

ANT 4403—Environment and Culture

Class Meetings

Summer B 2019, Monday-Friday from 2:00-3:15pm in CSE E119

Instructor

Riley Ravary (ravaryri@ufl.edu)

Office Hours

Mondays 12-2pm and Thursdays 1-2pm
335B Turlington Hall

Introduction

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.

Course Objectives

- Assess historical and current theoretical approaches to understanding human-environment interactions.
- 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 human behavior and globalization, and how human behavior can exacerbate or mitigate environmental degradation.
- Evaluate approaches and opportunities for moving toward a sustainable global social- ecological system.

Textbook

There is one textbook for this course. The text is required and must be the second edition.

Haenn, Nora, & Richard R. Wilk, and Allison Harnish (eds). 2016. The environment in anthropology: A reader in ecology, culture, and sustainable living. Second edition. New York: New York University Press.

Canvas

This course will have a Canvas page (<http://elearning.ufl.edu/>). All assignments should be submitted via Canvas unless otherwise noted. Students will be responsible for checking the Canvas page for course announcements, assignment details, and updates to their grades.

Assignments and Grading

Assignments for this course are divided into three categories: (1) Participation (2) Final Paper Prep (3) Final Paper. Students can earn up to 300 Points Total for all assignments. Assignments and point distributions are described in detail below, please reach out to the instructor with any questions. This course will have no opportunities for extra credit and late work will not be accepted without a university-approved excuse found at this [link](#). A grade of C- is not a qualifying grade for the major, minor, Gen Ed, or College Basic distribution credit. Additional information on UF grading policy can be found at this [link](#). Letter grades for this course are determined as follows:

| | | | | | |
|---------------|----------------|----------------|---------------|----------------|----------------|
| A (94-100%) | A- (90-93.99%) | B+ (88-89.99%) | B (82-87.99%) | B- (80-81.99%) | C+ (78-79.99%) |
| C (72-77.99%) | C- (70-71.99%) | D+ (68-69.99%) | D (62-67.99%) | D- (60-61.99%) | E (<60%) |

| Assignment | Points |
|--|------------|
| Participation: Weekly Notes and Quotes | 60 |
| Participation: Activities and Attendance | 60 |
| Final Paper Prep: Pitch | 10 |
| Final Paper Prep: Bibliography | 20 |
| Final Paper Prep: Precis | 30 |
| Final Paper | 120 |
| Total Assignment Points | 300 |

Participation: Weekly Notes and Quotes. Students will be required to submit Notes and Quotes (60 Points Total, 10 Points per Assignment) to Canvas every Monday by 11:59AM (except the first week of class, when it will be due on Wednesday July 3rd at 11:59AM). Complete Notes and Quotes assignments must include 10 quotes from that week's readings plus 10 questions about the readings that can spark in-class discussion. A Notes and Quotes submission that would receive full points would demonstrate that the student read required readings for that week, had a clear grasp of concepts and theories presented in the articles, and carefully considered what questions they could ask that would benefit class discussion. Notes and Quotes are a participation grade so to receive full points, students must attend class and participate actively (i.e. sharing their questions/quotes and being engaged while discussing readings). Please do not copy the questions from the book and submit them as your own. While you can use the end of chapter questions as a guide or inspiration for thinking of your own questions, copying them would count as plagiarism and would result in a zero for the assignment.

Participation: Activities and Attendance. Because of the discussion-oriented nature of the class, students will be graded on the quality of class participation. This grade is worth 60 Points Total and will be distributed through various in-class assignments throughout the semester. To receive full points, students are expected to attend all scheduled classes, be present and engaged during in-class discussion, and complete any assigned in-class activities as described. Participation is a constructive activity, which means that you must not only have interesting and useful things to contribute to the discussion but also remain sensitive to others in the classroom. Students are expected to be respectful of other voices and opinions.

Final Paper. Students are required to write a term paper during the semester. This paper is an opportunity for students to focus on a topic of interest relating to Environment and Cultural Behavior. The paper is expected to be between 10-12 pages (about 2500-3000 words total, not including references), typed and double-spaced, on a topic of your choice that must be approved by the instructor through the Final Paper Prep: Pitch Assignment. Students will work on developing their final paper throughout the entire semester by completing the Pitch, Bibliography, and Precis assignments. The Final Paper is worth 120 Points Total and must be submitted to Canvas by 11:59AM on August 9. Students may not use work from other courses to complete this paper, they must write a new paper with fresh ideas.

A Final Paper submission that would receive full points should be the required length, have few/no spelling or grammar mistakes, be on the topic approved by the instructor in the Pitch assignment, demonstrate conceptual/theoretical clarity, be well organized and written in a way that is easy to understand and follow, include proper references throughout the paper (in-text citations when paraphrasing or quoting material, etc.), and have a full bibliography at the end of the paper. A successful final paper should show that the student has constructed a well-thought-out idea or argument that flows and develops throughout the entire paper (i.e. don't make an argument in the first paragraph then forget about it until the conclusion) in a clear, analytical, and creative way.

Final Paper Prep: Pitch. Students are required to submit a short paragraph (200-300 words) pitching their idea for a final paper topic. This assignment is worth 10 Points Total and is intended to encourage students to begin thinking about their final paper from the beginning of the semester. Students will receive ample feedback on this assignment so they can implement changes as they move forward with writing their final paper. The Final Paper Pitch is due July 12 at 11:59AM to Canvas.

A Final Paper Pitch submission that would receive full points would be between 200-300 words, include a research question or thesis statement about a topic relating to Environment and Cultural Behavior, have few/no grammar or spelling mistakes, demonstrate that the student has a clear and actionable idea for a paper topic, and indicate that the student has considered how to discuss and analyze literature or data on their topic from a new, fresh viewpoint. To clarify, students can write about an existing topic or body of literature but must frame it within their own original ideas, theoretical approach, questions, and narrative. Don't just summarize an already well-studied topic or question as a review. The final paper should be an analytical thought-piece that represents how you work through anthropological questions in a critical way, while engaging with existing literature/data.

Final Paper Prep: Bibliography. After the instructor has approved the Final Paper topic for the Pitch assignment, students should begin constructing a bibliography. The bibliography is worth 20 Points Total and should serve as an opportunity for students to conduct a literature review on their topic of choice. The Final Paper Bibliography is due July 19 at 11:59AM on Canvas. Students should use peer-reviewed sources for their bibliography, unless approved in advance. If you are having difficulty finding or understanding what qualifies as peer-reviewed literature, please consult the instructor well in advance of the due date. Library West has Research Assistance Librarians if you need additional help or guidance.

A Final Paper Bibliography submission that would receive full points would include 7-10 relevant and well-thought out references, have a brief sentence for each reference explaining how it relates to your paper topic, use the same citation style for all references (the style is up to you, AAA uses the Chicago Manual of Style if you're not sure or have no preference), and have few/no spelling or grammar mistakes.

Final Paper Prep: Precis. The Final Paper Precis is intended to be a short (500-700 word) draft of your final paper that outlines the logical flow of your paper as a whole. This assignment is worth 30 Points Total and is due to Canvas by July 26 at 11:59AM.

A Final Paper Précis submission receiving full points should include a 'working' title, three keywords, a 500-700-word paragraph (or two), and 3-4 relevant peer-reviewed papers cited in-text. It would have few/no grammar or spelling mistakes, include an approved research question or thesis statement about a topic relating to Environment and Cultural Behavior, indicate that the student has considered how to discuss and analyze literature or data on their topic from a new, fresh viewpoint, and demonstrate that the student has thoughtfully considered how they plan to develop their ideas and arguments in the final paper.

Course Policies

Electronics. Cellphones must be turned off during class. Laptops are not entirely necessary, as class will focus on discussion and include outdoor activities, so a notebook might be more practical.

Academic Honesty. Unless it is specifically connected to assigned collaborative work, all work should be individual. Evidence of collusion (working with someone not connected to the class or assignment), plagiarism (use of someone else's published or unpublished words or design without acknowledgment) or multiple submissions (submitting the same work for different courses or assignments) will lead to the Department's and the University's procedures for dealing with academic dishonesty. All students are expected to honor their commitment to the University's Honor Code.

Accommodation for Students. Students requesting classroom accommodation must first register with the Disability Resource Center. The DRC will provide documentation to the student who must then provide this

documentation to the Instructor when requesting accommodation. **Requests must be made the first week of class.**

UF Counseling Services. Resources are available on-campus for students having personal problems or lacking clear career and academic goals that interfere with their academic performance. These resources include:

University Counseling and Wellness Center, 3190 Radio Road, 392-1575. Personal, career, and emergency counseling.

Career Resource Center, Reitz Union, 392-1601, Career development assistance and counseling.

Writing Studio, 302 Tigert Hall, 846-1138. Writing assistance, study skills, test preparation.

Course Evaluations. Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. Evaluations are typically open during the last 2-3 weeks of the semester, but students will be notified of specific times when they are open. Summary results of these assessments are also available to students.

Course Outline

The following course outline is approximate. We may spend more or less time on specific topics as class interest dictates.

| Week 1: July 1-5 | | [No Class July 4] |
|--|--|-------------------|
| Reading <ul style="list-style-type: none"> <input type="checkbox"/> Section 1. So What Is Environmental Anthropology? (3-11) <input type="checkbox"/> The Concept and Method of Cultural Ecology, Julian Steward (12-17) <input type="checkbox"/> Smallholders, Householders, Robert McC. Netting (18-23) <input type="checkbox"/> False Forest History, Complicit Social Analysis: Rethinking Some West African Environmental Narratives, James Fairhead and Melissa Leach (24-33) <input type="checkbox"/> Gender and Environment: A Feminist Political Ecology Perspective, Dianne Rocheleau, Barbara Thomas- Slayter, and Esther Wangari (34-40) <input type="checkbox"/> Ethics Primer for University Students Intending to Become Natural Resources Managers and Administrators, Richard J. McNeil (48-56) <input type="checkbox"/> Difference and Conflict in the Struggle over Natural Resources: A Political Ecology Framework, Arturo Escobar (362-368) | Assignments Due Notes and Quotes (Due 7/3 at 11:59AM) | |
| Week 2: July 8-12 | | |
| Reading <ul style="list-style-type: none"> <input type="checkbox"/> Section 2. What Does Population Have To Do With It? (57-63) <input type="checkbox"/> The Benefits of the Commons, Fikret Berkes, David Feeny, Bonnie J. McCay, and James M. Acheson (68-74) <input type="checkbox"/> 7 Billion and Counting, David Bloom (75-78) <input type="checkbox"/> Rural Household Demographics, Livelihoods, and the Environment, Alex de Sherbinin, Leah VanWey, Kendra McSweeney, Rimjhim Aggarwal, Alisson Barbieri, Sabine Henry, Lori M. Hunter, Wayne Twine, and Robert Walker (79-90) <input type="checkbox"/> Carrying Capacity's New Guise: Folk Models for Public Debate and Longitudinal Study of Environmental Change, Lisa Cliggett (91-101) <input type="checkbox"/> The Environment as Geopolitical Threat: Reading Robert Kaplan's "Coming Anarchy", Simon Dalby (102-116) <input type="checkbox"/> What Is Degrowth? From an Activist Slogan to a Social Movement, Federico Demaria, François Schneider, Filka Sekulova, and Joan Martinez- Alier (390-400) | Assignments Due Notes and Quotes (Due 7/8 at 11:59AM) Final Paper Pitch (Due 7/12 at 11:59AM) | |
| Week 3: July 15-19 | | |

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|---|---|
| <p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Section 3. What Are Urban, Rural, and Suburban Environments? (117-123) <input type="checkbox"/> The Growth of World Urbanism, Charles Redman (124-139) <input type="checkbox"/> Economic Growth and the Environment, Theodore Panayotou (140-148) <input type="checkbox"/> Bhopal: Vulnerability, Routinization, and the Chronic Disaster, S. Ravi Rajan (149-158) <input type="checkbox"/> Addictive Economies and Coal Dependency: Methods of Extraction and Socioeconomic Outcomes in West Virginia, 1997-2009, Robert Todd Perdue and Gregory Pavela (170-184) <input type="checkbox"/> The Anti- Politics Machine: “Development” and Bureaucratic Power in Lesotho, James Ferguson with Larry Lohmann (185-196) | <p>Assignments Due</p> <p>Notes and Quotes (Due 7/15 at 11:59AM)</p> <p>Final Paper Bibliography (Due 7/19 at 11:59AM)</p> |
| Week 4: July 22-26 | |
| <p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Section 4. How Does Globalization Affect Environment and Culture? (197-201) <input type="checkbox"/> How Do We Know We Have Global Environmental Problems? Science and the Globalization of Environmental Discourse, Peter J. Taylor and Frederick H. Buttel (202-213) <input type="checkbox"/> Bottled Water: The Pure Commodity in the Age of Branding, Richard R. Wilk (214-221) <input type="checkbox"/> Indigenous Initiatives and Petroleum Politics in the Ecuadorian Amazon, Suzana Sawyer (222-228) <input type="checkbox"/> Friction: An Ethnography of Global Connection, Anna Lowenhaupt Tsing (241-244) <input type="checkbox"/> Neoliberal Conservation: A Brief Introduction, Jim Igoe and Dan Brockington (324-331) <input type="checkbox"/> Protecting the Environment the Natural Way: Ethical Consumption and Commodity Fetishism, James G. Carrier (401-410) | <p>Assignments Due</p> <p>Notes and Quotes (Due 7/22 at 11:59AM)</p> <p>Final Paper Precip (Due 7/26 at 11:59AM)</p> |
| Week 5: July 29-August 2 | |
| <p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Section 5. How Do Identities Shape Ecological Experiences? (245-249) <input type="checkbox"/> Cultural Theory and Environmentalism, Kay Milton (250-253) <input type="checkbox"/> Endangered Forests, Endangered People: Environmentalist Representations of Indigenous Knowledge, J. Peter Brosius (254-273) <input type="checkbox"/> The Nature of Gender: Gender, Work, and Environment, Andrea Nightingale (274-285) <input type="checkbox"/> “But I Know It’s True”: Environmental Risk Assessment, Justice, and Anthropology, Melissa Checker (286-299) <input type="checkbox"/> How to Queer Ecology: One Goose at a Time, Alex Carr Johnson (310-316) <input type="checkbox"/> The Power of Environmental Knowledge: Ethnoecology and Environmental Conflicts in Mexican Conservation, Nora Haenn (332-343) | <p>Assignments Due</p> <p>Notes and Quotes (Due 7/29 at 11:59AM)</p> |
| Week 6: August 5-9 | |
| <p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Section 6. Can Biodiversity Be Conserved? (317-323) <input type="checkbox"/> Stolen Apes: The Illicit Trade in Chimpanzees, Gorillas, Bonobos, and Orangutans, Daniel Stiles, Ian Redmond, Doug Cress, Christian Nellemann, and Rannveig Knutsdatter Formo (359-361) <input type="checkbox"/> Treading Lightly? Ecotourism’s Impact on the Environment, Martha Honey (380-389) <input type="checkbox"/> Section 8: Okay, Now What? (411-415) | <p>Assignments Due</p> <p>Notes and Quotes (Due 8/5 at 11:59AM)</p> |

Social Responsibility and the Anthropological Citizen, Barbara Rose Johnston (423-444)

Final Paper (Due 8/9 at 11:59AM)