

ANT 215 -- Human Ecology
 Summer 2008, MW 6:00-9:25 p.m., CSS 100
 Office Hours: By appointment before class

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Human Ecology

Course Description: This course is an introduction to human ecology from an anthropological perspective. We will focus mostly on the tropics in order to gain a broader perspective of the interactions between the ecology of that type of ecosystem and human beings, although our analysis will include an examination of different human adaptations in other ecosystems around the world. The course will emphasize the development of various conceptual frameworks in anthropology designed to examine the interactions between human beings and their physical and social environments, and ideological/religious realms.

Goals:

1. Demonstrate knowledge of scientific principles and paradigms or models at the appropriate levels of analysis.
2. Evaluate competing theories using empirical evidence.
3. Find, analyze and evaluate scientific material, which may include quantitative and qualitative data to make an informed decision.

Assessment of these goals will occur on examinations using essay questions, multiple choice and true and false questions that challenge your understandings of concepts, and how they are linked to events and processes. **DO NOT MERELY MEMORIZE DEFINITIONS. RATHER UNDERSTAND THE STORY OF HOW THINGS WORK! HOW DOES EVERYTHING FIT TOGETHER?** In order to understand the story you must read deeply and thoroughly, think about what you're reading and link it to what you already know, listen carefully in class, participate in discussions, and ask questions when you want clarification.

Class Participation: A good class consists of the combined efforts of all of the students as well as the teacher. It is assumed that you will come to class prepared to discuss the readings by the dates they are assigned. I will call on people at random to ensure that everyone is prepared and to make sure that everyone has a chance to contribute to class discussions. Class participation shall be conducted in a respectful, orderly, kind and fair fashion so that everyone feels comfortable presenting the material, and their analysis, ideas and opinions.

Class Attendance Policy: Class attendance is closely observed and recorded by the instructor, and will influence your grade. In accordance with Rollins College attendance policy regulations, the instructor of a course reserves the right to dismiss from a course any student whose absenteeism is excessive, or one who frequently disrupts the proceedings. It is assumed that all students will be on time for class. I will take roll promptly at 6:00 p.m. We will have at least one break at approximately 7:15 p.m. and resume class at 7:30 p.m. Attending half the class will be considered an absence. In a six-week course, one class is worth three 50-minute classes or one week during a regular semester. Thus, missing a class or part of one, greatly cuts into your education. **If you miss more than ONE class, you will fail the course.**

If you do miss a class, I strongly suggest that you talk with a few of your colleagues about the lectures and discussions you missed since the examinations will include that material.

Examinations: There are 3 examinations during the semester, including the final exam (see the Calendar). The final exam is somewhat comprehensive. The examinations may consist of multiple choice, true and false, short and long essays, identifications and matching. **THERE ARE NO MAKE-UP EXAMINATIONS for any reason except that you are very sick and admitted to the hospital and submit written proof to the Dean of the Holt School and me.** You must sit with your peers in class for each exam unless you have permission to take it at TJs for a learning disability. I need proof well before the first exam in writing that you have this permission.

Except for the final exam, you will have one hour and 15 minutes for the exams starting at 6:00 p.m. You may take 15 minutes longer during the 15-minute break from 7:15 to 7:30 p.m. I will collect any exams at 7:30 p.m., at which time the class will resume. Please leave yourself time to take a break **BEFORE** that time if necessary because you will be considered to be late to the second half of the class if you arrive after 7:30 p.m.

Examination Schedule:

Exam 1: Monday, July 14, 2008

Exam 2: Monday, July 28, 2008

FINAL: Monday, August 11, 2008

For your exams, you may use one 5 X 8 note card of condensed notes (front only). **This card must be created by you and no one else.** I suggest that you annotate while you read, extracting the main ideas of each reading. Then from your notes and annotations of each reading, boil down into main outlines of ideas for the exams.

*******Important*******

1) You should look up any word in the dictionary and/or the glossary of your text book that you don't know and add it to your vocabulary to build your reading comprehension skills.

2) You may have to read parts of some articles several times for full comprehension. This class meets for three hours each week. You should be spending at least three to four hours outside of class on the readings for each hour you spend in class, which means that you should expect to spend nine to twelve hours or more reading the material each week. In a biology class you would spend the equivalent time in a lab and with outside reading. Since there are not any labs in most social science classes, your lab time is spent outside of class reading primary research done by leading social scientists. Failure to spend this kind of time with the texts is like missing lab each week, which greatly diminishes your understanding of the material, hence your performance in class.

3) Building vocabulary, rereading texts, and taking notes are common strategies used by anyone struggling to understand a text, even those of us to have more experience.

4) I will assume that you have gone through this process for class and for exams.

Assignments:

1) As a member of the class you must indicate that you have read the readings each week before they are presented by being able to discuss the material and ask relevant questions.

2) You will write a five-page summary paper to the book, Our Stolen Future, in light of what you've learned about the political ecology theoretical approach. You may include a bit of your reactions to the book, also, but a majority of the paper will cover the main ideas and arguments of the book with some evidence. This assignment will help you study for the final exam, also.

This paper will be due by Saturday, August 9, 2008, at 12:00 p.m. You may send this via e-mail, but it is your responsibility to make sure I receive it. I will respond to your e-mail when I receive your paper attachment, but I will not seek you out if it's not sent on time. I will take five points off for each day the paper is late, including papers submitted later than noon on the due date.

The paper should be in a normal-sized type and have one-inch margins on the top, bottom and sides. A thin paper without much supporting content will receive a very poor grade. Please refer to the end of this syllabus for what most professors at Rollins consider to be quality work. Get help at the TJs Writing Center for the development and editing, if you need assistance.

Grading:

The examinations and assignments add up to the following:

Exams: 3 @ 100 points each
Summary Paper

300 points
50 points

350 points

350 - 323	=	A	252 - 245	=	C-
322 - 315	=	A-	244 - 239	=	D+
314 - 308	=	B+	238 - 217	=	D
307 - 288	=	B	216 - 210	=	D-
287 - 280	=	B-	Below 209	=	F
279 - 274	=	C+			
273 - 253	=	C			

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There is no curve. In cases where students are **one** point away from a higher grade, they must have had perfect attendance and have been sufficiently prepared for each class in order to be considered for the higher grade.

Extra Credit: The only extra credit for this class will appear on examinations in the form of extra questions for credit above and beyond the exam grade. This type of extra credit ensures that all students are treated fairly and have the opportunity to receive extra credit if they answer the questions correctly. Please answer the extra credit question(s) because students often improve their grade by doing so.

Honesty Policy: If caught cheating in an exam or quiz, the student shall be summarily dismissed from the course and a grade of "F" is to be entered in his/her transcript. The handout for the papers will discuss plagiarism, which is considered to be cheating of a serious nature. According to the Rollins Academic Honor Code, students who cheat on class material, commit plagiarism or use papers that are not their own, may be dismissed from Rollins College.

Required Reading Material: Some readings are on reserve at the circulation desk at the Olin Library.

TEXTS:

Bates, Daniel G.

1998 Human Adaptive Strategies: Ecology Culture and Politics.
Needham Heights, MA: Allyn and Bacon.

Colborn, Theo, Diane Dumanoski and John Peterson Myers

1997 Our Stolen Future. New York: Penguin.

Articles for this class are listed in order of when they are assigned, and can be found on the **Blackboard** site for this class:

Fagan, Brian, "Drought Follows the Plow" (Blackboard)

Guillette, Elizabeth A., Maria M. Meza, Maria G. Aquilar, Alma D. Soto, & Idalia E. Garcia
1998, "An Anthropological Approach to the Evaluation of Preschool Children Exposed to Pesticides in Mexico." Environmental Health Perspectives - V.106, N.6 - Jun98.

Lawless, Robert. The Concept of Culture: An Introduction to the Social Sciences.

Rappaport, Roy A., "Ritual Regulation of Environmental Relations among a New Guinea People."

Class Changes: According to the discretion of the **instructor**, changes of content and/or scheduling of this syllabus can be made at any time. Changes can be made using one of three avenues of notification, and they are: (1) announcement in class, (2) posting on Blackboard, (3) or delivery through Rollins e-mail. Should students be absent from class, it is their own responsibility to obtain all information missed.

Book Store: The bookstore's policy is to return books to the publisher after 6 weeks during a regular semester. They will probably send them back sooner during a shorter summer semester. Please buy your books during the first or second week of class if you decide to remain in the course.

Summer 2008 CALENDAR

You are expected to keep up with the readings as they are outlined below. The readings for the exams are shown prior to each exam in the calendar.

WEEK	
Jul 2	<u>Studying Human Behavior and Culture as a Science</u> 1) Bates Ch 1 2) Lawless (<i>Concept of Culture</i>), Forward, Preface, & Chs 1 & 2 Collapse
Jul 7-9	<u>Evolution and Human Culture</u> 1) Bates Ch. 2 2) Lawless (<i>Concept of Culture</i>), Ch 6 What Darwin Never Saw <u>Foraging Societies and How Anthropologists Analyze Societal Patterns</u> 1) Lawless (<i>Concept of Culture</i>) Chs 4 & 5 2) Bates Ch 3
Jul 14-16	<u>The Ethnoscience and Science of Indigenous Swidden Horticulture</u> Mon Jul 14 -- Exam 1 (includes all reading before this week.) 1) Bates Ch 4 2) Rappaport, Roy A., "Ritual Regulation of Environmental Relations among a New Guinea People." <u>The Viability of Pastoralism in Arid Climates</u> 1) Bates Ch 5 2) Fagan, Brian, "Drought Follows the Plow" (Blackboard) A Death to Pay For
Jul 21-23	<u>The Rise of Agriculture and its Environmental and Social Consequences</u> 1) Lawless Ch. 3 and notes on Blackboard about the Kalinga 2) Bates Ch 6 3) Bates Ch 2 (reread "Political Ecology" section), The Chinampas The Silence of the Bees
Jul 28-30	<u>Political Ecology and The Modern Industrial World</u> Monday, Jul 28 - Exam 2 (Includes all reading before this week.) 1) Bates Ch 7 2) Colborn, et al. <u>Our Stolen Future</u> (Start this book now & complete it by next week.) Thirst Global Warming
Aug 4-6	<u>Change and Development: The Challenges of Globalism</u> 1) Bates Ch. 8 2) Guillet, Elizabeth A., et al., "An Anthropological Approach to the Evaluation of Preschool Children Exposed to Pesticides in Mexico." 3) Due: Sat. Aug. 9 by 11:00 a.m., Summary and reaction paper to Colborn, et al., <u>Our Stolen Future</u> . You may send this via e-mail, but it is your responsibility to make sure I receive it. I will respond to your e-mail when I receive your paper attachment, but I will not seek you out if it's not sent on time. Playing with Poison
Aug 11	Last class and FINAL EXAM (The exam focuses on the last third of the class but general concepts and understandings of earlier work may be included.)

*In keeping with Rollins College policy and to maintain the integrity of the class as a whole, all students must sit with their peers for the final exam on the day it is assigned. Hence, no student may take the final earlier or later than the date that the final exam appears on this calendar.

Addendum P

The on-line *Rollins College catalogue* defines academic dishonesty "...as representing another's work as one's own, active complicity in such falsification, or violation of test conditions." These activities are serious academic offenses that will result in failure of the assignment or the course as the teacher deems appropriate. Plagiarism will be reported to the Dean of Students and may result in the offender's dismissal from the college. A fuller, more precise statement of the academic dishonesty policy may be found at (http://www.rollins.edu/studentrecords/main/academic_regulations.html).

Students should know that *ideas and information which you collected and used from research must be referenced or else this is plagiarism even if you did not intend to deceive*. The usual way to provide a reference in a paper is with body notes or footnotes. Even if the idea comes, not from a book, but from a handout, a class, another student, or a faculty member, it still must be referenced properly or else it is plagiarism.

If you cite an author's or speaker's words directly, you must use quotes or else that is plagiarism even if you cited the source. In this course you should avoid using the author's own words unless they are so trenchant or witty that recasting them in your own voice would diminish the thought. This is usually not the case in most social science writing. It is important to remember that *paraphrasing an author's words or ideas is still plagiarism if the paraphrased work is not referenced properly*.

Any reference you use should be *complete*, including the page numbers of the work from which the ideas come. Incomplete references will be penalized.

Discussion of the out-of-class assignments is not only permitted but encouraged. However, you are expected to do your own written work in your own words when you write your critical summaries or responses. Failing to do so will be interpreted as *plagiarism* in this course for the student who copies or paraphrases the work of another student and *academic dishonesty* for the student who permits it to be done with his or her work.

It is up to the teacher to specify what constitutes plagiarism in his or her class for it is possible that the same writing in one class that is not plagiarism would be considered plagiarism in another class. It is the responsibility of the student to make sure they understand what plagiarism is in general and what plagiarism is in the case of particular courses. If in doubt, ASK the teacher in every class you take. For a student committing plagiarism in this course, the normal penalty is for the student to fail the course and also to be reported to the Dean of Students.

ROLLINS ACADEMIC QUALITY STATEMENT

In order to foster a challenging intellectual experience in this course, I have joined a number of other Rollins faculty members in a commitment to the following principles:

1. Believing that my high expectations are an indication of my respect for you and for your capacity to work at a level of excellence you may not have thought possible, I will follow the grading standards in the college catalog. These are summarized as follows:

Grade **A** is earned for work that is exceptional in quality and shows keen insight, understanding, and initiative.

Grade **B** is earned for work that is consistently superior and shows interest, effort, or originality.

Grade **C** is earned for consistent daily preparation and satisfactory completion of all work required.

Grade **D-** is the lowest passing grade. It is below the average necessary to meet graduation requirements and ordinarily is not accepted for transfer by other institutions.

Grade F is failing.

2. Recognizing that the work done in class is only a small part of your acquisition of an education—and that pursuing a college education should be thought of as the equivalent of a full-time job, I will design the assignments for this course so that you may plan to spend at least seven to ten hours outside of class each week on our course.

3. I will faithfully enforce the attendance policy stated in this syllabus, which makes clear that absences and lateness will affect course grades.

4. Recognizing that college graduates must be able to communicate clearly and effectively, I will not assign A's or B's to papers marred by an accumulation of the following errors, which are so serious that they are usually seen as the markers of an uneducated writer:

1. Sentence fragments
2. Run-on sentences; comma splices
3. Lack of agreement: subject/verb; noun/pronoun
4. Lack of possessive apostrophe
5. Dangling or misplaced modifiers
6. Shifting verb tenses
7. Non parallel constructions
8. No comma after introductory element
9. No comma after nonrestrictive element
10. Use of *I* as objective case pronoun
11. Confusion between *it's* and *its*; *to* and *too*; among *their*, *there*, and *they're*; between *principle* and *principal*, and between *effect* and *affect*.
12. Misuse of colons and semicolons
13. Lack of sight and electronic proofreading for spelling errors.

5. In fairness to all students in the class and given that in the world beyond college workers are expected to meet deadlines even in the absence of ideal circumstances, I will faithfully enforce the policy concerning late work stated in this syllabus.

6. I will assign evaluated work throughout the term; I will treat your work seriously and will respond to it as the serious endeavor of a serious student.

7. Knowing that ultimately your education is what **you** make it, I will encourage you to come to class prepared; I will encourage you to initiate conversations, ask questions, and comment on the readings and other assignments; I will encourage you to engage your classmates in lively intellectual exchanges.

8. Because I want to be a part of your intellectual growth and because I enjoy discussing ideas and issues, I will be available to you during my office hours and at other unscheduled times, and I encourage you to use those times, not just for discussions of grades and assignments, but also for the ideas and issues that emerge from our class.