



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 375 Title Environmental Anthropology Units: 3

Is this a cross-listed course? Yes  
If yes, please identify course(s) SOS 375

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: 9/13/2013

Chair/Director (Signature): \_\_\_\_\_

ALEXANDRA BREWIS SLADE  
EXECUTIVE DIRECTOR

**MEMO**

*To: University General Studies Council*

*From: Alexandra Brewis Slade, Director SHESC*

*Re: Retroactive General Studies Designation for ASB 375 Environmental Anthropology*

*Date: October 1, 2013*

Dear General Studies Council,

We are respectfully asking that the L/general studies designation for ASB 375: Environmental Anthropology be **effective** Spring 2014. We are scheduled to teach this class in spring 2014.

Cordially,



Alexandra Brewis Slade, PhD  
Director & President's Professor

**Arizona State University Criteria Checklist for**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

**Literacy** is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

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

<b>ASU - [L] CRITERIA</b>			
<b>TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	syllabus pp. 4-7
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p style="background-color: yellow; padding: 5px;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-1</b>".</p> </div> <p style="margin-left: 20px;"><b>C-1</b></p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 2:</b> The composition tasks involve the gathering, interpretation, and evaluation of evidence	syllabus pp. 5, 6, 7
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p style="background-color: yellow; padding: 5px;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-2</b>".</p> </div> <p style="margin-left: 20px;"><b>C-2</b></p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 3:</b> The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	syllabus pp. 4-7
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p style="background-color: yellow; padding: 5px;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-3</b>".</p> </div> <p style="margin-left: 20px;"><b>C-3</b></p>			

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	syllabus pp.5, 6, 7
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%; background-color: yellow;">             Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".           </div>			
C-4			

Course Prefix	Number	Title	Designation
ASB	375	Environmental Anthropology	L

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)
C-1 and C-3	This is a writing intensive course that integrates journal writing, a group research project, an individual research paper, an oral presentation, and essays on the midterm and final	syllabus pp. 2-3, 6-8 highlighted green
C-2	Students will be required to integrate class lectures and readings in carrying out their weekly journaling assignment. Similarly, the research paper will require research and synthesis of social, economic and environmental variables to describe a focal social-ecological system.	syllabus pp. 2 -3, 7-8 highlighted blue
C-4	The modules assignments are spread through the course so students will have timely feedback in order to help them do better on subsequent assignments. Students will also get feedback on their journals and written reflection in order to better prepare them for their final oral reflection assignment.	syllabus pp. 5, 6, 7, highlighted yellow

**Environmental Anthropology**  
**ASB 375**  
**3 credits**

**Master Syllabus**

**Course Description:**

How do diverse human groups across global ecosystems (desert, tropics, arctic, alpine, urban) perceive, interact with and adapt to their environments, and how are these relationships changing in response to globalization, climate change, conservation narratives and other historical, social and political-economic drivers? Cultures situated in landscapes are the basis for an incredible global diversity of worldviews, norms and behaviors that in turn affect how humans interact with and manage their environments. Similarly, these characteristics affect how people respond to change – in all its forms. This course will provide an introduction to benchmark and current literature and methods in environmental and ecological anthropology that address people-environment interactions. Anthropology will be the starting place for these discussions, but in grappling with the inherent complexity inherent in people – environment relationships, we will examine the role of interdisciplinary thinking and research in addressing some of the “big” questions of our time.

**Course Learning Outcomes:** By the end of this course, each student will have demonstrated that they are able to:

- Trace the historical and theoretical progression of environmental and ecological anthropology;
- Discuss classic and emerging methods that environmental anthropologists apply to analysing people-environment relationships;
- Describe how historically human groups have adapted culturally and biologically to the earth’s major biomes;
- Articulate a range of current responses that illustrate how people respond to new drivers characterizing these environments.
- Discuss important outcomes and tradeoffs for ecosystems and people associated with specific environmental choices and dilemmas.
- Recognize the complexity of human environment relationships from an anthropological perspective, and be conversant with emerging interdisciplinary approaches for addressing this complexity;
- Apply theoretical perspectives in environmental anthropology to thinking about real world “big” human-environment dilemmas;
- Work collaboratively in a group to analyse the roles of important stakeholders and dynamics of change/continuity in one example social-ecological system.

**Pre-requisites:**

One of the following introductory courses and a minimum of 45 credit hours completed:  
ASB 102, ASB 100, SSH 100, SOS 100, or SOS 110

**Required Course Texts/ Readings:**

Environmental Anthropology: A Historical Reader (2008). M.R. Dove and C. Carpenter. Eds. Blackwell Publishing. (“D/C” in syllabus)

Human Adaptability: An Introduction to Ecological Anthropology. 3<sup>rd</sup> Edition (2008). E. Moran. Westview Press. (“Moran” in syllabus)

### Course Format:

This course will be an active and fluid combination of lecture, discussion, films, and student presentation

### Coursework:

Final grades for the course will be assigned on basis of the following breakdown:

15%	Weekly Journals
20%	Group Project/Panel Presentation
20%	Research Paper (8 pages)
15%	Midterm Exam & Essay
15%	Final Exam & Essay
15%	In class participation (other group evaluations, games, debates, conceptual diagrams)

#### Weekly Journals (%15)

For this assignment you are asked to keep a weekly journal in which you critically reflect on class readings, discussions and activities. You are expected to write 1/2 page per week (single spaced, 12 pt. font, times new roman or calibri fonts). Reflections should synthesize ideas or concepts from weekly readings, or/and pose and answer rhetorical questions that are of interest to you (i.e. what questions emerged for you from readings/discussions and how would you answer them?). As we move through the semester you should begin to synthesize how different theoretical approaches and classroom case studies for considering human-environmental relationships are related (i.e. do they agree or disagree, build on or suggest entirely new frameworks or questions?).

The goal of this assignment is to help you link together readings, lectures and discussion topics. You will turn in your journal four times during the semester to receive feedback from me on content and format. As well, you will be assigned to a rotating small group of 4 other students with whom you will (digitally) exchange your journals and give (short) written feedback to each other - also 4 times during the semester. This peer to peer component of the assignment should broaden the discussion of class topics beyond your own thinking and experience.

Journaling will take place for 13 weeks during the semester. Students are exempted from journaling during the week of their panel presentation and the weeks of the mid-term and final. Journal entries will receive either .5 pts. (insufficient), 1 pt. (good) or 1.5 points (excellent). If all journal entries are present an additional 2 points will be added to the total (Example: 13 "good" entries = 13 pts. + 2 pts (all required entries present) = 15 pts. Or (13 "excellent" entries = 19.5 pts + 2 points (all required entries present) = 21.5 points (6.5 pts extra credit)).

#### Panel presentation (20%)

A core focus of this course is how people adapt and respond to the conditions and problems characterizing specific social-ecological systems. Groups of students will focus on one group of people in the context of their physical, political and cultural environment, and then describe the system and important interactions to the class in a 30-minute presentation. Each member of the group will contribute material to the presentation and give a portion of the oral presentation. The group will develop a conceptual diagram representing all important system components, and each group member will then be responsible for presenting one component of the SES to the class. Clearly, students will need to work together in order to describe the problem and important human-environmental relationships cohesively. Students will sign up online for their preferred panel early in the semester. All members of the audience will submit a written evaluation for each panel (see participation below).

System characteristics and roles (although these may differ from system to system):

- History
- Climate
- Economy/Subsistence
- Local Worldview (religious beliefs, land tenure, kinship, leadership...?)
- Political-Economic Drivers (Critical stakeholders: Government, Business, Conservation Organizations?)



Environment/Ecology  
Human Responses, Outcomes and Tradeoffs (economic/behavioral/cultural and physiological)

#### Proposed systems

Maasai pastoralists of Tanzania - biodiversity conservation  
Agropastoralists of Highland Peru – bioprospecting and ethnoecology  
Heterogeneity of economic development in Urban Phoenix  
Commons management of the Seri fishery in Mexico  
Iñupiaq Eskimos: Vulnerability and climate change  
Ecuador: Indigenous identity, economic development and oil

#### **Research Paper**

Each student will turn in an 8-page research paper on their focal ethnic group by noon, on the Monday after their panel discussion. For this paper, students must answer the following question. Describe the livelihood of your focal group, the major challenges facing them in carrying out these livelihoods and the means by which they adapt and cope with these challenges (biophysical, political, economic and cultural)? Students will be asked to submit an outline for their paper 3 weeks before the scheduled due date along with 5 peer reviewed sources. The final paper will be double-spaced, typed and 12-pt. font. It must include an additional one-page bibliography (with at least 12 references), with sources that are from peer-reviewed, scholarly journals or books (e.g. no non-peer reviewed internet sources, newspapers or magazines are permissible). References must be integrated into the text of the paper in parenthetical format (Smith 2003:365). Use APA style for both the paper and references.

#### **Midterm and Final Exams and Take Home Essays**

There will be one midterm exam and one final exam. Each exam will consist of a 30-minute in-class portion consisting of short answer questions, and then a take home portion consisting of 1 essay question. Take home essays will be graded on how well the general themes from readings and class lectures/ discussions have been integrated, and the degree to which students are able to formulate a cohesive argument in support of a proposed thesis.

#### **Participation**

There will be a variety of in-class activities scheduled throughout the semester where the focus is on critical thinking, participation and interaction. These include evaluating the class at the halfway point, peer evaluations of group presentations, generating conceptual models in class, playing experimental rational choice games and taking part in informal debates. Students will not receive formal “grades” for these activities, but they will receive participation credit for each one that is completed. The final number of activities will sum to the total of 15% (e.g. 5 activities at 3 pts. each).

#### **Course Policies**

Attendance is one of the highest predictors of success in this class. I expect you to come to class having done the required readings, ready to think critically, and then discuss and debate what the material actually *means*. My commitment to you is to do the same. Your class experience will be infinitely more interesting on a personal level and the class itself will be more interesting at a group level if you and others come to class, and come to class prepared.

To facilitate learning, mutual respect must govern all class activities. This course should be an environment where we raise and discuss different perspectives and viewpoints. But all these activities must take place while respecting the ideas of others.

Please do not engage in disruptive talking, text messaging, Internet surfing/facebook updating, or newspaper reading during class. Also, please remember to turn off your cell phones before entering the classroom.

**Final Grades will be calculated based on the following scale:**

A	90-100	Excellent
B	80-89.9	Good
C	70-79.9	Average
D	60-69.9	Passing
E	<60	Failure
XE		Failure due to Academic Dishonesty

**Academic Integrity**

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](http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5Section_C.pdf)

**Incompletes**

A mark of "I" (incomplete) is given by the instructor when you 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>

**Student Support and Disability Accommodations**

ASU offers support services through Counseling (<http://students.asu.edu/counseling>), the Learning Resources Center ([www.asu.edu/lrc](http://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.

**Email Communications**

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](http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822) and file a help desk ticket by clicking on "My Help Center."

### **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](http://shesc.asu.edu/undergraduate_studies). Our advisors are always willing to discuss career and guidance options with you.

### **Sample Schedule of Lecture Topics, Readings and Assignments**

#### **Jan 5<sup>th</sup> (Th)**

Course Introduction

#### **Jan 10<sup>th</sup> (Tues)**

Report back on class characteristics

Nature-Culture Divide:

D/C: Chapter 2, pp. 102-117, *Fairhead and Leach*.

D/C: Chapter 4, pp. 138-154, *Marvin Harris*.

Film Excerpt: [The Nuer](#)

### **I. Theoretical Progression: Formative and Critical Literature**

#### **Jan 12<sup>th</sup> (Th)**

Cultural Ecology

Moran: Ch. 2, pp. 27-47. *Theories of Human-Habitat Interaction*

D/C: Ch. 6, pp. 168-180. *Julian H. Steward*

#### **Jan 17<sup>th</sup> (Tues)**

"Ecosystems with People in them"

D/C: Ch. 7, pp. 181-190. *F. Barth*

D/C: Ch. 8, pp. 190-201. *C. Geertz*

#### **Jan 19<sup>th</sup> (Th)**

Ethnoecology: Shifting Cultivation and narratives

D/C: Ch. 11, pp. 241-248, *H. Conklin*

Book Section: pp. 92-97, *H. Conklin*, "Hanunoo Agriculture: A report on..." (1957).

D/C: Ch. 12, pp. 249-253. *R. Carneiro*

Film Excerpt: [Madagascar: Agro-Ecology](#)

**Jan 24<sup>th</sup> (Tues)**

The Incredible Power of Narratives 2: Common Pool Resource Dilemmas

Article: pp. 1243-1248, *G. Hardin*, Tragedy of the Commons (1968).

Article: pp. 1-12, Castillo et. al., "Context matters in field Experiments..." (In Press)

Guest Lecture – Marty Andries  
CPR Dilemma Games

**Jan 26<sup>th</sup> (Th)**

Borrowing from the Natural Sciences

Book Section: *E. Odum*, Fundamentals of Ecology, 3<sup>rd</sup> Edition (1971)

Moran: Ch. 1 (pp. 9-11 and pp. 14-22, 47-50)

Moran: Ch. 3, (pp. 61-77)

D/C: Ch. 13, pp. 254-264, *R. Rappaport*

Turn in Journal #1

**Jan 31<sup>st</sup> (Tues)**

D/C: Ch. 14, pp. 265-283, *K. Hawkes*, K. Hill, and J. O'Connell

Article: pp. 395-401, *A. Sih and K. Milton*, "Optimal Diet Theory: Should the !Kung Eat..."(1985).

**Feb 2<sup>nd</sup> (Th)**

"Natural" Disasters

Article: pp. 479-507, *I. Scoones*, New Ecology

D/C: Ch. 10, pp. 223-238, *E. Waddell*

**Feb 7<sup>th</sup> (Tues)**

Biocultural Adaptation

Moran: Ch. 1, pp. 3-9; Ch. 3, pp. 77-86;

Article: pp. 121-149. *M. Little*. "Adaptation, Adaptability and Multidisciplinary research" (1995).

Moran: Ch. 2, pp. 55-56

On-line sign up for Panel Groups

**Feb 9<sup>th</sup> (Th)**

Boundedness and Scale – Incorporation and Autonomy

D/C: Ch. 16, pp. 309-318, *R. Netting*

Article: pp. 305-322, *J. Fox*, et. al., "Policies, Political-Economy and Swidden in SE Asia" (2009).

Panel Groups meet in class

**Feb 14<sup>th</sup> (Tues)**

Historical Ecology

Moran: pp. 51-53

D/C: Ch. 17, pp. 321-339. *R. Ellen*.

Article: pp. 203-223. *K.R. Winthrop*, "Landscapes of Change in the Pacific NW" (2001).

**Feb 16<sup>th</sup> (Th)**

Vulnerability in Social-Ecological Systems

Article: pp. 1-6. *Turner et. al.*, "A Framework for Vulnerability Analysis in Sustainability Science" (2003).

Article: pp. 268-281, *W. N. Adger*, "Vulnerability" (2006).

Midterm In class portion – Take home handed out

Turn in Journal #2

**II. Emerging Methods**

**Feb 21<sup>st</sup> (Tues)**

Agent-based Modeling

Article: Perez, et al. "Resource Intruders and robustness....." (2011)

Article: Janssen and Ostrom, "Empirically Based, Agent based models" (2006)

Guest Lecture: Irene Perez Ibarra

[Mid-Term take home portion due \(by Noon\)](#)**Feb 23<sup>rd</sup> (Th)**

Remote Sensing and Social Science

Article: pp. 1-22, R. Rindfuss and P. Stern, "Linking Remote Sensing and Social Science..." (1998).

[Librarian visit](#)**III. Case Studies and Current Topics****Feb 28<sup>th</sup> (Tues)**

Grasslands, Communities and Wildlife Conservation

Moran: Ch. 8, pp. 227-261.

D/C: Ch. 19, pp. 363-392, P. Brosius.

Article: pp. 24-26. H. Sachedina, et. al. "The Spectacular Growth of a Conservation NGO....." (2009)

[M. Moritz: Research Video](#)**Mar 1<sup>st</sup> (Th)**[Panel 1: Tanzania, Maasai pastoralism and Wildlife Conservation](#)**Mar 4 (M)**[Panel 1 Research paper Due](#)**Mar 6<sup>th</sup> (Tues)**

Economic Development, Power and Identity in the Tropical Forest

Moran: Ch. 9, pp. 263-304

D/C: Ch. 20, pp. 393-423, A. L. Tsing

**Mar 8<sup>th</sup> (Th)**[Panel 2: Ecuador, economic development and oil](#)**Mar 12 (M)**[Panel 2 Research paper Due](#)**Mar 13<sup>th</sup> (Tues)**

Growth of Cities

Moran: Ch. 10, pp. 307-331 See Ingerson – Crumley Ch. 11

Article: Seto et al. "Meta-Analysis of Global Urban....." (2011)

Article: pp. 2847-2863, S. Harlan et. al., "Neighborhood microclimates and vulnerability to heat stress" (2006).

**Mar 15<sup>th</sup> (Th)**[Panel 3: Uneven development in urban Phoenix](#)[Turn in Journal #3](#)**Mar 19 (M)**[Panel 3 Research paper Due](#)**Mar 17<sup>th</sup> – 25<sup>th</sup>**

SPRING BREAK

**Mar 27<sup>th</sup> (Tues)**

Fisheries and CPR Management

Article: pp. 643-659, X. Basurto, "How locally designed access and use..." (2005).

Article: pp. 1557-1558. *Berkes, et. al.* "Globalization, Roving Bandits and Marine Resources" (2006).  
Degnabol et. al. "Painting a Floor with a Hammer: Technical fixes in fisheries management" (2006).

Film excerpts: [Plundering the Seas/Empty Oceans](#)

**Mar 29<sup>th</sup> (Th)**

Panel #4: Seri fishery management in Mexico

April 2 (M)

Panel 4 Research paper Due

**Apr 3<sup>rd</sup> (Tues)**

High Altitude Systems

Moran: Ch. 6, pp. 157-188.

Article: pp. 505-526, *Katy et al.* "Biodiversity Prospecting: Lessons and Prospects"(2001)

Article: Leatherman, T. "A biocultural perspective on health....." (1996)

**Apr 5<sup>th</sup> (Th)**

Panel #5: Bioprospecting in the Andes

Apr 9 (M)

Panel 5 Research paper Due

**Apr 10<sup>th</sup> (Tues)**

Climate Change, Agency and Vulnerability

Moran: Ch. 5, pp. 123-156,

Report Chapter: pp. 62-98, *H. Huntington and S. Fox*, "The Changing Arctic: Indigenous Perspectives" (2004).

Film Clips:

[Eskimo Hunters 1949](#)

[Iñupiaq Whale Hunt](#)

**Apr 12<sup>th</sup> (Th)**

Panel #6: The Inuit and climate change

Apr 15 (M)

Panel 6 Research paper Due

**Apr 17<sup>th</sup> (Tues)**

Emerging definitions of place

D/C: Ch. 22, pp. 435-457, *C. Frake + Changing senses of place*

**Apr 19<sup>th</sup> (Th)**

Continue discussion

Reminders: Take home question next Tuesday  
Study guide posted – Final on May 1

[Turn in Journal #4](#)

**Apr 24<sup>th</sup> (Tues)**

Final Themes:

Summing Up

Where we started – Where we are now?

[Final take home question handed out](#)

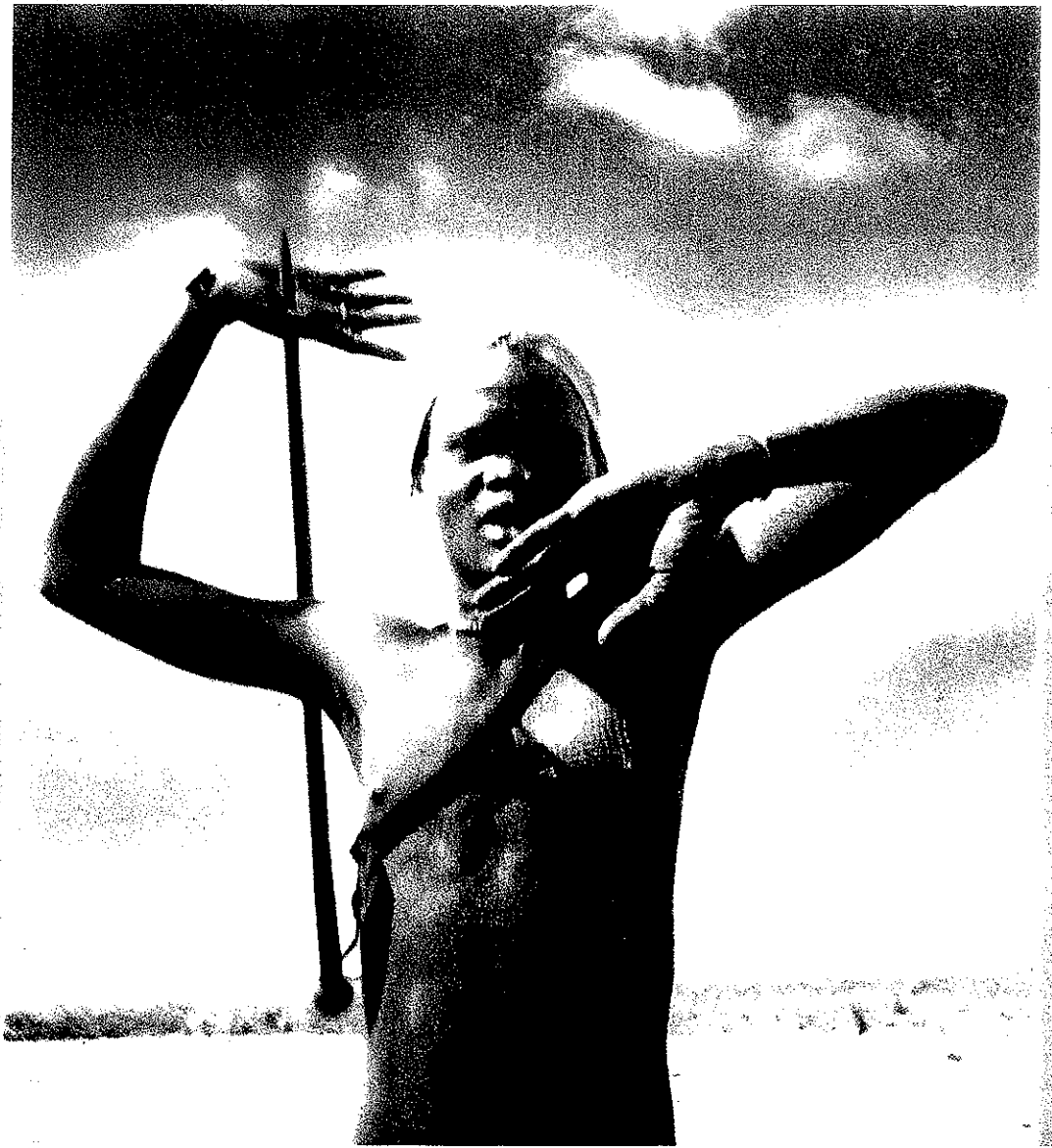
**May 1 (Tues) from 12:10 – 2:00pm**

Final Exam

[In-class portion \(45 minutes\)](#)

[Take home portion due May 1 at noon](#)

***The syllabus is a general guide only: deviations may be necessary.***



**Environmental Anthropology**  
**A HISTORICAL READER**

*Edited by*  
*Michael R. Dove and Carol Carpenter*





# Contents

List of Figures and Tables	xi
Editors' Biographical Notes	xiii
Preface	xiv
Acknowledgments	xvii
Text Credits	xviii

Timeline?

<b>Introduction: <u>Major Historical Currents in Environmental Anthropology</u></b> <i>Michael R. Dove and Carol Carpenter</i>	1
---	---

## Part I The Nature-Culture Dichotomy 87

### Questioning the nature-culture dichotomy: From Posey's indigenous knowledge to Fairhead and Leach's politics of knowledge

1 <b>Indigenous Management of Tropical Forest Ecosystems: The Case of the Kayapó Indians of the Brazilian Amazon</b> <i>Darrell Addison Posey</i>	89
--	----

2 <b>False Forest History, Complicit Social Analysis: Rethinking Some West African Environmental Narratives</b> + History <i>James Fairhead and Melissa Leach</i>	102
--	-----

Worldviews  
Emic Views

### **How cattle problematize the nature-culture divide: From Evans-Pritchard's "cattle complex" to Harris' "sacred cows" and beyond**

3 <b>Interest in Cattle</b> <i>E. E. Evans-Pritchard</i>	118
---	-----

thick  
ethnography

01-04-00  
107  
Evans-Pritchard  
Harris

relativism

Evans-Pritchard  
Harris

	4	The Cultural Ecology of India's Sacred Cattle <i>Marvin Harris</i>	138
	<b>Part II Ecology and Social Organization</b>		<b>155</b>
	<b>Early essays on social organization and ecology: Mauss and Steward</b>		
1950	5	Seasonal Variations of the Eskimo: A Study in Social Morphology <i>Marcel Mauss</i>	157
1938	6	The Great Basin Shoshonean Indians: An Example of a Family Level of Sociocultural Integration <i>Julian H. Steward</i>	168
	<b>Beyond Steward: "Ecosystems with human beings in them" in Barth and Geertz</b>		
	7	Ecologic Relationships of Ethnic Groups in Swat, North Pakistan <i>Fredrik Barth</i>	181
1972	8	The Wet and the Dry: Traditional Irrigation in Bali and Morocco <i>Clifford Geertz</i>	190
1954	<b>"Natural" disasters and social order: Response and revelation in Firth and Waddell</b>		
	9	Critical Pressures on Food Supply and their Economic Effects <i>Raymond Firth</i>	202
1945	10	How the Enga Cope with Frost: Responses to Climatic Perturbations in the Central Highlands of New Guinea <i>Eric Waddell</i>	223
	<b>Part III Methodological Challenges and Debates</b>		<b>239</b>
	<b>Ethnoecology and the defense of swidden agriculture: Conklin and Carneiro</b>		
1959-70	11	An Ethnoecological Approach to Shifting Agriculture <i>Harold C. Conklin</i>	241
1960	12	Slash-and-Burn Agriculture: A Closer Look at its Implications for Settlement Patterns <i>Robert L. Carneiro</i>	249

138	<b>Natural science models of resource-use: From Rappaport's cybernetics to the optimal foraging of Hawkes, Hill, and O'Connell</b>	
155	13 <b>Ritual Regulation of Environmental Relations among a New Guinea People</b> <i>Roy A. Rappaport</i>	254
157	14 <b>Why Hunters Gather: Optimal Foraging and the Aché of Eastern Paraguay</b> <i>Kristen Hawkes, Kim Hill, and James F. O'Connell</i>	265
168	<b>The bounded and balanced community: Solway and Lee, and Netting</b>	
	15 <b>Foragers, Genuine or Spurious?: Situating the Kalahari San in History</b> <i>Jacqueline S. Solway and Richard B. Lee</i>	284
181	16 <b>Links and Boundaries: Reconsidering the Alpine Village as Ecosystem</b> <i>Robert McC. Netting</i>	309
190	<b>Part IV The Politics of Natural Resources and the Environment</b>	<b>319</b>
	<b>Indigeneity and natural resource politics: Ellen and Li</b>	
202	17 <b>Forest Knowledge, Forest Transformation: Political Contingency, Historical Ecology, and the Renegotiation of Nature in Central Seram</b> <i>Roy Ellen</i>	321
223	18 <b>Articulating Indigenous Identity in Indonesia: Resource Politics and the Tribal Slot</b> <i>Tania Murray Li</i>	339
239	<b>Environmental campaigns and collaborations: Brosius and Tsing</b>	
241	19 <b>Green Dots, Pink Hearts: Displacing Politics from the Malaysian Rain Forest</b> <i>J. Peter Brosius</i>	363
249	20 <b>Becoming a Tribal Elder, and Other Green Development Fantasies</b> <i>Anna Lowenhaupt Tsing</i>	393
	<b>Part V Knowing the Environment</b>	<b>423</b>
	<b>Social identity and perception of the landscape: Frake and Bloch</b>	
	21 <b>People into Places: Zafimaniry Concepts of Clarity</b> <i>Maurice Bloch</i>	425

*Handwritten notes:*  
Political Ecology  
1980-1990

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Political Ecology  
1980-1990

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22	Pleasant Places, Past Times, and Sheltered Identity in Rural East Anglia <i>Charles O. Frake</i>	435
<b>The limits of knowledge and its implications for understanding environmental relations: Bateson and Ingold</b>		
23	Effects of Conscious Purpose on Human Adaptation <i>Gregory Bateson</i>	457
24	Globes and Spheres: The Topology of Environmentalism <i>Tim Ingold</i>	462
	Index of Subjects	471
	Index of Names	478