

ANTH 418/518: ENVIRONMENTAL ANTHROPOLOGY

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Fall 2007, T, Th 2-3:50p, CH 41

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I predict a revitalization of the ecosystem concept because it seems to accord with a general public's commonsense experience of a world beset by multiplying and interrelated environmental disorders, most of which it can attribute to humanity itself.

--Roy Rapport (1990:69)

OVERVIEW

What can anthropology teach us about contemporary environmental problems? Emphasizing key issues of environmental change, adaptation, conservation and sustainability, biocultural diversity, resilience, political ecology, and environmental justice, this course examines how the cross-cultural study of human-environmental relations can improve our understanding of contemporary environmental problems and their solutions. The texts, lectures, films, discussions, and assignments in this course are designed to provide you with:

1. an overview of the theoretical and methodological roots of environmental anthropology;
2. a grasp of the key concepts, themes, and problems in contemporary environmental anthropology;
3. an understanding of emerging conflicts between global and local articulations of natural resource management, conservation, and development;
4. the skills to complete an anthropological study of an environmental issue.

REQUIRED TEXTS AND WEB-CT

We will draw our readings from the following sources, which (save for WebCT) are available for purchase at the PSU bookstore:

1. *Environmental Anthropology (EA)* by Patricia Townsend is a our basic text for exploring the development of environmental anthropology within the discipline;
2. *The Environment in Anthropology (AE)* edited by Nora Haenn and Richard Wilk is a reader that surveys key themes in contemporary environmental anthropology;
3. *An Unnatural History of the Sea (UN)* by Callum Roberts is a marine biologist's penetrating study of the historical ecology of the world's oceans and fisheries, huge and critical elements our environment upon which we are just beginning to understand the nature and scale of human impacts and their ecological consequences.;
4. *Hawaiian Fisherman (HF)* by Edward Glazier is a brief cases study that examines a modern ethnic fishing community adapting to major environmental and socioeconomic changes.
5. *Salmon Nation (SN)* might be described as a popular work of environmental anthropology, analyzing the troubled relationship between people and salmon in the Pacific Northwest.
6. *Conservation and Globalization: A Study of National Parks and Indigenous Communities from East Africa to south Dakota (CG)* by Jim Igoe scrutinizes the phenomenon of protecting lands, wildlife, and other resources in National parks for consumption by tourists, and the problems this poses for indigenous societies dependant on these places.

7. *Reverse Anthropology* by Stuart Kirsch is an in-depth consideration of Yonggom (New Guinea) indigenous perspectives on environmental rights, justice, and contemporary ecological problems.
8. Other course readings and resources (e.g., syllabus and web links) will be posted on WebCT, an internet resource used to facilitate communication and distribution of course materials. Students are automatically enrolled in WebCT and can access class resources with their odin account and a password (usually the last 4 digits of your PSU ID) at www.psuonline.pdx.edu. If you do not have an odin account, please obtain one (www.account.pdx.edu).

These texts will be supplemented with additional resources, including films.

FORMAT & EVALUATION

Weekly classes will feature instructor presentation of new material through lecture, film, and in-class exercises, as well as student-led discussions and presentations. Evaluation is based on the following requirements:

- 1) *Essays (85% or 850 points)*: Three 3-4 page (750-1000 word maximum) essays will be assigned over the course of the term (see Course Schedule), based on exam-style questions. Students will receive detailed guidelines for each paper assignments in separate handouts. The first paper will be worth 250 points, the last two 300 points each.
- 2) *Talking Points, Marine Protected Areas Presentation, and other assignments. (15% or 150 points)*: Students will be asked to complete minor assignments both inside and outside of class. Among the most important of these are the Marine Protected Areas Symposium PowerPoint presentations (10% or 100 points; further instructions will be given in a separate handout), Talking Points worksheets (questions, comments, quotes, etc. for discussion; see example) to be turned in to the instructor 4-5 times during the term and worth 10 points each. Being a discussant means being prepared and ready to listen and contribute, and the Talking Points you prepare should enhance your participation, while at the same time giving the instructor valuable feedback. In addition students may be expected to attend campus or local events and report on them. Full participation in all classes is expected.
- 3) *Graduates Student Research Paper*: Graduate students also will be responsible for an additional 15-page research paper (500 points). You should prepare a 1-page proposal outlining your project by week 7. More details on this assignment will be given in a separate handout;

Grading is: 970+ points = A+; 930-969 = A; 900-929=A-; 870-899=B+; 830-869 =B; 800-829=B-; 770-799=C+; 730-769 =C; 700-729 = C-; 670-699=D+; 630-669 =D; 600-629 = D-; < 600 = F (⊖). Graduate students will be graded on a total of 1500 points (including the 15-page research paper).

POLICIES

All work must be completed to receive a grade. Late papers will be penalized or rejected, except in cases of verifiable illness or emergency. Also, please be advised of the following Department policies: a) a “P” grade for the course requires an accumulated grade of C- or better; b) an “I” grade requires, in addition to the instructor’s approval and “passing” standing in the course, a written petition, documenting (extraordinary) circumstances, approved by the Department Chair; c) the Anthropology Department insists upon academic integrity and intellectual honesty and is vigilant on the matter of plagiarism (see: see <http://www.anthropology.pdx.edu/assets/plagiarism.pdf>).

Students with a documented disability (e.g., physical, learning, psychological, vision, hearing, etc.) who need to arrange reasonable accommodation must contact both the instructor and the Disability Resources Center at the beginning of the term. Also, be aware of your responsibilities for academic integrity and intellectual honesty.

To be an effective participant in class, it is important to keep up with the readings because they provide an important basis for what is covered in class. For discussions to succeed students must attend class and prepare assignments in a timely manner. Please abide by the following principles of discussion:

1. **Prepare “Talking Points”** as you read and engage course materials to help you comprehend, connect, and assess the readings and put key ideas, questions, and concepts into play for discussion. I will collect Talking Points 5 times during the term, but encourage you to complete them for each set of reading assignments. Talking Points worksheets are available on WebCT.
2. **Listen actively and reflectively**—Try to understand and analyze others’ opinions as they are spoken; ask questions to clarify and further your understanding. Don’t just sit passively “waiting your turn” or thinking about your own responses. Reflective silence is okay.
3. **Respond constructively**—Imagine what kind of role you are playing in responding to others and to texts. Do you wish to: 1) comprehend their analysis by paraphrasing or analyzing it; 2) extend their analysis by applying it new situations; 3) synthesize or link it with other concepts, issues, or arguments (especially those raised by others in the class and by the texts, which we share) through comparison, etc.; 4) evaluate it against relevant criteria? Do not engage in *ad hominem* or personal attacks. Agreement or disagreement is not necessarily the goal—Comprehending, analyzing, synthesizing, and evaluating important concepts, theories, and perspectives are the main objectives.

ADVISING

If you are majoring in anthropology, or are considering the major, please choose a faculty advisor and meet with them once or twice a year to chart your course of study. ANTH 414/514 (Culture and Ecology) is cognate to this course, and thus a good sequel or “prequel.”

COURSE SCHEDULE (not etched in stone)

Wk	Topics	Assignments (Chapters)
1	9/25: Overview 9/27: What are the key issues in understanding human-environmental relations from an anthropological perspective? Ontology & epistemology, unit & scale, infrastructure-core-base-superstructure. What is an ecosystem?	<i>EA</i> 1-4 <i>AE</i> 1-4, 12, 36 Talking Points #1 Due
2	10/2: The evolution of environmental anthropology theory and method from ethnoecology to political ecology. 10/4: Case study 1: The ethnoecology and political ecology of Hawaiian Fishing	<i>EA</i> 5-6 <i>AE</i> 5-6, 19; Dove (WebCT) <i>HF</i> (all) Talking Points #2 Due
3	10/9: Anthropological perspectives on water, land, and sea <i>Film: The Navigators</i> 10/11: People and fish in marine environments: salmon	<i>UH</i> -Part I (Ch 1-7), Erlandson and Fitzpatrick (WebCT), Trietler & Midgett (WebCT) Essay #1 Due in Class <i>UH</i> Part I (8-11), <i>SN</i> (selections); Langdon (WebCT);
4	10/16: People and fish in marine environments: cod, and herring 10/18: Marine mammals and climate change	<i>UH</i> Part II; Fagan (WebCT) Talking Points #3 Due Kingston (Web CT); Smith (WebCT), and TBA (Web CT)
5	10/23: Marine Protected Areas (MPAs) and the political ecology of conservation. 10/25: Research session in library	<i>UH</i> Part III, Blount & Pitchon (WebCT); <i>AE</i> 32; Greenburg (WebCT)
6	10/30: Marine Protected Areas/Anthropology of Water Symposium 11/1: Terrestrial Protected Areas (National Parks), conservation and globalization	MPA case study PowerPoint due <i>CG</i> 1-3; <i>AE</i> 21, 34; <i>EA</i> 11 Talking Points Due #4
7	11/6: Protected Areas, conservation and sustainable development. 11/8: Conserving biodiversity and sustainable communities.	<i>CG</i> 4-End; <i>AE</i> 25, 26, 27 Grad. Research Proposals Due <i>EA</i> 10; <i>AE</i> 20, 22, 23, 24; Thornton (WebCT) Essay 2 Due Friday
8	11/13: Case study #2: “reverse anthropology” and social-environmental in New Guinea 11/15: Environmental Justice	<i>RA</i> 1-4 <i>RA</i> 5-End Talking Points Due #5
9	11/20: Environmental Justice 11/22: THANKSGIVING: No Class	<i>EA</i> 15, 16, 17; Nadasdy (WebCT)
10	11/29: Consumption and Globalization 12/1: The Future: Grad. student presentations	<i>AE</i> 9, 10, 33, 37, 38, <i>EA</i> 12; <i>AE</i> 40, 41;
11	12/4: Finals Week.	Essay 3 due 12/4; Grad Student Research Papers due 12/7

