

## INTL 190

### Seeking Sustainability: Comparative Perspectives on the Environment



Winter 2020

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W 2:00-4:50 pm

Class Access: <http://canvas.ucsd.edu/>  
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“If nature makes nothing without purpose or in vain, then nature has made all the animals for the sake of men.” - Aristotle, *Politica* I:1256b

”When the last tree has been cut down, the last fish caught, the last river poisoned, only then will we realize that one cannot eat money.” – Alanis Obomsawin

“The ultimate goal of farming is not the growing of crops, but the cultivation and perfection of human beings.” — Masanobu Fukuoka, *The One-Straw Revolution*

**Course Description:** This course is designed to deepen your knowledge of key issues in sustainable environmental policies and practices from a comparative perspective using different social scales ranging from small-scale and often endangered societies to large-scale post-industrial state societies. Founded on major themes in sustainable development, we'll focus on some core areas - climate change, biodiversity, food/water security, environmental conservation, and pollution control. We'll discuss initiatives of people in various world areas, but with a focus on societies in Asia and the Americas. We will also explore how governmental policies differentially impact citizens and indigenous societies as they both address ecological problems. Some of the questions we'll ask include, “Should environmental policies be founded on the needs of primarily humans or the needs of all living beings?”; “How can large-scale political states operate within their ecological footprint?”; “What lessons can political state leaders learn about sustainable use of natural resources from small-scale societies?” Students should plan on writing a research paper which addresses one community's environmental problem involving the use of natural resources and elaborate on potential sustainable solutions.

#### Learning Outcomes

- Master key ideas and conceptual frameworks in human ecology, anthropology, and sustainable development from an International Studies perspective.

- Apply relevant concepts (e.g., sustainability, environmental determinism, ontology, ecocentrism, biophilia, etc.) to topics discussed in class.
- Write about and discuss concepts from readings and class discussions with a consideration of one's own situated knowledge.
- Consider how people seek sustainable solutions using knowledge about their surroundings under different environmental conditions.
- Appreciate variations among different societies and how they value natural reserves, sacred groves, private vs. public land, etc.
- Encourage a deeper understanding of resilience and sustainability as theoretical tools in policy and practice.
- Use lessons from class together with your own situation to make good choices about seeking sustainability in your own life.

## Course Requirements

You will probably have a few days when you feel unable to get to your lectures, or finish a weekly question, or join in discussions. Don't get discouraged! Just email or ask to teleconference with me. Let me know if you need help with a research paper topic, if you want me to review your writing, or if you don't understand some concepts. Sometimes I miss seeing an email, too, so don't be shy about sending a request twice

1. Attendance. This course meets at 2:00 pm PST once per week, so be prepared to attend sessions in synchronous time whenever possible. For anyone attending asynchronously, you will need to submit a 1 page (~250 word) summary from the posted zoom class. You are expected to be on time for class, complete your readings before class, & prepare with questions and comments for discussion. Students who miss class or assignments for the purpose of religious observance, job interview, illness, or a crashing computer are permitted to make up course work. Please email me through Canvas about your situation ahead of time or in a timely manner. ~200pts.

2. Weekly Questions (WQs). You turn WQs into the *Assignments* tab in Canvas by *Tuesday, 6 pm* PST each week except for weeks 1 and 10. In your WQ, write up some of the questions you have about our weekly readings and lectures. Typically, you might write thoughtfully about a follow-up question you have, or a key idea that needs more clarification for you, or simply some idea from lecture or the readings that you want us to talk about more. You can write a question for all the readings, or a longer question for just one of the readings as you prefer. Elaborate on your questions enough so that you write **1-2 pages (250-500 words)**. This is where we have a chance to connect relevant topics in the news with our lectures & readings. I look forward to reading these, so try to come up with some interesting thoughts and ideas! ~160pts

3. Active Learning. Participation may involve sharing highlights from your WQs during class, doing an Active Learning activity at home, or reflecting on one of the films we watch. We will have a few AL activities such as practicing interviewing, transcribing audiotapes, analyzing labels from food, bodycare, or clothing. We will also watch videos that are available from the UCSD online library of films. When watching films through the UCSD library, first turn on your computer device's VPN (Virtual Private Network) connection to UCSD. Details are available at <https://library.ucsd.edu/computing-and-technology/connect-from-off-campus/>. You can then access by clicking on the video links in the UCSD library film and video webpage (<http://roger.ucsd.edu/search~S3>). Type in the name of the film/video or click on the video name in this syllabus. If you lose your VPN connection or the film stops, you can often "Reload" (Command+R) and this gives the video more time to download so you can pick up where you left off. ~100pts.

4. Research Paper. Your research paper will be based on a significant research question with sections for the background, data, and analysis around the paper's topic. Details and guidance will be given in class and will be personalized so that you can do research on a topic of your interest. Research papers will be about 4,000-5,000 words. Altogether your paper will be about 20 pages, double spaced, including a cover page, body of text, tables, maps, figures, references, and any footnotes.

Preparing the Research Paper. Details will be given in class, but this is an overview of the process of building your research paper.

Week 3 - Research Proposal. Write a one page summary about your intended subject. 20pts

Week 4 - Literature Review. Write 1-2 pages about the articles you intend to use for your paper. Choose 2 readings from class syllabus as references. In addition, choose 2-10 articles from outside reading of your topic. For each article, write a couple sentences about why this article is best for your paper. Choose peer-reviewed journals and books which are relevant to your topic and information. Ask me to approve any other references, from blogs or newspapers for example. Submit your lit review in Chicago reference style. 20pts

Week 6 - Data Collection. Describe what kind of data, facts, and information you will be using. This may be information you collect through an interview with someone, or data you collect from a published database, such as data that you gather from relevant government agencies or non-governmental organizations (NGOs). 20pts

Week 7 – Outline of Research Paper – Explain the significance of your research topic; the titles of your paper's sections; and 3-4 highlights that you plan to include in your paper. and why you will analyze and present each type of data that you collect. You may turn in either a rough draft or an outline. 20pts

Week 8 - Figures, Maps, and Tables. Choose 2-3 of these to include in your paper. 20pts

Week 9-10 – Give a 5 minute PPT presentation about your research. 50pts

Week 10 – Research Paper is due Sunday, March 14<sup>th</sup>. 250 pts

## Other Information

*Written work* is graded with attention to *depth, breadth, clarity, creativity, and examples*. In other words, given the parameters of written assignments, write with attention to appropriate depth of ideas for your topic, with choosing appropriate breadth of points you can cover, and write with clarity of thought and grammar. Your writings should always aim for some lively creativity and showcase examples to highlight your topic or main points. Avoid unnecessary wordiness and spoken idioms!

*Extra Credit* You will need to ask me for extra credit & it will be offered under the **Assignments** tab. You may do these if you missed an WQ or other assignment. Using an assigned YouTube video for guidance, you can make a banana leaf plate, for example.

*Extra sites such as Google Drive, Google Sites, and Mendeley* If you all feel it necessary, we can create a Google class site to share or store video or audio clips, PDF articles, writing drafts etc. This is optional & I'll create one for the class if asked.

*Evaluation Policy*: For D.S.P.S. students, reasonable accommodations will be made. It is the responsibility of the student to present their situation to the instructor during the first week of the session so that a learning support plan of action can be put in place. Student rights, responsibilities and administrative due process is also enumerated in campus policies.

*Summary of Canvas Organization* PDF articles are in **Files**; Past Zoom Lectures are in **Media Gallery**; Weekly Written Question and Final Paper are in **Assignments**; Discussions and group talks are in **Discussions**.

**Attendance** will be entered by me periodically in the gradesheet.

*Summary of Grading* 200pts Attendance; 160pts Weekly Questions; 100pts Participation; 350pts Session Paper

A/A- = 91-100%; B+/B/B- = 81-90%; C+/C/C- = 71-80%; D+/D/D- = 61-70%

## Course Syllabus Readings

*Course Materials* We will read from 1) PDF articles which are available on Canvas plus 2) the textbook by Jeffrey Sachs, *The Age of Sustainability*. Columbia University Press. Please buy a copy since you'll be using it frequently. But if you don't have it handy, an electronic copy is available through the UCSD library.

Articles are arranged in the file folder of PDF readings under by their Author last name. For example, to find the Week 1 reading about environmental anthropology, look for it "Haenn\_Environmental Anthropol".

You should read the assigned material for about 2-3 hours in any given week. If you cannot complete an article, finish up by reading the section headings, paragraphs' first sentences, and the conclusion.

### Week 1 (1/7): Class Introductions & A Few Keywords

Sachs, Jeffrey. Ch. 1 "Introduction to Sustainable Development" (all of it) and Ch. 11 "Resilient Cities" (read pp.355-374) in your textbook, *The Age of Sustainability*. Columbia University Press.

Adams, Bill. 2017. Conservation from above: globalising care for nature. In *The Anthropology of Sustainability* (pp. 111-125). Palgrave Macmillan, New York.s

Haenn, Nora, and Richard Wilk, eds. "So, What is Environmental Anthropology?" In *The environment in anthropology: a reader in ecology, culture, and sustainable living*. NYU Press, 2006.

Optional: Haenn, Nora, and Richard Wilk, eds. "A wonderfully incomplete bibliography" In *The environment in anthropology: a reader in ecology, culture, and sustainable living*. NYU Press, 2006. This book is available through UCSD library [online](#) if you want to read other chapters.

### Week 2 (1/14): Ontologies and Landscapes: Sacred Spaces, Healing Places & Religious Ideas

Butler, Jenny. "Ireland's Sacred Landscape: Neo-pagan Worldview and the Ritual Utilisation of Sacred Sites." *Beasna: Journal of Folklore and Ethnology* 2 (2003): 29-45.

Fortier, Jana, "Tou: Under a Sacred Sky", In *Brill's Encyclopedia of the Religions of the Indigenous People of South Asia*, Marine Carrin, Jean Jaurès, Michel Boivin, Gérard Toffin, Paul Hockings, et al. (eds). Leiden: Brill, 2019

Serbulea, Mihaela, and Unnikrishnan Payyappallimana. "Onsen (hot springs) in Japan: Transforming terrain into healing landscapes." *Health & place* 18.6 (2012): 1366-1373.

Sachs, Jeffrey. Ch. 9 "Health for All" in *The Age of Sustainability*. Columbia University Press.

### Week 3 (1/21) Ecocentrism or Anthrocentrism? Reconsidering our Relationships with Others

Greenebaum, Jessica. "It's a Dog's Life: Elevating status From pet to fur baby at yappy hour." *Society & Animals* 12.2 (2004): 117-135.

Mazzullo, Nuccio. "A dog will come and knock at the door, but remember to treat him as a human": The legend of the dog in Sámi tradition." *Dogs in the North*. Routledge, 2018. 251-266.

Sachs, Jeffrey. Ch. 7 "Social Inclusion" in *The Age of Sustainability*. Columbia University Press.

Capper, Daniel. "Enlightened Buddhist Stones" in *Learning love from a tiger: Religious experiences with nature*. Univ of California Press, 2016. (Read for about 30 min.)

Learning Activity: Interview a classmate about their pets. Details given in class.

#### Week 4 (1/28) On Sustainability & The Cultural Significance of Plants

Prance, Ghilleen. "Ethnobotany, the science of survival: a declaration from Kaua'i." *Economic Botany* 61, no. 1 (2007): 1.

Pardo-de-Santayana, Manuel, A. Pieroni, and R. Puri. "The Ethnobotany of Europe, Past and Present." *Ethnobotany in the new Europe: people, health and wild plant resources* 14 (2010): 1-15.

Kunwar, Ripu and Ranier Bussmann. 2008. Ethnobotany in the Nepal Himalaya. *Journal of Ethnobiology and Ethnomedicine*, 4(1), p.24-32.

#### Week 5 (2/4) Thinking About Food & Sustainable Futures

Taheri, Fatemeh, Hossein Azadi, and Marijke D'Haese. "A world without hunger: organic or GM crops?." *Sustainability* 9, no. 4 (2017): 580.

Harper, Krista, and Ana Isabel Afonso. "Cultivating civic ecology: a Photovoice study with urban gardeners in Lisbon, Portugal." *Anthropology in Action* 23, no. 1 (2016): 6-13.

Sachs, Jeffrey. Ch. 10 "Food Security" in *The Age of Sustainability*. Columbia University Press.

#### Week 6 (2/11) Education and Sustainability: Environmentalism & Conservation

Kimmerer, Robin Wall. "Weaving traditional ecological knowledge into biological education: a call to action." *BioScience* 52.5 (2002): 432-438.

Paterson, Matthew, and Johannes Stripple. "My Space: governing individuals' carbon emissions." *Environment and Planning D: Society and Space* 28.2 (2010): 341-362.

Sachs, Jeffrey. Ch. 8 "Education for All" in *The Age of Sustainability*. Columbia University Press.

Learning Activity: Practice Content Analysis with a Nextdoor online conversational script. Details given in class.

#### Week 7 (2/18) How Do We Create a Sustainable Economy?

Norberg-Hodge, Helena and Gorelick, Steven, 2004. "Towards an economics of happiness." *Proceedings of the First International Conference on Operationalization of Gross National Happiness*. Centre for Bhutan Studies, Thimphu 2004, pp. 77-104.

Film: Patagonia: Growing the Sustainable Company: Yvon Chouinard. 12:36 PM  
[https://fod.infobase.com/p\\_ViewVideo.aspx?xtid=56732](https://fod.infobase.com/p_ViewVideo.aspx?xtid=56732). **Include** the film when writing your Weekly Question.

Sachs, Jeffrey. Ch 5. "Ending Extreme Poverty" in *The Age of Sustainability*. Columbia University Press.

Optional: Zurick, David. "Gross National Happiness and Environmental Status in Bhutan." *Geographical Review* 96, no. 4 (2006): 657-681.

#### Week 8 (2/24): Climate Change & Sustainable Development

Roncoli, Carla, Todd Crane, and Ben Orlove. "Fielding Climate Change in Cultural Anthropology." In *Anthropology and Climate Change: From Encounters to Actions*. San Francisco: Left Coast Press, 2009.

Sachs, Jeffrey. Ch. 12. "Climate Change" in *The Age of Sustainability*. Columbia University Press.

Film: *This Changes Everything*, Naomi Klein and Avi Lewis, 2015. View through UCSD library:  
<https://www.filmplatform.net/product/this-changes-everything/>. **Include** the film when writing your Weekly Question.

#### Week 9 (3/4): What are some Sustainable Responses to Environmental Crises?

Paganini, Nicole, et al. "Growing and Eating Food during the COVID-19 Pandemic: Farmers' Perspectives on Local Food System Resilience to Shocks in Southern Africa and Indonesia." *Sustainability* 12.20 (2020): 8556.

Weise, Kai, Dipendra Gautam, and Hugo Rodrigues. "Response and rehabilitation of historic monuments after the Gorkha Earthquake." In: *Impacts and insights of the Gorkha Earthquake*. Dipendra Gautam, Hugo Rodrigues (eds.). Elsevier, 2018. 65-94.

Su, Xiaokang, Perry Link, and Paul G Pickowicz. 2013. A collapsing natural environment? In *Restless China*. Ed. Richard P Madsen. Rowman & Littlefield

Award winning story from China: <https://www.theguardian.com/environment/2012/apr/11/poisoning-exposed-illegally-dumped-chromium-china>

#### Week 10 (3/11): Class Presentations \*No Written Questions are due in Week 10.

Sachs, Jeffrey. Ch. 14. "Sustainable Development Goals" in *The Age of Sustainability*. Columbia University Press.

This week you'll have an opportunity to share some details about your research paper. Each person will create 5 Powerpoint slides on our class PPT presentation. Be prepared to talk for about 5 minutes. Listeners be prepared to talk for about 5 minutes afterwards with questions and suggestions.

Research Papers Due Sunday, 3/14 midnight