

# ANTH 108: INDIGENOUS PEOPLES, EXTRACTIVE

DEVELOPMENT, AND CLIMATE CHANGE

FALL 2023

MWF 1:00-1:50 PM, HSS 1305

## **TENTATIVE SYLLABUS**

### **LECTURER:**

JULIA K. SLOANE, PH.D. (SHE/ HER)

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OFFICE HOURS BY APPOINTMENT (EMAIL TO SCHEDULE)

### **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
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

**Course Schedule** (*Subject to change*)

All assigned content is available over canvas. Green highlights indicate potential changes. Yellow highlights indicate a due date.

Week	Theme	Readings / how to prepare for class
Week 0	Introduction	Just show up on Friday!
Week 1	Setting our scene	<p><b>Monday</b></p> <ul style="list-style-type: none"> <li>United Nations. 2007. "United Nations Declaration on the Rights of Indigenous Peoples." (29 pages with large print)</li> <li>American Anthropological Association Statement on Race (<a href="https://americananthro.org/about/policies/statement-on-race/#:~:text='Race'%20thus%20evolved%20as%20a,homogenized%20into%20'racial'%20categories">https://americananthro.org/about/policies/statement-on-race/#:~:text='Race'%20thus%20evolved%20as%20a,homogenized%20into%20'racial'%20categories</a>)</li> </ul> <p><b>Wednesday</b></p> <ul style="list-style-type: none"> <li><u>Old Ways for New Days Indigenous Survival and Agency in Climate Changed Times</u>, Ch. 1 (8pgs)</li> <li>Giovetti, How Climate Change Keeps People in Poverty (short) (<a href="https://concernusa.org/news/climate-change-and-poverty/">https://concernusa.org/news/climate-change-and-poverty/</a>)</li> </ul> <p><b>Friday</b></p> <ul style="list-style-type: none"> <li>Wildcat, <u>Red Alert!: Saving the Planet with Indigenous Knowledge</u>, Ch. 2 (8 pgs)</li> </ul>
Week 2	Indigenous Knowledge	<p><b>Monday</b></p> <ul style="list-style-type: none"> <li>Wildcat, <u>Red Alert!: Saving the Planet with Indigenous Knowledge</u>, Ch. 5 (12 pgs)</li> </ul> <p><b>Wednesday</b></p> <ul style="list-style-type: none"> <li>Tagalik, et al. "Rebuilding relations and countering erasure through community-driven and owned science: A key tool to Inuit self-determination and social transformations" (23 pgs)</li> </ul> <p><b>Friday</b></p> <ul style="list-style-type: none"> <li>Finish Tagalik, et al.</li> <li>Hindou Oumarou Ibrahim, TED talk: "Indigenous knowledge meets science to take on climate change" (13 min) <a href="https://www.youtube.com/watch?v=z3d_UsYgt1c">https://www.youtube.com/watch?v=z3d_UsYgt1c</a></li> </ul>
Week 3	Sovereignty	<p><b>Monday</b></p> <ul style="list-style-type: none"> <li>Simpson, Audra. 2020. "The Sovereignty of the Critique." <i>South Atlantic Quarterly</i>, 119(4), 685-699.</li> </ul> <p><b>Wednesday</b></p> <ul style="list-style-type: none"> <li>Vanthuyne, K. and M. Gauthier. 2022. "Mining the Land While Sustaining Iiyiyiuituwinn: Exercising Indigenous Sovereignty through Collaboration in Eeyou Istchee." <i>Canadian Journal of Political Science</i> 55(2), 279-299.</li> </ul>

		<p><b>Friday</b>  <b>Proposal due</b></p> <ul style="list-style-type: none"> <li>• Finish Vanthuyne and Gauthier</li> </ul>
<b>Week 4</b>	<b>Erasure and Emptiness</b>	<p><b>Monday</b></p> <ul style="list-style-type: none"> <li>• Horowitz, J. (2018). Tatanga Ishtima hinkna Jyá Waká: Sleeping Buffalo and Medicine Rock and Assiniboine Dislocation and Persistence. <i>Native American and Indigenous Studies</i>, 5(2), 123-145.</li> </ul> <p><b>Wednesday</b></p> <ul style="list-style-type: none"> <li>• Gilio-Whitaker, Dina. Chapter 2: “Genocide by Any Other Name” In <i>As long as grass grows: The indigenous fight for environmental justice, from colonization to Standing Rock</i>. pg 35-53. Beacon Press, 2019.</li> </ul> <p><b>Friday</b></p> <ul style="list-style-type: none"> <li>• Finish reading Gilio-Whitaker, Ch 2.</li> </ul>
<b>Week 5</b>	<b>Environmental (In)justice</b>	<p><b>Monday</b></p> <ul style="list-style-type: none"> <li>• McGregor, D., Whitaker, S., &amp; Sritharan, M. (2020). Indigenous environmental justice and sustainability. <i>Current Opinion in Environmental Sustainability</i>, 43, 35-40.</li> </ul> <p><b>Wednesday</b></p> <ul style="list-style-type: none"> <li>• Whyte, Kyle Powys. 2017. “The Dakota Access Pipeline, Environmental Injustice, and U.S. Colonialism.” <i>Red Ink</i> 19(1): 154-169.</li> </ul> <p><b>Friday</b></p>
<b>Week 6</b>	<b>(Anthropological) Responsibility</b>	<p><b>Monday</b>  <b>Annotated bibliography due</b></p> <ul style="list-style-type: none"> <li>• Regan, Anthony J. 1998. “Causes and Course of the Bougainville Conflict.” <i>Journal of Pacific History</i> 33(3): 269-285.</li> </ul> <p><b>Wednesday</b></p> <ul style="list-style-type: none"> <li>• Finish Regan</li> </ul> <p><b>NO CLASS ON FRIDAY (Happy Veteran’s Day!)</b></p>
<b>Week 7</b>	<b>Extractive Development</b>	<p><b>Monday</b></p> <ul style="list-style-type: none"> <li>• Black, Megan. 2016. “Interior’s Exterior: The State, Mining Companies, and Resource Ideologies in the Point Four Program.” <i>Diplomatic History</i> 40(1): 81-110.</li> </ul> <p><b>Wednesday</b></p> <ul style="list-style-type: none"> <li>• Seck, S. L., &amp; Simons, P. (2019). Resource extraction and the human rights of women and girls. <i>Canadian Journal of Women and the Law</i>, 31(1), i-xvi.</li> </ul> <p><b>Friday</b></p>

		<ul style="list-style-type: none"> <li>• Finish week readings</li> </ul>
<b>Week 8</b>	<b>Case Study: Oil Production in Equatorial Guinea</b>	<p><b>Monday</b> <i>Positionality narrative due</i></p> <ul style="list-style-type: none"> <li>• Excerpts from Appel, Hannah C. 2019. <i>The Licit Life of Capitalism: U.S. Oil in Equatorial Guinea</i>. Durham, NC: Duke UP.</li> </ul> <p><b>NO CLASS ON WEDNESDAY OR FRIDAY (Happy Thanksgiving!)</b></p>
<b>Week 9</b>	<b>Case Study: Extraction in Bolivia</b>	<p><b>Monday</b></p> <ul style="list-style-type: none"> <li>• Perreault, Tom. 2020. "Bolivia's High Stakes Lithium Gamble." <i>NACLA Report on the Americas</i> 52(2): 165-172.</li> </ul> <p><b>Wednesday</b></p> <ul style="list-style-type: none"> <li>• 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." <i>Antipode</i> 51(4): 1318-1339.</li> </ul> <p><b>Friday</b></p> <ul style="list-style-type: none"> <li>• Finish Sanchez-Lopez</li> </ul>
<b>Week 10</b>	<b>Indigenous Resistance and Climate Change</b>	<p><b>Monday</b></p> <ul style="list-style-type: none"> <li>• Goldtooth, Dallas, Alberto Saldamando, and Kyle Gracey. 2021. "Indigenous Resistance Against Carbon, August 2021 Report." Washington, DC: Oil Change International.</li> </ul> <p><b>Tuesday 12/5/23</b> <i>Final report due</i></p> <p><b>Wednesday</b></p> <ul style="list-style-type: none"> <li>• "Rethinking the Apocalypse: An Indigenous Anti-Futurist Manifesto." (<a href="https://www.indigenouaction.org/rethinking-the-apocalypse-an-indigenous-anti-futurist-manifesto/">https://www.indigenouaction.org/rethinking-the-apocalypse-an-indigenous-anti-futurist-manifesto/</a>)</li> </ul> <p><b>Friday</b></p> <ul style="list-style-type: none"> <li>• No readings (enjoy your holidays!)</li> </ul>

## 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. All readings are available online on the canvas course website.

## ASSIGNMENTS, PROJECTS, AND GRADING

Assignment	Submit to:	Weight	Due Date
Attendance & Participation	In class	20% (40 pts)	Ongoing
[RP] Research Proposal	Canvas: Assignments	10% (20 pts)	10/20/23 @ 6pm
[RP] Annotated Bibliography	Canvas: Assignments	15% (30 pts)	11/6/23 @ 6pm
Positionality Narrative	Canvas: Assignments	15% (30 pts)	11/20/23 @ 6pm
[RP] Final Report	Canvas: Assignments	40% (80 points)	12/5/23 @ 6pm

THERE ARE 200 POINTS AVAILABLE TOTAL.

Students will receive a letter grade based on percentage of points accumulated by the end of the quarter based on the following guidelines:

A 94-100%	B+ 87-89%	B- 80-83%	C 74-76%	D 69-65%
A- 90-93%	B 84-86%	C+ 77-79%	C- 70-73%	F < 65%

### RESEARCH PROJECT ([RP])

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 (500-700 words), due during Week 3, 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 (2-4 sentences) entries, at least 3 of which must be by indigenous scholars (see assignment prompt for details).

The third assignment, the “final report,” will be due during Week 10 (Tuesday). 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).

### **POSITIONALITY NARRATIVE**

This assignment is designed for you to reflect on your positionality within your social structure, and the Climate Justice Movement. This assignment is a 500-700-word reflection that describes how your positionality affects and has influenced your engagement with the course and thinking about Climate Justice.

### **COURSE POLICIES**

#### **ATTENDANCE**

*Students are required to attend all lectures during the scheduled lecture time unless they are ill or have made temporary alternate arrangements. **Please do not attend if ill.*** You are given 5 excused absences without question. If you have a legitimate reason to miss more than that, you will need to submit a doctor's note or official documentation to avoid missing points. *If unable to attend lecture live, listen to the podcast on canvas as soon as possible.* **Participation** means contributing during class discussion, but it also means being attentive (e.g. not distracted on your phone or doing homework for another class). Participation will be structured in a manner that does not force students to share with the entire class. Remember, your education is our joint goal and this deserves respectful treatment. In order for the class to function at its best and for my instruction to fit the needs of the students, it is essential for you to be communicative about issues as they arise and engage in the material to the best of your abilities.

\*\*\* At any point in the term, please talk to me if you have an idea about how to make the classroom feel like a safer space to share your thoughts and experiences.\*\*\*

#### **LATE POLICY**

Assignments are due at the times listed and should be submitted for canvas. Scores will be penalized 5% for every day that the assignment is late.

## **INCLUSION STATEMENT**

I agree with Ruth Benedict who said, “the purpose of anthropology is to make the world safe for human differences.” *I expect students in my class to demonstrate respect and strive for compassionate appreciation of one another regardless of familiarity.* If you experience less than respectful treatment from anyone in the course, please reach out to me or the TA. We will do whatever we can to ameliorate the situation. I also understand that we are all starting from different places. If you find yourself needing a little extra assistance in understanding the personhood of others, please reach out to me individually and I will try to help.

## **STUDENTS WITH SPECIAL LEARNING REQUIREMENTS**

Students requesting accommodations for this course due to a disability should provide a current Authorization for Accommodation (AFA) letter (paper or electronic) issued by the Office for Students with Disabilities (<https://osd.ucsd.edu>). Students are required to discuss accommodation arrangements with instructors and OSD liaisons in the department **IN ADVANCE** of any exams or assignments.

## **COVID-19/ Sick Policy**

If you’re faced with the loss of a loved one, or illness strikes during the term and hinders your academic performance, please email me to make appropriate accommodations. Part of being a student is being a human and your instructors understand this. It is important to alert us early if something threatens to inhibit your performance instead of trying to work through it on your own and then reaching out if you can’t or when you’re healthy again. Professors almost always consider an early warning as a sign of responsibility and preparedness, not weakness or difficulty.

## **ACADEMIC INTEGRITY**

As a student in this course, you are responsible for knowing and abiding by UCSD's Policies on [Integrity of Scholarship](#) and [Student Conduct](#).

“Academic Integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all of your actions. Lying, cheating or

any other forms of dishonesty will not be tolerated because they undermine learning and the University’s ability to certify students’ knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result sanctions. Sanctions can include an F in this class and suspension or dismissal from the University. So, think carefully before you act. Before you act ask yourself the following questions: a) is my action honest, fair, respectful, responsible & trustworthy and, b) is my action authorized by the instructor? If you are unsure, don’t ask a friend—ask your instructor, instructional assistant, or the Academic Integrity Office. You can learn more about academic integrity at [academicintegrity.ucsd.edu](http://academicintegrity.ucsd.edu)” (Source: Tricia Bertram Gallant, Ph.D., UCSD Academic Integrity Office, 2017)

What you can do to support your success in the course:	What I will do to support your success in the course:
Read the syllabus and stay current with course information	Be prepared and bring my enthusiasm for teaching to each session
Keep up with readings and assignments.	Respond to emails within one working day, and provide timely feedback on assignments / submissions.
Contribute to the learning environment with <a href="#">fairness, cooperation, and professionalism</a>	Establish a learning environment with fairness, cooperation and professionalism, and will take action if these principles are violated.
Treat your classmates, instructional assistants and myself honestly and ethically	Treat you honestly and ethically, and will address any concerns you might have
Commit to excel with integrity. Have the courage to act in ways that are honest, fair, responsible, respectful & trustworthy.	Uphold integrity standards and create an atmosphere that fosters active learning, creativity, critical thinking, and honest



	collaboration.
Manage your time, so you can stay on track with the course and complete tasks on time.	Only assign work that is vital to the course, and will work to meet the standard credit hour allotment for the course.
Communicate with me if you determine that a deadline cannot be met due to extenuating circumstances	Consider requests for adjustments and will make reasonable exceptions available to all students when approved

<b>Learning and Academic Support</b>	
<p><a href="#"><u>Ask a Librarian: Library Support</u></a> <i>Chat or make an appointment with a librarian to focus on your research needs</i></p> <p><a href="#"><u>Course Reserves, Connecting from Off-Campus and Research Support</u></a> <i>Find supplemental course materials</i></p> <p><a href="#"><u>First Gen Student Success Coaching Program</u></a> <i>Peer mentor program that provides students with information, resources, and support in meeting their goals</i></p> <p><a href="#"><u>Office of Academic Support &amp; Instructional Services (OASIS)</u></a> <i>Intellectual and personal development support</i></p>	<p><a href="#"><u>Writing Hub Services in the Teaching + Learning Commons</u></a> <i>One-on-one online writing tutoring and workshops on key writing topics</i></p> <p><a href="#"><u>Supplemental Instruction</u></a> <i>Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses</i></p> <p><a href="#"><u>Tutoring – Content</u></a> <i>Drop-in and online tutoring through the Academic Achievement Hub</i></p> <p><a href="#"><u>Tutoring – Learning Strategies</u></a> <i>Address learning challenges with a metacognitive approach</i></p>

## Support for Well-being and Inclusion

### Basic Needs at UCSD

*Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live is encouraged to contact: [foodpantry@ucsd.edu](mailto:foodpantry@ucsd.edu) |*

*[basicneeds@ucsd.edu](mailto:basicneeds@ucsd.edu) | (858) 246-2632*

### Counseling and Psychological Services

*Confidential counseling and consultations for psychiatric service and mental health programming*

### Triton Concern Line

*Report students of concern: (858) 246-1111*

### Office for Students with Disabilities (OSD)

*Supports students with disabilities and accessibility across campus*

### Community and Resource Centers

#### Office of Equity, Diversity, and Inclusion

*As part of the [Office of Equity, Diversity, and Inclusion](#) the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus*

*(858).822-.3542 | [diversity@ucsd.edu](mailto:diversity@ucsd.edu)*

#### Get Involved

*Student organizations, clubs, service opportunities, and many other ways to connect with others on campus*

#### Undocumented Student Services

*Programs and services are designed to help students overcome obstacles that arise from their immigration status and support them through personal and academic excellence*