

Fall 9-1-2018

## ENST 225.01: Sustainable Communities

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### Recommended Citation

Hassanein, Neva, "ENST 225.01: Sustainable Communities" (2018). *Syllabi*. 8138.  
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## ENST 225: SUSTAINABLE COMMUNITIES

Fall 2018, T/TH 11:00-12:20

Liberal Arts / Eck Hall Room 011

### **Instructor:**

Neva Hassanein [Neva.hassanein@mso.umt.edu](mailto:Neva.hassanein@mso.umt.edu) 101A Rankin Hall

Office hours: Mondays 1 -2; Wednesdays 10:30-12:30. Please sign up in advance on the sheet posted across from my office door. If those times do not work for you, please see a Teaching Assistant or email me for an alternative.

### **TAs:**

Zach Goodwin [Zachary.goodwin@umontana.edu](mailto:Zachary.goodwin@umontana.edu) Office hours: Mon. 2-4, Tues. 10-11. Room M2

Sophie Frank. [Sophie.frank@umontana.edu](mailto:Sophie.frank@umontana.edu) Office hours Thurs. 9:15-10:45; Fri. 12:30-2. Room M-1C

Mallory Scharf [Mallory.scharf@umontana.edu](mailto:Mallory.scharf@umontana.edu) Office hours Tues. 3:30-5; Wed. 10:30-12 Room M-1C

*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 and the concept of sustainability, which has gained considerable traction in recent decades. This course focuses on how we build and re-build our communities so that they contribute towards health and sustainability, including its ecological, economic, and equity dimensions. In broadening your understanding of sustainable communities, we will bring to light connections among environmental, economic, and social systems; how these are interdependent; and how people work in community.

We begin with an introduction to social science and to how conceptions of “community” have changed in the United States over time, including how communities are cross-cut with difference and inequities that affect health and environmental quality. We then turn to 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. Lastly, the course provides an overview of some of the tools that are used for building community and engaging people in sustainability initiatives.

### **Specific Course Objectives:**

1. Develop students’ knowledge of social scientific approaches and the theoretical underpinnings of “community” and “society.”
2. Develop students’ understanding of core concepts, possibilities, and challenges around sustainable communities through class lectures, participation, exams, and writing assignments,
3. Develop students’ analytical skills through critical reflection on and synthesis of course material.
4. Develop students’ written communication skills through periodic essays and other assignments, and oral communication skills through participation in class discussions.
5. Develop students’ awareness of social scientific methods, particularly surveys, interviews, and other community-based research tools.

### **Course Readings and Materials:**

There is one required text available in the bookstore:

Portney, Kent. 2015. *Sustainability*. Cambridge, MA: MIT Press. ISBN: 9780262528504

All other reading materials on this syllabus will be on the Moodle site for this course. It is organized by week. Please purchase a package of 3x5" index cards for making comments during each class session.

**Readings and Lectures:** Please come prepared for each class session – you will get so much more out of the course if you have done the reading and engaged with it in advance of the lectures. The lectures and class discussion will be designed to deepen your understanding of the readings and to add to them.

**Class Participation and Attendance:** Regular attendance is necessary for success in this course. 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 and for your “comment card” (up to 25 of the 28 sessions). More importantly, 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.

**Quizzes** There will be seven quizzes during the term to help track your learning and encourage you to read carefully.

**Exams:** There will be one midterm and one non-cumulative final exam. TAs will schedule review sessions in advance of the exam. Permission to miss an exam will only be given in advance and will require taking the exam before others do. If you have a disability, see Neva for accommodations.

**Analytic Essays:** For the three essay assignments, you will do some outside research using data collection methods that we learn about in class, as well as utilize course materials. The purpose of the essays is to help you to think critically about what you read and hear in lectures, and to apply the concepts to your own research.

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 (12 pt). Please convey your ideas concisely and clearly. Grading will be based on your demonstration of engagement with 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.

All papers should be cited and referenced using American Sociological Association (ASA) guidelines. The library or writing center can provide guidance on citing in ASA style.

All assignments must be submitted in hard copy in class on the day the paper is due (see schedule).

**Late Papers:** If you do not turn in an assignment on time for whatever reason, you can turn it in as much as one week later – but no later than that – for one less point than it would have otherwise received for each day it is late including weekends.

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

**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!

**Advising:** The TAs and I encourage you to come see us during our office hours, listed at the top of the syllabus. Please make an appointment with us only if our regular office hours are impossible for you.

**Grading:**

- Class participation and attendance (one point per class attended) 25
- Quizzes (7 quizzes; best of 5) 25
- One midterm 100
- Three papers 300
- Final exam (non-cumulative) 100
  
- Extra credit = 2-page, meaningful reaction papers on public lectures (up to 5 each, up to 2 papers)  
10 possible extra. See instructions above.

Thus, there are a total of 550 possible points. Final grades will be assigned as follows, although slight adjustments upward may be made for strong class participation:

A = 522+ (95%+); A- = 495-521 (90-95%); B+ = 489-494 (87-89%); B = 462-488 (84-86%);  
B- = 456-487 (80-83%); C+ = 423-455 (77-79%); C = 407-422 (74-76%); C- = 385-406 (70-73%);  
D+ = 368-384 (67-69%); D = 352-367 (64-66%); D- = 330-351(60-63%); F < 329

If this course is required for your major by Environmental Studies or Community Health, please note that you must get at least a C- for it to count towards the requirements.