

ANTH-B399 Environmental Anthropology: Global Issues in Local Context from South Asia to the Midwest

Spring 2019 | M/W 2:30-3:45PM | DW 1290
3 credits | Common Core – Human Behavior and Social Institutions

with Madeline Chera | mchera@iu.edu | DW 2267

Office Hours: M 11:30AM-1PM, W 4-5PM, by appointment in DW 2267 or on Zoom (pre-arrange)

Course Description:

We often hear about climate change and other environment-related issues as global phenomena, but they manifest uniquely in different contexts. In this course, we will study two regions that are geographically quite distant, but which share some environment-related values and many environment-related concerns: South Asia and the Midwestern US. We will look at these regions through the lens of environmental anthropology, which focuses on understanding human relationships with the environment and on applying this knowledge to improve human life. Anthropology is well-suited to this undertaking, because of its dual dedication to depth and breadth in exploring what it means to be a human being in the world, within our own communities and across the globe. Through the course, we will learn about the principal theories and methods environmental anthropology utilizes and about the issues on which it focuses, by looking at case studies from South Asia and the Midwest. With attention to the political and socio-cultural histories and contemporary realities of these two regions, we will address environmental problems including climate change, biodiversity loss, water rights, waste management, environmental toxicity, and people's disenfranchisement. We will look toward possible solutions that account for the complexity and diversity of human relationships with the environment.

Course Learning Objectives:

Students who successfully complete this course will:

Objective	Corresponding Activity*
demonstrate an understanding of how individuals and institutions influence each other	§ » «
identify institutional and/or social power imbalances, such as injustice, inequality, disparities	~ § » «
identify how conclusions are drawn from different research methods	§ » «
communicate ideas clearly and effectively	~ § » «
identify relevant resources and coordinate secondary research	«

*Key: ~ In-Class Activities, § Course Readings & Responses, » Case Study Comparison, « Research Project

Required Texts:

We will read journal articles, book chapters, policy and project reports, and excerpts of other research in the Environmental Anthropology, both classic and new, posted as PDFs and links on Canvas. You are not required to purchase any texts for the course.

Course Assessments:

Summary

Assessment	Points
Attendance & Participation in In-Class Activities	15
Reading Responses	20
Case Study Comparison	20
Research Project, Presentation & Components	45
Total	100

Attendance & Participation in In-Class Activities

Your attendance and participation will be assessed based on roll-taking and/or submission of documentation of in-class work. You may miss four class days with no penalty to this part of your grade, but I still suggest you communicate with me as soon as possible if you have to miss class repeatedly. I do not distinguish between excused and unexcused absences, so plan accordingly. After four absences, the penalty is 1 point per absence. At the end of the course, I will make additional adjustments to your grade for this assessment based on your contributions to the class community during class meetings.

Barring emergencies, please be on time and stay for the entire class; coming and going during the class meeting is distracting to me and to your classmates. See “Attendance and Course Commitment Policy” below for more details.

Reading Responses

Most weeks of the course, you will submit a reading response before the Wednesday class meeting, responding to a prompt related to the weekly topics and readings. There will be 11 reading response assignments, but you may miss one week with no penalty. Each assignment is worth 2 points. All responses are due by 1pm on the due date, and I will not accept late submissions. Bring a copy of your response (digitally, printed, or handwritten) to class to reference in discussion.

Case Study Comparison

On March 6 (Week 9), you will submit a 1,250- to 1,500-word essay comparing a case study from the South Asian context with a case study from the Midwestern US context, utilizing concepts and terminology from the course. You will receive a detailed prompt and assessment rubric several weeks in advance.

Research Project, Presentation, and Components

You will plan and complete a research project on an environmental issue in your home area (for example, Michiana, the Midwestern US, or somewhere else with which you identify) in which you are interested. This project will require additional outside research from you, which could include scholarly research articles, news coverage, and policy documents and/or white papers from governmental agencies, non-governmental agencies, think tanks, and activist and advocacy groups. You will receive more detailed information and assessment rubrics before Spring Break.

Proposal (5 points): On March 25, (Week 12), you will submit a brief proposal document stating your intended focus and providing some preliminary background information and proposed sources.

Annotated Bibliography (7 points): On April 15 (Week 15), you will submit an annotated bibliography of at least two peer-reviewed scholarly sources, and at least one other source (can be scholarly, but could also be news coverage, a policy document, etc.).

Presentation (8 points): In Week 15 or 16 (Apr. 17, 22, or 24), you will share the findings from your research in a five-minute oral and visual presentation in class. I will assess these presentations based on thoroughness and engagement of your audience.

Essay (25 points): During Finals Week, at the date and time the Registrar sets for our final examination time (to be announced) you will submit a 2,000 - to 2,250-word essay about your research, along with a complete bibliography.

Grading Scale

	Points		Points		Points		Points		Points
A+	97 to 100	B+	87 to <90	C+	77 to <80	D+	67 to <70	F	0 to <60
A	93 to <97	B	83 to <87	C	73 to <77	D	63 to <67		
A-	90 to <93	B-	80 to <83	C-	70 to <73	D-	60 to <63		

Important Dates in the Academic Calendar

January 13	100% refund period ends
January 21	MLK Jr. Day—no class (Monday)!
March 10	withdrawal with automatic grade of W using eDrop ends
March 10–17	Spring Break—no classes (Monday & Wednesday)!
April 24	last day to withdraw ends at 4:00PM
Apr. 26–May 2	final exam date and time to be announced by the Registrar

Consult the Registrar for additional refund and drop periods and deadlines for other credit options:

<https://students.iusb.edu/registrar/calendars/2019-spring.html>.

Late Work

I will accept the following assignments late, with a penalty of 1 point per day, up to five days after the deadline: Case Study Comparison, Research Project Proposal, and Research Project Annotated Bibliography.

I will not accept the following assignments late: Reading Responses, Research Project Presentation, and Research Project Essay. You must deliver your presentation on the date yours is scheduled, as it is at the end of the semester (please talk to me in advance if you must miss any of the final three class meetings, so we can plan accordingly!). **The Research Project Essay must be submitted by the date and time set by the Registrar for our final, as I must return final course grades to the Registrar within two days.**

Please check the Gradebook in Canvas frequently and especially on the final class meeting (April 24) to make sure that your submitted work is reflected there. Communicate with me if you have any questions.

Grading Disputes

I am more than willing to re-evaluate or explain your grade for any assignment, but all grade disputes must be brought to my attention in writing and with rationale within one week of my posting the grade on Canvas and then followed up with an in-person appointment. I will announce in class and via Canvas announcements when grades for each assignment have been posted.

Student Rights and Resources:

Religious Accommodation

IU respects the right of all students to observe their religions, and so do I. Faculty make reasonable accommodation, upon request, for such observances. Please notify me in a timely manner concerning your need for such an accommodation. Contact me after class, during my office hours, or by

individual appointment to discuss your request and identify appropriate options.

Disability Services

IU is committed to providing equitable access to learning opportunities for all students, as am I. The Office of Disability Services for Students (DSS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, neurological, or physical), please contact DSS to arrange a confidential discussion regarding equitable access and reasonable accommodations (Administration Building, Rooms 167-170; telephone number 520-4460). If you are already registered with DSS and have a current letter requesting accommodations, please contact me as soon as possible to review how your accommodations will be applied in our course. Remember, accommodations are your legal right! In the same vein as the University's commitment to equal educational access, I am dedicated to cultivating a classroom environment and exercising instruction that is as accessible as possible to all students. I invite you to discuss your unique learning needs with me, regardless of your documentation status with DSS. For more information, please visit the web site for the Disability Support Services: www.iusb.edu/~sbdss. (adapted from Cleary 2007)

Sexual Misconduct and Title IX

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and IU's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, dating violence, and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

IU South Bend Student Counseling Center at 574-520-4125 (counseling services)
Campus Health and Wellness Center at 574-520-5557 (health and medical services)

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those people will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those people who need to know, to ensure the University can respond and assist.

I encourage you to visit stopsexualviolence.iu.edu to learn more.

Support for Veterans

I am aware of the complexities of being a student veteran or service member. If you are a veteran, on active duty, or in the reserves, or a spouse or dependent, stay in contact with me if an aspect of your present or prior service makes it difficult for you to fulfill the requirements of the course. Training and drill schedules, calls to active duty, VA appointments, GI Bill disbursements, and other aspects of service can disrupt academic progress. If you make me aware of a complication, I will work with you and put you in contact with university staff who are trained to assist you. Campus resources for veterans, service members, and families are located in the Office of Veteran Student Services (AI 101). The OVSS can be reached by calling (574) 520-4115 or you can email the Veteran Counselor and Program Coordinator at rhiannon@iusb.edu.

Other Resources

IUSB offers many forms of support for students. I recommend checking out the Student Engagement and Success page at <https://students.iusb.edu/> for quick access to many of them.

These include the following, as well as an office dedicated to helping international students, Career Services, and information about financial aid and scholarships. If you need help with something, I am happy to assist you in finding what you need to the best of my ability, so just let me know.

Student Counseling Center (SCC)

If you find that life stressors are interfering with your academic or personal success, I encourage you to contact the SCC as early in the semester as possible. SCC services can help with issues that range from coping with life's transitions to dealing with more serious emotional problems. Group counseling is available for issues such as test anxiety and ADHD. All enrolled students are eligible for personal and confidential short-term counseling services at no cost. Over 80% of students who utilize the SCC report that it helps them with their academic success.

The best way to request services is by calling 520-4125. The SCC is located in the Administration Building, Room A130. Hours are generally 9AM-5PM, Monday through Friday, but can vary slightly each semester. For more information, visit <https://www.iusb.edu/student-counseling/index.php>.

Titan Success Center

Success coaching is available to help students improve their college experience and their academic performance through a holistic program. For more information, visit <https://students.iusb.edu/academic-success-programs/titan-success-center/index.html>.

Academic Centers for Excellence

Tutoring services are offered free of charge from four centers to help students master content and develop skills and strategies for academic success. Tutors can help you with writing and subject content across disciplines, as well as with coaching in study skills. Resources and tutoring are available in person and online. For more information, visit <https://students.iusb.edu/academic-success-programs/academic-centers-for-excellence/index.html>.

Schurz Library & Other IU Libraries

IU Libraries own an enormous collection of resources, in print and digital, and we have immediate access to many of them here on campus through Schurz Library. Look for information, request assistance, and request materials at <https://library.iusb.edu/> or in person at the library. There are trained staff whose job it is to help you with research! For Sociology and Anthropology, our subject librarian is Nancy Colburn, who has made a guide for discipline-specific resources at <http://libguides.iusb.edu/sociologyandanthropology/>. You can contact her or other staff for help with your projects.

Student Engagement Roster (SER)

The SER is a course-based feedback tool that faculty use to communicate with you about how you are doing in the course, to make recommendations on improving your learning and performance, and to alert you of other academic opportunities. Faculty periodically update the SER throughout the semester, so you should review it weekly for updates. The SER can be accessed through One.IU by searching "SER Student" and selecting the "SER-Student Engagement Roster (Student)" tile. It can also be accessed within Canvas by selecting a course and then choosing "Student Engagement Roster (Student)" from the list in the left-hand menu bar.

IUSB and Course Expectations and Norms:

Flexibility

This syllabus provides an outline of the plan for the semester. I reserve the right to make modifications to the syllabus through the semester, to meet your collective needs and make sure we are on target to meet the course objectives. Changes to the syllabus will be announced in class, through email, and/or through Canvas, and the up-to-date syllabus will always be available on Canvas.

Coursework Communication

I commit to checking my email regularly, and similarly, I expect that you will be checking your IU email account and Canvas page at least once per day during the semester. If you are having trouble with any of your IU accounts, please contact UITS Support Center staff at Wiekamp 1245, (574) 520-5555, or helpdesk@iusb.edu, and/or get help online at <https://uits.iusb.edu/>.

You can use Canvas, Zoom, and other IU-provided digital tools, like the G suite (Google apps), as easy ways to communicate and collaborate with other classmates, too.

Attendance and Course Commitment Policy

As a student in this course, you are expected to attend scheduled class meetings and actively participate in all class activities. That is my expectation as a basic condition for you meeting the objectives of the course. Your insights and questions will help the rest of us learn, and we lose that opportunity if you are not with us. Your contributions to the class community will be assessed based on active participation and often on submission of documentation of in-class work.

Sometimes life intervenes, and you might not be able to be with us. In this case, it is your responsibility to get notes from a classmate and arrange any make-up work, where applicable, but I can and will help you. I recommend communicating with me as soon as possible if you will have to miss consecutive class meetings or have any other issues. You are allowed to miss three class days with no penalty to the attendance and participation part of your grade, but it would be wise to find out what we did in class, regardless. I do not distinguish between excused and unexcused absences, so plan accordingly. After four absences, the penalty is one point per absence. If something drastically changes your availability for this course, please communicate with me about it as soon as possible, and I will help you figure out a solution.

Attendance and participation are also official expectations of IUSB. This course has been approved to enforce the IU South Bend Attendance and Course Commitment Policy, and the full text of this policy is available at <http://registrar.iusb.edu/attendance.php/>.

Technology Use

This course uses digital resources, so you are welcome to bring a digital device (e.g., laptop or tablet) to class. I expect you to have access to the reading or your notes about the reading, either digitally or on paper, during class meetings.

If you do bring a device to class, I expect you to use it only for class purposes: to take notes and to reference the textbook or other resources related to what we are doing in class (like Canvas or Google Docs). **Using digital devices for any other purpose can impede your ability to remember and comprehend course material and can be distracting to other students. Also, it's rude.** If you think you might be tempted by distractions on your own device, consider turning off your Wi-Fi while in

class and closing other apps.

Even if you are using a device, bring traditional writing implements (pen/cil and paper) for note-taking in case of tech problems and for participating in class activities.

Document Submission

Please submit all assignments as Microsoft Word files (.docx) or PDFs through the relevant Canvas Assignment when a document submission is necessary.

Academic Honesty

It is your responsibility to know of prohibited actions under the “Code of Student Rights, Responsibilities, and Conduct,” such as cheating, fabrication, plagiarism, and academic and personal misconduct. It is also your responsibility to avoid them. All students are held to the standards outlined in the code. Please reference the entire code for a complete listing (<https://www.iusb.edu/judicial/>). Any violation may result in serious academic penalty, which could entail receiving a warning, failing the assignment, failing the course, or expulsion from the University.

Part of academic honesty is citing other people’s ideas and work. A good general rule: Always give credit! We will spend a bit of time going over best practices and how-tos for research and writing in class, but I recommend meeting with a librarian at Schurz Library or a writing tutor at the Writer’s Room (4th floor of Schurz), to get more help with conducting research, writing it down, and formatting references and citations. If you need to quickly check on something, a handy resource I use myself is the Purdue Online Writing Lab, which has reference and citation guidance at https://owl.purdue.edu/owl/research_and_citation/resources.html. We will use Chicago author-date style in this course, since it is the preferred style of the American Anthropological Association.

About Me, the Instructor:

Academic Background

I earned an MA in Anthropology from IU Bloomington, and I am working to finish my PhD in that program right now. I have a dual BA from the interdisciplinary Humanities and Honors programs at Villanova University. I have taught at IU Bloomington and Fordham University before coming to IUSB, and I have conducted anthropological research in India, Belize, and the US. I am a cultural anthropologist who specializes in the study of food and of the environment, and my main research site is in Madurai, Tamil Nadu, India. I am a Future Faculty Teaching Fellow in the Sociology & Anthropology program here at IUSB this year, where I am an active participant in teaching trainings on and off campus.

Teaching Philosophy

I believe that anthropology offers insights, information, and skills that are useful to anyone and everyone. I want to share some of these with you and help you apply them to your goals and interests.

Research on teaching and learning, as well as my personal experience, indicate that we comprehend and remember information more fully when we are actively using it rather than just hearing it. Whether it is through application to new problems, discussion with other people, or written reflection, I will invite you through this course to be engaged in learning. I will present some information in a lecture format, because I am an expert in my field of knowledge, and I have relevant life experiences related to the topics we will be discussing. But you bring other expertise and experience from which we all can learn, and it is valuable, too. My role is not to unload information onto you or beat it into your head; it is to guide and facilitate our

collective learning, using my training in anthropology and in pedagogy (teaching). Your role is to prepare in advance, show up, share what you know and your questions, listen to what others have to say, complete the course activities, including readings and assessments, and think about it. The last part is harder than it sounds, and critical to a holistic and meaningful education.

I try to keep a “growth mindset,” meaning that I believe we all have the potential to develop skills and intelligence in different areas, with time, effort, support, and other resources. Our ability to learn, especially from each other, is one of our most significant adaptations as humans and one of the primary functions of culture!

Communicating with Me

You are welcome to call me “Ms. Chera” (like “chair-uh”) or “Maddie” and to use “she”/“her” in reference to me. Alternately, you may call me “Instructor” or “Professor.”

The two easiest ways to communicate with me are:

1. in person, during my schedule office hours on Mondays 11:30AM to 1PM and Wednesdays 4 to 5PM, or by appointment in DW 2267; and
2. electronically, through email at mchera@iu.edu or through Canvas. Canvas messages are forwarded directly to my email (we all have this setting turned on by default—I recommend keeping it so!).

Alternatives include: calling my office phone number at (574) 520-4613 (leave a voicemail if I do not answer; it should go to my email) and arranging to have a digital meeting over Zoom.

I check my email regularly between the hours of 9am and 9pm, Monday through Friday, during the term. I check less frequently on weekends, but will still check at least once per day.

Course Schedule: (See our Canvas page for detailed Bibliography of course readings in Chicago Author-Date style.)

Week	Day	Date	Topic	Reading	Notes
1	M	Jan. 7	Introductions	Syllabus	<ul style="list-style-type: none"> familiarize yourself with Canvas page respond to the Introductory Survey
	W	Jan. 9	The Scene: Climate Crisis, the Environment, India/na	"Culture and Sustainability" by Palmer	
<p>Academic Calendar note: 100% refund period ends on Sunday, January 13. <i>*Check the Registrar's Academic Calendar for other refund dates: https://students.iusb.edu/registrar/calendars/2019-spring.html.*</i></p>					
2	M	Jan. 14	Anthropological Approach to the Environment	Ch. 1, "Introduction" in <i>Introduction to Cultural Ecology</i> by Sutton and Anderson (also an ebook on IUCAT) <u>AND</u> "Seeing Like an Anthropologist" by Cochrane	
	W	Jan. 16	Historical Ecology	"Forest and Fire" by Gadgil and Guha	Due: Reading Response 1
<i>NO CLASS – MLK Jr. Day</i>					
3	W	Jan. 23		"Assessing the transition from deforestation to forest regrowth with an agent-based model of land cover change for south-central Indiana" by Evans and Kelley <u>AND</u> photographic essay by Whitney	Due: Reading Response 2
	M	Jan. 28	Cultural Ecology	"Julian Steward's Cultural Ecology" by Townsend	
4	W	Jan. 30		"The Cultural Ecology of India's Sacred Cattle" by Harris	Due: Reading Response 3
	M	Feb. 4	Symbolic Ecology	"The Historical Roots of Our Ecological Crisis" by White [moved up] <u>AND</u> "Reinhabiting Religion" by Taylor	Deadline for visiting office hours for extra credit
5	W	Feb. 6	Religion & the Environment	"Sacred Groves and Local Gods: Religion and Environmentalism in South India" by Kent	Due: Reading Response 4

6	M	Feb. 11	Human-Animal Relationships: Symbiosis and Conflict	“Co-being and intra-action in horse–Human Relationships,” by Maurstad et al.	
	W	Feb. 13	Ethnoecology and Local Environmental Knowledge	“Indigenous Ethnobotany” by Carroll	Due: Reading Response 5
7	M	Feb. 18	Development & Sustainability	“Agricultural Deskillling and the Spread of Genetically Modified Cotton in Warangal” by Stone	
	W	Feb. 20	Political Ecology	“Peasants and Global Environmentalism” by Gupta	Due: Reading Response 6
8	M	Feb. 25	Biodiversity Conservation	(excerpt) <i>Duel for the Dunes</i> by Franklin and Schaeffer	
	W	Feb. 27	Food & Consumers	(excerpt) <i>Human Consumption of Carp in the Midwest</i> by Ireland	Due: Reading Response 7 In class: Guest Lecture by IUB alumna and IUSM professor Ellen Ireland
9	M	Mar. 4	Population, Scarcity, & Socio-Ecological Systems	“The Tragedy of the Commons” by Hardin <u>AND</u> “Revisiting the Commons” by Ostrom et al.	
	W	Mar. 6		“Is Locally Led Conservation Planning Working?” by Salamon, Farnsworth, and Rendziak <u>OR</u> “Collective Action, Common Property, and Social Capital in South India” by Mosse	Due: Case Study Comparison
Academic Calendar note: Withdrawal with automatic grade of W using eDrop. Ends on Sun., Mar 10.					
Check the Registrar’s Academic Calendar for other withdrawal and credit type dates: https://students.iusb.edu/registrar/calendars/2019-spring.html .					
10	NO CLASSES WEEK 10 – Spring Break!				
11	M	Mar. 18	Economics & Ecosystem Services	TEEB Case Studies <u>AND</u> “Green Capitalism [...]” by Sullivan	
	W	Mar. 20	Urbanization and Land Tenure	“To Know the Field” by Snell-Rood	Due: Reading Response 8

12	M	Mar. 25	People's Movements & Activism	(excerpt) <i>Walking with the Comrades</i> by Roy <u>AND</u> "The Promising Predicament of the Keystone XL Pipeline," by Bond	Due: Research Project Proposal
	W	Mar. 27		"Growing Food, Growing Consciousness" by Mello, King, and Adams	Due: Reading Response 9
13	M	Apr. 1	Environmental Disasters	"How to Remember," by Moulton	
	W	Apr. 3		"Mass Fatality Management after the Indian Ocean Tsunami" by Phillips et al.	Due: Reading Response 10 In class: guest Lecture by CLAS Dean Dr. Brenda Phillips and Zoom with Dr. Aswin Subanthore
14	M	Apr. 8	Waste & Contamination	"Recycling and Value" by Doron and Jeffrey <u>OR</u> "The Life and Times of Landfills," by Reno	
	W	Apr. 10	Health and Disease	"Pluralea" by Singer <u>OR</u> "Herding Species" by Blanchette	Due: Reading Response 11
15	M	Apr. 15	Our Role & Resilience	"Is a Sustainable Consumer Culture Possible?" by Wilk	Due: Research Project Annotated Bibliography
	W	Apr. 17	Your Research & Engaging in Solutions		In class: Research Project Presentations
16	M	Apr. 22	Your Research & Engaging in Solutions		In class: Research Project Presentations
	W	Apr. 24	Your Research & Engaging in Solutions		In class: Research Project Presentations
Academic Calendar note: Last Day to withdraw ends at 4:00 p.m., on Wednesday, April 24.					
Finals Week	Your Research Project Essay will be due at the date and time announced by the Registrar for our course final. It will be between Apr. 26 and May 2: https://students.iusb.edu/registrar/calendars/index.html				
Academic Calendar note: Transcripts with final course grades will be available on Tuesday, May 7.					