

**ANTH 4400/5400**  
**ENVIRONMENTAL ANTHROPOLOGY**  
**Spring 2019**

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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, are embedded within, and shape specific environments. “Nature” and “culture” are, in the end, a false binary. Furthermore, the environmental crisis we face in the 21<sup>st</sup> century is a human crisis – one that cannot be understood unless we analyze the sociocultural and political-economic 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 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. It is closely related to other environmental social sciences and humanities, such as environmental sociology, geography, and environmental philosophy, and many of the concepts overlap.

In this course we will explore anthropological approaches to the environment and the ways in which anthropology (and social science perspectives more broadly) can shed light on, and suggest remedies for, present-day environmental realities. In addition, you will conduct a research project that will provide training in the application of environmental anthropology frameworks. 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) Townsend, *Environmental Anthropology*, 3<sup>rd</sup> ed. (Waveland Press, 2018) (T)
- 2) Haenn, Wilk, and Harnish (eds.), *The Environment in Anthropology: A Reader in Ecology, Culture, and Sustainable Living*, 2<sup>nd</sup> ed. (New York University Press, 2016) (HWH)
- 3) All other readings will be made available on Canvas (CNV)

## Learning Objectives

<b>Objective</b>	<b>Corresponding Assignment</b>
Identify and analyze sociocultural, discursive, and political-economic factors related to human/environment interactions	Discussions; Quizzes
Identify, use, and evaluate major theoretical perspectives within environmental anthropology	Quizzes; Discussions
Utilize these anthropological perspectives to analyze real-world environmental issues	Project; Discussions

## Assignments

**Discussions:** For each module you will take part in an online discussion board (through Canvas) related to the week's readings and module. You will need to post: (1) one post responding to the prompts I provide and (2) one thoughtful response to the post of a peer. This will total two posts per week. However, I encourage you to do more than this; ideally, this would replicate a face-to-face class discussion where there is an engaging back-and-forth between students. You will be graded on the overall quality of your discussion contributions each module. **Due: Every Tuesday by 11:59PM (CST) unless otherwise noted.**

**Quizzes:** There will be four timed quizzes throughout the course, one at the conclusion of each unit. These will contain questions over the readings and modules. You may use the course modules and readings, but no other source or person.

Quiz 1: 02/05/19

Quiz 2: 03/05/19

Quiz 3: 04/09/19

Quiz 4: 05/07/19

**Research Project Outline:** As preparation for the research project (see below), you will submit a 1-page (single-spaced) outline of your proposed project, with at least three applicable sources cited (note: references do not count as part of the page length). **Due: 02/12/19 by 11:59PM (CST).**

**Research Project:** You will develop a website presenting research and anthropological analysis on a specific environmental problem, drawing on analytical frameworks from this course. Additional details will be provided in another document. **Due: 03/26/19 by 11:59PM (CST).**

## Grade Components

Discussion (14x25 points)	350 Points
Quizzes (4x80 points)	320 Points
Research Project Outline	30 Points
Research Project	300 Points
<b>Total Points</b>	<b>1000 Points</b>

## Course Policies

- 1. Withdrawing:** If you are unable to complete this course, you must officially withdraw by the University-designated date (for a “W”). Withdrawing from a course is a formal procedure that YOU must initiate. I cannot do it for you. If you simply stop attending and do not withdraw, you will receive a performance grade, usually an “F”.
- 2. Extra Credit:** I will notify you of any extra credit opportunities.
- 3. Contacting the Professor:** Please feel free to come by office hours, with or without an appointment; if that time does not work, we can make an appointment for another time. If you are not local, we can skype or talk by phone instead, just please let me know if you desire to do so. Otherwise, email is the best way to reach me outside of class: adam.dunstan@unt.edu. You must use your official UNT email, not a private email. In the email, indicate your course and your full name to facilitate my response. Please understand that I may not respond immediately. However, if I have not responded within 24 hours (72 hours on the weekend), please feel free to email me again to confirm receipt.
- 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 late unless there is written permission from the professor before the exam date or there has been a documented medical emergency. Allowing alternative arrangements in such instances is entirely at my discretion.**
- 6. Late Work:** Unexcused submission of late assignments will incur a 10% deduction per day. If there is an emergency, please contact me; all exceptions are at my discretion. For the policy on quizzes, see Policy #5.
- 7. Academic Misconduct:** The Department of Anthropology does not tolerate plagiarism, cheating, or helping others to cheat. Students suspected of any of these can be provided the opportunity for a hearing; a guilty finding will merit an automatic “F” in the course. I also reserve the right to pursue further disciplinary action within the UNT system, which may result in dismissal from the university. Additionally, I reserve the right to assign zero points on specific assignments or quizzes for instances of apparent cheating or plagiarism, at my discretion. 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://anthropology.unt.edu/resources/writing-guide>. 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. 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 forum as applicable 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](http://www.deanofstudents.unt.edu). In this classroom, "acceptable student behavior" includes (but is not limited to), **being respectful of each other's thoughts, opinions, 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 or the processor.

**11. Schedule Changes:** The Course Schedule (including assigned readings and due dates) may be changed at the discretion of the instructor – including the potential addition of readings based on student interests this semester. Please check Canvas and email regularly to be made aware of any changes.

**12. 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.

**13. 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](mailto: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.

**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

Note: The course schedule is subject to change at the professor's discretion; please check Canvas and your email regularly to be appraised of any changes.

<b>Date</b>	<b>Online Module</b>	<b>Reading/Films</b>	<b>Assignment Due</b>
<b>Unit 1</b>	<b>The Roots of Environmental Anthropology</b>		
01/16-01/22	Module 1: Introduction to Environmental Anthropology	<p><b>T:</b> Ch. 1, "Introduction"</p> <p><b>HWH:</b> Ch. 24, Milton, "Cultural Theory and Environmentalism"</p> <p>Ch. 41, Graddy-Lovelace et al., "World is Burning, Sky is Falling, All Hands on Deck!"</p> <p><b>Film:</b> "Owners of the Water" (Canvas)</p>	<b>01/22: Discussion 1</b>
01/23-01/29	Module 2: Theoretical Foundations, Part 1	<p><b>T:</b> Ch. 2, "Julian Steward's Cultural Ecology"; Ch. 3 "Pigs for the Ancestors"</p> <p><b>HWH:</b> Pp. 1-8, "So What is Environmental Anthropology?"</p> <p>Ch. 1, Steward, "The Concept and Method of Cultural Ecology"</p> <p>Ch. 2, McC Netting, "Smallholders, Householders"</p> <p><b>CNV:</b> McGuire, "The Last Northern Cod"</p> <p><b>Film:</b> "The Goddess and the Computer"</p>	<b>01/29: Discussion 2</b>
01/30-02/05	Module 3: Theoretical Foundations, Part 2	<p><b>T:</b> Ch. 3, "Ethnoecology"</p> <p><b>HWH:</b> Ch. 5, Nazarea, "A View from a Point: Ethnoecology as Situated Knowledge"</p> <p>Ch. 34, Escobar, "Difference and Conflict in the Struggle over Natural Resources"</p> <p><b>CNV:</b> Kottak, "The New Ecological Anthropology"</p> <p>Greider and Garkovich, "Landscapes: The Social Construction of Nature and the Environment"</p>	<b>02/05: Quiz 1; Discussion 3</b>

<b>Unit 2:</b>	<b>Factors in Environmental Change</b>		
02/06-02/12	Module 4: Environmental Ethics and Worldviews	<p><b>T:</b> Ch. 13, “Holy Ground”</p> <p><b>HWH:</b> Ch. 6, McNeil, “Ethics Primer for University Students Intending to Become Natural Resources Managers”</p> <p><b>CNV:</b> Sponsel, “Spiritual Ecology”</p> <p>Dunstan, “What Was Damaged?”</p> <p>Pike, “Mourning Nature”</p>	<b>02/12: Project Outline; Discussion 4</b>
02/13-02/19	Module 5: Population Growth	<p><b>T:</b> Ch. 10, “Population and Environment”</p> <p><b>HWH:</b> Ch. 10, Sherbinin et al., “Rural Household Demographics, Livelihoods, and the Environment”</p> <p>Ch. 11, Cliggett, “Carrying Capacity’s New Guise”</p> <p><b>CNV:</b> Pearce, “Consumption Dwarfs Population as Main Environmental Threat”</p>	<b>02/19: Discussion 5</b>
02/20-02/26	Module 6: Consumerism, Capitalism, and Scale	<p><b>T:</b> Ch. 14, “Consumer Cultures”</p> <p><b>HWH:</b> Ch. 24, Milton, “Cultural Theory and Environmentalism” (review it)</p> <p><b>CNV:</b> Bodley, “Scale, Adaptation, and the Environmental Crisis”</p> <p><b>Film:</b> “The Story of Stuff”</p>	<b>02/26: Discussion 6</b>
02/27-03/05	Module 7: Globalization, Colonialism, and Natural Resources	<p><b>T:</b> Ch. 8, “Warfare Ecology”</p> <p><b>HWH:</b> Ch. 15, Rajan, “Bhopal”</p> <p>Ch. 20, Wilk, “Bottled Water”</p> <p>Ch. 23, Tsing, “Friction”</p> <p>Ch. 30, Igoe and Brockington, “Neoliberal Conservation”</p>	<b>03/05: Quiz 2; Discussion 7</b>

		Ch. 35, Kneen, “The Invisible Giant”	
<b>Unit 3:</b>	<b>Environmental Challenges and Crises</b>		
03/06-03/12	Module 8: Feeding 7 Billion (Sustainably)	<p><b>T:</b> Ch. 5, “Amazonian Hunters”; Ch. 6, “Complex Societies”</p> <p><b>HWH:</b> Ch. 13, Redman, “The Growth of World Urbanism”</p> <p><b>CNV:</b> Shoreman-Ouimet, “Concessions and Conservation”</p> <p><b>Film:</b> “Seeds of Plenty, Seeds of Sorrow”</p>	<b>03/12:</b> Discussion 8
03/13-03/19	No Module (Spring Break)		
03/20-03/26	Module 9: Sustainable Development, Ecotourism, and Protected Areas	<p><b>HWH:</b> Ch. 3, Fairhead and Leach, “False Forest History, Complicit Social Analysis,”</p> <p>Ch. 18, Ferguson and Lohmann, “The Anti-politics Machine”</p> <p>Ch. 31, Haenn, “The Power of Environmental Knowledge”</p> <p>Ch. 36, Honey, “Treading Lightly?”</p> <p><b>CNV:</b> Campbell et al., “Political Ecology Perspectives on Ecotourism”</p> <p>Fricker, “Measuring up to Sustainability”</p>	<b>03/26:</b> <b>Research Project;</b> Discussion 9
03/27 – 04/02	Module 10: Climate Change and The Human Costs of Energy Production	<p><b>T:</b> Ch. 9, “The Climate is Changing”</p> <p><b>HWH:</b> Ch. 21, Sawyer, “Indigenous Initiatives and Petroleum Politics in the Ecuadorian Amazon”</p> <p><b>CNV:</b> Nunavut Climate Change Center, “Climate Change Impacts”</p> <p>Ives, “Uprooting ‘Indigeneity’ in South Africa’s Western Cape”</p> <p>Farbotko and Lazrus, “The First Climate Refugees?”</p>	<b>04/02:</b> Discussion 10

		Hughes, “Climate Change and the Victim Slot”  <b>Film:</b> “Tuvalu National Adaptation Programme of Action”	
04/03-04/09	Module 11: Biodiversity Conservation and the Extinction Crisis	<b>T:</b> Ch. 11, “Biodiversity and Health in the Anthropocene”  <b>CNV:</b> Berkes et al., “Rediscovery of Traditional Ecological Knowledge as Adaptive Management”  Trusty, “From Ecosystem Services to Unfulfilled Expectations”  Escobar, “Whose Knowledge, Whose Nature?”	<b>04/09: Quiz 3;</b> Discussion 11;
<b>Unit 4:</b>	<b>Environmental Politics and Policies</b>		
04/10-04/16	Module 12: Environmental Policy and “Natural Resource Management”	<b>T:</b> Ch. 11, “It Isn’t Easy Being Green”  <b>HWH:</b> Ch. 8, Berkes et al., “The Benefits of the Commons”  <b>CNV:</b> Brosius, “Green Dots and Pink Hearts”	<b>04/16:</b> Discussion 12
04/17-04/23	Module 13: Indigenous Peoples, Indigenous Lands	<b>CNV:</b> Ranco, “Invasive Species, Indigenous Stewards, and Vulnerability Discourse”  Igoe, “Global Indigenism and Spaceship Earth”  Redford, “The Ecologically Noble Savage”  Nadasdy, “Transcending the Debate over the Ecologically Noble Indian”  <b>Film:</b> “Trinkets and Beads”	<b>04/23:</b> Discussion 13
04/24-04/30	Module 14: Environmental Justice and Just Environmentalism	<b>HWH:</b> Ch. 27, Checker, “‘But I Know It’s True”  <b>CNV:</b> Fry et al., “Fracking and Environmental (In)justice in a Texas City”  Gupta, “Peasants and Global Environmentalism”	<b>04/30:</b> Discussion 14
05/01-05/07	No Module		<b>Quiz 4 (Due 05/07)</b>