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New Course for Integrated University

7. Will the course be seeking General Education approval?

No Yes (if yes, go to next section [General Education Approval- click on this link](#))

8. Resources at Each Campus: List any resources, including faculty, facilities, technology, equipment, or library resources necessary at each campus listed above.

The course will be offered within load of current faculty, and will be available to students at all three campuses. For face to face offering there are no additional resources need beyond current classroom technology. For online offering there are no additional resources need. For multi-modal offering classroom will need to be equipped with proper technology to facilitate synchronous communications with faculty member and students in-person and those students that are accessing the class remotely.

Identify on which campuses the course is intended to be offered in the integrated university (for administration use only):

<input checked="" type="checkbox"/> BU	<input type="checkbox"/> LHU	<input type="checkbox"/> MU
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9. Identify Departments/Programs/Courses impacted by changes on this form (Identify any programs/departments/courses that may be impacted by course changes. Contact programs, departments to obtain support if you are offering a course that will impact their program:

No programs/departments/courses impacted by course changes. Students interested in the natural sciences will likely be interested in taking this class.

10. Indicate Semester and Year Course will be implemented:

Fall 2023

11. Provide a rationale for how this course relates to the mission and goals of the related program:

A B.A. in Anthropology provides students with skills needed to understand social and cultural systems, and helps them develop critical thinking, analytical, problem-solving, and presentation skills necessary for professional success. The goals of the Anthropology program are to have students be able to: 1. Identify diverse worldviews, 2. Describe anthropological theories, 3. Apply ethical principles in research and practice, 4. Conduct research, 5. Demonstrate effective communication skills, and 6) Evaluate the viability of diverse approaches to contemporary issues.

This course reviews the methodological and theoretical approaches to issues of sustainability using culture as a primary lens. This course demonstrates the applicability of anthropological studies to contribute to dealing with sustainability issues from a holistic perspective, bringing together the natural and social sciences to consider varying cultural approaches to constructing and living within enduring social and ecological systems.

12. Abbreviated Title (for Master Schedule, Maximum 20 spaces):

ECO SUST & HUMANITY

13. Course Description for Catalog (*Maximum 75 words -start with an action verb.*):

Examines humanity's relationships with the environmental cross-culturally. Explores how stories and frameworks created by humans help shape politics, economics, and scientific knowledge across space and time. Considers human interactions with other species, subsistence systems, development, tourism, biodiversity, climate change, environmental disasters, environmental contamination, and energy production, and consumption. Discussion will center on the social construction of nature and different potential paths to achieving sustainability, sustaining our relationships with other forms of life and earth processes.

14. Credit(s):

Clock Hours: 3 Lecture: 3 hours Recitation: hours Lab: hours

Contract Hours: 3 Lecture: 3 hours Recitation: hours Lab: hours

15. Prerequisites (*Courses completed prior to taking this course*): Student must have completed 30 credit hours of classes or permission of instructor.

16. Co-requisites (*Courses which must be taken simultaneously with other courses*): None

17. Enrollment Restrictions (*e.g., limited to majors in program XXX, restricted from majors in program XXX, etc.*): None.

18. Repeatable: Can this course be repeated for credit as a multi-topic class, not just for a grade change?

No Yes: How many times is the course repeatable?

19. Dual-Level or Cross-Listed: Is this course dual-level? Yes No.

20. Estimated Frequency of Offering: Course will be offered once in a two-year cycle.

21. Recommended class size for student success: *Provide the recommended class size number and a clear rationale based on accreditation guidelines, discipline standards, or pedagogical limitations.*

The recommended class size for student success is 25. This course is writing, presentation, and discussion intensive. The recommended class size is to meet the needs of students by allowing for meaningful classroom discussions, more personal communication, inclusion of all students in assessment of performance in formal and informal presentation settings, and working with students on a one-on-one basis, and it is based on review of students' performance.

Submit a Master Course Syllabus – (see attached)

Locate the required Curricular Theme, Program Goal, and Learning Objectives and Desired Outcomes for your selected area of this program in the [General Education Plan \(click on this link\)](#).

GE-1: Select the *Curricular Theme* and *Program Goal* you are applying from the drop down below (click on the words *Choose an item*, then click on the arrow and select one option): NONE.

Choose an item.

GE-2: How does your course fit into the General Education *Curricular Theme and Program Goal* to which you are applying (be sure to address all of the required areas of the selected Program Goal)?

- Caution, these terms *Curricular Themes and Program Goals* are specific to this General Education Program, See Ship Guide pages 6-12 for clarification
https://www.ship.edu/globalassets/gec/handbook_generaleducationship_2018_09_25.pdf
- [A program goal is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide teaching practice and program assessment. For example in the **Curricular Theme** of Diversity, a **Program Goal** is to Guide and prompt students to evaluate the diversity of human experience, behavior, and thought, in order to better understand ourselves and others, to respond to the roots of inequality that undermines social justice, while developing awareness regarding diversity in culture, ethnicity, race, gender/gender expression, religion, age, social class, sexual orientation, or abilities.]

GE-3: List the Course Specific SLOs that correspond to the General Education SLOs of the relevant *Curricular Theme and Program Goal* and explain how your course will meet each one of these Course Objectives. Please be specific and use examples to align in column two and to demonstrate how this will be implemented in column three.

Course Specific Student Learning Objectives (SLOs)	General Education Student Learning Objectives (SLOs)	How do the methods and structure of the course provide students with the opportunity to meet each aligned pair of General Education and Course Specific SLOs?

Submit the Master Course Syllabus (including assessment) in addition to this form to be considered for General Education approval.

Signatures		
Required Signatures	Name	Date
Department Chairperson	David Fazzino	9/20/2022

By typing my name in the box above, I am electronically signing this form. Dean, ICC Chair, and President/Designee will sign to indicate approval directly in SharePoint.

Final status: Approved



Approved by
Rogers-Adkinson, Diana

The recommended class size is acknowledged. The president (or designee of the president) retains the right to alter the class size as warranted, in support of the mission, vision and operation of the university.

MASTER COURSE SYLLABUS

NORTHEAST Integrated Curriculum Committee

1. **DATE PREPARED:** September 13, 2022
2. **PREPARED BY:** David Fazzino
3. **DEPARTMENT:** Anthropology, Criminal Justice, and Sociology
Program: Anthropology
4. **COURSE PREFIX & NUMBER** (*without space in-between*): ANTH423
5. **COURSE TITLE:** Environmental Sustainability and Humanity
6. **CREDIT HOURS:** 3
7. **RECOMMENDED CLASS SIZE:** 25
8. **PREREQUISITES/CO-REQUISITES:** Student must have completed 30 credit hours of classes or permission of instructor.
9. **COURSE DESCRIPTION FOR CATALOG:** Examines humanity's relationships with the environmental cross-culturally. Explores how stories and frameworks created by humans help shape politics, economics, and scientific knowledge across space and time. Considers human interactions with other species, subsistence systems, development, tourism, biodiversity, climate change, environmental disasters, environmental contamination, and energy production, and consumption. Discussion will center on the social construction of nature and different potential paths to achieving sustainability, sustaining our relationships with other forms of life and earth processes.

10. CONTENT DESCRIPTION: The following areas of study will be included:

1. Key Concepts in Environmental Anthropology

- Neofunctionalism
- Cultural Ecology
- Innovation and Adoption Studies
- Essentialism
- Unilineal evolutionary thought
- Political ecology
- Ecological concepts
- Science and Technology Studies

2. Methods

- Participant Observation
- Surveying
- Interviewing
- Time allocation studies
- Cognitive Anthropology and Ethnoscience

3. (Sustainable) Development

- Intersection With Policy
- Intersection with science
- Developed and other as Undeveloped
- Anthropological Critiques of Development

4. **Subsistence (Human-Animal Relations and Food Systems)**

- Legal and Policy Support for Scaling Up and Risks
- Mixed Subsistence Economies
- Conventional vs Alternative Agriculture
- Impacts on health

5. **Ethnoecology and Traditional Ecological Knowledge (TEK) – Biodiversity**

- *In situ* vs *ex situ* methods for the conservation of biological diversity
- Utilitarian value
- Intellectual Property Rights

6. **People and parks**

- Approaches to Environment (US)
- Hardin - *The Tragedy of the Commons*
- People in Parks – incorporating local economy and ecology
- Indigenous peoples in parks – cultural tourism
- Conservation-based displacement

7. **Economy and Ecology**

- Resource curse
- Multi-centric economy
- Capitalist Mode of Production and sustainability
- Physiocrats
- Natural services – benefits of biodiversity

8. **Environmental Contamination**

- Bioaccumulation
- Ocean and Atmospheric Currents
- Environmental justice
- Cost-benefits of subsistence practices
- Worldview, Western vs Indigenous ways of knowing
- Media packages
- Political Ecology

9. Climate Change

- Interactions with policy (Endangered Species Act, Human and Indigenous Rights, disaster response)
- Public opinion on climate change
- Resilience and Adaptation – and their critique
- Social inequality in responses to climate change/variation

10. Energy Systems

- Nuclear Power – Chernobyl
- Centralized infrastructure and vulnerability

11. & 12. TABLE: STUDENT LEARNING OBJECTIVES AND STUDENT ASSESSMENT. Use the Table below to document the outcomes and assessment for the course. *If this is a General Education course, be sure to complete the second column as well, if it is not a General Education course, you can leave the 2nd column blank.*

If General Education: Select the *Curricular Theme* and *Program Goal* you are applying from the drop down below directly as done on the Course Form above (click on the words *Choose an item*, then click on the arrow and select one option):

Interconnections: Global Persp.

11. Course Specific Student Learning Objectives (SLOs)	General Education Student Learning Objectives (<i>Complete this column for GE courses only</i>)	12. Student Assessment <i>(suggested)</i>
Students describe diverse worldviews and anthropological theories related to the environmental and ecological issues.		Student will read, analyze, interpret, and synthesize information from peer reviewed, cross-cultural, and scientific sources informing environmental and ecological anthropology by producing essays. In-class discussions.

Students demonstrate effective communication skills.		Essay assignments. Written exams. Term Paper. In-class discussions.
Students evaluate the viability of diverse approaches to framing and addressing environmental and ecological issues.		Students synthesize peer reviewed, cross-cultural, and scientific sources informing environmental and ecological anthropology in producing essays. In-class discussions.

**Note- Rows can be added*

13. METHODS:

In a traditional classroom setting, the course is taught in a lecture format, supplemented with classroom discussion, homework assignments, in-class assignments and activities, quizzes, and exams.

In a distance education or multi-modal setting, the course makes use of available university classroom management software, and other supplementary web-based applications. The instructor may utilize a variety of methods including the use of discussion boards, recorded lectures, online video and audio, group projects. Exam proctoring may be required at the discretion of the individual instructor.

In a distance education setting: This course may be taught online using synchronous or asynchronous methods based on the instructor.

In a multi-modal setting: (1) the course is taught in a lecture format on-campus and students can participate in person or in zoom, or (2) flex plus zoom format where in one part of the course students can participate in person or in zoom, and the second part will be a zoom-only class.

14. COURSE ASSESSMENT:

The program curriculum committee will assess the objectives of course assessment and recommend changes so that the course better reflects the goals of the program. Course assessment will also be

conducted in coordination with and/or upon the request of the Office of Institutional Effectiveness and other relevant bodies.

15. SUPPORTING MATERIALS- SAMPLE TEXTS (Recommended):

Adams, William M., and Jon Hutton. "People, parks and poverty: political ecology and biodiversity conservation." *Conservation and society* 5, no. 2 (2007): 147.

Antrosio, Jason. "Inverting development discourse in Colombia: transforming Andean hearths." *American Anthropologist* 104, no. 4 (2002): 1110-1122.

Argetsinger, Timothy, and Colin Thor West. "Notes from the Field Yupiit Subsistence in Western Alaska: The Intersection of Formal and Local Institutions." (2009).

Auvinen, Anssi, Mikko Vahteristo, Hannu Arvela, Matti Suomela, Tua Rahola, Matti Hakama, and Tapio Rytömaa. "Chernobyl fallout and outcome of pregnancy in Finland." *Environmental Health Perspectives* 109, no. 2 (2001): 179.

Ayantunde, Augustine A., J. De Leeuw, M. D. Turner, and M. Said. "Challenges of assessing the sustainability of (agro)-pastoral systems." *Livestock Science* 139, no. 1 (2011): 30-43.

Benz, Bruce F., Judith Cevallos, Francisco Santana, Jesus Rosales, and Sergio Graf. "Losing knowledge about plant use in the Sierra de Manantlan biosphere reserve, Mexico." *Economic Botany* 54, no. 2 (2000): 183-191.

Berlin, Elois Ann, and Brent Berlin. "Some field methods in medical ethnobiology." *Field Methods* 17, no. 3 (2005): 235-268.

Bohannon, Paul. "Some principles of exchange and investment among the Tiv." *American Anthropologist* 57, no. 1 (1955): 60-70.

Borré, Kristen. "The healing power of the seal: the meaning of Inuit health practice and belief." *Arctic Anthropology* (1994): 1-15.

Boster, James S. "Exchange of varieties and information between Aguaruna manioc cultivators." *American Anthropologist* 88, no. 2 (1986): 428-436.

Bronen, Robin. "Climate-induced community relocations: creating an adaptive governance framework based in human rights doctrine." *NYU Rev. L. & Soc. Change* 35 (2011): 357.

- Bunten, Alexis Celeste. "Sharing culture or selling out? Developing the commodified persona in the heritage industry." *American Ethnologist* 35, no. 3 (2008): 380-395.
- Butt, Bilal. "Commoditizing the safari and making space for conflict: Place, identity and parks in East Africa." *Political Geography* 31, no. 2 (2012): 104-113.
- Callaway, Don. "A Changing Climate: Consequences for Subsistence Communities." *Alaska Park Science, Spring* (2007).
- Cassady, Joslyn. "State calculations of cultural survival in environmental risk assessment: consequences for Alaska Natives." *Medical anthropology quarterly* 24, no. 4 (2010): 451-471.
- Cruikshank, Julie. "Glaciers and climate change: perspectives from oral tradition." *Arctic* (2001): 377-393.
- Diamond, Jared. "Evolution, consequences and future of plant and animal domestication." *Nature* 418, no. 6898 (2002): 700-707.
- Doane, Molly. "The political economy of the ecological native." *American Anthropologist* 109, no. 3 (2007): 452-462.
- * Dove, Michael R., and Carol Carpenter (eds). "Environmental anthropology: A historical reader." (2008) Malden, Massachusetts: Blackwell.
- Escobar, Arturo. "Anthropology and the development encounter: the making and marketing of development anthropology." *American Ethnologist* 18, no. 4 (1991): 658-682.
- Fazzino II, David V. "The Will to end Hunger in the Age of Security." In *Governing Cultures*, pp. 183-208. Palgrave Macmillan US, 2012.
- Ferguson, James. "Seeing like an oil company: space, security, and global capital in neoliberal Africa." *American anthropologist* 107, no. 3 (2005): 377-382.
- Fernandez-Gimenez, Maria, John Hays Jr, Henry Huntington, Regis Andrew, and Willie Goodwin. "Ambivalence toward formalizing customary resource management norms among Alaska native beluga whale hunters and Tohono O'odham livestock owners." *Human Organization* 67, no. 2 (2008): 137-150.

- Fienup-Riordan, Ann. "Yaqulget qaillun pilartat (what the birds do): Yup'ik Eskimo understanding of geese and those who study them." *Arctic* (1999): 1-22.
- Fienup-Riordan, Ann. *Boundaries and passages: rule and ritual in Yup'ik Eskimo oral tradition*. Vol. 212. University of Oklahoma Press, 1995.
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- Greenough, Karen Marie. "Development Agents And Nomadic Agency: Four Perspectives in the Development "Market"." *NAPA Bulletin* 27, no. 1 (2007): 110-128.
- Gross, Daniel R. "Time allocation: A tool for the study of cultural behavior." *Annual review of anthropology* 13, no. 1 (1984): 519-558.
- Gudeman, Stephen F. "Physiocracy: a natural economics." *American Ethnologist* 7, no. 2 (1980): 240-258.
- * Haenn, N., Harnish, A. & Wilk, R. (2016). *The Environment in Anthropology (Second Edition): A Reader in Ecology, Culture, and Sustainable Living*. New York, USA: New York University Press. <https://doi.org/10.18574/9781479862689>
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- Headland, Thomas N. "Revisionism in Ecological Anthropology 1." *Current Anthropology* 38, no. 4 (1997): 605-630.
- Heatherington, Tracey. "Rumpelstiltskin's Deliverables: Grimm Inspiration for Humanism in Development." *Anthropology and Humanism* 35, no. 1 (2010): 66-80.
- Hornborg, Alf. "Learning from the Tiv: Why a Sustainable Economy Would Have to Be" Multicentric"." *Culture & agriculture* 29, no. 2 (2007): 63-69.
- Hornborg, Alf. "Towards an ecological theory of unequal exchange: articulating world system theory and ecological economics." *Ecological economics* 25, no. 1 (1998): 127-136.
- Hunn, Eugene S, Darryll R Johnson, Priscilla N Russell, Thomas F Thornton, Michael S Alvard, Fikret Berkes, Jack M Broughton et al. "Huna Tlingit Traditional Environmental Knowledge, Conservation, and the Management of a "Wilderness" Park 1." *Current anthropology* 44, no. S5 (2003): S79-S103.
- Hunn, Eugene S. "The value of subsistence for the future of the world." *Ethnoecology: Situated knowledge/located lives* (1999): 23-36.
- Irigaray, Carlos Teodoro JH, Pierre Girard, Maíra Irigaray, and Carolina Joana Silva. "Ayahuasca and Sumak Kawsay: Challenges to the Implementation of the Principle of "Buen Vivir," Religious Freedom, and Cultural Heritage Protection." *Anthropology of Consciousness* 27, no. 2 (2016): 204-225.
- Kinly III, D. "Chernobyl's legacy: Health, environmental and socio-economic impacts and recommendations to the Governments of Belarus, the Russian Federation and Ukraine. The Chernobyl Forum." (2005).
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- Kottak, Conrad P. "The new ecological anthropology." *American Anthropologist* 101, no. 1 (1999): 23-35.

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- Lauer, Matthew, and Shankar Aswani. "Indigenous ecological knowledge as situated practices: understanding fishers' knowledge in the western Solomon Islands." *American Anthropologist* 111, no. 3 (2009): 317-329.
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- McHenry, Mark P. "Why are remote Western Australians installing renewable energy technologies in stand-alone power supply systems?." *Renewable energy* 34, no. 5 (2009): 1252-1256.
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- Pflugbeil, S., H. Paulitz, A. Claussen, and I. Schmitz-Fuerhake. "Health Effects of Chernobyl: 20 Years after the Reactor Catastrophe." *Meta Analysis* (2006).
- Phillips, Sarah D. "Chernobyl's Sixth Sense: The Symbolism of an Ever-Present Awareness." *Anthropology and humanism* 29, no. 2 (2004): 159-185.
- Pimentel, David, Christa Wilson, Christine McCullum, Rachel Huang, Paulette Dwen, Jessica Flack, Quynh Tran, Tamara Saltman, and Barbara Cliff. "Economic and environmental benefits of biodiversity." *BioScience* 47, no. 11 (1997): 747-757.
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- * Posey, Darrell Addison. "Cultural and spiritual values of biodiversity." UNEP (1999).
- Pratt, Kenneth L. "Legendary Birds in the Physical Landscape of the Yup'ik Eskimos." *Anthropology and Humanism* 18, no. 1 (1993): 13-20.
- Rappaport, Roy A. "Ritual regulation of environmental relations among a New Guinea people." *Ethnology* 6, no. 1 (1967): 17-30.

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- Serpell, James A. "Animal companions and human well-being: An historical exploration of the value of human-animal relationships." *Handbook on animal-assisted therapy: Theoretical foundations and guidelines for practice* (2000): 3-19.
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- Stone, Glenn Davis, Stephen Brush, Lawrence Busch, David A. Cleveland, Michael R. Dove, Ronald J. Herring, Pierre-Benoit Joly et al. "Agricultural deskilling and the spread of genetically modified cotton in Warangal." *Current Anthropology* 48, no. 1 (2007): 67-103.
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- Stull, Donald D. "Tobacco is going, going... But where?." *Culture & Agriculture* 31, no. 2 (2009): 54-72.
- * Townsend, Patricia K. *Environmental anthropology: From pigs to policies*. Waveland Press, 2017.
- Turner, Edith. "There Are No Peripheries to Humanity: Northern Alaska Nuclear Dumping and the Iñupiat's Search for Redress." *Anthropology and Humanism* 22, no. 1 (1997): 95-109.
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- West, Colin Thor. "Domestic transitions, desiccation, agricultural intensification, and livelihood diversification among rural households on the Central Plateau, Burkina Faso." *American Anthropologist* 111, no. 3 (2009): 275-288.
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- West, Paige, James Igoe, and Dan Brockington. "Parks and peoples: the social impact of protected areas." *Annu. Rev. Anthropol.* 35 (2006): 251-277.
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- Willerslev, Rane. "Not animal, not not-animal: hunting, imitation and empathetic knowledge among the Siberian Yukaghirs." *Journal of the Royal Anthropological Institute* 10, no. 3 (2004): 629-652.
- Winson, Anthony. "Bringing political economy into the debate on the obesity epidemic." *Agriculture and Human Values* 21, no. 4 (2004): 299-312.
- Winterhalder, Bruce. "Gifts given, gifts taken: the behavioral ecology of nonmarket, intragroup exchange." *Journal of Archaeological Research* 5, no. 2 (1997): 121-168.

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** Indicates possible recommended texts for the course.*