

Honors 301T:
Globalization and the Environment
California State University, Fullerton

Class Meetings: Tuesday and Thursday 1-2:15 PM, UH

Instructor: John Bock, Ph.D.

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Office Hours: 10:00-11:30 AM Tuesday and Thursday or by appointment

Required Texts (available at the Titan Bookstore):

- ? Adams, J.S. and McShane, T.O. 1996. *The Myth of Wild Africa: Conservation without illusion*. Berkeley: University of California Press.
- ? McFalls, Joseph A. 1998. *Population: A Lively Introduction*. Washington: Population Reference Bureau.
- ? Young, E. 1995. *Third World in the First: Development and indigenous peoples*. London and New York: Routledge.
- ? Readings on reserve at Pollak Library

Course Description:

This seminar is designed to stimulate student thinking regarding the complex interrelationships between demography, conservation, and economic development. We will examine these issues using an integrated perspective based in human evolutionary ecology, while drawing heavily on anthropology, geography, economics, and other disciplines. We will learn basic concepts in demography and conservation, as well as attempt to understand the pertinent issues affecting people confronting economic development and cultural change. We will address questions such as:

- ? How many people can the earth support?
- ? What is the demographic transition?
- ? Is the problem too many people or not enough resources?
- ? Why is there so much cross-cultural variation in resource utilization?
- ? Are indigenous peoples natural conservationists?
- ? What should be the role of conservation organizations in managing resources?
- ? What is Community Based Natural Resource Management, and does it work?

We will use the knowledge gained to address issues of population, environmental degradation and conservation, and economic development in three regions where these are critical topics: Indonesia, Botswana, and Amazonia. These case studies will be an opportunity for students to creatively address the problem and arrive at potential solutions. Students will emerge from the class with solid theoretical and methodological grounding in these topics.

Prerequisite: Completion of GE category III.A.1 or III.A.2

This course fulfills requirements for general education category III.A.3 (Implications and Explorations in Mathematics and the Natural Sciences).

Objectives:

Our objectives are to:

- ? Develop a deeper understanding of the broad and unifying theme of evolutionary ecology as it is applied to human behavior and human impact on the environment (GE Category III.A.3.a).
- ? Investigate the socioecology of subsistence patterns, resource utilization, and conservation in order to address and solve complex problems involving scientific reasoning, and to relate scientific principles based on evolutionary theory to significant social problems such as overpopulation, pollution, and depletion of natural resources (GE Category III.A.3.b and III.A.3.c).
- ? To use writing assignments to organize and express complex data and ideas regarding human evolutionary ecology (GE Core Competency in Writing).

Grading Procedures:

- ? There will be two response papers during the course of the semester, each worth a maximum of 75 points. The papers each cover half of the readings and lectures. They are not cumulative, but your understanding of the material should grow with each response paper.
- ? Response papers will be open book, and students will have two weeks to complete them. Students will be able to choose two of three questions. Students should answer the questions fully and creatively, and must incorporate and cite relevant material from class readings. Students should be prepared to clearly and insightfully address the problem. The answers should present a cogent discussion, well-chosen examples, and persuasive reasoning.
- ? Writing assignments will be evaluated based on students' ability to organize and express complex data and ideas. Every student will have the opportunity to submit drafts of their response papers and receive written and/or verbal feedback. These evaluations of writing will be conducted so that I may provide you with suggestions for improvement and/or remediation as necessary. This means that over the course of the semester everyone will have the opportunity to improve your writing ability with my assistance.
- ? Your papers will usually be returned within 2 weeks. It is against university policy to provide you with grades over the phone, via email, or by posting the grades. Therefore, please do not call or email me for your scores. However, if you wish, you may leave me a self-addressed stamped envelope and I will be happy to mail you your grade.
- ? During the semester, we will do three one-week long case studies of areas where population, conservation, and economic development are major issues: Indonesia, Botswana, and Amazonia. Each student will give a presentation on population, conservation, or development issues in one of these geographic areas. We will choose topics fairly early in the semester so that students will have ample opportunity to incorporate class topics into their presentations. Your presentation should draw on both class reading materials and outside sources. Students should spend an appropriate amount of time preparing visual or other media presentation materials. The presentation is an opportunity for students to hone their presentation and interaction skills and the instructor will provide all students with feedback. The presentations will be worth up to 50 points.

- ? This is a seminar course, and as such students should have read all assignments before class and come to class ready for discussion. The general tone of the discussion should be supportive of a free exchange of ideas. We will all work to create an environment that encourages and assists involvement in discussions. Students can earn up to 25 points based on the *quality* of class participation.
- ? There are 225 points possible for this course. Your final grade will consist of two response paper scores (150 possible points), your presentation points (50 possible points), and class participation (25 possible points).
- ? Final grades will be assigned as follows: A (90-100%) 202-225 points, B (80-89%) 180-201 points, C (60-79%) 135-179 points, D (50-59%) 112-134 points, and F(<50%) <112 points.

Academic Integrity:

Please consult the Student Handbook for information on the University’s academic integrity policies. Violations will not be tolerated and will be referred to the Dean of Students office, Judicial Affairs for further action.

Attendance:

- ? The readings and lectures complement one another, but do not duplicate each other. You must attend the lectures to do well in the class.
- ? Attendance is essential to gain a full understanding of the course content and to do well fulfilling the above course requirements. Your education is your responsibility. In order to get the most out of this class: attend lectures, do the reading, and thoughtfully complete the exams and exercises. If you have questions email me or see me during office hours.
- ? Courteous and respectful conduct will be expected at all times. Behavior which persistently or grossly interferes with classroom activities such as excessive talking, listening to music, the use of cell phones or pagers, or any disrespectful behavior is considered disruptive behavior and may result in disciplinary action. Such behavior inhibits other students’ ability to learn and the instructor’s ability to teach. A student engaging in disruptive behavior may be asked to leave the class pending discussion and resolution of the problem, and may be referred to the Dean of Students office, Judicial Affairs for further action.
- ? The use of cell phones, pagers, or any similar electronic device is not acceptable. These devices must be turned off while you are in the classroom.
- ? I welcome and encourage discussion, questions, and participation. We will all work to make the classroom environment supportive of comments, questions, and discussion.

Response Paper Schedule:

	Distributed	Due	Lectures and Readings Covered
Paper 1	10/07	10/21	08/26-10/09
Paper 2	12/09	Scheduled final	10/14-12/11

Presentation Schedule:

Region	Date
Indonesia	11/18-11/20
Botswana	12/02-12/04
Amazonia	12/09-12/11

Topics and Readings:

8/26-8/28

Introduction and Overview

09/02-09/04

Introduction to population studies

Reading:

McFalls, J.A. Population: A Lively Introduction

09/07-09/09

What is a demographic transition?

Readings:

Low, B.S. Ecological Demography: A Synthetic Focus in Evolutionary Anthropology (Bock)

Hill, K. Life History Theory and Evolutionary Anthropology (Bock)

09/16-09/18

How have populations changed in different areas in response to economic development?

Readings:

Caldwell, J. and Caldwell, P. Regional Paths to Fertility Transition (Bock)

Kaplan, H. Evolutionary and Wealth Flows Theories of Fertility (Bock)

09/23-09/25

How do economics and government policies affect the fertility and mortality of indigenous and minority peoples?

Readings:

Kaplan, H., J. Lancaster, J. Bock, and S. Johnson. Does Observed Fertility Maximize Fitness among New Mexican Men? A test of an optimality model and a new theory of parental investment in the embodied capital of offspring (Bock)

Kunitz, S.J. Public Policy and Mortality among Indigenous Populations of Northern America and Australasia (Bock)

09/30-10/02

Are indigenous peoples “natural conservationists”?

Readings:

Ridley, M. and B.S. Low Can Selfishness Save the Environment? (Bock)

Redford, K.H. The Ecologically Noble Savage (Bock)

Alvard, M. Intraspecific Prey Choice by Amazonian Hunters (Bock)

10/07-10/09

How did the development of national parks in Africa impact the people who were living in those areas?

Readings

Hitchcock, R.K. African Wildlife: Conservation and conflict (Bock)

Adams and McShane Chapters 1,3,4

RESPONSE PAPER 1 QUESTIONS DISTRIBUTED

10/14-10/16

What is CBNRM? How about LDRP? Why are they important?

Readings:

Adams and McShane Chapters 7,8,9

10/21-10/23

How does education and market incorporation affect sustainable utilization of natural resources by indigenous peoples?

Readings:

Godoy, R. The Effects of Rural Education on the use of the Tropical Rain Forest by the Sumu Indians of Nicaragua: Possible pathways, qualitative findings, and policy options (Bock)

Henrich, J. Market Incorporation, Agricultural Change, and Sustainability among the Machiguenga of the Peruvian Amazon (Bock)

RESPONSE PAPER 1 DUE

10/28-10/30

What have indigenous peoples done in response to market incorporation and integration into national level institutions?

Readings:

Young Chapter 1

Young Chapter 4

11/04-11/06

If children are the future, what are they learning in places undergoing big changes?

Readings:

Draper, P. and E. Cashden. Technological Change and Child Behavior among the !Kung (Bock)

Bock, J. Evolutionary Demography and Intrahousehold Time Allocation: Schooling and children's labor among the Okavango Delta Peoples of Botswana (Bock)

11/11-11/13

Is ecotourism a panacea?

Readings:

Hitchcock, R.K. Culture, Economic, and Environmental Impacts of Tourism among Kalahari Bushmen (Bock)

Young Chapter 6

11/18-11/20

Case Study: Indonesia

11/25-11/27

FALL BREAK

12/02-12/04

Case Study: Botswana

12/09-12/11

Case Study: Amazonia

RESPONSE PAPER 2 QUESTIONS DISTRIBUTED

Finals Week

RESPONSE PAPER 2 DUE BY THE TIME OF THE FINAL ON TUESDAY 12/16/03 12:00 PM

References from Course Readings Packet

- Alvard, Michael S. 1995. Intraspecific Prey Choice by Amazonian Hunters. *Current Anthropology* 36:789-818.
- Bock, John. 2002. Evolutionary Demography and Intrahousehold Time Allocation: Schooling and children's labor among the Okavango Delta Peoples of Botswana. *American Journal of Human Biology* 14(2) 206-221.
- Caldwell, John C. and Pat Caldwell. 1998. Regional paths to fertility transition. Paper presented at Conference on Global Fertility Transition, Bellagio Center, Rockefeller Foundation, May 18-22, 1998.
- Draper, Patricia and Elizabeth Cashden. 1988. Technological Change and Child Behavior Among the !Kung. *Ethnology* 27:339-365.
- Godoy, Ricardo. 1994 The Effects of Rural Education on the Use of the Tropical Rain Forest by the Sumu Indians of Nicaragua: Possible Pathways, Qualitative Findings, and Policy Options. *Human Organization* 53(3):233-244.
- Henrich, J. 1997. Market Incorporation, Agricultural Change and Sustainability among the Machiguenga Indians of the Peruvian Amazon. *Human Ecology* 25: 319-351.
- Hill, K. 1993. Life History Theory and Evolutionary Anthropology. *Evolutionary Anthropology* 2:78-88.
- Hitchcock, Robert K. 1997. African Wildlife: Conservation and Conflict. In: Barbara Johnston ed. *Life And Death Matters: Human Rights and the Environment at the End of the Millennium*. London: Alta Mira Press.
- Hitchcock, R.K. 1997. Cultural, Economic and Environmental Impacts of Tourism Among Kalahari Bushmen. In: E. Chambers ed.: *Tourism and Culture. An Applied Perspective*. State University of New York Press, Albany, N.Y., USA, pp.93-128.
- Kaplan, H. 1994. Evolutionary and wealth flows theories of fertility: Empirical tests and new models. *Population and Development Review*. 20:753-791.
- Kaplan, H.S., Lancaster, J.B., Bock, J.A., and Johnson, S.E. 1995. Does Observed Fertility Maximize Fitness among New Mexican Men? A test of an optimality model and a new theory of parental investment in the embodied capital of offspring. *Human Nature*. 6(4): 325-360.
- Kunitz, S.J. 1990. Public Policy and Mortality among Indigenous Populations of Northern America and Australasia. *Population and Development Review* 16: 647-72.
- Low, B.S. 1993. Ecological demography: a synthetic focus in evolutionary anthropology. *Evolutionary Anthropology*. 2: 177-187.
- Redford, K.H. 1990. The Ecologically Noble Savage. *Cultural Survival Quarterly* 15(1): 46-48.
- Ridley, M. and B. Low. 1993. Can Selfishness Save the Environment? *Atlantic Monthly* Sept: 76-86.