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ENST 594.01: Local Solutions to Climate Change

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ENST 594.05

LOCAL SOLUTIONS TO CLIMATE CHANGE

Fall 2013 / Mon. 2:10 – 3:00 PM & Wed. 2:10– 4:00 PM / NAC 202

Instructor: Robin Saha, Ph.D.

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Hours: Wed. 3:00-4:30 pm; Thurs. 2:00-3:30 pm, by appt.

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COURSE OVERVIEW

There is little dispute that global climate change has wide-ranging causes and consequences. It is less clear what can be done to effectively confront the problem. While international agreements and national policies can lead to some progress, various circumstances and forces work against broad consensus and effective implementation. Amid a contentious backdrop at the international and national levels, tremendous grassroots support for local, state and regional approaches to climate change has sprung up. This emerging movement involves citizens, non-profit organizations, government, business and other institutions in solutions that make a difference, and in turn can impact national and international solutions. The success of this movement is essential if climate change, a defining challenge of the 21st century, is to be effectively confronted.

This course seeks to develop students' understandings and skills for participating in local solutions to climate change that also can support broader conservation, efficiency and sustainability efforts. This will be accomplished by engaging in planning and carrying out projects that further advance existing climate change mitigation or adaptation efforts. Although "local" might apply to the household level in some contexts, in this class "local" will primarily refer to campus, city, county, state and tribal government levels.

To achieve our goals we will examine various local climate change initiatives, policies and programs, and we will interact with key leaders, stakeholders and resource people to identify opportunities to advance or complement existing efforts through planning and carrying out group projects. First, student teams will engage in a strategic planning and consultation process to develop a project proposal. Elements of strategic plans should use one or more theoretical frameworks or conceptual models to be decided on by each team in consultation with the instructor. Several such frameworks, borrowed from the fields of applied social and political science, will be introduced by the instructor with the expectation that students appropriately apply one or more of them in developing their project proposals. Second, teams will carry out their projects. Lastly, they will report on their outcomes and evaluate their efforts.

COURSE LEARNING OUTCOMES

By the end of this course, students will have:

- Strengthened their leadership, collaboration, team-building and entrepreneurial skills.
- Improved project management skills needed to plan, carry out and evaluate team projects.

- Developed knowledge of campus, city, county, and state policies and initiatives and key individuals and groups that respond to climate change, including mitigation and adaptation strategies.
- Developed the ability to analyze obstacles to the effective implementation of local climate action initiatives.
- The ability to identify strategies to overcome barriers to implementation of climate change initiatives and in doing so utilize theories and concepts of social capital, capacity building, as well as the principles and techniques of community organizing, climate communications and/or models of policy implementation.
- Improved understanding and appreciation of approaches to community engagement, policy advocacy, related analytic tools and their use in the design and implementation of effective project-based work.

CLASS PARTICIPATION

The quality of your learning and that of your peers will depend on being present and prepared for class. If you are absent you cannot benefit from listening to the discussion or contribute to group learning.

Class will be held mostly in seminar format, and will consist of a combination of lecture, discussion, guest speakers, videos, and student presentations. The success of the class and your learning depends on your active participation in class. This requires coming to class prepared to discuss assigned readings. Thus, you are encouraged to read the assigned readings carefully, jot down thoughts and questions, and bring those to class, such that our discussions will be engaging, reflect the contributions of everybody and provide a common base of knowledge for your projects. For at least one class session you will be asked to specially prepare an introduction to the readings, present material related to the day's topic and facilitate class discussion (see Assignments below). I expect that students will treat each other with respect in sharing thoughts and ideas in discussion and responding to the views of others.

Carrying out the class project is likely to require meeting with your project team outside of class. I recognize that coordinating schedules with others is not always easy and ask that you each do your best to be accommodating in working with other members of your team.

If you have any concerns about the above expectations or encounter difficulties meeting with your team, please feel free to discuss your concerns with me as they arise or soon thereafter, and we will address them (note that to the extent that you are able to address such issues collaboratively within your group, you will be fulfilling the leadership goal of this course). If my assistance is needed, I am generally available after class and can also meet during my office hours and by appointment.

A Note on Email Communication: In accordance with privacy laws the University requires me to communicate with students about academic matters through students' University email (GrizMail and UMConnect) account. Thus, your University account will be preferred for this class.

A Note about Course Content: This course assumes students have a moderate level of understanding of the U.S. political system and governmental institutions. Although many policy terms and concepts will be defined, it is important that we have a reasonably common language and knowledge base. If you

think you would benefit from reading a short primer or “refresher” on American government, please don’t hesitate to ask me.

A Note about Obtaining Assistance: I am available to help if you need assistance outside of class or encounter difficulties of any kind, particularly with preparing to lead class discussion, identifying readings, and/or developing research or project ideas. Please see me after class, email me, come see me during office hours (by signing up on the sheet outside my office), or set up an appointment via email.

CLIMATE ACTION PROJECTS

The class will divide into teams of three or four people based on common areas of interest and will work together throughout the semester on climate action projects. The projects should have clearly-defined, achievable and measurable goals related to a specific topic area or problem chosen by your team and should engage with a campus or government office, public official, non-profit or community-based organization, the business community, other types of community leaders, or some combination of appropriate individuals and entities. Thus, students are encouraged to collaborate with environmental, labor, and social service organizations, as well as with schools, faith-based groups, financial institutions, businesses, and the like. Community engagement should occur in the project planning/design, implementation and evaluation phases. It is expected that your final product will be conveyed and/or presented to a community partner.

It is suggested that each project fall within one of the following categories: (1) campus; (2) community (City of Missoula or nearby); and (3) state or tribal. A number of possible issues in each category will be introduced by the instructor and guest speakers.

Projects may take a variety of forms such as: an issue campaign;¹ public forum/dialogue; mini-conference; workshop(s)/training(s); train the trainer manual; policy analysis; policy proposal; technical report; negotiation; direct action; communications/messaging plan; grant proposal; fund-raiser; educational materials; special event; outreach activity; and so on. Projects should result in a tangible end-product or “deliverable.”

Project teams are encouraged to use a variety of media such as performance, print, internet, mobile device, radio, and video to communicate carefully crafted messages to your target audience(s). Finally, projects may involve a fund-raising component if necessary and desired.

Projects will be developed with the feedback from the class as well as guidance and support from the instructor. Topic ideas must support the course goals and objectives and demonstrate an impact or potential impact by using one or more of the theoretical frameworks and conceptual models presented in the class to inform your team’s strategic planning, and if applicable and available, evidence-based research. In addition, community engagement practice techniques should be used in carrying out projects.

¹ The goal of an issue campaign is to achieve at least a partial solution to or significant step in solving a public problem or in some cases gain public recognition of a problem and a proposed solution that is not yet well-defined or understood.

There are five components to the group projects: (1) a preliminary project prospectus; (2) a project proposal (and if necessary a revision); (3) a written progress report and mid-project class presentation; (4) a final written project report; (5) a final presentation; and (6) a reflection essay and peer evaluation.

ASSIGNMENTS

There are eight assignments: (1) leading class discussion; (2) a preliminary team project proposal and preliminary lay of the land; (3) final project proposal/lay of the land; (4) mid-project written report; (5) final project report; (6) final presentation on your project; and (7) individual reflection essay; and (8) peer evaluations. Assignment #1 will be led by small groups of two or three students (not necessarily project teams), #s 2-6 will be done by project groups or teams, and the #7 and #8 will be done individually.

In addition, there will be several smaller homework assignments that will be included as part of your class participation grade, such as the mid-project in-class report.

For leading class discussion, you are asked to briefly summarize and introduce the readings, offer your comments, and identify the strengths and weaknesses of each reading, explain how you see them relating to the topic for the day, previous topics and key themes and questions in the course. In addition, you are asked to offer thoughtful and thought-provoking questions and otherwise prompt and stimulate class discussion. Finally, you are also expected to identify two outside readings to share with the class that relate to the topic for the day. Please plan on using 45-60 minutes of class time unless otherwise arranged.

Ungraded homework assignments are an opportunity to integrate themes and synthesize across topics, solidify your understanding of course materials, offer critiques, and explore and develop your own ideas. These will help in preparation for in-class exercises, activities and workshops related to class projects. A small amount of outside sources, readings or research may be needed to complete one of the assignments.

Additional instructions and guidelines for these assignments will be handed out and discussed in class.

ACADEMIC DISHONESTY AND PLAGIARISM

Plagiarism is a serious violation of academic integrity. All work and ideas submitted are expected to be your own or must be fully and accurately attributed to verifiable sources. The *Academic Policies and Procedures in the 2013-14 University Catalog* states: "Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion." If you have any doubts about plagiarism and citing of others' work or ideas, especially web sources, please consult the instructor.

STUDENTS WITH DISABILITIES

If you are a student with a disability and wish to discuss reasonable accommodations for this course, contact me privately to discuss the specific modifications you wish to request. Please be advised I may request that you provide a letter from Disability Services for Students verifying your right to reasonable modifications. If you have not yet contacted Disability Services, located in Lommasson Center 154,

please do so in order to verify your disability and to coordinate your reasonable modifications. For more information, please visit the Disability Services website.

GRADING AND EVALUATION

Course grades will be based on:

- Class attendance and participation (20%)
- Leading discussion (10%)
- Project proposal (10%)
- Project progress report (10%)
- Final report (40%)
- Final presentation (10%)

Your participation grade will take into account factors such as: your class attendance; preparation; active listening; engagement with your peers, guest speakers and the instructor; your overall contributions to class discussions of readings; your participation in class activities; your final reflection essay and peer evaluations.

Evaluation of written assignments will be based on the appropriateness of sources consulted, quality of the writing, research conducted, documentation, level of analysis, insight, originality, organization, and clarity. Specific guidelines for reports and presentations will be handed out or discussed in class.

READINGS AND RESOURCES

There are two required texts:

Boswell, Michael R., Adrienne I. Greve, and Tammy L. Seale. 2012. *Local Climate Action Planning*. Washington D.C.: Island Press.

Moore, Hilary and Joshua Kahn Russell. 2011. *Organizing Cools the Planet: Tools and Reflections to Navigate the Climate Crisis*. Oakland, CA: PM Press.

Boswell et al. (2012) is available at The Bookstore at The University of Montana and is indicated as **Local Climate Action Planning** in the Course Schedule below. Moore and Kahn (2011) can be purchase or downloaded as a pdf for free from: <http://organizingcoolstheplanet.wordpress.com/get-copies-of-ocp/>. This source is indicated as **Organizing Cools the Planet** below.

All other readings will be available on E-Reserve at: <http://eres.lib.umt.edu/eres/default.aspx> . The course password is "ENST594".

The following two books though not required are highly recommended and various worksheets from the books will be handed out and used in class.

Hughes, Jeffrey W. 2007. *Environmental Problem Solving: A How-To Guide*. Lebanon, NH: University of Vermont Press.

Minieri, Joan and Paul Getsos. 2007. *Tools for Radical Democracy: How to Organize for Power in Your Community*. San Francisco, CA: Jossey Bass.

Two other books that are recommended for groups working on campus climate action issues:

Creighton, Sarah Hammond. 1998. *Greening the Ivory Tower: Improving the Environmental Track Record of Universities, Colleges, and Other Institutions*. Cambridge, MA: The MIT Press.

Rappaport, Ann, Sarah Hammond Creighton. 2007. *Degrees That Matter: Climate Change and the University*. Cambridge, MA: The MIT Press.

These books will be placed "On Reserve" for the class at the Mansfield Library circulation desk and can be checked out for 24 hours at a time

COURSE SCHEDULE

(subject to changes needed to meet the needs of class)

Major Assignment Due Dates

Preliminary Project Prospectus	Monday, Sept. 30
Project Proposal	Monday, Oct. 14
Progress Report (oral)	Wednesday, Nov. 6 and Nov. 13
Progress Report (written)	Monday, Nov. 11 and Monday, Nov. 18
Final Presentation	Monday, Dec. 2; Wednesday, Dec. 4; and Tuesday, Dec. 10
Project Report	Wednesday, Dec. 4; Friday, Dec. 6; and Thursday, Dec. 12
Reflection Essay	Friday, Dec. 13
Peer Evaluation	Friday, Dec. 13

WEEK 1

Mon 8/26 – Course Introduction / Mitigation and Adaptation Strategies

Luers, Amy, Carl Pope, and David Kroodsma. 2013. "Climate Risks: Linking Narratives to Action." *Stanford Social Innovation Review* (Aug. 20). Available at: http://www.ssireview.org/blog/entry/climate_risks_linking_narratives_to_action#.

Wed 8/28 – The Case for Local (and State) Solutions

U.S. Conference of Mayors (2005). U.S. Mayor's Climate Protection Agreement. Available at <http://www.usmayors.org/climateprotection/agreement.htm>

Lindseth, Gard. 2004. "The Cities for Climate Protection Campaign (CCPC) and the Framing of Local Climate Policy." *Local Environment* 9(4): 325-336.

Young, Abby. 2007. "Forming Networks, Enabling Leaders, Financing Action: the Cities for Climate Protection™ Campaign." Pp. 383-398 in *Creating a Climate for Change: Communicating Climate Change and Facilitating Social Change*. Susanne C. Moser and Lisa Dilling, eds. New York: Cambridge University Press.

Rabe, Barry. 2009. "Second-Generation Climate Policies in the States: Proliferation, Diffusion, and Regionalization." Pp. 67-85 in *Changing Climates in North American Politics: Institutions, Policymaking, and Multilevel Governance*. Henrik Seli and Stacy D. VanDeveer, eds. Cambridge, MA: The MIT Press.

Posner, Paul L. 2010. "The Politics of Vertical Diffusion: The States and Climate Change." Pp. 73-98 in *Greenhouse Gas Governance: Addressing Climate Change in America*. Barry G. Rabe, ed. Washington D.C.: Brookings Institution Press.

WEEK 2

Mon 9/2 – Labor Day – No Class

Wed 9/4 – Local Climate Action Planning /Civic Capacity

Zahran, Sammy, Himanshu Grover, Samuel D. Brody, Arnold Vedlitz. 2008. "Risk, Stress and Capacity: Explaining Metropolitan Commitment to Climate Change." *Urban Affairs Review* 43(4): 447-474.

Local Climate Action Planning Ch. 1-5 (p. 1-152)

WEEK 3

Mon 9/9 –Climate Action Planning for the City of Missoula

Guest: Chase Jones, City of Missoula Energy Conservation Coordinator

Local Climate Action Planning Ch. 7 (p. 183-232)

Jones, Chase and Andrew Valainis. 2012. City of Missoula Conservation and Climate Action Plan. Missoula, MT. **[Read pp. 1-19, 79-84, and skim the rest]**

Wed 9/11 – Climate Adaptation for Missoula County

Guest: Jill Albin, Clark Fork Coalition Outreach Coordinator

National Research Council (NRC). 2010. *Adapting to the Impacts of Climate Change*. Washington D.C.: National Academies Press. **[Read p. 17-28 & 121-158; Skim p. 29-120]**

Bidwell, David, Thomas Dietz, and Donald Scavia. 2013. "Fostering Knowledge Networks for Climate Change Adaptation." *Climate Nature* 3:610-611.

Missoula County Climate Change Primer: Strategies To Care for Our Community, Land and Water. Summary report by Clark Fork Coalition, Geos Institute and Headwaters Economics. Available at <http://www.geosinstitute.org/climatewiseservices/completed-climatewise-projects/905-climate-change-adaptation-planning-in-missoula-county.html#> .

Also review threat maps at: <http://www.clarkfork.org/missoula-county-threat/environment.html> .

WEEK 4

Mon 9/16 – Campus Climate Initiatives, Part 1

Guest: Cherie Peacock, UM Sustainability Coordinator

Peacock, Cherie and Erica Bloom. 2010. *University of Montana Climate Action Plan*. University of Montana, Office of Sustainability, Missoula, MT.

American College and University Presidents Climate Commitment. 2008. ACUPCC Voluntary Carbon Offsets Protocol. Boston, MA: Author. Available at <http://www.presidentsclimatecommitment.org/resources/guidance-documents/offset-protocol> .

American College and University Presidents Climate Commitment. 2008. *Investing in Carbon Offsets: Guidelines of ACUPCC Institutions*. Boston, MA: Author.

Anderson, Kevin. 2012. "The Inconvenient Truth of Carbon Offsets." *Nature* 484(7392): 7.

Wed 9/18 – Campus Climate Initiatives, Part 2

Guest: Nicky Phear, UM Climate Change Studies Program Coordinator / Prescott College Doctoral Student in Sustainability Education

Phear, Nicky. 2013. Campus Conversation on Climate Change and Sustainability Education Summary Report (draft). University of Montana, Missoula.

Phear, Nicky and Harper Kaufman. 2012. Summary Report for President Engstrom on Campus (Climate) Conversation, October 23. University of Montana, Missoula.

Regan, Kathleen. 2007. "A Role for Dialogue in Communication about Climate Change." Pp. 213-222 in *Creating a Climate for Change: Communicating Climate Change and Facilitating Social Change*. Susanne C. Moser and Lisa Dilling, eds. New York: Cambridge University Press.

McCoy, Martha L. and Patrick L. Scully. 2002. "Deliberative Dialogue to Expand Civic Engagement: What Kind of Talk Does Democracy Need?" *National Civic Review* 91(2): 117-135.

WEEK 5

Mon 9/23 – State Energy Policy Solutions: Distributed Energy, RPS, Net Metering, Feed-in-Tariffs, etc.

Guest: Bryan Von Lossberg, Alternative Energy Resource Organization (AREO) Executive Director

Pepermans, G., J. Driesen, D. Haeseldonckx, R. Belmans, and W. D'haeseleer. 2005. "Distributed Generation: Definition, Benefits and Issues." *Energy Policy* 33: 787-798.

Rowlands, Ian H. 2009. "Encouraging Renewable Energy to Promote Climate Change Mitigation." Pp. 181-203 in *Greenhouse Governance: Addressing Climate Change in America*. Barry G. Rabe, ed. Washington D.C.: Brookings Institution Press.

Yin, Haitao and Nicholas Powers. 2010. "Do State Renewable Portfolio Standards Promote In-state Renewable Generation?" *Energy Policy* 38:1140-1149.

Matisoff, Daniel C. 2008. "The Adoption of State Climate Change Policies and Renewable Portfolio Standards: Regional Diffusion or Internal Determinants?" *Review of Policy Research* 25(6):527-546.

Roberts, David. 2013. "Utilities vs. Rooftop Solar: What the Fight is About." *Grist* May 15.

Wed 9/25 – Community Organizing, Part 1 (Framework 1)

Minieri, Joan and Paul Getsos. 2007. "Identifying the Right Issue." Pp. 129-154 in *Tools for Radical Democracy: How to Organize for Power in Your Community*. San Francisco, CA: Jossey Bass. **[Read p. 129-144]**

Burns, Peter F. 2007. "Community Organizing in the Nonregime City." Pp.56-83 in *Transforming the City: Community Organizing and the Challenge of Political Change*. Marion Orr, ed. Lawrence, KS: University of Kansas Press.

Bobo, Kim, Jackie Kendal, Steve Max. 2001. "Fundamentals of Direct Action Organizing." Pp. 8-21 in *Organizing for Social Change: Midwest Academy Manual for Activists*. Arlington, VA: Seven Locks Press.

Organizing Cools the Planet p. 1-47.

WEEK 6

Mon 9/30 – Project Prospectus Presentations

PRELIMINARY PROSPECTUSES DUE

Wed 10/2 – Community Organizing, Part 2

Organizing Cools the Planet p. 48-57.

Richan, Willard C. 1996. "Understanding Policymakers." Pp. 105-130 in *Lobbying for Social Change, 2nd ed.* New York: The Haworth Press.

Nisbet, Mathew C. and John E. Kotcher. 2009. "A Two Step Flow of Influence? Opinion-Leader Campaigns on Climate Change." *Science Communications* 30(3): 328-354.

Finnegan, John R. Jr. and Ken Sexton. 1999. "Community-Based Environmental Decisions: Analyzing Power and Leadership" Pp. 331-51 in *Making Better Environmental Decisions: Strategies for Governments, Businesses, and Communities*. Ken Sexton, Alfred A. Marcus, K. William Easter and Timothy D. Burkardt, Eds. Washington D.C.: Island Press.

Minieri, Joan and Paul Getsos. 2007. "Researching the Politics of an Issue." Pp. 155-173 in *Tools for Radical Democracy: How To Organize for Power in Your Community*. San Francisco, CA: Jossey Bass.

WEEK 7

Mon 10/7 – Policy Analysis, Part 1 (Strategic Planning Framework 3)

Weimer, David L. and Aidan R. Vining. 1992. "Thinking Strategically about Adoption and Implementation." Pp. 312-342 in *Policy Analysis: Concepts and Practice, 2nd Edition*. Authors. Englewood Cliffs, NJ: Prentice Hall.

Press, Daniel and Alan Balch. 2002. "Community Environmental Policy Capacity and Effective Environmental Protection." Pp. 183-200 in *New Tools for Environmental Protection: Education, Information, and Voluntary Measures*. Thomas Dietz and Paul C. Sterns, eds. Washington D.C.: National Academies Press.

Wed 10/9 – Policy Analysis, Part 2 / Building and Leveraging Social Capital and Promoting Social Learning (Strategic Planning Framework 4)

Yaffee, Steven. 2003. Checklist for Political and Institutional Analyses (Sections D, pp. 3-7). School of Natural Resources and Environment, University of Michigan, Ann Arbor

Gamman, John K. 1994. "Suggestions for Strengthening Environmental Policy Implementation." Pp. 147-86 in *Overcoming Obstacles in Environmental Policymaking: Creating Partnerships Through Mediation*. Albany, NY: State University of New York Press.

Sirriani, Carmen and Lewis Friedland. 2001. "Civic Innovation in American Politics", Pp. 1-34 in *Civic Innovation in America: Community Empowerment, Public Policy, and the Movement for Civic Renewal*. Authors. Berkeley, CA: University of California Press.

WEEK 8

Mon 10/14 – **PROJECT PROPOSALS DUE**

Wed 10/16 – Climate Communications, Framing and Messaging

Moser, Suzanne C. 2009. "Communication Strategies." Pp. in *Ignition: What You Can Do To Fight Global Warming and Spark a Movement*. Jonathan Isham and Sissel Waage, eds. Washington D.C.: Island Press.

Maibach EW, A. Leiserowitz, C. Roser-Renouf, and CK Mertz. 2011. "Identifying Like-Minded Audiences for Global Warming Public Engagement Campaigns: An Audience Segmentation Analysis and Tool Development." *PLoS ONE* 6(3): e17571. doi:10.1371/journal.pone.0017571

Resource Media. 2009. "Communicating Climate Change and Water Linkages in the West: Guidelines and Toolkit." Seattle, WA: Author.

Leiserowitz A., C. Roser-Renouf, and N. Smith. 2011. *Global Warming's Six Americas*. Yale University and George Mason University. New Haven, CT: Yale Project on Climate Change and Communications. **[SKIM ONLY]**

WEEK 9

Mon 10/21 – Campaign Recruitment

Henry, Daniel L. 2008 "Cruise Control: How a Small Band of Activist Fought Alaska's Tour Industry and Won. *Earth Island* 23(2). Available at:
http://www.earthisland.org/journal/index.php/eij/article/cruise_control/

Minieri, Joan and Paul Getsos. 2007. "Recruiting Constituents for Collective Action." Pp. 37-60 in *Tools for Radical Democracy*.

Wed 10/23 – Media Outreach

Herbert, Sonja. 2008. "Harnessing the Power of the Internet for Advocacy and Organizing." Pp. 331-345 in *Community Organizing and Community Building for Health, 2nd ed.* Meredith Minkler, ed. New Brunswick, NJ: Rutgers University Press.

Salzman, Jason. 2003. "News Releases." Pp. 104-115 in *Making the News: A Guide for Nonprofits and Activists*. Author. Boulder, CO: Westview Press.

Salzman, Jason. 2003. "Distributing a News Release." Pp. 116-126 in *Making the News*.

Salzman, Jason. 2003. "Interviews." Pp. 127-137 in *Making the News*.

WEEK 10

Mon 10/28 – Local Climate Action Opponents

Harrington, Knox. 2012. "City Council of Montana City Illegally Enforces UN Agenda 21 on Taxpayers. *Infowars.com* (Dec. 8).

Williams, Gene. 2013. "Viewpoint: Agenda 21 Takes Away the Right To Own Property." *Ravalli Republic* (Aug. 21).

Wed 10/30 – Project Work Day

Activities TBA

WEEK 11

Mon 11/4 – Project Work Day

Activities TBA

Wed 11/6 – Project Progress Reports (in class presentations)

WEEK 12

Mon 11/11 – Veteran’s Day – No Class

WRITTEN PROGRESS REPORTS DUE FOR 11/6 PRESENTERS

Wed 11/13 – Project Progress Reports

WEEK 13

Mon 11/18 – Open Day – Topic TBA

WRITTEN PROGRESS REPORTS DUE FOR 11/13 PRESENTERS

Wed 11/20 – Carbon Offsets

Mitra, Maureen Nandini and Michael Stoll. 2013. “California’s Market for Hard-to-Verify Carbon Offsets Could Let Industry Pollute as Usual” *Earth Island Journal* (July 3). Available at http://www.earthisland.org/journal/index.php/elist/eListRead/californias_market_for_carbon_offsets_could_let_industry_pollute_as_usual/.

Poudyal, Neelam C., Jacek P. Siry, and J.M. Bowker. 2010. “Urban Forests’ Potential To Supply Marketable Carbon Emission Offsets.” *Forest Policy and Economics*. 12(3): 432-438.

Diaz, David D., Susan Charnley, and Hannah Gosnell. 2009. *Engaging Western Landowners in Climate Change Mitigation: A Guide to Carbon-Oriented Forest and Range Management and Carbon Market Opportunities*. Technical Report PNW-GTR-801. Washington D.C.: U.S. Department of Agriculture. **[Read Executive Summary and p. 6-16]**

WEEK 14

Mon 11/25 – Project Work Day

Wed 11/27 – Thanksgiving – No Class

WEEK 15

Mon 12/2 – **PROJECT PRESENTATIONS**

Wed 12/4 – **PROJECT PRESENTATIONS**

FINALS WEEK

Tues 12/10 – **PROJECT PRESENTATIONS (1:10 to 3:10 PM)**

Handy Schedule of Key Dates

Preliminary Project Prospectus	Monday, Sept. 30
Project Proposal	Monday, Oct. 14
Progress Report (oral)	Wednesday, Nov. 6 and Nov. 13
Progress Report (written)	Monday, Nov. 11 and Monday, Nov. 18
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Project Report	Wednesday, Dec. 4; Friday, Dec. 6; and Thursday, Dec. 12
Reflection Essay	Friday, Dec. 13
Peer Evaluation	Friday, Dec. 13