

Identity and Place

Course Syllabus

Schedule: A schedule of all sessions is handed out at our first session.

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Office Hours: Due to the unorthodox nature of our schedule, we communicate office hours on a week-by-week basis. We also accept appointments for whenever we are in the community.

NOTE on USFQ Equivalency Courses: *Students will enroll via the USFQ on-line system and may take this course as ANT 380 (Eco-Anthropology) or ECL 310 (Human Ecology), each with their own comparable syllabus, in Spanish, and available upon request.*

Course Description:

This course asks students and community counterparts to examine who they are as related to the ever-changing environment in which they live. For this course, environment is approached broadly. While it most often refers to the immediate world around us, this course asks students to see the interconnections between one's present surroundings and a global ecology. The Amazon Rainforest, home to our host community and natural resource to the global community, serves as the inspiring force in our continuous dialogue that seeks the reconstruction of our identity as related to the concept of place. Both local counterparts and international students participate in the discussions. While challenging, cutting-edge readings are required of international students, local counterparts read stories and periodicals, as well as conduct community interviews, to engage the conversation. This implies that our readings are not examined only as theory; rather, we discuss them for their practical application to our current lived reality. The aim is that our conversations are carried over into creative application through our two methodology or arts-based courses.

General Objectives

Students and their counterparts will develop a theoretical foundation on the relationship between humanity and its environment, and by applying the concepts to our current lived reality, they will form informed opinions as to how this relationship, as well as our individual and collective identities, are altered and transformed due to ever-changing global and local realities.

Specific Objectives

- Develop greater awareness of the conceptual relationship between humanity and its environment
- Progress in how each one of us defines our self and collective identities with relationship to the environment in which we live.
- Collect and analyze local and/or regional stories with relationship to the learned concepts in order to develop a clear understanding of the social, economic and cultural consequences at both the local and global levels.

- Acquire a general understanding of research techniques that allow us to collect regional and local information to support the collected stories.
- Identify local, regional and global problems, developing tools to help us think proactively and generate alternative solutions to problems, borrowing methodologies from other courses such as Theater for social action and Design and Evaluation of Projects.

General Content

This course will explore *identity* and *place* from a cross-disciplinary perspective, pulling mostly from the fields of human & political ecology and cultural anthropology, with complementary readings and discussions from the humanities, such as comparative mythology, and the social sciences, such as political science and sociology. The course develops in the following manner: a) a brief look at how we observe and reflect as related to the reality around us; b) how identity has been shaped through human-nature relationship throughout history, b) how the diverse struggles to access and control natural resources define our identities as societies; and finally, c) how we can rethink our collective identity (or identities) by examining our globalized society as interconnected local and global communities.

Evaluation:

This is a content based class with application purposes and therefore personal and group reflection of theories and general content will count as 50% of the class grade, while the other 50% will be based on the practical application of reflections.

Qualitative research exercise	15%
Journal	15%
Individual project	25%
Group project	25%
Class participation	20%

Readings:

- Adams, W.M (2001), "Green Development". Routledge, Londo. Second edition, Chapters 1, 7, 8,13.
- Babbie, Earl. (2005).*The Basics of Social Research*. Wadsworth, Third edition. (Selections)
- Campbell, Joseph (1991). "The power of myth". New York: First Anchor Books.
- Canelos, Franklin. (2011). Derecho al desarrollo: los pilares del buen vivir. En "Debates sobre cooperación y modelos de desarrollo: Perspectivas desde la sociedad civil en el Ecuador". Coordinadora Gabriela Weber. Centro de Investigaciones CIUDAD, Observatorio de la Cooperación al Desarrollo en Ecuador.
- Escobar, Arturo. (1998). "*La Invención del Tercer Mundo*", Ed. Norma. Bogota. *Capítulo 5: Poder y visibilidad: Fábulas de campesinos, mujeres y medio ambiente, pg.374-396*
- Friedman, Jonathan (1994). "*Cultural Identity and Global Process*". London: Sage Publications. (Selections).
- Galeano, Eduardo. (1992). "*Ser como ellos y otros artículos*". Siglo Veintiuno Editores: México. (Selected chapters)

- Getty, Adele. (1983). Finding the native within: Developing a “sense of place” must start in our own psyche and work outwards. Originally published in “Rediscovering the North American Vision”. <http://www.context.org/iclib/ic03/getty/>
- Haboud, Marleen. Identidad étnica. Algunos conceptos (on line)
- Kane, Joe. (1995). “Savages”. Vintage Books, New York. (Selected chapters)
- Macas, Luis. (2011), *Diferentes vertientes para un Nuevo paradigma de desarrollo*. En “Debates sobre cooperación y modelos de desarrollo: Perspectivas desde la sociedad civil en el Ecuador”. Coordinadora Gabriela Weber. Centro de Investigaciones CIUDAD, Observatorio de la Cooperación al Desarrollo en Ecuador.
- Morin, Edgar and Nicolas Hulot. (2008). “El año I de la era ecológica”. Ed. Paidós Ibérica, S.A. Barcelona, España. (Selected chapters)
- Noroña, María Belén. (2014). “La toma de la laguna”. Abya-Yala, Quito. (Selected chapters)
- Perreault, Tom. (2003). “A people with our own identity: toward a cultural politics of development in Ecuadorian Amazonia”. Environment and Planning Development Society and Space 21, no.5: 583-606.
- Rodes, Robert. E. (2006). La ciencia de la sustentabilidad en comunidades indígenas: Reconciliando las agendas locales con las globales. En “Desarrollo con identidad: comunidad, cultura y sustentabilidad en los Andes”. Editado por Robert E. Rodes. Ed, Abya Yala, Quito.
- Steinberg, Kincheloe. (1999). Repensar el Multiculturalismo. Barcelona: Octaedro. (Selections)
- Watts, Michael and Richard Peet (2004). *Liberating political ecology*. In “Liberation Ecologies”. Ed by Richard Peet and Michael Watts. Routledge, London.
- Weisman, Alan. (2007). “El Mundo sin nosotros”. Barcelona: Random House Mondadori, S.A

Local Readings: Local counterparts read the Theme-based readings and different Practice-based readings mainly from periodicals, magazines, documentaries, easy case studies, amongst others. A list of these is made available at the first class session.

Specific Content

3 hour Block	Content	Readings and Projects
1	<p><i>Understanding our reality</i> Introduction to inquiry, paradigms, what is real and what is not, who decides what is truth and how?. How facts become science?</p>	<p>Readings: Babbie, Earl. (2005). <i>The Basics of Social Research</i>. 3rd.ed. (Selections)</p> <p>Qualitative research exercise in class</p>
2	<p><i>Understanding our reality</i> Qualitative methods of research: Making notes, active listening, interviews, the participant as observer and participatory mapping. Participatory research and its importance</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Babbie, Earl. (2005). <i>The Basics of Social Research</i>. 3rd.ed. (Selections) • Robert. E Rodes, La ciencia de la sustentabilidad en comunidades indígenas: Reconciliando las agendas locales con las globales. En “Desarrollo con identidad: comunidad, cultura y sustentabilidad en los Andes”. Editado por Robert E. Rodes. Ed, Abya Yala 2006.

		<p>Qualitative research exercise in class</p>
3	<p><i>Human – Nature relationship I</i> Different perspectives and points of view, from comparative mythology to economic theory.</p>	<p>Assign: Instructions for journal assignment</p> <p>Reading:</p> <ul style="list-style-type: none"> • Joseph Campbell, The power of myth. (Selections – The Eden Garden myth) • Chief Seattle, <i>Letter, sent by Chief Seattle of the Dwamish Tribe in Washington to President Pierce in 1855</i>. Originally published in Context Journal, “Rediscovering the North American Vision”, 1983. • http://www.context.org/iclib/ic03/seattle/ • Karl Marx (1977). “Capital”. New York: Vintage Books (Selections) <p>Qualitative research presentation</p>
4	<p><i>Human – Nature relationship II</i> Case studies portraying cultural anthropology theory and political ecology theory.</p>	<p>Assign: Instructions for individual project will be given.</p> <p>Review: Journal entry revision No.1 (Journal work will be used in final group project)</p> <p>Reading: Savages, Joe Kane. Spanish versión - Introducción y traducción de Paolo Catelan. Edición: Maricruz González Cárdenas. El material publicado en PanNatura (Selected chapters)</p> <p>Edgar Morin, Nicolas Hulot. “El año I de la era ecológica”. Ed. Paidós Ibérica, S.A. Barcelona, España. Pg.33-47, 117-124.</p>
5	<p><i>Human – Nature relationship III</i> Different perspectives and points of view, from cultural anthropology theory and political ecology theory.</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Michael Watts, Richard Peet. Liberating political ecology. In <i>Liberation Ecologies</i>. Ed by Richard Peet and Michael Watts. • W.M Adams, “Green Development” Routledge, 2001, Second edition., Chapters 1, 7, 8,13. • Luis Macas, Diferentes vertientes para un Nuevo paradigma de desarrollo. En “Debates sobre cooperación y modelos de desarrollo: Perspectivas desde la sociedad civil en el Ecuador”. Coordinadora Gabriela Weber. Centro de Investigaciones CIUDAD, Observatorio de la Cooperación al Desarrollo en Ecuador.
6	<p><i>Defining self and community identity in relation to nature/place I</i></p> <p>Case studies of communities struggling to define and redefine their individual and collective identities as they adapt to their environment.</p>	<p>Review: Journal entry review No.2 (Journal work will be used in final group project)</p> <p>Readings: Tom Perreault. 2003 “A people with our own identity: toward a cultural politics of development in Ecuadorian Amazonia”. Environment and Planning Development Society and Space 21, no.5: 583-606.</p>

7	<p><i>Defining self and community identity in relation to nature/place II</i></p> <p>Case studies of communities struggling to define and redefine their individual and collective identities as they adapt to their environment.</p>	<p>Assign: Instructions for Group Project will be given</p> <p>Readings: María Belén Noroña. 2014. <i>La toma de la laguna</i>. (Selected chapters)</p>
8	<p><i>Defining self and community identity in relation to nature/place III</i></p>	<p>Student presentation: Individual project presentation and group discussion – <i>Methodologies from other classes are welcomed for this presentation</i></p>
9	<p><i>Defining self and community identity in relation to place/migration</i></p>	<p>Review: Journal entry review No. 3</p> <p>Readings:</p> <ul style="list-style-type: none"> • Friedman 1994. <i>Cultural Identity and Global Process</i>. London: Sage Publications. (Selections). • Adele Getty, Finding the native within: Developing a “sense of place” must start in our own psyche and work outwards. Originally published in In Context Journal, “Rediscovering the North American Vision”, 1983. http://www.context.org/iclib/ic03/getty/ • Galeano. 1992. <i>Ser como ellos y otros artículos</i>. Siglo Veintiuno Editores: México. (Selected chapters) • Haboud, M. Identidad étnica. Algunos conceptos (on line) • Kincheloe, Steinberg. 1999. <i>Repensar el Multiculturalismo</i>. Barcelona: Octaedro. (Selections)
10	<p><i>The politics of access and control over natural resources</i></p> <p>Deconstructing our reality, how power is consolidated, the role of discourse, technology as a tool for transformation, community empowerment and grassroots responses to development.</p>	<p>Review: Professor will review the progress of the Group Project</p> <p>Readings:</p> <ul style="list-style-type: none"> • Escobar A, “<i>La Invención del Tercer Mundo</i>”, <i>Capítulo 5: 374-396</i> • Franklin Canelos, <i>Derecho al desarrollo: los pilares del buen vivir</i>. En “<i>Debates sobre cooperación y modelos de desarrollo: Perspectivas desde la sociedad civil en el Ecuador</i>”. Coordinadora Gabriela Weber. Centro de Investigaciones CIUDAD, Observatorio de la Cooperación al Desarrollo en Ecuador.
11	<p><i>The politics of access and control over natural resources</i></p> <p>Nature and power: How the world would look like without us.</p>	<p>Review: Professor will review the progress of the Group Project.</p> <p>Readings: Alan Weisman, 2007. “<i>El Mundo sin nosotros</i>”, Traducido por Francisco J. Ramos. Capítulos 1, 2, 3, 17.</p>
12	<p><i>The politics of access and control over natural resources</i></p> <p>Class discussion: Roles and actions of individuals and communities as related to</p>	<p>Student Presentation: Presentation of Group Projects: Group 1, 2.</p> <p>Readings:</p>

	the global-local sustainability conflict; Present Group Projects to class	Edgar Morin, Nicolas Hulot. "El año I de la era ecológica". Ed. Paidós Ibérica, S.A. Barcelona, España. Pg.61-86, 102-108, 125-145.
13	<i>The politics of access and control over natural resources</i> Class discussion: Roles and actions of individuals and communities as related to the global-local sustainability conflict; Present Group Projects to class	Student Presentation: Presentation of Group Projects: Group 3, 4.
14	<i>Practical application of theories and case studies</i> Class discussion: How our lives could change as consequence of the learning process, how our identities are being reshaped, what to do when we return to our normal lives. Review of examples of what other people are doing around the world to make a difference. Including NGOs, communities, families, individuals.	Movies: Movies: The Story of Stuff, Story of Change (Spanish) http://storyofstuff.org/movies/
15	Practice for the community final presentation The class will work on finishing up the final projects and present all of them to the community as one narrative. Coordination with other classes is required in order to rehearse the presentation.	Community presentation rehearse
FINAL	Presentation of Final Project to community	Present final group projects to the community