

ANT6603: Ecological Anthropology

Monday 9:00-11:45

instructor: Dr. Jamon Halvaksz, II

office: MH 4.03.24

office hours: Monday 12-3:00, *and by appointment*

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Description:

This course explores anthropology's engagements with the environment, emphasizing historical trends and recent developments across the discipline. Explicit attention is paid to empirical studies and to the theories and assumptions anthropologists have brought to their research.

Learning outcomes:

Students will gain an understanding of Anthropology's historical and contemporary relationships with ecological and environmental research.

Required text

Readings will be posted on Blackboard, online. Make sure that you have access and can download each article. You will be expected to bring readings to class for discussion. Text should be read and considered in historical order by publication year.

Creating a diverse and inclusive classroom

We share responsibility in creating and maintaining an inclusive classroom. Part of what makes humanity tick is our ability to use our diverse backgrounds to solve problems. This requires that we show both empathy and genuine curiosity about the ideas and thoughts of others, learning from each other as much as from course content. Hateful and derogatory language and content will not be tolerated.

Requirements and Grading

Presentation, critical evaluation and discussion: In groups to 2 and 3, students will lead discussion twice during the course of the term (40 pts each). For each presentation, students will focus on a subset of the readings. More than summary, these will critically evaluate the work, taking a position for or against different elements of the author's argument. During the presentations, students will present a brief summary of the assigned readings, raise critical questions and direct the rest of the class in discussions. You will be graded on presentation content and style, as well as mastery of the material.

Attendance will be taken each week and **participation** will be evaluated throughout the semester.

Point Distribution		
Reaction Statements	20%	80
Attendance/ Participation	15%	60
Presentations	20%	80
Annotated Bibliography	20%	80
Final Paper	25%	100
		400 pts

Reaction Statements: Each student will be expected to write 8 reaction statements over the course of the term. These must be at least 2 full pages of written text excluding heading and references cited; typed, double spaced. Anything less will receive a zero. These are due by 9AM each Thursday, the day before class, via

Due dates:

Annotated Bibliography: March 19th, by midnight

Final Paper: May 8th, by midnight

Grade Percentage

<i>A+ 97-100%</i>	<i>B+ 87-89%</i>	<i>C+ 77-79%</i>	<i>D+ 67-69%</i>
<i>A 93-96%</i>	<i>B 83-86%</i>	<i>C 73-76%</i>	<i>D 63-66%</i>
<i>A- 90-92%</i>	<i>B- 80-82%</i>	<i>C- 70-72%</i>	<i>D- 60-62%</i>
			<i>F <60%</i>

Final grades will be determined using a +/- grading system, and completion of each exam is required for a passing grade in the course.

Academic Policies, including Misconduct: The University of Texas at San Antonio has clear policies concerning disruptive classroom behaviors, plagiarism, and other forms of misconduct (see www.utsa.edu/infoguide/appendices/b.cfm). Plagiarism can be as simple as collaborating with a classmate on an assignment that is intended to show individual effort. A common form in this class is failure to appropriately cite sources in the ethnography paper. More serious forms include cheating or copying another's work as your own. Cutting and pasting from internet sources is particularly problematic as the material on-line is not always accurate, and this is plagiarism. The college's policies regarding this and other misconduct are available in written form, and you are expected to know them and follow them. You can also refer to the UTSA Student Code of Conduct on scholastic dishonesty and disciplinary action (<http://www.utsa.edu/OSJA/index.cfm>). There are clear procedures for instructors and students to follow in the event of misconduct, harassment, or other unwanted behaviors, along with appropriate consequences for infractions. Students who ignore these policies will minimally receive an F on the associated assignment but could receive an F for the course at my discretion.

email. The statements should focus on themes and points of interest to the student and MUST synthesize ideas in the readings. They should NOT dwell in abstraction and personal experiences, and do NOT simply summarize. (10 points each).

Research Project: Each student will select one of the topics (or subtopic) from the readings and develop both an **Annotated Bibliography** of at least 20 additional readings related to the topic and a **Final Paper** (8-10 pages) critically examining the topic. The final paper should include a central argument about the materials, discussion of different positions within the readings, critical assessment of strength and weakness of the scholarship and how the topic relates to their own work. The latter should be approximately 1 page in length with some thoughts about direction for future research and direction.

Access/Accommodations: Reasonable accommodations will be provided for students with disabilities and learning needs. If you need accommodation in order to fully participate in the course, information about the Disability Services can be found at their web site (www.utsa.edu/disability/), or call them at 458-4157. Please let me know if there is anything that I can do as well.

Campus support: I encourage you to utilize the academic support services available to you through the Tomás Rivera Center (TRC) to assist you with building study skills and tutoring in course content. These services are available at no additional cost to you. And they can be helpful for both undergraduate and graduate students. The TRC has several locations at the Main Campus and is also located at the Downtown Campus. For more information, visit the web site at www.utsa.edu/trcss or call (210) 458-4694 on the Main Campus and (210) 458-2838 on the Downtown Campus.

Please refer to additional information about university and class policies at the end of this document.

This syllabus is subject to change at the instructor's discretion.

SCHEDULE

Week 1, January 23: Introduction to the course

Suggested readings (not required):

Carson, Rachel. 1962. *A Fable for Tomorrow and The Obligation to Endure*. in *Silent Spring*, pp 1-13. Boston: Houghton Mifflin.

Cronon, William. 1996. *The Trouble with Wilderness; or, Getting Back to the Wrong Nature*. in *Uncommon Ground: Rethinking the Human Place in Nature*, pp. 69-90. W. Cronon, ed. New York: W.W. Norton & Co., Inc.

Halvaksz, Jamon. 2020. *Environmental Anthropology*. In, *The Sage Handbook of Cultural Anthropology*. L. Pedersen and L. Clingett (eds.). Sage Publishing.

Leopold, Aldo. 1949. *The Land Ethic*. in *A Sand County Almanac*. Pp 201-226. New York: Oxford University Press.

Further Reading:

Coates, Peter. 1998. *Nature: Western Attitudes since Ancient Times*. Los Angeles: University of California Press.

Week 2, January 30: Cultural Ecology and Systems Approaches

- Abel, T. and J. R. Stepp. 2003. A new ecosystems ecology for anthropology. *Conservation Ecology* 7(3): 12. [online] URL: <http://www.consecol.org/vol7/iss3/art12/>
- McCay, Bonnie. 1978. Systems ecology, people ecology, and the anthropology of fishing communities. *Human Ecology* 6(4): 397-422.
- Netting, Robert. 1990. Links and Boundaries: Reconsidering the Alpine Village as Ecosystem. in *The Ecosystem Approach in Anthropology*, E. Moran, ed. pp 229-245. Ann Arbor: University of Michigan Press.
- Steward, Julian. 1955. The Concept and Method of Cultural Ecology. in *Theory of Culture Change: The Methodology of Multilinear Evolution*, pp. 30-42. Urbana: University of Illinois Press.
- Waddell, Eric. 1975. How the Enga Cope with Frost: Responses to Climatic Perturbations in the Central Highlands of New Guinea. *Human Ecology* 3(4):249-273.
- White, Leslie. 1943. Energy and the Evolution of Culture. *American Anthropologist* 45(3): 335-356.

Further Reading:

- Barth, Fredrik. 1956. *Ecological Relationships of Ethnic Groups in Swat, North Pakistan*. *American Anthropologist* 58(6):1079-1089.
- Forde, Daryll. 1970. *Ecology and Social Structure*. *Proceedings of the Royal Anthropological Institute of Great Britain and Ireland*, No. 1970: 15-29
- Geertz, Clifford. 1972. *The Wet and the Dry: Traditional Irrigation in Bali and Morocco*. *Human Ecology* 1(1): 23-39.
- Harris, Marvin. 1966. *The Cultural Ecology of India's Sacred Cattle*. *Current Anthropology* 7 (1): 51-59, 65-66.
- Moran, Emilio F.. 1990. *Ecosystem Ecology in Biology and Anthropology: A Critical Assessment*. In *The Ecosystem approach in anthropology: from concept to practice*. E. Moran, ed. pp 3-40, Ann Arbor: University of Michigan Press.
- Odum, Eugene. 1969. *The Strategy of Ecosystem Development*. *Science* 164(3877):262-270.
- Rappaport, Roy. 1967. *Ritual Regulation of Environmental Relations among a New Guinea People*. *Ethnology* 6(1):17-30
- Trigger, Bruce. 1971. *Archaeology and Ecology*. *World Archaeology* 2(3): 321-336.
- Vayda, A. P. and Bonnie McCay. 1975. *New directions in ecological anthropology*. *Annual Review of Anthropology* 4: 293-306.

Week 3, February 6: Class Cancelled. ASAO meeting

Week 4, February 13: Ethnoecology and Classification

- Agrawal, Arun. 1995. Dismantling the Divide between Indigenous and Scientific Knowledge. *Development and Change* 26(3):413-439.
- Atran, Scott (1998). Folk biology and the anthropology of science: Cognitive universals and cultural particulars. *Behavioral and Brain Sciences*, 21(4), 547-609
- Berlin, Brent, Dennis Breedlove, and Peter Raven. 1973. *General Principles of Classification and*

- Nomenclature in Folk Biology. *American Anthropologist* 75(1):214-242.
- Conklin, Harold. 1954. An Ethnoecological Approach to Shifting Agriculture. *Transactions of the New York Academy of Sciences* 17:133-142.
- Hunn, Eugene. 1982. The Utilitarian Factor in Folk Biological Classification. *American Anthropologist* 84(4):830-847.
- Posey, Darrell. 1985. Indigenous Management of Tropical Forest Ecosystems: The Case of the Kayapó Indians of the Brazilian Amazon. *Agroforestry Systems* 3:139-158.
- Parker, Eugene. 1992. Forest Islands and Kayapó Management in Amazonia: A Reappraisal of the Apêêtê. *American Anthropologist* 94(2):406-28.
- For Further Reading*
- Berkes, Fikret, Johan Colding, and Carl Folke. 2000. Rediscovery of Traditional Ecological Knowledge as Adaptive Management. *Ecological Applications* 10(5):1251-1262.
- Bulmer, Ralph. 1967. Why is the Cassowary Not a Bird? A Problem of Zoological Taxonomy among the Karam of the New Guinea Highlands. *Man* 2(1):5-25.
- Conklin, Harold. 1955. Hanunóo Color Categories. *Southwestern Journal of Anthropology* 11:339-344.
- Posey, Darrell. 1992. Reply to Parker. *American Anthropologist* 94(2):441-443.
- Parker, Eugene. 1993. Fact and Fiction in Amazonia: The Case of the Apêêtê. *American Anthropologist* 95(3):715-723.
- Sillitoe, Paul 1998. The Development of Indigenous Knowledge: A New Applied Anthropology. *Current Anthropology* 39(2):223-252.

Week 5, February 20: Managing the Commons

- Feeny, David et al. 1990. The Tragedy of the Commons: Twenty-two Years Later. *Human Ecology* 18: 1-19.
- Hardin, Garrett. 1968. The Tragedy of the Commons. *Science* 162: 1243-48.
- Moritz, M., Scholte, P., Hamilton, I.M. et al. 2013. Open Access, Open Systems: Pastoral Management of Common-Pool Resources in the Chad Basin. *Human Ecology* 41: 351–365
- Neves-Graca, Katja. 2004. Revisiting the Tragedy of the Commons: Ecological Dilemmas of Whale Watching in the Azores. *Human Organization* 63(3): 289-300.
- Ostrom, Elinor. 1990. Reflections on the Commons. in *Governing the Commons: The Evolution of Institutions for Collective Action*, pp. 1-28. Cambridge: Cambridge University Press.
- Schmidt, Jeremy and Martha Dowsley. 2010. Hunting with Polar Bears: Problems with the Passive Properties of the Commons. *Human Ecology* 38(3): 377-387.
- Stronza, A. 2010. Commons Management and Ecotourism: Ethnographic Evidence from the Amazon, *International Journal of the Commons* 4(1): 56-77.

Further reading:

- Agrawal, Arun. 2003. Sustainable Governance of Common-pool Resources: Context, Methods, and Politics. *Annual Review of Anthropology* 32:243-262.

- Armstrong CG, Shoemaker AC, McKechnie I, Ekblom A, Szabó P, Lane PJ, et al. 2017. *Anthropological contributions to historical ecology: 50 questions, infinite prospects*. *PLoS ONE* 12(2): e0171883. <https://doi.org/10.1371/journal.pone.0171883>
- Crumley, Carole L. 1994 *Historical Ecology: A Multidimensional Ecological Orientation*. In *Historical Ecology: Cultural Knowledge and Changing Landscapes*, edited by Carole Crumley, pp. 1-16. School of American Research, Santa Fe.
- McCay, Bonnie and James Acheson. 1987. *Human Ecology of the Commons*. in *The Question of the Commons: The Culture and Ecology of Communal Resources*, pp. 1-34. Tucson: University of Arizona Press.

Week 6, February 27 Historical Ecology

Armstrong, Chelsey, Anna Shoemaker, Iain McKechnie, Anneli Ekblom, Peter Szabo, Paul Lane, Alex McAlvay, Oliver Boles, Sarah Walshaw, Nik Petek, Kevin Gibbons, Erendira Morales, Eugene Anderson, Aleksandra Ibragimow, Grzegorz Podruczny, Jana Vamosi, Tony Marks-Block, Joyce LeCompte, Sakihitowin Awasis, Paul Sinclair and Carole Crumley (2017) *Anthropological contributions to historical ecology: 50 questions, infinite prospects*. *PLoS ONE* 12(2): <https://doi.org/10.1371/journal.pone.0171883>

Balée, William. 2006. The Research Program of Historical Ecology. *Annual Review of Anthropology* 35:75-98.

Crumley, Carole L. 2017. Historical ecology and the study of landscape, *Landscape Research*, 42:sup1, S65-S73

Deevey, E. S. 1944 Pollen Analysis and Mexican archaeology: an attempt to apply the method. *American Antiquity* 10(2):135-149.

Deevey, E. S. 1964 General and historical ecology. *BioScience* 14(7): 33-35.

Erickson, Clark. 2008. Amazonia: the Historical Ecology of a Domesticated Landscape. In *Handbook of South American Archaeology*, eds, Silverman and Isbell. New York: Springer

Fairhead, James, Fraser, J A and Leach, M. 2014. A historical political ecology of anthropogenic landscapes in the Upper Guinea Forests. *Annals of the Association of American Geographers*, 104(6): 1222-1238.

Further reading:

- Armstrong CG, Shoemaker AC, McKechnie I, Ekblom A, Szabó P, Lane PJ, et al. 2017. *Anthropological contributions to historical ecology: 50 questions, infinite prospects*. *PLoS ONE* 12(2): e0171883. <https://doi.org/10.1371/journal.pone.0171883>
- Crumley, Carole L. 1994 *Historical Ecology: A Multidimensional Ecological Orientation*. In *Historical Ecology: Cultural Knowledge and Changing Landscapes*, edited by Carole Crumley, pp. 1-16. School of American Research, Santa Fe.

Week 7, March 6: Political Ecology

Allen, Irma Kinga, 2020. Thinking with a Feminist Political Ecology of Air-and-breathing-bodies. *Body and Society* 26(2): 79-105

Bryant, Raymond. 1992. Political Ecology: An Emerging Research Agenda in Third-World Studies. *Political Geography* 11(1):12-36.

Michael R. Dove. 2019. Plants, Politics, and the Imagination over the Past 500 Years in the Indo-Malay Region, *Current Anthropology* 60(S20): S309-S320

Escobar, Arturo. 1999. After Nature: Steps to an Anti-essentialist Political Ecology. *Current Anthropology* 40:1-30.

Li, Tania Murray. 2017. The Price of Un/Freedom: Indonesia's Colonial and Contemporary Plantation Labor Regimes. *Comparative Studies in Society and History* 59(2): 245-276.

Rademacher, Anne. 2015. Urban Political Ecology. *Annual Reviews in Anthropology* 44: 137-152

Vayda, Andrew and Bradley Walters. 1999. Against Political Ecology. *Human Ecology* 27(1): 167-79.

For Further Reading

Michael R. Dove, *Plants, Politics, and the Imagination over the Past 500 Years in the Indo-Malay Region*, *Current Anthropology* 60, no. S20 (August 2019): S309-S320

Kottak, Conrad. 1999. *The New Ecological Anthropology*. *American Anthropologist* 101(1):23- 35.

Greenberg, James and Thomas Park. 1994. *Political Ecology*. *The Journal of Political Ecology* 1:1-12.

Moore, Donald. 1993. *Contesting Terrain in Eastern Zimbabwe's Highlands: Political Ecology, Ethnography, and Peasant Resource Struggles*. *Economic Geography* 69(4):3 80-401.

Rocheleau, Dianne and David Edmunds. 1997. *Women, Men and Trees: Gender, Power and Property in Forest and Agrarian Landscapes*. *World Development* 25(8):1351-1371.

Watts, Michael and Richard Peet. 1996. *Conclusion: Towards a Theory of Liberation Ecology*. In *Liberation Ecologies: Environment, Development, and Social Movements*. Richard Peet and Michael Watts eds. Pp 260-269. London: Routledge

Week 8, March 13-17 Spring Break

Week 9, March 20: Landscapes and Perceiving the Environment

Basso, Keith. 1996. *Wisdom Sits in Places: Notes on a Western Apache Landscape*. in *Senses of Place*, pp. 53-90. S. Feld and K. Basso, eds. Santa Fe: SAR Press.

Bender, Barbara. 2002. *Time and Landscape*. *Current Anthropology* 43:S103-S112.

Ingold, Tim. 2000. *Hunting and Gathering as Ways of Perceiving the Environment*. in *The Perception of the Environment: Essays in Livelihood, Dwelling, and Skill*, pp. 40-60. London: Routledge.

Tsai, Yen-Ling. 2019. *Farming Odd Kin in Patchy Anthropocenes*. *Current Anthropology* 60 (sup 20): s342-s353.

Viveiros de Castro, Eduardo. 1998. *Cosmological Deixis and Amerindian Perspectivism*. *The Journal of the Royal Anthropological Institute* 4(3):469-488.

Watts, Vanessa. 2013. *Indigenous place-thought & agency amongst humans and non-humans (First Woman and Sky Woman go on a European world tour!)*. *Decolonization: Indigeneity, Education and Society* 2(1):20-34.

For Further Reading

Chapin, Mac, Zachary Lamb and Bill Threlkeld .2005. *Mapping Indigenous Lands*. *Annual Review of Anthropology* 34: 619-638.

- Cruikshank, Julie. 2004. *Uses and Abuses of Traditional Knowledge': Perspectives from the Yukon Territory*. In: David Anderson and Mark Nuttall (eds.) *Cultivating Arctic Landscapes: Knowing and Managing Animal Populations and the Environment in the Circumpolar North*. Oxford: Berghahn. p. 17-32.
- Gordillo, Gaston. 2002 *The Dialectic of Estrangement: Memory and the Production of Places of Wealth and Poverty in the Argentinean Chaco*. *Cultural Anthropology* 17(1):3-31
- Lauer, M., and S. Aswani. 2008. *Integrating indigenous ecological knowledge and multi-spectral image classification for marine habitat mapping in Oceania*. *Ocean & Coastal Management* 51(6): 495-504.
- Nazarea, Virginia. 2006. *Local Knowledge and Memory in Biodiversity Conservation*. *Annual Review of Anthropology* 35:317-35

Week 10, March 27 Sustainability, Conservation and Communities

- Büscher, Bram, Sian Sullivan, Katje Neves, Jim Igoe and Dan Brockington. 2012. *Towards a Synthesized Critique of Neoliberal Biodiversity Conservation*. *Conservation Nature Socialism* 23(2): 4-30.
- Kiik, Laur. 2019. *Conservationland: Toward the Anthropology of professionals in global nature conservation*. *Critique of Anthropology* 39(4):391-419.
- Peterson, Richard, Diane Russell, P. West, and P. Brosius. 2008. *Seeing (and Doing) Conservation through Cultural Lenses*. *Environmental Management* 45: 5-18.
- Rick, Torben and Rowan Lockwood. 2013. *Integrating Paleobiology, Archeology, and History to Inform Biological Conservation*. *Conservation Biology* 27(1): 45-54.
- Riley, E. 2007. *The Human-Macaque Interface: Conservation Implications of Current and Future Overlap and Conflict in Lore Lindu National Park, Sulawesi, Indonesia*. *American Anthropologist* 109(3): 473-484
- West, P. 2008. *Tourism as Science and Science as Tourism*. *Current Anthropology*, 49(4), 597-626.

For Further Reading

- Brockington, Dan and James Igoe. 2006. *Eviction for Conservation: A Global Overview*. *Conservation and Society* 4(3):424-470.
- Brosius, J.P., A. Tsing & C. Zerner. 1998. *Representing communities: Histories and politics of community-based natural resource management*. *Society and Natural Resources* Vol. 11(2):157-168.
- Büscher, Bram and Robert Fletcher. 2019. *Towards Convivial Conservation*. *Conservation and Society* 17(3): 283-296
- Carrier, J. & D. Macleod. 2005. *Bursting the bubble: The socio-cultural context of ecotourism*. *Journal of the Royal Anthropological Institute* 11:315-334.
- Fletcher, Robert. 2010. *Neoliberal Environmentalism: Towards a PostStructuralist Political Ecology of the Conservation Debate*. *Conservation and Society* 8(3): 171-181.
- Lowe, Celia. 2004. *Making the monkey: How the Togeian Macaque went from new form to endemic species in Indonesian conservation biology*. *Cultural Anthropology* 19(4):491-516.
- West, Paige, James Igoe and Dan Brockington. 2006. *Parks and Peoples: The Social Impact of Protected Areas*. *Annual Review of Anthropology* 35:251-277
- West, P. (2008). *Tourism as Science and Science as Tourism*. *Current anthropology*, 49(4), 597-626.

Week 11, April 3: Environmental Health

- Dietrich, A. 2021. Pollution, Health, and Disaster: Emerging Contributions in Ethnographic Research. *Environment and Society*12: 44-65
- Nading, A. 2017. Local Biologies, Leaky Things, and the Chemical Infrastructure of Global Health. *Medical Anthropology*36(2): 141-156
- Pathak, G. and M. Nichter. 2019. The Anthropology of Plastics: An Agenda for Local Studies of a Global Matter of Concern. *Medical Anthropology Quarterly* 33(3): 307-326
- Singer, Merrill. 2011. Down cancer alley: the lived experience of health and environmental suffering in Louisiana's Chemical Corridor." *Medical anthropology quarterly* 25(2): 141-163.
- Tallman, P. 2019. Water Insecurity and mental health in the Amazon: Economic and ecological drivers of distress. *Economic Anthropology* 6(2): 304-316
- Wolf, M. 2015. Is there really such a thing as “one health”? Thinking about a more than human world from the perspective of cultural anthropology. *Social Science and Medicine* 29:5-11

Week 12 April 10: Redefining Concepts: Networks, Complexity, and Resilience

- Folke, Carl. 2006. Resilience: The emergence of a perspective for social–ecological systems analyses. *Global Environmental Change* 16 (3): 253–267
- Holling, CS. 2001. Understanding the Complexity of Economic, Ecological, and Social Systems. *Ecosystems* 4: 390-405.
- Lansing, J. Stephen. 2003. Complex Adaptive Systems. *Annual Review of Anthropology* 32:183- 204.
- Manson, Steven. 2001. Simplifying Complexity: A Review of Complexity Theory. *Geoforum* 32:405-414
- Nelson, Donald et al. 2007. Adaptation to Environmental Change: Contributions of a Resilience Framework. *Annual Review of Environment and Resources* 32:395-419.
- Redman, Charles L. 2005. Resilience Theory in Archaeology. *American Anthropologist* 107(1)70:77.
- Scarborough, Vernon L. and William R. Burnside. 2010. Complexity and Sustainability: Perspectives from the Ancient Maya and the Modern Balinese. *American Antiquity* 75(2):327- 363
- Tsing, Anna. 2011. Arts of Inclusion, or, How to Love a Mushroom. *Australian Humanities Review*. 50 (May 2011). Available on-line at:
<http://epress.anu.edu.au/apps/bookworm/view/Australian+Humanities+Review+-+Issue+50,+2011/5451/ch01.xhtml>

For Further Reading

- Barrios, Roberto. 2017. Resilience: A commentary from the vantage point of anthropology. *Annals of Anthropological Practice*. 40(1):28-38.

Week 13 April 17: Intersectional Environments

- Davis, Heather, and Zoe Todd. (2017). On the Importance of a Date, Or, Decolonizing the Anthropocene". *ACME: An International Journal for Critical Geographies* 16 (4), 761-80.
- Dhillon, Jaskiran. 2019 What Standing Rock Teaches us about Environmental Justice. *Just Environments SSRC*. <https://items.ssrc.org/just-environments/what-standing-rock-teaches-us-about-environmental-justice/>
- Jegeathesan, M. 2021. Black Feminist Plots before the Plantationocene and Anthropology's "Regional Closets." *Feminist Anthropology* 2:78-93.
- Muñoz, J. ed. 2015. Theorizing Queer Inhumanisms: The Sense of Brownness. *GLQ: A Journal of Lesbian and Gay Studies* 21(2-3): a selection of the contributions
- Todd, Zoe. 2016. An Indigenous Feminist's Take on the Ontological Turn: Ontology is Just Another Word for Colonialism. *Journal of Historical Sociology* 29(1)
- Wright, Willie Jamaal. 2018. As Above, So Below: Anti-Black Violence as Environmental Racism. *Antipode* 53 (3): 791-809

For Further Reading

Johnson, Jay T, and Brian Murton. 2007. Re/placing Native Science: Indigenous voices in contemporary constructions of nature. Geographical Research 45 (2):121-129.

Week 14 April 24: More than Human

- Boyd, B. 2017. Archaeology and Human–Animal Relations: Thinking Through Anthropocentrism *Annual Review of Anthropology*, 46: 299-316
- Brown, H. and A. Nading. 2019. Introduction: Human Animal Health in Medical Anthropology. *Medical Anthropology Quarterly* 33(1): 5-23.
- Chao, S. 2020. The plastic cassowary: Problematic 'pets' in West Papua. *Ethnos* 84(5): 828-848.
- Halvaksz, J. 2020. Working the land. An eleven-page selection on yam-human relationships from *Gardens of Gold*. University of Washington Press
- Jackson, Zakiyyah Iman. 2013. Animal: New Directions in the Theorization of Race and Posthumanism. *Feminist Studies* 39(3): 669-685
- Morimoto, R. 2022. A Wild Boar Chase: Ecology of Harm and Half-Life Politics in Coastal Fukushima. *Cultural Anthropology*. 37(1): 69-98.

Week 15 May 1: The Anthropocene and Climate Change

- Davis, D. 2020. Studying Human Responses to Environmental Change: Trends and Trajectories of Archaeological Research, *Environmental Archaeology*, 25:4, 367-380

Jacka, J. 2020. In the Time of Frost: El Niño and the Political Ecology of Vulnerability in Papua New Guinea. *Anthropological Forum*. 30 (1): 141-156.

Riley, Erin, Agustin Feuntes and Kerry Dore. 2017. Doing Ethnoprimatology in the Anthropocene. In *Ethnoprimatology: A practical Guide to research at the human-nonhuman primate interface*.

Rockström, Johan, et al. 2009 A safe operating space for humanity. *Nature* 461(7263):472-475.

Steffen, Will et al. 2007. The Anthropocene: Are Humans Now Overwhelming the Great Forces of Nature? *Ambio* 36(8):614-621.

Whyte, Kyle Powys. 2016 Is it colonial déjà vu? Indigenous peoples and climate injustice. Chapter 7 in *Humanities for the Environment*, J. Adamson and M. Davis, eds. London: Routledge.

For Further Reading

Crate, Susan. 2008. Gone the Bull of Winter? Grappling with the Cultural Implications of and Anthropology's Role(s) in Global Climate Change. *Current Anthropology* 49(4):569-595.

Lane, Paul. 2015 Archaeology in the age of the Anthropocene: A critical assessment of its scope and societal contributions, *Journal of Field Archaeology*, 40(5): 485-498

Margulis, Lynn and James Lovelock. 1974. Biological modulation of the Earth's atmosphere. *Icarus* 21(4): 471-489.

Moore, Amelia. 2016. Anthropocene Anthropology: Reconceptualizing contemporary global change. *Journal of the Royal Anthropological Institute* 22: 27-46.

Ogden, Laura et al. 2013. Global assemblages, resilience, and Earth Stewardship in the Anthropocene. *Frontiers in Ecology & the Environment* 11(7):341-347.

Vitousek, Peter et al. 1997. Human Domination of Earth's Ecosystems. *Science* 277:494-499.

Final paper due: May 8th by Midnight

Presentation Evaluation rubric:

Points	0-1	2-3	4-5	6-7	8-10	earned
Understanding of discussed reading	Student does not have a grasp of the assigned readings	Student uncomfortable with information, many factual errors	Student at ease with readings but many factual errors	Student at ease with the readings	Student demonstrates grasp of the readings	
Identify overall themes and ideas in the assigned reading	Student does not demonstrate understanding of themes and ideas	Student has an inaccurate understanding of the themes or ideas	Themes and ideas are presented with many errors	Student identifies basic themes and ideas without error	Student identifies overall themes and ideas in a nuance and meaningful way	
Presentation/ Explanation	Student is unable to explain basic elements of the readings to others. No critical engagement	Student has difficulty explaining readings. No critical engagement	Student is able to explain readings, but with many lapses and errors. No critical engagement	Student offers a general explanation, with some critical engagement	Student explains readings well, focusing on broader critical engagements	
Showing up prepared:						10
						/40

Comments: