Environmental Anthropology

Anthropology 4051-0001
Spring 2019

Tuesday, Thursday 1:30-2:45 AM
Classroom Building 1 CB1 O122

Dr. John H. Walker
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Office Hours: Tuesdays and Thursdays, 11:00 AM-12:00 PM; 3:00 PM-4:00 PM, by appointment, or contact me through Webcourses and I will try to reply in 24 hours. **All** email communication must take place either in Webcourses or using a Knights E-mail account.

Course Description

The study of relationships between human cultures and societies and the environment is at least as old as Classical Greece, and it lies at the roots of Anthropology as well. In this course we will read selections from anthropologists, investigating a wide spectrum of questions: the nature-culture dichotomy, human ecology and social organization, ethnoecology, anthropological models of resource use, indigeneity and the environment, social identity, and perception of the landscape. Anthropology provides a set of useful perspectives on the study of culture and the environment that have developed through nearly 100 years of research.

Course Goals

To place 21st century environmental issues in local context through anthropological research.

To look at anthropological scholarship in the context of academic debate.

To help students critically evaluate anthropological arguments.

To practice using the art of writing to develop and communicate ideas

Required Textbooks

Environmental Anthropology: A Historical Reader. Edited by Michael R. Dove and Carol Carpenter. Oxford: Blackwell. ISBN 978-1-4051-1137-9 (pbk)

The Mushroom at the End of the World. Anna Lowenhaupt Tsing. Princeton: Princeton University Press. ISBN 978-0-691-16275-1 (hbk, look for the paperback edition as well).

Environmental Anthropology: From Pigs to Policies (2nd edition), by Patricia Townsend. Long Grove, IL: Waveland.

These textbooks are available at the bookstore, and from many other sources. If you purchase your books somewhere else, note the ISBN number to **make sure** that you get the correct edition. The abbreviations are used in the class schedule (see below).

Grading

The requirements for this course are weighted as follows:

Class participation	10%
Weekly papers	50%
Midterm exam	20%
Final exam	20%

Class participation—This class meets two times a week, and we will read, discuss and debate many different ideas. This format depends on everyone's participation. You are expected to come to **every** class meeting and be an active part of in class activities, including writing, small group discussions, and classroom discussions. **Always** bring pen and paper to class.

Weekly papers—We will be reading essays from a wide range of anthropological thinkers, and writing short papers every week to respond to their ideas.

1) Read the weekly assignment, starting with the original essays in the Dove and Carpenter [DC]. Then read the chapters in the Townsend book [T]
2) Choose one of the original essays that interest you, and try to find something in it that you either agree or disagree with. Use the footnotes and introductory materials in the textbook [DC], and the chapters in the Townsend book [T], to help generate ideas. The Case Study papers follow this same pattern, but use the Tsing book.
3) Write an argumentative paper that responds to a specific aspect of the original essay, in **500 words** (about two pages, double spaced). Use the word count feature in your word processor, and put the **word count** at the end of the paper. Put your name and a title on the paper, use a readable font (10 or 12 point), and put at least 1" margins all around. Use page numbers, and make the final product look neat and clear.
4) Your paper should do two things. First, it should raise an issue, by summarizing to an idea or a quote from one of the readings. Second, the paper should contain an idea or argument that you write in response to that issue. You **do not** need to do any outside reading or research for these papers. Instead, focus on explaining what you think, and backing it up with a detailed example or two.
5) We require electronic submission, because it allows us to give you more feedback on your writing. Electronic submissions will be accepted until class time, **through Webcourses**. If the paper is submitted electronically after this time, or in person after class, it will not be accepted. **No exceptions**.
6) In class we will work in small caucus groups and as a whole to discuss and debate the issues that are raised in each week's readings.

7) There are 15 possible assignments, however, only your best 10 scores will be counted. You can (and probably should) submit 11 or more papers, and have the top 10 grades counted. **Be careful to submit 10 papers**—if you calculate the percentages, you will see that your grade will suffer if you do not.
8) The essays will be graded on a simple 10-point scale (7=not good, 8=good, 9=very good, 10=excellent).

Exams—there will be two exams (one midterm and a final). Exams consist of some objective questions (multiple choice, matching) identifications, and short essay questions. All material covered in the course may be included on the exams. No makeup exams will be given without written documentation of a valid excuse. There are no exceptions to this rule.

We will not spend time in class reviewing the exams. If you wish, I encourage you to make an appointment and I would be glad to go over the exams with you.

Grading scheme—For the final grades, the +/- system will be used. The percentages correspond to the following letter grades.

A	94-100	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	<60

Anthropology Websites

These websites contain information about the history and current state of anthropology as a discipline and in the public sphere. They can help you generate ideas for your weekly papers, or even help study for the exams. Many anthropology blogs are also full of good links and information.

American Anthropological Association (www.aaanet.org)
UCF Library (library.ucf.edu)
see especially the Anthropology Plus database and online journals
Google Earth (earth.google.com)
Anthro{dendum} (https://anthrodendum.org/)
Sapiens (https://www.sapiens.org/)
HAU (https://www.haujournal.org/index.html)

Strategies for studying

There will be a lot of times throughout the semester when we will work together, either through discussion or in small groups. In order for the class to be a success, everyone will have to participate and keep up with the work. These guidelines will help you earn a good grade:

1) Prepare for each class by doing all of the **readings before class**.
2) Come to **every** class.

3) Practice **taking notes** in class. Learn how to summarize points quickly and write them down. You don't need to write down every word, but you do need more than a word every ten minutes. If you hear it more than once, odds are you should write it down.
4) **Keep up with the reading assignments**—even on the days you are not handing in a paper. The point of lecture is not to rehash what is in the readings, but to discuss the issues that those readings bring up.

Writing Center

Here at UCF there is an excellent service to help all writers improve their work by conferencing with other writers. Find out more about it at (uwc.cah.ucf.edu). Take advantage of these resources, because they will certainly improve your writing and they are available to you at no charge.

Classroom decorum

In order for many humans to coexist in a small room, cooperate and learn, some basic ground rules are necessary.

Class discussions—some of the issues that we will be talking about in class this semester have the potential to provoke strong opinions and disagreement. In order for us to work together as a class, we will all need to be aware of this. By all means express your opinion, but also be receptive to other people when they express their opinions.

Small electronics—turn off all things that beep, whistle or sing before you come to class. Keep them off while you are in class.

Tape recorders and computers—it is okay to tape lecture and discussion, but please inform me before doing so. Feel free to use your laptop, although if you do **I might call on you** to look up something on the Internet for class discussion.

Disruptions—Talking during class, reading newspapers [isn't that a quaint warning, this note must be from 1996!] and other disruptive behavior will not be tolerated.

Cheating and Plagiarism—I have a zero-tolerance policy towards cheating and plagiarism. Students who cheat or plagiarize will fail the course, and most likely be expelled from the University. Please refer to your Golden Knights (also quaint) handbook for UCF rules regarding cheating.

Exams—If you cannot take an exam at the scheduled time because of a severe illness, injury, family emergency or participation in an official UCF event (sports, field trips, etc.) you must notify me immediately through email, in person, or through the department office (407-823-2227) **before** the exam. I will allow a make-up exam **only** with written proof such as a signed statement from a physician. If you do not have a validated excuse, you cannot take a make-up exam. There are no exceptions to this policy. It is **your** responsibility to schedule a time for a make-up exam.

Revisions and the syllabus

This syllabus is subject to revision as we work on topics throughout the semester. Updated syllabi will be distributed by email or the web, and you will hear about them in class. You should think of this syllabus as a contract that gives details about what will

happen in the course. If this syllabus does not reflect your expectations, you should feel free to drop the course.

Date			Topic	DC reading	T reading	Mushroom reading	Assignment **due**
Jan.	8	T	Introductions	Introduction			
	10	R	Nature/Culture	1-2 (Posey, Fairhead+Leach)			
	15	T			1 Introduction		Paper 1 Nature/Culture
	17	R	The Problem with Cattle	3-4 (Evans-Pritchard, Harris)	2 Steward		
	22	T	Ecology and Social Organization	5-6 (Mauss, Steward)	3 Ethno-ecology		Paper 2 Ecology/Society
	24	R	**Case Study 1**			Prologue, Chapters 1, 2, 3	Case study Paper 1
	29	T	Ecosystems with Humans	7-8 (Barth, Geertz)			Paper 3 Ecosystems
	31	R			4 Pigs for the Ancestors		
Feb.	5	T	Disasters?	9-10 (Firth, Waddell)	6 Climate Change		Paper 4 Disasters?
	7	R	**Case study 2**			Chapters 4-10	Case study Paper 2
	12	T	Slash and Burn	11-12 (Conklin, Carneiro)			Paper 5 Slash and Burn
	14	R			5 Amazonian hunters		
	19	T	Cybernetics	13-14 (Rapoport, Hawkes et al.)			Paper 6 Cybernetics
	21	R			6 Complex Societies		
	26	T					

	28	R	Midterm exam				Midterm
Mar.	5	T	**Case study 3**			Chapters 11-17	Case study paper 3
	7	R	Bounded and Balanced	15-16 (Solway+Lee, Netting)	7 The underground environment		Paper 7 Bounded and Balanced
	12	T	*Spring Break*				
	14	R	*Spring Break*				
	19	T			8 Climate Change		
	21	R	Indigeneity and Politics	17-18 (Ellen, Li)			Paper 8 Indigeneity and Politics
	26	T			9 Holy Ground		
	28	R	Campaigns and Collaborations	19-20 (Brosius and Tsing)			Paper 9 Campaigns and Collaborations
	2	T			10 Population		
	4	R	**Case study 4**			Chapters 18-20	Case study paper 4
Apr.	9	T			11Biodiversity and Health		
	11	R	Social Identity and Perception	21-22 (Bloch, Frake)			Paper 10 Social Identity and Perception
	16	T			12 Being Green		
	18	R	Limits of Knowledge	23-24 (Bateson, Ingold)	13 Consumer Cultures		Paper 11 Limits of Knowledge
Apr.	30	T	Final Exam				1:00 PM-3:50 PM