

ANTHROPOLOGY OF THE ENVIRONMENT

AN380
Tuesdays 2:25-4:55pm
Jordan Hall 336C

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Office hours: Tuesdays 12:15-2:15pm



Satellite image of deforestation in Bolivia

Course overview. What sorts of stories do we tell about environmental degradation? Who do we blame in these tales? What kinds of solutions do these stories imply? In this course, we critically examine tales of environmental problems and solutions as culturally situated narratives with major effects on the world. By exploring the role culture plays in shaping how people think about “the environment” and environmental destruction, we will interrogate how framings of environmental issues reflect broader power structures, cultural categories, and social anxieties about morality and identity. While environmental problems are often seen as the realm of the natural sciences and policy, in this class, we will apply an anthropological lens to the urgent environmental dilemmas facing our planet in order to explore how the way we understand environmental problems and solutions is also deeply cultural. It is based in the conviction that analysis is intimately linked to practice: the framing of a problem implies a particular solution. How might the solutions to environmental problems look different if we apply different if we integrate questions of colonialism, capitalism, cultural difference into the analysis?

We begin by exploring the terms “the environment” and “nature.” We examine the nature/culture dualism underpinning Western knowledge systems and inquire about the

diverse ways peoples across time and space have understood relationships between humans and something we might approximate as "the environment." Next, we will discuss how relations of power, capitalism, and colonial legacies affect current human-environment relationships and how they are imagined. We will study how certain ideas about proper human-environment relationships arise and circulate and the work they do. Finally, we will interrogate a range of current environmental dilemmas - including climate change, biopiracy, species extinctions, and alien species - applying anthropological tools to rethink how the stories about these crises and their proposed solutions are told.

Course goals. Upon successful completion of this course, you will be able to:

- 1) Critically reflect on your own culturally situated understandings of "the environment" and the ways the nature/culture dualism affects it
- 2) Discuss the diverse culturally situated ways people across the world think about what we might approximate as "the environment"
- 3) Evaluate the blame narratives and solution stories animating a particular environmental problem and reframe the story drawing on theories from class
- 4) Communicate about the complexity of environmental dilemmas to diverse audiences, including classmates and the general public

Skill-based goals. Upon successful completion of this course, you will be able to:

- 1) Read texts strategically, critically, and efficiently
- 2) Develop a research project while managing your time and completing tasks in an organized fashion
- 3) Review a body of literature, concisely summarizing and fitting together distinct but related texts while locating patterns and gaps
- 4) Write an op-ed that communicates your findings to the public in a convincing and engaging way

Assignments. For each of these assignments you will receive a detailed assignment sheet with anticipation, and this will be posted to the course site as well. All assignments need to be submitted as Word documents and must be double-spaced, 12-point Times New Roman font with 1-inch margins and citations must be in [Chicago author-date format](#)). Each assignment must contain a header that contains follows the following convention:

Justin Bieber
Anthropology of the Environment
Environmental Auto-ethnography
January 1, 2019
Word count: 944

1. Weekly response papers

The best way to understand the readings and be prepared to discuss them in class is to write about them. Over the course of the semester you will need to write **8** reading responses. A reading response must engage **a minimum of two of the week's readings** and offer a balance of summary and analysis or critique. These responses should show that you have read the week's readings and thoroughly engaged with them. Because we have more than one reading assigned each week, there are a couple ways to go about this:

1. Focus on one key text, concisely summarizing (argument and evidence in particular) and analyzing it. Are you convinced by the argument? If not, what would make it better? If you are convinced, what empirical evidence supports the argument? Refer to the other articles to enrich your analysis of the key text.
2. Compare and contrast two or more of the week's texts, and examine how each speaks to a central theme and/or to each other. What are similar arguments or points of contention between the articles?
3. Choose a narrow question that is relevant to the course or to that week, and use the readings to develop possible answers to it.

You will then write **3-4 discussion questions** related to the readings. These questions should be related to the rest of your paper and will be used for discussion in class. They will be graded on how well they spark a conversation. Reading responses should be **500-700 words**, not including discussion questions. You may choose which weeks to write the responses, but they must total 8 by the end of the semester. **Each is worth 6 points, for a total of 48 points.** Readings responses are due Sunday at 5pm the week the readings are assigned. Late reading response papers will not be accepted. (Addresses Course Goal 4; Skills Goal 1, 2, 3)

2. Hybrid Object assignment (due Sunday, February 3, 5pm)

Select some sort of object (e.g. a seed, a shovel, a bottle of water, a laptop, a puppy, a national park, a leaf, a computer) and tell us a story that problematizes nature/culture divisions. How has this object been categorized? What does this categorization highlight and obscure? How might that object be categorized differently? The goal is to challenge you to think through how categories of nature and culture, and more broadly culture, affect how we see the world through a specific object you're familiar with. 600-800 words. (Addresses Goal 2)

3. Contemporary environmental issue research paper (various due dates, see below)

We will work on this final assignment throughout much of the semester, with various "check points." Each student will select an environmental dilemma that is located in a particular place they have some relationship to (e.g. groundwater depletion in Northern Texas; Oil spills in the Gulf; deforestation in the Amazon, the endangered Indiana bat, fishing rights disputes with native communities in Oregon). You will conduct research examining the different stories being told about this problem: Who are the actors? Who is being blamed? What are the proposed solutions? You will then explain how categories of nature and culture are mobilized in the framing(s) of the problem and solution, and use theories drawn from class to construct an alternative story. The end result will be a final research paper, short presentation, and an op-ed based on your analysis. You will get 2 points of extra credit for sending the op-ed to a newspaper or online source (and you will need to show me some sort of proof). (Addresses Goals 1, 2, 3, 4; Skills Goals 1, 2, 3)

a. Prospectus (due Sunday, February 24)

The prospectus is a short proposal of the issue you will examine, the questions you will ask, and the sorts of source material you will employ. It explains your plan for your Research Paper. The prospectus should include the topic of choice. If you are having trouble forming a plan, please come see me in office hours. 450 words maximum.

b. Annotated bibliography (due Sunday, March 10)

You will need to include four primary sources from contemporary news

coverage and four academic sources (not readings from class, 1 must be a book) that you will use in your final paper. We will discuss in class the conventions and utility of an annotated bibliography and how to do library research. Each source will include a summary (6-9 sentences) of the source using the following format:

- i. Description: provide a brief summary of the book, book chapter, or article - only summarizing the part relevant to your research. (2-3 sentences)
- ii. Evaluation: now, assess and or critique the source. Does it seem like a reliable and current source? Why? Is the evidence well documented? Is the method fitting for the research question? Is the author qualified in this subject?
- iii. Are there inconsistencies in the argument? What does the author leave out or ignore? What does their approach help us see and what does it obscure? (2-3 sentences)
- iv. Utility in your research paper: finally, consider how the source contributes to your argument and research paper's scope. How does it fit into your research? Is this a helpful resource? Is it too general or specific? (2-3 sentences)

c. Outline (due Sunday, March 24)

This assignment is a detailed outline of your final paper that should include the topic and argument of each paragraph, the evidence you draw upon, as well as a works cited page with at least 10 sources. If you are struggling with organizing your essay, please come talk with me in office hours, the sooner the better. I will be able to give some preliminary feedback, but I suggest talking about your ideas and strategy for organizing your essay with classmates and friends.

a. Rough draft (due Sunday, April 7)

A rough draft of your paper that is at least 2000 words will be due three weeks prior to the final deadline. I will offer some feedback on this, but not grammatical editing. The final draft needs to be free of grammatical errors. In class, we will have time for group editing in which at least two classmates will read your paper in a detailed fashion paying attention to dotting the i's and crossing the t's, so to speak. I suggest you do this outside of class with friends as well. Bring three printed copies to class.

a. Final paper (due Sunday, April 28)

The final paper needs to have an argument and employ at least 10 sources, 7 of which must be academic, and two of which must be books. In class we will discuss research paper conventions in more detail and work on writing argument statements. 2500-3000 words.

b. Op-ed (due Sunday, April 28)

You will need to write a short Op-Ed related to your environmental dilemma and what you have discovered. For extra credit you can send it to a relevant newspaper or other relevant source. 400-700 words.

c. Final paper presentation (in class Tuesday April 30)

You will present about your research project during our final class period. I encourage you to use either Powerpoint or Prezi to keep your presentation focused. We will need to be very efficient and every person will have 6 minutes for their presentation with 1 minute for questions. Depending on class enrollment I may adjust final presentation times a bit. Please respect your classmates by only using your allotted time.

Important dates table

Sunday, February 3	Hybrid Object assignment due
Sunday, February 24	Prospectus due
Sunday, March 10	Annotated bibliography due
Sunday, March 24	Outline due
Sunday, April 7	Rough draft due
Sunday, April 28	Final paper and Op-Ed due
Tuesday, April 30	Final presentations in class

Evaluation

Assignment	Points
Participation	42
Reading response papers	48
Hybrid object assignment	10
Final project (100 total)	---
Prospectus	10
Annotated bib.	10
Outline	5
Rough draft	20
Final paper	35
Final presentation	15
Op-ed	5
Total	200

Participation. This is a discussion-based course and as such a large portion of your grade is based in participation (almost 25%). Showing up to class is important, but not enough to get full participation credit. You need to make thoughtful comments, ask questions, and actively participate in class discussions and activities, all while respecting classmates. You need to be present in class - not just physically but mentally, and this means actively listening to classmates and focusing on class activities. The basis of effective class discussions is respect and the trust that is built from respect. As such, I expect all of us, me included, to respect others through listening and acknowledging that different perspectives we have and experiences we come to the classroom with. To get full participation credit for the day you will need to make at least two thoughtful remarks or questions during class. Because this class is once a week, attendance is particularly important, and so no unexcused absences are permitted. Tardiness will affect your comportment points, and if you are more than 20 minutes late on a given day you will miss all comportment points for the day.

This table displays how your participation grade will be calculated over the course of the semester. If you miss a class you lose all possible participation points for that day.

Participation	Possible points
Attendance (1 poss. point x 14 wks)	14
Comportment (active listening + respect + engagement x 14 wks, with 2 possible points each week)	28
Total possible participation points	42

Technology in the classroom. Using a laptop in the classroom is a privilege - one that can and will be taken away if abused. Your screen needs to be on class content at all times, and not email or messenger or NFL games or Amazon or anything else. If it's clear that your laptop is becoming a problem, the privilege will be revoked. If you need to use the laptop to facilitate learning (e.g. for quick translation if your first language is not English) please let me know.

Materials. There are two required texts (available at the Butler bookstore and on reserve in the library):

- Hayden, Cori. 2003. *When Nature Goes Public: The Making and Unmaking of Bioprospecting in Mexico*. Princeton, NJ: Princeton University Press.
- West, Paige. 2006. *Conservation Is Our Government Now: The Politics of Ecology in Papua New Guinea*. Durham: Duke University Press.

I have PDFs of the following books, but as we will be reading large sections of the book, you may want to purchase your own copy:

- Cronon, William. 1983. *Changes in the Land*. New York: Hill & Wang.
- Li, Tania Murray. 2007. *The Will to Improve: Governmentality, Development, and the Practice of Politics*. Durham: Duke University Press.

All other reading materials will be made available as PDFs on Moodle.

Late assignments and make-ups. For each day after the deadline, the assignment will lose 10% of the final score. So if your score was 18/20, and our paper was two days late, your final score would be 14.4. If that same assignment was one week late your score would be 5.4/20. Quizzes cannot be made up unless you have an excused note from a doctor or other authority.

Academic honesty. If you use someone else's ideas without properly crediting their work, you are committing plagiarism. This is very easy to detect. You will fail the assignment, and you may also fail the entire course. I am required to report plagiarism to the academic authorities who will decide how the case proceeds. For more information on Butler's academic integrity policies, see [this site](#). I encourage you to check out [this](#) excellent webpage from University of North Carolina's Writing Center that explains what plagiarism is and how to avoid it. If you are concerned about the possibility of plagiarism in any work you produce for this class, please talk to me before you hand in an assignment. I will be happy to advise you on how to quote or paraphrase material to avoid academic dishonesty.

Accommodations statement. It is the policy and practice of Butler University to make reasonable accommodations for students with properly documented disabilities. Written notification from Student Disability Services (SDS) is required. If you are eligible to receive an accommodation and would like to request it for this course, please discuss it with me and allow one-week advance notice for each occasion in which the accommodation will be needed. Otherwise, it is not guaranteed that the accommodation can be received on a timely basis. Students who have questions about SDS, or who have or think they may have, a disability (psychiatric, attentional, learning, vision, hearing, physical, medical, etc.) are invited to contact SDS for a confidential discussion in Jordan Hall 136, or by phone at ext. 9308.

Communication with me. I welcome questions and comments (and suggestions) about the course material and assignments. The best way to reach me outside of class and/or office hours is via e-mail: emcdonel@butler.edu. I will do my best to respond to all e-mails within 24 hours, though outside the hours of 9am and 5pm, as well as over weekends and holidays, my response time will likely be slower. If you have a question or doubt, it is critical to communicate with me. Please bring your concern to my attention as early as possible, so that it does not become a bigger problem.

Course schedule. Please note that this schedule is subject to change with reasonable anticipation. You are responsible to completing assignment material before class the day it is assigned. For instance, all of the readings listed under Week 2 need to be completed before class on Tuesday of week 2.

Part I: Nature, culture, and nature-culture(s)

Week 1. Unsettling the nature/culture divide (January 15)

Before class (18pp)

- Selections from McKibben, William. 1989. *The End of Nature*. New York: Random House.
- Williams, Raymond. 1985. "Nature." In *Keywords*, 219-24. New York: Oxford University Press.

Week 2. (De)constructing wilderness (January 22)

Before class (82pp)

- Cronon, William. 1995. "The Trouble with Wilderness: Or, Getting Back to the Wrong Nature." In *Uncommon Ground: Rethinking the Human Place in Nature*, edited by William Cronon, 69-90. New York: W.W. Norton & Co.
- "Introduction: Common Ground" (pp.3-8) and "First Wilderness: America's Wonderland and Indian Removal from Yellowstone National Park" (pp55-70) In Spence, Mark David. 1999. *Dispossessing the Wilderness: Indian Removal and the Making of the National Parks*. New York: Oxford University Press.
- Price, Jennifer. 1995. "Looking for Nature at the Mall: A Field Guide to the Nature Company." In *Uncommon Ground: Rethinking the Human Place in Nature*, edited by William Cronon, 186-204. New York: W.W. Norton & Co.
- Lien, Marianne Elisabeth, and John Law. 2011. "Emergent Aliens: On Salmon, Nature, and Their Enactment." *Ethnos* 76 (1): 65-87.

Week 3. Nature-culture imagined otherwise (January 29)

Before class (110pp)

- Strathern, Marilyn. 1981. "No Nature, No Culture: The Hagen Case." In *Nature, Culture, and Gender*, edited by Marilyn Strathern and C. MacCormack, 174-222. Cambridge: Cambridge University Press.
- "Water, Stones, and Light: A Cosmology" In Allen, Catherine. 2002. *The Hold Life Has: Coca and Cultural Identity in an Andean Community*. Washington, DC: Smithsonian Institution Press, 22-48.
- De la Cadena, Marisol de la. 2010. "Indigenous Cosmopolitics in the Andes: Conceptual Reflections beyond 'Politics.'" *Cultural Anthropology* 25 (2): 334-70.

Recommended

- Descola, Philippe. 2013. *Beyond Nature and Culture*. Translated by Janet Lloyd. Chicago: University of Chicago Press.

Part II: Centering Power

Week 4. Colonial encounters, imperial ecologies (February 5)

Deadlines

- Hybrid Object assignment due Sunday, February 3, 5pm

Before class (144pp)

- Cronon, William. 1983. *Changes in the Land*. New York: Hill & Wang, **pp. 9-130**.
- Anderson, Virginia DeJohn. 1994. "King Philip's Herds: Indians, Colonists, and the Problem of Livestock in Early New England." *The William and Mary Quarterly* 51 (4): 601-24.
- "In '1493,' Columbus Shaped A World To Be." 2011. *Fresh Air*. 37 minutes. Available [here](#).

Recommended

- Crosby, Alfred W. 2004. *Ecological imperialism: the biological expansion of Europe, 900-1900*. New York: Cambridge University Press. **pp. 1-131, 269-293**.
- Cronon, William. 1983. *Changes in the Land*. New York: Hill & Wang, **pp. 131-140**.

Week 5. Political ecologies (February 12)

Before class (76pp)

- Wolf, E. R. 1972. "Ownership and Political Ecology." *Anthropological Quarterly* 45 (3): 201-5.
- "'Political versus Apolitical Ecologies" In Robbins, Paul. 2004. *Political Ecology: A Critical Introduction*. Malden, MA: Blackwell Publishing, 11-24.
- Ranganathan, Malini. 2015. "Storm Drains as Assemblages: The Political Ecology of Flood Risk in Post Colonial Bangalore." *Antipode* 47 (5):1300-1320.
- Rocheleau, Dianne. 1995. Maps, numbers, text and context: mixing methods in feminist political ecology. *Professional Geographer* 47(4):458-466.
- Escobar, Arturo. 1999. "After Nature: Steps to an Antiessentialist Political Ecology." *Current Anthropology*, no. 40: 1-30.

Recommended

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

Week 6. Capitalism, commodity logics, and metabolic rifts (February 19)

Before class (130pp)

- Moore, Jason W. 2010. "'Amsterdam Is Standing on Norway' Part I: The Alchemy of Capital, Empire and Nature in the Diaspora of Silver, 1545-1648." *Journal of Agrarian Change* 10 (1): 33-68.
- Moore, Jason W. 2010. "'Amsterdam Is Standing on Norway' Part II: The Global North Atlantic in the Ecological Revolution of the Long Seventeenth Century." *Journal of Agrarian Change* 10 (2): 188-227.

- Moore, Jason W. 2011. "Transcending the Metabolic Rift: A Theory of Crises in the Capitalist World-Ecology." *Journal of Peasant Studies* 38 (1): 1-46.
- Tsing, Anna. 2013. "Sorting out Commodities: How Capitalist Value Is Made through Gifts." *HAU: Journal of Ethnographic Theory* 3 (1): 21-43.
- Dubner, Stephen J. 2013. "Why Bad Environmentalism Is Such an Easy Sell." A *Freakonomics Radio Podcast*. 24 minutes. Available [here](#).

Week 7. Developmentalism, progress, and sustainability (February 26)

Deadlines

- Prospectus due Sunday, February 24, 5pm

Before class (178pp)

- Fairhead, James, and Melissa Leach. 1995. "False Forest History, Complicit Social Analysis: Rethinking Some West African Environmental Narratives." *World Development* 23 (6): 1023-35.
- Ferguson, James. 1990. *The Anti-Politics Machine*. New York: Cambridge University Press. (Condensed version)
- "Introduction" (1-30), "Projects, Practices, and Effects" (61-95), "Rendering Technical" (123-155), "Development in the Age of Neoliberalism" (230-269), "Conclusion" (270-284) In Li, Tania Murray. 2007. *The Will to Improve: Governmentality, Development, and the Practice of Politics*. Duke University Press.

Recommended

- Escobar, Arturo. 1995. *Encountering Development: The Making and Unmaking of the Third World*. Princeton, NJ: Princeton University Press.
- Ferguson, James. 1990. *The Anti-Politics Machine*. New York: Cambridge University Press.

Part III: Re-narrating the problems

Week 8. Climate models, retreating glaciers (March 5)

Before class (71pp)

- Lahsen, Myanna. 2005. "Seductive Simulations? Uncertainty Distribution Around Climate Models." *Social Studies of Science* 35 (6): 895-922.
- Orlove, Benjamin S. 2009. "The Past, the Present, and Some Possible Future of Adaptation." In *Adapting to Climate Change*, edited by Neil Adger, Irene Lorenzoni, and Karen O'Brien, 131-63. Cambridge, MA: Cambridge University Press.
- Rhoades, Robert E., Xavier Zapata Ríos, and Jenny Aragundy Ochoa. 2008. "Mama Cotacachi: History, Local Perceptions, and Social Impacts of Climate Change and Glacier Retreat in the Ecuadorian Andes." In *Darkening Peaks: Glacier Retreat, Science, and Society*, edited by Benjamin S. Orlove, Ellen Wiegandt, and Brian H. Luckman, 216-28. Berkeley: University of California Press.

Recommended

- Cruikshank, Julie. 2005. "Do Glaciers Listen? Local Knowledge, Colonial Encounters, and Social Imagination." In *The Anthropology of Climate Change: An Historical Reader*, edited by Michael Dove. Vancouver: University of British Columbia Press.

- Hulme, Mike. 2011. "Reducing the Future to Climate: A Story of Climate Determinism and Reductionism." *Osiris* 26 (1): 245-66.
- Peterson, Nicole, and Kenneth Broad. 2009. "Climate and Weather Discourse in Anthropology: From Determinism to Uncertain Futures." In *Anthropology and Climate Change: From Encounters to Actions*, edited by Susan A. Crate and Mark Nuttall, 70-86. Walnut Creek, CA: Left Coast Press.

Week 9. Spring break (no class) (March 12)

Deadlines

- Annotated Bibliography due Sunday, March 10, 5pm

Week 10. (Over)population, scarcity, feedback loops (March 19)

Before class (102pp)

- "Foreword" (**xiii-xiv**) and "The Problem" (**1-25**) In Ehrlich, Paul R. 1968. *The Population Bomb*. New York: Ballantine Books.
- "Introduction" (**1-7**) and "Chapter 1" (**8-14**) In Boserup, Ester. 1965. *The Conditions of Agricultural Growth: The Economics of Change under Population Pressure*. Chicago: Aldine.
- Barnes, Jessica. 2009. "Managing the Waters of Ba'th Country: The Power and Politics of Syria's Water Scarcity." *Geopolitics* 14 (3): 510-30.
- "Poverty and Entitlements" (**1-8**) and "The Great Bengal Famine (**52-85**)" In Sen, Amartya. 1981. *Poverty and Famines: An Essay on Entitlement and Deprivation*. New York: Oxford University Press.

Week 11. Aliens and natives (March 26)

Deadlines

- Outline due Sunday, March 24, 5pm

Before class (67pp.)

- Ogden, Laura A. 2018. "The Beaver Diaspora: A Thought Experiment." *Environmental Humanities* 10 (1): 63-85.
- Comaroff, Jean, and John L. Comaroff. 2001. "Naturing the Nation: Aliens, Apocalypse and the Postcolonial State." *Journal of Southern African Studies* 27 (3): 627-51.
- Larson, Brendon MH. 2005. "The War of the Roses: Demilitarizing Invasion Biology." *Frontiers in Ecology and the Environment* 3 (9): 495-500.
- Raffles, Hugh. 2011. "Mother Nature's Melting Pot." *The New York Times*, April 2, 2011, sec. Opinion. Available [here](#).
- [Listen] Robertson, Amy E. 2017. "For Berlin, Invasive Crustaceans Are A Tough Catch And A Tough Sell." NPR.Org. October 18, 2017. 3 minutes. Available [here](#).
- Cheslow, Daniella. 2018. "Invasive 'Devil Fish' Plague Mexico's Waters. Can't Beat 'Em? Eat 'Em." *Morning Edition*. NPR. Available [here](#).

Recommended

- Subramaniam, Banu. 2001. "The Aliens Have Landed! Reflections on the Rhetoric of Biological Invasions." *Meridians* 2 (1): 26-40.
- Archer, Wes. 1995. "[Bart vs. Australia](#)." *The Simpsons*. Fox.

Week 12. From ethnoecology to biopiracy (April 2)

Before class (160pp)

- Greene, Shane. 2004. "Indigenous People Incorporated? Culture as Politics, Culture as Property in Pharmaceutical Bioprospecting." *Current Anthropology* 45 (2): 211-37.
- "Introduction," (1-18), "Prospecting in Mexico: Rights, Risks, and Regulation" (85-124), "Market Research: When Local Knowledge is Public Knowledge" (125-157), "By the Side of the Road: the Countours of a Field Site" (158-190), and "Presumptions of Interest" (213-230) In Hayden, Cori. 2003. *When Nature Goes Public: The Making and Unmaking of Bioprospecting in Mexico*. Princeton, NJ: Princeton University Press.

Recommended

- Posey, Darrell. 1992. Reply to Parker. *American Anthropologist* 94(2):441-443.
- Berlin, Brent, Dennis Breedlove, and Peter Raven. 1973. General Principles of Classification and Nomenclature in Folk Biology. *American Anthropologist* 75(1):214-242.
- Agrawal, Arun. 1995. Dismantling the Divide between Indigenous and Scientific Knowledge. *Development and Change* 26(3):413-439.

Week 13. Indigenous politics (April 9)

Deadlines

- Rough draft due Sunday, April 7, 5pm

Before class (92pp)

- Li, Tania Murray. 2000. "Articulating Indigenous Identity in Indonesia: Resource Politics and the Tribal Slot." *Society for Comparative Study of Society and History* 42 (1): 149-79.
- Conklin, Beth. 1997. "Body Paint, Feathers, and VCRs: Aesthetics and Authenticity in Amazonian Activism." *American Ethnologist* 24 (4): 711-737.
- Conklin, Beth, and Laura Graham. 1995. "The Shifting Middle Ground: Amazonian Societies and Eco-Politics." *American Anthropologist* 97 (4): 695-710.
- Brosius, J. Peter. 1999. "Green Dots, Pink Hearts: Displacing Politics from the Malaysian Rain Forest." *American Anthropologist* 101 (1): 36-57.

Recommended

- Redford, Kent H. 1990. "The Ecologically Noble Savage," *Orion Nature Quarterly* 9(3):24-29 (reprinted in *Cultural Survival Quarterly* 1991, 15(1): 46-48. Available [here](#).
- Muehlmann, Shaylih. 2009. "How Do Real Indians Fish? Neoliberal Multiculturalism and Contested Indigeneities in the Colorado Delta." *American Anthropologist* 111 (4): 468-79.

Week 14. Parks and people (April 16)

Before class (115pp)

- Chapin, Mac. 2004. "A Challenge to Conservationists." *World Watch* 17 (6): 17-31.
- "New Guinea-New York" (1-26), "Conservation Histories" (125-146), "The Practices of Conservation-as-Development" (183-214), "Exchanging Conservation for Development" (215-238) In West, Paige. 2006. *Conservation Is Our Government Now: The Politics of Ecology in Papua New Guinea*. Duke University Press.

Recommended

- West, P., J. Igoe, and D. Brockington. 2006. "Parks and Peoples: The Social Impact of Protected Areas." *Annual Review of Anthropology* 25: 251-77.

Week 15. Imagining futures in the anthropocene (April 23)

Before class (7Opp)

- Stromberg, Joseph. 2013. "What Is the Anthropocene and Are We in It?" Smithsonian. June 2013. <https://www.smithsonianmag.com/science-nature/what-is-the-anthropocene-and-are-we-in-it-164801414/>.
- Moore, Jason W., and Raj Patel. n.d. "Unearthing the Capitalocene: Towards a Reparations Ecology." ROAR Magazine. Accessed November 11, 2018. <https://roarmag.org/magazine/moore-patel-seven-cheap-things-capitalocene/>.
- "Prologue" (1-10) and "Part I" (11-54) In Tsing, Anna. 2015. *The Mushroom at the End of the World*. Princeton, NJ: Princeton University Press.

Recommended

- Jason W. Moore: *Anthropocene or Capitalocene?* 2015. Bogazici University. https://www.youtube.com/watch?v=glYZym_abPU.

Week 16. Final presentations (April 30)

Deadlines

- Final paper due Sunday April 28, 5pm
- Final presentations will take place in class April 30.

*Please note that this syllabus is intended to give you guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the rights to modify, supplement, and make changes as the course needs arise.