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### EVST 531.01: Citizen Participation

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## **Citizen Participation**

EVST 531.01

TuTr 12:40-2 pm

LA 342

Co-Facilitators: Len Broberg

107A Rankin Hall

243-5209

Office Hours: M 12:30-2, W 10:30-12

len.broberg@umontana.edu

Bryony Schwan

114 W. Pine St., Missoula

728-4134

W 2-5 pm

bryony@biomimicryinstitute.org

## **Course Description/Purpose**

The purpose of this course is to introduce students to methods of citizen participation in environmental policymaking and environmental organizing/consulting through a hands-on, applied process. A particular focus of the course is the utility of various strategies in the context of land management and toxics regulation. Students will be required to complete one or more forms of citizen participation by the end of the semester. The course is a clinical experience, which will meet for presentation and discussion of various issues relevant to citizen participation. Some meetings will be exercises, feature guest speakers or discussions to share insights gained through the student's participation projects, and to work on those projects in a cooperative atmosphere.

## **Course Text**

*E-Res*; EVST 570 Faculty Pac- available on reserve at the library only, cases, materials and handouts.

Grist Interactivist found at <http://grist.org/comments/interactivist/2007/> - read this weekly

Optional: *Soul of a Citizen*, we'll read a chapter or two of this as a group but some may want it as a bigger resource.

## **Tentative Schedule**

1/23 Organizational Meeting/Project Topics - Campaign example

1/25 Strategic Planning Overview- Read: *How to Develop a Winning Strategy*, Western Organization of Resource Councils

1/30 Strategic Planning Exercise- Read: *We Don't Have to Be Saints* and *One Step at a Time*- Chapters 2 & 3 of **Soul of a Citizen**; Review *How to Develop a Winning Strategy*

2/1 Mission, Vision, Goals and Objectives- Read: *Strategic Communications for Non-Profits*, pages 1-9; *Winning Words*; Review *How to Develop a Winning Strategy* **Select Project**

2/6 Targets and allies-overview of methods of participation- Read: *The Art of Building a Coalition Campaign*, Wathen

2/8 Administrative approaches- NEPA and rulemaking- Read: *The Public Comment Process*, Steelman; *Promote an Alternative to the Threatening Project*, Bolling. **First Project Report due**

2/13 Regulatory work- Speaker

2/15 Litigation- standing- Read: The 1990s: The *Lujan* Cases, Plater et al

- 2/16 Framing/Messaging Workshop-Environmental Leadership Series – 1-4 pm
- 2/20 Legislation- Read: *Lobbying One on One*, Richan
- 2/22 Corporate Campaigns- **Progress Report/Action Plan 1 due** Read: *Shareholders and Stakeholders*, Monks and Minow
- 2/26 Diversity Training Workshop- Environmental Leadership Series 8:30-12 noon
- 2/27 Consensus/negotiation/mediation- Lolo Post-Burn, Bitterroot Burned Area Recovery Plan and Flathead NF collaboration process case studies- Read: *How to Negotiate*, Western Organization of Resource Councils, *Negotiation and Confrontation: Environmental Policymaking Through Consensus*, Pellow; *Seven Steps toward Successful Negotiations*, Cox; *Intro to Legal Negotiation*, Williams; McCloskey , Ground Rules, Bitterroot and Lolo E-Res
- 3/1 Consensus/negotiation cont'd- Read:
- 3/6 How will you approach your projects? Which tools? Students present Strategic Plans
- 3/8 Citizen Initiatives- speaker Read: *Ballot Initiatives: Rules of the Game*, Shaw; *Successfully Using Ballot Measures for Environmental Protection*, Cross and Kerr; *Direct Democracy in Defense of Nature*, Marlett; *Let the Voters Decide? An Assessment of the Initiative Process*, Magelby.
- 3/9 Montana Legislature Trip- Helena 7:45 am departure- all day including evening
- 3/13 Student Strategic Plans continued **Progress Report/Action Plan 2 due**
- 3/15 Student Strategic Plans continued
- 3/20 Climate change case study- how do we approach “new” environmental issues
- 3/22 Free market regulation tools- trading clean air credits
- 3/27 & 29 Spring break- no class
- 4/3 Sustainable private enterprise- providing environmental alternatives - **Progress Report/Action Plan 3 due**
- 4/5 Sustainable private enterprise- providing environmental alternatives- speaker
- 4/6 Working with Communities Workshop-ELS- 2-4:30 pm
- 4/10 Understanding Labor
- 4/12 Class discussion and brainstorming- projects
- 4/17 Class discussion and brainstorming- projects
- 4/19 Work Session
- 4/24 Class summation

4/26 Project summaries given in class

5/1 Project summaries given in class

5/3 Project summaries given in class **Citizen Participation Product/Analysis due**

**5/9** Project summaries cont'd-1:10-3:10 in same room if needed

### **Environmental Leadership Series**

Students are expected to attend Environmental Leadership Series events throughout the semester as part of the coursework. The dates are noted on the syllabus and are usually a Monday or a Friday outside of the regular class time.

### **Citizen Participation Projects**

The citizen participation component of the course can be completed through a citizen participation project(s). Each student is required to complete one or more citizen participation projects during the course of the term. These projects may be proposed by a group, the facilitators or developed by the student themselves. The projects may be done in groups of up to 3 students or done individually. All projects will be reviewed by the facilitators and approved by February 8th .

The Project may result in written products or they may entail unwritten action. Students completing a written product will submit it for grading. Students whose work does not entail a substantial written product will summarize the techniques used and analyze their effectiveness.

#### *Project Description*

This typewritten report will outline what you plan to do as your project in the class. Specifically identify the type(s) of citizen participation you plan to do, when they are anticipated to occur, a proposed schedule for completion of steps (you will undoubtedly revise this) and what written product you will produce for grading during the term.

#### *Progress Report/Action Plan*

These reports will tell me what you have done on your project since the last report and what you plan to do in the next 2 weeks. The progress report is a good place for you to reflect on your experiences (successes and frustrations/disappointments) and to ask the facilitator questions so that I can give you feedback. If you give me more information I might be able to lead you to sources/connections that can help.

#### *Project Summary*

This oral report will be made to the class and summarize the techniques used, work done and success of the project. The total summary will not be more than 20 minutes for group projects and each group member shall present a section of the talk. For individual projects no more than 10 minutes may be spent on the presentation.

## **Exercises**

There are four exercises in the course. First, the strategic planning exercise will focus on issues provided to the class. The fact situation will be handed out ahead of time. Students should come to class ready to discuss strategy choices.

Second, students will share how they will approach their projects. The student(s) involved in a project will outline a strategic plan and discuss options. Students pursuing a group project will present as a group, but each student must contribute to the in-class presentation.

Third, students will discuss climate change strategies and approaches in a class period. Students need to come prepared and ready to contribute ideas about strategies for addressing the issue.

Fourth, students will participate in brainstorming and problem solving around other student projects. Students are expected to come to these classes prepared to contribute ideas and ask constructive questions of the project leader(s).

## **Grading**

The grade in the class will be based on three major components:

- (1) Class participation- 25%
- (2) Exercises- 20%
- (3) Project- 55%

Citizen participation projects will be graded based on observation of participation or activity by the facilitator, the submission of progress reports/action plans and the completion of a written product or analytical report at the conclusion of the term and the presentation of a brief project summary at the end of the term.

## **Office Hours**

Len Broberg has set office hours, which are available for drop-in consultation. Len is also available at other times by appointment. You may make appointments in class, by telephone, by e-mail or by stopping by during regular office hours.

Bryony will be available for drop-ins on Wednesday afternoons between 2 and 5 pm at her office downtown at 114 W. Pine St. (above Sushi Hanna). You can contact her by e-mail or phone to set up another time if need be.

## **Goals of the Course/Student Expectations**

By the end of the course the student should be able to:

1. Apply a strategic planning framework to an issue.
2. Integrate knowledge of possible tools for social and environmental policy change into a plan.
3. Explain how certain tools may or may not be appropriate for a particular situation.
4. Apply the basics of how to present a position or idea in a public forum of some type.
5. Identify the differences between negotiation, consensus and litigation approaches, their pluses and minuses in given situations.
6. Understand and interpret the basic rules of administrative law, standing and NEPA.

By the end of the course:

1. The student will have had an experience with public participation.
2. Will analyze how that experience was successful or could be improved.
3. Will have prepared a work plan, monitored their progress and planned action steps.