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ENST 225.01: Community and the Environment

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ENST 225: COMMUNITY AND ENVIRONMENT

Fall 2013, MWF 1:10-2:00

University Hall, Room 210

Instructor: Neva Hassanein,

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Office Hours:

Mon., 10:40-12:00; & Thurs., 10:40-12:00

Please sign up for an office hour meeting time

outside my office door.

TAs: Kim Gilchrist and Sam Plotkin

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Office Hours: Mon: 2:30-4; Fri: 2:30-4:00

All ethics so far evolved rest upon a single premise: that the individual is a member of a community of interdependent parts...The land ethic simply enlarges the boundaries of the community to include soils, waters, plants, and animals, or collectively: the land.
~ Aldo Leopold

No real public life is possible except among people who are engaged in the project of inhabiting a place.
~ Daniel Kemmis

Purpose and Overview:

This course provides a social science introduction to environmental studies with a focus on the community level. We begin by studying several core concepts: community, place, citizenship, and sustainability. We will then use these concepts as we turn our attention to several local and global resource issues that people in this particular place and elsewhere are grappling with. We will consider Bill McKibben's argument for a "deep economy," which is the challenging notion that society needs to move beyond "growth" as the ultimate goal and turn more towards a localized economy in order to address our environmental predicament. We will also look at what cities (including Missoula) are doing to address problems such as energy consumption and greenhouse gas emissions, and then conclude with discussions about hope in hot times.

Specific Course Objectives:

1. Develop students' understanding of core concepts and the localization movement through an exam and writing assignments.
2. Develop students' analytical skills through critical reflection on and synthesis of course material.
3. Develop students' written communication skills through periodic essays and other assignments, and oral communication skills through participation in class discussions.
4. Encourage students' sense of exploration through several research exercises.

Course Readings and Materials:

Please purchase a pack of 3x5 cards and bring one to each class you attend (see below).

All reading materials on this syllabus are on the Moodle site for this course. It is organized by week.

There is also one text available in the bookstore:

McKibben, Bill. 2007. *Deep Economy: The Wealth of Communities and the Durable Future*. New York: Times Books.

Class Participation and Attendance: Hopefully, you will find it instructive to attend all class sessions. To encourage you in this, you will receive one point for each session you attend (40 of 42 sessions). Please come prepared – you will get so much more out of the course if you have done the reading and engaged with it.

During each class, you will write a one or two sentence comment or question pertaining to the content of the lecture or to the reading assigned for that particular day. Write your comment/question on a 3x5 card; please purchase a pack for this purpose. Write your name at the top of the card. At the end of class, deposit your card on the front desk. These comments help us know what questions you have, which issues you are thinking about, and that you attended class.

If you are sick or have an emergency, please take care of yourself. There is no way to make up for missed attendance.

My teaching style is quite interactive, which means I urge you to speak up and share your questions and ideas in class. I understand that this is not easy for everyone, but I encourage you to try. I may give you a little extra credit at the end of the term if you are an active participant.

Exam and Analytic Essays: There will be an exam on the concepts covered in the first unit of the course and an analytic essay for each of the other two units. The exam will be designed to ensure your understanding of the concepts introduced at the start of the course, and we will then use these concepts as we proceed. The purpose of the essays is to help you think critically about what you read and hear in lectures, and to synthesize the material we are covering in each section of the course. In lieu of a final exam, the third and final essay will ask you to pull together themes from throughout the course, with particular emphasis on the third unit of readings and lectures.

Consistent and careful reading of all of the assigned materials is essential to engaging fully in this course. In addition, lectures and guest speakers will supplement the readings, so taking detailed notes during class is important.

At least two weeks before the essays are due, I will distribute the question(s) that I want you to cover. These papers should be five pages (plus references), typed, and double-spaced with normal margins and fonts. Please convey your ideas concisely and clearly. Grading will be based on your demonstration of engagement with the relevant course materials and content, as well as your ability to support your argument with evidence. In addition, your writing will be evaluated based on how well organized, grammatically correct, and completely referenced it is. More specific guidance will be provided. These papers must be produced individually. See note on plagiarism below.

Exercises: During each section of the course, you will have an opportunity to learn by doing research and/or exploration on your own. You will write up your results and reflections in short papers. Instructions for each exercise will be given around the start of each section.

Late Papers: You each have two opportunities to “get off the hook,” which permits you to submit any written assignment late, except for the final essay. If you do not turn in an essay or exercise assignment on time for whatever reason, you may turn it in as much as one week late – but no later than that – and receive five fewer points for the essays and three fewer for the exercises than you would have had it been turned in on time (see grading below for what this means in the long run). For example, if your essay would have normally received a B, you will receive a C. This option does not apply to the extra credit papers or to the final essay assignment due during the exam period on Dec. 10.

Extra Credit: You may attend one or two public lectures relevant to our course and receive extra credit for it by writing a 1-2 page, double-spaced reaction paper. Options will be announced in class, along with

the due date for the reaction paper (typically two class sessions after the public lecture). If you would like to propose one that you know of, please ask Neva whether it will qualify in advance and let others know about the opportunity. In your reaction paper, you might do one or more of the following: (1) discuss why the talk inspired you or shifted your thinking in some way; (2) critically analyze the main argument(s) of the talk; (3) relate the talk to things we have read or discussed in class; (4) explain why you disagree or agree with something that was said; and/or (5) discuss errors or contradictions you discovered. In grading these papers, we will look simply to see whether you grappled in a meaningful way with the ideas presented.

Plagiarism: Academic honesty and integrity are essential. The student code of conduct expressly forbids plagiarism, the representation of another person's work as your own. Any student whom I suspect of plagiarizing will be subject to the procedures and consequences described in the code.

Writing Center: Writing is a critically important skill. I encourage you to seek help from the tutors at the writing center, 144 Liberal Arts Building. Take the assignment instructions for each essay with you! Check out: www.umt.edu/writingcenter for more information. You will probably need to schedule an appointment to meet with them, so be sure to build that into your plans.

Advising: If you need assistance, Sam, Kim, and I encourage you to come see us during our office hours, listed at the top of the syllabus. To meet with Neva during office hours, please sign up for a meeting time on the sheet across from her office in Rankin. Please make an appointment with us only if our regular office hours are impossible for you.

Grading:

- Exam on concepts (up to 50 points) 50
- Two analytic essays (up to 50 points each) 100
- Three exercises (up to 20 points each) 60
- Class participation and attendance (one point per class) 40

- Extra credit – reaction papers on public lectures (up to 5 each) 10 possible extra

Thus, there are a total of 250 possible points. Final grades will be assigned as follows, although slight adjustments upward may be made for strong class participation:

A = 240-250 (96%+); A- = 225-239 (90-95%); B+ = 218-224 (87-89%); B = 210-217 (84-86%);
B- = 200-209 (80-83%); C+ = 193-199 (77-79%); C = 185-192 (74-76%); C- = 175-184 (70-73%);
D+ = 168-174 (67-69%); D = 160-167 (64-66%); D- = 150-159 (60-63%); F <150

Please note that EVST requires all majors to receive at least a C- in this course in order to have it count towards the major requirements. Please check with HHP to find out what is required for Community Health majors.

COURSE SCHEDULE

Subject to Change as Necessary – Additional Guest Speakers May Be Added

I. CORE CONCEPTS

WEEK ONE

Mon., Aug. 26 – Introduction to the course and to each other

Wed., Aug. 28 – Environmental crises and waves of change

Shabecoff, Philip. 2000. Chapter 1 (pp. 1-11) in *Earth Rising: American Environmentalism in the 21st Century*. Washington, DC: Island Press.

Fri., Aug. 30 – A world of wounds

Shabecoff, Philip. 2000. Chapter 2 (pp. 13-28) in *Earth Rising: American Environmentalism in the 21st Century*. Washington, DC: Island Press.

Speth, James Gustave. 2004. A world of wounds. Pp. 13-22 in *Red Sky at Morning: America and the Crisis of the Environment*. New Haven, CT: Yale University Press.

Supplemental:

Millennium Ecosystem Assessment. 2005. A summary for decision-makers. Pp. 1-24 in *Ecosystems and Human Well-Being: Synthesis*. Washington, DC: Island Press. [Full reports available at: <http://www.maweb.org/en/Index.aspx>]

WEEK TWO

Mon., Sept. 2 – LABOR DAY HOLIDAY

Wed., Sept. 4 – Citizenship and the building blocks of community

Moore, Carl M. 2001. What is community? Pp. 71-75 in *Across the Great Divide: Explorations in Collaborative Conservation and the American West*, edited by Philip Brick, Donald Snow, and Sarah Van de Wetering. Washington, DC: Island Press.

Sanders, Scott Russell. 2009. The geography of somewhere. Pp. 91-105 in *A Conservationist Manifesto*. Bloomington: Indiana University Press.

Boyte, Harry. 1997. Builders of the commonwealth: Citizenship as public work. *Journal of Public Affairs*, vol. 1.

Fri., Sept. 6 – Inhabitation and Rootlessness

Kemmis, Daniel. 1996. Barn raising. Pp. 167-175 in *Rooted in the Land: Essays on Community and Place*, edited by William Vitek and Wes Jackson. New Haven: Yale University Press.

Daniel, John. 2008. A word in favor of rootlessness: The joys and perhaps necessary virtues of not settling down. *High Country News*. Retrieved from:

http://www.hcn.org/articles/a-word-in-favor-of-rootlessness/article_view?b_start:int=1&-C=

Arora, David. 1999. The way of the wild mushroom. *California Wild* 52(4). Retrieved from:

<http://research.calacademy.org/calwild/1999fall/stories/mushroom.html> .

WEEK THREE

Mon., Sept. 9 – EXERCISE # 1 DUE.

Wed., Sept. 11 – Bringing the land into our concept of community.

Leopold, Aldo. 1949 [1989]. The land ethic. Pp. 201-228 in *A Sand County Almanac and Sketches Here and There*. New York: Oxford University Press

Fri., Sept. 13 – Seeking sustainability

Edwards, Andres R. 2005. The birth of sustainability. Pp. 11-27 in *The Sustainability Revolution: Portrait of a Paradigm Shift*. Gabriola Island, BC: New Society Publishers.

Wackernagel, Mathis, and William E. Rees. 1996. The sustainability debate. Pp. 31-40 in *Our Ecological Footprint: Reducing Human Impact on the Earth*. Gabriola Island, BC: New Society Publishers.

WEEK FOUR

Mon., Sept. 16 – What is a sustainable community?

Hempel, Lamont C. 2009. Conceptual and analytical challenges in building sustainable communities. Pp. 33-62 in *Toward Sustainable Communities: Transition and Transformations in Environmental Policy*, edited by Daniel A. Mazmanian and Michael E. Kraft. Second Edition. Cambridge: The MIT Press

Supplemental:

Edwards, Andres R. 2005. Sustainability and community. Pp. 29-47 in *The Sustainability Revolution: Portrait of a Paradigm Shift*. Gabriola Island, BC: New Society Publishers.

Wed., Sept. 18 – Where are we at? Coming in to the Clark Fork watershed

Kittredge, William. 2002. The state of the Clark Fork. Pp. 1-5 in *The River We Carry with Us: Two Centuries of Writing from the Clark Fork Basin*, edited by Tracy Stone-Manning and Emily Miller. Livingston, MT: Clark City Press.

Miller, Emily. 2002. Introduction. Pp. 7-16 in *The River We Carry with Us: Two Centuries of Writing from the Clark Fork Basin*, edited by Tracy Stone-Manning and Emily Miller. Livingston, MT: Clark City Press.

Fri., Sept. 20 – Review Session

WEEK FIVE

Mon., Sept. 23 – EXAM

II. COMMUNITY AND THE POLITICS OF PLACE

Wed., Sept. 25 – Stuff

Pp. 1 to section break on top of p. 18 in *Deep Economy*

Fri., Sept. 27 – The growth economy: Production, consumption, commodification

Finish Chapter 1 (pp. 18-45) in *Deep Economy*

WEEK SIX

Mon., Sept. 30 – Globe-trotting food

Chapter 2 (pp. 46-94) in *Deep Economy*

Wed., Oct. 2 – Coming home to eat...or should we? Guest lecture by Josh Slotnick, PEAS farm director and EVST faculty

Slotnick, Josh. 2004. Build it and they will come, and eat: The short story of Missoula's food system. Pp. 145-153 in *Staying Home: Reflections on food, farming, and place*, edited by Kristi Johnson. Missoula, MT: Garden City Harvest.

Bailey, Ronald. 2002. I don't care where my food comes from: And neither should you. *Reason Online*, Sept. 25. Available at: <http://www.reason.com/rb/rb092502.shtml>

Fri., Oct. 4 – Local purchasing power and the UM Farm-to-College Program. Guest lecture by Ian Finch, UM Farm-to-College Program

Gustafson, Katherine. 2012. Institutionalized. Pp. 50-64 in *Change Comes to Dinner*. New York: St. Martin's Griffin.

Anderson, Molly D. 2007. *The Case for Local and Regional Food Marketing*. Food and Farm Policy Project. Retrieved Aug., 28, 2011 at: <http://www.nemw.org/index.php/policy-areas/agriculture-and-food/farm-and-food-policy-project>

WEEK SEVEN

Mon., Oct. 7 – Going local in a global age

Gustafson, Katherine. 2012. Locavore Montana. Pp. 32-49 in *Change Comes to Dinner*. New York: St. Martin's Griffin.

Kingsolver, Barbara. 2002. Lily's chickens. Pp. 109-130 in *Small Wonder: Essays*. New York: Harper Collins.

Wed., Oct. 9 – All for one or one for all?

Chapter 3 (pp. 95-128) in *Deep Economy*

Fri., Oct. 11 – The wealth of communities

Chapter 4 (pp. 129-176) in *Deep Economy*

WEEK EIGHT

Mon., Oct. 14 – EXERCISE #2 DUE

Continue discussion of *Deep Economy*

Wed., Oct. 16 – Building “the durable future”

Chapter 5 and Afterword (pp. 177-232) in *Deep Economy*

Fri., Oct. 18 – Living large: Understanding sprawl

Flint, Anthony. 2006. Suburbia's promise, and curse. Pp. 40-60 in *This Land: The Battle over Sprawl and the Future of America*. Baltimore: Johns Hopkins University Press.

WEEK NINE

Mon., Oct. 21 – Open space: Missoula

Press, Daniel and Nicole Nakagawa. 2009. Local open space preservation in the United States. Pp. 141-167 in *Toward Sustainable Communities: Transition and Transformations in Environmental Policy*, edited by Daniel A. Mazmanian and Michael E. Kraft. Second Edition. Cambridge: The MIT Press.

Wed., Oct. 23 – Conservation easements and other strategies

Alexander, Ben and Luther Propst. 2002. Saving the family ranch: New directions. Pp. 203-217 in *Ranching West of the 100th Meridian: Culture, Ecology, and Economics*, edited by Richard L. Knight, Wendell C. Gilgert, and Ed Marston. Washington: Island Press.

Fri., Oct. 25 – Losing ground

Hubbard, Paul and Neva Hassanein. 2010. Executive Summary. *Losing Ground: The Future of Farms and Food in Missoula County*. Missoula, MT: Community Food and Agriculture Coalition.

Frank, Matthew. 2010. Common ground: Developers and farmland advocates have disagreed over how best to preserve Missoula's remaining prime soil, but now they seek solutions both can dig. *Missoula Independent*, April 8.

WEEK TEN

Mon., Oct. 28 – Review/Work Session

Wed., Oct. 30 – To be announced

Fri., Nov. 1 – ESSAY #1 DUE

III. ENERGY, CLIMATE, AND SOCIAL CHANGE

WEEK ELEVEN

Mon., Nov. 4 – Climate change: Is it too late?

Hamilton, Clive. 2009. Is it too late to prevent catastrophic climate change? Lecture to the meeting of the Royal Society of the Arts. Sydney, Australia. Retrieved August 26, 2012 at: http://www.clivchamilton.net.au/cms/media/documents/articles/rsa_lecture.pdf

Wed., Nov. 6 – Sustainable cities

Portney, Kent E. 2009. Sustainability in American cities: A comprehensive look at what cities are doing and why. Pp. 227-254 in *Toward Sustainable Communities: Transition and Transformations in Environmental Policy*, edited by Daniel A. Mazmanian and Michael E. Kraft. Second Edition. Cambridge: The MIT Press.

Fri., Nov. 8 – Missoula's carbon footprint and responses

City of Missoula. 2012. Pp. 1-12 in *The Conservation and Climate Action Plan*. Missoula, MT: The Mayor's Climate Action Plan Task Force.

WEEK TWELVE

Mon., Nov. 11 – VETERAN'S DAY HOLIDAY

Wed., Nov. 13 – Missoula's GHG and green energy initiatives.

1. Learn about US Conference of Mayors Climate Protection Agreement: <http://usmayors.org/climateprotection/agreement.htm>
2. Learn about Missoula's initiatives at: <http://mt-missoula.civicplus.com/index.aspx?NID=956>
3. Read about Green Blocks at: <http://mt-missoula.civicplus.com/index.aspx?NID=977>

Fri., Nov. 15 – Individual action and behavior change

Jensen, Derrick. 2009. Forget shorter showers. *Orion Magazine*, July/August. Retrieved at: <http://www.orionmagazine.org/index.php/articles/article/4801/>

Dietz, Thomas, Gerald T. Gardner, Jonathan Gilligan, Paul C. Stern, and Michael P. Vandenberg. 2009. Household actions can provide a behavior wedge to rapidly reduce U.S. carbon emissions. *Proceedings of the National Academy of Sciences* 106(44):18452-18456. Available at: www.pnas.org

WEEK THIRTEEN

Mon., Nov. 18 – EXERCISE #3 DUE. Climate action. Guest lecture by Amy Cilimburg, MT Audubon Check out these sites:

- Montana Audubon at www.mtaudubon.org and go to Issues and Actions link to learn about their energy and global warming work
- ICLEI -- local governments for sustainability -- <http://www.iclei.org/>
- Clean Air, Cool Planet: http://www.cleanair-coolplanet.org/for_communities/index.php
- Smarter Cities: <http://smartercities.nrdc.org/articles/american-cities-get-smart-about-energy>

Wed., Nov. 20 – Climate change denial. Guest lecture by Nicky Phear, Instructor and Program Coordinator, Climate Change Studies Program, UM.

Watch: PBS FRONTLINE: Climate of Doubt, Oct. 23, 2012 (53 minutes) at:
<http://www.pbs.org/wgbh/pages/frontline/climate-of-doubt/>

Fri., Nov. 22 – Collective action

Williams, Terry Tempest. 2004. Engagement. *Orion* 23(4): 50-59. Available at:
<http://www.orionmagazine.org/index.php/articles/article/143/> [Note: This is the third in a triptych (3 part series) on the open space of democracy. You can link to the first two pieces from this website.]

Hawken, Paul. 2007. To remake the world. *Orion* May/June. Available at:
<http://www.orionmagazine.org/index.php/articles/article/265/>

WEEK FOURTEEN

Mon., Nov. 25 – To be announced

Wed., Nov. 27 and Fri. Nov. 29 – THANKSGIVING HOLIDAY. NO CLASS.

WEEK FIFTEEN

Mon., Dec. 2 – America the possible?

Speth, James Gustave. 2012. America the possible: A manifesto, part I. From decline to rebirth. *Orion Magazine*. March/April. Retrieved August 10, 2012 at:
<http://www.orionmagazine.org/index.php/articles/article/6681/>

Speth, James Gustave. 2012. America the possible: A manifesto, part II. A new politics for a new dream. *Orion Magazine*. May/June. Retrieved August 26, 2012 at:
<http://www.orionmagazine.org/index.php/articles/article/6810>

Wed., Dec. 4 – On hope

Loeb, Paul Rogat. 2002. What's wrong with cynicism? *Earth Island Journal* 17(3): 32-34.

Orr, David. 2007. Optimism and hope in a hotter time. *Conservation Biology* 21(6):1392-1395.

Fri., Dec. 6 – Work Session and pulling the themes together

Wednesday, Dec. 11 at 1:10-3:10. ANALYTIC ESSAY #2 IS DUE AT START OF FINAL EXAM PERIOD. LATE PAPER POLICY DOES NOT APPLY.