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### ENST 225S.01: Sustainable Communities

Thomas Zavitz

*University of Montana, Missoula*

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**ENST 225: SUSTAINABLE COMMUNITIES (Gen. Ed.: S and Y)**

**Spring Semester 2022**

**MWF 1:00 – 1:50**

**Room 307 in Natural Science Building**

Monday/Wednesday Zoom class link

Meeting ID: 940 0489 2846

Passcode: 621861

Treat all men alike. Give them the same laws. Give them all an even chance to live and grow. They are all brothers. The earth is the mother of all people, and all people should have equal rights upon it. ~ *Hin-Mah-too-yah-lat-kekt (Thunder-Rolling-Down-the-Mountain)*, better known as Chief Joseph, leader of the Nez, Perce' in a speech given in Washington D.C. in 1879.

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

Dull, inert cities, it is true, do contain the seeds of their own destruction and little else. But lively, diverse, intense cities contain the seeds of their own regeneration, with energy enough to carry over for problems and needs outside themselves. ~ Jane Jacobs

**Instructor:**

**Tom Zavitz, Professor, Environmental Studies (EVST).** Feel free to contact me by email any time:  
[Tom.Zavitz@mso.umt.edu](mailto:Tom.Zavitz@mso.umt.edu)

**Office hours:** **Mondays 3:30-5:00; Fridays 2:30 – 4:00** I am happy to meet with you to discuss the course, to hear about your interests, and to answer any questions you may have. At least at the start of the course, I will hold my office hours remotely in order to be safe.

Tom's Office Hours Zoom Link

**Teaching Assistants:**

- **Susan Teitelman** [Susan.teitelman@umconnect.umt.edu](mailto:Susan.teitelman@umconnect.umt.edu)
  - Office Hours: Wednesday 2-4pm
- **John Curnyn** [john.curnyn@umconnect.umt.edu](mailto:john.curnyn@umconnect.umt.edu)
  - Office Hours: Monday and Wednesday 11:50-12:50
- **Stephanie Barron** [stephanie1.barron@umconnect.umt.edu](mailto:stephanie1.barron@umconnect.umt.edu)
  - Office Hours: Wednesday 2-4pm in Jeanette Rankin Hall room M2 or on [Zoom](#)

**Advising:** Let us help you succeed in the course. The TA's and I encourage you to come see us during our office hours, above. Please make an appointment with us outside of regular office hours if our hours are impossible for you.

**Purpose and Overview:** This course provides a social science introduction to environmental studies with a focus at the community level within American society. We begin by looking at key concepts, such as community, democracy, and citizenship. We then look at how rural communities, in Montana and elsewhere, are often on the

frontlines of our quest for fossil fuels, and how that impacts water, human health, and more. The second half of the course focuses on the concept of sustainability, including the dimensions of ecosystem services, environmental justice, and resilience. In addition, we will consider how we can create communities that promote health, well-being, and sustainability, using examples from Missoula and elsewhere. In broadening your understanding of sustainable communities, we will bring to light connections among environmental, economic, and social systems; how these are interdependent.

### **Specific Course Objectives:**

1. Develop your knowledge of social scientific approaches to the study of “community” and pay particular attention to the relationships between urban and rural Americas.
2. Develop your knowledge of democratic theory and its relation to community and civic life in the United States.
3. Develop your knowledge of notable environmental problems and how communities respond in different contexts.
4. Develop your understanding of core concepts, possibilities, and challenges around sustainable communities through class lectures, participation, exams, and writing assignments.
5. Develop your analytical skills through critical reflection on and synthesis of course material.
6. Develop your written communication skills through periodic essays and other assignments, and oral communication skills through participation in class discussions.
7. Develop an introductory awareness of social scientific methods and community engagement techniques.
8. Meet the UM general education learning goals for Social Sciences (S) and for Democracy and Citizenship (Y).

**Course Readings and Materials:** All reading materials on this syllabus will be on the Moodle site, which is organized by week in which the readings are assigned. You will be best served by **printing out hard copies** of all the readings assigned for the semester, so that you can write on them and study them carefully.

There is one required book. I strongly encourage you to get the hard copy of the book so you can read it more carefully, make notes, and refer to it later more easily.

Griswold, Eliza. 2018. *Amity and Prosperity: One Family and the Fracturing of America*. New York: Picador.

The book is not available today but will become available soon at both the **University Center Bookstore**.

### **Weekly Format:**

**Mondays and Wednesdays**– 1:00 – 1:50 Attend **in-person** lecture in room 307 Natural Sciences Building – a link to a zoom-based class, will be provided for those unable to attend due to illness or Covid-related circumstances. We will record these sessions and post to Moodle as well.

**Fridays** – You will be assigned to one of four discussion groups that you will stay with for the semester. These groups will also meet **in-person**. One of these discussions will be live and recorded via zoom.

**Class Participation and Attendance:** Attendance is required at all class sessions. Please **come prepared for each class session**; you will get so much more out of the course, if you have done the reading, watched the videos, and engaged with the material in advance of discussions. The readings and assignments in the schedule are due each week. Lectures and discussions are designed to deepen your understanding of the readings and videos.

To succeed in this course, you will need to do the readings, watch the videos, and take notes at the class sessions. Printing the readings will help you work with them in-depth and repeatedly as you prepare for writing papers.

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.

If you are sick or have an emergency, please take care of yourself. Please keep in touch with us too, if possible, so we know what is up.

**Take notes:** Researchers have shown that taking **hand-written notes** is the best way to learn and retain ideas, which you can refer to later and expand on as you study. I strongly encourage this practice. Good note-taking will be a key to success in the course. I have posted a **handy tip sheet** for note taking on the Moodle introduction page.

**Advanced forums:** Each week, there will be an “advanced forum” posted in Moodle. You will respond to these forums at least 10 times during the term. Forums are for your discussion section, which will be assigned.

You should reply to the required prompt by **Thursday at 10 PM each week. Sooner is better.** Do not wait until the last minute to reply to your classmates or they won’t have a chance to reply to you!

You may make your own post **or** you may reply meaningfully to your classmates’ posts. Feel free to engage as much as possible. **Posts will ideally be at least 100 words per forum.** Here are some tips:

- **“I agree” is not enough:** Avoid postings that are limited to 'I agree' or 'great idea', etc. “I agree” type of answers crowd the discussion board and make it harder for everybody to navigate the discussion. **If you agree (or disagree) with a post then say why you agree/disagree** by supporting your statement with concepts from the readings or by bringing in a related example or experience. Make each post count!
- **Build on others’ responses and posts.**
- **Ask yourself whether your post brings value to the discussion before you submit.**
- **Quote your sources.** Take advantage of the asynchronous nature of the discussion forum to look up any source you quote and make sure to cite these sources by mentioning the last name of the author, the publication and the year. No need to use a particular style.
- **Stick to the point:** Address the questions as much as possible (don't let the discussion stray too far).
- **Connect to prior knowledge and current events.** Bring in related knowledge from your life/work experience, issues in the news, prior coursework, readings, etc.
- **Innovate, don’t replicate.** You usually have the choice between a couple of questions on the prompt. If you’re late contributing to the initial posts, try to answer questions that have not been addressed yet, even if they wouldn’t have been your first pick. The early bird...
- **Take it beyond the readings.** Do quote the readings, but don’t stop there. Do your best to add value to the discussion. Ask questions you really want to find answers to and discuss what you found intriguing, confusing, share your top takeaways.

- **Use Complete and grammatically correct sentences that are clear and concise.** This is a college course so continue to work on your writing and communication skills. Clear and concise writing that is free of wordiness and distended sentence structure is the goal.

**Engagement 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 near the start of each section. Be prepared to share your findings with your classmates during Friday discussions.

**Two Analytic Essays:** Two essay assignments will ask you to synthesize the material covered and think critically about that material. I will distribute the question(s) that I want you to cover about two weeks before they are due. More specific guidance on these papers will be distributed at that time. These papers will be about 7 pages, typed, and double-spaced with normal margins and fonts. I expect your work to be well organized, grammatically correct, and completely referenced. Please convey your ideas concisely and clearly.

Grading will be based on your demonstration of engagement with course content, as well as your ability to support your argument with evidence (e.g., citations, specific statistics, quotations). In addition, your writing will be evaluated based on how well organized, grammatically correct, and completely referenced it is.

While I encourage students to discuss ideas, these papers must be produced individually. See note on plagiarism below.

**Writing and Public Speaking Center:** Writing is a critically important skill. Writers at all levels benefit from review and feedback given by others. Therefore, I strongly encourage you to take advantages of the tutors at the writing center in Lommasson 271. Check out <http://www.umt.edu/writingcenter/default.php> for more information and to schedule an appointment. Be sure to leave yourself enough time before the writing assignment is due to get help. Take the assignment instructions with you!

**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. If you have questions about plagiarism, please see me or the Writing Center for assistance.

**Late Papers:** Late papers (without an advance medical or emergency approval from the instructor) can be turned in late for whatever reason, you can turn it in **as much as one week later – but no later than that – for 5 fewer points for each day it is late, including weekends.**

**Extra Credit:** You may attend **one** public lecture **relevant** to our course and receive extra credit for it by writing a 2-page, double-spaced reaction paper. Papers are due two class dates after the date of the public lecture. Some options will be announced in class; if you would like to propose one that you know of, please ask Tom 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 to see whether you grappled in a **meaningful** way with the ideas presented.

### Grading:

- Class **participation**, including attending discussion sessions on Friday, and engagement in discussions 50
- **Forum** contributions = minimum postings to 10 different forums during the term. (best scores will be used). Contributions will be scored on a 0-5 scale as follows: 50
  - 0 = no, late, or inadequate posting
  - 1-2 = minimal engagement
  - 3-4 = substantive posting demonstrating clear and meaningful engagement
  - 5 = substantive posting with meaningful comments, including connections to the course materials, meaningful engagement with peers, and strong insight into the issue
- Two analytical **essays** (100 points each) 200
- Two engagement **exercises** (50 points each) 100
- Extra credit opportunity Up to 10 extra credit pts.

**Total: 400 possible points**

Final grades will be assigned as follows, although slight adjustments upward may be made, if you are on the cusp and you participated in class actively and meaningfully.

<u>Grade</u>	<u>Points</u>	<u>% of Possible Points</u>
A	380+	95+%
A-	360-379	90-94%
B+	348-359	87-89%
B	332-347	83-86%
B-	320-331	80-82%
C+	308-319	77-79%
C	292-307	73-76%
C-	280-291	70-72%
D+	268-279	67-69%
D	252-267	63-66%
D-	240-251	60-62%
F	0-239	0-59%

### COVID Policies

- Mask use is required within the classroom or laboratory.
- If you feel sick and/or are exhibiting COVID symptoms, please do not come to class. Contact the Curry Health Center at (406) 243-4330.
- Class will occur in person every week unless otherwise stated. If you are required to isolate or quarantine, you will receive support in the class to ensure continued academic progress. Please contact me or your TA and join the class remotely via the provided Zoom link. Recordings will also be posted on Moodle.
- UM recommends students get the COVID vaccine and booster. Please direct your questions or concerns about vaccines to the Curry Health Center.

- Drinking liquids and eating food is discouraged within the classroom.
- Please note this class is being recorded.

**Accessibility Statement:**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office for Disability Equity (ODE). If you anticipate or experience barriers based on disability, please contact the ODE at: (406) 243-2243, [ode@umontana.edu](mailto:ode@umontana.edu), or visit [www.umt.edu/disability](http://www.umt.edu/disability) for more information. As your instructor, I will work with you and the ODE to implement an effective accommodation, and you are welcome to contact me privately if you wish.

**Cultural Leave Policy:**

Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student's customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student's attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor.

Please note that the schedule is subject to change, which will be announced if needed.

WEEK	DATE	TOPIC	ASSIGNMENTS
1	Wed. Jan. 19	Introduction	Introductions Discuss course goals, review syllabus and expectations. Very brief background on “sustainability” and “community.”
	Fri. Jan. 21	Discussion Groups	Introductions to the members of your discussion group.
2	Mon. Jan. 24	Key concepts: Society and community	<b>In Class:</b> Condeluci, Al. 2014. Social capital and the power of relationships. TEDx GrandviewAve. Available at: <a href="https://www.youtube.com/watch?v=qaBUV2J0ax4">https://www.youtube.com/watch?v=qaBUV2J0ax4</a>
	Wed. Jan. 26	Key concepts: Community capitals and rural America	Flora, Cornelia, Jan L. Flora, & Stephen P. Gastayer. 2015. Community capitals and the rural landscape. Pp. 5-32 in <i>Rural Communities</i> . Routledge.  Scott, Simon. 2022. Carl Bernstein's new memoir honors the 'glorious chaos' of the newsroom. NPR. Available at: <a href="https://www.npr.org/2022/01/15/1073331321/carl-bernsteins-new-memoir-honors-the-glorious-chaos-of-the-newsroom">https://www.npr.org/2022/01/15/1073331321/carl-bernsteins-new-memoir-honors-the-glorious-chaos-of-the-newsroom</a>
	Fri. Jan. 28	Discussion Groups	
3	Mon. Jan. 31	Key concepts: sustainability and community engagement	Boyte, Harry. 1997. Builders of the commonwealth: Citizenship as public work. <i>Journal of Public Affairs</i> , vol. 1.  Ellis, Erie C. 2018. Science alone won't save the earth. People have to do that. <i>New York Times</i> . Opinion. August 11.
	Wed. Feb. 2	Fossil fuels and the logic of extractivism	<b>Introduce Exercise #1</b> Fossil fuels and the logic of extractivism
	Fri. Feb. 4	Discussion Groups	
4	Mon. Feb. 7	Local Government	<b>Invited Guests: City Council Members Gwen Jones and Mirtha Beccera</b> - Panel Discussion: Engaging Local Government in Pursuit of Change
	Wed. Feb. 9	Rural Americas	Lichter, Daniel T. and David L. Brown. 2011. Rural America in an urban society: Changing spatial and social boundaries. <i>Annual Review of Sociology</i> 37:565–592



	Fri. Feb. 11	Discussion Groups	Have TAs remind students to start <i>Amity &amp; Prosperity</i>
5	Mon. Feb. 14	Environmental Justice	Introduction and Background
	Wed. Feb. 16	The story of Opportunity, MT  <b>Guest lecturer:</b> Robin Saha	Our guest, Robin Saha, teaches in the EVST program; his expertise is environmental justice. See <a href="http://hs.umt.edu/evst/people/default.php?s=Saha">http://hs.umt.edu/evst/people/default.php?s=Saha</a>  Breslin, Sean, Jessica Mayrer, and Alex Sakaraissen. 2008. Toxic turmoil: Like it or not, people of Opportunity are on the receiving end of about 50 railcars a day, each with 100 tons of contaminated sediment from the Milltown Superfund site. <i>Missoulian</i> . Feb. 24.  McLaughlin, Kathleen. 2019. A tiny town's long struggle to rid itself of toxic waste reaches the Supreme Court. <i>The Washington Post</i> . Dec. 1.
	Fri. Feb. 18	Discussion groups	
6	Mon. Feb. 21	Presidents' Day Holiday	No class session. Students should read A&P.
	Wed. Feb. 23	Amity and Prosperity & Fracking	<i>Amity and Prosperity</i> <i>Fracking videos from two angles.</i> Explore this website and watch the 3-minute video on "what is fracking?": <a href="https://www.ipaa.org/fracking/">https://www.ipaa.org/fracking/</a>
	Fri. Feb 25	Discussion Groups	<b>EXERCISE #1 DUE</b>
7	Mon. Feb. 28	<i>Amity and Prosperity:</i> The Paradox	(45 minutes) Listen to the Climate One podcast "Prosperity and Paradox: A Conversation with Arlie Hochschild and Eliza Griswold," broadcast November 1, 2018. <a href="https://podcasts.apple.com/us/podcast/climate-one/id296762605">https://podcasts.apple.com/us/podcast/climate-one/id296762605</a>
	Wed. March 2	Conclude <i>Amity and Prosperity</i>	
	Fri. March 4	Discussion groups: Work session on papers	Come to class prepared to meet with your section to help one another and get questions answered about the first essay.
8	Mon. March 7	Introduction to Realms of Sustainability:	<b>ANALYTICAL ESSAY #1 DUE</b>

		Ecosystem services, resilience, and justice	
	Wed. March 9	Sustainability, continued	Robertson, Margaret. 2017. What is sustainability? Chapter 1, Pp. 3-8, in <i>Sustainability: Principles and Practices</i> . London: Routledge.  Cadenasso, M.L. and S.T.A. Pickett. 2018. Situating sustainability from an ecological science perspective. Pp. 29-52 in <i>Sustainability: Approaches to Environmental Justice and Social Power</i> , ed. by Julie Sze. New York: NYU Press.
	Fri. March 11	Discussion groups	
9	Mon. March 14	Community Health	Introduction and Background
	Wed. March 16	Community Health, continued	Guest Speaker from City-County Health Dept
	Fri. March 18	Discussion groups	Tell your discussion leader what you plan to explore in Exercise #2.
10	Mon. March 21	Spring Break	
	Wed. March 23	Spring Break	
	Fri. March 25	Spring Break	
11	Mon. March 28	Cities and ecological design	Diez Roux, Ana V., Adriana C. Lein, Iryna Dronova, Daniel A. Rodríguez, Rosie Mae Henson, and Olga Sarmiento. 2020. Urban places and planetary health. Pp. 364-401 in <i>Planetary Health: Protecting Nature to Protect Ourselves</i> , edited by Samuel Myers and Howard Frumkin. Island Press.  <u>During Class Time, Watch:</u> Calthorpe, Peter. 2017. 7 principles for better cities. TED. (14 minutes). <a href="https://www.ted.com/talks/peter_calthorpe_7_principles_for_building_better_cities">https://www.ted.com/talks/peter_calthorpe_7_principles_for_building_better_cities</a>
	Wed. March 30	Urban places, continued	<b>Guest Speaker Jason King</b> , City Planning Consultant on Sea Level Rise and Impacts on Community Design  Steiner et al. 2011. The ecological imperative for environmental design and planning. <i>Frontiers in Ecology and the Environment</i> 11(7): 355-361.
	Fri. April 1	Discussion groups	
11	Mon.	Equity, land use, and community	Manchanda, Rishi. What makes us get sick? Look upstream. 2014. TEDSalon NY. (17 minutes).

	April 4		<a href="https://www.ted.com/talks/rishi_manchanda_what_makes_us_get_sick_look_upstream#t-49164">https://www.ted.com/talks/rishi_manchanda_what_makes_us_get_sick_look_upstream#t-49164</a>  Watch this video by Angela Glover-Blackwell on “Equity and Inclusion in Growing Cities” <a href="https://www.youtube.com/watch?v=iDewJPrwB70">https://www.youtube.com/watch?v=iDewJPrwB70</a>  Thebault, Reis. 2018. Fresno’s Mason-Dixon line. <i>The Atlantic</i> . August 20. Retrieved at: <a href="https://www.theatlantic.com/politics/archive/2018/08/fresno-segregation/567299/">https://www.theatlantic.com/politics/archive/2018/08/fresno-segregation/567299/</a>
	Wed. April 6	Guest Lecture: Jennifer Wieland	Learn about our guest speaker:  <a href="https://nelsonnygaard.com/staff/jennifer-wieland/">https://nelsonnygaard.com/staff/jennifer-wieland/</a>  Kidston, Martin. 2021. Missoula’s new transportation plan heavy on bike lanes, trails; new interchange out. <i>Missoula Current</i> . Feb. 17. Retrieved from: <a href="https://missoulacurrent.com/business/2021/02/missoula-transportation-plan-3/">https://missoulacurrent.com/business/2021/02/missoula-transportation-plan-3/</a>
	Fri. April 8	Discussion groups	
12	Mon. April 11	Who is against sustainability & why?	Portney, Kent. 2015. Sustainability and the roots of controversy. Pp. 57-79 in <i>Sustainability</i> . Cambridge, MA: MIT Press
	Wed. April 13	Navigating our differences at the local level  <b>Potential Guest speakers:</b> Daniel Kemmis Josh Slotnick	Kemmis, Daniel. 2020. The solid ground of everyday citizenship. Pp. 53-74 (Chapter 3) in <i>Citizens Uniting to Restore Our Democracy</i> . Norman: University of Oklahoma Press.  Friedman, Thomas. 2018. Where American politics can still work: From the bottom up. Opinion. <i>New York Times</i> , July 3.
	Fri. April 15	Discussion Groups	
13	Mon. April 18	Restoration and community	Higgs, Eric S. 1997. What is good ecological restoration? <i>Conservation Biology</i> 11(2): 338-348.
	Wed. April 20	Community restoration: Case of Upper Clark Fork  <b>Guest lecturer:</b> Dan Spencer	<u>Read:</u> Brooks, David. 2015. How public participation redefined Superfund law at Milltown, MT. <i>Montana: The Magazine of Western History</i> . Autumn.  <u>Watch these short videos:</u> American Whitewater. 2008. Milltown Dam Removal (4:12 minutes) <a href="https://www.youtube.com/watch?v=ISLInzprz3M">https://www.youtube.com/watch?v=ISLInzprz3M</a>

			<p>US Environmental Protection Agency. 2016. Milltown, MT: Dam Removal and River Restoration (4 minutes).  <a href="https://www.youtube.com/watch?v=49EYSRhwFWg">https://www.youtube.com/watch?v=49EYSRhwFWg</a></p> <p>Missoulain. 2018. Rivers Run Free: 10 years after the removal of the Milltown Dam (1 min.)  <a href="https://www.youtube.com/watch?v=GGQNYL6_YTU">https://www.youtube.com/watch?v=GGQNYL6_YTU</a></p>
	Fri. April 22	Discussion groups	<b>EXERCISE #2 DUE</b>
14	Mon. April 25	Food and the politics of place	<p>Farley, Sara, and Sara Scherr. 2020. "How to reimagine our food systems for a post-Covid world." <i>World Economic Forum</i>, June 9. Available at: <a href="https://www.weforum.org/agenda/2020/06/we-need-to-reimagine-our-food-systems-for-a-post-covid-world">https://www.weforum.org/agenda/2020/06/we-need-to-reimagine-our-food-systems-for-a-post-covid-world</a></p> <p>Wolfe, Emily Stifler. 2020. "Homegrown – How small food processors are building a more resilient Montana food system." <i>Montana Free Press</i>. Retrieved 8.15.20 from: <a href="https://montanafreepress.org/2020/08/05/homegrown-how-small-food-processors-are-building-a-more-resilient-montana-food-system/">https://montanafreepress.org/2020/08/05/homegrown-how-small-food-processors-are-building-a-more-resilient-montana-food-system/</a></p> <p>Slotnick, Josh. 2013. Community farming: It's not just about food. (14 minutes). TEDxUMontana. Nov. 4. Available at: <a href="https://www.youtube.com/watch?v=3VwxWDVKs8k">https://www.youtube.com/watch?v=3VwxWDVKs8k</a></p> <p><u>Supplemental</u>: This piece is old, but so very good: Kingsolver, Barbara. 2002. Lily's chickens. Pp. 109-130 in <i>Small Wonder</i>. New York: Harper Collins Publishers.</p>
	Wed. April 27	More on community food systems	<p>Quinn, Bob and Liz Carlisle. 2019. Chapter 11 (pp. 143-160) in <i>Grain by Grain: A Quest to Revive Ancient Wheat, Rural Jobs, and Healthy Food</i>. Covello, CA: Island Press.</p> <p><u>Supplemental</u>:  Video by Robert Wallace: From agribusiness to agroecology. Approx 18 min. <a href="https://www.youtube.com/watch?v=ws8CsVJnnc0&amp;t=3s">https://www.youtube.com/watch?v=ws8CsVJnnc0&amp;t=3s</a></p>
	Fri. April 29	Discussion groups	
15	Mon. May 2	Community transformations	<p><u>Watch this</u>:  Lead India. 2010. The Tree. At: <a href="https://www.youtube.com/watch?v=GPeZ6viNgY">https://www.youtube.com/watch?v=GPeZ6viNgY</a></p> <p>Wheatley, Margaret and Debbie Frieze. 2011. Leadership in the age of complexity: From hero to host. <i>Resurgence Magazine</i>, Winter 20</p>

	Wed. May 4	Wrap up	
	Fri. May 6	Last regular class day. Discussion groups and work session.	Bring questions about your final papers.
Exam week	Thursday May 12	<b>ANALYTICAL ESSAY 2 DUE</b>	Papers are due by 5 PM. Submit via Moodle.