

Term Information

Effective Term Autumn 2015
Previous Value Autumn 2014

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We are requesting GE status in the Social Science (Human, Natural and Economic Resources) category.

What is the rationale for the proposed change(s)?

This course meets the rationale and learning outcomes for the GE category or categories we are requesting, as outlined in the Curriculum and Assessment handbook.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Anthropology
Fiscal Unit/Academic Org Anthropology - D0711
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5623
Course Title Environmental Anthropology
Transcript Abbreviation Enviro Anth
Course Description Theory and ethnographic examples of human-environment interactions, focusing on the role of culture and behavior in environmental adaptation.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Marion

Prerequisites and Exclusions

Prerequisites/Corequisites

[Previous Value](#)

Prereq: 2202 (202) or equiv, or permission of instructor.

Exclusions

Not open to students with credit for 620.05.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

45.0204

Subsidy Level

Doctoral Course

Intended Rank

Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

General Education course:

Human, Natural, and Economic Resources

The course is an elective (for this or other units) or is a service course for other units

[Previous Value](#)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Understand and appreciate environmental anthropological perspectives (anthropological approach).
- Know the history of the main theoretical paradigms in environmental anthropology (history of environmental anthropology).
- Understand the role of theory in shaping environmental anthropological research (conceptual frameworks).
- Consider the whole range of cross-cultural variation when formulating hypotheses about human-environmental interactions (comparative perspective).
- Understand what culture is and how it shapes how human experience, perceive and interact with their environments (culture concept).
- Apply theoretical frameworks from environmental anthropology to describe and explain human-environment interactions (research skills).
- Appreciate the theoretical contributions from anthropology to the environmental sciences (value of anthropological theory).
- *Goals N/A*

[Previous Value](#)

Content Topic List

- Ethnography
- Culture
- Ecology
- Environment
- Behavior
- Adaptation
- Sustainability
- Subsistence
- Homo sapiens
- Human nutrition

Attachments

- 5623 GE Assessment plan.docx: 5623 GE Assessment Plan
(GEC Course Assessment Plan. Owner: Freeman,Elizabeth A.)
- 5623 GE Rational.docx: 5623 GE Rational
(GEC Model Curriculum Compliance Stmt. Owner: Freeman,Elizabeth A.)
- Dr Larsen letter 10 07 14.doc: Chair's Letter
(Cover Letter. Owner: Freeman,Elizabeth A.)
- 5623 Syllabus.docx: 5623 Syllabus
(Syllabus. Owner: Freeman,Elizabeth A.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Freeman,Elizabeth A.	10/22/2014 04:09 PM	Submitted for Approval
Approved	McGraw,William Scott	10/23/2014 08:51 AM	Unit Approval
Approved	Haddad,Deborah Moore	10/23/2014 12:19 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	10/23/2014 12:19 PM	ASCCAO Approval



Department of Anthropology

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7 October 2014

Dear Curriculum Panel Members,

I am pleased to submit this curricular bundle for your review. This bundle includes a number of new courses, courses for General Education consideration, and several course changes. These submissions reflect the evolving profile of our teaching mission and what we have to offer our students and the institution generally. The Department of Anthropology has taken on one of its biggest curriculum revisions, involving both undergraduate majors (Anthropological Sciences, Anthropology) and graduate program, in its recent history. I am excited to endorse all of these submissions, and look forward to implementing the revisions to the Anthropology curriculum.

Best regards,

A handwritten signature in blue ink that reads "Clark S. Larsen".

Clark Spencer Larsen
Distinguished Professor of Social and Behavioral Sciences and Chair

ANTHROPOLOGY 5623: ENVIRONMENTAL ANTHROPOLOGY

Dr. Mark Moritz
moritz.42@osu.edu
4058 Smith Laboratory
Tel. (614) 247-7426

Autumn 2014
Hours of instruction: TR 9:45-10:55AM
Classroom: McPherson Lab 1021
Office hours: W12-3 or by appointment

COURSE DESCRIPTION

This course will introduce students to the anthropological study of human-environment relationships. We will explore how anthropologists have attempted to make theoretical sense of human-environment interactions, survey the wide variety of human cultural adaptations to diverse environmental conditions, and consider current topics and trends that reflect the diversity and dynamism of contemporary human-environment relationships. We will consider the following questions: *How does the environment influence human behavior? How does human behavior impact the environment? How do people make cultural sense of the natural world? What does nature mean in different societies? How is our relationship to the world around us changing? How can we achieve our best possible future?*

GE LEARNING OUTCOMES WILL BE ADDED IF APPROVED

COURSE GOALS

The goal is to train students to think as environmental anthropologists, i.e., understand how anthropologists describe and explain human-environment interactions, and this entails that students will be able to:

1. Understand and appreciate environmental anthropological perspectives (anthropological approach).
2. Know the history of the main theoretical paradigms in environmental anthropology (history of environmental anthropology).
3. Understand the role of theory in shaping environmental anthropological research (conceptual frameworks).
4. Consider the whole range of cross-cultural variation when formulating hypotheses about human-environmental interactions (comparative perspective).
5. Understand what culture is and how it shapes how human experience, perceive and interact with their environments (culture concept).
6. Apply theoretical frameworks from environmental anthropology to describe and explain human-environment interactions (research skills).
7. Appreciate the theoretical contributions from anthropology to the environmental sciences (value of anthropological theory).

DISABILITY SERVICES

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss their specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

ACADEMIC MISCONDUCT

All students should become familiar with the rules governing academic misconduct, especially as they pertain to plagiarism and cheating. Ignorance of the rules is not an excuse and all alleged cases of academic misconduct will automatically be reported to the committee on academic misconduct. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

READINGS

The following books are required reading and available in the OSU Book Store or from online vendors like Amazon.com.

Townsend, Patricia. 2009. *Environmental Anthropology: From Pigs to Politics*. Second edition. Prospect Heights, IL: Waveland Press.

Sutton, Mark Q. and E.N. Anderson. 2013. *Introduction to Cultural Ecology*. Third edition. Walnut Creek, CA: Altamira Press.

Additional required and recommended readings are made available through Carmen. All assigned readings are mandatory. You are expected to have read the assigned readings once or twice before you come to class. As you read, highlight, take notes, summarize, look up new words or concepts, and come with questions for me and/or your classmates. In short, be prepared to discuss the readings in class and bring the readings to class. I also recommend you to go over the readings once more after class.

COURSE REQUIREMENTS AND EVALUATION

1. Attendance and participation: You are expected to be actively engaged in class; that is, coming to class prepared, paying attention, and contributing to discussions and problem solving, both by making comments and by facilitating other people's participation. Because it is difficult to do well in the course if sessions are missed *attendance at every class meeting is required*. Late arrival and early departure are considered poor participation; they are disruptive to others and make it likely to miss essential information. Please contact me if there is an emergency situation. If you are ill and must miss a class, you are responsible for getting the notes and assignment information from your classmates.

2. Quizzes and homework assignments. There will be a number of quizzes and homework assignments throughout the course that will focus on critical concepts that are central to the learning goals. You will be asked to describe, explain, and/or apply these concepts. There will be approximately 10 of these assignments and the one with the lowest score will be dropped.

3) Term Paper. You will write one term paper in which you have to use an anthropological approach to examine a particular set of human-environmental interactions. In your paper you have to explicitly use one (or more) of the theoretical frameworks we covered in class to describe and explain the human-environmental interactions. The goal of the paper assignment is that you learn to critically analyze human-environment interactions as an anthropologist.

a) Annotated Bibliographies. You will write two annotated bibliographies for your topic: the first focusing on the particular human-environmental interactions you plan to study (e.g., pastoral systems, extractive industries) and the second focusing on the theoretical framework(s) you plan to use to examine these interactions (e.g., political ecology, ethnoecology). Each bibliography should contain at least five sources. The bibliography should follow the guidelines of the American Anthropological Association (AAA). In your annotation you should: 1) identify the source; 2) summarize the source in no more than one or two sentences; 3) evaluate its strengths and weaknesses; and 4) reflect on its usefulness for your paper. The AAA guidelines and a model of an annotated bibliography are posted on Carmen. You may also use the following website to assist you in preparation of your bibliographies: <http://owl.english.purdue.edu/owl/resource/614/01/>. The annotated bibliographies are due on Friday before Midnight in the appropriate dropbox in week 4 and week 7.

b) Paper Prospectus. You will write a one-page prospectus of your proposed term paper. The purpose of the prospectus is to give the reader a quick overview of what the paper will be about, your arguments, and the general organization of your paper. You might think of the prospectus as a preview of coming attractions. If necessary, I reserve the right to have you rewrite your prospectus or reconstruct your topic until your topic is approved. The prospectus is due on Friday before Midnight in week 11.

c) Mini-conference with poster presentations. All students will present their paper in poster format at the end of the course in a mini-conference. Both presenters and audience will be evaluated. Audience members are expected to be engaged and make critical and constructive comments that help presenters to improve their paper. The mini-conference will be held in week 14.

d) Final paper. You will write an 8 to 10-page term paper in which you use an anthropological approach to examine a particular set of human-environmental interactions. In your paper you have to explicitly use one (or more) of the theoretical frameworks we covered in class to describe and explain the human-environmental interactions. You have to use and cite relevant sources, including required course readings. The final paper is due Friday before Midnight in week 15.

4. Take-home Exam. There will be one take-home exam that covers all course materials, including films, readings, lectures, discussions, and assignments. The exam questions will be in essay format and is due in the Carmen dropbox in finals week.

Evaluation: Course responsibilities will be weighted in the following way:

1. Participation and attendance	10%
2. Quizzes and homework assignments	20%
3. Term paper	
Annotated bibliographies (2)	10%
Paper prospectus	5%
Poster presentation	10%
Final paper	25%
4. Take-home exam	20%
Total	100%

Final grades are based on the OSU Standard Scheme. A general guide to how you are doing is: A 93; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 60-66; E < 60.

Special notes from the instructor:

- Except in cases of properly documented illness or personal emergency will late assignments be accepted; they will progressively lose value and will be evaluated as time allows.
- I strive to make this a paper-less course. All assignments are to be submitted as .doc, .docx, or .txt documents in the Carmen dropbox, not in hard copy or by email or any other format.
- I will use Carmen to post assignments and other information for the class (e.g., cancelled office hours, changes in reading assignments). Check it regularly (at least twice a week).
- Please note that the schedule below is tentative and that the instructor reserves the right to make changes.

SCHEDULE AND TOPICS

SA = Sutton and Anderson, TW = Townsend

WEEK 1: INTRODUCTION

T: Anthropology (Henrich et al. 2010)

R: Early environmental Anthropology (SA chapter 1 and 2)

WEEK 2: CULTURAL ECOLOGY

T: Cultural ecology (SA chapter 4 and 5)

R: Shoshone Indians (Steward 1955, TW chapter 2)

WEEK 3: HUMAN ECOLOGY

T: Human ecology (TW chapter 4, SA chapter 7)

R: Ritual regulation (Rappaport 1967)

WEEK 4: ETHNO-ECOLOGY

T: Ethnoecology (TW chapter 3 and 9)

R: Why is the cassowary not a bird (Bulmer 1967)

→ *First annotated bibliography due Friday before Midnight*

WEEK 5: POLITICAL ECOLOGY (STRUCTURAL)

T: Political ecology (SA chapter 8,

R: Herder-farmer conflicts (Bassett 1988)

WEEK 6: POLITICAL ECOLOGY (POST-STRUCTURAL)

T: Reimagining political ecology (Biersack 2009)

R: Politics and poetics (Brosius 2009)

WEEK 7: HISTORICAL ECOLOGY

T: Historical ecology (Crumley 1994)

R: Adaptation and extinction (McGovern 1980)

→ *Second annotated bibliography due Friday before Midnight*

WEEK 8: ENVIRONMENT AND GENDER

T: No nature, no culture (Strathern 1980)

R: Gender and environment debate (Agarwal 1992)

WEEK 9: ENVIRONMENTAL JUSTICE

T: Environmental justice (TW chapter 9)

R: Clear cutting and colonialism (Willow 2009)

WEEK 10: INDIGENOUS KNOWLEDGE

T: Situated practices (Lauer and Aswani 2009)

R: Perceptions of the environment (Ingold 2000)

WEEK 11: COUPLED HUMAN AND NATURAL SYSTEMS

T: Balinese water temples (Lansing 1989)

R: West African pastoral systems (Moritz et al. 2013)

→ *Paper prospectus due Friday before Midnight*

WEEK 12: CLIMATE CHANGE

T: Climate and weather discourse (Peterson and Broad 2009)

R: Governance of vulnerability (Lazrus 2009, TW chapter 8)

WEEK 13: ENERGY

T: Energy (Nader 2010)

R: Red lands (La Duke 2010)

WEEK 14: MINI-CONFERENCE WITH POSTER PRESENTATIONS

T: Poster presentations

R: Poster presentations

WEEK 15: REVIEW

T: Current issues (SA chapter 10)

R: Reflection (TW chapter 12 and 13)

→ *Term paper due Friday before Midnight*

FINALS WEEK → *Take-home exam is due in final's week.*

REQUIRED READINGS

Agarwal, Bina. 1992. The Gender and Environment Debate: Lessons from India. *Feminist Studies* 18(1):119-158.

Bassett, Thomas J. 1988. The political ecology of peasant-herder conflicts on the northern Ivory Coast. *Annals of the Association of American Geographers* 78(3):453-472.

Biersack, Aletta. 2006. Reimagining political ecology: culture/power/history/nature. In *Reimagining political ecology*. A. Biersack and J.B. Greenberg, eds. Pp. 3-40. Durham (NC): Duke University Press.

Brosius, J. Peter. 2006. Between politics and poetics: narratives of dispossession in Sarawak, East Malaysia. In *Reimagining political ecology*. A. Biersack and J.B. Greenberg, eds. Pp. 281-324. Durham (NC): Duke University Press.

Bulmer, Ralph. 1967. Why is the Cassowary Not a Bird? A Problem of Zoological Taxonomy Among the Karam of the New Guinea Highlands. *Man* 2(1):5-25.

Crumley, Carole L. 1994. *Historical ecology: cultural knowledge and changing landscapes*. Santa Fe (NM): School of American Research Press.

Henrich, Joseph, Steven J. Heine, and Ara Norenzayan. (2010). Most people are not WEIRD. *Nature* 466(1 July 2010):29.

Ingold, Tim. 2000. *The perception of the environment : essays on livelihood, dwelling and skill*. London ; New York: Routledge.

Lansing, J. Stephen. 1989. Balinese "Water Temples" and the Management of Irrigation Balinese Water Temples" and the Management of Irrigation. *American Anthropologist* 89(1):326-341.

La Duke, Winona. 2010. Red Land and Uranium Mining: How the search for Energy is Endangering Indian Tribal Lands. In *The energy reader*. L. Nader, ed. Pp. 105-109. Malden, MA: Wiley-Blackwell.

Lauer, Matthew, and Shankar Aswani. 2009. Indigenous Ecological Knowledge as Situated Practices: Understanding Fishers' Knowledge in the Western Solomon Islands. *American anthropologist* 111(3):317-329.

Lazrus, Heather. 2009. The Governance of Vulnerability: Climate Change and Agency in Tuvalu, South Pacific. In *Anthropology and climate change: from encounters to actions*. S.A. Crate and M. Nuttall, eds. Pp. 240-249. Walnut Creek (CA): Left Coast Press.

McGovern, Thomas H. 1980. Cows, Harp Seals, and Churchbells: Adaptation and Extinction in Norse Greenland. *Human Ecology* 8(3):245-275.

Moritz, Mark, et al. 2013. Open Access, Open Systems: Pastoral Management of Common-Pool

Resources in the Chad Basin. *Human Ecology* 41(3):351–365.

Nader, Laura. 2010. Barriers to Thinking New About Energy. In *The energy reader*. L. Nader, ed. Pp. 198-204. Malden, MA: Wiley-Blackwell.

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*. S.A. Crate and M. Nuttall, eds. Pp. 70-86. Walnut Creek (CA): Left Coast Press.

Rappaport, Roy A. 1967. Ritual Regulation of Environmental Relations among a New Guinea People. *Ethnology* 6(1):17-30.

Steward, Julian. 1955. The concept and methods of cultural ecology. In *The theory of culture change*. Pp. 30-42. Urbana (IL): University of Illinois.

Strathern, Marilyn. 1980. No Nature, No Culture: The Hagen Case. In *Nature, Culture and Gender*. C. MacCormack and M. Strathern, eds. Pp. 174-222. Cambridge (UK): Cambridge University Press.

Sutton, Mark Q., and E.N. Anderson. 2013. Introduction to cultural ecology. Walnut Creek (CA): Altamira

Townsend, Patricia K. 2009. *Environmental anthropology: from pigs to policies*. Long Grove (IL): Waveland.

Willow, Anna J. 2009. Clear-Cutting and Colonialism: The Ethnopolitical Dynamics of Indigenous Environmental Activism in Northwestern Ontario. *Ethnohistory* 56(1):35-67.

RECOMMENDED READINGS

- Alley, Kelly. 2002. *On the Banks of the Ganges: When Wastewater Meets a Sacred River*.
- Arnold, David. 2006. *The Fisherman's Frontier: People and Salmon in Southeast Alaska*.
- Auyero, Javier, and Debora Swistun. 2009. *Flammable: Environmental Suffering in an Argentine Shantytown*.
- Basso, Keith. 1996. *Wisdom Sits in Places: Language and Language Among the Western Apache*.
- Brody, Hugh. 1997. *Maps and Dreams: Indians and the British Columbia Frontier*.
- Checker, Melissa. 2005. *Polluted Promises: Environmental Racism and the Search for Justice in a Southern Town*.
- Cruikshank, Julie. 2005. *Do Glaciers Listen?*
- Fienup-Riordan, Ann. 2012. *Ellavut: Our Yup'ik World and Weather: Continuity and Change on the Bearing Sea Coast*
- Guha, Ramachandra. 1987. *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*.
- Hunn, Eugene and James Selam. 1991. *Nch'i-Wana, "The Big River": Mid-Columbia Indians and Their Land*.
- Kirsch, Stewart. 2006. *Reverse Anthropology: Indigenous Analysis of Social and Environmental relations in New Guinea*.
- Kosek, Jake. 2006. *Understories: The Political Life of Forests in Northern New Mexico*.
- Lansing, J. Stephen and William Clark. 2007. *Priests and Programmers: Technologies of Power in the Engineered Landscape of Bali*.
- Lowe, Celia. 2006. *Wild Profusion: Biodiversity Conservation in an Indonesian Archipelago*.
- Nelson, Richard. 1986. *Make Prayers to the Raven: A Koyukon View of the Northern Forest*.
- Niezen, Richard. 1998. *Defending the Land: Sovereignty and Forest Life in James Bay Cree Society*.
- Pasternak, Judy. 2010. *Yellow Dirt: An American Story of a Poisoned Land and a People Betrayed*.
- Rappaport, Roy. 2000. *Pigs for the Ancestors: Ritual in the Ecology of a New Guinea People*.

- Satterfield, Terre. 2003. *Anatomy of a Conflict: Identity, Knowledge, and Emotion in Old Growth Forests*.
- Schroder, Richard. 1999. *Shady Practices: Agroforestry and Gender Politics in the Gambia*.
- Shearer, Christine. 2011. *Kivalina: A Climate Change Story*.
- Shiva, Vandana. 1999. *Biopiracy: The Plunder of Nature and Knowledge*.
- Strang, Veronica. 1997. *Uncommon Ground: Landscape, Values, and the Environment*.
- Tsing, Anna. 2005. *Friction: An Ethnography of Global Connection*.
- Walley, Christine. 2004. *Rough Waters: Nature and Development in an East African Marine Park*.
- West, Paige. 2006. *Conservation is Our Government Now: The Politics of Ecology in Papua New Guinea*.
- Wenzel, George. 1991. *Animal Rights, Human Rights: Ecology, Economy, and Ideology in the Canadian Arctic*.
- White, Richard. 1996. *The Organic Machine: The Remaking of the Columbia River*.
- Willow, Anna. 2012. *Strong Hearts, Native Lands: The Cultural and Political Landscape of Anishinaabe Anti-clearcutting Activism*.

GE Consideration 5623

GE Rationale. The goal and learning outcomes of *ANTHO 5623 Environmental Anthropology* are aligned with the goal and learning outcomes of the GE Social Science: Human, Natural and Economic Resources (see below).

The goal of GE Social Science: Human, Natural and Economic Resources is for students to understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources. The **learning outcomes** are:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.
3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

The goal of ANTHO 5623 Environmental Anthropology is for students to think as environmental anthropologists, i.e., understand how anthropologists describe and explain human-environment interactions. The **learning outcomes** are:

1. Understand and appreciate environmental anthropological perspectives (anthropological approach).
2. Know the history of the main theoretical paradigms in environmental anthropology (history of environmental anthropology).
3. Understand the role of theory in shaping environmental anthropological research (conceptual frameworks).
4. Consider the whole range of cross-cultural variation when formulating hypotheses about human-environment interactions (comparative perspective).
5. Understand what culture is and how it shapes how human experience, perceive and interact with their environments (culture concept).
6. Apply theoretical frameworks from environmental anthropology to describe and explain human-environment interactions (research skills).
7. Appreciate the theoretical contributions from anthropology to the environmental sciences (value of anthropological theory).

5623 GE Assessment plan.

There are two main ways in which we will assess the effectiveness of the course in achieving the GE Social Science: Human, Natural and Economic Resources learning outcomes. First, students will write a term paper in which they use one (or more) of the theoretical frameworks in environmental anthropology to examine a particular set of human-environmental interactions (see page 3 and 4 in syllabus). Second, students will write short essays in a take-home exam in which they apply what they have learned in the course to answer the following questions: How does the environment influence human behavior? How does human behavior impact the environment? How do people make cultural sense of the natural world? What does nature mean in different societies? How is our relationship to the world around us changing? How can we achieve our best possible future? (see page 4 in the syllabus).

The course is successful when students have mastered the learning outcomes outlined in the syllabus (page 1) and have demonstrated this mastery in the different assessments (page 2-5). In particular, I expect students to do the following in their paper: 1) apply theoretical frameworks from environmental anthropology to describe and explain human-environment interactions; 2) explain how culture shapes how human experience, perceive and interact with their environments; and 3) consider variation when studying human-environmental interactions.

The instructor will also be able to evaluate the effectiveness of the course by comparing grades for the paper and review essays in each iteration of the course. In addition, the instructor will use the comments sections of the SEI and informal mid-term course evaluations to assess whether and how the course can be improved.