ENST 225: COMMUNITY AND ENVIRONMENT
Fall 2016, T/TH 11:00-12:20
CHCB 131

Instructor: Stephanie Laporte Potts
Email: Stephanie.potts@mso.umt.edu
Phone: (406) 243-6273
Office: Rankin Hall 016 (basement)
Office Hours: Tuesdays 9:00-10:45 or by appointment

TAs: Gillian Thornton, Zabeth Runyan, and Sylvia Doyle
Gillian’s Email: Gillian.thornton@umontana.edu
Sylvia’s email: Sylvia.Doyle@umontana.edu

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: environment, community, place, citizenship, sustainability, resilience, health, and power. We will then use these concepts as we turn our attention to how people in Missoula and elsewhere are building communities and several local and global resource issues they are working together to grapple with and address.

Specific Course Objectives:
1. Through class lectures, participation, an exam, and writing assignments, develop students’ understanding of core concepts, possibilities, and challenges around the localization movement and community-based environmental problem solving.
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).

There is one required text available in the bookstore:


All other reading materials on this syllabus will be on the Moodle site for this course. It is organized by week.
Class Participation and Attendance: Regular attendance in class 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 two points for each session you attend (up to 25 out of our 26 sessions, excluding Exam 1 and Final Exam periods). 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 be given a prompt to respond to with a 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. For assigning credit, we will be looking for your engagement with the given prompt, but we also welcome additional questions, comments, and input on the comment cards as well. Some days, comment cards will be replaced with in-class exercises.

If you are sick or have an emergency, please take care of yourself. There is no way to make up for missed attendance, but if you miss a class you are responsible for getting the information you missed, as it will be relevant for future discussions and assignments.

My teaching style is quite interactive, and 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 to think critically about what you read and hear in lectures, to synthesize and analyze the material we are covering in each section of the course, and to apply the concepts to your own research. 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.

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.

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

All assignments must be submitted in hard copy at the beginning of the class on which they are due. If you will not be able to attend class that day, it is your responsibility to submit a paper in hard copy by sending it to class with a classmate or turning it into Stephanie’s mailbox in Rankin Hall before the start of class.
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 December 14.

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 Stephanie 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 strongly encourage you to take advantages of 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: 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:
• Exam on concepts (up to 50 points) 50
• Two analytic essays (up to 50 points each) 100
• Three exercises (up to 25 points each) 75
• Class participation and attendance (two points per class, up to 25 classes) 50
• Extra credit – reaction papers on public lectures (up to 5 each, up to 2 papers) 10 possible extra

Thus, there are a total of 275 possible points. Final grades will be assigned as follows, although slight adjustments upward may be made for strong class participation:

A = 262-275 (95%+); A- = 248-261 (90-95%); B+ = 240-247 (87-89%); B = 231-239 (84-86%);
B- = 220-230 (80-83%); C+ = 212-219 (77-79%); C = 204-211 (74-76%); C- = 193-203 (70-73%);
D+ = 185-192 (67-69%); D = 176-184 (64-66%); D- = 165-175 (60-63%); F <165

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 DEADLINES
Subject to Change as Necessary.

Tuesday, September 27- Exam 1
Thursday, October 13- Exercise 1 due
Tuesday, November 1- Essay 1 due
Thursday, November 17- Exercise 2 due
Tuesday, December 1- Exercise 3 Due

Wednesday, Dec. 14 at 10:10AM – Essay 2 due in hard copy at start of exam period. Late paper policy does NOT apply
ENST 225 COURSE SCHEDULE FALL 2016
SUBJECT TO CHANGE

I. CORE CONCEPTS

WEEK ONE
Tue. August 30 – Introduction to the course and to each other

Th. September 1 – The environmental movement: waves of change and diverse Roots


WEEK TWO
Tue. Sept. 6 – A world of wounds


Th. Sept. 8 – Citizenship and the building blocks of community


WEEK THREE
Tue. Sept 13 – Inhabitation and Rootlessness

Th. Sept 15 – Bringing the land into our concept of community


Supplemental:


WEEK FOUR
Tue. Sept 20 – Where are we? Coming in to the Clark Fork watershed


Th. Sept 22- Exam Review session

WEEK FIVE
Tue. Sept 27- UNIT 1 EXAM

Thu. Sept 29- Stuff and the Growth Economy
Deep Economy, Chapter 1

WEEK SIX
Tue. Oct. 4- One for all and all for one?
Deep Economy, Chapter 3

Th. Oct. 6- Wealth of Communities
Deep Economy, Chapter 4

WEEK SEVEN
Tue. Oct. 11- Wealth of Communities, part 2
Deep Economy, Chapter 4
Additional readings to be assigned
Th. Oct. 13- Globe-Trotting Food and Coming Home to Eat  
EXERCISE 1 DUE IN HARD COPY AT BEGINNING OF CLASS  
*Deep Economy, Chapter 2*

**WEEK EIGHT**  
**Tue. Oct. 18- Localization and Globalization**  
*Deep Economy, Chapter 5*

Th. Oct. 20- The Durable Future  
*Deep Economy, Chapter 5*  
Additional readings to be assigned

**WEEK NINE**  
**Tue. Oct. 25- Individual vs. Collective Action**  


Williams, Terry Tempest. 2004. Engagement. *Orion* 23(4): 50-59. Available at: [https://orionmagazine.org/article/engagement/](https://orionmagazine.org/article/engagement/). [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.]


**Thu. Oct. 27- Who’s together at the table?**  
Readings TBA

**WEEK TEN**  
**Tue. Nov. 1- Farm to Institution and other efforts**  
ESSAY 1 DUE IN HARD COPY AT BEGINNING OF CLASS  

Additional reading may be assigned

**Th. Nov. 3- Building a Local and Regional Food System in Western Montana**  


**WEEK ELEVEN**  
**Tue. Nov. 8- No Class, Election Day**  
GO VOTE!
Th. Nov. 10- Ecological Restoration
Guest Lecture by Zabeth Runyan, ENST 225 TA
Additional Readings to be announced

WEEK TWELVE
Tue. Nov. 15- Public Space and Community Design
Guest Lecture by Gillian Thornton, ENST 225 TA


Frumkin, Howard. 2012. Healthy Human Habitats. Presentation at TEDx Ranier. Dec. 4. Available at: https://www.youtube.com/watch?v=UfmR0LPfiBX8


Supplemental:

Th. Nov. 17- Building citizens: Place-based education
EXERCISE 2 DUE IN HARD COPY AT BEGINNING OF CLASS


WEEK THIRTEEN
Tue. Nov. 22- Citizen science and environmental action
Guest Lecture by Sylvia Doyle, ENST 225 TA

Additional reading may be assigned.

Thu. Nov 24- Thanksgiving Holiday; No Class
Eat good food and build community!
WEEK FOURTEEN
Tue. Nov. 29- Community-based energy solutions and climate response


Read about the University’s programs and efforts:
• Greening UM http://www.umt.edu/greeningum/
• ASUM Sustainability Center http://life.umt.edu/asum/agencies/Sustainability_Center/
• UM Greenhouse Gas Inventory Summary – 2014 Update


St. Patrick Hospital – The Providence Garden

http://climateforhealth.org/success-stories/shaping-conversations-effective-change


Th. Dec. 1- TBA
EXERCISE 3 DUE IN HARD COPY AT BEGINNING OF CLASS

WEEK FIFTEEN
Tue. Dec 6- On Hope


Supplemental: More from Rebecca Solnit on Hope
Th. Dec 8.- Tying it all together

FINAL EXAM SESSION
Wed. Dec 14, 10:10am- Final exam session
ESSAY 2 DUE IN HARD COPY AT THE BEGINNING OF EXAM PERIOD; LATE PAPER POLICY DOES NOT APPLY