CCS/NRM 656
Sustainable Livelihoods and Community Wellbeing
Center for Cross-Cultural Studies
Indigenous Studies PhD Program
Fall 2019

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Audio conference: Toll Free: 1-866-245-9952 (no PIN) **In-class:** Eielson 201
Wednesdays 5:15-8:15, 8/28 – 12/4

Pre-requisite: Graduate standing or approval of the instructor. Upper division undergraduates from any of the social and natural sciences are also encouraged to enroll.

Course Description
In this course we will review the basic principles captured within the notion of sustainability, and we'll look at the cultural practices and individual behaviors that enhance or degrade sustainable livelihoods and community wellbeing. Emphasis is on understanding the historical context of ideas about sustainability, on understanding the nature and magnitude of the social, economic and ecological dimensions of contemporary change, and the "best practices" currently in place for communities to respond effectively to change. Case studies will be used from around the world and the framework is comparative, cross-cultural, and geographic; the primary focus of the course, however, is on understanding problems, impacts and design solutions specific to high latitudes.

Requirements & Expectations
This is a graduate seminar, with emphasis on literature review, discussion and critical evaluation of the literature, problem formulation and analysis. You are expected to have read all of the assigned material each week, and to be prepared for each seminar. Final grades are based on completion of all assignments, including three problem sets, personal contributions to weekly discussions, oral presentations, and the final research paper.

Problem sets are very specific, are defined by the instructor, and are typically no more than 3-5 pages in length for your written response; a problem is defined—one related to some aspect of community sustainability—and you are expected to find and prepare a design solution.

The research paper is a formal paper, one that approximates a paper prepared for publication, and the topic is yours to choose. Length varies depending upon problem chosen, but on balance the final research paper should be between 10 and 20 pages, including references cited, maps, figures and tables. The specifications and expectations for the problem sets and final research paper will be discussed at the beginning of the semester.

Course Goals & Learning Objectives

1. To understand the frameworks and design solutions as applied to contemporary social and ecological problems that urban and rural communities must confront if they are to be sustainable.

2. To explore the multiple ways that communities are responding effectively or ineffectively to global, regional and local change; the framework is cross-cultural and comparative.

3. To develop, evaluate and apply new conceptual approaches, models and methods for evaluating sustainability and resilience, approaches that build constructively from the integrated assessments that have been used in the past.

4. To learn and apply a corpus of qualitative and quantitative skills to "real world" social, economic and ecological problems, skills that are interdisciplinary in their historical development, that are applicable to multiple temporal and spatial scales and varying levels of sociopolitical organization and integration, and that are appropriate for the analysis of Sustainable Livelihoods and Community Wellbeing.

Class Expectations

While an effort is made to adhere to the class schedule, it may shift in response to student interests and the availability of guest speakers. You will be made aware of any changes as they occur. Assigned readings should be read before class date, so that everyone will gain the most from class discussions. As graduate students, you are expected to become an active partner in the learning process. You should ask questions, read critically, consider new ideas, and challenge assumptions.

To make in-class contributions, you will need to attend class on time, read the assignments, and be fully prepared to participate in class discussions. Written assignments must be typed, double-spaced, and proofread. Clarity, brevity and expression of your own ideas in your own words are expected. Written assignments are graded both on content and on grammar, punctuation, and format. They must reflect assigned readings, class discussions and most importantly, original thinking.

As a required part of your class participation, you will need to take an active role in discussion about the readings and to pose critical and thoughtful questions about the issues being presented. You may also occasionally be asked to give updates on your research as it progresses. You will be given an opportunity to present your research to the class near the end of the semester.

Course Readings

Please see the schedule at the end of this syllabus for the readings for this class. In addition to these readings will be others connected with the assignments. *Please note that all required readings for this course (except for student-led new article discussion) will be provided by the instructor.*

Summary of Coursework

1. Reading Reactions	3-4 (presented according to schedule devised in class)
2. Problem Sets	3 (scheduled throughout the semester)
3. Paper & Presentation	1 (due at end of semester); 1 presentation

Reading Discussions: Each student will lead three group discussions based on the readings. The reading presentations will include a 2-4 page summary sheet e-mailed to all the students and instructor, and a summary presentation in class (5-10 minutes) followed by a class discussion (5-10 minutes). *Note that one of the three reading discussions will include an article located and distributed by the student.*

Problem Sets: Problem sets are very specific, are defined by the instructor, and are typically no more than 3-5 pages in length for your written response; a problem is defined—one related to some aspect of community sustainability—and you are expected to find and prepare a design solution.

Paper & Presentation: Each student will write a project paper that incorporates understanding of the role of academic research and local knowledge in developing respectful, culturally informed, cooperative research. This paper should ideally cover a topic that is related/helpful to your MA/MS/PhD thesis/project, and that addresses some aspect of community wellbeing and sustainability. Each student will present in class a summary of their research near the end of the semester. The 20-25 minute presentation will be followed by a 10-20 minute discussion. The paper itself should be 10-20 pages in length, depending on the nature of the project (double-spaced, at 10-12 point font).

Writing Expectations
All written assignments must be typed, double-spaced, 10-12 point font, and proofread for spelling and grammar errors. It is important to write according to established conventions so that you can most effectively and accurately communicate your ideas to others. Clarity, brevity, and expression of your own ideas in your own words are expected. Written assignments are graded primarily on content, but also on grammar and spelling, all of which is necessary when writing a potential paper for publication. It can be possible to develop publishable papers through your work in this class. Finally, written assignments must reflect knowledge gained from the assigned readings, class discussions, and most importantly, original thinking.

Summary of Grading Criteria for this Course

"A" work: UNIQUE
(1) Responds fully to the assignment, (2) expresses its purpose clearly and persuasively, (3) is directed toward and meets the needs of a defined audience, (4) begins and ends effectively, (5) provides adequate supporting arguments, evidence, examples, and details, (6) Is well organized and unified, (7) uses appropriate, direct language, (8) correctly acknowledges and documents sources, (9) is free of errors in grammar, punctuations, word choice, spelling, and format, and (10) maintains a level of excellence throughout, and shows originality and creativity in realizing (1) through (7).

"B" work: UNCOMMON
Realizes (1) through (9) fully and completely and demonstrates overall excellence, but shows little originality or creativity.

"C" work: COMMON
Realizes (1) through (9) adequately and demonstrates overall competence, but contains a few, relatively minor errors or flaws. A "C" paper may show creativity and originality, but those qualities don't make up for poor or careless writing. A "C" paper usually looks and reads like a next-to-final draft.

"D" work: Fails to realize some elements of (1) through (9) adequately and contains several, relatively serious errors or flaws, or many minor ones. A "D" paper often looks and reads like a first or second draft.

"F" work: Fails to realize several elements of (1) through (9) adequately and contains many serious errors or flaws, and usually many minor ones, as well. An "F" paper usually looks and reads like an incomplete draft.

Overall Grading will be as follows:

Class Participation and Attendance	20%
Reading Discussions (3-4 total)	20%
Problem Set Papers (3 total)	20%
Student Presentation and accompanying in-class discussion	20%
Semester Paper	20%
	100%

Grading Scale

A + : 98 -100 %	A : 93-97 %	A - : 90-92 %
B + : 87-89 %	B : 83-86%	B - : 80-82 %
C + : 77-79 %	C : 73-76 %	C - : 70-72 %
D + : 67-69 %	D : 63-66 %	D - : 60-62 %
F : below 60%		

Academic Support Services
Academic Advising Center 907-474-6396 www.uaf.edu/advising
UAF Writing Center 907-474-5314, FAX: 1-800-478-5246 www.uaf.edu/english/writingcenter
Rasmuson Library Off-Campus Service 1-800-478-5348 www.uaf.edu/library/offcampus
Full text articles on-line: http://lexicon.ci.anchorage.ak.us/databasesforalaskans/home.html

Disability Services
If you have any condition such as a physical or sensory disability, which will make it difficult for you to carry out the work as I have outlined it, or which will require extra time on examinations, please notify me in the first two weeks of the course so that we may make appropriate arrangements. If medical situations arise during the semester, whether physical or emotional, you can contact the Center for Health and Counseling at 474-5655.

UAF Disability Services for Distance Students
UAF has a Disability Services office that operates in conjunction with the College of Rural Alaska's (CRA) campuses and UAF's Center for Distance Education (CDE). Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services. If you believe you are eligible, please visit http://www.uaf.edu/chc/disability.html on the web or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus at (907) 474-7043, fydso@uaf.edu. Students who may have special needs because of a disability should contact the instructor privately and every effort will be made to accommodate the student in taking this class.

Respect
The rules for respect are simple: anyone may talk about anything that they wish to; the speaker is not to be interrupted, questioned or judged; one may pass on the privilege of speaking if uncomfortable to another; any personal or otherwise sensitive information given and heard never goes beyond the class.

Class & Reading Schedule

The following is the listing of readings for the class for the listed date, along with general class topics. These texts need to be read *before* the scheduled class, since they will constitute an important focus of in-class discussion. Most classes will include the presentation of information by the instructor, preceded or followed by discussions of the readings. Guest speakers will be inserted into the schedule according to their preferences and the current placement of guests in the schedule below *will almost certainly change*. This will require both the instructor and students to be flexible concerning scheduling. *Please remember, class attendance is required, and repeated absences will result in a lower final grade.*

August 28st
Week 1
1. INTRODUCTIONS
2. BASICS OF CULTURAL, SUSTAINABILITY, & WELLBEING STUDIES

September 4th
Week 2
1. INTRODUCTION TO CULTURAL & CROSS-CULTURAL RESEARCH
2. BACKGROUND, LIVELIHOOD, AND PLACE-BASED DESIGN
   - Kates, R. W, Clark, W. C., Corell, R., Hall, J. M., Jaeger, C. C., Lowe, I., McCarthy, J.J., et al. (2001). Sustainability Science. *Science*, 292 (5517), 641-642.—*available*
   - White Jr., L., (1967). The historical roots of our ecological crisis. *Science* 155 (3767): 1203-1207.—*available*
   - DFID. (1999). Sustainable Livelihoods Guidance Sheets.—*available*
   - *Guest Speaker:* Sarah Trainor, Director: Alaska Center for Climate Assessment and Policy

September 11th
Week 3
1. INTRODUCTION TO SUSTAINABILITY & WELLNESS
2. CARRYING CAPACITY, IMPACT, THE COMMONS, AND OTHER CULTURAL CONCEPTS
   - Hardin, G. (1968). The Tragedy of the Commons. *Science* 162 (3859) 1243-1248.—*available*
   - Sayre, N. (2008). The Genesis, History, and Limits of Carrying Capacity. *Annals of the Association of American Geographers*, 98(1), 120-134.—*available*
   - Toman, M. (1992). The difficulty in defining sustainability. *Resources*, 106, 3-6.
   - *Student-led Article Discussion—available*

September 18th
Week 4
1. THE HUMAN
2. POPULATION AND POPULATION GROWTH
   - Hamilton, L.C. & Mitiguy, A.M. (2009). Visualizing Population Dynamics of Alaska's Arctic Communities. *Arctic*, 62 (4), 393-398.—*available*
   - Holdren, J. P. (1991). Population and the energy problem. *Population and Environment*, 12 (3), 231-255.—*available*
   - Hopfenberg, R., & Pimentel, D. (2001). Human Population Numbers as a Function of Food Supply. *Environment, Development and Sustainability*, 3 (1), 1-15.—*available*
   - Rahnema, M. (2002). A Different Look at the "Population Problem". *Population & Environment*, 24 (1), 97-104.—*available*

Paper summaries due

September 25th

Week 5

1. OUR COMMUNITIES AND THE ENVIRONMENT
2. CLIMATE CHANGE AND GLOBAL ENVIRONMENTAL CHANGE

- De Fries, R., Asner, G., and J. Foley. (2006). A glimpse out the window: What landscapes reveal about livelihoods, land-use, and environmental consequences. *Environment* 48(8): 22-36.—*available*
- Lynch, A., & Brunner, R. (2007). Context and climate change: an integrated assessment for Barrow, Alaska. *Climatic Change*, 82, 93-111.—*available*
- Marino, E. (2009). Immanent Threats, Impossible Moves, and Unlikely Prestige: Understanding the Struggle for Local Control as a Means towards Sustainability. In A. Oliver-Smith & X. Shen (Eds.), *Linking Environmental Change, Migration & Social Vulnerability* (pp. 42-50). Bonn, Germany: UNU Institute for Environment and Human Security.—*available*
- *Student-led Article Discussion—available*

October 2nd

Week 6

1. OUR COMMUNITIES AND SOCIOECONOMIC CHANGE
2. INFRASTRUCTURE, EMPLOYMENT, DEMOGRAPHICS, EDUCATION

- Huskey, L., Berman, M., & Hill, A. (2004). Leaving home, returning home: Migration as a labor market choice for Alaska Natives. *Annals of Regional Science*, 38 (1), 75-92.—*available*
- Meadow, A., Meek, C., & McNeeley, S. (2009). Towards Integrative Planning for Climate Change Impacts on Rural-Urban Migration in Interior Alaska: A Role for Anthropological and Interdisciplinary Perspectives. *Alaska Journal of Anthropology*, 7 (1), 57-69.—*available*
- Barnhardt, R., & Kawagley, A. O. (2004). Culture, Chaos and Complexity: Catalysts for Change in Indigenous Education. *Cultural Survival Quarterly*, 27 (4), 59-64.—*available*
- *Student-led Article Discussion—available*

Problem Set 1 due

October 9th

Week 7

1. SUSTAINABILITY AND DEVELOPMENT
2. HEALTH, RISK, AND ENVIRONMENTAL JUSTICE

- Krieger, N. (2005). Embodiment: a conceptual glossary for epidemiology. Journal of Epidemiology and Community Health, 59 (5), 350-355.—*available*
- Checker, M. (2007). "But I Know it's True:" Environmental Risk Assessment, Justice, and Anthropology. *Human Organization*, 66 (2), 112-124.—*available*
- Wernham, A. (2007). Iñupiat Health and Proposed Oil Development: Results of the First Integrated Health Impact Assessment/Environmental Impact Statement for Proposed Oil Development on Alaska's North Slope. *EcoHealth*, 4 (4), 500-513.—*available*
- *Student-led Article Discussion—available*

October 16th

Week 8

FOOD SYSTEMS, FOOD PRODUCTION, SUBSISTENCE, FOOD SECURITY, NUTRITION AND HEALTH

- Webb, P. (2010). Medium to long-run implications of high food prices for global nutrition. *Journal of Nutrition* 140 (1): 143S-147S.—*available*
- Sundkvist, A., Milestad, R., & Jansson, A. (2005). On the importance of tightening feedback loops for sustainable development of food systems. *Food Policy*, 30, 2 24- 239.—*available*
- Kloppenburg, Hendrickson, J., & Stevenson, G. (1996). Coming into the Foodshed. *Agriculture and Human Values*, 13 (3), 33-42.—*available*
- Loring, P. and Gerlach S. (2009). Food, Culture, and Human Health in Alaska: An Integrative Approach. *Environmental Science and Policy* 12 (4): 466-478.—*available*

Problem Set 2 due

October 23rd

Week 9

1. COMMUNITIES AND THE ECOSYSTEM
2. HYDROLOGICAL CHANGE, WATER AVAILABILITY, SAFETY, AND HEALTH

- Gleick, P. (2003). Water Use. *Annual Review of Environment and Resources*. 28 (1): 275-314.—*available*
- Postel, S. (2005). From the headwaters to the sea: The critical need to protect freshwater ecosystems. *Environment* 47 (10): 8-21.—*available*
- White, D. M., Hinzman, L. D., Alessa, L., Cassano, J., Chambers, M., Falkner, I., Francis, J., et al. (2007). The arctic freshwater system: Changes and impacts. *Journal of Geophysical Research*, 112, 21 PP. doi: 2 00710.1029 / 2006J G 000353.—*available*
- Hennessey, T., Ritter, T., Holman, R., Bruden, D., Yorita, I., Bulkow, L., Cheek, J., et al. (2008). The Relationship Between In-Home Water Service and the Risk of Respiratory Tract, Skin, and Gastrointestinal Tract Infections Among Rural Alaska Natives. *American Journal of Public Health*.—*available*

October 30th

Week 10

FISHERIES AND FISHERIES MANAGEMENT

- Allison, E., Perry, A. L., Badjeck, M., Neil Adger, W., Brown, K., Conway, D., Halls, A. S., et al. (2009). Vulnerability of national economies to the impacts of climate change on fisheries. *Fish and Fisheries*, 10 (2), 173- 196.—*available*
- ADF&G. (2009). *Sustaining Alaska's Fisheries: 50 Years of Statehood*. Juneau, AK: Alaska Department of Fish and Game.—*available*
- Carothers, C., Lew, D. K., & Sepez, J. (2010). Fishing rights and small communities: Alaska halibut IFQ transfer patterns. *Ocean & Coastal Management*, 53(9), 518-523.—*available*
- *Student-led Article Discussion—available*

Problem Set 3 due

November 6th
Week 11
1. ENERGY CONSERVATION AND USE
2. CONVENTIONAL AND ALTERNATIVE ENERGY SYSTEMS IN DESIGN AND PRACTICE

- Pickett, Cadenasso, et al., (2001). Urban Ecological Systems: Linking Terrestrial Ecological, Physical, and Socioeconomic Components of Metropolitan Areas. *Annual Review of Ecological Systems* 32:12 7-157.—*available*
- Douglass, M. (1998). A Regional Network Strategy for Reciprocal Rural-Urban Linkages. *Third World Planning Review*, 20 (1), 1-33.—*available*
- Lehrer, J. (2007). The Living City. Seed. July.—*available*
- *Student-led Article Discussion—available*

Semester Paper updates due

November 13th
Week 12
1. MODELS OF SOCIAL AND ECOLOGICAL SYSTEMS ANALYSIS
2. UNDERSTANDING AND APPLICATION IN ECOLOGICAL, ECONOMIC, AND SOCIAL SUSTAINABILITY

- Lovelock, J. (1986). Gaia: The world as a Living Organism. *New Scientist* 112 (1539): 25-31.
- Walker, B., Holling, C., Carpenter, S., & Kinzig, A. (2004). Resilience, Adaptability and Transformability in Social-ecological Systems. *Ecology and Society*, 9 (2).—*available*
- Dublin, D.R, & Tanaka, N. (2014). Indigenous Agricultural Development for Sustainability and "Satoyama." *Geography, Environment, Sustainability*, 7(2), pp.86-95.—*available*
- Johnson, J., Howitt, R., Cajete, G., Berkes, F., Louis, R.P., & Klisky, A. (2015). Weaving Indigenous and sustainability sciences to diversify our methods. *Sustainability Science* 11: 1-1.—*available*

November 20nd
Week 13
1. INTRODUCTION TO COMMUNITY-BASED PARTICIPATORY RESEARCH (CBPR)
2. LOCAL KNOWLEDGE, MODELS AND METHODS USED IN CUMULATIVE EFFECTS ANALYSIS, INTEGRATED ASSESSMENT, AND SUSTAINABLE COMMUNITY DESIGN

- Cash, D. W., Borek, J. C., & Patt, A. G. (2006). Countering the Loading Dock Approach to Linking Science and Decision Making. *Science, Technology & Human Values*, 31 (4), 465-494.—*available*
- Community Health Status Assessment Report. (2009; 2014). Homer, AK: Southern Kenai Peninsula Communities Project.—*available*
- Carucci, L., & Poyer, L. (2017). The West Central Pacific. *In* Strathern, A. et al. *Oceania: An introduction to the cultures and identities of Pacific Islanders* (2nd ed.)—*available*
- *Student-led Article Discussion—available*

Semester Papers due

November 27th
Week 14
First Student Presentations
1. *available* 2. *available* 3. *available* 4. *available*

December 4th
Week 15
Second Student Presentations
1. *available* 2. *available* 3. *available* 4. *available*