

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi

Open Educational Resources (OER)

Fall 9-1-2020

ENST 519.01: Foundations of Change

Neva Hassanein

University of Montana - Missoula, neva.hassanein@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Hassanein, Neva, "ENST 519.01: Foundations of Change" (2020). *University of Montana Course Syllabi*. 11318.

<https://scholarworks.umt.edu/syllabi/11318>

This Syllabus is brought to you for free and open access by the Open Educational Resources (OER) at ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

ENST 519: FOUNDATIONS OF CHANGE

Autumn Semester 2020

Tuesdays and Thursdays, 2:00-3:20

Gilkey Building Room 105

To be truly radical is to make hope possible, not despair convincing. - Raymond Williams

Optimism is the recognition that the odds are in your favor; *hope* is the faith that things will work out whatever the odds. *Hope* is a verb with its sleeves rolled up. Hopeful people are actively engaged in defying or changing the odds. *Optimism* leans back, puts its feet up, and wears a confident look knowing that the deck is stacked. - David Orr

You cannot get through a single day without having an impact on the world around you. What you do makes a difference, and you have to decide what kind of difference you want to make. - Jane Goodall

Facilitator:

Neva Hassanein, Professor, Environmental Studies, 101A Rankin Hall
neva.hassanein@umontana.edu Phone: 243-6271 (o); 543-3635 (c)

Office Hours: Tuesdays 3:40-5:00; Wednesdays 11-12:20; and Fridays 11-12:00

I will circulate a weekly signup sheet so that you can schedule virtual appointments during my office hours. If they don't work for you, please contact me for an alternative.

Learning Goal and Outcomes:

This foundational course aims to strengthen participants' capacities to effectively meet today's environmental and social justice challenges. You will:

- Discover a sense of community and shared experience among graduate students, alumni, and faculty.
- Gain a deeper understanding of the historical development of the environmental movement(s) and today's climate justice movement, its current constitution, and several major debates.
- Explore theories of democracy, citizenship, power, and social change.
- Learn to translate ideas to action.
- Clarify your sense of personal purpose, leadership style, group work, and vision; and use that to inform directions and plans you will take as you proceed with your studies.

Accessing the readings and other materials:

Two books are required for this course, and are available from a locally-owned, independent bookseller, **Shakespeare and Co.** Ask at the main desk for the books for this course. Location: 103 S. 3rd St. (at the corner of Higgins and 3rd., on the south side of the bridge; area known as the "hip strip"). Store hours: Mon - Fri. 10-6, Sat. 10-5, Sun 12 - 5

Kemmis, Daniel. 2020. *Citizens Uniting to Restore our Democracy*. University of Oklahoma Press.

Kauffman, L. A. 2017. *Direct Action: Protest and the Reinvention of American Radicalism*. London: Verso.

All other required and supplemental materials will be posted on the Moodle site for this course. The syllabus is also posted at the top of the Moodle site so you can go there to access any hyperlinks easily if

you want. I strongly recommend that you bring readings to class sessions. Many of the materials are designed to be useful to you in the future, so you may want to download them and save to a computer.

Pedagogy and Expectations:

Pedagogy: In this course, I aim to weave together specific content with a process based on the principles of transformative (or adult) learning. Reading, videos, lectures, and discussion are all familiar ways of learning new content, and we will use these. Less familiar, perhaps, are some of the other processes we will use. That is, adult learning is self-directed; motivated by the individual's interests; experiential and participatory; and enhanced through feedback and a collective process. Knowledge is built in community.

Participation: One of your main tasks is to participate consistently, thoughtfully, and openly. The vibrancy and depth of our discussions and interactive exercises depends a great deal on how well prepared and engaged you are. I hope you will find it valuable to attend all class sessions and the retreat in September.

Reflection Papers: To encourage your personal and analytical reflection, as well as professional development, I will ask you to respond to 6 prompts in short (~2 pages) reflection papers (see attached schedule). Specific information on these assignments will be distributed as we proceed, and at least one week before they are due. These include:

1. Environmental Autobiography
2. *Citizens Uniting*
3. Post-retreat
4. *Direct Action*
5. Purpose, outcomes, process (POP)
6. Parting Thoughts – Final reflection

Engagement Project: For this assignment, which will be distributed in two parts, you will work in teams to take at least one civic, political, or social action, collectively, around a particular problem. This will include developing a campaign plan and implementing it.

The Schedule: As you will see on the attached schedule, the general flow of ideas is presented, but there is also room for flexibility. Part of the learning design here means that you/I will try to respond to your needs and make changes as necessary. Due dates are noted on the schedule.

Modifications: Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications.

Academic integrity: All students are expected to practice academic integrity. See the Student Conduct Code for more information.

Grading: Your final grade will be based on your performance with respect to the following: Participation 20%; Reflection Assignments 60%; Engagement Project: 20%.

SCHEDULE FOR ENST 519: FOUNDATIONS OF CHANGE 2020		~ Like everything, subject to change ~
Dates	Topics	Assignment Due
Thurs. 8.20.20	Welcome.	In class: Getting to know each other (speed meeting) Syllabus and expectations. Reflection assignment #1. Ground rules, newslines, mailboxes, and Covid-19 planning. Questions.
Tues. 8.25.20	What do you bring here? Hopes, fears, and gifts	Reflection #1 due – Environmental Autobiography Hoffman, Andrew J. 2016. “What is your theory of change?” <i>Huffington Post</i> . November 22. Orr, David. 2007. “Optimism and hope.” <i>Conservation Biology</i> 21(6): 1392-1395.
Thurs. 8.27.20	Situating ourselves	Lemann, Nicholas. 2013. “When the earth moved: What happened to the environmental movement?” <i>New Yorker</i> . April 15. Ring, Ray. 2001. “Bad moon rising: How Montana’ once-mighty progressive coalition has waned.” <i>High Country News</i> .
Tues. 9.1.20	Environmental scientists	Purdy, Jedediah. 2016. “Environmentalism was once a social justice movement.” <i>The Atlantic</i> . December 7. Meyer, Judy L., Peter C. Frumhoff, Steven P Hamburg, and Carlos de la Rosa. 2010. “Above the din but in the fray: Environmental scientists as effective advocates.” <i>Frontiers in Ecology and the Environment</i> . 8(6): 299–305.
Thurs. 9.3.20	Growing our souls	NH distribute alumni bios. Boggs, Grace Lee. 2012. “These are the times to grow our souls.” Chapter 1 in <i>The Next American Revolution: Sustainable Activism for the 21st Century</i> , Second edition. University of California Press.
Tues. 9.8.20	<i>Citizens Uniting</i>	Begin book by Daniel Kemmis. In class: Distribute retreat assignments. Meet in teams to develop your plans to gather background and develop interview guide. What to expect and logistics.
Thurs. 9.10.20	<i>Citizens Uniting</i> Engagement projects	Continue with selections from Kemmis. Introduction to campaign planning. In class, instructions for engagement assignment – part one distributed and teams assigned.

Tues. 9.15.20	<i>Citizens Uniting</i>	Selections. Reflection #2 Due
Thurs. 9.17.20	NO CLASS. Do these short readings to prepare for the retreat	Ganz, Marshall, and Liz McKenna. 2017. "The practice of social movement leadership." <i>Mobilizing Ideas</i> . Wheatley, Margaret, with Debbie Frieze. 2010. "Leadership in the age of complexity: From hero to host." <i>Resurgence Magazine</i> . Winter.
Fri. to Sun. 9.18.20 to 9.20.20	Retreat at Lubrecht	Lodging and transportation costs are covered. All food is provided. Logistics will be discussed, and all Covid-19 protections taken. Depart Missoula at 3 PM; return on Sunday by 1 PM.
Tues. 9.22.20	Post-retreat discussion.	Reflection #3 Due.
Thurs. 9.24.20	<i>Direct Action</i>	Selections
Tues. 9.29.20	<i>Direct Action</i>	Selections
Thurs. 10.1.20	<i>Direct Action</i>	Selections
Tues. 10.6.20	<i>Direct Action</i>	Selections. Reflection #4 due
Thurs. 10.8.20	TBA	TBA
Tues. 10.13.20	EVST program requirements review With Dan Spencer	Hassanein, Neva. 2017. "Strategies for educating in perilous times: Preparing tomorrow's change agents." Available at: Brainerd Foundation - Educating in Perilous Times
Thurs. 10.15.20	Upcoming fellowship opportunities With Len & Neva	Reflection #5 due – POP Proposal writing
Tues. 10.20.20	Alumni	TBA
Thurs. 10.22.20	Alumni	TBA
Tues. 10.27.20	Proposal writing 101	Instructions on finding a job description for Thursday.
Thurs. 10.29.20	Putting your purpose to work: Exploring careers. Guest lecture by Bryony Schwan, EVST	Prior to this session, we will distribute a list of websites and other resources for finding jobs in the environmental field. To prepare for this session, find a job announcement that is the

	Alumna, Organizational consultant.	kind of position you might eventually want to be able to apply for. Bring that announcement to class. Aplet, Greg et al. 2017. "Ecological careers in nature-based non-governmental organizations." <i>Frontiers in Ecology and the Environment</i> . August.
Tues. 11.3.20	ELECTION DAY. NO CLASSES	PLEASE VOTE!
Thurs. 11.5.20	Work session	
Tues. 11.10.20	Presentations	
Thurs. 11.12.20	Presentations	
Tues. 11.17.20		Engagement Projects Due
Tues. 11.24.20 3:20-5:20	Parting Thoughts	Final gathering during final exam week. Reflection # 6 Due. Location TBA.