

ANTH 525 Ethnoecology Spring 2017

Tues/Thurs 10:05-11:20, Gambrell 412

Instructor: Dr. Gail E. Wagner, 432 Gambrell, 777-6548; gail.wagner@sc.edu

Office Hours: Tuesday 11:30-12:30; Wednesday 11:00-12:00; or easily by email appointment

Required Textbooks: Fikret Berkes (2012) *Sacred Ecology, 3rd ed.*; Keith Basso (1996) *Wisdom Sits in Places*; other assigned readings are posted on Blackboard.

Blackboard is heavily used. Be sure to check the course Blackboard page often.

Attendance is required: if you cannot attend class, you should not take this class!

Ethnoecology is the way in which people understand and participate in human-plant-animal-natural interactions. It is a system of knowledge that is gained through direct interaction with local nature. **In this course we examine ethnoecological issues and case studies under four broad frameworks: native viewpoints, ecoliteracy, biocultural diversity, and ecosystem management.**

Overview

This seminar course is deliberately participatory and personal, mirroring the subject of Ethnoecology itself: **I promise that completing this course will change your life and your relationship with nature.** We have no tests, and instead will spend a fair amount of class time outdoors, observing and experiencing nature. The required readings may look daunting, but in reality many of them are very short, pretty much all of them are very interesting, and they are carefully scheduled against the time needed for other assignments. Instead of tests, we closely observe local nature, answer questions about and discuss readings, annotate some readings, write essays, record daily nature observations, and produce individual short videos about ethnoecology. Case studies concentrate on the Arctic, the Northwest coast, and the Amazonian jungle. **No background in anthropology, biology, ecology, or making videos is needed, and instructional how-to is provided for all assignments.**

Knowing Nature Project

Throughout the semester, each student will closely observe nature in and out of class. Observations may include Instagram posts, journaling, sketching, photography (a cell phone camera will work fine), and production of an academic, 4-minute YouTube video using the above materials. After evaluation, the videos will be posted publically on an ANTH 525 YouTube channel.

All students will annotate 6 of our readings. All students are expected to contribute to discussion in class each day. All students write 5 essays in which they critically reflect on ideas from the readings, following an assigned Style Guide for citations. All students write one self-reflective essay. All students will compile a short, one-page comparison of two assigned professional codes of ethics, and will participate in a case study on Endangered Species Conservation. All students will make daily observations and recordings of local nature, and make a short YouTube video about one of the course frameworks using the materials they have collected all semester. Compilation of the video will include approval of a video prospectus and a script prior to making the video. Each student will make a presentation of their video at the conclusion of the semester, during the final examination time.

Undergraduate students will annotate (generally 2-3 paragraphs) 6 required articles (marked in bold and underlined on the syllabus). Five of their 6 essays are expected to be about 3 pages in length, not including the references cited (the first, self-reflective essay may be 2-3 pages in length). They complete online 2-point quizzes on 23 assigned (non-annotated) readings prior to class on the day the reading is

discussed. They can gain extra credit by taking all the online reading quizzes and scoring at least 1 pt per quiz.

Graduate students are graded to a higher standard than are undergraduate students, and on displaying leadership in all classroom discussions. Graduate students are assigned a heavier reading load than are undergraduate students. They will annotate 9 required articles (marked in bold and underlined on the syllabus). Their essays are expected to be 4-5 pages in length.

Learning Objectives. Students who complete this class can:

- Describe the basic issues in ethnoecology in each of the four course frameworks (indigenous viewpoints, ecoliteracy, biocultural diversity, ecosystem management);
- Compare ethnoecological management to western ecosystem management;
- Gain skills and experience in observing nearby nature and recording phenological data that can contribute to measurements of climate change;
- List and discuss the variety of ethical issues involved in human subject research and intellectual property rights;
- Develop effective discussion skills and skills in thinking critically;
- Develop electronic-based research skills and techniques;
- Improve annotation and writing skills, and be able to follow a professional style guide;
- Develop digital storytelling skills and be able to make and post a YouTube video;
- Develop a sense of intellectual curiosity through observation, research and investigation.

ACADEMIC INTEGRITY: You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum of your failing the assignment, and may result in additional, more severe disciplinary measures up to and including referring you to the Office of Academic Integrity. For more information, see the Carolina Community Student Handbook. Remember that the first tenet of the Carolinian Creed is, "I will practice personal and academic integrity."

CLASSROOM BEHAVIOR and RESPECT: You are expected to practice mindfulness: display respect and consideration for others in the class and for the places we meet. Contribute to balance and harmony in our academic environment. Personal use of the internet, phones, or other electronic devices during class time is rude, as well as forbidden.

ACCOMMODATIONS: Any student with a documented disability should contact the Office of Student Disability Services at 803-777-6142 to make arrangements for appropriate accommodations.

GRADES WILL BE BASED ON THE FOLLOWING out of 200 possible points:

Each day missed beyond 3 days (the equivalent of 1.5 weeks) = 1% off your total score.

<u>Undergraduate students</u>	<u>points</u>	<u>percent</u>	<u>Notes</u>	<u>.</u>
6 Essays (5 pts for 1, rest 10 pts each)	55	27.5%	(3 pages each)	
Nature video and process	50	25.0%	(4 minutes)	
Daily records of nature	45	22.5%	(daily observations, 1 pt each)	
6 Annotations (3 pts each)	18	9.0%	(2-3 paragraphs each)	
Assignments	10	5.0%	(2 at 5 pts each)	
23 online reading quizzes	22	11.0%	(drop lowest 5, multiply x 0.61)	

Graduate students	points	percent	Notes
6 Essays (6 pts for 1, rest 12 pts each)	66	33.0%	(4-5 pages each)
Nature video and process	50	25.0%	(4 minutes)
Daily records of nature	30	15.0%	(daily observations, .67 pt each)
9 Annotations (3 pts each)	27	13.5%	(3-4 paragraphs each)
Assignments (3-4 pts each)	7	3.5%	
30 Online reading quizzes	20	10.0%	(multiply total by 0.67)

Grading Scale:

A	181.5-200.0 pts	(91-100%)
B+	173.5-181.0 pts	(87-90.5%)
B	159.5-173.0 pts	(80-86.5%)
C+	151.5-159.0 pts	(76-79.5%)
C	129.5-151.0 pts	(65-75.5%)
D+	121.5-129.0 pts	(61-64.5%)
D	100.0-121.0 pts	(50-60.5%)
F	<100.0 pts	(<50%)

If Pass/Fail grading is elected, at least 100 points must be earned for the grade of Pass. The grade of Fail is assigned when the student earns 99 points or less. To apply to Carolina Core requirements, courses must be taken for regular letter grades. Students should consult their academic deans before electing Pass/Fail grading.

Films shown in class:

David, Wade

- 2003 Dreams from Endangered Cultures. TED talks. (21:51 min)
http://www.ted.com/talks/wade_davis_on_endangered_cultures/

Easterling, Nancy

- 2001 *Take a Closer Look: Plants and the Cherokee*. (26 min)
 Cooperative effort by the North Carolina Botanical Garden, The Museum of the Cherokee Indian, and Laurel Hill Press.

Jennings, Katie

- 2006 *Teachings of the Tree People: The Work of Bruce Miller*. (58 min)
 An Islandwood Production, Washington.

Nadkarni, Nalini

- 2014 Between Earth and Sky: Trees as Silent Teachers in Strident Times. Bioneers National Conference. (23.13 min) <https://www.youtube.com/watch?v=ZRFS6SblhBY>

Turner, Terry

- 1989 *The Kayapo: Out of the Forest*. (Disappearing World Series) (52 min) Granada Television.

Proposed Syllabus

[U=Undergraduate students; G=Graduate students]

underlined = annotation due

- Jan** 10 - Why Ethnoecology and Knowing Nature are Important.
- 12 - Phenology, and **Knowing Nature Project** initiation and imagining
Read: Lee and Balick 2006; Schultz 2009
Video: *Phenology*. From Climate Wisconsin: Stories from a State of Change. (2:39)
- 17 - Traditional Ecological Knowledge/Indigenous Knowledge Overview
How to annotate and follow Style Guide
Read 1: Berkes-Sacred, Intro and Ch. 1

Native Viewpoints

- 19 - Worldview Structure
Read 2: Margolin 2005; **Read 3:** Salmon 2000
- 24 - *Teachings of the Tree People* (58 min)
Annotate 1: Pierotti and Wildcat 2000
Assigned: Essay on Personal Worldview
- 26 - Knowledge of Place
Read 4: Basso 1996, Ch. 1; **Read 5:** Berkes-Sacred, Ch. 5 (**G1:** Anderson 1996)
(**G annotate** Berkes-Sacred, Ch. 5 instead of taking Read 5 online quiz)
- 31 - Place-based Knowledge
Read 6: Basso 1996, Ch. 2-3
DUE: Essay on Personal Worldview
- Feb** 2 - Wisdom Sits in Places
Read 7: Basso 1996, Ch. 4 and Epilogue; **Read 8:** Ignace et al. 2016

Ecoliteracy

- 7 - Naming Nature
Read 9: Anggoro et al. 2008; Balmford et al. 2002
DUE: Essay on Native Viewpoints
- 9 - Children and Nature
Read 10: Ruiz-Mallén et al. 2013; World Conservation Congress 2012
- 14 - Virtual Nature
Annotate 2: Zaradic and Pergams 2007; Dissanayake 2007
Trees as Silent Teachers (23.13 min)
- 16 - Botanical Knowledge
Read 11: Wagner 2008 (**G2:** also Biró et al. 2014)

- 21 - Knowing Nature
Plants and the Cherokee (26 minutes)
Annotate 3: Pilgrim et al. 2008 (G3: also Reyes-García et al. 2013)

Biocultural Diversity

- 23 - Introduction to Biocultural Diversity
Dreams from Endangered Cultures (22 min)
Read 12: Carder 2008:34-35; Maffi 2008:10-11; Martin 2008:12-15 (all in *Resurgence* magazine) (**G Annotate:** Maffi 2005)

- 28 - Language and Meaning
Read 13: Brown 2000; Berkes-Sacred, Ch. 3, pp. 53-65.
DUE: Essay on Ecoliteracy

- Mar 2 - Biocultural Diversity and Memory [Midpoint]
Annotate 4: Nazarea 2006

- 4-12 - Spring Break, no classes

- 14 - Ethical Issues and Declaration on the Rights of Indigenous Peoples
Read 14: Mander 2008 (pp. 6-9 in *Resurgence* magazine); skim Declaration on the Rights of Indigenous Peoples; skim Universal Declaration of Linguistic Rights; Berkes-Sacred, Ch. 2 pp. 36-38, 51-52; (**G4:** Posey 1999)
DUE: Assignment 1: Comparison of AAA and ISE Codes of Ethics

- 16 - **Case Study:** Endangered Species Conservation
Read: Assigned readings in folder in Blackboard (**G5:** Lindemann-Mathies et al. 2008)

- 21 - **Case Study:** Endangered Species Conservation, continued.

- 23 - MEET AT GREEN QUAD! Special Topic, meeting with ENVR 201 class
Review Berkes-Sacred, Ch. 5

Ecosystem Management

- 28 - Rethinking Ecosystem Management
Read 15: Berkes et al. 2000; Berkes-Sacred, Ch. 3, pp. 66-75
(G Annotate Berkes et al. 2000 AND complete Read 15 online reading quiz)
DUE: essay on Biocultural Diversity

- 30 - Resilience and Cycling; Overview of Ecosystem Management Systems
Annotate 5: Holling 2001; **Read 16:** Berkes-Sacred, Ch. 4

- Apr 4 - Management Narratives
Read 17: Thomas et al. 2016

- 6 - **Case Study:** Amazonian Ecosystems
Annotate 6: Posey 1998; **Read 18:** Posey 2002a

- 11 - **Case Study:** Amazonian Ecosystems
The Kayapo: Out of the Forest (52 minutes)
Read 19: Posey 2002b; Rival 2008:16-17 in *Resurgence* magazine (**G6:** also Balée 2013)

- 13 - **Case Study:** Cree Hunting and Fishing
Read 20: Berkes-Sacred, Ch. 6-7

- 18 - Reimagining Ecosystem Management
Read 21: Berkes-Sacred, Ch. 9, 11; **Read 22:** Lertzman 2009

- 20 - Advocating Ethnoecology
Read 23: Hunn 2006; Berkes-Sacred, Ch. 12 (**G7:** also Ellis 2005)
DUE: essay on Ecosystem Management

DUE April 26: by 5:00 pm: Video loaded onto YouTube

DUE April 27: by 9:00 am: Final Essay

Final Exam time is Thursday, April 27th, 9:00-11:30 am
Presentation of Knowing Nature videos

ANTH 525 Ethnoecology Reading List Spring 2017

Readings are listed in chronological order, and will be discussed on the day listed (**G:** required of graduate students only, who will lead discussion on that reading for that day). Make certain to refer to the syllabus for the full list of required readings, and to see whether a reading is marked solely for graduate students (here indicated by an asterisk*). **Bolded readings** are required to be annotated, due on the day indicated. Readings numbered in the syllabus have online questions to answer.

Jan. 12

Lee, Roberta and Michael J. Balick

2006 Chronobiology: It's About Time. *Explore* 2(5):442-445.

Schultz, P. Wesley

2009 The Moral Call of the Wild: A Study Suggests that Spending Time in Nature Changes Our Values. *Scientific American* online, December 1.

<http://www.scientificamerican.com/article.cfm?id=moral-call-of-the-wild>

Accessed 6 January 2011.

Jan. 17

Berkes-Sacred, Intro and Ch. 1

Native Viewpoints

Jan. 19

Margolin, Malcolm

- 2005 Indian Pedagogy: A Look at Traditional California Indian Teaching Techniques. In *Ecological Literacy: Educating Our Children for a Sustainable World*, edited by Michael K. Stone and Zenobia Barlow, pp. 67-79. Sierra Club Books, San Francisco, CA.

Salmon, Enrique

- 2000 Kincentric Ecology: Indigenous Perceptions of the Human-Nature Relationship. *Ecological Applications* 10(5):1327-1332.

Jan. 24

Pierotti, Raymond and Daniel Wildcat [annotate]

- 2000 Traditional Ecological Knowledge: The Third Alternative (Commentary). *Ecological Applications* 10(5):1333-1340.

Jan. 26

* Anderson, E. N.

- 1996 Learning from the Land Otter: Religious Representation of Traditional Resource Management. In *Ecologies of the Heart: Emotion, Belief, and the Environment*, by E. N. Anderson, pp. 54-72. Oxford University Press, New York.

Basso 1996, Ch. 1

Berkes-Sacred, Ch. 5 (**G annotate this chapter instead of taking Read 5 online quiz**)

Jan. 31

Basso 1996, Ch. 2-3

Feb. 2

Basso 1996, Ch. 4 and Epilogue

Ignace, Marianne B., Nancy J. Turner, and Ronald E. Ignace

- 2016 Coyote, Grouse, and Trees: Secwepemc Lessons about Ethnobiological Knowledge. In *Secwepemc People and Plants: Research Papers in Sushwap Ethnobotany*, edited by Marianne B. Ignace, Nancy J. Turner, and Sandra L. Peacock, pp. 402-431. Contributions in Ethnobiology, Society of Ethnobiology.

Ecoliteracy

Feb. 7

Anggoro, Florencia K., Sandra R. Waxman, and Douglas L. Medin

- 2008 Naming Practices and the Acquisition of Key Biological Concepts: Evidence from English and Indonesian. *Psychological Science* 19(4):314-319.

Balmford, Andrew, Lizzie Clegg, Tim Coulson, and Jennie Taylor

- 2002 Why Conservationists Should Heed Pokemon. *Science* 295(5564):2367.

Feb. 9

Ruiz-Mallén, Isabel, Carla Morsello, Victoria Reyes-García, and Renata Barros Marcondes De Faria

- 2013 Children's Use of Time and Traditional Ecological Learning. A Case Study in Two Amazonian Indigenous Societies. *Learning and Individual Differences* 27:213-222.

World Conservation Congress

- 2012 Child's Right to Connect with Nature and to a Healthy Environment. Resolution 101, World Conservation Congress, Jeju, Korea.

Feb. 14

Dissanayake, Ellen

- 2007 Comment on "Videophilia". *Journal of Developmental Processes* 2(1):145-147.

Zaradic, Patricia A. and Oliver R. W. Pergams [Annotate]

- 2007 Videophilia: Implications for Childhood Development and Conservation. *Journal of Developmental Processes* 2(1):130-144.

Feb. 16

* Biró, Éva, Dániel Babai, Judit Bódis, and Zsolt Molnár

- 2014 Lack of Knowledge or Loss of Knowledge? Traditional Ecological Knowledge of Population Dynamics of Threatened Plant Species in East-Central Europe. *Journal for Nature Conservation* 22:318-325.

Wagner, Gail E.

- 2008 Botanical Knowledge of a Group of College Students in South Carolina, U.S.A. *Ethnobotany Research & Applications* 6:443-458.

Feb. 21

Pilgrim, Sarah, Leanne C. Cullen, David J. Smith, and Jules Pretty [Annotate]

- 2008 Ecological Knowledge is Lost in Wealthier Communities and Countries. *Environmental Science & Technology* 42(4):1004-1009.

* Reyes-García, Victoria, Ana C. Luz, Maximilien Gueze, Jaime Paneque-Gálvez, Manuel J. Macía, Martí Orta-Martínez, Joan Pino, and TAPS Bolivian Study Team

- 2013 Secular Trends on Traditional Ecological Knowledge: An Analysis of Changes in Different Domains of Knowledge among Tsimane' Men. *Learning and Individual Differences* 27:206-212.

Biocultural Diversity

Feb. 23

Carder, Maurice

- 2008 A Word of Difference. *Resurgence* 250:34-35.

Maffi, Luisa

- 2008 Cultural Vitality. *Resurgence* 250:10-11.

Martin, Gary J.

- 2008 Restoring Resilience. *Resurgence* 250:12-15.

* Maffi, Luisa

- 2005 Linguistic, Cultural, and Biological Diversity. *Annual Review of Anthropology* 29:599-617.

Feb. 28

Berkes-Sacred, Ch. 3, pp. 53-65

Brown, Cecil H.

- 2000 Folk Classification: An Introduction. In *Ethnobotany: A Reader*, edited by Paul E. Minnis, pp. 65-68. University of Oklahoma Press, Norman.

Mar. 2

Nazarea, Virginia D. [Annotate]

- 2006 Local Knowledge and Memory in Biodiversity Conservation. *Annual Review of Anthropology* 35:317-335.

Mar. 14

AAA Codes of Ethics

Berkes-Sacred, Ch. 2, pp. 36-38, 51-52

Declaration on the Rights of Indigenous Peoples

ISE Code of Ethics

Mander, Jerry

2008 Declaration of Dignity. *Resurgence* 250:6-9.

* Posey, Darrell A.

1999 Safeguarding Traditional Resource Rights of Indigenous Peoples. In *Ethnoecology: Situated Knowledge/Located Lives*, edited by Virginia D. Nazarea, pp. 217-229. University of Arizona Press, Tucson.

Universal Declaration of Linguistic Rights, skim heavily pp. 11-31.

Mar. 16

See readings posted under Assignments on Blackboard

* Lindemann-Mathies, Petra and Elisabeth Bose

2008 How Many Species Are There? Public Understanding and Awareness of Biodiversity in Switzerland. *Human Ecology* 36:731-742.

Mar. 23

Review Berkes-Sacred, Ch. 5

Ecosystem Management

Mar. 28

Berkes-Sacred, Ch. 3, pp. 66-75

Berkes, Fikret, Johan Colding, and Carl Folke

2000 Rediscovery of Traditional Ecological Knowledge as Adaptive Management. *Ecological Applications* 10:1251-1262.

Mar. 30

Berkes-Sacred, Ch. 4

Holling, C. S. [Annotate]

2001 Understanding the Complexity of Economic, Ecological, and Social Systems. *Ecosystems* 4:390-405.

Apr. 4

Thomas, Mary, Nancy J. Turner, and Ann Garibaldi

2016 "Everything is Deteriorating": Environmental and Cultural Loss in Secwepemc Territory. In *Secwepemc People and Plants: Research Papers in Sushwap Ethnobotany*, edited by Marianne B. Ignace, Nancy J. Turner, and Sandra L. Peacock, pp. 366-401. Contributions in Ethnobiology, Society of Ethnobiology.

Apr. 6

Posey, Darrell A. [Annotate]

1998 Diachronic Ecotones and Anthropogenic Landscapes in Amazonia: Contesting the Consciousness of Conservation. In *Advances in Historical Ecology*, edited by William Balée, pp. 104-118. Columbia University Press, New York.

2002a The Science of the Mebengokre. In *Kayapo Ethnoecology and Culture*, by Darrel A. Posey, edited by Kristina Plenderleith, pp. 3-11. Routledge, London.

Apr. 11

* Balée, William

2013 From Their Point of View. In *Cultural Forests of the Amazon: A Historical Ecology of People and Their Landscapes*, by William Balée, pp. 123-131. University of Alabama Press, Tuscaloosa.

Posey, Darrel A.

2002b From Warclubs to Words. The Kayapo Indian Protests Against Amazonian Dams: Successes, Alliances, and Unending Battles. In *Kayapo Ethnoecology and Culture*, by Darrel A. Posey, edited by Kristina Plenderleith, pp. 221-233. Routledge, London.

Rival, Laura

2008 Sacred Creation. *Resurgence* 250:16-17.

Apr. 13

Berkes-Sacred, Ch. 6-7

Apr. 18

Berkes-Sacred, Ch. 9 and 11

Lertzman, Ken

2009 The Paradigm of Management, Management Systems, and Resource Stewardship. *Journal of Ethnobiology* 29(2):339-358.

Apr. 20

Berkes-Sacred, Ch. 12

* Ellis, Stephen C.

2005 Meaningful Consideration? A Review of Traditional Knowledge in Environmental Decision Making. *Arctic* 58(1):66-77.

Hunn, Eugene

2006 Meeting of Minds: How do we Share our Appreciation of Traditional Environmental Knowledge? *Journal of the Royal Anthropological Institute* SI:S143-S160. [SI=Special Issue]