GEOGRAPHY 464  IDENTITY AND THE ENVIRONMENT

COURSE DESCRIPTION
This course is designed to challenge your concepts about the environment by examining a wide range of views about the environment and the ways in which identity-based groups act upon these perceptions. In this course we will examine how social identities (such as language, religion, race, ethnicity, gender, sexual orientation, and class) influence the ways in which we understand, experience, and act with regards to the environment. In turn, we will study how environmental perceptions and actions that utilize, control, manage, and pollute the environment shape social identities.

CATALOG DESCRIPTION
The reciprocal influence of social identity on concepts of nature; allocation of natural resources; pollution and environmental quality; and environmental activism and professions.

PREREQUISITES
Completion of CO1-CO8; junior or senior standing.

COURSE MEETINGS AND OFFICE HOURS
This course meets from 11am to 12:15pm on Mondays and Wednesdays in Mackay Science Room 321. I encourage you to visit about any aspect of the course during my office hours on Wednesdays from 12:30 pm to 1:30 pm, or if you prefer, make an appointment to talk with me. My office is located in Mackay Science Room 302. I can also be reached by phone at 784-6344 or through my email address at kberry@unr.edu

COURSE OBJECTIVES
In this course students will meet two of the Silver Core Curriculum Objectives: #10 Diversity & Equity and #13 Integration & Synthesis.

Core Objective 10 (Diversity & Equity)
Students will develop a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of contexts. Students will engage in modes of analysis attentive to considerations of diversity and equity.

Core Objective 13 (Integration & Synthesis)
Students will be able to synthesize and transfer learning to new complex situations.¹

More specifically, students in this course will:
• Learn about diversity by examining how social identities structure definitions and perceptions

¹ Part of Core Objective #13 involves integrate Core Objective #1 Effective Composition and Communication, in which students compose written, oral, visual, and other forms of discourse for a variety of scholarly, professional and creative purposes. Core Objective #13 also involves integrating Core Objective #3 Critical Analysis and Use of Information, in which students are critical consumers of information, able to engage in systematic research processes, frame questions, read critically, and apply observational and experimental approaches to obtain information.
about nature;

- Learn about synthesis through examining the reciprocal influence of environmental understandings and values on social identities;
- Learn about synthesis through examining how identities influence the allocation and use of natural resources (and vice versa);
- Learn about equity through examining the distribution of environmental quality (for example, exposure to pollution) for different social identity groups and the resulting actions that have been taken to achieve environmental justice.

STUDENT LEARNING OUTCOMES
Students will be able to:

SLO 1: In writing, compare groups with diverse identities with respect to their attachment to (and influences from) various environmental factors (CO 1 & CO 10).

SLO 2: In writing, assess the equities associated with the spatial unevenness of environmental quality and access to natural resources (CO 1 & CO 10).

SLO 3: Synthesize concepts and information about social identity with concepts and information about nature, natural resources, and environmental quality (CO 3 & CO 13).

SLO 4: Identify the significance of differing spatial and historic contexts that mediate relations between social identity and the environment.

SCHEDULE & INFORMATION
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COURSE REQUIREMENTS
Grading for this course will utilize the University's grading policy which allows for letter grades with the possibility of a plus or a minus (for example, it is possible to get a C+ or an A-). Your grade for this course will be based on the following items:

- 500 points Class attendance & participation
- 1000 points Reading essays
- 500 points Final examination
- 2000 points TOTAL POSSIBLE

Late work must be approved prior to the deadline. With prior approval, 10% of the total possible points will be deducted from the grade of any essay that is late.

All students must take the final exam. Make-up exams will not be given unless approval has been given prior to the exam.
A plus/minus grading scale will be used:

- **A**: 93-100%
- **A-**: 90-92%
- **B+**: 87-89%
- **B**: 83-86%
- **B-**: 80-82%
- **C+**: 77-79%
- **C**: 73-76%
- **C-**: 70-72%
- **D+**: 67-69%
- **D**: 60-66%
- **F**: less than 60%

**CLASS ATTENDANCE AND PARTICIPATION**

Attendance is expected for each scheduled class period. Bear in mind that missing class will not only affect your attendance grade but will also affect your participation grade. If you are absolutely unable to attend class, you may want to contact your fellow classmates to get notes and keep me apprised of your situation. I expect each student to take an active role in class discussions and group assignments. Participation will count and your active involvement in the class is expected. Feedback and discussion are important to understand and assimilate the materials presented in this course, so do not hesitate to ask questions or contribute comments on the readings, discussions or assignments at the appropriate time.

**READINGS**

The assigned readings for this course are available electronically through this course on the WebCampus. Check your access to WebCampus for this course during the first week of school and get back to me immediately if you do not have access to the readings. All readings for the week should be completed before class on Monday. Readings form the foundation for class lectures, discussions and assignments so come prepared.

**WEEKLY ESSAYS**

For each week’s assigned readings, I will post a set of questions that you will use as the basis for writing a short essay (3 pages, typed double space). Some weeks there will be two sets of questions from which you may choose one to write about. You are expected to write essays for 10 weeks worth of reading. In other words, you may take off any two weeks you wish from the reading assignments. The reading assignments will be due no later than the beginning of class on Wednesday of the week assigned.

**FINAL EXAM**

The final exam will be an in-class exam with short answer and essay questions. It will be held during the final period for this course, **Thursday 8 May 8 to 10 am.**

**OTHER INFORMATION**

**DISABILITY SERVICES**

If you have a disability and will be requiring assistance, please contact me and the Disability Resource Center (Thompson Building Suite 101) as soon as possible to arrange for appropriate accommodations and keep me apprised of your situation.

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2 If you choose to do an extra essay, rather than just the ten required, this will count as extra credit.
**Audio and Video Recordings**
Surreptitious or covert videotaping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

**Academic Success Services**
Your student fees cover the usage of the Math Center ([www.unr.edu/mathcenter/](http://www.unr.edu/mathcenter/)), Tutoring Center ([www.unr.edu/tutoring-center](http://www.unr.edu/tutoring-center)), and University Writing Center ([www.unr.edu/writing-center](http://www.unr.edu/writing-center)). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is a sign of a responsible and successful student.

**Academic Dishonesty**
Cheating, plagiarism or otherwise obtaining grades under false pretenses constitutes academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include canceling a student’s enrollment without a grade, giving an F for the course or for the assignment. For more details, see the University of Nevada, Reno General Catalog.
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<thead>
<tr>
<th>Class meeting on</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>27 January</td>
<td>Introduction</td>
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<tr>
<td>3 &amp; 5 February</td>
<td>Defining our terms</td>
<td>Berreby 2005 (ch 1, 2 &amp; 4)</td>
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<td>10 &amp; 12 February</td>
<td>People of the sea (Polynesia)</td>
<td>D’Arcy 2006 (ch 2)</td>
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<td>Maly 2005</td>
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<td>19 February</td>
<td>Whaling &amp; fishing identities (Arctic)</td>
<td>Sakakibara 2010</td>
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<td>Gombay 2005</td>
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<td>24 &amp; 26 February</td>
<td>Religion &amp; environmental stewardship (UK &amp; US)</td>
<td>Walsham 2011</td>
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<td>McEntee 2013</td>
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<td>3 &amp; 5 March</td>
<td>Attached to the earth (US &amp; Bolivia)</td>
<td>Masumoto 2011</td>
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<td>Senett 2011</td>
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<td>10 &amp; 12 March</td>
<td>Cultivating gender &amp; tradition (Latin America)</td>
<td>Fadiman 2005</td>
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<td>WinklerPrins 2004</td>
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<td>17 &amp; 19 March</td>
<td>Spring Break</td>
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<td>24 &amp; 26 March</td>
<td>Racialized landscapes of irrigation (US)</td>
<td>Wilson 2011</td>
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<td>31 March &amp; 2 April</td>
<td>Farmers markets, race &amp; the green economy (US)</td>
<td>Alkon 2012 (ch 7)</td>
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<td>Young 2011</td>
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<td>7 &amp; 9 April</td>
<td>Penguins as symbols of sexual orientation (global)</td>
<td>Sturgeon 2010</td>
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<td>14 &amp; 16 April</td>
<td>Ecology &amp; identities in urban spaces (US)</td>
<td>Forest 1995</td>
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<td>Waldholz 2011</td>
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<td>21 &amp; 23 April</td>
<td>Alternative energy development: wind, solar &amp; indigeneity (US)</td>
<td>Tisdale 2011</td>
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<td>Nash-Chrabaszcz 2011</td>
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<td>28 &amp; 30 April</td>
<td>Environmental justice (Mexico &amp; global)</td>
<td>Melendez 2011</td>
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<td>Holifield et al 2010</td>
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<td>5 May</td>
<td>Science, journalism &amp; the future of the environment (US)</td>
<td>Giles 2011</td>
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<td>Anonymous 2011</td>
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<td>8 May</td>
<td>Final exam</td>
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READINGS

African Studies Center (University of Leiden, NL) 2013. Biofuels or Grazing Lands? Heterogeneous Interests in the Tana Delta, Kenya: A Cross-Community Perspective. ASC Infosheet 16.


