

ANT 3223 Anthropology and the Environment

Tuesday 10:00-11:15, Room

Professor: Dr. Jamon Halvaksz, II

Office: MH 4.03.24

Office hours: Wednesday 10:00 - 12:00, 1:00-2:00

in person or by zoom (email to schedule zoom meeting during this time)

Phone: 458-5872

Email: jamon.halvaksz@utsa.edu

Description: (From the course guide)

“Human adaptation to the environment and interaction with it, comparing simple and complex societies in various environmental contexts.”

Objectives

The relationship between humans and the environment is one of the more significant and problematic aspects of understanding culture. It is significant because we are at some level embedded in it, but problematic as we debate the degree to which the environment influences our lives. Through this course, students will examine different approaches to the human-environment relationship, develop an understanding of the history of this focus, and relate it to current theoretical debates. The class is, in part, structured by the assigned reading materials, and will focus on systems of knowing the environment and the politics of nature.

Creating a diverse and inclusive classroom

We share responsibility in creating and maintaining an inclusive classroom. Part of what makes humanity tick is our ability to use our diverse backgrounds to solve problems. This requires that we show both empathy and genuine curiosity about the ideas and thoughts of others, learning from each other as much as from course content. Hateful and derogatory language and content will not be tolerated.

Required Texts: (*BRING ASSIGNED READING to CLASS for REFERENCE*)

All texts are available through the library or blackboard. The books can be read as electronic checkouts.

1. EBook Checker, Melissa. 2005. *Polluted Promises: Environmental Racism and the Search for Justice in a Southern Town*. New York: New York University Press.
2. EBook Knox, Hannah. 2020. *Thinking like a Climate: Governing a City in Times of Environmental Change*. Durham: Duke University Press
2. Articles posted to Blackboard.

Grading:

Exams (online): The exams will consist of multiple choice, short answer, and essay questions. They will be based on lectures, readings and videos. Some will be directed at reading comprehension, so you do need to read everything even if it is not emphasized in class.

Goal: to test student comprehension of course materials and assess learning

Reading assessments	140 pts
Fieldwork, mini	30 pts
Fieldwork, long	50 pts
Film Guides	50 pts
Exam 1	50 pts
Exam 2 (final)	50 pts
Total Points	370 pts

Reading Assessments

Discussions/ short responses and other activities will be required each week in response to the required reading. These will be posted on blackboard. (10 points each)

Goal: to develop reading comprehension, reflection and critical engagement

Hybrid Content (Asynchronous)

While lectures and discussion will be the focus of our Tuesday meetings, during the independent portion of class time students will complete activities as indicated in the syllabus. These include film guides, mini fieldwork and longer fieldwork tasks.

1. Film guides

For each video, students will be provided with a video study guide or short answer question on blackboard. These will be graded for participation and attendance purposes. Some will be doc files that you can complete while watching the film, others will be embedded questions within the film viewer (using playposit). (10 points each).

Goal: to examine examples and illustrations of theoretical arguments

2. Fieldwork in Urban Environmental Anthropology:

Throughout the course of the semester, students will conduct research at multiple field sites within Bexar County. These will be tied to readings in class. Some of the 'sites' are online. For mini fieldwork projects, students will answer questions on a guide sheet provided via blackboard (10 points each). For longer projects, using the conversations, interviews and/or observational data collected, each student will write short 2 page paper where they detail their observations/interviews and connect the materials to the reading (25 points each).

Goal: to develop basic research skills and formulate basic research questions / goals.

Grade	Percentage
A+	97-100%
A	93-96%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	<60%

Final grades will be determined using a +/- scale.

Completion of all assignments is required for passing the course.

Late work will be accepted at the instructor's discretion, but you should always discuss absences. Except in approved circumstances, any late work that is accepted will be reduced by at least 20%. Extremely late work will not be accepted.

Grades will be posted as soon as possible; neither the office staff nor I will report grades by telephone, fax, or email.

Class Policies

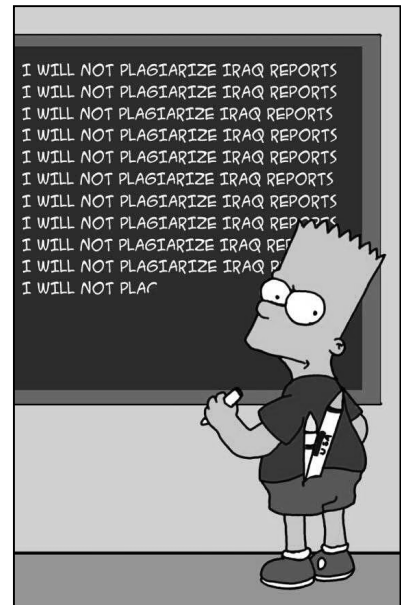


www.wired.com

Cell Phones, Text Messaging, use of the

Internet: Please be sure to **turn off all cell phones and refrain from surfing the web, emailing, playing MMORPGs, etc.** during class. You and your fellow students are here to learn and such distractions are disrespectful. If your computer is turned on, I expect that you will only use it for class specific purposes. If students complain about your use, or if you are caught repeatedly using one for these purposes during class you will be penalized 5 percent of your overall class grade.

Academic Policies, including Misconduct: The University of Texas at San Antonio has clear policies concerning disruptive classroom behaviors, plagiarism, and other forms of misconduct (see <http://www.utsa.edu/infoguide/appendices/b.html>). Plagiarism can be as simple as collaborating with a classmate on an assignment that is intended to show individual effort. A common form in this class is failure to appropriately cite sources in the ethnography paper. More serious forms include cheating or copying another's work as your own. Cutting and pasting from internet sources is particularly problematic as the material on-line is not always accurate, and this is plagiarism. The college's policies regarding this and other misconduct are available in written form, and you are expected to know them and follow them. You can also refer to the UTSA Student Code of Conduct on scholastic dishonesty and disciplinary action (<http://www.utsa.edu/OSJA/index.cfm>). There are clear procedures for instructors and students to follow in the event of misconduct, harassment, or other unwanted behaviors, along with appropriate consequences for infractions. Students who ignore these policies will minimally receive an F on the associated assignment, but could receive an F for the course at my discretion.



www.thesimpsons.com

Access/Accommodations:

Reasonable accommodations will be provided for students with disabilities and learning needs. If you need accommodation in order to fully participate in the course, information about the Disability Services can be found at their web site (www.utsa.edu/disability/), or call them at 458-4157. Please let me know if there is anything that I can do as well.

Schedule

This syllabus is subject to modification. Videos are subject to change due to availability.
All assigned reading should be completed on the first day of the week in which it is assigned.

Week 1 August 24

Tuesday Introduction/ syllabus
 Hybrid Mini Fieldwork, Participant Observation in San Antonio

Read: Halvaksz, J. 2021. 'Environmental Anthropology.' In *The Sage Handbook of Cultural Anthropology*. L. Pedersen and L. Clingett (eds.). Sage Publishing.

Week 2 August 31

Cultural Ecology

Tuesday Lecture/ Discussion
 Hybrid Film: Bitter Melons (dir. Marshall) Blackboard playposit
 Note: film depicts butchering of animals, it is kind of gross if you are not used to that sort of thing

Read: 1. Steward, Julian. 1955. 'The Concept and Method of Cultural Ecology' in *Theory of Culture Change: The Methodology of Multilinear Evolution*, pp. 30-42. Urbana: University of Illinois Press.
 2. White, Leslie. 1943. 'Energy and the Evolution of Culture.' *American Anthropologist* 45(3): 335-356.

Week 3 September 7

Ecosystem approaches

Tuesday Lecture/ Discussion
 Hybrid Film: Kawelka: Ongka's Big Moka (dir Nairn). Alexander Street
 database: <https://video-alexanderstreet-com.libweb.lib.utsa.edu/watch/the-kawelka-ongka-s-big-moka>

Read: 1. Netting, Robert. 1990. 'Links and Boundaries: Reconsidering the Alpine Village as Ecosystem.' In *The Ecosystem Approach in Anthropology*, E. Moran, ed. pp 229-245. Ann Arbor: University of Michigan Press.
 2. Rappaport, Roy. 1967. 'Ritual Regulation of Environmental Relations among a New Guinea People.' *Ethnology* 6(1):17-30

Week 4 September 14

Ethnoecology

Tuesday Lecture/ Discussion
 Hybrid Mini Fieldwork, classification interview

- Read: 1. Posey, Darrell. 1985. 'Indigenous Management of Tropical Forest Ecosystems: The Case of the Kayapó Indians of the Brazilian Amazon.' *Agroforestry Systems* 3:139-158.
2. Parker, Eugene. 1992. 'Forest Islands and Kayapó Management in Amazonia: A Reappraisal of the Apêê.' *American Anthropologist* 94(2):406-28.

Week 5 September 21

Perceiving the environment

Tuesday Lecture/ Discussion
 Hybrid Mini Fieldwork, sense of place essay

- Read: 1. Basso, Keith. 1996. Wisdom Sits in Places: Notes on a Western Apache Landscape. in *Senses of Place*, pp. 53-90. S. Feld and K. Basso, eds. Santa Fe: SAR Press.
2. Watts, Vanessa. 2013. Indigenous place-thought & agency amongst humans and non-humans (First Woman and Sky Woman go on a European world tour!). *Decolonization: Indigeneity, Education and Society* 2(1):20-34.

Week 6 September 28

The political environment

Tuesday Lecture/ Discussion
 Hybrid Film A Texas Myth (2018) Films on Demand:

https://utsa.primo.exlibrisgroup.com/permalink/01UTXSANT_INST/ken821/alma9938311722504621

- Read: 1. Kiik, Laur. 2019. Conservationland: Toward the Anthropology of professionals in global nature conservation. *Critique of Anthropology* 39(4):391-419.
2. Dhillon, Jaskiran. 2019 What Standing Rock Teaches us about Environmental Justice. *Just Environments SSRC*. <https://items.ssrc.org/just-environments/what-standing-rock-teaches-us-about-environmental-justice/>

Week 7 October 5

Exam week

Tuesday Review (catch-up)
 Hybrid Midterm Due Saturday October 9th and 5pm

Week 8 October 12

Environmental pollution and racism

Tuesday Lecture/ Discussion

Hybrid Film: *Silent River* Kanopy: <https://utsa.kanopy.com/video/silent-river>

Read: Checker 1-68

Week 9 October 19

Environmental pollution and responses

Tuesday Lecture/ Discussion

Hybrid Longer Fieldwork, Environmental pollution in San Antonio

Read: Checker 69-147

Week 10 October 26

Environmental pollution and responses

Tuesday Lecture/ Discussion

Hybrid Longer Fieldwork, continued

Read: Checker 148-190

Week 11 November 2

Climate Change and the anthropocene

Tuesday Lecture/ Discussion

Hybrid Film *Thule Tuvalu*. Kanopy:
https://utsa.primo.exlibrisgroup.com/permalink/01UTXSANT_INST/ken821/alma9938311722504621

Read: 1. Ogden et al. 2013. Global Assemblages, Resilience, and Earth Stewardship in the Anthropocene. *Frontiers in Ecology and the Environment* 11(7): 341-347
 2. Rudiak-Gould. Peter. 2014. Climate Change and Accusation: Global Warming and Local Blame in a small Island State. *Current Anthropology* 55(4): 365-386

Week 12 November 9

Climate Change

Tuesday Lecture/ Discussion

Hybrid Longer Fieldwork, climate change in San Antonio

Read: Knox pgs 1-62

Week 13 November 16

Climate Change

Tuesday Lecture/ Discussion

Hybrid Longer Fieldwork continued

Read: Knox pgs 63-155

Week 14 November 23

Thanksgiving week

Climate Change

Tuesday Lecture/ Discussion

Hybrid Holiday, Eat and Watch TV

Read: Knox pgs 156-233

Week 15 November 30

Climate Change

Tuesday Lecture/ Discussion

Hybrid **FINAL EXAM: online Due Saturday December 4th at 5pm**

Read: Knox234-end

Additional Policies and Student Support Services

Counseling Services: Counseling Services provides confidential, professional services by staff psychologists, social workers, counselors and psychiatrists to help meet the personal and developmental needs of currently enrolled students. Services include individual brief therapy for personal and educational concerns, couples/relationship counseling, and group therapy on topics such as college adaptation, relationship concerns, sexual orientation, depression and anxiety. Counseling Services also screens for possible learning disabilities and has limited psychiatric services. Visit Counseling Services at <http://utsa.edu/counsel/> or call (210) 458-4140 (Main Campus) or (210) 458-2930 (Downtown Campus).

Student Code of Conduct and Scholastic Dishonesty: The Student Code of Conduct is Section B of the Appendices in the Student Information Bulletin. Scholastic Dishonesty is listed in the Student Code of Conduct (Sec. B of the Appendices) under Sec. 203 <http://catalog.utsa.edu/policies/administrativepoliciesandprocedures/studentcodeofconduct/>

Students with Disabilities: The University of Texas at San Antonio in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable accommodations” to students with disabilities. Only those students who have officially registered with Student Disability Services and requested accommodations for this course will be eligible for disability accommodations. Instructors at UTSA must be provided an official notification of accommodation through Student Disability Services. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.utsa.edu/disability or by calling Student Disability Services at (210) 458-4157. Accommodations are not retroactive.

Transitory/Minor Medical Issues: In situations where a student experiences a transitory/minor medical condition (e.g. broken limb, acute illness, minor surgery) that impacts their ability to attend classes, access classes or perform tasks within the classroom over a limited period of time, the student should refer to the class attendance policy in their syllabus.

Supplemental Instruction: Supplemental Instruction offers student-led study groups using collaborative learning for historically difficult classes. Supported courses and schedules can be found on the [TRC website](#). You can call the SI office if you have questions or for more information at (210) 458-7251.

Tutoring Services: Tomás Rivera Center (TRC) may assist in building study skills and tutoring in course content. The TRC has several locations at the Main Campus and is also located at the Downtown Campus. For more information, visit the [Tutoring Services web page](#) or call (210) 458-4694 on the Main Campus and (210) 458-2838 on the Downtown Campus.

Academic Success Coaching: The Tomás Rivera Center (TRC) Academic Success Coaching Program offers one-on-one study skills assistance through Academic Coaching. Students meet by appointment with a professional to develop more effective study strategies and techniques that can be used across courses. Group workshops are also offered each semester to help students

defeat common academic challenges. Find out more information on the TRC Academic Success Coaching [website](#) or call (210) 458-4694.

Sexual Harassment and Sexual Misconduct: UTSA is committed to providing an environment free from all forms of discrimination and sexual harassment, including sexual misconduct, sexual assault, domestic violence, dating violence, and stalking. If a student has experienced or experiences any of these incidents, know that UTSA has resources to help.

UTSA faculty have the responsibility to create a learning environment that is safe and free from hostility. State and federal law as well as UTSA's Handbook of Operating Procedures ([HOP 9.24](#)) require that instructors must report incidents of sexual harassment and sexual misconduct they learn about to the Title IX Coordinator or a Deputy Title IX Coordinator. This means that if a student tells their instructor about a situation (including classroom discussions, written work and/or one-on-one meetings) involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must report it to the [EOS/Title IX Office](#). Although the faculty member must report the situation, the student will still have options about how their case will be handled, including whether or not they wish to pursue a formal complaint. The university's goal is to make sure students are aware of the range of options available to them and have access to the resources they need.

If a student wishes to speak to someone confidentially, they can contact any of the following on-campus resources, who are not required to report the incident to the EOS/Title IX Office: (1) [Counseling Services](#) at 210-458-4140; (2) [Student Health Services](#) at 210-458-4142; or (3) [PEACE Center](#) at 210-458-4077.

Campus Safety & Emergency Preparedness: UTSA is committed to providing a safe campus environment for students, faculty, staff, and visitors. As members of the community, we encourage you to take the following actions to be better prepared in case of an emergency:

- Alerts: Ensure you are signed up for UTSA Alerts through your ASAP.utsa.edu account.
- Emergency Procedures: Read through the emergency response guide on the [UTSA Alerts website](#) (www.alerts.utsa.edu)
- Safety App: Download the LiveSafe App on your phone through the Apple store or Google Play; visit the UTSA Alerts website for details.
- Important Numbers: UTSA Police - Emergency: (210) 458-4911; Non-Emergency: (210) 458-4242

Each one of us play a critical role in making sure ALL ROADRUNNERS are safe, know what to do, and how to stay informed during a campus crisis. Don't be scared, be prepared!
#UTSAprepared

Inclusivity Statement

The University of Texas at San Antonio, a Hispanic Serving Institution situated in a global city that has been a crossroads of peoples and cultures for centuries, values diversity and inclusion in all aspects of university life. As an institution expressly founded to advance the education of Mexican Americans and other underserved communities, our university is committed to ending generations of discrimination and inequity. UTSA, a premier public research university, fosters academic excellence through a community of dialogue, discovery and innovation that embraces the uniqueness of each voice. Learn more at <https://www.utsa.edu/inclusiveexcellence>.

The Roadrunner Creed

The University of Texas at San Antonio is a community of scholars, where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered.

As a Roadrunner, I will:

- Uphold the highest standards of academic and personal integrity by practicing and expecting fair and ethical conduct;
- Respect and accept individual differences, recognizing the inherent dignity of each person;
- Contribute to campus life and the larger community through my active engagement; and
- Support the fearless exploration of dreams and ideas in the advancement of ingenuity, creativity, and discovery.

Guided by these principles now and forever, I am a Roadrunner!

