

CROSS-CULTURAL EXPLORATION IN DEVELOPMENT - NEPAL

Food Forever PSSC 390

Course Description:

Are you concerned about the quality of your food, where it comes from, and how it is produced? Are you concerned about your impact on this planet and how you can maintain a healthier and more sustainable lifestyle? Are you interested in understanding more about the science underlying lifestyle choices? Then, get geared up for a stimulating experience!

During five weeks in the vicinity of Kathmandu, Nepal, you will see, hear, and discuss critical challenges facing food producers and consumers. You will learn about how people in Nepal and elsewhere have adapted food production systems to environments around the world, and you will understand how agriculture has evolved into the intensive, mechanized production systems that we take for granted in the United States. **Most importantly, you will be better able to evaluate choices in your life and make informed decisions affecting your own resource use and food supply.**

Term

Summer 2020

Instructors

Rich Rosecrance

Contact Information in Chico

Dr. Rich Rosecrance
223 Plumas Hall
530 898-5699
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Course Goals:

1. Explore how to live life in a more sustainable manner.
2. Study the ecological foundation of food production systems.
3. Compare the cultural and environmental context of agricultural systems in Nepal.
4. Explore factors that influence the viability and sustainability of agricultural production systems.

5. Provide a forum for the sharing of ideas and information about challenges of human survival and maintaining a healthy planet.
6. Improve ability to think critically about ecological issues as they relate to food production and life style decisions.
7. Work and socialize with students of another culture to gain communication skills, mutual respect, and understanding.

General Education Course Outcomes

With diligence, each student can acquire the following benefits from this course:

Sustainability: this is intrinsic to the entire course. Students will demonstrate knowledge of ecosystem dynamics in association with food production, and they will explore and assess the impacts of management on essential resources and ecosystem services. By the end of the semester, they will understand the ramifications of their own decisions on the sustainability of their own quality of life.

Active Inquiry: comprises much of the activities in the course. Students will ask questions underlying complex conflicts over resources; they will research and identify scholarly sources of information; and they will interpret information in an effort to evaluate possible solutions.

Critical Thinking: Students will identify questions that are important to them and consider the kind of evidence that would help them to answer those questions. They will analyze the evidence in global and local contexts

Course Requirements

- 5 quizzes
- 3 two-page blogs
- Two-page reflection on volunteer activity
- Two conflict resolution matrices and analysis
- Research project and presentation with Nepali partner
- Important note:

The course will require several 3-6 hour treks in remote, mountainous areas of Nepal over uneven terrain in potentially inclement weather.

Reading

All readings are in the course reader or online.

Grading

ITEM	% of total grade
Case report	10
Assignments*	20
Quizzes	25
Oral presentation	20
Participation/discussion	25
TOTAL	100

A = 92-100
 A- = 90-91
 B+ = 88-89
 B = 82-87
 B- = 80-81
 C+ = 78-79
 C = 72-77
 C- = 70-71
 D+ = 68-69
 D = 60-67
 F = <60

* Includes discussion assignments, drafts, and other homework.

Course Management/Policies

The course is divided up into several modules, comprising the major topics of the course. Each module consists of several activities, readings, and a study guide.

Assignments:

There will be assignments associated with the weekly topics and field trips. It is recommended that students keep a copy of all submitted assignments.

Case Report and Course Project:

These will involve answering preliminary questions, doing interviews and research, turning in a draft, critiquing other students' drafts, and then presenting a final version and oral report.

Quizzes:

There will be one or two quizzes each week to check your understanding of course material.

Response to study guide questions:

These are not required to be turned in, however students are strongly urged to answer the study guide questions to focus their attention on key concepts in preparation for quizzes!

Late work:

Late work will be accepted with a penalty. Talk to me **before the due date** if you have a problem.

Readings:

Assigned each week. Readings for which there are study guide questions are the most important for quiz study. The other readings are to help you with gaining a general understanding of course concepts.

Students with disabilities

Please understand that the exigencies of travel in Nepal may make it difficult to accommodate certain disabilities. If you need course adaptations or accommodations because of a disability, please email, make an appointment, or see me as soon as possible. Students with disabilities requesting accommodations must register with the Accessibility Resource Center (ARC) (<http://www.csuchico.edu/arc/>) on the campus (tel: 530 898-5959) to establish a record of their disability.

Plagiarism and Academic Integrity

Your own commitment to learning, as evidenced by your enrollment in the university requires you to be honest in all your academic course work. Even if students study or collaborate together on assignments, they are expected to submit their own assignments independently. Each person is also responsible to see that her/his work is not used or submitted by another unless expressly permitted (by the instructor) and is appropriately acknowledged. For more information, see Executive Memorandum 04-36 in the current CSU, Chico catalog.

If there is evidence that you have been involved in any form of academic dishonesty, you will receive a lowered grade or an "F" on the assignment or an "F" grade for the course, and a report will be provided to Student Judicial Affairs for further action.

Suggestions on Harmonizing with the Flow of the Course:

1. Plan your time carefully so that you systematically work through completion of the course activities. We will schedule free time for you to keep up with course work and explore the Kathmandu vicinity. This program is inevitably a juggling act among many enticing things to do!
2. There is a deadline for each activity and each section. In order for you to get credit for your efforts and for you to successfully complete the course, it is essential that you keep up the course schedule!
3. There is a study guide for each section of the course. Each one contains vocabulary and review questions that will help you to focus on key concepts. I strongly suggest that as you work on each section, you keep the study guide next to you as you do readings and review your notes.
4. You and your classmates will be assigned **study groups**. Please sit by your group in class, as we will frequently have group activities.
5. As you complete the activities of each section, be sure that you can answer all of the questions in the study guide. If you are unsure about your answers, you have a couple options: --share ideas with your classmates or seek help from the instructors.
6. Pace yourself! The course schedule is intense, and the Kathmandu environs are fascinating with much to see and do. Students often want to keep going 24-hours each day, and it is easy

- to get exhausted. Besides exploring the sights, plan your free time to allow for studying and getting enough sleep.
7. The dress code on university campuses in Nepal is more formal than in the U.S. Students should dress professionally, i.e., no shorts, t-shirts, or sleeveless blouses.
 8. Students will receive a detailed weekly description of activities and field trips. Since it will be the beginning of monsoon season in Nepal, it will be warm and humid. A hat, umbrella, water bottle, and sunscreen will be standard gear for field trips.
 9. **Your questions and comments are always welcome!!!**
Please share your questions, suggestions, and ideas with the other students and instructors.

Course Activities

Culture and Language

During the first weekend in Nepal, there will be a two-hour language lesson to introduce basic vocabulary and phrases. On three days the first week and during each following week, there will be continuing language and cultural orientation sessions for an hour in the mornings.

Class Meetings and Activities

Morning class sessions will meet in a classroom near the student lodging in the Sanepa area of Kathmandu. Field trips will usually be conducted in the afternoons. Transportation to field trip sites will be arranged by the instructor.

Free Time

There will be free time available on some afternoons and on weekends. There will usually be an optional activity planned, such as a cooking lesson, temple excursion, market visit, or bicycle ride. However, the instructors will assist students to pursue their own interests.

Service Learning Activity

Students will be encouraged to participate in a service learning activity, such as assisting at a school or local orphanage. Options will be discussed during the first week of classes.

Student Computing

Having your own laptop computer is highly recommended, but may be an inconvenience if further traveling is planned after the course. It is also recommended that students bring a flash drive for saving and storing their work.

Student Services

There are some facilities and services available around the campus and nearby. Please see the instructor when you have any needs. They will assist you in any way they can.

Policies Regarding Personal Conduct

- All class participants are expected to exhibit respectful behavior to other students and the instructors.
- All students have the right and privilege to learn in the class, free from harassment and disruption.
- Inappropriate or disruptive behavior will not be tolerated, nor will lewd or foul language.

Academic Rigor

Academic rigor means the consistent expectation of excellence and the aspiration to significant achievement. It should pervade the entire atmosphere of the University--teaching and learning, curriculum, evaluation of student and faculty, outreach, admissions, advising, and student life.

FOOD FOREVER

OUTLINE

I. Introduction

- A. Human Food Needs and Agriculture at the Beginning of the 21st Century**
 - 1. Period of Rapid Change in the Use of Land and Resources
 - 2. Human Population Growth
- B. Why Study the Ecology of Food Production?**
- C. Overview of course**

II. Dynamics of Agroecosystems

- A. Ecosystem Concept**
 - 1. Structure (community)
 - 2. Energy flow
 - 3. Water cycling
 - 4. Nutrient cycling
- B. Agricultural ecosystems**
 - 1. Impact of human interventions
 - 2. Functional relationships
 - a. Plants
 - b. Animals
 - c. Soil
 - d. Climate

III. Types of Agroecosystems.

- A. Subsistence Systems**
 - 1. General characteristics
 - 2. Major types of present-day subsistence systems
- B. Intensive Agricultural Systems**
 - 1. Impetus
 - 2. Methods of intensification
 - 3. Characteristics
 - 4. Challenges related to management of intensive production systems
 - a. Water and Erosion
 - b. Agricultural Pests
 - c. Offsite Impacts of Agriculture Production

IV. Towards a Sustainable Society

- A. Your Ecological Footprint**
 - 1. Definitions
 - 2. Calculation
- B. Managing Holistically**
 - Balancing social, environmental, and economic considerations

Wk	Date	Topics, Readings, Assignments, Deadlines
1	June 8	<p>Introduction to Food Challenges and Overview of Nepal – geography, resources, people</p> <p>Read: Lonely Planet, pp. 322-356</p> <p>Activities: visit to burning ghats at Pashupatinath Temple; visit to Bodhanath Stupa, and National Museum; walk to Patan temples and monk chat; Swayambhu Stupa</p> <p>Homework: Quiz, reflection blog, assigned discussion</p>
2	June 15	<p>Ecosystem Dynamics and Agroecosystems</p> <p>Read:</p> <ul style="list-style-type: none"> • Living in the Environment, chap 1-3 • Lamatar Community Forest case study <p>Activities: Jungle walk and forest ecology; home stay in Bandipur (Gurung village); visit to Siddha Gufa cave.</p> <p>Homework: Quiz, reflection blog, assigned discussion</p>
3-4	June 22	<p>Types of Agroecosystems</p> <p>Read:</p> <ul style="list-style-type: none"> • Nepali Times: <i>Silent Soldiers</i> • <i>The Waning Land of Apples</i> • CSM: <i>With men gone, women shake up farming in rural Nepal</i> • <i>It is Rocket Science</i> • Optional: <i>Melamchi Water Supply Project</i> <p>Activities: visit Natural Resource Conflict Transformation Center and Bhaktipur temples; trek to Sherpa village of Melamchigyang for home stay; service work.</p> <p>Homework: Quiz, plan project interviews</p>
4	June 29	<p>Activities: visit site of Guru Rimpoche’s teaching and cave; service work; project interviews.</p> <p>Homework: conduct project interviews</p>
5	July 6	<p>Personal Experiences and Interpretations</p> <p>Homework: eco-footprint calculation finish research and preparation for presentations</p> <p>Activities: project presentations</p>

CSU, Chico Cross-Cultural Exploration in Development - Nepal

RELS 323 Religion and Nature

Nepal is sacred land. It has been inhabited and traversed by practitioners of Hinduism, Buddhism, Bön, Christianity, Islam, and animism. Everywhere in the landscape—mountains, caves, rocks, temples, mani walls, chortens, prayer flags, and certain trees and plants—are reminders of how the world is imbued with spiritual significance.

Instructor: Lee Altier
Office location: Plumas 231
Email: LAltier@csuchico.edu
Phone: 530-636-2525
Class place/day/time: See program itinerary

Course Description and Goals: This class will explore multiple aspects of the relationship between religion and nature. How do religions shape our views of nature? What is the relevance of religion to the perception and resolution of environmental problems? How do religions view the ideal and appropriate relationship between humans and the natural world?

This course will explore various understandings of religion in its relationship to environment/ecology/nature. We will examine the development of the field of “religion and ecology” and the environmental movement, assess various religious communities’ responses to today’s environmental issues, and consider historical, cultural, ecological, and scriptural/theological bases for beliefs and practices related to nature across various traditions.

The course will emphasize field visits to museums, temples, monasteries, caves, and other sites of religious importance. It will also include opportunities for meeting and discussions with lamas, monks, and priests. Two home stays will be with families practicing animism and Tibetan Buddhism and will give students an opportunity to do interviews for their research projects.

Course text

Gary Snyder, *Turtle Island*

Recommended: Matthiessen, *The Snow Leopard*

All other readings will be available on Bb Learn as pdfs or links to online articles.

Course Requirements

- Participation in all program activities, including language/cultural lessons and field trips.
- 5 quizzes
- 3 two-page blogs
- Two-page reflection on volunteer service activity
- Two decision case analyses
- Research project and presentation with Nepali partner
- Important note:

The course will require several 3-6 hour treks in remote, mountainous areas of Nepal over uneven terrain in potentially inclement weather.

Course Activities

Culture and Language

During the first weekend in Nepal, there will be a two-hour language lesson to introduce basic vocabulary and phrases. On three days the first week and during each following week, there will be continuing language and cultural orientation sessions for an hour in the mornings.

Class Meetings and Activities

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Transportation to field trip sites will be arranged by the instructor.

Free Time

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Service Learning Activity

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Student Computing

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Grading and Course Management

25% Attendance/Class Participation

I will not be giving long lectures on the readings, but we will spend more time discussing your responses to it as we clarify the main points. Please come to class prepared to speak to the substance of the assigned material.

30% Assignments

This includes discussion assignments, research drafts, and other homework.

Discussion: Each day before class meets you should post to Bb Learn Discussions two questions from the readings, or one question per article if there are more than one. Please bring these questions to class with you. Each week, you will respond to at least one other student's question. Your questions should include background from the reading and should be between 150-200 words **each** and your responses between 150-200 words.

Class presentations: Each student will be assigned a reading for each week for presentation. Presentation should be 8-10 minutes. The presentation should include: 1) summarizing and identifying important points in the reading; 2) criticism, commentary on, and/or evaluation of the author's arguments; 3) 3-4 discussion questions for the class. These should not be questions that can be answered yes or no, but ones that will elicit debate and discussion. The presenter may use PowerPoint if they like, but this is not required.

Blog: During the program, each student will write three two-page blogs reflecting on their experiences.

Decision-case studies: these will entail an analysis and discussion of topical issues from the news pertaining to village culture and resource management.

25% Quizzes

Weekly quizzes will be based on readings and in-class presentations to check your understanding. Study questions will be provided to help guide preparation for these.

20% Research Project

You will research and present on a topic related to the class of your own choosing and approved by the instructor. This will involve answering preliminary questions, doing interviews and research, turning in a draft, critiquing other students' drafts, and then presenting a final version and oral report.

Late work:

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RELS 323 Course Schedule: (tentative)

Wk	Date	Topics, Readings, Assignments, Deadlines
1	June 8	<p>Problems and Issues in the Study of Religion and Nature</p> <p>How have religious beliefs and practices contributed to human societies' relations with their ecological surrounds (positively, negatively, or neutrally)? To what extent might they be "complicit" in or "responsible" for the environmental crisis?</p> <p>Read: Lynn White, Jr., <i>The Historical Roots of Our Ecological Crisis</i> Sharma, <i>Paul Hiebert's Worldview Model: Understanding Cultural Encounters</i></p> <p>Activities: visit to burning ghats at Pashupatinath Temple; visit to Bodhanath Stupa, and National Museum; walk to Patan temples and monk chat; Swayambhu Stupa</p> <p>Homework: Quiz, reflection blog, assigned discussion</p>
2	June 15	<p>Green Perspectives of Traditional Religions</p> <p>Read: Pope Francis, <i>Laudato Si</i> Nasr, <i>Islam, the Contemporary Islamic World and the Environmental Crisis</i> David Haberman, <i>Drawing out the iconic in the aniconic: worship of neem trees and Govardhan stones in Northern India</i> Donald Swearer, <i>Buddhism and Ecology</i></p> <p>Activities: Jungle walk and forest ecology; home stay in Bandipur (Gurung village); visit to Siddha Gufa cave.</p> <p>Homework: Quiz, reflection blog, assigned discussion</p>
3	June 22	<p>Indigenous cultures and animism</p> <p>Read: Witt and Wiles, <i>Nature in Asian Indigenous Traditions</i> Rountree, <i>Neo-Paganism, Animism, and Kinship with Nature</i></p> <p>Activities: visit Natural Resource Conflict Transformation Center and Bhaktipur temples; trek to Sherpa village of Melamchigyang for home stay; service work.</p> <p>Homework: Quiz, plan project interviews</p>
4	June 29	<p>Dealing with Change, Challenges, and Catastrophe</p> <p>Read: George Monbiot, <i>In Memoriam</i> Tucker, <i>Science and Religion Respond to Climate Change</i> Murphy, <i>Adapting to Climate Change in Shifting Landscapes of Belief</i> Dwivedi, <i>Environmental Stewardship: Our Spiritual Heritage for Sustainable Development</i> Morrison et al., <i>Religion Does Matter for Climate Change Attitudes and Behavior</i> Halperin, <i>Winds of Change: Religion and Climate in the Western Himalayas</i></p> <p>Activities: visit site of Guru Rimpoche's teaching and cave; service work; project interviews.</p> <p>Homework: conduct project interviews</p>
5	July 6	<p>Personal Experiences and Interpretations</p> <p>Read: Sixty Songs of Milarepa</p>

Wk	Date	Topics, Readings, Assignments, Deadlines
		Snyder, selections from <i>Turtle Island</i> Tsing, <i>Unruly Edges: Mushrooms as Companion Species</i> Klassen, <i>Avatar, Dark Green Religion, and the Technological Construction of Nature</i> Bron Taylor, <i>Earth and Nature Based Spirituality: From Deep Ecology to Radical Environmentalism</i> LaDuke, <i>The Seventh Generation</i> Activities: project presentations

University Policies

Campus Policy in Compliance with the Americans With Disabilities Act (ADA)

Please notify me of any special need relating to your disability within the first two weeks of the semester. I will make every reasonable effort to facilitate your success in this course. Please note that you may be required to show documentation for your disability. If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, call me, or email me. Please also contact the Accessibility Resource Center (ARC) as this is the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. The Accessibility Resource Center is in Student Services Center 170, or you can get in touch with them at 530-898-5959 or visit their website at www.csuchico.edu/arc.

Confidentiality and Mandatory Reporting

State law makes university professors mandated reporters. This means I am required to report to the Title IX Coordinator whenever I learn about incidents of sexual harassment, sexual assault, domestic violence, or stalking that affect any member of the campus community. This includes disclosures that occur during our class discussions or in private. Students may make a **confidential** report to the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information on campus reporting obligations and other Title IX related resources are available here: www.csuchico.edu/title-ix.

This course counts towards:

upper division Humanities credit in the GE Pathways

the major in Religious Studies (34 units);

(<http://catalog.csuchico.edu/viewer/17/CORH/RELSNONEBA.html>);

the minor in Comparative Religion (18 units)

(<http://catalog.csuchico.edu/viewer/17/CORH/RELSNONEUM.html>);

the minor in Modern Jewish and Israel Studies (18 units)
(<http://catalog.csuchico.edu/viewer/17/CORH/MJISNONEUM.html>);

the major in Humanities (41 units)
(<http://catalog.csuchico.edu/viewer/17/CORH/HUMNNONEBA.html>);

and the minor in Humanities (21 units)
(<https://catalog.csuchico.edu/viewer/17/CORH/HUMNNONEUM.html>).

Please consider the environment before printing this syllabus and print double-sided and/or on recycled paper.