

ANT 4403 (Sec. 214A) Environment and Cultural Behavior
Spring 2017 Syllabus
Tuesday (Periods 9-10: 4:05 - 6:00 pm) & Thursday (Period 9: 4:05-4:55pm)
Location: Little Hall 203

Professor: Dr. Catherine Tucker
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Office Hours: Tuesday 11:00-12:00 noon
Thursday 1:30-2:30 pm
& By Appointment

Abstract:

How do humans understand and shape the natural environment? How does the natural environment influence culture and society? Anthropologists have long been interested in these questions, and the theoretical perspectives for understanding human-environment interactions have been diverse and dynamic through time. This class will explore historical and current approaches for examining how humans perceive and interact with the world in which they live, and how culture shapes behaviors, beliefs and values that influence processes of environmental transformation.

Objectives:

- Assess historical and current theoretical approaches to understanding human-environment interactions with particular attention to anthropological contributions.
- Examine key concepts and current challenges for human-environment interactions and change processes.
- Explore how western and nonwestern cultures vary in their understandings of the natural world and the implications for local and global environmental transformations.
- Consider consumer behavior and globalization, and how consumer behavior can exacerbate or mitigate environmental degradation.
- Investigate specific environmental problems facing modern society, such as water scarcity and contamination, and evaluate selected local environmental challenges.
- Critically evaluate approaches and opportunities for moving toward a sustainable global social-ecological system.
- Communicate results of individual and team research through written work and presentations.

Required Text:

Haenn, N., R. Wilk and A. Harnish. 2016. *The Environment in Anthropology: A Reader in Ecology, Culture, and Sustainable Living, Second Edition*. New York: New York University Press.

Required and Supplementary Readings:

Additional required and supplementary readings will be posted to Canvas: Files/Readings.

NOTE: All readings must be completed in advance of the class time for which they are assigned.

Course Evaluation and Grading:

- Detailed instructions for each assignment will be discussed in class and posted to Canvas.
- Participation is extremely important for this class. Group activities and team projects are an integral part of class, and absences could affect your team as well as your own grade. You may make up 2 classes by writing a 1 page summary of the readings. If you must miss more than 2

classes, please provide documentation to Dr. Tucker promptly, and she will work with you to find a way to make up missed material.

Pre-course and Post-course Learning Assessments: 20 points (10 points each)

Participation: Discussion, In-class Activities, Written Responses & Questions: 70 points

Attendance and Summary of Two Relevant On-campus Events: 20 points

Quiz: 30 points

Midterm Project: 100 points

Final Team Research Presentation: 50 points

Final Research Project Report (Due Wed., April 19): 70 points (Choice: individual or team report)

Grading Policy: The course will be graded by standard percentages; the grade will not be curved.

A = 93- 100%	A- = 90- 92.9%	B+ = 87-89.9%,
B = 83-86.9%	B- = 80-82.9%	C+ = 77-79.9%
C = 73-76.9%	C- = 70-72.9%	D+ = 67-69.9%
D= 63-66.9%	D- = 60-62.9%	F = below 60%

Late Submissions: Late submissions of assignments will be discounted 10% per day. This is simply fair to those in the class who meet deadlines, otherwise they would be disadvantaged relative to those who take more time.

Policy on Plagiarism / Cheating: Plagiarism in written assignments (i.e. the copying of material without citation of the source) is unacceptable. It will lead to a zero on the assignment or paper if it is of a minor degree (less than a paragraph), and to a failing grade in the course in cases of extensive copying without citation. If you have doubts about when and how to cite sources, Dr Tucker will be glad to answer your questions.

Emergencies: If you have a medical or family emergency that prevents you from attending class, completing an assignment on time, or results in extended absence, bring it to the attention of professor as soon as possible. Reasonable accommodations will be made with proper documentation. Medical conditions must be documented by a doctor's note. Other emergencies must be documented by an appropriate authority (check with Dr. Tucker).

Policy on Electronic Equipment (laptops, cell phones, tablets, etc): Use of electronic equipment is allowed for the specific purposes of (1) taking notes on class lectures, (2) working on team projects that require internet or digital support, (3) carrying out internet searches if and only if the professor indicates that such a search is appropriate to promote class activities. Other uses are not allowed as they can distract from learning for everyone. Failure to respect these guidelines will result in confiscation of the electronic equipment in question for the remainder of the class period. After two failures, a third will mean loss of a student's privilege to use any electronic equipment for the rest of the semester. If multiple students fail to follow the guidelines, the entire class will lose the privilege. If you must have access to a cell phone during a class period to receive an emergency call, please advise Dr. Tucker at the beginning of the class.

CLASS SCHEDULE

Adjustments in the schedule, activities and readings may be made to meet class needs. Any changes will be posted to Canvas in advance of class. It is your responsibility to read email and check Canvas announcements in advance of class meetings.

Section I: Basic Concepts, Historical Foundations and Underlying Ideas	
Jan 5	<p>Introduction to Environment & Cultural Behavior</p> <p>Conceptions of Human-Environment Relationships and Sustainability</p>
Jan 10	<p>Framing Environmental Anthropology: Historical Antecedents and Critiques</p> <p><i>The Environment in Anthropology</i>, Section 1 Introduction: So, What Is Environmental Anthropology? Pp. 3-11.</p> <p>Moran, E. 2000. Ch. 2: Theories of Human/Habitat Interaction to the 1950s. In <i>Human Adaptability: An Introduction to Ecological Anthropology. Second Edition</i>. Boulder: Westview. Pp. 27-45.</p> <p>Merchant, C. 2005. Introduction: What Is Radical Ecology? In <i>Radical Ecology: The Search for a Livable World</i>. New York: Routledge. Pp. 1-16.</p>
Jan 12	<p>Cultural Ecology</p> <p><u>Class Activity</u>: Post 1 question inspired by the readings On Canvas Discussions before class, we will discuss the most interesting questions in class.</p> <p><i>The Environment in Anthropology</i>, Ch.1: Steward, J. The Concept and Method of Cultural Ecology. Pp. 12-17.</p> <p>Moran, E. 2000. Ch. 3: From Cultural Ecology to Environmental Anthropology: Steward's Cultural Ecology. In <i>Human Adaptability: An Introduction to Ecological Anthropology. Second Edition</i>. Boulder: Westview. Pp. 47-57.</p> <p>Steward, J. 1955. The Great Basin Shoshonean Indians. Ch. 6: In <i>Theory of Culture Change: The Methodology of Multilinear Evolution</i>. Urbana: University of Illinois. Pp. 101-121.</p>
Jan 17	<p>Ecosystem Ecology</p> <p><u>Class Activity</u>: In Class Writing Exercise (over readings) & Discussion</p> <p>Moran, E. 2000 Ch. 3: From Cultural Ecology to Environmental Anthropology: The Approach of Ecological Anthropology. In <i>Human Adaptability: An Introduction to Ecological Anthropology. Second Edition</i>. Boulder: Westview. Pp. 58-63.</p> <p>Rappaport, R. 1971. Energy Flow in an Agricultural Society. <i>Scientific American</i> 225 (September): 116-132.</p> <p>Rappaport, R. 1967. Ritual Regulation of Environmental Relations Among a New Guinea People. <i>Ethnology</i> 6(1): 17-30.</p>

Section 2: Recent Theoretical Approaches and Current Challenges	
Jan 19	<p>Political Ecology and Its Variants -- Feminist and Queer Political Ecology</p> <p><u>Class Activity:</u> Post 1 question inspired by the readings On Canvas Discussions before class, we will discuss the most interesting questions in class.</p> <p><i>The Environment in Anthropology</i> Ch. 34: Escobar, A. Difference and Conflict in the Struggle over Natural Resources: A Political Ecology Framework. Pp. 362-368.</p> <p>Greenberg, J. and T. Park. 1994. Political Ecology. <i>Journal of Political Ecology</i> 1: 1-12.</p> <p><i>The Environment in Anthropology</i>. Ch. 26. Nightingale, A. The Nature of Gender: Gender, Work and the Environment. Pp. 274-285.</p> <p><i>The Environment in Anthropology</i>. Ch. 29. Johnson, A. C. How to Queer Ecology: One Goose at a Time. Pp. 310-316.</p> <p><u>Recommended:</u></p> <p><i>The Environment in Anthropology</i>. Ch. 4. Rocheleau, D. et al. Gender and the Environment: A Feminist Political Ecology Perspective. Pp. 34-40.</p>
Jan 24	<p>Using Political Ecology to Analyze Case Studies</p> <p><u>Class Activity:</u> Discuss and analyze Chapters 15,16 & 17 using a political ecology approach (Guidelines will be provided for the questions and criteria to consider for the analyses)</p> <p>Review: <i>The Environment in Anthropology</i> Ch. 34: Escobar, A.</p> <p><u>Case studies for political ecological analyses (read in advance & come prepared to analyze):</u></p> <p><i>The Environment in Anthropology</i>. Ch. 15 Rajan, R. Bhopal: Vulnerability, Routinization, and the Chronic Disaster. Pp. 149-158.</p> <p><i>The Environment in Anthropology</i>. Ch. 16 Robbins, P. & J. Sharp. The Lawn-Chemical Economy and Its Discontents. Pp. 159-169.</p> <p><i>The Environment in Anthropology</i>. Ch. 17 Addictive Economies and Coal Dependency. Pp. 170-184.</p> <p><u>Recommended:</u></p> <p>Kurutz 2012 Battle in the Front Yard. New York Times http://www.nytimes.com/2012/12/20/garden/gardeners-fight-with-neighbors-and-city-hall-over-their-lawns.html</p>
Jan 26	<p>Ethnoecology: What is indigenous and traditional environmental knowledge?</p> <p><u>Class Activity:</u> In light of the readings, how do western and indigenous understandings of human-environment interactions appear to differ? Post a brief reflection on Canvas Discussions before class.</p> <p><i>The Environment in Anthropology</i> Ch 5: Nazarea, V. A View from a Point: Ethnoecology as Situated Knowledge. Pp. 41-47.</p> <p>Nadasdy, P. 2007. The Gift in the Animal. <i>American Ethnologist</i> 34(1): 25-43.</p> <p>Nelson, R. 2004. Understanding Eskimo Science. In <i>Annual Editions in Anthropology</i>. E. Angeloni, ed. Guilford, CT: McGraw-Hill/Dushkin.</p>

Jan 31	<p>Ethnoecology of Forest Management</p> <p><u>Class Activity:</u> Free-listing. (To be explained in class)</p> <p><i>The Environment in Anthropology</i> Ch. 3 Fairhead, J. & M. Leach. False Forest History, Complicit Social Analysis: Rethinking Some West African Environmental Narratives. Pp. 24-30.</p> <p>Posey, D. 1985. Indigenous Management of Tropical Forest Ecosystems: The Case of the Kayapo Indians of the Brazilian Amazon. <i>Agroforestry Systems</i>: 3:139-158.</p> <p><u>Recommended:</u></p> <p>Baleé, W. and J. Nolan. Forthcoming. Freelisting as a Tool for Assessing Cognitive Realities of Landscape Transformation: A Case Study from Amazonia. In <i>The Oxford Handbook of Historical Ecology and Applied Archaeology</i>.</p>
Feb 2	<p>Questioning Growth: Challenges for Sustainability</p> <p><u>Video excerpts:</u> "Arithmetic, Population and Energy"</p> <p><u>Instructions & Discussion on Midterm Project on Water Consumption</u></p> <p><i>The Environment in Anthropology</i> Ch. 14: Panayotou, T. Economic Growth and the Environment. Pp. 140-148.</p> <p>McKibben, B. 2007 After Growth. Ch.1 In <i>Deep Economy: The Wealth of Communities and the Durable Future</i>. New York: Times Books</p> <p><u>Supplementary Reading</u></p> <p>Bartlett, A. 1993 The Arithmetic of Growth: Methods of Calculation. <i>Population and Environment</i> 14(4):359- 387.</p>
Feb 7	<p>Understanding Common-Pool Resources and Community-Based Natural Resource Management</p> <p><u>Class Activity:</u> Post 1 written question inspired by the readings On Canvas Discussions before class for discussion</p> <p><u>Review for Quiz</u></p> <p><i>The Environment in Anthropology</i> Ch. 8: Berkes, F. et al. Benefits of the Commons. Pp. 68-74.</p> <p>Netting, R. 1976 What Alpine Peasants Have in Common. <i>Human Ecology</i> 4(2):135-146.</p> <p>Ostrom's Design Principles for Long-Enduring Common Property Regimes (Adapted from Ostrom, E. 1990. <i>Governing the Commons</i>)</p> <p><u>Recommended:</u></p> <p>Dietz, T., E. Ostrom, and P. Stern. 2003 The Struggle to Govern the Commons. <i>Science</i> 302: 1907-1912.</p> <p>Dietz, T., E. Ostrom, and P. Stern. 2003 Online Supplement to The Struggle to Govern the Commons. <i>Science</i> 302.</p>
Feb 9	Theoretical Concepts Quiz

Section 3: Population and Social-Environmental Change	
Feb 14	<p>Population, Development and the Environment: How does population matter? <u>Class Activity:</u> TBA</p> <p><i>The Environment in Anthropology.</i> Ch. 7: Grigg, D. Ester Boserup's Theory of Agrarian Change: A Critical Review. Pp. 64-67. <i>The Environment in Anthropology.</i> Ch 9: Bloom, D. Seven Billion and Counting Pp.75-78 <i>The Environment in Anthropology.</i> Ch. 10: de Sherbinen et al. Rural Household Demographics, Livelihoods, and the Environment. Pp. 79-90.</p>
Feb 16	<p>Population, Society and Environmental Change: What is the relationship between population, environmental degradation and societal instability? <u>Class Discussion:</u> What are the key points from the readings for assessing relationships between environmental degradation and social instability? Post on Canvas Discussions.</p> <p><i>The Environment in Anthropology.</i> Ch. 11: Cliggett, L. Carrying Capacity's New Guise: Folk Models for Public Debate and Longitudinal Study of Environmental Change. Pp. 91-101. <i>The Environment in Anthropology</i> Ch 12: Dalby, S. The Environment as Geopolitical Threat: Reading Robert Kaplan's The Coming Anarchy. Pp. 102-118. <i>The Environment in Anthropology</i> Ch.13: Redman, C. The Growth of World Urbanism. Pp. 124-139.</p> <p><u>Supplementary Reading:</u> Kaplan, R. 1994 The Coming Anarchy. <i>The Atlantic</i>.</p>
Section 4: Human – Water Interactions	
Feb 21	<p>Consumer Behavior, Marketing, and Environmental Implications of Bottled Water <u>Film:</u> Tapped</p> <p><i>The Environment in Anthropology</i> Ch. 20: Wilk, R. Bottled Water: The pure commodity in the age of branding. Pp. 214-221.</p>
Feb 23	<p>Challenges for Water Governance: How to Improve Water Management and Consumption? <u>Class Discussion on the Question of the Day (above):</u> Post one suggestion on Canvas Discussions before class.</p> <p>Frederick, K. 1995. America's Water Supply: Status and Prospects for the Future. <i>Consequences</i> 1(1). Online Journal. Speigel, A. 2011 Why Cleaned Wastewater Stays Dirty in Our Minds. NPR, August 16. http://www.npr.org/2011/08/16/139642271/why-cleaned-wastewater-stays-dirty-in-our-minds Water Systems Council. 2003 Who Owns the Water? www.watersystemscouncil.org. The Price of Sprawl: Florida Drinking Water Supply. http://priceofsprawl.com/index.html GRU: Water Quality. https://www.gru.com/OurCommunity/Content/WaterQuality.aspx</p>
Feb 28	<p>Water Use, Waste and Conservation: What are the implications of ongoing social-environmental changes for Gainesville's water consumption and provision?</p> <p><u>Midterm Project Presentations & Midterm Individual Reports and Team Summaries Due</u></p>

Mar 2	<p>Humans and Environmental Change Guest Lecturer: Susie Crate</p> <p>Recommendation: On-campus event to attend: 5:30 -7 pm Film Showing: "The Anthropologist" with host and film protagonist Susie Crate, Professor of Environmental Science and Policy, George Mason U.</p>
SPRING BREAK: March 4-12	
Section 5: Consumer Society and Social-Environmental Problems	
Mar 14	<p>The Science, Politics and Ethics of Social-Ecological Conundrums: How do we know we have environmental problems? <u>Assignment:</u> Gainesville's human-environmental interactions and challenges- bring one example in hard copy (newspaper article or personal observation) of a current challenge for the UF campus and/or the city of Gainesville, post to Canvas Discussions. <u>In class Team Discussion: Possible Research Projects on a Local Environmental Issue</u></p> <p><i>The Environment in Anthropology</i> Ch 19: Taylor, P. & F. Buttel. How do We Know We Have Global Environmental Problems? Science and the Globalization of Environmental Discourse. Pp. 202-213.</p> <p><i>The Environment in Anthropology</i> Ch. 6: McNeil, R.: Ethics Primer for University Students Intending to Become Natural Resources Managers and Administrators. Pp. 48-55.</p> <p><i>The Environment in Anthropology</i> Ch. 27: Checker, M. "But I Know It's True." Environmental Risk Assessment, Justice, and Anthropology. Pp. 286-299.</p>
Mar 16	<p>Team Research Projects Activity: Team Planning</p>
Mar 21	<p>Feeding the World: How Do We Understand Scarcity, Abundance & Efficiency? <u>Class Discussion on the Question of the Day (above)</u></p> <p><i>The Environment in Anthropology</i> Ch. 35: Kneen, B. The Invisible Giant: Cargill and Its Transnational Strategies. Pp. 373-379.</p> <p>Lappé, F. M. 1973 The World Food Problem. <i>The Hastings Center Report</i> 3(5):11-13.</p> <p>Netting, R. McC. 1993 Prologue: An Ethnological Essay in Practical Reason. In <i>Smallholders, Householders: Farm Families and the Ecology of Intensive, Sustainable Agriculture</i>. Stanford: Stanford University Press. Pp.1-26.</p> <p><u>Recommended:</u> Townsend, A. R. and R. W. Howarth. 2010 Fixing the Global Nitrogen Problem. <i>Scientific American</i> 302(2):64-71.</p>
Mar 23	<p>Food Consumerism and Alternative Food Movements: Are There Better Ways to Live and Eat? <u>Class Discussion on the Question of the Day (above):</u> How could we improve food production and provision in the USA? Post your answer on Canvas Discussions before class.</p> <p><i>The Environment in Anthropology</i> Ch. 28: Edelman, M. Bringing the Moral Economy Back in...to the Study of 21st Century Transnational Peasant Movements. Pp. 300-309.</p> <p>Katz, S. 2006 Local and Seasonal Food versus Constant Convenience Consumerism. In <i>The Revolution Will Not Be Microwaved: Inside America's Underground Food Movements</i>. Pp. 1-41. White River Junction, VT: Chelsea Green</p>

	<p><u>Online Resources:</u></p> <p>EWG (Environmental Working Group) 2016 Shoppers' Guide to Pesticides in Produce http://www.ewg.org/foodnews/summary.php</p> <p>Thirteen Resolutions to Change Food Systems. https://nwei.org/13-resolutions-to-change-the-food-system-in-2013/</p> <p>Permaculture Research Institute of the USA http://www.permacultureusa.org/</p> <p>Simple Living http://www.simpleliving.org/</p> <p><u>Recommended:</u></p> <p>Fairtrade International: What Is Fairtrade? http://www.fairtrade.net/about-fairtrade/what-is-fairtrade.html</p> <p>History of the Organic Movement. http://theorganicsinstitute.com/organic/history-of-the-organic-movement/</p>
Section 6: Globalization, Conservation and Possibilities for Transformation	
Mar 28	<p>Globalization and the Environment: How do global connections influence cultural-environmental processes and biodiversity conservation?</p> <p><u>Class Activity:</u> To prepare, post a short answer to the question of the day (above) on Canvas Discussions before class, using insights from the readings.</p> <p><i>The Environment in Anthropology</i> Ch. 30: Igoe, J. & D. Brockington. Neoliberal Conservation: A Brief Introduction. Pp. 324-331.</p> <p><i>The Environment in Anthropology</i> Ch. 33. Stiles, et al. Stolen Apes: The Illicit Trade in Chimpanzees, Gorillas, Bonobos, and Orangutans. Pp. 359-361.</p>
Mar 30	<p>Exploring Options for Sustainability: Is Degrowth a Viable Alternative to Growth?</p> <p>Guest Speakers: Susan Paulson & Federico Demaria</p> <p><u>Class Activity:</u> Come to class with 1 question for the guest speakers.</p> <p><i>The Environment in Anthropology</i> Ch. 37. Demaria, F. et al. What is Degrowth? From an Activist Slogan to a Social Movement. Pp. 390-400.</p> <p>Paulson, S. Forthcoming 2017. Degrowth: Culture, Power and Change. <i>Journal of Political Ecology</i>.</p>
Apr 4	<p>Green Consumerism: A Path toward Sustainability?</p> <p><u>Class Activity:</u> Before class, post 1 advantage and 1 critique of green consumerism on Canvas Discussions, for discussion in class.</p> <p><i>The Environment in Anthropology</i>. Section 7 Introduction: Is Green Consumerism the Answer? Pp. 369-371.</p> <p><i>The Environment in Anthropology</i> Ch. 36: Honey, M. Treading Lightly? Ecotourism's Impact on the Environment. Pp. 380-389.</p> <p><i>The Environment in Anthropology</i> Ch. 38: Carrier, J. 2010 Protecting the Environment the Natural Way: Ethical Consumption and Commodity Fetishism. <i>Antipode</i> 42(3): 672-689.</p> <p><i>The Environment in Anthropology</i> Ch. 41: Graddy-Lovelace, G., et al. World is Burning, Sky is Falling, All Hands on Deck! Reflections on Engaged and Action-Oriented Socio-Environmental Scholarship. Pp. 445-475.</p>

Apr 6	<p>Understanding Human Capacity for Intentional Social-Environmental Change, Or: Why is change so difficult?</p> <p><u>Class Activity:</u> Discussion on your answers to the following questions. Post to Canvas Discussions before class:</p> <p>What is one action or change in society that could help create sustainability? How could this change be achieved, and what challenges would it likely encounter?</p> <p>Norgaard, K. M. 2006 "People want to protect themselves a little bit" Emotions, Denial and Social Movement Nonparticipation: The Case of Global Climate Change. <i>Sociological Inquiry</i> 76(3): 347-470.</p>
Apr 11	Team Presentations
Apr 13	Team Presentations
Apr 18	<p>Human-Environment Futures: What can we do now?</p> <p><u>Discussion & Class Learning Assessment</u></p> <p><i>The Environment in Anthropology</i> Ch. 39: Durrenberger, P. Living Up to Our Words. Pp. 416-422.</p> <p><i>The Environment in Anthropology</i> Ch. 40: B. R. Johnston. Social Responsibility and the Anthropological Citizen. Pp. 423-428 (Optional: Pp. 428-435).</p>
<p>FINAL PAPER DUE WEDNESDAY, APRIL 19</p> <p>Final Research Reports Due On Canvas with Email pdf to tuckerc@ufl.edu</p>	