

1-2015

## ENST 520.01: Environmental Organizing

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## EVST 520 Environmental Organizing

TU/TH 3:40 – 5:00 pm / LA 244

Fall 2015

Instructor: Dr. Robin Saha

Office: Jeannette Rankin Hall 018 (basement)

Office Hours: Tues. 12:30-1:30 pm, Wed. 1:30-3:00 pm, or by appt.

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### Course Description

This course has two primary goals. The first goal is to develop your understanding of the principles and techniques of community-based environmental organizing. The second is to develop your civic engagement and leadership skills necessary to effectively apply those techniques in issue campaigns.

These goals are achieved through “praxis,” the iterative, cyclic process of planning, acting and reflecting. Readings, discussions and in-class exercises on topics related to advocacy and organizing will assist you in the process of planning and carrying out a campaign or project working in a small group. We will use the team approach, recognizing that most work in the non-profit and public sectors is done working *with* others.

Topics covered to support the development and implementation of your projects include: social change strategies and tactics; community asset mapping; power mapping; stakeholder analysis; running effective meetings; group decision making; leadership styles; media advocacy; environmental communications (framing and messaging); coalition/alliance building; lobbying; and negotiating.

Some topics will be covered by EVST (Environmental Studies Program) Environmental Leadership Series (ELS) workshops/events held outside of scheduled class meeting times. In addition, students will gain specialized training at the Montana Student Activism Summit.

Class will be mostly seminar format with some lecture, small group activities, mini-workshops, student presentations, guest speakers and videos.

### Learning Outcomes

By the end of this course, students will have:

- Developed an understanding of social change strategies including the principles and techniques of community organizing.
- Developed various community organizing skills and ability to research and analyze complex social, political, economic contexts of environmental problem and develop and implement effective strategies to build power and make positive change happen by carrying out issue campaigns.
- Strengthened leadership, collaboration, team-building and entrepreneurial skills.
- Improved project management skills needed to plan, carry out and evaluate team projects.

- 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.

## Requirements

- Class attendance and participation (see below).
- Attend at least two ELS workshops/events:
  1. Clean Energy Day in Helena on Wednesday, Feb. 18 or Legislative Leadership Field Trip on Friday, Mar. 6.
  2. Workshop on Film Production on Friday, Feb. 13 or Workshop on Leading Climate Action Campaigns on Friday, Apr. 17 (those are the tentative workshop titles)
- Attend the [Montana Student Activism Summit](#) on Saturday, Feb. 21.
- Fully participate as a team member in an environmental organizing project or campaign that consists of the following components:
  1. An issue background and draft campaign goals statement.
  2. A draft and final campaign/project proposal, including a statement of agreement on your team's process for making decisions and sharing responsibilities.
  3. A media/outreach plan.
  4. An oral progress report.
  5. A final campaign/project presentation.
  6. A campaign/project portfolio.
- Write an end-of-project reflection essay and evaluate your and your team members' work.

## Class Participation and Attendance

The quality of learning for the class depends on each student being prepared for class. This requires coming to each class ready to discuss assigned readings and actively participating. Please carefully read each reading before class. To be ready to actively engage in class, it is recommended that you jot down points of interest, concerns, questions, and critiques as you do the readings and your responses to thought questions I will occasionally provide in advance.

I also expect that students will always strive to treat each other with respect in sharing thoughts and ideas and responding to the view of others, as shall I.

Full participation in class projects is another main expectation, which requires meeting with your project team outside of class. I recognize that coordinating schedules 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 these expectations or encounter difficulties with your team, please feel free to discuss your concerns with me, 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).

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 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. Please come see me during office hours (see above), set up an appointment via email, or call me at 243-6285.

## **Projects**

The class will divide into teams of three or four people based on common areas of interest and will work together throughout the term on projects. The projects should have clearly-defined, achievable and measurable goals related to a specific topic area or problem chosen by your team. The goal of an issue campaign is to achieve at least a partial solution to 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, for example though facilitation of public dialogue.

Teams will chose projects topics. It is suggested that each project fall within one of the following categories: (1) campus sustainability; (2) community projects in Missoula or nearby; and (3) state or national policy campaigns. A number of possible issues in each area will be introduced by the instructor and outside organizations.

Projects may take various forms and include a sequence of activities to achieve your team's campaign goals. Projects might involve some combination of public education and outreach, advocacy, direct negotiations, convening of public policy forums, conferences or other facilitated public or quasi-public dialogues, and other special events or actions you organize.

Students are encouraged to collaborate with environmental, labor, social service, and health care organizations, as well as with schools, church groups, financial institutions, businesses, and the like. Projects are expected to use a variety of media such as performance, print, internet/social media, 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.

## **Team Project Assignments**

Once project teams are formed, each team will periodically complete various assignments that are designed to help you plan and implement your team campaign/project. At the end of the semester, your team will turn in a campaign/project portfolio that includes a final report along with relevant documentation and materials generated during your campaign.

Each individual also will turn in a reflection essay related to the team project and an evaluation of your own work and that of your team members. Your team will also give in-class campaign updates periodically and make a final oral presentation on your project.

All written assignments should be submitted through [Moodle](#) according to the following schedule, unless otherwise arranged or requested.

### **Assignments Due Dates<sup>1</sup>**

1. Issue Background / Draft Campaign Goals	Tues. 2/17
3. Draft Campaign Plan	Thurs. 3/5
4. Revised Campaign Plan	Thurs. 3/19
5. Media/Outreach Plan	Thurs. 4/9
6. Campaign Final Reports (oral)	Thurs. 5/7 & 5/14
7. Campaign Portfolio (written)	Fri. 5/14
8. Reflection Essays and Self/Peer Evaluations	Fri. 5/14

### **Grades**

Course grades will be based on:

- Participation (20%)
- Reaction papers (10%)
- Project proposal (10%)
- Revised proposal (10%)
- Progress Report/Media-Outreach Plan (10%)
- Final Report (30%)
- Final presentation (10%)

Your participation grade will take into account the following: your class attendance; attendance at the ELS workshops/events and Montana Student Activism Summit; punctuality; 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.

NOTE: A total of five 2-3 page reaction papers are required, including one for each of the required texts, two for the ELS workshops/events and one for the Montana Student Activism Summit.

Specific guidelines for assignments will be handed out or discussed in class.

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. For group projects, a major grading criterion will be the degree to which your group integrate and applies organizing principles and techniques covered in class.

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<sup>1</sup> Reaction papers are not listed. Reaction papers for *In the Presence of Buffalo* and *Oil and Hone* are due in class the day the book is assigned (or through Moodle before class). Reaction papers for ELS workshops/events and the Montana Student Activism Summit are due by the time of the next class (also submit hard copy in class or electronic copy through Moodle – no email attachments please unless absolutely necessary).

## 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 need. 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 [UM Disability Services website](#).

## Readings

There are three required texts, which can be purchased at the UM Bookstore:

Brister, Daniel. 2013. *In the Presence of Buffalo: Working to Stop the Yellowstone Slaughter*. Portland, OR: Westwinds Press.

McKibben, Bill. 2014. *Oil and Honey: The Education of an Unlikely Activist*. New York, NY: St. Martin's Press.

Shaw, Randy. 2013. [\*The Activist's Handbook: Winning Social Change in the 21<sup>st</sup> Century, 2<sup>nd</sup> Ed.\*](#) Berkeley and Los Angeles, CA: University of California Press.

All other readings will be available electronically through Moodle (see: <https://umonline.umt.edu/>), which requires logging with your NetID. Some readings are also available directly on-line. If so, a web link (URL) is provided below.

Two other books that are recommended for any groups that work on campus sustainability 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 are available from the Mansfield Library.

## Course Schedule and Topics

Some adjustments to the course schedule and assigned readings may be needed to suit the needs of the class. These will be announced in and emailed to the class. Assignment due dates (other than reaction papers) are shown below in boldface.

### **WEEK 1**

Tues. 1/27 – Introductions

Jensen, Derrick. 2009. "Forget Shorter Showers." *Orion* (July/August)  
<http://www.orionmagazine.org/index.php/articles/article/4801/>

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

Thurs. 1/29 – Setting the Context for Environmental Organizing

Duffy, Robert J. 2003. "Environmental Advocacy in the 21<sup>st</sup> Century." Pp. in 82-118 in *The Green Agenda in American Politics*. Author. Lawrence, KS: University Press of Kansas.

Brower, David with Steve Chapple. 2000. "For Those Who Would Save the Earth." Pp. 177-196 in *Let the Mountains Talk, Let the Rivers Run*. Gabriola Island, BC: New Society Publishers.

Blackwater, Bill. 2012. "The Denialism of Progressive Environmentalists." 64(2)(June) <http://monthlyreview.org/2012/06/01/the-denialism-of-progressive-environmentalists/>.

Horton, Myles and Paulo Freire. 1990. "Ideas." Pp. 97-143 in *We Make the Road by Walking*. Brenda Bell, John Gaventa, and John Peters, eds. Philadelphia, PA: Temple University Press.

**[Read pp. 97-128]**

## **WEEK 2**

Tues. 2/3 – "The Buffalo Wars" Case

**Required text:** *In the Presence of Buffalo: Working to Stop the Yellowstone Slaughter*.

Thurs. 2/5 – Organizing Strategy ... within the Climate Change Movement

Shaw, Randy. 2001. "Don't Respond, Strategize." Pp. 5-44 in *The Activist's Handbook: A Primer*. Berkeley and Los Angeles, CA: The University of California Press.

Klein, Ezra. 2011 (Oct. 5). "The Four Habits of Highly Successful Social Movement." Blogpost. *Washington Post*.

Ennis, John Wellington. 2014 (Sept. 17). "Three Years Later, What Has Come of Occupy Wall Street?" *Huffington Post*.

Gitlin, Todd. 2014 (June 17). "Where Are the Occupy Protesters Now?" *The Guardian Cities*.

Finley, Mary Lou. 2007. "Shaping the Movement." Pp. 33-56 in *Ignition: What You Can Do to Fight Global Warming and Spark a Movement*. Jonathan Isham Jr. and Sissel Waage, Eds. Washington D.C.: Island Press.

## **WEEK 3**

Tues. 2/10 – Organizing on Climate Change

**Required text:** *Oil and Honey: The Education of an Unlikely Activist*

Thurs. 2/12 – Introduction to Organizing Issue Campaigns

Henry, Daniel L. 2008 "Cruise Control: How a Small Band of Activist Fought Alaska's Tour Industry and Won." *Earth Island Journal* 23(2). Available at:

[http://www.earthisland.org/journal/index.php/eij/article/cruise\\_control/](http://www.earthisland.org/journal/index.php/eij/article/cruise_control/)

Western Organization of Resource Councils (WORC). 1994. "How to ... Develop a Winning Strategy." No. 10 in a series of citizens' guides. Billings, MT: WORC.

Minieri, Joan and Paul Getsos. 2007. "Identifying the Right Issue." Pp. 129-154 in *Tools for Radical Democracy*. San Francisco: John Wiley & Sons. **[Read pp. 129-144].**

Recommended (not required) reading:

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.

Fri. 2/13 – **ELS Workshop on Using Film in Issue Campaigns** (Option 1 of 2 – also see Friday, 4/17)

#### **WEEK 4**

Tues. 2/17 – Campaign Planning Considerations, Part 1

##### **Draft Project Goals and Issue Backgrounds Due**

Ring, Ray. 2001. "Bad Moon Rising: The Waning of Montana's Once-mighty Progressive Coalition." *High Country News* 33(24):1,10-15.

Richan, Willard C. 1996. "Assessing Your Strengths and Limitations." Pp. 69-86 in *Lobbying for Social Change, 2<sup>nd</sup> ed.* New York: The Haworth Press.

**Required Text:** *The Activist's Handbook*, Ch. 2 ("Elected Officials: Inspiring Fear and Loathing")

Wed. 2/18 – **ELS Clean Energy Day at the State Capital – All-day Field Trip** (Option 1 of 2 – also 3/6)

Thurs. 2/19 – Campaign Planning Considerations, Part 2

Finnegan, John R. Jr. and Ken Sexton. 1999. "Community-Based Environmental Decisions: Analyzing Power and Leadership" Pp. 331-351 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.

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

##### **Read one of the following:**

Pilisuk, Mark, Joan McAlister, Jack Rothman, and Lauren Larin. 2008. "New Contexts of Organizing: Functions, Challenges and Solutions." Pp. 97-115 in *Community Organizing and Community Building for Health, 2<sup>nd</sup> Ed.* Meredith Minkler, Ed. New Brunswick, NJ: Rutgers University Press.

McKnight, John L. and John P. Kretzman. 2008. "Mapping Community Capacity." Pp. 158-172 in *Community Organizing and Community Building for Health*.

**Sat. 2/21 – Montana Student Activism Summit (required)**

#### **WEEK 5**

Tues. 2/24 – Campaign Research

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.



Thurs. 2/26 – Team Building and Group Decision Making

AmeriCorps\*Vista National Integrated Training Program. 2006. *Building Cohesive Teams*. Corporation for National Community Service.

## **WEEK 6**

Tues. 3/3 – Running Effective Meetings

Bobo, Kim, Jackie Kendal, and Steve Max. 1991. "Planning and Facilitating Meetings." Pp. 94-102 in *Organizing for Social Change: A Manual for Activist in the 1990s*. Washington: Seven Locks Press.

Thurs. 3/5 –Draft Campaign Plan Presentations

### **Draft Campaign Plans Due**

Fri. 3/6 – **ELS Legislative Leadership Day – All-day Field Trip to Helena** (Option 2 of 2 – also see 2/18)

## **WEEK 7**

Tues. 3/10 – Campaign Recruitment and Outreach

Minieri, Joan and Paul Getsos. 2007. "Recruiting Constituents for Collective Action." Pp. 37-60 in *Tools for Radical Democracy: How To Organize for Power in Your Community*. San Francisco, CA: Jossey Bass.

Thurs. 3/12 – In-class Project Workday

## **WEEK 8**

Tues. 3/17 – Coalition Building / Collaboration

**Required Text:** *The Activist's Handbook*, Ch. 3 ("Rounding Up the Usual Suspects")

### **Read one:**

Bobo, Kim, Jackie Kendal, and Steve Max. 1991. "Working with Community Board Organization Boards." Pp. 132-139 in *Organizing for Social Change: A Manual for Activist in the 1990s*. Washington: Seven Locks Press.

Bobo, Kim, Jackie Kendal, and Steve Max. 1991. "Working with Religious Organizations." Pp. 141-149 in *Organizing for Social Change: A Manual for Activist in the 1990s*. Washington: Seven Locks Press.

Bobo, Kim, Jackie Kendal, and Steve Max. 1991. "Working with Union Locals and Central Labor Councils." Pp. 150-161 in *Organizing for Social Change: A Manual for Activist in the 1990s*. Washington: Seven Locks Press.

Thurs. 3/19 – Introduction to Message Framing

### **Revised Campaign Plans Due**

Moser, Suzanne C. 2009. "Communication Strategies." Pp. 73-93 in *Ignition: What You Can Do to Fight Global Warming and Spark a Movement*. Jonathan Isham Jr. and Sissel Waage, Eds. Washington D.C.: Island Press.

Additional readings TBA

Also check out Toolbox and other info on the [Resource Media website](#)

## **WEEK 9**

Tues. 3/24 – Working with the Media / New Media

**Required Text:** *The Activist's Handbook*, Ch. 5 ("Winning More Than Coverage")

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*.

Bobo, Kim, Jackie Kendal, and Steve Max. 1991. Checklist for Press (News) Releases. Pp. 123 in *Organizing for Social Change: A Manual for Activist in the 1990s*. Washington: Seven Locks Press.

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

Thurs. 3/26 – Messaging/Framing Workshop

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

## **WEEK 10**

Tues. 4/7 – Leadership / Leadership Styles

Institute for Conservation Leadership. 2012. *The Less Visible Leader: Emerging Leadership Models for Environmental Networks, Coalitions, and Collaboratives*. Takoma Park, MD: Author.

"Leadership Styles" (read all types)

[http://changingminds.org/disciplines/leadership/styles/leadership\\_styles.htm](http://changingminds.org/disciplines/leadership/styles/leadership_styles.htm)

Thurs. 4/9 – Media/Outreach Plan Presentations

**Media/Outreach Plans Due**

## **WEEK 11**

Tues. 4/14 – 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.

Thurs. 4/16 – Fundraising and Building Effective Organizations (moving beyond Class Projects)

Guest Speaker TBA

Western Organization of Resource Councils (WORC). 2006. "How to Develop a Fundraising Plan." Billings, MT: WORC. Available at <http://www.worc.org/userfiles/Develop-a-Fundraising-Plan.pdf>.

Additional reading(s) TBA.

Fri. 4/17 – **ELS Workshop on Leading Climate Action Campaigns** (Option 2 of 2 – also see 2/13)

### **WEEK 12**

Tues. 4/21 – Working Across Class and Culture

Park, Angela. 2005. "Diversity and the Modern Environmental Movement." *Making New Connections* 13(2): 5-10.

Rose, Fred. 2000. "When Classes Meet: Class-Cultural Lenses. Pp. 56-73 in *Coalitions Across the Class Divide: Lessons from Labor, Peace, and Environmental Movements*. Ithaca, NY: Cornell University Press.

Leondar-Wright, Betsy. 2005. "Steps Toward Building Alliances." Pp. 131-147 in *Class Matters: Cross-Class Alliance Building for Middle-Class Activists*.

Thurs. 4/23 – Team Project/Campaign Updates

### **WEEK 13**

Tues. 4/28 – Negotiating, When and How

Guest speaker TBA

Western Organization of Resource Councils. 2006. "When to Negotiate." Billings, MT: WORC. Available at: <http://www.worc.org/userfiles/Negotiate.pdf>.

Western Organization of Resource Councils. 1998. "How ... to Negotiate." No. 16 in a series of citizens' guides. Billings, MT: WORC. Available at: <http://www.npaction.org/resources/WORC/negot.pdf>

Thurs. 4/30 – To be announced

### **WEEK 14**

Tues. 5/5 – To be announced

Thurs. 5/7 – Team Project/Campaign Presentations

### **FINALS WEEK**

Thurs. 5/14 – Team Project/Campaign Presentations

Class meets from 1:10 to 3:10 pm.

**Fri. 5/15 - Team Project Portfolios and Individual Reflection Essays and Self/Peer Evaluations Due**