

Anthropology 414/514  
Spring, 2005  
Cultural Ecology  
Kenneth M. Ames

Office: Cramer Hall 144-M  
Phone 725-3049  
Email: [amesk@pdx.edu](mailto:amesk@pdx.edu)  
Office Hours TTH: 9:30 – 10:30  
Or by appointment

**Texts:** The cryptic abbreviations in parenthesis, e.g. (HistEc), at the end of each reference are the abbreviation used for this work in the **Readings** section.

- Crumley, Carole L. (ed.) 1994 *Historical Ecology: Cultural Knowledge and Changing Landscapes*. School of American Research Press, Santa Fe (HistEc).
- Bates, Daniel G., and Susan H. Lees (eds.) 1996 *Case Studies in Human Ecology*. Plenum Press, New York (HumEc).
- Redman, Charles L. 1999 *Human Impact on Ancient Environments*. University of Arizona Press, Tucson (HIAE)
- Kormondy, Edward J. and Daniel E. Brown 1998 *Fundamentals of Human Ecology*. Prentice Hall, Upper Saddle River. (Fund).

**Readings and Assignment Schedule:**

- **Week 1** Class does not meet (read handout):  
March 29th.: HistEc: Chapters 1, 2 & 3, HumEc: Introduction, Fund, Chapter 1 Additional readings of WedCT: Paul Little: *Environments and Environmentalisms in Anthropological Research*, Bruce Winterhalder and Eric Alden Smith: *Analyzing Adaptive Strategies*, Karl Zimmerer: *Cultural Ecology: Placing Households in Human-Environment Studies*
- **Week 2**, Ecological Fundamentals and Demography, Human Behavioral Ecology  
April 2:: Fund, Chapter s 2 – 5, HistEc: Chapter 7, HumEc: Cane,
- **Week 3**: Human Ecology  
April 12: Fund: Chapters 6 – 10
- **Week 4**: Parameters of the ecology of human systems:  
April 19: Fund, Chapters 11 -14
- **Week 5**: Household Ecology & Subsistence Systems  
April 26 Fund Chapter 15; HumEc, Chapters 2, 4, 5 & 8.
- **Week 6**: Subsistence Systems cont.  
May 3, HumEc, 9, 12, 13, 15, 16.  
May 5 **FIRST MIDTERM DUE** ☞
- **Week 7**: Human Behavioral Ecology (HBE),  
May 10: Fund, Chapter 17, WebCt articles
- **Week 8** HBE Historical Ecology  
May 17: HistEc: all unread articles.
- **Week 9** Historical Ecology  
May 24: HIAE: Preface, Chapters 1 - 4
- **Week 10** Historical Ecology,  
May 31: HIAE, Chapters 5 – 8, Fund, Chapter 18.  
June 2nd: **RESEARCH PAPER DUE** ☞
- ☞ **Week 11** **FINALS WEEK: FINAL DUE THURSDAY, JUNE 9, 10:15** ☞

### ***Assignments***

There will be two examinations, both take-homes. They will be handed out one week before they are due. There will also be a term paper required. See section on written work for specifications for the take-homes and the paper. Please note differences for undergraduates and graduate students.

You are expected to have **ALL THE READING COMPLETED BY THE ASSIGNED DATE.**

Please ask questions. While there is no (at present) formal structure for class discussion, you will notice that 20% of the grade is based on class participation/discussion.

### ***Grading:***

First midterm	15%
Second midterm	25%
Paper	40%
Class discussion/participation	20%

### ***Expectations for written work:***

**First Midterm Undergraduates: 1000 words, Graduate Students 1200 words**

**Final: UG's: 1200 words; GS's: 1500 words**

**Papers: UG's: 10 pages, GS's 15 – 20 pages**

Excessive length (as well as excessive brevity) will be penalized.

1. All papers are to be typed, double-spaced. They may not be hand-written. They should have reasonable margins (1" right and left minimum). Fonts and print sizes should be rational: 10 or 12 point will do (if you don't understand that, it's probably not a problem for you).

2. All papers (including take-homes) must follow a standard format for citing references, and have a "references cited" section at the end. If you don't know how to do this, see me about it. If a paper lacks either of these, it will be returned to you unread. **You must cite sources in the text. Not doing so is grounds for failing the assignment.**

3. Put your name on your paper, along with the course number, the term and year; number its pages.

4. Staple the paper together at the upper left-hand corner. Do not waste money on nice covers or binders. I hate them and will throw them away.

5. **Proof read your paper.** Spell checkers do not correct poor word choice, bad grammar, illogic, or lack of organization.

6. You are graded on both content and form (66% content/33% form). Content is basically what you say and includes the difficulty of the topic, how much thought you have put into it, are your discussions and arguments cogent, logical, clear: do you support your arguments with data; what kinds of evidence do you have, is it well integrated into the text, and the like. Do you understand the material? Have you thought about it? Form includes spelling, syntax, grammar, organization (does the paper have an introduction, a body and a conclusion; do you have topic sentences for your paragraphs, transitional sentences, and so on). Form also includes my sense of how much effort you put into the paper. If I feel I've spent more time reading your paper than you spent on the entire assignment, your grade will reflect that.

7. Papers have a pretty standard format, which includes an introduction (in which you summarize what you are going to say), the body, in which you say it, and a conclusion, in which you summarize what you said, tell the reader what your main points were and why you think they were important.

8. When writing your paper, keep in mind a mythical being called **The Reader (TR)**. The Reader, not me, is your audience. The Reader is an educated person with a basic knowledge of your subject, but who knows less about it than you do, and to whom you need to explain your topic. In other words, do not

assume that “Dr. Ames knows I know this crucial information, so I don’t need to put it in,” or “he knows I know this, so I don’t need to explain it.”) The Reader, unlike the Shadow, doesn’t know.

9. Your written work -- in both content and form -- should seem as though you take it seriously. I do. It usually takes me a week to 10 days to grade a class assignment. I appreciate your patience.

Much of this sounds cranky and picky. It is. I spend a lot of time reading and grading papers, sometimes literally hundreds of hours in a term. I want to be focused on what you are saying and how you are saying it, rather than wondering whether you wrote the assignment in the waning seconds of a party.

Most of this handout deals with the form of your papers. Please remember however, that 66% of your grade is content. A beautiful, clearly written paper with no content is just as vacuous as a sloppy paper with no content.

---

### **Grades, Incompletes, and Plagiarism:**

**Please note: 1) You must do all the assignments to pass the class even if you are taking it P/NP; and 2) If you are taking the class Pass/No Pass, you must have a “C” (an overall average of 8 or better) to receive a “P.” If you have a C- (74 or lower average) at the end of the term, you will receive an NP. This follows University policies.**

University and departmental policies require a petition for an Incomplete. I loath, abhor, detest, and excoriate incompletes, so you must have an extremely good reason to even ask. Incompletes will only be given if 1) you are passing the course at the time of the request; 2) you have a documented crises of some kind. Documentation will be required.

The Anthropology Department has posted its policy on plagiarism on the web at <http://odin.cc.pdx.edu/~b5mg/plagweb.html>. You are required to read the document and to adhere to it. Ignorance of the document is not a defense. If an assignment is plagiarized, it will treated as though the assignment was not turned in. See point 1 above.