

Todd French, PhD
Meetings: TR 8:20-9:50, JSC 152
Office: Asbury 214
Office Hours: MW 9:30- 10:30am, T 1-2pm, or by appointment
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Course Description

A study of the relationships between humans and their environment, with special emphasis on how human lifestyles may be understood as responses to environmental challenges. This course aims to explore some of the cultural, economic, political and ethical dimensions of the relationship between human society and the natural environment. We will survey the history of anthropological approaches to human-environment interactions, explore the impact of new paradigms in ecosystems ecology on our understanding of our role in environmental change, grapple with the politics and problems of environmental conservation, and examine the entanglement of culture and politics in human constructions of “nature.”

The central argument of this course is that there is a lot of “culture” in “nature,” and vice versa. Therefore, environmental issues always involve cultural and political conflicts between different imaginings of “nature,” various social classes, and economic interests and values.

Course Objectives

The primary goal of this class is to develop the intellectual tools necessary to analyze aspects of human-environment relationships such as adaptation, perception and imaginative construction of “nature,” dynamics of human-environmental relationships, the politics of environmental management, and the conservation of social-ecological systems.

Requirements

PARTICIPATION (20%): You are expected to complete all **readings** before class in preparation for class discussion. **Discussion** is an important part of this course and 20% your grade will be based on your participation in class activities and discussions. That means making regular, substantive contributions. Quality, not just quantity, of comments is emphasized. Because we will be covering a good amount of material in the course, it is imperative that you keep up with the readings. Please speak with me if you would like advice on what aspects of the readings you should be focusing on, reading strategies, or if you are falling behind.

READING RESPONSES (10 at 2% each): Each Wednesday evening by 8pm (excepting the first week) you will post a page-length response on the readings to the Moodle discussion board, for a total of 10. The objectives of these responses are to

ensure that you are keeping up with and comprehending the reading material and to generate discussion questions/ issues. You should begin by summarizing the author's main arguments in your own words. What are the main problems and/ or questions that the author is addressing? As much as possible, compare the week's readings to each other and to other readings from throughout the semester. What are some of the problems with the argument? Do you agree or disagree? Explain why. For each response, you should articulate a question or issue that you would like to raise for discussion. Your question or issue must be unique- that means that you must read all previously posted responses and be sure to not duplicate the questions or issues raised for discussion (it will therefore be to your advantage to submit responses early).

RESPONSES TO READING RESPONSES (5 at 2% each): In addition to the reading responses, you will critically engage 5 of your classmates' responses (only 1 per week). Do you disagree with someone's summarization of the main argument? Feel they have missed the main flaws and problems of the article? Think they should relate the argument to another author's article? In a paragraph or two, and in a civil tone, critique a classmate's response, try to answer their question, or address the issue they have raised. Please engage with as many people in the class as possible.

MID-TERM TAKE HOME EXAM (20%): The mid-term exam will be an open-book, take-home exam. You will choose 3 out of 5 questions to answer in 2-3 pages each. Questions will cover lectures, films, and readings from the class. Exam questions will be posted on Moodle on Friday, Oct. 9th at 9am and will be due by 10am Tues, Oct. 13th.

RESEARCH PROJECT (30%): For the research project you will choose one particular problem in human ecology that interests you. You will then tackle that problem by selecting the theories, concepts, or perspectives covered in the class that are most suitable. While you are free to choose your own problems, papers should engage with the theoretical perspectives of the course, including, cultural ecology, political ecology, post-structural political ecology, resilience, ethnoecology, etc. Papers must demonstrate that you have read and comprehended the readings and lectures. All papers should be 10-12 pages double spaced, and must include bibliographic references.

This will be a multi-staged writing process spanning the entire semester and consisting of the following:

- 1) Research prospectus (10%) Due: Oct. 1st
- 2) Exploratory essay/ tentative thesis (10%) Due: Oct. 29th
- 3) First Draft (30%) Due: Nov. 24th
- 4) Final Draft (50%) Due: Dec. 14th

Instructional handouts on each stage of the research project will be available on Moodle.

EVALUATION

Attendance/ Participation	20%
Response Papers	20% (10 @ 2%)
Responses to responses	10% (5 @ 2%)
Mid-Term Exam	20%
<u>Research Project</u>	<u>30%</u>
Total	100%

Grading Scale

A, A-	“achievement of exceptionally high merit” (“kick @\$%!”)
B+, B, B-	“achievement at a level superior to the basic level” (“really good”)
C+, C, C-	“basic achievement” (“good enough”)
D+, D, D- qualitative	“achievement which falls short of satisfying the quantitative and requirements yet warrants credit” (“not so good”)

Policies

READ THIS SYLLABUS CAREFULLY. Understand the policies stated here. If anything is unclear, contact me for clarification. Always bring your syllabus to class in case changes are announced. Check it frequently to be sure you are aware of upcoming assignments and due dates.

ATTENDANCE is a required part of the course. Poor attendance (3 or more missed classes) will negatively affect your final grade. If you have an emergency, athletic event, marriage, death, illness, flat tire, hysterical fit, or become trapped under something heavy and can not get to class on the day of a film or exam- notify me ASAP and get a note from a doctor, Dean of Students, parent, or someone else in a position of authority (not your house mate) to excuse you. The date for the final exam cannot be changed under any circumstances. The duration of Fall Break and Thanksgiving holidays, too, are set by University policy and cannot be extended.

Use of LAPTOPS, CELLPHONES, ETC. is not permitted during class time. I know you are all very adept multi-taskers, but you really do need to devote 100% (or close to) to discussion, lecture, films, etc. (see <http://www.jhu.edu/jhumag/0906web/ruminate.html> for one opinion on multitasking). The exception is doodling in your notebook, which I highly recommend (see <http://www.time.com/time/health/article/0,8599,1882127,00.html>).

Academic Integrity

DPU and I take plagiarism or any academic dishonesty very seriously. Anyone caught violating the ethical standards of the University will automatically initiate the settlement process outlined in the Academic Handbook. No joke. Please review the section of the Academic Handbook on Academic Integrity (<http://www.depauw.edu/univ/handbooks/dpuhandbooks.asp?ID=101&parentid=100>). If you have any questions, please don't hesitate to ask me. “I didn't know that I was plagiarizing” is NOT an acceptable excuse.

Students with Disabilities

DePauw University offers accommodations to students with disabilities. It is your responsibility to contact DiAnna Washington, Coordinator of Student Disability Services, Asbury Hall 115E, diannawashington@depauw.edu to request accommodations.

Required Readings

(DePauw Bookstore)

Braun, B. 2002. *The Intemperate Rainforest: Nature, Culture, and Power on Canada's West Coast*. University of Minnesota Press. ISBN 0816634009

Igoe, J. 2003. Conservation and Globalization: A Study of National Parks and Indigenous Communities from East Africa to South Dakota. New York: Wadsworth. ISBN 0534613179

Moran, E. 2006. People and Nature: an introduction to ecological relations. Malden, MA: Blackwell. ISBN 1405105720

Vitebsky, P. 2006. The Reindeer People: Living with Animals and Spirits in Siberia. Mariner Books. ISBN 0618773576

Walker, B. and D. Salt. 2006. Resilience Thinking: sustaining ecosystems and people in a changing world. Washington: Island Press. ISBN 1597260932

(Moodle)

Acheson, James M. 1972. "Territories of the Lobstermen: Good Ocean Boundaries Make Good Neighbors... and Vice Versa." *Natural History*.

Acheson, James M. 1987. "The Lobster Fiefs Revisited: Economic and Ecological Effects of Territoriality in Maine Lobster Fishing." In *The Question of the Commons: The Culture and Ecology of Communal Resources*. B. J. McCay, and J. M. Acheson, eds. Tucson, AZ: University of Arizona Press.

Alexander, J. and J. McGregor. 2000. "Wildlife and Politics: CAMPFIRE in Zimbabwe" *Development and Change*, 31(3) .pp. 605-627(23)

Berkes, F. 1998. "Indigenous Knowledge and Resource Management Systems in the Canadian Subarctic." In Linking Social and Ecological Systems: Management Practices and Social Mechanisms for Building Resilience. F. Berkes and C. Folke, eds. Cambridge: Cambridge University Press.

Biersack, A. 2006. "Reimagining Political Ecology: culture/power/history/nature" in A. Beirsack, ed. *Reimagining Political Ecology*. Duke University Press.

Brosius, P. 1999. "Green Dots, Pink Hearts: Displacing Politics from the Malaysian Rain Forest" *American Anthropologist* 101:1: 36-57.

Cronin, W. 1995. "The Trouble with Wilderness; or, Getting Back to the Wrong Nature."

in Uncommon Ground. ed. W. Cronin. New York: Norton.

Escobar, A. 1999. "After Nature: Steps to an Anti-Essentialist Political Ecology" *Current Anthropology*. 40(1): 1-30.

Fairhead, J. and M. Leach. 1996. "Enriching the Landscape: social history and the management of transition ecology in the forest savanna mosaic of the Republic of Guinea." *Africa*. (66)1. pp. 14-36.

Geertz, C. 1963. "Introduction" in Agricultural Involution: the process of ecological change in Indonesia. Berkeley: University of California Press.

Hardin, G. 1968. The Tragedy of the Commons. *Science*. Vol 162.

Harris, M. 1966. "The Cultural Ecology of India's Sacred Cattle." *Current Anthropology*, Vol. 7, No. 1. 51-66.

Krech, S. 2000. The Ecological Indian: myth and history. New York: W. W. Norton & Company.

Metcalf, S. 1994. "Campfire: Zimbabwe's Communal Areas Management Programme For Indigenous Resources" in *Natural Connections: Perspectives in Community-based Conservation* Ed. D. Western and Michael Wright; Shirley Strum, Associate Editor. Island Press. Washington D.C.

Netting, R. 1990. "Links and Boundaries: reconsidering the alpine village as ecosystem." In The Ecosystem Approach in Anthropology. E. Moran, ed. Ann Arbor: University of Michigan Press.

Posey, D. A., 1985. "Indigenous management of tropical forest ecosystems: The case of the Kayapo Indians of the Brazilian Amazon." *Agroforestry Systems* 3: 139-158.

Rappaport, R. 1967. "Ritual Regulation of Environmental Relations among a New Guinea People." *Ethnology* 6 (1): 17-30.

Robbins, P. 2004. "Introduction." In Political Ecology: a critical introduction. Malden, MA: Blackwell.

Sahlins, M., 1978. "Culture as protein and profit." *New York Review of Books*. November 2, pp. 45-53.

Scoones, I. 1999. "New Ecology and the Social Sciences: what prospects for a fruitful engagement?" *Annual Review of Anthropology*. (28), pp. 479-507.

Scott, J. 1998. "Nature and Space," and "Taming Nature." In Seeing Like a State. New Haven: Yale University Press.

Steward, J. 1955a. "The Patrilineal Band," In The Theory of Culture Change. Urbana: University of Illinois Press.

Steward, J. 1955a. "The Concept and Method of Cultural Ecology," In The Theory of Culture Change. Urbana: University of Illinois Press.

Tsing, A. 1999. "Becoming a Tribal Elder, and Other Green Development Fantasies."

Vayda, A. and B. Walters. 1999. "Against Political Ecology." *Human Ecology* 27 (1): 167-179.

Class Schedule

Sept. 27 Introduction and overview

Sept. 1, 3 Human ecological relationships
Required Readings: Moran Ch. 1; Vitebsky Prologue and Part I, II
Listen to "Life among the 'reindeer people' (available on Moodle)

Sept. 8 The nature of "nature"
Required Readings: Cronon 1995; Moran Ch. 3; Nature Park webpage
<http://www.depauw.edu/univ/naturepark/index.asp>
Meet at Nature Park Welcome Center at 8:30am.

Sept. 10, 15 Cultural Ecology
Required Readings: Moran Ch. 2; Steward 1955a, 1955b; Harris 1966

Sept. 17, 22 Ecological Anthropology
Required Readings: Moran Ch. 4; Geertz 1963 Rappaport 1967; Netting 1990

Sept. 24, 29 Ethnoecology and Worldview
Required Readings: Moran Ch. 5; Vitebsky Part III, IV

Oct. 1 Traditional Ecological Knowledge and Management
Required Readings: Berkes 1998; Krech 2000 "Introduction" and "Beavers"

Oct. 6 Common Property Tragedies and Triumphs
Required Readings: Hardin 1968; Acheson 1972, 1987; Moran Ch. 6

Oct. 8 Resilience
Required Readings: Walker and Salt

Oct. 13 **MID-TERM EXAM DUE! 10AM**

Oct. 15 Anthropogenic Ecologies
Required Readings: Fairhead and Leach 1996; Posey 1985
Film: Second Nature

Oct. 20, 22 **Fall Break!**

Oct. 27, 29 Political Ecology
Required Readings: Robbins Ch. 1; Scott 1999 Ch. 1 and 8; Vayda and Walters 1999

Oct 29, Nov 3 Political Ecology of Conservation
Required Readings: Igoe Ch. 1, 2, 3

Nov. 5, 10 Communities and Conservation
Required Readings: Igoe Ch. 5, Metcalfe 1993; Alexander and McGregor 2000

Nov. 12 Indigenous Communities and eco-politics
Required Readings: Igoe Ch. 4; Li 2000
Film: Kayapo: Out of the Forest

Nov. 17 Environmental Campaigns and Collaborations
Required Readings: Brosius 1999; Tsing 1999

Nov. 19 Globalization, Consumption and the Environment
Required Readings: Moran Ch. 7, 8; Fairhead 2005

Nov. 24 Post-Structural Political Ecology
Required Readings: Escobar 1999; Biersack 2006

Nov. 26 **Thanksgiving Break!**

Dec. 1, 3, 8 Culture, Nature, Power
Required Readings: Braun 2002

Dec. 10 Conclusions