

Spring 2-1-2018

ENST 476.01A: Environmental Citizen SVC/ LRN

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ENST/CCS 476 ENVIRONMENTAL CITIZENSHIP – SERVICE LEARNING

Mon. 11:00 – 11:50 AM & Wed. 11:00 AM – 12:50 PM

CHEM 102

Spring 2018

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

— Winston Churchill

Instructor: Robin Saha

Office: JRH 018 (basement)

Office Hours: Tues. 12:30-1:30 PM; Wed. 2:00-4:00 pm

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Course Description

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

Learning in the course occurs primarily through the process of planning, carrying out and reflecting on student-initiated environmental citizenship projects in partnership or close coordination with an on-campus or off-campus entity. Students will work in small teams or as an entire class on a project or projects that support environmentally responsible behaviors, such as helping UM achieve its climate change goals or the city of Missoula moved toward being a zero waste city.

Projects will be informed by the principles and techniques of social marketing. Social marketing involves using research and analysis of (perceived and actual) barriers to and benefits of participating in environmentally responsible behaviors to develop strategies such as communications campaigns or incentives programs to encourage lasting behavior change.

To support student success a number of practical skill-building trainings will be offered in topics such as audience assessment, team-building, running effective meetings, group decision making, designing effective communications, and using social media.

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 an understanding of the principles and techniques of social marketing and the ability to plan and develop a social marketing campaign informed by rigorous audience assessment.

- 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 and outreach materials.
- Developed confidence as an active and effective environmental citizen and a personal commitment to continuing participation.

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 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 cannot fulfill any of these expectations, please discuss your limitations 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.

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.

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 so that you receive any course updates and announcements send out.

Drop Deadlines and Procedures

You may drop the course on CyberBear and receive a refund and no W on your transcript until Feb. 9 at 5:00 pm. To drop the course from Feb. 10 to Apr. 2, 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. From Apr. 3 to May 4, 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. Click here for more info: [Spring 2018 Registration Deadlines](#).

Description of Assignments

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

1. *Environmental Citizenship Essay:* The purpose of this assignment is to: (1) inventory your existing environmental citizenship values, knowledge, skills, experience, attitudes and behaviors; (2) develop your personal environmental citizenship vision, i.e., areas of growth you would like to develop in this course and beyond.
2. *Short Homework Assignments:* Three homework assignments listed on the course schedule and a few others as announced in class involve using the assigned readings and preparing for in-class exercises and discussion.
3. *Group or Class Social Marketing Project(s):* This major assignment will consist of developing a campus social marketing campaign plan and materials designed to foster sustainable behavior in others. Working in small groups on your project will provide an opportunity for you to develop your citizenship skills. Project will be carried out in phases, each of which has a specific assignment and due date (see below): **(1) Problem Description and Draft Project Goals Statement; (2) Revised Goals and Draft Audience Assessment Plan; (3) Final Audience Assessment Plan; and (4) Social Marketing Campaign Plan and Materials.** All materials to be publicly distributed or used publicly, such as interview or focus group questions, surveys and fliers, regardless of the media (print, radio, video, website materials, social media etc.), must be cleared by the instructor before their release or use. Teams will conduct some project work in class, periodically give oral progress reports, and give a final report at the end of the term.
4. *Campaign Plan Presentations:* At the end of the semester teams (or the entire class if it works on one project together) will present their social marketing campaign to an appropriate audience(s)

such as the Sustainable Campus Committee, UM Sustainability Coordinator, City of Missoula Energy Conservation Coordinator, or the Missoula Zero Waste Advisory Committee (ZWAC).

5. *Final Reflection Essays and Peer Evaluations*: For this assignment, you will write about your contributions to the group/class project, offer final class reflections on environmental citizenship, and an evaluation of your peers' contributions to the social marketing campaign project.

Grading and Evaluation

Course grades will be based on:

- Class participation – 10%
- Homework assignments – 5%
- Environmental Citizenship essay– 10%
- Problem Description and Draft Goals – 10%
- Revised Goals and Draft Audience Assessment Plan – 10%
- Final Audience Assessment Plan – 10%
- Final Social Marketing Campaign Plan – 20%
- Social Marketing Campaign Plan Presentation – 10%
- Final Reflection Essays and Peer Evaluations – 15%

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, your peers' evaluations and your self-assessment (final reflection essay) will be considered.

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 accommodations for this course, contact me privately to discuss the specific modifications you wish to request. I may request that you provide a letter from Disability Services for Students. 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://www.umt.edu/dss/>.

There is one required book that will be available for purchase at the UM Bookstore:

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

A copy of *Fostering Sustainable Behavior* also will be on reserve at the Mansfield Library Circulation Desk. All other readings will be available on Moodle website (see: <https://umonline.umd.edu/>). Please bring a hard copy with you or have access to all readings 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. 1/22 – Course Introduction

Wed. 1/24 – Green Consumption and Consumerism

Homework #1 due

Wicker, Alden. 2017. [Conscious Consumerism Is a Lie. Here's a Better Way to Help Save the World](#). *Quartz* (Mar. 1).

TerraChoice. 2009. [The Seven Sins of Greenwashing: Environmental Claims in Consumer Markets](#). Author.

WEEK 2

Mon. 1/29 – Cynicism and Environmental Citizenship

Complete on-line environmental citizenship survey – get two non-EVSTers to complete too

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

MacGregor, Sheryllyn and Simon Pardoe. 2005. Environmental Citizenship: The Goodenough Primer. Public Space Ltd (www.publicspace.org.uk).

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.

Wed. 1/31 – Citizenship and Civic Participation

Environmental Citizenship Essay Due

Monroe, Martha C. 2003. Two Avenues for Encouraging Conservation Behaviors. *Human Ecology Review* 10(2): 113-125.

Arnstein, Sherry R. 1969. [A Ladder of Citizen Participation](#). *Journal of the American Planning Association* 35(4): 216-224.

WEEK 3

Mon. 2/5 – Project Option 1 – Missoula's ZERO by FIFTY Initiative ... Missoula's Path to Zero Waste

Guest speakers: To be announced

Zaman, Atiq Uz, and Steffen Lehmann. 2011. Urban Growth and Waste Management Optimization Towards 'Zero Waste City'." *City, Culture and Society* 2(4): 177-187.

City of Missoula. 2016. Resolution Number 8044. A Resolution Supporting the Creation of a Zero Waste Plan and Setting Waste Reduction Goals for the City of Missoula. Feb. 8.

City of Missoula. [ZERO by FIFTY Paths and Strategies](#).

[Missoula City Council Committee of the Whole Hearing on Zero Waste Initiative](#) Feb 3, 2016 [video, view presentation beginning at 4:30 minutes and ending at 22.30 minutes, or full hearing ending at 47:10 minutes].

Skim:

Missoula Sustainable Business Council (SBC). 2015. [The SBC's Online Guide for Moving Missoula Toward Zero Waste](#).

Wed. 2/7 – Project Option 2 – Green Office Program

Guest speakers: Eva Rocke, UM Sustainability Coordinator, and Paul Edlund, AmeriCorps, Energy Corps Member

[UM Sustainability Annual Report 2016](#)

[UM State of Sustainability Report Card 2015](#)

Ezarik, Melissa. 2011. [Green Offices: Setting a Standard](#). *University Business* (June 1).

Other readings may be assigned

WEEK 4

Mon. 2/12 – Introduction to Social Marketing

REQUIRED TEXT *Fostering Sustainable Behavior: An Introduction to Community-Based Social Marketing*

Fostering Sustainable Behavior, p. 1-10.

Step 1, Selecting Behaviors, p. 11-20.

Bliss, Laura. 2005. [San Francisco Thinks Sex Will Make Your Showers Shorter](#). *Mother Jones*. June 23.

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. 2/14 – Identifying Target Audiences & Audience Assessment for Social Marketing Using Interviews, Focus Groups and Surveys

REQUIRED TEXT *Fostering Sustainable Behavior*

Step 2, Identifying Benefits and Barriers, p. 21-40

Workgroup for Community Health and Development. [Listening to Those Whose Behavior Matters](#). Community ToolBox, Chapter 45. Lawrence, KS.

Skim:

Workgroup for Community Health and Development. [Collecting Information about the Problem](#). Community ToolBox, Chapter 45. Lawrence, KS.

WEEK 5

Mon. 2/19 – Presidents Day – No Class

Wed. 2/21 – Audience Assessment Workshop (designing surveys, focus groups and outreach strategies)

Problem Description and Draft Project Goals Assignment Due

WEEK 6

Mon. 2/26– In class work day

Wed. 2/28 – Running Meetings / Group Decision Making

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.

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

WEEK 7

Mon. 3/5 – Team-Building and Group Dynamics

Revised Goals and Draft Audience Assessment Plans Due

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

Wed. 3/7 – Using Commitment Strategies and Social Norms in Social Marketing Campaigns

REQUIRED TEXT *Fostering Sustainable Behavior*

Step 3 (Part 1 of 8), Developing Strategies, p. 41-44.

Step 3 (Part 2 of 8), Commitment: From Good Intentions to Actin, p. 45-60.

Step 3 (Part 3 of 8), Social Norms: Building Community Support, p. 61-74

Skim:

Griskevicius, Vladas, Robert B. Cialdin and Noah J. Goldstein. 2008. [Social Norms: An Underestimated and Underemployed Lever for Managing Climate Change](#). *IJSC Online* 3: 5-13.

WEEK 8

Mon. 3/12 – Assertiveness as an Organizing and Career Skill

Mind Tools. [Assertiveness: Working WITH People, Not Against Them](#).

Wed. 3/14 – Audience Assessment Plan Presentations

Final Audience Assessment Plans Due

WEEK 9

Mon. 3/19 – Audience Assessment Plan Feedback Day

Wed. 3/21 – Outreach / Data Gathering Day

----- **SPRING BREAK** -----
(no class 3/26 and 3/28)

WEEK 10

Mon. 4/2 – Using Social Diffusion and Prompts

REQUIRED TEXT *Fostering Sustainable Behavior*

Step 3 (Part 4 of 8), Social Diffusion: Speeding Up Adoption of New Behaviors, p. 75-82.

Step 3 (Part 5 of 8), Prompts: Remembering to Act, p. 83-92

Wed. 4/4 – Analyzing Audience Assessment Data (Workshop)

Readings to be assigned

WEEK 11

Mon. 4/9 – Using Incentives, Convenience and Other Interventions

REQUIRED TEXT *Fostering Sustainable Behavior*

Step 3 (Part 7 of 8), Incentives: Enhancing Motivations to Act, p. 111-120.

Step 3 (Part 8 of 8), Convenience: Making It Easy to Act, p. 120-128.

Hummer, Jane. 2010. [Using Social Marketing to Promote Energy Efficiency and Conservation](#). *Environmental Leader*, Mar. 22.

Wed. 4/11 – Crafting Effective Messages

REQUIRED TEXT *Fostering Sustainable Behavior*

Step 3 (Part 6 of 8), Communication: Crafting Effective Messages, p. 93-110.

WEEK 12

Mon. 4/16 – Using Media in Social Marketing

Donovan, Rob and Nadine Henley. 2010. Using Media in Social Marketing. In *Principles and Practice of Social Marketing: An International Perspective*, pp. 320-363. New York, NY: Cambridge University Press.

Wed. 4/18 – Social Media / Messaging Workshop

Western Organization of Resource Councils (WORC). 1996. How To ... Deliver a Message in the Media. Billings, MT: WORC

Green Memes. 2013. Storytelling: Why It Matters & How to Get It Right In [The Most Amazing On-line Organizing Guide Ever](#), p. 9-12.

Green Memes. 2013. How To Make Memes (Without Any Design Skills) In [The Most Amazing On-line Organizing Guide Ever](#), p. 42-48.

Additional readings/resources to be assigned/provided

WEEK 13

Mon. 4/23 – Campaign Message Pilot Testing Day 1

REQUIRED TEXT *Fostering Sustainable Behavior*

Step 4, Piloting, p. 137-142.

Wed. 4/25 – Campaign Message Pilot Testing Day 2

Homework #2 due

WEEK 14

Mon. 4/30 – Strategies for Social Marketing Campaigns

REQUIRED TEXT *Fostering Sustainable Behavior*

Developing Strategies Revisited, p. 120-136.

Wed. 5/2 – Project Presentations

FINALS WEEK

Thurs. 5/10 – Class meets 10:10 AM – 12:10 PM– Project Presentations

HANDY SCHEDULE OF ASSIGNMENTS

Assignment	Date Due	Type	Individual /Group
Homework #1	Wed. 1/24	Written	Individual
On-line environmental citizenship survey	Mon. 1/29	Activity	Individual
Citizenship Essay	Wed. 1/31	Written	Individual
Problem Description/Draft Project Goals	Wed. 2/21	Written	Group
Revised Goals & Draft Audience Assessment Plan	Mon. 3/5	Written	Group
Final Audience Assessment Plan	Wed. 3/14	Written/Presentation	Group
Homework #2 (campaign messages)	Wed. 4/26	Written / Media	Group
Social Marketing Campaign Plan Presentations	Wed. 5/2 Thurs. 5/10	Presentation	Group
Social Marketing Campaign Plan	Fri. 5/11	Written / Media	Group
Final Reflection Essays /Peer Evaluations	Fri. 5/11	Written	Individual

HANDY SCHEDULE OF ASSIGNMENTS

Assignment	Date Due	Type	Individual /Group
Homework #1	Wed. 1/24	Written	Individual
On-line environmental citizenship survey	Mon. 1/29	Activity	Individual
Citizenship Essay	Wed. 1/31	Written	Individual
Problem Description/Draft Project Goals	Wed. 2/21	Written	Group
Revised Goals & Draft Audience Assessment Plan	Mon. 3/5	Written	Group
Final Audience Assessment Plan	Wed. 3/14	Written/Presentation	Group
Homework #2 (campaign messages)	Wed. 4/26	Written / Media	Group
Social Marketing Campaign Plan Presentations	Wed. 5/2 Thurs. 5/10	Presentation	Group
Social Marketing Campaign Plan	Fri. 5/11	Written / Media	Group
Final Reflection Essays /Peer Evaluations	Fri. 5/11	Written	Individual