

Term	Course Title	Department	Course Level	Course Description	Course Link	Course Type
Fall 2020	Beyond Plastics: Pollution (AM2194C.01)	Advancement of Public Action	2000	The Beyond Plastics Pollution course is an environmental policy course that focuses on the systemic reasons on why over 9 million metric tons of plastics enter the ocean each year. This cutting edge class will focus on how plastic pollution is a climate change issue, how the plastics industry spins the myth that we can recycle our way out of the problem, environmental justice, the health impacts of plastic production and use, alternatives to plastics, and most importantly, what you can do to address this growing problem. This will be a particularly useful class for those who want to tackle this issue in their own community, state and nation. There will be a strong focus on public action.	https://catalog.temple.edu/courses/2000/beyond-plastics-pollution	Sustainability Focused
Fall 2020	Digital Materiality (MS401.02)	Society Culture and Thought	4000	"The cloud" isn't in the sky, but is comprised of thousands of scattered data centers and fiber optic networks that span continents. Undersea cables still carry nearly all internet traffic that travels across oceans. How can we critically analyze these massive systems that are either invisible or too large to see at all or once? This course will explore the materiality of digital media and their infrastructures. We will read key works in media history, media archeology, and related fields to trace the life cycle of digital devices, from mineral extraction and industrial production to the carbon footprint of consumer usage and digital technology's afterlife as a waste. As we delve into the prehistories and possible futures of digital technology, we will also consider the work of designers, engineers, and artists who help us think creatively about digital media, whether from the perspective of deep time, or in speculations on post-digital media and data.	https://catalog.temple.edu/courses/4000/digital-materiality	Sustainability Focused
Fall 2020	Environmental Political Theory: Climate, Coronavirus, and the Commons (PO4368.02)	Society Culture and Thought	4000	What is nature? Who gets to speak for nature? What is the institutional arrangement, political economic system, and form of political community best suited to cultivating a more sustainable relationship with the more-than-human world? These questions are most effectively grappled with by pairing political theory with conversation with environmental studies. The first half of the class will provide an introduction to major debates in environmental political theory, focusing both on how conventional political theoretical debates over democracy, citizenship, sovereignty and justice have been critiqued and re-art by environmentalists, and on how conventional environmentalist debates over wilderness, animal rights, and environmental justice have been understood by political theorists. Over the second half of the class, we will use a toolkit of Environmental Political Theory to explore what the climate crisis, Covid-19, and contemporary struggles over the commons have to tell us about nature-society relations of the past, present, and future.	https://catalog.temple.edu/courses/4000/environmental-political-theory	Sustainability Focused
Fall 2020	Evolution: Making Sense Of Aging, Sex, Sociality, Families, and Disease (BC0418.02)	Science & Mathematics	4000	Evolution provides conceptual unity for biology Darwin's basic concept, supplemented by 150 years of refinement and additional understanding, informs every area of life science, often in ways that are surprisingly different from the popular understanding (or misunderstanding) of evolutionary theory. This course will establish deep grounding in basic evolutionary theory with particular focus on selective pressures and the history theory. Particular topics are likely to include: evolution of reproductive systems and behaviors, eukaryotic/ eukaryote origins and the evolution of eukaryote and prokaryote behavior, coevolution in mutualistic and predator-prey (game-theory) systems, evolution of disease and evolutionary medicine, and the (mis)light origins and issues of sex. There will be reading from the primary research literature as well as both critical and synthetic writing, and students will be expected to use quantitative models and approaches to basic population genetics and fitness calculation. Students should have basic familiarity with genetics and the cell cycle, it's responsible to a degree with modern evolutionary thought without this.	https://catalog.temple.edu/courses/4000/evolution	Sustainability Inclusive
Fall 2020	Gender, Subsistence, and Agriculture (AM4241.02)	Advancement of Public Action	4000	This course examines the intersections of gender, subsistence practice, and agriculture. Students will consider international and local contexts, with special attention to queer and women farmers and the role of capitalism. We will begin by considering case studies and personal stories of subsistence practice, homesteading, and small scale farming. From there, we will move into feminist theoretical analysis of these topics, exploring how theoretical considerations apply to lived experience. Students will explore subsistence through "DIY" and homesteading practice through hands-on projects. They will conduct qualitative interviews of farmers or homesteaders. As a community engagement component, students will develop a workshop that teaches a subsistence skill that relates to food or farming in the community.	https://catalog.temple.edu/courses/4000/gender-subsistence-and-agriculture	Sustainability Inclusive
Fall 2020	Geographies of Food: De-industrializing, Decolonizing and Re-indigenizing (AM4244.01)	Advancement of Public Action	4000	The course examines food in relationship to land and politics in the context of the history of colonization. We will explore indigenous voices within the theoretical framework of food sovereignty, issues and the industrialized global food system. This is a transdisciplinary research-based class that investigates less obvious factors relating to space/place, heritage, cultural identity, bodies and sense of self in the politics of food. The class activities and assignments will incorporate various creative and collaborative methodologies of the visual arts, culture practices and civic engagement.	https://catalog.temple.edu/courses/4000/geographies-of-food	Sustainability Inclusive
Fall 2020	Intro to Maps and Geographic Information Systems (ES1210.01)	Science & Mathematics	2000	This is an introductory course on the theory and practice of analyzing and displaying geo-spatial information. The methods that students will learn have wide-ranging applications in the natural and social sciences. Students will learn how to utilize regional and spatial geographic information systems software to analyze patterns within spatial datasets and communicate information through maps. Students will be expected to develop their own work and are encouraged to use data from other classes or projects.	https://catalog.temple.edu/courses/2000/intro-to-maps-and-geographic-information-systems	Sustainability Inclusive
Fall 2020	Local Landscape A: Ecological Principles (BC0127.01)	Science & Mathematics	2000	New England is one of the most heavily forested regions in the United States. 44,000 years ago it was covered by ice. When humans arrived about 12,000 years ago, they found extensive, well-established forests – and began reshaping the landscape through hunting and fire use, beginning about 2000 years ago. Farming, European colonists caused further ecological change by expanding agriculture and bringing livestock, and by 1850 most of the region was cleared for agriculture. Most of that farmland has now become forested again. How do we understand and predict the workings of such a dynamic landscape? This course uses our local landscape to illustrate principles of ecological science, and uses ecological science to understand the landscape we live in. We will explore aspects of that landscape ranging from its deep history to the effects of climate change and invasive species, to the recent emergence of a new Lyme disease epidemic as an ecological phenomenon. This course is for anyone interested in how ecosystems work and why they are as they are. It will also prepare students for more advanced work in ecology. Ecology is one of the core scientific components of work in environmental studies. You may take this 2-credit class on its own, or along with the 2-credit field/lab class, "Local Landscape B". This class may be taken remotely, but "Local Landscape B" cannot.	https://catalog.temple.edu/courses/2000/local-landscape-a	Sustainability Focused
Fall 2020	Local Landscape B: Field Ecology and Natural History (BC0126.01)	Science & Mathematics	2000	This is a companion course to the "Landscape A", "Local Landscape A" and will take place entirely in lab and field (primarily the latter). The class has two main aims: to deepen and reinforce understanding of ecological principles through experience and systematic observation in the field (along with use of some of the tools and instruments of the field researcher), and to develop the observational and intellectual tools of the serious "field naturalist". It will also be an opportunity to gain a "hands-on" familiarity with the ecosystem, natural history, and biota of our biologically rich and diverse region: how well maintained a disturbed fielding, and will be expected to gain basic competency in field taxonomy. There will be field-trips most weeks, including off-campus trips, and hiking in some moderately/ remote terrain. You MUST take Local Landscape A concurrently to enroll in this class (unless you already have background in ecological science and obtain permission of instructor), and this course will be NOT be taught remotely.	https://catalog.temple.edu/courses/2000/local-landscape-b	Sustainability Focused
Fall 2020	Make Kitchen Common: Agri. Culinary Participation and Storytelling (AM4245.02)	Advancement of Public Action	4000	Building strong community support infrastructure is essential in the age of global pandemics as it has been during past emergencies and disasters. At this pivotal moment, communal kitchens can be reframed as vital, alternative social spaces to foster democratic learning, in this space we can regain the importance of cross-generational skill-sharing and reclaiming community knowledge about food and communitarianism. We will examine how civic movements such as Comedores Populares in Peru and Mexico and The Fourth Farm in New York City understand food security as a core issue in creating community stability. This class will explore possibilities of developing effective relationships between Community Supported Agriculture (CSA) and Community Supported "Kitchen" (CSK) so that community members can collectively learn and teach how to prepare, preserve and serve the local and sustainable produce.	https://catalog.temple.edu/courses/4000/make-kitchen-common	Sustainability Inclusive

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Fall 2020	Multi-Species Lab (APA2302.02)	Advancement of Public Action	2000	<p>The Multi-Species Lab is an art and research class focused on creative practices and strategies that decenter the human being in a world of ecological uncertainty and reclamation. Through collaborative and creative activities and assignments, we will research and question ideas of how to understand life—including human life—as a plural and ecologically enmeshed phenomenon. The Lab will be structured as a series of activities and studies that are indebted to scholars, artists, practitioners, and researchers engaged in developing “acts of living on a damaged planet.” Drawing our conceptual frameworks and key ideas from recent work in scientific, queer materialism, posthumanism, and multi-species ethnography, we will dedicate ourselves to creating artistic, ritual, health, ceremonial, practice, and art works—in many mediums—that work to disrupt unthinking anthropocentrism and to replace it with ecophilic consciousness.</p> <p>The lab is an experimentally-oriented contribution to the rapidly emerging field of Environmental Humanities, with intellectual foundations drawn from such fields as animal studies, environmental philosophy, science studies, and ecocriticism. The lab also recognizes the vertiginous explosion of critical engagement whereby artists, art collectors, curators and other practitioners are addressing the social and emotional complexities of our physically changing world.</p> <p>In this class, students will learn of practitioners across disciplines who address this “ecosphere’s reality.” You will spend the 7 weeks in groups, practitioners, waterways, foodlands, and petriworks, and through this lens, you will immerse yourselves in a progression of three artistic assignments: being (current), addressing (past/future), and engaging (public participation). Your group will also be responsible to lead one class session with readings and discussion.</p>	https://www.uvm.edu/~ecolab/ https://www.uvm.edu/~ecolab/2020-21/multi-species-lab/	Sustainability Focused
Fall 2020	The Regeneration Generation: Rebuilding the Natural Abundance of Earth (APN 2330C.01)	Advancement of Public Action	2000	<p>Practical steps can be taken today to reverse the major environmental, social, health, and political downward spirals that have defined the previous few decades on Earth. The growing global tragedies are born from a system of industrial resource management that creates scarcity—empowering the few—as opposed to creating abundance—empowering the many. A movement is growing around the globe to rethink how humans manage the natural resources and natural systems on the Earth. Conservation alone is no longer sufficient to save the natural world. Now is the time to begin the regeneration of Earth.</p> <p>This course will examine the factors and thinking that led us to this perilous point in human history, make clear the connection between growing management efforts and many of the crises we face today, make a clear assessment of the current environmental situation and provide practical steps to stop the destruction of the natural world in favor of creating a new, abundant, and resilient world for humans and all other life on Earth.</p> <p>This course will benefit anyone looking to take an active role in combating climate change, social justice, food justice, regenerative agriculture, or food system development. Topics discussed will include: holistic management, livestock, power structures, white supremacy, justification of wealth, food systems, food deserts, desertification, human diets, human nutrition, chronic diseases, and more.</p>	https://www.uvm.edu/~ecolab/ https://www.uvm.edu/~ecolab/2020-21/regeneration-generation-rebuilding-the-natural-abundance-of-earth/	Sustainability Focused
Fall 2020	Soup Thinking/Thinking Soup (APA2185.02)	Advancement of Public Action	2000	<p>This course will present methods of soup preparation, soup making, and serving that will propose and present, various biological and sociocultural understandings of the world because first and foremost food is a narrative.</p> <p>Each of the methods can be combined and/or reduced/dismantled to create other soups. Participants will leave with a solid understanding of how to create a soup as both a real edible, delicious meal, a community building strategy, and an analog space to consider the way society is constructed through myth-making, philosophy, and anthropology.</p> <p>Using four primary soups, Miss (the primordial), Humford’s soup (the constructed), Stone soup (the societal), and what we term “Future soup” (the unknown) we will explain how and why community building (society) is created through soup and how the interrelationship of that moment can produce society and democracy.</p> <p>Each ingredient and its physical understanding will be explained to produce an overview of societal growth through food and how biology and nature have therapeutically nurtured this knowledge and what humans have to gain from building on and also unlearning this knowledge to produce community and community goals.</p> <p>This class is part of the food security/inequality public education mandate, and will take place online via Zoom.</p>	https://www.uvm.edu/~ecolab/ https://www.uvm.edu/~ecolab/2020-21/soup-thinking/	Sustainability Inclusive
Fall 2020	The Post-Pandemic House (AMC402.02)	Visual Arts	4000	<p>The rapid and profound disruption to life prompted by COVID-19 will have lasting impacts on architecture and the built environment. Houses have become sites for both economic production and the education of children. We will examine alternative forms of domestic architecture from history and from other cultures where multiple generations and multiple programs have co-existed. We will explore the potential for creating a more interconnected dwelling, combining living, working and play both indoors and out. How can a house provide community, independence and flexibility? In addition, the studio will adopt the AIA Framework for Design Excellence. This framework is intended to redefine good design and transform the day to day practice of architecture in every firm and on every project to achieve a low-carbon, equitable, resilient, and healthy built environment.</p> <p>This course will be taught remotely on the days and times indicated.</p>	https://www.uvm.edu/~ecolab/ https://www.uvm.edu/~ecolab/2020-21/post-pandemic-house/	Sustainability Focused
Fall 2020	Understanding Food Insecurity in Bennington 2 (APA2151.01)	Advancement of Public Action	2000	<p>As part of the Mellon Foundation grant addressing Food Insecurity in Bennington County, this class will engage with last year’s overview of the programs currently being offered in Bennington. This latest practices for our area and, and new projects that have been developed moving forward. Understanding Food Insecurity in Bennington County 2 will develop and sustain current coordinated engagement structures and plan new strategies in response to the research and outreach that we have accomplished. In addition to Bennington College students, the course will be advertised and open (free of charge) to members of the larger community who wish to attend, including discussions on food insecurity and promoting the practice of the socially engaged humanities. This course includes a basic introduction to the food system. The class will also examine case studies and theory that addresses ways to shift the food system to be more ecologically sound and just. Through reading, writing, and discussion, as well as engagement with the local community, students will gain an understanding of the complexity and the promise of food as a locus for human and environmental flourishing.</p>	https://www.uvm.edu/~ecolab/ https://www.uvm.edu/~ecolab/2020-21/understanding-food-insecurity-2/	Sustainability Inclusive
Spring 2021	Action Research Lab for Food Sovereignty (APA4290.01)	Advancement of Public Action	4000	<p>Action research is a methodology for learning while doing and food sovereignty is the practice of self-determination in food systems. Food sovereignty projects solve food insecurity by empowering communities and individuals to produce their own culturally appropriate food and medicine. The class will split into affinity groups, each working on different food sovereignty related projects. The class as a whole will meet to discuss theories on action research methodologies and food sovereignty. Community engagement projects include working with the Purple Carrot Farm on campus, an Abundant Seed saving project, and other projects that can be safely carried out in light of COVID-19.</p>	https://www.uvm.edu/~ecolab/ https://www.uvm.edu/~ecolab/2020-21/action-research-lab-for-food-sovereignty/	Sustainability Inclusive
Spring 2021	American Food 2021 (APA2143.01)	Advancement of Public Action	2000	<p>In this class we will examine the way food is used as social tool to produce power, exploitation, and waste. We will review the use of food in political movements such as the Catholic Worker House and Black Panthers Free Food Program, as well as hunger strikes as an individual tool of political freedom and not eating animals as a form of political resistance. We will also review the way contemporary food production influences both the labor force (restaurant workers and farm laborers) as well as governance through industrial protein production (beef, pork, and chicken) and agriculture (soy, wheat, and corn). We will follow the legislation that produced the Farm Bill 2014 – supplemental nutritional assistance program farmers’ access to food stamps, crop subsidies, crop insurance, in addition to America’s relationship to global food security. We will also focus on environmental disasters and diversion of food and water access that primarily affect poor people. Finally, we will focus on the way we create identity and personhood through how we define ourselves individually, socially, and ethnically through food and eating.</p>	https://www.uvm.edu/~ecolab/ https://www.uvm.edu/~ecolab/2020-21/american-food-2021/	Sustainability Inclusive
Spring 2021	An Environmental History of Food and Farming (EMV2204.01)	Environment	2000	<p>Modern Homo sapiens have been around for about 200,000 years and for about 95% of that time, our ancestors lived as hunter-gatherers. Around 10,000 years ago, several distinct sets of our ancestors came up with agricultural technology (active ecosystem management for enhanced food production), and immediately began changing their world: inevitably, long-term feedback triggered by adoption of food production have transformed climate and local and global ecosystem properties; they have also shaped human population dynamics and cultural and economic systems. These potent feedbacks must be addressed in any consideration of the human condition and how we understand “natural order.” Deep historical perspectives and context from ecological science are both essential for understanding the relationship between agriculture and food production and, ultimately, for understanding and addressing issues concerning conservation, sustainability, and human well-being. Such perspectives are likely to call for reassessment of basic assumptions and beliefs about the nature of nature, what constitutes sustainable behavior, and how humans well-being might be reconciled with protection of natural systems. We will begin with simple but challenging questions: Why did (some) people take up farming? Why at particular times and locations and not others? Were colleagues of agricultural civilizations drawn to intensify/cultural or external/environmental factors (or interactions between them)? These inquiries will motivate analysis of how the adoption of agriculture changed humans (both biologically and culturally), their domesticated plants and animals, and global system function.</p>	https://www.uvm.edu/~ecolab/ https://www.uvm.edu/~ecolab/2020-21/an-environmental-history-of-food-and-farming/	Sustainability Focused

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Spring 2021	Beyond Plastic Pollution (APA2334.01)	Advancement of Public Action	2000	Beyond Plastic Pollution is a public policy course that focuses on the systemic reasons why millions of tons of plastics enter the ocean each year. This cutting-edge class will focus on the how plastic pollution is an urgent climate change issue. How the plastics industry opens the math that can see beyond our way of the problem, environmental justice and the the health impacts of plastic production and use. Students will discuss innovative alternatives to plastics and what each of us can do to address this growing problem. This will be a particularly useful class for those who want to tackle this issue in their own community, state, school campus, and nation. There will be a very strong focus on public action. The entire class will take place on Zoom, once a week and in the evening.	https://variety.com/2021/television/2021/03/2021-2022-courses/ https://www.bennings.edu/academics/2021-2022-courses/ https://www.bennings.edu/academics/2021-2022-courses/2021-2022-courses/	Sustainability Focused
Spring 2021	Darwin and the Naturalists (BIO423.01)	Science & Mathematics	4000	Much of modern biology is rooted in insights of a series of 18th and 19th-century naturalist scientist-explorers who built upon extensive and inspired observation, sometimes in the course of travel in (often remote and challenging parts of the world. Their writings often took the form of journals interlarded with theoretical speculation, and some achieved great popularity among educated readers well beyond the scientist/naturalist peers. Charles Darwin was undoubtedly the most important of these fortunate travelers (arguably one of the most important thinkers of the 19th century period), and his books were popular best-sellers. We will read works by Darwin (including The Origin of Species in its entirety) and several of his predecessors, peers, and successors (particularly including Alfred Russel Wallace, Henry Walter Bates, Thomas Bell, John and William Burrian, John Wesley Powell...). Students will be expected to reflect on these works and their authors in terms of how they represent scientific thought of their time, how such thought compares with modern approaches to science, and how our current understanding and approaches to the same questions have changed (or not). There will be a lot of reading and a fair amount of writing. Students should have some background in natural science, but perspectives drawn from study in literature, history and other disciplines will be welcome.	https://variety.com/2021/television/2021/03/2021-2022-courses/ https://www.bennings.edu/academics/2021-2022-courses/ https://www.bennings.edu/academics/2021-2022-courses/2021-2022-courses/	Sustainability Include
Spring 2021	Environment and Public Action (APA2122.01)	Advancement of Public Action	2000	Today it is clear that the environment matters. In activism and scholarship and public policy, the environment has become a point of (sometimes obligatory) point of reference. Lots of attention, however, has focused on the emergence of the environment itself as a converging field of action for advocacy, science, and democracy. In this seminar, we will reflect not only on what we know of the environment but also on how we came to know the environment. We will examine how problems like nuclear fallout and hydrogen pollution sparked both new understandings of and new responsibilities to vulnerable life, how clean air and clean water came into the domain of governance, and how new kinds of expertise have taken shape around the environment. Throughout, we will ask questions not only of what key actions brought the environment into focal being, but also how the process of the environment continues to shape public action today. We will familiarize ourselves with the politics of (threats to), environmental justice, slow violence, the meanings of sustainability, environmentalism of the poor, and corporate science. Lastly, we will turn to the burning problem of climate change, asking if our current structures of managing the environment is up to the task of countering climate change or if we require new forms of understanding and action.	https://variety.com/2021/television/2021/03/2021-2022-courses/ https://www.bennings.edu/academics/2021-2022-courses/ https://www.bennings.edu/academics/2021-2022-courses/2021-2022-courses/	Sustainability Focused
Spring 2021	Field Ecology: Documenting Natural Areas of the Bennington Region (BIO4237.01)	Science & Mathematics	4000	The class will be dedicated to intensive study of the ecosystems of the Bennington region and observation and documentation of natural areas in the region. Each Thursday afternoon will be dedicated to intensive field study of selected natural areas. Students will be responsible for compiling descriptive documentation, to be published on-line to instate a "base-line" archive of regional natural history. Monday class meetings will involve assisted reading, discussion, and completion of writing scientific resources, including technical publications and papers from the primary research literature, concerning natural history of the region. Students must be prepared for field-work in moderately challenging terrain (from swamps to tree hills tops and in all weather). The class will meet. Students should have prior or concurrent experience/coursework in field-oriented natural science (ecology, plant biology, geology, etc.)	https://variety.com/2021/television/2021/03/2021-2022-courses/ https://www.bennings.edu/academics/2021-2022-courses/ https://www.bennings.edu/academics/2021-2022-courses/2021-2022-courses/	Sustainability Include
Spring 2021	Geographies of Food Part II: Decolonizing, and Re-indigenizing Research Interventions (APA4303.01)	Advancement of Public Action	4000	The course examines food in relationship to land and race in the context of the political history of colonialism. We will explore indigenous voices within the theoretical framework of food sovereignty issues and the industrialized global food system. This is a transdisciplinary research-based class that investigates key elements of food and its role in the development of the world. Building upon readings, discussions, assignments and research framework of the course offered in the F20 semester, Geographies of Food: De-industrializing, Decolonizing and Re-indigenizing, this course puts emphasis on achieving an independent research-based project. Using food as subject or material, students can incorporate their own creative practices and methodologies of the visual arts to explore, describe and explain the hidden realities of politics of food through object making and/or cooking.	https://variety.com/2021/television/2021/03/2021-2022-courses/ https://www.bennings.edu/academics/2021-2022-courses/ https://www.bennings.edu/academics/2021-2022-courses/2021-2022-courses/	Sustainability Include
Spring 2021	Introductory Data Analysis: Environmental Sensors (ESE114.01)	Science & Mathematics	2000	This course will introduce students to the theory and practice of quantitative data analysis using data gathered from various environmental sensors deployed around Bennington's campus. We will use spreadsheets and basic python coding to compile descriptive statistics, combine data from multiple sources, produce visual graphics, and perform regression analysis to quantify seasonal patterns in time series data. We will also learn methods to gather and clean data from web archives, and properly merge it with locally collected data for wider ranging analyses.	https://variety.com/2021/television/2021/03/2021-2022-courses/ https://www.bennings.edu/academics/2021-2022-courses/ https://www.bennings.edu/academics/2021-2022-courses/2021-2022-courses/	Sustainability Focused
Spring 2021	Is This Land Made for You and Me? (APA237.01)	Advancement of Public Action	2000	This course will address Land Use in Vermont through the perspectives of land as a geographical and historical resource, land as the policies and practices of management and stewardship of public and private property, and land as components of the built environment, specifically looking at the Bennington region and Bennington College. Issues of racial and economic justice, as well as public policy and zoning/planning will all be examined. Steps for a more equitable, sustainable, and progressive use of the land in our region and at the College will be generated for the future.	https://variety.com/2021/television/2021/03/2021-2022-courses/ https://www.bennings.edu/academics/2021-2022-courses/ https://www.bennings.edu/academics/2021-2022-courses/2021-2022-courses/	Sustainability Focused
Spring 2021	Make Kitchen Communal Practicum (APA4302.01)	Advancement of Public Action	4000	Building strong community support infrastructure is essential in the age of global pandemics, as it has been during past emergencies and natural disasters. Civic engaged actions and intentional social practices which are embedded in the local food system have become more crucial when government agencies' responses to the emergencies are slow or delayed. Can we re-evaluate or create new communal kitchens to provide healthy food - nutritious, medicinal, locally sourced and culturally relevant diet - and help secure integrity of the community? Drawing from the theoretical framework of the course offered in the F20 semester, Make Kitchen Communal Agency, Cultural Participation and Storytelling. In this practicum students will design experimental models for Community-Supported "Kitchen" (CSK) and establish "Soup" CSK (SCSK) initiatives by surveying and evaluating local produce resources, food networks, existing community supported infrastructures and/or understand individual interests. This course involves hands-on cooking, food sourcing and preparations, kitchen workshops, and research practicum, ideally in in-person learning (at Bennington College and/or in partner with local organizations) if situations in the Spring term allow students to participate in collaborative activities safely and ethically, following the CDC, VT State mandate and protocols set by Bennington College.	https://variety.com/2021/television/2021/03/2021-2022-courses/ https://www.bennings.edu/academics/2021-2022-courses/ https://www.bennings.edu/academics/2021-2022-courses/2021-2022-courses/	Sustainability Include
Spring 2021	Resilience, Farming, and Food Access (APA238.01)	Advancement of Public Action	2000	What is a resilient community food system? How is community health impacted by food access and quality? How do we build food systems to adapt to changing climate, poverty, and health care? What farming systems and practices best support community and ecological resilience? This class will explore these questions through the lens of resilience theory, which describes how individuals, communities, and ecosystems respond to system shocks and crisis. Students will engage in hands-on learning at Bennington College's Purple Carrot Farm. Hands-on learning includes "Farm 101" and "Farm assignments." This will be combined with reading, discussion, presentation, and writing on the topic of food system resilience. This class is recommended for students who are interested in learning on the Purple Carrot Farm over the summer.	https://variety.com/2021/television/2021/03/2021-2022-courses/ https://www.bennings.edu/academics/2021-2022-courses/ https://www.bennings.edu/academics/2021-2022-courses/2021-2022-courses/	Sustainability Include
Spring 2021	The Bible as a Key to Environmental Thought (MED2120.01)	Advancement of Public Action	2000	This survey course will analyze the environmental dimensions and lessons of the book of Genesis and other books of the Bible, and at times from other traditions as well. Through the use of mostly contemporary commentaries the text of the Bible will also be read as an environmental text. This course will also examine the scope of references to nature and the environment with an eye to asking how and why they are used in the biblical narratives. On another level the text also forces us to confront and explore our relationship with the environment. In addition the course will explore the prevailing universal themes of justice, equity, family dynamics, and personal growth with the understanding that our interaction with the environment can only so better understood if we understand ourselves better.	https://variety.com/2021/television/2021/03/2021-2022-courses/ https://www.bennings.edu/academics/2021-2022-courses/ https://www.bennings.edu/academics/2021-2022-courses/2021-2022-courses/	Sustainability Focused