Environmental Anthropology

Anthropology 4051-0001
Fall 2020

Tuesday, Thursday 3 – 4:20 pm
ZoooooooooooM!

Dr. Vance Geiger
vance.geiger@ucf.edu
511C Howard Phillips Hall

Office Hours: Friday 10 – 12 in the class chat, by appointment, or contact me through Webcourses. **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 coming out next month).

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.

We will be using zoom to attempt to create as much a face-to-face experience as possible. We will have full class zoom meetings, and I will also break the class into smaller groups using the zoom break-out room for part of the class time.

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 **no more than 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 (3 pm), **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). The exams will be online exams. If you are unfamiliar with taking online exams let me know and I can explain what to do. 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)
Anthropology Biography Web (www.mnsu.edu/emuseum/information/biography)
Anthropology in the News (anthropology.tamu.edu/news.htm)
UCF Library (library.ucf.edu)
see especially the Anthropology Plus database and online journals
Google Earth (earth.google.com)
Savage Minds (savageminds.org)

Strategies for studying

There will be a lot of times throughout the semester when we will be working together, either through discussion or by working 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 (www.uwc.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 at 10:30 AM 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 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.

Required Syllabus

Required Statement Regarding COVID-19

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a

backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

Statement

Because of the continued remote instruction requirement due to the COVID-19 pandemic, this course will use Zoom for some synchronous ("real time") class meetings. Meeting dates and times will be scheduled through Webcourses@UCF and should appear on your calendar.

Please take the time to familiarize yourself with Zoom by visiting the UCF Zoom Guides at <https://cdl.ucf.edu/support/webcourses/zoom/>. You may choose to use Zoom on your mobile device (phone or tablet).

Things to Know About Zoom:

- You must sign in to my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact Webcourses@UCF Support at <https://cdl.ucf.edu/support/webcourses/> if you have any
- technical issues accessing Zoom.

- Academic IntegrityThe Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.http://academicintegrity.org/ (Links to an external site.)UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.1. Integrity: I will practice and defend academic and personal honesty.2. Scholarship: I will cherish and honor

learning as a fundamental purpose of my membership in the UCF community.

3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.4. Creativity: I will use my talents to enrich the human experience.5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <http://wpacouncil.org/node/9 (Links to an external site.)> and have been adopted by UCF's Department of Writing & Rhetoric.Plagiarism In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.Misuse of SourcesA student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.Responses to Academic Dishonesty, Plagiarism, or CheatingUCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information

about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.For more information about UCF's Rules of Conduct, see http://www.osc.sdes.ucf.edu/.

- Unauthorized Use of Class MaterialsThere are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.Unauthorized Use of Class NotesFaculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.In-Class Recording PolicyOutside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed onlywith the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with anyone without the separate written approval of the instructor.Course Accessibility StatementThe University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This

syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

- Campus Safety StatementEmergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts. In case of an emergency, dial 911 for assistance. Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html. Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate) If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left). (insert class specific information if appropriate) To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on

"UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK." If you have a special need related to emergency situations, please speak with me during office hours. Consider viewing this video (You CAN Survive an Active Shooter (Links to an external site.)) about how to manage an active shooter situation on campus or elsewhere.

- Deployed Active Duty Military StudentsIf you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances

SEE SCHEDULE BELOW

Date			Topic	DC reading	T reading	Mushroom reading	Supplemental Reading	Assignment **due**
Aug.	25	T	Introductions	Introduction				
	27	Th	Nature/Culture	1-2 (Posey, Fairhead+Leach)				
Sep	1	T			1 introduction			
	3	Th	The Problem with Cattle	3-4 (Evans-Pritchard, Harris)	2 Steward		Hardin, Ostrum	Paper 1 Nature/Culture
Sep.	7	T	*Labor Day*					*No class*
	8	Th	Ecology and Social Organization	5-6 (Mauss, Steward)	3 ethno-ecology			Paper 2 Ecology/Society
	10	T	**Case Study 1**			Prologue, Chapters 1, 2, 3		Case study Paper 1
	15	Th	Ecosystems with Humans	7-8 (Barth, Geertz)				Paper 3 Ecosystems
	17	T			4 Pigs for the Ancestors			
	22	Th	Disasters?	9-10 (Firth, Waddell)	6 Climate Change			Paper 4 Disasters?
	24	T	**Case study 2**			Chapters 4-10		Case study Paper 2
	29	Th	Slash and Burn	11-12 (Conklin, Carneiro)				Paper 5 Slash and Burn
Oct.	1	T			5 Amazonian hunters			
	6	Wth	Cybernetics	13-14 (Rapoport, Hawkes et al.)				Paper 6 Cybernetics

	8	T			6 Complex Societies			
	11	Th	Midterm exam					Midterm
	13	T	**Case study 3**			Chapters 11-17		Case study paper 3
	15	Th	Bounded and Balanced	15-16 (Solway+Lee, Netting)	7 The underground environment			Paper 7 Bounded and Balanced
	20	T			8 Climate Change			
	22	Th	Indigeneity and Politics	17-18 (Ellen, Li)				Paper 8 Indigeneity and Politics
	27	T			9 Holy Ground			
.	29	Th	Campaigns and Collaborations	19-20 (Brosius and Tsing)				Paper 9 Campaigns and Collaborations
Nov.	3	T			10 Population			
	5	Th	**Case study 4**			Chapters 18-20		Case study paper 4
	10	T			11Biodiversity and Health			
	12	Th	Social Identity and Perception	21-22 (Bloch, Frake)				Paper 10 Social Identity and Perception
	17	T						

	19	T			12 Being Green			
	24	Th	Limits of Knowledge	23-24 (Bateson, Ingold)				Paper 11 Limits of Knowledge
	26	T			13 Consumer Cultures			
	1	Th						
Dec.	3-4	m	Final Exam					10:00 AM-12:50 PM