

Scott M. Lacy
Anthropology

“Sustainable Development: Anthropological Perspectives”

Fall 2008

Piedmont Introduction:

Following the Piedmont Project experience, I re-organized my course on sustainable development. In previous years, I focused more on development theory and applied research projects which were designed to contribute to Emory’s sustainability vision/values. For this new class, I integrated more experiential learning, out-of-classroom experiences, and broadly defined course themes which promote holistic approaches to understanding and scholarship. I incorporated assignments that will ask students to think of our class themes using traditional classroom approaches like a term paper and midterm exam, but I also included more creative and expressive assignments such as photography, creative writing, sketching, and digital video production. This new version of my sustainable development class promotes the idea of sustainable development as a tool for social transformation in the so-called developing world and at home.

Sustainable Development: Anthropological Perspectives

"Sustainable Development seeks to meet the needs of the present without compromising the ability to meet those of the future." - World Commission on Environment and Development (the Brundtland Commission), 1987

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Office Hours Tuesday and Thursday, 12:30-2:00 PM; and by appointment

Class Meetings Tuesday/Thursday, 2:30-3:45
Location Anthropology 105

COURSE DESCRIPTION

Billions of dollars are spent every year in the name of international development while the persistence of extreme poverty, greed, and inequality undermine the very premise of development itself. Promoters of sustainable development advocate multi-disciplined methodologies for understanding and addressing our world's social, economic, and ecological crises and questions. Anthropologists provide unique contributions to sustainable development as practitioners, theorists, critics, and as "bridges" between development disciplines and populations. In this course we will explore how anthropological perspectives on social change, ecology, and economic development influence the way people live and work across the globe. Our core approach will focus on the theories, values, assumptions, and data of those who practice, promote and/or critique sustainable development. Key themes will include: population debates, common pool resource management, industrial vs. small-scale agriculture, farm labor, migration, renewable energy, political development, and globalization.

COURSE MATERIALS/TEXTS

All course materials and readings are available in electronic form through our course Blackboard site. If you plan on printing our class readings, please consider the following suggestions to minimize the environmental and economic impact of our class: print double sided sheets, print two pages per sheet, print on the back side of previously printed materials, print in "draft" mode to use less ink and electricity, and recycle your paper and ink cartridges.

COURSE OBJECTIVES

Upon successful completion of this course and all course requirements, students will be able to demonstrate the following:

- General knowledge of sustainable development (history, theory, methods, regional and global case studies)
- Understanding of conflicting perspectives on local, regional, and international development issues and theories
- Competence in library research and source attribution in written work
- Ability to clearly communicate ideas and critical thinking through written work and verbal contributions in discussions
- Competence in *basic* ethnographic methods and analysis
- Ability to further pursue independent research on sustainable development issue

COURSE REQUIREMENTS & GRADES

Your success in this course depends upon regular attendance, adequate preparation for class discussion, and active participation during class meetings. You will earn nine distinct grades throughout the semester, most of which are composite grades of several assignments (see next page). Collectively these weighted grades determine your final grade for the course. There are no extra credit opportunities, and no make-up midterm exams.

Grades are a reflection of your work and contributions to this class; they are not an assessment of student potential, intellect, or individual point-of-view. Grade distribution is based on the following scale (I do not curve the grading scale):

A+ = 100	A = 94-99,	A- = 90-93	Superior
B+ = 88-89	B = 84-87	B- = 80-83	Good
C+ = 78-79	C = 74-77	C- = 70-73	Average
D+ = 68-69	D = 64-67	D- = 60-63	Below Average
F = 0-59			Fail

Assignments and Exams	Due Date	% of Grade
Gateway Surveys	3 September, 12 December	5
Sustainability Journal/Blog (15 total)	Required journal dates in course calendar	10
Methods Workshops (5 total)	Workshop dates/assignments in course calendar	7.5
Expressions (including peer feedback forms)		12
Photography	23 September	(5)
Natural art photograph	11 November	(2)
Poem/spoken word/sketch	13 November	(5)
Midterm		20
Post midterm questions on BlackBoard	9 November (book review due)	(2)
Midterm exam (in-class)	16 November	(18)
Independent Research		24
Annotated Bibliography	11 September	(1)
Interview protocol sheet	2 October	(2)
Research Proposal & codebook	30 October	(2)
Draft of paper	25 November	(1)
Final paper	12 December	(18)
Collaboration Work		14
“Elements” presentation	30 September – 9 October	(2)
Tapas challenge	28 October	(2)
Digital video short	4 December	(10)
Participation		7.5
Attendance	assessed at end of semester	(5)
Class participation		(2.5)

Gateway Surveys: At the beginning and end of the semester, class members will complete a gateway survey related to sustainable development, sustainability, motivations for enrolling in this class, and reflections on personal progress at the end of the semester. Surveys will be available on-line; we will announce when the survey’s go-live on our BlackBoard site. We will use some of the survey results as sample data in our class sessions.

Sustainability Journal/Blog: Your e-journal/blog will include reading notes and personal reactions to course readings and themes. You will also use your e-journal to share “expressions” assignments as described below. We will explain how to set up your sustainability e-journal in class. Please note: reading notes must be posted prior to each class session they are due. After reading course materials assigned for a given session, write a one-page (max) response that can serve as your reading notes. Even when multiple articles/chapters are assigned, keep your Reading Notes under the one-page max (total). Do not summarize articles, but instead note key arguments and concepts. As we move through the semester, you are encouraged to make connections in your notes between previous readings and class themes. Reading Notes will be graded as $\sqrt{+} = 5$, $\sqrt{=} = 4$, $\sqrt{-} = 3$...or 0.

“Expressions” Assignments: These assignments provide opportunities to explore and express your perspectives on our class research project. We will discuss specific details for each of these assignments in class. The first assignment is a 3-photograph composition, which we will share during our “gallery day” session. The second assignment is a photograph of a “natural art” installation each of you will create. The final assignment is a poem, spoken word piece, or a sketch.

Methods Workshops: We will have five methods workshops to explore research methods as you develop your independent research projects and your group digital video short. We will explore field methods such as photography, research design, free-listing, social network analysis, interviews, text analysis, and more.

Midterm Exam: The midterm will comprise of sample questions submitted by our class members. Each person will submit 2 essay questions and 1 short-answer question, and the compiled list of everyone’s questions will serve as your study guide, and as potential questions for the actual in-class exam.

Independent Research: The independent research project and paper provides an opportunity for individual students to follow his/her own interests and to demonstrate his/her unique contributions to our class research project (we will

collectively develop a project theme, and individual students will develop their own sub-themes to research). Ultimately, the group and independent research will directly contribute to Emory University's sustainability vision. This grade consists of five separate assignments:

Annotated bibliography	Seven or more print and on-line resources for your independent research
Interview protocol sheet	Interview form that includes interview methods, population, and questions
Research proposal	A proposal that outlines your methods for data collection and analysis
Draft of paper	Complete first draft of your research paper, prepared for peer review
Research paper	Following the midterm exam, we will discuss this paper and you will receive a hand-out with specific paper requirements. The paper will be roughly 12-15 pages including tables and graphics.

Collaboration Work: In the first week of class we will create working groups to develop collaborative teams for three unique components of our class. The teams will work together to develop a class session and discussion for our "Elements" section of our course calendar. Teams will also participate in a Co-op "tapas challenge" and they will produce a short digital video for our class film festival on campus sustainability. Each group will have four members.

Participation Grade: For your own benefit and for the benefit of our class, you will be asked to contribute your voice and perspective during class discussions and group work. All students must attend and contribute to all class sessions. Each student will have a maximum of two "non-penalized" absences (*one* excused and *one* unexcused absence) for the semester, no exceptions. The simple rule is: attend class sessions prepared for discussion, actively contribute, and turn in assignments on time, and you will receive high grades for your participation. Absence from class and/or coming to class unprepared will adversely affect your grade.

PLAGIARISM AND CHEATING

All students in this course will strictly adhere to the Emory Honor Code. No form of academic dishonesty will be tolerated. Suspected cases of academic dishonesty (including but not limited to cheating and plagiarism) will be reported to the Chair of the Honor Council, as required by Articles 5 and 6 of the Emory Honors Code. Depending on the seriousness of the offense, academic dishonesty of any type will result in one or more of the following: a failing grade (zero) on the assignment or exam, a failing grade for the course, and possible suspension or dismissal from the University. Please refer to the Emory Honors Code and/or see me if you have any questions or concerns regarding academic dishonesty in this course.

COURSE RESOURCES

Office Hours: Please make use of office hours. I hope to see every one of you during office hours at least once during the semester. This is not mandatory, but you are encouraged to drop by my office to discuss your ideas, concerns, or questions. You do not need to have a specific question in mind to drop by during office hours.

Writing and Study Help: If you need some writing or study help, please see me during office hours and we can discuss study and writing strategies. In addition, the campus community offers opportunities for you to get assistance with organizing your study habits and improving your writing skills. I can refer you to an appropriate campus office should you request additional assistance.

Troubling Times: If you have any concerns about your progress in the class, or if you are experiencing difficult times here at Emory, please feel free to contact me; in many cases I can direct you to one or more campus resources that may be able to further assist you.

Special Needs – Disability Accommodation: If you have any special needs, please contact me at least two weeks before the midterm exam so I may accommodate you.

COURSE CALENDAR

PART ONE: SUSTAINABLE FOUNDATIONS

28 August Course introduction, our class community, and sustainability in our classroom
»No readings for our first meeting...

DUE: No assignment prior to first class

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2 September Exploring “Development”
» Sachs, Jeffrey (2005) “Our Generation’s Challenge” in *The End of Poverty: Economic Possibilities for our Time*. Penguin:347-368.
» So, Alvin (1990) “The Modernization Perspective” in *Social Change and Development: Modernization, Dependency, and World-System Theories*. Sage:17-37.

DUE: Class survey (on-line/blackboard), sustainability journal 1

4 September Defining development, historical overview of development theories, critiques of development
» Escobar, Arturo (1994) “The Problematization of Poverty: The Tale of Three Worlds of Development” in *Encountering Development: The Making and Unmaking of the Third World*. Princeton U:21-54.
» Ferguson, James (1998) “Anthropology and its Evil Twin: Development in the Constitution of a Discipline” in *International Development and the Social Sciences: Essays on the History and Politics of Knowledge* Cooper and Packard, eds.:150-173.

DUE: brainstorm class project theme (then select one in class), sustainability journal 2

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9 September Sustainable development
» World Commission on Environment and Development (1987) “Our Common Future a.k.a. The Brundtland Report. *Defining Sustainability (Environmental, Social, and Economic Sustainability)*.
» Rogers, Peter, Kazi Jalal, and John Boyd (2006) “From Malthus to Sustainable Development” in *An Introduction to Sustainable Development*. Harvard U:20-41.

DUE: sustainability journal 3

11 September Methods Workshop I: Photography [discuss photography assignment for gallery day]
» Becker, Howard (2007) “Visual Sociology, Documentary Photography, and Photojournalism” in *Telling about Society*. Chicago.

DUE: sustainability journal 4, annotated bibliography (7 sources)

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16 September Defining sustainability
» Savitz, Andrew W. (2006) “Selling Hershey” and “The Sustainability Sweet Spot” in *The Triple Bottom Line*. Jossey Bass: 3-20, 21-40.
» Sutcliff, Marcus, Paul Hooper, and Ros Howell (2008) “Can Eco-Footprinting Analysis be Used Successfully to Encourage More Sustainable Behavior at the Household Level?” *Sustainable Development* 16:1-16.

DUE: sustainability journal 5, ecological impact score (www.myfootprint.org/en/)

18 September Sustainability at Emory
» Emory’s Sustainability Vision (see BlackBoard link)
» Barlett, Peggy (2004) “No Longer Waiting for Someone Else to Do It: A Tale of Reluctant Leadership” in *Sustainability on Campus* Barlett and Chase, eds. MIT: 67-90.

DUE: sustainability journal 6

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23 September Sustainability Expressions: Gallery Day
» No readings today, finish and prepare photograph for gallery day

DUE: photography due for gallery day (three-photo composition based on class research theme)

PART TWO: ELEMENTS OF SUSTAINABLE DEVELOPMENT (CASE STUDIES)

25 September Methods Workshop II: Research design and exploratory methods (free-lists, surveys, interviews, etc)
» Quinlan, Marsha (2005) “Considerations for Conducting Freelist in the Field: Examples from Ethnobotany.” *Field Methods* 17.3:219-234.

DUE: Peer feedback sheet from Gallery Day, sustainability journal 7

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30 September EARTH (possible topics: soil fertility, waste management, biodiversity)
» Groups 1 & 2 determine readings and discussion topics

DUE: sustainability journal 8, free-lists data file

2 October AIR (possible topics: common pool resources, pollution)
» Groups 3 & 4 determine readings and discussion topics

DUE: sustainability journal 9, interview protocol sheet (form available on BlackBoard)

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7 October FIRE: solar energy, the sun
» Butti, Ken and John Perlin (1980) “Early Use of the Sun, Parts 1&2” in *A Golden Thread: 2500 Years of Solar Architecture and Technology*. Cheshire Books: 1-27.
» Perlin, John (2002) “Photovoltaics: The Great Solar Hope” and “Better Cells, Cheaper Cells” in *From Space to Earth: The Story of Solar Electricity*. Harvard U Press: 1-14, 163-186.

DUE: sustainability journal 10, post midterm sample questions on BlackBoard (1 short-answer, 2 essay)

9 October WATER: access to clean water, bottled water
» Groups 5 & 6 determine readings and discussion topics

DUE: sustainability journal 11, interview notes for three or more interviews (qual & quant questions)

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14 October Midterm preparation
» Girando, Everly, and Dusek (1990) “The Holistic Approach to Managing Stress” in *Controlling Stress and Tension: A Holistic Approach*. New York: Prentice-Hall. 153-179.

DUE: no assignment for today’s class

16 October Midterm Exam

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21 October Methods Workshop III Coding research notes, code books, text analysis
» download QDAMAX trial version (link available on BlackBoard)
» each group should have at least one laptop in class today (laptop should have MAXQDA installed)

PART THREE: LIVING (SUSTAINABLE DEVELOPMENT AT HOME)

23 October Home: Green Building
» Snell, Clark and Tim Callahan (2005) “Why Green Building”, “Alternative Building Strategies”, and “Design” in *Building Green: A Complete Guide to Alternative Building Methods*. Lark Books:14-21, 46-71, 72-97.

DUE: sustainability journal 12, brainstorm ideas for group digital video short (select one idea in class)

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28 October Food: poverty, climate change, health, and food production
» Pollan, Michael (2006) “The Farm”, “The Processing Plant”, and “The Meal” in *The Omnivore’s Dilemma: A Natural History of Four Meals*. Penguin: 33-54, 85-99, 109-119.

DUE: co-op tapas challenge (group visit to Sevanada Co-op, shop and create tapas for less than \$5)

30 October Transportation:
» use internet to research “Hubbard’s Peak” (regarding global petroleum resources)
» complete “transportation choices” form
» finish research proposal

DUE: codebooks, research proposal (for field research methods, analysis, and final paper)

- 6 November Developing Community: Suburbs, Cities, Arcosanti, and Earthships
 » Selections from: Soleri, Paolo (1984) *Arcosanti: an Urban Laboratory*. Avant Books.
 » Grierson, David (XXXX) Arcology and Arcosanti: Towards a Sustainable Built Environment. *Electronic Green Journal*. Issue 18.
 » Watch film: Radiant City (directed by Jim Brown and Gary Burns)

DUE: sustainability journal 13

- 8 November Methods Workshop IV: to be determined (based on class research topic)

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PART FOUR: EXPRESSIONS

- 11 November Developing oneself: physiology, spirituality, and happiness
 » Lagnol, Anke and Richard Easterlin (2008) "Aspirations, Attainments, and Satisfaction: Life Cycle Differences between American Men and Women" in *Journal of Happiness Studies*. 10.1-19.

DUE: photograph of "natural art" project, sustainability journal 14

- 13 November Visual arts, music, and poetry
 » Selections by Gary Snyder (*Turtle Island* and *Myths & Texts*), Mary Oliver (*American Primitive* and *Dreamwork*)
 » Kandinsky, Wassily (1977) "Theory" in *Concerning the Spiritual in Art*. New York: Dover. 48-52.

DUE: poem, spoken word, or sketch (based on your independent research topic)

- 18 November Service NGOs, social entrepreneurs
 » Hawken, Paul (2007) "Immunity" in *Blessed Unrest: How the Largest Movement in the World Came into Being, and Why No One Saw it Coming*. Viking: 139-166.
 » Wangari, Maathai (2004) "The History of the Green Belt Movement" in *The Green Belt Movement: Sharing the Approach and the Experience*. New York: Lantern Books.

DUE: sustainability journal 15

- 20 November No class meeting (American Anthropological Association Meeting)
 » Group work on digital video shorts
 » Independent work on final paper

DUE: no assignment today, work on final paper and digital video shorts

- 25 November Methods workshop V: presenting research

DUE: first complete draft of final research paper (print copy for class, post one copy on BlackBoard drop box)

- 27 November Tofurkey Day – Enjoy (no class, holiday)

- 2 December Group conferences (sign-up for conference slot on 25 November)
 » Group work on digital video shorts
 » Independent work on final paper

DUE: no assignment today, work on final paper and digital video shorts

- 4 December DV Shorts Festival – Day One

DUE: DV shorts from groups 1-4

- 9 December DV Shorts Festival – Day Two (plus evaluations)

DUE: DV shorts from groups 5-6

- 12 December Final exam/paper due