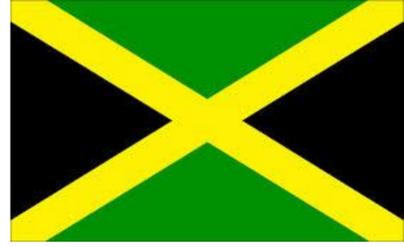




Using the Holistic Process to Assist Students in Undertaking Rural and Urban Renewal in Their Own Community

Jamie Sowell¹, Gizelle Peinado,⁴ Akihiro Kuriki,² Shane Cottom,² Florence Dunkel,³

¹ Sustainable Foods and Bioenergy Systems, ² Crop Production, ³ Entomology, Department of Plant Sciences and Plant Pathology, ² Department Cell Biology and Neuroscience, Montana State University-Bozeman



Introduction: Students in agricultural majors or career paths may be committed to contributing positively to their hometowns and trying to decide where to practice their profession and raise their family, but discipline-based learning is not adequate for this process. These decisions require discipline-based knowledge integrated with learning using the holistic process.

Methods and Materials

- Used the Holistic Process (Savory and Butterfield 1999) to create survey/discussion.
- IRB exemption approved March 6, 2014 (JS030614-EX)
- Administered survey via e-mail, face-to-face conversations, telephone conversations (n=50);
- 4 communities, bimodal age distribution.

Cave Junction, Oregon



Fig. 1. Looking out over the valley from above the Caves. Photo by Jamie Sowell August 2012

Hypotheses Tested: 1) A negative stereotype surrounds the Illinois Valley. 2) The community believes that the Valley is in need of positive change.

- Used survey information to conduct peer-refereed literature search on: stereotypes; rural communities, drug use and abuse, and community aesthetics.

Recommendations:

- Bring various groups closer together
- Improving aesthetics of the community
- Create a positive community event engaging people of all ages
- Organize school competition for community improvement /involvement
 - Develop an event (community blackberry picking) coinciding with the Blackberry Festival
- End negative stereotypes applied within the Valley to other communities.



Kingston, Jamaica



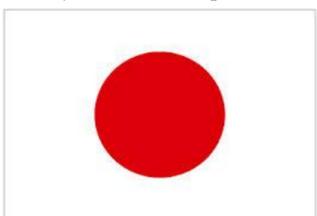
“One day, I hope to have the ability to contribute positively to my hometown and perhaps affect some form of change it so desperately needs.”
--G. Peinado



Economic stagnation **Brain drain**
Need Agricultural revival immigration
Eat local; buy Local What can the youth do?

Gizelle Peinado, pre-vet student in AGSC 465R, used the holistic process to help her and her friends understand the country they want to return to and what social action they can take to improve it.

Nagoya, Japan



“First, look at traditional things. There are many good foods and beautiful agricultural fields and practices in Nagoya and Aichi. We should keep them to the future generation. Second, talk and communicate to the elder generations who have traditional knowledge. This second suggestion could be combined with the first one; we would keep wealthy knowledge by getting information from the older people. Then, third recommendation is being interested in many kinds of things broadly; it means that we need wide view for our community in order to get much information. Finally, I really want to recommend trying to grow vegetables.”
---Akihiro Kuriki

Acknowledgments: I would like to thank all of the community members who took the time to be a part of this project by responding to the survey. Also a huge thank you to Dr. Florence Dunkel and all of the teaching assistants and all of my classmates. With your help I was able to look at the current events of my hometown from a different view. Also to everyone who acted as a sounding board for this project and offered input and much needed perspective. I couldn't have completed this project without you all. Co-instructor Hiram Larew, Director of the Center for International Programs and Greg Smith, program officer of Higher Education Challenge Grant Program,

Selected References:

Dengl, Q. and Q. Tang et al. 2011. Drug use in rural China: a preliminary investigation in Hunan Province. Addiction Research Report.

Dennis, M. K. ,S. L. Momper. 2012 "It's Bad Around Here Now": Tobacco, Alcohol and Other Drug Use Among American Indians Living on a Rural Reservation, J. of Ethnicity in Substance Abuse, 11:2, 130-148

Dunkel, F.V., A.N. Shams, and C.M. George. 2011. Expansive collaboration: A model for transformed classrooms, community-based research, and service-learning. North American College Teachers of Agriculture Journal. 55 (Dec):65-74.

Ecker U. K. H. & S. Lewandowsky et al. 2013. Do people keep believing because they want to? Preexisting attitudes and the continued influence of misinformation. Psychonomic Society, Inc.

Geeraert, N. 2013 When Suppressing One Stereotype Leads to Rebound of Another: On the Procedural Nature of Stereotype Rebound. Pers Soc Psychol Bull.

McCrae R.R, W. Chan, L. Jussim et al. 2013 . The inaccuracy of national character stereotypes. Journal of Research in Personality. 47 831-842

Rijnks, R. H. and D. Strijker 2013. Spatial effects on the image and identity of a rural area. Journal of Environmental Psychology. 36 103-111

•Savory, A. and R. Butterfield 1999. Holistic Management: A new framework for decision making. Island Press. Washington, D.C. Chapters 9, 10, 36



Dillon, Montana

Shane asked both families, *“What do you as a group most value?”*



When a good job offer out of state tempted him, Shane remembered what he learned about his extended family and his own holistic goals and chose to work to own the farm of his family.

Hispanic Extended Family partners with the Cottom Family to run the farm. Shane Cottom, AGSC 465R student, used the holistic process (Savory and Butterfield 1999) to help learn motivations of his own family, the Cottoms, and of his co-family Jose and Javier necessary to run the farm.

