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CCS 485.01B: Environmental Citizenship - Service Learning

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ENST 476 / CCS 485– Service Learning

ENVIRONMENTAL CITIZENSHIP

Mon. 11:10 am – Noon & Wed. 11:10 am – 1:00 pm

CHEM 102

Spring 2014

To improve is to change. To be perfect is to change often.

— Winston Churchill

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Course Description

Students in this course will develop and work toward actualizing a personal vision of environmental citizenship. The course allows students to think deeply about citizenship aptitudes and attitudes to move society toward a more environmentally, socially, and economically sustainable path. We will consider the virtues, duties, rights and responsibilities of environmental citizens as well as the skills for participating effectively, individually and collectively, as environmental citizens.

Learning in the course occurs primarily through the experience of planning, carrying out, and reflecting on the process of developing student-initiated environmental citizenship projects and campaigns. Students will work in small teams and choose from two types of environmental citizenship projects that support: (1) environmentally responsible (sustainable) choices and behaviors of individuals; or (2) sustainable policies or programs of the university, local government, or business. Projects will be informed by the principles and techniques of community organizing as well as by social marketing techniques for fostering individual behavioral change and policy change. Social marketing is an approach that involves using research and analysis of (perceived and actual) barriers to and benefits of participating in environmentally responsible behaviors to develop strategies to encourage lasting behavior change.

Students are encouraged to work on campus sustainability projects. Due to the high degree of public salience and urgency of climate change, opportunities related to climate change will be encouraged and supported.

Although students will utilize their own research in developing their campaign and project plans, support is also provided through relevant readings, guest speakers, and feedback from the class and instructor on team plans and proposals. In order to develop leadership skills critical to effective citizenship, a number of practical skill-building trainings will be offered in topics such as team-building, running effective meetings, group decision making, citizen lobbying, event organizing, recruiting volunteers, power mapping and framing environmental messages. Others student-initiated topics may be added to provide further support for student projects.

By the end of the course students will have:

- Developed an understanding and appreciation of citizenship roles and skills for working individually and collectively.

- Developed a personal citizenship vision and pursued that vision by planning and reflecting on a team project or campaign.
- Gained experience and developed skills in conducting social marketing research and planning a social marketing campaign or similar project to encourage others to participate in sustainable behaviors or to influence environmental policy and institutional change.
- Developed or enhanced leadership skills such as running meetings; making group decisions; organizing, planning, and publicizing events; framing and communicating messages; and preparing public education materials.
- Developed confidence as an active and effective environmental citizen, a personal commitment to continuing participation, and a sense of civic entrepreneurship.

Requirements

Success in the course requires:

- Regular attendance and active participation in class, especially in leadership trainings.
- Cooperative and productive team project work and availability to meet with your group outside of class with peers and instructor as needed.
- Being prepared to discuss the assigned readings, i.e., share thoughts, critiques, reactions, and questions about the readings.
- A belief that self-examination and reflection can lead to personal and professional growth and a willingness to follow through on that belief.
- A willingness to put yourself in challenging situations to learn and grow.
- Effective participation in a social marketing campaign plan or another closely related team project, including being available to meet with your group outside of class.
- Completing all assignments including individual and group assignments, in-class exercises, a self-reflection of your participation in the team project, and your evaluation of your team members.

If you are unable to fulfill any of these requirements, please discuss your concerns with me as soon as you can.

Definition of Service Learning

This course has the “Service Learning” designation. Service Learning is a method of teaching and learning in which students, faculty and community partners work together to enhance student learning by applying academic knowledge in a community-based setting. Student work addresses the needs of the community, as identified through collaboration with campus, community or tribal partners, while meeting instructional objectives through faculty-structured service work and critical reflection meant to prepare students to be civically responsible members of the community. At its best, service learning enhances and deepens students’ understanding of an academic discipline by facilitating the integration of theory and practice, while providing them with experience that develops life skills and engages them in critical reflection about individual, institutional, and social ethics.

Class and Attendance

The class format will be a mix of discussion, trainings, lectures, in-class writing exercises, guest speakers, small group activities, training sessions, and student presentations. A good deal of class time also will be devoted to planning and coordinating team projects.

A Note on Class Attendance: Attendance is vitally important to your learning and the success of your team project and will count for a good portion of your participation grade in the class. If you miss class for whatever reason are expected to notify the instructor and your project team members beforehand or as soon as possible thereafter. Absence will not be accepted as an excuse for missed assignments. "Make up" assignments will generally not be offered.

A Note on Email Communication: You are expected to use your Grizmail account to communicate with the instructor. Please be sure to maintain your account so you can send and receive emails, and check it regularly.

Drop Deadlines and Procedures

You may drop the course on CyberBear and receive a refund until Feb. 14 at 5:00 pm. From Feb. 15 to Apr. 7, you need to complete a Drop/Add form signed by your academic advisor and the instructor, though you will not receive a refund, will need to pay a \$10 fee, and will get a "W" on your transcript. After Apr. 7 and until May 9, you must petition to drop and get the above signatures and the Dean's signature, and a "WP" or "WF" will appear on your transcript. You cannot drop the class during final's week. See: <http://www.umt.edu/registrar/forms/pdf/Spring2014RegistrationDeadlineChart.pdf>

Description of Assignments

Short descriptions of the assignments are provided below. Additional instructions will be provided handouts and discussed in class.

1. *Citizenship Vision Essay:* The purpose of this assignment is to develop your personal environmental citizenship vision. This will include an inventory and assessment of the status of your environmental citizenship activities and experiences. You will also assess your leadership qualities, strengths, and weaknesses, and identify specific citizenship and leadership skills and areas of personal growth you would like to develop in this course and beyond.
2. *Short Homework Assignments:* Several short homework assignments involve using the assigned readings and preparing for in-class exercises and discussion.
3. *Issue Assessment Homework:* For this homework, you will identify a current issue that might form the basis for group projects and conduct a "quick and dirty" investigation into the issue, identify stakeholders, and assess progress to-date, obstacles to and opportunities for further progress.
4. *Group Projects:* This major assignment will consist of developing a campus/community project or campaign designed either to foster sustainable behavior in others or to advocate for or create policy or institutional change. You can choose from a wide range of projects and techniques, provided they have a research component and are informed by social marketing principles. Projects might include a: tool for citizen decision making; a grant proposal; social marketing materials; lobbying or advocacy campaign; policy forum to promote public education or dialogue; another special event you organize,

a rally, demonstration, or the like. Campaigns/projects may utilize a variety of media such as the print, Internet, radio, video, etc.

Campaign/projects are to be student-initiated. That means you and your peers are expected to develop project goals and objectives. Campaigns and projects will provide an opportunity to develop your citizenship skills and will be carried out in phases, each of which has a specific assignment and due date (see below): **(1) Campaign /Project Draft Goals and Objectives; (2) Campaign Plans / Project Proposals; (3) Revised Campaign Plans / Project Proposals; (4) Progress Reports; and (5) Final Report and Presentation.** All materials to be publicly distributed, such as surveys and fliers, regardless of the media (print, radio, video, etc.), must be cleared by the instructor before their release. Teams will conduct some project work in class, periodically give oral progress reports, and give a final report at the end of the term.

5. Campaign / Project Presentations: At the end of the semester teams will report to the rest of the class about your campaign/project.
6. Campaign / Project Portfolio: Also at the end of the semester, your team will assemble and submit all of the materials developed as part of your campaign or project, including your: (1) statement of goals and objectives; (2) project proposal; (3) revised proposal; (4) final report of accomplishment and an evaluation of the success and challenges of the campaign/project; and (5) documentation and supporting materials used and developed during your campaign/project.
7. Citizenship/Leadership Reflection Essay: For this individual assignment, you will reflect on the citizenship experiences of the semester, assess your leadership and contributions to your team project.
8. Peer Evaluation: For this assignment, you will evaluate the contributions of your peers to the group project.

Note Regarding Climate Change Studies Minor Students

Students wishing to use this course to count toward the climate studies minor, specifically the “solutions” requirement are expected to carry out a term project approved by the instructor that is explicitly related to climate change solutions such as an energy conservation campaign or a Kless Revolving Energy Loan Fund (KRELF) grant proposal.

Grading and Evaluation

Course grades will be based on:

- Class participation – 10%
- Homework assignments – 10%
- Citizenship vision essay– 10%
- Issue assessment – 5%
- Campaign / Project – 40%
- Campaign /Project Portfolio – 10%
- Citizenship/Leadership Reflection Essay – 10%
- Peer Evaluation – 5%

Class participation grade is based on attendance, class preparation, active participation in class, and your contributions to in-class team project work. Both the instructor's assessment of your contributions to the team project and your peers' evaluation will be heavily weighted.

Extra Credit

One extra credit opportunity will be offered that is worth up to an addition of 2.5% to your course grade: attend a public hearing before the Montana Legislature's Energy and Telecommunications Interim Committee in Helena on Friday, March 21 (see: <http://leg.mt.gov/css/Committees/Interim/2013-2014/Energy-and-Telecommunications/default.asp>). To receive credit you must write up a reaction paper in which you summarize the experience and offer comments related to environmental citizenship in general and class projects. You may also be asked to share your experiences and thoughts about the meeting in class.

Academic Integrity and Plagiarism

Academic honesty and integrity requires that all work submitted is your own unless accurately attributed to verifiable sources. Plagiarism will not be tolerated. If you have any doubts about plagiarism, i.e., representing another person's work as your own, or citing of the work of others, please confer with the instructor or refer to the *Academic Policies and Procedures in the University Catalog*, which states "Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion."

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, visit the Disability Services website at <http://life.umt.edu/dss>.

Readings

There is one required book, a copy of which will be on 4 hour reserve at the Mansfield Circulation Desk:

McKenzie-Mohr, Doug. 2011. *Fostering Sustainable Behavior: An Introduction to Community-Based Social Marketing 3rd Edition*. Gabriola Island, BC: New Society Publishers.

Other required readings will be available on E-Res through the Mansfield Library website (see: <http://eres.lib.umt.edu/eres/default.aspx>). The course password is: "ENST476." Please bring all readings with you to class for the day they are assigned.

Course Schedule and Topics

Some adjustments to the course schedule may be needed to suit the needs of the class. These are announced in class. Students who are late, miss class, or leave early are responsible for finding out about updates.

WEEK 1

Mon. 1/27 – Course Introduction

Wed. 1/29 – Citizenship in an Age of Individualism and Cynicism

Homework #1 Due

Jensen, Derrick. 2009. "Forget Shorter Showers." *Orion* (July/August)

<http://www.orionmagazine.org/index.php/articles/article/4801/>

Maniates, Michael. 2000. "Individualization: Plant a Tree, Buy a Bike, Save the World?" Pp. 43-66 in *Confronting Consumption*. Cambridge, MA: The MIT Press

Loeb, Paul Rogat. 2002. "What's Wrong with Cynicism." *Earth Island Journal* 17(3):32-34.

WEEK 2

Mon. 2/3 – Citizenship and Civic Participation

Citizenship Vision Essay Due

Isaac, Katherine 1992. "Techniques for Participation." Pp. 157-180 in *Civics for Democracy*. Washington D.C.: Essential Information.

Wed. 2/5 –Green Consumerism

Homework #2 due

TerraChoice. 2009. *The Seven Sins of Greenwashing: Environmental Claims in Consumer Markets*. Author.

Golden, Jay S. (Ed.). 2010. *An Overview of Ecolabels and Sustainability Certification in the Global Marketplace*. Nicholas Institute for Environmental Policy Solutions, Duke University. **[Read Executive Summary only]**

Optional

Gardner, Gerald T. and Paul C. Stern. 2008. "The Short List: The Most Effective Actions U.S. Households Can Take to Curb Climate Change." *Environment* 50(5): 12-24.

Upham, Paul, Leonie Dendler, and Mercedes Bleda. 2011. "Carbon Labeling of Grocery Products: Public Perception and Potential Emission Reductions." *Journal of Clean Production* 19: 348-355.

WEEK 3

Mon. 2/10 – Confronting Climate Change at The University of Montana

Homework #3 due

Last Name A-L Read:

Peacock, Cherie and Erica Bloom. 2010. *The University of Montana Climate Action Plan*. The University of Montana, Missoula, Montana **[Read Executive Summary and Sections 1, 5-7, pp. 1-9 and pp. 57-78]**. Available at:

<http://www.umt.edu/greeningum/UM%20Climate%20Action%20Plan/default.aspx>

Last Name M-Z Read:

Olsen, Chris, Michaela Finnegan, and Alia Mulder. 2013. "University of Montana Carbon Offsets Use." Carbon Offset Initiative Network, University of Montana, Missoula.

Wed. 2/12 – Issue Identification

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

WEEK 4

Mon. 2/17 – Presidents Day – No Class

Wed. 2/19 – Fundamentals of (Environmental) Organizing

Issue Assessment Assignment Due

Alinsky, Saul. 1971. "The Education of an Organizer." Pp. 63-84 in *Rules for Radicals: A Pragmatic Primer for Realistic Radicals*. New York: Vantage Books.

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.

WEEK 5

Mon. 2/24 – Introduction to Social Marketing

Fostering Sustainable Behavior – p. 1-39 (Fostering Sustainable Behavior; Steps 1 and 2 – Selecting Behaviors and Identifying Barriers and Benefits).

Landers, J., Mitchell, P., Smith, B., Lehman, T., & Conner, C. 2006. "'Save the Crabs, Then Eat Em'. A Culinary Approach to Saving the Chesapeake Bay." *Social Marketing Quarterly* 12(1):37-41.

Wed. 2/26 – Social Marketing / Campaign Planning Workshop

Western Organization of Resource Councils. 1994. "How to ... Develop a Winning Strategy." Billings, MT.

WEEK 6

Mon. 3/3 –Project / Campaign Goal-Setting

In-class exercise

Wed. 3/5 – Power Mapping / Force Field Exercise

Homework #4 Due

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. 3/10 – Running Meetings / Group Decision Making

Campaign / Project Draft Goals and Objectives Due

Bobo, Kim, Jackie Kendal, and Steve Max. 2001. "Planning and Facilitating Meetings." Pp. 128-139 in *Organizing for Social Change: Midwest Academy Manual for Activists*. Authors. Arlington, VA: Seven Locks Press.

Forsyth, Donelson R. 1985. "Effective Group Meetings and Decision Making." Pp. 91- 98 in *Working for Peace*. Neil Woolman, editor. San Luis Obispo, CA: Impact Publishers.

Also see:

"Decision Making: Advantages and Disadvantages of Different Methods"
<http://crs.uvm.edu/gopher/nerl/group/b/g/exercise11.html> .

"5 Handy Tips to Facilitate Group Decision Making" <http://www.psychologyafrica.com/2010/11/5-handy-tips-to-facilitate-group-decision-making/>

Wed. 3/12 – Team-Building / Group Dynamics

Campaign Plans / Project Proposals Due (written proposals and presentations)

AmeriCorps*VISTA. 2006. "Building Cohesive Teams." Corporation for National and Community Service.
[Read p. 3-25]

Also see:

"Forming, Storming, Norming and Performing"
http://www.mindtools.com/pages/article/newLDR_86.htm .

WEEK 8

Mon. 3/17 – Social Marketing (continued)

Fostering Sustainable Behavior – p. 41-92 (Step 3: Commitment, Social Norms, Social Diffusion, and Prompts)

Griskevicius, Vladas, Robert B. Cialdini, and Noah J. Goldstein. 2008. "Social Norms: An Underestimated and Underemployed Lever for Managing Climate Change." *International Journal of Sustainable Communication* 3: 5-13.

Wed. 3/19 – Campaign Recruitment / Messaging

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

WEEK 9

Mon. 3/24 – Work Day

Wed. 3/26 – Presentations

Revised Campaign Plans /Project Proposals Due

----- **SPRING BREAK** -----
(no class 3/31 and 4/2)

WEEK 10

Mon. 4/7 – Topic To Be Announced

Wed. 4/9 – Lobbying

Western Organization of Resource Councils. 2006. "How to Influence Public Officials." Billings, MT: WORC. Available at <http://www.worc.org/userfiles/Influence-Public-Officials.pdf>.

Richan, Willard C. 1996. "Lobbying One-on-One." Pp. 143-178 in *Lobbying for Social Change*, 2nd ed. New York: The Haworth Press.

Recommended

Richan, Willard C. 1996. "Introduction." Pp. 1-16 in *Lobbying for Social Change*.

WEEK 11

Mon. 4/14 – Leadership Styles

"Leadership Styles" (read all types)

http://changingminds.org/disciplines/leadership/styles/leadership_styles.htm

Wed. 4/16 – Campaign / Project Progress Reports (class presentations)

WEEK 12

Mon. 4/21 – **Campaign / Project Progress Reports** (class presentations)

Wed. 4/23 – Communications / Media Outreach Workshop

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.

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

Additional reading to be assigned.

WEEK 13

Mon. 4/28 – Team Project Work Day

Wed. 4/30 – Team Project Work Day

WEEK 14

Mon. 5/5 – Campaign / Project Reports (class presentations)

Wed. 5/7 – Campaign / Project Reports (class presentations)

FINALS WEEK

Mon. 5/12 – Class meets 8:00 AM – 10:00 AM – Campaign / Project Reports (class presentations)

SCHEDULE OF ASSIGNMENTS

Assignment	Date Due	Type	Grp. / Indiv.
Homework #1	Wed. 1/29	Written	Individual
Citizenship Vision Essay	Mon. 2/3	Written	Individual
Homework #2	Wed. 2/5	Written	Individual
Homework #3	Mon. 2/10	Written	Individual
Issue Assessment Homework	Wed. 2/19	Written	Individual
Homework #4	Wed. 3/5	Written	Individual
Campaign/Project Draft Goals & Objectives	Mon. 3/10	Written / Class Presentation	Group
Issue Backgrounds and Campaign Plans / Project Proposals	Wed. 3/12	Written / Class Presentation	Group
Revised Campaign Plans / Project Proposals	Wed. 3/26	Written	Group
Campaign/Project Progress Reports	Mon. 4/21 Wed. 4/23	Class Presentations	Group
Team Project Reports	Mon. 5/5 Wed. 5/7 Mon. 5/12	Class Presentations	Group
Citizenship/Leadership Reflection Essay	Wed. 5/14	Written	Individual
Team Project Portfolio/Final Report	Fri. 5/16	Written	Group
Peer Evaluations	Fri. 5/16	Written	Individual