

ENVS 154: AMAZONIAN CULTURES AND CONSERVATION SPRING 2014

TUESDAYS AND THURSDAYS 6:00-7:45PM
PORTER COLLEGE ROOM 148
5 UNITS

Professor Flora Lu

Office: Natural Sciences II, Room 479
Office Hours: Wednesdays 1:00-3:00pm & by appt.
☎ (O) 459-2034
Email: floralu@ucsc.edu

Teaching Assistant: Flavia Oliveira

Office: Natural Sciences II, Room 433
Office Hours: Tuesdays 12:00-2:00pm & by appt.
☎ (858) 260-9838
Email: fstoike@ucsc.edu

COURSE DESCRIPTION AND GOALS

With its remarkable biological and cultural diversity, the Amazon region has captivated outsiders and has influenced the ways academics think about the human–environment relationship. Moreover, with the continued destruction of ecosystems and the assimilation of indigenous peoples, a more sophisticated understanding and heightened awareness of this endangered region becomes increasingly urgent. In this course we will use a case study approach to examine the adaptation of selected indigenous peoples to diverse Amazonian environments. We will examine their histories of contact, social organization, resource management techniques, cultural characteristics, and mixed subsistence and market economies. This background will provide a strong basis to discuss current challenges facing native Amazonians, from fortress conservation to large hydroelectric power projects, as well as their ongoing struggles to organize themselves for self-determination and human rights.

Although we focus on native Amazonian groups, the insights you will gain over the coming term are applicable to groups in many different ecological and cultural contexts. Therefore I have designed the course to highlight three major themes of broad significance to the study of the human/environment interrelationship that are well illustrated in the case of the Amazon.

- ❖ First, we will emphasize the fundamental importance of appreciating ecological and cultural diversity, and of understanding the processes that contribute to them across temporal and spatial scales. Often in the media we see images of the Amazon as a homogeneous, misty, and dense green canopy and its indigenous residents as synonymous with characters like those in the film, *The Emerald Forest*. And yet the Amazon Basin encompasses an area about two-thirds the size of the US with an equally broad range of habitats. Likewise its human populations are diverse in their languages, origins, ways of life, and in their political and social context.

- ❖ Second, besides being incredibly diverse, ecological and cultural systems are inherently dynamic. The Amazon and its people are commonly depicted as timeless, isolated, and static. And yet, culture change wasn't something that began only when Europeans "discovered" the New World, nor are its forests and savannas "virgin" habitats only recently threatened by deforestation and degradation. We will examine the interactions between environment and society over time. By examining these processes of change, we hope to understand when and how Amazonian peoples have been resilient, and what lessons can be learned to strengthen their ability to face current challenges from their integration into nation-states and market economies and the impacts of globalization, to the undermining of their resource rights.
- ❖ Third, an interdisciplinary human/environmental approach analyzes people as an integral part of ecosystems. We will question the human-nature dichotomy that pervades Western thought and that views "pure nature" both as untouched by humans and as inevitably undermined by human actions. The Amazon provides an excellent case study for analyzing this relationship since it is one where even "pristine" and "wild" areas have been impacted by human activity. We will examine the ways that nature and culture are inextricably intertwined, and how this informs conservation policies.

COURSE OBJECTIVES

To achieve these thematic goals, here are the following course objectives and skills:

To analyze cultural and ecological diversity, you will be able to:

- Identify the ecological characteristics of the Amazon region and the differences between different ecosystems, explaining how this diversity presents differing constraints and opportunities;
- Characterize Amazonian cultural and linguistic diversity;
- Distinguish diverse forms of social organization, gender relations and power dynamics.

To comprehend patterns of cultural dynamism and resilience in light of current challenges faced by Amazonian peoples, you will:

- Formulate a history of institutional, cultural, and political change for the case studies;
- Show how popularized perceptions of cultural change fail to encompass complex and varied outcomes, strategies, and forms of adaptation;
- Identify the changes in demography, diet, health, social relations, and settlement patterns in indigenous populations as a result of sustained outside contact;
- Explain the current threats posed by corporate resource extraction and other large-scale political and economic processes;
- Illustrate mechanisms for indigenous self-determination and conservation.

To more fundamentally understand and appreciate the interrelationships between nature and culture, you will learn to:

- Describe some resource management techniques used by Amazonian populations in their horticulture;
- Describe some resource management techniques of game resources by Amazonian populations;
- Illustrate how cultures have shaped nature over time and critically assess the claims that have been made regarding the role of Native Amazonians in tropical conservation.

COURSE FORMAT AND EXPECTATIONS

This course will be composed of lectures, guest speakers, in-class discussions, videos, and class activities. The exams will draw heavily from lectures and discussions and your consistent attendance is required. On days in which we have a guest lecturer, failure to attend class will result in a loss of 10 points to your final grade. Please note that you must come to class having done the readings assigned for that day and be prepared to actively participate in class (both during lectures and discussions). Full participation points for attendance are only awarded with a punctual arrival and leaving after class is over.

Articles and chapters constitute the reading for the course and they are available either as pdfs on eCommons or as a course reader available for purchase at the Literary Guillotine (204 Locust St, SC 95060, (831) 457-1195, open M-Sat 10am-6pm).

ASSIGNMENTS AND GRADING

Your grade will be determined as follows:

Assignment		Points Earned	Maximum Points
Attendance and Participation	Consistent attendance of class (on time arrival and staying throughout). Unexcused absence = -5 pts. Unexcused absences on guest lecture days = -10 pts		50
Weekly Papers	For each, timely submission = 3; quality of work (thought, writing quality, incorporation of readings and experiences) = 7; grammatical correctness (spelling, punctuation, etc.) = 5		150
Midterm Exam	Quality of documentation = 40; thorough, thoughtful analysis = 40; writing quality = 20		100
Final Exam	Quality of documentation = 40; thorough, thoughtful analysis = 40; writing quality = 20; integration and synthesis of course concepts = 50		150
	TOTAL POINTS		450

Grade	Points	Grade	Points	NOTE
A+ (100+%)	451-460	B- (75-79%)	337-359	For extraordinary effort, 5-10 extra points will be awarded
A (95-100%)	427-450	C+ (70-74%)	315-336	
A- (90-94%)	405-426	C (60-69%)	270-314	
B+ (85-89%)	382-404	D (50-59%)	225-269	
B (80-84%)	360-381	F (<49%)	0-224	

Your participation grade will be based on attendance and involvement in discussions. Every week, you are required to turn in a paper on the readings (you get one free pass). This is a 2 to 3 page (1.5 spaced, 11-12 point font) assignment in which you address a prompt that I will provide you beforehand. For every day the reaction paper is late, 2 points will be deducted. Exams will be open-book, take-home essays and will emphasize critical thinking and analysis. For the midterm exam, late assignments will be docked 20 points each day; no late final exams will be accepted. Please print your assignments on both sides of the sheet if possible to save paper. You will be expected to substantiate your arguments with specifics that illustrate your comprehension of Amazonian human ecology and culture. You will be evaluated on your ability to synthesize different perspectives and to make connections among them. As with papers, exams should be well organized, professionally presented, and exhibit proper citation style. Please turn in a hard copy of your midterm at the beginning of class on Tuesday, May 6th. Hard copies of final exams are due when the in-class final would have been held, on Monday, June 9th. Drop them off in Dr. Lu's office in NS2 479 no later than 5:00pm.

In addition to a letter grade for your written work, I will provide feedback using the following criteria:

CONTENT

Grade	Criteria
A+	Outstanding explanation with superior supporting information; unusual insights and flashes of brilliance; creative and original analyses and thoughts; goes well beyond minimum required for the assignment
A	Good solid job of explanation, with excellent support from examples, data, etc. Excellent reasoning, or excellent explanations; goes beyond the minimum required for the assignment.
B	Good solid job; does what the assignment asks; decent reasoning or explanations; decent support by data, examples, and so forth.
C	Decent explanation but too general or some inaccuracies or flaws in reasoning or coverage; is accurate but cursory and does not meet the minimum required for a complete answer.
D	Doesn't effectively address assignment; fails to support assertions with data or examples; unclear explanations; inadequate understanding; major flaws in reasoning or explanations
F	Answer missing or does not answer the question

WRITING

Grade	Criteria
A	Excellent paper with a style that goes beyond grammatical correctness to real readability.
B	Excellent paper with good paragraph organization and interesting sentences; good grammar, very few spelling errors; does not read like a first draft.
C	Decent organization; serviceable prose; reads like a first draft; a paper with excellent writing will still earn a 3 if it contains many spelling errors and is clearly not proofread.
D	Disorganized: awkward sentence structure; poor grammar; poor spelling
F	Similar problems to D's, but worse

Content will be rated more highly than writing in computing your grade, though poor writing will lower your grade if your main points are unclear or your argument disorganized.

All your submitted writings must be your own original work. Whenever you refer to the work of others, be sure to give its source. Cite references directly in the text using the format (author year) or (author year: page), and then include an alphabetical list of all references cited at the end of the paper. Identifying ideas or quoting passages, including information taken from the Internet, to strengthen arguments and to acknowledge sources is essential and is the hallmark of scholarly work. Keeping track of the sources you use and using a consistent style of documentation will help you avoid unwittingly committing plagiarism. Plagiarism is intellectual theft and fraud. Examples of plagiarism include buying papers from the Internet or other sources; downloading materials from the Internet and passing it off as your own writing or using any part of it without acknowledging the source; taking published ideas of others and passing them off as your own. Any writing that is directly copied or any idea not your own must be identified and cited. Acknowledgments must also be made for maps, tables, figures, and text, if they are copied.

Normally a short quotation is presented within quotation marks in double-spacing. A quotation longer than two sentences is set off as a block on its own, indented, in single spaced typing and not within quotation marks. A quotation may be shortened by omitting irrelevant material. This is done by using ellipses – three equally spaced points or periods. For example, “Land use was most extensive in the south...[became] intensive as one approached the alluvial soils...[and] was barely apparent on the skeletal soils of the highlands” (Tuimono 1991: 23). The ellipses show that something has been omitted and the square brackets [] are used to show that the present author quoting the passage has injected material not in the original. Don’t overuse quotations. Well chosen, they can strengthen arguments, provide lively description, or make a telling point. Think of using quotations when the **way** someone says something is just as important as the actual content. Generally, you can probably rephrase points more succinctly than quoting verbatim.

If you qualify for classroom accommodations because of a disability, please get an Accommodation Authorization from the Disability Resource Center (DRC) and submit it to me in person outside of class (e.g., office hours) within the first two weeks of the quarter. Contact DRC at 459-2089 (voice), 459-4806 (TTY), or <http://drc.ucsc.edu> for more information on the requirements and/or process.

Please also familiarize yourself with UCSC’s policy on the unauthorized sale of course notes, available at: <http://news.ucsc.edu/2010/11/course-notes-notehall.html>.

TIPS FOR SUCCESS

Do not take this class if you are not prepared to work hard and do a significant amount of reading. Students who have been successful in the course previously have had certain traits in common. These students...

- Read the material well in advance of class (i.e., a night or two before, not 15 minutes before class);
- Looked up new or unfamiliar words or terminology;
- Took notes as they read and/or highlighted with a purpose (i.e., they didn’t highlight everything);
- Wrote questions during reading when something was unclear or confusing to ask the professor;
- Planned ahead;
- Brought their books, notes, readings, and a copy of their syllabi to class everyday;
- Came to class regularly, on time, and prepared to be called on by the professor;
- Asked questions as well as answered questions;
- Were awake, alert, and attentive during lecture;

- Took notes during class lectures, films, and discussions;
- Turned off cell phones and did not text during class time;
- Only used laptops in class for note-taking purposes;
- Reviewed lecture notes after class to fill in anything missed;
- Studied and reviewed their notes regularly;
- Understood that grades are earned, not given;
- Asked for help when they needed it, early in the term;
- Offered to help classmates when they needed it;
- Went through their exams and assignments to understand how they could improve;
- Learned from their mistakes as well as successes;
- Came to office hours or made appointments to meet with the professor;
- Were open to diverse viewpoints and perspectives and had intellectual curiosity;
- Treated their classmates and professor with respect;
- Kept trying and were patient with themselves as with others;
- Pushed themselves to new levels of understanding, synthesis and application;
- Tried to link course concepts to everyday life, news and current events, etc.;
- Were committed to making the classroom a welcoming, diverse, and collegial place.

How to read a journal article: While there are some readings from the popular press, most of the readings for this class are peer-reviewed journal articles or chapters from academic edited volumes. It is important for you to know how to interpret and assess such papers. For each reading, I advise that you write a summary that answers the following questions (these summaries will help you with the weekly papers and exams):

- What were the main research question and/or the purpose of the reading?
- What was the target population or sample under consideration?
- What was/were the main argument(s)? What was the author(s) key assertions or claims? What assumptions (or implicit premises) are being made in this argument?
- What was the methodology of the study? Does it seem adequate?
- What are the key results and findings? Taken together, are they sufficient support for the argument? If not, what else is needed?
- Are the implications and significance of the research adequately articulated without being overblown?
- What are the strengths and weaknesses of the reading?

COURSE SCHEDULE

Class #1: Tuesday, April 1, 2014

Introduction to the Course

Readings:

Brown, Chip. 2014. "Kayapo Courage." *National Geographic* January 2014: 30-55. Available at:

<http://ngm.nationalgeographic.com/2014/01/kayapo/brown-text>

Horne, Bethany. 2014. "After all the people we killed, we felt dizzy." *Newsweek* January 2, 2014. Available at:

<http://mag.newsweek.com/2014/01/03/people-killed-felt-dizzy.html>

Wallace, Scott. 2013. "Rain Forest for Sale." *National Geographic* January 2013: 82-119. Available at:

<http://ngm.nationalgeographic.com/2013/01/125-yasuni-national-park/wallace-text>

Assignment:

REACTION PAPER #1 DONE IN CLASS

*****PART ONE: FUNDAMENTALS*****

Class #2: Thursday, April 3, 2014

Amazonian Ecologies

Readings:

Sponsel, Leslie E. 1986. "Amazon ecology and adaptation." *Annual Review of Anthropology* 15: 67-97.

(Optional) Kricher, John C. 1989. "A rain forest: First impressions." In *A Neotropical Companion*. Princeton: Princeton University Press. Pp. 30-65.

Class #3: Tuesday, April 8, 2014

Pristine or Anthropogenic Forests?

Readings:

Mann, Charles C. 2002a. "1491." *The Atlantic Monthly*. March 2002: 41-53.

Mann, Charles C. 2002b. "The real dirt on rainforest fertility." *Science* 297: 920-923.

Mann, Charles C. 2008. "Ancient earthmovers of the Amazon." *Science* 321: 1148-1152.

Cronon, William. 1996. "The trouble with wilderness; or, Getting back to the wrong nature." In William Cronon, ed. *Uncommon Ground: Rethinking the Human Place in Nature*. New York: WW Norton. Pp. 69-90.

Assignment:

REACTION PAPER #2 DUE IN CLASS (Sponsel, Mann³, Cronon)

Class #4: Thursday, April 10, 2014

Legacies of Contact

Readings:

Clement, Charles R. 1999. "1492 and the loss of Amazonian crop genetic resources." *Economic Botany* 53(2): 188-202.

Heckenberger, Michael J., J. Christian Russell, Joshua R. Toney, and Morgan J. Schmidt. 2007. "The legacy of cultural landscapes in the Brazilian Amazon: Implications for biodiversity." *Philosophical Transactions: Biological Sciences* 362(1478): 197-208.

(optional) Cleary, David. 2001. "Towards an environmental history of the Amazon: From prehistory to the 19th century." *Latin American Research Review* 36(2): 64-96.

*****PART TWO: THE WAORANI, ECUADOR AND OIL*****

Class #5: Tuesday, April 15, 2014

Introduction to the Waorani

Readings:

Finer, Matt, Varsha Vijay, Fernando Ponce, Clinton N. Jenkins, and Ted R. Kahn. 2009. "Ecuador's Yasuni Biosphere Reserve: A Brief Modern History and Conservation Challenges." *Environ. Res. Lett.* 4: 1-15.

Yost, James A. 1991. "People of the forest: The Waorani." In Acosta-Solis, et al. *Ecuador in the Shadow of Volcanoes*. Quito: Abya Yala. pp. 96-115.

Assignment:

REACTION PAPER #3 DUE IN CLASS (Clement, Heckenberger, Finer et al. 2009, Yost)

Class #6: Thursday, April 17, 2014

Amazonian Hunting

Readings:

Shepard Jr., Glenn, Taal Levi, Eduardo Góes Neves, Carlos Peres, and Douglas Yu. 2012. "Hunting in ancient and modern Amazonia: Rethinking sustainability." *American Anthropologist* 114(4): 652-667.

Yost, James A. and Patricia M. Kelley. 1983. "Shotguns, blowguns and spears: An analysis of technological efficiency." In *Adaptive Responses of Native Amazonians*. R. B. Hames and W. T. Vickers, Eds. New York, Academic Press. Pp. 189-222.

Class #7: Tuesday, April 22, 2014

Social Organization and Common Property

Readings:

Holt, Flora. 2001. "The common property regime of the Huaorani of Ecuador." *Human Ecology* 29: 425-447.

Lu, Flora and Ciara Wirth. 2011. "Conservation perceptions, common property, and cultural polarization among the Waorani of Ecuador's Amazon." *Human Organization* 70(3): 233-243.

Assignment:

REACTION PAPER #4 DUE IN CLASS (Shepard et al., Yost & Kelley, Holt, Lu & Wirth)

Class #8: Thursday, April 24, 2014

Oil in Ecuador

Guest Lecture: Paul Paz y Miño, Amazon Watch

Readings:

Finer, Matt et al. 2008. "Oil and gas projects in the Western Amazon." *PLoS ONE* 3(8): e2932.

Lu, Flora and Néstor L. Silva. "Tragedies and the commons: Oil extraction and the fraying social fabric among the Waorani of Amazonian Ecuador." Manuscript submitted in February 2014 to *American Ethnologist*.

Class #9: Tuesday, April 29, 2014

Aguinda v. Chevron

Film: "Crude"

Readings:

Sawyer, Suzana. 2002. "Bobbittizing Texaco: Dis-membering corporate capital and re-membering the nation in Ecuador." *Cultural Anthropology* 17(2): 150-180.

Valdivia, Gabriela. 2007. "The 'Amazon Trial of the Century': Indigenous identities, transnational networks, and petroleum in Ecuador." *Alternatives* 32: 41-72.

Assignment:

REACTION PAPER #5 DUE IN CLASS (Finer et al. 2008, Lu & Silva, Sawyer, Valdivia)

MIDTERM EXAM HANDED OUT, DUE TUESDAY MAY 6 IN CLASS

Class #10: Thursday, May 1, 2014

Yasuni National Park and the ITT Initiative

Guest Lecture, Néstor Silva, Department of Anthropology, Stanford University

Assignment:

Continue working on take-home midterm

*****PART THREE: THE KAYAPO, BRAZIL AND HYDROELECTRICITY*****

Class #11: Tuesday, May 6, 2014

Brazil, Traditional Peoples, and Resource Management

Guest Lecture, Flavia Oliveira

Reading:

Oliveira, F.C. de, and N. Hanazaki. 2011. "Ethnobotany and ecological perspectives on the management and use of plant species for a traditional fishing trap, southern coast of São Paulo, Brazil." *Journal of Environmental Management* 92(7): 1783-1792.

(optional) Begossi, A. 1998. "Resilience and neo-traditional populations: the *caíçaras* (Atlantic Forest) and the *caboclos* (Amazon, Brazil)." In F. Berkes, C. Folke, and J. Colding, editors. *Linking social and ecological systems*. Cambridge University Press, Cambridge, United Kingdom.

Assignment:

Please make three constructive suggestions for improvement on the Oliveira & Hanazaki (2011) paper (due in class)

MIDTERM EXAM DUE IN CLASS

Class #12: Thursday, May 8, 2014

Introduction to the Kayapó

Movie: "The Kayapó Indians of the Brazilian Rain Forest"

Reading:

Rabben, Linda. 2004. "The people from between the waters." Chapter 3 from *Brazil's Indians and the Onslaught of Civilization: The Yanomami and the Kayapó*. Seattle: University of Washington Press. Pp. 48-68.

Zanotti, Laura C. 2009. "Economic diversification and sustainable development: The role non-timber forest products play in the monetization of Kayapó livelihoods." *Journal of Ecological Anthropology* 13(1): 26-41.

Assignment:

REACTION PAPER #6 DUE IN CLASS (Oliveira & Hanazaki, Rabben, Zanotti)

Class #13: Tuesday, May 13, 2014

Kayapó Ethnoecology

Reading:

Posey, Darrell. 2002. "Wasps, warrior and fearless men: Ethnoentomology of the Kayapó Indians of Central Brazil." In Darrell A. Posey, *Kayapó Ethnoecology and Culture*. Routledge: London. Pp. 82-92.

Class #14: Thursday, May 15, 2014

Kayapó Agriculture

Readings:

Posey, Darrell A. 1997. "Indigenous knowledge, biodiversity, and international rights: Learning about forests from the Kayapó Indians of the Brazilian Amazon." *Commonwealth Forestry Review* 76(1): 53-60.

Posey, Darrell A. 1998. "Diachronic ecotones and anthropogenic landscapes in Amazonia: Contesting the consciousness of conservation." In William Balée, ed. *Historical Ecology*. New York: Columbia University Press. Pp. 104-118.

(optional) Hecht, Susanna B. 2003. "Indigenous soil management and the creation of Amazonian Dark Earths: Implications of Kayapó practices." In Johannes Lehmann et al., eds. *Amazonian Dark Earths: Origin, Properties, Management*. Dordrecht: Kluwer Academic Publishers. Pp. 355-372.

Assignment:

REACTION PAPER #7 DUE IN CLASS (Posey?)

Class #15: Tuesday, May 20, 2014

Hydroelectric Dams and Kayapó Resistance

Movie: "Kayapó Out of the Forest"

Readings:

Fearnside, Philip M. 1999. "Social impacts of Brazil's Tucuruí dam." *Environmental Management* 24(4): 483-495.

Fearnside, Philip M. 2001. "Environmental impacts of Brazil's Tucuruí dam: Unlearned lessons for hydroelectric development in Amazonia." *Environmental Management* 27(3): 377-396.

Turner, Terence and Vanessa Fajans-Turner. 2006. "Political innovation and inter-ethnic alliance: Kayapó resistance to the developmentalist state." *Anthropology Today* 22(5): 3-10.

(optional) Turner, Terence. 1991. "The social dynamics of video media in an indigenous society: The cultural meaning and the personal politics of video-making in Kayapo communities." *Visual Anthropology* 7(2): 68-76.

Class #16: Thursday, May 22, 2014

Belo Monte

Guest Lecturer: Dr. Paul Little

Readings:

Fearnside, Philip. 2006. "Dams in the Amazon: Belo Monte and Brazil's hydroelectric development of the Xingu River Basin." *Environmental Management* 38(1): 16-27.

International Rivers. May 2012. "Belo Monte: Massive dam project strikes at the heart of the Amazon." International Rivers: Berkley, CA.

Little, Paul. 2014. *Mega-Development Projects in Amazonia: A Geopolitical and Socio-Environmental Primer*. Peru: RAMA, ARA, DAR.

The Economist. 2013. "The rights and wrongs of Belo Monte." May 4th, 2013. Available at:

<http://www.economist.com/news/americas/21577073-having-spent-heavily-make-worlds-third-biggest-hydroelectric-project-greener-brazil>

Assignment:

REACTION PAPER #8 DUE IN CLASS (Turner & Fajans-Turner, Fearnside?, IR and *Economist* articles)

*****PART FOUR: INDIGENOUS PEOPLE AND CONSERVATION*****

Class #17: Tuesday, May 27, 2014

The Ecologically Noble Savage

Movie: "Amazon Journal"

Readings:

Conklin, Beth and Laura R. Graham. 1995. "The shifting middle ground." *American Anthropologist* 97: 695-710.

Nadasdy, Paul. 2005. "Transcending the debate over the ecologically noble Indian: Indigenous peoples and environmentalism." *Ethnohistory* 52(2): 291-331.

Redford, Kent H. 1990. "The ecologically noble savage." *Orion Summer*: 25-29.

(optional)Whittemore, Hank. 1992. "The man who would save the world." *Parade Magazine*. Available at:
<http://hankmemoir.wordpress.com/2010/01/>

(optional) Rabben, Linda. 2004. "Payakan: A cautionary tale." Chapter 4 from *Brazil's Indians and the Onslaught of Civilization: The Yanomami and the Kayapó*. Seattle: University of Washington Press. Pp. 69-89.

Class #18: Thursday, May 29, 2014

Resurgent Protectionists

Readings:

Chapin, Mac. 2004. "A challenge to conservationists." *World Watch* November/December 2004: 17-31.

Dowie, Mark. 2009. Ch. 4 "BINGO" and Ch. 6: "Exclusion." In *Conservation Refugees: The Hundred-Year Conflict between Global Conservation and Native Peoples*. Cambridge: MIT Press. Pp. 45-64, 79-100.

Terborgh, John. 1999. "The danger within." In *Requiem for Nature*. Washington DC: Island Press. Pp. 40-58.

Assignment:

REACTION PAPER #9 DUE IN CLASS (Conklin & Graham, Nadasdy, Redford)

Class #19: Tuesday, June 3, 2014

Conservationists and Indigenous Peoples

Readings:

Holt, Flora L. 2005. "The Catch-22 of Conservation." *Human Ecology* 33(2): 199-215.

Paulson, Nels, Ann Laudati, Amity Doolittle, Meredith Welsh-Devine, and Pablo Pena. 2012. "Indigenous peoples' participation in global conservation: Looking beyond headdresses and face paint." *Environmental Values* 21: 255-276.

Zimmerman, B., C.A. Peres, J.R. Malcolm, and T. Turner. 2001. "Conservation and development alliances with the Kayapó of south-eastern Amazonia, a tropical forest indigenous people." *Environmental Conservation* 28(1): 10-22.

Class #20: Thursday, June 5, 2014

Course Summary and Evaluation

UCSC/Amazonian Legacies

Assignment:

REACTION PAPER #10 DUE IN CLASS (Chapin, Dowie, Terborgh, Holt, Paulson, Zimmerman et al.)

FINAL EXAM HANDED OUT, DUE MONDAY, JUNE 9th by 5pm in Dr. Lu's office (NS2, 479)