

Environment and Cultural Behavior

ANT 4403, Section 3220

T, Periods 8-9 (3-4:55 pm), RNK 110

R, Period 9 (4:05-4:55), RNK 110

Instructor: Hilary Zarin

Department of Anthropology

University of Florida

Email: ponaza@ufl.edu

Course Description and Objectives

This course employs anthropological perspectives to examine the relationship between humans and the environment, and the modern phenomena of “environmentalism”. The course is divided into four units. During **Unit 1**, we review the historical foundations of ecological anthropology. Key theoretical concepts and methods will be examined in cultural ecology, ethnoecology, political ecology, and political economy. In **Unit 2**, we explore the perceived divide between nature and culture through an examination of diverse human populations and the ways they manage, manipulate, and understand their environment(s). These range from so-called “fourth world” hunters and gatherers in rural settings to Western populations in urban settings. **Unit 3** uses an anthropological lens to understand the effect of institutional conservation and development policies on local people, and the ways in which local people have exerted their own agency to influence such policies. We use cross-cultural perspectives to explore the role of anthropology in environmental conservation, paying particular attention to Western and non-Western perspectives of nature and culture. Finally, **Unit 4** examines the application of anthropology as a means of addressing real-world environmental scenarios, focusing on promising innovations, policies, and partnerships on critical environmental and social topics that will be of concern to the next generation of anthropologists.

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

- Understand the role of ecological anthropology in the discipline of anthropology, and the relationship between anthropological approaches to environmental issues and those of other disciplines;
- Distinguish different relationships between humans and the environment across different social and ecological systems and scales;
- Analyze the assumptions and evidence historically applied in Western science to make claims about the environment and/or humans in a particular environmental context;
- Incorporate your knowledge of ecological anthropology theory into analyses of relevant and contemporary environmental problems.

Grading

Course grades will be based on participation (15%), a midterm (25%) and a non-cumulative final examination (25%), Pop quizzes (10%), and a final project (25%).

Participation (15%). Participation is a key component of this course. Students are expected to read all assigned readings before class and demonstrate an understanding of the material in class discussion. Students must share their perspective(s) and ideas during discussion.

Attendance does not suffice to gain the entire participation grade, although it constitutes half of the participation points. Attendance will be monitored by use of name placards, which will be distributed at the beginning of class and must be returned at the end of class. Participation will be monitored by noting students' names when they participate meaningfully in class.

Exams (50%). Students will take two exams that are not comprehensive. Each exam consists of two parts: essay and multiple choice.

1. **Essays (10%)** Up to three take-home essay questions will be assigned and due BEFORE the exam. These questions complement the multiple choice component of the exam and will help students prepare it. Each essay question will merit a response of approximately 300 - 500 words (1-2 pages, double-spaced). Essay questions will be posted on the course website one week before exam week. Completed essays will be due the following Tuesday before the exam. Essays will be written on the material covered during each unit of the course.
2. **Multiple choice (15%)** There will be no class period on exam day (Thursday). During the regularly assigned class period or anytime on exam day, students will take their exam through the E-Learning system. The exam period will be open from 8:00 am to 4:30 pm. Students who choose to take the exam on an off-campus computer must do so at their own risk. If students have any issues with the E-Learning system, call 392-HELP and ask for a case number so I may track your difficulties.

Pop Quizzes (10%). Five short pop quizzes will be administered during class periods throughout the semester. These will be brief and unannounced quizzes on a major concept or theme identified previously in class. Students will receive either a 0 (incorrect answer or no attendance), 1 (partially correct answer), or 2 (correct answer) for each pop quiz.

Final Paper Project and Class Presentation (group) (25%). Students will complete a final project on a relevant issue in ecological/environmental anthropology. Topics will be decided during Week 3, and rough drafts will be due during Week 9 (10/20). Students will work in groups with others who chose the same or similar topic to deliver a final presentation during Week 16. Final papers are due during the last class period (12/8). The paper is worth 15% of the final grade, and the presentations 10%.

Paper guidelines

Final papers will be submitted to the Turnitin plagiarism detection system through E-Learning. Students who plagiarize will receive a 0 for the entire final project and will be reported to the University for plagiarism (see "Academic Honesty", page 11). Papers should be a minimum of 10 pages, not including Works Cited. Essays and final papers should follow the American Anthropological Association (AAA) guidelines for formatting, citations, and general style. See

<http://aaanet.org/publications/guidelines.cfm> and download the pdf document for comprehensive instructions.

Final presentations guidelines

Students will work in thematic groups to organize and present their findings from their paper projects. Each student must play a role in organizing and presenting a 15-minute PowerPoint presentation. Presentations should include the case studies presented, the theory(ies) used, and their findings. These will be presented in front of the instructor and fellow students and are expected to be serious, professional endeavors.

Course Materials

Textbook

- Townsend, Patricia K. 2008. Environmental Anthropology: From Pigs to Policies. 2nd ed. Waveland Press. Available in the bookstore or online. **NOTE:** Be sure to purchase the SECOND edition if you order it online.

Course pack

- A virtual “course pack” of required weekly readings are available online for free on e-learning: <https://lss.at.ufl.edu/> If you do better with hard copies, I strongly recommend you print the readings and organize them into a binder.

Course Format

Tuesday classes occupy two class periods. On Tuesdays, I will lecture during Period 8, and facilitate discussion of the readings during Period 9. Thursday classes will consist of 25 minutes of lecture on readings assigned, and 25 minutes of Question and Answer, during which students may ask for clarification of lecture material or pose questions or thoughts about material assigned that week (readings, media, or guest lectures).

Course Schedule

UNIT I (Weeks 1 - 5): Introduction to Ecological Anthropolog(ies)

We begin the course by exploring the development of ecological/environmental anthropology within the discipline of anthropology, and the relationship between ecology and anthropology. Specific concepts include: cultural ecology, political economy, and political ecology.

Weeks 1-2: Introduction: Why Ecological Anthropology, and Why Now? (Parts 1 and 2)

In addition to providing students with an introduction to the course and its requirements, the readings and class discussions this week will introduce anthropology, and ecological anthropologies. We will also explore the environmental context of ecological anthropology, including perceived environmental crises that motivated environmentalism, and systems theories.

The following questions will help guide student comprehension of the readings. For Week 1: What is anthropology? What is the difference between environmental and ecological anthropology? For Week 2: Under what circumstances did the debate on human-environmental relations emerge? What theories do scholars suggest to explain the Maya collapse? How do these theories uphold when applied to contemporary human-environment interactions (for

example, in Kerala and Honduras)? According to the readings, what are some of the reasons studies of humans and the environment are critical today?

Week 1 (Part 1)

* Note: readings are arranged throughout the syllabus in the order which they should be read.

* Readings are bulleted throughout the syllabus under each date for which they should be read.

T 8/25: Course Introduction

Th 8/27

- Text: Chapter 1 (Introduction)
- Sponsel, Leslie. 2007. "Ecological Anthropology." Online at: http://www.eoearth.org/article/Ecological_anthropology

Week 2 (Part 2)

T 9/1

- Text: Chapter 10 (Population)

R 9/3

- Text: Chapter 11 (Biodiversity and Health)

Week 3: Cultural Ecology

This week we examine the development of ecological anthropology. As you read, answer the following questions: What is cultural ecology? What are its founding principles and who are the prominent scholars of cultural ecology? Be particularly attentive to the role of evolution, functionalism, and systems theory. How did these principles changed from the 1960s to 1990s, and why? What methodologies are used to study the relationship between people and their environment?

T 9/8 ***Final Project topics decided in class**

- Text: Chapter 2 (Julian Steward's Cultural Ecology)
- Kottak, C. 1999. The New Ecological Anthropology. In "Ecologies for Tomorrow: Reading Rappaport Today," special issue of *American Anthropologist* 101(1):23-35.

R 9/10

- Text: Chapter 4 (Pigs for the Ancestors)
- Rappaport, Roy A. 1967. Ritual Regulation of Environmental Relations among a New Guinea People. *Ethnology* VI(1):17-30.

Week 4: Ethnoecology

This week we will read about the ways humans understand specific aspects of plants, animals, and other natural resources in their environment. Over time, they acquire knowledge that is organized into culture-specific categories that may be studied by anthropologists. In ideal circumstances, this knowledge is then passed down to subsequent generations. The following questions will help guide you through the readings. What is ethnoecology? How does

ethnoecology differ from cultural ecology? What is TEK, and why is it important to ethnoecologists? To complement our readings, we will hear a guest lecture by Allison Hopkins, an ethnobotanist who completed her dissertation work among the Maya in the Yucatan peninsula of Mexico.

T 9/15 *Essay Questions posted on course website for Exam 1

- Text: Chapter 3 (Ethnoecology)
- Posey, Darrell A. 1985. "Indigenous Management of Tropical Forest Ecosystems: The Case of the Kayapó Indians of the Brazilian Amazon." *Agroforestry Systems* 3:139-158.

R 9/17 *Guest Lecture, Allison Hopkins, Ethnobotanist

- Maffi, Luisa. 2005. Linguistic, Cultural, and Biological Diversity. *Annual Review of Anthropology* 34: 599-617.

Week 5: Political Ecology and Political Economy

This week we widen our focus to examine the interconnectedness of humans and environments across scales. We do so by using the theoretical perspectives of ecology and political economy. We also seek to differentiate environmentalism from ecological anthropology. The following questions will help guide you as you read. What is political ecology? What is political economy? What are the differences between an "anthropology of environmentalism" and "environmental anthropology"? What global factors might account for changes in the approach and methods of environmental anthropology?

T 9/22 *Essay Questions due

- Robbins, Paul. 2004. "The Hatchet and the Seed", pp. 3-16 in *Political Ecology*. MA: Blackwell Publishing.
- Little, Paul. E. 1999. Environments and Environmentalisms in Anthropological Research: Facing a New Millennium. *Annual Review of Anthropology* 28:253-84.
- Aiyer, Ananthakrishnan. The Allure of the Transnational: Notes on Some Aspects of the Political Economy of Water in India. *Cultural Anthropology* 22(4):640-658.

R 9/24 * Exam 1 administered by E-Learning (No Class)

UNIT II (Weeks 6 - 8): Nature and Culture

The second unit of this course identifies the "humans" and "environments" of interest to ecological anthropologists. Our focus will be on case studies that span the globe, from rural hunter-gatherers to urban city dwellers. We will examine the various ways humans manage, manipulate, and understand the environment(s) they call "home". We will emphasize Western and non-Western peoples and environments, spiritual and symbolic understandings of the environment, and the various cultural understandings of "nature".

The following questions will guide your reading of the texts. How do the examples from this unit differ from earlier adaptation theories in cultural ecology? What are the different uses and understandings of the environment? Are their similarities in the ways people interact with the environment? What are they? How might the meaning of land and resources differ

between a forest dweller and an ecologist? What suggestions do the authors provide on how to protect biodiversity? Are those suggestions compatible with the protection of indigenous people? How do the different authors define “conservation”?

Week 6: Hunters, Gatherers, City Folk, and “Nature”

T 9/29

- Text: Chapter 5 (Amazonian Hunters)
- Cronon, William (ed.). “Introduction: In Search of Nature.” Pp. 23-56 in *Uncommon Ground: Rethinking the Human Place in Nature*. New York: W.W. Norton & Co.

R 10/1

- Text: Chapter 6 (Complex Societies)

Week 7: Conservation, Science, and Local Communities

These readings highlight the ways Western scientific thought has influenced the debate on environmentalism, and has contributed or hindered Western understandings of non-Western human-environment interactions.

T 10/6

- Redford, Kent H. 1991. The Ecologically Noble Savage. *Cultural Survival Quarterly*. 15(1):46-48.
- Redford, Kent H. and Allyn Maclean Stearman. 1993. Forest-Dwelling Native Amazonians and the Conservation of Biodiversity: Interests in Common or in Collision? *Conservation Biology* 7(2):248-255.
- Alcorn, Janice B. 1993. Indigenous Peoples and Conservation (Comments). *Conservation Biology* 7(2):424-426.

R 10/8 (no readings)

Week 8: People and Protected Areas

This week we examine a very contested environmental and human rights issue: conservation of biological diversity and human access to biodiverse land and resources. As you read, answer the following questions. What is the traditional model of protected areas since their inception with Yellowstone National Park in the United States? In your opinion, did the Yellowstone model work in the United States? Does it work now? Does this model work in other countries? Why or why not?

T 10/13

- Kalamandeen, Michelle and Lindsey Gillson. 2007. Demything “Wilderness”: Implications for Protected Area Designation and Management. *Biodiversity Conservation* 16: 165-182.
- Schelas, John. 2001. The USA National Parks in International Perspective: Have We Learned the Wrong Lesson? *Environmental Conservation* 28(4):300-304.

R 10/15

- Peres, Carlos A. 1994. Indigenous Reserves and Nature Conservation in Amazonian Forests. *Conservation Biology* 8(2):586-588.
- Schwartzman, Stephan, Adriana Moreira and Daniel Nepstad. 2000. Rethinking Tropical Forest Conservation: Perils in Parks. *Conservation Biology* 14(5): 1351-1357.
- Terborgh, John. 2000. The Fate of Tropical Forests: A Matter of Stewardship. *Conservation Biology* 14(5): 1358-1361.

UNIT III (Weeks 9 - 10): Conservation Policy and Local People

Forests and forest resources are prime subjects in the fields of conservation biology and anthropology because they are home to indigenous and traditional people, harbor biological diversity, and serve important environmental services on multiple scales. On the ground, environmental and social issues and decisions are complex. They involve multiple disciplines, stakeholders, and approaches. In addition, such decisions require vast amounts of human and financial resources. Typically, developing countries cannot afford such efforts and thus rely upon developed nations for support—a relationship that is frequently fraught with conflict.

The third unit of this course puts the theories and history of ecological anthropology, learned during the first part of the course, into practice. Topics covered over the next two weeks include conservation and development policies, protected areas, and environmental casualties and agents.

Week 9: Big NGOs (BINGOs)

This week, you will read only one article and will otherwise peruse the websites of three big non-governmental organizations (BINGOs) committed to biodiversity conservation. The following questions will help guide you through the week's readings and websites. Departing from last week (protected areas), what kind of protected area model (if any) do the BINGOs implement, according to the websites? How do they select where they are going to work? How attentive are they to local people? Pay close attention to the language they use when they describe their projects, mission, and values.

T 10/20

- Chapin, Mac. 2004. A Challenge to Conservationists. *Worldwatch*. Nov-Dec: 17-31.
***Paper Drafts Due**

R 10/22

- Conservation International's projects (CI) <http://www.conservation.org/EXPLORE/MAP/Pages/map.aspx>
- WWF (World Wildlife Fund/World Wide Fund for Nature) http://www.panda.org/what_we_do/where_we_work/
- The Nature Conservancy's projects (TNC) <http://www.nature.org/wherewework/?src=t3>

Week 10: Policy, Partnerships, and Environmental Subjects

Ecological anthropology has moved from examining environmental and social issues at the local scale, to understanding the role of social and environmental relations across scales. As a result, ecological anthropology studies political decisions that impact people, and has also become increasingly politicized. The readings this week examine cases of environmental policy and its impacts on local people. In some cases, local people are displaced by an environmental movement. In others, local people find creative and often surprising ways to achieve a more desirable political outcome.

The film we watch in class this week documents the Kayapó Indians of Brazil as they protest a large hydroelectric dam in the city of Altamira. What does this film suggest about indigenous agency? About partnerships? Who are the stakeholders in environmentally contentious issues? Who or what drives decision-making? Are decisions made collaboratively or unilaterally? What are the impacts of environmental policies on local people, according to the different case studies examined this week?

T 10/27 * **Essay Questions Posted for Exam 2**

- (No readings) Documentary: “The Kayapó – Out of the Forest”. Dir. Michael Beckham (with anthropologist Terence Turner). (51 min)

R 10/29

- Colchester, Marcus. 2004. Conservation Policy and Indigenous Peoples. *Cultural Survival Quarterly*. 17-22.
- Agrawal, Arun. 2005. Environmentality: Community, Intimate Government, and the Making of Environmental Subjects in Kumaon, India. *Current Anthropology* 46(20):161-190.

UNIT IV (Weeks 11-16):

The Future of Ecological Anthropology and Human-Environment Interactions

The last part of the course examines critical and contemporary social and environmental issues that will carry into future generations of anthropologists and environmentalists. The transition to this portion of the course marks a move from contemplating the challenges inherent in socio-environmental issues, to exploring innovations in ecological anthropology and environmentalism. Readings during discuss promising innovations that include local agency, empowerment, and successful collaboration between researchers, practitioners, and local people. We cover three pressing environmental topics: climate change, environmental disaster and security, and environmental justice.

Week 11. Local – Global Partnerships

T 11/3 ***Essay Questions due**

- Conklin, Beth A. and Laura Graham. 1995. The Shifting Middle Ground: Amazonian Indians and Eco-Politics. *American Anthropologist* 97:695-710.
- Schwartzman, Stephan and Barbara Zimmerman. 2005. Conservation Alliances with Indigenous Peoples of the Amazon. *Conservation Biology* 19(3):721-727.

R 11/5 ***Exam 2 administered by E-Learning (No Class)**

Week 12. Climate Change

Climate change is perhaps the most pressing environmental issue facing all living organisms at present and in the coming decades. Reducing Emissions from Deforestation and Land Degradation (REDD) is particularly relevant in ecological anthropology, as forests are home to vast populations of indigenous and traditional peoples. We will discuss climate change from an anthropological point of view, focusing on the ways in which it is impacting human communities, participation of local people, and the policies that are being created among wealthy nations. Dr. Daniel Zarin, Professor of Tropical Forestry at UF, will speak to our class about the social, political, and scientific components of climate change.

T 11/10

- Text: Chapter 8 (The Climate is Changing)
- Documentary: “An Inconvenient Truth”, Dir. Davis Guggenheim. 100 min. (select sections will be viewed in class)

R 11/12

***Guest Lecture: Dr. Daniel Zarin, Professor of Tropical Forestry**

Weeks 14-15 . Disaster, Security, and Justice: The United States

The next two weeks will focus on issues of security, land, and greenspace in the United States. We will spend the first class session on Hurricane Katrina, which devastated Louisiana’s coast in 2004. Part 1 of a documentary will be shown that depicts how an environmental crisis was dealt with in New Orleans. Take notes on the documentary to link it back with the theoretical concepts and other case studies we have learned thus far in the course. The second week will focus on environmental justice in two urban settings: (1) the Lake Calumet region in Chicago, which is undergoing environmental and economic revitalization after the closing of many steel mills; and (2) a prominent issue here in Gainesville, Florida: tent city, which is a settlement of over 100 homeless people along the Depot Avenue Rails to Trails greenspace corridor off Main Street.

As you work through these various sources, relate them back to theory and case studies we have already discussed. Many of them are not explicitly framed in terms of ecological anthropology. At this stage in the course, you are expected to have the knowledge base to make connections using the theory and discussions you have participated in thus far in the course.

Week 14. (Part 1)

T 11/17 Documentary: “When the Levees Broke” (Act 1), Dir. Spike Lee. (60 min).

R 11/19

- Williams, Brett. 2001. A River Runs Through Us. *American Anthropologist* 103(2):409-431.

Week 15. (Part 2)

T 11/24

- “Journey through Calumet” <http://www.fieldmuseum.org/calumet/> An interactive website at the Field Museum of Natural History that explores environmental and

economic revitalization, cleanup of toxic waste, and social justice on Chicago's Southeast Side.

- Adelson, Jeff. "Solutions Elusive for 'Tent City' Residents." Gainesville Sun, 5/8/2007. <http://www.gainesville.com/apps/pbcs.dll/article?AID=/20070528/SUNFRONT/705280328/-1/news>
- Coyne, Trisha. "The Return of Tent City" (Video). Gainesville Sun, 10/31/2008. <http://www.gainesville.com/apps/pbcs.dll/article?AID=/20081031/VIDEO/810310301&template=video&page=2>

R 11/26 ***Thanksgiving (No Class)**

Week 16. Conclusion

As we have seen in this class, the use of land and resources is often fraught with tension. Access to resources, ownership of resources, and relative power in broader economies and policies are key, but so too are issues of agency, collective action, and partnerships. This week students will present their final project presentations. Through the students, we will review what we have learned, with specific attention to the theory, methods, and case studies from around the planet.

T 12/1 *Student Presentations

R 12/3 *Student Presentations

T 12/8 *Final Papers Due

Classroom Etiquette

The use of cell phones and laptops are prohibited while class is in session. Students who are reading the newspaper, sleeping, or engaging in other unrelated activity will be asked to leave. Please show respect for your fellow classmates. All points of view are welcome, yet they must be expressed in a thoughtful manner and framed academically in reference to material and topics covered. Please refer to the University of Florida's Student Conduct Code: <http://regulations.ufl.edu/chapter4/4016.pdf>

Accommodations for Students with Disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to me when requesting accommodations.

Academic Honesty

All students are expected to abide by the rules and principles of the University of Florida's Honor Code (<http://www.registrar.ufl.edu/catalog/policies/students.html>). Authenticity of student work may be verified by the "turnitin" program (<https://lss.at.ufl.edu/services/turnitin/>). Evidence of plagiarism or multiple submissions will lead to university-wide procedures for dealing with academic dishonesty.