1982). *Human Adaptability: An Introduction to Ecological Anthropology*. Westview Press, Boulder. Chapter on "Human Adaptability to Arctic Zones", Chapter 5 in 1982 edition.

Boas, Franz. (1964). *The Central Eskimo*. University of Nebraska Press, Lincoln, 1964. Chapter on Hunting and Fishing, Manufactures, Transportation by boats and sledges, and Habitations and Dress, pages 63-152 in 1964 edition.

Cold Temperate Example – Northern Athapaskans

Vanstone, James W. (1974). *Athapaskan Adaptations*. Aldine Publishing, Chicago, pages 7-58.

Osgood, C. (1936) Contributions to the ethnography of the Kutchin. *Yale University Publications in Anthropology* 14:1-90.

Grassland Example - Great Plains

Moran, Emelio F. (1982). *Human Adaptability: An Introduction to Ecological Anthropology*. Westview Press, Boulder. Chapter on "Human Adaptability to Grasslands", Chapter 8 in 1982 edition.

Lowie, Robert H. (1954). *Indians of the Plains*. American Museum Science Books, New York. Chapters 1,2, and 3 = pages 1-130 in the 1954 edition.

Arid Lands Example - San

Lee, Richard B. and Daly, Richard, editors. (1999) *The Cambridge Encyclopedia of Hunters and Gatherers*, Cambridge University Press, New York: pages 175-189.

Moran, Emelio F. (1982). *Human Adaptability: An Introduction to Ecological Anthropology*. Westview Press, Boulder. Chapter on "Human Adaptability to Arid Lands", Chapter 7 in 1982 edition.

Tanaka, J. "Subsistence Ecology of Central Kalahari San." In *Kalahari Hunter-gatherers*, edited by R. Lee and I. DeVore: pages 98-119. Harvard University Press, Cambridge, 1976.

Yellen, J.E. and Lee, R.B. The Dobe-/Du/da environment. In: *Kalahari Hunter-Gatherers*, edited by Lee, R.B. and DeVore, I. Cambridge: Harvard University Press, 1976, p. 27-46.

DeVore: pages 47-72. Harvard University Press, Cambridge, 1976.

Tropical Forest Example - Pygmies

Moran, Emelio F. (1982). *Human Adaptability: An Introduction to Ecological Anthropology*. Westview Press, Boulder. Chapter on "Human Adaptability to Humid Tropics", Chapter 9 in 1982 edition.

Hart, T. and Hart, J. "Ecological Basis of Hunter-gatherer Subsistence in African Rain Forests." *Human Ecology* 14 (1986): 29-55.

Bailey, R.C. and Peacock, N.R. Efe pygmies of northeast Zaire: subsistence strategies in the Ituri forest. In: *Coping with Uncertainty in Food Supply*, edited by de Garine, I. and Harrison, G.A. Oxford: Clarendon Press, 1988, p. 88-118.

Biology, Foraging and technology

Jenike, Mark (2001) Nutritional ecology: diet, physical activity and body size. In: *Hunter-gatherers: An interdisciplinary perspective*, edited by C. Panter-Brick, R. H. Layton, and P. Rowley-Conwy, Cambridge: Cambridge University Press, 2001, p. 205-239.

Froment, Alain (2001) Evolutionary biology and health of hunter-gatherer populations. In: *Hunter-gatherers: An interdisciplinary perspective*, edited by C. Panter-Brick, R. H. Layton, and P. Rowley-Conwy, Cambridge: Cambridge University Press, 2001, p. 239-266.

Textbook - Kelly, Robert L. (1995) *The Foraging Spectrum*. Smithsonian Institution Press, Washington D.C., pages 65-110.

Foraging and mobility theory

Textbook - Kelly, Robert L. (1995) *The Foraging Spectrum*. Smithsonian Institution Press, Washington D.C., pages 111-160.

Binford, L.R. (1980). Willow smoke and dogs tails: hunter-gatherer settlement systems and archaeological site formation. *American Antiquity* 45:4-20, 1980. Also in Binford, L.R. (1983). *Working at Archaeology*, Academic Press: New York.

Binford, L.R. (1982). The archaeology of place. *Journal of Anthropological Archaeology* 1:5-31. Also in Binford, L.R. (1983). *Working at Archaeology*, Academic Press: New York.

Social organization theory

Textbook - Kelly, Robert L. (1995) *The Foraging Spectrum*. Smithsonian Institution Press, Washington D.C., pages 293-332.

Woodburn, J. Egalitarian societies. *Man* 17:431-451, 1982.

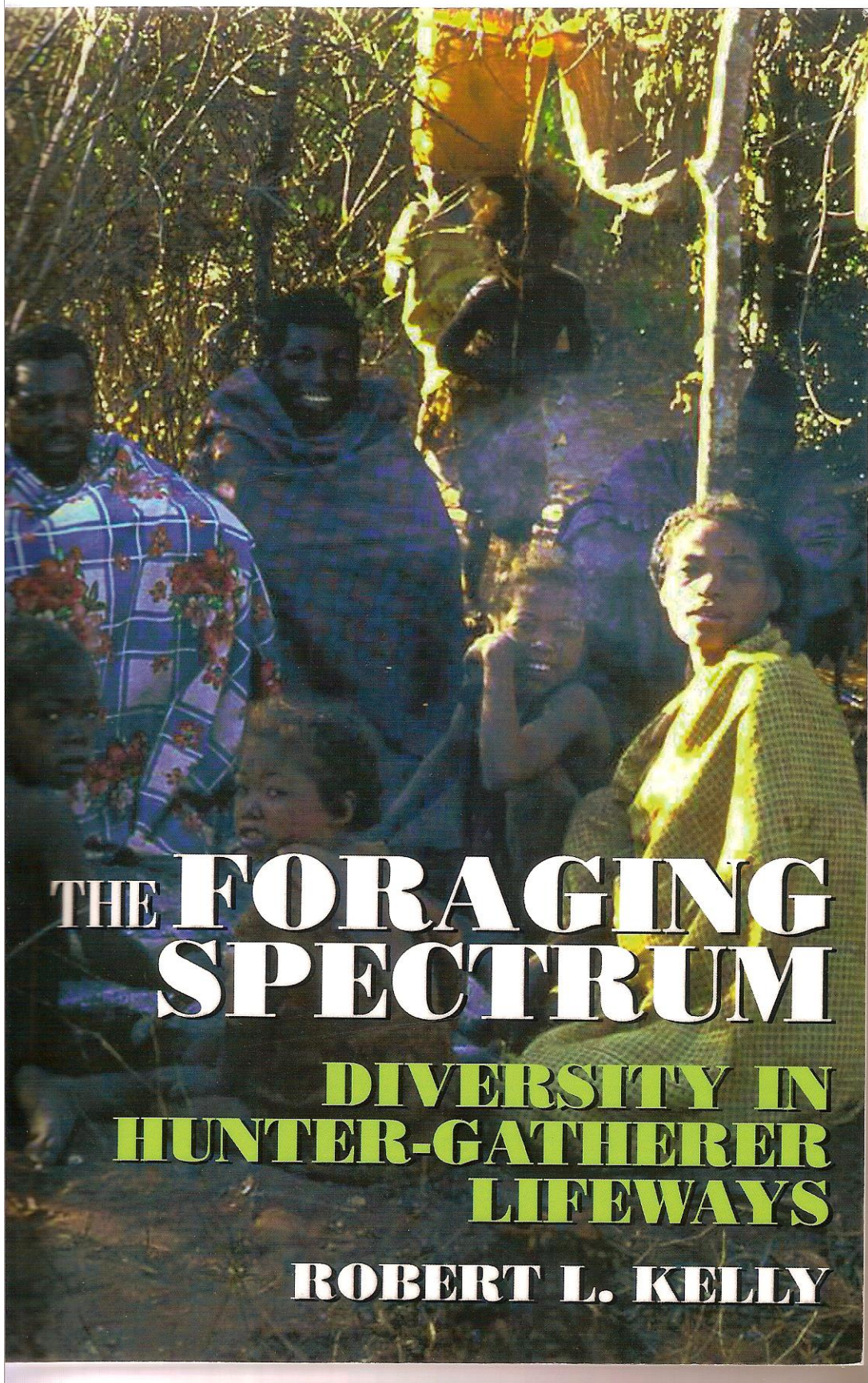
Wiessner, P. (1996) Leveling the Hunter: constraints on the status quest in foraging societies. In: *Food and the status quest in foraging societies*, edited by P. Wiessner and W. Schiefenhovel, Providence/Oxford:Berghahn Books, 1996, p. 171-191.

Territoriality theory

Textbook - Kelly, Robert L. (1995) *The Foraging Spectrum*. Smithsonian Institution Press, Washington D.C., pages 161-204.

Dyson-Hudson, R. and Smith, E.A. Human territoriality: an ecological reassessment. *American Anthropologist* 80:21-41, 1978.

Cashdan, E. Territoriality among human foragers: ecological models and an application to four Bushmen groups. *Current Anthropology* 24:47-66, 1983.



THE FORAGING SPECTRUM

DIVERSITY IN
HUNTER-GATHERER
LIFEWAYS

ROBERT L. KELLY

CONTENTS

LIST OF TABLES	ix
PREFACE	xi
ACKNOWLEDGMENTS	xv
1. HUNTER-GATHERERS AND ANTHROPOLOGY	I
2. ENVIRONMENT, EVOLUTION, AND ANTHROPOLOGICAL THEORY	39
3. FORAGING AND SUBSISTENCE	65
4. FORAGING AND MOBILITY	III
5. SHARING, EXCHANGE, AND LAND TENURE	161
6. GROUP SIZE AND REPRODUCTION	205
7. MEN, WOMEN, AND FORAGING	261
8. EGALITARIAN AND NONEGALITARIAN HUNTER- GATHERERS	293
9. HUNTER-GATHERERS AND PREHISTORY	333

viii CONTENTS

NOTES	345
REFERENCES CITED	367
INDEX	435