

Term Information

Effective Term Spring 2023
Previous Value Summer 2017

Course Change Information

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

We would like this course included in the new GE.

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

This course aligns well with two of the new GE themes.

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	Undergraduate
Course Number/Catalog	3623
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, 12 Week, 8 Week, 7 Week, 6 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, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus, Marion</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 2202 or equiv, or permission of instructor.
Previous Value	Prereq: 2202 (202) or equiv, or permission of instructor.
Exclusions	Not open to students with credit for 5623
Previous Value	Not open to students with credit for 5623 or 620.05.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	45.0204
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

Lived Environments; Sustainability

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	<ul style="list-style-type: none">• 1. Understand how culture shapes human perceptions and interactions with the environment• 2. Know the main theoretical paradigms in the history of environmental anthropology• 3. Apply theoretical paradigms from environmental anthropology to describe and explain human-environmental interactions• 4. Formulate new hypotheses about human-environmental interactions considering the influence of human cultural variation
Content Topic List	<ul style="list-style-type: none">• Ethnography• Culture• Ecology• Environment• Behavior• Adaptation• Sustainability• Subsistence• Homo sapiens• Human nutrition
Sought Concurrence	No

Attachments

- ANTH3623 syllabus lived environments sustainability GE submission 2022-2-1.docx: Syllabus
(Syllabus. Owner: Healy, Elizabeth Ann)
- submission-lived-environments-ANTH3623 final version 2022-2-1.pdf: Lived Environments
(GEC Model Curriculum Compliance Stmt. Owner: Healy, Elizabeth Ann)
- submission-sustainability final version 2022-2-1.pdf: Sustainability
(GEC Model Curriculum Compliance Stmt. Owner: Healy, Elizabeth Ann)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Healy, Elizabeth Ann	02/03/2022 11:16 AM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	02/03/2022 02:30 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/13/2022 03:06 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/13/2022 03:06 PM	ASCCAO Approval

ANTH3623 Environmental Anthropology

Instructor:	Dr. Nick Kawa	Office Phone:	614-292-2391
Email:	kawa.5@osu.edu	Office Hours:	Fridays 1-2:30pm (or by appt.)
Office:	4030 Smith Lab	Web support:	Carmen

COURSE MEETING TIME(S):

Time: 11:10-12:30 Tues. & Thurs.

Place: Caldwell Lab 277

REQUIRED TEXTS:

All readings will be provided in PDF format on **Carmen** (*see the course bibliography at the end*).

COURSE DESCRIPTION:

This course serves as an overview of the subfield of environmental anthropology. In other words, it explores anthropological approaches to understanding the relationship between humans and their surrounding environments. During the course, we will draw from many prominent scholars that have shaped this subfield, tracing how perspectives in the study of human-environment relationships have changed and evolved over time. With case studies from Amazonia to the Arctic, this course will look specifically at how different human groups mediate their interactions with the environment through their social organization, subsistence practices, technology, religion, and cosmovision. We will also examine contemporary U.S. cultural practices and beliefs in relation to the environment, and several course assignments will engage with human-environmental problems of regional and national concern. Toward the end of the course, we will explore new theoretical and empirical developments in our understanding of human relationships to the environment, discussing specifically how climate change and the threat of global ecological crisis challenge are prompting collective rethinking of humanity's place on Earth.

COURSE GOALS:

1. Examine the role that culture plays in mediating human interactions with the environment
2. Introduce students to the distinct theoretical approaches used to study human-environment relations in the history of anthropology
3. Provide students with opportunities to apply theoretical approaches from environmental anthropology to contemporary environmental issues of local, national, and global interest
4. Encourage students to use an anthropological perspective to gain insight into their own relationships to the environment.

EXPECTED LEARNING OUTCOMES:

By the conclusion of the course, successful students should be able to:

1. Demonstrate an understanding of how culture shapes human perceptions and interactions with the environment.
2. Identify the strengths and weaknesses of different theoretical approaches in the history of environmental anthropology.
3. Apply theoretical concepts from environmental anthropology to describe and explain human-environmental interactions.
4. Produce creative reflections on one's personal relationship to the environment through an anthropological lens.

GENERAL EDUCATION GOALS & EXPECTED LEARNING OUTCOMES:

Courses that meet the General Education **Lived Environments theme** specifically aim to meet two goals: 1) explore a range of perspectives on the interactions and impacts between humans and different environments, and 2) analyze a variety of perceptions, representations and/or discourses about environments and humans within them. Corresponding to these goals are five expected learning outcomes:

1. Engage with the complexity and uncertainty of human-environment interactions.
2. Describe examples of human interaction with and impact on environmental change and transformation over time and across space.
3. Analyze how humans' interactions with the environments shape or have shaped attitudes.
4. Describe how humans perceive and represent the environments with which they interact.
5. Analyze and critique conventions, theories, and ideologies that influence discourses around environments

These General Education goals and outcomes for the Lived Environments theme will be addressed in several direct ways. During the course, we examine new theoretical and empirical developments in our understanding of the complexity of the lived environment by specifically discussing anthropogenic climate change and the new geological epoch known as the Anthropocene. In doing so, we examine broadscale human impacts on the planet, which have prompted collective rethinking of humanity's place on Earth. At the same time, we explore case studies from Indigenous scholars who highlight how Indigenous peoples have actively encouraged biological diversity and ecosystems management—activities undergirded by worldviews that see humans in direct relations of reciprocity and shared kinship with other species. Students are asked to analyze and contrast such cosmovisions with the ideology of the “nature-culture divide,” a prominent viewpoint in Western philosophies that assumes that non-humans can, or should, exist in a realm independent of human presence or influence.

Courses that meet the General Education **Sustainability theme** also aim to meet the following goal: 1) analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time. Corresponding to this goal are three expected learning outcomes:

1. Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.
2. Describe, analyze, and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.
3. Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.

This course will engage these General Education goals and outcomes for the Sustainability theme by consistently emphasizing in course readings, assignments, and discussions: 1) the complex relationships between human and non-human Earth systems, 2) the increasing awareness of global environmental and socioecological problems, and 3) the need to respond to such problems in active, creative, and informed ways. Using both anthropological case studies and personal reflective exercises, students are continuously asked to assess how cultural and social systems play a fundamental role in promoting behaviors that are identified as ecologically sustainable and others that are not. Furthermore, drawing on primary datasets, students are asked to evaluate contemporary issues of concern—from the sustainability of the American lawn to global beef consumption—and devise their own solutions to such challenges.

ASSESSMENT AND GRADING:

Task	Points
Attendance	20
Discussion Board Posts (7 x 3 points each)	21
In-Class Activities (5 x 2 points each)	10
Out-of-Class Assignments (4 x 5 points each)	20
Essay	10
End of Semester Exhibition	20
TOTAL	101

BREAKDOWN OF GRADING:

Attendance (20 points): Regular attendance is expected of all students. Participation in class discussions is also strongly encouraged not only because it contributes to the intellectual environment of the classroom, but it facilitates individual learning as well. However, due to the challenges posed by COVID-19 (and the general state of the world today), **all students are granted 4 excused absences during the semester—no questions asked.** If you miss more than four classes, please reach out to me.

Discussion Board (7 x 3 points each): Participation via the discussion board is also important to course engagement. At the beginning of most weeks, questions will be posted to the discussion board on Carmen. To receive the full 3 points, you will be required to respond to the discussion prompt (in 3 to 5 sentences or more) and also comment on at least one classmate's post (in at least 2 to 3 sentences). These discussions should help to build a sense of intellectual community over the course of the semester and will offer a space for reflection. **Discussion posts must be made by the end of the day Wednesday (11:59PM) on weeks they are assigned.**

In-Class Activities (5 x 2 points): During the semester, we will engage in several participatory activities related to human-environment relations during our live class sessions. Five of these in-class activities will be graded for participation points during the semester.

Out-of-Class Assignments (5 x 5 points): Five small out-of-class assignments related to course readings and concepts will be administered during semester. Be sure to read the chapters or articles assigned here in the syllabus BEFORE the start of each class.

Object Lesson Essay (10 points): This essay is designed to explore your personal relationship to the environment through a specific object of your choice. The essay should highlight distinctive aspects of the object as well as your personal relationship to it. You will also be asked to identify an over-arching lesson about human-environment relationships that can be gleaned from this object.

End-of-Semester Exhibition (20 points): The whole class will contribute to an end-of-semester exhibition in which revised versions of the “Object Lesson essay” will be presented alongside artistic renderings of the chosen objects. These individual contributions will be shared with the class and used as an opportunity for final reflection on human-environment relationships. More details on the exhibition will be provided in the second half of the course.

TOTAL: 101 points

COURSE GRADING SCALE:

100- 92.0%	A
91.9-90.0%	A-
89.9-88.0%	B+
87.9-82.0%	B
81.9-80.0%	B-
79.9-78.0%	C+
77.9-72.0%	C
71.9-70.0%	C-
69.9-68.0%	D+
69.9-60.0%	D
<60.0%	E

OFFICE OF DISABILITY SERVICES STATEMENT

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

MENTAL HEALTH STATEMENT

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614 -292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614 -292- 5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1- 800 -273-TALK or at suicidepreventionlifeline.org.

TITLE IX STATEMENT

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

DIVERSITY STATEMENT

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any

individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

COMMITTEE ON ACADEMIC MISCONDUCT STATEMENT

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 be reported to the Committee on Academic Misconduct (COAM). 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/>.

CALENDAR:

Week 1 (Jan. 11 & 13) Introduction to Environmental Anthropology

(Tu): What is Environmental Anthropology (& What Can We Learn from It)?

Readings: None

(Th): Environment / Ecology / Nature

Reading: Posey “Indigenous Management of Tropics Ecosystems”

Week 2 (Jan. 18 & 20) The Nature-Culture Divide

(Tu): What is the Nature-Culture Divide?

Reading: Wall Kimmerer “Skywoman Falling”

(Th): “Nature Is the Creation of Culture”

Reading: Krenak and Meirelles “Our Worlds Are at War”

Week 3 (Jan. 25 & 27) Ecology, Ritual, and Social Organization

(Tu): Ecology and Social Morphology

Readings: Mauss “Seasonal Variations”; Steward “Cultural Ecology of Shoshone

(Th): Ritual Regulation of Ecosystems

Readings: Rappaport “Ritual Regulation of Environmental Relations among a New Guinea People”; Geertz “The Wet and the Dry”

Week 4 (Feb. 1 & 3) Human-Animal Relations & Ecological Adaptation

(Tu): Case Studies on Human-Cattle Relations

Readings: Evans-Pritchard “Interest in Cattle”; Harris “The Cultural Ecology of India’s Sacred Cattle”

(Th): The Ecology of Industrial Farming

Reading: Blanchette reading

Week 5 (Feb. 8 & 10) Ethnoecology & Native Environmentalism

(Tu): Ethnoecology and Ethnobotany

Readings: Conklin reading; Wall Kimmerer “The Gift of Strawberries”

(Th): Debates in Native Environmentalism

Readings: Redford reading; Chapin “A Challenge to Conservationists”

Week 6 (Feb. 15 & 17) Kincentric & Relational Ecologies

(Tu): Kincentric Ecology

Readings: Salmon “Kincentric Ecology”

(Th): More-than-Human Relationality
Video: Todd “Listening to Fish”

Week 7 (Feb. 22 & 24) Spiritual & Symbolic Ecology

(Tu): The Ecology Monks of Thailand
Readings: Darlington “The Ordination of a Tree”
(Th): The Symbolic Ecology of the American Lawn
Readings: Robbins and Sharp reading

Week 8 (March 1 & 3) Historical Ecology

(Tu): The Pristine Myth
Readings: Mann “Earthmovers of the Amazon”
(Th): Anthropogenic Environments of Amazonia
Readings: Marris reading; Watling et al. “Impact of pre-Columbian geoglyph builders”

Week 9 (March 8 & 10) Political Ecology

(Tu): Political Ecology and Environmental Justice
Reading: TBD
(Th): Case Study: Political Ecology of the Zapatista Movement
Readings: Marcos “Our Word Is Our Weapon”

*****SPRING BREAK (March 14–18)*****

Week 10 (March 22 & 24) Environmental Sustainability

(Tu): The Brundtland Report and the Advent of Sustainability
Readings: Brundtland “Our Common Future”
(Th): Critical Reflections on Sustainability in the 21st Century
Readings: TBD

Week 11 (March 29 & 31) Phenomenology & Posthumanist Ecologies

(Tu): Phenomenology and Human Perception of the Environment
Readings: Ingold “Steps to an Ecology of Life”
(Th): Posthumanist Ecology
Readings: Pickering “New Ontologies”

Week 12 (April 5 & 7) Our Embodied Ecology

(Tu): The Wildlife of Our Bodies
Readings: Benezra “Anthropology of Microbes”; Sagan “The Human Is More Than Human”
(Th): Night Soil and the Metabolic Rift
Readings: Kawa et al. reading

Week 13 (April 12 & 14) Toxicity & Pollution

(Tu): Bodies in the System
Readings: Agard-Jones reading
(Th): Plastics & Pollution
Reading: Liboiron et al.

Week 14 (April 19 & 21) Contending with Ecological Crisis

(Tu): Anthropogenic Climate Change
Readings: Steffen et al. “The Anthropocene”; Davis and Todd “On the Importance of a Date”

(Th): Final Reflections & End-of-Semester Exhibition
Readings: None

Week 15 (April 26 & 28) Course Conclusion
Final Projects Due

Bibliography

- Agard-Jones, Vanessa. "Bodies in the System." *Small Axe: A Caribbean Journal of Criticism* 17, no. 3 (2013): 182-192.
- Benezra, Amber, Joseph DeStefano, and Jeffrey I. Gordon. "Anthropology of microbes." *Proceedings of the National Academy of Sciences* 109, no. 17 (2012): 6378-6381.
- Blanchette, Alex. "Herding species: Biosecurity, posthuman labor, and the American industrial pig." *Cultural Anthropology* 30, no. 4 (2015): 640-669.
- Bruntland, Gro Harlem. "Our common future." *Report of the World Commission on Environment and Development* (1987).
- Chapin, Mac. "A challenge to conservationists." *World Watch*, Nov/Dec. (2004): 17-31.
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- Harris, Marvin. "The cultural ecology of India's sacred cattle." *Current Anthropology* 7, no. 1 (1966): 51-66.
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- Marris, Emma. "Putting the carbon back: Black is the new green." *Nature* 442, no. 7103 (2006): 624-626.
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- Posey, Darrell A. "Indigenous management of tropical forest ecosystems: the case of the Kayapo Indians of the Brazilian Amazon." *Agroforestry systems* 3, no. 2 (1985): 139-158.
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- Redford, Kent H. "The ecologically noble savage." *Cultural survival quarterly* 15, no. 1 (1991): 46-48.
- Sagan, Dorion. "The human is more than human: Interspecies communities and the new 'facts of life.'." In *Culture at Large session, AAA Annual Meetings, Montreal, Nov*, pp. 16-20. 2011.
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- Watling, Jennifer, José Iriarte, Francis E. Mayle, Denise Schaan, Luiz CR Pessenda, Neil J. Loader, F. Alayne Street-Perrott, Ruth E. Dickau, Antonia Damasceno, and Alceu Ranzi. "Impact of pre-Columbian "geoglyph" builders on Amazonian forests." *Proceedings of the National Academy of Sciences* (2017): 201614359.

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course. .

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the 1

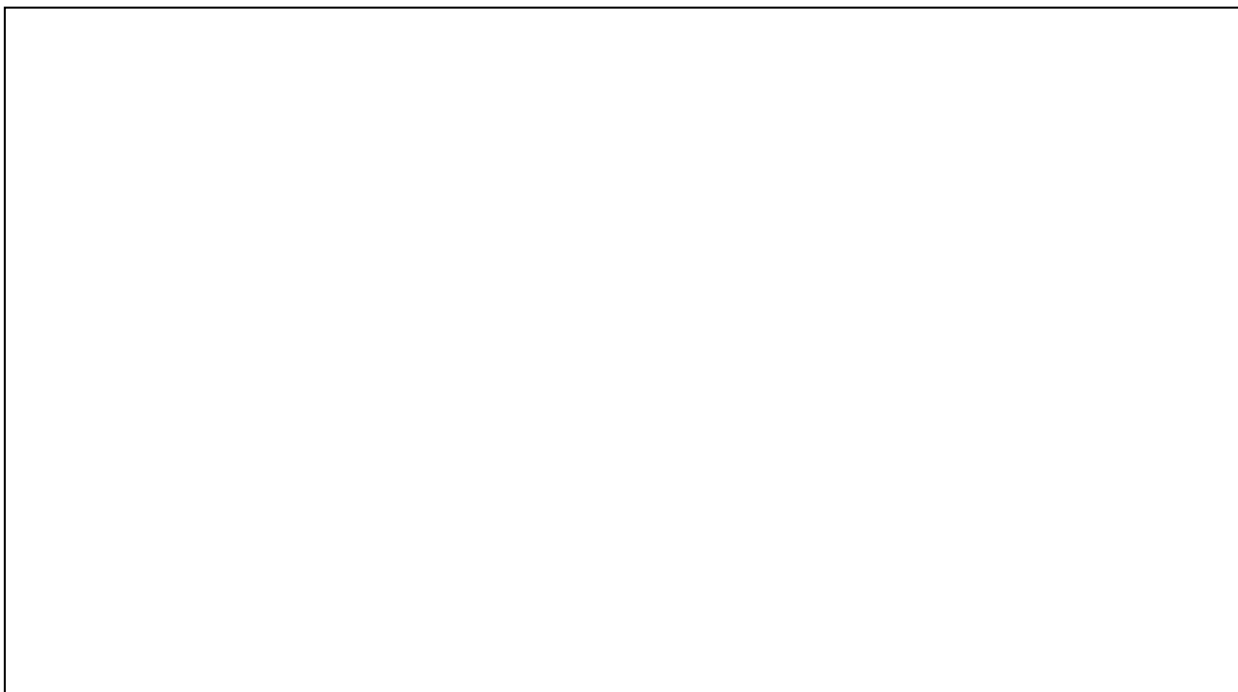
In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

Specific Expectations of Courses in Lived Environments

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Describe how humans perceive and represent the environments with which they interact. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

