

New

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 April 12, 2010

1. ACADEMIC UNIT: School of Human Evolution and Social Change

2. COURSE PROPOSED: ASB/SOS/SOC 370 Production, People and Evironments 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Alissa Ruth Phone: 5-4628
Mail Code: 2402 E-Mail: alissa.ruth@asu.edu; sharon.harlan@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

Awareness Areas

- Literacy and Critical Inquiry-L
- Mathematical Studies-MA CS
- Humanities and Fine Arts-HU
- Social and Behavioral Sciences-SB
- Natural Sciences-SQ SG

- 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 Yes; Please identify courses: SOS and SOC

Is this a multisection course?: No Yes; Is it governed by a common syllabus? _____

Alex Brown's Grade
Chair/Director (Print or Type)

[Signature]
Chair/Director (Signature)

Date: 4/12/10

*effective Date
Fall 2010*

Arizona State University Criteria Checklist for
SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

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

ASU-[SB] CRITERIA							
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.							
YES	NO		Identify Documentation Submitted				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	<i>syllabus</i>				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="0" style="width: 100%; margin-left: 20px;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	<ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY 	<i>syllabus course description assignments</i>		
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	<ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY 						
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <table border="0" style="width: 100%; margin-left: 20px;"> <tr> <td style="width: 50%; vertical-align: top;"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). </td> <td style="width: 50%; vertical-align: top;"> OR </td> </tr> <tr> <td style="width: 50%; vertical-align: top;"> b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). </td> <td style="width: 50%;"></td> </tr> </table>	a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).	OR	b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).		<i>same as above</i>
a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).	OR						
b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).							
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	<i>same as above</i>				
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS: <ul style="list-style-type: none"> • Courses with primarily fine arts, humanities, literary, or philosophical content. • Courses with primarily natural or physical science content. • Courses with predominantly applied orientation for professional skills or training purposes. • Courses emphasizing primarily oral, quantitative, or written skills. 					

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

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.

Goals:

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?

Outcomes:

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 ASB 102 or ASB 100 or SSH 100 or SOC 101 or SOS 101 or SOS 110 and must have completed ENG 102/108 or ENG 105 with grade C or better.

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.****

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.

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.

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

Grading Scale:
A+ = 97-100

C+ = 77-79

10% = Outline, Research Project	A = 93-96	C = 70-76
20% = Debate	A- = 90-92	D = 60-69
25% = Research Report	B+ = 87-89	E = <60
20% = Final Exam	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:

Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that the work of students suspected of academic dishonesty will be scanned using SafeAssignment on Blackboard, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other ASU students. If you are caught plagiarizing, you will automatically receive an "E" for the assignment and will be reported to administration. Students are responsible for understanding ASU's policies: <http://provost.asu.edu/academicintegrity>.

Student Support and Disability Accommodations

ASU offers support services through Counseling (<http://students.asu.edu/counseling>), the Learning Resources Center (www.asu.edu/lrc), and the Disability Resource Center (<http://www.asu.edu/studentaffairs/ed/drc/>). If you are a student in need of special arrangements for we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

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		
Labor and Systems of Production			
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 & Losers</i>	

Agricultural Production: The Case of Industrial Hogs			
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
Manufacturing Production: The Case of Computers			
Oct 21	Industrial RevolutionS	Hobsbawm, Industry, 61-76 <i>Gig</i> , Ford Assembly Line, 43-48 Optional: 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 OR McDonough & Braungart, Eco- effectiveness, 68-91	
Nov 30	Changing Consumption / Social Protest	Elgin, Voluntary Simplicity, 458-468 OR 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	

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

Contents

Published by
State University of New York Press, Albany

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Printed in the United States of America

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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

Pigs, 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)
I. 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

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

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The Environment

Introduction

4. The Impact of Industrial Swine Production on Human Health
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Acknowledgments

The crafting of a multiple-authored volume is a challenge requiring patience and flexibility among contributors. We thank all of the authors for willingness to work together and for their unfailing responsiveness to our editorial requests and deadlines. A special note of gratitude is owed to Prof. Walter Goldschmidt for his support of this effort and for reviewing all chapters. We hope this volume is a reminder of the enduring value of his rhetorical and empirical contributions to understanding the role of food production in human adaptation.


Julia Venzke played a pivotal role in helping to edit chapters, prepare illustrations and tables, check bibliographies, and electronically assemble the volume. Without her keen assistance and sharp eye we would still be fumbling over our electronic ineptitudes. Thanks to Judy Thirtyacre for her assistance in preparing the details of this volume, and thanks also to W. Jamie Ward for help in preparing the tables.

And finally we owe a debt of gratitude to the hundreds of farmers, other rural residents who invited us into their homes and neighborhoods to plain to us the changes occurring in their communities. We hope this volume provides others with a broader understanding of those changes and their significance for the health of our society.

HIGH TECH TRASH

Digital Devices, Hidden Toxics, and Human Health

Elizabeth Grossman

 ISLANDPRESS / Shearwater Books
Washington • Covelo • London

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