

**SYLLABUS**  
**Cultural and Human Ecology**

**Instructor:** Jean Hudson  
**Office hours:** 1:00-3:00 in Sabin 398  
**Email:** jhudson@uwm.edu

**Class time:** T/R 12:30-1:45 PM  
**Class location:** Sabin G-28  
**Website:** Canvas

**COURSE DESCRIPTION**

This class focuses on relationships between humans, their cultures, and their ecological environments. It uses basic concepts of anthropology, including the concept of culture as a dynamic system of learned behaviors and beliefs, to better understand how human beings adapt to and change their physical and social surroundings. We will look at different ecological contexts and the many ways that people have created economic, social, political, and ideological systems that can work - and sometimes fail to work – within those contexts. We will ground our discussions in a series of case studies, emphasizing non-urban settings and economies focused primarily on local subsistence rather than commercial-scale profit. We will focus on cases which offer some degree of ecological time-depth, where populations continue in the landscapes of their ancestors.

**LEARNING GOALS**

This class is designed to help you build:

- knowledge of human cultures and the physical and natural world
- skills in critical analysis and synthesis
- skills in written and oral communication

**CREDIT HOURS**

This is a 3-credit course. Students should expect to spend approximately 3 hours a week in class, which will be a mix of lecture, film, discussion, written exercises, student presentations, and group work. Students should expect to spend an additional 6 to 9 hours a week on reading and studying, preparing for quizzes and exams, and preparing their individual presentation and final project.

**READINGS**

All required readings are available via our Canvas site either as pdf or links, or in hard copy form in the UWM library. The readings are a mix of recent and classic journal articles, and chapters from edited volumes, texts, and monographs. The class schedule provides information on which items are due each week and where to find them.

**WHEN ARE READINGS DUE?**

Reading assignments are due before the class for which they are assigned. Complete and submit the Reading Summary sheet on Canvas before class. Always come to class prepared for a short writing exercise on the readings. The exercise typically begins the class and serves as a spring board for discussion; it also counts towards the attendance and participation part of your grade. There are no make-ups. To prepare for these, simply ask yourself, before you come to class: What were the three most important concepts from the readings? How were the case studies used to illustrate the concepts?

**COURSE GRADING SCALE**

<b>A = 93-100%</b> <b>A- = 90-92%</b>	<b>B+ = 87-89%</b> <b>B = 83-86%</b> <b>B- = 80-82%</b>	<b>C+ = 77-79%</b> <b>C = 73-76%</b> <b>C- = 70-72%</b>	<b>D+ = 67-69%</b> <b>D = 63-66%</b> <b>D- = 60-62%</b>	<b>F = &lt; 60%</b>
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## ASSIGNMENTS

### All students:

- 1) Attend class and keep up with assignments. Part of the class time will be spent in discussion mode, which means that you should **be prepared to engage in discussion** about the readings and other class materials, such as films, exercises, and handouts. You will complete **2 research exercises** that will involve: 1) **map work**; and 2) **a literature search**. Any class may include graded work in the form of **writing exercises** or **group work**. In combination these all contribute to the attendance and participation part of your grade. Graded items will be scored on a 0-1-2 scale, where 0 is no participation, 1 is partial effort or partial comprehension, and 2 is complete work with comprehension clearly demonstrated.
- 2) Take **4 quizzes**. The first will concern key concepts, vocabulary, and theory. The rest will involve particular biomes and cultural case studies. All quizzes will be short (10-20 questions), multiple choice and will be taken online. See the Class Schedule for their timing.
- 3) Take a **final exam**. If you complete each of the quizzes with a score of 90% or better, you earn the right to opt-out of the final and let your average quiz grade stand in for your final exam score. I will let you know by email if you qualify for this option.

### Undergrads:

- 1) Be responsible for **written and oral summary of one case study from the journal “Human Ecology, an Interdisciplinary Journal”** dealing with a particular case study, which you will sign up for in advance. We will use the literature search exercise in class to help you identify potential articles. Your summary will take the form of a **powerpoint, following the template provided** on our Canvas site to answer a series of questions about the article and how it connects with our class readings. You will submit your ppt on the Canvas site and use it to share information from your article during class via a 10-minute presentation. Follow the template for the structure, including citations, and follow the Class Schedule for due-dates.
- 2) Complete a **final class project**. You have a choice about the form of the project: **either an 8-page (3000-4000 word) formal research paper OR the design and production of an educational game**. Check our Canvas site for details of the requirements for each, including citations to sources; grading rubrics are provided below. **For the research paper** you must compare two case studies from our class readings. They should share a common theme in terms of biome, cultural adaptation, or response to change. You are encouraged to use your presentation article for one of them. **For the educational game** you may work individually or in teams of 2 with equal sharing of the resulting grade. The game will be played in class during the final week and evaluated for its educational merit; much of your grade will be based upon your written instructions, which must be explicit about your educational goals and how they are achieved by the game, and include cited references to source data and concepts from our readings.

### Graduate students:

- 1) **Research, write, and present in class a journal-worthy literature review** on a topic relevant to the class. Model the length & style as a journal article or a thesis chapter. Consult with me and **confirm your chosen topic by the third week of class**. Ideally this topic will be relevant to your thesis or dissertation research. **Follow all relevant deadlines in the Class Schedule.**

**GRADING.** Your grade for the course will be calculated on the following point distribution.

	Undergrad	Grad
Attendance & Participation (reading summary sheets, in-class exercises, discussion)	20%	20%
4 Quizzes	20%	20%
Case Study Presentation (powerpoint & oral presentation)	20%	
Final Project (paper or educational game)	20%	
Final Exam	20%	20%
Literature Review		40%
<b>Total</b>	<b>100 %</b>	<b>100 %</b>

**EXTRA CREDIT**

You can earn extra credit by attending the various public lectures offered by the Anthropology Department Colloquium Series, the Wisconsin Archaeological Society, the Archaeological Institute of America, and other public lectures and film showings relevant to this class. Feel free to bring to my attention relevant lectures or events occurring on campus or locally, just clear them with me ahead of time so they can be shared and so that I can okay them for credit. To get credit, submit a one-page summary of key points from the lecture and its relevance to anthropological and/or ecological concepts, noting the date, speaker, and title. One point per lecture or event, up to 5 points total; due within a week of the lecture/event and no later than the last day of class.

**GRADING RUBRICS - UNDERGRADS**

Undergrads – Case Study Presentation (20 points total)

Points Possible	Aspect Assessed
1	title, author, year of publication, your name
1	location indicated on map
1	who was studied and when they were studied
1	any special vocabulary defined and relevance to study explained
1	ecological setting & parameters (benefits and challenges)
2	social and political setting & cultural strategies of the group(s) discussed
2	author's key points
4	discussion of the types of supporting data presented in the article
2	connections with other aspects of the class (properly cited)
2	visual presentation in class – is it on time & clear
2	oral presentation in class – is it clear & engaging
1	peer review

Undergrads – Final Project Game (20 points total)

Points Possible	Aspect Assessed
1	clear presentation of the name of the game, the class & semester & year, and author(s) of the game
2	use of class concepts & appropriate citations to them
2	use of case study examples & appropriate citations to them
2	accuracy of data
5	effectiveness as an educational tool - What does a player learn about Cultural & Human Ecology from playing? This should include concepts as well as factual details & be based on class materials.
2	level of thoughtful effort in comparison to a 8-page paper
4	clarity of the written description of the learning objectives, how they are achieved, rules of the game (spelling, grammar, organization of presentation, logical flow)
2	peer review of effectiveness as a learning tool

Undergrads – Final Project Paper (20 points total)

Points Possible	Aspect Assessed
1	clear presentation of paper title, the class & semester & year, and your name
2	clear thematic statement(s) or question(s) in the first page (via title, abstract, introductory paragraphs)
2	clear explanation of significance of theme to the study of Cultural and Human Ecology
2	use of 2 or more case studies relevant to the theme, with appropriate citations
5	sufficient depth and accuracy in terms of case study details to develop thoughtful arguments
2	use of class concepts & appropriate citations to class materials
2	concluding paragraph(s) that links back to the starting statement/question
4	clarity of writing, including grammar, spelling, organization, and logical flow

**GRADING RUBRIC – GRADS**

Grad Students – Literature Review (40 points total)

Points	Aspect Assessed
4	title, author, submission date, proper formatting of text and in-text citations
4	abstract that clearly & succinctly establishes purpose & overviews the content
4	intro paragraphs clearly establish topic, context, significance, key debates or questions
4	early pages clearly establish structure of article, citation & overview of key prior work
4	explicit discussion of underlying theoretical or methodological issues
4	logical flow and organizational clarity throughout
4	choice of, explanation of, and citation to illustrative examples, sources, or supporting evidence
4	grammar and spelling throughout
4	concluding paragraphs that succinctly recap essential ideas (starting questions & overview of answers, key debates, future research that could help resolve issues)
4	brief narrative describing how you approached your search for relevant sources AND a list of references cited (this will be evaluated in terms of how comprehensive your search effort was, considering types of sources, incorporation of key early works, & incorporation of recent works)

**OTHER MATTERS.**

If you have **any questions** about the class or problems with the assignments, please don't hesitate to consult with me ASAP - most problems can be resolved with advance notice and some effort. On the other hand, after-the-fact excuses cannot help you. The goal is for you to learn well and succeed.

**UNIVERSITY POLICIES.** Please consult this link: <http://www4.uwm.edu/secu/SyllabusLinks.pdf>

**CLASS SCHEDULE**

Readings should be done before the first class in the week assigned.

\* Readings with asterisks = complete a summary sheet and submit before class.

WEEK	TOPICS	READINGS / ITEMS DUE
Week 1 Sept 3 & 5	Introduction & Syllabus  Anthropology, Ecology & Cultural and Human Ecology  <b>In-Class Exercise 1 – maps</b> (biomes & making a living)	Bates 2005 Human Ecology (p.33-54)  Moran 2008 Human Adaptability (p.27-59)
Week 2 Sept 10 & 12	History of Thought  Ecological Basics & the Human Past Perspectives on Climate Change  <b>In-class Exercise 2 – literature search</b> (journal Human Ecology)	Roncoli et al 2008 Fielding Climate Change...  Sandweiss and Kelley 2012 Archaeological Contributions...  Chong 2014 Ecosystem-based approaches...
Week 3 Sept 17 & 19	Traditional Ecological Knowledge (TEK)  Household Resilience & the Smallholder Concept  <b>In-class review for Quiz 1</b>	Turner and Spalding 2013 “We Might Go Back to This”...  *Boillat and Berkes 2013 Perception and Interpretation...  Netting 1993 Smallholders, Householders  <b>All – take Quiz 1 online</b> by 11pm Sunday, 9/22  <b>Grads</b> – submit a 1-page explanation of your literature review topic, its relevance to this class, and include full citations of at least 3 items that illustrate your interests
Week 4 Sept 24 & 26	Arctic/Subarctic  • Environmental Parameters • Human Adaptation Case Studies	*Krupnik 2018 “Arctic Crashes”  *Teisner and Veldhuis 2018 Climate Change... Greenland  <b>If your article is due</b> this week submit your work on Canvas by Wed & be ready to present your article on Thursday

<p>Week 5 Oct 1 &amp; 3</p>	<p>Arctic/Subarctic</p> <ul style="list-style-type: none"> <li>• Human Adaptation Case Studies</li> <li>• Thematic Discussion</li> </ul>	<p>*Dwyer and Istomin 2008 Theories of Nomadic Movement</p> <p>*Crate 2008 “Eating Hay”: The Ecology, Economy...</p> <p><b>If your article is due</b> this week submit your work on Canvas by Wed &amp; be ready to present your article on Thursday</p>
<p>Week 6 Oct 8 &amp; 10</p>	<p>Highlands</p> <ul style="list-style-type: none"> <li>• Environmental Parameters</li> <li>• Human Adaptation Case Studies</li> <li>• Thematic Discussion</li> </ul>	<p>*Trawick 2001 Successfully Governing the Commons...</p> <p>*Mattalia et al 2018 Interstitial but Resilient: Nomadic...</p> <p>*Maxwell 2011 Beyond Verticality: Fuelscape Politics...</p> <p>*Mishra et al 2003 Diversity, Risk, Mediation, and Change..</p> <p><b>If your article is due</b> this week submit your work on Canvas by Wed &amp; be ready to present your article on Thursday</p> <p><b>All – take Quiz 2 online</b> by 11pm Sunday, 10/13</p>
<p>Week 7 Oct 15 &amp; 17</p>	<p>Arid Lands</p> <ul style="list-style-type: none"> <li>• Environmental Parameters</li> <li>• Human Adaptation Case Studies</li> </ul>	<p>Bates 2005 Nomadic Pastoralism</p> <p>*Watson et al 2016 Camels and Climate Resilience... Kenya</p> <p>*Aktipis et al 2016 Cooperation in an Uncertain World...</p>
<p>Week 8 Oct 22 &amp; 24</p>	<p>Arid Lands</p> <ul style="list-style-type: none"> <li>• Human Adaptation Case Studies</li> <li>• Thematic Discussion</li> </ul>	<p>*Bird et al 2005 Aboriginal Burning Regimes and Hunting...</p> <p><b>If your article is due</b> this week submit your work on Canvas by Wed &amp; be ready to present your article on Thursday</p> <p><b>Grads – dropbox</b> your current list of citations by Friday</p>

<p>Week 9 Oct 29 &amp; 31</p>	<p>Humid Tropics</p> <ul style="list-style-type: none"> <li>• Environmental Parameters</li> <li>• Human Adaptation Case Studies</li> </ul>	<p>Bates 2005 Horticulture</p> <p>Bates 2005 Intensive Farming</p> <p>*Yasuaoka 2013 Dense Wild Yam Patches</p> <p>*Sujarwo and Caneva 2015 Ethnobotanical Study... Bali</p> <p><b>If your article is due</b> this week submit your work on Canvas by Wed &amp; be ready to present your article on Thursday</p> <p><b>Grads</b> – dropbox your annotated bibliography by Friday</p>
<p>Week 10 Nov 5 &amp; 7</p>	<p>Humid Tropics</p> <ul style="list-style-type: none"> <li>• Human Adaptation Case Studies</li> <li>• Thematic Discussion</li> </ul>	<p>*Buchman 2009 Cuban Home Gardens...</p> <p>*Alayón-Gamboa and Gurri-Garcia 2008 Home Garden...</p> <p>*Cuanalo de la Cerda and Guerra Mukul 2008 Homegarden</p> <p>*Ali 2005 Homegardens in Smallholder Farming Systems...</p> <p><b>If your article is due</b> this week submit your work on Canvas by Wed &amp; be ready to present your article on Thursday</p> <p><b>All – take Quiz 3 online</b> by 11pm Sunday, Nov.10</p>
<p>Week 11 Nov 12 &amp; 15</p>	<p>Oceans, Rivers, Lakes, Coastlines</p> <ul style="list-style-type: none"> <li>• Environmental Parameters</li> <li>• Human Adaptation Case Studies</li> </ul>	<p>*Drew 2005 Use of TEK in Marine Conservation</p> <p>*Basurto et al 2012 The Emergence of Access Controls...</p> <p>*Nakandakari et al 2017 The Importance of understanding..</p> <p><b>If your article is due</b> this week submit your work on Canvas by Wed &amp; be ready to present your article on Thursday</p>

<p>Week 12 Nov 19 &amp; 21</p>	<p>Oceans, Rivers, Lakes, Coastlines</p> <ul style="list-style-type: none"> <li>• Human Adaptation Case Studies</li> <li>• Thematic Discussion</li> </ul>	<p>*Butler et al 2019 Exploring Ecodynamics of Coastal</p> <p>*McKechnie &amp; Moss 2016 Meta-analysis in zooarchaeology</p> <p>*Speller et al 2012 High Potential for Using DNA from...</p> <p><b>If your article is due</b> this week submit your work on Canvas by Wed &amp; be ready to present your article on Thursday</p>
<p>Week 13 Nov 26 &amp; 28</p> <p>Thanksgiving No class on 28th</p>	<p><b>In-class review for Quiz 4</b></p>	<p><b>All – take Quiz 4 online</b> by 11pm Sunday, Dec.1</p>
<p>Week 14 Dec 3 &amp; 5</p>	<p>Synthesis: Issues &amp; Solutions? Applied Anthropology Scenarios</p>	<p>Berkes and Turner 2006 Knowledge, Learning...</p> <p>Cámara-Leret et al 2019 Indigenous Knowledge Networks</p> <p>Hofman et al 2015 Conservation Archaeogenomics..</p>
<p>Week 15 Dec 10 &amp; 12</p>	<p>Sharing Final Projects Wrap-up &amp; Review for the Final</p>	<p><b>Undergrads</b> – your final project is due – submit any written elements on Canvas before Tues morning &amp; bring a hardcopy to class – we will use the paper topics in our applied scenario group work &amp; discussion and we will play the games and evaluate their educational value</p> <p><b>Grads</b> – submit before Tues morning an updated version of your 1-page abstract and be ready to explain, professionally &amp; succinctly, the topic of your literature review, its relevance to our class, the key issues debated and their proponents</p>
<p>FINAL Tues, Dec 17 12:30 PM</p>	<p>Final Exam for those who did not opt-out based on Quiz scores</p> <p>Grads – final version of your literature review paper is due</p>	

Any updates to the schedule will be posted on Canvas or announced in class.  
It is your responsibility to stay informed.