

ARIZONA STATE UNIVERSITY EAST/TEMPE CAMPUS

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 9-7-2009

- 1. ACADEMIC UNIT: SHESC
2. COURSE PROPOSED: ASB/SOS/SOC 394 Production, People and Environments (prefix) (number) (title) (semester hours) 3
3. CONTACT PERSON: Name: Sharon Harlan Phone: 927-6780 Mail Code: 2402 E-Mail: sharon.harlan@asu.edu alissa.ruth@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Core Areas

- Literacy and Critical Inquiry [X]
Mathematical Studies-MA [ ]
Humanities and Fine Arts-HU [ ]
Social and Behavioral Sciences-SB [ ]
Natural Sciences-SQ [ ] SG [ ]

Awareness Areas

- Global Awareness-G [ ]
Historical Awareness-H [ ]
Cultural Diversity in the United States-C [ ]
(Note: one course per form)

- 6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [ ] No [X] Yes; Please identify courses: SOS SOC
Is this a multisection course?: [X] No [ ] Yes; Is it governed by a common syllabus?

Alex Brevis
Chair/Director (Print or Type)

[Signature]
Chair/Director (Signature)

Date: 9/22/09

Arizona State University Criteria Checklist for

**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [L] CRITERIA</b>			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment. <span style="float: right;"><i>see syllabus</i></span>			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;">                         Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".                     </div>			
C-1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 2:</b> The composition tasks involve the gathering, interpretation, and evaluation of evidence	
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;">                         Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".                     </div>			
C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 3:</b> The syllabus should include a minimum of <u>two substantial writing</u> or speaking tasks, other than or in addition to in-class essay exams	<i>research paper class debate</i>
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;">                         Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".                     </div>			
C-3			

<b>ASU - [L] CRITERIA</b>		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i></p>
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>		<p>Assignments 1-3 - feedback in class Res. paper outline - written feedback.</p>
<p>2. Also:</p>		<p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".</p>
<p>C-4</p>		<p>short assignments build to longer ones.</p>

Course Prefix	Number	Title	Designation
ASB/SOS/SOC	394	Production, People and Environments	

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)

Production, People and Environments  
ASB/SOS/SOC 394

Description of how the course meets the Social and Behavioral Sciences (SB) criteria

(1) Production is the act of using human, economic, and natural capital to transform raw materials and energy into goods and services. This course uses social scientific theories and principles to understand the political economy of production. It covers the social shaping of production technologies, as well as social and environmental impacts of industrial and global production systems on workers' health and safety, the communities where production operations are located, and the earth's natural environment. Through an exploration of a global network of inter-connected production sites and case studies of local communities, students understand how industrial work technologies are shaped to produce goods for a global market. Connections to the globalization of production and consumption are made through sociological theories, such as world systems theory (Dickinson and Schaeffer readings), the treadmill of production theory, (Alan Schnaiberg readings), and the social shaping of work technologies (Wooding and Levenstein; Marx). Case studies of particular industries are used to illuminate relationships between social and natural environments in specific places. Readings by anthropologists (Thu and Durrenberger; Shostak; Diamond) explore the impact of industrial agriculture on human health, air pollution, and water quality in rural communities in the Midwestern US. The global factory of computer production and waste is used to explore the human and environmental impacts of mining, chip production, and electronic waste disposal in the Americas, Asia, and Africa. Other readings examine the national and international regulatory frameworks of industry, worker health and safety, and environmental protection.

(2) In this course, students do research in order to understand how changes in the social control of technologies and work practices can result in more sustainable production practices. They debate topics on the sustainable production of food and electronic items and they also write a paper on the production cycle of a material good that they select, emphasizing the social relationships and control inherent in production systems.

(3) Students read and write about a broad array of social scientific issues related to the political economy of work in historical and contemporary society, which increases their understanding of local to global social and economic relationships.

Production, People and Environments  
ASB/SOS/SOC 394

Description of how the course meets the Literacy and Critical Inquiry (L) criteria

(C-1) Ninety-five percent of the grade in this course is determined by individual written and oral assignments, including a research paper, written homework assignments with at least one class presentation, in-class debate topics with outside preparation, and an essay final exam. The proportionate weights assigned to activities are on page 2 of the syllabus. (Five percent of the 25% class participation grade is based on attendance. The other 20% is based on the homework assignments, which are described in a separate attachment.)

(C-2 and C-3) In addition to an essay exam, students gather, interpret, and evaluate evidence for an in-class debate and a research paper assignment. Each of these assignments is described here. Students form debate teams around resolutions that are derived from two major units of the course (example: The United States should ratify the 1998 Basel Ban, which prohibits the export of all forms of hazardous waste to developing countries.) Each student participates in one debate. Using debate rules adapted from the World Schools Debating Championships, each student is graded on a standard rubric by the instructor and one other student, who is responsible for submitting a written evaluation of the presenter. Students also write a 3,000 word research paper about a material good they select. They are graded on how well they describe, analyze, and evaluate: 1) how a particular good is embedded in a political economy of industries, government, other organizations, and places; 2) the environmental (social and natural) impacts of the product; 3) how (or whether it is possible) to create a more socially and environmentally sustainable product. Both of these assignments require students to gather additional evidence beyond the course reading assignments. They must use academic books and journals, national and international news sources, and Internet information.

(C-4) For the research paper assignment, students submit a research prospectus approximately six weeks before the final paper is due. (Previous to this, they also hand in five homework assignments on which they receive feedback on their ideas and writing styles.) The prospectus must identify: 1) the material good being investigated for the paper; 2) a thesis statement; 3) some of the environmental problems associated with the production of that good; 4) a preliminary list of the sources that will be used to collect the data; and 4) a diagram of the production process behind the creation of the particular good. The instructor provides written feedback and, if requested by students, oral feedback as well. A separate grade is assigned for the research prospectus, which must be handed in again with the final research paper. The extent to which students have integrated feedback into their final paper is a consideration in the final grade for the project.

**PRODUCTION, PEOPLE & ENVIRONMENTS**  
**School of Human Evolution & Social Change**

M – W 2:00 – 3:15

Fall 2009

Payne Hall (EDB) 205

Instructor: Dr. Sharon Harlan

Office hours: M – W 3:15 – 4:15 *and by appointment*

Office: School of Human Evolution and Social Change 260

Email: [sharon.harlan@asu.edu](mailto:sharon.harlan@asu.edu)

Phone: 480-727-6780

**Course Description:** Production is the act of using human, economic, and natural capital to transform raw materials and energy into the “stuff” of the material world. Throughout history, production sites have included homes, fields, seas, mines, factories, and offices. These workplaces have continued to evolve in response to ideologies, technologies, and the circulation of capital, until today we have a vast global network of inter-connected production sites that serve the interests of the few rather than the many. The premise of this course is that the path to creating a sustainable world – a global society that protects and preserves the health of people, communities, and the natural environment – is through changing the way we produce our goods and services.

We will explore four important questions about production cycles, from the origins in raw materials of the earth, through processing goods on farms and in factories, to the handling of waste generated by production and consumption. 1) How are goods made in pre-industrial and industrial systems of production? 2) What are the observed consequences of industrial technologies for work environments, community environments, and the natural environment? 3) Why do societies choose methods of production that are environmentally unsound? 4) Are there strategies for creating healthier and sustainable production cycles that have positive global impacts? In this course, students will learn how to apply social scientific theories and principles to understanding the relationship between social and environmental changes. Through discussion, debate, and written assignments, you will learn to communicate views formulated from empirical evidence and reasoned analysis.

**Prerequisite:** Students must have completed an introductory social science course, such as sociology or anthropology, and must have completed ENG 101, 107 or ENG 105.

**Required Reading:**

1. Thu, Kendall and Durrenberger, E. Paul. (eds) 1998. *Pigs, Profits, and Rural Communities*. Albany, NY: SUNY. [referred to as **Thu**]
2. Grossman, Elizabeth. 2007. *High Tech Trash: Digital Devices, Hidden Toxics, and Human Health*. Washington, D.C.: Island Press. [referred to as **Grossman**]
3. All other readings for this course are posted on or accessed through Blackboard. They are in the Course Documents folder, organized in unit folders and subfolders labeled with reading due dates. Within the folders, file labels correspond to authors' last names listed in the syllabus.



**\*\*\*\*I expect you to be in class and to read the daily assignments before class.\*\*\*\***  
**\*\*\*\*Bring hard copies of your reading material to class.\*\*\*\***

C-1

**Course Requirements:** There are multiple components to your grade, all of which measure knowledge and written or oral communication skills. More detail is given in separate handouts.

**Class participation:** Class participation is heavily weighted in this course – it is worth 25% of your grade. HOWEVER, there is work required in participation and you must earn your class participation grade. Your score includes attendance, AND preparation for class (reading ahead of time), AND contributions to class discussions, AND handing in assignments related to reading (as described next). We will also discuss relevant current events once a week and you should plan on submitting at least one during the semester.

**Homework Assignments Related to Reading:** There are 5 homework assignments related to the readings. Four of these are about one-page in length and are due for everyone on the same date listed in the syllabus. In addition, each person will sign up for one class where they will contribute a short summary of the day’s reading and a discussion question. These assignments will not be graded but will each count toward class participation.

C-2

**Debate:** Using different perspectives on production that are covered in reading assignments, we will hold class debates on propositions after each main unit on meat, computers, and sustainability. For example, a simple proposition might be, “Corporations have a responsibility to improve the environment.” Students will work together in teams to develop arguments. Each student will make a short individual presentation for the team and will also have the opportunity to serve as a presentation judge with a rating rubric.

ε

C-3

C-4

**Research Project:** This will begin in September and continue until the end of the semester. You will be graded separately on a draft summary and outline of the project and on the final paper, which will incorporate the instructor’s feedback on the draft. The project involves investigating the production process of a good or service of your choice and tracing the impacts of that product. You will be asked to present evidence showing how human uses of technology affect social and natural environments. The instructions for preparing the research paper are described in a separate handout and I will discuss them in class.

**Final Exam:** There will be a final exam during the scheduled final exam period. This will contain short answer and essay questions

**Late Assignments:** There is a penalty of minus 5 points for each day an assignment is late. Illnesses or legitimate family-related excuses must be documented. *I will not accept late work for the assignments related to readings.*

**Grading:**

Components of your grade:

- 25% = Class participation
- 10% = Outline, Research Project
- 20% = Debate
- 25% = Research Report
- 20% = Final Exam

Grading Scale:

- |             |            |
|-------------|------------|
| A+ = 97-100 | C+ = 77-79 |
| A = 93-96   | C = 70-76  |
| A- = 90-92  | D = 60-69  |
| B+ = 87-89  | E = < 60   |
| B = 83-86   |            |
| B- = 80-82  |            |

**Attendance:** I will take attendance on random days. If you are absent, you must provide documentation if you were ill or encountered some emergency in order to receive an excused absence. Absences that are undocumented are unexcused. Points will be deducted from your class participation score for unexcused absences. Having no unexcused absences will boost the class participation score, but your biggest benefit is that attendance will help ensure that you learn something. Besides, this course is very interesting.

**Academic standards:** I expect you to adhere to the ASU Student Academic Integrity Policy, which says that, "Each student has an obligation to act with honesty and integrity, and to respect the rights of others in carrying out all academic assignments." Plagiarism and cheating are violations of the policy. All work that you turn in must be your own. I will impose severe penalties, including failure for academic dishonesty (XE), against offenders. For more information about the university's definition of academic dishonesty and penalties see [www.asu.edu/studentlife/judicial/integrity.html](http://www.asu.edu/studentlife/judicial/integrity.html)

**Accommodations:** Please see me as soon as possible if you have any special concerns or problems this semester that I should know about. Students with disabilities who would like to request a reasonable accommodation should contact us so we can make arrangements. Disability information is kept confidential.

**Class Schedule and Assignments:**

\*\*\*I may make minor adjustments in the syllabus. Any changes will be announced in class and posted on Blackboard.\*\*\*

Dates	Topic	Reading	Assignment
Aug 24	Introduction to the Course		
<b>Labor and Systems of Production</b>			
Aug 26	Cultural Meanings of Work	Dickinson & Schaeffer, Meaning of Work, 23-35; <i>Gig</i> , Selections	
Aug 31	Labor in the Global Economy	Dickinson & Schaeffer, Changing World of Work, 36-48	Assignment #1 Due
Sep 2	Political Economy of the Work Environment History of Labor Day	Marx, The Labor Process, 197-207; Wooding and Levenstein, 1-17	
Sep 7	LABOR DAY	NO CLASS	
Sep 9	Technology and Production	Wooding and Levenstein, 33-52	Assignment #2 Due
Sep 14	The Treadmill of Production	Gould, Pellow & Schnaiberg, Interrogating the Treadmill, 296-306	Assignment #3 Due
Sep 16	Globalization and the Treadmill	Gould, Pellow & Schnaiberg, 296-313; Video: <i>Globalization: Winners &amp; Losers</i>	

<b>Agricultural Production: The Case of Industrial Hogs</b>			
Sep 21	Agricultural RevolutionS	Diamond, Agriculture, 180-191; Mander, Machine Logic, 87-91	
Sep 23	The Farm: Family to Factory	Thu, 1-13, 39-56	Assignment # 4 Due
Sep 28	Community Environment: Human Health	Thu, 73-102	
Sep 30	Ecosystem Impacts: Water Quality and Climate	Thu, 103-116 Video: <i>Troubled Waters</i> excerpt	
Oct 5	Methods of Procuring Meat	Shostak, The Bush, 81-102 Morgan, Gap Creek, 81-90 Sinclair, The Jungle, 36-46	
Oct 7	Work Environment: Slaughterhouse Conditions	Schlosser, Most Dangerous Job, 169- 191 <i>Gig</i> , Slaughterhouse Human Resources Director, 48-54	
Oct 12	Farming Communities in Transition	Thu, 21-35, 57-70	
Oct 14	Public Health: Modern Meat	Pollan, The Feedlot, 65-84 Video: <i>Modern Meat</i>	Research Draft Due
Oct 19	Is Meat Sustainable?	Thu, 157-169 Heifer, A Better Way? 18-26	DEBATE
<b>Manufacturing Production: The Case of Computers</b>			
Oct 21	Industrial RevolutionS	Hobsbawm, Industry, 61-76 <i>Gig</i> , Ford Assembly Line, 43-48 <u>Optional</u> : Marx, The Working Day, 268-282	
Oct 26	High Tech: Clean Industry?	Grossman, 1-16	
Oct 28	Mining the Earth: Land, Water, and People	Grossman, 17-34, 45-52	
Nov 2	Eco-Footprints of Chips	Grossman, 53-75	
Nov 4	Chips and Human Health:	Grossman, 76-99	
Nov 9	Digital Divides: Workers' Rights and Health	Pellow and Matthews, Immigrant Workers, 129-138 Video, <i>Secrets of Silicon Valley</i>	
Nov 11	VETERANS DAY	NO CLASS	
Nov 16	Exporting E-Waste to Asia	Grossman, 139-147; 189-211 Video: <i>Exporting Harm</i> , 20 min	
Nov 18	Recycling Electronics to Africa	Grossman, 212-225 Video: <i>The Digital Dump</i> , 20 min	
Nov 23	Are Computers Sustainable?	Grossman, 256-268	DEBATE

Strategies for Advancing Sustainable Production?			
Nov 25	Corporate Responsibility / Ecoeffective Design	Assadourian, Transforming Corporations, 171-189 <b>OR</b> McDonough & Braungart, Eco- effectiveness, 68-91	
Nov 30	Changing Consumption / Social Protest	Elgin, Voluntary Simplicity, 458-468 <b>OR</b> Wood & Schneider, 285-297	
Dec 2	Class Discussion		Research Paper Due
Dec 7	Sustainable Production		DEBATE
Dec 14	Final Exam	12:10 to 2:00 pm	

## PRODUCTION, PEOPLE &amp; ENVIRONMENTS

## Homework Assignments #1, #2, #3, #4, #5

All assignments must be typed (Times New Roman or Garamond 12-point is best)

## Assignment #1 – The Changing World of Work

**Due August 31 in class + bring your graphic on a travel drive**

The Aug 31 reading assignment on the changing condition of work is from a book published in 2001 that uses statistics from the 1990s. This is a long time in the fast-paced world of work. Your assignment is to choose one of the topics discussed in the chapter and find an appropriate data source that illustrates a trend after the year 2000. This can be quantitative (statistics) data or qualitative (narrative or text) data that shows how something is changing. You should include **data** in some form (e.g., table, graph, photo) along with an **explanation** and a **source** for where you got the information. Possible topics include trends in wages, benefits, savings, poverty, consumption, or consumer prices of essential goods and services. You may focus on one part of the world, a particular country, or one social group (e.g., women, migrants, etc.) Approximate length is **1 double-spaced page**.

## Assignment #2 – Production Technology

**Due September 9 in class**

The Sep 9 reading assignment is about who controls production technology and how decisions are made. Your assignment is to write about whether you think technological “advances” in production systems have represented progress for humanity. Why or why not? Identify the social conditions and relationships that shape production technology’s impact on people. You may use an example from your own experience if you wish. Approximate length is **1 double-spaced page**.

## Assignment #3 – The Treadmill of Production

**Due September 14 in class + bring your graphic to class on a travel drive**

The Sep 14 reading assignment about the treadmill outlines a sociological theory that attempts to explain the social and economic reasons for recent decline/depletion in the natural world. This is challenging reading. Your assignment is to summarize the theory by making a **graphic representation of how the theory works** and to **write one paragraph summarizing** your picture. Social scientists often diagram theories with boxes that contain variables that change values over time (e.g., economic capital or amount of energy used) and arrows between the boxes that represent relationships between the variables. You can try it this way or by using pictures and illustrations or any creative way you can think of. In your paragraph, summarize in your own words, what is important (no quotes). Part of your summary might be in identifying what questions the theory asks or answers. Approximate length is **½ to 1 page for the diagram and ½ to 1 double-spaced page for the paragraph**.

Assignment #4 – The Farm: Family to Factory  
Due September 23 in class

Your assignment is to identify the “externalities” the change to industrial hog farming has imposed on Iowa farming communities. Also discuss a parallel example from your own experience or an example you draw from another source that shows how an industry affects a local community. Approximate length is **1 double-spaced page**.

Assignment #5 – One Day’s Topic  
Due on the day you sign up for

For a class date you choose, your assignment is to post on the Blackboard Discussion Board, **a summary of the points that are most interesting to you from the day’s reading along with one question for the class to discuss**. This must be posted on Blackboard by **midnight** the day before class. Approximate length is about  $\frac{1}{2}$  to **1 double-spaced page**. The rest of the class should check Blackboard for the item before class each day.

SUNY Series in Anthropological Studies of Contemporary Issues  
Jack R. Rollwagen, Editor

Pigs, Profits,  
and  
Rural Communities

*Kendall M. Thu*  
*and*  
*E. Paul Durrenberger,*  
*Editors*

State University of New York Press



Published by  
State University of New York Press, Albany

© 1998 State University of New York

All rights reserved

Printed in the United States of America

No part of this book may be used or reproduced  
in any manner whatsoever without written permission.  
No part of this book may be stored in a retrieval system  
or transmitted in any form or by any means including  
electronic, electrostatic, magnetic tape, mechanical,  
photocopying, recording, or otherwise without the  
prior permission in writing of the publisher.

For information, address State University of New York  
Press, State University Plaza, Albany, N.Y., 12246

Production by E. Moore  
Marketing by Nancy Farrell

Library of Congress Cataloging-in-Publication Data

Figs, profits, and rural communities / Kendall M. Thu and E. Paul Durrenberger.  
p. cm. — (SUNY series in anthropological studies of contemporary issues)

Includes bibliographical references (p. ) and index.

ISBN 0-7914-3887-2 (hc : acid-free). — ISBN 0-7914-3888-0 (pb : acid-free)

1. Swine—United States. 2. Pork industry and trade—Environmental aspects—  
United States. 3. United States—Rural conditions. I. Thu, Kendall M., 1960—  
II. Durrenberger, E. Paul, 1943— . III. Series.

SF395.8.A1P54 1998

306.3'49—dc21

97-35434  
CIP

10 9 8 7 6 5 4 3 2 1

## Contents

Acknowledgments

Introduction

*Kendall M. Thu and E. Paul Durrenberger*

### *Part I*

#### *Rural Community Consequences*

Introduction

1. Parma: A Story of Hog Hotels and Local Resistance

*Laura B. DeLind*

2. Inside the Industry from a Family Hog Farmer

*Jim Braun with Pamela Braun*

3. Meatpacking in Storm Lake, Iowa: A Community in Transition

*Mark A. Grey*

### *Part II*

#### *The Environment*

Introduction

4. The Impact of Industrial Swine Production on Human Health


*Kelley J. Donham*

# HIGH TECH TRASH

---

Digital Devices, Hidden Toxics, and Human Health

Elizabeth Grossman

 ISLANDPRESS / Shearwater Books  
Washington • Covelo • London

# Contents

Preface xi

- Chapter 1 The Underside of High Tech 1
- Chapter 2 Raw Materials: Where Bits, Bytes,  
and the Earth's Crust Coincide 17
- Chapter 3 Producing High Tech:  
The Environmental Impact 53
- Chapter 4 High-Tech Manufacture and Human Health 76
- Chapter 5 Flame Retardants: A Tale of 'Toxics' 112
- Chapter 6 When High-Tech Electronics Become Trash 139
- Chapter 7 Not in Our Backyard: Exporting  
Electronic Waste 182
- Chapter 8 The Politics of Recycling 212
- Chapter 9 A Land Ethic for the Digital Age 256
- Appendix: How to Recycle a Computer,  
Cell Phone, TV, or Other Digital Devices 269
- Notes 275
- Selected Bibliography 309
- Index 325