

ANTV 307 ECOLOGICAL ANTHROPOLOGY  
University of Arizona South, Spring 2007  
Tuesdays 3:00 - 5:30 p.m. Room 506

Dr. Bill Alexander, Assistant Professor & Program Coordinator  
Anthropology & Latin American Studies

Office hours: Tues. 1:00 – 3:00  
or by appointment in A107

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Human beings are capable of living in all parts of the world due to our ability to create culture and technology. We inhabit a remarkable range of environments and ecosystems. How people use and conserve resources, how they alter their natural worlds, how their ideas and practices are shaped by their environments, and how they conceive of Nature itself varies greatly cross-culturally. The study of the specific relationships between people and their environments is a subject of ongoing interest in anthropology that is especially relevant in today's world as environmental issues have increasingly crucial societal, political, economic and global consequences. Topics to be explored include:

- human adaptability in diverse environmental niches
- culture as a mediating influence in human ecology
- wealth and power differences in access to resources
- biodiversity & resource conservation
- environmental problems and problem-solving at local and global levels
- industrial society's conflict between unlimited growth and a finite resource base
- ethnoecology & the world market for traditional environmental knowledge
- current policy debates and the efforts of those seeking a sustainable and more just society
- consumerism & sustainability
- gender and women's issues
- economic development
- indigenous rights & environmental justice

This class is approved for (1) General Education Tier Two - Individuals and Societies and (2) General Education Gender, Race, Class, Ethnicity, or Non-Western Area Studies credit.

### Grading & Requirements:

5 Response Papers	25%	Leading Class Discussion	20%
Midterm Essay, Feb. 27	20%	Final Essay, May 8	20%
Attendance & Participation	15%		

You are required to turn in five Response Papers during the semester. These are 4-5 page (not hand written) communications covering the assigned readings for the week that they are scheduled. In the first half of the paper you will briefly summarize the main concepts, themes, and issues. In the second half of the paper take the opportunity to emphasize what you personally found interesting, your observations on the subject matter, related issues that come to mind, or your gripes and disagreements with the positions of the authors. Be prepared to discuss your response with the class, as this will count toward your participation grade. In order to receive credit, you must (1) cover every assigned reading for that week and (2) turn it in during the class that we discuss them. The weeks you choose are up to you, but don't put them off as no late papers will be accepted.

The essays will be take-homes and you'll have two weeks to complete them. The essay will consist of one question selected by you from a choice of several. The final will not be comprehensive. It will only cover the material since the midterm.

Plagiarism of any kind on any assignment will not be tolerated and will result in a failing grade for the course. Provide citations for everything. Credit directly quoted and paraphrased words of others as well as sources of information. This includes internet sources as well. For important information on plagiarism, including how to recognize it and how to avoid it, please visit the Main Library webpage "How To Avoid Plagiarism" at <http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>

Starting with the week of March 27<sup>th</sup>, each student is required to act as class discussion leader for one week of his or her choice. During the first half of our class meeting (1 hour 15 min. or so) you will be responsible for orally presenting an overview of that week's topic and readings and for leading us in a group discussion of the material. I will use the last half of the class to present additional information. Early in the semester, we will schedule discussion leaders and I will hand out guidelines as to how to approach this assignment. Take a look at the syllabus and start thinking now about which week's topic you would like to lead.

Attendance and participation are mandatory and make up 15% of your grade. I reserve the right to drop any student with chronic absenteeism. Arrive on time and don't leave early. You will not be given attendance credit for tardies or early departures. It's very important for you to complete each week's assigned reading so that we can discuss it during class. Many classes will be divided into two parts: a lecture on that week's topic and a group discussion in which we talk about the readings. If you miss class it's in your best interest to get notes from a fellow student and/or see me to discuss what you missed. Lectures will clarify the texts, but you will have difficulty if you haven't kept up with the reading. Taking good notes is also necessary as I will often present material not in the readings. There will be no extra-credit, no curve, and no late papers. I encourage you to visit me during office hours whenever you feel the need. If you can't come during office hours, we can set an appointment.

We have guest speakers scheduled for our March 6<sup>th</sup> and March 20<sup>th</sup> class meetings. These are two scholars recently returned from conducting fieldwork who will be sharing their research with us. Attendance is mandatory and I will provide some background readings prior to their visits. The information they present will be relevant to the final essay question.

### **Required Books:**

- (1) Emilio F. Moran  
2006 *People and Nature: An Introduction to Human Ecological Relations* Blackwell Publishing
- (2) Nora Haenn and Richard R. Wilk (editors)  
2006 *The Environment in Anthropology: A Reader in Ecology, Culture, and Sustainable Living*  
New York University Press
- (3) Susan Paulson and Lisa L. Gezon (editors)  
2005 *Political Ecology across Spaces, Scales, and Social Groups* Rutgers University Press

**1/16** Introduction to the course

## ECOLOGICAL ANTHROPOLOGY: FROM CULTURAL ECOLOGY TO POLITICAL ECOLOGY

**1/23**

Moran: Ch. 2 "A Reminder: How Things Were...." pp. 26-56, Ch. 3 "The Great Forgetting" pp. 57-73; Haenn & Wilk: Julian Steward "The Concept and Method of Cultural Ecology" pp. 5 – 9, Robert Netting "Smallholders, Householders" pp. 10-14, Leslie White "Energy and Tools" pp. 139-144, Paulson & Gezon: Susan Paulson, Lisa L. Gezon, & Michael Watts "Politics, Ecologies, Genealogies" pp. 17-37

**1/30**

Moran: Ch. 4 "The Web of Life: Are We In It?" pp. 74-92, Ch 5 "What Makes People Do That?" pp. 93-115; Haenn & Wilk: Conrad Kottack "The New Ecological Anthropology" pp. 40-52; Kay Milton "Cultural Theory and Environmentalism" pp. 351-354, Will Anderson "Tribal Whaling Poses New Threat" pp. 386-389, David Maybury-Lewis "On the Importance of Being Tribal" pp. 390-399; Paulson & Gezon: Alf Hornborg "Undermining Modernity: Protecting Landscapes and Meanings among the Mi'kmaq of Nova Scotia" pp. 196-214

## COMMUNITY, COMMONS, & CONSUMPTION: WHEN ENOUGH ISN'T ENOUGH

**2/6**

Moran: Ch. 6 "Rebuilding Communities and Institutions" pp. 116-130; Haenn & Wilk: I.G. Simmons "Normative Behavior" pp. 53-72, Kristin Shrader-Frechette "Individualism, Holism, and Environmental Ethics" pp. 336-347, F. Berkes, D. Feeny, B.J. McCay, & J.M. Acheson "The Benefits of the Commons" pp. 355-360

**2/13**

Moran: Ch. 7 "Can We Learn When We Have Enough?" pp. 131-149; Haenn & Wilk: Richard R. Wilk "The Ecology of Global Consumer Culture" pp. 418-429; Paulson & Gezon: Josiah Mc.C. Heyman "The Political Ecology of Consumption: Beyond Greed and Guilt" pp. 113-132

\*essay instructions handed out in class\*

**2/20**

Moran: Ch. 8 "Quality of Life: When Less Is More" pp. 150-177; Haenn & Wilk: Duane Elgin "Voluntary Simplicity and the New Global Challenge" pp. 458-468; Paulson & Gezon: Mette J. Brogden & James B. Greenberg "The Fight for the West: A Political Ecology of Land-Use Conflicts in Arizona" pp. 41-60

**2/27**

Essay Due in Class

**3/6**

Guest Speaker: Anton Daughters, Ph.D. student in Anthropology at University of Arizona will discuss his research on the environmental and economic impact of the salmon industry on fishing communities on the island of Chiloé in southern Chile

**3/13** SPRING BREAK

**3/20**

Guest Speaker: Emily Wakild, Ph.D. student in History at University of Arizona will discuss her research on the history of the national park system in Mexico

#### GENDER & WOMEN'S ISSUES IN ECOLOGICAL ANTHROPOLOGY

**3/27** Haenn & Wilk: Dianne Rocheleau, Barbara Thomas-Slayter, & Esther Wangari "Gender and the Environment: A Feminist Political Ecology" pp. 27-33, Caroline Bledsoe, Fatourmatta Banja, & Allan G. Hill "Reproductive Mishaps and Western Contraception: An African Challenge to Fertility Theory" pp. 87-112, Sally Ethelston "Gender, Population, Environment" pp. 113-117, Vandana Shiva "Staying Alive: Women, Ecology, and Development" pp. 183-190

**4/3** Paulson & Gezon: A. Fiona D. Mackenzie "Land Tenure and Biodiversity: An Exploration in the Political Ecology of Murang'a District, Kenya" pp. 94-112, Susan Paulson "Gendered Practices and Landscapes in the Andes: The Shape of Asymmetrical Exchanges" pp. 174-195

#### ETHNOECOLOGY & BIOPROSPECTING

**4/10** Haenn & Wilk: Virginia D. Nazarea "A View from a Point: Ethnoecology as Situated Knowledge" pp. 34-39, Nora Haenn "The Power of Environmental Knowledge: Ethnoecology and Environmental Conflicts in Mexican Conservation" pp. 226-236; Paulson & Gezon: Hanne Svarstad "A Global Political Ecology of Bioprospecting" pp. 239-256

#### THE POLITICS OF ECONOMIC DEVELOPMENT & RESOURCE CONSERVATION

**4/17**

Paulson & Gezon: Anne Ferguson and Bill Derman "Whose Water? Political Ecology of Water Reform in Zimbabwe" pp. 61-75, Andrew Gardner "The New Calculus of Bedouin Pastoralism in the Kingdom of Saudi Arabia" pp. 76-93, Michael Dove "Shade: Throwing Light on Politics and Ecology in Contemporary Pakistan" pp. 217-238; Haenn & Wilk: James Ferguson and Larry Lohmann "The Anti-Politics Machine: "Development" and Bureaucratic Power in Lesotho" pp. 163-170, Susan C. Stonich and Billie R. Dewalt "The Political Ecology of Deforestation in Honduras" pp. 284-301

**4/24**

Haenn & Wilk: Kevin A. Hill "Conflicts over Development and Environmental Values: The International Ivory Trade in Zimbabwe's Historical Context" pp. 215-225, Michael McRae "Road Kill in Cameroon" pp. 246-254; Suzana Sawyer "Indigenous Initiatives and Petroleum Politics in the Ecuadorian Amazon" pp. 361-385, Martha Honey "Treading Lightly? Ecotourism's Impact on the Environment" pp. 449-457; Paulson & Gezon: Lisa L. Gezon "Finding the Global in the Local: Environmental Struggles in Northern Madagascar" pp. 135-153 \*essay instructions in class\*

**5/1**

Haenn & Wilk: Kent Redford, Katrina Brandon, and Steven Sanderson "Holding Ground" pp. 237-242, Libby Robin "Radical Ecology and Conservation Science: An Australian Perspective" pp. 270-283, Akhil Gupta "Peasants and Global Environmentalism" pp. 302-324, Caren Kaplan "A World Without Boundaries: The Body Shop's Trans/National Geographics" pp. 430-442, Brewster Kneen "The Invisible Giant: Cargill and Its Transnational Strategies" pp. 443-448

**\*\*\* Final essay due Tuesday May 8<sup>th</sup> at 5:30 p.m.\*\*\***

Class will not meet. Send to me as an email attachment in Microsoft Word format.