

**AHS 1000-11**  
**Foundations of Critical Inquiry:**  
**Nature and Environment**

**Fall 2020**

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**[Office Hours Webex Link](#)**

**Office Hours:** Tuesdays 9:00-10:00 AM and  
Thursdays 11:30 AM – 12:30 PM (Eastern U.S. time  
zone, UTC -04:00/-05:00)

**Class Meeting Times:** Tuesday and Thursday,  
10:00-11:30 AM (Eastern U.S. time zone,  
UTC -04:00/-05:00)

**[Class Meeting Webex Link](#)**

**Class Webex Meeting Number:** 160 817 0024  
(Password: Nature)

**Course Information:**

*Generic Description (Foundations of Critical Inquiry)*

The Arts and Humanities / History and Society Foundation (AHS) engages a combination of perspectives, including aesthetic, ethical, historical, and societal, to explore a particular topic or theme. Exploring a topic such as nature, justice, or memory, for example, through a rich array of perspectives aims to develop the ability to see that all interpretations are impacted by the context, values, and attitudes of the interpreter—including, of course, our own. We use course materials from a range of media and genres to explore the topic and learn to use complexity and ambiguity to enrich and deepen our inquiry. This theme-based course aims to establish a foundation of skills that anticipate the more disciplinary and interdisciplinary analytical skills that are introduced at the intermediate level of the liberal arts curriculum.

*Specific Description (Nature and Environment)*

What is the nature of our long relationship with nature? We are simultaneously part of nature and apart from it. Nature both provides us life and guarantees our death. Our relationship to and within the natural world is emergent, multidimensional, and often deeply ambivalent. In the face of ever-accelerating environmental changes and related concerns about the health of the planet and the various life forms that depend upon it, what is our responsibility as human beings, moral agents, ethical citizens? This course focuses on nature and the environment; it explores both theory and practice in areas such as ethics, the accountability of individuals and institutions, the development and use of energy sources, the creation of markets and technologies, the role of art, creativity, and expression, the management of agricultural expansion and food consumption, and the critical examination of business practices and economic systems, cultural values and lifestyle choices, as well as social, economic, and legal policies.

*Sub-Specific Description (Our Section)*

For our section of the “nature and environment” theme, we will take a comparative approach through time and across diverse societies to examine how humans are a product of their environment and simultaneously effect deep, even global, changes to it. Survival (and thriving) of our species depends on continual adaptation to the physical elements of earth, but it depends equally on learning to live in

complex, often tense relationships alongside myriad species, whether plant, animal, fungi, or microbial. We will explore the ways in which who we are biologically, psychologically, and culturally—that is, the elements that speak to what some people call “human nature”—is wrapped up with the world around us. From domestication and food production to religious ritual, industrialization, and political violence, the most important forces that drive our twenty-first-century world have a long, often unrecognized history of interactive dynamics between people and the natural world. This course will draw on evidence from the physical sciences, social sciences, and humanistic inquiry to consider diverse responses to the challenging, unresolved questions arising from our inevitable entanglements with nature.

### *Prerequisites*

As a foundational course, AHS 1000 has no prerequisites, although we will develop competencies in conjunction with the rhetorical skills developed in RHT 1000/1001, Foundations of Academic Writing.

### *Course Materials*

In addition to a computer with Babson-sponsored software packages and Internet access, whether on campus in Wellesley or elsewhere, the following books are required for full participation in the course. They are available at the Babson bookstore, but you can also find them online through most major retailers. Each one is relatively inexpensive, especially in paperback or ebook edition. Feel free to procure them in whatever format, print or electronic, you prefer in the editions indicated. All other course materials will be available on Canvas.

Jared Diamond. 2005. *Collapse: How Societies Choose to Fail or Succeed*. New York: Penguin Books. [Any edition.]

Elizabeth Hoover. 2017. *The River Is in Us: Fighting Toxics in a Mohawk Community*. Minneapolis: University of Minnesota Press.

Tom Wessels. 2013. *The Myth of Progress: Toward a Sustainable Future*. Lebanon, NH: University of Vermont Press. [Revised and expanded edition.]

### *Learning Goals*

FCI courses seek to establish a foundation of abilities and intellectual standards that anticipate the more disciplinary and interdisciplinary analytical competencies that are introduced at the intermediate level of the liberal arts curriculum. Among these competencies are the abilities to

- Read, view, or listen to texts of the highest literary, artistic, and cultural value deeply and inquiringly
- Interrogate the texts and one’s own thinking in conversation with that text
- Identify themes and patterns of themes across a body of texts
- Revisit a text with an enriched perspective to learn how to tolerate and explore ambiguity

Assignments at the foundational level emphasize organization, purposefulness, and clarity of oral and written expression: the ability to make a text-supported interpretation and the ability to generate further inquiry by comparing texts. Our section in particular, will focus on developing the following learning objectives:

- Develop the skills of critical inquiry by examining the assumptions and beliefs we take for granted, striving for a balanced treatment of topics of scholarly interest

- Understand the contours of an academic debate and enter into it
- Unpack complex written arguments to reveal their motivations, fallacies, and internal architecture
- Identify unique features of disciplinary knowledge production that distinguish the logic of argumentation among the physical sciences, social sciences, and humanities
- Cultivate empathy with multiple actors with divergent points of view, even when subject to critique
- Apply insights from critical conversations to generate real-world solutions to environmental problems

### *What This Course Is*

This course is designed to introduce you to the methods of inquiry in the “liberal arts,” a broad term with sometimes conflicting definitions, although for our purposes it includes scholarship in the humanities (e.g., history), social sciences (e.g., anthropology), natural sciences (e.g., physiology), and the arts (e.g., poetry). You will learn and put into practice the fundamental means by which these scholars produce new knowledge about the world we inhabit—and continually challenge their understanding. In other words, we seek to develop an intimate familiarity with the underlying logic of “critical inquiry” (hence the course title), which will serve as a groundwork on which you will develop more specialized skills in the intermediate and advanced courses you take in the liberal arts divisions at Babson.

### *What This Course Is Not*

This is not a course in ecology, in which the main focus is the technical interdependence of biological systems. Nor is it a course that stems from any other single disciplinary framework. For instance, while I am a professional anthropologist, and some of the material we encounter was written or filmed by anthropologists, this is not a course in anthropology. There are several courses offered at Babson that delve much more deeply into these respective fields, and I will provide recommendations for relevant courses of interest that can fulfill Babson curriculum requirements or electives. Finally, perhaps misleadingly, this is not a course fundamentally “about” the environment. Rather we are examining the myriad phenomena that humans label nature and the environment as an entrée into “questions about how to ask good questions”—or more concretely, how scholars think about and debate the central issues of our time. I hope we will all learn new things about the most pressing environmental issues of our day, but our main purpose is not to “accumulate” this knowledge as though it were a list of facts to be memorized.

## **Course Components:**

### *Concise Claims*

Over the semester you will be asked to complete two concise claims papers, in which you respond to a specific prompt based on material assigned in the preceding week’s classes. Besides offering an opportunity for feedback on your use of critical inquiry skills, these assignments are an exercise in learning to write concisely, as each one should be no longer than two double-spaced pages. You must focus on a narrow argument you can introduce and defend within only a few paragraphs. These shorter essays will serve as the backbone for the longer and more complex arguments you will make later in the course, as well as a low-stakes chance to get accustomed to the style of writing expected in the liberal arts curriculum. More details of the topics for each mini-essay will be available on Canvas and discussed in class.

### *Argumentative Essay*

You will demonstrate the ability to examine critically an environmental dilemma—and a particular society’s response to it—in a formal essay of five-to-six double-spaced pages. After we read several key chapters of Jared Diamond’s book *Collapse* and several scholarly rejoinders, you will choose one of the chapters we *did not* read as a group and consider it in depth. Each chapter features a different society that faced collapse (or the threat of collapse) due to the influence of a dysfunctional relation between people and the environment. You should read the chapter closely multiple times to dissect Diamond’s argument and the basis on which he makes his claims. Then, taking this process a step further, you will consult several academic resources he cites in the chapter to evaluate how “fair” he is in how he narrates this society’s collapse.

In your essay, you will synthesize the scholarly information you gather with a close reading of Diamond’s explanation of societal ruin to defend an argument about the (multiple) causal forces behind this crisis. You may find Diamond’s explanation convincing, in which case you should offer direct evidence from the cited resources you consult that support this reading, including facets the author does not consider at length; alternatively, you may disagree with his focus or suggest the narrative he presents does not capture the full complexity of what took place in the historical or archaeological record, which you should convey as part of your own argument. More guidance for how to start this writing project will be introduced halfway through the semester.

### *Debate*

In addition to individually prepared assignments, you will collectively prepare for an in-class debate to be held on the last scheduled class session in late November. The question, the details of which will be announced on Canvas later in the semester, will be on the inevitability of human degradation of the environment. You will be randomly assigned to one of two positions to defend based on arguments you will put together in collaboration with your teammates. Since each group may have up to fifteen people, you should aim to delegate responsibility for specific tasks (such as certain positive arguments and counterarguments) and the elaboration of certain lines of evidence, including across different fields of study. At a minimum, each person should contribute something to our shared discussion during the debate, after which each person will write a brief reflection of his or her participation in the project.

### *Exams*

In addition to these four main assignments, you will complete two timed exams, a midterm and final, on material covered primarily during the first and second halves of the course, respectively. You will have the full scheduled session (ninety minutes for the midterm, two hours for the final) to respond to a series of short-answer and short-essay prompts, which will not require external research but during which you will have full access to your notes and class materials. The goal of these exercises is to ensure you are internalizing the most important insights in how we approach questions of humanity’s relation with nature, not to memorize a series of facts or terms; it also provides good experience for timed exams you will take in your other liberal arts courses. On whichever exam you score higher, that will be weighted at 20% of your overall grade, while the lower score will only be counted at 10%.

### *Presence and Engagement*

Last but far from least, you are expected to engage in weekly activities, class discussions, text-based exchanges, and one-on-one conferences that constitute the substantive core of your learning in this course. As a matter of orientation, this section encompasses many of the same elements glossed as “attendance

and participation” in other classes. However, an important difference is the emphasis not merely on your virtual “presence” in the online classroom but the degree to which you are mentally “present” and demonstrate a commitment to critical inquiry. In particular, given the online medium of the course, regular “participation” can take more diverse forms than with in-person classes. As part of your weekly preparation, you will be asked to complete a list of tasks that will be listed together on Canvas so that they will be easy to find (see the following section for a description of how this will work). For example, a recurring activity called “here and now” will ask you to find a recent news article that illustrates a pressing complication to our weekly question. Other activities will require you to respond to questions and suggestions from your classmates in a series of written or spoken posts.

As an incentive to help you keep abreast of our course material, and to highlight aspects of it with which you are struggling so you can know where to direct your study efforts, several reading quizzes will appear as regular components of our class sessions. These occasional, interactive sets of questions will be distributed during certain class sessions and are not meant to be difficult; they only make sure you have made a good-faith effort to prepare for shared discussions. They will be graded on a basis of full, partial, or no credit and will count toward your overall presence and engagement in the course.

Much of your engagement will be measured solely by how much you complete. As long as you submit each of the exercises listed for the week and attend our scheduled meetings and any individual conferences, you will fulfill this portion. However, to succeed in this course, it is *necessary* but not *sufficient* to merely check off the listed tasks. While most of the “presence and engagement” activities will not be formally graded, over the course of the semester I get a sense of the level of attention and curiosity you bring to them, and these are impacted in your grade. The more dedicated you are to exploring new ideas and challenging your own thinking and assumptions, the stronger your “presence and engagement” component will be. If at any point you are concerned about where you stand in the course or how well you are meeting these expectations, please reach out so that we can discuss it.

### ***Grading and Evaluation***

You will be evaluated based on the quality of your assignments, the degree of improvement throughout the semester, and the value of your participation in class. Each of these components of the course will be weighted as follows in the calculation of your final course grade:

Concise Claims (two at 5% each) .....	10%
Argumentative Essay .....	20%
Debate .....	15%
Lower Exam Score.....	10%
Higher Exam Score .....	20%
Presence and Engagement.....	25%

Your work will be evaluated in each of these categories according to the following scale, which is set by the college:

- A.....High Distinction (for exceptional work)
- A-
- B+
- B.....Distinction (for good work)
- B-
- C+
- C.....Satisfactory (for acceptable work)
- C-
- D+
- D.....Passing, but Unsatisfactory (for poor work)
- D-
- F.....Failing Grade

## **Course Policies and Logistics:**

### *Class Meetings*

Most of our regular class sessions will be held via Babson’s preferred video conferencing platform, Webex. A license is provided for each of you, and you can learn more about setting up your account using your Babson username and password at <https://babson.webex.com> or through the student portal. It will be most helpful if you access these sessions on a computer with a good audio connection. There are options to access Webex meetings by phone, but accessing our regular course sessions this way will make it more difficult to see shared content like slides and diagrams, as well as text comments and questions you can all submit. While a group of up to thirty people can make it difficult to give everyone a chance to contribute, there are several ways we will make these sessions maximally useful. Instead of providing lengthy lectures, I will split up our time between recap presentations, interactive quizzes, directed discussion, and break-out groups. Taking advantage of the online medium, we will rely especially on collaborative technologies that allow you to add text, images, and other kinds of annotations to shared documents in ways that would be less viable in an in-person setting.

A basic expectation is that you attend each class session. If you are based in a time zone that would make it difficult to attend the course during its regularly scheduled slot, please let me know as soon as possible so that we can find a mutual arrangement. If you are not able to make it to a session, as sometimes happens, feel free to meet during office hours or schedule another time that works for both of us to discuss some of the material you missed, in which case your absence will be mitigated. There is no need to provide excuses or announce your absence ahead of time. Our movement through the course is centered around a series of questions, which are listed in the schedule below. Each topic we cover emerges from the previous ones, so that by the end of the course you will have traversed a metaphorical “path” from an initial set of questions through its corollaries and implications for how people interact with their environments.

### *Weekly Coursework*

Besides attending “synchronous” sessions twice per week, you will introduce yourself to the material in ways characteristic of liberal arts courses, whether delivered online or in person. As with much work in college, you must develop the internal motivation to set your own schedules and manage your time to

meet deadlines. The course schedule below lists some of the key reading assignments and submission deadlines you may want to put in your personal calendars. A more detailed list of activities and preparation for each week will appear on the Canvas homepage. You have the option to expand each week to find all the readings, quizzes, links, and other activities you are expected to complete. Each activity lists a date by which it is expected to be complete; while these deadlines are not as “hard” as those for the formal assignments enumerated above, as they are not graded on the same letter scale, you should still aim to complete them by the target dates in order to keep up with the rest of the group as we move collectively through the material. You will have a much more difficult time completing the graded assignments if you are significantly behind on the engagement activities. (At the very latest, you may only complete engagement activities a few days after their listed dates, as significantly late entries may not be evaluated.)

When an article or chapter is listed as preparation for a certain class, I expect you to familiarize yourself with it to the best of your ability, given your previous familiarity with the topic and how much time you have to devote to it. That does not mean you have to be an expert on it, nor that you must fully grasp the author’s argument on your first exposure to it. In fact, the more questions you can bring to our shared discussions, the better. It can be especially helpful to get in the habit of annotating the readings, either on the document itself or in a separate set of notes. You will find yourself better prepared for debating the particulars of the text, and you will have a ready-made study guide for the exams.

### *Office Hours and Support*

Although they take place virtually, I manage my office hours similarly to how they work in an in-person setting. In general, for the default hours listed at the beginning of the syllabus, feel free to join my Webex room on a first-come-first-served basis to discuss anything related to clarifying course content, brainstorming ideas for assignments, addressing concerns or anxieties about the course or your academic trajectory, or sharing topics of interest we did not get to during class. You can simply join the Webex room; I may have the “waiting room” feature enabled, and I will let you in promptly as long as I am not already having a private meeting with someone else. Alternatively, if there is a specific time you would like to meet, whether during set office hours or another time, let me know by email, and I can “reserve” it for you. If you prefer a phone call over Webex, we can make arrangements by email.

### *Intellectual Risk Taking*

One of the most important skills we will cultivate this semester is cultivating a habit of making bold moves in your thinking. Practically speaking, boldness entails suggesting alternative ideas that you may not be entirely sure about, exposing them to scrutiny along with your own cherished positions and assumptions. Never be afraid to ask questions, even if you think they are simple or head in a different direction from what we had been discussing. Especially in the weekly engagement activities, you are encouraged to think imaginatively and not worry about being “correct.” While you should always strive to support your arguments with good evidence, there is value in testing out explanations that may at first seem counterintuitive or speculative.

### *Submitting Written Assignments*

For all written assignments, please try to think of a creative title (not the name of the assignment, like “Concise Claims #2”) and place it at the top of the page. You should upload your submission as a Word document (.doc or .docx format) to Canvas and follow the standard guidelines for drafting a paper in MLA format, [the details of which you can find here](#). (Note that if you are accustomed to using a different

standard formatting convention, such as APA or Chicago, you may use that instead as long as you are consistent.) Of particular importance, make sure you set the font to Times New Roman size 12, the line spacing to double, eliminate extra space between paragraphs, place the *current* date in your standard heading (not the date on which you began the assignment), and include a Works Cited list if you are referencing other people's ideas and data (including ones from the syllabus).

You should strive to submit all assignments by the due dates listed in their prompts and on Canvas. Keeping abreast of submissions will make it easier for you to manage the workload over the course of the semester rather than postponing it for later, when you're likely to be even busier. However, we all have unexpected obstacles and personal crises that arise, and I want to account for these inevitable contingencies in a way that allows you to meet the learning goals in a timely and helpful fashion. For each day following the due date that a major assignment remains outstanding, your grade will be reduced by one-third of a letter grade (e.g., A- to B+ and then to B, B-, etc.). Requests for an extension are graduated *automatically*, presuming you let me know ahead of the original due date and specify how many days of lost time you will need to make up the work. There is no need to provide an excuse, verification, health letter, etc. For example, you may simply email me before a due date to explain that you would like three extra days, and I will update your due date in Canvas.

### *Students with Disabilities*

Any student who feels he or she may need an accommodation based on the impact of a disability should contact me privately to discuss specific needs. Please contact the Coordinator of the Learning Center at 781-239-5509 or in Hollister Hall 122 to coordinate reasonable accommodations.

### *Academic "Integrity"*

In this course, you are asked to follow the college's academic integrity policies and procedures as outlined in [Babson's Student Code of Ethics](#) to the greatest extent possible. Please review this document, as it is your responsibility to take the appropriate steps to ensure your understanding of the Code. Academic integrity is important for two reasons. First, independent and original scholarship ensures that students derive the most they can from their educational experience and the pursuit of knowledge. Second, academic misconduct violates the most fundamental values of an intellectual community and arguably diminishes the achievements of others in the community. Accordingly, Babson administrators view academic misconduct as one of the most serious violations of the college's expectations that a student can commit while at Babson College.

Specific behaviors that constitute academic misconduct, as defined in the Code, may include cheating, fabrication, facilitating academic dishonesty, plagiarism, participation in academically dishonest activities, and unauthorized collaboration, although it can sometimes be difficult to discern what constitutes "unauthorized" assistance. Like other cultural rules and social mores, these restrictions have their own history and are predicated on a certain model of education, which we will consider over the semester as it relates to how to navigate the college setting. If you have questions relative to academic integrity expectations within the context of a particular assignment, don't hesitate to ask me directly. General questions can be directed to the [Office of Community Standards](#) or by email at [communitystandards@babson.edu](mailto:communitystandards@babson.edu).

As a final note, related to social integrity, conflict—especially when working in groups—is a normal, healthy, and expected part of life and ideally is viewed as an opportunity to strengthen relationships, improve efficiency, and rectify underlying concerns that often otherwise go unaddressed.

Resolving conflict is a vital part of the educational journey of the Babson student and entrepreneur and requires your active participation and skill development. If you experience interpersonal conflict in this course, I encourage you to explore the college's [Conflict Navigation Services](#) as a resource and to reach out to me when I can be of assistance.

### *Religious Observances*

Any student who faces a conflict between the requirements of a course and the observance of his or her religious faith should contact me as early in the semester as possible. In such event, I will provide reasonable and fair accommodations that do not unduly disadvantage you.

## **Course Schedule:**

### Prelude: Nature and Culture

#### **Week 1: What is the “natural” world, and how have humans tried to separate themselves from it?**

August 25: **Submit** pre-semester survey

August 27: **Read** the syllabus; Sherry B. Ortner, “Is Female to Male as Nature Is to Culture?”; Harold C. Conklin, “Hanunóo Color Categories”

### Unit I: Plants, Animals, and People

#### **Week 2: How do people get food?**

September 1: **Read** Carol R. Ember, “Hunter-Gatherers (Foragers)”; Julian H. Steward, “Cultural Causality and Law: A Trial Formulation of the Development of Early Civilizations”

September 3: **Read** Douglas W. Bird et al., “A Landscape Architecture of Fire: Cultural Emergence and Ecological Pyrodiversity in Australia’s Western Desert”

#### **Week 3: How did humans come to domesticate plants and animals (and how might they have domesticated us)?**

September 8: **Read** Carl L. Johannessen, “The Dispersal of Musa in Central America: The Domestication Process in Action”; Jonathan Malindine, “Prehistoric Aquaculture: Origins, Implications, and an Argument for Inclusion”; Marvin Harris, *Cannibals and Kings: The Origins of Cultures*

September 10: **Read** Alice Dawson, “Reflections on the Interactions between People and Pigs”; John J. Mayer, James M. Novak, and I. Lehr Brisbin, Jr., “Evaluation of Molar Size as a Basis for Distinguishing Wild Boar from Domestic Swine: Employing the Present to Decipher the Past”; Rebecca Bliege Bird et al., “Niche Construction and Dreaming Logic: Aboriginal Patch Mosaic Burning and Varanid Lizards (*Varanus gouldii*) in Australia” (optional)  
**Submit** Concise Claims #1

#### **Week 4: How has humanity grown in tandem with other species in diverse landscapes?**

September 15: **Read** Lisa Palmer, “Water Cosmologies”; Andrew McWilliam, “Fataluku Living Landscapes”

September 17: [Read](#) Heather Paxson and Stefan Helmreich, “The Perils and Promises of Microbial Abundance: Novel Natures and Model Ecosystems, from Artisanal Cheese to Alien Seas”; Eduardo Kohn, *How Forests Think: Toward an Anthropology Beyond the Human*  
[Watch Jane](#)

**Week 5: What are the most enduring influences of the environment on culture?**

September 22: [Read](#) J. Terrence McCabe, *Cattle Bring Us to Our Enemies: Turkana Ecology, Politics, and Raiding in a Disequilibrium System*

September 24: [Read](#) Robert A. Manners and Julian H. Steward, “The Cultural Study of Contemporary Societies: Puerto Rico”

[Submit](#) Concise Claims #2

**Week 6: What effects does the physical environment have on ritual and religion?**

September 29: [Read](#) Roy A. Rappaport, “Ritual and the Regulation of Ecological Systems”; Leslie A. White, “An Anthropological Approach to the Emotional Factors in Religion”

October 1: [Read](#) Brian Hesse and Paula Wapnish, “Pig Use and Abuse in the Ancient Levant: Ethnoreligious Boundary-Building with Swine”; Parker Shipton, “Trusting and Transcending: Sacrifice at the Source of the Nile”

**Week 7: How has our environment molded human biology and psychology, and are these forms inevitable?**

October 6: [Read](#) William Brennan, “How Two British Orthodontists Became Celebrities to Incels”; Kristin L. Syme and Edward H. Hagen, “Mental Health Is Biological Health: Why Tackling ‘Diseases of the Mind’ Is an Imperative for Biological Anthropology in the 21st Century” (skim)

October 8: [Midterm Exam](#)

**Unit II: Crisis and Collapse**

**Week 8: Why have pollution and human impacts on the environment increased over the past few hundred years?**

October 12: [Read](#) Tom Wessels, *The Myth of Progress: Toward a Sustainable Future*, Prologue, Introduction, and Chapters 1-3; Leslie A. White, “Energy and the Evolution of Culture” (optional)

October 15: [Read](#) Tom Wessels, *The Myth of Progress: Toward a Sustainable Future*, Chapters 4-5 and Epilogue; Gabrielle Hecht, “Interscalar Vehicles for an African Anthropocene: On Waste, Temporality, and Violence” (skim); John Bodley, *Victims of Progress* (recommended)

**Week 9: Why have societies collapsed—or been brought to the brink of collapse?**

October 20: [Read](#) Jared Diamond, *Collapse: How Societies Choose to Fail or Succeed*, Prologue and Chapter 1 and 2

October 22: [Read](#) Jared Diamond, *Collapse: How Societies Choose to Fail or Succeed*, Chapter 10 and 15

[Watch](#) *Eating Up Easter*

### **Week 10: How might non-human factors influence political violence and genocide?**

October 27: [Read](#) Patricia A. McAnany and Norman Yoffee, “Why We Question Collapse and Study Human Resilience, Ecological Vulnerability, and the Aftermath of Empire”; Christopher C. Taylor, “Rwandan Genocide: Toward an Explanation in Which History and Culture Matter”

October 29: [Read](#) J. R. McNeill, “Sustainable Survival”

[Submit](#) Proposal for Argumentative Essay

### **Week 11: In what ways are environmental changes impacting communities unequally?**

November 3: [Read](#) Elizabeth Hoover, *The River Is in Us: Fighting Toxics in a Mohawk Community*, Preface, Introduction (skim), and Chapters 1-2

November 5: [Read](#) Elizabeth Hoover, *The River Is in Us: Fighting Toxics in a Mohawk Community*, Chapters 4-5 and Conclusion; Alexa S. Dietrich, “Teaching Environmental Crisis and Justice”

[Watch](#) *The Anthropologist*

## Unit III: Human Nature

### **Week 12: What does our relationship with the environment say about the values we hold?**

November 10: [Read](#) Richard A. Schroeder, “Moving Targets: The ‘Canned’ Hunting of Captive-Bred Lions in South Africa”; Lewis H. Morgan, *The American Beaver and His Works*

November 12: [Read](#) Yuka Suzuki, *The Nature of Whiteness: Race, Animals, and Nation in Zimbabwe*

[Submit](#) Argumentative Essay

### **Week 13: Who are we as humans?**

November 17: [Read](#) Sarah Grace Davenport and Joanna Mishtal, “Whose Sustainability? An Analysis of a Community Farming Program’s Food Justice and Environmental Sustainability Agenda”

November 19: [In-Class Debate](#)

### **Final Exam Week (November 30 – December 5)**

December 3 (8:00 AM EST): [Final Exam](#)

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**\*\*\*NB: This schedule and syllabus are subject to change as we move through the semester.\*\*\***

Source for image on first page: [The Cradle of Humankind promotional material](#), Gauteng, South Africa