

# CULTURE AND ENVIRONMENT (ANTH/GEOG 380.01) – Spring 2022

## COURSE INFORMATION

INSTRUCTOR: Kerensa Allison

OFFICE: SPH 136; (or main office *SPH 101A*)

OFFICE HOURS: Monday 3-4, Tuesday noon, & by appointment

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## COURSE DESCRIPTION

Humans have always altered their environment, but in the last fifty years we have witnessed and experienced global environmental changes with no precedent in human history. Anthropology and Geography provide unique lenses from which to analyze the diversity of approaches to understanding and responding to environmental issues. This course introduces perspectives on human interaction with the environment and emphasizes the mutual interconnectedness of people and nature. *How have humans shaped the environment over time and how has the environment shaped human societies?* From a *holistic* and *cross-cultural* perspective, we can investigate the cultural variation and ingenuity in human adaptive strategies around the globe; improving our understanding of contemporary environmental problems and their solutions. This class is topical and selective, rather than comprehensive. This course is divided into three major segments 1) theory and methods of environmental anthropology, 2) primary adaptive strategies, and 3) contemporary topics of environmental significance (i.e. water, oil, garbage, food...).

## REQUIRED TEXT

Brody, Hugh (1981) *Maps and Dreams*. ISBN 0-88133-965-2

*Note: Supplemental reading will be assigned throughout the semester and posted on Canvas.*

## CANVAS

A Canvas page has been developed for this course. This source will contain all the materials necessary for successful completion of the class, the syllabus, assigned readings, links to films and websites, course information, and assignments. The Canvas system is an important part of this course, so please go and explore it early and let me know if you have any difficulties before the first assignment is due.

Please visit the e-Learning Services Website for a list of [computer system requirements](#) (Full URL: <https://www.lcsc.edu/e-learning/student-information/canvas-technology-specifications>). E-Learning Services offers additional information for students on their [student information page](#) (Full URL: <https://www.lcsc.edu/e-learning/student-information>).

## COURSE OBJECTIVES

The objectives of this course are to give students a broad understanding of key cultural and natural processes affecting human development and a detailed understanding of the connection between human behavior and environmental change. Readings, case studies, and discussion are aimed at enhancing critical thinking skills and fostering classroom discussion.

- Gain a thorough grounding in the fields of environmental anthropology and cultural geography.
- Recognize the relevance of culture, geography, and scale to understanding and addressing

environmental issues.

- Explore cross-cultural variations in human adaptations to the natural world throughout time.
- Identify social and biological structures which shape human life.
- Evaluate the social and physical barriers to addressing environmental issues.

More generally as a Social Sciences course, it should also help you to do at least some of the following:

- Understand and apply social science theories, concepts, and categories to current social problems.
- Read and analyze works dealing with social science issues.
- Write a clear, concise, and organized paper.
- Demonstrate knowledge of major historical periods and social trends.
- Demonstrate an understanding of various cultural perspectives and cultural landscapes.
- Comprehend the social origins and significance of the diversity of human behavior.

## CLASS STRUCTURE

Every **Tuesday and Thursday** our class meets in-person, on-campus for lecture, group work, and deeper conversations about the assigned topics. For each week of the class there is one Learning module on Canvas. Each module starts with an “Overview and To do list” providing a detailed outline of what you need to complete with required class materials organized in the order they should be approached (i.e. readings, videos, additional activities, and assignments). Detailed Lesson objectives and assignment instructions are provided on Canvas within each module. Weekly Modules will open each **Thursday**.

It is important to come to each face-to-face class with your Lesson materials completed. Use the Lesson objectives provided in each Module to guide your approach to the content and to fill out the Worksheet assignment before class each week. **Students should bring their completed Worksheet to class each Tuesday** as we will use this as the foundation of our class discussion and build on this material to turn in for class points. Students should also use the Lesson objectives as their study guide for the exam. Take detailed notes for each objective and use this information when you take your exam. Throughout the semester students will also work on a current topics project to explore an environmental issue of interest.

Some topics in this course lend themselves to both strong and personal opinions; feel free to express them, but always in a way that respects the other members of the class and the educational process. Personal attacks, disparaging remarks, or attempts to dominate the conversation will not be tolerated. If you demonstrate such behavior you will be asked to cease. If you persist in the behavior, formal action, in accordance with LCSC policy, will be taken. Remember as well, that individuals in the class may have been personally affected by the issues that we are discussing. Use your own ideas, views, and experiences to expand the information presented, but our class time should be used to explore the materials and research presented in the class and **to demonstrate your understanding and application of the content presented.**

*It is my intent that students from diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of the class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. I expect you to feel challenged and sometimes outside of your comfort zone in this course, but it is my intent to present materials and activities that are inclusive and respectful of all persons, no matter their gender, sexual orientation, abilities, age, socioeconomic status, ethnicity, race, culture, perspective, and other background experiences. (Colby College Faculty Statement 2019)*

# COURSE EVALUATION

*Your grade will be based on a variety of factors (worksheets, essays, one exam, and a current topic project).  
The best way to succeed is to come to class, stay on schedule with the content, and submit assignments on time.*

## **Worksheets (100 pts., 10 @ 10 pts)**

Worksheet assignments are most often content questions to complete while you view, review, and analyze class materials. Worksheets will be graded based on engagement and effort (taking it seriously and giving it your best effort, including good writing), and the quality of the examples presented from the course materials. Students can earn full points on the worksheet assignments by demonstrating they completed the Lesson materials.

**Note: There are eleven worksheets total and students can skip one without penalty or complete them all for extra credit points.**

## **Maps and Dreams Essays and Discussion (100 pts.)**

For **two weeks** we will discuss specific thematic topics related to Hugh Brody's *Maps and Dreams*. Students will submit their responses to questions provided by the instructor (20 pts X 3) prior to each class discussion. Students can earn points for active participation during the class discussion (5 pts X 3). Active engagement is based on positive student engagement demonstrating their careful reading of the book. An evaluation guide is provided on Canvas to further define "active engagement." Finally, students will write a reflection paper following our final class discussion (25 pts). Specific instructions will be discussed in class and provided on Canvas.

## **Current Topics Project (125 pts)**

There is one final project and presentation based on a current environmental issue. There are several assignments leading up to the final presentation including a proposal outlining your current topic (week 6, 20 pts), a bibliography including a minimum of **five** resources (week 10, 10 pts), **an environmental impact statement (week 12, 50 pts)**, a 1-2 page final handout to support your presentation (week 16, 20 pts) and a 10 min presentation (weeks 16, 25 pts). Finally, students will review and reflect on their peers' presentation through verbal and written feedback. Attendance is mandatory for student presentations. Detailed instructions will be given in class and provided on Canvas.

## **Exam (75 pts)**

There will be one exam this term consisting of multiple choice, true/false, and essay questions on material covered in the readings, lectures, videos, and class discussions during **Weeks 1-6**. The exam is available on Canvas for six days and it is open note, but there will not be enough time to look up each question (**1 attempt & 2-hour time limit**). Students do not need to go to a testing center to take these exams but do make sure to have good internet connection. This exam is intended to check for completion and comprehension of the lesson materials presented. Please note, the exams change each semester and vary for each student.

The grading of **exams** is straightforward with regard to multiple choice and true/false—answers are either correct or incorrect. Essays on the exam will be graded according to the correctness and thoroughness of your answer, and the degree to which your answer reflects engagement with the assigned materials.

## **Garden Project (50 pts)**

LC State has a community garden. Students will work in groups and in collaboration with Dr. Rachel Jameton and the instructor to design and implement a garden improvement project based on class objectives. Students will complete **two related assignments designing and reflecting on this project**. They will also designate a minimum of **three hours** outside of class related to the garden project. Students will be graded based on engagement and effort (taking it seriously and giving it your best effort).

## EXTRA CREDIT (30 pts total)

You may take the opportunity to earn extra credit points during the semester if you so choose.

1. Black History Month, Women’s History Month, or Native American Awareness Events (20 pts; 2 Presentations & Summaries @ 10 pts each)  
Students can attend up to two presentations throughout Spring term. To earn the extra-credit points, you must attend the event (virtual and recorded opportunities are available) and write a one-two page reflection following the additional instructions on Canvas. The written reflection is **due within one-week of the presentation date** before midnight.
2. There are 11 Worksheets. You can skip one Worksheet without penalty or complete all the Worksheets and earn up to full points (10 pts).

## COURSE EVALUATION SUMMARY

Current Topic Project	125 points
Maps & Dreams Essays	100 points
Worksheets	100 points
Exam	75 points
Garden Project	50 points
Extra Credit	<u>30 points</u>
<b>TOTAL</b>	<b>480 out of 450 total points</b>

I will compute your final grade based on the following cumulative percentages:

LETTER	PERCENTAGE
A	93-100
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	60-66
F	0-59

### A note on grades:

Your work will be graded according to the thoroughness with which you have addressed each assignment; the extent to which you offer a critical, anthropological analysis/interpretation; the extent to which you have integrated course readings, lectures, films, and discussions; and the clarity and coherence of your writing (i.e. how well-written, organized, and logical your writing is). “A”s are reserved for truly superior work that illustrates depth, breadth, and nuanced comprehension of the course material and nearly flawless writing. “B”s are assigned to above average, well-written work that thoroughly address the topics posed in an anthropological manner. “C”s are an indication that more detail and analysis are needed and/or your writing needs significant improvement. “D”s are a sign that you did not adequately meet the requirements of the assignment and/or your writing is unacceptable. “F”s are an indication that you have not met the requirements of the assignment and your writing is unacceptable.

At any point during the semester, you can calculate your own grade by simply adding up the number of points you've earned so far on participation, exams, and papers, and dividing by the total number of points possible at that point in time.

### **Regrading of Assignments**

You may request the regrading of any assignments. My policy is that all grade inquiries must be made **in writing** no fewer than 24 hours and no more than one week after the class in which the graded assignment is first handed back.

## **COURSE POLICIES**

### **Attendance**

Attendance will be taken for Financial Aid purposes the first 2-weeks, during weeks designated as Garden Project and Maps and Dreams discussion, and the final week of classes for student presentations. Participation points will be subtracted from written assignments scores (10%). Students are expected to attend all classes and excessive absence may affect the final grade. *Learning depends on student attendance and engagement.*

#### Attendance and preparedness

- Be present and punctual. If you must be absent, send a brief e-mail.
- Bring notes and have them ready to use.
- Only use your lap top / web connection for purposes directly related to this course.
- Power off cellphones.
- If you must leave the class early, let me know, but do not make this a habit.

#### Participation during class

- Take notes.
- Be respectful.
- Listen to your colleagues.
- Contribute comments based on the course materials.

#### Integrating

- Carry over themes and connect coursework from other classes.
- Make connections to events and activities outside of class.
- Demonstrate attentiveness through discussion and written work.

### **MAKE-UP POLICY**

All assignments have specified due dates and must be submitted the day they are due. Work received later than this will be considered late. Late assignments are penalized 10% per day up to five days (50%). If you feel you have special circumstances or if you know that you are going to miss a scheduled class requirement due to a legitimate reason (e.g., illness, conflict with an approved university event, death in the family, etc.), contact me **before** the due date to make arrangements and then contact me within **one-week** to make up the work. The last day to turn in any late work for the term (for up to 50% of the possible points) is **Tuesday, May 10<sup>th</sup> by midnight**.

### **INCOMPLETE POLICY**

Due to unforeseen circumstances, students are sometimes unable to complete a course of study on time. Under these circumstances the student can request an Incomplete Grade (I) which has to be made up by a fixed deadline in order to prevent the grade being changed to F.

To obtain an "I" grade:

1. Students must make a formal request in writing (e-mail can be used) to the instructor outlining the reason why they are requesting an incomplete, provide documentation (i.e. doctor's notes, court paperwork, etc.) to support the

- request, and a plan to complete the course.
2. Students must complete 80% of the class assignments in order to file for an incomplete.
  3. A student must have a mathematical possibility of passing the class. A passing grade is 60 percent or above for the entire course.

## Academic Integrity

Academic integrity is the cornerstone of the college. You assume full responsibility for the content and integrity of the academic work you submit. You may collaborate with classmates on assignments; however, the guiding principle of academic integrity shall be that your submitted work must be your own work. Any student who violates LCSC's standard of conduct relating to academic integrity will be referred to the Office of Student Affairs and may fail the course.

Failure to adhere to the academic policy:

- 1) The first offense – The grade of 'F' for the submitted work without opportunity to redo the work.
- 2) The second offense – same as offense one and the student will be reported to the Office of Student Affairs.

If you are not sure of any of these policies, please ask me. See also the [Student Code of Conduct](https://www.lcsc.edu/student-affairs/student-code-of-conduct/) (Full URL: <https://www.lcsc.edu/student-affairs/student-code-of-conduct/>).

## Students who need Academic Accommodations

Please notify me during the **first week** of class of any accommodations needed for the course, including, but not limited to note taking, reading, or other course related activities. Please contact our Accessibility Services directly at Phone: 208-792-2677; Email: [accessibilityservices@lcsc.edu](mailto:accessibilityservices@lcsc.edu), Location: LIB 163, and visit their website (Full URL: <https://www.lcsc.edu/accessibility-services/>) to learn more about College services available to you.

## Privacy Statement

Course materials (videos, assignments, student posts, etc.) are for use in this course only. You may not upload them to external sites, share with any person outside of this course, or post them for public commentary without my written permission. The College strictly prohibits anyone from duplicating, downloading, or sharing class materials with anyone outside of this course, for any reason.

## COVID-19 Policy

These are still unprecedented times. The health and safety of you (and the LC faculty and staff) are of primary concern. At any point in the semester if you develop symptoms of COVID-19 or any other communicable illness, *do not attend any of your classes in-person.*

Safety Precautions/Expectations in Class:

- Masks must always be worn in class. Masks must cover your mouth and your nose.
- You must maintain physical distancing from your classmates.
- You can bring beverages, but please do not bring food to class.
- You are encouraged to carry and liberally use hand sanitizer before, during, and after class.
- It is very helpful if we all wipe down our learning areas after each class.

If you suspect that you have come in contact with an infected/potentially exposed individual, and/or are experiencing symptoms, you are instructed to shelter-in-place and contact health care support (see below) by phone as a first step in determining whether or not formal screening (testing) for COVID-19 is required. Engaging this strategy rather than visiting Student Health Services or another medical provider in-person will help prevent the possible spread of the virus. After consulting medical experts about symptoms, students will be given instruction regarding next steps in medical care and, specifically, whether or not COVID-19 testing is recommended; and how to access local testing.

Health care support contacts (in addition to an individual's personal health care provider) include:

- LC State Coronavirus Hotline: 208-792-2002 | [coronavirus@lcsc.edu](mailto:coronavirus@lcsc.edu)
- LC State Student Health Services: 208-792-2251
- Public Health – Idaho North Central District: 866-736-6632

If your symptoms are severe, you should seek medical assistance immediately.

In addition, any student who faces challenges securing their food or housing or faces an event (death or illness in the family for example) and believes this may affect their performance in the course, is urged to contact the Office of Student Affairs (208-792-2218), and the Student Counseling Center (208-792-2211) for support.

I realize this continues to be new territory for everyone, myself included, so let's all do our best to be patient and understand that if things don't always go exactly as planned, we will try to creatively problem solve any issues that arise. We will also periodically check-in with each other to see how things are working for everyone and readjust as necessary. Your flexibility and understanding in this ongoing, fluid process will help make this semester a success!

### **MINORS IN ENVIRONMENTAL STUDIES AND ANTHROPOLOGY**

Students are encouraged to explore the possibility of adding a Minor to their degree program. A minor signals to a prospective employer that you have concrete expertise in area beyond your primary field of specialization and has the potential to provide you with an edge over your competitors in the job market while complementing your main area of study. For additional information follow this link to the bottom of the page (Full URL: <https://www.lcsc.edu/social-sciences/social-sciences-programs>.)

## COURSE SCHEDULE AND ASSIGNMENTS

All Worksheets should be completed and brought to class **Tues at 10:30 am** on their respective due dates. Other assignments and exams should be submitted before **midnight (PST)** on their respective due dates listed below. All course materials and assignments are found on Canvas in weekly Module folders except the chapters from your book Brody (1981) *Maps and Dreams (MD)*. Any changes to the course schedule will be announced in class. **WS = Work Sheet; CT = Current Topics Assignment; MD = Maps and Dreams book**

<b>Week of:</b>	<b>Major Themes/Readings</b>	<b>Assignment Due Dates</b>
Week 1 (1/17)	<b>Course Introduction:</b> Welcome; How all this works; expectations, yours and mine	
Week 2 (1/24)	<b>Environmental Anthropology</b>	WS#1 Due 1/25
Week 3 (1/31)	<b>Common Pool Resources, Conservation, &amp; Sustainability</b>	WS#2 Due 2/1
Week 4 (2/7)	<b>Subsistence Adaptations, Water, &amp; TEK</b>	WS#3 Due 2/8
Week 5 (2/14)	<b>Foragers, Optimal Foraging, &amp; Land Access</b>	WS#4 Due 2/15
Week 6 (2/21)	<b>Horticulture &amp; Biodiversity</b>	WS#5 Due 2/22 CT Proposal Due 2/24
Week 7 (2/28)	<b>Case Study – Yakima Nation &amp; the Wapato</b> <b>Exam 1 – Posted 3/1-3/6 midnight</b>	WS#6 Due 3/1 <b>Exam 1 Due 3/6 midnight</b>
Week 8 (3/7)	<b>Maps and Dreams Discussion #1 (Ch 1-5)</b>	MD Essays #1 Due: 3/7
Week 9 (3/14)	Tues - <b>Maps and Dreams Discussion #2 (Ch 6-10)</b> Thurs - <b>Maps and Dreams Discussion #3 (Ch 11-16)</b>	MD Essay #2 Due: 3/14 MD Essay #3 Due: 3/16 MD Reflection Paper – Due 3/20
Week 10 (3/21)	<b>Garden Project (Mandatory attendance)</b>	WS #7 Due 3/22 CT Bibliography Due 3/24
Week 11 (3/28)	<b>SPRING BREAK</b>	
Week 12 (4/4)	<b>Cows, Conservation, &amp; Meat Labs</b>	WS #8 Due 4/5 CT Environmental Impact Statement Due 4/7 midnight
Week 13 (4/11)	<b>Garbage and Recycling</b>	WS #9 Due 4/12
Week 14 (4/18)	<b>Oil Development</b>	WS #10 Due 4/19
Week 15 (4/25)	<b>Garden Project (Mandatory attendance)</b>	WS #11 Due 4/26
Week 16 (5/2)	<b>Current Topic Student Presentations – (Mandatory Attendance)</b>	CT Presentation & Handout Due 5/3 class