



**GEO300 | SIGNATURE SEMINAR**

**Sustainability on Trial: Environmental Justice in Northern Europe**

**Course Handbook | 25 August - 3 September 2019**

# ***Coursebook Sample***

Resource	All: Air, Animals, Food, Land, Oil & Gas, Trees & Forests, Water
Role	All: Activist, Policymaker, Scientist

## Background and Scene-Setting

In the wake of the Cold War, environmental concerns took a new place on the global stage. The end of the 20th century saw the birth of formal international conservation and climate efforts, which most scholars trace to The Brundtland Commission's 1987 report on *Our Common Future*. Led by a former Norwegian Prime Minister, the intergovernmental body warned that humanity was using more resources than the planet could easily renew. While such claims were not new, they were framed as increasingly urgent – and the international community began to respond. That report led the way to the Rio Declaration, the UN Framework Convention on Climate Change, and other global mechanisms for emissions reduction and ecological conservation.

While shared environmental concern has led to unprecedented international cooperation around certain issues, much of the action seems to be 'too little too late'. Climate scientists are alerting us to the hottest temperatures on record, and we are losing unique ecosystems like the Amazonian rain forest and Arctic ice cover at unprecedented rates. Urban infrastructure, rural livelihoods, endangered species, habitats, and island nations are regularly devastated by extreme weather events, which are occurring with increasing frequency. And the effects of these droughts and disasters are far from equally felt. Those who contribute most to global warming through energy and other resource use feel its negative consequences the least. This reality raises serious questions about justice, equality, and power in climate change and human-environment systems.

"Sustainability on Trial: Environmental Justice in Northern Europe" critically examines diverse approaches to 'being green'. The first part of the course explores eco-innovations being piloted in the Nordic countries, home to some of the world's greatest progress toward carbon-neutral living and a form of sustainable development that "meets the needs of current generations without compromising the ability of future generations to meet their own needs" (The Brundtland Commission). Students are guided through sustainability as an academic field. Three pillars (identified by Elkington, 1997) form starting considerations: **people**, **planet**, and **profit**.

In the second portion of the class, students travel into the Arctic Circle to question whether sustainability is living up to its promise for all stakeholders. Who has been helped or harmed by environmental policies? Working from Schlosberg's 2004 framework of environmental justice, students will explore the **distribution** of environmental costs and benefits, **participation** in political decision-making, and the **recognition** of diverse beliefs, values, and actors.

Ultimately, the Seminar helps students to understand their impact on the world, and how they can take action to make that impact a more positive one.

On completion of this course, students will be able to:

1. Identify key issues in climate change, resource governance, and sustainable development
2. Examine environmental issues through multiple disciplinary lenses
3. Apply skills in ethnography and impact assessment
4. Explain their ecological knowledge and research-based findings to diverse audiences
5. Design projects and policies supporting sustainability and environmental justice
6. Assess competing narratives of sustainability and environmental justice

## Field Studies Expectations and Assessment

Signature Seminars are specialized short-term courses created by Syracuse Abroad to make the most of experiential learning. Participants on a Signature Seminar are asked to engage to the best of their ability throughout the trip. While there will likely be sessions that do not appeal to them, other sessions will. All students enjoy and learn best from slightly different approaches: something one student does not enjoy will be another's favourite. The course itinerary is designed to provide everyone with the chance to thrive through a diverse array of experiences.

Field studies include guided tours, structured activities, group discussions, and independent reflection. This section reviews guidelines for different forms of academic engagement.

### Seminar Sessions

The Signature Seminar is an upper-level course. Diverse activities are paired with classroom-style critical discussions to create a field-based learning experience. Seminar Sessions will include lectures from the professor introducing core course concepts and class discussions asking all students to share their perspectives on readings and site visits.

During Seminar Sessions, students are expected to be fully engaged in discussion. This involves:

- being prepared with assigned readings and coursebook notes;
- respecting multiple viewpoints by actively listening to others share their perspectives and not using aggressive or abusive language; and
- not using phones and other electronic devices unless specifically requested by the professor for a particular task.

### Study Visits and Tours

The most common activity of the Signature Seminar is guided time at location-specific museums and projects. During Study Visits, students are expected to:

- give guest speakers their full attention;
- ask questions, having prepared several relevant to their role and resource; and
- be respectful of communities' space, perspectives, and time hosting visitors.

If a study visit includes a guided tour, students are required to stay with the group during the activity. There will be time at each site for further independent exploration, but full attention should be given to the official guide during all tours. Students are further required to obey all safety instructions and make appropriate use of equipment.

Keeping up with the coursebook is necessary to make the most of the learning opportunities provided by these study visits. Readings and guided notes will help students to be more fully prepared to take advantage of local guides' time and expertise.

### Groupwork

Throughout the Seminar, students will be expected to collaborate with classmates, especially in groups formed of their disciplinary role or resource focus. Students should be prepared to share lessons from their individualised readings and give full input on group assignments. Being a productive group member involves both contributing and stepping back to allow others to take the spotlight. Groupwork will be assessed based on how well students incorporate a variety of perspectives, rather than allowing the loudest voice to have the strongest say.

### Ethnographic Exploration

Unstructured time allowing for student-led investigations is purposefully built into the Signature Seminar experience. During independent time, students are required to abide by the Syracuse University Code of Conduct ([studentconduct.syr.edu/](http://studentconduct.syr.edu/)). In particular, students are reminded to respect local customs, ensure they are fully aware of local laws, and engage with communities in ways that reflect positively on themselves and Syracuse University.

### Attendance, Illness, and Accident

Punctuality and attendance are critical for academic and professional success. They are especially important in field studies with time-specific travel and location-centric activities that cannot easily be made up. Students are required to participate fully in all group events on the itinerary.

If a student takes ill on the road, the student should inform the Signature Seminar professor and/or staff escort as soon as possible so that arrangements can be made to support them.

In the event of an accident of any type, students should inform the professor and/or staff escort. All staff will follow Syracuse University policies related to student conduct and care in responding to the incident. Students are likewise required to follow Syracuse University policies and follow all safety and security procedures in order to reduce the likelihood of accident or injury.

### Overview of Assignments

The Signature Seminar is an intense field experience focused on active, engaged learning beyond the traditional university classroom. This is reflected in the assessment of the course, with half of the final grade coming from participation and critical note-taking during the group's time in Sweden, Finland, and Denmark. Two other assignments ask students to communicate their findings in contemporary, applied styles by producing creative reports and policy briefs. The final piece is a more traditional written assignment allowing students to redefine either 'sustainability' or 'environmental justice' according to their learning throughout the field studies experience.

Name and description of assignment	Due Date	Percentage
1. Experiential interaction <i>Intentional engagement in all activities through focused attention at seminar sessions, informed contributions to discussion groups, and prepared questions for study visits</i>	in field	25%
2. Field notes <i>Written observations from field studies and independent explorations demonstrating an awareness of ethnographic methods, organised in the course handbook</i>	3 September 2019	15%
3. Impact assessment <i>Accurate calculations and nuanced consideration of the social and environmental effects resulting from Signature Seminar activities, organised in the course handbook</i>	3 September 2019	10%
4. Creative report <i>A multimedia presentation teaching core course ideas and key role/resource findings in a manner accessible to diverse external audiences (10 minutes or equivalent)</i>	19 September 2019	15%
5. Policy brief <i>A collaborative report exploring environmental justice concerns around an assigned resource, identifying a key issue and proposing a sustainable solution (2 sides of A4)</i>	26 September 2019	15%
6. Critical essay <i>A research-based theoretical reflection on approaches to environmental justice and/or sustainability, resulting in a student-formed definition of the concept(s) (2500 words)</i>	10 October 2019	20%

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### Assignment Brief: CREATIVE REPORT

In addition to your participation during the intensive field study, coursebook notes, and impact assessment, your grade from the Signature Seminar comes from three assignments focused on researching, reflecting, and communicating around the issues you encountered during our travels. The first of these is a **creative report** showcasing sustainability and environmental justice issues **for your assigned resource, from your role's perspective**.

**Word Count:** n/a - rather, a 'time count' or 'engagement level'. Mediums such as podcasts or video diaries should be around 10-15 minutes, with a suggested minimum of 6 unique voices. Students wishing to use other platforms (blog, poetry, creative fiction, cookbook, slideshow, etc.) should speak with the professor well in advance to determine appropriate size/length.

**Deadline:** Thursday 19 September, via upload to [Google Drive](#) or email to [rlfarnum@sydney.edu](mailto:rlfarnum@sydney.edu).

#### Grading:

The purpose of this assignment is to:

1. **introduce audiences** to themes of sustainability and environmental justice
2. **identify key concerns** in sustainability/environmental justice around your resource
3. practice the ability to take on a **specified role** in examining complex issues
4. **clearly communicate** to an **audience unfamiliar** with these ideas
5. develop your **technical skills** in editing and producing 'edutainment' materials

Grades will be assigned on the basis of the above five key criteria, up to three points per aim for a maximum score of 15 points. See the Assignment Rubric for further details about how you earn a grade for this assessment.

#### Top Tips:

Make sure your report and brief respond to the Learning Outcomes identified on the course syllabus. This assignment is particularly concerned with 1, 3, and 4:

1. Identify key issues in climate change, resource governance, & sustainable development
3. Apply skills in ethnography and impact assessment
4. Explain their ecological knowledge and research-based findings to diverse audiences

At the end of your report, viewers/listeners/readers should be able to explain your main points and remember funny or poignant points you made about sustainability, justice, and your resource - from the perspective of activism, scientific knowledge, or policymaking.

The most successful reports will engage a wide variety of voices, including material beyond the shared Seminar activities (via follow-up individual interviews with Seminar guest speakers; perspectives from other people met during your travels as well as friends or family; other news/podcast clips with appropriate credit given; etc.).

and...remember that your grandmother should be able to understand and enjoy this report!

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### Assignment Rubric: CREATIVE REPORT (15%)

The Seminar's first follow-up assignment is a **creative report** showcasing sustainability and environmental justice issues **for your assigned resource, from your role's perspective**.

Aim/Requirement	Points	Suggestions for Meeting the Requirement
introduce audiences to themes of sustainability and environmental justice	/3	<ul style="list-style-type: none"> <li>• Explain the two main concepts</li> <li>• Describe the Seminar and your participation in it</li> <li>• Identify some major questions that you can now answer and share with your audience</li> </ul>
identify key concerns in sustainability/environmental justice around your resource	/3	<ul style="list-style-type: none"> <li>• Highlight various things you observed or heard during the Seminar pertaining to your resource</li> <li>• Name specific examples and why they matter/what they can teach us about sustainability and justice</li> <li>• Connect the issues you encountered in Stockholm, Ivalo, &amp; Copenhagen with other knowledge you have about the resource</li> </ul>
practice the ability to take on a specified role in examining complex issues	/3	<ul style="list-style-type: none"> <li>• Explain your role as activist, policymaker, or scientist</li> <li>• Share with your audience specific things you know or observed about your resource from the perspective of your assigned disciplinary role</li> <li>• Showcase the priorities your assigned role has when it comes to sustainability and environmental justice issues</li> </ul>
clearly communicate to an audience unfamiliar with these ideas	/3	<ul style="list-style-type: none"> <li>• Don't assume your audience knows anything about you, Syracuse, the Seminar, or sustainability - explain it all!</li> <li>• Avoid unnecessarily complicated or technical language</li> <li>• Make this the kind of thing your grandmother, your boss, and your youngest cousin could all understand and enjoy</li> </ul>
develop your technical skills in editing and producing 'edutainment' materials	/3	<ul style="list-style-type: none"> <li>• Present academic information in a fun and entertaining way that makes your audience happy to read/watch/view/hear your report</li> <li>• Tackle a new kind of medium: if you are an avid blogger, try a video; if you love math, write some poetry!</li> <li>• Do your best to make the report 'glamorous' and technically 'spiffy' - but it is better to try something new, and let the professor know it's new for you, than to turn in something perfect on a platform you can do in your sleep</li> </ul>

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### Assignment Brief: POLICY BRIEF

In addition to your participation during the intensive field study, coursebook notes, and impact assessment, your grade from the Signature Seminar comes from three assignments focused on researching, reflecting, and communicating around the issues you're encountering. The second of these is a team **policy brief** exploring sustainability and environmental justice issues for your assigned resource.

**Word Count:** n/a - rather, a 'space count'. The brief should be a maximum of two sides of A4 paper, inclusive of pictures, diagrams, and reference list. Examples have been provided.

**Deadline:** Thursday 26 September, via visual PDF emailed to [rlfarnum@syr.edu](mailto:rlfarnum@syr.edu).

#### Grading:

The purpose of this assignment is to:

1. **identify key concerns** in sustainability/environmental justice around your **resource**
2. **make recommendations** for policy and practice, **suggesting solutions** to your identified problem
3. **clearly communicate** to an **audience unfamiliar** with these issues

In addition, the policy brief should:

4. include information and a reference list drawn mostly from **primary sources** (information from speakers on the seminar, statistics and facts from governments and international organisations, quotes from newspaper articles and reports, etc.).
5. be visually appealing, scientifically correct, policy relevant, and **epistemologically challenging**. (For the last, consider mainstream ideas around the resource and how this might go awry; link local and global issues; address human use and misuse; and incorporate the views and needs of underrepresented stakeholders. You should critique, challenge, and expand existing projects, policies, and ideas.)

Grades will be assigned on the basis of the above five key criteria, up to three points per aim for a maximum score of 15 points toward the final course grade. See the Assignment Rubric for further details about how you earn a grade for this assessment.

#### Top Tips:

Make sure your policy brief responds to the Learning Outcomes identified on the course syllabus. This assignment is particularly concerned with 1, 4, and 5:

1. Identify key issues in climate change, resource governance, & sustainable development
4. Explain their ecological knowledge and research-based findings to diverse audiences
5. Design projects and policies supporting sustainability and environmental justice

Seek feedback from Dr Dirix or Dr Magarian as an 'external audience' member.

Speak with Professor Farnum anytime to confirm your team is on track.

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### Assignment Rubric: POLICY BRIEF (15%)

The first of your more formal Signature Seminar assignments is a team **policy brief** exploring sustainability and environmental justice issues for your assigned resource, which should **make recommendations** to address a **problem you identify** in management or distribution.

Aim/Requirement	Points	Suggestions for Meeting the Requirement
identify key concerns in sustainability/environmental justice around your resource	/3	<ul style="list-style-type: none"> <li>Clearly present your problem</li> <li>Use graphics and spacing to make the issue you are seeking to address as clear as possible to the viewer</li> <li>Blend the activist, scientist, and policymaker role perspectives to provide a holistic look at the issue</li> </ul>
make recommendations for policy and practice, suggesting solutions to your identified problem	/3	<ul style="list-style-type: none"> <li>Name specific action items you want the reader of your policy brief to implement</li> <li>Make it clear who your target audience is (Who needs to be carrying out your suggested actions?)</li> <li>Present your recommendations in a 'bite-sized' format so they are more likely to be actually acted upon</li> </ul>
clearly communicate to an audience unfamiliar with these ideas	/3	<ul style="list-style-type: none"> <li>Don't use unnecessary jargon or assume prior knowledge of the topic: Carefully explain any technical language or complex ideas</li> <li>Use visuals (titles, bullet points, boxes, images) to guide the reader, allowing them to quickly identify key points</li> <li>Proofread to ensure there are not spelling and grammar mistakes, which will detract from the professionalism of your brief and distract readers from your main message</li> </ul>
primary sources in reference list (research and evidence used)	/3	<ul style="list-style-type: none"> <li>Make use of at least 3, and preferably 5+, external primary resources (EPA, CIA World FactBook, UN reports, government/think tank websites, etc.)</li> <li>Include a diversity of sources and types of information (statistics, other example policies, case studies, etc.)</li> <li>Credit your sources, including for graphics, and include a visually appealing, complete bibliography within the doc</li> </ul>
epistemologically challenging	/3	<ul style="list-style-type: none"> <li>Identify a problem and suggest solution(s) that go beyond the mainstream conversations around your resource (work on a unique or less-known issue), and/or:</li> <li>Consider challenging or critiquing common assumptions or basic policies around your issue</li> <li>Acknowledge the complexity of these issues and address multiple factors of sustainability and/or environmental justice, while still pointing decision-makers to concrete, understandable things they can do to make a positive difference</li> </ul>



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## **Assignment Brief: CRITICAL ESSAY**

The last of the follow-up Seminar assignments is a critical essay, which should be a **theoretical reflection** on various approaches to sustainability or environmental justice, informed by Seminar experiences and outside research that builds your **own definition of the concept**.

**Word Count:** 2500,  $\pm 10\%$  in line with British university standards (i.e., 2250-2750 words).

**Deadline:** Thursday 10 October, via [editable Word document](#) emailed to [rlfarnum@syr.edu](mailto:rlfarnum@syr.edu).

### **Grading:**

This is the most traditional of our assignments, and is expected to be an in-depth, research-based exploration of the course themes, as appropriate to a 300-level geography class.

The essay should do the following:

- include an **introduction to the topic** with a statement of the essay's aims and thesis;
- present **your standpoint** relative to the subject and your role in these conversations;
- discuss **multiple approaches** to your chosen concept (environmental justice or sustainability), critiquing and comparing their strengths and weaknesses in order to propose your own definition for the phrase;
- utilise your ethnographic experiences and the **various situated knowledges** we encountered during the Seminar;
- reference work **outside your coursebooks** and the primary assignment readings;
- use **accessible language** and clearly explain all terms and logics to the reader; and
- conclude with a **reflection on why definitions matter** and how your proposed approach helps further the field and its effects on our world today.

Grades will be assigned based on the above criteria, for a maximum score of 20 points. See the Assignment Rubric for further details about how you earn a grade for this assessment.

### **Top Tips:**

You may choose to address sustainability or environmental justice; you don't need to tackle both. The essay is relatively short (2500 words), and while you may discuss both, you will likely do a better job if you focus on one - or use the two ideas to critique each other, resulting in one well-considered definition. Essays trying to do too much will most likely be unable to fully synthesise or dive into some of the deeper theory or criticisms, resulting in a lower mark.

Make sure your essay responds to the Learning Outcomes identified on the course syllabus.

This assignment is particularly concerned with 2 and 6:

2. Examine environmental issues through multiple disciplinary lenses
6. Assess contested concepts of sustainability and environmental justice

Meet with Dr Dirix or Dr Magarian and make use of online resources, which include an advice packet on essay writing: [sulondon.syr.edu/academics/academic-excellence/learning-support/](http://sulondon.syr.edu/academics/academic-excellence/learning-support/).

Email an outline or draft to Professor Farnum for feedback - making sure to do so several days ahead of the deadline so she can give you substantive ideas, and you have time to make edits!

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### Assignment Rubric: CRITICAL ESSAY (20%)

The last of your assignments is a critical essay, a theoretical reflection on various approaches to sustainability or environmental justice, **resulting in your own definition of the concept.**

Requirement	Points	Suggestions for Meeting the Requirement
your essay includes an introduction to the topic with a thesis statement	/2	<ul style="list-style-type: none"> <li>Remember the purpose of the essay is to create a new definition of sustainability or environmental justice, based on your experience and additional knowledge</li> <li>There is no need to 'surprise' the audience at the end with your definition; rather, showcase your results (your original definition) early on to let readers know what you will be building toward through your analysis</li> <li>The first paragraph(s) should include a 'road map' of the paper to guide readers</li> </ul>
you identify your standpoint and role in these conversations	/2	<ul style="list-style-type: none"> <li>In line with the seminar sessions on epistemology and standpoint theory (we see different things depending on where we are), tell readers a bit about you and explain how that influences your perspective and the position you are writing from</li> <li>Consider identifying yourself by certain factors like school/major/gender/age/race/etc., as you feel these are relevant to your perspective and writing</li> <li>This is about your personal position, and does not need to focus overly much on the assigned activist/policymaker/scientist role - but you should explain your participation on the Seminar, as this influences your knowledge of the subject</li> </ul>
you discuss multiple approaches to your chosen concept, critiquing and comparing them	/4	<ul style="list-style-type: none"> <li>Critically review various definitions from multiple literature resources (see below)</li> <li>These should 'talk to each other': Show the reader how they are similar or different</li> <li>One approach would be to think about a particular issue or example of a problem encountered during the Seminar, and consider what these different definitions would say about what is sustainable or environmentally just in that situation: Do they come to different conclusions/make contradictory conclusions?</li> </ul>
you utilise your ethnographic experiences and various situated knowledges	/2	<ul style="list-style-type: none"> <li>Use examples from the Seminar or other experiences to illustrate your analysis (see the note above for an idea of how to integrate this with the definitions review)</li> <li>Consider how different people would see this differently (Did guest speakers disagree at any point? Do you think the bike tour guide from Copenhagen or someone from the husky farm might like one of the definitions more? Why?)</li> </ul>
you reference work outside your coursebooks and primary readings	/2	<ul style="list-style-type: none"> <li>Schlosberg (environmental justice) or Kuhlman and Farrington (sustainability) from our shared reading are key starting points, but</li> <li>You should have 3+ other definitions from academic (peer-reviewed) sources</li> <li>You might also include a few from practitioners/government orgs (e.g., EPA/UN)</li> </ul>
you create your own definition	/4	<ul style="list-style-type: none"> <li>What do you like/dislike from various definitions?</li> <li>What is 'missing' from the existing definitions? What should be kept?</li> <li>What do you think the best approach is? Write a clearly worded version of the definition you think should be in the dictionary and used to inform action</li> </ul>
you conclude with a reflection on why these issues matter	/2	<ul style="list-style-type: none"> <li>Why does it matter how we define/think about things? Explain to the reader how the way we frame these issues influences how we react in policy and practice</li> <li>Your final paragraph(s) should also showcase how your definition is special and what it contributes to the environmental field</li> </ul>
you use accessible language and clearly explain all logics to the reader	/2	<ul style="list-style-type: none"> <li>Don't assume the reader has any prior knowledge: Write the introduction and content as though the reader has never heard of Syracuse, the Signature Seminar experience, or sustainability and environmental justice</li> <li>Connect the dots for the reader and explain all your claims</li> <li>Make sure Grandma could read this: avoid unnecessary jargon, and explain 'heavy' concepts with everyday language and examples so they are easy to understand</li> </ul>

## Day 1 | Sunday 25 August

### BECOMING ETHNOGRAPHERS

#### COURSE ORIENTATION AND READING NOTES: ETHNOGRAPHY

Read O'Reilly's chapter on "Ethnography" and identify questions you have about the method:

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2. \_\_\_\_\_  
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3. \_\_\_\_\_  
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#### IMPACT ASSESSMENT

You'll be tasked each day with identifying and quantifying and/or describing some of the effects (economic, social, and environmental costs and benefits) of your activities during this Seminar.

Let's start easy. Can you name 3 things you did with the group or during your travels that would have affected something else and should be included in an impact assessment?

1. \_\_\_\_\_  
\_\_\_\_\_  
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2. \_\_\_\_\_  
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3. \_\_\_\_\_  
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## ETHNOGRAPHIC REFLECTIONS

You've just arrived in Europe, possibly for the first time. What strikes you as different thus far? What have you noticed? These notes can be mundane or profound: The key thing is to jot down ideas and observations from your experience!

[illegible]

## Day 2 | Monday 26 August

### EXPLORING SUSTAINABILITY

READING NOTES: KUHLMAN AND FARRINGTON, "WHAT IS SUSTAINABILITY?"

1. What are the 3P 'pillars' of sustainability and what does each represent/refer to?

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2. Which of the 3Ps is most relevant to your role (activist, policymaker, scientist)? Why?

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3. Name one key issue from each pillar for your team's assigned resource:

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4. Identify and describe at least one alternative definition to the 3P formulation:

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5. Which of the approaches to sustainability you identified Questions #1 and #4 do you think is best? Why?

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## IMPACT ASSESSMENT

Think about something you did today that interacted with or made use of your assigned resource. Identify at least one impact of that action on each of the pillars of sustainability.

People: \_\_\_\_\_

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Planet: \_\_\_\_\_

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Profit: \_\_\_\_\_

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## ETHNOGRAPHIC REFLECTIONS

You spent many hours today exploring Stockholm's environmental history and modern urban sustainability initiatives. What are your initial impressions of sustainability in Europe? Think about this from your role's perspective.

[illegible]

## Day 3 | Tuesday 27 August

### INVESTIGATING JUSTICE

READING NOTES: SCHLOSBERG, "RECONCEIVING ENVIRONMENTAL JUSTICE"

1. What are some issues around the **distribution** of your assigned resource? Be sure to identify both positive and negative concerns.

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2. Who is able to **participate** in decision-making around the issues surrounding your team's resource? And, perhaps more importantly: Who is not? Consider how political, economic, and cultural systems influence the decision-making process.

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3. Which perspectives and/or stakeholders need to be **recognised** when trying to understand and address problems around your resources through various solutions?

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## IMPACT ASSESSMENT

You spent several hours kayaking Stockholm's archipelago today. Name a handful of reasons your trip was relatively low impact and acknowledge a few ways that you still left a footprint.

Low impact: \_\_\_\_\_

\_\_\_\_\_

Negative footprint: \_\_\_\_\_

\_\_\_\_\_

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## ETHNOGRAPHIC REFLECTIONS

Today you learned about an urban renovation project in the heart of Stockholm. Drawing on Schlosberg's idea of distribution, participation, and recognition, write a gut-reaction 'analysis' of the plans for Slussen and the various issues they raise in regard to environmental justice. Make sure to touch on all three dimensions.

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## Day 4 | Wednesday 28 August

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### QUESTIONING EPISTEMOLOGIES

READING NOTES: Haraway for Activists; Harding for Policymakers; Martin for Scientists

Read your assigned piece on epistemic theory, then supplement with Googling and discussion to:

1. Define **epistemology**. \_\_\_\_\_  
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2. Describe your personal epistemology: How do you see and evaluate knowledge and 'truth'?  
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3. How does modern science typically approach epistemology? Why is this a valuable perspective? What's missing? What are other examples of common approaches to truth?  
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### IMPACT ASSESSMENT

Getting a bit meta...how does epistemology influence an impact assessment? Think about the assumptions we make and the worldview we use when we try to describe or calculate the effects that our actions have on communities and the world.

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## ETHNOGRAPHIC REFLECTIONS

In Stockholm, you visited three city planning initiatives: GrowSmarter, Slussen, and Royal Seaport. Which was your favourite? Why? How does your own standpoint impact which you liked most? (This might include things like your major, personal hobbies, demographics, etc.)

[illegible]

## Coursebook Check-In | due by 10pm on Wednesday 28 August

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### COURSE INTRO

#### YOUR PREP

The professor will review your reading notes, impact assessments, and ethnographic reflections thus far and provide some initial feedback about your method, content, and engagement. If you have any questions or feedback about the course, make a note here!

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#### PROFESSOR'S FEEDBACK

About your reading notes: \_\_\_\_\_

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About your impact assessments: \_\_\_\_\_

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About your ethnographic reflections: \_\_\_\_\_

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About your participation and engagement: \_\_\_\_\_

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At the end of the Seminar, you will need to turn in this coursebook. Your field notes (from your ethnographic reflections) will serve as 15% of the final course grade; your impact assessments 10%; and your experiential interaction 25%. If marked right now, your grades would be:

Field notes: \_\_\_\_\_ Impact assessment: \_\_\_\_\_ Experiential interaction: \_\_\_\_\_

If you're happy with these projections, keep up what you're doing! If you'd like to improve them, check the above comments and notes throughout your coursebook for how you can make your notes more robust. As always, you're welcome to meet with the professor to discuss further.

**Day 5 | Thursday 29 August****VALUING HERITAGE**

## READING NOTES

Read your assigned piece on indigenous politics or the Sápmi ecosystem. Prepare questions you would like to respectfully ask a Sámi guide and/or jot down issues you would like to explore more.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

## IMPACT ASSESSMENT

Think about an interaction you had with a Sámi person or aspect of their heritage today. Was the contact exploitative? Mutually beneficial? Neutral? Reflect on whether you have a responsibility to valorise indigenous cultures, and how you might do this (or cause harm) as a traveller in their land when relatively ignorant of their customs and traditions.

*In particular, you might consider:* What were the impacts of today's activities on you? Has your worldview grown or your learning benefitted from being here in a way that it couldn't have from a book or in an American university classroom?

What were the impacts of today on our hosts? Generally speaking, do you think tourism aids or harms indigenous peoples?

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## ETHNOGRAPHIC REFLECTIONS

We were guests in three unique Sámi spaces today: a cultural museum, their Finnish Parliament, and a working reindeer farm. How were the stories that you heard about indigenous politics, sustainability, and environmental livelihoods similar or different across the three places? How does hearing from these various perspectives illustrate what we learned about standpoints?

[illegible]

## DAY 5 ASSIGNED READING LIST

*Note: Students' coursebooks used on the Seminar are individualised, with printed copies of the articles included by resource and role for travel ease. This list is provided as an indicator of course readings.*

- **air activist:** "Children know little about the indigenous Samis" by Kari Oliv Vedvik in Science Nordic, 16 December 2011, <http://sciencenordic.com/children-know-little-about-indigenous-samis>
- **air policymaker:** "The Sami through their own perspective" by the United Nations Regional Information Centre for Western Europe, <https://www.unric.org/en/latest-news/27749-the-sami-through-their-own-perspective>
- **air scientist:** excerpts from "Under Northern Lights" by Glenn Ellis for Al Jazeera, 28 November 2013, <https://www.aljazeera.com/programmes/peopleandpower/2013/11/under-northern-lights-201311279432224643.html>
- **animal activist:** "Where Reindeer Are a Way of Life" by Nadia Shira Cohen in The Conversation, 16 December 2018, <https://www.nytimes.com/2018/12/16/world/europe/reindeer-norway-sami.html>
- **animal policymaker:** "Sami People of Lapland Struggle for Way of Life" by Karl Ritter in The Washington Post, 18 April 2004, <https://www.washingtonpost.com/archive/politics/2004/04/18/sami-people-of-lapland-struggle-for-way-of-life>
- **animal scientist:** "How will climate change affect Arctic caribou and reindeer?" by Conor Mallory in The Conversation, 30 November 2017, <https://theconversation.com/how-will-climate-change-affect-arctic-caribou-and-reindeer-86886>
- **food activist:** "Sweden's indigenous Sami people win rights battle against state" by David Crouch in The Guardian, 3 February 2016, <https://www.theguardian.com/world/2016/feb/03/sweden-indigenous-sami-people-win-rights-battle-against-state>
- **food policymaker:** "Climate change and the Finnish Sami" by SKYE for Aalto University and the Finnish Meteorological Institute, <https://ilmasto-opas.fi/en/ilmastonmuutos/vaikutukset/-/artikkeli/98d25017-430a-405b-80f3-ddefcc534d75/saamelaiset.html>
- **food scientist:** "Hunting and Gathering by the Sami" by Jonathan Snatic for the University of Texas, <https://www.laits.utexas.edu/sami/diehtu/siida/hunting/jonsa.htm>
- **land activist:** "Reporting on the Real Story of Sami Youth in Helsinki Archives" by Rebecca Goldfine Bowdoin College, 10 August 2018, <http://community.bowdoin.edu/news/2018/08/reporting-on-the-real-story-of-sami-youth-in-helsinki/>
- **land policymaker:** "Sweden's Sami struggle over land rights" by Sarah Edmonds for Reuters, 21 January 2007, <https://www.reuters.com/article/us-arctic-sami/swedens-sami-struggle-over-land-rights-idUSL0320809920070108>,
- **land scientist:** "The battle to save Lapland: 'First, they took the religion. Now they want to build a railroad'" by Tom Wall for The Guardian, 23 February 2019, <https://www.theguardian.com/world/2019/feb/23/battle-save-lapland-want-to-build-railroad>
- **oil & gas activist:** "Finnish indigenous Sami seek to end 'exploitative tourism'" by Agence France-Presse in The Jakarta Post, 26 September 2018, <https://www.thejakartapost.com/travel/2018/09/26/finnish-indigenous-sami-seek-to-end-exploitative-tourism.html>
- **oil & gas policymaker:** "Why an indigenous fancy dress gaffe by Norway's finance minister was no laughing matter" by Ingrid Amedby in The Conversation, 27 October 2017, <https://theconversation.com/why-an-indigenous-fancy-dress-gaffe-by-norways-finance-minister-was-no-laughing-matter-86096>
- **oil & gas scientist:** "Climate change in Lapland: The impact of global warming in the land of Santa Claus" by Josh Gabbatiss for The Independent, 23 December 2017, <https://www.independent.co.uk/environment/climate-change-lapland-santa-claus-father-christmas-reindeer-global-warming-a8113041.html>
- **trees & forests activist:** "Ancient Sami huts will be reborn in Russian Lapland forest" in The Helsinki Times, 21 March 2019, <https://www.helsinkitimes.fi/culture/16278-ancient-sami-huts-will-be-reborn-in-russian-lapland-forest.html>
- **trees & forests policymaker:** excerpts from "Boreal forest dwellers: the Saami in Sweden" by Lars-Anders Baer for the FAO, <http://www.fao.org/3/w1033e/w1033e05.htm>
- **trees & forests scientist:** (other) excerpts from "Boreal forest dwellers: the Saami in Sweden" by Lars-Anders Baer for the FAO, <http://www.fao.org/3/w1033e/w1033e05.htm>
- **water activist:** "Sámi activists win fishing rights case" by News Now Finland, 6 March 2019, <https://newsnowfinland.fi/domestic/sami-activists-win-fishing-rights-case>
- **water policymaker:** "Norway approves copper mine in Arctic described as 'most environmentally damaging project in country's history'" by Tom Batchelor for The Independent, 14 February 2019, <https://www.independent.co.uk/news/world/europe/norway-copper-mining-arctic-finnmark-pollution-environment-damage-fjords-a8778891.html>
- **water scientist:** "What the Sami people can teach us about adapting to climate change" by N Simon Tisdall in The Guardian, 10 March 2010, <https://www.theguardian.com/environment/2010/mar/10/sami-finland-climate-change>

## Day 6 | Friday 30 August

### CONSTRUCTING NATURE

READING NOTES: Ortner for Activists; Gerber for Policymakers; Demeritt for Scientists

Read your assigned piece concerning human-environment interactions. With your role group:

1. Define **social construction**. \_\_\_\_\_

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2. Define **dichotomy** and explain the **human-nature dualism**. \_\_\_\_\_

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Now discuss these theories with your resource team, learning about their articles. Consider:

3. What do typical human-nature interactions around your team's resource look like?

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4. What are some alternative approaches to humanity's relationship with your resource?

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## IMPACT ASSESSMENT

Continuing to consider the perceived dichotomy between nature and culture: Do you think an 'environmental impact assessment' and a 'social impact assessment' are different? What does it mean to merge or separate them? Do you think one is more important than the other?

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## ETHNOGRAPHIC REFLECTIONS

We've shifted now from Stockholm - a 'Green Capital', but also a very urban space - to the 'remote' Arctic and 'wild' landscape of Inari. What are the differences between these landscapes? How does comparing aid or confuse your experiences of the environment, the social construction of nature, and human-environment interactions?

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## Day 7 | Saturday 31 August

### DEBATING ECO-TOURISM

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#### READING NOTES

After perusing an article about tourism and thinking about the impacts you make when travelling, create a 'charter' for socially and environmentally ethical tourism. What should we do/avoid?

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

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#### IMPACT ASSESSMENT

Read Tyers' piece about flying in *The Conversation* to consider the environmental devastation involved in getting to the spaces we are visiting. What are some costs and benefits, to your resource and to you personally? Are our flights 'worth it'?

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Use a 'carbon calculator' to estimate the emissions made by our flights: \_\_\_\_\_ tonnes of CO<sub>2</sub>

How could you offset our carbon emissions from this Seminar? Give specific examples.

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You can use any calculator you like. One option that is free online: [climatecare.org/calculator/](https://climatecare.org/calculator/)

## ETHNOGRAPHIC REFLECTIONS

Would you consider yourself an ethical tourist on this trip? Why or why not? What about previous holidays you have taken with family and friends?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## DAY 7 ASSIGNED READING LIST

*Note: Students' coursebooks used on the Seminar are individualised, with printed copies of the articles included by resource and role for travel ease. This list is provided as an indicator of course readings.*

- **air activist:** "Climate change and air travel: why we have a responsibility to countries dependent on tourism" by Tom Baum in The Conversation, 22 July 2019, <https://theconversation.com/climate-change-and-air-travel-why-we-have-a-responsibility-to-countries-dependent-on-tourism-120462>
- **air policymaker:** "The carbon footprint of tourism revealed (it's bigger than we thought)" by Arunima Malik and Ya-Yen Sun in The Conversation, 7 May 2018, <https://theconversation.com/the-carbon-footprint-of-tourism-revealed-its-bigger-than-we-thought-96200>
- **air scientist:** "Can you be a sustainable tourist without giving up flying?" by Morgan Saletta in The Conversation, 24 October 2014, <https://theconversation.com/can-you-be-a-sustainable-tourist-without-giving-up-flying-33099>
- **animal activist:** "Not all fun and games: the missing ethics of animals in tourism" by Jim MacBeth in The Conversation, 9 October 2012, <https://theconversation.com/not-all-fun-and-games-the-missing-ethics-of-animals-in-tourism-8986>
- **animal policymaker:** "Going on safari? Research shows ecotourism can help save threatened species" by Guy Castley, Clare Morrison, and Ralf Buckley in The Conversation, 17 February 2016, <https://theconversation.com/going-on-safari-research-shows-ecotourism-can-help-save-threatened-species-54746>
- **animal scientist:** "Here's how your holiday photos could help save endangered species" by Kasim Rafiq in The Conversation, 22 July 2019, <https://theconversation.com/heres-how-your-holiday-photos-could-help-save-endangered-species-118085>
- **food activist:** "Food tourism rises as new trend in travel" by Muthi Achadiat Kautsar for The Jakarta Post, 14 October 2018, <https://www.thejakartapost.com/life/2018/10/14/food-tourism-rises-as-new-trend-in-travel.html>
- **food policymaker:** "Why it's OK to charge tourists more for chips" by Sally Everett in The Conversation, 3 July 2017, <https://theconversation.com/why-its-ok-to-charge-tourists-more-for-chips-80234>
- **food scientist:** "Ecotourism could be making animals less scared, and easier to eat" by Daniel Blumstein, Benjamin Geffroy, Diogo Samia, and Eduardo Bessa in The Conversation, 23 October 2015, <https://theconversation.com/ecotourism-could-be-making-animals-less-scared-and-easier-to-eat-49196>
- **land activist:** "Is it ethical to take a luxury holiday in a 'developing' country?" by Paul Hanna in The Conversation, 29 August 2017, <https://theconversation.com/is-it-ethical-to-take-a-luxury-holiday-in-a-developing-country-80984>
- **land policymaker:** "Our national parks need visitors to survive" by Susan Moore, Betty Weiler, Brent D Moyle, and Paul FJ Eagles in The Conversation, 7 August 2013, <https://theconversation.com/our-national-parks-need-visitors-to-survive-15867>
- **land scientist:** "In the age of cheap flights, city breaks and world cruises, how to make your holiday better for the environment" by Brendan Canavan in The Conversation, 19 December 2017, <https://theconversation.com/in-the-age-of-cheap-flights-city-breaks-and-world-cruises-how-to-make-your-holiday-better-for-the-environment-85478>
- **oil & gas activist:** "Can tourism really have conservation benefits?" by Guy Castley in The Conversation, 12 July 2011, <https://theconversation.com/can-tourism-really-have-conservation-benefits-1337>
- **oil & gas policymaker:** "Climate change and air travel: why we have a responsibility to countries dependent on tourism" by Tom Baum in The Conversation, 22 July 2019, <https://theconversation.com/climate-change-and-air-travel-why-we-have-a-responsibility-to-countries-dependent-on-tourism-120462>
- **oil & gas scientist:** "Climate change, tourism and the Great Barrier Reef: what we know" by Allison Anderson in The Conversation, 27 May 2016, <https://theconversation.com/climate-change-tourism-and-the-great-barrier-reef-what-we-know-60108>
- **trees & forests activist:** "Ecotourism could help the Amazon reduce deforestation and handle climate change" by WWF News, 24 March 2009, <http://amazonwaters.org/noticia/case-for-citizen-science/>
- **trees & forests policymaker:** "How wildlife tourism and zoos can protect animals in the wild" by Stephen Garnett and Kerstin Zander in The Conversation, 18 May 2014, <https://theconversation.com/how-wildlife-tourism-and-zoos-can-protect-animals-in-the-wild-26521>
- **trees & forests scientist:** "European holidays are pushing wild plants towards extinction" by Mark Ballantyne and Catherine Pickering in The Conversation, 3 December 2013, <https://theconversation.com/european-holidays-are-pushing-wild-plants-towards-extinction-20809>
- **water activist:** "World Water Day: Is it ethical to holiday in water-starved countries?" by Lorna Parkes in The Conversation, 22 March 2018, <https://www.independent.co.uk/travel/news-and-advice/world-water-day-holidays-drought-responsible-tourism-cape-town-cyprus-jordan-a8268556.html>
- **water policymaker:** "A green and happy holiday? You can have it all" by Christopher Warren and Alexandra Coghlan in The Conversation, 22 September 2016, [theconversation.com/a-green-and-happy-holiday-you-can-have-it-all-65038](https://theconversation.com/a-green-and-happy-holiday-you-can-have-it-all-65038)
- **water scientist:** "The case for citizen science in the Amazon" by Natalia Piland in The Conversation, 9 November 2017, <http://amazonwaters.org/noticia/case-for-citizen-science/>
- **for everyone:** "It's time to wake up to the devastating impact flying has on the environment" by Roger Tyers in The Conversation, 11 January 2017, <http://theconversation.com/its-time-to-wake-up-to-the-devastating-impact-flying-has-on-the-environment-70953>

## Coursebook Check-In | due by 7pm on Saturday 31 August

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### EPISTEMIC THEORY

#### YOUR PREP

The professor will again review your coursebook and participatory engagement to provide mid-Seminar feedback about both. Questions or feedback on the course for her should go below!

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#### PROFESSOR'S FEEDBACK

About your reading notes: \_\_\_\_\_

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About your impact assessments: \_\_\_\_\_

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About your ethnographic reflections: \_\_\_\_\_

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About your participation and engagement: \_\_\_\_\_

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On Tuesday, you will submit your full coursebook. If marked right now, your grades:

Field notes: \_\_\_\_\_ Impact assessment: \_\_\_\_\_ Experiential interaction: \_\_\_\_\_

If you're happy with these projections, just carry on for a few more days! If you'd like to improve them, the professor will review not just the next few days' notes but also the beginning of the handbook while determining your final grade. Feel free to go back and add comments to previous reflections. This will be especially effective if you respond to areas where the professor has asked questions or raised concerns. As always, you're welcome to meet with the professor to discuss.

## Day 8 | Sunday 1 September

### REDUCING IMPACT

#### READING NOTES

Today, your team's scientist will consider sustainable advances in urban infrastructure; its policymaker must address the political will necessary to reduce resource use in city spaces; and the activist can critique equity issues surrounding these processes. Read your article and share its key points with your team, learning from their perspectives as well. Then, answer the following:

1. What makes you most optimistic about the future of 'eco-cities'? Most worried?

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2. What did a teammate bring up from their reading that wasn't identified in your article?

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#### IMPACT ASSESSMENT

Cycling is generally assumed to be much more environmentally friendly than motorised transport. But is it really? Daniel Thorpe has established a metric for carbon dioxide equivalents (CO<sub>2</sub>e) that allows unit-for-unit comparison of gas emissions based on their climate change impact. And the news isn't all that good - because agriculture also has serious environmental impacts. A bacon-fuelled commute may contribute more to global warming than sitting pretty in a Prius...

Mode of Transport	Energy Consumption (MJ/passenger-km)	Climate Impact (gCO <sub>2</sub> e/p-km)
Prius carpool (2 people)	.85	
Prius (1 person)		150
Biking, vegan diet	.11	40
Biking, average US diet		65
Biking, paleo diet		135
25mpg carpool (2)		300
25mpg car (1 person)	3.3	

**Step 1.** Simple maths: Fill in the table!

**Step 2.** Estimate the distance you cycled:  
\_\_\_\_\_ kilometres

**Step 3:** Calculate your Climate Impact:  
\_\_\_\_\_ kilometres

x \_\_\_\_\_ gCO<sub>2</sub>e/km

= \_\_\_\_\_ gCO<sub>2</sub>e

Now calculate your impact per person if your resource team was all in a Prius with your guide:

\_\_\_\_\_ kilometres x \_\_\_\_\_ gCO<sub>2</sub>e/km with 1 person ÷ \_\_\_\_\_ passengers = \_\_\_\_\_ gCO<sub>2</sub>e

*Should you have saved calories?* Think about what should be considered beyond these basic, one-dimensional calculations (the 3Ps might help frame a response)!

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Check out more: <https://keith.seas.harvard.edu/blog/climate-impacts-biking-vs-driving>

## ETHNOGRAPHIC REFLECTIONS

You have seen quite a number of ‘green’ buildings, neighbourhoods, and plans in Stockholm and Copenhagen. Which has been your favourite or least favourite? Which seems to be most effective, in terms of reducing environmental impact? Which do you think is most likely to create problems for environmental justice? Why? Compare at least one initiative from each city.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## DAY 8 ASSIGNED READING LIST

*Note: Students' coursebooks used on the Seminar are individualised, with printed copies of the articles included by resource and role for travel ease. This list is provided as an indicator of course readings.*

- **activists:** “Who Benefits When a City Goes Green?” by Alexis Lipsitz Flippin, 25 April 2018, Next City, <https://nextcity.org/daily/entry/who-benefits-when-a-city-goes-green>
- **policy makers:** “3 Ways Cities Can Become More Sustainable” by Chan Heng Chee, 9 July 2018, Scientific American, <https://blogs.scientificamerican.com/observations/3-ways-cities-can-become-more-sustainable/>
- **scientists:** “Urban Innovations That Are Making Cities Better” by Mattea Jacobs, 7 July 2018, altenergymag, <https://www.altenergymag.com/article/2018/07/urban-innovations-that-are-making-cities-better/29007>

## Day 9 | Monday 2 September

### THINKING ECOCENTRICALLY

#### READING NOTES

After reading your assigned piece and considering all that you've done over the past week:

1. Define **anthropocentric** and identify a problem with its way of thinking. \_\_\_\_\_

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2. Define **ecocentric** and suggest a drawback to its approach. \_\_\_\_\_

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3. Summarise the issue raised in your article. Would anthropocentric and ecocentric value systems suggest different solutions or conclusions to the concern? How and why?

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#### IMPACT ASSESSMENT

Freetown Christiania is known for many things, including both environmental friendliness and recreational drug use. But are these paradoxical? Explore the cost of producing weed indoors.



Do you think this is a problem? \_\_\_\_\_

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How does weed fare, relative to other crops? Include specific numbers for water and energy use.

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Beyond resource use, what are some other issues with growing weed and other crops? Think ecocentrically about the effects of agriculture on non-human animals and ecosystems.

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Check out more: <http://grist.org/living/everything-you-need-to-know-about-pots-environmental-impact/>

## ETHNOGRAPHIC REFLECTIONS

You spent time with reindeer and huskies, and now have toured Denmark's National Aquarium. How do you view human and non-human animal relations? Has this changed this past week? You might consider: Did you feel like your recent interactions with non-human animals has been ethical? Were they commoditised as an experience, food, or souvenir product for sale to tourists? Is this a problem? Does the answer change when thinking ecocentrically?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## DAY 9 ASSIGNED READING LIST

*Note: Students' coursebooks used on the Seminar are individualised, with printed copies of the articles included by resource and role for travel ease. This list is provided as an indicator of course readings.*

- **activists:** “We can’t prevent climate change, so what should we do?” by David Schlosberg in The Conversation, 12 March 2012, <https://theconversation.com/we-cant-prevent-climate-change-so-what-should-we-do-5740>
- **policymakers:** “Setting aside half the Earth for ‘rewilding’: the ethical dimension” by William Lynn in The Conversation, 26 August 2015, <https://theconversation.com/setting-aside-half-the-earth-for-rewilding-the-ethical-dimension-46121>
- **scientists:** “Rather than being free of values, good science is transparent about them” by Kevin Elliott in The Conversation, 6 November 2017, <https://theconversation.com/rather-than-being-free-of-values-good-science-is-transparent-about-them-84946>



## Day 10 | Tuesday 3 September

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### MAKING CHANGE

#### READING NOTES

Believe it or not, the Seminar is now at an end, and it's time to head to London or Florence. Before our adventure is over, read one last article, this one about how the country you'll be living in for the next several months interacts with your resource. Use it to inspire a few ideas for your creative report (due 19 September), team policy brief (26 September) and theoretical essay (due 10 October). Jot down ideas for each assignment. **Be sure to review the assignment rubrics!**

Creative Report: \_\_\_\_\_

\_\_\_\_\_

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Policy Brief: \_\_\_\_\_

\_\_\_\_\_

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Theoretical Essay: \_\_\_\_\_

\_\_\_\_\_

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#### IMPACT ASSESSMENT

Let's get actionable with these things. Thinking about your time abroad over the next several months: What can you do to reduce the negative elements of your environmental impact this semester? What are you willing to commit to? How can you encourage others to do the same?

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

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\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

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## ETHNOGRAPHIC REFLECTIONS

You've just completed a really whirlwind adventure through a great number of massive issues and new places. How have you changed? What have you learned? What will you remember?

[illegible]

## DAY 10 ASSIGNED READING LIST

*Note: Students' coursebooks used on the Seminar are individualised, with printed copies of the articles included by resource and role for travel ease. This list is provided as an indicator of course readings.*

- **Florence's air policymaker:** "Why Italian Populists Are Abandoning Green Energy" by Chiera Albanese and William Wilkes for Bloomberg, 6 December 2018, <https://www.bloomberg.com/news/features/2018-12-06/why-italian-populists-are-abandoning-green-energy>
- **Florence's air scientist:** "Luigi Cassar, Gian Luca Guerrini and team (Italy)", Finalists for the European Inventor Award with the European Patent Office, 2014, <https://www.epo.org/learning-events/european-inventor/finalists/2014/cassar.html>
- **Florence's animal activist:** "Wild boars run amok in the city of Genoa, as abandoned rural areas are 'rewilded'" by Robert Hearn for The Conversation, 20 April 2018, <https://theconversation.com/wild-boars-run-amok-in-the-city-of-genoa-as-abandoned-rural-areas-are-rewilded-102752>
- **Florence's food activist:** "Row erupts between Italy's Parma ham makers and activists over pig welfare" by Andrew Wasley et al. for The Guardian, 30 March 2018, <https://www.theguardian.com/environment/2018/mar/30/row-erupts-between-italys-parma-ham-makers-and-activists-over-pig-welfare>
- **Florence's food policymaker:** "Italy's Florence bans eating in the street" by Maureen O'Hare for CNN, 6 September 2018, <https://edition.cnn.com/travel/article/florence-street-eating-ban/index.html>
- **Florence's land activist:** "Italy's populist government plans to reward fertile families with state land in bid to boost birth rate" by Andrea Vogt for The Telegraph, 31 October 2018, <https://www.telegraph.co.uk/news/2018/10/31/italys-populist-government-plans-reward-fertile-families-state/>
- **Florence's oil & gas activist:** "The EU wants to fight climate change - so why is it spending billions on a gas pipeline?" by Aled Jones for The Conversation, 9 February 2018, <https://theconversation.com/the-eu-wants-to-fight-climate-change-so-why-is-it-spending-billions-on-a-gas-pipeline-91442>
- **Florence's oil & gas scientist:** "Eni reports record oil and gas production" by Andrew Ward for The Conversation, 16 February 2018, <https://www.ft.com/content/41281640-12f3-11e8-8cb6-b9ccc4c4dbbb>
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## Coursebook Submission | due by 11pm on Tuesday 3 September

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### FULL SEMINAR

#### YOUR PREP

The professor will now review the entirety of your coursebook and your engagement during the Seminar to assign a final grade for your experiential interaction, field notes, and impact assessment. Anything you would like her to be aware of?

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#### PROFESSOR'S FEEDBACK

In addition to the grades and summary below, the professor will make notes throughout your coursebook about themes and ideas she thinks you might return to or explore further for your creative report, policy brief, and theoretical essay. Make sure to reread all of your notes, paying special attention to what she has flagged, as you prepare the rest of your work for this Seminar!

**Experiential interaction final mark:** \_\_\_\_\_ **Notes from professor:** \_\_\_\_\_

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**Field notes final mark:** \_\_\_\_\_ **Notes from professor:** \_\_\_\_\_

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**Impact assessment final mark:** \_\_\_\_\_ **Notes from professor:** \_\_\_\_\_

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**Current projected grade (based on 50% of the Seminar's assessed work):** \_\_\_\_\_

If you have concerns or questions about these grades, or your performance on the remaining pieces of work, please email to make an appointment with the professor. Remember that the earlier you speak with her, the more time you'll have to make any necessary changes!