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Cobb Hill Ecovillage Visit

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PSU Integrated Cluster (IC) Project Funding Process & Proposal Form

Project Proposal Submittal Process: All IC projects requesting funding will require the completion and submittal of three (3) forms:

- **Project Proposal Form – project scope & outcomes** (*included in this document*)
- **Project Guidelines Form – reflective document outlining desirable IC project attributes**
- **Project Budget Form – Excel spreadsheet to facilitate budget planning**

Instructions for Submitting Project Proposals:

- ✓ Download the 3 forms to your computer
- ✓ Complete the forms and save them; including the title of your project in the file name
- ✓ Forward the 3 files via email to the IC Project Manager, Ross Humer
rhumer@plymouth.edu
- ✓ Project Proposal will be logged & forwarded to the appropriate IC Guide Team

If not reviewed in advance of the submission, it is important to discuss the Project with the IC Guides to review, refine, and rework (if necessary) to obtain funding approval.

Project Funding Review Process: All proposed projects will be reviewed by the Cluster Guide team. Depending on the level of funding amounts being requested, the proposal request will follow the process outlined as follows:

- **Level 1:** Any project with a proposed budget of less than or equal to \$1,000 can be approved by the Cluster without additional review
- **Level 2:** Any project with a proposed budget of \$1,000 but less than \$5,000 can be approved by the IC Project Review Team, which is made up of representatives from each of the 7 Clusters (*see release time exception directly below*)
- **Level 3:** Any project with a proposed budget of \$5,000 or greater **or** requires faculty release time, must be first endorsed by the IC Project Review Team and submitted to the Academic Deans for review and approval

The project funding approvals are limited to one academic year; projects which require additional funding in subsequent years will need to be resubmitted annually for review and approval.

Deliverables: At the conclusion of the academic year, a deliverable to the Integrated Cluster Proposal Review Team and Academic Deans is required in order for the project director/coordinator, artist, or author and collaborator(s) to be eligible for future funding. This reporting requirement may be met by numerous means which will be identified as this process matures. It is anticipated that awardees will present their works before a wide public gathering to be scheduled during the upcoming Academic Year.

Instructions for the PSU Integrated Cluster Project Proposal Form: Please complete all of the elements of the following form in the spaces provided before saving and then submitting the document.

PSU Integrated Cluster Project Proposal Form

Title: Cobb Hill Ecovillage Visit

Project Leadership: (Identify Project Director/Manager or Co-Manager/s) George Matthews

Project Description: Environmental Ethics (PY3310) class will visit Cobb Hill Ecovillage in Hartland, Vermont on Saturday, April 22, 2017. George Matthews who is currently residing at Cobb Hill, along with Stephen Leslie and Kerry Gewalt (the owners of Cedar Mountain Farm at Cobb Hill) will lead students will go on a tour of the houses, dairy, vegetable farm and grounds of this co-housing community. Students will meet and talk to residents about sustainable living, prepare and cook pizza in an outdoor, wood-fired brick oven on site. Ingredients for the lunch will include several produced on the farm and other local food sources. This visit is connected with class discussion on sustainable living and local agriculture. Students will write reflections on their visit and post pictures and/or videos on the course blog.

Project Goals and Outcomes:

1. **Project Goals – Briefly identify and describe the objectives of this project** The goal of this project is for students to experience first hand what an attempt to live sustainably means in practice by visiting and interacting with the residents of an established ecologically oriented community as well as preparing and eating a lunch made largely from locally produced ingredients.
2. **Student Learning Outcomes – Outline the expected student learning outcomes** define sustainable development; formulate questions about the meaning of sustainable living and how to put it into practice; describe the strengths of and challenges to this particular community's attempt to live sustainably; explain the rationale for attempting to live sustainably; explain how to incorporate more sustainable choices into students' own lives.

Project Synopsis (objectives & outcomes): 30 word maximum; capture the project objectives and most significant outcomes for the project. This synopsis should be written for potential use in our internal communications and external Marketing/PR activities.

Project Synopsis (objectives & outcomes): What is sustainable living? Students will explore this question by visiting a nearby ecovillage and farm, meeting the residents over pizza they have made from local ingredients in a hand-built outdoor oven.

Project Documents/Pictures/Videos On-line Archive: post the link to on-line project resources captured in this project, especially, pictures, videos, “Quotable Quotes” and other project documents.

Project Documents/Pictures/Videos On-line Archive: To be posted on a class blog at:
<http://www.6worlds.net/index.php/environmental-ethics>

Rationale and Impact:

Considering the questions below, please write your project rationale and impact statement.

Include how this project will further the Mission and Vision of PSU with respect to 1) fostering collaboration across disciplines; 2) addressing a relevant societal issue, and 3) establishing relationships with community partners, external institutions, companies, non-profits, schools, government agencies, etc. and 4). Making an impact

How does this proposed project advance the Integrated Cluster mission and vision? How does this project facilitate high impact teaching and learning, cross disciplinary collaboration, student engagement and partnership involvement, and real world problem exploration? What are the anticipated impacts of this project?

Is this project an extension of work already in progress, or an entirely new endeavor? Does it integrate with areas that team leaders are already teaching or is it an opportunity to delve into unfamiliar content or a bit of both?

Project Rationale and Impact Statement: Many people talk about living more sustainably and yet very few people are willing and able to reorient their lives and really try to realize this ideal. I have the good fortune of living in a small co-housing community which was founded by pioneering environmental scientist Donnell Meadows in 2001 as an attempt to live as sustainably as possible. Cobb Hill Co-housing is a community that is home to more than 60 people, ranging from age 1 to 70-something, on 270 acres of mostly wooded land in the Upper Valley of the Connecticut River in Hartland, Vermont. The village consists of twenty or so houses, a community building, a working dairy and vegetable farm, as well as numerous old farm buildings some of which date to the early 19th century all on a tract of wooded land and pastures. It is also home to 40 pasture raised Jersey cows, 4 Norwegian Fjord draft horses who work the fields of the on-site Cedar Mountain Farm, some 30 Icelandic sheep and their guard llama, as well as chickens and a few rabbits, cats and dogs. The buildings and grounds incorporate numerous energy efficient and community oriented design features. Community governance is by consensus, and residents are actively engaged in the process of daily and long-term decision making oriented by a shared commitment to conservation, lowering the ecological footprints of the community, and broader regional community outreach and education. Visiting such a place with a current resident as tour guide and host presents a rare opportunity for students who are studying questions surrounding living sustainably, the relocalization of the economy, efforts at climate change mitigation, farm and wild land conservation, and the new communities movement in my course and in others.

This visit will not only impact students enrolled one particular course, but will also serve to help build connections between the people living and working at Cobb Hill and those living in the next valley over in Plymouth. I foresee more opportunities arising from this visit for partnerships with the various non-profits run by the residents of Cobb Hill including The Sustainable Food Lab, Climate Interactive, and Upper Valley Vital Communities. One of the missions of the Cobb Hill community is educational outreach and building relations with other groups committed to sustainable living and this will be one topic of conversation between our group and the residents we meet.

In addition this visit clearly supports the missions of both the Tourism, Environment and Sustainability Cluster as well as the Democracy, Freedom and Social Justice Cluster by enabling students to see first hand what an attempt at living sustainably means in practice from an ecological as well as a social perspective. Living sustainably is not just a matter of lessening one's ecological footprint but is also a matter of building community and seeking more local and democratic means of governance, which Cobb Hill implements in its consensus model of decision making and its engagement with the broader community of the Upper Valley and beyond.

This project is a new endeavor although it is closely connected with a particular course I am teaching this semester – (PY 3310) Environmental Ethics. This is an interdisciplinary course offered by the Department of History, Philosophy and Social Studies Education. It is a course I

have been teaching over the last decade at Plymouth State University and elsewhere and students have always gotten a great deal out of field trips to various sites related to course content, which I have arranged before on a smaller scale and more informally. What is new about this project is its scope – involving a large group of students, and close integration into the course curriculum.

I see this project as also a pilot project which could lead to additional collaborations between Cobb Hill and Plymouth State faculty and students from the fields of Environmental Science and Policy, Philosophy, Anthropology, Sociology, and others.

Project Team

PSU Project Participants (essential core team participants including faculty and staff)

Name	Position/ Title	Project Role	Discipline/ Specialty	Email
George Matthews	Teaching Lecturer	Leader, tour guide	Philosophy/ Ethics	gwmatthews1@plymouth.edu

Non-PSU Project Participants (stakeholders; partners; academic institution; etc.)

Name	Organization	Project Role	Discipline/ Specialty	Email
Stephen Leslie	Cedar Mountain Farm, Cobb Hill Co- housing	Tour guide, host	Horse- powered organic farming	fjordworks@yahoo.com
Kerry Gawalt	Cedar Mountain Far, Cobb Hill Co- housing	Tour guide, host	Sustainable pasture raised dairy operations	fjordworks@yahoo.com
members of Cobb Hill cohousing		hosts		

Student Participant Profile (Identify the student population/s to be engaged in the project.

Identify if this has been or is planned to be incorporated into curricula)

Class/ Student Organization/ Individuals	Role in Project	Academic Level (Undergraduate or Graduate)	Academic Discipline	Total Student Population
PY 3310: in curriculum	Participants	Undergrad	ESP, Adventure Ed, Philosophy, General Ed	25 - 30

This visit is to be incorporated into the curriculum of PY 3310.

IRB (Institutional Review Board) Compliance

IRB Compliance: <http://www.plymouth.edu/office/institutional-review-board/>

- This project DOES NOT require IRB compliance
 This project DOES require IRB compliance (*complete below*)

IRB Approval Status: Select an Option

IRB Approval Date: Click here to enter a date.

Any funding approvals of IRB-required projects are contingent on obtaining IRB approval.

Project Management: Timeline and Milestones

Identify the timeline for the project including start, completion, and major project milestones. A closing report will be required as a part of the project funding process.

Project Start Date: 22/04/2017

Project Complete Date: 02/05/2017

Project Milestone	Milestone Description	Target Completion Date
ecovillage visit	We will gather in Plymouth, drive to Cobb Hill, tour the farm, grounds and houses, cook	22/04/2017

	and eat lunch, then return to Plymouth.	
student blog postings	Students will write about and post pictures and/or videos from the trip on the course blog after the visit.	02/05/2017
		Click here to enter a date.
		Click here to enter a date.
		Click here to enter a date.

Please identify any pre-project education or training for students, faculty, and staff that would be helpful for your project team to have in advance to begin work on a strong footing (e.g., skill training, concepts), and identify any training and education that you are willing to help provide during the preparatory period for the project team before team work formally begins.

Student Education/ Training Requirements: Permission to drive a fleet vehicle (there are at least two students who have already met this requirement).

For all students: we will be spending two weeks before the trip reading and talking in class about ethical, philosophical and practical issues involved in attempting to live sustainably. This is one of the major themes of this course, so students will be ready to ask great questions of residents and take an active role in exploring the facilities at Cobb Hill. This field trip is a late addition to the semester's curriculum, but it fits in well with what had been planned.