SYLLABUS

TITLE: ANTH 415 Ecological Anthropology
(Theory) 3 credits

TIME: 10:30-11:45 a.m., Tuesdays and Thursdays
Fall Semester 2008

PLACE: Saunders Hall 345, University of Hawai`i @ Manoa

INSTRUCTOR: Dr. Les Sponsel, Professor
Director, Ecological Anthropology Program
Office: Saunders Hall 317
Office hours: 12:00-3:00 p.m., Thursdays
Office phone: 956-8506

Email: sponsel@hawaii.edu
Homepage: http://www.soc.hawaii.edu/Sponsel

ORIENTATION

“True security rests on a supportive and sustainable ecological base, on spiritual as well as material well-being, on trust and reliance in one’s neighbors, and on justice and understanding in a disarmed world” (Frank Barnaby, ed., 1988, The Gaia Peace Atlas, New York, NY: Doubleday, p. 212).

"A thing is right when it tends to preserve the integrity, stability, and beauty of the biotic community. It is wrong when it tends otherwise" (Aldo Leopold, 1949, "The Land Ethic" A Sand County Almanac, New York: Oxford University Press, p. 262).
Ecological anthropology is a mature topical specialization that crosscuts the five subfields of anthropology and has its own separate unit within the American Anthropological Association (Anthropology and Environment Section); three journals (Human Ecology, Journal of Ecological Anthropology, Ecological and Environmental Anthropology); six publisher’s series; several dozen textbooks; website (http://www.eanth.org); listserv (EANTH-L@LISTSERV.UGA.EDU); and so on. The listserv membership consists of over 1,100 individuals. UH undergraduate and graduate students may specialize in this subject through the optional Ecological Anthropology Program in which 415 is the required core course (www.soc.hawaii.edu/Sponsel).

Ecological anthropology explores how culture influences the dynamic interactions between human populations and the ecosystems in their habitat through time. This semester the course successively surveys the following five primary approaches: primate ecology, cultural ecology, historical ecology, political ecology, and spiritual ecology. The secondary approaches of paleoecology, ethnoecology, behavioral ecology, postmodern ecology, and environmental anthropology will be subsumed under the primary ones and only briefly considered because of time constraints. Each of the five primary approaches will be critically analyzed through two overview PowerPoint lecture drawing on the manuscript of a textbook the instructor is writing and also through one or more particular case studies including some from the instructor’s fieldwork in the Venezuelan Amazon and Thailand. Videos and student discussions will also illustrate each of these approaches. Secondary themes are Hawai‘i, global warming and environmental change, and the relationships between biological and cultural diversity.

For more background see the instructor’s homepage.

Anth 152 or 200, a basic course in biology or ecology, or consent of the instructor are prerequisites for this course.

FORMAT

A diversity of venues will be used to survey ecological anthropology including lectures, videos, and class discussions. Assigned readings will be discussed in small groups each led by a graduate student facilitator followed by discussion with the class as a whole coordinated by the instructor. Some discussions may be held online instead of in a class meeting, especially during November when classes are sacrificed by two holidays (November 4, 11) and the instructor’s trip to the annual convention of the American Anthropological Association (November 20). Segments from the CNN documentary “Planet in Peril” will be shown throughout the semester when especially relevant to the topic under consideration.

This course is designated as Writing Intensive. Thus, the instructor will comment on the style as well as contents of written exercises. Grammatical and spelling errors will also be noted if serious or repetitive, although students should regularly use the grammar and spelling checks on their word processor for essays. There will be four essay quizzes and a final examination, the latter composed of two essays, and all of these exercises are take-home to save precious class
time and relieve stress of an artificial examination situation in class.

OBJECTIVES

This course aims to help students explore and become familiar with these six topics in particular:

1. five primary approaches in current ecological anthropology and the key concepts and principles of each in historical perspective;

2. practical environmental problems and issues as well as environmental discourses viewed from the perspective of these approaches;

3. the pivotal role of culture in human ecology, adaptations, maladaptations, environmental change, and environmental concerns;

4. how people culturally conceptualize, manipulate, transform, and humanize their natural environments over time;

5. ecological and anthropological thinking about the above and the larger context of the development of ecology and environmentalism; and

6. key resource materials such as books, encyclopedias, periodicals, bibliographies, videos, and web sites as revealed in this syllabus and in lectures and assigned readings.

Accordingly, the learning outcomes of this course are for every student to demonstrate some familiarity with each of the above six topics through the four quizzes, the final examination, and class discussions.

GRADE

The final course grade will be based on the following:

1. one take-home quiz (one page only, typed single-spaced) on each of the second through fifth approaches covering the corresponding lectures, discussions, videos, assigned readings, and other course materials each due as indicated in the Schedule (40%);

2. two essays (2-3 pages each, typed single-spaced) for a final take-home examination reflecting on the course as a whole and drawing on the quiz essays due December 16 by noon (40%); and

3. regular, active, and meaningful participation in class discussion, especially for the scheduled required reading assignments (20%). Students who are not inclined to actively participate in class discussions should drop the course.
Note that the questions and instructions for both the quizzes and the final examination are included in this syllabus so that self-disciplined students may work on it throughout the entire semester. Students should take advantage of this opportunity, rather than procrastinate until each quiz is due or until the semester nears an end for the final examination. Furthermore, the essays comprising the four quizzes should provide a foundation for gradually drafting the final examination throughout the semester. These are all take-home exercises and thus open book which should relieve some anxiety and pressure. Moreover, it is more realistic than memorizing for surprise questions to be answered within a restricted time in class.

Student work will be evaluated on the basis of these four criteria:

1. general knowledge of all required reading assignments and of all material presented and discussed in class:

2. clear, concise, logical, analytical, and critical thinking;

3. achieving the six objectives of the course: and

4. regular, active, and meaningful participation in class discussion.

Undergraduate and graduate students will be graded separately, and a higher quality and quantity of work is expected for the latter. Graduate students are also expected to undertake extra readings of their choice in pursuing their own special topical and regional interests. In addition, graduate students will each lead subgroups of the class in discussions of the assigned readings.

Class attendance will be taken regularly. Students are expected to attend every single class meeting throughout the entire semester, unless a convincing written excuse is provided such as from a medical doctor. Every three unapproved absences will result in the lowering of the final course grade by one letter grade. Students are expected to arrive at class on time and to remain attentive throughout the entire period (that is, no sleeping, regular conversation, video games, emailing, reading newspapers, and the like). Any students who wish to sleep or to carry on private conversations should do so outside of the classroom to avoid distracting other students and the instructor. In short, like the instructor, students are expected to take this class seriously. Anyone who does not is wasting the time of other students and the instructor; thus, they should drop the course immediately instead of waiting for a poor or failing grade at the end of the semester.

Students are required to be open minded as well as courteous and professional in class. Anyone can say anything as long as it is relevant, concise, and polite. Being concise is important because the time in class is very limited and everyone who wishes should have an opportunity to contribute to the discussion, rather than one or a few persons dominating the class for an entire semester. The ideals of freedom and democracy apply in this class, even if they are restricted elsewhere. Ideally the university is a place to open minds, rather than to close them.
Extra credit may be earned by writing a one-page reaction (not summary) to a video, journal article, book chapter, lecture, or website from any of the material covered in the syllabus or class. Five high-quality extra credit papers can make the difference for a borderline course grade, while ten such papers can elevate the grade to the next level. Other alternatives for more extra credit include writing either a review of an extra book or a research report, but in any case the specifics have to be approved by the instructor in advance. Thus, in principle, with enough high quality work any student can earn an A in this course.

TEXTBOOKS AND OTHER READINGS

Every student is required to thoroughly read and critically discuss in class each of these three textbooks.


Merchant, Carolyn, 2005, Radical Ecology: The Search for a Sustainable World (Second Edition), New York, NY: Routledge. (New $24.95 and used $15.85. [Be sure to use the Second Edition which is substantially different from the first one].


Note that the prices quoted above are from Amazon.com. Outside online orders will add shipping and handling charges, but used copies may still be cheaper.

The regular three textbooks should be available in the UH Bookstore for anyone who may wish to purchase one or more of them. Furthermore, the UH Bookstore now makes available purchases online: www.bookstore.hawaii.edu.

These textbooks may also be available through local bookstores (e.g., Borders, Barnes and Noble) or an internet bookseller. Some internet booksellers are:

http://www.amazon.com

http://www.alibris.com

http://www.abebooks.com

http://www.bestbookbuys.com
Students may reduce the cost of texts by purchasing used copies, reselling them at the end of the semester to the bookstore, and/or sharing them.

In addition, some book chapters and journal articles will be assigned. Numerous other resources are recommended in the full Schedule of this syllabus. Students are encouraged to occasionally read journal articles or book chapters, view extra videos, and explore web sites recommended in the syllabus and during classes. The bibliography in Part II of this syllabus was assembled mainly from the Anthropology Index Online and Abstracts in Anthropology through the Hawai`i Voyager at Hamilton Library, the AnthroSource of the American Anthropological Association, and the instructor’s files. Only a few citations were selected from the following three periodicals, and interested students should explore their online indexes where they can also find some of the articles free:

Ecological and Environmental Anthropology (2005-)
http://www.uga.edu/eea

Human Ecology: An Interdisciplinary Journal (1972-)
http://www.springerlink.com/content/101592

Journal of Ecological Anthropology (1997-)
http://shell.cas.usf.edu/~jea/

Also extremely useful is the Annual Review of Anthropology (see Hamilton Library Hawai`i Voyager catalog for print and online versions).

Please alert the instructor if there any problems with any of the web sites listed in this syllabus.

Note that this syllabus and related materials are available on the instructor’s homepage under Courses in the file 415: http://www.soc.hawaii.edu/Sponsel.

Note on the Schedule that the list of required readings is concentrated on certain dates when the entire class period will be devoted to their discussion rather than spread out evenly throughout the semester. Accordingly, students should plan and read ahead to cover the material gradually in a manageable way instead of waiting until the last moment to try to read everything in preparation for class discussion on the specified day.

Students who take advantage of as many of the resources provided in this course as feasible will obtain a systematic and thorough overview of the subject; those who do not are short-changing their own education and future. Students who are not prepared to make a substantial investment of time and effort in this course should drop it immediately, rather than wait until the end of the semester to receive a poor grade or even fail.

If any student feels the need for reasonable accommodations because of the impact of a
disability, then they should contact the KOKUA Program in QLCSS 013 (phones 956-7511 or 956-7612), or speak to the instructor in private to discuss specific needs. The instructor is quite willing to collaborate with any student and KOKUA about access needs related to a documented disability.

Students can avoid getting lost among the trees in the forest of the schedule, readings, and other course materials by keeping in focus the specific pivotal question and primary issue identified under each of the five approaches. Before presenting the full Schedule, here is a brief summary of the syllabus so far, this followed by a brief schedule of topics and a list of reading assignments.

SUMMARY

This course surveys five primary approaches in ecological anthropology to studying how culture influences the interaction between humans and nature: primate, cultural, historical, political, and spiritual ecology.

Most approaches will be covered through a combination of a background video, an overview lecture with PowerPoint for two periods, case study from the instructor’s research in the Amazon or Thailand presented as an illustrated lecture, and class discussion of assigned readings.

Three textbooks and a few additional selected articles and book chapters are required as reading. See Reference Works and Publisher’s Series on pp. 127-130 and 130.

The final grade for the course will be based on class attendance and participation as well as on four quizzes and a final examination composed of two essays, all of them take-home, and the questions are already identified in the syllabus.

Detailed guidelines for quizzes and the final examination are provided at the end of the syllabus (see pp. 125-126 and 126-127).

BRIEF SCHEDULE

I. INTRODUCTION AND BACKGROUND

AUGUST
26 T Lecture: Ecocide or Ecosanity?, Video: Yepi (11 min.) [syllabus page 9]

SEPTMEBER
2 T Video: Population (DVD 3002, 7.5 min.), Discussion, GM 4-8, PT 10 [20]
II. PRIMATE ECOLOGY
4 Th Lecture: Why aren’t humans chimpanzees?  [28]
9 T Case: Coconut Picking Monkeys in Southern Thailand (video segment)  [31]

III. CULTURAL ECOLOGY
11 Th Video: Ecology of Mind (VHS 6355, Part 4, 60 min.)  [33]
16 T Lecture: How can humans be both a part of and apart from nature?  [33]
18 Th continued  [38]
23 T Video: Amazon: Land of the Flooded Forest (VHS 8765, 50 min.)  PT 5  [38]
25 Th Case: Indigenous Adaptations to Poor Ecosystem in Amazon  [39]
30 T Case: Wildlife Use by Buddhists and Muslims in Thailand  [41]

OCTOBER
2 Th Discussion, PT 2-3, 11  [42]

IV. HISTORICAL ECOLOGY
7 T Ahuapua`a Fishponds and Lo`i (Hawai`i) (VHS 7194, 90 min.), Quiz 1  [52]
9 Th Lecture: Is human nature anti-nature?  [58]
14 T continued  [66]
16 Th Case: Thailand  [66]
21 T Case: Estonia, Discussion  [68]

V. POLITICAL ECOLOGY
23 Th Video: Mini-Dragons: Thailand (VHS 10571, 60 min.)  [69]
28 T Lecture: Could genuine justice restore ecosanity?  [69]
30 Th continued  [90]

NOVEMBER
4 T Election Day  [90]
6 Th Case: Gold Mining and Yanomami in Amazon, Video: Contact: Yanomami Indians of Brazil (VHS 4962, 40 min.), Quiz 2  [90]
11T Veteran’s Day  [95]
13 Th Discussion, PT 6-8,12, CM3, 6-8  [95]

VI. SPIRITUAL ECOLOGY
18 T Lecture: Is religion the ultimate answer to the ecocrisis?  PT 9  [95]
20 Th Video: *Mauna Kea: Temple Under Siege* (Hawai`i, VHS 21514, 69 min.) [100]
25 T  Lecture continued  [103]
27 Th Thanksgiving Holiday  [108]

DECEMBER
2 T Case: Illuminating Darkness: The Monk-Cave-Bat-Ecosystem Complex in Thailand,  
Quiz 3  [109]
4 Th Discussion, GM 9, PT 4, 13, CM 4-5  [115]

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VII. CONCLUSION
9 T Video: *Radically Simple* (DVD 5963, 35 min.), Discussion, GM 10-12, CM 9,  
Conclusion  [116]
11 Th continued  [124]

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16 T Quiz 4 and final examination (two essays) due by noon in the instructor’s mailbox in the Department of Anthropology office in Saunders Hall 346.  [124]

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**FULL SCHEDULE**

I. INTRODUCTION AND BACKGROUND

August 26 T Lecture: Ecocide or Ecosanity?  
Issues: Why ecological anthropology? Why diversity?

Video segment: *Planet in Peril: Ch. 1 Introduction*  
Video: *Yepi* (11 min.)


[http://www.soc.hawaii.edu/Sponsel](http://www.soc.hawaii.edu/Sponsel)
Required reading:

Syllabus (pages 1-8)

http://www.eoearth.org/article/Ecological_anthropology

Recommended web sites on training in ecological and environmental anthropology:

Anthropological Center for Training and Research on Global Environmental Change, Indiana University
http://www.indiana.edu/~act/http://www.indiana.edu/~act/

Anthropology and Environment Section, American Anthropological Association
http://www.eanth.org
http://www.aaanet.org (see A&E under units and interest groups)

Ecological Anthropology Program, University of Florida
http://www.anthro.ufl.edu

Ecological Anthropology Program, University of Hawai´i
http://www.anthropology.hawaii.edu

Ecological and Environmental Anthropology, University of Georgia
http://www.anthro.dac.uga.edu

Ecological and Environmental Graduate Concentration, University of Arizona
http://www.arizona.edu/anthro/

Environmental Anthropology, Portland State University
http://www.anthropology.pdx.edu/environmental.html

Environmental Anthropology, Conservation Biology, and Ethnobotany, University of Kent, Canterbury, England
http://www.ukc.ac.uk/anthropology
http://www.eci.ox.ac.uk/humanecology.html

Environmental Anthropology Program, Rutgers University
http://anthro.rutgers.edu

Environmental Anthropology, University of Washington, Seattle
http://www.anthro.washington.edu/
August 28 Th  Continued

M1, PT I, CM I, 1-2

Recommended videos:

*An Inconvenient Truth* [Al Gore on global warming] (DVD 4726, 96 min.)

*The Ecological Footprint: Accounting for a Small Planet* (30 min.)

*The Future of Life* (V1144, 47 min.)

*Listen to the Forest* [Hawaii`i] (9093, 55 min.)

*Lord of the Ants* [E.O. Wilson, NOVA] (55 min.)

*Maoli No: Truly Native* (Hawaii) (DVD 2834, 80 min.)

*May Earth Live: A Journey Through The Hawaiian Forest* (VHS 19381, 57 min.)

*Web of Life* (VHS 12109,58 min.)

Recommended reading:


Mohan Munasinghe, 2008, “Climate Change,” *Earth Portal* Topic of the Week Environmental Focus: 
http://www.earthportal.org/?page_id=70


Island Press.


Recommended web sites:

An Inconvenient Truth [Al Gore on global warming]
[http://www.climatecrisis.net](http://www.climatecrisis.net)

Biodiversity Support Program

Center for Biological Diversity
[http://www.biologicaldiversity.org](http://www.biologicaldiversity.org)

Center for International Earth Science Information Network
[http://www.ciesin.org](http://www.ciesin.org)

Climate Crisis Coalition
[http://www.climatecrisiscoalition.org](http://www.climatecrisiscoalition.org)

Columbia Earthscape: An Online Resource on the Global Environment
[http://www.earthscape.org](http://www.earthscape.org)

Earth System Science Partnership
[http://www.essp.org](http://www.essp.org)

Ecological Footprint
[http://lead.org/leadnet/footprint/info.htm](http://lead.org/leadnet/footprint/info.htm)

*Ecology and Society* (formerly *Conservation Ecology*)
[http://www.ecologyandsociety.org](http://www.ecologyandsociety.org)
Forest Communities
http://www.forestsandcommunities.org

Indigenous Environmental Network/North American Indigenous Peoples Biodiversity Project
http://www.alphacdc.com/ien

Intergovernmental Panel on Climate Change (UNEP)
http://www.ipcc.ch

International Human Dimensions Programme on Global Environmental Change (IHDP)
http://www.ihdp.uni-bonn.de

International Indigenous Forum on Biodiversity
http://www.iifb.net

Kyoto Protocol
http://unfcc.int/

Millennium Ecosystem Assessment

Native Solutions to Conservation Refugees
http://www.conservationrefugees.org

Oil Change
http://priceofoil.org

Orion Nature Quarterly
http://www.oriononline.org

Pew Center on Global Climate Change
http://www.pewclimate.org

Real Climate: Climate Science from Climate Scientists
http://www.realclimate.org

Stop Global Warming
http://www.StopGlobalWarming.org

Terra Lingua
http://www.terralingua.org

E.The Environmental Magazine
http://www.emagazine.com
September 2 T  Issue: **What is nature?**

Video: *Population* (DVD 3002, 7.5 min.)
Video segment: *Planet in Peril: Ch. 6 Lessons of the Grey Wolf*

Discussion, GM 4-8, PT 10

Recommended reading:


Luis A. Vivanco, and Robert A. Gordon, eds., 2006, *Tarzan Was An Eco-Tourist and Ogther Tales in the Anthropology of Adventure*,


Recommended web sites and periodicals:

*Annual Review of Ecology and Systematics* QH540 .A53

*Annual Review of Environment and Resources* TJ 163.2 .A55

Culture, Place, and Nature: Studies in Anthropology and Environment/University of Washington Press

[www.washington.edu/uwpress/](http://www.washington.edu/uwpress/)

*Ecological and Environmental Anthropology*

[http://www.uga.edu/eea/](http://www.uga.edu/eea/)

*Human Ecology: An Interdisciplinary Journal* GF 1 .H84
Recommended videos:

*An Inconvenient Truth* [Al Gore documentary on global warming]

*Human Tide* (VHS 13561 60 min.)

*Paul Ehrlich and the Population Bomb* (VHS 14697, 60 min.)

Recommended reading:


www.ecologyandsociety.org/vol5/iss1/art14/


Recommended web sites:

Ecological Society of America
http://www.esa.org

Environmental Advocacy and Organizing Program, Antioch University
http://www.antiochne.edu/es/eao
II. PRIMATE ECOLOGY

September 4 Th Lecture: Why aren’t humans chimpanzees?

Issue: Do ethics and morality have any place in scientific primatology?

Video segment: Planet in Peril: Ch. 4. Searching for the Black Sifika

Recommended video: Search for the Great Apes (VHS 2785, 60 min.)

Recommended reading:


Filippo Aureli, Colleen M. Schaffner, Jan Verpooten, Kathryn Slater, Gabriel Ramos-Fernandez,


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September 9 T Ethnoprimatology

Case: **Coconut Picking Monkeys in Southern Thailand** (and video
Required reading:

Select one article on ethnoprimatology from the journal
Ecological and Environmental Anthropology 2(2)
http://www.uga.edu/eea/

Recommended video:

“Ethnoprimatology of *Macaca tonkeana* in Lore Lindu National Park” by Erin Riley in
Ecological and Environmental Anthropology 2006, 2(1):36 at
http://eea.anthro.uga.edu/index.php/eea/issue/view/2

Recommended reading:

Natural History Bulletin of the Siam Society 40:103-166.


Recommended web sites:
African Primates at Home
http://www.indiana.edu/~primate/primates.html

The Dian Fossey Gorilla Fund International
http://www.gorillafund.org

The Gorilla Foundation
http://www.koko.org

The Jane Goodall Institute
http://www.janegoodall.org

Primate Information Center, University of Wisconsin
http://pin.primate.wisc.edu

III. CULTURAL ECOLOGY

September 11 Th  Video: Ecology of Mind

September 16 T Lecture: How can humans be both a part of and apart from nature?

Issue: Is a materialist approach more valid and useful than a mentalist one to understand human ecology?

Required reading:

Recommended videos:

*Baka* (African Pygmies) (VHS 3354, 50 min.)
*Fredrik Barth: From Fieldwork to Theory* (56 min., check at Sinclair AV)
*To Find the Baruya Story* (Maurice Godelier fieldwork in PNG) (VHS 1677, 59 min.)
*The Nuer* (Sudan pastoralists) (VHS 7624, 90 min.)
*Sakuddai* (Indonesia foragers) (VHS 1706, min.)
*Shadows in the Forest* (Efe in central African forest) (VHS 18392, 60 min.)

Recommended reading:


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**September 18 Th  continued**

Video segment: *Planet in Peril: Ch. 2. Preparing for the Raid, Ch. 3 Raiding JJ Market*

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**September 23 T  Video: Amazon: Land of the Flooded Forest?* (VHS 8765, 50 min.)*

PT 5
Case: The Acid Test: Curripaco Subsistence Adaptations to an Oligotrophic Ecosystem in the Upper Rio Negro, Amazonas, Venezuela

Recommended reading:


September 30 T Case: Cultural Ecology of Adjacent Buddhist and Muslim Communities in Southern Thailand

Recommended reading:


October 2 Th ETHNOECOLOGY

Issues: Mentalist versus materialist and emic versus etic approaches to human ecology.

Discussion

PT 2-3, 11

Recommended reading:


Luisa Maffi, 2005, “Linguistic, Cultural, and Biological Diversity,” *Annual Review of Anthropology* 34:


http://www.consecol.org/vol8/iss1/art2


Development in Africa’s Arid Lands, Boston, MA: Allyn and Bacon.


Melissa Leach, 1994, Rainforest Relations: Gender and Resource Use among the Mende of Gola, Sierra Leone, Edinburgh, Scotland: Edinburgh University Press.


Robert M. Netting, 1968, Hill Farmers of Nigeria: The Cultural Ecology of the Kofyar of the Jos


Nancy J. Turner, 2005, The Earth’s Blanket: Traditional Teachings for Sustainable Living,
Seattle, WA: University of Washington Press.


Recommended web sites:

Anthropological Theories: Ecological Anthropology (Stacy McGrath)
[http://www.as.ua.edu/ant/Faculty/murphy/ecologic.htm](http://www.as.ua.edu/ant/Faculty/murphy/ecologic.htm).

Cultural Ecology (Catherine Marquette)
[http://www.indiana.edu/~wanthro/eco.htm](http://www.indiana.edu/~wanthro/eco.htm)
[http://www.lse.ac.uk/Depts/destin/simon/cen/cesg.html](http://www.lse.ac.uk/Depts/destin/simon/cen/cesg.html)

*Cultural Survival Quarterly* GN 357 .Q37

*The Ecologist* QH 540 .N38
[http://www.theecologist.org](http://www.theecologist.org)

Globally Important Ingenious Agricultural Heritage Systems (FAO)

Indigenous Knowledge and Development Monitor
[http://www.nuffic.nl/cir/ikdm](http://www.nuffic.nl/cir/ikdm)

Institute for Cultural Ecology (David Adams)

International Institute for Indigenous Resource Management
[http://www.iiirm.org](http://www.iiirm.org)

International Society of Ethnobiology
[http://www.ethnobiology.net](http://www.ethnobiology.net)
[http://guallart.dac.uga.edu/ISE/](http://guallart.dac.uga.edu/ISE/)
IV. HISTORICAL ECOLOGY

October 7 T  Ahuapua`a Fishponds and Lo`i (Hawai`i) (VHS 7194, 90 min.),  Quiz 1

Recommended videos:

Red Turtle Rising (VHS 18617, 52 min.)
Shark Callers of Kontu (VHS 4411, 54 min.)
Surviving Columbus: The Story of the Pueblo People (VHS 9464, min.)
The Turtle People (VHS 8508, 26 min.)

Recommended readings:


Villy Christensen, Karl A. Aiken, and Maria C. Villanueva, 2007, “Threats to the ocean: on the role of ecosystem approaches to fisheries” [in special issue 'Pursuing the true value of people and the sea'] *Social Science Information* 46(1):67-86.


Christopher R. Morgan, 2007, “Property of spirits: hereditary and global value of sea turtles in


Societies: Archaeological and Demographic Perspectives, Honolulu, HI: University of Hawai`i Press.


Recommended web sites:

University of California, Santa Barbara, Faculty (Aswani Shankar, Susan Stonich)
http://www.anth.ucsb.edu

Center for Marine Conservation
http://www.cmc-ocean.org

Global Aquaculture Alliance
http://www.gaalliance.org

Global Programme of Action for the Protection of the Marine Environment from Land-Based Activities
http://www.gpa.unep.org

Hawai`i Conservation Alliance
http://www.hawaiiconservation.org

The Ocean Conservancy
http://www.oceanconservancy.org

Regional Seas-UNEP
http://www.unep.ch/seas
October 9th  Lecture: **Is human nature anti-nature?**  
Issue: **Can historical analyses be detrimental to indigenous rights?**

**Required reading:**


**Recommended reading:**


Rebecca Hardin, and Melissa J. Remis, 2006, “Biological and cultural anthropology of a


Alfred W. Crosby, Jr., 1972, *The Columbian Exchange: Biological and Cultural Consequences*
of 1492, Westport, CT: Greenwood Press.


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**October 14 T  continued**

Video segment: *Planet in Peril: Ch. 5. Carteret Island Is Disappearing*

Video segment: *Tuvalu*

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**October 16 Th  Case: The Ecological Transition in Thailand**

**Required reading:**


Recommended reading:


Leslie E. Sponsel, Thomas N. Headland, and Robert C. Bailey, eds., 1996, Tropical

Michael Williams, 2002, Deforesting the Earth: From Prehistory to Global Crisis, Chicago, IL: University of Chicago Press.

Recommended web sites:

American Society for Environmental History
http://www.h-net.org/~environ/ASEH/welcome_IE4.html

Association for Environmental Archaeology
http://www.envarch.net

Environment history bibliography, Duke University
http://www.lib.duke.edu/forest/ehback.html

European Society for Environmental History
http://www.eseh.org

Recommended journals:

Forest and Conservation History (1990-1995) SD 140 .F6

Environmental History (1996- ) GE 1 .E585


Forest History (1959-1974) SD 140 .F6

Journal of Forest History (1975-1989) SD 140 .F6

October 21 T Case Study: Wooded Meadows in Estonia

Discussion PT 5
V. POLITICAL ECOLOGY

October 23 T Video: *Mini-Dragons: Thailand* (VHS 10571, 60 min.)

October 28 T Lecture: Could genuine justice restore ecosanity?

Issue: Is research in political ecology itself political?

Video segment: *Planet in Peril: Ch. 7 Global Warming – Crisis or Hype?, Ch. 11 Environmental Racism*

Required reading (select one):

http://www.library.arizona.edu/ej/jpe/jpeweb.html
http://www.library.arizona.edu/ej/jpe/volume_1/Foreword.PDF


www.worldwatch.org

Recommended videos:

*Blowpipes and Bulldozers: The Story of the Penan Tribe and Bruno Manser* (Borneo) (VHS 1332, min.)

*Earth First: The Struggle to Save Australia’s Rain Forest* (VHS #2635, 58 min.)
Gertrude Blom: Guardian of the Forest (Maya, Yucatan) (VHS 6611, 56 min.)
The Hmong Hill Tribe People of Laos (VHS 9903)
To Protect Mother Earth (Shoshone) (VHS #5413, 59 min.)

Recommended reading:


Ralph A. Litzinger, 2006, “Contested sovereignties and the critical Ecosystem Partnership Fund”


W. Bello, S. Cunningham, and L.K. Poh, 1998, A Siamese Tragedy: Development and


Jonathan Rigg, ed., 1995, *Counting the Costs: Economic Growth and Environmental Change in*
Thailand, Singapore: Institute of Southeast Asia Studies.


Ira Rohter, 1992, A Green Hawai`i: Sourcebook for Development Alternatives, Honolulu, HI: Na Kane O Ka Malo Press.


Weaver, Jace, ed., 1996, Defending Mother Earth: Native American Perspectives on


Recommended web sites (environmental NGOs):

Apollo Alliance
http://www.apolloalliance.org

Conservation International
http://www.conservation.org

Defenders of Wildlife
http://www.defenders.org

Earth First!
http://www.earthfirst.org

Earth Island Institute
http://www.earthisland.org

Earth Justice
http://www.earthjustice.org

Earth Liberation Front
http://www.earthliberationfront.com

Environmental Action
http://www.environmental-action.org

Environmental Defense Fund
http://www.environmentaldefensefund.org

Forest Ethics
http://www.forestethics.org

Friends of the Earth
http://www.foe.org

Global Exchange
http://www.globalexchange.org

Green Belt Movement (Wangari Maathai in Kenya)
http://www.greenbeltmovement.org

Green Earth Foundation
http://www.rmetzner-greenearth.org

Green Group
http://www.green-group.com

Green Party
http://www.greens.org

Greenpeace
http://www.greenpeace.org

Izaak Walton League
http://www.iwla.org

League of Conservation Voters
http://www.lcv.org

Mountain Institute
http://www.mountain.org

National Audubon Society
http://www.audubon.org

National Wildlife Federation
http://www.nwf.org

Natural Resources Defense Council
http://www.nrdc.org
Rainforest Action Network
http://www.ran.org

Rainforest Alliance
http://www.rainforest-alliance.org

River Keeper
http://www.riverkeeper.org

Rocky Mountain Institute
http://www.rmi.org

Ruckus Society
http://www.ruckus.org

Sierra Club
http://www.sierraclub.org

The Nature Conservancy
http://www.nature.org

Water Keeper
http://www.waterkeeper.org

World Conservation Union (IUCN)
http://www.iucn.org

World Rainforest Movement
http://www.wrm.org

World Resources Institute
http://www.wri.org

World Watch Institute
http://www.worldwatch.org

World Wildlife Fund (WWF)
http://www.worldwildlife.org
http://www.panda.org

Recommended journals:

Antipode: A Radical Journal of Geography  G1 .A68
Global Environmental Politics (available online)


Political and Legal Anthropology 1991- GN 492 .P65

Political Geography JC 319 .P62

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October 30 Th continued

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November 4 T Election Day (no class)

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November 6 Th Case: Gold Mining and Yanomami in Amazon,

Quiz 2

Video: Contact: Yanomami Indians of Brazil (VHS 4962, 40 min.)
**Required reading:**


**Recommended videos:**

*Amazon Journal* (VHS 15243, min.)
*First Contact* (Australian miners in Papua New Guinea) (VHS 4397, min).

**Recommended reading:**


Recommended web sites:

Cultural Survival (Cambridge, MA)  
http://cs.org

Human Rights Tools  
http://www.humanrightstools.org

Institute for Social Ecology  
http://www.social-ecology.org

International Work Group for Indigenous Affairs (IWGIA)  
http://www.iwgia.org

Project Underground  
http://www.moles.org

Pro-Yanomami Commission  
http://www.proyanomami.org.br

Rainforest Action Network  
http://www.ran.org

Survival International (London, UK)  
http://www.survival-international.org
November 11 T  Veteran’s Day (no class meeting)

November 13 Th   Discussion, PT 6-8, 12, CM3, 6-8

VI. SPIRITUAL ECOLOGY
(Note: Also, see syllabus for 444 Spiritual Ecology on instructor’s homepage).

November 18 T   Lecture: **Is religion the ultimate answer to the ecocrisis?**

PT 9

Video segment: *Planet in Peril: Ch. 9 Killing Sister Dorothy Stang,*

**Required reading:**


Recommended periodicals and web sites:

American Academy of Religion - Religion and Ecology Group
http://www.religionandnature.com/aar/

Canadian Forum on Religion and Ecology
http://rel.queensu.ca/cfore

*Earth Ethics*
http://www.crle.org

*EarthLight: Magazine of Spiritual Ecology*  NA Hamilton Library
http://www.earthlight.org

*Ecotheology* (1996-2006)
http://www.religionandnature.com

*Environmental Ethics*  GF 80 .E59

*Ethics, Place and Environment: A Journal of Philosophy and Geography*
http://www.tandf.co.uk/journals/titles/1366-879X.asp

European Forum for the Study of Religion and Environment
http://hf.ntnu.no/relnateur

Forum on Religion and Ecology
http://environment.harvard.edu/religion

*Journal for the Study of Religion, Nature and Culture*
(2007-)[successor to *Ecotheology*]
http://www.religionandnature.com

*Resurgence Magazine*
http://resurgence.gn.apc.org


*The Trumpeter: Journal of Ecosophy*  QH 540.5 .T8
http://trumpeter.athabascau.ca

*Worldviews: Environment, Culture, Religion*  BL 65 .N35 W675
http://www.brill.nl/  (Click on journals > Social Sciences > Worldviews)
Recommended reading:


[http://www.unep.org/Biodiversity/](http://www.unep.org/Biodiversity/)


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November 20 Th   Video: *Mauna Kea: Temple Under Siege* (Hawai‘i, VHS 21514, 69 min.)

Recommended videos:

*Ho`oku`ikahi: To Unify as One* (VHS 15693, 47 minutes)
*Kaho`olawe Aloha `Aina* (DVD 3185, 57 min.)
*Malama Halawa: The Caretaking of a Valley* (O`ahu and H3 Highway)(VHS 17411, 35 minutes)

**Special assignment:** post a comment about the video on the course website discussion board  [http://www.myuhportal.hawaii.edu](http://www.myuhportal.hawaii.edu)
Recommended readings:


Recommended web sites:

Hawai`i Environmental Education Association
http://heea.edgateway.net

Hawai`i Nature Center
http://www.hawaiinaturecenter.org

Kahea: The Hawaiian-Environmental Alliance
http://www.kahea.org

Mount Graham Coalition
http://www.mountgraham.org

Mauna Loa Observatory
http://www.mlo.noaa.gov

Na Maka o ka `Aina
http://www.namaka.com

UH Institute for Astronomy`s Mauna Kea site
http://www.ifa.hawaii.edu/mko

Mauna Kea Webcams
http://kiloaoloa.soest.hawaii.edu/current/cams/index.cgi
November 25 T Lecture continued

Issue: Is studying religion and spirituality unscientific?

Required reading (select one of the following):


Recommended reading:


Arne Naess, et al., 2006, *The Trumpeter: Journal of Ecosophy* 22(1) [special issues on Arne Naess and deep ecology]
http://trumpeter.athabascau.ca


Recommended videos:
Baraka (LDVD 1930, 104 min., DVD 0814 104 min.)
The Goddess and the Computer (VHS 4047, 50 min.)
In the Light of Reverence (VHS 18873, 73 min.)
Keeping the Faith (VHS 13215, 40 min.)
Ladakh (VHS 11602, 86 min.)
Shark Callers of Kontu (VHS 4411, 54 min.)
Spirit and Nature (VHS 5326, 88 min.)
The Wilderness Idea (John Muir, Gifford Pinchot, and the First Great Battle for Wilderness) (VHS 17105, 58 min.)

Recommended web sites:

African Ritual and the Environment Conference
http://www.ru.ac.za/anthro2003

Alliance for Religion and Conservation
http://www.arcworld.org

California Institute of Integral Studies
http://www.ciis.edu

Cultural and Spiritual Values of Biodiversity
http://www.unep.org/Biodiversity

Earth Island Institute
http://www.earthisland.org

EarthLight: The Magazine of Spiritual Ecology
http://www.earthlight.org

Encyclopedia of Religion and Nature
http://www.religionandnature.com

University of Florida, Department of Religion, Fields of Study, Religion and Nature
http://www.religion.ufl.edu

Forum on Religion and Ecology at Yale University
http://www.yale.edu/religionandecology

Green Earth Foundation
http://www.rmetzner-greenearth.org

Institute for Deep Ecology
http://www.deep-ecology.org

International Society for Environmental Ethics
http://www.cep.unt.edu/ISEE.html

Metanexus
http://www.metanexus.net

The Mountain Institute
http://www.mountain.org

National Religious Partnership for Environment
http://www.nrpe.org

Places of Peace and Power
http://sacredsites.com

Sacred Land Film Project
http://www.sacredland.org

Sacred Sites International
http://www.sitesaver.org

Schumacher College
http://SchumacherCollege.gn.apc.org

Spiritual Ecology Concentration, Ecological Anthropology Program, University of Hawai`i
http://www.soc.hawaii.edu/Sponsel

*The Trumpeter: Journal of Ecosophy* (recent issues on Arne Naess and deep ecology)
http://trumpeter.athabascau.ca

World Heritage Sites/UNESCO
http://whc.unesco.org


November 27Th  Thanksgiving Holiday (no class)
December 2 T  Case: **Illuminating Darkness: The Monk-Cave-Bat-Ecosystem Complex in Thailand**  Quiz 3

Video segment: *Bat Caves*

Recommended reading:


John E. Hill, and James D. Smith, 1984, *Bats: A Natural History*, Austin, TX: University of Texas Press.


Recommended videos:

*The Caves of Altamira* [Spain] (VHS 8336, 26 min.)
*Planet Earth* (DVD 1066 Part II segment on caves)
*The Tabon Caves* [Philippines] (VHS 262, 25 min.)

Recommended web sites:

Bat Conservation International
http://www.batcon.org

Cave Biota
http://www.cavebiota.com

Center for Southeast Asian Studies - University of Hawai`i
http://www.hawaii.edu/cseas
Center for Southeast Asian Studies - University of Northern Illinois
http://www.seasite.niu.edu

Earth From Above: Aerial Portrait of Our Planet Towards a Sustainable Development (Yann Arthus-Bertrand)
http://www.yannarthusbertrand.org

Foundation for Ecological Recovery
http://www.terraper.org

Sustainable Development Foundation
http://www/sdfthai.org

Thai Buddhism
http://www.ThaiBuddhism.net

Thai Buddhist
http://www.ThaiBuddist.com

Thai Development Research Institute
http://www.info.tdri.or.th/

Thai Worldview
http://www.thaiworldview.com

Theravada Buddhism
http://www.accesstoinsight.org

Sacred Sites in Thailand
http://www.kirjon.com

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December 4 Th

Discussion, GM 9, PT 4, 13, CM 4-5

Video segment: Planet in Peril: Ch. 12 Anderson's Reporter's Notebook

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VII. CONCLUSION

December 9 T Under What Conditions Might a Sustainable, Green, Just, and Peaceful Society be Possible in the Future?

Issue: Is the ecological future of humanity and the Earth a scientific, political, and/or religious matter?

Video: Radically Simple (DVD 5963, 35 min.)

Class discussion: GM 10-12, CM 9, Conclusion, PT 10-13

Recommended videos:

Affluenza
Can Man Survive? (VHS 4360, 28 min.)
The Environmental Revolution (VHS 18653, 50 min.)
From the Heart of the World: The Elder Brother’s Warning (Kogi, Sierra Nevada, Colombia) (VHS #6070, 90 min.)
Yakoana: The Voice of Indigenous Peoples (Rio Conference) (VHS 16412, 60 min.)
http://www.yakoana.com

Recommended readings:


Toward a Sustainable Society, New York, NY: W.W. Norton.


Recommended web sites:

Affluenza
http://www.pbs.org/affluenza

Anthropological Center for Training and Research on Global Environmental Change
http://www.indiana.edu/~act/

Asian Network for Sustainable Development
http://www.garrisoninstitute.org
http://www.thecornerhouse.org/uk

Biodiversity Support Program
http://www.bsponline.org/

Bioneers
http://www.bioneers.org

Biotown USA
http://www.in.gov/biotownusa

Center for International Forestry Research (CIFOR)
http://www.cifor.cgiar.org/index.htm

Earth Charter, United Nations
http://www.earthcharter.org

Earth From Above: An Aerial Portrait of Our Planet Towards a Sustainable Development (Yann Arthus-Bertrand)
http://www.yannarthusbertrand.org
Earthscan
http://www.earthscan.co.uk

East-West Center
http://www.eastwestcenter.org

Biodiversity Support Program
http://www.bsponline.org/

Ecological Footprint
http://lead.org/leadnet/footprint/info.htm

Forest Conservation Links
http://forests.org

Foundation for Global Community
http://www.globalcommunity.org

Global Forest Watch
http://www.globalforestwatch.org

Institute for Ecology and Action Anthropology
http://www.infoe.de/home.html

International Development and Environment Jobs
http://www.devnetjobs.org/

International Human Dimensions Programme on Global Environmental Change
http://www.uni_bonn.de/ihdp/index.html

International Society for Ecology and Culture
http://www.isec.org.uk

Kitchen Gardens International
http://www.EatTheView.org

MekongInfo
http://www.MekongInfo.org

Mother Earth
http://www.motherearth.org

One World Net
http://www.oneworld.net/
Peek Oil
http://www.PeakOil.com

Society for Applied Anthropology
http://www.sfaa.net/

The Orion Society - *Orion Nature Quarterly*
http://www.OrionOnline.org

United Nations Educational, Scientific, and Cultural Organization (UNESCO)
http://www.unesco.org

UNESCO - Man and the Biosphere (MAB)
http://www.unesco.org/mab

UN Environmental Program
http://www.unep.ch

UN Food and Agricultural Organization
http://www.fao.org

UN International Panel on Climate Change
http://www.ipcc.ch

World Bank
http://www.worldbank.org

World Conservation Monitoring Center
http://www.unep-wcmc.org

World Conservation Union
http://www.iucn.org

World Resources Institute
http://www.wri.org

World Summit on Sustainable Development 2002 (Rio + 10)
http://www.johannesburgsummit.org

World Watch Institute
http://www.worldwatch.org

Recommended journals:
December 11 Th  continued

December 16 T Quiz 4 and FINAL EXAMINATION (two essays) due by noon in the instructor’s mailbox in the Department of Anthropology.
APPENDIX 1 - QUIZZES

1. CULTURAL ECOLOGY  How can humans be both a part of nature and apart from nature? (Due October 7 Tuesday).

2. HISTORICAL ECOLOGY  Is human nature anti-nature? (Due November 6 Thursday).

3. POLITICAL ECOLOGY  Could genuine justice restore ecosanity? (Due December 2 Tuesday).

4. SPIRITUAL ECOLOGY  Is religion the ultimate answer to the ecocrisis? (Due December 16 Tuesday)

Each quiz comprises 10% of your total course grade.

GUIDELINES

One or more letter grades will be subtracted from the quiz for failure to follow the following guidelines.

Each quiz answer should be a clear and concise but penetrating essay. Limit your answer to one page typed single-spaced. (The instructor will not read more).

Include introductory and concluding paragraphs.

Identify by number 3-5 main points from the class coverage of the particular approach in question. Also comment on the main issue identified in the syllabus for that approach.

Instead of quotes use paraphrasing, don’t waste space.

Cite several readings from the course textbooks and other sources including lecture, video, case studies, web sites, class discussion, and handouts. In each reading citation include the author, year, and page (for example, Townsend 2009:30-31). Other sources can be documented as follows: (lecture Oct. 9), (discussion Oct. 13), (video title), or (personal communication with Charles Robert Darwin). It is not necessary to append a bibliography with
the full citation of sources if they are already in the syllabus.

The purpose of the quiz is to (1) convincingly demonstrate your familiarity with the course material, (2) present a critical analysis of it, and (3) discuss your own reactions to it. Your grade will be based on this purpose plus the grading criteria and course objectives listed earlier in the syllabus. In grading the instructor will emphasize content and style, but also make corrections for any serious and repetitive grammatical and spelling errors. However, you should routinely perform a grammar and spelling check with your own computer.

Quizzes will not be accepted by email or fax, they must be handed to the instructor at the end of the class period in which they are due. One letter grade will be subtracted for each class period that a quiz is late.

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APPENDIX 2 - FINAL EXAMINATION

Your answers for the final examination are due by noon on December 16th, Tuesday, in the instructor's mailbox in the Department of Anthropology office in Saunders Hall 346. Late papers cannot be accepted. Also papers cannot be accepted by email or fax.

One or more letter grades will be subtracted from the final examination score for failure to follow the following guidelines.

Please answer both of these TWO questions:

1. Write a critical book review on one of the three course textbooks: Marten, Merchant, or Townsend. (Be sure to check an issue of a journal like *Human Ecology* to see examples of book reviews, but avoid reading any published review on the book in question until after you have read the book and drafted your own review). However, as an example of a book review, see a essay in the *Journal of Political Ecology* (1999, v. 6) by Edward Liebow on the first edition of Townsend’s text at the following web site:

2. Write an essay focused on substantial conclusions that you have drawn from your own critical analysis of three among the primary approaches to ecological anthropology covered in the class during this semester. Your essays in answer to the quizzes should provide a foundation for gradually drafting this essay throughout the semester.

Each of these questions comprises 20% of your total course grade.
Around 2-3 pages (typed single-spaced) should be sufficient for each essay, although some students may need or prefer a little more space.

Be sure to start each essay with an introduction and end each with a conclusion. Include subheadings in the text of the essay. Cite sources in the text of your essay (e.g., Merchant pp. 25-26) and include full citations in the bibliography. (See the Townsend textbook for a standard format for citations).

Ultimately your final answers must be the product of your own individual scholarship and creativity. Any plagiarism will be rewarded with an automatic F for the final course grade and reported to the office of the Dean. However, you are welcome to consult with any individual as well as any print and internet resources, although covering the required readings for the course is by far the most important. Just be careful to properly acknowledge the source for very specific information, ideas, and the like, including personal communications (e.g., Charles Robert Darwin, personal communication). Be sure to include your own insights, comments, reactions, and criticisms.

The instructor is willing to comment on an outline, draft, or other initiative in developing your answers to these two essay questions. You can contact the instructor during his office hours (1:00-4:00 p.m. Thursdays, Saunders 317), by email (sponsel@hawaii.edu), or phone (956-8507).

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APPENDIX 3 - SELECTED REFERENCE BOOKS


Beacham, Walter, ed., 1993, Beacham’s Guide to Environmental Issues and Sources,


http://www.sagepub.com (Click on Anthropology and then on *Encyclopedia of Anthropology*)


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**APPENDIX 4 – PUBLISHER'S BOOK SERIES**

AltaMira Press – “Environmental Anthropology” and “Globalization and the Environment”  
http://www.atlamirapress.com

Berghahn Books – “Studies in Environmental Anthropology and Ethnobiology”  
http://www.berghahnbooks.com/cats/Berghahn-EnvAnth07.pdf

http://www.dukeupress.edu/

Left Coast Press, Inc. – “New Frontiers in Historical Ecology”  
http://www.lcoastpress.com

Routledge – “Studies in Environmental Anthropology”  
http://www.routledgeanthropology.com/books/series/Studies_in_Environmental_Anthropology

Springer – “Studies in Human Ecology and Adaptation”  
http://www.springer.com/series/6877

University of Arizona Press – “Studies in Human Ecology” and “Society, Environment, and Place”  http://www.uapress.arizona.edu

University of Washington Press – “Culture, Pace and Nature: Studies in Anthropology and
Environment”  http://www.washington.edu/uwpress/

Other publishers have titles relevant to ecological and environmental anthropology but not a series focused on the subject, such as Island Press: http://www.islandpress.com.