

**ANT 2402 Anthropology of Sustainability**  
**(Course # 29808, Sec. C490)**  
**Spring 2024**  
**Tuesdays 10:40 – 11:30, Thursdays 10:40- 12:35**  
**Location: Turlington 2336**

**Professor:** Catherine Tucker

**Email:** [tuckerc@ufl.edu](mailto:tuckerc@ufl.edu)

**Office Location:** Grinter 309

**Office Hours:** Tuesdays 2:00-4:00 pm and By Appointment

**Abstract:**

Achieving sustainability constitutes one of the greatest challenges confronting humanity and modern global society. This course will apply anthropological approaches (sociocultural, biophysical, and archaeological) to explore the concept of sustainability. By examining human-environment interactions over time and across diverse sociocultural and ecological contexts, we will consider cross-cultural experiences of sustainability -- and unsustainability -- and what they reveal about modern dilemmas and enduring human conundrums. Drawing on interdisciplinary anthropological studies we will investigate major challenges for sustainability, such as environmental degradation, climate change, societal inequities, waste and planned obsolescence, rapid urban growth, governance shortcomings, energy demands, and assumptions of unlimited economic growth. In the process, we will critically examine existing knowledge and our own understandings as we ask a central question: What opportunities and pathways exist toward sustainability? The course will address the four clusters of sustainability studies: Ethics, Culture and Human Behavior; Economics, Law and Policy; Production Systems and the Built Environment; Ecology and Environmental Stewardship.

**Required and Recommended Readings and Course Material:**

- Pdfs or links to each required and recommended reading will be posted on Canvas in each Module for the class
- Links to videos and information to access films and other digital media will be posted on Canvas

**Learning Objectives:**

- Understand concepts of sustainability from different cultural perspectives
- Examine historical and current societal arrangements associated with environmental degradation, societal inequities, and obstacles to sustainability
- Examine and assess inter-relationships among human behavior, societal arrangements and current social-environmental challenges
- Critically evaluate approaches for fostering sustainability in social-ecological systems
- Examine ethical dimensions of sustainability challenges and possible solutions

## Evaluative (Graded) Components (Total 150 points):

1. Participation during in-class activities (25 pts) Small group, team activities and full class discussions, questions for guest lecturers, participation during in-class exercises, attendance at midterm discussion and final project presentations
2. Online Introduction (1 pt) and Pre-class survey (4 pts)
3. Discussion posts and comments on peers' discussion posts (30 pts)
  - There are 6 possible discussion posts. Only 5 count toward the final grade (6 pts each). Each discussion post includes a commentary on the module content, a response to a peer discussion post, and a question for discussion. If all 6 discussion posts, including peer comments and discussion questions are submitted, the post with the lowest score will be discarded for the final grade.
4. Quizzes (30 pts): Three quizzes, worth 10 pts each
5. Post-class survey (5 pts)
6. Midterm project (40 pts)
7. Final project (15 pts)

\* Submit Discussion Posts with a discussion question on Tuesdays at 5 pm, unless otherwise instructed.

\* Submit your Peer comment on a discussion post by 10 am on Thursdays unless otherwise instructed.

\* Submit Assignments by 10 am on Thursdays unless otherwise instructed.

Instructions and expectations for each evaluative component will be posted in Modules and in Canvas/Files/Assignments in advance of the due date. If you have any questions regarding the instructions, expectations or grading rubrics for any evaluative component, please contact Dr. Tucker promptly by email, or ask before or after class.

## Grading Policy:

The course will be graded by standard percentages:

A = 94-100%	A- = 90- 93.99%	B+ = 87-89.99%,
B = 84-86.99%	B- = 80-83.99%	C+ = 77-79.99%
C = 74-76.99%	C- = 70-73.99%	D+ = 67-69.99%
D = 64-66.99%	D- = 61-63.99%	F = below 61%

Late Submissions: Late submissions of assignments will be discounted 10% per day. This is simply fair to those in the class who meet deadlines, otherwise they would be disadvantaged relative to those who take more time.

Policy on Plagiarism / Cheating: Plagiarism in written assignments (i.e. the copying of material without citation of the source) is unacceptable. It will lead to a zero on the assignment or paper if it is of a minor degree (less than a paragraph), and to a failing grade in the course in cases of extensive copying without citation. If you have doubts about when and how to cite sources, Dr Tucker will be glad to answer your questions. Please review the Honor Code below.

### **Emergencies:**

If you have a medical or family emergency that prevents you from attending class, completing an assignment on time, or results in extended absence, bring it to the attention of professor as soon as possible. Reasonable accommodations will be made with proper documentation. Medical conditions must be documented by a doctor's note. Other emergencies must be documented by an appropriate authority (check with Dr. Tucker).

### **Communications:**

- Please email Prof. Tucker with any questions or concerns. Emails are normally answered within 2 business days (usually sooner). If you do not receive an answer within 2 days, please send the email again.
- Before emailing Dr. Tucker with a question about the syllabus or assignment expectations, please check the information on Canvas thoroughly, including the Course Overview and Policies, the Syllabus and the relevant assignment instructions.
- It is vitally important to inform Dr Tucker if you are facing difficulties with meeting course expectations or deadlines. If you share difficulties promptly, a reasonable accommodation can be found or helpful resources can be identified.

### **Netiquette:**

- Remember that all discussion, posts, chats and email communications should be respectful and polite.
- Intellectual debate and contestation is an important part of learning and intellectual exchange. It is expected that students will have different perspectives and opinions, and everyone is welcome (and encouraged) to share their perspectives and understanding of information and concepts relevant to the course content. In all cases, the language and tone of the words are expected to be respectful.
- When asserting a statement of fact, be prepared to support it with a reference to a reading or publication, reputable source, or other verifiable source.
- When communicating with Dr. Tucker, please use professional language ("Dear Dr. Tucker.." and complete words and sentences (Not "r u available" but "Are you available..."). This is practice for your future career.

### **USE OF PERSONAL TECHNOLOGY IN THE CLASSROOM**

- During most regular class time students will be engaged in live interaction, and will not need to access to personal devices (laptops, smartphones, mobile phones, iPads, and similar technologies). The instructor will indicate when devices may be used for select class activities. Exceptions will be made for students who use personal technology devices in relation to special needs, or students who anticipate emergency calls. Presentations will be available on CANVAS before each meeting, reducing need for participants to take detailed notes.

**Course Plan** (Adjustments may be made)

Wk	Tuesday	Thursday	Assignments Due
1	Jan 9 Module 1 - Class Introduction - Syllabus escape room	Jan 11 - Concepts + definitions - Discussion: What is sustainability?	Pre-course survey Online Introductions
2	Jan 16 Module 2 - Human-environment interactions in egalitarian societies	Jan 18 - Discussion on egalitarian societies	Discussion post + Peer commentary
3	Jan 23 Module 3 - Human-environment interactions in agrarian societies	Jan 25 - Discussion on commons and agrarian societies	Quiz 1: Online with Honorlock
4	Jan 30 Module 4 - Human-environment interactions in industrial societies	Feb 1 - Discussion on growth - Bartlett video on Growth	Discussion post + Peer commentary
5	Feb 6 Module 5 - Garbage, waste, and obsolescence	Feb 8 - Announce Midterm Project - Discussion on waste	Quiz 2: Online with Honorlock
6	Feb 13 Module 6 - Sustainable development challenges and critiques	Feb 15 - Perspectives on sustainable development	Discussion post + Peer commentary
7	Feb 20 Module 7 - Deforestation, Indigenous knowledge and agroforestry	Feb 22 - Discussion on deforestation	Discussion post + Peer commentary
8	Feb 27 Module 8 -Water challenges -Guest Lecture: Oswaldo Medina	Feb 29 - Discussion on water challenges - Documentary: Tapped	Quiz 3: Online with Honorlock
9	Mar 5 Module 9: - Water & Sustainability - Midterm project team work	Mar 7 - Discussion on midterm project results	Midterm project due
Spring Break: Mar 9 - 17			
10	Mar 19 Module 10 - Climate change	Mar 21 - Documentary: The Anthropologist	Discussion post + Peer commentary
11	Mar 26 Module 10 (cont) - Discussion of "The Anthropologist"	Mar 28 Module 11 - Energy realities and climate change	Carbon footprint activity (in class team activity)
12	Apr 2 Module 12 - Pathways to sustainability	Apr 4 - Discussion on Degrowth, Commons, & Buen Vivir	Discussion post + Peer commentary
13	Apr 9 Module 12 (cont) - Pathways to sustainability: Building community	Apr 11 - Envisioning futures	
14	Apr 16 - Presentation of Final Projects	Apr 18 - Presentation of Final Projects	Presentation of Final Projects
15	Apr 23 - Class Wrap-up	Apr 25 Reading Day	Post-class survey
16	<b>FINALS WEEK: Final Project Due on Tuesday, April 30 at 11:59 pm</b>		

## Jan 9 + 11 Module 1 Concept and Definitions of Sustainability

### Required Readings:

- Brundtland Commission. 1987. Excerpt: A Call to Action (an introductory summary of the full United Nations report: Our Common Future) Pp. 1-27.
- Gaia Hypothesis Synthesis
- Nature. 1987. Defining half a global problem. 327:1-2. (Critique of Brundtland Commission)

### Recommended Readings:

- [Brundtland Commission. 1987. \*Our Common Future\*. United Nations. \(Full Report\)](#)
- [Lenton, T. 2003. Gaia Hypothesis. \*Encyclopedia of Atmospheric Sciences\*. Pp. 815-820.](#)
- [Anderies, J. M., C. Folke, B. Walker, and E. Ostrom. 2013. Aligning key concepts for global change policy: robustness, resilience, and sustainability. \*Ecology and Society\* 18\(2\): 8. <http://dx.doi.org/10.5751/ES-05178-180208>](#)

### Videos /Other Content:

- How Wolves Change Rivers (4 minutes) <https://www.youtube.com/watch?v=ysa5OBhXz-Q>
- Resilience Alliance ([www.resiliencealliance.org](http://www.resiliencealliance.org)). Studying resilience in social-ecological systems as a basis for sustainability

## Jan 16 + 18 Module 2 Human-Environment Interactions in Egalitarian Societies

### Required Readings:

- [Nabhan, Gary. 1989. \*A Spirit Earthly Enough\*. Ch.5 in \*Enduring Seeds\*. San Francisco: North Point. Pp. 66-85.](#)
- [Nelson, Richard. 2004 \(1993\). \*Understanding Eskimo Science\*. In \*Annual Editions in Anthropology 04/05\*. E. Angeloni, ed. Guilford, CT: McGraw-Hill/Dushkin. Pp.58-60.](#)
- Peters-Golden, Holly. 2009. The Ju'hoansi: Reciprocity and Sharing. In *Culture Sketches: Case Studies in Anthropology*. Boston: McGraw-Hill. Pp. 98-105 (Optional: 106-117).

### Recommended Readings:

- Nadasdy, Paul. 2007. The Gift in the Animal: The ontology of hunting and human-animal sociality. *American Ethnologist* 34(1):25-43.
- Lee, Richard B. 2005 (1969). Eating Christmas in the Kalahari. In *Annual Editions in Anthropology*. E. Angeloni, ed. Guilford, CT: McGraw-Hill/Dushkin. Pp-1-4.
- Kottak, Conrad. Making a Living.

### Required Video:

The Inuit and Their Hunting Habits (1980) (A white anthropologist documents Inuit hunting culture) (53 minutes) <https://www.youtube.com/watch?v=5njmETD1fvM>

### Recommended Video:

- Qallunaat: Why White People Are Funny. A collaborative project between a white filmmaker and Inuit documentary and satirical examination of white people's culture and behavior) (52 minutes). <https://www.youtube.com/watch?v=lazUV7PEw7w>

Assignments/Expectations:

- Discussion post with a question for discussion and commentary on a peer's discussion post

**Jan 23+25 Module 3 Human-Environment Interactions in Agrarian Societies**

Required Readings:

- Chase, Diane and Arlen Chase. 2016. Caracol, Belize, and Changing Perceptions of Ancient Maya Society. *Journal of Archaeological Research* 25:185-249. **Assigned pages: 185-189; 194 -197; 208 - 212; 215-217.** (Yellow highlights show where to start, red "stop" messages show where to stop. Then go to the next yellow highlight to keep reading).
- Netting, Robert McC. 1976. What Alpine Peasants Have in Common. *Human Ecology*.

Recommended Readings:

- Netting, Robert McC. 1993. Smallholders, Householders. (Excerpt from *Smallholders, Householders: Farm Families and the Ecology of Sustainable, Intensive Agriculture*.) Published in *The Environment in Anthropology*. Haenn, N., R. Wilk and A. Harnish, Eds. New York: New York University Press. Pp. 18-23.

Videos /Other Content:

- "Lost World of the Maya." 2020. National Geographic. (44 minutes) URL: <https://www.youtube.com/watch?v=7MFKy7DJsCY&t=138s>

Assignments/Expectations:

- Quiz 1: 10 questions on Modules 1, 2 and 3. Online with Honorlock.

Take-aways: Indigenous and ancient societies have also degraded the natural environment in their immediate vicinity. Multiple challenges can undermine even resilient societies

**Jan 30 + Feb 1 Module 4 Human-Environment Interactions in Industrial Societies: Growth, Capitalism and Social Inequities**

Required Readings:

- Robbins, Richard. 2019. Introduction: The Consumer, the Laborer, the Capitalist, and the Nation-State in the Society of Perpetual Growth; Constructing the Consumer (Ch.1) in *Global Problems and the Culture of Capitalism, Seventh Edition*.
- Jackson, Tim and Robin Webster. 2016. Limits Revisited: A review of the limits to growth debate. All-Party Parliamentary Group (APPG). Pp. 1-16. <http://limits2growth.org.uk/revisited>

Required Video:

- "Arithmetic, Population, and Energy: Sustainability 101." Lecture by Professor Emeritus Alfred Barrett. (65 minutes) [https://www.youtube.com/watch?v=TBtW51D\\_q2Q](https://www.youtube.com/watch?v=TBtW51D_q2Q)

Recommended Readings:

- Meadows, Donella, Jorgen Randers, Dennis Meadows. 2004. Authors Preface. *Limits to Growth: The 30-Year Update*. White River Junction, VT: Chelsea Green. Pp. ix -xxii.

Videos /Other Content:

- “Economic Sociology” Oologies Podcast with Abby Ward.

Assignments/Expectations:

- Discussion post with a question for discussion and commentary on a peer’s discussion post

**Feb 6 + 8 Module 5: Garbage, waste, and obsolescence**

Required Readings:

Crunden, E. A. 2021. How Useful Is Recycling Anyway? *The Atlantic*. January 28.  
<https://www.theatlantic.com/science/archive/2021/01/recycling-wont-solve-climate-change/617851/>

Semuels, Alana. 2019. Is This the End of Recycling? *The Atlantic* March 5.  
<https://www.theatlantic.com/technology/archive/2019/03/china-has-stopped-accepting-our-trash/584131/>

Wilk, Richard. n.d. Essay Draft: Freedom to Consume the World

Recommended Readings:

Lewis, T., & Rauturier, F. 2019. Gleaning around the globe: Reframing urban thrift via practices and economies of hard rubbish reuse. *Journal of Consumer Culture*, 19(4), 493-512.  
<https://doi.org/10.1177/1469540519872072>

Videos /Other Content:

- The Great Pacific Garbage Patch is not what you think it is. (8 minutes)  
<https://www.youtube.com/watch?v=6HBtI4sHTqU>
- CNBC. 2020. How can we fix the massive e-waste problem? (17 minutes) <https://www.youtube.com/watch?v=lqxwnmlUUtS>
- CNBC. 2020. Can Chemical Recycling Solve the World's Plastic Problem? (13 minutes)  
<https://www.youtube.com/watch?v=LPIIpwMuV9Y>
- Tips for Zero Waste Living- How a Family of 5 Makes Almost No Waste (Tasmania, Australia). June 28, 2019. (8:43 minutes) [https://www.youtube.com/watch?v=B5ijPk5\\_8pM](https://www.youtube.com/watch?v=B5ijPk5_8pM)
- A Cluttered Life: Middle Class Abundance. October 13, 2013. University of California Television. Youtube: <https://www.youtube.com/watch?v=3AhSNsBs2Y0>

Assignments/Expectations:

- Quiz 2: 10 Questions on modules 4 and 5 . Online with Honorlock.

**Feb 13 + 15 Module 6 Sustainable Development Challenges and Critiques**

Required Readings:

- Robbins, Richard. 2019. Hunger, Poverty and Economic Development. Ch. 6 in *Global Problems and the Culture of Capitalism, Seventh Edition*. Pp. 168 - 182.

- Murray, Gerald. 2009. Domestication of Wood in Haiti. In G. Ferraro, Ed. *Classic Readings in Anthropology*, Second Edition. Wadsworth/Cengage. Pp. 33-45.
- UN Sustainable Development Goals 2015.  
<https://www.undp.org/content/undp/en/home/sustainable-development-goals.html>

Recommended Readings:

- Scoones, Ian. 2016. The Politics of Sustainability and Development. *Annual Review of Environmental Resources*. 41:293-319.
- Global Sustainable Development Report 2019. New York: United Nations  
[https://sustainabledevelopment.un.org/content/documents/24797GSDR\\_report\\_2019.pdf](https://sustainabledevelopment.un.org/content/documents/24797GSDR_report_2019.pdf)
- Checker, Melissa. 2007. But I know it's true: Environmental Risk Assessment, Justice, and Anthropology. *Human Organization* 66 (2):112-124.
- Cornwall, Andrea. 2007. Buzzwords and fuzzwords: deconstructing development discourse. *Development in Practice* 17:471-48. URL:

Videos /Other Content:

- United Nations Sustainable Development Goals (2 minutes)  
<https://www.youtube.com/watch?v=masQeEG5FX4> (How does this video view growth?)
- Why We Need to Think Differently About Sustainability with Leyla Acaroglu (TedX) (17 minutes)  
<https://www.youtube.com/watch?v=5IOSIHWOp2I>

Assignments/Expectations:

- Discussion post with a question for discussion and commentary on a peer's discussion post

**Feb 20 + 22 Module 7: Environmental degradation and Nature-based Perspectives**

Required Readings:

- Robbins, Richard. 2019. Environment and Consumption. Ch. 7 in *Global Problems and the Culture of Capitalism*. New York: Pearson. Pp. 199-221.
- Wohlleben, Peter. 2016. The Language of Trees. Ch. 2 Pp. 6-13.; More than a Commodity. Ch. 36 in *The Hidden Life of Trees*. Vancouver: Greystone Books. Pp. 241-245
- Escobar, Arturo. 2016. [Thinking-feeling with the Earth: Territorial Struggles and the Ontological Dimension of the Epistemologies of the South](#) *ANTROPÓLOGOS IBEROAMERICANOS EN RED*.

Recommended Readings:

- Wohlleben, Peter. 2016. Why is the Forest Green? Ch. 34 in *The Hidden Life of Trees*. Vancouver: Greystone Books. Pp. 227-232.

Videos /Other Content:

- Hidden Costs of Hamburgers. (7:51 minutes)

Assignments/Expectations:

- Discussion post with a question for discussion and commentary on a peer's discussion post



## Feb 27 + 29 Module 8: Water challenges

Feb 27: Guest lecture by Oswaldo Medina

Feb 29: Discussion of Tapped, Wilk's Bottled Water and Bali's Water Temples

### Required Readings:

- Spiegel, A. (Producer). (2011). Why Cleaned Water Stays Dirty in Our Minds.
- Wilk, R. (2006). Bottled Water: The pure commodity in the age of branding. *Journal of Consumer Culture*, 6, 303-325.

### Required Videos /Other Content:

- Tapped. Producer: Stephanie Soechtig.
- Steve Lansing: Bali's Water Temples: <https://www.youtube.com/watch?v=h9ozS8BKUFI>

### Recommended Readings:

- Lansing, J. S., & Kremer, J. N. (1993). Emergent Properties of Balinese Water Temple Networks: Coadaptation on a Rugged Fitness Landscape. *American Anthropologist*, 95(1), 97-114. Retrieved from <http://www.jstor.org/stable/681181>
- Orlove, B., & Caton, S. C. (2010). Water Sustainability: Anthropological Approaches and Prospects. *Annual Review of Anthropology*, 39, 401-415.

### Assignments/Expectations:

- Quiz 3 10 questions on Modules 6, 7 and 8.

## Mar 5 + 7 Module 9: Water Use and Conservation: Results of Midterm Project

Mar 5: Midterm Water Teams write-up discussion

March 7: Discussion of Midterm Projects by Teams

### Required Readings:

- Water Systems Council. 2016. Who Owns the Water? Updated August 2016. <https://www.watersystemscouncil.org/resources/who-owns-the-water/>

### Assignments/Expectations:

- Midterm Project Due Thursday, March 7 at 11:59 pm – All parts complete

**Spring Break - March 9 – 17**

### **Mar 19 + 21 Module 10: Climate Change** (Tucker Away at FAO Meeting)

#### Required Readings:

- Norgaard, K. 2011. *Living in Denial: Climate Change, Emotions, and Everyday Life*. Cambridge, MA: MIT Press. Excerpts.
- Bradshaw, C. J. A., P. R. Ehrlich, A. Beattie, G. Ceballos, E. Crist, J. Diamond, R. Dirzo, A. H. Ehrlich, J. Harte, M. E. Harte, G. Pyke, P. H. Raven, W. J. Ripple, F. Saltré, C. Turnbull, M. Wackernagel, and D. T. Blumstein. 2021. [Underestimating the Challenges of Avoiding a Ghastly Future](#). *Frontiers in Conservation Science* 2.

#### Required Documentary:

- *The Anthropologist*: Available on reserve in Smathers Library West

#### Assignments/Expectations:

- Discussion post on *The Anthropologist* with a question for discussion and commentary on a peer's discussion post.

### **Mar 26 Module 10 (cont.): Confronting Climate Change**

Discussion of "The Anthropologist"

#### Required Readings on Climate change in Florida

- EPA 2016. What Climate Change Means for Florida. <https://ufl.instructure.com/courses/417676/files/58375595?wrap=1>
- Union of Concerned Scientists. 2019. Florida: Ground Zero in the Climate Crisis. <https://ufl.instructure.com/courses/417676/files/58375596?wrap=1>

#### Videos /Other Content:

- He spent 40 years alone in the woods, and now scientists love him. National Geographic Short Film Showcase. URL: <https://www.youtube.com/watch?v=L72G8TLtTck>

### **Mar 28 Module 11: Climate change, energy and adaptation**

#### Required Readings:

- Tornel, Carlos. 2023. [Energy justice in the context of green extractivism: Perpetuating ontological and epistemological violence in the Yucatan Peninsula](#). *Journal of Political Ecology*.

#### Assignments/Expectations:

- Carbon Footprint Activity (in-class)

### **Apr 2 +4 Module 12 (part1) Pathways to sustainability: Degrowth, Commons, and Buen Vivir**

#### Required Readings:

- Walljasper, J. 2010. *All That We Share: A field guide to the Commons*. New York: the New Press. Excerpts.

- Kothari, A., F. Demaria and A. Acosta. 2014. [Buen Vivir, Degrowth and ecological Swaraj: Alternatives to sustainable development and the Green Economy](#). *Development*.
- Hickel, J. et al. 2022. [Degrowth can work — here’s how science can help](#). *Nature*.

Recommended Readings:

- Dietz, T., Ostrom, E., & Stern, P. C. (2003). The Struggle to Govern the Commons. *Science*, 302, 1907-1912
- Kallis, Giorgos, Susan Paulson, Giacomo D’Alisa, and Federico Demaria. 2020. *The Case for Degrowth*. Medford, MA: Polity Press. Excerpts.

Videos /Other Content:

- Degrowth in the Suburbs (15 min) <https://www.youtube.com/watch?v=WeNaMlibiak>
- Podcast - Brave New Europe: Susan Paulson and Jason Hickel “Everything you wanted to know about Degrowth (but didn’t know who to ask)” Start at minute 1:56, watch through minute 43:05 (or longer if you wish for the Q+A). <https://braveneweuropa.com/susan-paulson-and-jason-hickel-everything-you-wanted-to-know-about-degrowth-but-didnt-know-who-to-ask>
- YouTube: Dr. Joseph Dorsey: Urban Agriculture and Food Security in the Age of Climate Change. <https://www.youtube.com/watch?v=Wu-BRIwZarg>
- Optional podcast -This is Hell: Toward degrowth / Giorgos Kallis & Susan Paulson <https://thisishell.com/episodes/1258>

Assignments/Expectations:

- Discussion post with a question for discussion and commentary on a peer’s discussion post

**Apr 9 + 11 Module 12 (part 2) Pathways to sustainability: Nurturing communities and envisioning the future**

Required Readings:

- Solnit, R. and T. Young Lutunatabua. 2023. *Not Too Late*. Chicago: Haymarket. Excerpts.
- Bush, Evan. 2023. A scientist reckons with climate grief. NBC News. <https://www.nbcnews.com/science/environment/scientist-reckons-climate-grief-rcna129981>
- Smith, J. 2020. Opinion: The Amish use tech differently than you think. We should emulate them. The Washington Post. Feb. 17, 2020. [https://www.washingtonpost.com/opinions/to-learn-how-to-practice-humane-technology-look-to-the-amish/2020/02/17/c79fa0ba-36fc-11ea-bf30-ad313e4ec754\\_story.html](https://www.washingtonpost.com/opinions/to-learn-how-to-practice-humane-technology-look-to-the-amish/2020/02/17/c79fa0ba-36fc-11ea-bf30-ad313e4ec754_story.html)

Videos /Other Content: Choose at least two of these to view as specific cases of living for constructive change and diverse experiences of resilience:

1. Using Your Voice is a Political Choice. TED-Ed Student Talk by Amanda Gorman. April 16, 2019. (7 min) <https://www.youtube.com/watch?v=plU-QpcEswo>
2. 17 Simple Tips for Living More Sustainably in a City Apartment (15 minutes) <https://www.youtube.com/watch?v=MOrDahrsHBQ>
3. 109-Year-Old Veteran and His Secrets to Life Will Make You Smile <https://www.youtube.com/watch?v=BXyfCGDnuWs>

4. The Secret to Living Well- How the French Live Slowly  
[https://www.youtube.com/watch?v= qWHJ29-s4U&feature=emb\\_logo](https://www.youtube.com/watch?v= qWHJ29-s4U&feature=emb_logo)

**Apr 16 + 18 Presentations of Final Projects**

**Apr 23 Course Wrap-Up**

- Post-class survey

**Apr 25 Reading Day: NO CLASS**

**Apr 30 FINALS WEEK:**

**Final Project due on Tuesday, April 30 at 11:59 pm**

**THIS COURSE ALIGNS WITH UNIVERSITY POLICIES:**

Honor Pledge:

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TA in this class.

In-Class Recording: In addition, students may not publish (including sharing with other students) any recording of a class lecture without the written consent of the lecturer. Students are permitted to record class lectures for their personal educational use. It is not permitted to record student presentations, student assessments, in-class discussions or activities, or private conversations among students or with instructors. See complete details at In-Class Recording FAQ: <https://aa.ufl.edu/policies/in-class-recording/>.

Contact Hours: "Contact Hours" refers to the hours per week in which students are in contact with the instructor, excluding office hours or other voluntary contact. The number of contact hours in this course equals the number of credits the course offers.

Workload: As a Carnegie I, research-intensive university, UF is required by federal law to assign at least 2 hours of work outside of class for every contact hour. Work done in these hours may include reading/viewing assigned material and doing explicitly assigned individual or group work, as well as reviewing notes from class, synthesizing information in advance of exams or papers, and other self-determined study tasks.

## **UF RESOURCES and SERVICES**

Accommodation for Student with Disabilities: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. This class supports the needs of different learners; it is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

GatorEvals Course Evaluation: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### **University Police**

The UF police support a safe campus. Phone: 392-111 (911 for emergencies)  
<http://www.police.ufl.edu>

### **Career Connections Center**

Career Connections Center (352-392-1601 | [CareerCenterMarketing@ufsa.ufl.edu](mailto:CareerCenterMarketing@ufsa.ufl.edu)) connects job seekers with employers and offers guidance to enrich your collegiate experience and prepare you for life after graduation.

### **Counseling and Wellness Center**

Counseling and Wellness Center (352-392-1575) provides counseling and support as well as crisis and wellness services including a variety of workshops throughout the semester (e.g., Yappy Hour, Relaxation and Resilience).

### **Dean of Students Office**

Dean of Students Office (352-392-1261) provides a variety of services to students and families, including Field and Fork (UF's food pantry) and New Student and Family programs

### **Disability Resource Center**

Disability Resource Center([DRCaccessUF@ufsa.ufl.edu](mailto:DRCaccessUF@ufsa.ufl.edu) | 352-392-8565) helps to provide an accessible learning environment for all by providing support services and facilitating accommodations, which may vary from course to course. Once registered with DRC, students will receive an accommodation letter that must be presented to the instructor when requesting accommodations. Students should follow this procedure as early as possible in the semester.

### **Multicultural and Diversity Affairs**

Multicultural and Diversity Affairs (352-294-7850) celebrates and empowers diverse communities and advocates for an inclusive campus.

### **Office of Student Veteran Services**

Office of Student Veteran Services (352-294-2948 | [vacounselor@ufl.edu](mailto:vacounselor@ufl.edu)) assists student military veterans with access to benefits.

### **ONE.UF**

ONE.UF is the home of all the student self-service applications, including access to:

- [Advising](#)
- [Bursar \(352-392-0181\)](#)
- [Financial Aid \(352-392-1275\)](#)
- [Registrar \(352-392-1374\)](#)

### **Official Sources of Rules and Regulations**

The official source of rules and regulations for UF students is the [Undergraduate Catalog](#) and [Graduate Catalog](#).

Other information can be found on [ufl.edu](http://ufl.edu) /search by entering the key terms provided below:

- [Student Handbook](#)
- [Student Responsibilities](#), including academic honesty and student conduct code
- [e-Learning Supported Services Policies](#) includes links to relevant policies including Acceptable Use, Privacy, and many more
- [Accessibility](#), including the Electronic Information Technology Accessibility Policy and ADA Compliance
- [Student Computing Requirements](#), including minimum and recommended technology requirements and competencies