

**ANSC/GLBH 147: Global Health and the Environment**  
**Spring 2023**  
**MWF 8-8:50 am PST**  
**Warren Lecture Hall 2205**

**Instructor: Alex Stewart, Ph.D.**

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he/him pronouns

Office Hours: M/W/F 10-10:50 am (no appt. necessary) at picnic table outside Peterson Hall  
or by appointment in Zoom personal meeting room: <https://ucsd.zoom.us/j/3969178702>

### **Course Overview**

We are living in the midst of a vast, anthropological experiment that challenges us to alter drastically the way we interact with our environment and each other in order to protect the health of our species. This experiment is not an aberration or an accident, but the culmination of centuries of expanding human settlements that encroach on the habitats of disease-bearing animals, settlements built by — and largely for — machines. These machines spew toxic gases that cause the climate to warm, which facilitates the spread of diseases. These diseases then proliferate among increasingly mobile human populations, many of which are driven by the exploitation of local economies and ecologies to seek work in situations that damage their bodies, expose them to toxins, but deny them affordable health care, health care that is being stretched thin by ever expanding human settlements with ever more diseases, and so on.

How humans interact with natural and built environments vary across time and space. However, as capitalism and industrialism has spread around the globe in the modern era, symbiosis has increasingly given way to exploitation, of natural resources and human populations alike.

Rather than examine ecological, economic, and socio-political exploitation as separate issues, this class reveals them to be inextricably linked through concepts like political ecology and ecobiopolitics, so they must be addressed with comprehensive approaches that can transform human interactions with natural and built environments, reshape cultural orientations toward non-human species, and realign politics in ways that will protect the health of all humans as well as other living things.

Ecological damage or toxic exposure is rarely the sole cause of suffering individuals or communities. One also must ask how and why political systems allow environmental costs to be transferred to the vulnerable, why economies are structured in ways that reward and encourage such practices, and what cultural values and forms of solidarity can be mobilized to alleviate suffering. If humans are to stem the degradation of the natural world and the damage it does to human health, we must reorganize our social relations and the associated systems of political and economic organization to be more sustainable and equitable.

This class will look to existing and emergent human cultures for examples of how to stem the twin tides of environmental destruction and global human inequality. Our future as a species depends on it.

### **Course Requirements:**

#### **Daily Discussion Posts 10%**

**Before each class, you must make a post to that day's discussion forums on the Canvas course page.** Your post may either introduce a discussion question about one or more of the readings and/or films assigned for the upcoming class OR respond to a question posted by one of your classmates. **Questions should be posted by 11:59 p.m. on the night before each class, and responses must be posted before lecture begins.** You should ask debatable (not factual) questions that could have a variety of plausible answers, and give your post a title that will inspire other students to read it and respond. The goal of these questions is to help you think critically about the readings and to inspire discussion in class. Each student should review the online discussion before each class in addition to doing the assigned readings..

#### **Attendance OR Asynchronous Assignments 10%**

To get the most out of this class, it is essential that you attend all of our class meetings and actively participate in class discussions and group activities. If you are unable to attend live lectures (in-person or via Zoom), you may still simulate this participation and receive full credit by completing asynchronous assignments instead. **Asynchronous assignments will be posted after each lecture and must be completed before the next lecture begins. No late asynchronous assignments will be accepted,** except in cases of verifiable emergencies.

#### **Paper 1: Reflective Essay 10%**

This assignment will assess your ability to apply the concepts learned in the first weeks of the course to your own experience. Write 1-2 pages about how cultural values and structures of race, ethnicity, class, and gender have shaped your own relationship to the natural world and perceptions of global health. Cite at least three different assigned course materials as you reflect on how your position in our global society affects your perspective on global health and the environment.

#### **Paper 2: Consensus and Solidarity 15%**

In the first portion of the course, we examine how local communities have struggled to form consensus about environmental contamination and solidarity around pursuing strategies to combat it. What factors enable some communities to achieve consensus and solidarity to successfully alter their environmental conditions? Can we build on these (or other) examples to construct a sense of global solidarity that includes shared understandings of the causes of climate change and a willingness to undergo individual, social, political, and economic

changes to combat it? You will have to cite at least three sources (assigned or other academic sources) in supporting your answer.

### **Paper 3: From Local to Global Solutions 20%**

In examining various human relationships with natural and lived environments, we have seen examples of sustainable cultural attitudes and practices and potential political and economic changes that could address our global climate crisis and promote a healthier globe. How can bottom-up and/or top-down strategies like these be applied to best address the climate crisis and promote and maintain healthy environments around the globe? You will have to cite at least three sources (assigned or other academic sources) in supporting your answer.

**All information that is not your own original work must be cited**, and we will be using [turnitin.com](https://turnitin.com) to check for originality. Chicago style citations are preferred in anthropology and most social sciences (Author's last name, year: page #) (Stewart 2015:1), but MLA, APA or any other recognizable style will work as long as you **include an in-text citation that points to a reference on a works cited or bibliography page that identifies the publication information of the source** of your information.

### **Midterm: 15%**

Making and explaining connections between key terms and using class material to make an argument in response to an essay prompt will assess your ability to apply the material presented in the first half of the course. Exams will be administered through Canvas during class time.

### **Final Exam: 20%**

The final will be identical in format to the midterm, but focused on the second half of the course, except it will also include an additional comprehensive essay question that will prompt you to use material from the entire quarter to make recommendations on how to improve global health and the environment. Exams will be administered through Canvas during class time.

**\*\*\*Students must complete all papers and exams in order to pass the course\*\*\***

## **Policies**

### **Attendance**

You are required to either attend lecture OR submit an asynchronous assignment each week. Attendance at live Zoom lectures is strongly recommended, but not required, and lectures will be recorded and posted as technology allows. You are responsible for all material presented in lecture. PowerPoint slides will be posted online, but they are only a rough outline of the material and not a substitute for attending class.

## **Late Work**

Electronic submissions are due before midnight on the dates specified. Please plan to submit in advance because extensions will not be granted in case of technical difficulties or incomplete submission. Assignments submitted after the due date will be docked 4% for each day (24 hrs) they are late (including weekends). (Note that this means you can still get an A if you submit a perfect assignment one day late.) Late discussion questions and asynchronous assignments will not be accepted unless a student gives prior notice or has a documented excuse.

## **Communication**

You can contact us via email for basic questions about the course, **but please specify which course**, and we will do our best to respond within 48 hours. You also can post questions on Canvas for an even faster response. **Please check Canvas and your UCSD email regularly for class updates.** However, for complex questions about course material or paper topics and a more in depth response, please **come talk with us in person during office hours.**

## **“Classroom” Environment**

We will discuss some sensitive issues in this class, and you are expected to approach them with an open mind. **You are encouraged to contribute critical and alternative viewpoints, but you must always be respectful** and refrain from using any language that could be construed as a personal attack.

## **Academic Integrity**

Plagiarism and cheating are very serious offenses; all quotations and paraphrasing must be properly cited and everything not cited must be your own, original work. Canvas will automatically submit your papers to [turnitin.com](https://turnitin.com) to confirm their originality. Those suspected of misconduct will be referred to the Academic Integrity Office, and will be subject to failing the course in addition to appropriate disciplinary sanctions. See <http://students.ucsd.edu/academics/academic-integrity/policy.html>.

## **Academic Support Services**

If you require accommodations due to a disability, you must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD). Please present AFAs as soon as possible to allow time for appropriate planning for the provision of reasonable accommodations.

## **Grade Disputes**

If you have questions about why you received a grade, please talk to your professor or teaching assistant in office hours right away about how you can do better in the future. Grade changes will only be made for errors in calculation or in extreme circumstances. Please do not wait until after your final grade has been calculated to ask questions about how assignments are graded.

## **Required Texts and Films**

**All texts are available for free electronically on Canvas.** Required and recommended films are available at the links below or viewable on campus or through a vpn on the Library's E-reserves: <http://libraries.ucsd.edu/borrow-and-request/course-reserves/index.html>.

If you prefer to acquire hard copies of books to read and annotate, we will be reading all or extensive portions of these books:

Checker, Melissa. 2005. In *Polluted Promises: Environmental Racism and the Search for Justice in a Southern Town*. New York: NYU Press. (entire text assigned)

Singer, Merrill, ed. 2016. *Companion to the Anthropology of Environmental Health*. West Sussex, UK: Wiley Blackwell. (8 chapters assigned)

Singer, Merrill. 2019. *Climate Change and Social Inequality: The Health and Social Costs of Global Warming*. New York: Routledge. (4 chapters assigned)

## **Course Schedule\***

**all readings available on Canvas**

**All readings are due by lecture on the day they are listed.**

**\*Like all things, subject to change**

## **Week 1: Foundations**

### **4//3: Welcome to the Anthropocene**

Barouki et al. "The COVID-19 pandemic and global environmental change: Emerging research needs." *Environment International* 146:10672:1-5.

### **4/5: A Biosocial Approach to Global Health**

Hanna, Bridget and Arthur Kleinman 2013. "Introduction: A Biosocial Approach to Global Health." Paul Farmer, Jim Yong Kim, Arthur Kleinman, and Matthew Basilico "Unpacking Global Health: Theory and Critique" In *Reimagining Global Health*. Paul Farmer, Jim Yong Kim, Arthur Kleinman, and Matthew Basilico, eds. 1-32

### **4/7: Famine and Biopolitics**

Edkins, Jenny. "Introduction" and "Pictures of Hunger" In *Whose Hunger? Concepts of Famine, Practices of Aid*. University of Minnesota Press. xv-xxii, 1-14.

Recommended Film: *Scientific Racism and the Eugenics of Social Darwinism* (BBC)  
<https://www.youtube.com/watch?v=8hNiuzX2u3E>

## **Week 2: Environmental Racisms**

#### **4/10: Medicine, Environment and Colonialism**

Comaroff, Jean. 1997. "The Diseased Heart of Africa: Medicine, Colonialism, and the Black Body." In *Knowledge, Power, and Practice*, S Lindenbaum & M Lock, University of California Press, 305-29.

#### **4/12: Ecobiopolitical Racism**

Singer, Merrill and Derrick Hodge. 2016. "Ecobiopolitics and the Making of Native American Reservation Health Inequities." In *Companion to the Anthropology of Environmental Health*. Merrill Singer, ed. 193-216.

Assigned film: *Bad Sugar* (Stream on E reserves with a vpn)

#### **4/14: Race and the Environment in the USA**

Checker, Melissa. 2005. "You Can Run but You Can't Hide" and "Race-ing the Environment" In *Polluted Promises: Environmental Racism and the Search for Justice in a Southern Town*. NYU Press. 1-34.

### **Week 3: Marginalization and Solidarity**

#### **4/17: Race and Economics in the American South**

Checker, Melissa. 2005. "Three Old Heads" and "In Between the Tracks" In *Polluted Promises: Environmental Racism and the Search for Justice in a Southern Town*. NYU 35-68.

**Assigned Film:** *Place Matters* (E-Reserves)

#### **4/19: Changing Environmental Meanings**

Checker, Melissa. 2005. "Strange Fruit" Pg. 69-73 and "From Promised Land to Poisoned Land" In *Polluted Promises: Environmental Racism and the Search for Justice in a Southern Town*. NYU 74-103

#### **4/21: Environmental Organizing**

Checker, Melissa. 2005. "Foot Soldiers" and "Long is the Struggle, Hard is the Fight" In *Polluted Promises: Environmental Racism and the Search for Justice in a Southern Town*. NYU 104-147

### **Week 4: Toxic Uncertainties**

#### **4/24: Negotiating Environmental Justice**

#### **PAPER #1 DUE**

Checker, Melissa. 2005. "Staying on Board," "Crossing Murky Waters," and "No Progress Without Struggle" In *Polluted Promises: Environmental Racism and the Search for Justice in a Southern Town*. NYU 148-190

#### **4/26: Socially Producing Uncertainty**

Auyero, Javier and Debora Swistun. 2008. "The Social Production of Toxic Uncertainty." *American Sociological Review*. 73.3: 357-379

#### **4/28: From Official Denial to Social Fact**

Lora-Wainwright, Anna and Aijiang Chen. 2016. "China's Cancer Villages: Contested Evidence and the Politics of Pollution" In *Companion to the Anthropology of Environmental Health*. Merrill Singer, ed. 396-412.

### **Week 5: Inequality and Climate Change**

#### **5/1: Citizen Science vs. Scientific Uncertainty**

Anglin, Mary 2016. "Ecosocial and Environmental Justice Perspectives on Breast Cancer: Responding to Capitalism's Ill Effects" In *Companion to the Anthropology of Environmental Health*. Merrill Singer, ed. 21-33

#### **5/3: Feminist Political Ecology and Water**

Truelove, Yaffa. 2011. "(Re-) Conceptualizing water inequality in Delhi, India through a feminist political ecology framework." *Geoforum* 42.2: 143-152.

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#### **5/5: Midterm Exam**

### **Week 6: Engendering Environmental Inequality**

#### **5/8: Social Dimensions of Climate Change**

Singer, Merrill. 2018. "Introduction and "The Physical and Social Dimensions of Climate Change" In *Climate Change and Social Inequality: The Health and Social Costs of Global Warming*. 1-32

#### **5/10: Citizen Science vs. Scientific Uncertainty: Social Inequalities and Climate Change**

Singer, Merrill. 2018. "On the Bottom Rung of a Low Lying Nation: Social Ranking and Climate Change in Bangladesh" In *Climate Change and Social Inequality: The Health and Social Costs of Global Warming*. 185-198

#### **5/12: Water Vulnerability and Community Responses**

Singer, Merrill. 2018. "Water Vulnerability and Social Equity in Ecuador" n *Climate Change and Social Inequality: The Health and Social Costs of Global Warming*. 172-184

Watch *Crude* documentar

## **Week 7: Neoliberal Solutions and Their Discontents**

### **5/15: Racial Capitalism and Neoliberalism**

**PAPER #2 DUE at 11:59 pm**

Pulido, Laura. 2016. "Flint, Environmental Racism, and Racial Capitalism." *Capitalism, Nature, Socialism* 27.3:1-16.

### **5/17: Who is to Blame?**

Stephenson, Eleanor S. and Peter H. Stephenson. 2016. "The Political Ecology of Cause and Blame: Environmental Health Inequities in the Context of Colonialism," *In Companion to the Anthropology of Global Health*. Merrill Singer, ed. 302-320

### **5/19: Addressing Water Insecurity**

Eichelberger, Laura. 2016. "Remembering the Foundations of Health: Everyday Water Insecurity and Its Hidden Costs in Northwest Alaska." *Companion to the Anthropology of Global Health*. Merrill Singer, ed., 236-252

## **Week 8: Altering Cultural Orientations Toward Environmental Health**

### **5/22: Religious Perspectives on Environmental Health**

Weller, Robert P. "Chinese Cosmology and the Environment." In *Chinese Religious Life*. David Palmer, Glen Shive, and Phillip Wickeri, eds. Oxford University Press. 124-138

### **5/24: Political Ecology of Drug Crops and Prohibition**

Gezon, Lisa L. 2017. Beyond (anti)utilitarianism: Khat and Alternatives to Growth in Northern Madagascar. In "Degrowth, culture and power." Special Section of the *Journal of Political Ecology* Lisa L. Gezon and Susan Paulson, eds. 24: 582-594.

### **5/26: Interspecies Relations, Altered Consciousness, and Environmentalism**

Steinhardt, Joanna. 2018. "Psychedelic Naturalism and Interspecies Alliance: Views from the Emerging Do-It-Yourself Mycology Movement." *Plant Medicines, Healing and Psychedelic Science*. B. C. Labate, C. Cavnar, eds. 167-184.

## **Week 9: Reformist Solutions: First Steps or Half Measures?**

### **5/29: NO CLASS - MEMORIAL DAY (a good opportunity to watch *Bending the Arc*)**

### **5/31: One Health**

Nyatanyi, Thierry, M. Wilkes, H McDermott, et al. "Implementing One Health as an Integrated Approach to Health in Rwanda." *BMJ Global Health* 2: 1-6

Maes, Kenneth and Ippolytos Kalofonos 2018. "Listening to Community Health Workers: How Ethnographic Research Can Inform Positive Relationships Among Community



Health Workers, Institutions, and Communities.” *American Journal of Public Health* 104.5: e5-e9.

**Required Film:** *Bending the Arc* (stream on E-Reserves with a vpn)

### **6/2: Combatting Car Culture**

Baer, Hans A. “Private Cars as Environmental Health Hazards: The Critical Need for Public Transit in the Era of Climate Change.” *Companion to the Anthropology of Global Health*. Merrill Singer, ed. 458-482.

## **Week 10: Non-reformist Solutions: A Bridge too Far?**

### **6/5: Democratic Ecosocialism**

Singer, Merrill. “The Consequential Intersection of Social Inequality and Climate Change: Health, coping, and community organizing” In *Climate Change and Social Inequality: The Health and Social Costs of Global Warming* 223-236.

### **6/7 Eco-villages**

Boyer, Robert H. W. 2015. Grassroots innovation for urban sustainability: comparing the diffusion pathways of three ecovillage projects. *Environment and Planning* 45: 320-337.

### **6/9 Eco-anarchism**

Trainer, Ted. 2009. “An Anarchism for Today: The Simpler Way.” *Capitalism Nature Socialism*. 30.4:87-103

**Final Exam: PAPER #3 DUE by Monday 6/12 at 11:59 pm**

## **Other Policies and Resources**

**Preferred Pronouns:** I will gladly honor your request to address you by your chosen name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make the appropriate adjustments to my records.

**Academic Honesty and Integrity:** Plagiarism is the use of someone else’s work or ideas as one’s own. UC San Diego expects that both faculty and students will honor academic integrity to protect the validity of our intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. When you use the words and ideas of others in any written work, you must cite it properly. Instructors, for their part, will exercise care in planning and supervising academic work, so that honest effort will be upheld. Submitting assignments online through Canvas automatically checks for potential violations against anything openly available on the internet, including samples of firewalled written assignments. All suspected instances of plagiarism will be reported. A verdict of violation

of academic integrity for any course assessment will result in failure of this course. Additional information is available at <https://academicintegrity.ucsd.edu/>

**Accommodations:** UC San Diego welcomes students who have (dis)abilities and wish to participate in the academic and professional opportunities available in the community. Students requesting accommodations and services due to (dis)abilities should let the professor know in private within the first two weeks of class. They will need to receive authorization through the Office for Students with Disabilities. For more information, visit University Center Room 202, call them at 858.534.4382, visit them online at <https://osd.ucsd.edu/> or email them at [osd@ucsd.edu](mailto:osd@ucsd.edu) (requests for deaf/hard of hearing services: [deaf-hohrequest@ucsd.edu](mailto:deaf-hohrequest@ucsd.edu) ).

**Religious Holidays:** Students who miss work for the purpose of religious observance are permitted to make up this work. Students should submit to me, in writing by the end Week 2, their documented religious holiday schedule for the semester.

**Title IX Compliance:** Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Students have the right to an educational environment that is free from harassment and discrimination. Sexual misconduct and physical and/or psychological abuse will not be tolerated. This includes sexual assault, dating violence, domestic violence, and stalking. As an instructor, I am committed to promoting a safe and healthy environment, and should I learn of any sexual misconduct or physical and/or psychological abuse, I am required to report the matter to the Title IX Coordinator. Should you wish to speak to a confidential source, you may also contact the Title IX Coordinator. Title IX Office ((858) 534-8298, [ophd@ucsd.edu](mailto:ophd@ucsd.edu) ) provides information and assistance to students, faculty, and staff regarding reports of bias, discrimination, harassment, sexual harassment, and sexual violence. Students may receive confidential assistance at CARE at the Sexual Assault Resource Center (858-534-5793, [sarc@ucsd.edu](mailto:sarc@ucsd.edu) , <http://care.ucsd.edu> ) or Counseling and Psychological Services (CAPS, 858-534-3755, <http://caps.ucsd.edu> ).

**Office of Academic Support & Instructional Services (OASIS):** OASIS offers free, one-on-one tutoring for students ( <http://oasis.ucsd.edu> ). Tutoring services are designed to guide students to the point at which they become independent learners, no longer needing a tutor.

**Counseling and Psychological Services (CAPS):** CAPS is pleased to provide a wide range of services to assist students, including confidential short-term counseling, crisis intervention, psychiatric consultation, and 24/7 crisis counseling. CAPS is located in Galbraith Hall 190 and can be reached at 858-534-3755. You can also visit <http://caps.ucsd.edu> .

**Teaching + Learning Commons:** The Teaching + Learning Commons offers a range of services that will benefit you in this class and others. Their free services include one-on-one and group consultations for written assignments and oral presentations, content tutoring, or understanding various learning strategies. You can drop by in person on the lower level of Geisel Library, or make an appointment online at <http://commons.ucsd.edu> .

**Basic Needs:** If you are or someone you know is experiencing hunger or homelessness, there are resources on campus to assist you. Visit <http://basicneeds.ucsd.edu> for more information on services such as the Triton Food Pantry and the Food Recovery Network.

**Office of Students with Disabilities (OSD):** If you are a student with a (dis)ability requesting reasonable accommodations in this course, please visit OSD at University Center 202 or call 858-534-4382. All requests for reasonable accommodations require registration with OSD in advance of need. You can apply for OSD services at <http://osd.ucsd.edu> .