Introduction to Environmental Anthropology  
ANTH135    SYLLABUS

Instructor: Kate Goltermann  
Office Hours: BE4116B; 11:10am-12:10pm Mon. and by appt.

Class Room: BE4105  
Class Times: 9:40-11:10 am Mon-Th

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https://sites.google.com/a/seattlecentral.edu/kategoltermann/


2) Reading Packet: Available in Copy Center, 3rd floor BE

Course Description: This course offers an introduction to human-nature interactions from various anthropological perspectives, including but not limited to political ecology, economic ecology, historical ecology, and spiritual ecology. Students will explore the history of ecological evolutionary models, world systems of agriculture across time and space, development ideas, impacts of globalization, and alternatives to a global capitalist world system. This course will look at current dynamics between traditional and ‘modern’ societies. This course emphasizes the interconnectedness of human-nature interactions to explain anthropological approaches to the environment. Students will discuss and explore different ways human beings interact with, manipulate, understand and make meaning in their environments.

Student Outcomes:
1. Express general knowledge of the history, goals, and methodology of environmental anthropology through written assignments and oral discussions
2. Understand environmental and cultural diversity, and to practice an understanding of diversity by working with others collaboratively in group projects
3. Comprehend ecological approaches, such as environmental determinism, cultural ecology, political ecology, economic ecology, historical ecology, and spiritual ecology through discussion, projects, and quizzes
4. Articulate a basic understanding of the economic, social, political, and environmental factors affecting world subsistence systems through integrated assignments, projects, group discussions, and writing assignments
5. Demonstrate understanding of dynamics between local knowledge and lifeways and modernization and globalization through presentations, discussion, and essays
6. Research, write, and/or present on a particular concept, place, or specific group of people as related to human-environment interactions using appropriate, reliable, and reputable sources from database research and/or internet

Course Policies:
1. Participation. Participation is imperative and part of your grade. You are expected to read all assigned material before class, participate in class discussions, express your opinion and understandings, take notes, highlight in text, active participation in group projects and/or pair work
2. Work. Late work penalized for every day late. No feedback given on late work. No late work accepted after next assignment is due. No electronic/email submissions accepted (except where noted). If sick, absent, etc. I will verify work done but WILL NOT grade it or look at its content via email. All assignments must be handed-in in class. No feedback given on any “re-do” or late work handed in last week of quarter—credit or partial credit only.
3. Absences. 2 unexcused absences—all other absences MUST have a doctor’s note etc.
4. **Plagiarism.** The use of another person’s ideas or words without properly crediting the source. This is unethical and academically dishonest. Suspected cases are sent to the VP for Student Development.

5. **Syllabus Changes.** The syllabus is not set in stone. Part of taking a college course means flexibility. The syllabus WILL CHANGE over the course of the semester to better suit the needs of the class and course. Changes are provided in-class or via email.

### Course Schedule

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<th>TOPIC</th>
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<td>MODULE 1: History, goals, methodology</td>
<td>Introduction to Environmental Anthropology</td>
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<td>Subsistence Systems</td>
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<td>Ethnoecology and Doing anthropology</td>
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<td>MODULE 2: Understanding environmental and cultural diversity</td>
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<td>Development</td>
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<td>Historical and Political ecology</td>
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<td>6</td>
<td>MODULE 3: Comprehending ecological and social approaches and factors affecting world agriculture systems</td>
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<td>7</td>
<td>Impacts of Globalization</td>
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<td>8</td>
<td>Global Challenges and Responses</td>
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<td>MODULE 4: Understanding dynamics between local knowledge and modernization/globalization</td>
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<td>Cooperation and Communication</td>
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<td>MODULE 5: Study of a particular group, place, or concept through research, writing, and presenting</td>
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### Grades:

- Engagement/Personal Change/Participation: 50 points
- Fieldtrip: 15 (TBD)
- Yes! Magazine: 30 points
- QFC Fieldtrip: 20 points
- Fieldwork: 30 points
- Midterm exam or paper: 30 points
- Final Exam: 30 points
- Final Presentation (meeting attendance, matrices, quality, preparation etc.): 70 points
- Extra credit: 1/10 point each

*If the class demonstrates that it cannot carry discussion due to lack of completing readings, I will institute quizzes worth 4 points each.*
YES! Magazine Assignments (5 points each, 30 points total) PAPER COPY

YES! Magazine is a non-profit magazine published on Bainbridge Island. It is an amazing source that makes intellectual connections among people, the environment, economics, justice, and alternative visions. Yesmagazine.org

You are responsible for reading 6 articles from yesmagazine.org that relates to that week’s topic and writing 1-1 ½ pages of reflections and analysis.

Paragraph 1 includes: 1) the link to the article that you read (OR print-out the actual article and staple) 2) 4-5 sentences that summarize the article.

Rest of paper includes: connections to readings, lectures, and viewings from class, anything new you learned, challenges to your previously-held notions or ideas, ways that you are inspired, or anything else you want me to know about how you’re thinking. Use MLA for in-text citations.

You will lose points if you do not follow each of the steps above. These are due each THURSDAY WEEK 2-7.

QFC Fieldtrip (20 points) HARD COPY/IN CLASS

This fieldtrip is mandatory and is held during class time. 10 points for attending the fieldtrip and answering the questions provided (more information in class). You will receive 10 points for presenting back to the class on your at-home findings. You will present in front of the whole class or in small groups (TBD).

Fieldwork Assignment DUE (30 points) HARD COPY/IN CLASS

You will be asked to conduct one fieldwork assignment. You will go to a place or site that is related in some way to direct human-environment interaction (No restaurants, no weddings. Indoor workshops must be pre-approved), and that you can participate in to some degree. You will conduct fieldwork for a minimum of 2 hours. You are asked to practice anthropological methodology, and participant-observation at this site. In other words, you will both observe AND participate to whatever degree possible.

*Remember, you are going in as an anthropologist, even if it is “only” a class assignment. You are an observer, so please act appropriately and respectfully. Do not be disruptive, and do not control the course of events. If you are uncomfortable with the situation in which you find yourself, leave and choose another event. All of this should be self-evident, but it is very important. Also remember, anthropologists do not write “how I spent my summer vacation” types of narrative reports. Instead, they gather data -- part statistical, but mostly observational -- and that is what I expect to see here.

(1) Gather information on the following topics:
A. What was the event or place?
B. Where was it held?
C. When was it held or when did you got to this place?
D. Why was it held? (That is, why do people attend it?) Or, What is the purpose of this place? (That is, why do people go there?)
E. Number of people in attendance. (What were the male - female, child - adult ratios? A rough guess will do, unless you determine exactly.)

A-E should be about 1 page

F. Two major aspects of the event or place. (This is where you will include observations about behavior and quotes from attendees, employees, owners, customers, etc. Separate these 2 major aspects with separate headings, e.g. “Volunteer Training” or “Planting Plants” or “Selling Fish” This is the longest and most in-depth part of your paper. Each heading should be followed by 1 page each of observations and analysis about behaviors, interactions (human-human and/or human-space),and your own participation; reflections on the experience, analysis of quotes you get from talking with people, and anything else of note.

(2) Draw a map of the space/place that you go
(3) Write 3 pages, double-spaced that includes all the information above using the letters as subtitles.
(4) Attach the map to your 3-page write-up and bring it to class (15 points)
(5) Be prepared to present in front of the class for about 2-3 minutes. No reading directly off of paper. (15 points)

Examples of fieldwork sites: UW farm, TILTH organization, fisherman’s wharf, farmer’s markets (all over Seattle),
garden clubs, food festivals, harvest fairs, plant sales, restoration activities, farms:
http://www.iloveseattle.org/networking-guide/group-tools-resources/seattle-event-calendars.asp
http://seattlenetwork.org

Midterm (30 points) IN CLASS

Option A) The midterm is given in class. The midterm is NOT open-note. The mid-term may include definitions, concepts, lists, and critical thinking answers. Material for the questions is drawn from the lecture, fieldtrips, readings, and viewings (films, web clips, etc.).

I will talk more about the midterm in class. There are no make-ups for the midterm unless I am contacted BEFORE the day of the exam, or if you have a doctor’s note etc. to show me.

Option B) Critical essay. 3-5 pages double spaced 12 point Times New Roman (3 pages means a FULL 3 pages).
Do not use first person (I, we, us). Do not use “you.” Use MLA format. The critical essay is meant to introduce you to the process involved in how to interpret and analyze information and then write about it. Much of what falls under the practice of critique involves discovering what others have articulated about an issue, taking those interpretations and opinions and utilizing them to back up your own assertion. You will use ONLY in-class readings—no outside sources.

*YOU MUST PUT YOUR THESIS AT THE END OF YOUR INTRODUCTION AND IT MUST SAY “In this paper, I will argue that...” Or “I claim that...”* MAKE SURE: 1) The issue is clearly stated. 2) Your thesis is clearly stated. 3) You provide evidence including relevant information from the assigned readings, viewings, lectures and discussions (no personal experiences). 3) You need to utilize 3 authors (4 max)

Final (30 points) IN CLASS

You will turn in 3 questions (typed) that reflect: the course material, spanning any week of the class (Do not ask questions that cannot be answered by the course material), what you believe any student should walk out of the door knowing, and what you believe are main or important points to get out of this course. Points are awarded for complexity, logic, creativity, and relation to course concepts and themes. Each question must be answered with a 1 page response. (15 points) During the final week of class, there will be an oral, group exam that will reflect some of the student-generated questions. (15 points)

Final Research Project DUE FINAL WEEK (70 points) IN CLASS

The project should be your material culmination of the course. You should focus on a particular group of people, a particular place, or a particular concept. It can include: video (3 min. limit), a sculpture, a calendar, a garden, a syllabus, a pamphlet, a board game, a video game, a website, a poster, a poster that creates a game, a play, or any other creative way for you to summarize what you’ve learned from the course including your own research. You will have time to work on these in class, and will need to bring any and all materials with you on these designated work days. You will be graded on how you use your time, staying on task, creativity, risk taking, ability to speak off of note cards (or without), application of class ideas, taking your turn as scribe, and completing the meeting matrices. Each meeting is worth 10 points.

You will put the information, activities or relationships that you value most into an applied project that helps others to learn and is relevant to the people, environments, or concepts that you choose to investigate. The projects are due in class. You will bring your projects and share them with the class. *No reading from printouts*
Meeting #1 Task: Come up with and decide on a topic. Meeting #2 Task: Decide how you will illustrate your topic (mini-ethnography, role play, poster, etc), what research will need to be done, what activities will need to be attended, what media will need to be created etc. Meeting #3: Decide WHO is assigned each to each smaller task that needs to be researched, investigated, collected, put together etc. (People need to complete their task between Meeting #3 and 4). Meeting #4: Bring all the research, information, pictures, video, products, summaries of information, glue, scissors, paper etc. that you have. Go over how you will lay this out, or put this together into a group project. Meeting #5: Come prepared to either practice your presentations or put together your projects. Should be completed at end today.

Relevant Journals
An extensive journal archive is available on the Public Anthropology website: [http://www.publicanthropology.org](http://www.publicanthropology.org)
Likewise, members of the American Anthropological Association may search AnthroSource: [http://www.aaanet.org](http://www.aaanet.org)

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Americans with Disabilities Act Statement
If you need course adaptations or accommodation because of a disability, if you have emergency medical information to share with your instructor, or if you need special arrangements in case the building must be evacuated, please make an appointment with your instructor as soon as possible.