

Environmental Anthropology

ANTH 4400/5400

Fall 2019

Class Sessions: T/Th 3:30-5:00 Wh 115

Professor: Dr. Adam Dunstan

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Office Hours: T/Th 2-3 PM and by Appt.

Course Description

While the “environment” is commonly regarded as whatever is not human, the environmental crisis we face is a decidedly human crisis – one which can only be understood if we analyze the sociocultural factors which have influenced, and are influenced by, our ecological contexts. Environmental anthropology involves the study of humans and their multitudinous relationships to their environment, as well as the use of the perspectives and methods of anthropology to provide insight into, and grapple with, environmental problems. In this course we explore anthropological approaches to the environment and the ways in which an anthropological perspective can shed light on, and suggest insight into solutions for, contemporary environmental crises and challenges. A particular focus is how environmental anthropology challenges “ecohegemonic” conceptualizations of human/nature dualism. Ultimately the goal of this course is to facilitate students’ development as environmental practitioners capable of addressing the complex and pressing environmental crises we face.

About the Professor

Dr. Adam Dunstan is an anthropologist whose research focuses on the interconnectedness of religion, conceptualizations of the environment, and environmental policy. His longest-running research project examines the conflict over ski resort expansion on an indigenous sacred mountain, the San Francisco Peaks. He has also researched air quality and perceptions of health in North Texas. Currently he conducts research on LDS sacred geography in New York.

Required Texts

1. Townsend, *Environmental Anthropology: From Pigs to Policies*, 3rd Edition (Waveland Press, Inc., 2018). (T)
2. Haenn, Wilk, and Harnish, *The Environment in Anthropology: A Reader in Ecology, Culture, and Sustainable Living*, 2nd edition (New York University Press, 2016). (HWH)
3. All other readings will be made available through Canvas. (C)

Learning Objectives and Outcomes

Learning Objectives	Related Assignment
1. Students will identify sociocultural, discursive, and political-economic factors related to human interactions with the environment by utilizing an anthropological perspective	Discussion; Tests
2. Students will identify, use, and evaluate major analytical perspectives within environmental anthropology and related fields	Discussion; Testss
3. Students will use anthropological perspectives to analyze real-world environmental issues	Website Project; Discussion

Assignments

Discussion Participation (300 Points): Students are expected to regularly attend class and contribute meaningfully and insightfully to discussions, showing clear evidence of having completed and engaged with the assigned readings.

Self-Reflection (50 Points): Students will submit a 1 page (single-spaced) summary of their interests related to the environment and environmental anthropology, personal learning goals for this course, and previous experience with anthropology. **Due: 9/3/2019, midnight (CST).**

Website Project (250 Points): Each student will develop a website presenting research and anthropological analysis on a specific environmental problem. Additional details will be provided. **Due: 11/12/2019, by midnight (CST).**

Tests (400 Points): There will be two tests assessing student's mastery of course topics and readings.

Test 1 will be in-class. **Date: 10/17/19, in-class.**

Test 2 will be take-home, submitted through Canvas. **Due: 12/10/2019, midnight (CST).**

*Note: Unless otherwise stated, all assignments are submitted through Canvas.

Grade Composition

Discussion.....	300 Points
Self-Reflection.....	50 Points
Test 1.....	200 Points
Website Project.....	250 Points
<u>Test 2.....</u>	<u>200 Points</u>
TOTAL.....	1000 Points

Grading Scale

900-1000 A / 800-899 B / 700-799 C / 600-690 D / 0-590 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 attending and do not withdraw, you will receive a performance grade, usually an “F”.

2. Attendance: Missing more than three classes will negatively impact your discussion score (in addition to detracting from your learning of the material).

3. Extra Credit: The professor will notify the entire class of any extra credit opportunities. There will be no individual extra credit offered at the end of the semester to help raise your grade.

4. 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 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 (but is not limited to):

Behaving in a respectful manner towards others’ thoughts, experiences, and perspectives.

Not dominating discussions, so as to allow all the opportunity to participate.

Refraining from engaging in side-conversations during class.

Arriving to (and leaving) class on time.

Not using electronics unless it is part of a class activity or for taking notes.

5. 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, and must also use your official UNT email, not

a private email. Please understand that I may not respond immediately; however, if I have not responded within 24 hours (72 on the weekends or holidays), please feel free to email me to confirm I have received your email. Also bear in mind that I generally do not answer emails received after usual business hours (i.e. after 5 PM) until the next day. Please note that many questions can be answered simply by referring to the syllabus, course schedule, or announcements; in such instances I may refer you to these.

6. Due Dates: If you have a conflict with any due date or test date, it is your responsibility to make alternative arrangements ahead of time – not the week of the due date, and **not** after the fact. Allowing alternative arrangements is entirely up to the discretion of the instructor. Students may **not** take tests late unless there is written permission from the instructor. In cases of missed deadlines due to medical or other emergencies, I reserve the right to ask for documentation as a general procedure.

7. Discussion Participation: Students are expected to arrive in class having completed the required readings and ready to discuss them (including if called upon). If this is a concern, please contact the professor.

8. Technical Issues: For work submitted online, students should immediately report any technical problems to the instructor and also contact the UNT Student Help Desk (helpdesk@unt.edu, 940.565.2324). In the event of unexpected server outage or unusual technical difficulty which prevents the class from completing a time sensitive assessment activity, the instructor reserves the right to extend deadlines/time windows and provide any other appropriate accommodations.

9. Deadlines and Changes to the Schedule: The syllabus and schedule are subject to change at the instructor's discretion; please check your email, check Blackboard, and attend class regularly to be apprised of any changes.

10. Late Work: Unexcused submissions of late work will incur a 10% loss of points per calendar day. To not receive the 20%/day penalty, late work must be excused prior to the fact, unless in cases of documented medical emergency or other documented university emergency, in which case documentation must be provided as soon as possible and alternative arrangements are entirely at the professor's discretion. Tests may not be submitted late

11. 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. 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/>. 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.

12. 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.

COURSE SCHEDULE

Date	Topic	Reading	Assignment
8/27 8/29	Environmental Anthropology: Challenging Human/Nature Dualism	<p>T: Ch 1 (“Introduction”)</p> <p>HWH: Pp. 1-8 (“General Introduction”, “So What is Environmental Anthropology?”)</p> <p>HWH: Ch 3 (Fairhead and Leach, “False Forest History, Complicit Social Analysis”)</p>	
9/3 9/5	Roots, Pt 1: Environmental Understandings, Discourses, and Ethics	<p>T: Chs 3 (“Ethnoecology”)</p> <p>HWH: Ch 5 (Nazarea, “A View From a Point: Ethnoecology as Situated Knowledge”)</p> <p>HWH: Ch 31 (Haenn, “The Power of Environmental Knowledge: Ethnoecology and Environmental Conflicts in Mexican Conservation”)</p> <p>C: Costanza et al. 2017, “The Precarious State of a Cultural Keystone Species: Tribal and Biological Assessments of the Role and Future of Black Ash”</p> <p>C: Kimmerer 2014, “Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teaching of Plants” (Excerpt)</p>	9/3: Self-reflection
9/10 9/12	Understandings, Continued <i>Sacred Lands</i>	<p>T: Ch. 13 (“Holy Ground”)</p> <p>C: Greider and Garkovich 1994, “Landscapes: The Social Construction of Nature and the Environment”</p> <p>C: Sponsel 2012, “Spiritual Ecology: A Quiet Revolution” (Excerpt - Prologue)</p> <p>C: Pike 2016, “Mourning Nature: The Work of Grief in Radical Environmentalism”</p>	
9/17 9/19	Understandings, Continued <i>Environmental Ethics in Policy</i>	<p>HWH: Ch 6 (McNeil, “Ethics Primer for University Students”)</p> <p>C: Nadasdy 2005, “Transcending the Debate over the Ecologically Noble Indian: Indigenous People and Environmentalism”</p> <p>C: Singleton 2016, “Love-iathan, the Meat Whale and Hidden People: Ordering Faroese Pilot Whaling”</p>	
9/24 9/26	Roots, Pt 2: Adaptation, Cultural Ecology, and Resilience	<p>T: Ch 2 (“Julian Steward’s Cultural Ecology”)</p> <p>T: Ch 4 (“Pigs for the Ancestors”)</p> <p>T: Ch 5 (“Amazonian Hunters”)</p>	

		<p>HWH: Ch 1 (Steward, “The Concept and Method of Cultural Ecology”)</p> <p>HWH: Ch 11 (Cliggett, “Carrying Capacity’s New Guise: Folk Models for Public Debate and Longitudinal Study of Environmental Change”)</p> <p>C: McGuire 1997, “The Last Northern Cod”</p>	
10/1 10/3	<p>Adaptation, Continued</p> <p><i>Food Sustainability</i></p>	<p>T: Ch 6 (“Complex Societies”)</p> <p>HWH: Chs 2 (Netting, “Smallholders, Householders”)</p> <p>HWH: Ch. 13 (Redman, “The Growth of World Urbanism”)</p> <p>HWH: Ch 35 (Kneen, “The Invisible Giant: Cargill and Its Transnational Strategies”)</p>	
10/8 10/10	<p>Adaptation, Continued</p> <p><i>Climate Change</i></p>	<p>T: Ch 9 (“The Climate is Changing”)</p> <p>C: Nunavut Climate Change Center, “Climate Change Impacts”</p> <p>C: Hughes 2013, “Climate Change and the Victim Slot: From Oil to Innocence”</p> <p>C: Farbotko and Lazrus 2012, “The First Climate Refugees?: Contesting Global Narratives of Climate Change in Tuvalu”</p> <p>C: Hirsch 2017, “The Unit of Resilience: Unbeckoned Degrowth and the Politics of (Post) Development in Peru and the Maldives”</p> <p>C: Ives 2014, “Uprooting ‘Indigeneity’ in South Africa’s Western Cape: The Plant that Moves”</p>	
10/15 10/17	<p>Catch-up, Review, Test 1</p>		10/17: Test 1
10/22 10/24	<p>Roots, Pt 3: Politics, Policy, Power</p>	<p>T: Ch 7 (“The Underground Environment: Minerals”)</p> <p>HWH: Chs 21 (Sawyer, “Indigenous Initiatives and Petroleum Politics in the Ecuadorian Amazon”)</p> <p>HWH: Ch 34 (Escobar, “Difference and Conflict in the Struggle over Natural Resources: A Political Ecology Framework”)</p> <p>C: Fry, Briggie, and Kincaid 2015, “Fracking and Environmental (In)justice in a Texas City”</p>	
10/29 10/31	<p>Politics, Continued</p>	<p>HWH: Ch. 15 (Rajan, “Bhopal: Vulnerability, Routinization, and the Chronic Disaster”)</p>	

	<i>Environmental Justice</i>	<p>HWH: Ch 27 (Checker, “‘But I Know It’s True’: Environmental Risk Assessment, Justice, and Anthropology”)</p> <p>C: Singer 2011, “Down Cancer Alley: The Lived Experience of Health and Environmental Suffering in Louisiana’s Chemical Corridor”</p>	
11/5	Roots, Pt 4: Action, Activism, and Engagement	<p>C: Maida 2009, “Expert and Lay Knowledge in Pacoima: Public Anthropology and an Essential Tension in Community-based Participatory Action Research”</p> <p>C: Brosius 1999, “Green Dots, Pink Hearts: Displacing Politics from the Malaysian Rain Forest”</p> <p>C: Shoreman-Ouimet 2010, “Concessions and Conservation: A Study of Environmentalism and Anti-environmentalism among Commodity Farmers”</p>	
11/7	Sustainable Development & Conservation	<p>T: Ch 12 (“It Isn’t Easy Being Green: Influencing Environmental Policies”)</p> <p>HWH Chs 30 (Igoe and Brockington, “Neoliberal Conservation: A Brief Introduction”)</p> <p>C: Trusty 2011, “From Ecosystem Services to Unfulfilled Expectations: Factors Influencing Attitudes Toward the Madidi Protected Area”</p>	
11/12 11/14	Wildlife and Habitat Conservation	<p>T: Ch 11 (“Biodiversity and Health in the Anthropocene”)</p> <p>HWH: Ch 8 (“The Benefits of the Commons”)</p> <p>C: Taronga 2017, “10 Endangered Species Saved from Extinction by Zoos”</p> <p>C: Braverman 2014, “Conservation Without Nature: The Trouble with <i>In Situ</i> Versus <i>Ex Situ</i> Conservation”</p>	11/11: Website Project
11/19	Beyond Dualism: Thinking Forests, Multispecies Ethnography, and the “Animal Turn”	<p>C: Kohn 2013, “How Forests Think: Toward an Anthropology Beyond the Human” (Excerpt)</p> <p>C: Lederach 2017, “‘The Campesino was Born for the Campo’: A Multispecies Approach to Territorial Peace in Colombia”</p>	
11/21 11/26	Environmental Policy	<p>C: Dunstan 2018, “Legislative Ambiguity and Ontological Hierarchy”</p> <p>C: Rademacher 2009, “When Is Housing an Environmental Problem? Reforming Informality in Kathmandu”</p>	

12/3	Environmental Careers: Some Considerations		
12/5	<i>Conclusions & Review</i>		
12/10			12/10: Test 2