

INTL 199: Wellbeing: Health, Education, Environment

Instructor: Dr. David Meek

Location: Tykeson 204

Time: MW 10-11:20 a.m.

Office hours: MW 8:30-9:50 a.m.

Course description:

This course offers an interdisciplinary introduction to human wellbeing. We will take a thematic approach to analyzing the factors that impact wellbeing, focusing on health, education, and the environment. The course begins with an introduction, during which we will explore basic perspectives on wellbeing and whether or not something called “wellbeing” is a human universal. The remainder of the course is broken into three major (3-week) thematic sections. The first section focuses on health and wellbeing. Over three weeks, we will explore the relations between nutrition and wellbeing, body image and globalization, and the roles of industrial and alternative agriculture in shaping our bodies, health, and wellbeing. The second section centers around the linkages between education and wellbeing. This section begins by introducing theories from the study of comparative education, and moves on to explore the role of education in sustainable development. As part of this section, we will explore how global economic visions, such as neoliberalism, structure educational priorities. We will explore synergies between health and education by analyzing nutrition education and its linkages with wellbeing. This section will conclude with an exploration of how grassroots educational systems shape wellbeing. The third section of the course focuses on the connections between the environment and wellbeing. Through this section we will first explore the myriad contributions that a healthy environment makes to wellbeing. We will then analyze how connection with nature contributes to wellbeing. We will conclude the course with an examination of how climate change is impacting wellbeing, and how different communities are developing resilience to its impacts.

Course readings:

All course readings will be available online via Canvas

REQUIREMENTS AND GRADING:

- 1) Participation/Attendance (pop quizzes-10% and engagement in lecture-5%)– **15%**
- 2) Reading Responses (**Due before by midnight the evening before every class session; late responses will not be graded**)– **20%**
- 3) Thematic exams-**40%** (2 x 20% each)
- 4) Final exam –**25%**

PARTICIPATION/ATTENDANCE (15%) There will be pop quizzes spread throughout the quarter. These quizzes will be either multiple choice, and/or short answer and will cover basic information from the readings and lecture. Pop quizzes will be used to assess engagement with the course material and monitor attendance. **Contributing actively in class is an important means for sharing and refining ones’ ideas; engaging with other students and through responding to the professor’s questions in lecture is worth 5% of the final grade.**

READING RESPONSES (20%)

While reading is a critical part of learning, writing about what you have read is an opportunity to further develop your own ideas about a topic in a more systematic way. As scholars, it is important for us to learn how to critically engage with others' work through written analysis.

For every class you should make a post in that day's discussion forum. Each discussion post is worth 3 points. Your post (worth 2 points) should contain two pieces of information:

- 1) Reflections about the readings-Did you agree with the author's arguments? How did it relate to your personal experiences? Did this make you think about the topic in a new way? Mainly what was your personal EDUCATED opinion of the readings?
- 2) 2 questions you had about the reading that you will pose to the class

For full credit (an additional point), you are also required to:

- 3) Respond to another student's post. Please make sure your comments are cordial, and constructive. This should not be a simple "I agree with you;" rather, you should offer a focused comment that builds upon the original post to open a discussion.

Exams: There will be two exams during the quarter. These will be short exams that will combine multiple choice and short answer questions. Exams will take approximately half of a class period. Each exam is worth 20% of the final grade. The final exam will be cumulative, but will be weighted proportionately with more questions from the final third of the course. The final will have the same format as the other exams. The final is worth 25% of the final grade.

IMPORTANT DATES

1st Mid-term Exam: January 23rd

2nd Mid-term Exam: February 24th

Final exam: March 17th

DISABILITY ACCOMMODATIONS:

If you need disability-related accommodations in this class, or if you have medical information you wish to share with me, please see me privately after class or in office hours.

EXAMS AND PLAGIARISM/ACADEMIC DISHONESTY:

You are expected to demonstrate integrity in your academic endeavors and will be evaluated on your own merits. Be proud of your work and avoid the consequences of academic dishonesty. In all of your assignment you may use words or ideas written by others but only with proper attribution. It means that you have fully identified the original source and extent of your use of the words or ideas of others that you reproduce in your work for this course usually in the form of a footnote or parenthesis. Plagiarism will not be tolerated in this class

Outline of Course Topics and Assignments

***Reading Reflections due at midnight the night before each class session.**

Week 1: Introduction to Wellbeing from International Perspectives

January 6th: Introduction

White, S.C. 2014. Introduction: why wellbeing? Wellbeing and Quality of Life Assessment: A Practical Guide. Pp. 3-12.

Stoll, Laura. "A short history of wellbeing research." *Wellbeing: A Complete Reference Guide* (2014): 1-19.

January 8th Cultural Construal of Wellbeing – Theories and Empirical Evidence

Oishi, Shigehiro, et al. "Concepts of happiness across time and cultures." *Personality and Social Psychology Bulletin* 39.5 (2013): 559-577.

Uchida, Yukiko, Vinai Norasakkunkit, and Shinobu Kitayama. "Cultural constructions of happiness: theory and empirical evidence." *Journal of happiness studies* 5.3 (2004): 223-239.

Section 2 Health and Wellbeing

Week 2: Eating and its Disorders: Body image, Culture, and Globalization

January 13th: Body Image, Culture, and Globalization

Pollan, M. 2006. Introduction: Our National Eating Disorder. *The Omnivore's Dilemma*. New York, New York, Penguin Press: 2 - 11.

Bittman, Mark. 2009. How to eat like food matters. *Food Matters: A Guide to Conscious Eating*. New York, New York: Simon and Schuster Paperbacks: 81-96.

Parasecoli, F. Feeding Hard Bodies: Food and Masculinities in Men's Fitness Magazines. *Food and Culture*. 284-299.

January 15th: Other ways of Knowing Food: Critical Perspectives on Nutrition and Wellbeing

Biltekoff, C. Mudry, J., Kimura, A.H., Landecker, H., Guthmann, J. (2014). Interrogating Moral and Quantification Discourses in Nutritional Knowledge. *Gastronomica*, Vol. 14(3), 17-26.

Kimura, A.H, Biltekoff, C., Mudry, J., Hayes-Conroy, J. (2014). Nutrition as a Project. *Gastronomica*, Vol.14(3), 34-45

Mudry, J., Hayes-Conroy, J., Chen, N., Kimura, A.H. (2014). Other Ways of Knowing Food. *Gastronomica*, Vol. 14(3), 27-33.

Week 3: Public Health - What's Agriculture Got to Do with It?

January 20th: Industrial agriculture, Nutrition Transitions, and Pesticide Exposure

Taubes, Gary. Is sugar toxic? *The New York Times Magazine* April 13, 2001

Yates-Doerr, E. (2015) "Disease and Modernities" in *The Weight of Obesity: Hunger and Global Health in Postwar Guatemala*. Berkeley: UC Press. Pp27-54.

January 22nd: Agroecological alternatives

Altieri, M. and Toledo, V. Agroecological revolution in Latin America: rescuing nature, ensuring food sovereignty and empowering peasants." *Journal of Peasant Studies* 38(3): 587-612.

De Schutter, Olivier. 2011. "Agroecology and the Right to Food." Report presented at the 16th Session of the United Nations Human Rights Council, 8 March, pp. 1-21.

Week 4: Animal Ecologies, Infectious Disease and Wellbeing

January 27th: Foodborne Illness, Infectious Disease and the Politics of Development

Mayer, Jonathan D. "Geography, ecology and emerging infectious diseases." *Social science & medicine* 50.7-8 (2000): 937-952.

Richardson, Eugene T., et al. "Biosocial approaches to the 2013-2016 Ebola pandemic." *Health and human rights* 18.1 (2016): 115.

January 29th: Animal welfare and Multi-species Perspectives

1st exam

Francione, Gary L. "Animal welfare and the moral value of nonhuman animals." *Law, Culture and the Humanities* 6.1 (2010): 24-36.

Gorman, Richard. "What's in it for the animals? Symbiotically considering 'therapeutic' human-animal relations within spaces and practices of care farming." *Medical humanities* 45.3 (2019): 313-325.

Section 2: Education and Wellbeing:

Week 5: Education, Globalization, and Sustainable Development

February 3rd: Globalization and Education

Spring, Joel. "Research on globalization and education." *Review of Educational Research* 78.2 (2008): 330-363.

Raduntz, Helen. (2005). "The Marketization of Education within the Global Capitalist Economy" in M. Apple, J. Kenway, and M. Singh, *Globalizing education: Policies, pedagogies, and politics*, 231-246.

February 5th: Education, and Sustainable Development

Little, Angela W., and Andy Green. "Successful globalization, education and sustainable development." *International Journal of Educational Development* 29.2 (2009): 166-174.

Bajaj, Monisha, and Belinda Chiu. "Education for sustainable development as peace education." *Peace & Change* 34.4 (2009): 441-455.

Week 6: Education, Happiness, and Quality of Life

February 10th

Michalos, Alex C. "Education, happiness and wellbeing." *Connecting the quality of life theory to health, well-being and education*. Springer, Cham, 2017. 277-299.

Edgerton, Jason D., Lance W. Roberts, and Susanne von Below. "Education and quality of life." *Handbook of social indicators and quality of life research*. Springer, Dordrecht, 2012. 265-296.

February 12th: Education and Health

Miyamoto, Koji, and Arnaud Chevalier. "Education and health." (2010): 111-179.

Week 7: Nutrition Education and Social Change

February 17th

Travers, Kim D. "Nutrition education for social change: critical perspective." *Journal of Nutrition Education* 29.2 (1997): 57-62.

Kent, George. "Nutrition education as an instrument of empowerment." *Journal of Nutrition Education* 20.4 (1988): 193-195.

Travers, Kim D. "Reducing inequities through participatory research and community empowerment." *Health Education & Behavior* 24.3 (1997): 344-356.

February 19th-Grassroots Perspectives on Education and Social Transformation

Gadotti, Moacir, & Torres, Carlos Alberto. (2009). Paulo Freire: Education for Development. *Development and Change*, 40(6), 1255-1267

Endresen, K. and A. von Kotze (2005). "Living while being alive: education and learning in the Treatment Action Campaign." *International Journal of Lifelong Education* 24(5): 431-441

Section 3: Environment and Well-being

Week 8: Ecosystem services

February 24th: Biodiversity and Ecosystem services

2nd exam

Dallimer, Martin, et al. "Biodiversity and the feel-good factor: understanding associations between self-reported human well-being and species richness." *BioScience* 62.1 (2012): 47-55.

Taylor, L. & Hochuli, D.F. 2015. Creating better cities: how biodiversity and ecosystem functioning enhance urban residents' wellbeing: 18: 747-762.

February 26th: Happiness is our Nature: Biophilia and Beyond

Kahn Jr, Peter H. "Developmental psychology and the biophilia hypothesis: Children's affiliation with nature." *Developmental review* 17.1 (1997): 1-61.

Pearson, David G., and Tony Craig. "The great outdoors? Exploring the mental health benefits of natural environments." *Frontiers in psychology* 5 (2014): 1178.

Week 9: Landscapes, Wellbeing and Despair

March 2nd

Tunstall, Helena VZ, Mary Shaw, and Danny Dorling. "Places and health." *Journal of Epidemiology & Community Health* 58.1 (2004): 6-10

Kannuri, Nanda Kishore, and Sushrut Jadhav. "Generating toxic landscapes: impact on well-being of cotton farmers in Telangana, India." *Anthropology & medicine* 25.2 (2018): 121-140.

March 4th

Bryant, Lia, and Bridget Garnham. "The fallen hero: masculinity, shame and farmer suicide in Australia." *Gender, Place & Culture* 22.1 (2015): 67-82.

Meek, D. and Khadse, A. Food sovereignty and Farmer Suicides: Synthesizing the Political Ecologies of Health and Education. Under Review. *Journal of Peasant Studies*

Week 10: Climate Change and Ecologies of Health

March 9th

Balbus, J. et al. 2016. Introduction: Climate Change and Human Health. In *The Impacts of Climate Change on Human Health in the United States*.

Epstein, Paul R. "Climate, ecology and human health." *Plagues and Politics*. Palgrave Macmillan, London, 2001. 27-58.

March 11th

Frijters, Paul, and Bernard MS Van Praag. "The effects of climate on welfare and well-being in Russia." *Climatic Change* 39.1 (1998): 61-81.

Adger, W. Neil. "Climate change, human well-being and insecurity." *New Political Economy* 15.2 (2010): 275-292.

Final Exam: Tuesday March 17th