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### ENST 225.01: Community and Environment

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

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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:

McKibben, Bill. 2007. *Deep Economy: The Wealth of Communities and the Durable Future*. New York: Times Books.

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 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 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](http://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.

<b>Tuesday, September 27-</b>	<b>Exam 1</b>
<b>Thursday, October 13-</b>	<b>Exercise 1 due</b>
<b>Tuesday, November 1-</b>	<b>Essay 1 due</b>
<b>Thursday, November 17-</b>	<b>Exercise 2 due</b>
<b>Tuesday, December 1-</b>	<b>Exercise 3 Due</b>
<b>Wednesday, Dec. 14 at 10:10AM – policy</b>	<b>Essay 2 due in hard copy at start of exam period. Late paper does NOT apply</b>

**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**

Shabecoff, Philip. 2000. Chapters 1 and 2 (pp. 1-11) in *Earth Rising: American Environmentalism in the 21<sup>st</sup> Century*. Washington, DC: Island Press.

Gottlieb, Robert. 1993. Reconstructing Environmentalism: Complex Movements, Diverse Roots. *Environmental History Review*, 17(4): 1-19

Supplemental: Latour, Francie. 2014. “Hiking While Black: The Untold Story. Why is the American Story of Nature and Conservation So White? Carolyn Finney Uncovers a Complicated History.” *The Boston Globe*. Retrieved from <http://www.bostonglobe.com/ideas/2014/06/20/hiking-while-black-the-untold-story-black-people-great-outdoors/ssRvXFYogkZs2e4RX3z6JP/story.html>

**WEEK TWO**

**Tue. Sept. 6 – A world of wounds**

Shabecoff, Philip. 2000. Chapter 2 (pp. 13-28) in *Earth Rising: American Environmentalism in the 21<sup>st</sup> Century*. Washington, DC: Island Press.

Speth, James Gustave. 2004. A world of wounds. Pp. 13-22 in *Red Sky at Morning: America and the Crisis of the Environment*. New Haven, CT: Yale University Press.

Millennium Ecosystem Assessment. 2005. A summary for decision-makers. Pp. 1-24 in *Ecosystems and Human Well-Being: Synthesis*. Washington, DC: Island Press. [Full reports available at: <http://www.maweb.org/en/Index.aspx> ]

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

Moore, Carl M. 2001. What is community? Pp. 71-75 in *Across the Great Divide: Explorations in Collaborative Conservation and the American West*, edited by Philip Brick, Donald Snow, and Sarah Van de Wetering. Washington, DC: Island Press.

Sanders, Scott Russell. 2009. The geography of somewhere. Pp. 91-105 in *A Conservationist Manifesto*. Bloomington: Indiana University Press.

Boyte, Harry. 1997. Builders of the commonwealth: Citizenship as public work. *Journal of Public Affairs*, vol. 1.

**WEEK THREE**

**Tue. Sept 13 – Inhabitation and Rootlessness**

Kemmis, Daniel. 1996. Barn raising. Pp. 167-175 in *Rooted in the Land: Essays on Community and Place*, edited by William Vitek and Wes Jackson. New Haven: Yale University Press.

Daniel, John. 2008. A word in favor of rootlessness: The joys and perhaps necessary virtues of not settling down. *High Country News*. Retrieved from: [http://www.hcn.org/articles/a-word-in-favor-of-rootlessness/article\\_view?b\\_start:int=1&-C=](http://www.hcn.org/articles/a-word-in-favor-of-rootlessness/article_view?b_start:int=1&-C=)

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

Leopold, Aldo. 1949 [1989]. The land ethic. Pp. 201-228 in *A Sand County Almanac and Sketches Here and There*. New York: Oxford University Press

Arora, David. 1999. The way of the wild mushroom. *California Wild* 52(4). Retrieved from: <http://research.calacademy.org/calwild/1999fall/stories/mushroom.html> .

Supplemental:

Edwards, Andres R. 2005. The birth of sustainability. Pp. 11-27 in *The Sustainability Revolution: Portrait of a Paradigm Shift*. Gabriola Island, BC: New Society Publishers.

Wackernagel, Mathis, and William E. Rees. 1996. The sustainability debate. Pp. 31-40 in *Our Ecological Footprint: Reducing Human Impact on the Earth*. Gabriola Island, BC: New Society Publishers.

**WEEK FOUR**

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

Kittredge, William. 2002. The state of the Clark Fork. Pp. 1-5 in *The River We Carry with Us: Two Centuries of Writing from the Clark Fork Basin*, edited by Tracy Stone-Manning and Emily Miller. Livingston, MT: Clark City Press.

Miller, Emily. 2002. Introduction. Pp. 7-16 in *The River We Carry with Us: Two Centuries of Writing from the Clark Fork Basin*, edited by Tracy Stone-Manning and Emily Miller. Livingston, MT: Clark City Press.

Independent Staff. 2014. “The Answers Issue.” *Missoula Independent*. Retrieved from: <http://missoulanews.bigskypress.com/missoula/the-answers-issue/Content?oid=2070452&showFullText=true>

**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**

Dietz, Thomas, Gerald T. Gardner, Jonathan Gilligan, Paul C. Stern, and Michael P. Vandenberg. 2009. Household actions can provide a behavior wedge to rapidly reduce U.S. carbon emissions. *Proceedings of the National Academy of Sciences* 106(44):18452-18456. Available at: [www.pnas.org](http://www.pnas.org)

Jensen, Derrick. 2009. Forget shorter showers. *Orion Magazine*. July/August. Retrieved at: <http://www.orionmagazine.org/index.php/articles/article/4801/>

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.]

Hawken, Paul. 2007. To remake the world. *Orion* May/June. Available at: <http://www.orionmagazine.org/index.php/articles/article/265/>

**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**

Gustafson, Katherine. 2012. Institutionalized. Pp. 50-64 in *Change Comes to Dinner*. New York: St. Martin's Griffin.

Additional reading may be assigned

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

Anderson, Molly D. 2007. *The Case for Local and Regional Food Marketing*. Food and Farm Policy Project. Retrieved Aug., 28, 2011 at: <http://www.nemw.org/index.php/policy-areas/agriculture-and-food/farm-and-food-policy-project>

Gustafson, Katherine. 2012. Locavore Montana. Pp. 32-49 in *Change Comes to Dinner*. New York: St. Martin's Griffin.

**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**

McMahon, Edward. 2014. The Secrets of Successful Communities. *Planning Commissioners Journal: News and Information for Citizen Planners*.

Eitler, Thomas, McMahon Edward, and Theodore Thoerig. 2013. *Ten Principles for Building Healthy Places*. Washington DC: Urban Land Institute.

Frumkin, Howard. 2012. Healthy Human Habitats. Presentation at TEDx Ranier. Dec. 4. Available at: <https://www.youtube.com/watch?v=UfmR0LPfBX8>

PBS. 2008. Living in Disadvantaged Neighborhoods is Bad for Your Health. Video excerpt from Unnatural Causes Episode 5 – Place Matters. Available at: [http://www.unnaturalcauses.org/video\\_clips\\_detail.php?res\\_id=217](http://www.unnaturalcauses.org/video_clips_detail.php?res_id=217)

**Supplemental:**

Hempel, Lamont C. 2009. Conceptual and analytical challenges in building sustainable communities. Pp. 33-62 in *Toward Sustainable Communities: Transition and Transformations in Environmental Policy*, edited by Daniel A. Mazmanian and Michael E. Kraft. Second Edition. Cambridge: The MIT Press

**Th. Nov. 17- Building citizens: Place-based education**

**EXERCISE 2 DUE IN HARD COPY AT BEGINNING OF CLASS**

Sobel, David. 2004. Building a Three-Legged Stool of Academic Achievement, Social Capital, and Environmental Quality. Pp. 51-59 in *Place-Based Education: Connecting Classrooms and Communities*. Great Barrington, MA: The Orion Society.

Sobel, David. 2004. Beyond Ecophobia: Reclaiming the Heart in Nature Education. Retrieved from: [http://www.envirolink.org/arts\\_and\\_education/DavidSobell.html](http://www.envirolink.org/arts_and_education/DavidSobell.html)

Stapp, William B. 2000. Watershed Education for Sustainable Development. *Journal of Science Education and Technology*. 9(3):183-197

**WEEK THIRTEEN**

**Tue. Nov. 22- Citizen science and environmental action**

**Guest Lecture by Sylvia Doyle, ENST 225 TA**

Russell, Sharman Apt. 2015. Adventures in Citizen Science. *Montana Naturalist*. Spring/Summer 2016: 8-10.

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**

City of Missoula. 2012. Pp. 1-12 in *The Conservation and Climate Action Plan*. Missoula, MT: The Mayor's Climate Action Plan Task Force.

Learn about Missoula's initiatives at: <http://mt-missoula.civicplus.com/index.aspx?NID=956>

Read about the University's programs and efforts:

- Greening UM <http://www.umt.edu/greeningum/>
- ASUM Sustainability Center [http://life.umt.edu/asum/asum\\_agencies/Sustainability\\_Center/](http://life.umt.edu/asum/asum_agencies/Sustainability_Center/)
- UM Greenhouse Gas Inventory Summary – 2014 Update

Supplemental: Saha, Robin et al. 2010. *Missoula Greenhouse Gas Emissions Inventory and Analysis, 2003-2008: Towards a Blueprint for Municipal Sustainability*. Executive Summary. Retrieved August 26, 2012 at: <http://mt-missoula.civicplus.com/index.aspx?NID=1066>

Huffling, Katie and Elizabeth Schenk. 2014. Environmental Sustainability in the Intensive Care Unit: Challenges and Solutions. *Critical Care Nursing Quarterly*. 37(3): 235-250.

St. Patrick Hospital – The Providence Garden

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

[http://missoulia.com/lifestyles/health-med-fit/nurse-s-notes-human-health-must-be-inserted-in-climate/article\\_afc10ea6-85a7-11e2-81d3-0019bb2963f4.html](http://missoulia.com/lifestyles/health-med-fit/nurse-s-notes-human-health-must-be-inserted-in-climate/article_afc10ea6-85a7-11e2-81d3-0019bb2963f4.html)

**Th. Dec. 1- TBA**

**EXERCISE 3 DUE IN HARD COPY AT BEGINNING OF CLASS**

## **WEEK FIFTEEN**

**Tue. Dec 6- On Hope**

Solnit, Rebecca. 2011. Hope: The Care and Feeding Of. Originally posted to tomdispatch.com. Retrieved October 10, 2015 at: [http://www.huffingtonpost.com/rebecca-solnit/hope-the-care-and-feeding\\_b\\_914715.html](http://www.huffingtonpost.com/rebecca-solnit/hope-the-care-and-feeding_b_914715.html).

Loeb, Paul Rogat. 2002. What's wrong with cynicism? *Earth Island Journal* 17(3): 32-34.

Supplemental: More from Rebecca Solnit on Hope

Orr, David. 2007. Optimism and hope in a hotter time. *Conservation Biology* 21(6):1392-1395.

Speth, James Gustave. 2012. America the possible: A manifesto, parts I and II. A new politics for a new dream. *Orion Magazine*. May/June. Retrieved August 26, 2012 at:

<http://www.orionmagazine.org/index.php/articles/article/6810>

**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**