**ENST 225: COMMUNITY AND ENVIRONMENT**  
Fall 2017, T/TH 11:00-12:20  
MCG 210

**Instructor:** Gillian Thornton  
Email: gillian.thornton@umontana.edu  
Office: Rankin Hall 016 (basement)  
Office Hours: T/Th 9:30-10:45am or by appointment

**TAs:** Hannah Oblock and Dara Fedrow  
TA office: JRH M1-C  
Hannah’s Email: hannah.oblock@umontana.edu  
Office Hrs: M 12:50-3:50pm  
Dara’s Email: dara.fedrow@umontana.edu  
Office Hrs: W 9:00am-12:00pm

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 several local and global resource issues people in this particular place and elsewhere are grappling with. We will also look at the ways communities (like Missoula) are addressing problems such as energy consumption and greenhouse gas emissions, and conclude with discussions about hope.

**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:**
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.
I will pass around a clipboard with an attendance list at the start of each class. Please put a checkmark in the column of each class period you attend.

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 (12 pt). 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 provide 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.
**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 Gillian 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 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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Tuesday, September 26</td>
<td>Exercise 1 due</td>
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<tr>
<td>Tuesday, October 3</td>
<td>Exam</td>
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<td>Thursday, October 26</td>
<td>Essay 1</td>
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<td>Thursday, November 2</td>
<td>Exercise 2 due</td>
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<tr>
<td>Tuesday, December 5</td>
<td>Exercise 3 due</td>
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<tr>
<td>Monday, December 18th</td>
<td>Final Exam Period, 10:10am-12:10pm</td>
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<td>Essay 2 due in hard copy at start of exam period.</td>
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<td>Late paper policy does NOT apply.</td>
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ENST 225 COURSE SCHEDULE FALL 2017
SUBJECT TO CHANGE

I. CORE CONCEPTS

WEEK ONE
Th. August 31 – Introduction to the course and to each other

WEEK TWO
Tue. September 5 – The environmental movement: waves of change and diverse roots


Th. September 7 — A world of wounds


WEEK THREE
Tue. September 12—Citizenship and the building blocks of community
*Guest Lecture by Neva Hassanein*


Th. September 14—Inhabitation and Rootlessness

**WEEK FOUR**
**Tues. September 19 – Bringing the land into our concept of community**

**Th. September 21—Seeking sustainability**


**WEEK FIVE**
**Tue. September 26 – Where are we? Coming in to the Clark Fork watershed**
**EXERCISE 1 DUE IN HARD COPY AT THE BEGINNING OF CLASS**
No readings assigned

**Th. September 28- Clark Fork Watershed continued and Exam Review session**


**WEEK SIX**
**Tue. October 3- UNIT 1 EXAM**

**II. COMMUNITY AND THE POLITICS OF PLACE**

**Thu. October 5- Why do we care about food and agriculture?**


**WEEK SEVEN**
**Tue. October 10- Seeds of change**

**Th. October 12- Ripe for revolution**
*Lentil Underground—Part 2 TBD*

**WEEK EIGHT**
**Tue. October 17 – From the weeds to the White House**
*Lentil Underground—Part 3 TBD*
Th. October 19- Looking back, looking forward
Lentil Underground—Part 4 TBD

WEEK NINE
Tue. October 24- Building a local/regional food system in Montana


Th. October 26- Losing ground
ESSAY 1 DUE IN HARD COPY AT BEGINNING OF CLASS

WEEK TEN
Tue. October 31- Blueprints for communities
Readings TBA

Thu. November 2-Environmental justice
EXERCISE 2 DUE IN HARD COPY AT BEGINNING OF CLASS
Guest Lecture by TA Hannah Oblock
Readings TBA

III. TAKING ACTION

WEEK ELEVEN
Tue. November 7- Planning for sustainability

Our Missoula, City Growth Policy Fact Sheet and Highlights. Available at: http://www.ci.missoula.mt.us/1748/Our-Missoula (Link on right side of page)

Th. November 9- Energy conservation and climate action in Missoula


WEEK TWELVE
Tue. November14- Missoula water
Readings TBA
Th. November 16- Health, climate change and sustainability

Additional readings TBA

WEEK THIRTEEN
Tue. November 21-Building citizens: Place-based education


Th. November 23- THANKSGIVING HOLIDAY—No class
Eat good food and build community!

WEEK FOURTEEN
Tue. November 28- Individual action and behavior change


Thu. November 30- Collective action
Williams, Terry Tempest. 2004. Engagement. Orion 23(4): 50-59. Available at: 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.]


Additional readings TBA

WEEK FIFTEEN
Tues. December 5—America the Possible?
EXERCISE 3 DUE IN HARD COPY AT BEGINNING OF CLASS
Readings TBA

Th. December 7—On hope

Supplemental: More from Rebecca Solnit on Hope

**WEEK SIXTEEN**
Tue. December 12-Work session and pulling themes together

**FINAL EXAM SESSION**
Monday December 18th, 10:10am- Final exam session
ESSAY 2 DUE IN HARD COPY AT THE BEGINNING OF EXAM PERIOD; LATE PAPER POLICY DOES NOT APPLY