

ENST 225: SUSTAINABLE COMMUNITIES (Gen. Ed.: S and Y)
Spring Semester 2020
Social Science Building, Room 352; MWF 1:00 – 1:50

Instructor:

Neva Hassanein, Professor, Environmental Studies (EVST), 101A Rankin Hall.

Office hours: **Mondays 2:30-3:30; Thursdays 10-11:20.** I am happy to meet with you to discuss the course, to hear about your interests, and to answer any questions you may have. The easiest way to do this is to **sign up for an appointment during my office hours on the sheet posted across from my office door** in Rankin Hall. If the times available do not work for you, please email me for an alternative. neva.hassanein@umontana.edu

Teaching Assistants Located in Rankin Hall Mezzanine, Office Hours, and Contact

- Claire Carlson: Tuesdays & Thursdays 2-3pm. Room M1-C. claire1.carlson@umontana.edu
- Blair Libby: Tuesdays 11:30-12:30 and Fridays 10-11. Room M5. blair.libby@umconnect.umt.edu
- Shauni Seccombe: Weds. 2:30 - 3:30 & Fridays 11:00 - 12:00. Room M2 shauni.seccombe@umconnect.umt.edu

Advising: Let us help you succeed in the course. The TAs and I encourage you to come see us during our office hours, above. Please make an appointment with us outside of regular office hours only if they 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 (particularly regional cities) 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; and how people work together and/or conflict with one another in community.

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 particular 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.

Please purchase a package of 3x5” index cards for making comments during each class session.

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 back to it later more easily.

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

The book is available at both the **University Center Bookstore** and at **Shakespeare and Co.**, a locally-owned, independent bookseller located at 103 S. 3rd St. (at the corner of Higgins and 3rd., on the south side of the bridge). Store hours: Mon-Fri. 10-6, Sat. 10-5, Sun 12–5.

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 readings and assignments listed in the schedule are due on the day of the class session. Lectures and discussions are designed to deepen your understanding of the readings and to add to them. To succeed in this course, you will need to do all of the readings, and attend and take notes at all of the class sessions. Material covered during class may not be in the readings and vice versa, but you are responsible for all material.

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.

Devices: Please turn off and put away cell phones during class. Also, I strongly encourage you to not use laptops or tablets. Printing off the readings will help you work with them in-depth and repeatedly as you prepare for classes, quizzes, and exams. If you feel it is absolutely necessary, you may use a laptop or tablet to access the readings during class. If we discover you are not using these devices for a class-related use, we will revoke this privilege for you.

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 this, you will receive one point for each session you attend and for your **“comment card”** (up to 40 of the 42 sessions).

More important than your mere presence in the classroom is your engagement. Thus, for **each class**, write a one or two sentence **comment or question** pertaining to the content of the lecture, reading, or discussion 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, but there is a little wiggle room in the points assigned.

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 six quizzes in class during Friday sessions to help track your learning and encourage you to read and take notes in class carefully. Generally, these quizzes will focus on the material covered since the last quiz and include any reading assigned for the day of the quiz. You are expected, however, to be able to apply and use your knowledge as it builds over the course of the semester. You must be present to take the quiz; exceptions must be approved in advance by the Instructor. We will use the best five of your six grades.

Exams: There will be one midterm and one 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.

Two Analytic Essays: For the two 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 is to help you to think critically about what you read and hear in lectures, and to apply the concepts to your own research. You will find the last page of this syllabus has a list of questions to facilitate critical thinking. Try them out as you work on the assignments.

At least two weeks before the essays are due, I will distribute the question(s) that I want you to cover. These papers shall be five to seven pages maximum (plus references), typed, and double-spaced with normal margins and 12-point font. 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. These papers must be produced individually. See note on plagiarism below. More specific guidance will be provided. All assignments must be submitted in hard copy in class on the day the paper is due (see schedule).

Earth Day Civic Engagement Assignment: This April 22 will be the 50th Anniversary of Earth Day. I will ask you to participate in a related activity (they will be going on all week), and to write a short reaction paper about the experience. Instructions will be distributed.

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: 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 **3 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 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 to see whether you grappled in a **meaningful** way with the ideas presented.

Grading:

- Class participation and attendance (one point per class attended) 40
- Quizzes (Best 5 out of 6 quizzes; 20 points each) 100
- Two analytical essays (100 points each) 200
- Earth Day civic engagement activity and reflection paper 20
- Midterm exam 100
- Cumulative final exam 200
- Extra credit opportunity Up to 10 extra credit pts.

Total: 660 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	627+	95+%
A-	594-626	90-94%
B+	574-593	87-89%
B	548-573	83-86%
B-	528-547	80-82%
C+	508-527	77-79%
C	482-507	73-76%
C-	462-481	70-72%
D+	442-461	67-69%
D	415-441	63-66%
D-	396-414	60-62%
F	0-395	0-59%

PART ONE: UNDERSTANDING COMMUNITY AND THE RURAL AMERICAS

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

WEEK	DATE	TOPIC	ASSIGNMENT DUE IN CLASS. BRING READINGS.
1	Mon. Jan. 13	Introduction	Discuss course goals and themes. Review syllabus and expectations.
	Wed. Jan. 15	Society, community, & course themes	Garber, Meghan. 2017. What does 'community' mean? The term's evolution makes a nice metaphor for the rise of American individualism—and the decline of trust in American institutions. <i>The Atlantic</i> . July 3. https://www.theatlantic.com/entertainment/archive/2017/07/what-does-community-mean/532518/ Read at least Pp. 5–18, first half of assignment listed for Friday (by Flora et al.)
	Fri. Jan. 17	Community capitals framework	Flora, Cornelia, Jan L. Flora, & Stephen P. Gastayer. 2015. Community capitals and the rural landscape. Pp. 5-32 in <i>Rural Communities</i> . Routledge.
2	Mon. Jan. 20	MLK Jr. Holiday	No Classes
	Wed. Jan. 22	Views of citizenship & the transformation of community	Boyte, Harry. 1997. Builders of the commonwealth: Citizenship as public work. <i>Journal of Public Affairs</i> , vol. 1. Dunkelman, Marc. 2011. The transformation of American community. <i>National Affairs</i> . Summer: 135-151.
	Fri. Jan. 24	First meeting of discussion groups Locations TBA	Quiz 1 Discussion groups will meet, and focus on the Dunkelman reading.
3	Mon. Jan. 27	Rural Americas Distribute paper #1 assignment.	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
	Wed. Jan. 29	Community, democracy, & the politics of place Guest lecturer: Daniel Kemmis	Our guest, Daniel Kemmis, is author of several books, former Mayor of Missoula, former leader in Montana House of Representatives, and more. https://en.wikipedia.org/wiki/Daniel_Kemmis Kemmis, Daniel. 1996. Barn raising. Pp. 167-175 in <i>Rooted in the Land: Essays on Community and Place</i> , edited by William Vitek and Wes Jackson. New Haven: Yale University Press. Friedman, Thomas. 2018. Where American politics can still work: From the bottom up. Opinion. <i>New York Times</i> , July 3.
	Fri. Jan. 31	"Rural Americas"	Discussions on Lichter and Brown article (see Monday). <u>Bring it to class.</u>
4	Mon. Feb. 3	Toxics in our society: psychosocial perspectives	Edelstein, Michael R. 2018. Toxic exposure: The plague of our time. Chapter 1, Pp. 1-32 in <i>Contaminated communities: Coping with residential toxic exposure</i> . New York: Routledge
	Wed. Feb. 5	Community responses to pollution	Be sure you have read <u>all</u> of Edelstein <u>carefully</u> (see Monday). <i>Begin Amity and Prosperity (A&P) Pp. 3-36.</i>

	Fri. Feb. 7	Discussion groups	Quiz 2 A&P: Pp. 37 – 61
5	Mon. Feb. 10	Fossil fuels and the logic of extractivism	A&P: Pp. 62-122. Also, explore this website and watch the 3-minute video on “what is fracking?”: https://www.ipaa.org/fracking/
	Wed. Feb. 12	Guest speakers: Jeanie Alderson & Teresa Erickson	Our guests include Jeanie Alderson, Chair of Northern Plains Resource Council, and former Staff Director, Teresa Erickson. https://northernplains.org/ A&P: Pp. 123-164
	Fri. Feb. 14	Discussion groups	Quiz 3 A&P: Pp. 165-234
6	Mon. Feb. 17	Presidents Day Holiday	No class session. Keep reading A&P.
	Wed. Feb. 19	Bull Mountain Land Alliance Guest lecturer: Steve Charter	A&P: Pp. 235-309. You should be finished with <i>Amity and Prosperity</i> . Our guest is Steve Charter, former Chair of Northern Plains, who has been working with his family and neighbors for decades to address concerns about the longwall coal mine underneath the steep mesas and spring-fed coulees of the Bull Mountains, north of Billings, MT. Learn about Steve’s work: https://northernplains.org/our-local-groups/bull-mountain-land-alliance/ Learn about Signal Peak Energy: https://signalpeakenergy.com/
	Fri. Feb. 21	Discussion groups	PAPER #1 DUE IN CLASS. Be prepared to share what you have learned with your discussion group. Please bring A&P to class as well.
7	Mon. Feb. 24	The Paradox	Listen to the Climate One podcast “Prosperity and Paradox: A Conversation with Arlie Hochschild and Eliza Griswold,” broadcast November 1, 2018. https://podcasts.apple.com/us/podcast/climate-one/id296762605 Be prepared to discuss the major themes of <i>Amity and Prosperity</i> and to make connections between the book and what we learned about Montana.
	Wed. Feb. 26	The story of Opportunity, MT Guest lecturer: Robin Saha	Our guest, Robin Saha, teaches in the EVST program; his expertise is environmental justice. See http://hs.umt.edu/evst/people/default.php?s=Saha Breslin, Sean, Jessica Mayrer, and Alex Sakaraisen. 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. 28	Midterm review	Come to class prepared to meet with your section to go over the study guide. Another review will be scheduled outside class as well.
8	Mon. March 2	MIDTERM EXAM	This in-class midterm exam will cover all reading material, videos, lectures, and discussions in part one.

PART TWO: SUSTAINABILITY AND REGIONAL CITIES IN THE ANTHROPOCENE

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

WEEK	SESSION & DATE	TOPIC	ASSIGNMENT DUE IN CLASS
8, cont.	Wed. March 4	Intro. to Part Two. Instructions for paper #2.	Robertson, Margaret. 2017. What is sustainability? Chapter 1, Pp. 3-8, in <i>Sustainability: Principles and Practices</i> . London: Routledge.
	Fri. March 6	Discussion groups	Ellis, Erie C. 2018. Science alone won't save the earth. People have to do that. <i>New York Times</i> . Opinion. August 11. Orr, David. 2007. Optimism and hope in a hotter time. <i>Conservation Biology</i> 21(6):1392-1395.
9	Mon. March 9	Realms of sustainability: Ecosystem services, resilience, and justice	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.
	Wed. March 11	Forests for whom? Guest lecturer: Jill Belsky	Our guest, Jill Belsky, is Professor of Society and Conservation, Franke College of Forestry and Conservation. She will share with us her research on community forestry in Montana's Blackfoot Valley and in Bhutan, a Buddhist kingdom in the Himalayas. Reading TBA.
	Fri. March 13	Discussion groups.	Quiz 4 Continue discussion of Cadenasso and Pickett (see Monday).
N/A	March 16-20	SPRING BREAK	Enjoy!
10	Mon. March 23	Ecological Design	Orr, David. 2002. Human ecology as a problem of ecological design. Pp.13-32 in <i>The Nature of Design</i> . New York: Oxford University Press. Steiner et al. 2011. The ecological imperative for environmental design and planning. <i>Frontiers in Ecology and the Environment</i> 11(7): 355-361.
	Wed. March 25	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
	Fri. March 27	Discussion groups	Discussion on all materials from this week. Bring them with you!
11	Mon. March 30	Who designs communities? What makes a healthy place?	Frumkin, Howard, Arthur M. Wendel, Robin Fran Abrams, and Emil Malizia. 2011. An introduction to healthy places. Pp. 3 – 30 in <i>Making Healthy Places; Designing and Building for Health, Well-Being, and Sustainability</i> . Washington: Island Press. <u>Supplemental:</u> Portney, Kent. 2015. The special case of sustainable cities. Pp. 163-192 in <i>Sustainability</i> . Cambridge, MA: MIT Press

	Wed. April 1	Continued discussion of community design & land use planning	<p>Watch this excellent, short video by Angela Glover-Blackwell on “Equity and Inclusion in Growing Cities” https://www.youtube.com/watch?v=iDewJPrwB70</p> <p>Thebault, Reis. 2018. Fresno’s Mason-Dixon line. <i>The Atlantic</i>. August 20. Retrieved at: https://www.theatlantic.com/politics/archive/2018/08/fresnos-segregation/567299/</p>
	Fri. April 3	Discussion groups.	<p>Quiz 5 Discussion on all materials from this week. Bring them with you!</p>
12	Mon. April 6	<p>Vulnerability to heat & smoke in Missoula: Modeling for climate change planning</p> <p>Guest lecturer: Julie Tompkins</p>	<p>Our guest, Julie Tompkins, has a Masters in Geography, with a special emphasis in Geographic Information Systems. She will present to us on how she has modeled exposure to heat and smoke in Missoula and used socioeconomic data to identify social vulnerabilities for climate change planning.</p> <p>Pandit, Ram and David N. Laband. 2010. Energy savings from tree shade. <i>Ecological Economics</i> 69: 1324-1329.</p> <p>Check out Missoula’s Urban Forestry Division: https://www.ci.missoula.mt.us/230/Urban-Forestry</p>
	Wed. April 8	<p>Health equity: Missoula Invest Health</p> <p>Guest lecturer: Lisa Beczkiewicz</p>	<p>Our guest is the Health Promotion Supervisor for the Missoula City-County Health Department, and she has led the Missoula Invest Health initiative.</p> <p>Missoula Invest Health. 2017. <i>A Tale of Three Neighborhoods: A Study of Health Equity</i>. City of Missoula.</p>
	Fri. April 10	Discussion groups	<p>PAPER #2 DUE IN CLASS. Be prepared to share what you have learned with your discussion group.</p> <p>Also, small groups will discuss the Missoula Invest Health study in detail.</p>
13	Mon. April 13	<p>Who owns the water system?</p> <p>Guest lecturer: Bryan von Lossberg</p>	<p>Bryan von Lossberg, an alumnus of the MS program in Environmental Studies, has served on the Missoula City Council for many years now, and he played a major role in Missoula’s successful effort to gain public ownership of the drinking water system.</p> <p>Tobias, Jimmy. 2017. How a small city took on a financial giant and reclaimed its most precious resource. <i>The Nation</i>. July 5.</p> <p>City of Missoula. 2012. Pp. 1-13 in <i>The Conservation and Climate Action Plan</i>. Missoula, MT: The Mayor’s Climate Action Plan Task Force.</p>

	Wed. April 15	Food & the politics of place	<p>Kingsolver, Barbara. 2002. Lily's chickens. Pp. 109-130 in <i>Small Wonder</i>. New York: Harper Collins Publishers.</p> <p>Bailey, Ronald. 2002. I don't care where my food comes from: And neither should you. <i>Reason Online</i>, Sept. 26.</p> <p>Erickson, David. 2018. Report: Program that doubles food stamps at farmers markets boosts nutrition, health. <i>Missoulian</i>. May 30.</p> <p>Watch Josh Slotnick's TED Talk. https://www.youtube.com/watch?v=3VwxWDVKs8k</p>
	Fri. April 17	Discussion groups	Quiz 6. Discussion on all materials from this week. Bring them with you!
14	Mon. April 20	<p>Community restoration: Case of Upper Clark Fork</p> <p>Guest lecturer: Dan Spencer</p>	<p>Dan Spencer is Professor and Director of Environmental Studies. One of his areas of expertise is environmental ethics and restoration. Learn more at: http://hs.umt.edu/evst/people/default.php?s=Spencer</p> <p>Readings TBA</p>
	Wed. April 22	EARTH DAY 2020: 50 th Anniversary	TBA
	Fri. April 24	Discussion groups	Earth Day Engagement assignment due in class.
15	Mon. April 27	Community transformations	TBD
	Wed. April 29	Community transformations	TBD
	Fri. May 1	Final exam review	Last regular class day. Another review outside class will be scheduled too.
Exam week	Thurs. May 7	CUMULATIVE FINAL EXAM @ 3:20 – 5:20	This <u>in-class</u> final exam will cover <u>all</u> of the material in the course.