

# People's Worlds: Lives and Livelihoods



HPAN4007, Block One, 2018  
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## Course overview

‘Are humans *on*, *in* or *of* the world?’

Planet earth offers a wide variety of territories or habitats to the organisms that live with it. In association with this wonderful variety, *People's Worlds* considers the numerous methods (and often colourful) conclusions humans use to live by (and with) the different geo-ecoclimatic circumstances they find themselves in. To do this the course examines different societies each week and, in doing so, reflects not only on how people live in different locations but also how the interaction between location and the living things within it contribute to the cultures humans create.

Supporting this module, and running through the classes and activities, is a interrogative thread that explores how the place of the human is most helpfully understood, particularly in the light of current global conditions. Using ethnographic examples of small scale societies, the course demonstrates not only that the place of the human animal alters depending on ideology or cultural belief system, but also that differing perspectives provoke assorted approaches to ecological situations. In direct contrast to Modernist, Enlightenment inspired thinking, many small scale societies understand the human animal as significantly entangled with and co-dependent on the other living beings that surround them. Inspired by the notion that sees humanity as one part of a larger whole, the course considers if the complicated social being we call ‘human’ may be more usefully conceived of as just one of many embedded actors (within a series of influential relationships or networks in a more-than-human world) rather than the dominant creature we are often promoted to be. This theme will bring you face-to-face with different approaches to the condition of being alive and will support you to broaden and deepen your perspective on it means to be human.

The content of this module works to demonstrates the interconnectivity and constitutivity that occurs between ecological conditions, meanings and the underpinning social structures humans create for themselves. Looking carefully at various social groups we explore numerous human actions and choices, and ask how these behaviours function; if they can be understood to achieve more than subsistence security; whether location is a determinant that can be used to predict behaviour and if human perception of the world is the main constitutive factor in the construction of social groups rules and norms.

You will have 12 hours of contact time each week and a series of activities to complete. One of the activities each week will go towards your credits and therefore will count towards you passing the Block. The way to succeed is through doing the readings expected of you. Each

week I will direct you towards the necessary readings. Please make every effort to complete them.

## **INFO ABOUT THE ASSESSMENTS FOR THIS BLOCK**

Your knowledge will be measured through the completion of:

- A portfolio of work comprised of 4 x short pieces

### **Assessment information**

Below is a list of the 4 tasks you must complete to pass the Block. You are expected to complete one per week.

The information following the list explains the principles that will be used to mark your work. It should help you understand how to tackle the assessments for this Block.

Tasks to complete per week

#### **Week 1:**

Assignment: Compare and Contrast the San with the Mbuti (500 words, 25%)

#### **Week 2:**

Assignment: Using Ethnographic Information from the Block, Compare and Contrast Conceptions of the Environment (1000 words, 25%)

#### **Week 3:**

Assignment: Explain how Sex and Gender Shape Social Life (1000 words, 25%)

#### **Week 4:**

Assignment: Offer 4 Different Examples of, and Explain how Social Groups Maintain Order. Explain how These Methods Maintain Order. (1500 words, 25%)

### **Beginning to write**

What is expected from your essay and how to write an answer to a good academic standard

The most common form of written assignment undertaken by Higher Education students is the essay. At level 4 you might be required to present essays of between 500 to 1500 words in length. Whatever the length, the principles of essay writing are generally the same.

Essays are a method of demonstrating your ability to:

- collect and process material systematically so as to

- develop a sustained and detailed argument.

That argument will be, in effect, an answer to a specific question set each week.

*In making an argument (and thus answering the question) statements and opinions have to be backed up with factual details and the opinions of others so as to judge the credibility and authority of that statement.*

For example, if somebody was to argue that Arsenal were an awful football team, it is only the evidence of their failure to win a European championship in twenty years that gives force and weight to the viewpoint – otherwise it is little more than a personal prejudice, deserving to be ignored. And so it is with all claims. The statement ‘the French Revolution was a bloody affair’ is, as it stands, largely meaningless, until it is supported by evidence.

Evidence bestows depth and veracity upon a statement, or statements, rendering them worthy of hearing (or reading). Essay answers are, therefore, a blend of analysis and information, ideas supported by detail, the latter strengthening the former and endowing your claims with authority.

Essays should not simply describe situations. Please remember this. Simply describing an ethnographic situation or a person’s idea without analysis will not achieve a higher end mark.

To acquire information (the evidence) and sharpening your critical and evaluative skills (the argument) there is no substitute for wide reading and clear structured planning. This means you will have to read to answer the questions well. The length of your reference list and the quality of the sources in it will be noted.

How do I compare and contrast?

To compare and contrast two things you need to show what is similar about them AND what is different about them. If you only show how they are similar or different you will not have completed the task.

## **Referencing**

All academic pieces of work should be researched using reputable academic sources (please use the Internet as a source of valid information with care. You must question everything you read: can you verify the Internet sources you are using to have solid information? If not, don’t use it.). Your work should be referenced fully, to show the sources of your information and ideas. This must be done IN the text AND at the end of the piece under the heading ‘Reference list’.

Your reference list should only include those pieces of work cited within your text. The list is not included in your word count.

You should follow the referencing guidelines as outlined in the Harvard Referencing Handbook on this Block's moodle page.

## Word Count and essay construction

- Please always give your word count at the end of your piece of coursework. In text references count; reference list does not.
- Always begin your essay with an introduction that summarises what your essay is going to cover, the direction you will be taking and how you are attempting to answer the question.
- Make sure you finish with a clear and obvious conclusion that rounds up your discussion.
- Write in full paragraphs.
- Use font 12 or above and 1.5 line spacing.

## Marking criteria

The bullet point lists below show the criteria that your lecturers use to measure your performance and grade your assessments.

The % figure at the end of each component represents the relative importance of that element in the formation of your overall grade (For this Block each task has a similar weighting)

The marking criteria are drawn from the generic learning outcomes at level 4 and relate closely to the grading criteria that judge class (for example a 2:1 class compared to a 3<sup>rd</sup> class).

When completing your assessment you should keep in mind both the component and its relative weighting to the overall mark.

See grid below for further explanation of what your marks mean

### Level 4 Essay marking criteria

When I mark your essay I will be looking for the following:

- Direct focused attention to answering the question
- Display a knowledge of the subject being addressed
- Demonstrate awareness of relevant debates
- Show familiarity with source materials where appropriate
- Write with structure, clarity and good grammar
- Follow established scholarly conventions on referencing and bibliography

### Level 4 Exam question marking criteria

## Reading List

Some explanatory notes:

- The reading lists may look long - this is not to intimidate you, but to provide you with a wide selection of reading *options* relevant to this course. You don't have to read everything BUT you do have to read. You should put aside 12 hours per module per week to reading AT LEAST.
- You will find many introductory anthropology textbooks at the 301 mark in the library, and for each week's topic you will find listings of the relevant chapters from a wide range of these books, of which there are multiple copies of each.
- There are also items listed which are available electronically via ATHENS and JSTOR. If you have any questions about how to use these resources, or if you need help locating specific items, please contact the library staff.
- **Some readings will be posted on Moodle for you to read. Please make every effort to read them.**
- The core texts for this module are listed below
- The list below is divided into the following sections: 'The environment, ecology and being human', 'farming/horticulturalists', 'gatherer/hunters' and 'pastoralists'

### Core texts

Diamond, J. 2012 *The World Until Yesterday: what we can learn from traditional societies* London: Allen Lane

Ingold, T. 2000 *Perception of the Environment: essays in livelihood, dwelling and skill*. London: Routledge

Peters-Golden, H. 2002 *Culture Sketches: case studies in anthropology* (3<sup>rd</sup> ed). New York: McGraw Hill

### The environment, ecology and being human

Bateson, G. 1973 *Steps to an ecology of mind: collected essays in anthropology, psychiatry, evolution, and epistemology*. St Albans, Australia, Paladin.

Bateson, G. 1979 *Mind and nature: a necessary unity*. London, Wildwood House [etc.].

Binns, T. 1995 *People and environment in Africa*, Chichester, New York: Wiley

- Boas, F. 1966 *Race, language and culture*. New York, Free Press.
- Croll, E., & Parkin, D.J. 1992 *Bush base: forest farm : culture, environment, and development*, London; New York: Routledge,.
- Crumley, C.L. 2001 *New directions in anthropology and environment: intersections*, Walnut Creek, CA.: AltaMira Press
- Dasgupta, P. 2001 *Human well-being and the natural environment* [Homepage of Oxford University Press], [Online].
- Descola, P. and Palsoon, G. 1996 *Nature and society: anthropological perspectives*. London, Routledge.
- Diamond, J. 2012 *The world until yesterday: what we can learn from traditional societies* London: Allen Lane
- Dove, M., & Carpenter, C. 2008 *Environmental anthropology: a historical reader*, Malden, MA.: Blackwell Publishers
- Ellen, R.F., & Fukui, K., 1996 *Redefining nature: ecology, culture, and domestication*, Oxford, UK; Washington, D.C.: Berg
- Eriksen, T. 1995 *Small places, large issues: an introduction to social and cultural anthropology*. London, Pluto Press.
- Eriksen, T and Nielsen, F. S. 2001 *A history of anthropology*. London, Pluto Press.
- Finlayson, B. and Warren, G. M. 2010 *Changing natures: hunter-gatherers, first farmers and the modern world* London: Duckworth
- Haenn, N., & Wilk, R.R. 2006 *The environment in anthropology: a reader in ecology, culture, and sustainable living*, New York: New York University Press.
- Ingold, T. 1987 *Appropriation of Nature*. Manchester: Manchester University Press.
- Ingold, T., 1994 *Companion encyclopedia of anthropology*, London, New York: Routledge,
- Ingold, T. 2000 *Perception of the environment: essays in livelihood, dwelling and skill*. London: Routledge
- Ingold, T., 2011 *Being alive: essays on movement, knowledge and description* London, New York: Routledge – download pdf available from <http://media.leidenuniv.nl/legacy/ingold-being-alive.pdf>

- Ingold, T., 2013 *Making: anthropology, archaeology, art and architecture* London, New York: Routledge
- Johnson, A. W., & Earle, T. K. 2000 *The evolution of human societies: from foraging group to agrarian state*. Stanford, Calif, Stanford University Press.
- Lee, R.B. & Daly, R.H., 1999 *The Cambridge encyclopedia of hunters and gatherers*, Cambridge, U.K.; New York, NY: Cambridge University Press,
- Lee, R.B. & DeVore, I. 1976 *Kalahari hunter-gatherers: studies of the !Kung San and their neighbors*, Cambridge, Mass.: Harvard University Press
- Milton, K., 2002 *Loving nature: towards an ecology of emotion*, London; New York: Routledge.
- Milton, K., 1996 *Environmentalism and cultural theory: exploring the role of anthropology in environmental discourse*, London; New York: Routledge.
- Milton, K., 1993 *Environmentalism: the view from anthropology*, London; New York: Routledge.
- Moran, E.F. 2006 *People and nature : an introduction to human ecological relations*, Malden, MA.: Blackwell Pub.
- Moran, E.F. 2000 *Human adaptability: an introduction to ecological anthropology*, Boulder, Colorado: Westview Press.
- Peters-Golden, H. 2002 *Culture sketches: case studies in anthropology*, Boston: McGraw-Hill,.
- Ruttan, L.M. & Mulder, M.B. 1999 "Are East African Pastoralists Truly Conservationists?", *Current anthropology*, vol. 40, no. 5, pp. 621-652.
- Simmons, I.G. 1993 *Interpreting nature: cultural constructions of the environment*, London; New York: Routledge.
- Sponsel, L.E. 1995 *Indigenous peoples and the future of Amazonia : an ecological anthropology of an endangered world*, University of Arizona Press, Tucson.
- Strang, V. 1997 *Uncommon ground : cultural landscapes and environmental values*, Oxford; New York: Berg.
- Strauss, S. & Orlove, B.S. 2003 *Weather, climate, culture*, Oxford; New York: Berg.

Symposium on Man the Hunter, Lee, R.B., DeVore, I. & Nash, J. 1968  
*Man the hunter*, Aldine, Chicago.

Vayda, A.P., & American Museum of Natural History. 1969  
*Environment and cultural behavior : ecological studies in cultural anthropology*, Published for American Museum of Natural History [by] Natural History Press, Garden City, N.Y.

Wreford, A., Moran, D., Adger, W.N. & Organisation for Economic Co-operation and Development. 2010 *Climate change and agriculture impacts, adaptation and mitigation* [Homepage of OECD], [Online].

## Farming/horticulturalists

Barker, G. 2006 *The agricultural revolution in prehistory: why did foragers become farmers?* Oxford University Press, Oxford; New York.

Bateson, G. 1958 *Naven, a survey of the problems suggested by a composite picture of the culture of a New Guinea tribe drawn from three points of view*. Stanford, Calif, Stanford University Press.

Borofsky, R., and Albert, B. 2005 *Yanomami: the fierce controversy and what we can learn from it*. Berkeley, University of California Press.

Cauvin, J. & Watkins, T., 2000 *The birth of the Gods and the origins of agriculture*, Cambridge University Press, Cambridge, UK; New York.

Chagnon, N. A. 1974 *Studying the Yanomamö*. New York, Holt, Rinehart and Winston.

Chagnon, N. A. 1983 *Yanomamö: the fierce people*. New York, Holt, Rinehart and Winston.

Chagnon, N. A. 1997 *Yanomamö*. Fort Worth, Harcourt Brace College Publishers.

Chagnon, N. A. 2013 *Noble savages: my life among two dangerous tribes--the Yanamamo and the anthropologists*. New York, Simon & Schuster.

Cohen, M.N. 1977 *The food crisis in prehistory: overpopulation and the origins of agriculture*, New Haven [Conn.]: Yale University Press

Cowan, C.W., Watson, P.J., & Benco, N.L. 1992 *The origins of agriculture: an international perspective*, Washington: Smithsonian Institution Press.

Ereira, A. 1992 *The heart of the world*. London: Cape.

- Godelier, M. 1986 *The making of great men: male domination and power among the New Guinea Baruya*. Cambridge [England]: Cambridge University Press.
- Harris, D.R. 1996 *The origins and spread of agriculture and pastoralism in Eurasia*, London: UCL Press.
- Hutchinson, S. E. 1996 *Nuer dilemmas: coping with money, war, and the state*. Berkeley: University of California Press.
- Lizot, J. 1991 *Tales of the Yanomami: daily life in the Venezuelan forest*. Cambridge: Cambridge University Press.
- Malinowski, B. 1922 *Argonauts of the Western Pacific: an account of native enterprise and adventure in the Archipelagoes of Melanesian New Guinea*. London: Routledge & Kegan Paul.
- Malinowski, B., & Ellis, H. 1929 *The sexual life of savages in North-Western Melanesia: an ethnographic account of courtship, marriage, and family life among the natives of the Trobriand Islands, British New Guinea*. London: Routledge & Sons.
- Malinowski, B. 1935 *Coral gardens and their magic: a study of the methods of tilling the soil and of agricultural rites in the Trobriand Islands*. Vol. 2, Vol. 2. London: Allen & Unwin.
- Price, T.D., Gebauer, A.B., & School of American Research (Santa Fe, N.M.) 1995, *Last hunters, first farmers : new perspectives on the prehistoric transition to agriculture*, School of American Research Press : Distributed by the University of Washington Press, Santa Fe, N.M.
- Reichel-Dolmatoff, G. 1990 *The sacred mountain of Colombia's Kogi Indians*. Leiden: E.J. Brill.
- Rindos, D. 1983 *The origins of agriculture: an evolutionary perspective*, New York: Academic Press
- Rappaport, R. A. 1968 *Pigs for the ancestors; ritual in the ecology of a New Guinea people*. New Haven: Yale University Press.
- Smith, B.D. 1995 *The emergence of agriculture*, Scientific American Library: Distributed by W.H. Freeman, New York.
- Tierney, P. 2001 *Darkness in El Dorado: how scientists and journalists devastated the Amazon*. New York: N.N. Norton.
- Weiner, A. B. 1988 *The Trobrianders of Papua New Guinea*. New York: Holt, Rinehart and Winston.

## Gatherer/hunters

- Bailey, R. C. 1991 *The behavioral ecology of Efe pygmy men in the Ituri Forest*, Zaire. Ann Arbor, Mich, Museum of Anthropology: University of Michigan.
- Barker, G. 2006, *The agricultural revolution in prehistory: why did foragers become farmers?*, Oxford, New York.: Oxford University Press
- Barnard, A. 1992 *Hunters and herders of southern Africa: a comparative ethnography of the Khoisan peoples*, Cambridge; New York: Cambridge University Press
- Barnard, A. 2004 *Hunter-gatherers in history, archaeology and anthropology*. Oxford; Berg.
- Barnard, A. 2007 *Anthropology and the bushman*. Oxford, Berg.
- Croll, E., & Parkin, D.J. 1992 *Bush base: forest farm : culture, environment, and development*, London, New York: Routledge
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- Dowson, T. A., & Lewis-Williams, J. D. 1992 *Rock engravings of Southern Africa*. Johannesburg: Witwatersrand University Press.
- Hewlett, B. S. 1991 *Intimate fathers: the nature and context of Aka pygmy paternal infant care*. Ann Arbor: University of Michigan Press.
- Howell, S. 1989 *Society and cosmos: Chewong of Peninsular Malaysia, with a new preface*. Chicago: University of Chicago Press.
- Howell, S., & Willis, R. G. 1989 *Societies at peace: anthropological perspectives*. London: Routledge.
- Ingold, T., 1980 *Hunters, pastoralists, and ranchers: reindeer economies and their transformations*, Cambridge; New York: Cambridge University Press
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- Ingold, T., Riches, D. & Woodburn, J. 1988 *Hunters and gatherers. 2, Property, power and ideology*, Oxford: Berg.
- Katz, R. 1982 *Boiling energy: community healing among the Kalahari Kung*. Cambridge, Mass: Harvard University Press.

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- Lee, R.B. & Daly, R.H., 1999 *The Cambridge encyclopedia of hunters and gatherers*, Cambridge, U.K.; New York, NY: Cambridge University Press.
- Lee, R.B. & DeVore, I. 1976, *Kalahari hunter-gatherers: studies of the !Kung San and their neighbors*, Cambridge, Mass: Harvard University Press
- Panther-Brick, C., Layton, R., & Rowley-Conwy, P. 2001, *Hunter-gatherers : an interdisciplinary perspective*, Cambridge, UK; New York: Cambridge University Press
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- Thomas, E. M. 1960 *The harmless people*. London: Readers Union.
- Turnbull, C. M. 1962 *The forest people*. New York: Simon and Schuster.
- Turnbull, C. M. 1965 *Wayward servants: the two worlds of the African pygmies*. Garden City, N.Y., Published for the American Museum of Natural History [by] the Natural History Press.
- Turnbull, C. M. 1983 *The Mbuti pygmies: change and adaption*. London: Harcourt Brace.
- Turnbull. C.M 1984 *The human cycle*. London: Triad.

## Pastoralists

- Chang, C. & Koster, H.A. 1994 *Pastoralists at the periphery: herders in a capitalist world*, Tucson: University of Arizona Press
- Evans-Pritchard, E. E. 1940 *The Nuer, a description of the modes of livelihood and political institutions of a Nilotic people*. Oxford: Clarendon Press.
- Evans-Pritchard, E. E. 1956 *Nuer religion*. Oxford: Clarendon Press.
- Evans-Pritchard, E. E. 1974 *The Nuer*. New York & Oxford: Oxford University Press.
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- Kerttula, A.M. 2000, *Antler on the sea : the Yup'ik and Chukchi of the Russian Far East*, Ithaca, NY: Cornell University Press
- Rao, A. 1998 *Autonomy : life cycle, gender, and status among Himalayan pastoralists*, New York: Berghahn Books.
- Rigby, P., 1985 *Persistent pastoralists: nomadic societies in transition*, London; Totowa, N.J.: Zed, Biblio Distribution Center.
- Ruttan, L.M. & Mulder, M.B. 1999 "Are East African Pastoralists Truly Conservationists?", *Current anthropology*, vol. 40, no. 5, pp. 621-652.