

ENVIRONMENTAL ANTHROPOLOGY
ANTH 4400/5400
Spring 2017

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Contact Information

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Course Introduction

While the “environment” is commonly understood to be whatever is not human, ultimately all human societies emerge from and are embedded within specific environments. “Nature” and “culture” is, in the end, a false binary. Furthermore, the environmental crisis we face in 2018 is a human crisis – one which cannot be understood unless we analyze the sociocultural factors which have influenced, and are influenced by, our ecological contexts. As such, anthropology (the comparative and holistic study of humanity) has a great deal to tell us about the state of our environment. Environmental anthropology (a subset of cultural anthropology) involves the study of humans and their multitudinous relationships to their environments, as well as the use of anthropological methods and perspectives to provide insight, and in some cases solutions, to environmental problems.

In this course we will explore anthropological approaches to the environment and the ways in which cultural anthropology can shed light on, and suggest remedies for, present-day environmental realities. In addition, you will conduct research projects which provide practical training in utilizing an environmental anthropology framework for sustainability practice. Ultimately, the goal of this course is to facilitate students’ training as individuals capable of addressing the complex and pressing environmental crises we face.

Required Texts

1. Haenn, Wilk, and Harnish, *The Environment in Anthropology: A Reader in Ecology, Culture, and Sustainable Living*, 2nd edition (New York University Press, 2016) (HWH)
2. All other readings will be made available on Canvas under the “Files” tab (C)

Learning Objectives

Objective	Corresponding Assignment(s)
1. Identify sociocultural, discursive, and political-economic factors related to human interactions with the environment	Discussions; Quizzes
2. Identify, use, and evaluate major theoretical perspectives within environmental anthropology	Quizzes; Discussions
3. Utilize these anthropological perspectives to analyze real-world environmental issues	Project; Discussions
4. Ethnographically research environmental values and perceptions	Interview Report

Assignments

Discussions: Each week, you will take part in an online discussion (through Canvas) relating to that week’s readings and module. You will be responsible for at least:

- Two original posts (responding to the two prompts I will provide)
- Two response posts (wherein you respond thoughtfully to a peer’s original post)

This will total four posts per week. However, I encourage you to do more than four; ideally, this would replicate a face-to-face class discussion wherein there is an engaging back-and-forth between students. You will be graded on the overall quality of your discussion contributions each week. **Due: Each Saturday at midnight CST (unless otherwise noted).**

Quizzes: There will be four quizzes throughout the course, at the conclusion of each unit. These will contain questions over the readings and modules. **Due (by midnight CST):**

Quiz 1: 02/03/18

Quiz 2: 03/03/18

Quiz 3: 04/14/18

Quiz 4: 05/05/18

Research Project Outline: As preparation for the website project (see below) you will submit a 1-page (single-spaced) outline of their proposed project, with at least three applicable sources cited. **Due: 02/10/18, midnight CST.**

Research Project: This will be a research project on a specific environmental issue, analyzed using three theoretical concepts from the course. There are two options for this project, depending on your preference and professional goals:

1. *Option 1 (Website Project):* You will develop a website detailing and analyzing the environmental issue, replicating the kind of online presentation many of you will do in your careers. The website must contain at least ten full paragraphs of text. **OR**

2. *Option 2 (PowerPoint/Audio Project):* You will create a PowerPoint presentation, with a corresponding 15 minute audio presentation (this should be done through the PowerPoint software's recording function).

These projects will be submitted through Canvas and available for the class. Additional details will be provide in a separate document. **Due: 03/31/18, midnight CST.**

Interview Report: Students will conduct two interviews regarding perceptions of pollution with individuals in their area (not classmates), and then write a 3-page (single-spaced) report, submitted through canvas. An interview guide and additional details will be provided in separate documents. **Due: 03/10/18, midnight CST.**

Grade Components

Discussion.....	300 Points
Quizzes (4x60 points).....	240 Points
Project Outline.....	10 Points
Research Project.....	300 Points
<u>Interview Report.....</u>	<u>150 Points</u>
Total.....	1000 Points

Grading Scale

900-1000 A / 800-899 B / 700-799 C / 600-690 D / 0-599 F

Course Policies

1. Withdrawal: If you are unable to complete this course, you must officially withdraw by the University-designated date (for a “W” with instructor approval). Withdrawing from a course is a formal procedure that **you** must initiate. I cannot do it for you. If you simply stop participating and do not withdraw, you will receive a performance grade, usually an “F”.

2. Extra Credit: I will notify the class of any extra credit opportunities.

3. Acceptable Student Behavior: Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the class environment and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu. **In this classroom, “acceptable student behavior” includes being respectful of others' thoughts, opinions, experiences, and perspectives.** The same guidelines that apply to traditional classes should be observed in the virtual classroom environment: please be respectful and polite when interacting with class members and the professor.

4. Contacting the Professor: Please feel free to come by office hours for assistance. Otherwise, email is the best way to get in touch with me outside of class: adam.dunstan@unt.edu. In the email, you must indicate your course and full name to facilitate my response. You must also use your official UNT email,

not a private email. If I have not responded within 24 hours (72 hours on the weekend or holidays), please email me again to make sure that I have received your email.

5. Due Dates: If you have a conflict with any due date or quiz date, it is your responsibility to make alternative arrangements ahead of time – not after the fact. Students may not take quizzes or complete discussion posts late unless I have given previous written permission, or there has been a documented medical emergency. Allowing alternative arrangements in such instances is entirely at my discretion.

6. Late Work: Discussion posts and quizzes are not accepted late except in the circumstances identified in policy #5. The project outline, interview report and research project may be submitted late, but with penalty. For each day late there will be a 10% deduction in the total score. If there is an emergency, please contact me; all exceptions are at my discretion.

7. Academic Misconduct: The Department of Anthropology does not tolerate plagiarism, cheating, or helping others to cheat. Students suspected of any of these will be provided the opportunity for a hearing; a guilty finding will merit an automatic “F” in the course. In addition, I reserve the right to pursue further disciplinary action within the UNT legal system, which may result in dismissal from the university. Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional. Any facts, statistics, quotations, or paraphrasing of any information that is not common knowledge, should be cited. For more information on paper writing, including how to avoid plagiarism, and how to use citations, see <http://www.unt.edu/csrr/>. For information on the University’s policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, <http://www.unt.edu/csrr/>.

8. ADA: The Anthropology Department does not discriminate based on an individual’s disability, as required by the Americans with Disabilities Act. Our program provides academic adjustments or help to individuals with disabilities, and attempts will be made to meet all certified requirements. The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://disability.unt.edu/>. You may also contact them by phone at (940) 565-4323.

9. Copyright: Some or all of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies.

10. Policy on Server Unavailability or Other Technical Issues: The University is committed to providing a reliable online course system to all users. In the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor may extend the time windows at his discretion and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the UNT Student Help Desk: helpdesk@unt.edu or (940) 565-2324. The instructor and the UNT Student Help Desk will work with the student to resolve any issues, but please be aware this may take some time.

12. Schedule Changes: The Course Schedule (including assigned readings and due dates) may be changed at the discretion of the instructor. In particular, readings will likely be added based on students' interests. Please check Canvas and email regularly to be made aware of any changes.

13. Important Notice for F-1 Students Taking Distance Education Course: For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

COURSE SCHEDULE

Please Note: The schedule may be changed at the discretion of the instructor; please check Canvas and email regularly to be made aware of any changes.

Date	Online Module	Reading/Films	Assignment Due
UNIT 1	The Roots of Environmental Anthropology		
01/16-01/20	Module 1: Introduction to The Course	<p>HWH: Ch. 40 Graddy-Lovelace et al., “World is Burning, Sky is Falling, All Hands on Deck! Reflections on Engaged and Action-Oriented Socio-Environmental Scholarship” (Pp. 445-475)</p> <p>Film: “First Contact”</p> <p><i>Total Pages of Reading: 31</i></p>	01/20: Discussion 1
01/21-01/27	Module 2: Theoretical Foundations (Part 1)	<p>HWH: “So What is Environmental Anthropology?” (Pp. 1-8) Ch. 1 Steward, “The Concept and Method of Cultural Ecology,” (Pp. 12-17) Ch. 2 Netting, “Smallholders, Householders” (Pp. 18-21)</p> <p>CNV: McGuire, “The Last Northern Cod” (Pp. 41-51)</p> <p>Film: “The Goddess and the Computer”</p> <p><i>Total Pages of Reading: 29</i></p>	01/27: Discussion 2
01/28-02/03	Module 3: Theoretical Foundations (Part 2)	<p>CNV: Kottak, “The New Ecological Anthropology” (Pp. 23-34) Greider and Garkovich, “Landscapes: The Social Construction of Nature and the Environment” (Pp. 1-21)</p> <p>HWH: Ch. 5 Nazarea, “A View from a Point: Ethnoecology as Situated Knowledge” (Pp. 41-46) Ch. 34 Escobar, “Difference and Conflict in the Struggle over Natural Resources: A Political Ecology Framework” (Pp. 362-371)</p> <p><i>Total Pages of Reading: 46</i></p>	02/03: Discussion 3; Quiz 1

UNIT 2	Forces of Environmental Change		
02/04-02/10	Module 4: Ecological Ethics and Worldviews	<p>HWH: Ch. 6 McNeil, "Ethics Primer for University Students Intending to Become Natural Resources Managers" (Pp. 48-55)</p> <p>CNV: Sponsel, "Spiritual Ecology: One Anthropologist's Reflections" (Pp. 340-346) Dunstan, "What Was Damaged? Taking Sacred Ecology into Account in Environmental Impact Assessment" (Pp. 1-8) Pike, "Mourning Nature: The Work of Grief in Radical Environmentalism" (Pp. 419-438)</p> <p>Film: In The Light of Reverence</p> <p><i>Total Pages of Reading: 42</i></p>	02/10: Discussion 4; Project Outline
02/11-02/17	Module 5: Population Growth	<p>HWH: Ch. 9 Bloom, "7 Billion and Counting" (Pp. 75-77) Ch. 10 Sherbinin et al., "Rural Household Demographics, Livelihoods, and the Environment" (Pp. 79-89) Ch. 11 Cliggett, "Carrying Capacity's New Guise: Folk Models for Public Debate" (Pp. 91-99)</p> <p>CNV: Pearce, "Consumption Dwarfs Population as Main Environmental Threat"</p> <p><i>Total Pages of Reading: 23+</i></p>	02/17: Discussion 5
02/18-02/24	Module 6: Consumerism, Capitalism, and Scale	<p>CNV: Bodley, "Scale, Adaptation, and the Environmental Crisis" (Pp. 33-62, 70-78)</p> <p>HWH: Ch. 24 Milton, "Cultural Theory and Environmentalism" (Pp. 250-253)</p> <p>Film: "The Story of Stuff"</p> <p><i>Total Pages of Reading: 43</i></p>	02/24: Discussion 6
02/25-03/03	Module 7: Globalization, Colonialism, and Natural Resources	<p>HWH: Ch. 15 Rajan, "Bhopal: Vulnerability, Routinization, and the Chronic Disaster" (Pp. 149-158)</p>	03/03: Discussion 7; Quiz 3

		<p>Ch. 20 Wilk, “Bottled Water: The Pure Commodity in the Age of Branding” (Pp. 214-217)</p> <p>Ch. 23 Tsing, “Friction: An Ethnography of Global Connection” (Pp. 241-243)</p> <p>Ch. 30 Igoe and Brockington, “Neoliberal Conservation: A Brief Introduction” (Pp. 324-329)</p> <p>Ch. 35 Kneen, “The Invisible Giant: Cargill and Its Transnational Strategies” (Pp. 373-378)</p> <p><i>Total Pages of Reading: 27</i></p>	
UNIT 3	Environmental Challenges and Crises		
03/04-03/10	Module 8: Feeding 7 Billion (Sustainably)	<p>HWH</p> <p>Ch. 13 Redman, “The Growth of World Urbanism” (Pp. 124-137)</p> <p>CNV:</p> <p>Townsend, “Complex Societies” (Pp. 37-43)</p> <p>Shoreman-Ouimet, “Concessions and Conservation: A Study of Environmentalism and Anti-environmentalism among Commodity Farmers” (Pp. 52-63)</p> <p>Film: “Seeds of Plenty, Seeds of Sorrow”</p> <p><i>Total Pages of Reading: 33</i></p>	03/10: Discussion 8
03/11-03/17	Spring Break		
03/18-03/24	Module 9: Sustainable Development	<p>CNV:</p> <p>Fricker, “Measuring up to Sustainability” (Pp. 367-374)</p> <p>HWH:</p> <p>Ch. 3 Fairhead and Leach, “False Forest History, Complicit Social Analysis: Rethinking Some West African Environmental Narratives” (Pp. 24-32)</p> <p>Ch. 18, Ferguson and Lohmann, “The Anti-Politics Machine: ‘Development’ and Bureaucratic Power in Lesotho” (Pp. 185-195)</p> <p>Ch. 31, Haenn, “The Power of Environmental Knowledge: Ethnoecology and Environmental Conflicts in Mexican Conservation” (Pp. 332-342)</p> <p><i>Total Pages of Reading: 39</i></p>	03/24: Discussion 9

03/25-03/31	Module 10: Ecotourism and Protected Areas	<p>HWH: Ch. 36 Honey, “Treading Lightly? Ecotourism’s Impact on the Environment” (Pp. 380-388)</p> <p>CNV: Campbell et al., “Political Ecology Perspectives on Ecotourism” (Pp. 200-215)</p> <p><i>Total Pages of Reading: 25</i></p>	03/31: Discussion 10; Research Project; Interview Report
04/01-04/07	Module 11: Climate Change and Other “Inconvenient Truths”	<p>CNV: Nunavut Climate Change Center, “Climate Change Impacts” Ives, “Uprooting ‘Indigeneity’ in South Africa’s Western Cape” (Pp. 311-320) Farbotko and Lazrus, “The First Climate Refugees? Contesting Global Narratives of Climate Change in Tuvalu” (Pp. 382-389) Hughes, “Climate Change and the Victim Slot: From Oil to Innocence” (Pp. 570-579)</p> <p>HWH: Ch. 21 Sawyer, “Indigenous Initiatives and Petroleum Politics in the Ecuadorian Amazon” (Pp. 222-227)</p> <p>FILM: “Tuvalu National Adaptation Programme of Action – Essential Adaptation: Planning for Climate Change”</p> <p><i>Total Pages of Reading: 34</i></p>	04/07: Discussion 11
04/08-04/14	Module 12: Biodiversity Conservation and the Extinction Crisis	<p>CNV: Berkes et al., “Rediscovery of Traditional Ecological Knowledge as Adaptive Management” (Pp. 1251-1260) Trusty, “From Ecosystem Services to Unfulfilled Expectations: Factors Influencing Attitudes Towards the Madidi Protected Area” (Pp. 195-213) Escobar, “Whose Knowledge, Whose Nature?: Biodiversity, Conservation, and the Political Ecology of Social Movements” (Pp. 53-76)</p> <p><i>Total Pages of Reading: 54</i></p>	04/14: Discussion 12; Quiz 3
UNIT 4	Environmental Politics and Policies		
04/15-04/21	Module 13: Environmental Policy and	<p>HWH: Ch. 8 Berkes et al., “The Benefits of the Commons” (Pp. 68-73)</p>	04/21: Discussion 13

	“Natural Resource Management”	Ch. 40 Johnston, “Social Responsibility and the Anthropological Citizen” (Pp. 423-449) <i>Total Pages of Reading: 33</i>	
04/22-04/28	Module 14: Indigenous Peoples, Indigenous Lands	CNV: Sable et al., “The <i>Ashkui</i> Project: Linking Western Science and Innu Environmental Knowledge in Creating a Sustainable Environment” (Pp. 109-125) Redford, “The Ecologically Noble Savage” Nadasdy, “Transcending the Debate over the Ecologically Noble Indian: Indigenous Peoples and Environmentalism” (Pp. 291-322) Igoe, “Global Indigenism and Spaceship Earth: Convergence, Space, and Re-entry Friction” (Pp. 377-387) Film: “Trinkets and Beads” <i>Total Pages of Reading: 60+</i>	04/28: Discussion 14
04/29-05/03	Lesson 15: Environmental Justice and Just Environmentalism	HWH: Ch. 27 Checker, “‘But I Know It’s True’: Environmental Risk Assessment, Justice, and Anthropology” (Pp. 286-297) CNV: Gupta, “Peasants and Global Environmentalism” (Pp. 302-316) <i>Total Pages of Reading: 27</i>	05/03: Discussion 15
05/05-05/07	Finals		05/05: Quiz 4 (“Final”)