

ANTH 3319: Humanity and Global Environmental Change



Instructor: Dr. Maryann Cairns

mcairns@smu.edu

Office hours: Tuesdays 10 am-12 pm and by appointment

Office: Heroy Hall 402

Brief Course Description: Examines interactions between human populations and their environments. Explores relationships among population size, technology, climate, and behavior in various living societies worldwide. Particular attention to current environmental problems.

Student Learning Objectives:

PREX/Global Engagement

1a. Students will demonstrate an understanding of the material culture, underlying values, beliefs, or practices that are central to the culture(s) being visited or studied.

(Requested)

Information Literacy

1. Students will select and use the appropriate research methods and search tools for needed information.

2. Students will evaluate sources for quality of information for a given information need.

DEPTH/History, Social, and Behavioral Science:

B1a. Students will analyze and evaluate critically research outcomes and different theoretical or interpretive perspectives in the study of individuals, institutions, and cultures that shape economic, political, and social experiences.

Course Expectations:

Through the course's readings, activities, assignments, and discussions, the students will gain knowledge and practice in anthropological approaches to issues such as conservation, ecology, climate change, water, waste, environmental justice, indigenous knowledge, energy, and environmental change. They will be able to:

- Articulate how humans experience and shape environment.
- Explain how "nature" is cultural and constructed.
- Explore how humans value the environment.
- Discuss the impact of globalization on cultural ecologies.
- Discuss major issues in anthropology and environment, such as water, energy, food, and waste.
- Understand how anthropologists study and critique socio-environmental issues.
- Understand anthropological perspectives on climate change.
- Be introduced to gender, indigenous, and social theory related to environment.
- Participate in citizen science and new movements in environmental monitoring.

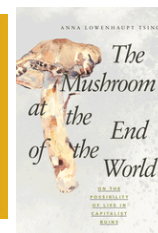
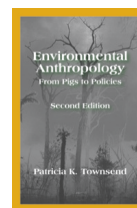
Required Texts and Readings:

This course relies on multiple scholarly journal articles. See attached course bibliography/schedule for required and recommended readings (these will be on CANVAS).

In addition, we will use the following books (required):

Townsend, Patricia K. *Environmental Anthropology: From pigs to policies*. Waveland Press, 2008.

Tsing, Anna L. *The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins*. Princeton University Press, 2015.



Assignment Summary and Grading Scale:

**Please see next section for assignment details*

Assignment Summary:

Exam 1	20 points
Exam 2	20 points
Critical Response Paper	10 points
Discussion Participation/Pop Discussion Leadership	10 points
Citizen Science and Critical Making Workshop & Report	10 points
<i>Semester-long Project, including:</i>	
Project Progress Updates (5 entries @ 1 point each)	5 points
Essay	15 points
Virtual Presentation	10 points
<hr/>	
100 points	

Grading Scale:

A: 92.50-100

A-: 90-92.49

B+: 87.50-89.99

B: 82.50-87.49

B-: 80-82.49

C+: 77.50-79.99

C: 72.50-77.49

C-: 70-72.49

D+: 67.50-69.99

D: 62.50-67.49

D-: 60-62.49

F: 00-59.99

Grading scale is non-negotiable. Do not ask for a change in your grade.

Assignment Details:

1. Exams: (2 @ 40%, 20 pts each) There are 2 exams, a midterm and a final. Exams are 20 points each and consist of a combination of several different types of questions. Exams emphasize critical thinking, writing skills, and are a way to evaluate your knowledge and progress in the

class. Exams are by nature cumulative as many of the issues discussed in this course are intersectional, however the second exam will give heavy focus to material not covered on the first.

2. Critical Response Paper: (1@ 10%, 10 pts) One critical response paper is required for this course. Students are expected to use at least 5 outside/additional scholarly sources for these papers in addition to class content. Visit the “Library Help” tab in CANVAS if you have needs or questions. Jennifer Sullivan is the Anthropology reference librarian. Papers must be no longer than 1,000 words. Students will lose points for being under 900 words.

*As a rule, “A” papers are exceptional. Students will need to provide an outstanding, well-reasoned, well-written, and grammatically correct paper in order to receive top marks. I encourage students to visit the [Writing Center](#) for assistance. Do this even if you think you are an “A” writer—you can never get enough feedback on your writing! I will specifically note if I find that you need to visit the writing center after reading your critical response paper. The critical response paper serves as a “trial run” for your final essay—expect feedback on style, voice, and effective presentation of arguments.

3. Discussion Participation/Pop-discussion Leadership: 10% I use a Socratic method for discussions. To add to this process, I will employ pop-discussion facilitation. Students must ALL be prepared to help lead discussion on any given day by submitting summaries and discussion questions via Canvas. However, I will choose students at random to be particularly responsible for the day’s information. These student(s) must take a leadership role in responding to questions, provide logical arguments from reading, and provide new and thoughtful questions for the class. If you are chosen as a pop leader and do not attend class and/or have not submitted your content to Canvas prior to class you will receive a 0. Pop-discussion leaders will have their summaries, questions, and effectiveness at discussion leadership graded on their chosen day, and will as such need to submit a form to a specific CANVAS assignment after class (format will be provided). If you miss class on your leadership day(s) you will receive a 0.

A note on attendance: Attendance will be taken in class/through discussion posts. You must be prepared and in class each day unless you have an excused absence (see below policies information for information on what qualifies as an excused absence). Attendance is graded and if you fall to less than 90% attendance you will lose half of your participation points. Less than 85% attendance will forfeit entire discussion points.

4. Citizen Science/Critical Making Week (10%, 10 pts): Students will learn about environmental citizen science/critical making in the first class session followed by a day of independent participation in a citizen science project/critical making project during a second class session (students may choose their own project or are welcome to participate in one of the instructor’s or her colleagues’ ongoing projects).

As a follow-up to participation in this workshop and for their grade, students will be asked to turn in their analysis of their experiences in video (1 minute or less). Instructions on how to do this are on CANVAS. Students may work together during the citizen science day, but the analysis should be individual. Grade is for both participation and for video review.

5. Semester-long Project (30% 30 pts total – 5 for progress updates, 15 for Short Essay, 10 for

rapid presentation). Throughout the semester, you will work toward a final project that is a detailed (but concise) discussion of a current socio-environmental topic of your choosing. The topic can be situated anywhere in the world, but should be specific enough and/or current enough to follow throughout the semester. Students can choose to use an anthropological text or article as a jumping off point for their work, which they will find on their own. This should not be something that they are already reading for the course. We will provide a list of great starting places (ethnographies, articles) on CANVAS.

The project will proceed in 3 parts:

Part 1: *Progress Updates*- At 5 points during the semester, you will have a short assignment (through Canvas) about your progress on the topic (e.g., anthropological text(s) chosen, post article(s) from media, emergent issues, etc.) This ongoing engagement will be 5% of your grade (1pt for each entry, 5 pts total). Pay special attention to things that you read and how they resonate with course themes. Each progress update will have a different question that you'll answer. These are meant to keep you on track and are based on completion. These are not spaces for instructor feedback—if you need help from the instructor or TA, visit office hours.

Part 2: *Short Essay*-- As a final product, you will need to write a short essay on your socio-environmental topic. Your paper must engage anthropological and other disciplinary work (at least 10 scholarly references), and can include media pieces or other data and information types in addition. The essay may be no more than 3,500 words (the length of a mini-review article)—and every word must count. A more detailed rubric will be provided. This will be 15% of your grade/15 pts.

Part 3: *Virtual Video/Audio Presentation*- Students will, toward the end of the course, give a short 2 minute presentation on their topic and record to video. The instructor will provide a specific rubric. You will be required to provide a written script for this presentation. This will be 10% of your grade/10 pts.

What to expect in class:

Class meetings will consist of a combination of lecture, video, audio, discussion, and/or active learning exercises. All information shared within in-class meetings will be fair game for exam questions.

Missed exams cannot be made up (barring a documented medical issue or emergency w/ a doctor's note or any need communicated through DASS or as noted below in the attendance policies section).

PowerPoints will not be shared unless there is a clear need that is communicated through DASS or in the case of an excused absence.

Readings assigned should be completed before class meetings.

Attendance will be taken, and students are expected to not only attend but also participate in discussions and activities based on readings.

I use the Socratic method for all class discussions in order to encourage critical reasoning. Students are expected to be able to participate in dialectical debates related to issues and ideas in the course. Logical discussion of facts and ideas presented in the readings is expected. tl;dr: I *will* call on you directly.

Canvas: this course relies on your use of Canvas. I will communicate with you through Canvas and/or email. You will be responsible for any and all information communicated to you through canvas and email. You will need to access canvas or readings, assignments, etc. All registered students have access to Canvas.

Tips for doing well in this course:

1. Come to every class.
2. Always do the readings.
3. Make use of interactions with your fellow students—discussion, study group participation, and cooperation is encouraged.
4. Ask questions.
5. Come by the instructor's or TA's office hours.

Course Policies

Policy for late, makeup, or missed work: Assignments will be marked down 25% for each day that they are late (0.01-24 hrs late = 75% credit, 24.01-48 hrs late= 50% credit, 48.01-72 hrs late = 25% credit). Any assignment more than 72 hrs late will not be graded. Makeup work will be given at the discretion of the instructor. Missed work cannot be made up without documented illness or other emergency.

Email etiquette: Do not expect the instructor to email responses to student questions outside of the work week or day (M-F 9-5). Please leave at least 48 hours for a response via email from the instructor (exception: see above for questions regarding graded tasks, which should be emailed at least 1 week ahead). If after 48 hours (occurring during the work week) you have not yet heard back, please feel free to send follow-up email as your request may have been missed.

Assignment Format: Assignments can be in any recognized format (e.g., Chicago, MLA, etc.). All assignments will be submitted electronically. Please include a word count at the top of the page along with your name. Please include page numbers.

Grading Format: I will give you feedback on assignments using Canvas. Please note that you will need to click on the assignment file next to the grade in order to see tracked changes & comments.

Questions regarding graded tasks: Students are expected to communicate with the instructor if there are any questions or comments about graded discussions, assignments, activities, or expectations at least 1 week before the assignment/task is due. Do not leave these questions to the last minute.

Unforeseen Circumstances: Your professor is a human being that understands sometimes stuff happens. My policy is that I do not make case-by-case exceptions or offer extensions individually, rather I work with the Dean of Students to make sure that we have a good way forward for students facing such circumstances. So, in the event that you are experiencing a

difficult life event at any time during the semester (or a combination of small events that are leading to either emotional or physical difficulty), please reach out to the Dean of Students. The office will notify professor(s) of any needs you may have without relaying specific and/or confidential circumstances if you do not wish to do so. They will also connect you with resources. They're a great office and are there full-time to help students through difficult times, so don't hesitate to reach out to them. I can also connect you to the office directly if you prefer. The Dean of Students is also a resource for discussing absences related to non-SMU sanctioned sports travel, volunteer events, etc. [See CCC info below.]

University Information:

Caring Community Connections (CCC) program: This is a resource for anyone in the SMU community to refer students of concern to the Office of the Dean of Students. Faculty play a critical role in identifying students who are experiencing challenges, as you may be the first to notice a change in behavior such as class attendance or performance. The online referral form can be found at smu.edu/deanofstudentsccc. After a referral is submitted, students will be contacted to discuss the concern, strategize options, and be connected to appropriate resources. Additionally, should you have concerns about students and are unclear about what to do, please see the [CCC Reference Guide](#), or contact the Office of the Dean of Students at 214-768-4564.

Disability Accommodations: Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/SASP/DASS> to begin the process. Once approved and registered, students will submit a DASS Accommodation Letter to faculty through the electronic portal *DASS Link* and then communicate directly with each instructor to make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. ([See University Policy No. 1.9](#))

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (See [2018-2019 University Undergraduate Catalogue](#))

Student Academic Success Programs: Students needing assistance with writing assignments for SMU courses may schedule an appointment with the Writing Center through Canvas. Students wishing support with subject-specific tutoring or success strategies should contact SASP, Loyd All Sports Center, Suite 202; 214-768-3648; <https://www.smu.edu/sasp>.

Southern Methodist University Code on Academic Integrity: Cheating, plagiarism, academic sabotage, fabrication, and facilitating academic dishonesty are violations of the SMU Honor Code (http://smu.edu/studentlife/studenthandbook/PCL_05_HC.asp) and will not be tolerated. Any detected case of plagiarism or of cheating on any assignment or exam will result in a score of zero for that grade category, and will automatically result in the submission of a Faculty Disposition form to the Honor Council. The instructor may utilize plagiarism detection software through Canvas and request students submit their assignments through that software.

In accordance with Texas Senate Bill 11, also known as the “campus carry” law, following consultation with entire University community SMU determined to remain a weapons-free campus. Specifically, SMU prohibits possession of weapons (either openly or in a concealed manner) on campus. For more information, please

see: http://www.smu.edu/BusinessFinance/Police/Weapons_Policy.”

Changes to Syllabus: I reserve the right to change, add to, and/or edit the syllabus as needed.

Course Schedule:

DAY	TOPIC	READINGS	ASSIGNMENT
T AUG 27	Introduction	None	
TH AUG 29	Part I: History and Core Concepts The Anthropocene, Nature, Culture & Wilderness	-Townsend Ch 1 -Cronon, “The Trouble with Wilderness” and Response -Revkin “Forget Nature, Even Eden is Engineered”	
T SEPT 3	Cultural Ecology/Ecological Anthropology/History	-Townsend Ch 2 Orlove, Ecological Anthropology	<i>Pop Discussion Leaders Begin.... (Continuous unless specified)</i>
TH SEPT 5	Ecosystem Ecology + Place	-Townsend Ch 4 and Ch 6 Lavau, Stephanie. 2011. “ The Nature/s of Belonging: Performing an Authentic Australian River. ” <i>Ethnos</i> 76, no. 1: 46–64.	
T SEPT 10	Historical Ecology	-Townsend Ch 5 -Kolbert “Recall of the Wild?”	
TH SEPT 12	Human Adaptive Systems	-Geertz “The Wet and the Dry” -Lansing “Balinese Water Temples”	
TUES SEPT 17	<i>Skills + Experiences: How can Data Science Inform Environmental Issues?</i>	Guest Lecture, Eric Godat from SMU Data Science	No Pop Leaders
TUES SEPT 19	<i>Skills & Experiences: Information Literacy</i>	Meet Reference Librarian/find literature.	No Pop Leaders
T SEPT	Spiritual Ecology	-Townsend Chapters 11 and 13 -Sponsel Spiritual Ecology	

24			
TH SEPT 26	Food	-Townsend Ch 14 -Wilk "Consuming Ourselves"	
T OCT 1	Water	-Cairns "What Water are You Drinking?" -Eichberger "Living in Utility Scarcity"	Critical Response Paper Due
TH OCT 3	Energy	-Willow and Wylie "Politics, ecology, and the new anthropology of energy" -Wilhite "Why Energy needs Anthropology"	Progress Update 1
T OCT 8	Part II: Knowledge of the Environment Knowing the Environment	-Townsend Ch 3 - Zarger "Learning Ethnobiology"	
TH OCT 10	Conservation & Traditional Ecological Knowledge	-Townsend Ch 7 -Braje and Rick "From forest fires to fisheries management" - Gomez Reinterpreting Change	
T OCT 15	FALL BREAK	NO IN-CLASS MEETING	
TH OCT 17	Disasters/Hazards	-Sapiens with Katherine Browne -NYT Floodwaters	Progress Update 2
T OCT 22	Skills & Experiences: Citizen Science/ Critical Making	TBD	
T OCT 24	Skills & Experiences: Participation in Citizen Science	NO IN-CLASS MEETING	
T OCT 29	EXAM 1	--	EXAM 1
T OCT 31	Part III: Experiencing Socio- Environmental Change Political Ecology	-Robbins Chapters 1 and 11 Townsend Ch 12	Progress Update 3
T NOV 5	Air & Breathing (Intro to Environmental Health)	--Harper "Breathless in Houston" -EPA quick overview of Indoor Air Quality	Citizen Science Video/Audio Due
TH NOV 7	Climate Change and Anthropology	--Townsend Ch 9 -Crate, "Climate Change and Anthropology" -Barnes et al. "Contribution of Anthropology"	
T NOV 12	Environmental Justice and Getting Engaged	Current Issue Reading TBD Pulido, Laura. 2016. " Geographies of Race and Ethnicity, II: Environmental Racism, Racial Capitalism and State- Sanctioned Violence. " <i>Progress in Human Geography</i> 41, no. 4: 524–33.	
TH NOV 14	Waste	-Reno "Waste and Waste Management" -Radiolab Segment "Poop Train" -Nagle "A weeklong journal of a sanitation worker"	Progress Update 4
T NOV 19	Part IV: Enviro-social Relationships Gender	-Arora-Jonsson "Forty years of gender research and environmental policy" -Cairns et al. "Gender mainstreaming and water development"	Progress Update 5

TH NOV 21	Tsing Ethnography/Multispecies Ethnography	-Tsing "The Mushroom at the End of the World" Part 1	
T NOV 26	Tsing, continued.	-Tsing "The Mushroom at the End of the World" Part 2	Pop Leaders end...
TH NOV 28	University Closed—Thanksgiving Break	NO IN-CLASS MEETING	
T DEC 3	Final Discussion & Peer Review	TBD	
TH DEC 5	Presentation Gallery + Final Discussion	*Please bring computers/tablets	Final Paper & Presentation Due
FINALS WEEK	EXAM 2		EXAM 2

Course Bibliography:

Arora-Jonsson, Seema. "Forty years of gender research and environmental policy: Where do we stand?." *Women's Studies International Forum*. Vol. 47. Pergamon, 2014.

Barnes, Jessica et al. "Contribution of Anthropology to the study of climate change" *Nature Climate Change* 3 (2013): 541-544.

Boillat, Sébastien, and Fikret Berkes. "Perception and interpretation of climate change among Quechua farmers of Bolivia: indigenous knowledge as a resource for adaptive capacity." *Ecology and Society* 18.4 (2013): 21.

Bond, David. "Governing Disaster: The Political Life of the Environment during the BP Oil Spill." *Cultural Anthropology* 28.4(2013): 694-715.

Braje, Todd J., and Torben C. Rick. "From forest fires to fisheries management: anthropology, conservation biology, and historical ecology." *Evolutionary Anthropology: Issues, News, and Reviews* 22.6 (2013): 303-311.

Cairns, Maryann R., Cassandra L. Workman, and Indrakshi Tandon. (2017) "Gender mainstreaming and water development projects: analyzing unexpected enviro-social impacts in Bolivia, India, and Lesotho." *Gender, Place, & Culture*.

Crate, S. (2011). *Climate and Culture: Anthropology in the Era of Contemporary Climate Change*. *Annual Review of Anthropology*, 40, 175.

Cronon, W. 1995. "The trouble with wilderness or, getting back to the wrong nature." In W. Cronon (ed.), *Uncommon Ground: Toward Reinventing Nature*, New York: W.W. Norton & Co.

Eichelberger, Laura Palen. "Living in utility scarcity: energy and water insecurity in Northwest Alaska." *American Journal of Public Health* 100.6 (2010): 1010-1018.

Fabinyi, Michael, Louisa Evans, and Simon J. Foale. "Social-ecological systems, social diversity, and power: insights from anthropology and political ecology." (2014).

Govindrajan, Radhika. "Monkey Business Macaque Translocation and the Politics of Belonging in India's Central Himalayas." *Comparative Studies of South Asia, Africa and the Middle East* 35, no. 2 (2015): 246-262.

Gómez-Baggethun, Erik, and Victoria Reyes-García. "Reinterpreting change in traditional ecological knowledge." *Human ecology: an interdisciplinary journal* 41.4 (2013).

Harris, Marvin, Nirmal K. Bose, Morton Klass, Joan P. Mencher, Kalervo Oberg, Marvin K. Opler, Wayne Suttles, and Andrew P. Vayda. "The Cultural Ecology of India's Sacred Cattle [and Comments and Replies]." *Current Anthropology* 7, no. 1 (1966): 51-66.

Lyons, Kristina. "DECOMPOSITION AS LIFE POLITICS: Soils, Selva, and Small Farmers under the Gun of the US-Colombian War on Drugs." *Cultural Anthropology* 31, no. 1 (2016): 56-81.

William McDonough and Michael Braungart. *Cradle to Cradle: Remaking the Way We Make Things*. 2002, North Point Press.

Moran, Emilio, "Ecosystem Ecology in Biology and Anthropology", in *The Environment in Anthropology: A Reader in Ecology, Culture, and Sustainable Living*, eds. Nora Haenn and Richard Wilk (New York: NYU Press, 2005): 15-26.

Robin Nagle "A weeklong journal of a sanitation worker in training" in *Slate*. October 4-8, 2004. <http://www.slate.com/id/2106849/entry/2107445/>

Orlove, Benjamin S. 1980. Ecological anthropology. *Annual review of anthropology* 9:235-273.

Radiolab, "Poop Train." <http://www.radiolab.org/story/poop-train/>

Reno, Joshua. 2015. Waste and Waste Management. *Annual Review of Anthropology*. 44:557-72.

Revkin, Andrew C. 2002. "Managing Planet Earth: Forget Nature. Even Eden is Engineered." *The New York Times*, August 20, 2002.

Rudiak-Gould, Peter. "The influence of science communication on indigenous climate change perception: theoretical and practical implications." *Human ecology* 42.1 (2014): 75-86.

Steward, Julian. 2006 [1955]. "The Concept and Method of Cultural Ecology," In *The Environment in Anthropology: A reader in ecology, culture, and sustainable living*. Nora Haenn and Richard R. Wilk, Editors, pp. 5-9. (excerpt from original).

Sponsel, Leslie E. "Spiritual Ecology: One Anthropologist's Reflections." *Journal for the Study of Religion, Nature & Culture* 1, no. 3 (2007).

Strang, Veronica. "Wellsprings of belonging: water and community regeneration in Queensland." *Oceania* (2008): 30-45.

This American Life. Act One and Act Three (radio segments) from *Episode 249: Garbage*. 2003, Public Radio International. <http://www.thislife.org/pages/descriptions/03/249.html>

Townsend, Patricia K. *Environmental Anthropology: From pigs to policies*. Waveland Press, 2008.

Tsing, Anna Lowenhaupt. *The mushroom at the end of the world: On the possibility of life in capitalist ruins*. Princeton University Press, 2015.

Tsing, Anna Lowenhaupt. 2005. Raising Questions about Communities and Conservation. In *Communities and conservation : histories and politics of community-based natural resource management*. J.P. Brosius, A.L. Tsing, and C. Zerner, eds. Pp. ix, 489. Walnut Creek, CA: AltaMira Press.

Vayda, Andrew P., and Bradley B. Waters. 1999. Against political ecology. *Human Ecology: An Interdisciplinary Journal* 27(1):167.

West, Paige. 2005. Translation, Value, and Space: Theorizing an Ethnographic and Engaged Environmental Anthropology. *American Anthropologist* 107(4).

Wilhite, Harold. "Why energy needs anthropology." *Anthropology today* 21.3 (2005): 1-2.

Willow, Anna, and Sara Wylie. "Politics, ecology, and the new anthropology of energy: exploring the emerging frontiers of hydraulic fracking." *Journal of Political Ecology* 21.12 (2014): 222-236.

Wylie, Sara Ann, et al. "Institutions for civic technoscience: How critical making is transforming environmental research." *The Information Society* 30.2 (2014): 116-126.

Zarger, Rebecca K. "Learning Ethnobiology: Creating Knowledge and Skills about the Living World." *Ethnobiology* (2011): 371-387.

Recommended Background Reading

Barth, Fredrik. "Overview: Sixty years in anthropology." *Annu. Rev. Anthropol.* 36 (2007): 1-16.

Ortner, Sherry B. "Theory in Anthropology since the Sixties." *Comparative studies in society and history* 26, no. 1 (1984): 126-166.