

Fall 2015

ANT 4403 Environmental Anthropology

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Environmental Anthropology

ANT 4403

Fall 2015

EDU 150

Tues./Thurs. 11am-12:15pm



Instructor: Dr. Rebecca Zarger

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Office Hours: Thursdays 12:30-2 pm and by appointment

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Office Hours: Tuesdays 4-6 pm

Course Description

Environmental anthropology, the study of human-environment relationships, is concerned with how we perceive, interact with, and invest meanings in, the biophysical world around us. This course allows students to explore the sub-field of environmental anthropology and examine timely topical concerns with which scholars and practitioners are currently engaged. Students in this course gain a broad understanding of the role of anthropology in conceptualizing human-environment relations and learn how anthropologists work with researchers and practitioners in a variety of disciplines to address key environmental challenges that face us today. You will have the opportunity to engage in service learning research throughout the semester with a community partner, which will serve as your “field site” for the semester.

Course Learning Outcomes

Through papers, readings, service learning projects, and discussions, students will critically engage anthropological approaches to topics such as biodiversity conservation, historical ecology, climate change, water scarcity, environmental justice and health, indigenous knowledge and resource rights, food sovereignty, and environmental movements. On completion of this course students will be able to:

- Describe how humans experience, value, and shape the living world.
- Explain how “nature” is culturally constructed by different actors, social groups, and across time and space.
- Outline the evidence exists that our biophysical environments are actually cultural landscapes, transformed over time by generations.
- Analyze how “globalization” is continuing to redefine local and global ecologies today.
- Explore how anthropologists study and critique environmental injustices.
- Describe how environmental conflicts can be better understood with the tools of anthropology.
- Use problem solving to understand how anthropologists work in interdisciplinary settings with communities, policy makers, activists, and professionals to address pressing environmental problems.
- Identify what anthropologists can do to improve human well-being and environmental sustainability.

Required Texts

Environmental Anthropology: From Pigs to Policies by Patricia K. Townsend. 2009, second edition. Waveland Press.

Picking Up: On the Streets and Behind the Trucks with the Sanitation Workers of New York City by Robin Nagle. 2013. Farrar, Straus and Giroux. ISBN-13: 978-0-374-53427-1 (paperback edition). Also available as an e-book.

*All other required readings are available through the course site on Canvas that can be accessed at my.usf.edu.

How to get the most out of this course:

You will participate in a variety of activities throughout this course that will determine your grade including exams, written assignments, in-class discussions and service learning projects. In order to do well in this course, you should focus on understanding key concepts, knowing specific case examples, and applying that information using critical thinking. The best way to accomplish this is: **come to class, do the readings and assignments beforehand, and be engaged!** You'll have many opportunities to share your views and experiences and speaking up in class is critical to your success. Don't hesitate to get in touch with the instructor or your graduate teaching assistant if you have questions.

Grading

Final grades will be calculated as follows:

Exam One	20 points
Exam Two	20 points
Book Response Paper	5 points
Final Project Presentation (includes peer evaluation)	10 points
Participation--In Class	15 points
Participation--Service Learning	10 points
<u>Service Learning Assignments</u>	<u>20 points</u>
Total	100 points

Final grades are assigned based on the following scale: A = 93-100, A- = 90-92, B+ = 88-89, B = 83-87, B- = 80-82, C+ = 78-79, C = 73-77, C- = 70-72, D+ = 68-69, D = 63-67, D- = 60-62, F = <60. Please note that S/U contracts must be signed no later than one week after the last day to add classes. An A, B, or C is considered an "S" grade, while a D or F is considered a "U" grade. Anthropology majors may not take the course on an S/U basis.

Exams

You will have two exams this semester. Exams emphasize critical thinking and writing skills and are a way to evaluate your knowledge of the material. Any material from the course (lecture notes, class discussions and activities, films, guest speakers, online readings, books, etc.) may appear on an exam.

Book Response Paper

You are required to write and submit a response to specific questions on the required text, *Picking Up* by Robin Nagle.

Service Learning Assignments

In order to complete each assignment you will assist a **minimum of 15 hours on-site at the community partner**. Attendance will be recorded at the site. There are four writing assignments that will be completed related to your service learning projects. These are hands-on "field research" assignments that allow you to apply material discussed in class to your experiences with the community partner. These assignments will be compiled at the end of the term and presented to the class and community partners.

Turning in Assignments

Detailed descriptions of each assignment will be available on Canvas and discussed in class prior to the due date. Assignments will be submitted electronically through the **Turn it In** system in Canvas. Please do **not** email assignments directly to the Instructor or Graduate Assistant. Late assignments will not be accepted. You should **submit your papers in Microsoft Word .doc format** (or Google doc) to make sure it is compatible with Canvas.

Participation and Attendance In Class

You are expected to come to each class meeting and be ready to learn and interact with other students and the instructor! It is extremely difficult to do well in this course if you continually miss classes. *Participation is a large portion of your grade, so you cannot make an A in the course if you frequently miss class or fail to complete service learning hours.* Your participation grade is determined by your contribution to class discussions and your grades for short in-class assignments, including individual and group work based on assigned readings. The activities will be completed either at the beginning, middle, or end of class meetings throughout the term. They may consist of multiple choice questions, discussion questions, or group work. We will also watch several films throughout the semester. You will be asked to turn in your notes and/or handouts after viewing the film.

Course Policies

All assignments, quizzes, and exams cannot be made up without documentation of a medical or disability-related condition, religious observance, or a university-sponsored athletic event. Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.

Academic Honesty Policy

Penalties for academic dishonesty (including cheating and plagiarism) may include: assignment of an “F” or a numerical value of zero on the assignment, quiz, exam, etc.; assignment of an “F” or an “FF” grade (the latter indicating academic dishonesty) in the course; and/or suspension or expulsion from the University. Please consult the Undergraduate Catalog for further definitions and examples of such offenses. The University of South Florida has an account with an automated plagiarism detection service that allows instructors and students to submit student assignments to be checked for plagiarism. The instructor reserves the right to: 1) request that assignments be submitted as electronic files; 2) electronically submit assignments to Turn it in, 3) ask students to submit their assignments to Turn it in through myUSF. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized.

Respectful behavior in the classroom is required

- Respect your professor and fellow classmates when they are asking questions or speaking to the class. Be open to others with different experiences and opinions, as well as to the cultures and lifeways we are studying.
- Be prompt for class meetings and do not interrupt the class by leaving unless it is an emergency.
- **Laptops, iPads, and similar devices are not permitted in the classroom** except with a Memorandum of Accommodations from the Office of Student Disability Services.
- **Turn off your cell phones** and put them away before coming to class. Phone use will not be tolerated in class (see above). Please follow common academic courtesy during class meetings at all times. Respect your peers, your instructors, and your own time by refraining from disruptive behaviors such as instant messaging, texting, listening to music/using headphones, reading newspapers, etc. These are not appropriate in class and distract you and other students from creating a positive learning environment. These behaviors will not be tolerated and **if you engage in disruptive behavior your participation grade will be a zero for that day. If you disrupt the class you will be asked to leave.**

Students in need of academic accommodations for a disability may consult with the Office of Students with Disabilities Services to arrange appropriate accommodations. Students are required to give reasonable notice prior to requesting an accommodation. If accommodations are needed, a letter from the Office of Academic Support and Accommodations for Students with Disabilities (SVC1133) will be required (available after the drop/add period). Please inform me if there is a need for an alternate format for documents or a note-taker. Course notes and recordings *are not* permitted for sale. No audio or video recordings will be allowed without prior written consent of the instructor.

COURSE SCHEDULE OVERVIEW

Details and links for each assignment, quiz, and exam are available on Canvas. All readings and assignments should be completed *before* you come to class on the day they are assigned (by 11am). This schedule is subject to change as necessary by the instructor.

Week	Day	Date	Topic
1	T	8/25	Introduction to the course
	R	8/27	Welcome to the “anthropocene”
2	T	9/1	PART I: HISTORY AND CORE CONCEPTS Nature, culture, and “wilderness”
	R	9/3	Cultural ecology and human behavioral ecology: we are what we eat?
3	T	9/8	Ecosystems and complexity: everything is connected
	R	9/10	Complex human adaptive systems: Rice irrigation in Bali
4	T	9/15	Historical ecology: recall of the wild?
	R	9/17	Historical ecology in Amazonia and beyond
5	T	9/22	KEY ISSUE: What’s for dinner? Food, agriculture and consumption
	R	9/24	Food systems/Anthropology of waste and consumption
6	T	9/29	Anthropology of waste and consumption
	R	10/1	PART II: KNOWING “NATURE” Knowing the environment: an ecology of life
7	T	10/6	Environmental knowledge and practice: ethnoecologies
	R	10/8	Learning the environment <i>in situ</i> : Q’eqchi childhoods and heritage
8	T	10/13	EXAM ONE
	R	10/15	Politics of environmental knowledge: indigeneity and rights
9	T	10/20	Multi-species ethnography: studying relations between species
	R	10/22	Environmental relations in the Everglades: “Swamplife”
10	T	10/27	PART III: POLITICS OF NATURE & KEY DEBATES Political ecology and politics of nature
	R	10/29	KEY ISSUE: People and parks: conservation and enclosures
11	T	11/3	Globalization of conservation
	R	11/5	KEY ISSUE: Water and culture
12	T	11/10	Environmental justice: rights to resources and wellness
	R	11/12	KEY ISSUE: Climate change and anthropology
13	T	11/17	Seeing beyond sea level rise: Climate change in Tampa Bay
	R	11/19	Future of climate change in anthropology
14	T	11/24	EXAM TWO
	R	11/26	THANKSGIVING NO CLASS
15	T	12/1	Reflections on an engaged environmental anthropology
	R	12/3	Service learning project analysis and reflection
16	T	12/8	10am-12pm (Exam Period) Service Learning Project Presentations

DETAILED COURSE SCHEDULE

Week	Day	Date	Topic	Required Readings & Assignments	Notes
1	T	8/25	Introduction to the course		
	R	8/27	Welcome to the “anthropocene”	-EA Ch 1 & 2 -Anthropocene links	
2	T	9/1	PART I: HISTORY AND CORE CONCEPTS Nature, culture, and “wilderness”	-Cronon, “The trouble with wilderness” - <i>People and Nature</i> chapter 1	
	R	9/3	Cultural ecology and human behavioral ecology: we are what we eat?	-Steward, “The Concept and Method of Cultural Ecology”	
3	T	9/8	Ecosystems and complexity: everything is connected	-EA Ch 4 & Ch 6 -Rappaport, “Ritual regulation”	
	R	9/10	Complex human adaptive systems: Rice irrigation in Bali	-Geertz “The Wet and the Dry” (excerpt) -Lansing “Balinese Water Temples”	
4	T	9/15	Historical ecology: recall of the wild? SERVICE LEARNING PROJECTS START	-Kolbert “Recall of the Wild?” -EA Ch 5	
	R	9/17	Historical ecology in Amazonia and beyond	-Heckenberger “Amazonia 1492”	
5	T	9/22	KEY ISSUE: What’s for dinner? Food, agriculture and consumption	-EA Ch 13 -Wilk “Consuming ourselves”	
	R	9/24	Local food systems / Anthropology of waste	- <i>Picking Up</i> Prelude, Parts One, Two, & Three (Chapters 1-10)	
6	T	9/29	Anthropology of waste	- <i>Picking Up</i> Parts Four & Five (Chapters 11-19, postlude) Group Draft Service Learning Plan Due	
	R	10/1	PART II: KNOWING “NATURE” Knowing the environment: an ecology of life	-Ingold, “Steps to an ecology of life” -EA Ch 3	
7	T	10/6	Environmental knowledge and practice: ethnoecologies	-Nazarea, “Ethnoecology as Situated Knowledge” -Berkes, “Context of TEK”, “Cree Worldview” Group Revised Service Learning Plan Due	
	R	10/8	environmental knowledge exam review	Book Response Paper on <i>Picking Up</i> Due 10/9 5pm	
8	T	10/13	EXAM ONE	In class	
	R	10/15	Learning the environment <i>in situ</i> : Q’eqchi childhoods and heritage	-Zarger, “Learning Ethnobiology” -Baines and Zarger,	

				“Circles of Value” Tree People Film	
9	T	10/20	Politics of environmental knowledge: indigeneity and rights	-EA Ch 7 -**optional-Berkes, “Toward a of Mind and Nature”	
	R	10/22	Multi-species ethnography: studying relations between species	-Raffles, selections from Insectopedia -Related weblinks Paper One Due	
10	T	10/27	PART III: POLITICS OF NATURE & KEY DEBATES Environmental relations between species in the Everglades Politics of nature	- Ogden, Chapters 1 & 3 in <i>Swamplife</i> -EA Ch 12 -**optional-Robbins, “What is political ecology: the hatchet and the seed” -**optional-Robbins, Ch. 11	
	R	10/29	KEY ISSUE: People and parks: conservation and enclosures	-Igoe, “Fortress Conservation”	
11	T	11/3	Globalization of conservation	-West, “Environmental Conservation and Social life in Papua New Guinea” -Chapin, “Challenge to conservationists” Paper Two Due	
	R	11/5	KEY ISSUE: Water and culture	Johnston, “Water and Cultural Diversity”	
12	T	11/10	Environmental justice: rights to resources and wellness	-EA Ch 9, Ch 11 -Checker, “But I know it’s true”	
	R	11/12	KEY ISSUE: Climate change and anthropology	-EA Ch 8 -Crate, “Climate Change and Anthropology”	
13	T	11/17	Seeing beyond sea level rise: Climate change in Tampa Bay	-Norgaard, “We Don’t Really Want to Know” -“Tampa Bay vulnerability and resilience” Paper Three Due	
	R	11/19	Future of climate change in anthropology	Rudiak-Gould “Climate Perception Studies”	
14	T	11/24	EXAM TWO		
	R	11/26	THANKSGIVING	NO CLASS	
15	T	12/1	Engaged environmental anthropology	-Rappaport, “The anthropology of trouble”	
	R	12/3	Service learning project analysis and reflection	Paper Four Due	
16	T	12/8	GROUP PROJECT PRESENTATIONS AND FINAL REPORTS	10am-12pm (Exam Period)	