
ENVIRONMENTAL ANTHROPOLOGY in Spring 2021 (AN3080)

Course Code	AN3080	Professor(s)	Tanya Elder
Prerequisites	None	Office Number	Grenelle 3rd Floor
Class Schedule	M: 16:55-18:15 in C-104 R: 12:10-13:30 in C-101	Office Hours	Tuesday 10:00 - 12:00
Credits	4	Email	telder@aup.edu
Semester	Spring 2021	Office Tel. Ext.	

Course Description

As we ask our selves questions such as “are human cultures uniformly destructive in their relationships with the natural environment or?how can we envision a new ethical relationship to our planet?” we are engaged in the field of environmental anthropology. This course looks at how culture promotes connections between humans, their landscapes and ecosystems. We will be discussing the different ways humans use, interact, engage and manipulate the natural world that surrounds them. Central to an understanding of this relationship is the meaning people give to the concept of nature. This course will explore the meaning attributed to nature across different cultural contexts and religious traditions. ?

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Environmental anthropology also has its roots in activism and is deeply concerned with local and global ecological politics. The readings and films shown in this course will address environmental conflict in relation to land rights, control of natural resources, biodiversity, different knowledge systems, environmental justice, agricultural practices and ecologic degradation. Students taking this course will develop new ways of thinking about interspecies interdependency and the anthropocene. It will enable students to analyze the impact of historical events such colonialism and imperialism as well as?contemporary policies and consumption patterns.

Format: This course will make use of a diversity of formats to engage students with the material, including lectures, films, class discussions, reflective writing and collaborative projects. This course emphasizes the co-construction of knowledge and engagement of students in the material covered in this course and includes writing minutes of previous sessions presented by a class member, active student contribution to class sessions (sharing news articles, films, videos, social media campaigns etc.), research and production of a podcast. Class will begin

with a) recapitulation of the previous class, b) lecture and c) student contribution and discussion.

Course Learning Outcomes

Identify and understand several theories within environmental anthropology.

Understand the importance of culture and anthropology in explaining how humans manipulate, engage with, and use the natural environment that surrounds them.

Be able to identify some of the most contentious issues that humans are confronted with in their relation to the environment.

Understand how religion, development, globalization and economic regimes influence and structure our relationships to our environments.

Be active learners.

Research and produce a podcast on a topic relevant to environmental anthropology.

General Education

This course can be used to fulfill the Culture and Media Elective of the Global Communication major and as such has the following learning outcomes:

(3) Student work shows comprehension of systems of media, communications and culture from a comparative and global perspective

(4) Student work shows ability to apply research methods, including historical, textual, qualitative and quantitative, in order to write, present and critically evaluate research

Course Outline

I. An introduction to the discipline

COURSE SCHEDULE

January

Week I – 18th – 22nd

Mon - Introduction to the course and Environmental Anthropology

Thurs – The field of Anthropology/Environmental Anthropology – A quick guide to the anthropological approach

- Praticia K. Townsend (2018) Environmental Anthropology from Pigs to Policies. Ch1
- Article: <http://nytlive.nytimes.com/womenintheworld/2017/12/08/artist-makes-major-statement-of-protest-in-unique-and-terrifying-way/>
- Constructing the syllabus
- Minutes:

Week II – 25th – 29th

II. Theoretical Foundations

Mon - Cultural Ecology or Environmental Anthropology

- "Ecological Anthropology" https://editors.eol.org/eoearth/wiki/Ecological_anthropology
- Praticia K. Townsend (2018) Environmental Anthropology from Pigs to Policies. Ch.2
- **Teams:** Julian Steward Ch. 1 "The Concept and Method of Cultural Ecology" in Haenn, Nora, R. Wilk and A. Harnish.

Minutes: Maddi

January 24th – last day to drop/add courses online

Thursday – Ethnoecology

- Praticia K. Townsend (2018) Environmental Anthropology from Pigs to Policies.Ch. 3
- E. N Anderson “Ethnobiology and the New Environmental Anthropology” in Kopnina (2019) *Routledge Handbook of Environmental Anthropology*. Ch. 3
- Research paper proposal.

Minutes: Alayna

February

Week III – 1st – 5th

Mon – Ethnoecology and TEK

- **Book: Haenn, Nora, R. Wilk and A. Harnish.** : Nazarea, V Ch. 5 "A view from a Point: Ethnoecology as situated Knowledge"
- **Student Contribution eBook:** Nancy J. Turner "Ancient Pathways, Ancestral Knowledge: Ethnobotany and Ecological Wisdom of Indigenous People of **Student contribution** David G. Casagrande "Ethnoscience implications of classification as a socio-cultural process" in Kopnina (2019) *Routledge Handbook of Environmental Anthropology*. Ch. 5

Minutes: Avani

Thurs – Ecosystems and Roy Rappaport

- Praticia K. Townsend (2018) Environmental Anthropology from Pigs to Policies. Ch.4

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- **Bb.** Harris, M. (1966) "The Cultural Ecology of India's Sacred Cattle" Current Anthropology Vol 7. 51-59.

Minutes: Carolin

Week IV – 8th – 12th

February 8th – 10th, Mini break 1, (no classes)

Thurs – From hunters hunters and gathers to complex agricultural systems

- Praticia K. Townsend (2018) Environmental Anthropology from Pigs to Policies. Ch.5 and 6

Minutes: Allie

Literature review due

Week V – 15th – 19th

Mon – Political Ecology.

- José E. Martinez-Reyez "Enviromateriality-Exploring the link between political ecology and material culture studies" in Helen Kopnina (2019) *Routledge Handbook of Environmental Anthropology*. Routledge New York.
- **Book. Haenn, Nora, R. Wilk and A. Harnish.** Rocheleau et. al. Ch 4. "Gender and Environment"
- **Student Contribution: Book. Haenn, Nora, R. Wilk and A. Harnish.** Nightingale, A. Ch. 26 "The Nature of Gender" (**Allie**)

Minutes: Maddi

Thurs – Historical Ecology

- Lauren Dodaro and Dustin Reuther “Historical Ecology” in Helen Kopnina (2019) *Routledge Handbook of Environmental Anthropology*. Routledge New York.

Minutes: Amanda

Week VI – 22nd – 26th

February 24th – 28th, Mini break 2, (no classes)

Mon – Conducting Interviews workshop and how to use a recorder

Minutes: Kaylee

March

III. Sub-fields of Environmental Anthropology

MARCH

Week VII – 1st – 5th

Research paper handed in

Mon - Population and the Environment (Alayna –Celia - Jensen)

- Praticia K. Townsend (2018) *Environmental Anthropology from Pigs to Policies*. Ch.10
- Bb. Hardin, G (1968) "The tragedy of the

commons", <http://www.jstor.org/stable/1724745>

- **Book: Haenn, Nora, R. Wilk and A. Harnish.** D. Grigg Ch 7 "Ester Boserup's Theory of Agrarian change" and Berkes, Feeny et al. Ch 8 "Benefits of the Commons" and Bloom Ch 9. "7 Billion and Counting"
- **Student Contribution: Boserup E. (1987)** Agricultural Growth and Population change.
http://www.dictionaryofeconomics.com.proxy.aup.fr/article?id=pde1987_X000043#?
(Alayna)
- **Student Contribution** Ch. 10 "Rural Household Demographics, Livelihoods and the Environment" Cliggett, L Ch 11. "Carrying Capacity's New Guise" **(Celia)**
- BB Robert Kaplan (1994) "The Coming Anarchy" *Atlantic Monthly* 44-76 **(Jensen)**

Minutes: William

Thurs - Religious aspects of Ecology (Allie - Kaylee - Hara)

- **Ebook:** Ch. 1 Ebook: "The Modern Worldview" in Watling, Tony (2009) *Ecological Imaginings in the World Religions*
- **Student Contribution:** Ronald A. Simkins "The bible, religion and the environment" in Helen Kopnina (2019) *Routledge Handbook of Environmental Anthropology*. Routledge New York. **(Allie)**

Minutes: Celia

Week VIII – 8th –12th

Mon- Religious aspects of Ecology continued (Allie - Kaylee - Hara)

- Leslie E. Sponsel "Spiritual ecology, sacred places and biodiversity conservation" in Helen Kopnina (2019) *Routledge Handbook of Environmental Anthropology*. Routledge New York.

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- **Student Contribution:** Other chapter from "The Modern Worldview" in Watling, Tony (2009) *Ecological Imaginings in the World Religions* (Kaylee – Hara)

Minutes: Hara

Thurs - Economic Growth, Modernity and the Environment - (Kela)

- Pauline Von Hellermann "Good Governance, corruption and forest protection" in Helen Kopnina (2019) *Routledge Handbook of Environmental Anthropology*. Routledge New York.
- **Student Contribution:** Book: Haenn, Nora, R. Wilk and A. Harnish. Panayotou, T. Ch. 14. "Economic Growth and the Environment" **(Kela)**

Minutes: Kaylee

Week IX – 15th – 19th

Mon - Health and the Environment (Alayna, Hara)

- Praticia K. Townsend (2018) *Environmental Anthropology from Pigs to Policies*. Ch.11
- **Student Contribution:** Merrill Singer "Anthropocentrism and the making of Environmental health" in Helen Kopnina (2019) *Routledge Handbook of Environmental Anthropology*. Routledge New York. **(Alayna)**
- **Student Contribution:** Melanie Rock "Multi-species entanglements, anthropology and environmental health justice" in Helen Kopnina (2019) *Routledge Handbook of Environmental Anthropology*. Routledge New York. **(Hara)**

Minutes: Kela

March 17th, Mid-semester

March 19th, Mid-semester grades due

Thurs - Travel and Tourism (William - Didier)

- Book: Haenn, Nora, R. Wilk and A. Harnish. Honey, M Ch. 36 "Treading Lightly"
- **Student Contribution: Movie: Cannible Tours (William and Didier)**

Minutes: **Charlie**

Week X – 22nd – 26th

Mon - Travel and Tourism (Stella – Sarah)

- Stasja Koot " Cultural ecotourism as indigenous modernity" in Helen Kopnina *Routledge Handbook of Environmental Anthropology*. Routledge New York. (Ch.25)
- **Student Contribution:** Stronza, A. (2010) Commons Managements and Ecotourism: Ethnographic evidence from the Amazon.
(Stella) <https://www.thecommonsjournal.org/articles/10.18352/ijc.137/>

Minutes: **Sarah**

Thurs - Commodities, consumption and values (Sarah, Salama - Kela)

- Patricia K. Townsend (2018) *Environmental Anthropology from Pigs to Policies*. Ch.14
- Book: Haenn, Nora, R. Wilk and A. Harnish. Demaria et. al. Ch. 37 "What is Degrowth" in the Age of Branding
- **Student Contribution:** Book: Haenn, Nora, R. Wilk and A. Harnish. R. Wilk Ch. 20 "Bottled Water -The Pure Commodity and Demaria et. al. Ch. 37 "What is Degrowth" in the Age of Branding" (Kela)
- **Student Contribution: Book: Haenn, Nora, R. Wilk and A. Harnish** Kneen B. Ch. 35

"The invisible Giant" (**Sarah**)

Minutes: **Stella**

Week XI-29th – 2nd

Mon - Environmental and Social Justice (Stella – Charlie - William)

- Veronica Strong "Justice for all: inconvenient truths and reconciliation in non-human relations" in Helen Kopnina (2019) *Routledge Handbook of Environmental Anthropology*. Routledge New York.
- Praticia K. Townsend (2018) *Environmental Anthropology from Pigs to Policies*. Ch.7
- **Student Contribution: Bb:** Appudurai, Arun (2000) *Grassroots Globalization and the research Imagination*. *Public Culture* 12 (1): 1-19 (**William**)
- **Student Contribution: Bb:** Kirsch, Stuart (2007) *Indigenous movements and the Risks of Counter globalization: Tracking the Campaign against Papua New Guinea's OK Tedi Mine*. *American Ethnologist* 34(2): 303-321. (**Stella**)
- Student Contribution: **Charlie??**

Minutes: **Hara/ Avani**

APRIL

April 2nd, last day to withdraw from a course.

Last day to choose the CR/NC grading option.

Thurs - Social movement, Local people's rights and Environmental justice (Sarah – Maddi - Gisele Amanda)

- **Book:** Haenn, Nora, R. Wilk and A. Harnish. Checker, M Ch. 27 "But I know it's

true”

- **Student Contribution Bb:** Conclin, Beth A. and Graham L. R. (1995) The Shifting Middle Ground: Amazonian Indians and Eco-Politics” *American Anthropologist* Vol. 97, No. 4: 695-710. (**Gisele**)
- **Student Contribution: Bb:** Brosius, Peter (1999) Green Dots, Pink Hearts: Displacing Politics from the Malaysian Rain Forest. *American Anthropologist* Vol.101 (1): 36-57. (**Amanda**)
- **Student Contribution**
- **Bb:** Nadasdy, Paul (2005) Transcending the Debate over the ecologically Noble Indian: Indigenous Peoples and Environmentalism. *Ethnohistory* Vol. 52 Issue. 2: 291-331. (**Maddi**)

Minutes: **Carolyn/ Allie/ Sarah**

Week XII – 5th – 9th

April 5th, Easter Monday (no classes)

April 6th, Faculty retreat (no classes)

Thursday - Conservation and Biodiversity (Maddi - Gisele -Cailin)

Audacity workshop – Mathieu Motta

1 interview must be recorded

Minutes: Cailin

Week XIII – 12th – 16th

Mon -Climate Change (Celia - Carolin -)

- Praticia K. Townsend (2018) Environmental Anthropology from Pigs to Policies. Ch.9
- Oliver-Smith, Anthony The Concepts of Adaptation, Vulnerability and Resilience the the Anthropology of Climate Change” in Helen Kopnina (2019) *Routledge Handbook of Environmental Anthropology*. Routledge New York. **(Jensen)**
- **Student Contribution:** Susanna M. Hoffman “Disasters and their impact: a fundamental feature of environment” in Helen Kopnina (2019) *Routledge Handbook of Environmental Anthropology*. Routledge New York. **(Celia)**
- **Student Contribution:** Any chapter in “Anthropology and Climate Change” edited by Susan A. Crate and Mark Nuttall.

Minutes: **Jensen/Stella**

Thursday - Conservation and Biodiversity (Maddi - Gisele -Cailin)

- Book: Haenn, Nora, R. Wilk and A. Harnish. Igoe and Brockington Ch. 30 “Neoliberal Conservation: a brief Introduction”
- **Student Contribution** Haenn Ch.31 “The power of Environmental Knowledge” **(Maddi,)**
- **Student Contribution: Book: Haenn, Nora, R. Wilk and A. Harnish.** Stiles et. al. Ch. 33 “Stolen Apes” **(Gisele)**
- **Student Contribution: Book: Haenn, Nora, R. Wilk and A. Harnish** Escobar A. Ch. 34 “Difference and Conflict in the Struggle over Natural Resources” **(Cailin)**
- **Student Contribution: Book: Haenn, Nora, R. Wilk and A. Harnish** Larson,

Brockhaus et al Ch. 22 "Land Tenure and REDD+" (**Sarah**)

Minutes: **Celia/William/Kela**

Week XIV – 19th – 23rd

Second interview due and transcript of both interviews

Mon - Our Responsibility as Anthropologists (Kaylee - Avani – Caelin, - Didier)

- Praticia K. Townsend (2018) Environmental Anthropology from Pigs to Policies. Ch.12
- **Book: Haenn, Nora, R. Wilk and A. Harnish.** Durrenberger, P. Ch. 39 "Living Up to our Worlds" Johnston, B. R. Ch. 40 "Social Responsibility and the Anthropological Citizen"
- **Student Contribution: Book: Haenn, Nora, R. Wilk and A. Harnish.** Graddy-Lovelace et. al. Ch. 41 "World is Burnig, Sky is Falling, All Hand on Deck!..." **or** Any Chapter from *Anthropology and Climate Change* (2016 Second Edition) Routledge, New York (**Caelin and Kaylee**)
- **David Graeber (Avani)**

Minutes: **Jensen/Amanda**

Thurs - Anthropocene (Carolyn,

- **Bb:** Sayre, N. F (2012) The politics of the anthropogenic. *Annual Review of Anthropology*, 41: 17-70
- **Bb:** More, Amelia (2016) Anthropocene Anthropology: Reconceptualizing contemporary global change. Vol. 22 Issue 1:27-46
- **Student Contribution:** Any Chapter from *Anthropology and Climate Change* (Second Edition) Routledge, New York

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- **Student contribution Bb:** Cassidy, R (2012) *Lives with Others: Climate Change and Human-Animal Relations*. Vol. 41: 21-36 (Carolin)
 - **Student Contribution: Bb:** Harraway et. al. "Anthropologists are Talking: About the Anthropocene" *Ethnos: Journal of Anthropology*. Vol. 81 Issue 3: 535-564. **Or** on the topic of GAIA, (Bruno Latour, Lovejoy, New Materialism (**Amanda**))

Minutes: **Gisele/Alayna**

Week XV – 26th – 30th

Monday – Evaluation and workshop

April 28th, Last day of classes,

April 29th, – May 2nd, Reading days (May 1st, holiday)

May 3rd – 12th, Final Exam_____

May 26th, all grades due

Textbooks

Title	Author	Publisher	ISBN	Required
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Routledge Handbook of Environmental Anthropology Routledge Handbook of Environmental Anthropology 2018	Helen Kopnina and Elenaor Shorema-Ouimet	Routledge	9780367027032	Yes
MUSHROOM AT THE END OF THE WORLD	TSING AL	PRINCETON UNIV	9780691178325	Yes
Environmental Anthropology: From Pigs to Policies	Patricia K. Townsend	Waveland Press, Inc.	9781478636137	Yes

Attendance Policy

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

Grading Policy

Class contribution and attendance 30%

Active contribution, participation and class attendance is required for this class. Students are expected to have completed the assigned reading and contribute to class discussions. Students will demonstrate that they have engaged with the reading by:

1. Two “minutes” of the current sessions and presentation of your minutes during next class – 10 %
2. Four contributions to class content. Two from the **assigned readings** and two **free choices** (video, article, website, review of a text etc.) Each contribution needs to be written up in the form of reflective writing relating the topic you are sharing with content from the class– 20%

Reflections on the readings 20%

Each student will be expected to write 9 short reflective statements over the course of the term. These are due by 9:00 on Thursday every week via Blackboard. Your reflections are to be based on the reading for that week but do not need to be exhaustive, but instead should focus on themes or points of interest in what you read. You should raise critical issues, taking a position for or against what the author wrote or even include your “student contribution” into the response. Each

Podcast – 50%

Each student will choose a topic from the field of Environmental Anthropology that they will develop into a podcast. This podcast consists of:

1. Research paper. This research paper will be 2000-2500 words long. You will be using the research to contextualize and frame the podcast. You will need to include between 5-7 sources 20 %

2. Record two to interviews with specialist in the field. The segments of the interviews that are included in your podcast need to be transcribed. 15%

3. Production of a podcast. This includes the script of the podcast and the actual production of the podcast using Audacity. 25 %

Other

Grading Scale:

100 = A+ 74 – 76 = C

94 – 99 = A 70 – 73 = C-

90 – 93 = A- 67 – 69 = D+

87 – 89 = B+ 64 – 68 = D

84 – 86 = B 60 – 63 = D-

80 – 83 = B- 59 and below = F

77 – 79 = C+

“A” papers will generally demonstrate **excellent comprehension** of key concepts and

application of these concepts to an insightful discussion of the data, **clear written organization**(i.e. clear main idea, logical progression of ideas, good use of transitions, a clear introduction, main body and conclusion) and a **clean written style** (spell- and grammar checked, sentences that are syntactically clear to the professor, name and page numbers at the top of each page). “B” papers will be lacking in one of these 3 areas. “C” papers will be lacking in two of these 3 areas. “D” or “F” papers will be lacking in all three.

In class behavior: Students are expected to arrive to class on time and remain attentive throughout the period. Students who fall asleep or carry on private conversations during class sessions will be asked to do so outside the classroom to avoid distracting other students and the instructor. Consulting emails or other social media platforms during lessons is unacceptable

and if required the instructor will prohibit a students from using their mobile phones or laptops in the classroom. Students are expected to engage with the course seriously and be courteous and respectful of each other. This is to be reflected listening and respecting the opinions of your fellow students, ensuring that everyone has an opportunity to contribute to class discussions and the ability to

Assignments. Students are expected to complete course assignments on time. Failure to do so may lead to deduction of a grade point for each day the project or essay is late. (For example an A- will result in a B+ if handed in 24 hours late) **Do not send work by e-mail.** Work is to be handed in personally, uploaded onto BlackBoard or left in my mail box, preferably with a time/date stamp from the building receptionist. If you are unable to hand in your assignment in time please see me befor hand so that I can discuss the issue with you.

Plagiarism. All forms of copying are strictly forbidden and may lead to a failing grade for the course. Students are expected to express their thoughts and ideas in their own words. They are also expected to use appropriate methods of quotation, with full references, when others' ideas, words or data are used.

English Language Proficiency Statement: As an Anglophone university, The American University of Paris is strongly committed to effective English language mastery at the undergraduate level. Most courses require scholarly research and formal written and oral presentations in English, and AUP students are expected to strive to achieve excellence in these domains as part of their course work. To that end, professors include English proficiency among the criteria in student evaluation, often referring students to the university Writing Lab where they may obtain help on specific academic assignments. Proficiency in English is monitored at various points throughout the student's academic career, most notably during the admissions and advising processes, while the student is completing general education requirements, and during the accomplishment of degree program courses and senior theses.