

**ANTH 5400 SECTION 100/ANTH 4400 SECTION 100  
ENVIRONMENTAL ANTHROPOLOGY**

**Fall 2022**

**GENERAL INFORMATION**

**Instructor:** Dr. Karine Narahara (she/her)

Assistant Professor, Department of Anthropology

**Email:** karine.narahara@unt.edu

**Class Time:** Tuesdays and Thursdays, 3:30 – 4:50 pm

**Class Location:** Environmental Education, Science & Technology Bldg – Room 115

**COURSE DESCRIPTION**

The distinction Nature/Culture is central to Western thought and experience and shaped Anthropology as a discipline since its beginning. However, a huge ethnographic production, especially since the 1970s, is showing that this conceptual framework is not universal. As Lévi-Strauss already pointed out in the classic *The Elementary Structures of Kinship* (1949), to anthropology the separation between Nature and Culture is a methodological strategy. Environmental Anthropology, as a subdiscipline that focus in how societies deal with the idea of environment, must consider this conceptual background.

The course is organized in two moments. In the first part, we are going to explore how the separation between Nature and Culture informs anthropological production, analyzing works that show the limits of this conceptual division to deal with certain ethnographic contexts. We will also explore how anthropologists can contribute in these contexts. In the second part, we will explore works that consider contemporary environmental conflicts, and the many ways that people deal with them – especially in Latin America.

**PRE-REQUISITES**

None.

**LEARNING OBJECTIVES**

- Understand how the division Nature/Culture establishes the basis for the anthropological approach to environmental problems.
- Identify different modes of dealing with environmental problems and conflicts.
- Analyze environmental problems through the lens of anthropology.

## **COURSE STRUCTURE**

The first class will be a presentation of the course syllabus and schedule, and the moment for the students to present themselves and their expectations. In the other classes, I will provide a lecture covering the topic and the readings. The students are encouraged to contribute with questions and comments. I recommend all the students to read the texts **before** the classes – also so you can deliver the weekly **Reading Assignments** (see the **ASSIGNMENTS AND FINAL EXAM** section). All the students are encouraged to read all the texts, but Graduate students will have more readings, and do longer Assignments.

## **COURSE READINGS**

### **Unit 1 – Nature and Culture as Anthropological Concepts**

#### **Week 1 - 09.01**

Narahara, Karine. "Nature and Culture: general notes" (Unpublished - on Canvas).

#### **Week 2 – 09/06 and 09/08**

Blaser, Mario. Ontological Conflicts and the Stories of Peoples in Spite of Europe: Toward a Conversation on Political Ontology. *Current Anthropology*, Volume 54, No. 5 (2013): 547-568.

For Graduate Students: Haywood, Paolo. The Ontological Turn. In *The Cambridge Encyclopedia of Anthropology*.

#### **Week 3 – 09/13 and 09/15**

De La Cadena, Marisol. Indigenous Cosmopolitics in the Andes: Conceptual Reflections beyond "Politics". *Cultural Anthropology*, Volume 25, Issue 2 (2010): 334-370.

For Graduate Students: Cruikshank, Julie. Are Glaciers 'Good to Think With'? Recognizing Indigenous Environmental Knowledge. *Anthropological Forum*, Volume 22, Issue 3 (2012): 239-250.

#### **Week 4 - 09/20 and 09/22**

Krenak, Ailton. *Ideas to Postpone the End of the World*. Toronto: House of Anansi Press, 2019. (28 p.)

### **Unit 2 – Environmental Conflicts and Anthropologists as Translators**

#### **Week 5 - 09/27 and 09/29**

Asad, Talal. The Concept of Cultural Translation in British Social Anthropology. In *Writing Culture*, edited by James Clifford and George E. Marcus, 141-164. Berkeley: University of California Press, 1986.

For Graduate Students: Helmreich, Stefan. How Scientists Think About 'Natives', For Example. A Problem of Taxonomy Among Biologists of Alien Species in Hawaii. *Royal Anthropological Institute*, No. 11 (2005): 107-128.

### **Unit 3 - Defending the Land**

#### **Week 6 – 10/04 and 10/06**

Kopenawa, David and Bruce Albert. Setting the Scene; Earth Eaters. In *The Falling Sky: Words of a Yanomami Shaman*, 1-10; 261-281. Cambridge: The Belknap Press, 2013.

For Graduate Students: Kopenawa, David and Bruce Albert. Cannibal Gold. In *The Falling Sky: Words of a Yanomami Shaman*, 282-296. Cambridge: The Belknap Press, 2013.

#### **Week 7 – 10/11 and 10/13**

Cornell, Robert. Maroon Ecology: Land, Sovereignty, and Environmental Justice. *The Journal of Latin American and Caribbean Anthropology*, Vol. 25, No. 2 (2020): 218–235.

For Graduate Students: Escobar, Arturo. Thinking-Feeling with the Earth: Territorial Struggles and the Ontological Dimension of the Epistemologies of the South. In *Knowledges Born in the Struggle: Constructing the Epistemologies of the Global South*, edited by Boaventura S. Santos and Maria P. Meneses, 41-57. New York: Routledge, 2020.

#### **Week 8 – 10/18 and 10/20**

Sletto, Bjørn I. "We Drew What We Imagined": Participatory Mapping, Performance, and the Arts of Landscape Making. *Current Anthropology*, Volume 50, No. 4 (2009): 443-476.

For Graduate Students: Cortines, Ana C., Robson D. Possidônio, Natália C. F. Bahia, João C. H. O. Cruz, Leonardo E. de Freitas and Edmundo Gallo. Social Cartography and the Defense of the Traditional Caiçara Territory of Trindade (Paraty, RJ, Brazil). In: *Climate Change Adaptation in Latin America: Managing Vulnerability, Fostering Resilience*, edited by Walter L. Filho and Leonardo E. de Freitas, 445-456. Cham: Springer, 2018.

### **Unit 4 – Oil and Gas Conflicts**

#### **Week 9 – 10/25 and 10/27**

Guzmán-Gallegos, María A. Controlling Abandoned Oil Installations: Ruination and Ownership in Northern Peruvian Amazonia. In *Indigenous Life Projects and Extractivism: Ethnographies from South America*, edited by Cecilie V. Ødegaard and Juan J. V. Andía, 53-73. Cham: Palgrave Macmillan, 2019.

For Graduate Students: Briggie, Adam. Hand in the Cookie Jar. In *A Field Philosophers' Guide to Fracking: How One Texas Town Stood Up to Big Oil and Gas*, 171-197. New York: Liveright Publishing Corporation, 2015.

## **Unit 5 - Food and Autonomy**

### **Week 10 – 11/01 and 11/03**

Bowens, Natasha. Brown Girl Farming; Black and Loss; Cherokee Seed Bank; Foods are Our Teachers. In: *The Color of Food: Stories of Race, Resilience and Farming*, 14-22; 58-66; 119-126; 268-279. Gabriola Island: New Society, 2015.

For Graduate Students: Garzón, Diego S. and Laura Gutiérrez Escobar. Revolturas: Resisting Multinational Seed Corporations and Legal Seed Regimes through Seed Saving Practices and Activism in Colombia. *The Journal of Peasant Studies*, Volume 47, Issue 4 (2019): 674-699.

## **Unit 6 – Protected Areas**

### **Week 11 – 11/08 and 11/10**

Miniconi, Renauld and Sylvain Guyot. Conflicts and Cooperation in the Mountainous Mapuche Territory (Argentina): The Case of the Nahuel Huapi National Park. *Journal of Alpine Research*, Volume 98, Issue 1 (2010): 138-153.

For Graduate Students: Escobar, Arturo. Whose Knowledge, Whose nature? Biodiversity, Conservation, and the Political Ecology of Social Movements. *Journal of Political Ecology*, Volume 5 (1998): 53-82.

### **Week 12 – 11/15 and 11/17**

Gomes, Carlos V. A., Ane Alencar, Jacqueline M. Vadjunec and Leonardo M. Pacheco, Extractive Reserves in the Brazilian Amazon thirty years after Chico Mendes: social movement achievements, territorial expansion and continuing struggles. *Desenvolvimento e Meio Ambiente*, Volume 48, 2018.

For Graduate Students: Di Ciommo, Regina. Gender, Tourism, and Participatory Appraisals at the Corumbau Marine Extractive Reserve, Brazil. *Human Ecology Review*, Volume 14, Issue 1 (2007): 56-67.

## **Unit 7 – Tourism and Environment**

### **Week 13 – 11/22**

Pereira, Xerardo. A Review of Indigenous Tourism in Latin America: Reflections on an Anthropological Study of Guna Tourism (Panama). *Journal of Sustainable Tourism*, Volume 24, Issue 8-9 (2016): 1121-1138.

### **Unit 8 - Decolonizing Anthropocene**

#### **Week 14 – 11/29 and 12/01**

Sultana, Farhana. The unbearable heaviness of climate coloniality. *Political Geography*, 2022: 1-14.

For Graduate Students: Mirzoeff, Nicholas. Visualizing the Anthropocene. *Public Culture*, Volume 22, Issue 1 (2014): 213-232.

### **Unit 9 – Multispecies Landscapes**

#### **Week 15 – 12/06**

Lederach, Angela J. “The Campesino Was Born to the Campo”: A Multispecies Approach to Territorial Peace in Colombia. *American Anthropologist*, Volume 119, No. 4 (2017): 589-602.

### **ADDITIONAL MATERIAL**

#### **Videos**

[The Land Own Us](#). Produced by Global Oneness Project (Movie). 6’15”.

[Women from Water](#). Directed by Beto Novaes (Movie), 2016. 32’25”.

#### **Digital Painting**

[For Hope Beyond the Horizon](#), by Denilson Baniwa (Digital Painting), 2020.

### **ASSIGNMENTS AND FINAL EXAM**

The evaluation will be based on Assignments that must be delivered during the course, 1 Final Exam, and class attendance.

#### **Student Introduction – 40 points**

In the first class, you must introduce yourself, including what are your interests in this course and what you expect to learn. If you have some issue and for some reason cannot attend the first class, please let me know.

### **Reading Assignment – 10 points each (up to 140 possible points)**

From the 2<sup>nd</sup> week to the 15<sup>th</sup> week, you must deliver 1 short weekly assignment **on Canvas** related at least to one of the readings. They will be due on **Mondays**, on the materials for the week ahead, by 11:59 pm. This assignment is designed to help you think about the readings as we go, pull important quotes, and prepare you for class discussion. It will also help you prepare for your Final Exam.

Undergraduate students must write at least one paragraph about one of the readings of that week.

Graduate students must write at least two paragraphs about one of the readings of that week.

### **Video Comment – 150 points each (up to 300 possible points)**

During the course, you will present **2 written essays about 2 videos**. I indicate the videos in the **ADDITIONAL MATERIALS** section. You must watch the videos between the classes.

For Undergraduate students, each essay must have 250 – 400 words each and must include: i) the context that the video refers to; ii) how this context dialogues with the course in general.

For Graduate Students, each essay must have 500 – 700 words and include: i) the context that the video refers to; ii) how this context dialogues with the readings.

### **Art Comment - 150 points**

You must present **1 written essay about a Digital Painting** that I indicate in the **ADDITIONAL MATERIALS** section.

For Undergraduate Students, the essay must have 200 – 300 words maximum.

For Graduate Students, the essay must have 400 – 500 words maximum.

All the essays must include how the art piece dialogue with the discussions of the course.

### **Final Exam – 250 points**

For the Final Exam, you must pick a case study of an environmental conflict or problem. You will prepare a written essay **and will upload it on Canvas until December 13<sup>th</sup>**.

For Undergraduate Students the essay must have at least 3 pages.

For Graduate Students it must have at least 6 pages.

For all students, the essay must include: i) a general presentation of the case study, including how you heard about it; ii) how the case dialogues with the readings and discussions during the course; iii) how you would collaborate to mediate the conflict or to the resolution of the problem as an anthropologist. I expect that you apply concepts and discussions that we worked during the whole course at the Final Exam. Try to refer in your text to the name of the authors, their concepts, and ideas.

If you miss the deadline for the Final Exam for any reason than those which are excused (see the **COURSE POLICIES – Late Work session**), you can submit the Final Exam on Canvas until December 16<sup>th</sup> (Last Day of Final Exams accordingly to the [UNT Fall 2022 Calendar Semester](#)):

- 1 day late – less 50 points (total possible points: 200)
- 2 days late – less 100 points (total possible points: 150)
- 3 days late – less 150 points (total possible points: 100)

**Attendance – 5 points each (up to 120 possible points)**

For each class that you attend you will receive 5 points, for a **maximum of 120 points** total (this means that if you miss 5 classes you still receive the 120 points).

**GRADES**

You can earn up to 1000 points. All grades will be assigned based on the following grading scale:

900-1000	Points =90-100%	=	A
800-899	Points =80-89%	=	B
700-799	Points =70-79%	=	C
600-699	Points =60-69%	=	D
0-599	Points =59% and less	=	F

**GRADE COMPOSITION**

Student Introduction.....	40 points
Reflection Paragraphs.....	140 points
Video Comment.....	300 points
Art Comment.....	150 points
Final Exam.....	250 points
Attendance.....	120 points
<b>Total</b>	<b>1000 points</b>

**COURSE POLICIES**

**Contacting the Professor**

I am available on my office and online Wednesdays between 2:00 – 3:30 pm. I am also available by appointment. You can contact me via email at [karine.narahara@unt.edu](mailto:karine.narahara@unt.edu). All emails must be submitted from your UNT e-mail address. Include the course number and section (**ANTH 5400 SECTION 100/ANTH 4400 SECTION 100**) in the subject line along with the topic of the email. Please give me 24 hours to respond before you send a follow-up email during the week, and until Monday if you send an email on the weekend.

### **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 or stop doing the assignments and do not withdraw, you will receive a final performance grade of 0 or “F”.

### **Late Work**

Late assignments will not be accepted unless you show a legitimate reason (i. e., medical reasons, family emergency, religious observance, University-excused academic or athletic event, work related absences that have been discussed with the professor). If possible, let me know in advance.

### **Extra Credit**

An extra 5 points can be offered if you show evidence that you did the “SPOT” evaluation for this course. Other extra credit may be made available periodically throughout the semester. Don’t forget to check on Canvas for updates on this!

### **Academy Honesty**

For papers and assignments, cite your sources and do original work. This cannot be stressed enough. 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/>.

### **APPENDIX 1: UNT POLICIES**

## **Academic Integrity Policy**

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. See <https://policy.unt.edu/policy/06-003>

## **ADA Policy**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable 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 reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website at <https://studentaffairs.unt.edu/office-disability-access>. You may also contact ODA by phone at (940) 565-4323.

## **Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)**

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

## **Emergency Notification & Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

## **Retention of Student Records**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

## **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 classroom 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 classroom, labs, discussion groups, field trips, etc. Visit UNT's Code of Student Conduct (<https://deanofstudents.unt.edu/conduct>) to learn more.

## **Access to Information - Eagle Connect**

Students' access point for business and academic services at UNT is located at: [my.unt.edu](http://my.unt.edu). All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (<https://it.unt.edu/eagleconnect>).

## **Student Evaluation Administration Dates**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (<http://spot.unt.edu/>) or email [spot@unt.edu](mailto:spot@unt.edu).

## **Survivor Advocacy**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-5652648.

### **Use of Student Work**

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.