

**ERC 190GS Health, Environment and  
Sustainable Community Development in Bali  
Global Seminar, Summer Session I (July 3-August 4, 2023)**

MW 9:30am-12:30pm\*

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\* Some class days will extend into the afternoon to accommodate field outings



**COURSE OVERVIEW**

How do we define health? In Bali, the phrase, “*Om Swastiastu!*” is a common greeting. It means, “May you be in the best of health: spiritually, physically, mentally and emotionally.” The Balinese view of health is far more holistic than that of most westerners. How can we foster well-being, not just for ourselves, but for our fellow (leafy, winged, legged, finned, fungal, bacterial, and mineral) travelers, and for the living ecosystems that support our survival on this breathtaking but beleaguered planet? Western public health discourse tends to overemphasize behaviors, like diet and exercise, as the “go to” explanations for good or bad health. But health is significantly shaped by social, structural and environmental forces, far beyond individual control. To what extent, for example, is our potential for vibrant well-being and healthy longevity linked to levels of (in)equity around us? How is it connected to our proximity to and ability to engage with nature? To the quality of our social support systems and experiences of worth and belonging? To our levels of stress, and conversely, to the sense of purpose, connection, mastery and control we enjoy (or don’t) in our lives? To what extent, then, can our socioeconomic conditions and our physical and cultural environment help and/or hinder our individual, community and planetary health and well-being?

Using Bali as a case study and exploratory field site, we will examine the ways that individual, community, and environmental health are deeply intertwined, as well as connected to the economies, ecologies, and cultural systems in which they are embedded. This course will combine traditional didactic methods with experiential learning, reflective writing, and collaborative knowledge building. It will include a significant community service component (ecological restoration, working in rice fields, ecobrick construction). At the same time, it will turn a critical eye to health and ecotourism, global service ventures, and international NGO work, inviting us to reflect honestly on the assumptions, obfuscations, and sometimes contradictory effects of each.

## Course Goals

Upon completion of this course, students will be able to:

- 1) Define health and articulate its multiple biopsychosocial and environmental contributors;
- 2) Describe Balinese understandings of health, and the cultural and structural factors that foster (or militate against) individual and community well-being;
- 3) Reflect on the ethics and impacts (both positive and negative) of global service, health & ecotourism, and international nongovernmental organizations (NGOs);
- 4) Apply lessons to various forms of community service and ecological repair;
- 5) Reflect critically on their own and others' health as linked to behaviors, exposures, choices and constraints within a given sociocultural, historical and structural context;
- 6) Feel an increased sense of curiosity, passion, mastery, and self-efficacy about course topics, and apply this deeper learning to the urgent societal questions and challenges we face today

## Class Lecture, Activity & Assignment Schedule

WEEK	DATE	ACTIVITY	ASSIGNMENT DUE
<b>Week One</b>	<b>July 3</b>	<b>Welcome, introduction and course overview; ethics and ecological footprint of global educational travel and tourism; What is health, and what is it connected to? Overview of issues in global mental and physical health; historical and structural roots of the status quo</b>	<b>Reflective paper #1</b> (uploaded by 7/8)
	<b>July 5</b> (extended class)	<b>Social and structural determinants of health and wellbeing; Systems of inequity and forms of resistance across cultures; What does empowerment from the ground up look like?</b>	
	Lunch & Learn	<b>Lunch together, then visit to PKP WOMEN'S CENTER (or similar grassroots community organization) for lecture and discussion on theory-in-action</b>	
<b>Week Two</b>	<b>July 10</b>	<b>Place matters in health: impact of the physical, social and built environment on health and opportunity; Complexities of community development: for whom and by whom? Roots of community challenges; world systems</b>	<b>Reflective Paper #2</b> (uploaded by 7/15)
	<b>July 12</b> (extended)	<b>Local and global environmental &amp; climate challenges; models for change</b>	<b>CCELP project idea</b>
	Lunch & Learn	<b>Lunch, then tour of local schools and businesses (<a href="#">Ubud Raw</a>) employing regenerative design principles and creating ecobrick projects</b>	(presented in class on 7/12)

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<b>Week Three</b>	<b>July 17</b>	<b>Links between &amp; among environment, climate, health and wellbeing; Centering equity and justice in regenerative design; is environmental awareness and ecological literacy enough? (hint: no)</b>	<b>Revised CCELP proposal due (7/17)</b>
	<b>July 19</b>	<b>Class in the field: Tour &amp; lecture at the Green School Topic: Models for change: What does holistic, innovative, nature-based and purpose-driven education look like? How can we assure that this is not only the province of the “privileged?”</b>	<b>Essay 1 (uploaded by 7/21)</b>
<b>Week Four</b>	<b>July 24</b>	<b>Food systems; permaculture principles; shifting the paradigm around food from one of global, industrialized and commodified, to one of local empowerment, justice, culture, and healing</b>	
	<b>July 26 (extended) Lunch &amp; Learn</b>	<b>Models for change: local and global community-driven solutions linked to food Visit to <a href="#">Sawah Bali</a> and guest lecture with I Made Chakra</b>	
<b>Week Five</b>	<b>July 31</b>	<b>Social-Ecological Model; impact of psychosocial experience (of fairness, belonging, connection, self-efficacy, sense of worth) on health and wellbeing; CCELP Presentations</b>	<b>CCELP project (due 7/31)</b>
	<b>Aug 2</b>	<b>Pulling the pieces together: what lessons have we learned about the interconnections of environment, climate, economy, culture and health? What models do we have to carry forward into our work back in the U.S.</b>	<b>Final essay (due 8/4)</b>

## Grading

**Your course grade will be calculated based on the following:**

<b>Reflective Response Papers:</b> Reflect on experiences, lectures, discussions, and readings in the seminar, e.g., write about what struck you intellectually or emotionally; what you learned; what connections you made; what ideas may have been sparked		<b>10 pts (10% of grade)</b>
	<b>July 8 (uploaded)</b>	5 pts (5%)
	<b>July 15</b>	5 pts (5%)

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	(uploaded)	
<b>Cultivating Cultural and Ecological Literacy Project (CCELP)</b> - develop a media-based intervention for increasing awareness about a topic of global health and/or environmental/climate concern <ul style="list-style-type: none"> <li>● Project idea (for class feedback)</li> <li>● Revised project proposal</li> <li>● Final Product (video, infographic, etc)</li> <li>● Presentation</li> </ul>	<b>July 12 (in class)</b> <b>July 17 (in class)</b> <b>July 31 (in class)</b>  <b>July 31 (in class)</b>	<b>40 pts (40% of grade)</b>  5 pts (5%) 5 pts (5%) 20 pts (20%)  10 pts (10%)
<b>Essays:</b> synthesis and analysis of course topics based on lectures and readings <ul style="list-style-type: none"> <li>● <b>Essay 1</b></li> <li>● <b>Final Essay</b></li> </ul>	<b>July 21</b> <b>August 4</b>	<b>40 pts (40% of grade)</b>  20 pts (20%) 20 pts (20%)
<b>Active Engagement</b> in course and outings	<b>Weekly</b>	<b>10 pts (10% of grade)</b> <b>(2 pts/week)</b>

## Course Readings (still in development)

### **Week 1**

Prescott, S.L., et al. [The Canmore Declaration: Statement of Principles for Planetary Health Challenges](#) 2018, 9, 31.

Rabinowitz, PM, Pappaioanou M, Bardosh KL, *et al.* [A planetary vision for one health](#). *BMJ Global Health* 2018;**3**:e001137.

Additional readings TBD

### **Week 2**

Karl-Henrik, Robert, et al. (2018) “Systems thinking or global health and strategic sustainable development” in Matilda van den Bosch and William Bird’s (Eds) *Oxford Textbook of Nature and Public Health: the Role of Nature in Improving the Health of a Population*. Oxford University Press

Ricciardi, Francesco. ([The Biorock Project: Coral Reef Restoration in Pemuteran](#))

Slikkerveer L.J. (2019) [The Indigenous Knowledge Systems’ Perspective on Sustainable Development](#). In: Slikkerveer L., Baourakis G., Saefullah K. (eds) *Integrated Community-Managed Development. Cooperative Management*. Springer, Cham

Wiweka, Kadek. 20 [Indigenous perspectives on ecotourism in Bali: conservation and resource rights the Ambengan Village](#), Buleleng regency experience

### **Week 3**

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Lara, Rigoberto & Espinosa, Ramón. (2018). [Sustainable Architecture and Community Development at the Hardy's Green School in Bali, Indonesia.](#)

Leviston, Zoe, et al. (2018) [Linkages between ecosystem services and human wellbeing: A Nexus Webs approach.](#) Ecological Indicators, Volume 93: 658-668.

Van de Bosch, Matilda & Bird, William. (2018) *Oxford textbook of nature and public health: the role of nature in improving the health of a population.* Oxford, UK: Oxford University Press. (selections)

Additional readings TBD

## **Week 4**

Holt-Lunstad, Julianne. (2018) [Why Social Relationships Are Important for Physical Health: A Systems Approach to Understanding and Modifying Risk and Protection.](#) Annual Review of Psychology 2018 69:1, 437-458.

Additional readings TBD

## **Week 5**

Cole, David, et. al. (1999) Links between humans and ecosystems: the implications of framing for health promotion strategies. Health Promotion International.

Additional readings TBD