Carleton University
Department of Sociology and Anthropology

ANTH 3355
Fall 2016
Anthropology and the Environment



Instructor: Zoe Todd
E-mail: ZoeS.Todd@carleton.ca
Class location: ME 3165
Class time: Wednesday, 8:35 am-11:25 am
Office location: Loeb C761
Office Ph. No: 613-520-2600 Ext. 4007
Office Hours:

- **physical office hours by appointment (contact me by e-mail to arrange a meeting)**
- **Virtual office hours on CuLearn (BigBlueButton): Mondays 3-4 PM**

Prerequisites: 1.0 credit in ANTH, SOCI, GEOG, ENST or INDG and second-year standing.

Lecture three hours a week.

ASSIGNMENTS

- **Reading Quiz** (5%) **(September 21)**
  -quiz on readings up to and including those assigned for September 21 class.

-**Writing reflection 1**: reflection on readings (500-750 words) (15%) **(due at beginning of class on October 05)**
  -students will be expected to reflect on readings completed up to this point in class. Assignment expectations will be further outlined in class.

-**Writing reflection 2:** (500-750 words) reflection on readings OR a reflection on fieldtrip visit to Canadian Museum of Nature (15%) **(due at beginning of class on November 2)**
  -students will be expected to reflect on readings completed between October 12 and November 2. Assignment expectations will be further outlined in class

-**Oral presentation/podcast: human-environmental relations in the Ottawa area (20%) (to be presented November 23)**

- students will have a choice of delivering an **oral presentation** or of **developing a podcast or video post to be viewed/shared in class** on an issue relating to human-environmental relations in the Ottawa region (in the past or present).
- Students will be asked to apply the anthropological methods, theories and approaches studied in class to analyze, summarize and respond to this issue.
- Assignment expectations (timelines, rubric) will be further outlined in class
- **(Topics to be confirmed in writing with instructor by October 19)** (5%)

-**Participation: submission of weekly in-class one paragraph reflections (questions delivered in-class, assignment written up in class) (10%)**

-**Final Essay:** (due at the beginning of class on 07 December): a final essay (3000-5000 words) will be completed (30%) (topics will be assigned by prof and students are encouraged to meet with me to discuss the essay throughout the term**)**

Calendar Description:
Anthropology and the Environment
Environmental concerns affect everyone, unevenly. How does anthropology illuminate the cultural, social, political and ecological differentiation resulting from and constituting environmental processes? The range of responses considered may address issues of resource access and exploitation, as well as transnational transformations in the concept of nature.

I. Course Description and Objectives:
This course will provide an overview of the relationship between humans and their environment, as understood in anthropology in the past and present. We will examine case studies of human-animal and human-environmental relations and how anthropological methods and theory can be used to understand and critically analyze these relationships. We will also consider critiques of anthropology's approach to human-environmental relations offered by Indigenous peoples/scholars/thinkers/organizations; environmentalists; and a variety of other actors. The course material draws upon a range of sources, including materials from anthropology, Science and Technology Studies, Indigenous Studies, Geography and other disciplines. The aim of the course is to encourage students to be able to, in writing and in oral presentation work:

a) identify historical and contemporary human-environmental relations as they are addressed within the North American (socio-cultural) anthropological canon

b) identify local environmental issues in the unceded Algonquin Territory the class takes place in
c) analyze popular media and academic narratives of human-environmental issues
d) apply critical anthropological discourses to understanding a) relationships between humans and their environment and b) how these relationships are shaped by, and understood through, dynamic and diverse socio-cultural factors/lenses throughout the world

II. Course Policies

Communications:
If you have questions about class readings and assignments, you can reach me by email at ZoeS.Todd@carleton.ca, through the e-mail function in CuLearn, or by contacting me during office hours (which are noted above). **I will try to answer all correspondence within 48 hours. I read and respond to emails between 9 AM to 5 PM on weekdays, and I do not check or answer e-mails on the weekend.**

(Do not contact Zoe.Todd@carleton.ca as this address belongs to a different person and your e-mails will not reach me)

For submission of assignments, please use the email function in CuLearn to submit electronic copies of course materials to me (in addition to the hard copies you will submit in class). I will send out correspondence to the class (re: assignments, readings) through CuLearn. I strongly recommend that students use CuLearn email for course correspondence with me and your fellow classmates—this will ensure that if something does not get through to me, there is a record of your correspondence saved in CuLearn.

Class Conduct:
The materials covered in this course will engage a range of complex topics. It is important that these issues be addressed collectively within the class in a sensitive, respectful and accountable manner.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Assignment Submission:
Course assignments **shall be submitted to me in hard copy** (CD, DVD, USB key for the multimedia podcast; in paper for the final essay) in class on the date it is due, ***AND*** **you must submit an electronic copy of all assignments through email** at ZoeS.Todd@carleton.ca (if file is too large to upload to the email, then you may use email me a link to your assignment sent via a file transfer program such as WeTransfer.com or Dropbox). Please retain a copy of all assignments—if one of your assignments is not received by me because it is lost, misplaced or otherwise goes missing, you will be responsible for submitting a backup copy immediately upon request. Do not submit assignments under my door. Quizzes and other in-course assignments will be returned in class, and assessments will also be returned in class. Final assignments (essay) will be available for pick up from my office once they are marked.

There is a 5% penalty for each day that an assignment is late.

III. Required Text:

Kimmerer, Robin Wall. (2013). ***Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and Teachings of Plants.*** Milkweed Editions.
ISBN: 978-0-385-66422-6

This book has been ordered at Haven Books:
43 Seneca St, Ottawa, ON K1S 4X2, Canada
+1 613-730-9888

--a copy of the required textbook has been placed on reserve at MacOdrum Library
--other course readings (articles) will be made available electronically through CuLearn (we will go over how to access these on the first day of class)

IV. Course calendar:

Class Schedule:

1. September 7 – Introduction to the course, 'what is environment?'

- Discussion of syllabus and expectations
- Viewing of the documentary *Manufactured Landscapes (http://www.edwardburtynsky.com/site_contents/Films/Manufactured_Landscapes_Film.html)*

2. September 14- human-environmental relations and anthropology, an introduction
Readings to be done before class:

- *Braiding Sweetgrass*--Chapter 1: "Planting Sweetgrass" (pp. 3-48)
- Cronon, William. 1996. The Problem with Wilderness; or, Getting Back to the Wrong Nature, pp. 69-90 in *Uncommon Ground: Rethinking the Human Place in Nature* (New York: W.W. Norton Company.

3. September 21 –Nature/Culture

>>>>>>READING QUIZ <<<<<<<

- *Braiding Sweetgrass*--Chapter 2 "Tending Sweetgrass" (pp. 49-71)
- Descola, Phillippe. 2009. Chapter 2: "The Wild and the Domesticated", pp. 32-53 in *Beyond Nature and Culture,* Chicago: University of Chicago Press).
- Steward, Julian. 2016. The Concept and Method of Cultural Ecology, pp. 12-17 in *The Environment in Anthropology: A Reader in Ecology, Culture, and Sustainable Living (Second Edition),* Nora Haenn, Richard Wilk, Alison Harnish, editors. New York: NYU Press.

4. September 28 – Environmental Racism

- *Braiding Sweetgrass*—Chapter 2, "Tending Sweetgrass" (pp. 72-105)
- Checker, Melissa. "You can run but you can't Hyde", Chapter 1 in *Environmental Racism and the Search for Justice.* New York: New York University Press.
- Viewing of *One Night in Bhopal* (documentary)

5. October 5– More-than-human relations I

READING REFLECTION ASSIGNMENT DUE AT THE BEGINNING OF CLASS

- *Braiding Sweetgrass*, Chapter 3, "Picking Sweetgrass" (pp. 106-140)
- Cruikshank, Julie. (2005). *Do Glaciers Listen?: Local knowledge, Colonial encounters, and Social imagination*. Vancouver: UBC Press, pp. 55-75

6. October 12 – More-than-human relations II

- *Braiding Sweetgrass*, Chapter 3, "Picking Sweetgrass" (pp. 141-174)
- Baldy, Cutcha Risling. 2014. *Coyote is Not a Metaphor:* On decolonizing, (re)claiming

and (re)naming "Coyote". DIES: Decolonization, Indigeneity and Society 4(1): http://decolonization.org/index.php/des/article/view/22155

7. October 19 - Depicting Nature

Tentative Class visit to Museum of Nature (to be confirmed)

- *Braiding Sweetgrass*, Chapter 3, "Picking Sweetgrass" (pp. 175-204)
- Haraway, Donna. 1984. Teddy Bear Patriarchy: Taxidermy in the Garden of Eden, New York City, 1908-1936 *Social Text* No. 11 (Winter, 1984-1985), pp. 20-64

8. October 26 – Fall break

9. November 2 – Wildlife conservation and Traditional Ecological Knowledge

READING REFLECTION ASSIGNMENT DUE AT THE BEGINNING OF CLASS

- *Braiding Sweetgrass*, Chapter 4, "Braiding Sweetgrass" (pp.205-240)
- Nadasdy, Paul. 2005. The Anti-Politics of TEK: The Institutionalization of Co-management and Discourse and Practice. *Anthropologica* 47 (2005): 215-232. https://www.jstor.org/stable/25606237?seq=1#page_scan_tab_contents

Pick one of the following:

- Berkes, Fikret. 1999. Chapter 1: Context of Traditional Ecological Knowledge, pp. 1-16 in *Sacred Ecology: Traditional Ecological Knowledge and Natural Resource Management.* Philadelphia: Taylor and Francis.
- Lalonde, Andre. 1993. African Indigenous Knowledge and its Relevance to Sustainable Development, pp. 55-62 in *Traditional Ecological Knowledge: Concepts and Cases,* Julian Inglis, ed. International Development Research Centre.

10. November 9 – Decolonizing Nature I: Indigenous legal orders (online lecture)

- *Braiding Sweetgrass*, Chapter 4, "Braiding Sweetgrass" (pp.241-302)
- **(submit your one-paragraph reflection on the lecture and readings on CuLearn by midnight on 09 November)**

11. November 16 – Decolonizing Nature II: gender and environment

- **(oral presentations)**
- *Braiding Sweetgrass*, Chapter 5, "Burning Sweetgrass" (pp.303-340)
- Watts, Vanessa. 2013. Indigenous Place-Thought and Agency amongst Humans And Non--humans (First Woman and Sky Woman go on a European Tour!). *DIES: Decolonization, Indigeneity, Education and Society* 2(1): 20–34 (decolonization.org/index.php/des/article/download/19145/16234)

12. November 23 – Space and Place

- **(oral presentations)**
- *Braiding Sweetgrass*, Chapter 5, "Burning Sweetgrass" (pp.341-379)
- Ingold, Tim. 2000. The temporality of the Landscape. *Pp. 189-208* in *Perception of the Environment: essays on livelihood, dwelling and skill.* London: Routledge.

13. November 30 –Environment, Anthropology, and futurities

- *Braiding Sweetgrass*, Epilogue: Returning the Gift (pp.380-385)
- Fortun, Kim. 2014. From Latour to late industrialism. *HAU* 4(1): http://www.haujournal.org/index.php/hau/article/view/hau4.1.017/661

14. December 7 – Last class
Final Assignments Due at beginning of class.
Film viewing

V. Evaluation:

For all assignments, citation and style guide is up to the student (ie: you may choose from APA, MLA, or Chicago) but pick one style and stick with it. Carleton Library has excellent resources on style guides here: https://www.library.carleton.ca/help/citing-your-sources

I strongly recommend taking advantage of writing tutorial services offered by the library: https://carleton.ca/csas/writingservices/

Grading rubric:

From the University Calendar: https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/

"2.3 Standing in Courses/Grading System
Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

A+	12	B-	7	D	2
A	11	C+	6	D-	1
A-	10	C	5	F	
B+	9	C-	4		
B	8	D+	3		

Grade points indicated above are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

The following percentage equivalents apply to all final grades at Carleton:

A+	90-100	B-	70-72	D	53-56
A	85-89	C+	67-69	D-	50-52
A-	80-84	C	63-66	F	0-49
B+	77-79	C-	60-62		
B	73-76	D+	57-59		

Other grades and notations in current use by the university are as follows:

F Failure. The grade of F is assigned when the student has failed to meet the conditions of "satisfactory performance" defined in the Course Outline. F carries 0.0 grade points."

"*Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean."*

VI. Statement on Plagiarism

PLAGIARISM
The University Senate defines plagiarism as "presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own." This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;

- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;

- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;

- using another's data or research findings;

- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;

- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

VII. Requests for Academic Accommodations

"**Academic Accommodation**
You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the **Student Guide** (http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the **Student Guide** (http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or **pmc@carleton.ca** for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the **PMC website** (http://carleton.ca/pmc/faculty/) for the deadline to request accommodations for the formally-scheduled exam (if applicable)."

Assistance for Students:
Student Academic and Career Development Services: http://carleton.ca/sacds/
Writing Tutorial Services: www.carleton.ca/wts
Peer Assisted Study Sessions (PASS): https://carleton.ca/csas/group-support/pass/