

Cultural Ecology

ESP/ANT 102

MWF 1:10 -2:00 Young 192

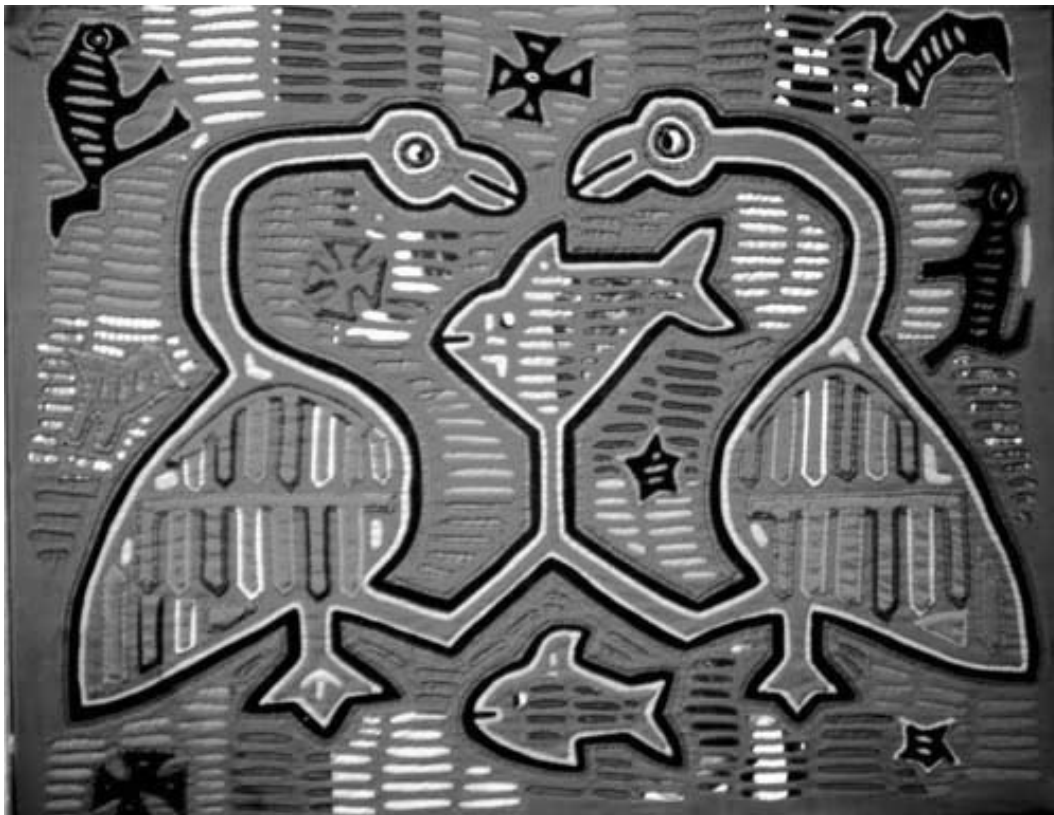
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ANT: 51972/51973/83831

Instructor **Ben Orlove**, Environmental Science & Policy
3134A Wickson Office hours: Mon 3-4
bsorlove@ucdavis.edu

Bret Beheim, Ecology
3138 Wickson Office hours: Wed 2-3
babeheim@ucdavis.edu

TA **Katie Feilen**, Anthropology
Young 2S (basement) Office hours: Mon 2-3
klfeilen@ucdavis.edu



traditional textile art from the Kuna people of Panama [see week 7]

course goals:

How many courses at Davis really teach you to think? Not very many. That's too bad, since thinking is important. I don't mean to knock knowledge and skills, since they are important too. But if they are all that you fill your head with, you won't be able to use them well. You need to be able to think clearly if you want to do that. This course will help you learn to think. You'll learn how concepts work and you'll learn how to recognize what knowledge fits together with which skills. That will help you draw on all that knowledge and skills more effectively.

This course has other goals as well. It examines the interaction between diverse human cultures and the environments where the people who have these cultures live. It traces the development of theories that explain this interaction and discusses current research. And the course connects up traditional indigenous societies and modern industrial societies—an important matter, since we're all linked together through globalization, and we all need to work together to bring about sustainable development. Through the close examination of alternative theories, this course provides students with general tools in critical thinking and analytical writing.

This course meets three different General Education requirements: Social Science Topical Breadth, Social-Cultural Diversity and Writing Experience. Its approach to different theories gives students a deeper understanding to research methods and explanation in social sciences. Its presentation of human cultures around the globe introduces students to a range of diverse cultures. The activities in sections and the papers provide the students with tools to strengthen their writing skills.

This course has a well-organized system for learning. As you'll see by looking through the syllabus, the core of the course is the concept of paradigm. You learn this general concept in the first week of the course, and then apply it to four specific paradigms. The readings, discussions, lectures, quizzes and papers are all integrated, so that you cover the material effectively from different perspectives.

This course could appeal to students outside anthropology and environmental studies because it examines a broad range of topics, because it teaches basic skills in critical thinking through the application of the concept of paradigm, and because it provides an opportunity to develop writing skills. It is particularly well-suited to students in International Relations, because of the breadth of coverage of different cultures. Students from Science and Technology Studies, from Science and Society and from Nature and Culture often take this course as well, for its exploration of fundamental issues in the study of human cultures and environments. And students from International Agricultural Development find the course very useful as well. The course has no prerequisites.

course requirements:

grading:

The grading will be based as follows: midterm 20%, final 30%, quizzes 10%, papers 33%, section participation 7%. There will be quizzes on weeks 1, 2, 5, 7 and 8.

The final is not cumulative, but only covers material after the midterm.

Bring bluebooks, scantron forms, pencils and pens to exams.

Students will also have the option of submitting an extra-credit paper, worth 10% of the grade, by Friday 14 May. A handout on that extra-credit paper will be distributed by week 3.

papers:

Three short papers, each 3-4 pages long, will be due in weeks 3, 6 and 9. They will total 36% of the grade. These papers will draw on readings and lectures.

make-up exams, late papers, and films:

The only students who can take make-up exams, turn papers in late, and view films other than in class are those who had medical emergencies, either their own or those of immediate family members for whom they needed to give care. Moreover, the emergency must be verified by a note from a doctor.

lecture outline and reading list:

texts:

Harris, Marvin. 1977. *Cannibals and Kings: The Origins of Culture*. New York: Random House. [in readings as CK]

Picchi, Debra. 2006. *The Bakairí Indians of Brazil: Politics, Ecology and Change*, second edition. Prospect Heights, IL: Waveland Press. [in readings as BI]

Schlosser, Eric. 2001. *Fast Food Nation: The Dark Side of the All-American Meal*. Boston: Houghton Mifflin Company. [in readings as FFN]

Extra- credit: Diamond, Jared. 2005. *Collapse: How Societies Choose to Fail or Succeed*. New York: Viking.

articles [in readings as A] These are available on SmartSite.

1. "Chimps in the wild show stirrings of culture", Gretchen Vogel. 1999. *Science* 284:2070-2073.
2. "Are our primate cousins 'conscious'?", Elizabeth Pennisi. 1999. *Science* 284:2073-2076.
3. "Cultures in chimpanzees". A. Whiten, J. Goodall, W. C. McGrew, T. Nishida, V. Reynolds, Y. Sugiyama, C. E. G. Tutin, R. W. Wrangham and C. Boesch. 1999. *Nature* 399: 682-685
4. "Introduction: The Anthropological Theories of Julian H. Steward", Robert F. Murphy. In *Evolution and Ecology: Essays on Social Transformation*, by Julian H. Steward. Edited by Jane C. Steward and Robert F. Murphy. 1977. Urbana: University of Illinois Press. 1-39.
5. "Energy and the evolution of culture", in *The science of culture: a study of man and civilization*, Leslie White. 1949. New York: Farrar, Strauss and Giroux. 363-393
6. "The patrilineal band", in *Theory of Culture Change*, Julian Steward. 1955. Urbana: University of Illinois Press. 122-142.
7. "Tappers and trappers: parallel process in acculturation". Robert F. Murphy & Julian H. Steward. 1956. *Economic Development and Cultural Change* 4:335-353.
8. "Patterns of diet and forces of production: an economic and ecological history of the ascendancy of beef in the United States diet". Eric Ross. 1980. In Eric Ross, ed., *Beyond the myths of culture: essays in cultural materialism*. New York: Academic Press. 181-225
9. Analyzing adaptive strategies: Human behavioral ecology at twenty-five". Bruce Winterhalder. 2000. *Evolutionary Anthropology* 9: 51-72.
10. "Optimal diet breadth theory as a model to explain variability in Amazonian hunting". Raymond Hames and William Vickers. 1982. *American Ethnologist* 9(2):358-378.
11. "Evaluating the sustainability of hunting: a comparison of harvest profiles across three Huaorani communities." Margaret Franzen. 2006. *Environmental Conservation* 33(1):36-45
12. "Strategies, conflict, and the emergence of territoriality: the case of the Maine lobster industry." James M. Acheson and Roy J. Gardner. 2004. *American Anthropologist* 106: 296-307
13. "Local control of aquatic resources: community and ecology in Lake Titicaca, Peru". Dominique Leveil and Benjamin Orlove. 1990. *American Anthropologist* 92:362-382.
14. "Not Forgetting." Ben Orlove. 2002. *Lines in the Water: Nature and Culture at Lake Titicaca*. Berkeley: University of California Press. 1-16
15. "Names." Ben Orlove. 2002. *Lines in the Water: Nature and Culture at Lake Titicaca*. Berkeley: University of California Press. 45-67.
16. "Work." Ben Orlove. 2002. *Lines in the Water: Nature and Culture at Lake Titicaca*. Berkeley: University of California Press. 69-115.
17. "Ecologic relationships of ethnic groups in Swat, North Pakistan". Fredrik Barth. 1956. *American Anthropologist* 58:1079-1089.
18. "Small-scale farmers expand the benefits of improved maize germplasm: a case study from Chiapas, Mexico." Mauricio R. Bellon and Jean Risopoulos. 2001. *World Development* 29:799-811
19. "Ethnic diversity and the pattern adoption of soil conservation in the strawberry hills of Monterey, California". Daniel C. Mountjoy. 1996. *Society and Natural Resources* 9:339-357.
20. "Conservation and development alliances with the Kayapo of south-eastern Amazonia, a tropical forest indigenous people." Barbara Zimmerman, Carlos A. Peres, Jay R. Malcolm, Terence Turner. 2001. *Environmental Conservation* 28(1):10-22.

got it

got it

got it

got it

got it

week	date	class meeting	class section	Topic	reading	format
1	29 March Monday	1	Background	Introduction. Paradigms: an overview	BI: preface, ch 1 and 3, and pp. 207-210	discussion
	31 March Wednesday	2		Environment, society and culture	A1-3; FFN: intro, ch 1-5	
	2 April Friday	3		<i>The Kayapó</i>		film
2	5 April Monday	4	Classificatory Cultural Ecology	CCE I: energy and evolution	A4-5; FFN: Ch 6-10 & conclsn	
	7 April Wednesday	5		CCE II: general concepts	A6	
	9 April Friday	6		CCE III: the Amazon	A7	
3	12 April Monday	7		CCE IV: the United States		discussion
	14 April Wednesday	8	Overview	An organizing concept: adaptation	CK Intro, ch 1, 3	
	16 April Friday	9		Paradigms: a closer view		paper 1 due
4	19 April Monday	10		Midterm	A8	exam
	21 April Wednesday	11	Cultural Materialism	CM I: a unitary paradigm	CK ch 4-5	
	23 April Friday	12		CM II: the Amazon	CK ch 8-9	
5	26 April Monday	13		CM III: human diet (food preferences)	CK ch 11-12	
	28 April Wednesday	14		CM IV: the United States		
	30 April Friday	15	CM V: evaluating paradigms		discussion	
6	3 May Monday	16	Human Behavioral Ecology	HBE I: optimal foraging strategies	A9-11	
	5 May Wednesday	17		HBE II: The Amazon	BI ch 4-6, pp 210-214	
	7 May Friday	18		<i>The Kuna: Spirit of Kuna Yala</i>		paper 2 due/film
	10 May Monday	19		HBE III: the United States	A12	

week	date	class meeting	class section	Topic	reading	format
7	10 May Monday	19	Political Ecology	HBE III: the United States	A12	
	12 May Wednesday	20		HBE IV: meet the author: Andean paradigms	A13-16	discussion
	14 May Friday	21		PE I: an integrative perspective	A17; BI ch 2	extra credit paper due
8	17 May Monday	22	Political Ecology	PE II: agricultural change in Mexico	A18	
	19 May Wednesday	23		PE III: the United States	A19	discussion
	21 May Friday	24		PE IV: The Amazon	A20; BI ch 7-11, pp 214-220	discussion
9	24 May Monday	25	Integration	<i>Amazon Journal</i>		film
	26 May Wednesday	26		Integration I: The Amazon		discussion
	28 May Friday	27		Integration II: review section		paper 3 due
10	31 May Monday	holiday	Integration	Being some place relaxing		holiday
	2 June Wednesday	28		Integration III: comparing paradigms		discussion
	7 June Monday	final		6 - 8 pm		exam