

Cultural Ecology (ANT4070/6070)

TR 2:00 – 3:15 p.m. Park Hall 265

Instructor:	Dr. Ted L. Gragson	Office Hours:	Tuesday 3:30 – 5:00 pm, and by appointment
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Course materials available on WebCT @ UGA: ANTH 4070 (Gragson)			

COURSE DESCRIPTION: This course is about the past and present reciprocal human-environment relation and how it informs us about our future on Earth. The course is divided into four parts: human awakening, basic principles, human domination, and global commons. The learning objectives for this course are that you develop:

1. A clear understanding of the historical, evolutionary, political and cognitive dimensions of the human-environment relation.
2. A factual understanding of the skills to move from a description of form to the explanation of regularities across space and time.
3. Competency in critical social science thinking and analytical writing.

You are expected to take a high degree of responsibility for your own learning. The learning objectives for this course depend on your (a) active participation in lectures and class activities, (b) critical reading, (c) high quality and timely completion of course-work, and (d) professional demeanor with your peers. The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

ACADEMIC HONESTY: All student academic work in this class must meet the standards contained in “A Culture of Honesty.” It is your responsibility as a student to inform yourself about these standards before performing any academic work. More detailed information about academic honesty can be found at: <http://www.uga.edu/ovpi/honesty/acadhon.htm>.

COURSE READINGS: The following required books are available for purchase at the University Bookstore:

- Campbell, Bernard. 1995. *Human Ecology: The story of our place in nature from prehistory to the present*. 2nd Edition. New York: Aldine de Gruyter
- Moran, Emilio F. 2006. *People and Nature: An introduction to human ecological relations*. Malden, MA: Blackwell Publishing.
- Picchi, Debra. 2000. *The Bakairí Indians of Brazil: Politics, ecology and change*. Long Grove, IL: Waveland Press.

The following journal articles are also required reading and are available for download on the WebCT course page:

- Amorosi, Thomas, Paul Buckland, Andrew Dugmore, Jon H. Ingimundarson, Thomas H. McGovern. 1997. Raiding the landscape: Human impact in the Scandinavian North Atlantic. *Human Ecology* 25(3):491-518.

- Barth, Fredrik. 1956. Ecologic relationships of ethnic groups in Swat, north Pakistan. *American Anthropologist* 58(6):1079-1088.
- Grimm, Nancy B., Morgan Grove, Steward T. A. Pickett, and Charles L. Redman. 2000. Integrated approaches to long-term studies of urban ecological systems. *BioScience* 50(7): 571-584.
- Kolata Alan L. 1986. The agricultural foundations of the Tiwanaku state: A view from the heartland. *American Antiquity* 51(4):748-62.
- Peterson, Garry D., T. Douglas Beard Jr., Beatrix E. Beisner, Elena M. Bennett, Stephen R. Carpenter, Graeme S. Cumming, C. Lisa Dent, and Tanya D. Havlicek. 2003. Assessing future ecosystem services: A case study of the Northern Highlands Lake District, Wisconsin. *Conservation Ecology* 7(3): art1 (online).
- Pinhasi, Ron, Joaquim Fort, Albert J. Ammerman. 2005. Tracing the origin and spread of agriculture in Europe. *PloS Biology* 3(12): e410 (online).
- Rappaport, Roy. 1971. The flow of energy in an agricultural society. *Scientific American* 224:116-132.
- Russell, Emily W. B. 1983. Indian-set fires in the forests of the northeastern United States. *Ecology* 64(1): 78-88.
- Raup, H. M. 1966. The view from John Sanderson's farm. *Forest History* 10:2-11.
- Vitousek, P. M., H. A. Mooney, & A. Lubchenco. 1997. Human domination of Earth's ecosystems. *Science* 277(5325):494-9.

SPECIAL-NEEDS STUDENTS: If you have a disability and need special classroom or exam accommodations, please contact the Learning Disabilities Center (542-4589) or Disability Services (542-8719). Once you make arrangements with them, bring me a letter from either office and I will follow their instructions.

GRADING & ASSESSMENT: Course grades are assigned on the basis of your performance on several tasks. There are **NO extensions on due dates** since I expect you to plan ahead for completing your course-work in advance of deadlines and make allowances for last minute disasters. The assignments for this course and their relative contribution to your final grade are:

- 3 exams, 10% each for a total of 30%
 - 1 group project outline (i.e., *A Crosstown Walk*), S/U* for 5%
 - 1 group project presentation, 10%
 - 1 group project report, 15%
 - 1 personal project outline (i.e., *Personal Project*), S/U* for 5%
 - 1 personal project draft, S/U for 10%
 - 1 personal project report, 15%
 - 4 independent projects, S/U for 2.5% each for a total of 10%
- *S/U is satisfactory/unsatisfactory

The exams will consist of short-answer and multiple choice questions designed to assess your understanding and ability to express concepts rather than your capacity to memorize and reiterate facts. All three are non-comprehensive with questions drawn from any and all material covered during the section of the course covered. While circumstances may force you to miss an exam, failure to present an exam as scheduled must be verifiably justified. Make-ups must be solicited and approved in writing by me and will all take place at the time Exam III is scheduled. The

criterion for grading exams is based on the relevance of the examples you use as well as the specificity, clarity and brevity of your answers:

- A+ 11 points, includes one bonus point: explains and illustrates concept like a textbook writer!
- A 10 points: explains concept, gives best and relevant examples, well written.
- B 8-9 points: evidences grasp of concept, examples given, acceptably well written and concise.
- C 7-8 points: limited or no grasp of central concept, gives some examples, legible, lacks conciseness in the response.
- D 6-7 points: no grasp of concept, poor or wrong examples given, or not completely legible.
- F <6 points: fails to address the question, wrong or no examples, or illegible.

Both the *Personal Project* and *A Crosstown Walk* reports will be 4-6 pages in length (exclusive of bibliography, illustrations, or endnotes), typewritten and double spaced. Further details will be distributed at a later date. There will be a planning session for the *Personal Project* in late January and *A Crosstown Walk* will be covered as a module following Exam I. At any time, however, do not hesitate to discuss your developing ideas on either project with me after class or during my office hours. Grading on both reports is as follows:

- a. Clarity and correctness of material 25%
- b. Professionalism in presentation 25%
- c. Evidence of effective research 25%
- d. Insight and creativity 25%

I do not take attendance. However, I periodically collect information in class to demonstrate a point or carry out an in-class activity. If you are present on every such occasion minus 1 (you can miss one without penalty) then I will award you a 5% bonus on your final course grade (i.e., one-half of a letter grade).

GRADUATE CREDIT: If you signed up for ANT6070 (graduate credit), you have all the preceding requirements with the following additions. The *Personal Project* report will be 15-20 pages in length and I will pair you up with other students at your level for *A Crosstown Walk*. My overall expectation about your performance is higher than it is for undergraduates and a “C” or below is a failing grade.

CLASSROOM DEMEANOR: The cumulative effect of minor individual disruptions can easily be disruptive in a class this size. Class begins at 2:00 p.m. and ends at 3:15 p.m. If you arrive late or leave early, do so quietly: *Do not snap shut your notebooks and books, slam your book bag on the table, talk with your friends, etc.* Apply the same courtesy rules during class by *not reading or rustling a newspaper, visiting with your neighbors, or engaging in activities best done at a coffee house.* If your disruption of class is habitual I will take appropriate action on behalf of the other students to ensure the classroom is an effective learning space.

TOPICAL OUTLINE & SIGNIFICANT DATES: Individual topics are subject to change with notice depending on the progress of the class. Under readings, C = Campbell; M = Moran; P = Picchi; journal articles are listed by principal author name. Under assignments, ACW = *A Crosstown Walk* and PP = *Personal Project*.

Date	Significant Dates	Readings	Assignment
T-Jan 10	Course introduction		
R-Jan 12	Culture, behavior and adaptation	C1, M1-2, P1	
T-Jan 17	Forest foragers (P. Brosius)	C2 & 7	
R-Jan 19	Optimality, risk & uncertainty	C3	
T-Jan 24	Present-to-past analogies	C4-6	
R-Jan 26	Horticulturalists (<i>Runa</i>)	C9, P2-5	
T-Jan 31	Planning session for Personal Project		
R-Feb 2	Systems	M4, Barth, Pinhasi	
T-Feb 7	Energy	Rappaport	
R-Feb 9	Human decision-making (B. Tucker)		
T-Feb 14	Disturbance – FIRE!	Russell	
R-Feb 16	EXAM I		PP Outline
T-Feb 21	Human-dominated ecosystems	C11, M3, Vitousek	
R-Feb 23	A Crosstown Walk I	Grimm	
T-Feb 28	Urbanism old and new	C10	
R-Mar 2	A Crosstown Walk II		ACW Outline
T-Mar 7	Pristine & derived states (<i>Chinampas</i>)	Kolata	
R-Mar 9	A Crosstown Walk III		
Mar 13-17	SPRING BREAK		
T-Mar 21	The past in the present	Raup	
R-Mar 23	The Norse in Greenland (<i>Secrets of the Dead</i>)	Amorosi et al.	ACW Report
T-Mar 28	EXAM II		
R-Mar 30	Open discussion on Personal Project		
T-Apr 4	Politics, ethnicity and change	P6-8	
R-Apr 6	Resource transfers & ownership	M5	
T-Apr 11	Materialism & consumption	M6	
R-Apr 13	Reciprocal comments on Personal Project		PP Draft
T-Apr 18	Nature's services	Peterson	
R-Apr 20	Communities & Institutions	M7	
T-Apr 25	Global Commons	M8	
R-Apr 27	Class wrap-up		PP Report
W-May 9	EXAM III, 3:30-6:30 PM		