AN/ES 367 ECOLOGICAL ANTHROPOLOGY
IES Abroad Quito

DESCRIPTION:
This course analyzes the relationship between society and nature through a transcultural point of view. The analysis includes reflections about what Eco-Anthropology is as a subject, but also delves into the history of the discipline to understand its evolution as a blueprint of the social and academic debate of specific historical periods. The class studies key concepts in Ecological Anthropology and evaluates environmental conflicts through its focus on central themes to the field. Finally, the course incorporates case studies of human-environmental relations that focus on Latin America in particular.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: 4 semesters of college-level Spanish or equivalent

ADDITIONAL COST: None

METHOD OF PRESENTATION:
The course uses a combination of teaching methods and variety of approaches to teaching engagement. These include classes lectures based on required readings and course concepts, class discussions, including the use of prompted questions that students must review beforehand, selected videos, course-related excursions, and student presentations. Students are expected to participate actively and come to class fully prepared.

REQUIRED WORK AND FORM OF ASSESSMENT:
- Class Participation - 10%
- Everyday Questions - 15%
- Midterm exam - 15%
- Research Projects/Presentations - 15%
- Final Paper - 15%

The professor’s evaluation of class participation takes into account students’ active participation in class discussions and engagement with others, the quality of their class contributions during debates and activities, their preparation for active class involvement by completing all readings and assignments beforehand, and their punctuality and respect. The presence of the student is not enough to receive a good grade in this area, nor is the occasional comment. The use of computers, cell phones and tablets is forbidden during the class unless the professor is implementing a specific activity designed for their use.

Everyday Questions
Each student must bring to every class two discussion questions taken from the readings. Discussion questions promote thoughtful answers and debate. Students will turn their questions in at the beginning of the class, and students will periodically lead the conversations centered upon their questions. Students must submit all questions before class; but the quality of the questions and depth of thought are key factors towards grade determination.

Midterm exam
The midterm exam will require students to analyze, through detailed and well-structured essays, central questions regarding the main topics discussed in class. Each topic requires students to evaluate an environmental situation / conflict. Students must support their argument through the theories presented in class and the readings as well as examples from those readings.

Research Projects/Presentations
There will be three assignments spread throughout the semester, each with a different focus. Each research project and presentation (combined) is worth 15 points or 15% of the final grade.

The presentation will be 10-14 minutes long, and they must include at least two discussion questions toward the end. Students are expected to use a manner of visual presentation such as a PowerPoint presentation or a Prezi. The professor will assign topics/times for each student early in the semester, and rescheduling may occur only for valid academic reasons. Only students with documented emergencies will be allowed to make up scheduled presentations. The professor reserves the right to assign one or more of the assignments to groups of two if class enrollment numbers merit an adjustment.

**Assessment evaluation criteria:**
Research ability, depth of understanding, and quality: 5 points (33%).
Relevance of the topic and delivered benefits to the rest of the class: 5 points (33%)
Creativity and presentation skills: 5 points (33%)

**Presentation topics:**
1. Students will research and present an overview of a historical topic or concept at a depth beyond that covered in the assigned readings.
2. Students will research and present on contemporary problems/issues that center upon the balance between human and environmental needs or relations.
3. Students will design and present an Action Plan, advising hypothetical players (government/citizens/etc.) of possible solutions to an environmental degradation predicament.

**Final Research Paper/Analysis**
The final research paper is an analysis —from a critical point of view— of human-environmental issues. The paper should be of 2,250-3,000 words (9-12 pages) in length and must incorporate:
- Scholarly sources (Minimum: 5).
- Theories, concepts and/or historical background.
- Details from at least one class case study
- The student’s own analysis and/or interpretation of the issue.

The topic will be selected in agreement with the professor. Details and suggestions will be given in class.

**LEARNING OUTCOMES:**
By the end of the course, students will be able to:
- Identify and define clearly the key issues and theoretical concepts associated with Ecological Anthropology.
- Describe the general history of the field and explain the turning points of the discipline.
- Analyze different approaches to human-environmental relations from a transcultural focus.
- Evaluate socio-environmental conflicts and their cultural contexts by applying the theories and lessons learned through case studies and class examples, including analyses of the demands/needs of the different stakeholders.
- Identify the personal values that guide the student’s behavior within their own culture from an environmental standpoint.

**ATTENDANCE POLICY:**
Attendance is mandatory in all IES Abroad courses. Only students who miss class for a documented and justifiable reason may make up missed work. Students who miss more than 3 classes per term will lose 1/3 of a letter grade for each non-justified absence.

**CONTENT:**
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<tr>
<th>Week</th>
<th>Content</th>
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<td><strong>Week 3</strong></td>
<td>Focuses on Eco Anthropology.</td>
<td><strong>Student presentations: Historical or theoretical concept.</strong></td>
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<td>• Session 1: Definition of Conflict.</td>
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<td>• Session 2: Definition of the South.</td>
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<td>• LEFF, Enrique. Ecología política un campo en construcción.</td>
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<td>** Midterm exam</td>
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</table>
| Week 10  | **Inequalities and Climate change.**<br>• Session 1: Inequality, poverty, social movements and climate change. | • SANTELICES, Andrea & Jorge ROJAS. Introduction. Climate Change in Latin America. Inequality, Conflict and Social Movements of Adaptations. *Latin American Perspectives* 2016, Vol. 4, p. 4-11.  
| Week 10  | **Inequalities and Climate change.**<br>• Session 2: Defining the Anthropocene. | • ARACH, Omar Angel. Guerreros del antropoceno. Movimientos societales frente a la expansión destructiva. *Athena digital*, 2015, vol. 15, no 4, p. 255-266.  
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| Week 11 | The Neoliberalization of Nature.  
- Session 1: Theories. |  
| Week 11 | The Neoliberalization of Nature.  
- Session 2: Theories. |  
| Week 12 | The Neoliberalization of Nature.  
- Session 1: Latin America. Case Studies. |  
| Week 12 | The Neoliberalization of Nature.  
| Week 13 | Feminist focus.  
- Session 1: Theories. |  
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**Final paper due during Finals Week |

**COURSE-RELATED TRIPS:**
There will be at least two course-related trips during the course of the semester. One will be to a nearby mine. The other is to be determined, based on the opportunities available that semester. Students will be alerted at the start of the term as to when these course-related trips will take place.

**REQUIRED READINGS:**


• CALONGE REILLO, Fernando. Neoliberalización del territorio y movilidad urbana, una agenda de investigación. territorios, 2015, no 32, p. 133-156.


• HERRERO, Yayo. Apuntes introductorios sobre el ecofeminismo. Centro de Documentación Hegoa, Boletín de recursos de información no 43, 2015.


• LEFF, Enrique. Ecología política un campo en construcción.


• SANTELICES, Andrea & Jorge ROJAS. Introduction. Climate Change in Latin America. Inequality, Conflict and Social Movements of Adaptations. Latin American Perspectives 2016, Vol. 4, p. 4-11.


• ZIMMER, Anna. Urban political ecology ‘beyond the West’: engaging with South Asian urban studies.” In The International Handbook of Political Ecology, Raymond Bryant (Editor), 591-603. Edgar Elgar Publishing. 2015.