

Environmental Anthropology ANTH 352 / CONS 352 / ENSP 310

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William & Mary, Fall 2023, 3 Credits.

COLL 200 CSI/ALV & COLL 350

MW, 3:30 – 4:50 | Washington Hall 317

Office Hours: Wed. 2:15 – 3:15 pm (Washington, 119) - other hours by appointment

Land Acknowledgement

William & Mary acknowledges the Indigenous peoples who are the original inhabitants of the lands our campus is on today – the [Cheroenhaka \(Nottoway\)](#), [Chickahominy](#), [Eastern Chickahominy](#), [Mattaponi](#), [Monacan](#), [Nansemond](#), [Nottoway](#), [Pamunkey](#), [Patawomeck](#), [Upper Mattaponi](#), and [Rappahannock](#) tribes – and we pay our respect to their tribal members past and present.

Statement on Slavery and its Legacies

The Board of Visitors acknowledges that William & Mary enslaved people, exploited them and their labor, and perpetuated the legacies of racial discrimination. The Board profoundly regrets these activities, apologizes for them, expresses its deep appreciation for the contributions made by the African and African American members of its community to the vitality of William & Mary then, now, and for all time coming, and commits to continue our efforts to remedy the lingering effects of past injustices.

Course Description

Environmental anthropology explores cultures, societies, and the environment. We will consider how people experience, use, know, and care for the world differently across collectives and cultures. We will assess how anthropology has approached the environment in relation to race, gender, power, materiality, relations, values, meanings, rituals, and systems of knowledge (including science and technology).

This [COLL 200 \(CSI/ALV\)](#) is based in ANTH and cross-listed with CONS and ENSP. Examining the environment cross-culturally, this course is rooted in Culture, Society, and the Individual (CSI). Because you will also be exposed to the multiple values, morals, and norms associated with the environment, the course is also rooted in Arts, Letters, and Values (ALV).

This is also a [COLL 350](#) course, enhancing your knowledge and facilitating your critical analysis of the workings of power, privilege, and inequity in U.S. society and globally, past and present. Because COLL 350s require critical reflection, be ready to feel slightly uncomfortable and engage in respectful dialogue.

Learning Outcomes

After the successful completion of this course, you will be able to:

- Discuss and apply concepts in environmental anthropology
- Distinguish approaches to studying human-environmental relations
- Compare how the environment is known, lived, and managed across cultures.
- Analyze the intersections of race, gender, sex, class, and the environment
- Assess norms, discourses, politics, and power in environmental research
- Improve communication, reading, and writing skills

Course Policies

Is Attendance Mandatory?

The knowledge and skills you will gain depend on your participation in class. I plan to track attendance to help me understand how and when students engage in the course. Of course, if you need to miss a class, please let me know. Everybody gets a free pass for one absence during the semester, but I will deduct 0.5 points from your final grade for each unaccounted absence.

What happens if I Cheat, Plagiarize, or act Fraudulently?

I take this extremely seriously; do not try to rewrite others' work and make it pass as yours. If you use someone's words, cite them. The [W&M Honor Code](#) defines various forms of academic dishonesty and sanctions. Read it If you are unsure how to cite or what constitutes fraud action. Violating this policy will result in a *minimum* penalty of zero for that assignment.

Artificial Intelligence

All work submitted in this course, whether in draft or final form, must be your own and must be cited appropriately. You may use AI to help you think ideas, but you must indicate your use of such tools by including a footnote citing ChatGPT, providing the specific prompt(s) used to generate content.

You remain responsible for the validity of all material generated, noting that AI-generated content often contains falsehoods and fictional sources.

I Don't Know if I am Performing Well

I will happily provide feedback on your performance upon request. If you disagree with the evaluation of an assignment, please let me know (mistakes occur!). Be aware that your grade might be adjusted upward or downward after careful review. To request a revision, you must:

- Do it within three working days after the evaluation.
- Send it written, by email, with a well-reasoned argument.

Can I Submit Late Work?

No late work will receive full credit without prior approval. Unless agreed and justified, I will deduct 5% of the grade for each delayed day.

I am not Feeling Safe in Class

Everyone is strongly discouraged from using discriminatory language and/or hateful ideas. If people say things that make you feel unsafe (including me), please:

- Please speak to me, email me, or leave an anonymous note in my office box.
- Talk to a peer who can anonymously bring up the issue.

Can I Disagree in Class?

Yes! Topics in class can be personal and political, and discussions will likely involve differences. You are expected to disagree but do so respectfully. When engaged carefully, conflicts can be productive and insightful. Engaging carelessly can result in hard feelings, extreme discomfort, and the closure of cognitive capacities.

How do we deal with COVID-related issues?

If you test +, you should isolate yourself at home or off campus. If not feasible, isolate in your residence hall following these [guidelines](#) (remember that W&M doesn't coordinate isolation housing anymore, but you can find resources [online](#)).

Please, do not attend class if you are sick, and test if you suspect COVID-19. Visit [If You're Feeling Ill](#) and [How to Isolate If You Test Positive](#) for more information.

We will shift to Zoom if more than 5 students or the instructor must be absent, you should notify me about your absence at least one hour before class.

Mental and Physical Wellbeing

W&M recognizes that students juggle different responsibilities and can face challenges that make learning difficult. Resources are available at W&M to help students navigate emotional/psychological, physical/medical, material/accessibility concerns, including:

- The W&M Counseling Center at (757) 221-3620. Free and confidential.
- The W&M Health Center at (757) 221-4386.
- For additional support or resources & questions,
- Contact the Dean of Students at 757-221-2510.
- For other resources available, see <https://tinyurl.com/wmmmentalhealth> or:



Student Accessibility

W&M accommodates students' diverse abilities following federal laws and university policy. If you need to make special arrangements for class assignments and examinations, please consult me as soon as possible.

If you need an accommodation based on the impact of a learning, psychiatric, physical, or chronic health diagnosis, contact the Student Accessibility Services staff at [757-221-2512](tel:757-221-2512) or sas@wm.edu to determine if accommodations are warranted and to obtain an official accommodation letter. Learn more at www.wm.edu/sas.

Course Requirements

Preparation and Participation

Includes class participation, BB responses, and Mighty work. You must do all the readings before class and submit the required (and graded) BB responses (250 – 300 words, due at noon before class).

Participation must be grounded on readings (do not feign having read or simply give your "opinion"). Facilitating multiple voices and letting others speak is also valued!

Group Teaching:

On Wednesdays, you will teach a session in groups of 3/4 students. The main goal is not to prove you know but to teach us about the reading and the region/case presented (hence, you might need to do some research beyond the reading):

- Plan for 45' – 60'
- Your group must meet with me at least two days before the session (outlining the main idea(s) you will teach) so I can provide feedback.
- Include a creative and engaging activity that helps us learn one tiny thing (a concept or a case). The more creative, the better.
- [Sign up](#) for teaching groups.

Midterm:

The midterm will assess your understanding of fundamental theories, concepts, and scholars seen during the first weeks. It will take place in class on Monday, October 9.

Water Project:

This year we will explore water from an environmental anthropology perspective. The project includes two components:

Water Exhibit (15%): Your water group will pose a broad anthropological question to interrogate together. At the end of the semester, you will collectively present a water artifact, an art piece, or a making & doing performance.

Individual Project: (30%): Attending to the group's broad question and applying one concept and author seen in class, you will research water in a particular region/context. Your project includes:

- Water Diary: You will keep a diary of your relations with water.
- Draft Research Paper (10%): At least 3 pages.
- Final Research Paper (30%): You will write a 4-6 pages essay in academic blog format/photo essay. The essay must include a reflection connecting your diary autoethnography with the research case.

Important dates

9/12	Add/Drop deadline
10/9	Midterm
10/31	Withdrawal deadline
11/17	Draft 1 Due
12/6	Water Exhibit
12/15	Final Paper due (noon)

Grade breakdown by assignment

Assignment	%
Prep & Participation	25
Group Teaching	15
Midterm	15
Draft Paper	10
Water Exhibit	15
Final Paper	20

Course Grade Breakdown

Letter	%	Letter	%
A	93 - 100	C	73 - 77
A-	90 - 92	C-	70 - 72
B+	88 - 89	D+	68 - 69
B	82 - 87	D	63 - 67
B-	80 - 81	D-	60 - 62
C+	78 - 79	F	59 and below

Reading Schedule

Readings are on BB; follow [this link to see the Schedule at a Glance](#). Some readings or dates might vary to accommodate emerging issues or guests.

Week 1	Introduction to the course
Week 2	Nature-Culture
M	No Class
W	Escobar, Arturo. 2008. <i>Territories of Difference. Place, Movements, Life, Redes..</i> Chapter 3, Nature. (p. 111-20) Descola: https://www.youtube.com/watch?v=ZuzETVSHrUI&t=50s Carr Johnson, Alex. 2016. <i>How to Queer Ecology</i> (p. 310-315)
Week 3	Colonialism, Extractivism, and Racial Capitalism
M	Quijano, Aníbal. 2000. "Coloniality of Power, Eurocentrism, and Latin America." <i>Nepantlia: Views from South</i> 1 (3): 533–80. Green Extractivism post (Blair)
W	Roane, J. T. 2022. "Black Ecologies, Subaquatic Life, and the Jim Crow Enclosure of the Tidewater." <i>Journal of Rural Studies</i> 94. Elsevier Ltd: 227–38 (selection : 230-237) Dicenta, Mara. 2023. "The Violence of Gated Communities in Buenos Aires Wetlands". <i>Edge Effects</i> . (8 p.) Wastiary: Land Waste (2 p.)
Week 4	PIGS: Ecological, Cultural, and Environmental Anthropologies
M	Rappaport, Roy A. 1967. "Ritual Regulation of Environmental Relations among a New Guinea People." <i>Ethnology</i> 6 (1): 17–30.
W	Govindrajan, Radhika. 2019. <i>Animal Intimacies. Interspecies Relatedness in India's Central Himalayas</i> . Chapter "Pig Gone Wild." <i>Teachers</i> . Real Pigs (Weiss): podcast
Week 5	Naturalization & Symbolic Violence
M	Ortner, Sherry B. 1974. Is female to male as nature is to culture? In M. Z. Rosaldo and L. Lamphere (eds), <i>Woman, culture, and society.</i> , pp. 68-87. Choose one: The "organic child" or Introduction to Men and Nature in Environmental Media .
W	Paredes, Alyssa. 2022. "'We Are Not Pests.'" In <i>The Promise of Multispecies Justice</i> , edited by Sophie Chao, Karin Bolender, and Eben Kirksey, 77–102. Durham and London: Duke University Press. <i>Teachers</i> : Boisseron, Bénédicte. 2018. <i>Afro-Dog: Blackness and the Animal Question</i> . New York: Columbia University Press. → VIDEO
Week 6	Population
M	Clarke, Adele, and Donna J. Haraway. 2018. <i>Making Kin Not Population</i> . Chicago, IL: University of Chicago Press. (Choose 1 chapter)
W	Midterm Prep
Week 7	Midterm Week
M	Midterm exam in class
W	Research Project Workshop
Week 8	Multispecies Ethnography
M	Despret, Vinciane. 2016. <i>What Would Animals Say If We Asked the Right Questions?</i> Minneapolis

	and London: University of Minnesota Press. - selections Diana Pardo Pedraza – Mine detection dogs
W	Parreñas, Juno Salazar. 2018. <i>Decolonizing Extinction: The Work of Care in Orangutan Rehabilitation</i> . Durham, NC: Duke University Press.
Week 9	Rubble, Discard, & Waste
M	Guest: Gordillo, Gastón. 2014. <i>Rubble: The Afterlife of Destruction</i> . Durham and London: Duke University Press. Conclusions Gordillo - Ruins of Ruins
W	Stamatopoulou-Robbins, Sophia. 2020. <i>Waste Siege: The Life of Infrastructure in Palestine</i> . Stanford, CA: Stanford University Press. Introduction (teachers read also Chapter 2)
Week 10	Toxic Environments & Boundaries
M	Guest: Brandi Morin: Mining Lithium Krupar, Shiloh R. 2012. "Transnatural Ethics: Revisiting the Nuclear Cleanup of Rocky Flats, CO, through the Queer Ecology of Nuclia Waste." <i>Cultural Geographies</i> 19 (3): 303–27.
W	Roberts, Elizabeth F.S. 2017. "What Gets inside: Violent Entanglements and Toxic Boundaries in Mexico City." <i>Cultural Anthropology</i> 32 (4): 592–619. <i>Teachers only:</i> Chemical Showers. How Daily Routines Structure Exposures to Toxicants
Week 11	Writing Week – Research Projects
M	Read and Analyze Three Articles (backward/forward method)
W	Group projects
Week 12	Water and Liquid Subjectivities
M	Academic Blog Posts Readings: <ul style="list-style-type: none"> • Bodies of Water (Astrida Neimanis podcast) • Chemical Intimacies (Jaworski) • Be Like Water (Ki'amber Thompson)
W	Writing workshop in-class
Week 13	Thanksgiving Week
M	Blog Writing Workshop (online)
W	NO CLASS
Week 14	Disaster & Vulnerability
M	Mallon Andrews, Kyrstin. 2023. "The Colour of Seawater: Colour Perception and Environmental Change in Dominican Seascapes" <i>Journal of the Royal Anthr. Institute</i> .
W	Vaughn, Sarah E. 2022. <i>Engineering Vulnerability</i> . Durham and London: Duke University Press.
Week 15	Water Exhibit
M	Water Art Doing
W	Water Exhibit

WEEK	THEME	DATE	MONDAY READINGS	Assignments	DATE	WEDNESDAY READINGS (TEACH 45-60')	Assignments	KEY DATES
1		28-Aug			30-Aug	Introductions		
2	Nature - Culture	4-Sep	LABOR DAY		6-Sep	Arturo Escobar difference & Descola Video & Queer Ecologies	BB Response + Mighty	
3	Coloniality, Extraction & Racial Capitalism	11-Sep	Quijano + lithium post (blair hotspots)	BB Response	13-Sep	Roane + Gated Communities + Land Waste (W)	Mighty	Sept. 11 Last Day to Add/Drop
4	PIGS: Ecology, Culture, Ritual, and Domestic-Wild Boundaries	18-Sep	Rappaport	BB Response	20-Sep	Covindrajan - Pig Gone Wild (North India) / Brad Weiss (teachers)		
5	Closer to Nature	25-Sep	Ortner + choose one: Organic Child or men and nature in media	BB response	27-Sep	Alyssa Paredes - <i>Afro-Dog (teachers)</i>	Mighty	Extra Credit! Sharon Wilcox Thursday 9/28
6	Population	2-Oct	Making Kin not Population: Choose 1 chapter	BB response	4-Oct	Midterm Prep		
7	Midterm week	9-Oct	Midterm in class		11-Oct	Research Projects Workshop		Midterm Exam Oct 9
8	Multispecies Ethnography	16-Oct	Despret chapters -Dog Units	NO ASSIGNMENT	18-Oct	Juno Salazar Parrenas - Orangutans		
9	Rubble & Discard	23-Oct	Guest: Gaston Gordillo Rubble & Ruins	Google Docs - Questions for guest	25-Oct	Waste Siege (Palestine) - Intro (Teachers read also chapter 2)		
10	Energy, Toxicity & Boundaries	30-Oct	Guest: Journalist Brandi Morin The real news + Protecting water & land	BB Response	1-Nov	what gets inside (Teachers read also chemical showers)		
11	Research Projects Week	6-Nov	Read your three articles (back/forward)	BB Response (due Friday)	8-Nov	Work in groups - Discuss & define your final exhibit project		extra credit Ami Vitali visit - conservation photographer
12	Liquid subjectivities + Projects	13-Nov	Liquid Subjectivities (3 blog posts)	BB Response	15-Nov	Workshop in class (no readings)		Draft 1 Due
13		20-Nov	TBA (writing blogs)		22-Nov	THANKSGIVING		
14	Water, Climate Change & Disaster	27-Nov	Colour of Seawater	BB Response	29-Nov	Vaughn (Guyana) - Chapter 3 (Teachers read also chapter 4)		
15	Last Week	4-Dec	Water Art Doing		6-Dec	Water Art Exhibit		