

the anthropology of sustainability

ANT 2402 Section 02HH Summer A 2014

MTWRF Period 2 [9:30-12:15] LIT 0101



Pachamanca at an Ecotourism Event in Vicos, Peru. 2010.

Instructor: Jamie Lee Marks
Phone (office): [352] 846-1138
Email: jamielm@ufl.edu
Office Hours: TBA, location TBA

Course Description and Structure

At its root, the word sustainability relates to how systems endure and remain productive over time. Over the past 50 years, social scientists have broadened discussions of ecological sustainability to include social questions related to wellbeing, economic and political justice, public health, and making infrastructural, economic, and environmental projects more beneficial to constituents. Anthropologists have been on the cutting edge of this process by contributing theoretical, ethnographic, and methodological insights that broaden our view of (1) the various actors, interests, and relationships involved in these problems and projects and (2) how the human experience both shapes and is shaped by our built/natural environments. This course will give an overview of these contributions and urge students to consider novel approaches to the

study to sustainability in their own communities and beyond.

The course will open with a general discussion about anthropological approaches to the presumed distinction between nature and culture in archaeology and cultural anthropology. From there, we will focus on issues of contemporary importance in policy and anthropological research that actively addresses pressing questions about global economic, environmental, and social sustainability crucial to our well-being. We will discuss questions related to manufacturing and consumption, urbanization and migration, tourism and sex trafficking, access to education and food, always with an eye to the role anthropological understandings can play in helping us address these issues. Additionally, we will discuss social and environmental movements responding to sustainability challenges. The last week of the class will be participatory and ask students to review sustainability movements at UF, the rhetoric of sustainability as they encounter it in their lives, and the circulation of discourse related to sustainability in popular culture including video games, films and television shows, and literature.

This course would be useful to students interested in: ecology, political science, economics, sociology/anthropology, NGOs/nonprofits, sustainable development, business administration, public health/health sciences, education, architecture and urban planning, rhetoric, literature/film, and Family, Youth, and Community Sciences.

Required Readings

1. *Friction: an ethnography of global connection*. Anna Lowenhaupt Tsing. 2005. Princeton University Press. [Please purchase or otherwise obtain].

2. Online Readings

Students will be expected to read 15-25 page readings for class and come ready to ask questions and discuss these readings. Lectures will cover main concepts in the reading but also provide a forum for discussion and urge students to connect the material to their own lives and questions. Because there is no one, synthetic textbook that addresses both historical and contemporary issues related to sustainability, current sustainability challenges and social movements, as well as anthropology's distinct contribution to our understanding of sustainability, we will be reading chapters and articles from various sources. These readings have been carefully chosen and will be available to you on Sakai>Resources>Required Readings and organized by week. Although some of these will be drawn from textbooks, others will be drawn from academic journals, published readers, and ethnographic manuscripts. In class we will also view clips from various documentaries related to that week's discussion. Students are encouraged to contact the instructor or engage the Further Reading folder on Sakai if they wish to explore one film or subject in further detail.

Course Assessment

20%	Exam 1	Fri., May 23
20%	Exam 2	Fri., June 6
20%	Exam 3	Fri., June 20
30%	Participation Challenge Blog	3 Posts Throughout
10%	Attendance and Reading Quizzes	

Grading

A = 100 - 92 (91.5+)

A- = 91 - 90 (89.5+)

B+ = 89.49 - 87.0

B = 86.99 - 84.0 (83.5+)

B- = 83.49 - 80 (79.5+)

C+ = 79.49 - 77.0

C = 76.99 - 74.0 (73.5+)

C- = 73.49 - 70.0 (69.5+)

D+ = 69.49 - 67.0

D = 66.99 - 64.0 (63.5+)

D- = 63.49 - 60.0

E = 59.99 or less

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
GPA	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

Exams [60%]

Exams will be taken in class. The final will focus on themes in the last portion of the class, but will also ask you to think about the major case studies in terms of those themes. Exams have a combination of multiple choice and short answer questions. **Exams cover ALL of the readings, lectures, and other material for a given section.**

Attendance at exams is critical. Make-ups are allowed **only** for special circumstances. In the case of a planned absence, you need to contact the instructor well in advance of your absence. For emergencies, contact me as soon as possible

Attendance and Reading Quizzes

Attendance will be taken daily. See course policies for more information.

Participation Challenge Blog [30%]

Instead of writing a formal essay, you must choose one participation challenge from the list at the end of this syllabus and listed on Sakai. These exercises urge you to pick one concept we mention/think about in class and pursue it in further detail through connecting it to your life. Some of the challenges ask you to review a documentary or piece of art. Others ask you about your lived environment or civic engagement. There are options that include creating a video or music playlist and writing about why you chose what you did and how what you chose connects to course materials. This will take the place of a formal essay. Students generally enjoy the challenges they choose because they allow you a personalized way into the material and a way to earn participation credit that is self-directed.

You will be expected to make three posts about this challenge.

Timeline and Blog Posts Required:

By Friday, May 23rd: Post which Challenge you have chosen and why

By Thursday, June 6th: Progress update; show what you've done so far.

By Friday, June 12th: Challenge Write-Up Due (600-800 words); Final

Your progress posts (1 & 2) can be short check-ins that posts may combine multimedia, photography, and web resources. In final post, which should be 600-800 words, you will respond

to the prompt more directly, outlining how you've thought about the challenge and went about completing it. The final post will be evaluated on your engagement with ideas, and your ability to give a thoughtful, synthetic response to the challenge's questions. You may, of course, ask for direction with these as needed. That's what I'm here for. Further information available on Sakai.

You may obtain assistance (for brainstorming, organization, and editing) from peers, or the writing center on campus. However, your ideas should be your own. As discussed below, the principles of academic honesty apply.

COURSE SCHEDULE (Tentative- subject to shift according to course needs)

Readings listed are due on they day they are listed. Please come to class ready to discuss them with your classmates and with me.

I. Toward and Anthropology of Sustainability

Week 1 – May 12- May 15

- | | |
|---|---|
| M | Course Introduction. What is Sustainability? How Might Anthropologists Approach it? |
| | <p>Reading: Background Readings on Sustainability</p> <p>Jon Hawkes "The Fourth Pillar of Sustainability: Culture's Essential Role in Public Planning"</p> <p>Luisa Maffi (2010) "Biocultural Diversity and the Future of Sustainability" in <i>Biocultural Diversity Conservation: A Global Sourcebook</i></p> |
| T | Anthropological Approaches & the Nature/Culture Dichotomy |
| | Reading: Christoph Gorg- Societal Relationships with Nature |
| W | Humans and the Global Environment: an Archaeological Perspective |
| | Reading: Excerpt from Redman, C. L. (2004). The archaeology of global change: The impact of humans on their environment. Washington: Smithsonian Books. |
| R | Conservation vs. Preservation |
| | Reading(s): Excerpt from Dowie, M. (2009). Conservation refugees: The hundred-year conflict between global conservation and native peoples. Cambridge, Mass: MIT Press. |
| F | Whose Relationship to Nature? |
| | Reading(s): Arturo Escobar--Whose Knowledge, Whose nature? Biodiversity, Conservation, and the Political Ecology of Social Movements |

II. Our Resources

Week 2 – May 19-May 23

- M Climate Change. Case Studies: Glacier Retreat; Climate Change and Environmental Disasters
 Readings: Susan Crate- Gone the Bull of Winter? Contemplating Climate Change's Cultural Implications in Northeastern Siberia, Russia
 Hugh Raffles- The Sound of Global Warming from *Insectopedia*
- T Our Water: Ecological and Political Challenges to Sustainability: Case Studies Water Privatization; the Bela Monte Dam
 Readings: Bailey and Peoples- Globalization and Indigenous Peoples (2 page segment)
 Raffles- Fluvial Intimacies (from *In Amazonia*)
- W Medicine and Traditional Ecological Knowledge
 Reading(s): Traditional Medical Knowledge and 21st Century Healthcare: the Interface between Indigenous and Modern Science
- R Guest Lecture on Climate Change/Food Security [TBA]
- F **Exam 1; CHALLENGE POST 1 DUE.**

III. Development and Citizenship**Week 3 – May 26-May 30**

- M Holiday [Memorial Day]
- T Environmentality and Transnational Environmental Rhetoric
 Reading(s): Agarwal- Making Environmental Subjects
- W States and Scientific Knowledge
 Reading: Scott, J. 1998. *Seeing Like a State: How Certain Schemes to Improve the Human Condition have failed*, Ch. 8 Taming Nature, pp. 262-305.
- R Case study: Coca in the Andes and Cocalero Movements in the Amazon
 Reading(s): Excerpt from: Maria Clemencia Ramírez. *Between the Guerrillas and the State: The Cocalero Movement, Citizenship, and Identity in the Colombian Amazon*. Duke University Press, 2011.
 Reading(s): Mayer- Coca as Commodity (7 page excerpt)
- F Anthropology and Development/Critiques of Development; Challenge Post
 Reading(s): Ch. 1 excerpt. Escobar, A. (2012). *Encountering development: The making and unmaking of the Third World*. Princeton, NJ [etc.: Princeton University Press.
 Simon Dressner-- What Does Sustainable Development Mean?

IV. Circulation

Week 4 – June 2-June 6

Tourism and Ecotourism

- M Tourism and Ecotourism; Case Study-Vicos, Peru
 Reading(s): Florence Babb-- Babb, F. E. (2012). Theorizing Gender, Race, and Cultural Tourism in Latin America: A View from Peru and Mexico. *Latin American Perspectives*, 39(6), 36–50. doi:10.1177/0094582X12454560
- T Marketing Identity
 Reading(s): Recycling and Reincarnation: the Journeys of Indian Saris- Lucy Norris
 Excerpt- Jean and John Comaroff-- *Ethnicity, Inc.*

Urbanization and Urban Sustainability

- W What is Urban Sustainability? Social Justice and the City
 Reading(s): Janice E. Perlman & Molly O'Meara Sheehan Fighting Poverty and Environmental Injustice in Cities
 Michael Heckenberger- Marginal Bodies, Altered States, and Subhumans
- R Transportation Sociality and Sustainability: Case Study—BRT in Latin American Cities **CHALLENGE POST 2 DUE**
 Reading(s): Augé- Memories; Photo essay on Bus Rapid Transit
- F Infrastructure and Roads: the path to sustainable development?
 Reading(s): Dalakoglou, D. (2010) 'The road: an ethnography of the Albanian-Greek cross- border motorway', *American Ethnologist* 37 (1): 132–49.
 Pedersen & Bunkenborg, "Roads that Separate"

Week 5 – June 9-June 12

- M Sex Work vs. Sex Trafficking
 Reading(s): Patty Kelly- Lydia's Open Door Excerpt
- T Trade and Manufacture; Case Study—NAFTA
 Reading(s): Excerpt from: Sernau, S. (2012). *Global problems: The search for equity, peace, and sustainability*. Boston: Pearson.

V. Narrative and Rhetoric ethnography and sustainability

- W Discuss Friction
 Reading(s): Ana Tsing *Friction* Excerpt 1
- R Continued
 Reading(s): Ana Tsing *Friction* Excerpt 2
- F Manufactured Landscapes **FINAL CHALLENGE POST DUE**

Reading(s): Kathleen Stewart- Excerpt: *The Other America: A Space on the Side of the Road*

Sustainability Rhetoric[s]

Week 6 – June 16-June 20

M Keeping it Local: **Engaging Sustainability at UF: a collaborative institutional analysis**

Reading(s): Institutional literature on UF Sustainability; prepare worksheet with group for class discussion

T Rhetoric of Sustainability in Literature and Poetry

Zadie Smith-- Elegy for a Country's Seasons

Principles of Sustainability –Simon Dresner (Ch. 2)

Sustainability and Affect

W Media and Sustainability Rhetoric in the US [review TV clips, Film Clips, etc. in class and discuss the circulation of cultural ideas about sustainability]

Reading: Excerpt: Carl Herndl and Stuart Brown- *Green culture: Environmental rhetoric in contemporary America*

R Virtual Sustainability: Analyzing Sustainability Discourse

Reading(s): The Guardian UK:

-Can Video Games Teach Sustainability?;

-Ian Bogost - The Rhetoric of Video Games: Animal Crossings

-Review videos of video game play aimed at facilitating reflection about sustainability

F **Exam 3**

Course Policies

Absences and Tardiness

Attending class means arriving punctually and remaining until the end of each class period. An attendance sign-up sheet will be circulated at the beginning of each session). If you are more than 15 minutes late, it will count as an absence for the entire class session. In such a case, however, you may enter the class and receive credit for in-class work that you complete during the remaining class time.

Because much of our work depends upon group discussion of the texts and in-class writing activities, you should plan to attend every class session. However, you may miss up to two classes without penalty EXCEPT that you will lose credit for whatever in-class work you miss. After the second unexcused absence half a letter grade [50 points] will be deducted from the your final grade. In the case of all absences, it is your responsibility to contact a classmate to obtain notes on the materials covered while you were away.

Please note: *As per University of Florida policy, more than 4 unexcused Summer A absences will result in a failing grade.*

Technology in Class

Cell phones are permitted in class to be used only as [silent] clocks. If your phone rings in class, or I notice that you are texting, I will ask you to step outside to take care of your business and not come back that day; the incident will count as one absence. Even in the case that I don't ask you to step out because I don't feel like dealing with it at the moment, know I take note of it and dislike it. I will find it disrespectful to our learning environment.

Laptops and other computing devices will not be used in lecture. The urge to surf, or work on other things, is simply too great and I want the writer in us all to get the most out of our time together. In the case we work on a project together in class (which will happen), I will announce in advance that this class is laptop/tablet friendly.

Plagiarism

Plagiarism is a serious violation of the [Student Honor Code](#). The Honor Code prohibits and defines plagiarism as follows:

Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to):

a.) Quoting oral or written materials, whether published or unpublished, without proper attribution.

b.) Submitting a document or assignment that in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

(University of Florida, Student Honor Code, 15 Aug. 2007

<<http://www.dso.ufl.edu/judicial/honorcode.php>>)

University of Florida students are responsible for reading, understanding, and abiding by the entire [Student Honor Code](#).

Important Tip: You should never copy and paste something from the internet without providing the exact location from which it came.

Classroom Behavior

I believe that the best kinds of discussions emerge out of classes where the classroom is thought of as a community of learners and knowers, in which each participant is assured of a position as both. Thus, it is very important that everyone feels comfortable expressing his or her opinions in an environment that is free from hostility, even in moments where we might disagree. Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Most of the

texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

Deadlines and Participation

You must submit assigned work on the specified due date even if you are absent and even if you are taking one of your allowed absences. Work submitted late, if I choose to accept it, will receive a significant grade deduction. Papers and drafts are due at the beginning of class and/or on-line at the assigned deadline. Failure of technology is not an excuse.

Participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions, and other in-class activities. Be prepared for unannounced quizzes or activities on the readings or classroom discussion. Students must be present for all in-class activities to receive credit for them.

Paper Maintenance Responsibilities

Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student's responsibility to have and to make available this material.

Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Peabody 202. That office will provide documentation to the student whom must then provide this documentation to the instructor when requesting accommodation. Please do let me know as soon as possible as well, and we will make every attempt we possibly can to make the necessary accommodations.

I look forward to learning with and from you in this class. Please do not hesitate to contact me with any questions or concerns you might have. I have an open door policy and mean that—really. **It is very important to me that you feel comfortable meeting with or e-mailing me when you have questions or feel that you need additional assistance.** I usually check my e-mail at least once a day through the week and will make every effort to get back to you quickly (usually within 24 hours M-F).

Other Helpful Resources

UF Library: <http://www.uflib.ufl.edu/instruct/neworient.html>

UF Grading System: <http://www.isis.ufl.edu/minusgrades.html>.

UF Disability Services: <http://www.ufl.edu/disability>

UF Counseling Services: www.council.ufl.edu

UF Student Mental Health Services: www.shcc.ufl.edu/smhs

Sustainability Participation Challenges

By the end of week 5, you must **choose one participation challenge** from the list below and complete it. You will post your choice, progress, and findings in Sakai using the blog function. These challenges urge you to connect what we have discussed in class to your life or to a particular extra-curricular project. Your final responses should be between 600-800 words. You will be evaluated on your engagement with course ideas, your ability to give a thoughtful, synthetic response to the challenge's questions, and somewhat on general writing mechanics. You may, of course, ask for direction with these as needed.

Timeline and Blog Posts Required:

By Friday, May 23rd: Post which Challenge you have chosen and why

By Thursday, June 6th: Progress update; Show what you've done. Make notes.

By Friday, June 12th: Challenge Write-Up Due (600-800 words); Final

1. SustainableUF

Explore the University of Florida's Office of Sustainability. You may choose to go visit them on the third floor of Tigert to interview a representative (please email to arrange) or explore their online materials at <http://sustainable.ufl.edu>. Review the literature they disseminate online or in their office related to how students can get involved with sustainability movements on campus. What behaviors and beliefs is the office seeking to affect or change? What particular version of sustainability activism does our local office think is important? What sorts of beliefs about history, the future, and people are circulated in the literature?

Extra Challenge: try one of UF's Office of Sustainability's suggestions for helping the cause (One Less Car; Vote with your Dollar; Consider the Source). Write about the experience. Was it difficult? What barriers to success existed? <http://sustainable.ufl.edu/wp-content/uploads/2011/11/GreenGuide2011-small.pdf>

2. Local Controversy: Gainesville's Superfund Site

According to the EPA, a Superfund site is "an uncontrolled or abandoned place where hazardous waste is located, possibly affecting local ecosystems or people" (n.d).¹ There's a superfund site in Gainesville—Cabot/Koppers. For this challenge research this issue on the EPA site for official discourse and background. Then, check out what's going on locally to address the issue environmentally and in terms of mitigating the social and health impacts of this contamination. What's the problem? Who is it affecting? Are all neighborhoods affected in the same way? Or does it impact one social group more than another? What are affected citizens told to do? Who is doing what to address it? How are citizens involved? Use the following weblinks to get started. Get in touch with me as needed when questions come up! Your write up should include some key

¹ <http://www.epa.gov/superfund/sites/>

insights you learned while investigating this local issue.

Federal, state, and county documents

<http://www.epa.gov/region4/superfund/sites/npl/florida/ckopfl.html>

<http://www.alachuacounty.us/Depts/EPD/Pollution/Pages/CabotKoppersSuperfund.aspx>

http://www.dep.state.fl.us/waste/quick_topics/publications/wc/sites/summary/007.pdf

Civic Organizations

<http://koppersgainesville.com>

<http://protectgainesville.org>

Citizens speaking at meetings and writing letters:

<https://www.youtube.com/watch?v=pKM21ap6lqU&noredirect=1>

<http://www.ejrc.cau.edu/StatementsEPA2010/Gainesville,%20FL/Maria%20Parsons%20-%20Gainenville,%20FL.pdf>

3. Joint Itineraries

Public transportation is central to urban planning and discussions about sustainable cohabitation. Access to public transportation in Gainesville affects not only students, who count on free access to campus buses, but to residents of our city more broadly. Locate yourself as a UF student in a community that exists outside of the university. Select an RTS route that runs at least partially off campus. Get online and determine where the route begins and ends. Hop on the bus at a stop of your choosing (this is free to you as a UF student) and take it to the end of its route and back. Plan for adequate time, as bus routes can often take one or more hours to complete. Take notes about who gets on and off and any interactions that that transpire. Take notes about parts of Gainesville you encounter. Have you been there before? What did you feel/experience? Compose a brief report of what you saw, heard, felt, thought, imagined, and/or daydreamed about when you were there. Are there any challenges to transportation accessibility you noticed and would care to mention?

4. Mixtape

This challenge provides you the opportunity for you to curate your own music compilation. The content of this compilation should be based on one or more core course concepts. In your liner note (the written component of this challenge) you will state what theme or genre you engage and why. The note should consist of general commentary and a deeper analysis of a few of the musical materials that you have selected and why you've selected them. Perhaps the playlist relates to a concept we explore one week? Is an overview of multiple themes that work together? Are all the same genre? From the same place? Time? You could use this as a space to collect interesting songs that relate to sustainability in general, or explore a particular genre's engagement with ecology/activism/etc. I, for example, would probably create a surf rock playlist and write about how newer bands engaging the genre (like the Growlers) make environmentalism one key lyrical theme This could also be a list of songs that all mention a particular item, event, person, or circumstance.. Whatever you would like! Be thoughtful, reflect. Your playlist can be made using

Spotify, a YouTube playlist, a DropBox folder, or be made on a physical medium if you would like. Just make sure you can make it available to me.

5. #InstaANTHRO #SUSTAINABILITY

Create and curate an Instagram feed during the course of the semester. Follow our course account, Marks_UF. Take, edit, share and tag photos as you wish. Share images you feel related to course ideas or concepts and tag them as you wish. You may choose to be very meticulous about this as you do it, or to share things that just sense are right for the feed and then analyze your choices later on. Reflect during the last few weeks of class as you write your written analysis. Think of your feed as a text—something produced by someone in a particular context or set of contexts. Comment on trends in your feed, why you posted particular images, how you edited them and why, how you tagged them. Speak about a few posts in further detail. Posts could relate to spaces, experiences, course materials, how you felt in particular contexts, things you thought were strange, a commentary genres of Instagram photos. They could be humorous, serious, beautiful. Whatever you like. Be thoughtful in your write up, though, and reflect.

6. Farmer's Markets

Visit the City of Gainesville's weekly farmer's market on a Wednesday afternoon. How is the market set up? What types of goods do vendors sell? How does it present itself to you? Take field notes on anything of interest—whether it's food type/price, politics/political discussions or social encounters. What sort of a social space is the Farmer's Market—how does it compare to where you usually buy your food? Could you purchase all of your food at the Farmer's Market if you so chose? What difficulties would arise? Pay special attention to any encounters, materials, conversations, signs, etc., that raise issues related to sustainability, eating local, etc. Feel free to speak to vendors, shoppers, etc. to ask them why they frequent the market.

Extra Challenge: Visit the Farmer's Market in Haile Plantation on a Saturday. What differences can you see? Why would these differences exist? How is Haile Plantation a different setting for a farmer's market than the city square?

7. Sustainability and Personae

Choose a character in a film, novel, television show, comic book, etc., that you feel is described in terms of her/his relationship to one aspect of sustainability activism (Green movements, local food movements, environmental activism, preservation/conservation, etc.). How does sustainability factor into his/her/its characterization? To his/her/its gender identity? Race? Political identity? Are issues like food sources, conservation, or activism part of character development? What about eating meat, or not? What about social class and personal choices? Is this depiction used to undermine a character? Or build her/him up as a hero? [The film *The Dictator* comes to mind]. Write a short analysis of how food and eating are used to sell or represent the character of your choice.

8. Local Food Movements

Choose from a list of Gainesville area organizations involved in community food reform. Contact the organization, attend a meeting, or download literature about its program(s). Interview

someone from the organization about the food issues that organization is interested in addressing and how they wish to and/or are addressing them. Write a profile of an organization or program.

[Abundant Edible Landscapes](#)

[Alachua County Ag Extension](#)

[Alachua County Beekeepers Club](#)

[Alachua County Nutrition Alliance](#)

[Blue Oven Kitchens](#)

[Buy Local](#)

[Campus Kitchen Project at U of F](#)

[Citizens Co-op](#)

[Edible Plant Project](#)

[Florida Farm Bureau](#)

[Florida Organic Growers](#)

[Forage](#)

[Gainesville Area Bee Club](#)

[Gainesville Blueberry Farm](#)

[Friends](#)

[Gainesville Catholic Worker](#)

[Gainesville Farm Fresh](#)

[Gainesville Harvest](#)

[Grow Gainesville](#)

[Hogtown Homegrown](#)

[Slow Food Gainesville](#)

[St. Francis House](#)

[Sustainable Alachua County](#)

[Weston Price - Gainesville](#)

9. All of These Are Boring To Me. So. No.

This option urges you to acknowledge yourself as much more than an observer and receiver of course design. Design your own challenge that you feel fulfills the pedagogical goal intended by challenges—to urge you to connect you, as a Self, to important questions, ideas, etc., raised by our course materials. Complete the challenge, but in your write up describe why it is an awesome, appropriate challenge for a course on the anthropology of sustainability. The challenge could involve writing a short proposal for ethnographic research on an aspect sustainability, creative writing, media/film, gaming [indie, PC, console, portable, etc. RPG, simulation, just tell us how it works and how it connects!], coding, other social media outlets, blogging, fieldwork challenges like some listed here. All media and approaches are open for consideration. Each of you knows something I don't. Get into it. Ask for advice and encouragement as needed, but know that you are creative and capable.