

DEPARTMENT OF ANTHROPOLOGY  
ANTH 2203F/FNS 2203F  
Indigenous Peoples, Globalization and the Environment  
Fall 2016



The Ok Tedi Mine [photo credit: CMCA Review]



A village logging crew [photo credit: Dan Jorgensen]

**Time:** Tue 10:30-12:30; Thu 11:30-12:30 **Place:** SH 3315

**Instructor:** Dan Jorgensen

**Office:** SSC 3210

**Email:** dwj@uwo.ca

**Office Hours:** Mon 1:30-3:30; Wed 11:30-12:30

OR by appointment

**Phone:** 519-661-2111 ext.84702

**TA:** Brianne Vescio

**Office:** SSC 3306

**Email:** bvescio@uwo.ca

**Office Hours:** Th 9:30-11:30

**Prerequisite:** Any Arts & Humanities or Social Science Essay Course

**Anti-requisite:** ANTH 2203F/G and FNS 2203F/G are anti-requisites – you may only enroll in one or the other of these two courses.

### **Introduction**

This course is built around a field known as political ecology, which draws upon several disciplines – anthropology, geography, political science, economics, ecology – that share an interest in the linkage between processes of globalization and changing environmental use. Our point of departure will be the fact that globalization involves an interplay between indigenous people and non-local ("global") actors, who bring different kinds of power and interest to bear on human relations with the natural world. Non-local actors may include transnational resource companies, but other examples include environmental NGOs, government (or the state) at various levels, the World Bank or agencies of the UN. The issues we will pursue often turn on the political relationship between these various players ("stakeholders") in relation to the environment.

The beginning of the course will introduce some general ideas concerning globalization and the environment, and how globalization figures in local people's environmental use. After that we will

turn our attention to different kinds of conservation projects and the interplay between various actors in relation to them, after which we will turn to a close look at mining on a resource frontier in Papua New Guinea. In the second half of the course we will examine the politics of environmental (mainly forest) use in parts of South Asia, Southeast Asia and the Pacific. We then come closer to home with a look at Canada's oil/tar sands projects in relation to First Nations people. The course concludes with an overview of the situation of indigenous peoples in environmental politics at local, national and global scales.

### **Learning outcomes**

Upon successful completion of this course, students will be able to:

- Place global environmental issues within concrete contexts in the developing world to understand “the environmentalism of the poor”.
- Identify ways in which globalization affects environmental use with specific reference to:
  - Mineral resource development
  - Logging and forestry
  - Conservation
- Analyze environmental politics in terms of the interrelation between:
  - indigenous peoples
  - the state
  - corporations
  - multilateral institutions
  - civil society groups.
- Undertake independent library research to develop evidence-based arguments about the relation between changing environmental use and the situation of indigenous peoples.

### **Academic Policies**

All students should familiarize themselves with Western's current academic policies regarding accessibility, plagiarism and scholastic offences, and medical accommodation. These policies are outlined (with links to the full policies) at:

[http://anthropology.uwo.ca/undergraduate/course\\_information/academic\\_policies.html](http://anthropology.uwo.ca/undergraduate/course_information/academic_policies.html)

### **Electronic devices in class**

Laptops are permitted in class for note-taking only. Any other use is specifically prohibited. Failure to observe this restriction may result in your loss of the privilege of bringing your laptop to class. Cell phones are to be muted and are not to be used in class. No electronic devices of any kind may be open or used during quizzes and exams.

### **Evaluation and Assignments**

**Mandatory Meeting (5%)**

**Tuesday Quizzes [*any five of ten*] (10%)**

**Midterm Exam (25%)**

**Research Essay (30%)**

**Final Exam (30%)**

**During office hours before October 10**

**September 20 – November 29**

**October 18**

**November 17**

**Examination Period – date TBA**

Please note these dates in your calendars. My general expectation is that you will attend lectures and *prepare for them in advance* by doing the appropriate readings according to the topic sequence

shown. If you have questions, ideas, or would just like to chat, I would encourage you to drop in during office hours (or, by making an appointment). Do not be shy about seeking advice or help with the course from either myself or Brianne. In order to help break the ice, see the following note on mandatory meetings.

### **About Mandatory Meetings**

I will require each of you to book a meeting with me at least once during office hours before October 10 for 20 minutes to discuss your interests in the course and your plans. (If you cannot meet during office hours, you must arrange an appointment with me. Make-up meetings will only be entertained with a reasonable explanation.) It is in the spirit of these meetings that you feel free to discuss anything related to the course or its content; they are not meant to be an ordeal that puts you on the spot. *Provided you meet this requirement, you will get the 5% mark set aside for this.*

### **About Tuesday Quizzes**

There will be ten short Tuesday quizzes at the beginning of class on the following dates:

September 20	November 1
September 27	November 8
October 4	November 15
October 11	November 22
October 25	November 29

You will be graded on the best five of your quizzes, with each of these worth 2% of your overall mark, for a combined total of 10%. The quizzes will be very brief and will cover the assigned readings since the previous quiz; they are meant to help monitor your progress and keep you on track. Note that you may miss up to half of these quizzes without penalty (thus completing only five), but it is obviously in your interest to take all ten of them.

### **About Research Essays**

The research essay will sum the outcome of your research on a topic related to the course. It must include a clear line of argument, drawing primarily from anthropological sources. The paper should be ten to fifteen pages in length, double-spaced, inclusive of bibliography. In general, your work will be evaluated on the basis of several factors, including:

- overall coherence (consistency, logical construction)
- grasp of key issues
- ability to link ideas with ethnographic material
- insight and originality of thought

You should arrive at a topic in consultation with me or Brianne. Further details about papers and format will be available in due course. In the meantime, if you are wondering how anthropological essays are written, a good guide from Harvard's department can be downloaded here:

[http://isites.harvard.edu/fs/docs/icb.topic1270719.files/anthropology\\_writing\\_guide\\_2010-3.pdf](http://isites.harvard.edu/fs/docs/icb.topic1270719.files/anthropology_writing_guide_2010-3.pdf)

Essays must be submitted electronically on OWL by the due date, with a corresponding hard copy supplied at that time if you wish written comments. All essays will be submitted to Turnitin for checking originality and detecting plagiarism. Late essays will be assessed a penalty of 5% per day late (including weekends). *Please note that this course carries the essay designation, and*

submitting an essay is a mandatory requirement; if you do not submit an essay, you will not pass the course.

### **Assigned Books**

The following books are required reading and are available for purchase in the Bookstore:

Golub, A. (2014) *Leviathans at the Gold Mine: Creating Indigenous and Corporate Actors in Papua New Guinea*. Durham: Duke University Press.

Greenough, P. and A. Tsing, eds. (2003) *Nature in the Global South: Environmental Projects in South and Southeast Asia*. Durham: Duke University Press.

### **SCHEDULE OF TOPICS AND READINGS**

The readings listed below are available via OWL or through the library's Course Readings system. See <https://ares.lib.uwo.ca/ares/>.

#### **September 13 Globalization and the environment**

Adger, W., et al. (2001) Advancing a political ecology of global environmental discourses. *Development and Change* 32:681-715.

Tsing, A. (2003) Natural resources and capitalist frontiers. *Economic and Political Weekly* 38(48):5100-5106.

#### **September 15**

Brosius, J.P. (1999) Analyses and interventions: anthropological engagements with environmentalism. *Current Anthropology* 40(3):277-309.

#### **September 20 Conservation and local people Quiz**

Alcorn, J. (1995) Big conservation and little conservation: collaboration in managing global and local heritage. *Yale School of Forestry and Environmental Studies Bulletin* 98:13-30. Electronic version: <http://environment.yale.edu/publication-series/documents/downloads/0-9/98alcorn.pdf> (accessed 15 August 2016).

Conklin, B. and L. Graham (1995) The shifting middle ground: Amazonian Indians and ecopolitics. *American Anthropologist* 97:215-229.

#### **September 22**

Holt, F.L. (2005) The Catch-22 of conservation: indigenous peoples, biologists, and cultural change. *Human Ecology* 33:199-215.

#### **September 27 Quiz**

Johnson, M. (2015) Creolized conservation: a Belizean Creole community encounters a wildlife sanctuary. *Anthropological Quarterly* 88(1):67-95.

Li, T. (2000) Articulating indigenous identity in Indonesia: resource politics and the tribal slot. *Comparative Studies in Society and History* 42:149-179.

## **September 29**

Peterson, R.B. et al. (2008) Seeing (and doing) conservation through cultural lenses. *Environmental Management* 45(1):5-18.

## **October 4 Mining in Papua New Guinea Quiz**

Ballard, C. and G. Banks (2003) Resource wars: the anthropology of mining. *Annual Review of Anthropology* 32:287-313.

Golub, A. (2014) Introduction (pp. 1-23). In: *Leviathans at the Gold Mine*. Durham: Duke University Press.

## **October 6**

Golub, A. (2014) Chapter 1 (pp. 24-73). In: *Leviathans at the Gold Mine*. Durham: Duke University Press.

## **October 11 Quiz**

Golub, A. (2014) Chapters 2 and 3 (pp. 74-159). In: *Leviathans at the Gold Mine*. Durham: Duke University Press.

## **October 13**

Golub, A. (2014) Chapter 4 and Afterword (pp. 160-213). In: *Leviathans at the Gold Mine*. Durham: Duke University Press.

## **October 18**

## **MIDTERM EXAM**

## **October 20 Forests and Environmentalism in South and Southeast Asia**

Peluso, N. (2003) Territorializing local struggles for resource control: a look at environmental discourses and politics in Indonesia. In: *Nature in the Global South*, P. Greenough and A. Tsing, eds., pp. 231-252. Durham: Duke University Press.

## **October 25 Quiz**

Baviskar, A. (2003) Tribal politics and discourses of Indian environmentalism. In: *Nature in the Global South*, P. Greenough and A. Tsing, eds., pp. 289-318. Durham: Duke University Press.

Jeffery, R., et al. (2003) A move from minor to major: competing discourses of nontimber forest products in India. In: *Nature in the Global South*, P. Greenough and A. Tsing, eds., pp. 79-99. Durham: Duke University Press.

## **October 27**

## **FALL STUDY BREAK – NO CLASS**

## November 1 Quiz

Sivaramakrishnan, K. (2003) Scientific forestry and genealogies of development in Bengal. In: *Nature in the Global South*, P. Greenough and A. Tsing, eds., pp. 253-283. Durham: Duke University Press.

Dove, M. (2003) Forest discourses in South and Southeast Asia: a comparison with global discourses. In: *Nature in the Global South*, P. Greenough and A. Tsing, eds., pp. 103-123. Durham: Duke University Press.

## November 3

Brosius, P. (2003) Voices for the Borneo rainforest: writing for the history of an environmental campaign. In: *Nature in the Global South*, P. Greenough and A. Tsing, eds., pp. 319-346. Durham: Duke University Press.

## November 8 The politics of forests in Asia-Pacific Quiz

Howell, S. (2014) 'No rights – no REDD': some implications of a turn towards co-benefits. *Forum for Development Studies* 41(2):253-272.

## November 10

Filer, C. and M. Wood (2012) The creation and dissolution of private property in forest carbon: a case study from Papua New Guinea. *Human Ecology* 40:665-677.

## November 15 Quiz

Lattas, A. (2011) Logging, violence, and pleasure: neoliberalism, civil society, and corporate governance in West New Britain. *Oceania* 81:88-107.

## November 17

**PAPERS DUE – NO CLASS**

## November 22 Special Section – First Nations and the Oil (Tar) Sands Quiz

Droitsch, D. and T. Simieritsch (2010) *Canadian Aboriginal Concerns with Oil Sands: A Compilation of Key Issues, Resolutions and Legal Activities*. September 2010 Briefing Note. Calgary: The Pembina Institute. Electronic document available at: <https://www.pembina.org/reports/briefingnoteofntoursep10.pdf> (accessed 13 Aug 2016).

Westman, C. (2013) Social impact assessment and the anthropology of the future in Canada's Tar Sands. *Human Organization* 72(2):111-120.

## November 24

Gibson, G. and C. O'Faircheallaigh (2010) *IBA Community Toolkit: Negotiation and Implementation of Impact and Benefit Agreements*. Toronto: Walker and Gordon Duncan Foundation. Electronic document may be downloaded free of charge at [www.ibacommunitytoolkit.ca](http://www.ibacommunitytoolkit.ca) under Creative Commons License. (accessed 13 August 2016)

**November 29 Indigenous People and Environmental Politics Once More Quiz**

Dove, M. (2006) Indigenous people and environmental politics. *Annual Review of Anthropology* 35:191-208.

Mathews, A.S. (2009) Unlikely alliances. Encounters between state science, nature spirits, and indigenous industrial forestry in Mexico, 1926-2008. *Current Anthropology* 50(1):75-101.

**December 1**

Tsing, A. (2003) Agrarian allegory and global futures. In: *Nature in the Global South*, P. Greenough and A. Tsing, eds., pp. 124-169. Durham: Duke University Press.

**December 6**

**REVIEW SESSION**