
TOPICS: ENVIRONMENTAL ANTHROPOLOGY in Spring 2019 (AN3091)

Course Code	AN3091	Professor(s)	Tanya Elder
Prerequisites	None	Office Number	G, 3rd floor
Class Schedule	TF: 13:45-15:05 in SD-5	Office Hours	Tuesdays 15:30 -16:30
Credits	4	Email	telder@aup.edu
Semester	Spring 2019	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.

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 and presented by a class member, active student contribution to class sessions (sharing news articles, films, videos, social media campaigns etc.), presentation of student research and student faculty collaboration. Class will begin with a) Recapitulation of the previous class, b) lecture and c) student contribution and discussion.

Course Learning Outcomes

General Education

This course fulfills a (–M), Mapping the World: Social Experience and Organization, general education requirement.

Course Outline

I. An introduction to the discipline

Week 1

January 22th - Introduction to Environmental Anthropology

January 25th – The Field of Environmental Anthropology

- **Bb** Orlove, Benjamin S.. "Ecological Anthropology" *Annual Review of Anthropology* 9 (1980) 235-272. <http://www.jstor.org/stable/2155736>
- "Ecological Anthropology" https://editors.eol.org/eoearth/wiki/Ecological_anthropology
- Article: <http://nytlive.nytimes.com/womenintheworld/2017/12/08/artist-makes-major-statement-of-protest-in-unique-and-terrifying-way/>

II. Theoretical Foundations

Week 2

January 29rd – The Field of Environmental Anthropology

- **Bb** Orlove, Benjamin S.. "Ecological Anthropology" *Annual Review of Anthropology* 9 (1980) 235-272. <http://www.jstor.org/stable/2155736>
- "Ecological Anthropology" https://editors.eol.org/eoearth/wiki/Ecological_anthropology
- Article: <http://nytlive.nytimes.com/womenintheworld/2017/12/08/artist-makes-major-statement-of-protest-in-unique-and-terrifying-way/>
- **Book:** Haenn, Nora, R. Wilk and A. Harnish. McNeil Ch. 6 "Ethics Primer for

University Students”

February 1st - Cultural Ecology

- Book: Haenn, Nora, R. Wilk and A. Harnish. Julian Steward Ch. 1 "The Concept and Method of Cultural Ecology", Netting Ch. 2 "Smallholders, Householders" and Fairhead and Leach Ch. 3 "False Forest History Complicit Social Analysis"

Week 3:

February 5th – Ecosystems and Ecological Anthropology

- **Bb.** Harris, M. (1966) "The Cultural Ecology of India's Sacred Cattle" *Current Anthropology* Vol 7. 51-59.
- **Student Contribution:** Rappaport, Roy (1967) Ritual Regulation of Environmental Relations among a New Guinea People" *Ethnology* Vol. 6:17-30.
<http://www.jstor.org/stable/3772735>

Minutes: *Heidi*

February 8th – NO CLASS

Week 4

February 12th - "New Ecology" and SES

- **Bb** Scoones, Ian (1999) New Ecology and the Social Sciences: What prospects for a Fruitful Engagement, *Annual Review of Anthropology*, Vol.4: 293-306.
<http://www.jstor.org/stable/223403>
- **Student Contribution** Lui et al. (2007) Coupled human and natural systems. *Ambio* 36:639-649
- **Student Contribution: Bb.** Redman, C. L. (2005) Resilience theory in archaeology. *American Anthropologist* 17:70-77

Minutes: *Delphine*

February 15th - Population and the Environment

- Book: Haenn, Nora, R. Wilk and A. Harnish. Berkes, Feeny et al. Ch 8 "Benefits of the Commons" and Bloom Ch 9. "7 Billion and Counting"
- **Student Contribution:** Hardin, G (1968) "The tragedy of the commons", on BlackBoard. <http://www.jstor.org/stable/1724745>

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- **Book: Haenn, Nora, R. Wilk and A. Harnish.** and De Sherbinin, Vanwy et al. Ch. 10 "Rural Household Demographics, Livelihoods and the Environment" Cliggett, L Ch 11. "Carrying Capacity's New Guise"
 - **Student Contribution:** BB Robert Kaplan (1994) "The Coming Anarchy" *Atlantic Monthly* 44-76 (**Eliza**)
 - Student Contribution: Book. D. Grigg Ch 7 "Ester Boserup's Theory of Agrarian change" (**Sarah**)
 - **Student Contribution:** Dalby Ch 11 "The Environment as Geopolitical threat"

Minutes: *Kestrel*

Week 5

February 19th - Ethnoecology and TEK

- **Book: Haenn, Nora, R. Wilk and A. Harnish.** : Nazarea, V Ch. 5 "A view from a Point: Ethnoecology as situated Knowledge"
- **eBook:** Nancy J. Turner "Ancient Pathways, Ancestral Knowledge: Ethnobotany and Ecological Wisdom of Indigenous People of Northwestern North America" 2014. *Introduction and any other chapter.* (**Jaime**)

Minutes: *Angela*

February 22th – Historical and Political Ecology

- **Book. Haenn, Nora, R. Wilk and A. Harnish.** Rocheleau et. al. Ch 4. "Gender and Environment" (**Delphine**)
- **Bb:** Escobar, A. (1999) After Nature: Steps to Anti-essentialist Political Ecology. *Current Anthropology* 40: 1-30
- **Student Contribution: Book. Haenn, Nora, R. Wilk and A. Harnish.** Nightingale, A. Ch. 26 "The Nature of Gender" (**Kestrel**)

Minutes : *Joachim*

Week 6

February 26th - NO CLASS

February 26th - "Take home midterm" - 26/02 - due at midnight on the 01/03

March 1st - NO CLASS ?

04/03-15/03 - SPRING BREAK

II – Ethnoecology - TEK, Ethnobotany and the importance of place

Week 7

March 19th – The Divide between Indigenous and Scientific Knowledge

- **Bb:** Agrawal, Arun (1995) "Dismantling the Divide between Indigenous and Scientific Knowledge" *Development and Change* ORDER

Minutes: *Alfio*

March 22 - Indigenous knowledge in different contexts

- **Student Contribution: Book: Haenn, Nora, R. Wilk and A. Harnish.** Brosius, P. Ch. 25 "Endangered Forests, Endangered People" (**Sarah**)
- **Bb:** Sillitoe, Paul (1998) "The Development of Indigenous Knowledge: A New Applied Anthropology" *Current Anthropology*

Minutes: *Jeremiah*

IV - Climate Change

Week 9

March 26th - Climate Change and the Anthropocene

- **Bb:** Oliver-Smith, Anthony (2016) The Concepts of Adaptation, Vulnerability and Resilience the the Anthropology of Climate Change" in Crate, S. and Nuttal, M *Anthropology and Climate Change* (Second Edition) Routledge, New York.
- **Student Contribution:** Any Chapter from *Anthropology and Climate Change* (Second Edition) Routledge, New York **or Bb:** Cassidy, R (2012) Lives with Others: Climate Change and Human-Animal Relations. Vol. 41: 21-36 (**Aaron**)

Minutes: *Jamie*

March 29 - Climate Change and our responsibility as anthropologists

- **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!..." **(Nolan)** or Any Chapter from *Anthropology and Climate Change* (2016 Second Edition) Routledge, New York **(Jeremiah)**

Minutes: *Eliza*

CLIMAT CHANGE CONFERENCE

29/03 - 17:30 - 19:00 Opening d

30/03 - 9:30 - 17:00 Parallel panel discussions - Student participation

31/03 - 9:30 - 12:30

Notes from the conference: All

III - Worldviews, Religion and Environment interface

Week 8

April 2 _ Traditional socioecological theories of being in the world

- **Bb:** Eugene Anderson (2011) « Drawing from traditional indigenous socioecological theories » in Kopnina and Shoreman-Oiumet, *Environmental Anthropology Today*, Rutledge, 2011 **(Fio)**

Minutes: *Sarah*

April 5th - Religious aspects of Ecology

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- **Ebook:** Ch. 1 “The Modern Worldview” in Watling, Tony (2009) *Ecological Imaginings in the World Religions*
 - **Bb:** Leslie E. Sponsel « The Religion and Environment Interface - Spiritual Ecology in Ecological Anthropology » in Kopnina and Shoreman-Oiomet, *Environmental Anthropology Today*, Rutledge, 2011 (**Fio**)
 - Student Contribution: Other chapter from the above book (*Angela*)

Minutes: *Aaron*

IV - How Economic development and globalization affect culture and environment

- Travel and Tourism
- Consumerism
- Food systems

Week 10

April 9th- Economic Growth and the Environment

- **Book:** Haenn, Nora, R. Wilk and A. Harnish. Panayotou, T. Ch. 14. "Economic Growth and the Environment" and Ferguson and Lohmann Ch. 18 "The Anti-Politics Machine"
- **Student Contribution:** Book: Haenn, Nora, R. Wilk and A. Harnish. Ch. 15 or Ch. 17 « Addictive Economies and Coal Dependency »(**Nolan**)

Minutes: *Ethan*

April 12th - Travel and Tourism

- **Book:** Haenn, Nora, R. Wilk and A. Harnish. Honey, M Ch. 36 "Treading Lightly"
- **Movie:** **Cannible Tours**
- **Student Contribution:** Stronza, A. (2010) Commons Managements and Ecotourism: Ethnographic evidence from the Amazon. <https://www.thecommonsjournal.org/articles/10.18352/ijc.137/> (**Ethan**)

Minutes: *Nolan*

Week 11

April 15 – Commodities, consumption and values

- **Book: Haenn, Nora, R. Wilk and A. Harnish.** R. Wilk and Demaria et. al. Ch. 37 "What is Degrowth" and Ch. 35 "The invisible Giant" (**Jaime**)
- **Student Contribution: Book: Haenn, Nora, R. Wilk and A. Harnish** Kneen B. Ch. 20 "Bottled Water -The Pure Commodity in the Age of Branding" (**Aaron**)

Minutes: *Noura*

April 19- Globalization, and economic development - Case study Fish

- **Film:** Darwins Nightmare

IV – Environmental and Social Justice

- Indigenous and local rights
- Social movements
- Feminism and the environmental movements

Week 12

April 16th - Social movement, Local people's rights and Environmental justice

- **Book: Haenn, Nora, R. Wilk and A. Harnish.** Edelman, M. Ch. 28 "Bringing the Moral back in"
- **Student Contribution:** Appudurai, Arun (2000) Grassroots Globalization and the research Imagination. Public Culture 12 (1): 1-19 (**Heidi**)
- **Student Contribution:** 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. (**Jeremiah**)
- **Student Contribution: Haenn, Nora, R. Wilk and A. Harnish.** Sawyer Ch 21 « Indigenous initiatives and Petroleum Politics »(**Heidi**)

Minutes: *Extra credit*

April 19h – Social movement, Local people's rights and Environmental justice

- **Book: Haenn, Nora, R. Wilk and A. Harnish.** Brosius; Ch 25 Endangered Forest, Endangered People Environmentalist Representations of Indigenous Knowledge, and 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. (*Ethan*)
- **Student Contribution: Bb:** Brosius, Peter (1999) Green Dots, Pink Hearts: Displacing Politics from the Malaysian Rain Forest. *American Anthropologist* Vol.101 (1): 36-57.
- **Bb:** Nadasdy, Paul (2005) Transcending the Debate over the ecologically Noble Indian: Indigenous Peoples and Environmentalism. *Ethnohistory* Vol. 52 Issue. 2: 291-331. (*Eliza*)

Minutes: *Extra credit*

Week 13

April 23th - Conservation and Biodiversity

- **Book: Haenn, Nora, R. Wilk and A. Harnish.**
- **Student Contribution:** Igoe and Brockington Ch. 30 "Neoliberal Conservation: a brief Introduction" (*Kestrel*) Haenn Ch.31 "The power of Environmental Knowledge" (*Delphine*)

Minutes: *Extra credit*

April 26th - NO CLASS

Week 14

April 29th _ Conservation and Biodiversity

- **Book: Haenn, Nora, R. Wilk and A. Harnish.** Stiles et. al. Ch. 33 "Stolen Apes" Escobar A. Ch. 34 "Difference and Conflict in the Struggle over Natural Resources" and Larson, Brockhaus et al Ch. 22 "Land Tenure and REDD+"
- **Student Contribution: Theme:** Conservation vs Local Livelihoods

Mintues: *Extra credit*

May 3rd - - Anthropocene

- **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: 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)

Week 14

May 7th – Our Responsibility as anthropologists

Textbooks

Title	Author	Publisher	ISBN	Required
The Environment in Anthropology	Haenn, Nora, R. Wilk and A. Harnish	New York University Press	9781479876761	Yes

Attendance Policy

Attendance and Absence Policy: Students at the American University of Paris are expected to attend all sessions. Certain absences may, however be excused. Excused absences fall into two categories: sickness or unforeseen emergency, and university –sponsored activities such as study trips. When a student misses class, he or she must present an excuse to the teacher. If three consecutive classes are missed, however the student must go to the Student Affairs Office to present third-party verification in order for the absence to be excused. In all cases the

responsibility for making up missed work rests solely with the student. However, the instructor may recommend administrative withdrawal of a student whose absences, excused or not, have made it impossible to continue in the course at a satisfactory level. 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. Attendance at all exams is mandatory. Students must be mindful of this policy when making their travel arrangements, and

especially during the drop/add and exam periods.

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 student 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 before 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

Grading Policy

Assignments and grading policy

Class contribution and attendance 20%

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.) – 10%

Reaction Statements 20%

Each student will be expected to write 8 short reaction statements over the course of the term. These are due by 9:00 on Fridays every week via Blackboard. The statements 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 for the student. You should raise critical issues, taking a position for or against what the author wrote or even include your “student contribution” into the response. I will remove 2 of your weakest

Midterm – Take home 25%

The midterm exam will be handed out in class on the 20th of February and will cover the material covered between the 16 of January and the 23rd of February. The midterm will test student’s comprehension of the central theories and terms used in Environmental anthropology and their ability to critically apply this knowledge to contemporary issues. The midterm consists of several essay questions.

Research paper or project on climate change + oral presentation 35%

6-8 pages double-spaced research paper or project (podcast, exhibition, conference) due during finals. Students can choose a more hands on project such as an exhibition, organizing an event, artistic project but will need to write up an assessment of the activity and how it relates to the material covered in class.

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.

Other
