

# INT 233

## Human Environment Interaction in Japan and the USA



A bear, hungry after hibernating during the winter, looking for food

### DETAILS

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Winter 2017  
Monday & Wednesday 12:30 - 15:15  
Room D 204 (Section 1- Japan) & Online (Section 2 - USA)

#### Instructors

Sig Langegger, PhD  
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### DESCRIPTION

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Both Akita Prefecture and Eagle County mountainous regions with deciduous and evergreen forests, both are dotted with densely urbanized areas, both have vast natural parks, ski resorts, golf courses, and, significantly, both feature an abundance of wildlife, including bears, antelopes (*kamoshika*), wild cats, wild boar, and *wapiti* (Rocky Mountain Elk). Consequently, the residents, businesses, governments of, as well as the visitors to, both Akita Prefecture and Eagle County in Colorado must acknowledge the presence of and contend with the dangers presented by wild animals. But the real problem for human is not only the risk management of wild animals because the animal encounters in urbanized areas has been

occurred by the change of human residential patterns in the recent decades. We need to consider human environmental interaction through an interdisciplinary lens.

Though they face similar problems with human-animal interaction, Japan and the United States are very dissimilar regions in many regards. They have different cultural contexts and different historical backgrounds. They have vastly different systems of environmental law and wildlife management policies. This course nests within the striking similarities and profound differences between these two regions, the problems they face with human-animal interactions as well as culturally appropriate, economically feasible, and environmentally sustainable solutions to these problems. Interestingly, Akita and Eagle County are experiencing completely different human population growth patterns. The human population in Akita, especially in rural areas such as Kita Akita city, the historical location of traditional bear hunters (*matagi*), is rapidly declining. Conversely, the human population has grown dramatically in Eagle County. Eagle county growth is especially acute in rural areas.

This course is taught by two faculty members, Sig Langegger PhD, a geographer and Yo Negishi PhD, an archeologist & anthropologist. Dr. Langegger will teach his sections from Eagle County, Colorado and will utilize various digital media, including YouTube videos, and multiple facets of the AIMS platform. Dr. Negishi will teach his sections on the AIU campus, and will utilize the actual 'living' example in Akita prefecture to consider the human-environment interaction.

The course comprises two sections, one focused on Japan, the other on the USA. Since the subject matter our teaching styles are quite different these sections are not exact mirrors. Nonetheless, each section is based upon the same rubric, which includes traditional human-environment interaction, modern human-environment interaction, and wildlife management. These models contrast Japanese and North American human environment interactions. Dr. Langegger will teach the sections focused on North America. Dr. Negishi will teach the sections focused on Japan. There will be two exams in this course, one covering material presented in the North American sections, one covering material presented in the Japanese sections.

## OBJECTIVES

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Upon completion of this course students will:

1. Have learned the basics of environmental preservation and environmental conservation.
2. Have developed an understanding of the complex ecologies in Japan.
3. Have developed an understanding of the complex ecologies in the United States.
4. Have attained a workable knowledge of wildlife and forest management policies and practices in the Japan.
5. Have attained a workable knowledge of wildlife and forest management policies and practices in the United States.
6. Have improved their reading comprehension skills.
7. Have improved their writing skills
8. Have improved their critical thinking skills.

## READING

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### Required Books

(Japan section)

Knight, J *Waiting for Wolves in Japan: An Anthropological Study of People-wildlife Relations* 2006

Totman, C and Webb *The Green Archipelago: Forestry in Pre-Industrial Japan (Ecology & History)* 1998

McKean, M.A. *Environmental Protest and Citizen Politics in Japan* 1981

(USA section)

M. Kat Anderson *Tending the Wild: Native American Knowledge and the Management of California's Natural Resources* 2005

### Suggested Books

Char Miller *Public Lands, Public Debates: A Century of Controversy* 2012

Rachel Carson *Silent Spring* 1962

Aldo Leopold *A Sand County Almanac: With Other Essays on Conservation* 1948

Charles Menzies *Traditional Ecological Knowledge and Natural Resource Management* 2006

### Additional Readings

Other required readings are posted on AIMS under the appropriate class period.

## MULTIMEDIA

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### Required Viewing

"*The World of Matagi in Ou Mountain Range*" (NHK, 1987)

## ASSESSMENT

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Reading Responses	42
Participation	14
Quizzes	14
<u>Exams</u>	<u>30</u>
Total Points Possible	100

## ASSESSMENT POLICIES

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### Reading Responses

Each class we will assign a question or discussion topic relevant to the assigned reading. Responses should comprise approximately 250 - 400 words. There are a total of thirteen (13) reading response this term, six in the Japan section and seven in the USA section.

Specific instructions for each reading response will be provided by instructors. In general, reading responses must be in the form of an argumentative essay. They must have an introduction with a clearly articulated thesis statement, a body that presents evidence supporting the thesis statement, and a conclusion that proves the thesis.

Reading responses for the online classes will be graded according to the *Reading Response Grading Rubric*, which is posted on AIMS under Course Documents.

**Participation (Japan)**

For the Japan section, students will be expected to contribute to class room discussions. Participation in class counts towards seven (7) points of the final grade.

**Participation (USA - AIMS Discussion Forums)**

Discussion forums comprise two parts. First, for each class Dr. Langegger will pose questions and discussion topics relevant to the assigned readings and lectures. Students are required to submit an answer to these questions and topics on AIMS discussion board. Second, each student must compose comments to three other students' posted responses. Engaged participation in the discussion forums counts toward seven (7) points of each student's final grade.

**Quizzes**

There will be a total of fifteen (15) quizzes, twelve of which are worth one (1) point each, of which is worth two (2) points. Quizzes cover lectures materials. They will comprise multiple-choice, short answer and true/false questions.

**Exams**

There will be two exams, one that covers the Japanese Section and one that covers the United States Section, each worth fifteen (15) points. The exams will comprise multiple-choice, short answer and true/false questions.

**Makeup Work**

Aside from *exceptional situations*, there will be no chance to make up missed discussion forums, quizzes or exams. Proof of an exceptional situation must be submitted to the appropriate instructor in writing and signed by the appropriate authority within 24 hours of due date. We reserve the right to define an exceptional situation and furthermore to make all final decisions relating to amending, redoing, or making up late or incomplete work.

## GENERAL POLICIES

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**Academic Honesty**

Academic dishonesty consists of plagiarism, cheating, fabrication and falsification, multiple submission of the same work, misuse of academic materials, and complicity in the academic dishonesty of others. Academic dishonesty will not be tolerated; the consequences of academic dishonesty include but are not limited to failing an assignment, failing the class, and possibly dismissal from the university. Students are responsible for being observant of and attentive to Akita International University's policies about academic honesty.

**Special Needs**

If you require accommodations, please alert both instructors of your needs on the first day of class so that we can work with the administration to meet them.

**Civility & Classroom Decorum**

Silence all cell phones, beepers, etc., during class. Speaking on cell phones, texting, or using electronic equipment in any way that is not directly related to class is strictly prohibited.

## SCHEDULE

<b>Japan</b>	<b>Traditional Human-Environment Interaction</b>
Jan 10	Traditional Japanese Land Use (1): Farmers
Content	Classroom lecture
Participation	Class discussion
Assessment	Quiz
Reading	Foster 2013 Inviting the Uninvited Guest, <i>The Journal of American Folklore</i> Vol. 126
<b>Japan</b>	<b>Traditional Human-Environment Interaction</b>
Jan 12 (Fri)	Traditional Japanese Land Use (1): Farmers
Content	Workshop of Yamahage-Namahage cultural events in Akita prefecture (9:30-11:00; room D204)
Assessment	Assessment Participating Response
Reading	None
<b>Japan</b>	<b>Traditional Human-Environment Interaction</b>
Jan 15	Traditional Japanese Land Use (2): Hunters ( <i>Matagi</i> )
Content	Classroom lecture / video ( <i>Matagi</i> )
Participation	Class discussion
Assessment	Quiz & reading response
Reading	<i>Waiting for Wolves in Japan</i>
<b>Japan</b>	<b>Traditional Human-Environment Interaction</b>
Jan 17	Traditional Japanese Land Use (3): <i>Satoyama</i>
Content	Classroom lecture
Participation	Class discussion
Assessment	Quiz & reading response
Reading	Taguchi 2009 Correlative Significance of Trap-placing and Environmental Differences <i>Senri Ethnological Studies</i> 72
<b>Japan</b>	<b>Traditional Human-Environment Interaction</b>
Jan 22	Forestry in Pre-Industrial Japan (1600-1870)
Content	Classroom Lecture
Participation	Class discussion
Assessment	Quiz & reading response
Reading	<i>The Green Archipelago</i>
<b>Japan</b>	<b>Modern Human-Environment Interaction</b>
Jan 24	Wildlife and Forest Management in Japan
Content	Classroom lecture
Participation	Class discussion
Assessment	Quiz & reading response
Reading	Sano 2012 Japan's Wildlife Management: Actors and Policies <i>Ritsumeikan Journal of Asia Pacific Studies</i> 31

<b>Japan</b> Jan 29	<b>Modern Human-Environment Interaction</b> The Rise of Environmental Conservation and Environmental Preservation in Japan
Content	Classroom lecture
Participation	Class discussion
Assessment	Quiz & reading response
Reading	<i>Environmental Protest and Citizen Politics in Japan</i>
<b>Japan</b> Jan 31	<b>Exam</b>
<b>USA</b> Feb 5	<b>Geographies and Ecologies of North America</b> “Discovering” North America & Native American Land Use
Content	Online lecture
Participation	AIMS discussion board
Assessment	Quiz & reading response
Reading	<i>Tending the Wild: Native American Knowledge and the Management of California’s Natural Resources</i> (Chapter 1)
<b>USA</b> Feb 7	<b>Traditional Human-Environment Interaction</b> Native American Land Use and Wildlife Management
Content	Online lecture
Participation	AIMS discussion board
Assessment	Quiz & reading response
Reading	<i>Tending the Wild: Native American Knowledge and the Management of California’s Natural Resources</i> (Chapter 2)
<b>USA</b> Feb 12	<b>Modern Human-Environment Interaction</b> European Settlement of North America
Content	Online lecture
Participation	AIMS discussion board
Assessment	Quiz & reading response
Reading	<i>Tending the Wild: Native American Knowledge and the Management of California’s Natural Resources</i> (Chapter 3)
<b>USA</b> Feb 14	<b>Modern Human-Environment Interaction</b> The Rise of Environmental Conservation and Environmental Preservation in the United States
Content	Online lecture
Participation	AIMS discussion board
Assessment	Quiz & reading response
Reading	<i>The Trouble with Wilderness</i> William Cronon (pdf posted on AIMS)
<b>USA</b> Feb 19	<b>Modern Human-Environment Interaction</b> Environmental law in the United States
Content	Online lecture
Participation	AIMS discussion board
Assessment	Quiz & discussion forum
Reading	<i>Tending the Wild: Native American Knowledge and the Management of California’s Natural Resources</i> (Chapter 4)

**USA**

Feb 21

Content

Participation

Assessment

Reading

**Modern Human-Environment Interaction**

Wildlife management

Online lecture

AIMS discussion board

Quiz & reading response

*Tending the Wild: Native American Knowledge and the Management of California's Natural Resources* (Chapter 5)

**USA**

Feb 26

Content

Participation

Assessment

Reading

**Modern Human-Environment Interaction**

Forest management

Online lecture

AIMS discussion board

Quiz & reading response

*Tending the Wild: Native American Knowledge and the Management of California's Natural Resources* (Chapter 12)

**USA**

Feb 28

**Exam**