AAS 495 / ENVIRON 462

Exploitation and the Environment:

Conservation, Extraction, and Uneven Development

**University of Michigan, Winter 2023**

Instructor: Professor Brian Ikaika Klein, briklein@umich.edu

Meetings: Monday/Wednesday, 1:00-2:30, [LOCATION]

Office Hours: Tuesday, 12:00-1:00 p.m. (or by appointment)

Please sign up at <https://brianklein.youcanbook.me>, or e-mail for appointment if you can’t make the normally-scheduled time.

# Course Description

In centering “exploitation,” this course calls attention to what are perhaps the two most pressing challenges facing humanity: exploitation of people (lives and labor) resulting in gross global inequities in wealth and power, on the one hand; and exploitation of the Earth (resource extraction and commodification), on the other. Often, the two go hand-in-hand. Nowhere is this more so the case than in the resource frontiers of the Global South—the mines and hardwood forests, fisheries and fields—wherein lies the beating heart of the contemporary global economy. Long viewed and treated as peripheral sites of poverty and extraction, these spaces are increasingly recognized as central to struggles over environmental protection, sustainability, and democratic economic development—to battles over the fundamental character and consequences of modern capitalism. In this class, we’ll consider how an ethnographic approach to research—embodied and place-based, sometimes described as “working with and alongside”—might allow for a fuller understanding of such contexts through close study of people and politics, economies and ecosystems, landscapes and livelihoods. In doing so, we will pair readings and discussions about ethnography as a method with recent ethnographically-informed texts about spaces of exploitation/extraction, with a regional focus on Africa. Our overall goal will be to excavate whether and how ethnographic study can help to generate new forms of environmental knowledge, as well as novel understandings of and approaches to reconfiguring dynamics of “exploitation” from local to global contexts.

# Learning Objectives

By the end of the semester, students in this course will be able to:

* Explain what comprises an ethnographic approach to research, and why the ethnographic approach is well suited to the study of particular questions/contexts;
* Critically read and analyze ethnographic writing, and evaluate (presentations of/arguments based in) ethnographic evidence;
* Design and conduct an ethnographic study, collecting data, writing fieldnotes and ethnographic accounts, developing and substantiating claims, and creating a final project to convey context and findings; and
* Articulate whether/how/why ethnographic inquiry is especially useful for uncovering (and perhaps countering) the exploitation of people and nature.

# Assignments and Assessments

Students will be evaluated through a series of assignments/assessments, including class attendance/participation, weekly written responses, two research papers, and a final exam. Details for each of these (including due dates) follow below:

## Attendance and Discussion Participation/Leadership (20% of grade)

Attendance and participation are absolutely critical to the success of this course. **As such, your presence at all class meetings is mandatory**. If you must be absent because of an emergency or illness, please make every effort to speak with me about it beforehand, if possible, or after the next class. Please notify me of absences due to religious observance or University sporting events as soon as you can, or by the *third week of the semester*. Keep in mind that more than two unexcused absences will begin to affect your final grade.

Moreover, it’s not enough to simply show up. While listening to others in the class will of course be essential to cultivating a collaborative atmosphere, **you must also verbally contribute to the discussion** to demonstrate that you’re doing the reading and paying attention to what’s being said.

You also will each be required to serve as weekly discussion leader **twice** during the semester (once we’ve begun reading longer ethnographic manuscripts). This means that you will be responsible for leading discussion on both Monday and Wednesday of a given week (as we will be discussing one book per week during the latter two-thirds of the semester). I’ll send a sign-up sheet around during the second week of the semester.

In class, I ask that you **practice the “step up, step back” approach to group discussions**. If you’re someone who tends to not speak a lot, please try to step up into a role of speaking more. If you tend to speak a lot, please step back into a role of listening more, or soliciting thoughts from your classmates. In either case, you’ll be growing your set of skills.

## Weekly Reading Responses (20% of grade)

Due each Wednesday through Canvas by 10:00 a.m. Eastern.

To help make sure you’re keeping up with assigned readings and absorbing related arguments and critiques, and to provide fodder for our conversations, I’d like you to complete a weekly reading response that **addresses the materials for both class meetings in a given week**. There will be 13 opportunities to complete reading responses. **You’re required to submit 10.** **Responses will be graded on a √- , √ , √+ basis**. If you submit more than 10, your 10 best scores will be counted.

Each reading response should be about two paragraphs long. The first paragraph should summarize some of the main ideas/arguments from the reading(s) you’d like to put in conversation with one another. The second should be your own original analysis, assessing the arguments and evidence, asking whether/how the ethnographic approach is effective in this context, evaluating what the authors do well/less well, posing additional questions, etc.

## Ethnographic Project (60% of grade, subdivided as follows)

The primary course assignment will be an ethnographic project of students’ own conducted over the length of the semester focused on issues of environmental concern and social justice in Ann Arbor or students’ home communities. The goal is to have students learn to collect, analyze, synthesize, and draw conclusions from different forms of ethnographic evidence.

\*\*WE WILL OF COURSE BE RESPONSIVE TO THE COVID CONTEXT. THERE WILL BE NO EXPECTATIONS OF YOU PUTTING YOURSELF IN SITUATIONS YOU FEEL ARE UNSAFE IN PURSUIT OF ETHNOGRAPHIC STUDY.\*\*

The project will be scaffolded/subdivided into four parts, described below:

## Project Proposal (and Optional IRB Approval\*) (10% of grade)

Due Thursday, January 27, at 11:59 p.m. Eastern

Your project proposal should serve as mini-prospectus, run about 2-3 pages total, and include the following sections:

* Research question(s) and statement of interest
* Summary of topic/context
* Description of methods and access (explaining feasibility)
* Tentative research/fieldwork schedule
* Description of final product (e.g. paper, podcast, film, etc.)

\*If you think you might want to pursue your topic of study further and/or publish any of your research findings, you’ll need approval from UM’s Institutional Review Board (IRB) **before** beginning study of/on/with human subjects. The application and approval process is described here: <https://research-compliance.umich.edu/irb-application-process>.

As part of the IRB approval process, you’ll also need to complete UM’s Program for Education and Evaluation in Responsible Research and Scholarship (PEERRS) course: <http://my.research.umich.edu/peerrs/>

## Sample Ethnographic Fieldnotes and Snapshot Account (10% of grade)

Due Friday, February 25 at 11:59 p.m. Eastern

The point of this assignment is for you to receive feedback on the kinds of notes you’re taking, and the way you’re using those notes to write up ethnographically-informed accounts of your study context. So, you’ll share a series of notes you’ve collected, as well as a short “snapshot” account you’ve written up to convey something important about your study subjects/context.

## Class Presentation (10% of grade)

Due Monday, April 11 or Wednesday, April 13 in class

During the penultimate week of class, each student will give a short (~15-minute) presentation describing their project, context, findings, etc. You’re welcome to use slides, video, or whatever other media you find useful.

## Final Ethnographic Paper/Project (30% of grade)

Due Tuesday, April 26, at 11:59 p.m. Eastern

Your final ethnographic project can take a variety of forms: paper, podcast, film, etc. If you opt to write a paper, it should run 12-15 pages (double-spaced, 12-pt font, 1-inch margins). If you opt for an audiovisual project, you should include a 3-5 page summary of key claims and reflection on the doing of the ethnography.

## Grading Scale

A 93-100 C+ 77-79

A- 90-92 C 73-77

B+ 87-89 C- 70-72

B 83-86 D 60-69

B- 80-82 E < 60

Note that the University has discontinued the “No Record COVID (NRC)” option.

## Deadlines, Extension Requests, and Grade Appeals

Deadlines are important. They provide structure, and motivation, and are meant to allow me to give you thorough feedback on your work so that you’re able to improve before the next assignment is due. That being said—we’re all humans living through extraordinary times. As such, if the deadlines for any assignments (especially the mid-term or final papers) becomes difficult for you to meet, please use the template below to let me know what’s up, and to propose an alternative submission date:

Dear Professor Klein,

I’m writing to ask for an extension on [ASSIGNMENT], normally due on [FORMAL DUE DATE]. I would like to propose that I submit my completed assignment on [NEW DATE THAT WORKS FOR YOU] by [PRECISE TIME e.g. 5 p.m. EST]. The reason I am requesting this extension is because of [YOUR REASON, whatever you are comfortable sharing].

Thank you for your consideration, and please let me know if this is acceptable.

Best,

[YOUR NAME]

If you would like to appeal a grade, please wait a minimum of 48 hours, review your work and my comments, and then provide to me in writing via e-mail an *academic* justification for a grade revision along with the original paper for me to reference. We will arrange a time to meet to discuss your situation. Please note that your grade may be *raised, lowered, or not changed* after my reevaluation. **Requests to review grades will not be honored later than one week after grades are given.**

# Other Course Policies and Resources

## College in the Time of COVID-19

The University has mandated vaccination (+ booster) and indoor mask-wearing in order to minimize the risk of transmitting COVID-19 within our community. We are each responsible for protecting the collective health of all members of this campus by being mindful and respectful in carrying out the guidelines laid out in our [Wolverine Culture of Care](https://campusblueprint.umich.edu/care/#wolverine-culture-of-care) and the [University’s Face Covering Policy for COVID-19](http://ehs.umich.edu/wp-content/uploads/2020/07/U-M-Face-Covering-Policy-for-COVID-19.pdf). Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](https://oie.umich.edu/american-with-disabilities-act-ada/).

In our classrooms all students are expected to adhere to the required safety measures and guidelines of the State of Michigan and the University of Michigan, wearing a face covering that covers the mouth and nose in all classrooms, and not coming to class when ill or in quarantine. It is important to also be thoughtful about group gatherings as well as about classroom activities and exercises that require collaboration.

Any student who is not able and willing to comply with campus safety measures for this in-person course should contact me (the instructor) or their academic advisor to discuss alternate participation or course options. Students who do not adhere to these safety measures while in a face-to-face class setting (and do not have an approved exception or accommodation) will be asked to disenroll from the class.

For additional information refer to the [LSA Student Commitment to the Wolverine Culture of Care](https://lsa.umich.edu/lsa/academics/lsa-academic-policies/lsa-student-commitment-to-the-wolverine-culture-of-care.html) and the OSCR Addendum to the Statement of Student Rights and Responsibilities on the [OSCR website](https://oscr.umich.edu/).

Given everything going on around us, **communication is going to be key to our success**. Please notify me as soon as possible if you have concerns about your health affecting your progress and success in this class, whether pertaining to COVID-19 or any other circumstance. I also recognize that a dependent, cohabitant, or family member (genetic or chosen) becoming ill can negatively affect your performance in this class, and that the pervasiveness of such stress/grief during this public health crisis calls for more compassion and flexibility, not less. Wherever possible and warranted, I am committed to working with you to support your success in this class through modifications ranging from minor extensions to a grade of Incomplete in the course, with a plan to complete core requirements of the course after recovery.

In short, there’s a global pandemic going on. None of us are really OK. If you tell me you’re having trouble, I’m not going to judge you or think less of you. I hope you’ll extend me the same grace.

## Inclusivity and Universal Learning

I am committed to our classroom being an inclusive space, and to upholding the principle of universal learning. This means that we must demonstrate mutual respect, civility, and the ability to listen and observe others carefully through our practices and interactions. Active, thoughtful, and respectful participation in all aspects of the course will make our time together as productive and engaging as possible. I will give you midterm feedback on your participation upon request.

If you have a particular need, please arrange a meeting with me so I can best help you learn in this course. I will treat as private and confidential any information that you share. I also suggest you contact Services for Students with Disabilities (SSD) at the start of the semester. Please ask SSD to forward any necessary information to me.

Here is the contact information for Services for Students with Disabilities:

* Location: G-664 Haven Hall
* Phone: (734) 763-3000
* Website: <http://ssd.umich.edu/>

Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course.

## Office Hours

As indicated above, I’ll have regularly-scheduled office hours on Tuesdays from 12:00-1:00 p.m. If you’re not able to make that time, please feel free to shoot me an e-mail, and we’ll find another mutually-convenient time to chat over Zoom.

I can’t stress this enough: **office hours are a great opportunity for you to connect with professors and GSIs on campus**—not just to get extra help or talk through any specific course-related questions you might have, but also to discuss all sorts of things that might be on your mind. You’re welcome to come to office hours with questions/concerns about our class, or other classes, or other things going on in the world, or plans for your major/minor, or studying abroad, or your career ideas, or anything I’ve mentioned that you found interesting and would like to know more about… Really anything at all!

## Technology Use

Generally speaking, please refrain from using laptops, phones, or tablets during our meetings. Research shows that taking notes by hand enhances recall and learning, and since this is a small class setting, I want to ensure that we’re all as mentally present as possible. (For the curious, check out: <https://www.vox.com/2014/6/4/5776804/note-taking-by-hand-versus-laptop>)

That being said—you *will* need to be able to access articles/videos/other links shared by me or your classmates, so please bring a device that will allow you to do so. I’ll let you know when it’s time to get them out.

## Course Recordings

Students are prohibited from recording/distributing any class activity without written permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student’s own private use.

Additional information regarding course recordings and privacy concerns can be found on the [*UM ITS Recording and Privacy Concerns webpage*](https://safecomputing.umich.edu/be-aware/privacy/privacy-u-m/videoconferencing/recording-privacy-concerns-faq).

## ****Sites @ Home loaner laptop program****

Many students rely on campus computing sites to access specialized software, use a Windows PC for a course assignment when they may have a Mac at home, or access faster computers with higher processing speeds. We recognize that some students may not be able to come to a physical computing site location or feel comfortable using a shared work space due to the pandemic—so we have developed a new program to bring computing sites to them.

"Sites @ Home" loaner laptop program, which is available to U-M Ann Arbor graduate and undergraduate students to support their academic needs for up to two semesters. This program is designed to supplement the loaner programs that are already in place within schools and colleges, so that we can work together to ensure that our students have access to the technology they need to succeed.

As part of the program, students may check out a Windows PC laptop with access to many popular software titles in the Campus Computing Sites library. Students are only eligible for one loaner check-out at a time, and laptops can be checked out for one or two semesters. The program is open to U-M Ann Arbor students who will be physically in the United States for the length of the loan. Supply is limited, so requests will be filled on a first-come, first-served basis with priority given to students who have a financial need.

Please find additional information about the [Sites @ Home program](https://www.google.com/url?q=https%3A%2F%2Fits.umich.edu%2Fcomputing%2Fcomputers-software%2Fsites-at-home&sa=D&sntz=1&usg=AFQjCNExvQikiMHWmDIQ3PzG1fSZcaPE8A) on the ITS website.

## Academic Misconduct and Plagiarism

The University of Michigan community functions best when its members treat one another with honesty, fairness, respect, and trust. The college promotes the assumption of personal responsibility and integrity, and prohibits all forms of academic dishonesty and misconduct. All cases of academic misconduct will be referred to the LSA Office of the Assistant Dean for Undergraduate Education. Being found responsible for academic misconduct will usually result in a grade sanction, in addition to any sanction from the college. For more information, including examples of behaviors that are considered academic misconduct and potential sanctions, please see [lsa.umich.edu/lsa/academics/academic-integrity.html](http://lsa.umich.edu/lsa/academics/academic-integrity.html)

One form of misconduct that deserves special attention is plagiarism, defined by the LSA Office of Academic Affairs as “representing someone else’s ideas, words, statements or other work as one’s own without proper acknowledgment or citation” (see <https://lsa.umich.edu/lsa/academics/academic-integrity/academic-misconduct.html>). New writing challenges can tax your writing fluency, and entering new academic discourses can test your abilities to synthesize and take ownership over source texts and concepts. My job as instructor in this course is to help you through these obstacles so that you can find your footing as a writer in new domains. Your job as a student is to keep the faith, so to speak, and work through these new domains until you regain confidence. This work requires patience, planning, and focus.

Much plagiarism occurs as a result of a lack of care in regard to reading, note taking, and citation practices, or from procrastination, and/or panic. Care, timeliness, and communication will eliminate most of the risk. If you have questions about whether or not you should give credit to a source in your work, you may clarify it with me. In general, though, I recommend always the citing sources you have consulted as well as those you borrow from directly. *If you are having difficulty with an essay, please contact me right away!* That’s what my email address and office hours are for.

## Sweetland Center for Writing

The Sweetland Center for Writing—located at 1310 North Quad—is an amazing, free resource! If you would like additional feedback or assistance as you’re planning, drafting, or revising your writing assignments, you can schedule an individual appointment with a Sweetland faculty member, drop in for a peer-tutoring session, correspond online with a peer tutor, or submit your work online to receive feedback within 72 hours

Sweetland faculty members and peer tutors will not edit or proofread your work, but they can assist you with understanding assignments, generating ideas, developing and organizing arguments, using evidence and sources, and clarifying your writing.

For more information, please visit: <http://www.lsa.umich.edu/sweetland/undergraduate>.

## Mental Health and Wellbeing

The University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at 734.764.8312 and [caps.umich.edu](https://caps.umich.edu/)during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at 734.764.8320 and [https://www.uhs.umich.edu/mentalhealthsvcs,](https://www.uhs.umich.edu/mentalhealthsvcs)or for alcohol or drug concerns, see [https://www.uhs.umich.edu/aodresources.](https://www.uhs.umich.edu/aodresources)

For a listing of other mental health resources available on and off campus, visit <http://umich.edu/~mhealth/>

## Sexual Misconduct Policy

Title IX prohibits discrimination on the basis of sex, which includes sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students’ academic success and we encourage anyone dealing with sexual misconduct to talk to someone about their experience, so they can get the support they need. Confidential support and academic advocacy can be found with the Sexual Assault Prevention and Awareness Center (SAPAC) on their 24-hour crisis line, 734.936.3333 and [at sapac.umich.edu](http://sapac.umich.edu/).

Alleged violations can be non-confidentially reported to the Office for Institutional Equity (OIE) at institutional.equity@umich.edu

# Course Readings and Schedule

[Readings will be posted in “Files” on Canvas. No purchases required. Recommendations for books you may want to purchase are at the conclusion of the syllabus.]

### Wednesday, January 5, 2022: Introductions and Syllabus Review

## Part 1: Ethnography in Theory and Practice

### Monday, January 10, 2022: Introducing Ethnography

Required: Geertz, Clifford. (1973). “Thick Description: Toward an Interpretive Theory of Culture,” The Interpretation of Cultures, New York: Basic Books, pp. 310-333.

Geertz, C. (1972). Deep play: Notes on the Balinese cockfight. *Daedalus*, *134*(4), 56-86.

Optional: Clifford, James. (1983). “On Ethnographic Authority,” Representations 2: 118-146.

### Wednesday, January 12, 2022: Ethnography and Position

Required: Haraway, D. (1988). Situated knowledges: The science question in feminism and the privilege of partial perspective. *Feminist studies*, *14*(3), 575-599.

Rose, G. (1997). Situating knowledges: positionality, reflexivities and other tactics. *Progress in human geography*, *21*(3), 305-320.

Optional: Abu-Lughod, Lila. (2000). “Locating Ethnography,” Ethnography 1(2): 261-267.

### Monday, January 17, 2022: NO CLASS (MLK Day)

### Wednesday, January 19, 2022: Ethnography and Place

Required: Gupta, A. & Ferguson, J. (1997). “Discipline and Practice: “The Field” as Site, Method, and Location in Anthropology,” *Anthropological Locations: Boundaries and Grounds of a Field Science* (pp. 1-39).

Harvey, P., & Knox, H. (2010). Ethnographies of Place. *Understanding Social Research: Thinking Creatively about Method*, 107-119.

Optional: Marcus, George E. (1995). “Ethnography In/Of the World System: The Emergence of Multi-sited Ethnography,” Annual Review of Anthropology 24: 95-117.

 Tsing, A. L. (1994). From the margins. *Cultural Anthropology*, *9*(3), 279-297.

### Monday, January 24, 2022: Ethnography and Political Economy

Required: Comaroff, J. & Comaroff, J.L. (2012). “Theory from the South: Or, how Euro-America is Evolving Toward Africa.” Anthropological Forum 22(2): 113-131.

Burawoy, M. (1998). “The extended case method.” *Sociological theory*, *16*(1), 4-33.

### Wednesday, January 26, 2022: Ethnography and Environment

Required: Fortun, Kim. (2012). “Ethnography in Late Industrialism,” Cultural Anthropology 27(3): 446-464.

West, P. (2005). “Translation, Value, and Space: Theorizing an Ethnographic and Engaged Environmental Anthropology,” American Anthropologist 107(4): 632-642.

Optional: Cronon, W. (1992). A place for stories: Nature, history, and narrative. *The Journal of American History*, *78*(4), 1347-1376.

### Monday, January 31, 2022: Writing Ethnographic Fieldnotes

Required: Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes*. University of Chicago Press.

* Chapters 1-2 (pp. 1-43)

### Wednesday, February 2, 2022: Crafting Ethnographic Narratives

Required: Bönisch-Brednich, B. (2018). Writing the ethnographic story: Constructing narrative out of narratives. Fabula, 59(1-2), 8-26.

 Cronon, W. (1992). A place for stories: Nature, history, and narrative. The journal of American history, 78(4), 1347-1376.

Q&A: Ira Glass on Structuring Stories, Asking Hard Questions. *Columbia Journalism Review*. June 22, 2017. (Or listen to the podcast interview: *The Turnaround* with Jesse Thorn; <https://www.cjr.org/turnaround>)

Optional: Ghodsee, K. (2016). *From notes to narrative: Writing ethnographies that everyone can read*. University of Chicago Press. [If you’re doing an ethnographic final project and would like to consult this book, let me know!]

Fassin, Didier. (2014). “True Life, Real Lives: Revisiting the Boundaries Between Ethnography and Fiction. *American Ethnologist* 41(1): 40-55.

## Part 2: Extraction, Connection, and Conservation

### Monday, February 7, 2022: Ethnographies of Extraction – Part I

Appel, H. (2019). *The licit life of capitalism: US oil in Equatorial Guinea* (p. 344). Duke University Press.

* Introduction (pp. 1-36)
* Chapter 1: The Offshore (pp. 37-78)

### Wednesday, February 9, 2022: Ethnographies of Extraction – Part II

Appel, H. (2019). *The licit life of capitalism: US oil in Equatorial Guinea* (p. 344). Duke University Press.

* Chapter 2: The Enclave (pp. 79-136)

### Monday, February 14, 2022: Ethnographies of Connection – Part I

Tsing, A. L. (2011). *Friction: An ethnography of global connection*. Princeton University Press.

* Introduction (pp. 1-20)
* “Better you had brough me a bomb, so I could blow this place up” (pp. 21-26)
* Chapter 1: Frontiers of Capitalism (pp. 27-50)
* “The communicate only in sign language” (pp. 51-54)

Optional:

* Chapter 2: The Economy of Appearances (pp. 55-77)

### Wednesday, February 16, 2022: Ethnographies of Connection – Part II

Tsing, A. L. (2011). *Friction: An ethnography of global connection*. Princeton University Press.

* “This earth, this island Borneo” (pp. 155-170)
* “A hair in the flour” (pp. 205-212)
* Chapter 6: Movements (pp. 213-238)
* “Facilities and incentives” (pp. 239-244)

### Monday, February 21, 2022: Ethnographies of Conservation – Part I

Walsh, A. (2012). *Made in Madagascar: Sapphires, ecotourism, and the global bazaar*. University of Toronto Press.

* Introduction: Links (pp. xv-xxx)
* Chapter 1: The Place of the Rocks (pp. 1-23)
* Chapter 2: Living in the Wake of Sapphires (pp. 23-48)

### Wednesday, February 23, 2022: Ethnographies of Conservation – Part II

Walsh, A. (2012). *Made in Madagascar: Sapphires, ecotourism, and the global bazaar*. University of Toronto Press.

* Chapter 3: The Promise and Practice of Ecotourism in Ankarana (pp. 49-73)
* Chapter 4: Natural Wonders in the Global Bazaar (pp. 74-99)
* Conclusion: So What? (pp. 100-112)

### Monday, February 28, 2022: NO CLASS (Spring Break)

### Wednesday, March 2, 2022: NO CLASS (Spring Break)

## Part 3: Violence and Exploitation

### Monday, March 7, 2022: Ethnographies of Crime – Part I

Nordstrom, C. (2007). *Global Outlaws*. University of California Press.

* Preface (pp. xv-xxi)
* Chapter 1: The War Orphan (pp. 3-9)
* Chapter 2: The Bombed-Out Shop (pp. 11-17)
* Chapter 3: Coconuts and Cigarettes (pp. 19-24)
* Chapter 4: The Gov’nor’s Red Tractors (pp. 27-35)
* Chapter 5: Military Takeovers (or, How to Own a Country) (pp. 37-44)
* Chapter 6: The Untold Story of the Amputees (pp. 47-55)
* Chapter 7: Robber Barons (pp. 57-67)
* Chapter 8: The Border Post—A Billion-Dollar Truck Stop (pp. 71-81)

### Wednesday, March 9, 2022: Ethnographies of Crime – Part II

Nordstrom, C. (2007). *Global Outlaws*. University of California Press.

* Chapter 9: Romancing the Stone—Borders and Businesspeople (pp. 83-91)
* Chapter 10: The Washing Machine (Laundering, Part One) (pp. 93-101)
* Chapter 11: Diamonds and Fish—Going Global (pp. 105-113)
* Chapter 12: Ports (pp. 115-127)
* Chapter 14: The Cultures of Criminals (pp. 139-146)
* Chapter 16: The World-Port (pp. 157-165)
* Chapter 17: The Investment Machine (Laundering, Part Two) (pp. 167-179)
* Chapter 20: Conclusion (pp. 205-208)

### Monday, March 14, 2022: Ethnographies of Violence – Part I

Adunbi, O. (2015). *Oil wealth and insurgency in Nigeria*. Indiana University Press.

* Introduction – Environment, Transnational Networks, and Resource Extraction (pp. 1-25)
* Chapter 3 – Mythic Oil: Corporations, Resistance, and the Politics of Claim-Making (pp. 94-124)

### Wednesday, March 16, 2022: Ethnographies of Violence – Part II

Adunbi, O. (2015). *Oil wealth and insurgency in Nigeria*. Indiana University Press.

* Chapter 4: Contesting Landscapes of Wealth: Oil Platforms of Possibilities and Pipelines of Conflict (pp. 124-158)
* Chapter 6: Oil Wealth of Violence: The Social and Spatial Construction of Militancy (pp. 181-215)
* Conclusion: Beyond the Struggle for Oil Resources (pp. 235-246)

### Monday, March 21, 2022: Ethnographies of Agrarian Transformations – Part I

Li, T. M. (2014). *Land's End*: *Capitalist Relations on an Indigenous Frontier*. Duke University Press.

* Introduction (pp. 1-29)
* Chapter 3: Enclosure (pp. 84-114)

### Wednesday, March 23, 2022: Ethnographies of Agrarian Transformations – Part II

Li, T. M. (2014). *Land's End*: *Capitalist Relations on an Indigenous Frontier*. Duke University Press.

* Chapter 4: Capitalist Relations (pp. 115-149)
* Conclusion (pp. 178-185)

### Monday, March 28, 2022: Ethnographies of the Plantation – Part I

Besky, S. (2013). *The Darjeeling Distinction*. University of California Press.

* Introduction (pp. 1-37)
* Chapter 2: Plantation (pp. 59-87)

### Wednesday, March 30, 2022: Ethnographies of the Plantation – Part II

Besky, S. (2013). *The Darjeeling Distinction*. University of California Press.

* Chapter 4: Fairness (pp. 113-135)
* Conclusion: Is Something Better Than Nothing? (pp. 171-180)

## Part 4: Possibilities

### Monday, April 4, 2022: Ethnographies of Ruin and Possibility – Part I

Tsing, A. L. (2015). *The Mushroom at the End of the World*. Princeton University Press.

* Prologue: Autumn Aroma (pp. 1-9)
* Chapter 1: Arts of Noticing (pp. 17-25)
* Chapter 2: Contamination as Collaboration (pp. 27-34)
* Chapter 3: Some Problems with Scale (pp. 37-43)
* Intro to Part II: After Progress: Salvage Accumulation (pp. 57-58)
* Chapter 4: Working the Edge (pp. 61-70)
* Chapter 5: Open Ticket, Oregon (pp. 73-83)

### Wednesday, April 6, 2022: Ethnographies of Ruin and Possibility – Part II

Tsing, A. L. (2015). *The Mushroom at the End of the World*. Princeton University Press.

* Chapter 9: From Gifts to Commodities—and Back (pp. 121-128)
* Chapter 10: Salvage Rhythms: Business in Disturbance (pp. 131-135)
* Interlude: Tracking (pp. 137-144)
* Chapter 11: The Life of the Forest (pp. 155-163)
* Chapter 13: Resurgence (pp. 179-190)
* Chapter 20: Anti-Ending: Some People I Met Along the Way (pp. 277-282)

### Monday, April 11, 2022: Class Presentations

### Wednesday, April 13, 2022: Class Presentations

### Monday, April 18, 2022: Semester Wrap-Up