

ANTH 351: Indigenous Peoples, Human Rights, and the Environment
Willamette University Spring 2015
Professor Rebecca Dobkins, Anthropology
MWF 1:50-2:50, Eaton 425
OFFICE HOURS, EATON 417: MW 2:50-4 p.m.
and by appointment

COURSE DESCRIPTION

This course focuses upon environmental and human rights issues affecting indigenous peoples worldwide. Using the cross-cultural, comparative and field-based perspectives that distinguish anthropology, this course examines some of the most pressing problems facing the world's indigenous peoples, explores strategies used by these groups in facing human rights and environmental violations, and offers students the opportunity to study about and take action on these issues. Case studies of specific indigenous groups will be drawn from different world areas, including North and South America, Africa, Oceania and Asia. A particular emphasis this semester is upon the complex relationship indigenous peoples have globally with protected areas—national parks, conservation zones, co-managed areas, and eco-zones.

COURSE OBJECTIVES: The primary objectives of the course are threefold: (1) to develop an awareness of the diverse cultural and ecological characteristics of indigenous peoples, (2) to examine a broad range of economic, environmental, and political difficulties faced by indigenous populations within an increasingly globalized world system, and (3) to consider some of the responses to these problems that have been (or could be) carried out by both indigenous activists and their supporters in the “developed world.” To achieve these objectives we will read and analyze the materials in the following books along with some other common readings. In small learning communities, each student will develop an independent research project that will be presented in the last weeks of the course. Our learning communities will be engaged in a process of dynamic inquiry and discovery, and the production of knowledge will be both an aim and a theme of the course.

The objectives discussed above can be summarized in the following STUDENT LEARNING OUTCOMES for the Anthropology Major. Your grade in ANTH 351 will be based upon your ability to:

1. demonstrate a foundation in the anthropological perspective
2. apply anthropological theory and concepts;
3. develop discipline-based writing skills, specifically writing based upon research in secondary sources including Annual Reviews of Anthropology, utilizing the style guide of the American Anthropological Association.
4. recognize the contributions of anthropology towards practical problem-solving (i.e., applied anthropology).

REQUIRED TEXTS:

Bodley, John H. 2015. *Victims of Progress* (6th ed). Lanham, MD: Rowman & Littlefield. **It is essential that you purchase the 6th edition; it is significantly different than earlier editions.**

Moran, Emilio. 2006. *People and Nature: An Introduction to Human Ecological Relations*. Malden, MA: Blackwell Publishing.

Stevens, Stan, ed. 2014. *Indigenous Peoples, National Parks, and Protected Areas*. Tucson: University of Arizona Press.

Other readings are on WISE and more will be added.

COURSE REQUIREMENTS

This course is research-centered and organized around the formation of learning communities that will meet in- and outside of the classroom. In your learning communities, you will be working on thematically-linked independent research projects. Assigned readings on the syllabus are intentionally light for a 300-level class so that you have ample time to research and read about your own research topics.

I calculate grades on a 1000 point scale. Grades are based on:

(5%) Attendance/participation in class

(5%) Participation in learning community (self-evaluation)

(30%) Assignments 1-3 (Assignments worth 100 points each)

(10%) Presentation

(50%) Final project (note: project will be completed in stages, with points assigned to each stage)

ATTENDANCE POLICY: Attendance and participation in discussion are essential to your success in this class, and you are rewarded for attending class regularly. I will figure your attendance grade as follows:

No absences = 50 + 10 bonus points

1 absence = 45 5 or more absences = 0

2 absences = 40

3 absences = 35

4 absences = 30

If you are absent due to illness or other serious circumstance, you must contact me **before** class (please call and leave a message). You may then, if you wish, make up the absence by submitting the work that was due for that day's class (whether a written assignment, reading, and/or meeting). This work must be turned in at the next class session after your absence in order to get credit. You may make up no more than **2** absences in this way. However, the only way you can earn the 10 bonus points at the end of the semester is by physically being in class every session.

HOW TO SUBMIT WORK: You must submit work in TWO ways: (1) On WISE, by the due date and time, in the Assignments section. (2) In hard copy, by the due date and time (usually in

class). By using WISE, you will build a portfolio that I can evaluate in its entirety at the end of the semester.

LATE POLICY: I accept no late papers, with the exception of serious illness or family emergency. In these situations, please contact me before the paper is due if feasible (email or call and leave a message and/or have a friend do so).

PROFESSIONAL STANDARDS:

Time Commitment for this class: Willamette's Credit Hour Policy holds that for every hour of class time there is an expectation of 2-3 hours' work outside of class. Thus, for a class meeting three hours a week you should anticipate spending 6-9 hours outside of class engaged in course-related activities. Examples include study time, reading and homework assignments, research projects, group work, and attendance at lectures, films, and events.

Digital etiquette: Turn off and put away digital devices while in the classroom or my office. I prefer that you not use a laptop for taking notes.

Email etiquette:

- Use email to communicate with your instructors, but treat it as formal communication and never write anything that you would not want publicly disclosed.
- Use a respectful greeting. Assume your professors prefer to be addressed "Dear Professor [X]" unless otherwise instructed.
- Do not expect an instant reply. Many professors, including myself, may not read email at night or on the weekends.
- Seek face-to-face interaction in office hours or after class whenever possible, especially to discuss sensitive matters.

Plagiarism: Familiarize yourself with Willamette's plagiarism policy.

<http://www.willamette.edu/cla/dean/policies/plagiarism.html>

Important Dates: Please plan accordingly.

- Last day to file Add/Drop: JAN 30
- Last day to file CR/NC: FEB 27
- Last day to Withdraw: APR 3

INCLUSION POLICIES

Non-Discrimination: Willamette University is a diverse community that provides equal opportunity in employment, activities, and its academic programs. The University shall not discriminate on the basis of race, color, religion, sex, national origin, disability, age, marital status, veteran status and sexual orientation. If you experience or observe discrimination at Willamette, including in this classroom, please make a "Bias Report" to appropriate campus officials. <https://secure.willamette.edu/cgi-bin/datastore.cgi/biasreport>

Learning Differences: Please come see me to discuss any concerns you may have about your success in this course, including any disabilities for which you may require accommodation. Students requesting accommodations for a disability must be registered and certified through the Willamette University Disability Services Office. The office is in Bishop Health Center (Baxter Hall), 370-6471.

Religious Practices: Willamette University recognizes the value of religious practice and strives to accommodate students' commitment to their religious traditions whenever possible. When conflicts between holy days or other religious practice and academic scheduling arise, every effort should be made to allow students to adhere to their tradition, including, when possible, excusing class absences and allowing make-up work. A student anticipating the need to miss a class for religious reasons should alert the faculty member within the first two weeks of the semester, and the two of them should determine the next course of action. Any unresolved difficulty should be referred to the Office of the Chaplains.

SYLLABUS

DATE	TOPIC and READINGS	Activities/Assignments
UNIT I	ANTHROPOLOGICAL approaches to People, Nature, and Power	
Week 1		
M 1/19	Introduction to the course	
W 1/21	Moran (Preface, Chapter 1) Stevens (Introduction)	Begin thinking about project topics
F 1/23— MLK Day	No class. Attend MLK day events!	
Week 2		
M 1/26	Moran (Ch 2) WISE: Tavakolian “Indigenous Cultures..”	
W 1/28	Moran (Ch 3 & 4)	Project step 1 (25 points): tentative topic description
F 1/30	As assigned in class.	Introduction to Digication, Cheryl Cramer, WITS
Week 3		
M 2/2	Moran (Ch 5 & 6)	
W 2/4	Moran (Ch 7 & 8)	
F 2/6	WISE: Annual Review for 2/6	Learning communities begin meeting in and out of class Due: Assignment 1 (100 pts): Unit I synthesis
UNIT II	RETHINKING PARADIGMS: CONSERVATION, PROGRESS, AND RIGHTS	
Week 4		
M 2/9	WISE: Book Review for 2/9	Research training with Joni Roberts
W 2/11	Stevens (Ch 1-2)	
F 2/13		Learning communities—choose an Annual Review related to your topic

Week 5		
M 2/16	Stevens (Ch 3-4)	
W 2/18	Bodley (Ch 1-2)	
F 2/20	Finish reading your learning community's Annual Review	Learning communities
Week 6		
M 2/23	Bodley (Ch 3-4-5)	
W 2/25	Bodley (Ch 6-7)	
F 2/27		Learning communities Due: Project step 2 (75 points): Project proposal
Week 7		
M 3/2	Bodley (Ch 8-9)	
W 3/4	Bodley (Ch 10)	
F 3/6		Learning communities
Week 8		
M 3/9	Bodley (Ch 11-12)	
W 3/11	Bodley (Ch 13)	
F 3/13		Learning communities Due: Assignment 2 (100 pts): Unit II synthesis
UNIT III	THE INTERSECTION OF RIGHTS AND THE ENVIRONMENT: CHALLENGES FOR AND BY INDIGENOUS PEOPLES	
Week 9		
M 3/16	Stevens (Ch 5)	
W 3/18	Stevens (Ch 6)	
F 3/20		Learning communities (attendance optional)
Spring Break 3/23-27		
Week 10		
M 3/30 – No class	Dobkins returning from New Zealand No readings— catch up & read ahead!	
W 4/1	Stevens (Ch 7)	
F 4/3	Stevens (Ch 8)	
Week 11		
M 4/6	Stevens (Ch 9)	
W 4/8	Stevens (Ch 10)	
F 4/10	Stevens (Ch 11-12)	

UNIT IV	PRODUCING UNDERSTANDINGS: Sharing our inquiries	
Week 12		
M 4/13	Read for project	Due Assignment 3 (100 pts): Unit III synthesis Learning communities
W 4/15	Read for project	Learning communities
F 4/17	Read for project	Learning communities
Week 13		
M 4/20	Reading for project finished by today	Learning communities, final meeting before projects begin
W 4/22 SSRD	Attend SSRD events	
F 4/24	Readings TBA—chosen by learning communities for the rest of the class	Presentations begin Note: groups not presenting will have homework assigned by presenters
Week 14		
M 4/27	Readings TBA	Presentations
W 4/29	Readings TBA	Presentations
F 5/1	Readings TBA	Presentations
Week 15		
M 5/4 Last day class	Final class meeting. No assigned reading. Complete final projects this week	Course evaluations and summary
Final Exam period Sat 5/9	Final projects due on 5/9 at 5 p.m. (no class meeting)	