“We are stuck with the problem of living despite economic and ecological ruination. Neither tales of progress nor of ruin tell us how to think about collaborative survival. It is time to pay attention to mushroom picking. Not that this will save us—but it might open our imaginations.”

Anna Tsing Loh

COURSE GOALS
Broadly speaking, this course evaluates the different ways by which anthropologists understand, document and evaluate human/nature relationships. Key questions explored include: How do people adapt to different environmental conditions? What environmental variables are critical to human adaptation and resilience? What are the socio-cultural and environmental conditions for sustainably managing local and global natural resources? How do human populations react to environmental change? How is the study of human/nature relationships impacted by ideological tendencies and methodological biases? And what are the social causes behind environmental degradation?

In addition to themes explored in class students will have the opportunity to further delve into individual interests through an in-depth research project that will culminate in an environmental anthropology portfolio composed of an annotated bibliography and a conceptual poster of an approved theme. This project will allow students to experience the involved process of investigating an idea in the literature without the “emotional pressure” of culminating the term with a research paper. In other words the course is designed to help you develop an idea that can be incorporated into a comps project, graduate school proposal, research internship idea, or post-graduation project.
LEARNING OUTCOMES
As part of Carleton’s assessment initiative, the SOAN Department of has identified six Student Learning Outcomes for SOAN majors. In this course you will learn four of these outcomes:

- Formulate appropriate sociological and/or anthropological research questions about socio-cultural phenomena.
- Select appropriate sociological and/or anthropological research methods to study socio-cultural phenomena.
- Apply sociological and anthropological theory to analyze socio-cultural phenomena.
- Draw upon your understanding of historical and contemporary socio-cultural phenomena to engage the world.

GRADING AND ASSIGNMENTS
Your grade during the term will be assessed through a combination of participatory activities, written products and a short exam. Instructions, rational and objectives for each assignment will be clearly outlined for you during class and posted on Moodle for reference. In all cases do not hesitate to contact me if you have any question regarding instructions or expectations.

More specifically your final grade will be divided into five sections:

- Attendance & Participation 15%
- Reflection Essays (4 total / 5% each) 20%
- Documentary Reflection 15%
- Annotations (15) 30%
- Final Project 20%

Annotated Bibliography: This project consists of developing a research portfolio consisting of 15 annotated citations (on an approved theme in environmental anthropology) and a short introductory section or research statement (less that 2 pages) that describes your research process throughout the term. Annotated citations will be due in small groups throughout the term which will be graded and contain feedback that you are expected to address by the time you turn in your final portfolio. In general, each citation will consist of a two-three page (single spaced) critical analysis. The analysis should provide a brief summary of the article (not a copy of abstract), the author’s main hypotheses, an explanation of methodologies and data used to prove their argument, and a critique of the author’s argument and conclusions as it related to your research theme. You will receive detailed written instructions on how to do the annotations as well as a sample annotation.

Most of your annotations should come from academic sources in anthropology or related disciplines (but mostly anthropology) that you will locate within academic journals and books. Please note that at least one of your annotations should come from an academic source in another language or from a non-American/European research institution. This requirement is meant to help you realize that the production of knowledge occurs in different languages and along various intellectual traditions. A good researcher should always consider that there are valuable resources to be found beyond the dominant areas of knowledge production. You are also welcome to annotate at least one relevant work (maximum 5) stemming from an “unconventional” source such as works of art, radio shows, public sources,
etc. I will provide guidelines on how to annotated these kinds of sources once they have been chosen.

**Your Final Portfolio should include:**

1) Research Statement or Introductory section to your portfolio (less than 2 pages single spaced). This section describes your research process throughout the term, and includes a summary of what your major conclusions (or findings) were at the end of the term. In other words I am interested in what issues you uncovered. Finally this section should have a statement on why an anthropological perspective is particularly useful in addressing your theme.

2) 15 annotations (corrected if I gave you comments that need to be incorporated). Make sure you separate each annotation with a page break (that way I can clearly see where each annotation begins).

3) Include Special Annotations: Remember that one annotation should be of an unconventional source and one annotation in a foreign language or research institution.

4) **PLEASE NOTE:** There is no need to include the actual articles you read!

**Participation:** You are expected to come prepared to contribute insightfully to class discussion during every meeting time. For this portion of your grade I am looking for quality not quantity and will give you written feedback during the term to let you know how you are doing with participation. *If you are shy or are having problems finding a space to contribute* do come see me as I strive to create a positive discussion environment in class and the more I know about you and your concerns with class dynamics the more I can help you in the process.

**Attendance:** You are expected to come to all our meeting times even in the event of a guest lecture. Please note that if you have more than **two** unexcused absences you will forfeit your participation grade. However, if you have a legitimate excuse please let me know and we can discuss alternative assignments.

**LATE AND MAKE-UP POLICY**

Please note that I am very strict about due dates. Unless you have a legitimate excuse for turning in an assignment late or missing an exam I will either not accept the assignment or deducts points from your grade. Although I am certainly sympathetic to emergencies I do ask you to try to let me know what is happening before the assignment or exam comes around in order to avoid misunderstandings.

**ACADEMIC INTEGRITY**

You are expected to adhere to Carleton’s code of academic honesty. Even in the event of participating in team projects, your final report should still reflect your own work and other people's ideas should always be credited. If you have any questions regarding this policy please visit [http://apps.carleton.edu/campus/doc/integrity/](http://apps.carleton.edu/campus/doc/integrity/) or come speak to me. Failure to follow Carleton’s expectation will result in a failing grade and formal action with the administration.
CREATING AN INCLUSIVE & COMPASSIONATE CLASSROOM

My primary goal as an educator and scholar is to foster a joy for learning and prepare students for their future professional paths. Although joyful, the process is not necessarily always fun or easy. To me, learning is a convoluted process that is difficult, as it requires us to push our intellectual limits, take risks, and face our -- and other’s -- legacies straight on. The “reward” that results from this process is not always readily apparent or may take years to manifest.

I also believe that learning should not be painful or hurtful to those involved in the process. I can assure you that I make a conscious effort to consider the possible consequences or impacts of what happens in my courses. The problem is that even though I try to avoid these situations it is very difficult for anyone to be error-free. Trying to accommodate or predict the reactions of a diverse and ever-changing group of individuals that venture to take my classes is impossible and overwhelming at times.

For these reasons, a belief in the academic process and a commitment to creating a compassionate learning space, I avoid an explicit policy of providing trigger warnings in my courses. I will give some background of the readings and will certainly give a heads up when certain kinds of difficult material approaches but I will not give trigger warnings. In a nutshell, the fundamental reason is that what might to you merit an obvious trigger warning may not be for others and vice versa. For example, a common occurrence in my courses is that issues of sexual violence depicted in a North American context will elicit multiple requests for trigger warning, yet material that discusses extreme cases of violence and genocide in regions of the world that we refer to as the Global South are consumed by most with a dry analytical stance and almost no consideration or acknowledgement of the emotional implications this may have to others in the room (including the instructor or visitor).

This is a very delicate issue and there is no magic bullet. What I ask you is to engage in this journey with me and trust me (and this may mean giving me or your peers multiple chances). I will definitely address issues that are brought to my attention in a constructive manner. I do my best to teach and model the manner in which difficult material can be engaged with in the classroom, but more importantly please know that I am willing to learn with you; but this can only happen in a companionate and honest environment. I hope you are willing to learn with me as well!

OFFICE HOURS AND COMMUNICATIONS

I hope you will all come see me during office hours to discuss the course, ideas for other projects, or career plans. Interacting with students is one of the aspects that I most enjoy about my job so please DO NOT BE SHY and take advantage of office hour! If you cannot make office hours let me know and we can always schedule an alternative time.

EMAIL

Regarding email please note that I will try to answer emails within a 24 hr. period but that I reserve the right to not answer emails during the weekend (late Sundays are often the exception but do not expect it). I also do not text students so please do not try because I will probably miss them. Finally, although I encourage you to contact me via email with questions, if
the question requires a long answer I may ask you to come see me personally so I can give you a proper response.

ADDITIONAL RESOURCES
If you need any help dealing with the requirement of the course please let me know so I can direct you to the multitude of resources available to you at Carleton. Although I will be posting relevant resources to individual assignments come see me if you are having trouble taking notes, studying for the exam, writing up assignments, stress, etc. I will be more than delighted to help direct you and work with you on what you need.

In case you are interested in exploring your options on your own, a comprehensive list of resources can be found here: https://www.carleton.edu/student/support/

LIBRARY
Worth mentioning is our fabulous library staff, in particular Kristin Partlo (the social sciences reference librarian). If you have any questions or need help finding resources for the class, she is a great resource. I expect you to meet with her at least once during the term. Please email her at kpartlo@carleton.edu to set up an appointment.

COURSE READINGS
Readings will be posted in Moodle a week or more in advance. Since the course will be modeled according to student interests and progress I may switch the theme or author depending on how the class is going. You are expected to complete the assigned readings by class time and come prepared to actively participate in class discussions. Please note that some weeks have heavier readings loads than others, for this reason I suggest you pay attention to what I say the week before (i.e. if it is a dense reading or not) and plan accordingly.

TIP: It is very easy for a professor to know if you did not complete readings assigned. Since this is a small class please come prepared and do not expose yourself to the uncomfortable situation of having to explain in front of everyone why you did not prepare for class. HOWEVER, if you have an issue come up and simply could not prepare, let me know before class so we can devise a plan.

COURSE BIBLIOGRAPHY
Readings will be posted in Moodle. You are expected to complete the assigned readings by class time and come prepared to participate in class discussions. Please note that some weeks have heavier readings loads than others, for this reason I suggest you pay attention to reading guidelines discussed in class. I will also provide a list of additional readings each week for those of you interested more in a particular subject matter, they are not required but I encourage you to explore them. The following is a list of readings used and referenced in the class, but note that I often change readings depending on student interest so pay attention to what is posted on Moodle every week.
Acheson, James and Roy Gardner

Ardoin, Nicole

Becker, Dustin and Elinor Ostrom

Berkes, Fikret and Dyanna Jolly

Bird Bliege, Rebecca with Eric Alden Smith and Douglas Bird

Brosius, Peter

Chagnon, Napoleon

Clark, Alison

Durham, William

Fairhead, James and Melissa Leach

Finney, Carolyn

Frake, Charle
2008 Pleasant Places, Past Times, and Sheltered Identity in Rural East Anglia. In Environmental

Hames, Raymond and William Vickers. eds

Harris, Marvin

Irvine, Dominique

Kofinas, Gary et al

Kohn, Eduardo

Lansing, Stephen

Luzar, Jeffrey and Jose Fragoso

Malinowski, Bronislaw

Mann, Charles

Netting, Robert


Rappaport, Roy

Steward, Julian

Tsing, Anna

Tsing, Ann *et al* eds.

White, Leslie

Wrangham R. and D. Peterson
<table>
<thead>
<tr>
<th>DATE</th>
<th>LECTURE THEME &amp; ASSIGNMENTS</th>
<th>READINGS</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Tue Mar 30</strong> Introduction: After decades of research, why are human/nature relationships portrayed in problematic and oversimplified ways?</td>
<td>Discussion of film on Ache society in Paraguay and Darwin’s legacy</td>
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<td><strong>Thu April 1</strong> <em>The Origin of Spices: A Persistent</em> Legacy to the Human Species</td>
<td>Darwin (<em>Origin of Species</em>)</td>
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<td><strong>Week 2</strong></td>
<td><strong>Tue April 6</strong> <em>The Kula Ring:</em> Functionalism and its legacy to environmental analysis</td>
<td>Malinowski (<em>The Kula Ring</em>)</td>
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<td><em>The Concept of Culture:</em> Geertz as a starting point</td>
<td>Geertz (<em>Interpretation of Cultures</em>)</td>
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<td><strong>Thu April 8</strong> <em>White and Steward’s Legacy:</em> Early contributions in environmental anthropology</td>
<td>White (<em>Energy</em>)</td>
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<td>Steward (<em>Patrilinear Bands</em>)</td>
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<td><strong>Week 3</strong></td>
<td><strong>Tue April 13</strong> <em>Neo-Functionalism:</em> Using environmental analysis to make sense of foreign systems</td>
<td>Harris (<em>The Sacred Cow</em>)</td>
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<td><em>From Pigs to Alps:</em> Understanding the differences between ecological anthropology, human ecology and cultural ecology.</td>
<td>Netting (<em>Ecological Perspectives</em>)</td>
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<td><strong>ASSIGNMENT:</strong> Explore environmental anthropology journals for research project ideas. Turn in a research question and identify one article (include abstract)</td>
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<td><strong>Key Journals to Consider:</strong> Human Ecology, Human Organization, Environment and Society, Annual Review of Anthropology, etc.</td>
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<td><strong>Thu April 15</strong> <em>From Pigs to Alps:</em> Understanding the differences between ecological anthropology, human ecology and cultural ecology.</td>
<td>Netting (<em>Balancing on an Alp</em>)</td>
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<td>Rappaport (<em>Pigs for the Ancestors</em>)</td>
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<td><strong>Week 4</strong></td>
<td><strong>Tue April 20</strong> <em>The Influence of Sociobiology:</em> Human Behavioral Ecology</td>
<td>Bird (<em>Hunting Signals</em>)</td>
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<td><strong>ASSIGNMENT:</strong> One annotated citation due. See example provided.</td>
<td>Chagnon (<em>Amazon Warfare</em>)</td>
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<td>Wrangham (<em>Demonic Males</em>)</td>
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<td><strong>Thu April 22</strong> <strong>ASSIGNMENT:</strong> For a team and choose a nature documentary (from selection given). Watch and discuss the concept of culture as it appears in the film. Link with authors.</td>
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<td><strong>Week 5</strong></td>
<td><strong>Tue April 27</strong> <em>Coevolution:</em> Interactions of genes and culture</td>
<td>Wrangham (<em>Demonic Males</em>)</td>
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<td>Durham (<em>The case of Cannibalism</em>)</td>
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<td>Thu April 29</td>
<td>Resource Management Studies: The socio-cultural, environmental and economic intricacies of living of local resources (wildlife management)</td>
<td>Ocampo-Raeder (Peccary Hunting) Vickers &amp; Hames (Protein Debates) Luzar and Fragoso (Shamans &amp; Peccaries)</td>
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<td><strong>ASSIGNMENT</strong>: two annotated citations due</td>
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<td>Week 6</td>
<td>Resource Management Studies: The socio-cultural, environmental and economic intricacies of living of local resources (agriculture)</td>
<td>Irvine (Swidden Systems and Succession Management) Perrault (Why Chacras Persist)</td>
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<td>Tue May 4</td>
<td><strong>ASSIGNMENT</strong>: Make office hours appointment to discuss final project progress</td>
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<td>Thu May 6</td>
<td>Anthropogenic Ecosystems: Contesting the pristine myth</td>
<td>Mann (1492) Leech (African Landscapes)</td>
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<td>Week 7</td>
<td>Resilience and Vulnerability: What does it take to make a coupled human-nature system survive change?</td>
<td>Berkes (Resilience) Kofinas (Athabascan Resilience)</td>
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<td>Tue May 11</td>
<td><strong>ASSIGNMENT</strong>: three annotated citations due</td>
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<td>Thu May 13</td>
<td>Environmental Anthropology in the Applied Realm: Conservation critiques, documenting human impacts, and providing context.</td>
<td>Brosius (Indigeneity and Environmentalism) Finney (White Spaces)</td>
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<td>Week 8</td>
<td>Common Property Theory: Managing shared resources sustainably</td>
<td>Becker &amp; Ostrom (Common Property Theory) Acheson &amp; Gardner (Lobster Rules)</td>
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<td>Tue May 18</td>
<td><strong>ASSIGNMENT</strong>: three annotated citations due plus draft of research statement.</td>
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<td>Thu May 20</td>
<td>Methodologies in Environmental Anthropology</td>
<td>Bernard (Qualitative vs Quantitative approaches) Clark (Children Mapping)</td>
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<td>*Workshop research project with the class</td>
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<td>Week 9</td>
<td>Environmental Justice: Race, Class and Justice in Environmental Though in Anthropology</td>
<td>Visitor Readings TBA</td>
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<td>Tue May 25</td>
<td><strong>ASSIGNMENT</strong>: three annotated…</td>
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<td>Thu May 27</td>
<td>Environmental Justice continued…</td>
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<td>Week 10</td>
<td>Multispecies Approaches</td>
<td>Tsing (Mushroom at the End of the World)</td>
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<td>Tue June 1</td>
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<td>Week 11</td>
<td><em><strong>Annotated Bibliography Portfolio DUE @ 5PM</strong></em> (Uploaded to Moodle folder)</td>
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<td>Mon June 8</td>
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