SYLLABUS

TITLE:       ANTH 482 Environmental Anthropology

            3 Credits, Theory, Oral Focus

TIME:       10:30-11:45 a.m., Tuesdays and Thursdays, Fall 2007

PLACE:      Saunders Hall 345, University of Hawai‘i at Manoa

INSTRUCTOR:

Dr. Les Sponsel, Professor
Director, Ecological Anthropology Program

Office: Saunders Hall 317
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ORIENTATION

“It is difficult to imagine a continuation of present trends without the global system either
breaking down or transforming in any of several ways. In that sense, the world’s cultures
are at a crisis point. Drastic cultural changes will occur— the questions are what these
changes will be, how they will be directed, and whose interests they will serve” (John
Bodley, 2001, Anthropology and Contemporary Human Problems, Mountain View, CA:
Mayfield Publishing Co., p. 1).

“Failure to define the conservation problem holistically and see links between
conservation and other social problems, such as poverty, inequality, human rights abuses,
conflict, governance, health, and reproductive rights, can lead to serious ethical and
practical dilemmas. It is not reasonable to think that “pure” conservation can take place anywhere, abstracted from social forces and problems” (Diane Russell and Camilla Harshbarger, 2003, *Groundwork for Community-Based Conservation: Strategies for Social Research*, Walnut Creek, CA: AltaMira Press, p. 5).


Ecological anthropology concentrates on basic scientific and academic research concerning the dynamic interactions between a human population and the ecosystems in its habitat with an emphasis on the influence of culture. When the focus is on applied, action, and/or advocacy work with practical environmental cases, questions, problems, and/or issues, then it is called environmental anthropology. In other words, environmental anthropology operates at the interface of ecological anthropology and applied anthropology.

This course in environmental anthropology will be organized around a topical framework dealing with real world concerns such as land and natural resource use and management systems; food production and population problems; poverty and other aspects of social and environmental justice; pollution, natural hazards, risks, and global warming; resource competition, conflicts, and warfare; deforestation and desertification; Western economic development and alternatives; mineral and fossil fuel extraction industries; and protected areas and other forms of environmental and biodiversity conservation. The textbook edited by Myers and Kent provides the general organizing framework.

The final project for the course is a student symposium exploring selected anthropological aspects of whaling such as national industries (e.g., Japan, Iceland, and Norway), indigenous whaling (e.g., Chukotkan, Faroe Islanders, Lamaholot, and Makah), and conflicts between the cultures of whalers and environmental and animal rights activists (e.g., Greenpeace and The Sea Shepherds). Whaling provides a heuristic microcosm illustrating many aspects of the relevance of environmental anthropology to environmental problems and environmentalism.

PREREQUISITES

Prerequisites for this 482 course include senior or graduate student status and either Anth 415, 423, or 481, although all three courses are strongly advised. Students who do not have such background may be at a disadvantage. The maximum enrollment is 20 students because of the Oral Focus.
FORMAT

This course is reading, thinking, and discussion intensive. The class will pursue a variety of venues to cover the course contents including PowerPoint lectures by the instructor and a few guest lectures and discussants as well as discussion by the class as a whole and individual and group discussions of the readings. Selected videos and video segments will be shown in class that illustrate aspects of the topic particularly well.

The focus designation for this course is Oral Communication. Most course exercises including the final examination (symposium) will be oral, except for completing a peer review form for the oral presentations by fellow students, a few surprise quizzes over assigned readings, and a one page research proposal.

Students will be graded by their peers as well as by the instructor based on their participation in class and group discussions of the required readings, individual and group oral reports on readings, panel discussions of a case study book of the student’s choice from the instructor’s list, and an oral summary of some aspect of a class research project using PowerPoint in a symposium on whaling. A printed outline of the PowerPoint presentation should be given to the instructor for each panel and for the symposium.

Students enjoy freedom of speech and academic freedom in this course as long as their statements are concise, relevant, and polite. Ultimately the instructor doesn’t care what any student thinks, only that she or he thinks in an informed and critical manner. Whether or not the student agrees with the instructor is irrelevant for the final course grade.

PANELS

Every student is required to present a critical discussion of a book length case study in a coordinated panel on one of the following six themes:

1. Water resource use and management – September 20
2. Coastal and marine resource use and management – October 9
3. Resource extraction industries in the Amazon – October 18
4. Political ecology of environmental conservation – November 6
5. Environmental aspects in the work of Mary Douglas – November 20
6. Natural resource conflicts and war – December 6

Detailed guidelines for the panel discussion are appended to this syllabus. See the
Schedule below for lists of possible case studies.

OBJECTIVES

The four primary goals of this course are to provide:

1. a global overview of environmental problems and solutions;

2. a representative sample of the literature in environmental anthropology on different topics and regions of the world;

3. a survey of the environmental anthropology of whaling as a heuristic microcosm through individual research projects for the final class symposium; and

4. an inventory of resources in environmental anthropology including for career development and job opportunities (mainly this syllabus).

A secondary goal of this course is to help every student to improve their communication skills (Oral Focus designation). Here participatory and cooperative learning is essential. Furthermore, while some individuals may be more skilled than others in communication, there is always room for improvement for anybody, and this can be facilitated best through everyone cooperating in a friendly and constructive manner. A handout with specific guidelines and tips for oral presentations will be available.

GRADE

The final course grade will be calculated as follows:

10% regular class attendance as well as active and meaningful participation in reports and class and group discussions of readings;

20% surprise quizzes over reading assignments;

10% completed evaluation forms for student oral communications;

30% coordinated student panel discussion including one different book length case study by each panelist (see Schedule);

5% research proposal for symposium (one page single-spaced) due September 18; and

25% final examination in the form of a class symposium. This should be a brief PowerPoint presentation of no more than 5 minutes summarizing an individual research project on
some aspect of whaling that also reflects the entire course with 15% for written contents and 10% for oral performance. Every student should give the instructor a printed copy of the outline from their PowerPoint presentation.

Students will be graded by their fellow students as well as by the instructor based on their individual reports and participation in class and group discussions on the required readings, panel to facilitate discussions of case studies, and the final symposium presentation.

Graduate students are expected to produce a higher quantity and quality of work in this course and will be held to a higher standard in grading. Occasionally they may be asked to lead class discussion groups. It is strongly recommended that graduate students also read *The World System and the Earth System* mentioned below under recommended books.

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. 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.

Students are expected to arrive at class on time and remain present and attentive throughout the entire period. Attendance will be taken at every meeting. The final course grade will be lowered by one letter grade for every three absences, unless excused by an official memo from a medical doctor, administrator, or the like. Any disruption of the class such as habitual conversation with another student will result in a grade deduction.

If any student feels the need for reasonable accommodations because of the impact of a disability, then they should contact the KOKUA Program in Student Services QLCSS 013 (phone 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.

**REQUIRED TEXTBOOKS** (all three)

Among the required readings are these three *indispensable* textbooks:


Townsend, Patricia K., 2000, *Environmental Anthropology: From Pigs to Policies*, Prospect
Textbooks are essential learning tools. However, they are increasingly expensive. Students may defray textbook expenses by using library books, purchasing used copies (although be sure it is the latest edition), reselling their texts at the end of the semester, and/or sharing texts with other students in class.

The above books should be available in the UH Bookstore for purchase in person or online: http://www.bookstore.hawaii.edu/manoa/textbooks

Some other sources for online book orders:

http://www.abebooks.com

http://www.alibris.com

http://www.amazon.com

http://www.bookcurrency.com (used books from other students on campus)

http://www.booksamillion.com

The above combination of textbooks, the recommended case studies (see Schedule below), and other sources (see Appendices) were carefully selected to provide a solid survey of environmental anthropology. Some additional reading will be assigned from book chapters, journal articles, and class handouts as well while others will be recommended although optional.

RECOMMENDED BOOKS (optional):


Russell, Diane, and Camilla Harshbarger, 2003, Groundwork for Community-Based Conservation, Walnut Creek, CA: AltaMira Press. QH75 .R87 2003
SCHEDULE (brief)

August
21 Orientation & PowerPoint lecture: Environmental Anthropology
23 Discussion & video segments: Anthropology, Faroe Islander Whaling
28 Video: Ecology of Mind
30 Discussion

September
4   Video: To Tell the Baruya Story (Papua New Guinea)
6   Discussion
11  Video: Endangered Planet
13  Discussion
18  Video: The Goddess and the Computer (Bali, Indonesia)
20  Panel: Water Resource Use and Management
25  Video & PowerPoint Lecture: Water
27  Discussion

October
2   Video: Blue Planet
4   Video: The Turtle People (Nicaragua)
9   Panel: Coastal and Marine Resource Use and Management
11  Discussion
16  Video & PowerPoint lecture: Contact: Yanomami Indians (Brazil)
18  Panel: Resource Extraction Industries in the Amazon
23  Discussion
25  Video & discussion: World Population
30  Videos: Biodiversity, Yepi (Surinam)

November
1   Discussion
6   Panel: Political Ecology of Conservation
8   Discussion
13  Video: Heroes of the Earth
15  Discussion
20  Panel: Environmental Aspects in the Work of Mary Douglas
22  Thanksgiving Holiday
27  PowerPoint lecture: Disaster Research
29  To be announced

December
4   Discussion
6   Panel: Natural Resource Conflict and Warfare
13  Final Examination: Symposium on Whaling
APPENDICES

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C. Guidelines for Final Research Report  p. 31
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SCHEDULE (detailed)

AUGUST

Aug 21 T  Course orientation

PowerPoint lecture: *Introduction to Environmental Anthropology*

Special reading assignment:

http://www.enviroeducation.com/interviews/david-casagrande/

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

Recommended reading:


Recommended web sites:

BridgeStar
http://www.bridgestar.org

“Careers in Anthropology”
http://www.aaanet.org/careersbroch.htm

The Environmental Careers Organization
http://www.Eco.org

Environmental Jobs and Careers
http://www.EcoEmploy.com

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

National Association for the Practice of Anthropology
http://www.practicinganthropology.org

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

USA Jobs
http://www.usajobs.opm.org

Also see “Job Web Sites” under “Common Resources” under “Courses” on the instructor’s homepage:
http://www.soc.hawaii.edu/Sponsel/

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Aug 23 Th Class discussion:

Townsend – Introduction, Haenn and Wilk – General

Video: Anthropology: Real People, Real Career 10 min. (excerpts on environmental anthropology); Faroe Islander Whaling (15 min.)
Recommended reading:


Recommended web sites:

Millennium Ecosystem Assessment
http://www.millenniumassessment.org

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

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

WorldWatch Institute
http://www.worldwatch.org


Recommended web site:

Cultural Survival
http://www.cs.org
Aug 30  Th Class discussion:
Townsend Chapters 2-6

SEPTEMBER

Sept 4  T  Video: To Find the Baruya Story (PNG) VS 1677 59 min.

Sept 6  Th  Class discussion:
Haenn and Wilk – Chs. 1-7

Recommended web sites:

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

Anthropology and Environment Section of the American Anthropological Association (AAA)
http://www.eanth.org

Hawai‘i Forest and Trail (Big Island)
http://www.hawaii-forest.com/

Institute of Cultural Ecology
http://www.cultural-ecology.com

La Suerte and Ometepe Biological Field Stations
http://www.lasuerte.org

School for Field Studies
http://www.fieldstudies.org

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

UH Environmental Center (Environmental Studies Certificate and Major)
http://www.hawaii.edu/envctr

UH Ethnobiology Society
http://www.botany.hawaii.edu/ethnobio/

UH Resource Management Certificate

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Sept 11 T Video: *Endangered Planet* VHS 18269 60 min.

Recommended videos:

*Can Man Survive?* VHS 4360 28 min.

*The Environmental Revolution* VHS 18653 50 min.

Recommended web sites:

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

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

Earthscan
http://www.earthscan.co.uk

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

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

UNESCO Man and the Biosphere
http://www.unesco.org/mab

UN Environmental Program
http://www.unep.ch
UN Millennium Ecosystem Assessment  
http://www.millenniumassessment.org

Urban Habitats  
http://www.urbanhabitats.org/

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

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

Recommended video:

An Inconvenient Truth DVD 4726  96 min.

Sept 13 Th Class discussion:
Myers and Kent – Introduction & Land

Sept 18 T Video: The Goddess and the Computer (Bali) VHS 4047 54 min.

Recommended web site:
Stephen Lansing’s Resources for Ecological Anthropology:  
http://www.ic.arizona.edu/~lansing/home.htm

Recommended reading:

Sept 20 Th Student panel #1: *Water Resource Use and Management*


Sept 25 T Video: *Water: Sacred and Profaned*

PowerPoint lecture: *Water*

Recommended reading:

Recommended web sites:

Pacific Institute for Studies in Development, Environment, and Security  
http://www.pacinst.org

UNESCO Water Portal  
http://www.unesco.org/water

Water for Life  
http://www.un.org/waterforlifedecade

The Water Page  
http://www.thewaterpage.com

The World’s Water  
http://www.worldwater.org

World Water Day  
http://www.worldwaterday.org

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Sept 27 Th Class discussion:

Myers and Kent - Ocean

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OCTOBER

Oct 2 T   Video: The Blue Planet (Part 4, 55 minutes) DVD1101

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Oct 4 Th   Video: The Turtle People VHS 8508 26 min.
Recommended video:

*Shark Callers of Kontu* VHS 4411 54 min.

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Oct 9 T  **Student panel #2: Coastal and Marine Resource Use and Management**


Recommended video: *Ahupua’a, Fishponds, and Lo’i* VHS 7194, 90 min.

Recommended web sites:

Earthday Network
[http://www.earthday.net](http://www.earthday.net)

*Solidarity & Sustainability Newsletter*
[http://groups-beta.google.com/group/Solidarity-Sustainability](http://groups-beta.google.com/group/Solidarity-Sustainability)
[http://www.pelican-consulting.com/solisus01.html](http://www.pelican-consulting.com/solisus01.html)
Oct 11 Th Class discussion:

Myers and Kent – Elements

Oct 16 T Video: *Contact: Yanomami Indians of Brazil* VHS 4962 28 min.

PowerPoint Lecture: *Illegal Miner Invasion into Yanomami Territory*

Recommended readings:


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Oct 18 Th Student panel #3: Resource Extraction Industries in the Amazon


Recommended web sites:

Cultural Survival
http://www.cs.org
Douglas Hume - Darkness in El Dorado controversy
http://members.aol.com/archaeodog/darkness_in_el_dorado

Project Underground
http://www.moles.org

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

Public Anthropology
http://www.publicanthropology.org

Survival International
http://www.survival.org.uk

Yanomami Commission/AAA/Committee for Human Rights
http://www.aaanet.org

Also see under “Amazon,” “Yanomami,” and “Darkness in El Dorado Controversy” on the instructor’s homepage:
http://www.soc.hawaii.edu/Sponsel/

Recommended videos:

*Environmental Toxins and Community Response* VHS 7036 6 videocassettes, 470 min. (see Hawai`i Voyager for details), *First Contact* (Australian miners in Papua New Guinea) VHS 4397 54 min.

Oct 23 T  Class discussion:

Myers and Kent - *Evolution*

Oct 25 Th Video: *World Population* DVD 3002 7.5 min.
Class discussion:

Townsend – Ch. 9, Haenn and Wilk – Ch. 2

Recommended web site:

T. Malthus’ Home Page
http://www.faculty.rsu.edu/~felwell/Theorists/Malthus/Index.htm

The World Clock
http://www.peterussel.com/odds/WorldClock.php

Recommended videos:

*Human Tide* VHS 13561 60 min., *Paul Ehrlich and the Population Bomb* VHS 14697 60 min.

Oct 30 T Videos: **Biodiversity 50 min., Yepi 11 min.**

Special reading assignment:


Recommended reading:


Recommended videos:

*Web of Life* VHS 12109 58 min., *Listen to the Forest* (Hawai`i) VHS 9093 55 min.

Recommended web sites:

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

Center for Biological Diversity  
http://www.biologicaldiversity.org

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

Encyclopedia on Biodiversity  
http://www.biodiversity.nl/encyclopedia.htm

Society for Conservation Biology  
http://www.conbio.org

Terra Lingua  
http://www.terralingua.org

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

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

NOVEMBER

**Nov 1 Th Class discussion:**

Haenn and Wilk – Ch. 4, Townsend – Ch. 10
Nov 6 T Student panel #4: Political Ecology of Environmental Conservation


Required reading assignment:


Recommended reading:


Recommended web site:

Center for Political Ecology
http://members.cruzio.com/~cns/index.html

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

Society for Conservation Biology (Catalog of Conservation Social Science Tools)
http://www.conbio.org/workinggroups/sswg/catalog/

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Nov 8 Th Class discussion:

Myers and Kent – *Humankind*

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Nov 13 T Video: *Heroes of the Earth* VHS10994 45 min.

Recommended video:

*Earth on Edge* VHS 19360 120 min.

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Recommended web sites:

David Adams, Institute for Cultural Ecology
http://www.cultural-ecology.com

Shankar Aswani, University of California at Santa Barbara
http://www.anth.ucsb.edu

Barbara Rose Johnston, Center for Political Ecology
http://members.cruzio.com/~cns/index.html

Conrad P. Kottak
Stephen Lansing’s Resources for Ecological Anthropology:  
http://www.ic.arizona.edu/~lansing/home.htm

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

Rajindra Puri, Environmental Anthropology, Conservation Biology, and Ethnobotany, University of Kent, Canterbury, England  
http://www.ukc.ac.uk/anthropology

Susan C. Stonich, University of California at Santa Barbara  
http://www.anth.ucsb.edu

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Nov 15 Th Class discussion:

Myers and Kent - Civilization

Haenn and Wilk – Chs. 3 & 7

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Nov 20 T  Student panel #5: Environmental Aspects in the Work of Mary Douglas


Special reading assignment:

http://uhmanoa.lib.hawaii.edu

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Nov 22 Th THANKSGIVING HOLIDAY

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Nov 27 T PowerPoint lecture: *Disaster Research*

Special reading assignment:

http://uhmanoa.lib.hawaii.edu

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Nov 29 Th Guest speaker to be arranged

Recommended web site:

http://www.ecotippingpoints.org

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DECEMBER

Dec 4 T Class discussion
Dec 6 Th  Student panel #6: Natural Resource Conflicts and Warfare


Special reading assignment:

Anthropology 35:191-208.
http://uhmanoa.lib.hawaii.edu

Recommended videos:

Can Tropical Rainforest Be Saved? (VHS 13177, 140 min.),
Listen to the Forest (Hawai`i)(VHS 9093, 55 min.), Mini-Dragons II: Thailand (VHS 10571, 60 min.)

Recommended web sites:

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

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

Community Forestry Research Fellowships
http://www.cnr.berkeley.edu/community_forestry/

Forest Conservation Links
http://forests.org

The Forest History Society
http://www.lib.duke.edu/forest/

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

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

The Rainforest Site (visit automatically contributes funds from a sponsor to purchase forest land for preservation)
http://www.therainforestsite.com/home
Dec 13 Th 9:45-11:45 a.m. Class Symposium as Final Examination

“The Environmental Anthropology of Whaling”

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APPENDIX A. GUIDELINES FOR POWERPOINT PRESENTATIONS

1. CONTENTS

Any report should incorporate substantial contents. However, the report also needs to be clear and concise. Drafting an outline first will help. Identify three to five main points near the beginning of your report and repeat them again near the end in order to reinforce your message. Keep the presentation focused on these main points. Package your information and ideas in a way that will attract and maintain the attention of your audience. Your opening statement is most important in this regard. A personal story or anecdote can be useful to set the stage.

2. ORAL COMMUNICATION

The most interesting and important ideas will not be effectively communicated to your audience unless they are delivered skillfully. The main skills in oral communication are to
attract and hold the attention of your audience from the outset; vary your voice to avoid a monotone; maintain eye contact with the entire audience during your talk; stand up and judiciously use appropriate body language such as facial expressions and hand gestures; and identify and emphasize your main message(s) near the start and again at the close of your presentation. You need to repeatedly rehearse your presentation to be sure that you can confidently and comfortably deliver it within the time period available. Repeatedly rehearsing in front of a few of your acquaintances and getting their constructive feedback can help a lot. (A handout is available with more detail on oral communication skills).

3. POWERPOINT

Limit the number of frames in your PowerPoint to about one frame for every one to two minutes according to the time available. For example, use about a dozen frames if you have only 15 minutes for your presentation, or about two dozen frames if you have a half of an hour. When you start developing your PowerPoint presentation, select a frame design and color combination that best reflect your subject matter. Be sure to use a strong contrast in the colors of the text and background. For instance, it is easy for your audience to read something like a yellow text on a dark blue background, or vice versa. Avoid using light colors for both text and background. Use a bold font in the largest size that will fit on the frame.

The goal is to design the PowerPoint so that it can be easily read by the audience without straining. It should also be aesthetically pleasing. Use a font size as large as will fit on the frame and use a bold font. Limit the text on each frame of the PowerPoint to a few key words or phrases. Avoid too much detail. The text is simply a guide to help your memory as speaker and an outline for the audience to help them follow the main points of your talk. Do not read the text on each frame to your audience; they are literate and will be more actively engaged in your presentation if they read the text on each frame for themselves. Instead, explain the key words and phrases on each frame to elaborate on the main points outlined. If you use a quote, then ask the audience to read it for themselves in order to involve them more actively in the presentation.

Use a few striking but relevant illustrations or images for most frames, but not necessarily on every one of them. Carefully selecting images that are the most relevant and of the highest quality greatly enhances your PowerPoint. Sometimes special effects or gimmicks with PowerPoint such as animation can enhance a presentation, but if they are not handled carefully then they may be distracting for the audience, especially in a short presentation. Your primary goal is to inform your audience rather than dazzle them with your technological skills and in the process sacrifice your message.

Video segments may be useful if you have time and if they can be accessed easily and quickly. However, usually it is most convenient to simply use a video tape set beforehand at the appropriate place to begin the segment you wish to show, instead of inserting the video clip in your PowerPoint beforehand and then during your talk waiting for the download when you wish to show it. Of course, this assumes that a video recorder and screen are available in the meeting room.
4. CD

You should bring your PowerPoint file on a CD that can be installed easily and quickly in the computer provided in the meeting room, rather than wasting time installing your laptop, trying to download the PowerPoint from your email, or some other venue. Be sure to test and practice with any equipment beforehand in order to avoid any frustration for you and for your audience with technical problems.

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APPENDIX B. GUIDELINES FOR PANEL PRESENTATIONS

1. PANEL SIZE AND COORDINATION

The optimum size for a student panel is around three to four individuals, a smaller or larger number is awkward. One member of the panel should volunteer or be elected to serve as its coordinator. The coordinator should make a list of the names and email addresses of all members of the panel to set up a group email to facilitate effective communication and coordination of the panel as a whole.

2. THREE MEETINGS

Each panel should meet outside of class at least three times, the third time as a rehearsal. It is important for the panel to rehearse the presentation before it is given in class in order to work out any problems, gauge time (one hour), and make it run as smoothly as possible. In effect, panel meetings outside of class should be like a small seminar on the subject under consideration as part of the active and collaborative learning style emphasized in this course.

3. INSTRUCTOR FEEDBACK

The second meeting of the panel should be held with the instructor in order to report on the panel’s plans for the contents and delivery of its presentation. Ideally this meeting should be scheduled during the instructor’s office hours (Thursday afternoons) and involve as many of the members of the panel as possible.

4. WHOLE BOOK

The members of each panel should dialog among themselves in person and by email to identify the book author’s argument (thesis) and three to five main points to explore in their class discussion. In this presentation panel members should engage together in a conversation about their collective and individual conclusions regarding the book, perhaps focusing on each of the
three to five main points in turn. Avoid each panelist simply summarizing successive chapters in
turn. The book as a whole should be discussed among the panelists. Thus, every panelist should
read the entire book, not just one chapter to summarize. (The author of an academic book
usually identifies the argument and main points in a preface, introduction, and/or conclusion).

5. IDEAS AND DELIVERY

The panel should keep its presentation simple, just focus on discussing the argument and
two to five main points identified for the book as a whole. Try to accomplish this in a manner
that attracts and holds the attention of the class. In other words, both the ideas and their delivery
are important for an effective presentation. Because of the Oral Communication focus of this
course, individual panel members and the panel as a whole should carefully consider this aspect
of the presentation (performance) as well as its contents (ideas). See the Peer Evaluation Form
and special handout on Oral Communication for points to consider.

6. ASSESSMENT

The panel presentation as a whole will be assessed by all other members of the class
using the Peer Evaluation Form. Comments may also be made on the oral communication
performance of individual panelists. Through email the instructor will summarize these class
evaluations for the panel as a whole and also provide a confidential personal evaluation for each
panelist as appropriate. The evaluation forms will be shown to the panel after the names of other
classmates have been removed. (The first slide of the PowerPoint should list the topic or book
title and then the name of each of the panelists in order of presentation).

APPENDIX C. GUIDELINES FOR FINAL RESEARCH REPORT

1. TIME AND PLACE

The final examination for this course will be held on December 13th, Thursday, at 9:45-
11:45 a.m., in our regular classroom Saunders Hall 345. Each student will have only about 5
minutes, thus only the conclusions of the research can be presented. Because of the limited
amount of time available for each report, your PowerPoint presentation should be limited to a
maximum of 5 minutes. Repeatedly rehearse your presentation to be sure that it can be
comfortably delivered within that time limit. Rehearsing in front of a few of your acquaintances
and getting their constructive feedback should help.
2. CONTENTS

The final examination will be graded on both contents and on oral communication skills. In the case of contents, your report should focus on presenting only the conclusions of your research project this semester (3-5 main findings). Do not attempt to describe the entire research project, there simply isn’t time. However, the contents should also reflect in a general way your understanding of the course as a whole from the material covered this semester in the class. Your research report should not simply duplicate your panel presentation, although it may develop further some aspect of it. Be sure that your report directly and explicitly addresses the course subject.

3. ORAL COMMUNICATION

Review carefully the last few pages of the handout distributed at the beginning of the semester on oral communication skills. Keep the main points about oral communication skills in mind while you are developing and rehearsing your presentation. The main points are to attract and hold the attention of the audience from the outset, vary your voice to avoid a monotone, maintain eye contact with the entire audience during your talk, stand up and use appropriate body language such as facial expressions and hand gestures, and identify and emphasize your main message(s) near the start and again at the close of your presentation.

4. POWERPOINT

The PowerPoint must be limited to around a dozen frames. Be sure to use a strong contrast in the colors of the background and the font. For example, something like a yellow font on a dark blue background, or vice versa, is easy to read. Use a font size as large as will fit on the frame and use a bold font. The goal is to design the PowerPoint so that it can be easily read by the audience without straining. The text on each frame of the PowerPoint should be limited to key words or phrases. Avoid detail or clutter. The text is simply a memory guide for the speaker and an outline for the audience to help them follow and reinforce the main points of your talk. Do not read the text on each frame. The audience is literate. Instead explain and elaborate about the key words and phrases on each frame. If you use a quote, then ask the audience to read it for themselves in order to involve them more actively in the presentation. Use a few striking but relevant images for most frames, but not necessarily on all of them. Sometimes special effects or gimmicks like animation with PowerPoint can enhance a presentation, but if not handled carefully then instead they may be distracting for the audience, especially in a short presentation. The time is too limited for any video segments.

5. CD

Be sure to bring your PowerPoint file on a CD which is quick to install, rather than wasting time installing your laptop, trying to download it from your email, etc.
APPENDIX D. PERIODICALS AND OTHER SOURCES ESPECIALLY RELEVANT FOR ENVIRONMENTAL ANTHROPOLOGY

Ambio QH540 .A53

Biological Conservation S900 .B5

Conservation Biology QH75 .A1 C665

Conservation and Ecology (online journal)
http://www.ecologyandsociety.org

Ecological and Environmental Anthropology
http://www.uga.edu/eea

The Ecologist QH540 .N38
http://www.theecologist.org

Electronic Green Journal
http://egj.lib.uidaho.edu/

Environment TD180 .E53

Environmental Conservation SD172 .E54

Human Ecology: An Interdisciplinary Journal GF1 .H84
http://maxweber.hunter.cuny.edu/anthro/ecology.html
http://journals.kluweronline.com/issn/0300-7839/

Human Organization GN1 .H88

Journal of Ecological Anthropology
http://www.fiu.edu/~jea/statement.html

Journal of Ethnobiology GN476.7 .J68
http://ethnobiology.org/journal

Journal of Political Ecology
http://www.library.arizona.edu/ej/jpe/jpeweb.html

Practicing Anthropology (available at UH Hilo only)
The free online *Encyclopedia of Earth* is an especially useful reference work for this class: [http://www.eoearth.org](http://www.eoearth.org).

The *Anthropology Index Online* which is available through Hawai`i Voyager of Hamilton Library is particularly helpful for literature searches:


An extensive journal archive is available on the Public Anthropology website:


Likewise, the American Anthropological Association’s AnthroSource is available through Hawai`i Voyager:


References to a particular author can also be found at:

[http://scholar.google.com](http://scholar.google.com).

A tutorial for the use of the internet by anthropologists is available at:

[http://www.vts.rdn.ac.uk/tutorial/anthropologist/](http://www.vts.rdn.ac.uk/tutorial/anthropologist/).

Also see the various resources on the instructor’s homepage, including “Ecology and Environmental Reference Works” and “Making a Literature Search” under Common Resources for Courses” in the file on “Courses”:


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**APPENDIX E. CASE STUDIES IN ECOLOGICAL AND ENVIRONMENTAL ANTHROPOLOGY**

England.


Barth, Fredrik, 1961, Nomads of South Persia: The Basseri Tribe of the Khamseh Confederacy, Prospect Heights, IL: Waveland Press.


Brookfield, Harold C., and Paula Brown, 1963, Struggle for Land: Agriculture and Group
Territories among the Chimbu of the New Guinea Highlands, Melbourne, Australia: Oxford University Press.


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


Richards, Audrey I., 1939, Land, Labour, and Diet in Northern Rhodesia, London, UK: Oxford University Press.


Vadakumehery, Johnson, 2003, Tribes and Cultural Ecology in Central India, New Delhi, India: Mittal Publications.


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APPENDIX F. ENVIRONMENTAL STUDIES REFERENCE WORKS


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


APPENDIX G. APPLIED ANTHROPOLOGY RESOURCE GUIDE

1. TEXTBOOKS


2. ANTHOLOGIES


3. ARTICLES


4. CAREER GUIDES

American Anthropological Association (AAA) DVD *Anthropology: Real People, Real Careers* (42 minutes, $25 for members and $35 for non-members)

American Anthropological Association (see Jobs Careers)
http://www.aaanet.org/careerbroch.htm


5. ORGANIZATIONS AND JOURNALS
American Anthropological Association (founded in 1902) (student membership $65)
http://www.aaanet.org

Consortium of Practicing and Applied Anthropology Programs (COPAA) (founded 2000)
(Web site includes links to department/university program web sites).
http://www.copaa.info

National Association for the Practice of Anthropology (NAPA) (founded 1983) (student membership $20)
NAPA Bulletin
http://www.pacticinganthropology.org

Public Anthropology
(Also see University of California Press, California Series in Public Anthropology, Robert Borofsky, Series Editor)
http://www.publicanthropology.org

Society for Applied Anthropology (founded 1941) (student membership $30)
Human Organization (1941- ) GN1 .H88
Practicing Anthropology
(Web site includes links to department/university program web sites).
http://www.sfaa.net

Washington Association of Professional Anthropologists (founded 1976)
http://www.wapadc.org

6. PROGRAMS

University of Alaska at Anchorage
American University
University of Arizona (including Bureau of Applied Research in Anthropology)
Boston University
California State University at Chico
California State University at East Bay
California State University at Long Beach
Catholic University
University of Colorado at Denver
Florida International University
University of Florida at Gainesville
The George Washington University
University of Georgia
Georgia State University
Indiana University – Pursue University at Indianapolis
University of Kansas
University of Kentucky
University of Maryland at College Park
McGill University
University of Memphis
Michigan State University
Minnesota State University at Mankato
Mississippi State University
Montclair State University
State University of New York at Buffalo
University of North Carolina – Greensboro
University of North Texas (M.A. online)
Northern Arizona University (Some courses available online).
Northern Kentucky University
Oregon State University
Santa Clara University
San Jose State University
Southern Methodist University
Teacher’s College at Columbia University
University of South Florida
University of Texas at San Antonio
Wayne State University
Yavapai College

[For more on the University of North Texas – Graduate Program in Applied Anthropology see “Teaching Practice” in special issue of Practicing Anthropology 2007 (Winter) 29(1):2-23].

7. UNIVERSITY OF HAWAII AT MANOA

Applied Archaeology M.A.
http://www.anthropology.hawaii.edu

Ecological Anthropology Program – Environmental Anthropology and Conflict Resolution Concentration
http://www.anthropology.hawaii.edu
http://www.soc.hawaii.edu/Sponsel

ANTH 480 Anthropological Applications course [not taught since 2000] and 481 Applied Anthropology course (last taught Fall 2003, will be taught in Spring 2008 and thereafter every other spring semester)
8. MISCELLANEOUS


