COURSE GOALS

An enduring interest in anthropology has been understanding the multiple and at times unexpected ways different societies interact with the natural world. The pursuit of this interest has yielded a broad array of propositions and explanations that have been called various ways over the past century (e.g. Social Darwinism, Human Ecology, Cultural Ecology, Sociobiology). This course traces this intellectual trajectory to critically evaluate the different ways by which anthropologists understand, document and evaluate human/nature relationships. An important goal of the class is to reveal enduring paradigms that continue to inform, sometimes mistakenly or inaccurately, the assumptions and propositions we make about how human interact with or should interact with nature.

Key questions explored include: How do people adapt to different environmental conditions? What environmental variables are critical to human adaptation and resilience? Are there societies around the world that know how to sustainably manage their local resources? How do human populations react to environmental change? How do human’s relationship with nature change as new ideas about the environment arrive? How is the study of human/nature relationships impacted by ideological tendencies and methodological biases? And what are the social causes behind environmental degradation?

The course will explore these questions via a combination of three approaches:

1) An examination of the intellectual genealogy of environmental and evolutionary thought in anthropology via an analysis of classic ethnographic works and a discussion of their influence and legacy.

2) An examination of contemporary research approaches in environmental and ecological anthropology via an exploration of different theoretical tendencies and methodologies implemented in a variety of environmental and socio-cultural settings.

3) An examination of case studies from around the world that apply clear anthropological frameworks and methodologies to evaluate environmental problems, inform environmental policy, or solve challenges that emerge in the implementation of conservation and sustainable development initiatives.

In addition to themes explored in class students will have the opportunity to further delve into individual interests through an in-depth research project that will culminate in an environmental anthropology portfolio composed of an annotated bibliography and a
conceptual poster of an approved theme. This project will allow students to experience the involved process of investigating an idea in the literature without the “emotional pressure” of culminating the term with a research paper. In other words the course is designed to help you develop an idea that can be incorporated into a comps project, graduate school proposal, research internship idea, or post-graduation project.

**LEARNING OUTCOMES**

As part of Carleton’s assessment initiative, the SOAN Department of has identified six Student Learning Outcomes for SOAN majors. In this course you will learn four of these outcomes:

- Formulate appropriate sociological and/or anthropological research questions about socio-cultural phenomena.
- Select appropriate sociological and/or anthropological research methods to study socio-cultural phenomena.
- Apply sociological and anthropological theory to analyze socio-cultural phenomena.
- Draw upon your understanding of historical and contemporary socio-cultural phenomena to engage the world.

**GRADING AND ASSIGNMENTS**

Your grade during the term will be assessed through a combination of participatory activities, written products and a short exam. Instructions, rational and objectives for each assignment will be clearly outlined for you during class and posted on Moodle for reference. In all cases do not hesitate to contact me if you have any question regarding instructions or expectations.

More specifically your final grade will be divided into five sections:

- Annotated Bibliography Project: 30%
- Final Project Presentation: 15%
- Thought papers: 20% (approximately 6 throughout the term)
- Arboretum Assignment: 20%
- Participation: 15%

**Annotated Bibliography**: This project consists of developing a research portfolio consisting of 20 annotated citations (on an approved theme in environmental anthropology) and a short introductory section or research statement (less that 2 pages) that describes your research process throughout the term. Annotated citations will be due in small groups throughout the term which will be graded and contain feedback that you are expected to address by the time you turn in your final portfolio. In general, each citation will consist of a two-three page (single spaced) critical analysis. The analysis should provide a brief summary of the article (not a copy of abstract), the author’s main hypotheses, an explanation of methodologies and data used to prove their argument, and a critique of the author’s argument and conclusions as it related to your research theme. You will receive detailed written instructions on how to do the annotations as well as a sample annotation.

Most of your annotations should come from academic sources in anthropology or related disciplines (but mostly anthropology) that you will locate within academic journals and books. Please note that at least one of your annotations should come from an academic source
in another language or from a non-American/European research institution. This requirement is meant to help you realize that the production of knowledge occurs in different languages and along various intellectual traditions. A good researcher should always consider that there are valuable resources to be found beyond the dominant areas of knowledge production. You are also welcome to annotate at least one relevant work (maximum 5) stemming from an “unconventional” source such as works of art, radio shows, public sources, etc. I will provide guidelines on how to annotated these kinds of sources once they have been chosen.

Your Final Portfolio should include:

1) Research Statement or Introductory section to your portfolio (less than 2 pages single spaced). This section describes your research process throughout the term, and includes a summary of what your major conclusions (or findings) were at the end of the term. In other words I am interested in what issues you uncovered. Finally this section should have a statement on why an anthropological perspective is particularly useful in addressing your theme.

2) 20 annotations (corrected if I gave you comments that need to be incorporated). Make sure you separate each annotation with a page break (that way I can clearly see where each annotation begins).

3) Include Special Annotations: Remember that one annotation should be of an unconventional source and one annotation in a foreign language or research institution.

4) PLEASE NOTE: There is no need to include the actual articles you read!

Final Presentation: I am interested in a new form of presentation, not your typical PowerPoint exposition. I want you to think of this as a space to create an engaging forum to communicate your insights in a manner that is that is appealing to a broader non-academic public. In other words, instead of doing the “typical” presentation you will be graded on your ability to present your findings in an engaging way. This means you should spend time thinking about titles, designing graphics that showcase your idea, and finding clear and memorable examples that elucidate your findings, etc. The goal is to package your ideas in a way that is appealing to the public (e.g. a potential employer, an exhibition, or even your family) without sacrificing the transmission of complex ideas. Therefore, for this project I am looking for creative thinking so there is no right or wrong path, however the end product should be inspiring, show effort and creativity, and manage to present complex anthropological insights in new ways. As your project develops we will dedicate time during class to helping you think about how to present these ideas.

Arboretum Project: This assignment is designed to have you engage with ethnographic methodologies directly. By focusing on a local and familiar natural environment, Carleton’s Cowling Arboretum, the assignment will help identify some of the challenges associated with designing research programs in environmental anthropology. However, it will also elucidate the value of the kinds of data that can be collected. I am particularly interested in having you explore the concept of “sense of place” in order to expand your understanding of what a natural landscape can be to the people’s that use them. This assignment will require multiple visits to the arboretum as well as interviewing fellow students. Detailed guidelines will be provided for each component of the assignment.
Participation: You are expected to come prepared to contribute insightfully to class discussion during every meeting time. For this portion of your grade I am looking for quality not quantity and will give you written feedback during the term to let you know how you are doing with participation. If you are shy or are having problems finding a space to contribute do come see me as I strive to create a positive discussion environment in class and the more I know about you and your concerns with class dynamics the more I can help you in the process.

Attendance: You are expected to come to all our meeting times even in the event of a guest lecture. Please note that if you have more than two unexcused absences you will forfeit your participation grade. However, if you have a legitimate excuse please let me know and we can discuss alternative assignments.

LATE AND MAKE-UP POLICY
Please note that I am very strict about due dates. Unless you have a legitimate excuse for turning in an assignment late or missing an exam I will either not accept the assignment or deducts points from your grade. Although I am certainly sympathetic to emergencies I do ask you to try to let me know what is happening before the assignment or exam comes around in order to avoid misunderstandings.

ACADEMIC INTEGRITY
You are expected to adhere to Carleton’s code of academic honesty. Even in the event of participating in team projects, your final report should still reflect your own work and other people’s ideas should always be credited. If you have any questions regarding this policy please visit http://apps.carleton.edu/campus/doc/integrity/ or come speak to me. Failure to follow Carleton’s expectation will result in a failing grade and formal action with the administration.

CREATING AN INCLUSIVE CLASSROOM
My primary goal as an educator and scholar is to foster a joy for learning and prepare students for their future professional paths. Although joyful, the process is not necessarily always fun or easy. To me learning is a convoluted process that is very difficult, as it requires us to push our intellectual limits, take risks, and face our (and other’s) legacies and insecurities straight on. The “reward” that results from this process is not always readily apparent or may take years to manifest.

I also believe that learning should not be painful or hurtful to those involved in the process. I can assure you that I make a conscious effort to consider the possible consequences or impacts of what happens in my courses. The problem is that even though I try to avoid these situations it is very difficult for anyone to be error-free. Trying to accommodate or predict the reactions of a diverse and ever-changing group of individuals that venture to take my classes is impossible and overwhelming.

For these reasons, a belief in the academic process and a commitment to creating a compassionate learning space, I avoid an explicit policy of providing trigger warnings in my courses. I will give some background of the readings and will certainly give a heads up when difficult material approaches but I will not give trigger warnings. In a nutshell, the fundamental reason is that what may be an obvious trigger warning for you may not be for others and vice versa. For example, a common occurrence in my courses is that issues of sexual violence depicted in a North American context will elicit multiple requests for trigger warning, yet material that discusses extreme cases of violence and genocide in regions of the world that we
refer to as the Global South are consumed by most with a dry analytical stance and almost no consideration or acknowledgement of the emotional implications this may have to others in the room (including the instructor or visitor).

This is a very delicate issue and there is no magic bullet. What I ask you is to engage in this journey with me and trust me (and this may mean giving me or your peers multiple chances). I will definitely address issues that are brought to my attention, but more importantly please know that I am willing to learn with you; but this can only happen in a companionate and honest environment.

OFFICE HOURS AND COMMUNICATIONS
I hope you will all come see me during office hours to discuss the course, ideas for other projects, or career plans. Interacting with students is one of the aspects that I most enjoy about my job so please DO NOT BE SHY and take advantage of office hour! If you cannot make office hours let me know and we can always schedule an alternative time, or even go out to lunch through the dining services “take a prof out to lunch” scheme (it is free to both of us and we get three a term).

EMAIL
Regarding email please note that I will try to answer emails within a 24 hr. period but that I reserve the right to not answer emails during the weekend (late Sundays are often the exception but do not expect it). I also do not text students so please do not try because I will probably miss them. Finally, although I encourage you to contact me via email with questions, if the question requires a long answer I may ask you to come see me personally so I can give you a proper response.

ADDITIONAL RESOURCES
If you need any help dealing with the requirement of the course please let me know so I can direct you to the multitude of resources available to you at Carleton. Although I will be posting relevant resources to individual assignments come see me if you are having trouble taking notes, studying for the exam, writing up assignments, stress, etc. I will be more than delighted to help direct you and work with you with what you need.

In case you are interested in exploring your options on your own, a comprehensive list of resources can be found here: https://www.carleton.edu/student/support/

LIBRARY
Worth mentioning is our fabulous library staff, in particular Kristin Partlo (the social sciences reference librarian). If you have any questions or need help finding resources for the class, she is a great resource. I expect you to meet with her at least once during the term. Please email her at kpartlo@carleton.edu to set up an appointment.

COURSE READINGS
Readings will be posted in Moodle a week or more in advance. Since the course will be modeled according to student interests and progress I may switch the theme or author depending on how the class is going. You are expected to complete the assigned readings by class time and come prepared to actively participate in class discussions. Please note that some weeks have heavier readings loads than others, for this reason I suggest you pay attention to what I say the week before (i.e. if it is a dense reading or not) and plan accordingly.
**TIP:** It is very easy for a professor to know if you did not complete readings assigned. Since this is a small class please come prepared and do not expose yourself to the uncomfortable situation of having to explain in front of everyone why you did not prepare for class. **HOWEVER,** if you have an issue come up and simply could not prepare, let me know before class so we can devise a plan.

**COURSE BIBLIOGRAPHY**

Readings will be posted in Moodle. You are expected to complete the assigned readings by class time and come prepared to participate in class discussions. Please note that some weeks have heavier readings loads than others, for this reason I suggest you pay attention to reading guidelines discussed in class. I will also provide a list of additional readings each week for those of you interested more in a particular subject matter, they are not required but I encourage you to explore them.

Acheson, James and Roy Gardner

Ardoin, Nicole

Becker, Dustin and Elinor Ostrom

Berkes, Fikret and Dyanna Jolly

Bird Bliege, Rebecca with Eric Alden Smith and Douglas Bird

Brosius, Peter

Chagnon, Napoleon

Clark, Alison

Durham, William

Fairhead, James and Melissa Leach

Finney, Carolyn

Frake, Charle

Hames, Raymond and William Vickers. eds

Harris, Marvin

Irvine, Dominique

Kofinas, Gary et al

Kohn, Eduardo

Lansing, Stephen

Luzar, Jeffrey and Jose Fragoso

Malinowski, Bronislaw
(http://www.theatlantic.com/magazine/archive/2002/03/1491/2445/)

Nabhan, Gary

Netting, Robert


Rappaport, Roy

Steward, Julian

Tsing, Anna

Tsing, Ann et al eds.

White, Leslie

Wrangham R. and D. Peterson
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>LECTURE THEME &amp; ASSIGNMENTS</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>Week 1</td>
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<tr>
<td>Tue Sept 12</td>
<td><strong>Introduction</strong>: After decades of research, why are human/nature relationships portrayed in problematic and oversimplified ways?</td>
<td>Discussion of film on Ache society in Paraguay and Darwin’s legacy</td>
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<tr>
<td>Thu Sept 14</td>
<td><em>The Kula Ring</em>: Functionalism and its legacy to environmental analysis</td>
<td>Malinowski (The Kula Ring)</td>
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<td>Week 2</td>
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<tr>
<td>Tue Sep 19</td>
<td><em>White and Steward’s Legacy</em>: Early contributions in environmental anthropology</td>
<td>White (Energy)</td>
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<td><strong>ASSIGNMENT</strong>: Explore environmental anthropology journals for research project ideas. Come to class ready to present.</td>
<td>Steward (Patrilinear Bands)</td>
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<td><strong>Key Journals to Consider</strong>: Human Ecology, Human Organization, Environment and Society, Annual Review of Anthropology, etc.</td>
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<tr>
<td>Thu Sept 21</td>
<td><em>Neo-Functionalism</em>: Using environmental analysis to make sense of foreign systems</td>
<td>Harris (The Sacred Cow)</td>
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<td><strong>ACTIVITY</strong>: Arboretum Exploration</td>
<td>Ardoin (Sense of Place) Read for Arboretum tour, not as functionalism example.</td>
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<td>Week 3</td>
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<tr>
<td>Tue Sept 26</td>
<td><em>From Pigs to Alps</em>: Understanding the differences between ecological anthropology, human ecology and cultural ecology.</td>
<td>Rappaport (Pigs for the Ancestors)</td>
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<td><strong>ASSIGNMENT</strong>: One annotated citation due. See example provided.</td>
<td>Netting (Ecological Perspectives)</td>
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<td><strong>ACTIVITY</strong>: Arboretum Tour with Nancy Braker</td>
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<tr>
<td>Thu Sept 28</td>
<td><em>From Pigs to Alps</em>: Understanding the differences between ecological anthropology, human ecology and cultural ecology.</td>
<td>Netting (Balancing on an Alp)</td>
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<td><strong>ACTIVITY</strong>: Arboretum Tour with Nancy Braker</td>
<td>Clark (Children Mapping) Read for Arboretum tour, not as cultural ecology example.</td>
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<td>Week 4</td>
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<td>Tue Oct 3</td>
<td><em>The Influence of Sociobiology</em>: Human Behavioral Ecology</td>
<td>Bird (Hunting Signals)</td>
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<td><strong>ASSIGNMENT</strong>: two annotated citations due</td>
<td>Chagnon (Amazon Warfare)</td>
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<td>Wrangham (Demonic Males)</td>
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<td>Thu Oct 5</td>
<td><em>Coevolution</em>: Interactions of genes and culture</td>
<td>Durham (The case of Lactose)</td>
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<td>Nabhan (Why some like it hot)</td>
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<td>Week 5</td>
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<td>Tue Oct 10</td>
<td><strong>Sacred Ecology</strong>: Nature, religion, and resource management</td>
<td>Lansing (Priests and Rice Paddies)</td>
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<td><strong>ACTIVITY</strong>: Workshop Arboretum Project</td>
<td>Luzar and Fragosco (Shamans &amp; Peccaries)</td>
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<td><strong>Resource Management Studies</strong>: The socio-cultural, environmental and economic intricacies of living of local resources (wildlife management)</td>
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<td><strong>ASSIGNMENT</strong>: two annotated citations due</td>
<td>Ocampo-Raeder (Peccary Hunting)</td>
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<td>Vickers &amp; Hames (Protein Debates)</td>
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<td>Week 6</td>
<td>Tue Oct 17</td>
<td><strong>Resource Management Studies:</strong> The socio-cultural, environmental and economic intricacies of living of local resources (agriculture)</td>
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<td><strong>ASSIGNMENT:</strong> Make office hours appointment to discuss final project and poster progress</td>
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<td>Thu Oct 19</td>
<td><strong>Anthropogenic Ecosystems:</strong> Contesting the pristine myth</td>
<td>Mann (1492)</td>
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<td><strong>ACTIVITY:</strong> Workshop arboretum project and discuss final assignment guidelines.</td>
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<tr>
<td>Week 7</td>
<td>Thu Oct 24</td>
<td><strong>Resilience and Vulnerability:</strong> What does it take to make a coupled human-nature system survive change?</td>
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<td><strong>ASSIGNMENT:</strong> three annotated citations due</td>
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<tr>
<td>Tue Oct 26</td>
<td><strong>Environmental Anthropology in the Applied Realm:</strong> Conservation critiques, documenting human impacts, and providing context</td>
<td>Brosius (Indigeneity and Environmentalism) Finney (White Spaces)</td>
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<tr>
<td>Week 8</td>
<td>Tue Oct 31</td>
<td><strong>Common Property Theory:</strong> Managing shared resources sustainably</td>
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<td><strong>ASSIGNMENT:</strong> three annotated citations due plus draft of research statement.</td>
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<tr>
<td>Thu Nov 2</td>
<td><strong>The Dilemma of Wolf Reintroduction Programs:</strong> A Conversation between Ecologists and Anthropologists</td>
<td>Readings and location to be announced</td>
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<td><strong>NOTE:</strong> The class will be joining Dan Hernandez’s ecology class to discuss wolves from different perspectives. Please review resource management section of course</td>
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<tr>
<td>Week 9</td>
<td>Tue Nov 7</td>
<td><strong>Anthropocene: Living in the Age of Humans. Has the nature been reconfigured? Is there hope in a “damaged” planet?</strong></td>
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<td><strong>ACTIVITY:</strong> Workshop arboretum project</td>
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<td><strong>ASSIGNMENT:</strong> five annotated citations due plus draft of research statement.</td>
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<tr>
<td>Thu Nov 9</td>
<td><strong>An Anthropology Beyond Humans:</strong> Should we consider the social life of non-human entities in our understanding of nature?</td>
<td>De la Cadena (Earth Beings) Kohn (How Forest Think)</td>
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<tr>
<td>Fri Nov 10</td>
<td><strong>ASSIGNMENT:</strong> Arboretum Assignment Due by 5pm</td>
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<tr>
<td>Week 10</td>
<td>Tue Nov 14</td>
<td><em><strong>CLASS SYMPOSIUM</strong></em></td>
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<tr>
<td>Week 11</td>
<td>Mon Nov 20</td>
<td><em><strong>Annotated Bibliography Portfolio DUE @ 5PM</strong></em> (Hard copy in my mailbox or in container next to door SOAN is closed)</td>
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