

People, Environment, and Justice

Anthropology 30325

Fall 2014 / M & W 11:00 am – 12:15 pm in O'Shaughnessy Hall 114

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Office hours: F 9:30-11:30 am
Or by appointment

Course description:

What is our environment? What is our role within our surroundings? How do our actions affect ecological landscapes and people's livelihoods across the globe? How does our reliance of fossil fuels lead to catastrophes such as Hurricane Katrina? Or to the nuclear melt down in Japan? What—if anything—does it mean to be "green"? This course will address these and other questions through the use of critically applied anthropology. We will explore the interaction of local peoples and cultures with natural and man-made ecosystems. We will focus equally on traditional environmental knowledge held by small-scale communities as on the usage of the environment by the industrial world. This course will focus on theory and major environmental questions, problems, and possible solutions illustrated by various case studies from different parts of the world. Topics to be discussed include: intellectual property rights, poverty and environmental health and justice, economic development, health and emerging disease, and ethno- and eco-tourism. Through readings, films, discussions, and independent research students will be able to critically understand the complexity surrounding humans' place within the environment.

Course Goals:

The goals of this class are threefold: 1) to become acquainted with the issues within anthropology and the environment, 2) to assess the importance of an ecological approach on global environmental and development issues, 3) to critically appreciate that our understanding of ecology and its related issues is shaped by broad social, political, and economic forces.

Learning Goals:

At the end of the semester I expect students to:

- a. Apply anthropological critique to problems and situations of an ecological and an environmental nature
- b. Develop communication skills through cooperative learning and student-centered participation
- c. Demonstrate the ability to think critically and articulate their thoughts in class and assignments

Readings:

This is a reading-intensive, critical-thinking course based primarily on readings and discussions; it will be primarily managed in the form of a seminar, where student participation in discussion is vital for the class to function and be stimulating. A major part of contributing to the discussion is by reading the relevant course material and extracting three major elements from it: what is being said, why is it being said, how it is being said. Through challenging the material, each other, yourselves and, yes, even the professor, the class discussion should bring forth not only the salient points of the reading and topic, but also help you to understand the topic at a deeper level and put it into its relevant social, political, economic, or ecological context.

The following texts are required reading; the book is available at the ND Bookstore.

1. Melissa Checker (**MC**) – Polluted Promises: Environmental Racism and the Search for Justice in a Southern Town. NYU Press.
2. Course pack (**CP**), on Sakai:
 - a. Brulle, R.J., and D.N. Pellow. 2006. Environmental Justice: Human Health and Environmental Inequalities. *Annu. Rev. Public Health* 27:103–124.
 - b. Cutter, Susan L. 1995. Race, Class, and Environmental Justice. *Progress in Human Geography* 19(1):111-122.
 - c. Harper, Krista. 2012. Visual Interventions and the "Crises in Representation" in *Environmental Anthropology: Researching Environmental Justice in a Hungarian Romani Neighborhood*. *Human Organization* 71(3):292-305.
 - d. Goldman, Michael. 2001. Constructing an Environmental State: Eco-Governmentality and Other Transnational Practices of a 'Green' World Bank. *Social Problems* 48(4):499-523.
 - e. Sawyer, Suzanna, & Arun Agrawal. 2000. Environmental Orientalisms. *Cultural Critique* 45:71-108.

- f. Terrell, John E., et al. 2003. Domesticated Landscapes: The Subsistence Ecology of Plant and Animal Domestication. *Journal of Archaeological Method and Theory* 10(4):323-368.
- g. Conklin, Harold C. 1954. An Ethnoecological Approach to Shifting Agriculture. *Transactions of the New York Academy of Sciences* 17(2):133-142.
- h. Nazarea Virginia. 1999. Lenses and Latitudes in Landscapes and Lifescapes. In *Ethnoecology: Situated Knowledge/ Located Lives*. University of Arizona Press.
- i. Comitto, Jacqueline, et al. 2013. Stewards, Businessmen, and Heroes?: Role Conflict and Contradiction Among Row-Crop Farmers in an Age of Environmental Uncertainty. *Human Organization* 72(4):283-292.
- j. Goldman, Michael. 2005. Preface. In *Imperial Nature: the World Bank and Struggles for Social Justice in the Age of Globalization*. Yale University Press.
- k. Dietrich, Alexa S. 2011. Coercive Harmony, Deep Capture and Environmental Justice in Puerto Rico. *Development and Change* 42(6):1441–1463.
- l. Goldman, Michael. 2005. The Birth of a Discipline. In *Imperial Nature: the World Bank and Struggles for Social Justice in the Age of Globalization*. Yale University Press.
- m. Long, Rachel, et al. 2013. Water Values in a Ghanaian Small-Scale Gold Mining Community. *Human Organization* 72(3):199-210.
- n. Greenberg, James B., & Thomas K. Park. 1994. Political Ecology. *Journal of Political Ecology* 1:1-12.
- o. Hurley, Patrick T., & Angela C. Halfacre. 2011. Dodging Alligators, Rattlesnakes, and Backyard Docks: A Political Ecology of Sweetgrass Basket-Making and Conservation in the South Carolina Lowcountry, USA. *GeoJournal* 76:383–399
- p. Kosek, Jake. 2006. Introduction. In *Understories: the Political Life of Forests in Northern New Mexico*. Duke University Press.
- q. Posey, Darrell A. 1999. Safeguarding Traditional Resource Rights of Indigenous Peoples. In *Ethnoecology: Situated Knowledge/Located Lives*. University of Arizona Press.
- r. Brush, Stephen B. 1993. Indigenous Knowledge of Biological Resources and Intellectual Property Rights: The Role of Anthropology. *American Anthropologist* 95(3):653-671.
- s. Berlin, Brent, & Elois Ann Berlin. 2004. Community Autonomy and the Maya ICBG Project in Chiapas, Mexico: How a Bioprospecting Project that Should have Succeeded Failed. *Human Organization* 63(4):472-486.
- t. Hayden, Cori. 2003. From Market to Market: Bioprospecting's Idioms of Inclusion. *American Ethnologist* 30(3):359–371.
- u. Smith, James H. 2011. Tantalus in the Digital Age: Coltan Ore, Temporal Dispossession, and "Movement" in the Eastern Democratic Republic of The Congo. *American Ethnologist*, 38(1):17–35
- v. Meierotto, Lisa M. 2012. The Blame Game on the Border: Perceptions of Environmental Degradation on the United States-Mexico Border. *Human Organization* 71(1):11-21.
- w. Riley, Erin P., & Agustín Fuentes. 2011. Conserving Social–Ecological Systems in Indonesia: Human–Nonhuman Primate Interconnections in Bali and Sulawesi. *American Journal of Primatology* 73:62–74.
- x. Robinson, Carolyn A. Jost, Lesley L. Daspit, & Melissa J. Remis. 2011. Multi-Faceted Approaches to Understanding Changes in Wildlife and Livelihoods in a Protected Area: A Conservation Case Study from the Central African Republic. *Environmental Conservation* 38(2):247-255
- y. West, Paige, & James G. Carrier. 2004. Ecotourism and Authenticity: Getting Away from It All? *Current Anthropology* 45(4):483-498.
- z. Nevez-Graça, Katja. 2006. Politics of Environmentalism and Ecological Knowledge at the Intersection of Local and Global Processes. *Journal of Ecological Anthropology* 10:19-32.
- aa. Charnley, Susan. 2005. From Nature Tourism to Ecotourism? *Human Organization* 64(1):75-88.
- bb. Kosek, Jake. 2006. Racial Degradation and Environmental Anxieties. In *Understories: the Political Life of Forests in Northern New Mexico*. Duke University Press.
- cc. Austin, Diane A. 2006. Coastal Exploitation, Land Loss, and Hurricanes: A Recipe for Disaster. *American Anthropologist* 108(4):671-691.
- dd. Arney, Lance A. 2011. The Moses House Garden Project at the Intersection of Race, Class, and Environment. In *SfAA Newsletter* Pp. 40-42.
- ee. McIlvaine-Newsad, Heather, & Rob Porter. 2013. How Does your Garden Grow? Environmental Justice Aspects of Community Gardens. *Journal of Ecological Anthropology* 16(1):69-75.
- ff. Petryna, Adriana. 2002. Life Politics after Chernobyl. In *Life Exposed: Biological Citizens after Chernobyl*. Princeton University Press.
- gg. Johnston, Barbara R. 2011. Anthropological Voice on Fukushima Nuclear Disaster and Waking Up to a Nuclear Nightmare. In *SfAA Newsletter* Pp. 6-10.

- hh. Kline, Nolan, & Rachel Newcomb. 2013. The Forgotten Farmworkers of Apopka, Florida: Prospects for Collaborative Research and Activism to Assist African American Former Farmworkers. *Anthropology and Humanism* 38(2):160–176.
- ii. Saxton, Dvera I. 2014. Seth M. Holmes: Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States. *Human Ecology* 42:163–165.
- jj. Peterson, Richard B., Diane Russell, Paige West, and J. Peter Brosius. 2010. Seeing (and Doing) Conservation Through Cultural Lenses. *Environmental Management* 45(1):5-18.
- kk. Oliver-Smith, Anthony. 2013. Disaster Risk Reduction and Climate Change Adaptation: The View from Applied Anthropology. *Human Organization* 72(4):275-282..
- ll. Collin, R.M. and R. Collin. Environmental Reparations. *In The Quest for Environmental Justice*. Robert Bullard, ed. Pp. 209-221. Sierra Club Books.

Grading:

I will determine your grade from the following sources in order to evaluate your progress towards attaining the class goals. Further details about these assignments will be announced in class. The breakdown is as follows:

Assignment	Percentage	Due Date(s)
Response Papers	30% (10% each)	09/15, 10/13, 11/10
Online encyclopedia project	40% (30%, 10%)	10/27, 12/08, 12/17
Group campaign project	15%	12/01
Leading discussion	10%	Variable
Attendance and Participation	5%	Daily

The grading scale I use is as follows: **A = 96-100, A- = 90-95, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D = 60-69, F = under 60.** I do not use a grading curve.

Assignments:

Written assignments are to be emailed by **11:59 pm** on the date listed in the syllabus. Late assignments will be penalized. I strongly encourage you to meet with me and discuss any concerns of questions you have with your assignment grades. Due to the short length of the term, however, these concerns or questions can only be addressed within two weeks after I have returned the assignment. Fuller instructions for the assignments will be available on Sakai.

If you have a documented learning disability and are authorized to have special arrangements for assignments, please inform me at the beginning of the course.

Response Papers:

You will write three 1000-1200 word response papers during the semester. These assignments will require you to synthesize the knowledge and information contained in the readings for that section and then provide an evaluation and analysis of the material. Each topic will be relatively open, and will allow you to explore a topic of your interest while framed and analyzed with the relevant readings. A major part of this assignment is by extracting three major elements from the material: what is being said, why is it being said, and how it is being said. Additionally, your own analysis of the topic is of vital importance in this assignment. This goes beyond "I believe" and into an evaluation/analysis of the topic, making an effort to synthesize the issues and make larger sense of them. Each one is worth **10%** (for **30%** of the class grade).

Online Encyclopedia Project:

This project is an opportunity for you to analyze, apply, critique, and/or go into depth about a particular topic on environmental justice that fascinates you. You will make a contribution to the topic of environment, justice, and anthropology through public education by constructing an entry for Wikipedia (<http://wikipedia.org>) the largest free-content encyclopedia on the Internet. Your entry should be between 2500 and 3500 words. It should include at least 10-15 relevant scholarly references and be posted online by December 8th. Think about some topic that you have always wanted to find out more about. You should look through the stubs (incomplete pages) on Wikipedia and find a topic that you are excited about (http://en.wikipedia.org/?title=Wikipedia:WikiProject_Stub_sorting/List_of_stubs or http://en.wikipedia.org/wiki/Wikipedia:Article_development). The reason for choosing a stub is that the process of approval for submission by the Wikipedia team is much faster. Though the topic is up to you, it must be approved by me in writing by October 27th. This project will consist of two parts: **Wikipedia page (30%)** and **Final presentation (10%)**.

* **Wikipedia page** –I will grade this based on the following: development of a novel and sophisticated topic, organization, application of ecological anthropology theory/approaches/critique, a deep exploration of the issues of social justice embedded within the question, and outcome/conclusions. You need to be clear about what is your chosen topic. And you are likely to have to do some legwork to make sure that you are not writing on a topic that is already in existence. In order to research your topic you will have to read a variety of academic/scholarly sources. You will need to collect between 10-15 current sources (books and articles published since 2005). Try to use materials beyond our syllabus, though material we have read would still count toward the general list obtained.

* **Final presentation** – By the end of the semester you will have become an expert on your chosen topic and thus you will share your page with the rest of your classmates during a final presentation. It is an opportunity to highlight the interesting elements of your research as well as the innovative conclusions you have drawn. This will take place during the final exam meeting time. Depending on the number of people in class, the final presentation will be somewhere between 5-8 minutes long (TBD).

A HANDFUL OF RELEVANT JOURNALS:

Biological Conservation; Conservation Biology; Conservation and Ecology; Environmental Conservation; Human Ecology; Human Organization; Journal of Ecological Anthropology; Journal of Economic Botany; Journal of Ethnobiology and Ethnomedicine; Journal of Political Ecology; Practicing Anthropology

**You should also search journals within the American Anthropological Association on AnthroSource (through the ND library)

Group Campaign Project:

The environment, and the forms of justice associated with it, often capture the public's imagination and emotion. This project is an opportunity for you (and 1-2 other people in class) to analyze, apply, critique, and/or go into depth about a particular issue that fascinates you and where you can have impact on change. Think about some issue at Notre Dame that you have always wanted to solve or involve yourself in some way. Are people not recycling enough? Is there too much waste in the dining halls? Should people learn about locally sustainable projects? Are there ways to encourage people to be more conscious of their environmental impact and carbon footprints? Your aim is to involve yourself in an activist endeavor and design a campus-wide (online) campaign on this issue. An activist/ad campaign is a coordinated series of linked advertisements with a single idea or theme. It may be on a broad theme or be directed at a particular segment of the population. Activism is simply defined as taking action to effect social change. Successful activist campaigns achieve far more than the sporadic advertising, and may last from a few weeks and months to years. The project ideas are limitless; I simply want you to use the theories, critiques, and ideas of environmental anthropology in your work and enjoy yourself. The Melissa Checker book should be particularly useful in providing you ideas on how to undertake this sort of activism. Your grade from this assignment (15%) will be based on the following components: *originality* of topic, *creativity* in campaign, a 1000-word *paper* describing your logic and achievements, *presentation* of your campaign in a poster-like session, and *peer review* from your classmates (by the same token, you will do a review of your peers' campaigns).

Leading Discussion:

An important part of your grade will be to lead class discussion. To do this, you, and two or more of your classmates, will lead one 45-minute discussion during the semester using any methods you deem appropriate, the only stipulation being that it must be interactive and engage the class in some way. You will need to talk about the readings for that day, but also extend the topic beyond them and incorporate issues that can spark conversation from your peers. This activity will prepare you for public speaking and critical thinking. You **MUST** come to talk to me at least two weeks beforehand to brainstorm ideas. Some Notre Dame students in the past have chosen to lead these discussions using examples from ND, visual aids, participant observation, role playing, debates, etc. Be creative.

Important policies:

Attendance:

The course will be run as a seminar, meaning that your participation in class discussion is essential for the class to be intellectually stimulating. You **MUST** come to class having done all the readings and be prepared to talk actively about the topic at hand. Because this class is discussion-based, attendance is mandatory. I take attendance very seriously and, as such, more than **three unexcused absences** will result in the failure of this course. Consistent lateness will also be penalized.

Honor Code:

I expect all students to adhere to academic honesty following the tenets of the Notre Dame Honor Code ("As a member of the Notre Dame, community I will not participate in or tolerate academic dishonesty"). A violation of this code is serious and could result in a failing grade. See <http://www.nd.edu/~hnr/code/docs/handbook.htm> for the full code.

Office hours:

I encourage you to come to my office to discuss your queries, progress in class, or any issues that come up. If you cannot come to my office hours you can make an appointment at a time that suits us both. This is an opportunity for you to ask questions outside of class in a less formal setting.

Policy on personal computers:

I do not permit the use of laptops or other communication devices (iPods, cell phones, etc.) in class, unless otherwise noted.

Lecture and Reading Schedule:

	PART I – THE ENVIRONMENT	Assignments due
Week #1	<u>Introduction to People, Environment, and Justice</u>	
08/27	Getting to know each other	
Week #2	<u>A Little Bit of Theoretical Grounding – USA, Hungary, Laos</u>	
09/01	CP – Brulle & Pellow; Cutter, Harper	
09/03	CP – Goldman I; Sawyer & Agrawal	
Week #3	<u>Subsistence Strategies and Traditional Environmental Knowledge (TEK) – Philippines, USA</u>	
09/08	CP – Terrell et al., Conklin	
09/10	CP – Nazarea; Comitto	<i>Student-led discussion</i>
Week #4	<u>Environment and Social Justice – Laos, Puerto Rico, Ghana</u>	
09/15	CP – Goldman II; Dietrich	Paper #1
09/17	CP – Goldman III; Long et al.	<i>Student-led discussion</i>
Week #5	<u>Political Ecology – US</u>	
09/22	CP – Greenberg and Park; Hurley & Halfacre	
09/24	CP – Kosek I	<i>Student-led discussion</i>
	PART II – THE PEOPLE	
Week #6	<u>Indigenous Rights – Ecuador</u>	
09/29	CP – Posey; Brush	
10/01	No reading for today	Movie: Crude

Week #7	<u>Rights for Whom? – Mexico, DRC</u>	
10/06	CP – Berlin & Berlin; Hayden	Movie: Avatar
10/08	CP – Smith	
Week #8	<u>Conservation Conversations – US-Mexico border, CAR, Indonesia</u>	
10/13	CP – Meierotto	Paper #2
10/15	CP – Riley & Fuentes, Robinson et al.	<i>Student-led discussion</i>
10/18 to 10/26	No class – Mid-Term break!!	
Week #9	<u>Ecotourism – Açores, Tanzania</u>	
10/27	CP – West & Carrier; Neves-Graça	Approval of Wiki topic
10/29	CP – Charnley	Movie: Gringo Trails
PART III – JUSTICE		
Week #10	<u>Environmental Racism – USA</u>	
11/03	CP – Kosek II; Austin	<i>Student-led discussion</i>
11/05	MC – Ch. 1-2	
Week #11	<u>Poverty, Health, and Justice – USA</u>	
11/10	MC – Ch. 3-4	Paper #3
11/12	MC – Ch. 5-6	<i>Student-led discussion</i>
Week #12	<u>Searching for Environmental Justice – USA</u>	
11/17	MC – Ch. 7 & Appendices	
11/19	CP – Arney; McIlvaine-Newsad & Porter	Movie: Food, Inc.
Week #13	<u>Environmental Hazards and Health – Ukraine, Japan</u>	
11/24	CP – Petryna, Johnston	Movie: Godzilla (excerpts)
11/26	No class, Thanksgiving	
Week #14	<u>Health Issues – USA</u>	
12/01	CP – Kline & Newcomb; Saxton	Campaign Presentation and Peer Review
12/03	No reading for today	<u>Movie: Cosecha/Harvest</u>

Week #15Where to next?

12/08

CP – Peterson et al., Oliver-Smith

Wikipedia page uploaded

12/10

CP – Collin & Collin
Summary and Evaluation**Exam Week**

12/17

4:15-6:15 pm Final meetingPresent your Wikipedia
page**Happy holidays!**