ANTH/ESRM 332: Cultural Ecology  
Fall 2014

Instructor: Dr. Jaime Matera  
Office: Solano  
Office Hrs: M&W 10:30 – 11:45am  
E-mail: jaime.matera@csuci.edu

Class Location: Bell Tower 2704  
Meeting Time: M&W 12:00 – 1:15 pm

Course Description:

This human ecology course places humans into the environment in historical and global contexts. Discusses systems theory as it applies to human adaptation to the environment. Studies the relations among political power, ideology, and resources, integrating concepts from ecology with those from social sciences. Theories and forecasts of human population growth and migration among regions and cultures. Social and environmental impacts of population and age distribution. Natural resource constraints on growth. Topics from land development, resource planning, environmental quality, politics, economic growth, conflicts and wars.

This course fulfills Category D of the general education requirements and it counts as a UDIGE (upper division interdisciplinary GE). It also fulfills an upper-division elective requirement for the Anthropology major and minor, as well as the ESRM major – Resource Management emphasis and the ESRM minor. All Upper Division General Education courses are required to be ‘writing intensive.’ This is a writing intensive course. This means that there are writing requirements for the course totaling a minimum of 2500 words. This requirement shall be satisfied by a number of weekly assignments and a research paper.

Learning Objectives:

• Describe different models for human adaptations to the environment through time.
• Evaluate the impact of humans upon the environment caused by different subsistence strategies.
• Demonstrate effective knowledge of ecology as it relates to human and environmental interaction.

Overview:

This is a course about us and our relationship with the physical environment. It is a course about
“culture” as much as it is about “environmentalism”. There is no way to understand people without understanding the ecosystems they inhabit. Likewise, there is no way to understand ecosystem function without taking into consideration the pressure that we place on those systems. This human-environmental intersection will be the focus of attention in this course. To explore this interaction, we will investigate how human populations have manipulated and transformed their ecosystems, and how such interactions shape human, social, political, and economic institutions, and the ecosystems they inhabit. We will examine the emergence and history of ecological thinking in anthropology and the various theoretical approaches within the discipline that have developed from the coalescence of the natural and social sciences. We delve into a diversity of topics such as subsistence strategies, socio-ecological systems, vulnerability studies, sustainable living, common property regimes, and climate change to exemplify the intricate relationship we have with our environmental.

REQUIRED TEXT:


Course Structure:

This class relies heavily on student participation. It is designed to help you become critical thinkers and engage the material from an anthropological and ecological perspective. This course will use a combination of assigned readings and films and is structured to build your knowledge using active classroom engagement and a number of written assignments. Each meeting will start with a short lecture by the professor to recap the previous week’s discussion and introduce the weekly topic. Following this, students will often lead classroom discussion on weekly reading assignments.

Learning is an experimental process that requires engaging topics and critically examining issues; using the classroom as a venue where open discussion is encouraged permits students to build critical thinking skills and understand the material better. Lively discussions are very much welcome (and expected), but please be considerate of your fellow classmates, as everyone is entitled to their own opinions. Disruptive behavior will not be tolerated.

***Note: Changes to the course structure (readings, grading format, exams, etc.) may be needed as the course progresses and I reserve the right to make them. For example, there are a number of readings that I come across on a regular basis that may be relevant to the class and which I think you will benefit from. In such cases I may add or replace readings. Any changes will be announced in class with at least one week notice. Students are responsible for keeping up with changes. Ask your fellow classmates if you miss class.
Course Grading:

Student’s performance will be assessed through the combination of a midterm exam, participation in discussion sections, reflection exercises, and a final paper.

Grades will be divided as follows:

Midterm Exam 1: 20%
Attendance and Participation: 15%
Discussion leadership and report 20%
Reflection Exercise: 10%
Final Paper: 35%

Grading Scale

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<tr>
<th>Grade</th>
<th>Total Points/Percentages</th>
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<tr>
<td>A</td>
<td>93 – 100</td>
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<td>A-</td>
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Discussion leadership (10%) and report: (10%)

You must work in teams of two or three (depending on the total number of students enrolled) for this assignment. Student will choose one weekly reading from the syllabus (your choice) and must come prepare to lead class discussion. **You must send me two reading (2) choices (one is a backup – readings cannot be from the same week) in the order you prefer them by 5pm on Friday August 29.** This is on a first-come first-served basis so the sooner you send me your choices the better chances you will have of securing your preferred reading. If your choices are taken I will assign one for you. A discussion assignment sheet is posted on our CILearn page. **Late submittal of choices will reduce your overall discussion leadership score by 10% per day late, no exception.**

You will formulate 2-3 well-thought-of questions AS A GROUP (no individual questions will be accepted) that promote dialogue. If your questions can be answered with a simple “yes or no”, they are not good ones. You should focus on questions that cannot be answered by a single word, but instead stimulate critical thinking and encourage continued conversation. Such questions generally start with “what”, “how”, “tell me about”, etc. **These questions must be uploaded to the Blackboard Discussion Tab by the Thursday before your scheduled presentation.** Please note, I will grade these questions based on quality and that grade will be reflected in your presentation grade (half of your presentation grade reflect the quality
of your questions, half of the grade reflect the quality of the presentation). Questions submitted late will reduce your presentation grade by 20% per day late. No exceptions. If your question answers something specific to the reading, please write the page numbers where the answers/topic may be found next to the question.

Students are expected to lead discussion by focusing on the information contained in their designated article. Presentation should be done using PowerPoint or similar. Your presentation should include a short background on the author/s, synopsis of the article, what you believe are its strengths and weakness, possible implications for the field, and a final slide with the discussion question. If your article is an “older one” that contains figures (population, deforestation, etc.) you must find current numbers. You must also look for more recent or supportive articles on the topic, region, etc. (two should suffice). You will have 10 minutes to present (I will stop you so plan accordingly) before opening up discussion. Presentation are graded as a group (everyone will get the same grade so don’t be a free-rider). You can be as creative as you want with these. Make us interested!

Each student will submit a 750-word analytical brief for that article. In it you will present a very short summary of the reading and explanation of methods and findings (if included), but the bulk of it should focus on your interpretation and the implications of that reading for anthropology, ecology, etc. Share what you think this reading means to you. I do not want to read a stale synopsis of the paper; I have read them already. You are encouraged to link your assigned reading to other material presented in class, as well as bring in material from outside. This is an individual assignment, not to be written with your co-presenters.

You must paste or type this assignment directly on to CILearn (do not attach as a MS Word file); you will find a link under the tab “Discussion Leadership Assignment”. PLEASE DO NOT paste the content into the “comments” box of the webpage, it makes grading difficult. I highly recommend that you use MS Word or similar to type in your paper before pasting it as it will be much easier to perform edits (spelling, structure changes, etc.) on those programs. Proper use of writing skills is part of your grade on all assignments. Reviews are due the day of the presentation. Late papers are not accepted.

Reflection Exercise (10%): Students will submit one 600-word assignment that provide a personal reflection on a weekly topic discussed in class. There is no format to follow, this assignment is meant to provide you with an avenue by which to reflect on the readings/topic and class discussion. However, they must be written in a clear academic manner, it should be evident that you put effort into writing them, and they should not be mere summaries of the articles chosen; most of your writing should be a personal analysis of the readings and class discussion. You must choose a topic from the first 10 weeks EXCEPT one you are presenting on. Reflection exercises are to be turned in by 5pm on Friday of the week you choose to write about.

You must paste or type this assignment directly on to CILearn (do not attach as a MS Word file); you will find a link under the tab “Weekly Reflection Assignment”. Do not paste the content into the “comments” box of the webpage. I highly recommend that you use
MS Word or similar to type in your paper before pasting it as it will be much easier to perform edits (spelling, structure changes, etc.) on those programs. Proper use of writing skills is part of your grade.

**Midterm Exam (20%)**:

The midterm will be a take-home midterm. A set of questions will be provided via Blackboard for students to answer. Additional instruction on this assignment will be provided in class.

**Final Research Paper (35%)**

Your paper will explore a specific topic within cultural ecology. You may choose any topic described in the class schedule below or ask me if a specific topic that you would like to research is feasible for this assignment (I am quite flexible if you can make a proper argument, especially since this is a rather multidisciplinary course). This is your opportunity to learn more about a topic that truly interests you, so choose wisely, you’ll get much more out of this exercise if you do so. Your report should not merely turn in a literature review, but a critical analysis of your topic that includes your thoughts and reflections, what it is that makes this a truly important topic, what kind of work has been done on it, what is lacking, etc. This assignment accounts for a total of 35% of your grade and what you produce should be representative of this.

You may begin this assignment as early as the first day of class, but all students MUST contact me via email with a short description (2 – 3 sentences) of the proposed research topic by **Monday September 8th at 5pm.** We have a library session soon after and topics must be selected beforehand. I will let you know if your topic is OK or if it needs refinement. If I ask you for additional information you need to provide it within two days. **Your final grade for this assignment will be reduced by 10% for each day late.** This turns out to be a lot of points so please be mindful of it.

You must identify AT LEAST 10 sources related to your topic (you may not include required or suggested class readings) and write a short paragraph for each source that explains how that source is relevant to your research topic (minimum 75 words). You must also include a possible title for your research paper. Your sources must be either books, peer reviewed journals, or other academic sources (no magazines, newspapers, internet pages, and other non-academic sources allowed). Feel free to contact me if you have any doubts on the validity of a source or need help finding one. Please do not wait until the last minute to start, it will take you time to identify and read your sources, and write your assignment. References are due by **5pm on Friday October 17th** and must be submitted through our CILearn page using the link found in the tab “Final Research Paper”. **This assignment must be submitted as a MS Word document using Turnitin.** Your grade for this portion of the assignment will be reduced by 10% for each day late and **will not be accepted after Wednesday October 22nd.**

The final assignment is a 1800-word paper (not including references) that weaves what you learned from the articles you’ve identified (main arguments, common themes, etc.) with a well-
developed discussion and conclusion section. Your paper should be formatted as follows: Abstract (100-150 words that briefly explains what the paper is about and findings), Introduction (here is where you bring in most your references to support your argument/thesis), Discussion (where you discuss your personal arguments - this should be the bulk of the paper), and Conclusion. Use these headings. This format is roughly what you would use if you were to publish a paper in a peer-reviewed journal. It’s a good time to get used to it. Please use the Chicago Style manual to format references/citations. Papers should be written using 12 point, Times New Roman font, double spaced lines, pages numbered, and contain a title that properly identifies your topic. Submit your paper electronically through our CILearn page using the link found in the tab “Final Research Paper” by the final exam date (December 15th by 12:30 pm). This assignment must be submitted as a MS Word document. NO LATE PAPERS WILL BE ACCEPTED, no exceptions. The link to submit will automatically shut down and you will not be able to upload your paper. Not even one minute after the due date/time.

This assignment will be graded as follows:

- Topic: Monday September 8th
- Research References: 10% Friday October 17th
- Term paper: 25% Monday December 15th by 12:30 pm

Attendance and Participation:

Attendance and participation is 15% of your grade. This is an easy way to earn points, or to loose them. You have enrolled in the class so take advantage of this opportunity to learn. I take attendance sporadically but often and if you are not here when I do your attendance and participation grade will reflect this. In addition, I ask that all of you are attentive in class and that you act in a professional manner. I will ask students to leave the classroom if his/her behavior is disrupting the class.

IMPORTANT POLICIES:

Students with disabilities:

Students with disabilities requesting accommodation should make requests to Disability Resource Programs, Bell Tower 1541, (805) 437-3331. All requests for accommodations require advance notice to avoid a delay in services. Please discuss approved accommodations with faculty.

Plagarism:

It is critical that you understand this section. If you have any questions, ask me.

All work that students submit as their own work must, in fact, be their own work. If a paper presents language taken from other sources – books, journals, web sites, people, etc. – it must be cited appropriately. It does not matter whether it is one sentence or one
paragraph, if it is not yours, cite. In accordance with the CSU Channel Islands policy on academic dishonesty, students in this course who submit the work of others as their own (plagiarize), help other students cheat or plagiarize, or commit other acts of academic dishonesty will receive appropriate academic penalties, up to and including failing the course and submittal to Student Affairs for review. Students are encouraged to consult with the professor on when and how to document sources.

More information regarding these policies is found here: http://www.csuci.edu/academics/catalog/2011-2012/Sec-7_Policies-and-Regulations.pdf

Other important notes:

• I am here to help you. Ask questions in class, come to my office hours, email me questions. In special circumstances, if regular office hours do not work we may be able to make other arrangements.
• You are responsible for all class assignments and announcements even if you are absent. If you know you’ll be absent from class, ask a fellow classmate to update you.
• All assignments are due on the dates indicated. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is required. You are encouraged to visit the University Writing Center at our library for guidance on writing your assignments. They are an invaluable source of assistance available to all students. Visit their webpage at: http://www.csuci.edu/writingcenter/
• Have fun!

*A note on the use of technology: You are welcome to use computers (laptops and tablets) to take class notes and access assigned material. You are not allowed to use any kind technology for anything else (checking email, chatting, etc.). If you do not follow these guidelines your participation grade will be reduced heavily at my discretion and I will not permit you to use these devices in future classes. If this happens a second time, I will ask you to leave the classroom and count you as absent. Phones, of course, are to be kept either in your pocket or in your bag and turned off or muted; they should not be out for any reason. We’ll be together for just over an hour, you can live without calls and texting for that long. I make no exception to these rules.

Email communications:

Most general questions regarding reading assignments, dates, etc. can be answered via email, but please feel free to visit me during office hours or schedule alternate office time for substance-based questions (i.e., how should I interpret…? Does this author mean…?). I generally respond to emails Monday to Friday 9am-5pm. Please allow 24 hours for a reply. My email address can be found at the top of this syllabus. You MUST include a heading on your email that identifies you with your class and two or three words that describe your question (e.g., ANTH/ESRM 332 reading question) otherwise it may easily find its way to the spam folder.

An additional note, please be professional in your email communication. Email is not texting.
You should properly address the person who you are writing to (e.g., Dr. Matera, Robert, Bill, etc.) and close emails properly (e.g., thank you; sincerely, etc.). You may think this is an awkward thing to detail in the syllabus, but it is essential to learn how to communicate professionally. This is something that will benefit you tremendously both within and outside academia. In any case, I don’t like it when a student writes “hey” or similar when writing to me, or just jumps into what he wants to say. I will never do it to you.

**Class Schedule:**

The following schedule is provided as a guide. Students are responsible for keeping up with readings and other assigned materials. You are expected to read the material **before** the class meets. This will allow you to understand class lecture and participate in discussion. Again, some adjustments to this schedule may be required and I reserve the right to do so and changes will be announced in class.

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<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Mon. Aug 25</td>
<td>Introduction to course</td>
<td>• Brocious 2006. Common ground between Anthropology and Conservation</td>
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<td>Wed. Aug 27</td>
<td>Culture and the Environment</td>
<td>• Moran Chapter 1&lt;br&gt;• Marteen CH. 1&lt;br&gt;• <strong>Suggested reading:</strong> Helm 1962. The ecological approach to Anthropology</td>
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<td>Friday Aug 29</td>
<td><strong>Choices for discussion leadership due by 5pm</strong></td>
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<td>Week 2</td>
<td>Mon. Sept 1</td>
<td>No Class: Labor Day Holliday</td>
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<tr>
<td>Week 3</td>
<td>Mon. Sept 8</td>
<td>Human-Environmental interactions: early approaches</td>
<td>• Moran CH. 2&lt;br&gt;• Meggers 1954. Environmental Limitation on the Development of Culture&lt;br&gt;<strong>Suggested Reading:</strong> Ellen 1982. Environmental determinism and causal correlation (Ch.1).</td>
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<td>Weds. Sept 10</td>
<td><strong>Library Session. Class meets at BRO 1630</strong></td>
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| Week 4 | Mon. Sept 15 | Human-Environmental interactions: early approaches | • Kroeber, A.L. 1939. Cultural and natural areas of native America (Ch.13)  
• Wissler 1927. The Culture-Area Concept in Social Anthropology.  
• **Suggested Reading:** Ellen 1982. Possibilism and limiting factors. (Ch.2). |
| Weds. Sept 17 | Cultural Materialism and Ethnoecology | • Harris, M. 1966. The cultural ecology of India’s scared cow.  
• Bennett, J. W. (1967). On the cultural ecology of Indian cattle |
| Weds. Sept 24 |  | • Fairhead and Leach 1995. False Forest History  
• Fitzpatrick and Keegan 2007. Human impacts and adaptations in the Caribbean Islands |
| Weds. Oct. 1 | Film: Strange Beliefs (Sir Edward Evans-Pritchard) |  |  |
| Week 7 | Mon. Oct 6 | Human-Ecosystem and Behavioral Ecology | • De Boer et al. 2002 Prey Choice and habitat use of people exploiting intertidal resources  
• **Suggested reading:** Hames 2007 The Ecologically Noble Savage Debate |
• Vayda and Walters 1999. Against Political Ecology  
• Young, E. 1999. Balancing Conservation with Development in Small-Scale Fisheries |
| **SATURDAY OCTOBER 11 – FIELD TRIP TO SANTA CRUZ ISLAND** |
| Week 8 | Mon. Oct 13 | Pastoralism | • Moran Chapter 8  
• Niamir-Fuller 2012. Co-existence of wildlife and pastoralism  
• **Suggested reading:** Niamir-Fuller 2000. |
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<th>Date</th>
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<th>Reading/Notes</th>
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| Weds. Oct 15 | Hunter-gatherers             |  • Moran Chapter 9  
  • Hewlett 2011. Social learning among Congo basin H-G  
  • Codding et al. 2011. Provisioning offspring and others  
  • **Suggested reading:** Hawkes et al. 1982 Why Hunters Gather: Optimal Foraging and the Aché of Eastern Paraguay |
| Friday Oct 17 |                              | **Annotated Bibliography Due by 5pm**                                                                                                         |
| Week 9  | Mon. Oct 20 | Agriculture                      |  • Moran Chapter 7  
  • Mzoughi 2011. Farmers adoption of integrated crop protection and organic farming                                                      |
| Weds. Oct 22 | Film: David Tilman - Food, energy, & the Environment: Can We Feed the World & Save the Earth? [link](http://www.youtube.com/watch?v=Whu0reX1-PA) |
| Week 10 | Mon. Oct 27 | Human Population and Ecosystem Thresholds | **MIDTERM EXAM DUE****                                                                                                                     |
| Week 11 | Mon. Nov. 3 | Social-Ecological Systems        |  • Skim: Marten Ch 4  
  • Araral 2013. What makes SESs robust?                                                                                                        |
| Weds. Nov 5 | Traditional Ecological Knowledge |  • Berkes 1999 Sacred Ecology (Ch.4)  
  • Drew 2005. Use of TEK in Marine Conservation                                                                                               |
  • Lauer, M. 2012. Oral traditions or situated practices?                                                                                   |
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<th>Week</th>
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<tr>
<td>Weds.</td>
<td>Nov 12</td>
<td>Common property resources</td>
<td>• Harding 1968. The tragedy of the Commons&lt;br&gt;• Wily 2011. The law is to blame</td>
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<td>Week 13</td>
<td>Mon. Nov 17</td>
<td>People and environmental change</td>
<td>Moran CH. 4&lt;br&gt;Film: Cinner: Poverty and Reefs</td>
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<td>Weds.</td>
<td>Nov 26</td>
<td>Current issues in human ecology</td>
<td>• Moran CH. 10&lt;br&gt;• Painter and Castillo 2014. Impacts of energy devpt. on indigenous peoples</td>
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<td>Weds.</td>
<td>Dec 3</td>
<td>Anthropology and Conservation</td>
<td>Film: The Island President</td>
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<td>Week 16</td>
<td>Mon. Dec 8</td>
<td>Class review and wrap-up: What have we learned about Ecological Anthropology?</td>
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**FINAL EXAM DECEMBER 15 10:30AM – 12:30PM**