

# DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY

## ANTHROPOLOGY OF THE ENVIRONMENT

### ANTH 313 LEC1

FALL 2018

Tuesday and Thursday 12:30–1:45 p.m.

Science Theatre 132 (ST 132)

	Instructor	TA
	Naotaka Hayashi, PhD	Elisa Fernández
Office:	ES 820	ES 746
Phone:	(403) 220 –2964	N/A
Office Hours:	Tuesday and Thursday, 2:00 – 3:00 p.m. or by appointment	Monday 10:00 a.m. – noon or by appointment
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### Overview of Course

This course explores the relationship between human societies and their environments. As concern about the environmental degradation, global change, and loss of biodiversity increases, it becomes more important to understand human–environment relationships. This course asks: How have humans been getting along with nature?; What does it mean to “protect” nature?; For what and for whom do we protect wildlife and plants?; Can we sustainably utilize natural resources, renewable and non-renewable?; and Is “sustainable development” just a cliché? Drawing from the viewpoint that “culture” mediates human relationships with nature, we will examine these environmental issues as they pertain to quality of life. How does culture shape our ideas and perspective about nature? What role does culture play in building our relationship to the environment and framing our actions towards the environment? Rather than simply examining the biophysical causes and manifestations of particular ecological processes, the course encourages students to think “anthropologically” about the role of science, conservation and “resource” use. Using an array of materials, we will question the nature of “nature”; relate economic development and social planning to local realities; explore the consequences of resource management; examine coping and adaptive processes to the changing environments; and review environmental thoughts and anthropological theories that help make sense of these topics. We will also explore how ethnographic knowledge contributes to a critical understanding of environmental conflicts.

### Goals

By the end of this course, students will be able to think critically about environmental issues, and drawing from cross-cultural case studies, they will understand the diverse ways that humans have understood, constructed and responded to their environment.

## Learning outcomes

Students will be able to:

1. Apply key concepts learned in class to a range of relevant cases and historical/geo- political contexts.
2. Identify the role of foundational theory and thoughts in contemporary policies on the environment.
3. Develop critical arguments about diverse human relationships to the environment and the means for understanding them.

## Course Format

This course will follow a lecture format accompanied by class discussion, readings, films, and online materials. Students are expected to read the course readings indicated for each module prior to class. A lecture agenda will be posted to D2L before every lecture. This is a guide for students for note taking. Students are expected to bring this to the classroom and fill in notes during the lecture. Note that all the slides will not be posted on D2L.

**Disclaimer: Studying only posted slides gives no guarantee of a good grade.**

## Course Materials

Course readings will be made available through D2L.

## Lecture Schedule

This course consists of three parts.

- |  |                                      |
|--|--------------------------------------|
| Part 1. Cultural ecology                   | (building up towards Midterm exam 1) |
| Part 2. Environmental thought and movement | (Midterm 2)                          |
| Part 3. Political ecology                  | (Final exam; NB Final is cumulative) |

Each part further consists of several modules. For more detail, refer to D2L. Please regularly check D2L for updates to the schedule.

## Methods of Evaluation

The final grades will be based upon marks on one writing assignment, two mid-term exams, and a (Registrar-scheduled) final exam. Exam questions will be drawn from the lectures, the course readings, and the films. The two midterm exams are multiple choice format, while the final exam will include essay type questions in addition to multiple choice.

Written assignment #1	15 %	Due: October 16 (Tue.)	See below.
Written assignment #2	15 %	Due: November 6 (Tue.)	
Midterm exam #1	30 %	October 4 (Thu.)	Theme: Cultural ecology (Part 1 as referred to in “Lecture Schedule” above)
Midterm exam #2	30 %	November 20 (Tue.)	Theme: Environmental thoughts and movement

Final exam 10 % December 6 (Thu.)  
 - MC covers all the themes in this course  
 - One essay question regarding political ecology

### **Written assignment #1**

This assignment is twofold.

1. Summarize the following article (maximum 500 words).

Cronon, William

1996 The Trouble with Wilderness; Or, Getting Back to the Wrong Nature. In *Uncommon Ground: Rethinking the human place in nature*. William Cronon, ed. Pp. 69-90. New York: N.W. Norton. Available at:

[http://www.williamcronon.net/writing/Trouble\\_with\\_Wilderness\\_Main.html](http://www.williamcronon.net/writing/Trouble_with_Wilderness_Main.html)

2. After reading the above article, describe your memorable landscape from your childhood, adolescence, or recent experience, within 500 words. Elaborate on how you relate it to yourself, why it stands out over other landscapes you have visited, how that landscape makes you think of your relationship to the environment, or how the experience with that landscape shaped your thoughts on the environment. In this section, take Cronon's argument into consideration. If you do not have a memorable landscape but are still interested in the human-environment relationship, explain why. In total, your paper should stay within 1,000 words.

### **Written assignment #2**

Summarize the following article (maximum 500 words)

Brosius, J. Peter

1997. "Endangered Forest, Endangered People: Environmentalist Representations of Indigenous Knowledge." Available at D2L.

Students must submit the assignment in a **one-page hard copy (single-spaced, double-sided)**. Electronic copies will NOT be accepted. Students must submit assignments in class, at the beginning of the lecture on the day they are due. Late submission will NOT be accepted. Do NOT submit assignments in the department dropbox or my mailbox. Assignments submitted in the dropbox or my mailbox will automatically receive marks reduced by 25%.

### **Grading scheme**

A+	100–94.9%	A	94.8–89.9%	A-	89.8–84.9%
B+	84.8–79.9%	B	79.8–74.9%	B-	74.8–70.9%
C+	70.8–66.9%	C	66.8–62.9%	C-	62.8–58.9%
D+	58.8–54.9%	D	54.8–49.9%	F	49.8% and below

Deferred exams will NOT be offered except for documented medical and family emergencies. Non-academic activities, such as vacation plans and heavy workload are not valid reasons for rewrites. Course appeals (grades, missed exams) must be made in writing. Students unable to write an exam

must inform the instructor at the email address above, or personnel in the main office of the Department of Anthropology and Archaeology at (403) 220-6516 about their situation BEFOREHAND, if possible. A proper documentation can be provided afterwards. Make-up/deferred exam will occur within a week after the exam.) According to Section G.6.4 of the University Calendar, A deferred exam may be different in content and/or format from the original exam.

### **Email Policy**

General questions regarding the course outline, the exam format, the written assignment, and so forth, can be asked in the forum of D2L, and this way, students can share FAQs and their answers. The TA can also help you find answers to your general questions. When emailing my TA and me, please include the word “ANTH313” in the title of email message. We appreciate concise and appropriate email messages. We will attempt to respond to emails in a timely fashion, that is, within two working days. The volume of messages we receive may mean responding beyond this period. In other words, please don't send an email about an exam an hour before and expect a response.

### **Conduct in the Classroom**

All cellphones must be turned off during class-time. If you expect to receive a call, sit by a door and leave the room in a non-disruptive manner prior to answering. I encourage note-taking during lecture. Laptop computers are allowed for note taking as long as the use of computers does not interfere with the academic environment generated through lecture and class discussion. Anyone who distracts the class will be asked to leave and will not be allowed to use computers again in class. Please note, not only is this distracting to you, most importantly it is distracting to the students around you (who see everything you are doing) and your instructor.

### **Plagiarism and Cheating**

Plagiarism: “to steal and pass off the ideas or words of another as one's own” (Webster's). Plagiarism will not be tolerated and will automatically result in a failing grade for the submission. Any student caught plagiarizing will also be subject to additional University sanctions. Students are expected to be familiar with the Department of Anthropology and Archaeology's policy on intellectual honesty, available at: <https://arts.ucalgary.ca/plagiarismcheating>

### **Academic Accommodation**

<http://www.ucalgary.ca/access/accommodations/policy>

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities. Students needing an accommodation based on a protected ground other than disability, should communicate this need, preferably in writing, to the instructor of this course.

### **Academic Integrity**

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Calgary is a strong signal of each student's individual

academic achievements. As a result, the University treats cases of cheating and plagiarism very seriously. Non-academic integrity also constitutes an important component of this program. For detailed information on what constitutes academic and non-academic misconduct, please refer to the following link:

<https://www.ucalgary.ca/pubs/calendar/current/k-5.html>

All suspected cases of academic and non-academic misconduct will be investigated following procedures outlined in the University Calendar. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

Where there is a criminal act involved in plagiarism, cheating or other academic misconduct, e.g., theft (taking another student's paper from their possession, or from the possession of a faculty member without permission), breaking and entering (forcibly entering an office to gain access to papers, grades or records), forgery, personation and conspiracy (impersonating another student by agreement and writing their paper) and other such offences under the Criminal Code of Canada, the University may take legal advice on the appropriate response and, where appropriate, refer the matter to the police, in addition to or in substitution for any action taken under these regulations by the University

### **Teaching Evaluations/ USRI (Universal Student Ratings of Instruction)**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. **Your responses make a difference, please participate!**

Website: <http://www.ucalgary.ca/usri/>

### **Writing Across the Curriculum**

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well, so that when they graduate, their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be utilized by all undergraduate and graduate students who feel they require further assistance.

### **Emergency Evacuation**

In the event that we need to evacuate the classroom due to an emergency please note that the primary assembly point shall be Food Court of the Professional Faculties. See <https://www.ucalgary.ca/emergencyplan/home/evacuation-assembly-points/assembly-points> .

## **Freedom of Information and Protection of Privacy Act: Freedom of Information and Protection of Privacy Act**

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act. Please refer to the following link for detailed information: <http://www.ucalgary.ca/legalservices/foip>

The Department of Anthropology and Archaeology's FOIP (Freedom of Information and Privacy) policy requires all reports/examinations to be returned to students during class time or the instructor's office hours. Any term work not picked up will be placed in the Anthropology and Archaeology Office (ES620) for distribution. Any student not wishing to have their work placed in the office must make alternative arrangements with the course instructor early in the term.

## **Safewalk Information**

Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and Safewalkers or a Campus Security Officer will accompany you to your campus destination.

## **Faculty of Arts Program Advising and Student Information Resources**

Have a question, but not sure where to start?

The Faculty of Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require. In addition to housing the Associate Dean, Undergraduate Programs and Student Affairs and the Associate Dean for Teaching and Learning, the Arts Students' Centre is the specific home to:

- program advising
- the Faculty's Co-operative Education Program
- the Arts and Science Honours Academy
- the Faculty's Interdisciplinary Programs
- a Student Help Desk

Location: Social Sciences Room 102

Phone: 403.220.3580

Email: [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca)

Website: <https://arts.ucalgary.ca/undergraduate/>

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block. Contacts for Students Union Representatives for the Faculty of Arts:

[arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca)

[arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca)

[arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca)

[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

**Ombudsman's office:** <http://www.ucalgary.ca/ombuds/>