

ANTH 108: Indigenous Peoples, Extractive Development, and Climate Change

Fall 2022

MWF 11:00-11:50 AM, Center Hall 220

Instructor: Dr. Ian Jones

E-Mail: ijones@ucsd.edu

Office: SSB 297

In-person Student Hours: MW 1-2 PM (or by appointment)¹

Zoom Student Hours: T 10-11 AM

Coffee Hour: F 12:30-1:30 PM, Art of Espresso (Mandeville coffee cart)

Student Hours Zoom Meeting ID: 562 825 340

Student Hours Zoom Link: <https://ucsd.zoom.us/j/562825340>

Course Description

Across the world, Indigenous peoples' lands and livelihoods are increasingly vulnerable to extractive development projects such as mines, gas wells, dams, logging, and monoculture agriculture, all of which increase the impacts on climate change. This class addresses the ways Indigenous communities use cultural and political resources to negotiate environmental, market, and political forces. Can protecting indigenous ways of life provide alternatives for global climate change?

Prerequisites

Upper division standing.

Course Learning Outcomes

Students completing this course will be able to:

- 1) Define, explain, and discuss key terms and concepts relevant to the anthropological study of extractive development and climate change
- 2) Analyze case studies using an anthropological lens and be able to identify their historical bases and precedents
- 3) Thoughtfully discuss challenges facing Indigenous peoples in the United States and globally and Indigenous solutions to those challenges
- 4) Articulate responses to real-life incidents and policies and defend those responses with scholarly evidence

¹ I have an open-door office policy, as well. If you see my door open and I'm in the office, feel free to stop by.

- 5) Read and understand scholarly writing on Indigenous peoples, extractive development, and climate change from multiple disciplinary perspectives, including anthropology, sociology, and geography
- 6) Conduct independent scholarly research on a case study relevant to the course themes
- 7) Present the results of independent research to an audience of peers

Grading

Grades will be calculated out of a total of 100 points.

Participation and discussion: 20%

Reading reflections: 20%

Proposal: 10%

Midterm: 10%

Annotated Bibliography: 15%

“The Assignment”: 15%

Final Presentation: 10%

In this course, grades are an assessment of active, creative, scholarly engagement with a set of requirements (laid out in a prompt). I’m not a believer in punitive assessment, however, and don’t view grades as a reflection of “points lost” from an ideal A+, representing exact conformity to the requirements of the prompt. It would be more productive to think about grades as representing a comparison between your work and an ideal B-, conceived as an assignment that satisfactorily meets the requirements of the prompt.

Canvas and Zoom

<http://canvas.ucsd.edu>

The course Canvas page contains a copy of the syllabus, electronic course readings, lecture slides, assignment prompts, and grades. For information on using Canvas, see: <https://edtech.ucsd.edu/students/index.html>

It is possible that some course meetings will take place over Zoom. For information on using Zoom, see: <https://blink.ucsd.edu/technology/file-sharing/zoom/index.html>

Lectures and Recording

Podcasting is enabled for this course, and all course meetings will be recorded. These recordings will be made available on Canvas once they are finished processing (in the Media Gallery tab in the left-hand menu). Any questions, discussion, etc. will also be included in this recording. These podcast recordings will only be available to students enrolled in the course. You are free to use these

recorded lectures for purposes related to the course, but you may not redistribute them without written permission.

Student Hours and Coffee Hours

What I call “student hours” you’ve probably heard called “office hours” in most other classes. Student hours are times I’ve specifically set aside to talk to students. You won’t be interrupting anything else if you stop by, because I intentionally don’t schedule anything else during these times. In general, these will be one-on-one meetings, but you’re also free to come as a group if some of you all want to talk about the same thing (please keep social distancing restrictions in mind). Usually, discussions during student hours will be about some aspect of the course, but this isn’t the only thing we can talk about. If you want to talk about anthropology in general, or your career, or ‘90s punk bands, or something else, I’m happy to talk to you about that, too (but bear in mind I might have to cut some of these conversations a bit short if a lot of students need to talk to me about the course). You don’t need an appointment for student hours, but you’re free to set one up if you want (and if you can’t make student hours but would still like to meet with me, feel free to email me to set up an appointment).

Coffee hours, by contrast, will be communal meeting times. I won’t have a set agenda for these, so, for the most part, we can talk about whatever people want to talk about. If you want to discuss some aspect of the course in more detail than we were able to in lecture, feel free to bring that up during coffee hours. If you just want to hang out and talk about your week, feel free to do that instead. If you just want to hear me talk about the thrill and excitement of pottery analysis, you can get me started on that, too. (Coffee hours are subject to cancellation depending on the trajectory of the ongoing pandemic.)

Readings

The readings for each class session are listed below the date and title of that session in the schedule. It is your responsibility to complete the readings for each session **before** the beginning of class, as lectures will build on and assume knowledge of the assigned readings. If a date has no reading listed below, you do not have any readings for that day. Online readings available on Canvas are listed following the abbreviation [C] and online readings with links are listed following the abbreviation [OL].

Discussions and Reading Reflections

Each week on Friday, our class period will be spent discussing a reading, usually a journal article or book chapter. Although each class period will involve some discussion of the readings, on Friday you must come prepared to discuss the readings in detail. The readings are meant to be discussed critically, but you should be able to articulate your reasoning for criticism or praise. Participation in Friday

discussions is a large component of your participation and discussion grade, which is worth 20% of your overall course grade.

In order to ensure that you are prepared to discuss the readings, you will also submit a short (1-2 paragraph) reading reflection **for Friday's reading** each week. This reflection does not need to be particularly long or detailed, but must answer three questions: 1) What did you find most interesting about this reading, and why? 2) What did you find most confusing about this reading, and why? And most importantly 3) Why do you think I assigned this reading? Remember to keep your answers relevant to the course. For full credit, you should answer these questions with some reference to concepts and information from the lectures and other course readings. **Completed reflections are always due on Canvas on Friday at 10:00 AM.** Reading reflections will be scored out of 2 points. The full 2 points will be given to complete, well-articulated reflections that engage both the assigned reading and concepts and content from the lectures and other course readings; 1.5 points will be given to complete reflections that engage only the assigned reading; 1 point will be given to incomplete reflections or reflections based on incorrect information; 0 points will be given to missing reflections.

There are two official UCSD holidays that fall on a Friday this quarter: Veterans Day (Nov. 11, Week 7) and Thanksgiving (Nov. 25, Week 9). Discussions and reading reflections these weeks will be moved to Wednesday these weeks.

Research Assignments

Over the course of the quarter, you will complete four research assignments, all focusing on the same topic. The first of these is a topic proposal (ca. 1-2 page), due during Week 2, in which you will briefly summarize the case study, event, or phenomenon you plan to research, focusing on Indigenous peoples, extractive development, and climate change (see assignment prompt for details). The second assignment, due during Week 6, is an annotated bibliography consisting of 5-6 short (ca. 1-2 paragraph) entries (see assignment prompt for details). The third assignment, "The Assignment," will be due during Week 10. This is an open-ended assignment requiring you to produce an anthropological work related to your case study. This work can take the form of a traditional research paper, but could also be a grant/research proposal, short film, poster, visual essay, etc. (see assignment prompt for details). The final assignment will be a short presentation of "The Assignment" during the final exam period.

Electronics

You are welcome to use a laptop or tablet during lecture periods for the purposes of taking notes and consulting course readings, provided it doesn't prove to be a distraction. In other words, you are **not** free to watch TikToks during class (unless they're really funny [but then you have to show all of us]). This distracts not only you, but also the people around you, and this is not fair to them. Phones should be

silenced during class (I understand that sometimes it may be important not to miss a call, and in these cases, it's fine to leave your phone on and leave class to take the call).

No audio or video recording of lectures is permitted unless authorized by the Office for Students with Disabilities (OSD) and cleared with me beforehand. I will post all lecture slides to Canvas before each class period, and if you miss something (or something is unclear), please don't hesitate to ask me to clarify.

Expected Workload

According to UCSD policy, you should expect to spend three hours working on a course each week per unit hour of credit. As a four-unit course, students in this class should expect to spend a minimum of 12 hours per week engaged in learning. In this course, three of those hours per week will be spent on lecture and discussion, which means that **you should plan to spend *nine* hours per week on this course outside of our scheduled meeting times**. That time will be spent primarily on course readings, reading reflections, the midterm, and research assignments.

Late work policy

As mentioned above, I'm not a fan of punitive assessment. Nonetheless, deadlines can be quite valuable. First, deadlines can be very useful motivators for getting work done (if you're anything like me, anyway). Second, submitting your work on time helps me keep up with grading and generally makes my life easier. I recognize, though, that you all have lives, and that those lives can be complicated. There are no late penalties in this course, but this comes with additional responsibility. If you need to submit an assignment a few days late, that's no problem. If this turns into more than two or three assignments, or you need to submit an assignment more than a week late, you'll need to talk to me during student hours (or make an appointment) to receive credit. I'm not going to pry into the details of your personal life, I don't need a doctor's note, etc., but I really want all of you to do all of the assignments for this course, and sometimes that requires talking about barriers to getting work done and brainstorming strategies for catching up.

Attendance, Participation, and Course Expectations

It is your responsibility to prepare for and attend each class meeting. If you miss a class, you are still responsible for that material. While attendance of lectures and discussions is required, things are not even close to being back to normal yet, and I understand there are times when absences will be unavoidable. **Please do not attend class if you are feeling sick**. As with the late work policy, if you have to miss one or two days of class, that's not a problem; you don't even need to tell me. If you need to miss more than this, please let me know so that we can discuss strategies for keeping up with the course material.

Participation and discussion count for 20% of your overall course grade. The most important way to earn these points is to participate actively in Thursday discussions. Beyond this, I **strongly** encourage additional, active participation during lectures (by asking or answering questions, raising issues from the readings, etc.) and attending student/coffee hours. This additional participation is required to receive full participation credit, but it will not make up for missing assignments, etc.

Communicating with Me/Email

As you've probably noticed, your professors often think of emails as an electronic version of paper letters and expect that they should follow a similar etiquette. This means that we generally expect emails to include a subject line, salutation, body, and closing. There's a logic to each of these elements (the subject line gives me a general idea of what the email is about, the salutation indicates that you know who I am, the body tells me why you're emailing, and the closing tells me who you are), so it's a good idea to include each of them, and again, most of your professors will expect this. I will respond to all e-mails within 36 hours. Realistically, it will almost certainly be sooner than that, but there are several times during the quarter when I might need the full 36 hours to respond. Keep in mind, as well, that it is easier for me (and usually more useful to you) to answer long and/or complicated questions and have discussions about your research project during student hours.

Are you reading this?

If you are, I want you to do me a favor. Send me a link to something you're really into right now. It could be a YouTube video of a song you have on repeat, your favorite meme, a clip from your favorite show, etc. It's not required, but it will show me that you read the syllabus, so that's something.

Students with Disabilities

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter (paper or electronic) issued by the Office for Students with Disabilities (<http://osd.ucsd.edu/>). Students are required to discuss accommodation arrangements with their instructor (i.e. me) and the Department of Anthropology's OSD liaison **in advance** of any exams or assignments. Students authorized to receive reasonable accommodations should discuss their needs with me during office hours to ensure confidentiality. For additional information, contact the Office for Students with Disabilities: (858) 534-4382; email: osd@ucsd.edu; website: <http://osd.ucsd.edu>.

Emergency Preparedness

Please review the Campus Emergency Preparedness website for information on campus emergency procedures: <http://blink.ucsd.edu/go/emergencyplanning>

UC San Diego will be posting updates on the current campus situation to <https://coronavirus.ucsd.edu/>, and it is a good idea to check this site regularly.

Masking Policy

UCSD requires all people on campus to wear masks in all instructional and classroom spaces, including ours. UCSD recommends wearing a particulate-filtering respirator meeting either N95 or KN95 guidelines. Please note that UCSD does **not** consider single-layer cloth masks (or scarves, t-shirts, etc.) sufficient to be considered masked in indoor spaces.

Academic Integrity

Plagiarism and cheating are very serious offenses, with serious negative consequences for your academic career. Plagiarism includes both quoting someone without giving a citation and also using someone else's ideas without citing them. It is your responsibility to be familiar with and abide by UCSD's [Policy on Integrity of Scholarship](#), as well as your rights and responsibilities according to the [UCSD Student Conduct Code](#). In this course, you are expected to present your own original words and ideas in writing assignments, exams, and class discussions. You are welcome and encouraged to discuss course material with your classmates, but you may *not* present other students' answers as your own. For your research assignments, any words or ideas you adopt from another sources (whether verbatim or paraphrased) must be properly credited through citation. If you have any questions about plagiarism or how to properly cite sources, don't hesitate to ask me. That's what I'm here for.

For additional information, see <https://academicintegrity.ucsd.edu/faq/index.html>

Course Schedule (*subject to change*):

Week 0

Fri., Sept. 23

Lecture: Soft opening: introduction to the course, etc.

Reading: None (yay!)

Week 1

Mon., Sept. 26

Lecture: Race, ethnicity, and indigeneity

Reading: [C] United Nations. 2007. "United Nations Declaration on the Rights of Indigenous Peoples."

[OL] American Anthropological Association Statement on Race
(<http://www.aaanet.org/stmts/racepp.htm>)

Weds., Sept. 28

Lecture: Defining indigeneity in a global sense

Reading: START [C] Merlan, Francesca. 2009. "Indigeneity: Global and Local." *Current Anthropology* 50(3): 303-333 (including comments on pp. 320-329)

Fri., Sept. 30

Discussion: Who is Indigenous? And in what contexts?

Reading: FINISH [C] Merlan, Francesca. 2009. "Indigeneity: Global and Local." *Current Anthropology* 50(3): 303-333 (including comments on pp. 320-329)

Week 2 — PROPOSAL DUE

Mon., Oct. 3

Lecture: "The Paths out of Town": Environmental histories, environmental anthropology, and indigeneity

Reading: [C] Cronon, William. 1992. "Kennebec Journey: The Paths out of Town." In *Under an Open Sky: Rethinking America's Western Past*, edited by William Cronon, George Miles and Jay Gitlin, 28-51. New York: W.W. Norton.

Weds., Oct. 5

Lecture: The limits of environmental anthropology

Reading: START [C] Excerpts from Simpson, Audra. 2014. *Mohawk Interruptus: Political Life across the Borders of Settler States*. Durham, NC: Duke UP.

Fri., Oct. 7

Discussion: Indigeneity, citizenship, sovereignty, and refusal

Reading: FINISH [C] Excerpts from Simpson, Audra. 2014. *Mohawk Interruptus: Political Life across the Borders of Settler States*. Durham, NC: Duke UP.

Assignment Due: Proposal

Week 3

Mon., Oct. 10

Lecture: “The Trouble with Wilderness”: Indigeneity and the double bind of “emptiness”

Reading: [C] Merchant, Carolyn. 2003. “Shades of Darkness: Race and Environmental History.” *Environmental History* 8(3): 380-394.

Weds., Oct. 12

Lecture: Wastelands: Toxic legacies of extraction

Reading: START [C] Excerpts from Voyles, Traci Brynne. 2015. *Wastelanding: Legacies of Uranium Mining in Navajo Country*. Minneapolis: University of Minnesota Press.

Fri., Oct. 14

Discussion: “Empty Except for Indians”: Uranium mining in Navajo Nation

Reading: FINISH [C] Excerpts from Voyles, Traci Brynne. 2015. *Wastelanding: Legacies of Uranium Mining in Navajo Country*. Minneapolis: University of Minnesota Press.

Week 4 — MIDTERM DUE

Mon., Oct. 17

Lecture: Resource extraction and frontiers: Cultural, legal, and environmental implications

Reading: [C] Braun, Sebastian. 2016. “Revisited Frontiers: The Bakken, the Plains, Potential Futures, and Real Pasts.” In *The Bakken Goes Boom: Oil and the Changing Geographies of Western North Dakota*, edited by William Caraher and Kyle Conway, 91-116. Grand Forks, ND: The Digital Press @ The University of North Dakota.

Weds., Oct. 19

Lecture: Environmental justice and injustice

Reading: START [C] Whyte, Kyle Powys. 2017. “The Dakota Access Pipeline, Environmental Injustice, and U.S. Colonialism.” *Red Ink* 19(1): 154-169.

Fri., Oct. 21

Discussion: Is the frontier a place or a process?

Reading: FINISH [C] Whyte, Kyle Powys. 2017. "The Dakota Access Pipeline, Environmental Injustice, and U.S. Colonialism." *Red Ink* 19(1): 154-169.

Assignment Due: Midterm

Week 5

Mon., Oct. 24

Lecture: Mapping and sovereignty

Reading: [C] Harley, J. Brian. 2009. "Maps, knowledge, and power." In *Geographic Thought: A praxis perspective*, edited by George Henderson and Marvin Waterstone, 129-148. London and New York: Routledge.

Weds., Oct. 26

Lecture: Logging in Borneo: indigeneity and the state

Reading: START [C] Peluso, Nancy Lee. 1995. "Whose Woods Are These? Counter-Mapping Forest Territories in Kalimantan, Indonesia." *Antipode* 27(4): 383-406.

Fri., Oct. 28

Discussion: Seeing against the state: Counter-mapping as a political strategy

Reading: FINISH [C] Peluso, Nancy Lee. 1995. "Whose Woods Are These? Counter-Mapping Forest Territories in Kalimantan, Indonesia." *Antipode* 27(4): 383-406.

Week 6 — ANNOTATED BIBLIOGRAPHY DUE

Mon., Oct. 31

Lecture: Mining and the question of anthropological responsibility revisited

Reading: [C] Kirsch, Stuart. 2002. "Anthropology and Advocacy: A Case Study of the Campaign against the Ok Tedi Mine." *Critique of Anthropology* 22(2): 175-200.

Weds., Nov. 2

Lecture: Before Ok Tedi: The Panguna Mine and the Bougainville conflict

Reading: [C] Regan, Anthony J. 1998. "Causes and Course of the Bougainville Conflict." *Journal of Pacific History* 33(3): 269-285.

Fri., Nov. 4

Discussion: Sovereignty, extractive development, and hybrid political orders

Reading: [C] Boege, Volker. 2009. "Peacebuilding and State Formation in Post-Conflict Bougainville." *Peace Review* 21: 29-37.

Assignment Due: Annotated Bibliography

Week 7

Mon., Nov. 7

Lecture: Introduction to the Point Four Program and international extractive development

Reading: START [C] Black, Megan. 2016. "Interior's Exterior: The State, Mining Companies, and Resource Ideologies in the Point Four Program." *Diplomatic History* 40(1): 81-110.

Weds., Nov. 9

Discussion: The Point Four Program and U.S. extractive development

Reading: FINISH [C] Black, Megan. 2016. "Interior's Exterior: The State, Mining Companies, and Resource Ideologies in the Point Four Program." *Diplomatic History* 40(1): 81-110.

Fri., Nov. 11 (VETERANS DAY HOLIDAY — NO CLASS)

**Week 8 — SCHEDULE CHANGES THIS WEEK DUE TO ASOR ANNUAL MEETING
(see announcement on Canvas for details)**

Mon., Nov. 14

Lecture: Lithium, green technologies, and extractive development

Reading: [C] Perreault, Tom. 2020. "Bolivia's High Stakes Lithium Gamble." *NACLA Report on the Americas* 52(2): 165-172.

Weds., Nov. 16 — TBA, see Canvas for details

Lecture: TBA, see announcement on Canvas for details

Fri., Nov. 18 — TBA, see Canvas for details

Discussion: Lithium, Indigenous peoples, and the meaning of Bolivian landscapes

Reading: [C] Sanchez-Lopez, Maria Daniela. 2019. "From a White Desert to the Largest World Deposit of Lithium: Symbolic Meanings and Materialities of the Uyuni Salt Flat in Bolivia." *Antipode* 51(4): 1318-1339.

Week 9

Mon., Nov. 21

Lecture: Oil production in Equatorial Guinea

Reading: START [C] Excerpts from Appel, Hannah C. 2019. *The Licit Life of Capitalism: U.S. Oil in Equatorial Guinea*. Durham, NC: Duke UP.

Weds., Nov. 23

Discussion: Entanglement, disentanglement, and responsibility in extractive development

Reading: FINISH [C] Excerpts from Appel, Hannah C. 2019. *The Licit Life of Capitalism: U.S. Oil in Equatorial Guinea*. Durham, NC: Duke UP.

Fri., Nov. 25 (THANKSGIVING HOLIDAY — NO CLASS)

Week 10 — "THE ASSIGNMENT" DUE

Mon., Nov. 28

Lecture: Indigenous resistance and climate change

Reading: [C] Goldtooth, Dallas, Alberto Saldamando, and Kyle Gracey. 2021. "Indigenous Resistance Against Carbon, August 2021 Report." Washington, DC: Oil Change International.

Weds., Nov. 30

Discussion: Dreaming against the end of the world

Reading: [OL] “Rethinking the Apocalypse: An Indigenous Anti-Futurist Manifesto.”
(<https://www.indigenouaction.org/rethinking-the-apocalypse-an-indigenous-anti-futurist-manifesto/>)

Fri., Dec. 2

Lecture/discussion: Loose threads: wrapping up, looking to the future

Assignment Due: “The Assignment”

Final Presentations: Tues., Dec. 6, 11:30-2:30 PM