LOCALIZATION SEMINAR: ADAPTING TO THE DOWNSHIFT
EAS 564 and ENV 462 – FALL 2020 – Wed 5:30-8:00 pm

INSTRUCTORS
Raymond De Young
Thomas Princen

READING MATERIALS
• Other readings will be provided on UM Canvas website under Files

PREMISE

Consider the premise of this seminar carefully. The premise provides the biophysical grounding for all of our discussions. It differs significantly from that of other courses. The seminar will return to it frequently as we craft and discuss our response to it.

The seminar anticipates an eventual end to cheap, abundant, and easy-to-acquire energy as well as a significant drop in the availability of high-quality resources during this century. One implication of these historic changes is that everyday life will differ substantially from conventional expectations. There will be reduced consumption, curtailed mobility, and decentralized settlement patterns. Life will be much less affluent, likely more agrarian. And yet, as a result, psychological well-being and societal integrity might improve. Fortunately, the many changes will likely emerge slowly, over several decades, and throughout all of our individual lives – a persistent, sometimes punctuated, step-wise downshift to a new normal, experienced both personally and institutionally.

Evidence for this downshift is abundant, some believe it is already well underway, but discussions as to the timing are divisive. To debate the exact timing, however, is a dangerous distraction because, afterwards, we’d still need to develop a response. It is more sensible to accept the downshift as highly plausible, explore the many implications of resource limits, then construct responsible and positive responses, and test them. It is prudent to start this transition while we still have surpluses of material, energy and social capital.

The anticipated resource descent this century within techno-industrial societies will be without precedent. Considering alone the response needed to address climate disruption (i.e., holding constant any biophysical or thermodynamic limits on energy and material resource), the emissions drop needed is over 90% by mid-century with a significant part of this emission drop coming from reduced consumption of fossil fuels. However, independent of climate disruption is the matter of limits-to-growth and resource descent. These are material and thermodynamic issues, not economic issues. Analysis of this impending resource descent is highly contentious but will be briefly outlined in the seminar. We do know that US per capita energy consumption increased by a factor of about 3.5 during the last century. Historically, pre-fossil-fuel energy use in the US was an order-of-magnitude lower than current usage (Figure 1). Certainly, it is possible to live at such a dramatically lower energy and material throughput. Indeed, almost all of human history occurred within a pre-industrial, low-energy context and such an existence is commonplace for much of the current global population. Yet, never before has the US and similar societies (i.e., the “Global North”) had to prepare for such a large descent in consumption.
The astonishing comforts and conveniences afforded by techno-industrial society are unlikely to be possible under the new biophysical context of the climate crisis and resource descent. Thus, the focus of this seminar is on helping citizens of such societies weather their inevitable transition to a more frugal existence and it is the experiences, institutions, and behaviors of those individuals to whom this seminar will refer.

Yet, while energy and resource descent is a key driver, the seminar is not about energy and resource policy. It provides evidence for the premise but does not dwell on it. The seminar presumes that now is the time to envision responses, debate alternatives, and plan for the transition. The seminar focuses on crafting a wholesome, just, equitable, peaceful, and resilient transition. Throughout, members consider the local, regional, national, and even international dimensions of localization.

In summary, this seminar takes as given that high-consuming, growth-dependent societies soon will:

- Be operating on drastically less energy and material throughput;
- Need to make a rapid and enduring transition to a presently unfamiliar pattern-of-living;
- Be much less affluent, yet possibly function with higher levels of psychological well-being.

**AFFIRMATIVE INTENTION OF THE SEMINAR**

The material covered in this seminar will be unfamiliar to most members yet we hope compelling enough to be pursued at length. It will present an unusual scenario yet one that is totally plausible.

The resources used to construct modern industrial society were vast, but never limitless. Climate disruption, an unanticipated consequence of their use, is intensifying; abundant, high-quality and cheap energy is a gift soon gone; crude oil production plateaus and then slowly declines; other resources will follow in descent during this century; and continuous technological innovation, some of which could ease the transition to a new normal, will not fundamentally change the outcome. A new normal is emerging.

Re-reading the last paragraph, it would be easy to despair. However, the anticipated transition has unexpected features, many positive. First, it likely will not follow what the popular folk mythology of resource apocalypse predicts. It will lack Hollywood’s sudden and catastrophic collapse motif and its hero/anti-hero story line. Second, awareness of this change is rapidly growing. Some observers are coming to
recognize and accept this simple truth: high-consuming societies are extracting finite resources for which there are no adequate substitutions and no replenishment. These societies must turn from seeking new resources and toward the crafting of new patterns of living that function well within the limits of renewable, and primarily local ecosystems. The seminar uses the terms downshift, descent, and most generally transition, to capture this situation, and it rejects the unhelpful yet ever-popular term, collapse.

For reasons to be explained in the seminar, this transition is inevitable (hence, the premise of all discussions), but the nature of our individual and collective response to that premise is not predetermined. A positive response is possible, but so too is a negative one. Yet, of course, a positive response is desirable by all sane people. Thus, while we will not debate the premise; we will work to craft a plausible positive response

Localization is framed as a positive response. It is the name the seminar gives to the collection of actions that span the individual, community, region, nation, and globe, that focus on place and living within the limits of nearby natural systems. Some aspects of this positive response are unexpected, especially from the dominant perspective of endlessly increasing consumption, speed and novelty, yet will be welcomed.

LEARNING OBJECTIVES

To emphasize, then, the seminar’s objective is to develop a plausible positive response to the reality of a people-rich, resource-poor planet. It does not take a doom and gloom outlook. Nor does it employ the misguided, and ultimately futile, coping strategies of avoidance, denial, or wishful thinking. It also, pointedly, does not take the business-as-usual, efficiency-driven, greener-and-cleaner perspective so comforting and common among environmentalists. With an eye to the practitioner, the social change agent, the activist, this seminar develops ways to intervene that can hasten the goal of positive localization.

The University of Michigan's 10th president, in an inaugural address, said a public university "has a fundamental responsibility to be critical of society's current arrangements and to entertain, construct and test alternative visions." Now that is a radical and exhilarating thought. It is one that we instructors find is mostly honored in the breach. This seminar, nevertheless, accepts this responsibility. It is critical (in a constructive sense) and entertains an alternative vision to the prevailing one which has us dominating ecosystems and peoples alike. The seminar will:

- Develop principles, guidelines, and rules-of-thumb for the urgent transition from a resource-intensive, growth-oriented society to a resilient, localized society.
- Apply insights gained to specific instances of localization.
- Develop the competence and confidence to publicly present principles and practices of localization and collaborate with community officials and citizens.

EVALUATION

Evaluations will involve a combination of numeric and qualitative assessments.

The numeric evaluation will be graded out of 100 possible points and will include:

- Weekly preparation, summer work, and participation, including attendance (30 pts)
- Weekly written principles and new case development (20 pts)
- Book report (15 pts)
- Behavioral adaptation project (35 pts)
ASSIGNMENTS

The assignments all assume that the premise and intention of the seminar have been fully accepted, even if only for the duration of the term. An exploratory yet affirmative approach should be used in all discussions and writings. Discussions and deliverables should not debate the premise nor criticize the authors, point out their faults, explore their limitations, etc. Our goal is to build upon their insights. It will prove necessary to periodically remind ourselves about the seminar’s premise and intention, and to correct our own and other’s misperceptions and misdirection.

1. **Preparation and participation** – Thorough preparation of readings and diligent weekly and term writings are essential to the success of the seminar. In-class activities are the core of the course, where active listening is as important as speaking. Attendance at all class sessions is required. There is no substitute for in-class discussions. Since the seminar is an integrative exercise, presenting one’s views is essential to its success, but so is active, empathetic, and mindful listening and processing.

2. **Review of the summer reading article and the short book** – As outlined in the “Summer Reading” section below, regularly review the website Resilience.org (www.resilience.org) looking for articles about localization. Prepare a one-paragraph synopsis of an article of your choice and then prepare a short paragraph or two with your response to the piece given the premise of this seminar; be prepared to report out to the class. Prepare a similar synopsis, in length and content, for the short book you chose to read from the three listed in the “Summer Reading” section below.

   **Deliverables:**

   Post both paragraphs as a “Discussion item” on the seminar Canvas website by Monday, August 31 (i.e., enter as new item). Also, review and comment on each one of the other seminar members’ discussion entries.

3. **Individual weekly principles** – The readings are selected to stimulate thought about localization. No one reading or combination of readings says definitively what localization is, yet each may offer a different perspective or frame for understanding localization. For each week’s readings, members of the seminar will write at least two principles (e.g., criteria, guidelines, rules of thumb, propositions) for localization, based on that week’s readings. One principle should derive from a case, the other from the conceptual reading(s).

   Principles take the form of very short, general statements, not descriptive summaries. See “Downshift/Upshift: Our Choice,” The Localization Reader, Pp. 325-340, for examples of principles. Principles are not a critique nor a summary, in any form, of the readings; they are to go beyond the readings by making specific suggestions for action. The objective is not to be right, but to be exploratory and synthetic, even, at times, provocative. The broader, long-term goal is to build a conceptual framework for localization and offer guidelines for action. The collection of principles from all members thus serves as a publicly accessible (initially only to the seminar members) database from which anyone can build a conceptual framework of localization.

   The readings contain many possibilities for such principles. Sometimes the authors make them explicitly, but more often, only implicitly. Sometimes, we must infer them. **At most, a very few carefully crafted sentences** will suffice for each principle. After concisely stating the principle, it is useful to indicate where in the reading the principle originated (e.g., page number, a short quote). In each class session a few principles will be expanded upon. This will be one basis for class discussion.
Deliverables:

a) Upload the weekly written principles to the Canvas site by 8:00 pm on the Tuesday before class to the Pinned Discussion thread titled “Weekly Principles” for everyone to read before the beginning of class.

b) Have your principle also printed and physically posted on the classroom wall for everyone to read before the beginning of class (see agenda below).

4. New case development – As listed in the assigned readings list below, the course uses short case studies to show examples of localization-in-place (also sometimes referred to as Box/harbinger/short case readings). This assignment involves finding and reviewing a news article, and then preparing a short write-up that might be included in the next edition of the seminar text. Some news articles available for you to review for this assignment will be located under “Files” > “Fall readings 2020” > “Case development articles.” You may find other news articles on your own but they must fall within the premise and intention of the seminar.

Deliverable:
Write a brief Box of a current example of localization. Format and source like those boxes found in The Localization Reader. Submit via Canvas, due Friday, October 9.

5. Book report – Each student reads an entire book (or a book’s worth of related articles) on localization or transition, searching actively for insights beyond those obtained in course readings.

A “Book Report Guidelines” handout (e.g., guidelines, expectations, list of books) is available on Canvas under “Files” > “4. Assignment handouts (2020)” > “564 Book report assignment.” If you wish to read a book not on the list provided, then first consult with an instructor (and have several back-up books from the list). In the handout, note in particular the requirement of a discussion of the “value added” from the book to seminar discussions (this is the most important component of this report).

Deliverables:

a) Book choice, submitted to GSI via Canvas due Friday, September 11. Assignments will be confirmed shortly after. Acquire the book at UM or local library, via UM’s Inter-Library Loan (ILL), or by purchase.

b) Write a concise, one-page, single-spaced, bulleted book summary and submit via Canvas by Friday, October 2. Feedback will be provided.

c) Write a three-page, single-spaced, “nearly final draft” book report. Submit via Canvas by Friday, October 16. Feedback will be provided.

d) Write a 3-4 page, single-spaced book report. Follow the “Book Report Guidelines” handout on Canvas that includes the items listed below. Submit via Canvas by Friday, November 6.

e) Contribute findings from the book to seminar discussions at opportune moments.

6. Behavioral adaptation project – This exercise starts by identifying a change experienced during the Covid-19 pandemic lockdown by yourself or an institution or organization you know of.

1) First, pinpoint what in that change parallels or anticipates the process of localization discussed in this seminar. That is, what did some of us experience, however big or small, that can be used as an adaptation for the coming downshift?

2) Second, what would have to be different in that change to be truly adaptive given the
premises of this course? Imagine, or envision, concrete steps that can be taken, including steps that, pre-Covid-19, might have been unimaginable or implausible.

3) Third, experiment with actually making such a change yourself during the fall term. Plan a course of action, again, however big or small, that you can try over several weeks. Alternatively, if the change is in a distant organization or institution, delineate what that organization or institution could do to anticipate the coming downshift. In this experimental component, consider not just the resource descent necessity of the downshift, but systemic changes in, e.g., dominance and hierarchy, racism and exploitation.

Deliverables:

a) Write a concise, one-page, single-spaced, proposal of your project. Submit via Canvas by Friday, September 25.

b) Write a five-page, single-spaced project report. Submit via Canvas by Friday, November 13.

c) Prepare a recorded, five-to-ten-minute presentation for class review. Submit via Canvas by Friday, November 20. This could be as simple as a voiceover narration of a PowerPoint file, or a recorded mini-lecture. UM is providing many tutorials for creating recorded presentations. Consult these early in the term, and practice. For voiceover narration of a PowerPoint file see www.howtogeek.com/449836/how-to-record-voiceover-narration-in-powerpoint.

d) Review all other seminar members’ recorded presentations, prepare constructive (i.e., barn raising) comments, and submit these to Canvas by Tuesday, December 1.

e) Participate in a post-Thanksgiving-break on-line conference during which we will discuss each recorded presentation in turn. This will be held during the regular seminar meeting time on Wednesday, December 2. If additional conference time is needed, it will be scheduled during the final exam period, at a day and time mutually agreed upon.

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<thead>
<tr>
<th>SUMMARY OF ASSIGNMENTS</th>
<th>DUE DATE (posted to Canvas)</th>
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<tr>
<td>Synopsis of short book</td>
<td>Monday, August 31</td>
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<tr>
<td>Synopsis and response to Resilience.org article</td>
<td>Monday, August 31</td>
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<tr>
<td>Individual weekly principles</td>
<td>Each Tuesday at 8:00 pm</td>
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<td>New case development</td>
<td>Friday, October 9</td>
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<td>Book report: Choice</td>
<td>Friday, September 11</td>
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<td>Book report: One-page summary</td>
<td>Friday, October 2</td>
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<td>Book report: Three-page, nearly final</td>
<td>Friday, October 16</td>
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<td>Book report: Three-to-four page, final</td>
<td>Friday, November 6</td>
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<td>Behavioral adaptation project: Proposal</td>
<td>Friday, September 25</td>
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<td>Behavioral adaptation project: Five-page report</td>
<td>Friday, November 13</td>
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<td>Behavioral adaptation project: Recorded presentation</td>
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<td>Behavioral adaptation project: Review presentations and comment</td>
<td>Tuesday, December 1</td>
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<td>Wednesday, December 2</td>
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SEMINAR PROCEDURES

These procedures have been refined over 12 years by previous seminar members, GSIs, and instructors. **However, modifications may need to be made during the 2020-2021 academic year due to the Covid-19 pandemic.** An up-to-date syllabus will always be available on the Canvas website, and notifications of any syllabus updates will be sent via email.

1. SESSION AGENDA

**Seminar begins promptly at 5:30 pm.** We will follow the order below (with occasional deviations):

a) **FOR IN-PERSON MEETINGS** – Arrive in time to quietly begin the procedure below without any prompting. If conversations with other seminar members are needed, please arrive well beforehand so that those conversations can end, and seminar can start, promptly at 5:30 pm.

   i. **Principles**
      
      1. **Promptly at 5:30 pm** – Students post principles on the board in the room.
      2. From 5:30 to 5:40 pm – Everyone reads and takes notes on posted principles.
      3. At 5:45 pm – Discussion of selected principles begins.

   ii. **Mini-lecture** *(Most will be recorded for viewing before the class period)*

   iii. **Discussion** of readings (students bring insights, questions, comparisons among course readings; thus written notes on the readings will be useful)

   iv. **Activity** *(e.g., simulation, debate, reports on Resilience.org readings, reports on book project reading, updates on the Behavioral Adaptation project)*

   v. **Seminar administration** – We will wrap up all content by 7:50 pm to leave 10 minutes time for announcements about upcoming assignments and other updates and adjourn at 8:00 pm.

b) **FOR ON-LINE MEETINGS** – Log on to the online call in time to quietly begin the procedure below. We will always begin promptly at 5:30 pm.

   i. **Principles**
      
      1. **Promptly at 5:30 pm** – Students navigate to the pinned “Weekly Principles” discussion thread on the Canvas website.
      2. From 5:30 to 5:40 pm – Everyone reads and takes notes on posted principles.
      3. At 5:45 pm – Discussion of selected principles begins.

   ii. **Mini-lecture** *(Most will be recorded for viewing before the class period)*

   iii. **Discussion** of readings (students bring insights, questions, comparisons among course readings; thus written notes on the readings will be useful)

   iv. **Activity** *(e.g., simulation, debate, reports on Resilience.org readings, reports on book project reading, updates on the Behavioral Adaptation project)*

   v. **Seminar administration** – We will wrap up all content by 7:50 pm to leave 10 minutes time for announcements about upcoming assignments and other updates and adjourn at 8:00 pm.
2. CONVERSATIONAL STRUCTURE – BARN RAISING

The seminar sessions are a participative, high-interaction experience. Sessions explore the implications of the week's readings for change agents, citizens, researchers, and practitioners. There are many ways to conduct a seminar. It is assumed that we will each understand the difference among the various models below, focus on the barn raising model, and proactively monitor and correct the direction of our conversations when they deviate from that model (i.e., practice relational equipoise). Note, once again, our intention not to have our seminar decay into a critique mode of discourse.

Recently, the seminar was honored to receive the feedback below, forwarded from a student-led committee on teaching. The success noted is the result of all members working constantly toward the goal of building upon each other’s ideas. In improvisation this is practicing “yes, and” rather than “yes, but.”

[The seminar] prompted intellectual curiosity by building a classroom environment that was founded on building UP each other’s thoughts, instead of on critiquing them and breaking them down. [The] course taught me the value in thinking ahead to how we’ll respond as a community to our changing world, and that in higher education, we need to think more about doing through action, and by starting small.

Kahn has discussed the four basic types of seminars described below (Kahn, 1971; 746 Barn Raising, 2017; both these readings are available on Canvas for your review). This seminar will use the barn raising model.

A. FREE-FOR-ALL: There is a prize out there in the middle of the floor. It may be the instructor’s approval or it may be one’s own self-esteem, but it’s there and the goal is to win it, and anything goes. You win by looking not just smart, but by looking smarter. And that means it’s just as important to make others look dumb as to make you look smart. The main tool is criticism of the readings and other member’s ideas. The academic critique mode fits well in this model.

B. BEAUTY CONTEST: In this model I parade my idea to you seeking your admiration. Then it’s off the runway I go to get ready for my next appearance while you’re parading your idea. Of course, I’m not paying any attention to your ideas, nor you to mine.

C. DISTINGUISHED HOUSE TOUR: In this model someone advances an idea. The rest of the seminar spends time exploring it, asking questions, uncovering inconsistencies, etc. When they have got a good grasp on it one of the other members offers another idea. It

Figure 2 - This sort of barn raising.

Figure 3 - Or this sort of barn raising.
may be a whole different point of view on the same subject. The seminar members then explore that new idea. This is a high form of discourse and can produce good outcomes. However, while outright criticism is not used, neither are ideas compared, or built upon.

D. BARN RAISING: In frontier America when a family urgently needed a barn and had limited resources, their community gathered to help build the structure. The family described the idea, the kind of barn they needed, picked the site, etc. But it was the community that pitched in and actually built it (Figures 2 and 3).

3. READINGS – All readings are required; the seminar functions only when everyone has the same baseline knowledge, accumulated over the semester. Most readings are in the textbook. The goal is not to accumulate lots of facts. It is not to memorize. Rather, it is to identify key ideas, concepts, biophysical, psychological, and social contexts, and to generate principles, all as they relate to localization. To facilitate discussion, students should prepare comments and questions and do so before each class (these notes can also be submitted as an assignment on Canvas if you did not find the opportunity to participate in class discussion. Consult with GSI for submission details). Consider the following strategy:

a) Approach the readings as an exploration, an active process of making sense of the piece. One resource that aids this process is Fu (2006). Active reading revisited (available on Canvas).
b) Most of the authors were not part of a localization seminar. They’d likely frame their piece differently had they been in such a seminar. It will often be useful to reinterpret their work.
c) As you read, takes notes of your own reactions, especially surprises or passages that contradict your previous understanding (or another reading). Share such notes in discussions.
d) Approach the readings, your interpretation and/or reframing of them, and your note taking from a positive and generative perspective. The seminar seeks to build a pragmatic response to the underexplored biophysical reality of limits. Its purpose it not to criticize each reading for its faults, limitations, sources, etc. (what is otherwise the norm in seminars). The purpose is to build upon their ideas and combine them with the works of other authors.
e) Note that some of the readings are older (both in the textbook and syllabus). This is intentional. White (2012) has an interesting perspective on this in her review of the text; “...playing that favourite parlour game where you get to invite anyone, unbounded by time or space, to a dinner party” (available on Canvas in “Additional Resources”).

4. WRITTEN WORK – Unless directed, all submissions will be via Canvas. Weekly principles, new case/box development, book report, and other written assignments should be formatted single-spacing. At a minimum, always:

a) Number all pages (and perhaps number all lines in drafts)
b) Include your name, the date, email address, and assignment topic
c) Edit very carefully: (1) clearly and logically organized with headings and, as appropriate, subheadings; (2) transitions from section to section and from paragraph to paragraph are clear; and 3) the language is concise and free of typos, grammatical errors, and misspellings. The reader should contend only with ideas and arguments, not with problems of exposition.
Writing assistance:

The instructors assume, and highly recommend, that all students take advantage of the services of the Sweetland Writing Center on campus (1111-1148 Angell Hall; 764-0429). In fact, those with poorly written papers will be referred to the Center and required to submit additional drafts. A direct link to the Center resources is available on the left side of the Canvas course page titled “U-M Sweetland Writing Support.” Well-written and carefully-edited work is expected.

SEMINAR SCHEDULE OF READINGS

The readings are the foundation of the seminar. They should be completed well in advance of the session during which they are discussed so as to give ample time for consideration of their content. Thoughtful, multi-day reflection on the content of the readings is essential to successful discussions. It is useful to write out, ahead of time, comments that build upon the readings.

1. CASES – Human societies have long been organized locally, but cheap energy, new technologies, and communications have shifted that organization to the national and international levels. Examples of localization are hard to come by, as opposed to “the local” which has become an overused notion. Cases can be useful examples; they demonstrate how to provide for basic needs in a durable and resilient manner. Within the readings listed below, there are cases to help us imagine what the transition could be like. Brief texts of these cases are found in The Localization Reader and on Canvas; other cases are listed below (with URL) and more examples regularly emerge in the media.

2. READINGS – These can be found in the textbook (The Localization Reader) or on Canvas. The first, and vital, assignment is to thoroughly read this syllabus, becoming familiar with all of its details.

SUMMER READINGS AND ASSIGNMENT

Introduction, premise, and principles:
Front Matter: Preface and Introduction (pp. vii-xxvi).
Chapter 25 – Downshift/Upshift: Our Choice (pp. 325-340). [Note the style of the principles. Mimic this style in your weekly principles.]

Read one of these very short books:

Assignment: Regularly read Resilience.org (www.resilience.org) looking for articles about localization. By August 31 prepare a one-paragraph synopsis of an article and then a brief paragraph or two of your response to the piece given the premise of this seminar; be prepared to report out to the class. Publish as a Discussion item on Canvas website (i.e., enter as a
new item). Also, review and comment on all other entries.

Similarly, prepare a synopsis of the short book you chose to read, and post as a Discussion item on Canvas by August 31. Again, review each of the other entries from classmates prior to the first day of class.

SEPTEMBER 2 – DRIVERS OF LOCALIZATION – RESOURCE DESCENT
Drivers of Localization – Introduction (pp. 2-4)
Chapter 1 The End of Fossil Fuels M. King Hubbert

Alexander, Ussher (2012). The voluntary simplicity movement, J. of Consumer Culture, 12, 66-86
Monbiot, G. (2015) Consume more, conserve more: Sorry, but we just can’t do both, Guardian, 24 Nov.

SEPTEMBER 16 – DRIVERS OF LOCALIZATION – COLLAPSE
Chapter 3 The Inevitability of Transition Joseph A. Tainter

SEPTEMBER 23 – DRIVERS OF LOCALIZATION – BEYOND COLLAPSE
Case: Box (Planful Shrinkage) (pp. 60) [Also read expanded case by same name on Canvas webpage]
Case: “Ancient Italian Town Has Wind at Its Back,” Elisabeth Rosenthal, September 28, 2010
SEPTEMBER 30 – LOCALIZATION IN PRACTICE
Localization in Practice – Introduction (pp. 56-58)
Chapter 5 An Arc of Scenarios Rob Hopkins
Chapter 6 Inhabiting Place Robert L. Thayer
Chapter 7 Locally Owned Business Michael Shuman
Case: Box (Localizing Finance) (P. 86)

OCTOBER 7 – LOCALIZATION IN PRACTICE (continued)
Chapter 9 Civic Agriculture Thomas A. Lyson
Chapter 10 A Whole New Way of Life Karen Litfin
Case: Box (Erie Canal) (pp. 110)
Case: Box (Belo Horizonte) (pp. 118)

OCTOBER 14 – PHILOSOPHIES OF LOCALIZATION
Philosophies of Localization – Introduction (pp. 142-143)
Chapter 11 The Decentralist Tradition Kirkpatrick Sale
Chapter 12 Technology at a Human Scale Ernst F. Schumacher

OCTOBER 21 – PHILOSOPHIES OF LOCALIZATION (continued)
Chapter 13 Provincialism Josiah Royce
Chapter 14 Local Enterprise Wendell Berry
Chapter 15 Conserving Communities Wendell Berry
Case: Box (Breaking the Fossil Fuel Habit) (pp. 14)

OCTOBER 28 – BRINGING OUT THE BEST IN PEOPLE
Bringing Out the Best in people – Introduction (pp. 208-211)
Chapter 16 Abundance and Fulfillment Sharon Astyk
Chapter 17 Motives for Living Lightly Raymond De Young
Chapter 18 Enabling the Best in People Rachel Kaplan & Stephen Kaplan
Case: Box (Work less) (pp. 209-210)

NOVEMBER 4 – APPROPRIATE GOVERNANCE
Appropriate Governance – Introduction (pp. 242)
Chapter 20 Towards the Regional Gar Alperovitz
Chapter 21 Global Problems, Localist Solutions David J. Hess
Case: Box (Energy islands) (pp. 272)
NOVEMBER 11 – TOOLS FOR TRANSITION

Tools for Transition – Introduction (pp. 284-285)

Chapter 22  Adaptive Muddling  Raymond De Young & Stephen Kaplan
Chapter 23  Promoting a Partnership Society  Lester W. Milbrath

Case: Box (Corn to Veggies) (pp. 196)

Case: “An effort to bury a throwaway culture one repair at a time,” Amsterdam J., McGrane (5-8-12).

NOVEMBER 18 – PRINCIPLES FOR A RESILIENT TRANSITION

Chapter 24  Tools for the Transition  Donella Meadows, Randers & Dennis Meadows
Chapter 25  Downshift/Upshift: Our Choice  Raymond De Young & Thomas Princen

Case: Box (The Potato) (pp. 338)

THANKSGIVING RECESS (Last in-person classes are Friday, Nov. 20. Classes resume remotely on Monday, Nov. 30).

DECEMBER 2 – ONLINE CONFERENCE – BEHAVIORAL ADAPTATION PROJECT PRESENTATIONS