ANTH 525 Ethnoecology  
Spring 2015  
Tues/Thurs 10:05-11:20, Gambrell 412

Instructor: Dr. Gail E. Wagner, 432 Gambrell, 777-6548; gail.wagner@sc.edu  
Office Hours: Wednesday 9:30-10:30; Thursday 11:30-12:30, or easily by email appointment

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, keep a journal about nature observations, participate in a case study, and produce individual short videos about ethnoecology. Case studies concentrate on the southwestern desert, Arctic, and 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 in a delimited area. Observations will include journaling, sketching, photography (a cell phone camera will work fine), and production of an academic, 4-minute YouTube video using the above materials. The class will register with and contribute data to the National Phenology Network. After evaluation, the videos will be posted publically on an ANTH 525 YouTube channel.

All students will annotate 7 of our readings. All students are expected to contribute to discussion in class each day. All students will write 6 essays in which they critically reflect on ideas from the readings, following an assigned Style Guide for citations. All students will compile a short, one-page comparison of two assigned professional codes of ethics. All students will monitor an area on which they will keep a journal (with weekly entries on a class wiki) and make a short YouTube video about their piece of nature using one of the course frameworks. Compilation of the video will include approval of a video prospectus and a storyboard 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 1-3 paragraphs) 7 required articles (marked in bold and underlined on the syllabus). Each of their 6 essays are expected to be 2-3 pages in length. They complete online 2-point quizzes on 20 assigned (non-annotated) readings prior to class on the day the reading is discussed. They can gain extra credit by taking the additional 13 online quizzes for the graduate-student readings.

**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 7 required articles (marked in bold and underlined on the syllabus), plus 4 more readings of their choice (one from the graduate readings from each section of the course). 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 participating in a national study on 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:** 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.
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.

**Undergraduate students**

<table>
<thead>
<tr>
<th>Notes</th>
<th>points</th>
<th>percent</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Essays (10 pts each)</td>
<td>60</td>
<td>30%</td>
<td>(2-3 pages each)</td>
</tr>
<tr>
<td>Nature video and process</td>
<td>60</td>
<td>30%</td>
<td>(4 minutes)</td>
</tr>
<tr>
<td>Nature journal in class wiki</td>
<td>35</td>
<td>17.5%</td>
<td>(1x-2x entries weekly)</td>
</tr>
<tr>
<td>7 Annotations (2 or 3 pts each)</td>
<td>20</td>
<td>10%</td>
<td>(1-3 paragraphs each)</td>
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<tr>
<td>Participation/assignments</td>
<td>15</td>
<td>7.5%</td>
<td></td>
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<tr>
<td>20 online reading quizzes</td>
<td>10</td>
<td>5%</td>
<td>(divide total by 4)</td>
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**Graduate students**

<table>
<thead>
<tr>
<th>Notes</th>
<th>points</th>
<th>percent</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Essays (12 pts each)</td>
<td>66</td>
<td>33%</td>
<td>(4-5 pages each)</td>
</tr>
<tr>
<td>Nature video and process</td>
<td>60</td>
<td>30%</td>
<td>(4 minutes)</td>
</tr>
<tr>
<td>11 Annotations (2-2.5 pts each)</td>
<td>27</td>
<td>13.5%</td>
<td>(1-3 paragraphs each)</td>
</tr>
<tr>
<td>Participation/assignments</td>
<td>20</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Nature journal in class wiki</td>
<td>16</td>
<td>8%</td>
<td>(2x entries weekly)</td>
</tr>
<tr>
<td>33 Online reading quizzes</td>
<td>11</td>
<td>5.5%</td>
<td>(divide total by 6)</td>
</tr>
</tbody>
</table>

**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%)

**Films shown in class:**

Coughlan, Donald (18 min)

1997 *Hopi: Corn is Life*. American Indian Video Series.

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)


Jennings, Katie

2006 *Teachings of the Tree People: The Work of Bruce Miller*. (58 min)

An Islandwood Production, Washington.

Turner, Terry (52 min)

Proposed Syllabus

[U=Undergraduate students; G=Graduate students]

underlined = annotation due

Jan

13 - Why Ethnoecology and Knowing Nature are Important.

15 - Knowing Nature Project initiation and imagining
Read: Berg 2005; Lee and Balick 2006; Schultz 2009

20 - Traditional Ecological Knowledge/Indigenous Knowledge Overview
How to annotate and follow Style Guide
Read 1: Berkes-Sacred, Intro and Ch. 1 (G1: also Hunn 1999)

Native Viewpoints

22 - Worldview Structure
Read 2: Margolin 2005, Salmon 2000 (G2: also Johnson and Murton 2007)

27 - Teachings of the Tree People (58 min)
Read 3: Berkes-Sacred, Ch. 5 (G3: also Anderson 1996)
Assigned: Essay on Personal Worldview

29 - Knowledge of Place
Read 4: Basso 1996, Ch. 1

Feb

3 - Place-based Knowledge
Read 5: Basso 1996, Ch. 2-3
DUE: Essay on Personal Worldview

5 - Wisdom Sits in Places
Read: Basso 1996, Ch. 4 and Epilogue

Ecoliteracy

10 - Naming Nature
Read 6: Anggoro et al. 2008; Balmford et al. 2002
DUE: Essay on Native Viewpoints

12 - Children and Nature
Read 7: Bixler and Floyd 1997; Ruiz-Mallén et al. 2013
17 - Virtual Nature
Read 8: Zaradic and Pergams 2007; Dissanayake 2007 (G4: also Levi and Kocher 1999)

19 - Botanical Knowledge
Read 9: Wagner 2008 (G5: also Biró et al. 2014)

24 - Knowing Nature
Plants and the Cherokee (26 minutes)
Read: Pilgrim et al. 2008 (G6: also Reyes-García et al. 2013)

Biocultural Diversity

26 - Introduction to Biocultural Diversity.
Dreams from Endangered Cultures (22 min)
Read 10: Carder 2008:10-11; Maffi 2008:34-35; Martin 2008:12-15 (all in Resurgence magazine) (G7: also Nazarea 1998)

Mar 3 - Language and Meaning
Read 11: Maffi 2002; Brown 2000
DUE: Essay on Ecoliteracy

5 - Ethnoscience [Midpoint]
Read 12: Berkes-Sacred, Ch. 3

9-13 - Spring Break, no classes

17 - Ethical Issues and Declaration on the Rights of Indigenous Peoples
Read 13: Mander 2008 (pp. 6-9 in Resurgence magazine); Berkes-Sacred, Ch. 2 pp. 36-38, 51-52; skim Declaration (G8: also Posey 1999)
DUE: Comparison of AAA and ISE Codes of Ethics

19 - Indigenous Viewpoints
Read: Posey 1998 (G9: also Posey 2002a)

24 - Western Viewpoints
Read 14: Lindemann-Mathies and Bose 2008 (G10: also Anadon et al. 2009; McClatchey et al. 2009)
**Ecosystem Management**

26 - Rethinking Ecosystem Management

*Read 15:* Berkes-Sacred, Ch. 4; Berkes et al. 2000

*Assigned:* Of Silt and Ancient Voices: Water and the Zuni Land and People

*DUE:* essay on Biocultural Diversity

31 - **Case Study:** Water and the Zuni Land and People

*The Hopi: Corn is Life (18 minutes)*

*Read:* Part II (Becoming an expert witness) *(G: Wall & Massayesva 2004)*

**Apr 2 - Case Study:** Water and the Zuni Land and People

*Read:* Part III Expert Witness Teams Go to Court

7 - Resilience and Cycling

*Read:* Holling 2001 *(G11: also Reyes-García et al. 2014)*

9 - **Case Study:** Saving Amazonian Ecosystems

*The Kayapo: Out of the Forest (52 minutes)*

*Read 16:* Flannigan 2005; Posey 2002b, 2008:16-17 in *Resurgence* magazine) *(G12: also Balée 2013)*

14 - **Case Study:** Cree Hunting and Fishing

*Read 17:* Berkes-Sacred, Ch. 6-7

16 - Comanagement Systems

*Read 18:* Ollson et al. 2004; Pretty 2003

21 - Reimagining Ecosystem Management

*Read 19:* Berkes-Sacred, Ch. 9, 11; Berkes 2004 *(G13: also Lertzman 2009)*

*DUE:* essay on Ecosystem Management

23 - Advocating Ethnoecology

*Read 20:* Hunn 2006; Berkes-Sacred, Ch. 12 *(G: also Ellis 2005; Reid et al. 2014)*

*DUE:* by noon on Tuesday, April 28: Final Essay

*DUE:* by noon on Friday, May 1: Video loaded onto YouTube

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Final Exam time is Tuesday, May 5th, 9:00-11:30 am

**Presentation of Knowing Nature videos**
Readings not in our textbooks 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.

**Jan. 15**
Berg, Peter

Lee, Roberta and Michael J. Balick

Schultz, P. Wesley

**Jan. 20** [Berkes-Sacred, Intro and Ch. 1]
* Hunn, Eugene S.

**Native Viewpoints**

**Jan. 22**
* Johnson, Jay T. and Brian Murton

Margolin, Malcolm

**Salmon, Enrique**

**Jan. 27** [Berkes-Sacred, Ch. 5]
* Anderson, E. N.
Ecoliteracy

Feb. 10
Anggoro, Florencia K., Sandra R. Waxman, and Douglas L. Medin
Balmford, Andrew, Lizzie Clegg, Tim Coulson, and Jennie Taylor

Feb. 12
Bixler, Robert D. and Myron F. Floyd
Ruiz-Mallén, Isabel, Carla Morsello, Victoria Reyes-García, and Renata Barros Marcondes De Faria

Feb. 17
Dissanayake, Ellen
* Levi, Daniel and Sarah Kocher

Zaradic, Patricia A. and Oliver R. W. Pergams

Feb. 19
* Biró, Éva, Dániel Babai, Judit Bódis, and Zsolt Molnár
Wagner, Gail E.

Feb. 24
Pilgrim, Sarah, Leanne C. Cullen, David J. Smith, and Jules Pretty
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
Biocultural Diversity

**Feb. 26**
Carder, Maurice
Maffi, Luisa
Martin, Gary J.
* Nazarea, Virginia D.

**Mar. 3**
Brown, Cecil H.
Maffi, Luisa

**Mar. 17**
AAA Codes of Ethics
Declaration on the Rights of Indigenous Peoples
ISE Code of Ethics
Mander, Jerry
* Posey, Darrell A.

**Mar. 19**
Posey, Darrell A.
Mar. 24
* Anadon, Jose Daniel, Andres Gimenez, Ruben Ballestar, and Irene Perez

Lindemann-Mathies, Petra and Elisabeth Bose

* McClatchey, Will, David Reedy, Valentina Savo, Alonso Verde, and José Fajardo Rodríguez

Ecosystem Management

Mar. 26 [Berkes-Sacred, Ch. 4]
Berkes, Fikret., Johan Colding, and Carl Folke

Mar. 31
* Masayesva, Virgil and Dennis Wall

Apr. 7
Holling, C. S.

* Reyes-García, Victoria, Laura Aceituno-Mata, Laura Calvet-Mir, Teresa Garnatje, Erik Gómez-Baggethun, Juan J. Lastra, Ricardo Ontillera, Montserrat Parada, Montserrat Rigat, Joan Vallès, Sara Vila, and Manuel Pardo-de-Santayana

Apr. 9
* Balée, William

Flannigan, Jenna

Posey, Darrel A.
**Apr. 16**
Olsson, Per, Carl Folke, and Fikret Berkes  

Pretty, Jules  
2003  Social Capital and the Collective Management of Resources.  

**Apr. 21**
Berkes, Fikret  
2004  Rethinking Community-Based Conservation.  
*Conservation Biology* 18(3):  
621-630.

*Lertzman, Ken*  

**Apr. 23**
*Ellis, Stephen C.*  
*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]

*Reid, Michael G., Colleen Hamilton, Sarah K. Reid, William Trousdale, Cam Hill, Nancy Turner, Chris R. Picard, Cassandra Lamontagne, and H. Damon Matthews*  
2014  Indigenous Climate Change Adaptation Planning Using a Values-Focused Approach: A Case Study with the Gitga’at Nation.  