



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

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.

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 for the SB/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

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.	syllabus, pp. 2-3, 5-6 (theory + examples), 7-8 (methods + case studies)
<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 <div style="margin-left: 100px;">Anthropology</div>	syllabus , pp 1, pp 5-8,
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: 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).	syllabus, pp. 1-3, 5-8.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	syllabus, pp. 1-3, 5-8.
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:	
		• 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	375	Environmental Anthropology	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 designed to advance basic understanding and knowledge about human interactions (with the environment)	Part one of the course outlines the theoretical progression within environmental anthropology as anthropologists became more nuanced in their thinking and representation of human-environmental relationships. Readings are original material from theoretical "giants" in the field spanning a period from the 1940s to today. Parts 2 (Emerging methods) and 3 (Case studies and current topics) of the course then provide multiple examples and opportunities to critically examine and synthesize across real world examples of cultural groups making livelihood and management decisions within particular types of environments (e.g. urban, grasslands, high-altitude, arctic, etc). These case studies are designed to give students a more nuanced appreciation for the complexity of tradeoffs associated with human development and environmental sustainability challenges facing contemporary groups and communities globally. In describing their case studies, students with groups each represent one facet of a social-ecological system.	syllabus, pp. 2-3, 5-6 (theory + examples), 7-8 (methods + case studies) highlighted in green

	<p>In doing so, the connections between cultural beliefs, ecology/climate, institutions and economy are clarified.</p>	
<p>2 . Advance basic understanding of social behavior such as that found in anthropology.</p>	<p>Environmental anthropology is a subsection of cultural anthropology that examines how and why human groups interact with, act upon and are acted upon by their environment(s) in particular ways.</p> <ul style="list-style-type: none"> - Worldviews "frame" behavioral norms and beliefs, that are expressed in for example, language and ritual about "nature", "landscapes", "home", "progress", "conservation", "wealth" and "poverty", etc. Students compare and contrast the roles of diverse worldviews in framing human-environmental relationships. - Ecology and climate frame potential livelihoods (ways that people make a living), while at the same time, cultural adaptations moderate the effects of environment on people. Case studies/groups presentations highlight multiple examples in this context. - Social and political institutions at community, national and global scales channel and modify the effects of human behaviors on environments (community norms, national and international policies and mangement narratives). Students identify these narratives and think through their potential effects for landscapes and people. - All these types of social behaviors translate into a variety of social, economic and environmental outcomes for people and landscapes globally (disasters, vulnerability, conservation/protection, degradation, etc.) Students are encouraged to discuss and explore (in their journals or in class discussions) who or what are the drivers of change and associated outcomes in particular contexts? 	<p>syllabus , pp 1, pp 5-8, specific topics highlighted in blue</p>

<p>3a, 3b and 4. 3a. distinct knowledge base of the social and behavioral sciences 3b. the distinct methods of inquiry 4. Illustrate use of social and behavioral science perspectives</p>	<p>3a. Environmental anthropology is unique in its attention to the role of culture in molding human-environmental relationships, behaviors and outcomes. As well, interdisciplinary borrowing of concepts from ecology has helped to situate humans theoretically within social-ecological systems.</p> <p>3b. Students are exposed to a variety of methods that environmental anthropologists use to describe and quantify human-environmental relationships and outcomes for ecosystems and people. Each is evaluated/discussed in terms of the kinds of research questions being asked in representative readings. Qualitative methods include; historical ecology, ethnography and ethnoecology. Examples of quantitative methods include; survey data, experiments (students will carry out a common pool resource experiment in class), agent-based modeling, GIS, and social network analysis . In-class activities will allow students to manipulate real household socio-economic data, social network data, and create a historical social-ecological timeline of local Tempe neighborhoods.</p> <p>4. Progression within the class allows students to combine developing theory with</p>	<p>syllabus, pp. 1-3, 5-8. highlighted in yellow</p>

	<p>traditional and emerging methods within the discipline of environmental anthropology - to pose research questions and identify solutions that have real relevance for current people-environmental challenges.</p>	
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Environmental Anthropology
ASB 394 (Pending as ASB 375/SOS 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 contemporary 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. 3rd 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, experiments, debates, conceptual diagrams, data manipulation activities)

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 contemporary group of people in the context of their environmental, economic 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

Economy/Subsistence

Local Worldview (religious beliefs, land tenure, kinship, leadership...?)

Political-Economic Drivers (Critical stakeholders: Government, Business, Conservation Organizations?)

Climate/Environment/Ecology

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

Real World Human-Environmental Interactions and Challenges

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 peer evaluations of group presentations, generating conceptual models in class, playing experimental rational choice games, taking part in informal debates, and data manipulation activities. 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

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), 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 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. Our advisors are always willing to discuss career and guidance options with you.

Sample Schedule of Lecture Topics, Readings and Assignments

Jan 5th (Th)

Course Introduction

Jan 10th (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 12th (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 17th (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 19th (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....Philippines" (1957).

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

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

Jan 24th (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 26th (Th)

Borrowing from the Natural Sciences

Book Section: *E. Odum*, Fundamentals of Ecology, 3rd 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 31st (Tues)

Optimal Foraging Theory

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...Botswana"(1985).

Feb 2nd (Th)

"Natural" Disasters

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

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

Feb 7th (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 9th (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 14th (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).

In class activity: Historical social-ecological timeline of Tempe

Feb 16th (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 21st (Tues)

Agent-based Modeling

Article: Perez, et al. "Resource Intruders and robustness...in Spain." (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 23rd (Th)

Remote Sensing and Social Science

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

III. Case Studies and Real World Challenges

Feb 28th (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. "BurnSilver et al. Continuity and Change in Amboseli" (2009)

M. Moritz: [Research Video](#)
[Household Socio-economic Data manipulation assignment](#)

Mar 1st (Th)

Mar 4 (M)

Panel 1: [Tanzania, Maasai pastoralism and Wildlife Conservation](#)
Panel 1 Research paper Due

Mar 6th (Tues)

Economic Development, Power and Identity in the Tropical Forest

Moran: Ch. 9, pp. 263-304
D/C: Ch. 20, pp. 393-423, Indonesia, A. L. Tsing

Mar 8th (Th)

Mar 12 (M)

Panel 2: [Ecuador, economic development and oil](#)
Panel 2 Research paper Due

Mar 13th (Tues)

Global 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 15th (Th)

Mar 19 (M)

Panel 3: [Uneven development in urban Phoenix](#)
[Turn in Journal #3](#)
Panel 3 Research paper Due

Mar 17th – 25th

SPRING BREAK

Mar 27th (Tues)

Fisheries and CPR Management

Article: pp. 643-659, X. *Basurto*, "How locally designed access and use...Mexico" (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 29th (Th)

April 2 (M)

Panel #4: [Seri fishery management in Mexico](#)

Panel 4 Research paper Due

Apr 3rd (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 5th (Th)

Apr 9 (M)

Panel #5: [Bioprospecting in the Andes](#)

Panel 5 Research paper Due

Apr 10th (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](#)

[Online data manipulation - Social networks of sharing](#)

Apr 12th (Th)

Apr 15 (M)

Panel #6: [The Inuit and climate change](#)

Panel 6 Research paper Due

Apr 17th (Tues)

Emerging definitions of place

D/C: Ch. 22, pp. 435-457, *C. Frake* + [Changing senses of place](#)

Apr 19th (Th)

Continue discussion

Reminders: Take home question next Tuesday

Study guide posted – Final on May 1

[Turn in Journal #4](#)

Apr 24th (Tues)

Final Themes:

Summing Up

Where we started – Where we are now?

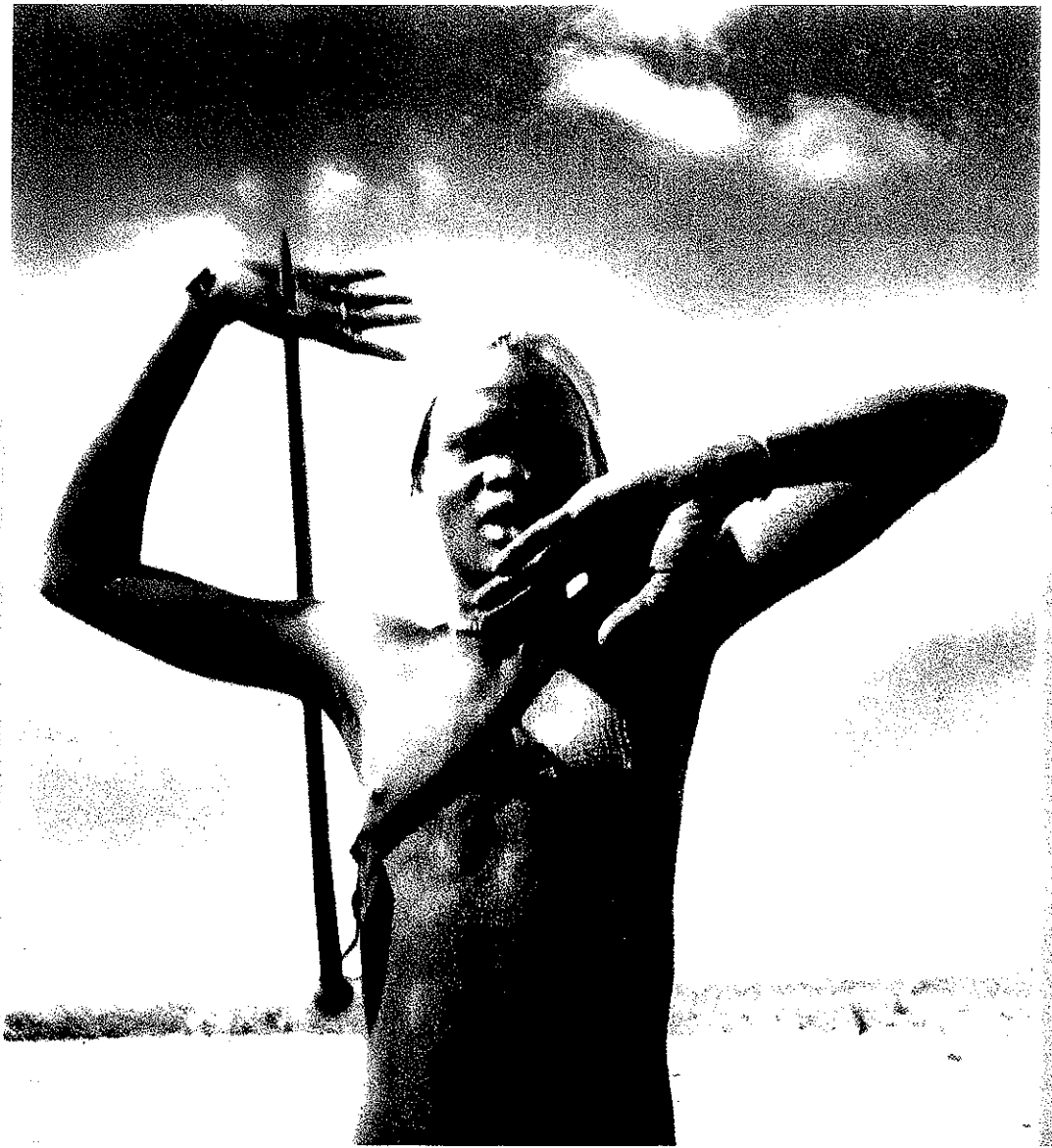
[Final take home question handed out](#)

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

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Timeline?

Introduction: <u>Major Historical Currents in Environmental Anthropology</u> <i>Michael R. Dove and Carol Carpenter</i>	1
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Questioning the nature-culture dichotomy: From Posey's indigenous knowledge to Fairhead and Leach's politics of knowledge

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