

Anthropology and the Environment

Anthropology 132
University of California, Riverside
Fall 2009
Watkins 1347
TTh 12:40-2 PM
Course website - access via <http://ilearn.ucr.edu>

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Course Overview

Humans have transformed their environments for millennia, but in the last fifty years we have altered the global environment in ways that have no precedent in human history or in geological time. With the contemporary environmental crisis as its backdrop, this course examines some classic and contemporary anthropological approaches to the environment and environmentalism: cultural ecology, political ecology, environmental history, science studies and cultural studies. As we review these approaches and their implications for our understanding of human relations to the environment, we will see how anthropologists and people they study alike are engaging with contemporary environmental issues including biodiversity conservation, deforestation, community-based natural resource management, ecotourism, and climate change.

Requirements

Read this syllabus. 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. The syllabus is subject to change. I will announce all changes in class and post an updated version on the course iLearn site.

Attend class. Attendance will be necessary to succeed in this class. If you miss class it is your responsibility to get notes, find out about any announcements, etc.

Participate in class discussions. Despite its large size, this class is a group effort, and will include much dialogue and discussion. The more members of the class contribute and are actively engaged in our discussions, the better the class will be.

Do the readings listed prior to class. For example, you should read the selections listed from the texts by Moran and Steward for Tuesday September 29. The readings will be necessary for adequate class participation. You may be called on if you are not an active participant.

Bring your texts to class. If you've read something, it's because we're going to discuss it in class. I will frequently refer to specific pages and passages from the readings, and expect you to be ready to do the same. Some of the readings will be fairly easy, but others will be difficult—classes will provide the opportunity to work through challenging texts and build your comprehension and understanding of what you've read.

In the classroom: Please turn off all cell phones. Laptops are acceptable but I expect you to use them responsibly—that is, only for purposes related to the class. You are welcome to eat and drink as long as you are not disturbing others. Please think about the environment: use recyclable or reusable containers, and clean up after yourself.

Satisfactory / No-credit. Students in good academic standing (2.00 GPA or above) may take courses not required in their majors on S/NC grading basis. You have until the end of the eighth week of instruction to decide about grading status. Full details are at <http://chassstudentaffairs.ucr.edu/academicstanding/options.html> .

Withdrawal. I hope that you won't withdraw! But if you do so after the second week of classes, a "W" will appear on your transcript, indicating withdrawal from the course. Students are allowed to withdraw until the sixth week of instruction.

Disability Accommodations. If you may need accommodation for any sort of disability, please make an appointment to see me during my office hours. You should also arrange with the Services for Students with Disabilities Office (<http://specialservices.ucr.edu/>) to provide appropriate documentation.

Academic Integrity. You should be familiar with UCR's regulations on academic honesty and plagiarism (see <http://conduct.ucr.edu/SiteCollectionDocuments/DocumentsFromStudentConduct/AcademicIntegrityBrochureStudent.pdf>); any instance of cheating or plagiarism will be punished with a failing grade for the course and will be referred to the University administration for further disciplinary action.

Required Texts

Emilio Moran, *People and Nature: An Introduction to Human Ecological Relations*
William Cronon, *Changes in the Land: Indians, Colonists and the Ecology of New England*
James Igoe, *Conservation and Globalization: A Study of National Parks and Indigenous Communities from East Africa to South Dakota*

Bruce Braun, *The Intemperate Rainforest: Nature, Culture, and Power on Canada's West Coast*

Paul Robbins, *Lawn People: How Grasses, Weeds, and Chemicals Make Us Who We Are*

All other readings will be available on the course iLearn site. It's up to you whether you print them out; however, you should always bring them to class and have them available, either on paper or in electronic form.

If do the readings electronically, I *strongly* recommend you use a pdf viewer that lets you add annotations (highlights, comments, etc.) to the pdfs. Two such programs are:

Skim - <http://skim-app.sourceforge.net/> - for the Mac (OS 10.4 and newer)

Foxit Reader - http://www.foxitsoftware.com/pdf/rd_intro.php - for Windows (2000 and newer)

Assignments and Evaluation

Course grades will be based on the following:

In-class writing (open book) - **Tuesday October 20** - 30%

Research essay on California Marine Life Protection Act - due **Monday November 16** - 30%

Final exam (take home) - due **Monday December 7** - 40%

Class Schedule

Cultural Ecology, Cultural and Biological Diversity

- T Sept 29** Moran pp. 1-32
Julian Steward, "The Patrilineal Band," from *The Theory of Culture Change* (1955) Urbana: University of Illinois Press.
- Th Oct 1** Fredrik Barth, "Ecologic Relationships of Ethnic Groups in Swat, North Pakistan" (1956) *American Anthropologist* 58: 1079-1089.
Moore, J. L., et al., The distribution of cultural and biological diversity in Africa (2002) *Proceedings of the Royal Society of London* 269:1645-1653.
G. Nabhan et al., "Safeguarding Species, Languages, and Cultures in the Time of Diversity Loss: From the Colorado Plateau to Global Hotspots" (2002) *Annals of the Missouri Botanical Garden*, Vol. 89, No. 2.

Political Ecology and Environmental History

- T Oct 6** Moran pp. 39-51
D. A. Posey (1985) "Indigenous management of tropical forest ecosystems: The case of the Kayapo Indians of the Brazilian Amazon" *Agroforestry Systems* 3: 139-158.
Fairhead, J. and Leach, M. (1996), Rethinking the forest-science mosaic. Colonial science and its relics in West Africa. In *The Lie of the Land. Challenging Received Wisdom on the African Environment*, Leach, M. and Mearns, R., eds., pp. 105--121. Oxford: The International African Institute and James Currey.
- Th Oct 8** Moran pp. 52-68
Cronon, ch. 1-3
- T Oct 13** Moran, ch. 4
Cronon, ch. 4-5
- Th Oct 15** Cronon, ch. 6-8
- T Oct 20** **In-class writing (open book)**

Communities, Conservation, and Protected Areas

- Th Oct 22** J. Scott, *Seeing Like a State* ch. 1 and 8.
Moran pp. 68-73

- T Oct 27** Moran pp. 121-128
Igoe, ch. 1
- Th Oct 29** Igoe, ch. 2-3
- T Nov 3** Igoe, ch. 4
B. Conklin and L. Graham. 1995. The Shifting Middle Ground: Amazonian Indians and Eco-Politics. *American Anthropologist* 97:4: 695-710.
- Th Nov 5** Igoe, ch. 5
DeKoninck, V. 2007. Deconstructing the stakeholder: A case study from Garig Gunak Barlu National Park, Australia. *The International Journal of Biodiversity Science and Management* 3:77-87.

Reconceptualizing “Nature” and “Forests”

- T Nov 10** Bruno Latour, “Opening Pandora’s Black Box” (from *Science in Action*, pp. 1-17. Cambridge: Harvard UP, 1987).
Braun, ch. 1-2
- Th Nov 12** Braun, ch. 3

MLPA Research Essay due Monday November 16

- T Nov 17** Braun, ch. 4
Carrier, J. G. and Macleod, D. V. L. 2005. Bursting the Bubble: The Socio-Cultural Context of Ecotourism. *Journal of the Royal Anthropological Institute* 11(2):315--335.
- Th Nov 19** Braun, ch. 6-Conclusion
A. Tsing, Becoming a Tribal Elder, and Other Green Development Fantasies. In *Transforming the Indonesian Uplands*.

Consumption and the Environment

- T Nov 24** Robbins, ch. 1-3
Moran ch. 7

Week Ten

- T Dec 1** Robbins, ch. 4-6
- Th Dec 3** Robbins, ch. 7-8
Moran ch. 8

Take-Home Essay Exam Due Monday December 7