

# Anthropology 2402

## The Anthropology of Sustainability

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Fall, 2017 Section 253D

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Tuesday 5-6 (11:45-1:40) Room: **FLI 0115**

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Thursday 6 (12:50-1:40) Room: **TUR 1105**

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*(Note that the class meets in two different locations. If a single classroom opens up after the class starts, we will change the location)*



Ancient water town of Zhouzhuang, China, population of 22,000. Sustainable?



Shanghai, China, population of 28 million. 18 Miles from Zhouzhuang.

Sustainable?

**T**he core goal of sustainability in research and application was outlined in 1987 in

a United Nations report:\* *“Sustainability is the “ability to meet the needs of the present without compromising the ability of future generations to meet their own needs.”*

*Sustainability has been a popular topic in environmental studies, including anthropology. In this course we will explore what has been learned by researchers about how people, communities, and nations can be resilient in the face of changes in the environment. The goal of the class is to explore how people use cultural ideas and behaviors to sustain their own lives, biological diversity around them, and the knowledge to flourish in the future. We will look at the ideas of sustainability in terms of how communities around the world have strategies that help sustain families, the environment, their health, and their own happiness. Sustainability does not mean “going backwards” to earlier times; progress and modernity can help sustain the world as well. My goal is to encourage all of you to be creative leaders who will find and implement solutions to problems of sustainability.*

\*United Nations, *Report of the World Commission on Environment and Development: Our Common Future*, 1987

<http://www.un-documents.net/our-common-future.pdf>

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## **Instructor: Allan Burns, Ph.D.**

Office: B137 Turlington

Office Hours: Tuesday and Thursday one hour after class and by appointment

[afburns@ufl.edu](mailto:afburns@ufl.edu)

**Brief biography:** I am an applied anthropologist who has carried out research on contemporary environmental, social, and cultural characteristics of Maya communities of Mexico and Central America, among American Indian tribes, in China, and among Pacific Islanders. I work on problems of human rights and migration, health and health policy, and sustainable economic solutions. I have served on technical committees of the Pan American Health Organization on indigenous people and infectious diseases. I am currently a member of the International Organization of Migration (United Nations) committee on migration and health. I have served as a consultant to several Latin American Universities on reform towards intercultural university education. I am past chair of the U.F. Department of Anthropology, past president of the International Society for Applied Anthropology, and have worked to establish and teach in Duke University's Chinese campus, Duke Kunshan University from 2014-2017.

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### **Required Texts:**

Nora Haenn, Richard R. Wilk, and Allison Harnish, *The Environment in Anthropology: A reader in Ecology, Culture and Sustainable Living*. New York University Press, 2<sup>nd</sup> Edition (paperback and Kindle), 2016

Eduardo Kohn, *How Forests Think: Toward an Anthropology Beyond the Human*, University of California Press (paperback and Kindle) 2013

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**Format of the course:** This course will include lectures and powerpoints and student discussions of readings. Class attendance is expected, as while materials will be posted on Canvas, discussions in class about the topics, presentations, and other parts of the class will not be posted on the e-learning site and will be included in exams.

**Assignments and grading:** There are three assignments for this class, plus two exams. In addition, participation in class discussions is expected of all students.

**Assignment 1.** (Due September 19). **“Sustainability Solutions from around the world.”**

Your task for this assignment is to explore the internet to find an example of “sustainable solutions” to an area of your personal interest. This might be development, biological diversity, cultural diversity, water, waste disposal, air quality, health, quality of life, reduction of crime, violence, or inequality, or others that are important in a particular community or part of the world that you have interest. The format of this assignment will be a 5-6 page paper and presentation to the class. The paper should include the following:

1. Problem of sustainability
2. Location in the world where the solution occurs
3. History of the problem
4. Solutions described on the web-page, article, or website
5. Your evaluation of the success

Here, for example, is one TED talk that offers a solution to reverse the spread of deserts around the world that could be used for this assignment (please do not use this example, though!) <https://www.youtube.com/watch?v=vpTHi7O66pl>

(30 points)

**Assignment 2.** (Due October 19) **“Sustainable moments.”** 2-5 minute video project. This project will be done in teams of two to three people. The videos should be engaging, using humor or other ways of gaining attention. They should personalize a sustainable problem and provide two or three solutions to that problem. Topics should reflect your particular interests. You may use the same topic that was the focus of assignment #1 or you can explore a different problem. (35 points)

**Assignment 3.** (Due November 14) **“Posters for Change.”** This final project will be presented as a poster that is a “policy brief” to decision makers in an area of sustainability that is of your personal interest. The poster should engage a committee or board of directors or government office either here or elsewhere in the world. The poster should be directed at an actual named donor, government agency, community, or other institution. The poster should have a section that describes the problem, a section that provides several solutions, and a section that summarizes the budget and timeline for solving the problem. You may use the same topic that you used in earlier assignments or explore a different topic. (35 points)

**Mid-term Exam.** (on-line) October 12 (1.5 hours, available all day) The midterm will be on Canvas and will cover readings and lectures as well as student presentations. The exam will be multiple choice and short answer. (40 points).

**Final Exam** (on-line) (Open December 9, closed December 15 12:00pm, 1.5 hours, available throughout the week.) The final will be on Canvas and **will cover material since the midterm exam**. It will be multiple choice and short answer. (40 points)

**Participation.** Participation will include attendance and participation as well as peer-review discussions of the three assignments. (20 points)

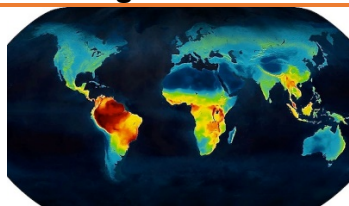
**Total possible points: 200**

Letter grade values for points will be determined as follows:



Points	Percentage	Grade
186-200	93.0-100%	A
180-185	90.0-92.9%	A-
174-179	87.0-89.9%	B+
166-173	83.0-86.9%	B
160-165	80.0-82.9%	B-
154-159	77.0-79.9%	C+
146-153	73.0-76.9%	C
140-145	70.0-72.9%	C-
134-139	67.0-69.9%	D+
126-133	63.0-66.9%	D
120-125	60.0-62.9%	D-
<120	0-59%	E



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### Class schedule and readings:

Date	Topic	Readings
<b>PART ONE</b>	<b>WHY ANTHROPOLOGY OF SUSTAINABILITY: SOME CONCEPTS AND THEORIES.</b>	 <small>http://www.giscourse.com/images/Blog/BiodiversityMap.jpg</small>
1. August 22	<p>Introduction to the course. Sustainability and the environment, sustainability and anthropology, resiliency, and some theory.</p> <p><b>Video:</b> 'We The People' for The Global Goals (2.58)  <a href="https://www.youtube.com/watch?v=RpqVmvMCmp0">https://www.youtube.com/watch?v=RpqVmvMCmp0</a></p> <p><b>Video:</b> Under the Dome.</p>	Haenn/Wilk/Harnish (HWH) General Intro. , 1



	<a href="https://www.youtube.com/watch?v=V5bHb3ljibc">https://www.youtube.com/watch?v=V5bHb3ljibc</a>	
2. August 24	What does anthropology have to do with it?	HWH 2, 3, 4.
3. August 29	<p>Why theory matters: are we discovering, testing, simplifying, or changing?</p> <p>Second half of the class: Guest lecture by Professor Kenneth Sassaman, "Archaeology of Sea-Level Rise and Human Resilience on the Northern Gulf Coast of Florida."</p> 	<p>Kenneth E. Sassaman: "Cultural Adaptations to Sea-Level Rise: Lessons from the Ancient Past" (On Canvas) Kenneth E. Sassaman "What Does Shell Mound Archaeological Site Have to Do with Water and Climate Change?" (On Canvas)</p>
4. August 31	Sustainability: anthropology with research and implementation	HWH 5, 6
5. September 5	<p>Identity and sustainability</p> <p><b>Video</b> The men of the Fifth World <a href="https://www.youtube.com/watch?v=QRBMdS4t36c">https://www.youtube.com/watch?v=QRBMdS4t36c</a></p>	HWH 24, 25, 26
6. September 7	Gender and other identities and sustainability	HWH 27, 28, 29
<b>PART TWO</b>	<b>CAN ANTHROPOLOGY LINK GLOBAL AND LOCAL ISSUES OF SUSTAINABILITY?</b>	 <p><small><a href="https://media.licdn.com/mpri/AEAAQAAAAAAZAAAAIDUwMDM4ZWNmLWEzZmYINGZiZi04YzdHLTgwMDhkZjBjOWY5OA">https://media.licdn.com/mpri/AEAAQAAAAAAZAAAAIDUwMDM4ZWNmLWEzZmYINGZiZi04YzdHLTgwMDhkZjBjOWY5OA</a></small></p>
7. September 12	<p>Globalization and culture</p> <p><b>Video</b> Globalization I - The Upside: Crash Course World History #41 <a href="https://www.youtube.com/watch?v=5SnR-e0S6Ic">https://www.youtube.com/watch?v=5SnR-e0S6Ic</a> and #42, Globalization II <a href="https://www.youtube.com/watch?v=s_iwrt7D5OA">https://www.youtube.com/watch?v=s_iwrt7D5OA</a></p>	HWH 19, 20, 21
8. September 14	Globalization and global solutions	HWH 22, 23
9. September 19	<b>First assignment: "Sustainability Solutions from around the world."</b>	Student Presentations
10. September 21	Discussion of first assignment	Student Presentations
11. September 26	How Forests think: Cultural Models, TEK,	Kohn, Intro, Chp. 1

	philosophy, and sustainability Video: Eduardo Kohn Lecture at Berkeley (17 min) <a href="https://www.youtube.com/watch?v=mSdrdY6vmDo">https://www.youtube.com/watch?v=mSdrdY6vmDo</a>	
12. September 28	How Forests think	Kohn, 2, 3 4.
13. October 3	How Forests think  Video: Samish Traditional Ecological Knowledge and Canoes (36 min) <a href="https://www.youtube.com/watch?v=sfzN7KNHxGI">https://www.youtube.com/watch?v=sfzN7KNHxGI</a>	Kohn 5,6
14. October 5	How can Kohn's perspective provide solutions?	Kohn, epilogue
15. October 10	Urban and suburban environments	HWH 13, 14,
<b>PART THREE</b>	<b>IS SUSTAINABILITY "SCALEABLE?"</b>	 <a href="http://sean.fagan.com/wp-content/uploads/rtc-cursor2.png">http://sean.fagan.com/wp-content/uploads/rtc-cursor2.png</a>
16. October 12	Midterm Exam (on-line)	No class
17. October 17	Crisis, sustainability, resiliency	15, 16, 17
18. October 19	Second Assignment: "Sustainable minutes"	Student Presentations
19. October 24	Presentation and discussion of videos	Student presentations
20. October 26	Population, the commons, and household sustainability	HWH 7, 8, 9
21. October 31	Population and sustainability  Video The Science of Overpopulation (10:07) <a href="https://www.youtube.com/watch?v=dD-yN2G5BY0">https://www.youtube.com/watch?v=dD-yN2G5BY0</a>	HWH 10, 11
22. November 2	Population and sustainability, continued	HWH 12
<b>PART FOUR</b>	<b>IS THE REPLICATION OF UNIFORMITY THE ANSWER OR THE ARTICULATION OF DIVERSITY MORE USEFUL?</b>	 <a href="https://www.haikudeck.com/replication-science-and-technology-presentation-xFvFhSBhvq#slide5">https://www.haikudeck.com/replication-science-and-technology-presentation-xFvFhSBhvq#slide5</a>

23. November 7	Biodiversity, cultural diversity, linguistic diversity <b>Video</b> Why Poor Places Are More Diverse <a href="https://www.youtube.com/watch?v=mWVAtekt4ZA">https://www.youtube.com/watch?v=mWVAtekt4ZA</a>	HWH 30, 31, 32
24. November 9	The interaction of bio/cultural/linguistic diversity. How can this be a guide for programs of change?	HWH 33, 34
25. November 14	<b>Third Assignment: "Posters for change"</b>	Student presentations
26. November 16	Presentation and discussion of "posters for change."	Student presentations
<b>PART 5</b>	<b>IS INDIVIDUAL SUSTAINABILITY THE SOLUTION?</b>	 <small><a href="http://sustainableeventsdenmark.org/assets/2016/03/beesustain_logo_lav_oplosning.jpg">http://sustainableeventsdenmark.org/assets/2016/03/beesustain_logo_lav_oplosning.jpg</a></small>
27. November 21	Quality of life: Is there happiness with sustainability? <a href="https://www.youtube.com/watch?v=C_AoilMFFzI">https://www.youtube.com/watch?v=C_AoilMFFzI</a>	
28. November 28	Consumerism and sustainability <b>Video:</b> Why I live a zero waste life. (13 min.) <a href="https://www.youtube.com/watch?v=pF72px2R3Hg">https://www.youtube.com/watch?v=pF72px2R3Hg</a>	HWH 35, 36
29. November 30	Consumerism and sustainability, continued.	HWH 37, 38, 39
30. December 5	What has been learned from anthropology and sustainability?	HWH 40, 41
31.	<b>Final Exam (On-line, December 12-15)</b>	

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**Responsible classroom behavior:** All students are required to comply with the student conduct code: [www.dso.ufl.edu/studentguide/studentconductcode.php](http://www.dso.ufl.edu/studentguide/studentconductcode.php).

Responsible, ethical classroom norms include refraining from anything that inhibits other students from the benefit of the learning environment of the classroom. Please turn off cell phones and all other electronic devices before class. Texting during class is not allowed. Laptops may be used only to take notes. Disruptive students will be asked to leave.

**Special Accommodations:** Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who



must then provide this documentation to me when requesting accommodation. The Disability Resource Center is located in Reid Hall, Room 001. More information can be found at [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)

**Academic Honesty and Integrity:** All students must comply with the University of Florida's Student Honor Code, which can be found online at

[www.dso.ufl.edu/judicial/honorcode.php](http://www.dso.ufl.edu/judicial/honorcode.php)

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

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."