We live in an age that is increasingly referred to as the Anthropocene. Terms like “sustainability” and “greening” animate modern life, and suggest possible antidotes to the anxieties that follow a future marked by rapid, global environmental change. But how do different social groups characterize, and experience environmental change? Why does this matter for our environmental future?

In this course, we will use the analytical tools of anthropology to investigate the relationship between humans and their environment. We will consider geographic and cultural contexts, structures of inequality, and the ever-changing relationship between “nature” and “culture.” Drawing together classical anthropological texts and some of the newest debates in the field of Environmental Anthropology, we will consider how different groups of humans imagine, produce and protect the environment.

Nature and culture are embedded in political economic structures- of trade, investment, science and property. In the second part of the course, we will turn to political ecology, exploring the histories of capitalism and post/colonialism in the production and management of environmental crises. We will ask, How does nature come to be governed, owned and controlled? How are people marginalized by such projects and how do they contest their marginalization? In this section, our study of the environment focuses on the ways that nature and struggles for social justice intersect.

**COURSE REQUIREMENTS**

a. **Preparation.** You must complete all readings before coming to class. You are required to attend every class, and to participate actively in class discussions. Class lectures will be based on the assumption that you have done the reading.

b. **Reaction Paragraphs.** In order to have effective classroom discussions, all students are required to submit a one to two paragraph reaction to the readings on Classes. Your weekly post will engage a key theme, and/or question that pertains to the readings. Posts are due no later than 6pm the day before class.

c. **Leading Discussion.** You will be responsible for leading class discussion during the semester, summarizing key arguments from the readings with an in-class presentation. Along with your presentation, you will compose a three-page write-up, due the day of the presentation.

d. **Exams.** There will be two in-class exams in the course.

e. **Research Paper.** Drawing on the themes and readings of the course, each student will write an original 10-15 page research paper (double-spaced) on an aspect of the course to be announced. You may write a paper on a different topic, if approved by Professor Rademacher. The paper is to be accompanied by an in-class presentation in the last week of classes. Additional deadlines for this assignment can be found in the course syllabus below.

**GRADING**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Reading Reaction posts and Class Participation</td>
<td>25%</td>
</tr>
<tr>
<td>Leading Discussion (and Assignment)</td>
<td>10%</td>
</tr>
</tbody>
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HONOR CODE

All written work in this course must be original and composed exclusively by you, the author. You must acknowledge in writing any assistance you receive from the literature, other students, textbooks, internet, or any other source. Plagiarism is a serious offense and will be immediately referred to the Dean’s office.

January 25. Introducing Nature Culture
How do we make the environment? How does the environment make us?

January 27. The Nature of Social Life

Reaction Post on Classes: What is Nature? What is Culture?

February 1. The Nature of the Anthropocene

Reaction Post on Classes: What is the Anthropocene? What is Nature in the Anthropocene?

February 3.

Reaction Post on Classes: What is the Anthropocene? What is Nature in the Anthropocene?

February 8.

February 10.

Reaction Post on Classes: Do humans construct their environment?
February 17. Boundary Objects: Cattle.
Evans-Pritchard. Interest in Cattle.

February 22.

Reaction Post on Classes: Is nature a boundary object?

Researching and writing your research paper: Is Google “research?”

February 24. Ecology of Cultures
Barth, F. Ecological Relationships of Ethnic Groups in Swat
Geertz, C. The Wet and the Dry: Traditional Irrigation in Bali and Morocco

February 29. Cultures of Ecology

Reaction Post on Classes: How should we study the environment? Why?

March 2. Population
Rappaport, R. Ritual Regulation of Environmental Relations among a New Guinea People.

March 7. The Commons
Hardin, G. The Tragedy of the Commons.
Conklin, H. An Ethnoecological Approach to Shifting Agriculture.
Also see: Nazarea, V. A View from a Point: Ethnoecology as a Situated Knowledge. The Environment in Anthropology, Pp. 34-39.

Reaction Post on Classes: TBA for remaining sessions.

March 9. Re-cap and catch up session

March 21.

In Class Midterm

March 23. Toward Political Ecology: Uncertainty and Environmental Crises
Assignment: Research paper abstracts due in class on March 28.
March 28. Environmentalism and its Histories

March 30. Institutions and Environmental Problems

April 4. Environmental Justice: Culture, Power, History

April 6.

April 11.
Assignment due. 2 page research paper proposal due in class.

April 13.
Guest Lecture. TBA.

April 18. Indigeneity and Environmental Movements
In-Class selections. Avataar
Slater, C. 1995. "Amazonia as Edenic Narrative".
White, R. 1995. “Are you an Environmentalist or Do you Work for a Living?”

April 20.
Tsing, A. L. 1999. "Becoming a Tribal Elder, and other Green Development Fantasies.”
Assignment due. 5 page research paper outline to be submitted via email.

April 25. The Global Situation

April 27.
In-Class Student Presentations
May 2 & 4.
   In-Class Student Presentations

May 9.
   In-class final exam

May 12.

   Assignment. Final Papers Due.