“People with good intentions but limited understanding are more dangerous than people with total ill will.”

Dr. Martin Luther King Jr.

COURSE GOALS
Times are difficult. On one hand we are constantly hearing about humanitarian We seem to be living in an exciting time. A time where anyone can make a positive difference in the world. are living in quite an exciting time, now more than ever it seems quite easy to make a positive difference in the world. Regardless if you aim to help locally or in a far-off land, people seem to be able to readily find internships, volunteer opportunities, purchase products, engaging interactive trips or create projects designed to make a positive impact on the environment or with others less fortunate. However, even though there seems to be good intentions everywhere many environmental and humanitarian problems persist and we must ask: how effective are these initiatives? Do they truly deliver what they promise? How can we measure success or failure?

In this course I aim to show how anthropology is particularly well suited to answering some of these questions. The reasons for this are many: a) we count with a useful set of theoretical frameworks and disciplinary insights that allow us to understand cultural complexity, diversity, and change; b) we have a unique methodological traditions that lets us document complex cultural and social phenomena; and c) we have created fruitful collaborations with related and akin disciplines (e.g. geography, sociology, political science, ecology, and economics) that permits a more holistic and practical analysis of cultural phenomena. For these reasons the main goal of this course is to demonstrate the important role anthropological inquiry plays in finding solutions to conservation and development dilemmas.

To achieve this goal the course is designed to expose students to key theoretical perspectives and methodological approaches used in anthropology today and to directly link them to real-world scenarios and pressing problems. In other words, the course is designed to give students practical tools, imbued with anthropological frameworks, which can be used to find viable solutions.

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.

TEACHING PHILOSOPHY
This course presents some peculiar didactic challenges since we will be critiquing initiatives that you may be active in or have strong opinions about. This means that we will also often find that we are critiquing ourselves and that is an uncomfortable process because no one likes to uncover, talk about, or publicly discuss the ways in which we perpetuate a societal problem. You will also find that in many cases solutions are very elusive and so the course might give the impression that we are only criticizing but not actively contributing to developing viable resolutions. In other words the course can be very frustrating, but that is my goal! The reason is that solutions need to be complex because we are dealing with complex problems, success and failure happens over extended periods of time or in cyclical patterns making definite conclusions about the state of a project hard to make, and because future events (environmental, economic, social, etc.) are difficult to predict and successful projects often fail unexpectedly. However, my objective is to have that frustration turn into a productive energy that accepts the complexity of issues and is not afraid to question or innovate in real situations. This process will hopefully help foster intelligent, deliberate, and equitable thinking when it comes to addressing environmental and humanitarian issues which is, in my opinion, a better approach that one based on pure passion.

So I ask you to not shy away from your activism but to also trust the process and embrace your frustrations and the struggle that emerges. I have taught this class for several years and I assure you that the lessons learned will be of value. For more on my teaching vision, please review my teaching philosophy posted on Moodle, especially my “manifesto” on learning to embrace the struggle of learning, what I call La Lucha.

GRADING AND ASSIGNMENTS
Your grade during the term will be assessed through a combination of participatory activities, written assignments and exams. More specifically your final grade will be divided into three broad sections: 1) participation, attendance, and note taking, 2) exams (a midterm and pop quizzes), and 3) project-based assignments (hunting activity, product analysis, and happiness assignment). Instructions, rational and objectives for each assignment will be clearly outlined and posted on Moodle or handed out during class.

Assignments, expectations, and exams are weighed as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Attendance and Participation</td>
<td>15%</td>
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<tr>
<td>Squirrel Hunting Assignment</td>
<td>15%</td>
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<tr>
<td>Happiness Assignment</td>
<td>10%</td>
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<tr>
<td>Product Analysis Assignment</td>
<td>15%</td>
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<tr>
<td>Midterm Exam</td>
<td>15%</td>
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<tr>
<td>Pop Quiz (3-4)</td>
<td>20%</td>
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<tr>
<td>Poster/Symposium Presentation</td>
<td>10%</td>
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SYLLABUS: THE LIVING ENTITY
Although I have a very good idea of how I would like to teach this course, I like to have the option of changing course materials to adapt to student interests. For this reason I reserve the right to change the syllabus as we go forward. To avoid confusion a Moodle webpage has been create for this course.
On Moodle you will be able to find that day’s hypothesis (useful for contextualizing class themes), required and suggested readings, assignments and relevant materials for each week. Please make sure you visit the website every week for important messages and instructions.

**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/](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.

**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 hours. 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). That said however, I do appreciate students that make an effort to accommodate my office hours, as my schedule is always quite full and I have research (and yes! personal) responsibilities as well.

Regarding email please note that I will try to answer emails within a 24 hr. period and I tend to not answer emails immediately during the weekend (late Sundays are often the exception but do not expect it). I also do not text with students. 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 tell 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/](https://www.carleton.edu/student/support/)

**LIBRARY**: Worth mentioning is our dedicated 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. You will hopefully meet her during the course but if you need to contact her please email her at: kpartlo@carleton.edu.
CREATING AN INCLUSIVE & COMPASSIONATE 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 difficult as it requires us to push our intellectual limits, take risks, and face our -- and other’s -- legacies straight on. Plus, 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, up-to-date on the latest developments (as happens with the evolving language around inclusion), or immediately in full agreement with new trends (e.g. I have a real problem with the term Latinx and have legitimate reasons for opposing it which is unexpected to some students). 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 at times.

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 certain kinds of difficult material approaches but I will not give trigger warnings. In a nutshell, the fundamental reason is that what might to you merit an obvious trigger warning 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 in a constructive manner. I do my best to teach and model the manner in which difficult material can be engaged with in the classroom, but more importantly please know that I am willing to learn with you; but this can only happen in a companionate and honest environment. I hope you are willing to learn with me as well!

COURSE READINGS
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. The following is a list of readings used in the class, but note that I often change readings depending on student interest so pay attention to what is posted on Moodle every week.


## 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 11</td>
<td>Introduction: Can anthropologists contribute to solving environmental and humanitarian issues?</td>
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<td>Thu Sept 13</td>
<td>Ethnographic Research: Why is ethnographic research a powerful tool in environmental and humanitarian initiatives? Are anthropologists effective at communicating the kinds of contributions their research can make to these initiatives?</td>
<td>Charnley and Durham (Anthropology and Environmental Policy)</td>
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<td>Week 2</td>
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<td>Tue Sep 18</td>
<td>Challenges to Inclusion: Why are anthropologists marginalized from key positions in conservation and development programs, discussions, and policy?</td>
<td>Blount &amp; Pitchon (Disciplinary Hierarchies)</td>
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<td>Thu Sep 20</td>
<td>Understanding Goals: Are conservation and development goals clear and objective targets? What are some of the problems with the categories used to articulate goals?</td>
<td>Fricker (Sustainability) Escobar (Biodiversity’s Existence) Ferguson &amp; Lohman (Development Machine)</td>
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<td>Week 3</td>
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<td>Tue Sep 25</td>
<td>Traditional Ecological Knowledge: Are traditional and indigenous resource management systems based on ecological principles? Is biological diversity linked to cultural diversity? Is it possible for humans to be a positive element of natural ecosystem dynamics?</td>
<td>Nabhan (Cultures of Habitat) Redford &amp; Stearman (Collision) Alcorn (Common Ground) Redford &amp; Stearman (Response to Alcorn) Lu (Catch-22)</td>
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<tr>
<td>Thu Oct 27</td>
<td>SQUIRREL HUNTING ACTIVITY Please note that this activity is hard to make-up so please make an effort to come to class!</td>
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<td>Week 4</td>
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<td>Tue Oct 2</td>
<td>Resource Management Systems: What are the social, cultural and environmental dimensions of resource management strategies? Can resource management strategies have a minimal impact on local environments? How do cultural belief systems inform resource management strategies?</td>
<td>Shepard (Habitat Classification) Posey (Tropical Forest Management)</td>
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<td>***SQUIRREL ASSIGNMENT DUE IN CLASS (Hard copy please)</td>
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<td>Thu Oct 4</td>
<td>Visit by Conservation Biologist/Ecologist Peter Kareiva What are some of the challenges to foundational premises in conservation?</td>
<td>Kareiva et al (Data not Dogma)</td>
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<td>Week 5</td>
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<td>Tue Oct 9</td>
<td>Dealing with Change: How do local populations adapt to changing environmental and social conditions? How can conservation projects design projects that deal with environmental change?</td>
<td>Western (Aboseli Park) Kofinas (Athabascan subsistence)</td>
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<td>Thu Oct 11</td>
<td>The Activism Machine: How does activism impact targeted populations? Are activists able to represent local realities?</td>
<td>Brosius (Environmentalism &amp; Indigenous Knowledge) Kane (Water activists in Argentina) Tsing (Friction)</td>
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<td>***MIDTERM EXAM ***</td>
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<td>Week 6</td>
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| **Tue Oct 16** | Common Property Regimes: Is it possible to share or is it against human nature? Can we predict the sustainable or unsustainable use of a shared resource? Are there ways to get people to make sustainable choices when sharing a resource with others? Are these scenarios valid for all types of resources and societies?  
***MIDTERM EVALUATIONS HANDED OUT*** |
| **Sigmund (Fair Play)** | **Ostrom (Principles)** |

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| **Thu Oct 18** | Gender in Environmental and Humanitarian Initiatives: Why is a gender-based analysis important to environmental Anthropology? Is it a fad or should be paying particular attention to women when designing and implementing projects?  
***MIDTERM EVALUATIONS HANDED OUT*** |
| **Ocampo-Raeder (Spies and Gossip)** | **Chant & Gutman (Gender & Development)** |

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| **Tue Oct 23** | Market-based Conservation and Development: What are the Social and Environmental Impacts of Projects that Rely on Consumer Action for Results?  
***PRODUCT ANALYSIS ASSIGNED HANDED OUT*** |
| **Kaplan (The Body Shop)** | **Lyon (Fair Trade Coffee)**  
**Honey (Ecotourism Standards)** |

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<th>Week 9</th>
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| **Thu Oct 25** | Nature for Sale: When is justified to sell a natural resource? How decides what can be commoditized? Are there certain realms of nature that should not be sold? How does consumption play into these considerations?  
***PRODUCT ANALYSIS DUE IN CLASS***  
(Hard copy please) |
| **Anderson (Tribal Whaling)** | **Cunningham (Patenting DNA)**  
**Wilk (Ecology of Global Consumer)**  
**Kopina (Consumption Diaries)** |

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<th>Week 10</th>
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| **Tue Nov 1** | Debates in Development: What are the shifts in how we perceive rural development? How do markets impact development goals? Are neoliberal agendas as negative as they are depicted?  
***HAPPINESS ASSIGNMENT DUE IN CLASS***  
(Hard copy please) |
| **Haenn (Nueva Ruralidad)** | **Schein (Market Mentalities)** |

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<th>Week 11</th>
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| **Thu Nov 8** | Environmental Justice: What are the principle issues exposed by the environmental justice literature? Why is the ethnographic gaze particularly helpful in this endeavor?  
**Checker (It’s True)**  
**Kosek (Smokey the Bear)** |

**Week 10**  
**CLASS SYMPOSIUM**  
(Mini Posters due)  
***COURSE EVALUATIONS HANDED OUT***  

**Week 11**  
**PRODUCT ANALYSIS DUE @ 5PM**  
(hard copy in my mailbox or in SOAN box if door is closed)