

Chesapeake Project: Course Revisions for Inclusion of Sustainability Concepts

ANTH 220: Introduction to Biological Anthropology

This course explores the biological aspects of the human species from comparative, ecological and evolutionary perspectives. Within lectures, I regularly use a small group discussion-report back activity to get students thinking about how case studies, current events, and ongoing issues affecting their lives link to the material being discussed. There are several points during the term where I plan to use this discussion activity to incorporate sustainability concepts into regular lecture materials.

- *Evolutionary Principles* – How does competition for limited resources affect population size? Human evolution? How could living within our limits affect human evolution?
- *The Other Living Primates* – Around the world, primate species are threatened with extinction. While we don't have wild primate populations in North America, what are some ways that our behaviors/practices contribute to these extinctions (based on your reading and what you've heard/read elsewhere)? What changes could be made to reduce and/or eliminate the impact of these unsustainable and harmful behaviors/practices?
- *Agricultural Impacts on Humans* – Agriculture has had many negative effects on human biology. However, the Agricultural Revolution also changed our relationship with the entire planet. Based on what you have read for class and learned in other places, what are some unsustainable impacts of agriculture on biodiversity? Since agriculture is here to stay (we all need to eat), what are some ways that you personally could contribute in a positive way to reduce/eliminate some of these harmful impacts? How might these more sustainable practices positively affect human biology?
- *Humanity's Future* – Humans continue to evolve. Choose one of the forces shaping human biology discussed in the text (global climate change, population increase, technology changes, biodiversity loss, emerging/reemerging disease, or nutrition transition), and list out some of the negative effects of this force. Could some or all of these effects be countered sustainably (without increasing current problems or generating additional ones)? What would you suggest?

ANTH 266: Culture and Climate Change (I-Course)

This course introduces students to the social aspects of climate change – climate contributions to human evolution and cultural development, anthropogenic contributions to climate change, responses to past and current climate changes, and how humans will need to adapt to climate uncertainty. While sustainability has been a focus of this course in the past, I have added readings (yellow) to more directly link sustainability concepts to class discussion and activities for students. Some of these readings were used during the Chesapeake Project workshop and I found them valuable during my discussions with fellow participants. I have also included more readings from Walker and Salt (2006). My students last term found this book both easy to read and a good introduction to *resilience* – a concept important for sustainability. I have also made it more explicit in my syllabus (yellow) that we will be discussing sustainability concepts with the goal of developing personal practices that contribute to environmental and cultural sustainability, and building personal adaptive capacity for future climate uncertainty.