

ARIZONA STATE UNIVERSITY EAST/TEMPE CAMPUS
GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 10/05/08

1. ACADEMIC UNIT: School of Human Evolution and Social Change

2. COURSE PROPOSED: ASB 394 Ecological and Environmental Anthropology 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Alissa Ruth Phone: 5-4628
Mail Code: 2402 E-Mail: alissa.ruth@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. 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.

Core Areas

Literacy and Critical Inquiry-L
Mathematical Studies-MA CS
Humanities and Fine Arts-HU
Social and Behavioral Sciences-SB
Natural Sciences-SQ SG

Awareness Areas

Global Awareness-G
Historical Awareness-H
Cultural Diversity in the United States-C
(Note: one course per form)

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. ***In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.***

CROSS-LISTED COURSES: No Yes; Please identify courses: _____

Is this a multisection course?: No Yes; Is it governed by a common syllabus? _____

Sander van der Leeuw
Chair/Director (Print or Type)

[Signature]
Chair/Director (Signature)

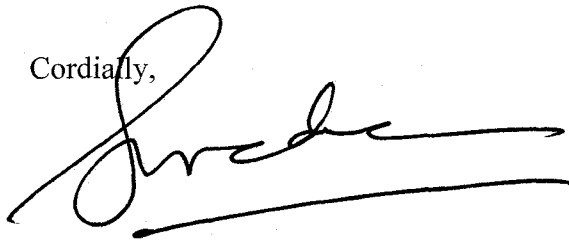
Date: 10/6/08

October 6, 2008

Dear General Studies Committee,

We are respectfully asking for a general studies designation for this course. We will be requesting a permanent course number for **ASB 394 Ecological and Environmental Anthropology** in the semesters to come. We appreciate your consideration of this request.

Cordially,

A handwritten signature in black ink, appearing to read 'Sander van der Leeuw', with a long horizontal flourish extending to the right.

Sander van der Leeuw
Director SHESC

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

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus (see section 1(b)(1))
		2. Course must be one or more of following types (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	Syllabus (see section 2)
<input type="checkbox"/>	<input type="checkbox"/>	b. Contemporary non-English language courses that have a significant cultural component.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. Comparative cultural studies in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	Syllabus (see section 2)
<input type="checkbox"/>	<input type="checkbox"/>	d. In-depth studies of non-U.S. centered cultural interrelationships of global scope, such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war. Most, i.e., more than half, of the material must be devoted to non-U.S.	

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Course Prefix	Number	Title	Designation
ASB	394	Ecological & Environmental Anthropology	

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)
Composed of subject matter of contemporary world outside of the U.S.	Content/readings applications to global environmental problems	Our weekly readings will be case studies from Asia, Africa + Latin America on human-environment interactions
In-depth area studies/culture specific	Content/readings applications to global environmental problems	the case studies will demonstrate culture-specific practices to natural resource use
Comparative cultural studies	in-class discussions and activities	we will use cross-cultural comparison of non-U.S. issues in environmental anthropology

Ecological and Environmental Anthropology

Spring 2009

ASB394 (3 credits)

Tuesdays 6:05-8:55pm PSA Room 102

Instructor: Dr. Colleen M. O'Brien

Office: Mathews Center Room 207

Email: colleen.m.obrien@asu.edu

Office Hours:

Course Description:

Ecological and Environmental Anthropology explores ^{* 2} the ways that people perceive and manage natural resources using an evolutionary, comparative, and critical approach. Students will learn ^{1 *} about the processes of biological and cultural adaptation to the environment past and present in Asia, Africa, and the Americas. Students will examine classic and contemporary approaches to ecology and the environment and apply these approaches to current environmental issues and problem solving. The format of the class will include lectures, in-class group projects and assignments, class discussions of weekly readings and films, student presentations, and independent research. This course will be reading and writing intensive. I expect students to come to every class having read the assigned readings and prepared to contribute to class discussions and in class group projects and activities.

Learning Objectives:

By the end of this course you will be able to:

- Understand the historical roots of ecological and environmental anthropology;
- Recognize the complexity of human environment relationships from a holistic anthropological perspective;
- ^{2 *} • Understand cross-cultural approaches to environmental issues through in-depth case studies;
- ^{1, 2 *} • Recognize and apply anthropological perspectives to contemporary global issues regarding the politics of resources, conservation, biodiversity and climate change;
- Apply basic research techniques to the study of contemporary environmental issues;
- Demonstrate skills to effectively communicate information via oral presentations, written assignments;
- Learn to work collaboratively in a group during in class projects.

Required Text:

2007 Dove, Michael and Carol Carpenter “Environmental Anthropology: A Historical Reader”

Additional course readings will be posted on Blackboard.

Course Content and Evaluation:

- **Weekly Summaries:** Students will submit a two page double-spaced summary of each week's articles. These are due at the beginning of class each week. I will provide a guide for what you should include in each of your summaries. There are eleven weeks of readings so you must submit **ten** summaries. No late summaries, regardless of your reason, will be accepted. Poorly written or incomplete summaries will only receive partial credit.
- **In Class Assignments:** Students will work together in class discussions, debates, and problem solving assignments. These will take place during scheduled class time and will count toward your final grade.
- **Research Project (Paper and Presentation):** The research project will consist of a paper and an oral presentation both reporting the results of your independent research project. The purpose of the project is to apply the concepts, methods, and approaches that we learn in class to a real world environmental issue. The first step in the research project will be to submit a two page research proposal which will consist of a written description of your topic and research approach. This will need to be approved by me. You will then conduct independent research and prepare a ten page paper in addition to a bibliography. Your presentation will provide an overview of your topic as well as key findings. The paper will be due the same day of your oral presentation. Keep in mind that you will not receive any credit for the research project without first submitting and receiving approval on the project proposal. Also, no late papers will be accepted. More detailed information on the research project including criteria for evaluation will be distributed during class.
- **Final Exam:** There will be a final exam on May 12th at 6:05pm. The final exam will be short essay and will include material from the entire semester and include material presented during student presentations.

Grade Basis and Scale: Your final grade will be calculated according to the following breakdown:

Weekly Summaries	20%
Research Project	50% (25% written report and 25% oral presentation)
In Class Assignments	10%
Final	20%

Attendance Policy: Attendance is the number one predictor of success in university courses. Since this course only meets once per week, missing class will cause you to fall significantly behind the rest of the group. Therefore, attendance for this course is **mandatory**. Attendance will be taken at the end of every class period, usually in the form of a short answer response to a question based on class material covered in the readings, lecture, or video. No more than **three** unexcused absences are allowed before you will be automatically withdrawn from the course. This is not negotiable. An unexcused absence includes: illness, weather, oversleeping, transportation problems, trips and vacations, or employment conflicts. Please do not email me to inform me of an unexcused absence. An **excused** absence is one based on illness or personal crisis such as death in the family. Illness must be confirmed by a health professional e.g. through ASU Health Services. Please do not email me for course assignments or notes for unexcused absences. Rather, you are responsible for asking a friend or classmate for the lecture notes and materials missed during unexcused absences.

Academic Honesty: Arizona State University has a strict policy on academic honesty that every student should know and understand. Academic dishonesty is not just cheating or copying the work of others, but also includes tolerating the academic dishonesty of others, or giving false reasons for failure to take an exam. Please become informed about the policy to protect yourself from possible misunderstandings by visiting the web site at:
http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm

Disability Accommodations. If you are a disabled student in need of special arrangements for exams and/or homework, we will do all we can to help. But you will first need to bring a letter from the Disability Resources Center: <http://www.asu.edu/studentaffairs/ed/drc/> 480-965-1234 (Voice) 480-965-9000 (TDD).

Class Policies: To facilitate learning, mutual respect must govern all class activities. This classroom will be an environment where you should feel free to raise different opinions, think critically, and respect the ideas of others. Please do not engage in disruptive talking, text messaging, or newspaper reading during class. Also, please remember to turn off your cell phones before entering the classroom.

Class Schedule of Topics

1/20 Week 1:	Introduction to Ecological and Environmental Anthropology
1/27 Week 2	Questioning the Nature/Culture Dichotomy
2/3 Week 3	More on the Nature/Culture Divide
2/10 Week 4	Early Studies in Social Organization
2/17 Week 5	Human Ecosystems
2/24 Week 6	Natural Disasters and Social Order *Research Proposal Due
3/3 Week 7	Theories, Methods, and Models (Ethnoecology and Resource Use)
3/10 Week 8	Spring Break
3/17 Week 9	Ecological Communities
3/24 Week 10	Natural Resource Politics and Indigenous Movements
3/31 Week 11	Environmental Campaigns and Local Collaborations
4/7 Week 12	Identity and Landscape
4/14 Week 13	Limits to Knowledge and Environmental Relations
4/21 Week 14	Student Presentations
4/28 Week 15	Student Presentations
5/5 Week 16	Student Presentations

*This is meant to be a general guide for the course material. Information and schedules contained in this syllabus are subject to change. Any changes will be announced well in advance during class.