ANTH 364: ENVIRONMENTAL ANTHROPOLOGY

Instructor: Dr. Kymberley Anne Snarr kymberley.snarr@eou.edu

BOOKS/READINGS: The following books have been assigned for this course and are required for all students. They are available for purchase at the EOU Bookstore.

1. Environmental Anthropology: From Pigs to Policies, by Patricia K Townsend 2009, Second Edition (Waveland Press Inc)

2. New directions in anthropology and environment: intersections, by Carole L. Crumley (editor) 2001 (AltaMira Press)

Weekly case studies will be made available through electronic links. Much of this literature will be read in the software platform – Adobe Acrobat - which can be downloaded for free off the internet. There may be other readings placed on electronic reserve or in Course Documents from time to time. Always check the Announcements section.

While there are no prerequisites for this course, it would be helpful for a student to have some 100 or 200 level courses in Anthropology or Sociology.

COURSE DESCRIPTION, OBJECTIVES AND OUTCOMES:
Global environmental problems are fueled by the burgeoning population of humans and the dwindling natural resources. To an environmental anthropologist, the human dimensions in these and other contemporary environment problems are their main focus. Many contemporary environmental problems are due to a direct result of social processes. Through the use of the tools, methods, and insights of an anthropologist, light on these global and local problems can be shed. This course will try to bring to the student an understanding on how the global natural environment has been historically impacted upon by humans and what currently is happening in the face of globalization through research conducted by environmental anthropologists.

This course will cover the historical development of environmental anthropology, where culture and ecology fit into this field, local and global environmental issues studied by environmental anthropologists with case studies that range from North America across the world to Asia.

Course Objectives:
The goal of this course is to give the student an understanding of how anthropologists study the human dimension of environmental problems. The student will study the impact humans have made on the natural environment from an international and a domestic perspective. The environment is a relatively new topic area in Anthropology, with initial studies examining culture systems. Today, anthropologists are investigating the environment through a number of approaches, incorporating cultural and ecological approaches to their work. Through course readings, discussions and papers, students will become familiar with how anthropologists have and currently are studying the environment and the growing body of research on the environment.

By the end of this course, the student should be able to:

- Understand where environmental anthropology fits into the larger field of anthropology
- Know the key authors and theoretical perspectives in environmental anthropology

- Be familiar with the methodologies that environmental anthropologists employ in understanding socio-cultural, economic and physical environments through the use of case-studies.
- Know the key organizations in which environmental anthropologists are employed and whose policies are guided by environmental anthropology research.
- Understand the interrelationship between culture and ecology from an anthropological perspective
- Understand the nature of the global environmental problems and how environmental anthropological research is aiding in bringing a deeper understanding to these problems and potential solutions.

Be sure to express yourself in the discussion forums. These forums are for you to ask questions and gain further depth into areas where your understanding is lacking. Argue intelligently with the professor and the other students. As the study of the environmental anthropology is a relatively new field and is continually evolving, please feel free to give your view or interpretation based on your experiences.

ASSIGNMENTS, GRADES AND ASSESSMENT: The grade you obtain from this course will depend on your writing ability, critical thinking ability and participation in the discussion forums. There are four short essays every other week and one final long essay due in the final eleventh week. In week 9, you will be required to hand-in a preliminary summary of the topic and some key references you will be using for the final long essay to ensure that you are on the right track for the final essay. In addition, you must participate actively in discussion forums weekly. The grade assessments are as follows:

Short Essays (in weeks 2, 4, and 7 with 10% for each short essay) – 30%
Participation in Forum – 30%
Preliminary Preparation for Final Long Essay – 10%
Final Long Essay - 30%

The short essays will be based on the readings from the text and will allow the student to synthesize the additional readings in a critical and succinct manner. These essays will be around 1000 words each. The purpose of these essays is for you to improve your writing and critical thinking skills. The longer essay will be a research paper based on the approval of your preliminary preparation for the final long essay. I will give clear and further instructions on both the short and long essays once the course has started.

Grading scale:
90-100% = A
80-89% = B
70-79% = C
60-69% = D
below 60% = F

The evaluation of the essays will be based upon style/format and content. Standard essay format is expected with an introduction containing a statement of intent for the essay, well-developed main points of discussion which clearly relate back to the statement of intent, and a summary conclusion. The essays should be free of editorial errors and contain a recognized referencing/documentation/sourcing format. The content should be a clear reflection on your working knowledge of the course material. As this is a third year course, there is the expectation you

are able to synthesis material from the variety of sources available to produce well-formed ideas and discussions in your essay. Avoid use of first person and keep writing tight, concise and mature.

Discussion Forum: This rubrix below evaluating the quantity and quality of your participation in the discussion forum will be utilized.

Promptness and Initiative	Does not respond to most postings; rarely participates freely	Responds to most postings several days after initial discussion; limited initiative	Responds to most postings within a 24 hour period; requires occasional prompting to post	Consistently responds to postings in less than 24 hours; demonstrates good self-initiative
Delivery of Post	Utilizes poor spelling and grammar in most posts; posts appear "hasty"	Errors in spelling and grammar evidenced in several posts	Few grammatical or spelling errors are noted in posts	Consistently uses grammatically correct posts with rare misspellings
Relevance of Post	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most posts are short in length and offer no further insight into the topic	Frequently posts topics that are related to discussion content; prompts further discussion of topic	Consistently posts topics related to discussion topic; cites additional references related to topic
Expression Within the Post	Does not express opinions or ideas clearly; no connection to topic	Unclear connection to topic evidenced in minimal expression of opinions or ideas	Opinions and ideas are stated clearly with occasional lack of connection to topic	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic
Contribution to the	Does not make effort to participate in learning community as it develops; seems	Occasionally makes meaningful reflection on group's efforts; marginal effort	Frequently attempts to direct the discussion and to present relevant	Aware of needs of community; frequently attempts to motivate the group

Learning Community	indifferent	to become involved with group	viewpoints for consideration by group; interacts freely	discussion; presents creative approaches to topic

STUDENT OBLIGATIONS:

a) Students are expected to participate "in class" every week. As this is a third year, I will assume that you are a responsible person who takes your studies seriously and is in this class to learn about the anthropology of tourism. The forum participation is a quarter of your overall mark, and will be based on your regular contributions to all major discussions with a **minimum** of twice weekly postings. If you are silent or invisible during the first half of the course, you won't be able to "catch up" in the second half and earn all the points. So do participate on a regular basis.

b) Students are expected to be diligent about reading the Announcements section of the course. You will be responsible for keeping up with announcements, assignments, and any changes, additions, or deletions made to this course as we go along. Read the announcements every day!

c) Students are expected to know and to meet deadlines for written assignments. The assignments will have specific due dates--if you are unable to meet one of the deadlines (for a legitimate reason), please email me before the deadline to inform me your assignment will be late. If you do NOT notify me of late assignments in advance, I will still accept them, but you will lose 25 percent of points for the longer essays, and 50 percent of points for reaction papers.

FORUM DECORUM: In discussion forums, remember to think, discuss, and debate as anthropologists. This means that both the professor and the students will use language that is scholarly and professional, reflecting the fact that we are trying to achieve a greater understanding of the human condition. Learn to express yourself clearly and accurately, and in an intellectual rather than personal fashion. Develop awareness of your own ethnocentrism and make conscious efforts to ameliorate it. Bear in mind that some of the readings will come from other fields of study and may use jargon that is not familiar to you as an anthropologist. Ensure to understand the subtleties of these new terms to gain a deep understanding of the new material being presented. Also, be conscious of the language you use to talk about race, ethnicity, and gender. And be careful to avoid any bigoted or exclusive language.

Students who express themselves inappropriately or attack others personally in the discussion forums will lose their points for participation. Most students are considerate and respectful of others, but every now and then, someone is abusive and it ruins the experience for everyone. So think carefully before you submit contributions to the discussions.

University Writing Requirement Outcomes: N/A

Statement on Academic Misconduct: Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found guilty of an act of academic misconduct (including, but not limited to, cheating, plagiarism, or theft of an examination or supplies) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the University, or being expelled from the University—or a combination of these. Please see Student Handbook at: *http://www.eou.edu/saffairs/handbook/honest.html*

Statement on Americans with Disabilities: If you have a documented disability or suspect that you have a learning problem and need accommodations, please contact the Disability Services Program in Loso Hall 234. Telephone: 962-3081.

If you remain in the course after reviewing this syllabus, I will assume you have read it carefully and understand the mechanics and objectives of the course. Welcome to ***Environmental Anthropology - the WEB edition!***

COURSE SCHEDULE

Week 1
Introduction to course
Readings: Ensure to read Townsend (2009) all prefaces, table of contents, glossary and references plus Chapter 1 – Introduction, Chapter 2 – Julian Steward's Cultural Ecology and Dove (2001) – Interdisciplinary Borrowing in Environmental Anthropology and the Critique of Modern Science (chapter in Crumley edited text)

Week 2
Readings: Townsend (2009) Chapter 3 – Ethnoecology, Chapter 4 – Pigs for Ancestors, and Chapter 5 – Amazonian Hunters
Short essay #1 due at end of week 2 by Sunday midnight

Week 3
Readings: Townsend (2009) Chapter 6 – Complex Societies, Crumley (2001) - Introduction (vii-xi), and Tsing (2001) Nature in the Making

Week 4
Readings: Townsend (2009) Chapter 7 – The Underground Environment: Minerals, Johnston (2001) Anthropology and Environmental Justice: Analysts, Advocates, Mediators, and Troublemakers, and Ingerson (2001) Getting the Dirt Out: The Culture and Political Economy of Urban Land in the United States
Short essay #2 due at end of week by Sunday midnight

Week 5
Readings: Townsend (2009) Chapter 8 – The Climate is Changing, and Chapter 9 – Holy Ground, and McKay (2001) Environmental Anthropology at Sea, plus David J Dodds (1998) Lobster in the Rain Forests: The Political Ecology of Miskito Wage Labour and Agricultural Deforestation in the Journal of Political Ecology, Volume 5

Week 6
Readings: Townsend (2009) Chapter 10 – Population, Brosius (2001) The Politics of Ethnographic Presence: Sites and Topologies in the Study of Transnational Movements, plus Conelly and Chaiken (2000) Intensive Farming, Agro-diversity, and Food Security under Conditions of Extreme Population Pressure in Western Kenya in the Journal of Human Ecology volume 28(1)

Week 7

Readings: Townsend (2009) Chapter 11 – Biodiversity and Health, Leatherman and Thomas (2001) Political Ecology and Construction of Environmental in Biological Anthropology plus Escobar (1998) Whose Knowledge, Whose nature: Biodiversity, Conservation and the Political Ecology of Social Movements in the Journal of Political Ecology
Short essay #3 due by end of week 6 by Sunday midnight

Week 8
Readings: Townsend (2009) Chapter 12 - It Isn't Easy Being Green, and Poncelet (2001) The Discourse of Environmental Partners

Week 9
Readings: Townsend (2009) Chapter 13 - Consumer Cultures, and plus Cruz-Torrez (2000) "Pink Gold Rush:" Shrimp Aquaculture, Sustainable Development, and the Environment in Northwestern Mexico. Journal of Political Ecology Volume 7
Preliminary preparation for final long essay due at end of week 9 by Sunday midnight

Week 10
Ladio and Lozada (2001) "Non-timber Forest Product Use in two Human Populations from Northwest Patagonia: A Quantitative Approach", Human Ecology 29(4)
Final long essay due Monday midnight following week 10