Environmental Citizenship: The design and development of the Environmental Organizing Semester at the University of Montana

Charles B. Pearson

The University of Montana

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Environmental Citizenship

The Design and Development of
the Environmental Organizing Semester
at the University of Montana

by Charles B. Pearson, II

B.A. University of Northern Colorado, 1978
presented in partial fulfillment of the requirements
for the degree of Master of Science
The University of Montana,
1996

Approved by:

Chairperson

Dean, Graduate School

Date
"Those who profess to favor freedom, and yet depreciate agitation, are men who want crops without plowing up the ground. They want rain without thunder and lightning. They want the ocean without the awful roar of its many waters."

-- Fredrick Douglass, 1849

"The earth, which is taking a beating at human hands, is awash with people who express concern about it, but there is a drought of people able to organize to stop the abuse."

--David Brower, 1994
Acknowledgments

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Chapter One
Introduction

The university is an important and natural place for a new approach to teaching civic skills in a formal, organized fashion to young people in the context of today's pressing environmental issues. Effective environmental problem-solving requires the mastery of strong civic skills. Yet, there is a shortage of formal opportunities for college students who care about the environment to learn civic skills and develop their organizing abilities and a democratic practice. Further, this shortage of formal opportunities puts our democracy at risk while limiting our society's environmental problem-solving ability. These shortages of opportunities can also lead to frustration and lack of direction for the student activist who wants to effectively promote positive social change.

The Environmental Organizing Semester is proposed as a new, effective model to teach civic skills and environmental problem-solving to college students within the academic structure of the university and to promote environmental citizenship. The structure and approach of the Environmental Organizing Semester differs from other models of student involvement and training, building upon both the academic model of teaching and the training and real experiences of environmental activists, as well as other models of experiential learning and service learning.

The Environmental Organizing Semester uses an immersion format and a "mentor model." That is, students enroll in this course only (12 credits) for the entire semester, plunging themselves into the course work so that they become totally absorbed in the day-to-day activities and experiences of the assignments and tasks. The instructor of the course, or "mentor," leads the students through a set of projects and experiences that allow the students to learn by doing civic skills on environmental issues. It has as its foundation
teaching students about the organizing of citizens to address environmental problems. Built upon that foundation are readings on environmental issues, lectures and training by recognized environmental leaders, and simulations and group work that provide a broader framework and structure for this immersion learning approach on how to be an effective environmental leader working for positive social change.

The Environmental Organizing Semester focuses the participants on the issues of citizenship, civic skills and citizen involvement using environmental issues as a point of entry and learning. Citizenship and civic skills are not necessarily something learned automatically or consistently among people. Civic skills can be strengthened by practice, repetition, and experiences with others.

"Organizing" was specifically chosen as a part of the title for the course and as an approach to teaching the Environmental Organizing Semester. Organizing is the broad description of a whole set of citizenship skills and activities that make up democratic action on a community issue.

Random House Unabridged Dictionary (1993) defines organize as "to form as or into a whole consisting of interdependent or coordinated parts, especially for harmonious or united action: to organize a committee."

Environmental activist and Love Canal mom, Lois Marie Gibbs, in her new book, Dying from Dioxin, defines organizing as, "...uniting, and arranging, and more.... Organizing is how we carve the tunnel of hope through the mountain of dioxin despair...".1 Noted community organizer Lee Staples in his book, Roots to Power, says "Community organizing, like all organizing, is about the struggle for a measure of power by people who ordinarily have little power. The person who acts alone has very little power. When people join together and organize, they increase their ability to get things done. The goal is to strengthen their collective capacities to bring about social change."2 Recognized expert on community organizing, Si Kahn, in his book,
Organizing, believes, "Organizing is people working together to get things done."  

Organizing encompasses a set of civic skills that can be taught, learned and practiced. Different organizations and citizen leaders may emphasize or promote a specific set of civic skills as the most important to achieve their goals. Among organizers and environmental leaders there is no consensus of what are the most important civic skills to learn. There is, however, agreement that understanding and learning of civic skills, and acting with those skills are necessary for strong environmental leadership.

Katherine Isaac, in her book, Civics for Democracy, identifies perhaps the most comprehensive set of civic skills for participation. Her list includes:

- taking individual action (distributing pamphlets, speaking at public meetings, petitioning, writing letters, phone calls, telegrams to officials, the media and businesses, boycotting products or businesses, whistle blowing)
- forming a citizen group (recruiting members)
- educating the public (leaflets, flyers, posters, bulletin boards, clearinghouses, newsletters, reports, and surveys, speakers’ bureaus, public hearings, candidates nights and film/video screenings)
- researching
- taking direct action (boycott, picketing, demonstrations/protests, strikes, non-violent civil disobedience)
- citizen lobbying
- developing and utilizing the media forum (citizen access to newspapers, television and radio; including letters to the editor, opposite editorials (op-eds), citizen response to editorials, feature stories in print or t.v., editorial endorsements, weekly columns, call-in shows, guest shows, public service announcements, community billboards, news releases)

In The Sierra Club Guide to Community Organizing, the following civic skills are presented:

- fostering leadership and teamwork
- writing and distributing a newsletter
- getting your issue in the newspapers
recognizing pitfalls and rewards of political organizing
familiarizing with the public hearing process
planning a successful grassroots election
forming a campaign committee
campaign fund-raising
dealing successfully with the media

Si Kahn's book, *Organizing*, focuses on:

- leaders
- organizations
- constituencies
- issues
- members
- meetings
- strategy
- research
- tactics
- training
- communication
- media
- money
- coalitions
- unions
- politics
- culture

Combined, these three authors capture nearly all of the civic skills one can imagine in organizing. During the Environmental Organizing Semester, the civic skills within the areas of successful group work, advocacy, research, and media relations are taught. These particular skill categories were chosen because they represent the fundamental skills needed for successful organizing efforts. In the civic skill area of group work, the emphasis is on large group work, small group work, negotiation, conflict resolution, membership, planning, evaluation, and grassroots fund-raising. In the civic skill area of advocacy, the emphasis is on lobbying, petitioning, coalition building, campaign planning and issue organizing. In the civic skill area of research, the course focuses on polling and investigative research. In the
The final area of civic skills the emphasis is on working with media, news conferences, publicity, media campaign planning, and the electronic networks of the E-mail and the internet.

The design of the Environmental Organizing Semester uses a building block approach where one block (or section) of the course is built upon the previous section. The Environmental Organizing Semester uses both theory and practice. The blocks of teaching organizing and civic skills are divided into seven large areas: 1) Large Group Project, 2) Small Group Projects, 3) Membership, Publicity, Media and Environmental Ethics, 4) Grassroots Fundraising Project, 5) Advanced Organizing Skills and Campaign Planning, 6) Lobbying, Direct Democracy, and Group Project, and 7) Wrap-up and Final Week. Within each block (or section) a number of civic skills are presented, discussed and/or practiced.

The Need for a Course on Environmental Citizenship

The ways in which our society will decide to care for the environmental health of this planet will be the great conflict of this century. This is the issue that we as a civilization must face and solve if we are to have a chance for long-term survival. What practical steps do we take to save our world? Certainly many things will contribute to this effort. Science, art, politics, and education will all play a role.

The university’s work to save the planet is paramount. The university can provide insight, direction and skills for the next generation of society’s leaders. Sadly enough, colleges and universities have often made the greatest contributions to the destruction of the planet. Oberlin College Professor and author David Orr, point outs, “It is not the poor and uneducated who have done the greatest damage to the earth but those with advanced degrees.” Therefore, the university must share and perhaps carry the major portion of
the blame for our environmental problems. As such, the university must help solve this problem.

It is my view that colleges and universities have failed to adequately prepare students to work within the civic structure of the United States to meet the challenge of a healthy environment. The prevalent structure of teaching at most universities is not conducive to learning and practicing the civic skills necessary to be effective leaders and therefore move the society to effective solutions. The segmentation of courses, the short daily time slot allocated for teaching, the general lack of risk-taking, the unwillingness to agitate, the lack of integration with the real needs of the community and the grading structure all contribute to the inability of traditional courses at the university to meet this area of need for our society. This is particularly true as students seek to be involved in a controversial societal problem such as the environment.

As Professor David Orr says:

"Students learn that it is sufficient only to learn about injustice and ecological deterioration without having to do much about them, which is to say, the lesson of hypocrisy. They hear that the vital signs of the planet are in decline without learning to question the de facto energy, food, materials, and waste policies of the very institution that presumes to induct them into responsible adulthood. Four years of consciousness-raising proceeds without connection to those remedies close at hand. Hypocrisy undermines the capacity for constructive action and so contributes to demoralization and despair."

While many universities continue to expand and develop environmentally-oriented courses, no university has a course for undergraduates dedicated to the development of student leaders with real environmental civic skills capable of moving others to act. There is a need for such a teaching approach.

Contrary to what the mainstream media sometimes portrays, today's
college students are deeply concerned with the environment. This interest has caused universities to expand their academic programs. It is easy, at least at surface level, to demonstrate this growth. An academic subject has "made it" when Peterson's has completed a college guide on the subject. By this measure the environment has made it as a topic of high student interest because Peterson's has recently released a guide titled, *Education for the Earth, A Guide to the Top Environmental Studies Programs.*

But, Peterson's guide is somewhat of a ruse. Many of the so-called environmental studies programs set out in the book are simply re-packaging of the traditional biological sciences with an environmental emphasis. These include courses such as environmental health, environmental engineering, environmental science and natural resource management. Or, they offer technical and research-oriented programs that benefit the execution of an existing environmental policy. These academic programs do not attempt to provide students with the types of educational experiences needed to learn practical civic skills and eventually become leaders who are solving today's environmental problems within our democratic society's political structure.

So why are leadership and civic skills important? Again, David Orr warns against, "the omission of a concept of citizenship and participation."

"The most glaring weakness of most proposals for reform is the omission of a concept of citizenship and participation in the process of change. Reinventing politics at the ecosystem level will require a process of civic renewal or what Benjamin Barber calls 'strong democracy.' It is roughly equivalent to rebuilding the crumbling foundation before trying to remodel the house. Opportunities for participation have declined with the rise of megacorporations and public bureaucracies. People are losing control over the basic conditions of their lives."7

The question of civic involvement is paramount. Democracy is an ever-changing organism. As a society we must give potential leaders effective
tools and meaningful experiences. By doing so, we have a greater chance of involving citizens in democratic practice. Democratic practices, in turn, will enhance the fabric of our society and our capacity to solve environmental problems.

Democratic practice and civic involvement are built around the engagement in individual action, group action and group decisions. It is not enough to simply explain the problem and offer solutions. Leaders must motivate and sustain involvement. This is where the university curriculum should come in. What is missing today is the opportunity for effective engagement of students in those essential experiences of democracy.

Just as the student has a laboratory for a course in biology there is the need for a laboratory in civics. Nothing offers a better lesson in civic involvement than the struggle to maintain a healthy environment. This is a perfect match. Today's college students are interested in the environment, and the environment provides the proving ground for our democracy.

Currently the university, on any broad scale, ignores the teaching and practice of civic skills. Often the programs at universities that seek to address the environment and the challenge of saving the earth also ignore the teaching of civic skills. In the past there has been no program, course or organized approach to teaching civic skills as they may be applied to solving environmental problems and meeting the challenge to save the earth. Based upon a review of various undergraduate environmental studies program there appears to be limited acknowledgement that teaching environment issues must include how to effectively work within the civic structure of the United States.8

Orr makes an assertion, and an insight, about citizenship and environmental decay that is often overlooked in environmental studies programs.
“Environmental degradation and the decay in our concept of citizenship occurred simultaneously and are mutually reinforcing trends.”

Orr’s argument is that the environment’s sustainability, citizenship and real democracy are interlinked. This notion that important environmental issues can be affected significantly by direct citizen participation is rarely recognized in mainstream society, let alone developed or promoted. The survival issues that surround environmental debates are community based decisions and should rightly involve civic skills and facilitate democratic involvement. They often do not.

The teaching and learning of civic work, democratic practice and organizing skills have not yet fit into the traditional academic structure. If they do exist at all they are marginalized. While the fields of social work and others may provide a community experience, no such comparable experience is provided for environmental issues. When there is a real issue or community experience, it usually involves placement off-campus with a community organization. Internships, field studies and a practicum within the environmental field also try to address the need for experiential learning. These programs are dependent upon the agency or organization to give the needed sets of experiences, training and support to enhance the students’ learning. All too often these programs fail at giving the “group experience” that is necessary in understanding civic work, democratic practice and organizing.

Ralph Nader and others have long argued that we need to develop more relevant courses and programs for our universities. The university must serve a public interest purpose and must teach civic skills, he argues. However, Nader’s attempts to establish a practical civics course at the university level has been unsuccessful. A similar approach at the secondary school level generated the book Civics For Democracy: A Journey for
Teachers and Students by Katherine Isaac.

In the foreword to Civics For Democracy, Nader lays out the philosophical and practical reasons for civics training. His reasons are sound at the university level as well as the secondary level.

“Learning ‘good citizenship’ needs to become a high priority in our schools because it combines a requirement of proficiency in basic education with experience. It connects knowledge to its application fueled by the student motivation that proceeds from being taken seriously and given responsibility in association with adults from the community. Unfortunately, ‘good citizenship’ is not accorded a serious status within the curriculum of most schools. As Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching, observed, ‘Moral and civic education have almost disappeared. We’ve become increasingly preoccupied with the economic impact of education.’

Practicing civics, becoming a skilled citizen, using one’s skills to overcome apathy, ignorance, greed or abuses of power in society at all levels invites knowledge of civic history, understanding of civic rights and strategies and sharing in a growing civic culture of regular participation. Bridging the gap between classroom learning and community experience is a way of connecting students to purposeful learning that transcends the listlessness and restlessness on the one hand, and the excessive vocational or trade school instrumentalism, on the other hand.”

“Bridging the gap between classroom learning and community experience” is the essential philosophy of the Environmental Organizing Semester. And in time, as the student becomes a part of his/her community, s/he develops a stronger level of commitment to society as a whole.
The Philosophy of the Environmental Organizing Semester

The Environmental Organizing Semester is the design and development of a new course within the academic structure of the University of Montana which meets the many unmet needs for learning organizing and teaching civic skills. It is a semester-long immersion course limited to a small group of undergraduate students. A broad-scale recruitment effort is initially undertaken on college campuses throughout the United States to inform and educate students about the course. Interested students then request and complete an application, including two essays and two references. Students attending the course are chosen from the pool of applicants.

Schools of Law, Medicine and Architecture feature a hands-on internship where a student works in his or her field under the supervision of a licensed professional. The philosophy of the Environmental Organizing Semester adapts this “mentor-model” to meet the needs of students who intend to leave school and become professional staff members of the many groups working on environmental issues. To accomplish this goal the Environmental Organizing Semester has several distinct characteristics.

First, the Environmental Organizing Semester is led by a veteran environmental organizer who serves as a mentor to the group and brings other citizen and academic leaders, as needed, to teach the class. Second, the class retains a strong traditional academic component with an extensive reading list and regular seminar discussions. Third, the class features a continuing series of projects based on student-generated research leading to immediate public release of a report. Fourth, the class emphasizes group work because any effective environmental organizer needs to understand how to work with and lead a group.

It is designed as a demanding program, as such it is recommended that any student taking the Environmental Organizing Semester make it a full-
time priority so that he or she can participate as needed in data-gathering, discussions, and retreats. It is a 12 credit, semester-long, intensive program offered to undergraduate students gathered from around the United States.

The Environmental Organizing Semester is a cooperative venture of the University of Montana Environmental Studies (EVST) Program and Green Corps, the field school for environmental organizing, based in Boston. The Environmental Studies Program at the University of Montana is designed to provide graduate students with the course work and experience to deal effectively with environmental issues. This interdisciplinary program promotes the involvement of its graduates in environmental problems. Core courses, skill courses and problem-solving/advocacy courses are the three components graduates must complete as part of the program curriculum. The Environmental Organizing Semester is part of the program’s effort to expand course offerings and learning experiences to undergraduate students.

The mission of Green Corps is to increase the number of young people involved in saving the environment as a vocation and to form a pool of uniquely skilled environmental organizers who will provide leadership in solving the world’s environmental problems into the next century. Green Corps is a 501(c)(3) nonprofit tax deductible, educational organization.

Through the Environmental Organizing Semester, students have direct interaction with leading national and regional environmental groups and their leaders as well as leading environmental thinkers. Students are exposed to up-to-date information on environmental problems as well as the hands-on skills and experiences needed to solve these problems. They have the opportunity to emerge as environmental leaders in their community or pursue a career working for the environment.

During the semester the students cover the political process and political context of environmental issues, strategies and tactics used to solve environmental problems, case studies of environmental problem-solving as
well as the civic skills needed to address environmental problems. The Environmental Organizing Semester uses lectures, panel discussions, presentations, readings and case studies on past and current environmental campaigns. Students learn key civic skills and participate in projects that teach the qualities of leadership.

The Environmental Organizing Semester is a program designed to educate, inform and activate college students on environmental issues. An important and unique component of the course is students themselves planning, organizing and implementing projects. These hands-on projects are augmented with the more traditional academic approaches to learning such as lectures, panel discussions, classroom work and readings. The reason for such a regimen is to provide each student with a set of learning experiences not currently available in undergraduate environmental studies programs. Through this learning approach each student gains an understanding of key environmental problems and tests his or her leadership abilities. Implicit in this training is the emphasis on inspiring students to "graduate" and apply their experiences to better society.

It is unfortunate, but most students who choose an environmental career are forced to gain experience outside the academic setting. They join a group where they are forced to learn by trial and error the necessary leadership skills. All too often the haphazard experience convinces these young people to go elsewhere to pursue a career.

The Environmental Organizing Semester seeks to fill a void by offering a unique and demanding course that provides participating students with the knowledge, ability, skills and confidence to sustain their work on today's complex environmental problems. Traditionally, students have gotten their civic training through two methods. One could be called "leave-the-campus" approach, where the student signs up with an off-campus group to volunteer or to do an internship or receive college credit for work. The second is
working through a campus group or some other campus-based experience.

Both have serious weaknesses and limitations. The leave-the-campus model can lack meaningful work. All too often the student intern ends up with limited exposure to organizing and civic skills. The campus group model has the problems of re-inventing the wheel and lack of continuity as each new generation of students works with the group. The experienced leader graduates often leaving little or no leadership behind.

The structure of the Environmental Organizing Semester overcomes the limitations of these two approaches. The learning approach of the Environmental Organizing Semester is effective because students learn how to become productive leaders. The model provides academic leadership, continuity, meaningful work, and a group experience.

Organizing is part science, part art and, some believe, part magic. In democratic practice one can teach the science part of organizing, for example how to turn out a certain number of people for a community event. In democratic practice one can create opportunities for the students to practice the art of organizing in conjunction with the science part of civic skills. But, the magic part comes only occasionally and it is what is unique about organizing. There are those situations with the right combination of people that create the magic of social change and civic action.

The syllabus for the Environmental Organizing Semester moves the theory, debate, and discussion into a planned method of teaching organizing and civic skills. (See Appendix A for a copy.) The syllabus puts the overall philosophy and approach of the course into action. Each week of the course builds on the experiences and information from the previous weeks. For example, week one is the foundation for weeks two and three. Weeks four and five address several of the issues that come up during weeks one through three, and so on. Each week or set of weeks had a major theme, a set of skills, a number of experiences and challenges attached to it. In addition, the pace of
the course attempts to match lessons with the experiences and energy of the speakers and their message.
Chapter Two
Week One of the Environmental Organizing Semester:
Large Group Project

Goals For Week One

The primary goal of week one was to allow the students to work and act together as a group. A second goal was to establish the tone and class dynamic for the course. A third goal was to introduce and practice specific civic skills. The final goal was to produce a tangible product that involved an environmental issue.

Groups are very important to successful civic work and citizen involvement. However, group work is often overlooked and misunderstood as an important democratic civic skill. Groups are the basis for any citizen organizing, yet learning how to work together in a group is one of the most difficult citizenship skills. In designing the first week of activities the course needed to address this important skill in a real but practical manner. Within group work it is necessary for the members of the group to learn how to work together, to develop a common goal and stay committed to that goal. The interpersonal dynamics of group work must be attempted, practiced and continually developed. The skills of communications, negotiations, critical thinking and conflict resolution come into play.

A public interest survey was chosen as the first project because it could and would involve the whole group. The project required: 1) decision making as a group; 2) the students facing the difficulties of group dynamics including that “two steps forward one step backward” progress inherit with groups; 3) working together to get all the tasks done; and, 4) individuals from all over the country getting to know each other quickly. The student’s final product was a report called, What Missoulians Think: The Results of a
Questionnaire on the Milltown Superfund Site. The report was the subject of several news articles, radio stories, and television coverage. (See Appendix B for a print story on the survey.) The report also forced the students to learn about a key environmental issue facing the community of Missoula. Prior to developing the survey questions the students conducted research into the many issues surrounding Milltown Dam and the Clark Fork River's superfund site, the nation's largest.

A key element of the first project was the establishment of a one-week timeline. Having only one week forced the students to act quickly in order to be successful. The timeline added a sense of urgency and stress to the project, pushing the group to act.

The pace of the week was set to establish a tone and dynamic for the course. The students needed to work hard and feel the exhaustion of working to accomplish a specific task in a given time. This project required the class to take action together. The purpose of such quick action was to distinguish the semester as a different learning experience from other classes. These relatively inexperienced activists were forced into a typically fast-paced, stressful and time-urgent public interest project. The best manner in which to learn the pace and pressures of organizing is to experience the work under actual time constraints.

The first week pushed the students toward risk-taking. This intense first week was needed to throw the students “off-balance” so that they would: 1) have a greater appreciation of “real” civic work; 2) open themselves to new and often unexpected experiences; and, 3) learn to work together under pressure. The project caused a “safe” degree of discomfort. Requiring them to hold a news conference to release the results of the survey was a scary proposition for them. Going “public” put a sense of realism in their work not present in the more traditional student work. The pace of the week also established a bond between the instructor and the students. We developed a
relationship of trust and respect from our experience together.

The Civic Skills For Week One

Through the week's work the students learned and practiced a number of citizenship skills. Skills covered during week one were designing and completing a public interest survey, writing a report, research, holding a news conference, working with the media, communication with the public, role-playing and group skills.

We began with the skill of conducting the public interest survey. Students were introduced to the wide range of applications available for public interest opinion polls and surveys.

Several recent newspapers articles on recent surveys were presented and discussed. The students were given a copy of *Public Opinion Polling: A Handbook for Public Interest and Citizen Advocacy Groups* by Celinda Lake as a resource book and assigned several chapters to read. University of Montana Sociology Professor Rodney Brod met with the class to discuss polling, review their questionnaire, talk about sampling options and answer specific questions.

To develop the final survey, the students needed to persevere through many difficult steps and decisions. They first had to chose from two different environmental issues to test for public opinion, and then research their choice to develop key issues for the survey to test. Second, they needed to design a set of questions, have them reviewed and critiqued, rewrite them, and pre-test the questions to a small random sample of people. Third, a random sample method and a schedule of sampling needed to be developed. Fourth, the students needed to complete the face-to-face survey, which involved approaching strangers at selected locations around Missoula, requesting they take the time to respond. Finally the students had to compile
the results and report on their findings.

Compounding the difficulty of conducting the actual survey was the bitter cold during that first week. Temperatures ranged from about -20 to 10 degrees Fahrenheit. It was difficult for the students to figure out ways to talk to Missoula residents given the bitter cold, therefore the weather became another obstacle to test their resolve.

A second set of civic skills from the week was the writing, editing and publishing of a report based upon the result of the survey. The students were given a number of examples of public interest survey reports to review to get an idea of what such a report would look like. Using this information, they developed an outline for the content of the report and chose the questions to highlight. Finally the students chose how to present their findings in the report through the use of charts and graphs.

The civic skill of holding a news conference was also presented for the week. Based upon readings on how to hold a news conference the students completed several tasks. They: 1) prepared a Missoula media contact list; 2) decided upon a location and materials to be used in their news conference; 3) prepared and faxed out a news advisory on the news conference to the media contacts; 4) chose two spokespeople and role-played the news conference with prepared statements based upon the report; and, 5) completed follow-up to media contacts that did not attend the conference.

Another civic skill covered during the first week was communicating with the general public. The survey by its design required the students to ask people to first agree to fill out a survey and then to answer a number of questions. One of the reasons to do a face-to-face survey was to push the students toward communications with the general public. This communication was designed to sensitize the students to working with the public and to understand the diversity of people who make up a community. It served to familiarize the students with the community of Missoula and at
the same time to build their confidence to reach out to the community.

The final and most important civic skill to be introduced and practiced during the week was the skill of working together in a group. Two hours after the class began, the students were on their own to decide which survey to do and agree upon a set of draft questions for the survey. They acted as a group to divide their work assignments for typing up the survey, copying, developing a schedule for surveying and choosing a method for compiling the completed surveys. The group worked together on the final report. Subgroups were formed to write specific sections and to prepare the graphs and charts. The whole group participated in the news conference role-play and practice sessions and attended the news conference. Throughout, the students were practicing the skills of negotiating, group decision-making, conflict management, and advocating.

Beyond completing the survey and report, the class participated in a number of group meetings to discuss the progress on the project and socialize. The class met for some social time and to watch, "Northern Lights," a movie about agrarian organizing in North Dakota during the Populist era in the northern tier states during the 1910's and 20's. After the news conference the whole group went out for pizza.

The first week culminated in a day-long retreat on Saturday. The purpose of the retreat was to review the week's work, to discuss the importance of groups, some of the problems inherit in group work and to give the class a chance to discuss how they felt they acted as a group. As part of the retreat, several group-oriented skill games were used to teach the class how to evaluate in a group setting, how to have clear communications, and how to make decisions that involve all members of the group. During the retreat we also spent time sharing personal stories with the group and expressing our expectations for the rest of the semester.
Teaching Methods for Week One

Week one utilized a number of teaching methods. The students were required to read sections of books and articles and put to use specific information from these sources on how to conduct a public opinion survey and on working with the media. The students also participated in a number of writing efforts, including drafting the survey, compiling the final report on the survey, writing a news advisory and speeches for the news conference. Two of the students delivered public presentations at the news conference. Lessons were learned about how to work together as a group that can only be learned through experience. The technique of "role-playing" was introduced when the students acted-out the news conference. Throughout the week I was involved in coaching the students individually and as a group. A guest speaker acted as reviewer and presenter of polling ideas. Group evaluation techniques were used by the students to review the week and their work. The day-long retreat served as a time for the students to reflect both individually and as a group. Specific group skill games and exercises were used during the retreat to highlight group work. Finally, during week one the students began their journals. As part of the class requirement each student was required to keep a journal on their experiences.

Evaluation of Week One

All of the goals for the week were accomplished. One of my key roles was to push the group along and at the same time not hinder their progress with my interference. This was necessary so that the group developed its own personality. I was there to keep them focused on accomplishing the final product. However, I was willing to let it fail if that was what the group wanted. Finally, I allowed the group to have difficult and uncomfortable experiences. One such experience was receiving hard questions from the newspaper reporter. That uncomfortable experience did more to educate the students about the need for preparation than any lecture or discussion. Intentionally, I did not give them a full training session on media work. They said later that they should have been trained before they did the news conference. My goal was to get them to act, not to rely on the safety of training first before action. I wanted them to experience, then reflect and learn based upon the action and experience. I wanted to change the experiences of the students, to move them away from their comfort zones. Here the focus was to make sure they knew that they could make mistakes, that the course was about learning how to do things and that civic work often required learning from mistakes.

While drafting the survey and executing the polling strategy was difficult, the writing of the report proved to be the hardest for the group. Random teams formed and reformed to write the study. The group also had a problem choosing spokespeople for the news conference.

Writing the report tested the ability of the class to get along and to agree with the major points to be presented in the report. I worked with the group until 2:00 a.m. Thursday night to complete the report by the deadline on Friday. Nothing was harder, or more rewarding. Working into the middle of the night to finish the report was a small but very significant part of
the overall experience because important bonds were formed.

Throughout Thursday and Friday my role was one of cajoling, coaxing and disciplining. I pushed and pushed to get them to complete the report on time and to complete everything by the news conference deadline. My greatest contribution was to help keep the fear and doubt from overwhelming them and to continue to push towards completion.

Their insights and suggestions showed that the week was successful. They were willing to work as a group and to address the group's problems. The class showed a strong willingness to learn and to act together. During the one-day retreat the students did a group evaluation of how they thought the week went and how the news conference went. (See Appendix C and D for a complete copy of both.) This evaluation shows that the goals of week one were met.

When asked to give positive feedback about their group work and group skills, the students commented on how the "group dynamics were good," that they "made friends," "learned from mistakes," and gained "confidence as a group." On the positive aspects of working on a time urgent project the first week of class, the students said they, "jumped in," "accomplished something," "pulled everything together," and "stayed committed." When questioned about the skills they learned the students responded that they had gained "personal confidence," "used our [sic] imaginations," and, "tied ourselves to the local community with an issue." The group obviously felt a sense of achievement and growth.

The students also evaluated their experience using constructive criticism, which included complaints that they had spent too much time together, "interrupted each other," experienced a "lack of balance," an absence of a "clear goal or direction," felt some frustration, and failed to use the resources of the university appropriately. All of these issues are typical of an inexperienced group or organization attempting to accomplish a goal.
In the evaluation under improvements for the future, the students included positive changes they would incorporate next time such as, having clear goals at the start, not to "leave anyone out," practice, "better time management," to be "honest without being hurtful," and to be aware of the "BIG picture." The importance of group dynamics became clear to the students during the activity of the first week and their comments showed they learned some of the steps they could take to improve their group skills for the next project.
Chapter Three

Weeks Two and Three of the Environmental Organizing Semester: Small Group Projects

Goals for Weeks Two and Three

The first goal for this section of the course was to engage the students in designing and completing an investigative research project on a specific community environmental issue. The second goal was for the students to learn to work in a small group and to understand small group dynamics. The third goal was to experience the pressure of designing and completing a report under a specific time constraint. The fourth goal was to teach and practice specific civic skills. The final goal was to produce a tangible product around an environmental issue.

Weeks two and three were designed to build upon the work of week one while also expanding the experiences and knowledge of the group. Again, the focus was to motivate the students to act.

The project for weeks two and three was to work in small groups (three to four students) to complete an investigative research report. The students were to produce a report based upon the results of their original research. And, the students were required to hold a news conference or complete a news release to publicize the results.

An investigative research project was chosen as the small group project for three reasons. First, good investigative research is a cornerstone of successful civic participation. Second, the project would further group skill development by incorporating the dynamics of a small group. Third, the likelihood that the target of their research might challenge them (attack their work, criticize the results, attack the class and them personally) increased the level of risk.
Action research or investigative research is an important civic skill and serves an important function in our society. It provides the basis for reform and for citizens to coalesce for change. This investigative research project taught the class how to take a general, broad concern and narrow it down to identify a specific, more manageable problem. Then, the students could develop a plan of how to research the details of that problem and set parameters for research and solutions.

Given the complexity of environmental problems, it is important to teach students how to break the larger issue into smaller, specific problems that can be researched and evaluated for solutions. Moreover, within social change activities it is important to learn the skill of specific problem identification in the context of the community and current public policy. All too often action research can drift and fall incomplete. The design of the small group project was developed to overcome those problems. The project had a specific time frame, the research was limited to an identified problem, support and feedback were provided by two experienced action researchers (myself and Jon Motl), and finally the students were encouraged and guided to complete the project rather than allow it to drift.

The project was done in a small group so that no student could "hide" from the experience. Each student had to participate. The small group work allowed for more direct interaction than the large group project. The students negotiated with each other over the specific research topic, how to complete the research, the results of their research and finally how to present the results of their research. The small group format allowed the students to develop their leadership abilities by working on a specific topic.

The small group also provided a method for the students to establish a work plan and stick to it until they completed the project. It is often hard in social change work to keep the discipline and focus to complete the project. Learning how to develop a specific work plan and successfully achieve the
work in a given time is an important civic skill. In theory, having a specific
time frame would enhance the chances of their work being completed on
time.

The small group project provided the students with the opportunity to
learn new civic skills, to practice existing skills, and to enhance skills
experienced in the first week. The end product for each group was a
completed research report and its release to the media and to the public
within the two-week period. The reports produced were: The Paper Chase -
A Report on Missoula Law Offices and Their Compliance with Rules That
Mandate The Use of Recycled Paper; Where is the Beef ... From? - The
Results of a Study About Where The Produce, Beef, Poultry, and Dairy
Products in Missoula Grocery Stores Are Grown; Hidden Waste: The
Stripping of Paperback Books - The Results of a Study of Missoula's
Booksellers Paperback Book Disposal Habits; and, Down in The Dumps - A
Study of What Goes into Missoula's Landfill and What Could Be Recycled.

The release of the reports resulted in varying degrees of media
coverage, including newspaper articles, radio and television stories, and an
hour-long radio talk show. (See Appendix E for print media coverage.)

Civic Skills for Week Two and Three

Weeks two and three covered the civic skills of completing original
research, compiling the research, preparing recommendations based upon the
results of the research, publishing a report, releasing the report to the public
through a news conference or news release, project planning, critiques of
plans, small group work, and role-playing.

The session began with a review of examples of other investigative
research projects and a reading assignment on how to do investigative
research. To assist in the successful completion of the small group projects,
initial time was spent explaining the role of original research in social change,
why research is an important democratic tool and how such research fits into a citizens campaign for change.

Assisting as a mentor during these two weeks was Jon Motl. Motl is a long-time public interest activist, member of the National Governing Board of Common Cause, and a Montana attorney. Motl began the week with a demonstration and lecture on the significance and value of public interest research and how it ties into social change. He spent time on the theory of social change and pointed out specific examples of research efforts that have benefitted social change campaigns. Motl also talked about specific social change advocates and how they took the time to understand the political system and the context for social change. This grounding, he said, allowed the social change advocates to withstand strong opponents and the pressure of working for social change.

With this background, the group began the process of choosing small groups and projects. A brainstorming session resulted in more than 50 project ideas. By themselves the class chose the projects and the make-up of each small group. Each small group took their project and developed a plan for conducting the research and publishing the results. Motl worked with each of the groups separately to fine-tune the project and to plan the original research. Then each of the groups presented the plans for review and critique by the other members of the class.

The students learned the skill of small group planning. Each group had to identify a problem on which to conduct original research. The small group then developed a plan to complete the research. That plan was presented to the whole group for evaluation and critique. Each small group then developed the research methodology for their project and tested the methodology prior to conducting the full-fledged research. For example, the small group working on the landfill research spent several hours at the site
testing their assumptions and methodology prior to completing their research. This pre-test improved the effectiveness and led to a successful project. The small group worked as a team to complete the research, prepare a draft, publish a final report and release the results to the public.

Again the group experienced working with media. Given that each small group consisted of only 3 or 4 individuals, each student had a greater responsibility for and participation in the actual media events. Each group developed a media statement and appointed spokespeople for the news conference or media interview. Role-playing was used by the groups to fine-tune their public speaking and to develop their confidence.

Teaching Methods for Weeks Two and Three

Teaching methods for this two week period centered on the small group projects. The students read a number of chapters and publications and utilized that reading in their project work. The students worked with mentors to develop and fine-tune their projects. Coaching was used at specific times to motivate and steer the students' work. The students all engaged in dyadic communication about their research projects. The students completed a number of writing endeavors related to the projects. Many drafts of the final report were required prior to the release. There was also peer evaluation of the research plans.

The students engaged in a number of small group activities. Small group work included negotiations, planning and conflict management. Leadership issues and styles emerged out of the small group work. The project required the students to plan, adjust their plan and to complete their work in a timely fashion. They learned individual and group discipline.

Required reading for weeks two and three were: How to ...Research for Organizing, by the Western Organization of Resource Councils; How to...Use
Evaluation of Weeks Two and Three

Most of the small group research projects went well. The small groups kept themselves on schedule and productive. Jon Motl continued to meet with the small groups every day for the first three days to address problems and to clarify questions. He was the first of several trainers to work with the class.

Two of the research projects were completed on time. Because the projects complemented each other the students decided to hold a joint news conference. The two groups that produced the studies involving the recycling of paperback books and landfill waste joined forces to publicize their results. Both studies drew extensive news coverage and interest in the community. The students who did the survey of the landfill received the most coverage and wrote the most comprehensive report. They were also invited to participate in an hour-long radio talk show on recycling.

The study of attorney compliance ended up being one week late because one of the small group members became ill. Although not as well received in the mainstream media, the study was noted by members of the State Bar and in the environmental community. The students were invited to a meeting of the Missoula Bar Association to present their findings.

The final study on organic produce and meat in local markets drifted and was not published until three weeks past the deadline. This study was the most vague in terms of specific focus, audience, and purpose. The group
definitely understood that they wanted to do something that would benefit organic agriculture but were just not sure how to do it. They would identify one approach related to marketing, and then shift focus on the soil-saving benefits of organic growing. Despite the group’s best efforts, the broad nature of their interests and their inability to focus prevented them from addressing a specific aspect, thus their project drifted. This was a learning experience for the small group members and the class as a whole.

During this section, the class learned how to identify original research that could address a real problem, how to establish a work plan to complete the research and publish a report, and, finally, how to follow-through by publicizing the final results so citizens in the community might act on the problem. Weeks two and three continued the goal of getting the students to quickly and assertively act (i.e., on their research), then reflect. This effort encouraged the students to move beyond themselves and their perceived limitations.
Chapter Four

Weeks Four and Five of The Environmental Organizing Semester: Classroom Work on Membership, Publicity, Media and Environmental Ethics.

Goals for Weeks Four and Five

The goals for weeks four and five were: 1) to introduce the students to the importance of membership in citizen groups; 2) to learn how to attract publicity for a group or issue; 3) to become familiar with how to work with the print and electronic media and the emerging media trends; and finally, 4) to gain an understanding of their environmental ethics. In a switch from the previous three weeks, weeks four and five moved to the more traditional approach of academic training. While there was still a mix of hands-on activities, the focus of the class switched to lectures, presentations, discussions, writing, specific skill training and guest speakers.

The first set of discussions focused on membership. Membership is the first step in building a citizen organization and it is the foundation for collective action. The students read several articles on membership. The readings were complimented with a set of speakers who spoke to the strengths and weaknesses of the environmental movement from a membership perspective. Topics covered during this time included the rationale behind recruitment and recruitment techniques including the "membership drive."

The speakers represented a mix of young and old, seasoned and new environmental leaders. They offered many different styles of organizing. One speaker addressed the conflict between low-income organizing and the environmental community. Each of the speakers spent at least two hours with the students. Each told the students how he or she got involved in
social change, a little of his/her history and what continues to sustain her/him. (See the Syllabus, Page 5 and 6 Appendix A for a list of the speakers).

The purpose of this personal discussion was for the students to hear about what keeps the speakers engaged. This is important because of the problem of burnout. Most activists burnout after a very brief period of one or two years at most. Many of these speakers, however, had come to terms with the problem of burnout. They had either suffered through a burnout experience and rebounded or had enough support to prevent such a situation. Burnout is a very serious problem within the public interest community, one that the course needed to address and prepare the students to address.

Civic Skills For Weeks Four and Five

The skills discussed during this time included membership recruitment, media campaign planning, working with the media, campaign planning and taking care of people within the organization. Some of the issues discussed during the two weeks included: environmental ethics, organizing on international issues, public interest burnout, fund-raising conflicts, working with a board of directors, mediation as a conflict resolution strategy, and green versus brown environmental organizing. The fifth week ended with students writing a paper (a minimum 500 words) on their environmental ethics.

Teaching Methods for Weeks Four and Five

Lectures and presentations made up the bulk of the teaching methods for this time period. The course focused on discussion as a learning method, and students were encouraged to discuss the topics of burn-out, their personal
environmental ethics, brown versus green environmental work, and the weaknesses of the environmental community when it comes to working with people of color and low-income. The final teaching method centered on environmental ethics writing.


**Evaluation of Weeks Four and Five**

The diversity of speakers and the quality of the speakers effectively engaged the students and many ideas and insights spawned from these discussions. The format of moving from the practice in weeks one through three to theory in weeks four and five was planned. The purpose of this approach was to improve the connection of the theory to the practice. Students who had a set of experiences under their belt would be more likely to challenge the speakers. There was more detailed and involved discussion of the issues and on the civic skills involved in organizing.
Chapter Five

Weeks Six to Eight of The Environmental Organizing Semester: Grassroots Fund-raising Project

Goals for Weeks Six Through Eight

The primary goal for weeks six through eight was to teach the students about grassroots fund-raising. The secondary goal was to teach the students how to organize an event and the importance of pre-organizing. The third goal was to have students work together as a large group utilizing their own leadership style. The fourth goal was to teach leadership skills. The fifth goal was for the class to practice their publicity and media skills. The final goal was for the students to accomplish a fund-raising task to benefit the Missoula community.

To accomplish all these goals weeks six through eight focused on a grassroots fund-raising project. At the beginning of this session Kathy Malley, the Development Director for the Washington Environmental Council, conducted a four day workshop on grassroots fund-raising techniques and options. During the week the group made a decision on a grassroots fund-raising event to hold. The group chose to conduct a "bucket drive" on the University of Montana campus in support of the Mount Jumbo Campaign, a local open space land purchase issue. The "bucket drive" involved using five gallon white buckets with signs painted on them to collect donations from the campus community.

This fund-raising project required the group to develop a detailed plan to successfully execute the project. That plan included the development of a message for the fundraiser, a publicity plan to educate the campus on the issue and a plan to recruit volunteers to assist with the fundraiser. The project required the students to develop an effective way to work together and
achieve all of the goals set out for this section of the course.

Their efforts resulted in a very successful event. The students' efforts were recognized by both the campus community and the local group working on purchasing the open space. (See Appendix F for print articles.)

Civic Skills for Weeks Six Through Eight

The grassroots fund-raising project gave the students the opportunity to practice organizing and utilize a number of citizenship skills. The fundamental skill, however, was grassroots fund-raising. Kathy Malley covered direct mailing fund-raising, event fund-raising, grant writing, membership fund-raising, large donor fund-raising, and fund-raising record-keeping.

Within this larger project, civic skills such as event organizing, publicity, and both large and small group interaction skills were used extensively. Again, the class worked with the media to promote the fundraiser.

To successfully complete this project a specific group process was designed and developed by the students. The group not only chose the fundraiser, but in addition, chose a leadership model to coordinate the project and established the smaller work groups needed to complete the project. The large group spent the better part of a day choosing a leadership model, a leader and defining the role of the leader. The leader had to agree to a group evaluation at the end of the project and also agree to evaluate the group. The group also had to agree on the tasks for each subgroup. Once work plans were completed, they were reviewed and critiqued by the rest of the class. Finally, the group had to agree to hold regular meetings to coordinate their activities. The leader set the agenda and ran the large group meetings. The leader met with the subgroups to solve problems and help coordinate their activities.
Teaching Methods for Weeks Six Through Eight

Teaching methods for these two weeks were centered around the large group grassroots fund-raising project. Through lectures trainer Kathy Malley introduced the group to a number of grassroots fund-raising methods. The students read about organizing and fund-raising and utilized that reading in their project work. The students worked with mentors (Kathy and myself) to develop and fine-tune their fund-raising plans. Coaching was used at specific times to motivate and steer the student's work. The students all engaged in one-on-one communications surrounding the fund-raising drive. Through the project the class completed a number of writing endeavors. Publicity material including posters, leaflets and displays were written, designed and distributed to the campus community.

The students held a public presentation in the form of a slide-show on Mount Jumbo to educate the community about the issue and use their organizing skills. Holding the slide-show required the students to do a set of organizing activities, including media, publicity, tabling and recruitment.

Throughout the bucket drive the students engaged in a number of small group activities. The small group work included negotiations, debate, advocacy, and conflict management on how much money to ask for, what message to communicate to the campus and community, whether to ask the Greek system for support and what the wording of the request should be.

Leadership issues and styles emerged out of the small group work and through the leadership model. The students choose their leader and established the leader's role and responsibility. The project required the students to plan, adjust their plan and to complete their work in a timely
fashion.

Required reading for weeks six through eight were: *Voices for the Earth: Vital Ideas from American's Best Environmental Books*, Pages 89 -107, by Daniel D. Chiras; and, *Crossing the Next Meridian*, Pages 4 -27, Charles F. Wilkinson.

Evaluation of Weeks Six Through Eight

This project ended up being the best experience for the group and for the individual students. What was so good about this project was that the students did organizing. But, more importantly, they did grassroots fund-raising, something they were afraid of, and were successful in doing.

The project had its up and downs and quirky twists, but at each step the students rose to the challenge and showed a "can-do" attitude. A number of challenges came up. One created a need for them to talk to campus administrative people, others challenged their value system and another challenged their capacity to get along with one another.

Throughout this time many lessons that were unplanned reinforced lessons that were planned. One lesson that I wanted to teach on organizing was the need for pre-organizing. Pre-organizing is preparing the campus or community for the organizing you are about to undertake so that the campus or community understand what they are supporting in advance of your asking for support. Pre-organizing is often overlooked, underplayed and undervalued.

Initially the students said they saw little need for planning this fundraiser. They believed that simply standing around with buckets at strategic locations would bring success. But, as it turned out, they soon realized that all of the pre-organizing tasks they did in advance of the fundraiser made the fundraiser itself easy and noticeable. They more than
doubled their goal of raising $500. They had crafted a message for the campus, had drafted and distributed flyers and other publicity to promote the fundraiser, and it all worked. Many of the students were skeptical of the need for all of the pre-organizing work. But in the end they saw how well it all worked.

Throughout this project, the students put their previous classroom training and experiences into practice. Their confidence grew and the experience became a bonding one for the group. Further, the group began to get more of a campus and community identity. This helped them develop as individuals and helped them realize that the community supported the Environmental Organizing Semester students.

It is important to note that this period was not without its crisis. The group had a serious conflict over how the work was getting done. This conflict resulted in the group splitting up for a full day. It left some crying and others with hard feelings. The crisis was later resolved but not without some pain. As a result, I believe conflict resolution strategies should be on the training agenda for future classes. As in previous weeks, the students evaluated themselves on how well they performed various skills relating to the grassroots fund-raising project.

My role was greatly diminished with this project. I met regularly with the chosen leader and was available to help solve any problems but I did not meet with the group or attend any meetings of the small groups. Once the project was underway, I advised the chosen leader but did not get involved with the details of the project. Their responsibility was to complete the work under their own guidance. To evaluate their work the students completed a group evaluation. The leader chosen by the group evaluated the group as a whole and her own performance. Finally the group evaluated the leader.
Goals for Weeks Nine and Ten

Weeks nine and ten had two primary goals. One goal was for the students to learn the civic skills used in advanced organizing situations, including leadership development, electronic communications, rural organizing and coalition building. The second goal was for the students to learn and practice campaign planning.

The week began with a discussion of leadership. The class discussed what constitutes good leaders, where leaders come from and how leadership is cultivated in environmental groups. The second part of the week focused on an effort to introduce electronic organizing into their set of civic skills. The second week focused on campaigns, campaign planning, rural organizing and coalition building. The class undertook the planning of two local organizing efforts. The first campaign focused on educating western Montanans on the importance of environmental issues and the positions of Congressional candidates. The second campaign sought to implement a “Reach for Unbleached” (the use of dioxin-free paper products) campaign at the University of Montana. Students met with the leaders of the organizations running these two particular environmental campaigns. The students asked questions, got information on the campaigns and then broke into four groups, two groups assigned to each campaign, to develop their own plan on how to achieve the goals of the campaigns. These plans were then presented to the leaders of the two local campaign efforts.
In many ways this was the most intellectually challenging activity for the class. The challenge was that they knew enough about organizing to feel somewhat comfortable with it but were still not sure how to put it all together to create a full-fledged campaign. The week of training covered all of the aspects of campaign planning plus the various theories of organizing for social change. We covered coalition building and using a "power map" to identify the decision maker(s) and develop a successful campaign to make it easy for the decision makers to support the proposal. We discussed the problems of organizing in a rural area and how rural organizing differs from urban organizing and that most models of organizing are based upon an urban model and experience.

The class benefitted from the planning effort because each had the opportunity to present their plans to the groups, to critique and to modify. For the students this was an enlightening exercise, in the sense that they began to see how the choices made during a campaign could either lead to further productive activities or run counterproductive to the effort. The variety of speakers and the variety of campaigns discussed and planned during these two weeks seemed to instill a sense of what is possible.

Civic Skills for Weeks Nine and Ten

These two weeks covered the civic skills of leadership development, electronic skills of using the internet, using e-mail, and developing a web page on the internet. Campaign planning, coalition building, organizing theories, and rural organizing were discussed and analyzed.

Reading Assignments for weeks nine and ten: *Lobbying for the People*, Pages 253-261 by Jeffrey Berry; *Organizing for Social Change*, Pages 70-77, by Kim Bobo, Jackie Kendall and Steve Max; *How to Save Your Neighborhood, City, or Town*, Pages 64 - 81, by Maritza Pick; *Green Corps Skills Manual*, Pages

Teaching Methods for Weeks Nine and Ten

Lectures, small group work, critical thinking, workshops and presentations were the teaching methods for this time period. Students were encouraged to discuss issues, to debate and develop their own strategies and approaches to real community campaigns.

Evaluation of Weeks Nine and Ten

These two weeks started to bring together all of the material presented and practical experience from the course up to this point. The campaign planning forced the students to link the various parts of the public interest puzzle together to craft a successful plan for both of the campaigns. This planning and discussion gave the students a chance to think like organizers and to design real organizing plans.

The new technology part of this teaching block was not completely successful. Unfortunately it appears that the political organizers and the computer technology experts have not yet "interfaced." The ability of organizers to utilize the new technology in their work has not be successfully developed. The type of technology needed for a class of this kind is beyond what is currently available and accessible at the University of Montana. There is an obvious need for better computer equipment and software for the
Environmental Organizing Semester. In any case, this effort to introduce advanced electronic computer skills was not completely successful.

Many ideas and insights were gathered from these discussions led by the variety of speakers. The students particularly appreciated the workshop on the different organizing theories and how they are applied to today's issues. This discussion gave the students insights into why certain groups organize in a certain way and what are the strengths and weaknesses of a certain organizing approach.
Goals for Weeks Eleven through Fourteen

The primary goal for weeks eleven through fourteen was to teach the stamina necessary in a campaign. The secondary goal was to get the students to feel comfortable talking to people on a one-on-one basis. The civic skills of petitioning, lobbying and holding an accountability session were highlighted during this time. Finally the students were introduced to the issue of campaign finance reform and how it related to environmental issues. To develop stamina the students circulated petitions on two local proposed initiatives using different petitioning techniques. This project was complimented by day long sessions with Dr. Helen Caldicott on leadership and Lois Gibbs who did a workshop on holding an accountability session. Helen Caldicott and Lois Gibbs are two of the top environmental leaders and spokespeople for a healthy environment.

Civic Skills for Weeks Eleven Through Fourteen

The petitioning project helped teach the civic skills of stamina, petitioning and talking to the public on a one-on-one basis. This was difficult work, work that some of the students simply hated while others excelled. All of the students understood the value of doing the work. A number of techniques were used to keep the group motivated. Students were made accountable by posting the signature goals for each person for each day. A session was held at the end of the day to evaluate the day's progress and to reassemble the group. We also intermittently changed petition techniques.
and partners.

One of the most valuable experiences from a group perspective was a group expedition out of town to petition. While out of town we held a bonfire, told stories and re-kindled our trust and friendship with each other.

Teaching Methods For Weeks Eleven Through Fourteen

This section of the course utilized a number of teaching methods. First and foremost was the “learning by doing” method. After each day of petitioning we held a group session to go over problems and plan the next day’s effort. The second most utilized method was lectures and discussion with the speakers. Finally, we used simulations and role-playing to teach specific skills such as lobbying and holding an accountability session.

Reading assignments for this week included: *If You Love This Planet*, Pages 11 -15 and 192 - 203, by Helen Caldicott, M.D.; and, *Eco-Heroes: Twelve Tales of Environmental Victory*, Pages 167-192, by Aubrey Wallace.

Evaluation of Weeks Eleven Through Fourteen

The student’s resolve was tested. Their ability to keep focused on a goal of collecting a specific number of signatures wavered at times but this was part of the stamina experience. The petitioning was done for an extended time to show them the stamina needed in a long-term campaign. The timing of Dr. Caldicott’s and Lois Gibbs’ presentations was perfect, because these dynamic and well-respected leaders provided much-needed inspiration and determination for the students. The “lobbying game” simulation was very effective and seemed to stimulate the students. Similar simulations of this kind, that give the student an opportunity to “role-play” specific skills and then evaluate how they did should be utilized extensively in future classes.
Chapter Eight
Week Fifteen of the Environmental Organizing Semester:
Course Wrap-up, Papers, Final Exam, Future Work and Evaluation

Goals of Week Fifteen

The final week covered four areas. One area was the critique by the group as a whole of an issue campaign plan that each student was required to prepare. The second area was a paper on how they plan to practice the skills and experiences after they leave the class. The third area was a twenty minute presentation to the class on what each individual learned with specific examples from the class. The final area was a day-clinic on career options and ways to pursue a public interest career.

Civic Skills for Week Fifteen

The last week did not have the same civic skill focus as the previous weeks. Rather, the week was a bringing together of the student’s knowledge into a paper on an issue campaign. Each student made a copy of their campaign plan for the other students and myself so we could give our critique of the plan. Besides learning from doing their own plan the students learned from each other’s plans and in a sense made a commitment to each other to continue their environmental work into the future. The students also had to do a brief paper on how they planned to use the skills and experiences from the Environmental Organizing Semester in their future. Keeping a journal was a key aspect of the class for some students. It was important to get the students to write about their feelings and frustrations.

The final was a twenty minute presentation to the class on what the student learned from the Environmental Organizing Semester with specific
examples. It was also important for the student to address the whole class when they talked about what they learned. Their words and experiences touched my heart, and the hearts of other class members.

Teaching Methods For Week Fifteen

This week was a culmination of the whole semester when the students presented what they had learned by three different ways. Through two papers and an oral presentation the students expressed themselves, their knowledge of organizing, and their passion for the environment. Writing, speaking and evaluation were the teaching methods for this last week.

Evaluation of Week Fifteen

The last week brought the whole semester together. The campaign paper, future work paper, and presentation on what they learned reinforced the previous 14 week's worth of experiences. By sharing this information they were making a commitment to each other to continue to be involved.

Throughout the semester the course offered multiple options and opportunities for the student's to practice, reflect, evaluate and practice again. One of the more important dynamics of the course was the timing of the speakers. It was important to build up to the well-known speakers. The students thought it incredible having Helen Caldicott one day followed by Lois Gibbs. This dramatically impacted the students. These two speakers provided motivation and acknowledgement at an important time. The timing of speakers throughout the semester was particularly important to the value of the course.
Chapter Nine
Evaluation and Future Direction

There were two formal evaluations done by the students of the course. One was done in a group format in which the students were asked to comment on what they felt was positive about the course and what could be improved. The second evaluation was the standard written course evaluation form from the Center For Continuing Education - Extended Studies Program at the University of Montana. (See Appendix G and Appendix H.)

The verbal “go-around the circle” group evaluation responses tended to be more spontaneous than the formal written evaluation, but both generally reflected the same reactions about the course. When asked what was positive, or most beneficial, the students cited the growth they experienced in a few short months of organizing as, “life changing.” Some spoke about having a better focus on their personal direction for the future and having a strong sense of accomplishment. The “real life” experience of the actual organizing work they completed gave the students an “increased sense of personal power,” which is an indication that the goal to assist in the empowerment of these inspired future organizers was accomplished. Their reactions to lessons learned indicate the Environmental Organizing Semester may be a beginning of further organizing work. The general improvement in self-confidence and comfort with the varied tasks associated with organizing reveal triumphs over fears and insecurities expressed in the beginning of the semester.

In response to what could be improved or what was the least beneficial to the students, the major disappointments were related to the problems associated with the course being a Continuing Education - Extended Studies course instead of a full fledged part of the curriculum. Some students had
problems because financial aid couldn't be used to pay for the course. This situation creates an unfair disadvantage for low income students wanting to take the course. Also, some students "didn't feel like part of the University" because they didn't have a traditional classroom, had no health insurance benefits and sometimes had trouble using their "Griz" card. These complaints underscore the importance of institutionalizing the course at the University of Montana.

As a first time course there were several rough edges. As originally envisioned the Environmental Organizing Semester would be like a "Semester at Sea," "The Washington Semester" or a semester abroad. Students from around the country would come to Missoula to learn skills and be exposed to experiences and environmental issues in a setting of environmental debate, and with teaching methods unavailable anywhere else for one semester. Because the students came to the University of Montana and were receiving credit from the University there was the expectation of some of the traditional amenities of a University.

At this point in time the students who take courses and get credit from Center for Continuing Education - Extended Studies Program find that they are not fully integrated with the campus computer system and the campus as a whole. Since this is a self-supported course some of the glitches that occurred had to do with conflicts between the state-supported academic structure and the self-supported structure of Extended Studies. The relationship of the students in this program to the University of Montana as a whole needs to be better defined and developed. Thus the Environmental Organizing Semester in particular needs to be better defined within the operating structure of the University. The Extended Studies Program offers several advantages, for example, the political safety of being self-supported and an elective course status. However, the Program has not yet determined how it will effectively integrate the students into the campus. At the same
time the Environmental Organizing Semester can not be so consumed by that traditional structure that it loses its magic and its unique learning approach.

In order for the Environmental Organizing Semester to be successful over the long term, the necessary steps must be taken to institutionalize the course over the next year to provide the appropriate structure and continuity. The structure of the Extended Studies Program and the operation of a course like this needs to be debated and properly developed. The fee structure and the support amenities of the campus need to be available to the students while not undercutting the approach of the Environmental Organizing Semester. The course's unique teaching model is effective as displayed by the student evaluations. The most glaring area for reform seems to be in the area of infrastructure and operations rather than content and approach.

There is a need for a physical space for the class beyond a traditional classroom. An unintended consequence of bringing the students together was the development of an independent group identity. That need to be identified as a group was overwhelming. At times I tried to attach the class's work to an existing organization but their bond and energy keep pushing their own group identity to the forefront. It was an aspect I did not anticipate but probably should have if I would have thought about that dynamic more. In any case their own group identity set the tone and direction for the students. In reflection it is something that must be fostered. A physical space, an office, a house, or the like would be of great benefit to the development of the students and their semester-long experience.

There needs to be more ongoing evaluation of the class. Some students sought individual evaluations throughout the semester. If I had evaluated the class as a whole two or three times during the semester that push for individual evaluation likely would have been resolved. We did evaluate the content of each segment of the course for its effectiveness and we evaluated the training and speakers, but we did not evaluate the overall
operation of the class periodically.

In the area of evaluation, students were graded individually and for their group work. Fifty percent of their grade was based upon their group involvement. The remaining half of their grade was based upon the three papers (10 points each), the final oral exam (10 points) and the journal (10 points). The focus of the course and the evaluation was of the group work and therefore, the bulk of the evaluation was for that work. Each individual was graded for their group work on a scale of 1 to 10 for each project (40 point total) and an overall participation grade of 1 to 10 for class discussion and general involvement.

The course needs to be brought into focus a little more. The flow of the course went well, but at times there was too much information without a connection of that information to practical situations and problems. One way to solve this would be to do more simulations with the information presented. We only did three simulations but all were well received. One model that I would like to expand on that was used is called the Lobbying Game. It is a three-hour role-play and simulation that highly motivates and teaches the students the various aspects of lobbying.

Finally, during future semesters, we must seek to connect the students more to the land. We need to do more physical activities, like repair some damaged habitat or some other work-related group task that benefits the land directly and at the same time hones some of the basic civic skills. This physical connection to the land is critically important in that it has the potential to "ground" the students' confidence in their skills and their commitment to do organizing over the long-term. Although we did one overnighter and had a final night camp out, a deeper connection to the earth was missing. I believe the students got some of that individually but not as a group.
Chapter Ten
Conclusion

Teaching civic skills and organizing in an organized fashion within the University requires a different approach than is currently available. The learning approach must be experientially based as it teaches civic skills. The course must be connected to the community, and it must draw upon the history of our democratic society. The approach must draw upon the best experiences within the academic community and the best experiences of the leaders in the environmental community. The model of the Environmental Organizing Semester certainly provides for this type of learning. It successfully uses practice and theory and a new model of teaching for those who are interested in becoming environmental leaders. It mixes practical "hands-on" projects with presentations by inspiring and proven environmental leaders. It adds in a healthy blend of training and reflection. Moreover, it builds confidence in the students and creates a sense of hope.

Because of its immersion approach, the course allows the student and teacher to build a relationship not possible in most academic settings. By using a mentor model, up-to-date experience and knowledge is available to the students in a cooperative setting. Further, by having an experienced activist teaching the course, the experience and training can provide current techniques, professional experience, and professional contacts. The students also have the opportunity to work with someone who has struggled through all of the group and issue experiences that a democratic practice brings.

The Environmental Organizing Semester also creates a space for the student to explore his/her civic side without the possible conflict with the demands of other academic work. This is important because this "clearing of brain space" for a short period allows the student to take risks in a supportive environment with his/her peers.
Sara Evans and Harry Boyte point out the value of having this space for civic and democratic development in their book Free Spaces.

"To understand the inner life of democratic movements, one must rethink such traditional categories as 'politics,' 'private life,' 'public activity,' 'reaction,' and 'progress.' Only then can we hope to fathom how people draw upon their past for strength, create out of traditions - which may seem on their face simply to reinforce the status quo - new versions of the future, gain out of experiences of their daily lives new public skills and a broader sense of hope and possibility.

The sustained public vitality and egalitarianism of free spaces are strikingly unlike the 'public' face of reactionary or backward-looking protests. Democratic action depends upon these free spaces, where people experience a schooling in citizenship and learn a vision of the common good in the course of struggling for change."^11

The approach of and the Environmental Organizing Semester as a program are not without critics. (See Appendix I.) Many feel it is somehow inappropriate for the University to offer any course that is so-called "political." And because of its name and approach, the course is seen as a threat to some. David Orr addresses this debate.

"Environmental education is unavoidably political. At the heart of the issue is the total demand humans make on the biosphere and the way we have organized the flows of energy, water, material, food, and wastes, which in turn affects what political scientists define as the essential issues of politics: 'Who gets what, when and how?' The symptoms of environmental education are in the domain of the natural sciences, but the causes lie in the realm of the social sciences and humanities."^12
Our society needs healthy air and water. We need healthy relationships between men and women. We need healthy relationships between different cultures. Through the learning approach of Environmental Organizing Semester there is the opportunity for the next generation of environmental leaders to develop skills early in their careers. Similarly, by working in a group and working through some of the group issues these new leaders can influence the organizational health and abilities of citizen groups. They can promote the concept that state and local advocacy organizations can build strong organizations and have a healthy democratic practice by focusing on people.

Time and time again I have seen committed people leave an organization because they were mistreated and/or burned-out. Despite being people-based (as compared to machine-based), many advocacy organizations abuse their staff and leaders in one way or another. This abuse may not be planned or intentional. Oftentimes it is a result of neglect on the part of these groups and their leaders. Or maybe the group has little or no experience in addressing conflict or in creating a healthy group dynamic. The mistreatment of these activists limits the effectiveness of advocacy groups and inhibits efforts to make our society healthy. By limiting the health of state and local advocacy groups the wellspring of our democratic society threatens to dry up.

Advocacy work is extremely stressful. There are high risks, uncertain rewards, overwhelming obstacles and workloads, and often, little evidence of results. Advocates are often singled out by the community in the media. They are identified in the community and have a "public" life which can bring ridicule and harassment. There are no traditional rewards, status or support systems. There is a big question of what is success. There is often a conflict between the needs of the person and the needs of the group. Because people are pushed into difficult situations, they are unable to sustain a level of intensity over time.
It is important to accept that social change occurs over time and that each generation of activists is part of a "relay team" passing the baton of change to the next generation. Thus, social change depends on the ability to build, sustain and even increase individual involvement in advocacy groups. In citizen advocacy work, one of the least understood dynamics is the development of leaders and staff for small public interest groups. Yet this is where the action is for social change and for potential careers particularly for environmental groups. The questions of where do leaders for these groups come from and where are the staff for these groups found are common but rarely answered.

Grassroots leaders usually come from the "heat of the battle" in issue campaigns. In these campaigns there is a clear goal, such as, preserving a specific land area for wilderness. Further, there is generally a clear concept of how long the campaign will take by the participants, even though the time commitment is usually underestimated. Staff and leaders get their experience on-the-job from the campaign. The organizational maintenance tasks such as fund-raising, membership involvement, and leadership development are made easy by the urgency of the problem. But as the issue is resolved, leaders and staff feel they have fulfilled their commitment and have "sacrificed" enough of their personal and professional life. Therefore, they see no reason to continue in their leadership role. This situation is further exacerbated by the unspoken assumptions within these groups. Although largely understood but rarely articulated, one assumption is the planned obsolescence of these groups. There is no long term vision nor goals designed to give the leaders and staff a feeling of continuity, stability and reward for their personal investment of energy and talent.

The "crisis" nature of the work in which the participants are usually reacting to a perceived threat also contributes to the "crisis" management of the group. These two problems, the focus on a specific problem over a specific
time frame and the crisis management assumptions made by the group, are the biggest contributors to burnout.

Groups frequently fail to provide a supportive environment for individuals to take action collectively. At the same time work is done on issues, work needs to be done on keeping the group together. There needs to be organizational development and organizational management applications that take care of the heads and hearts of activists.

Activists who do social change work come with unconditional energy. However, this energy is often abused. They may come to think, "Is it worth it?" Despite the commitment for change, elements in the work place make the situation intolerable. Their individual habits may be initially good but as work begins their habits change to the conditions resulting in overwork, addiction, and denial, to mention a few. Further, this often leads to dysfunctional group habits like unresolved conflict, group think, and distrust. Volunteers and employees show their dissatisfaction by leaving the organization.

Citizens, since the establishment of our democratic society, have formed themselves into organizations to represent their interests. Since the late fifties and early sixties citizens have been more active in forming permanent and semipermanent organizations to represent interests other than economic ones. In the late seventies and the eighties, citizens had been expanding their interest in ongoing state and local organizations.

For those who are interested in social change and in making the earth a better place it is important that academic training is developed and implemented that helps them evolve as leaders. During this evolution they learn how to become healthy advocates and effective civic leaders. The Environmental Organizing Semester seeks to train for environmental citizenship for a healthy society and for a healthy earth.
End Notes


5. Orr, David W. *Ecological Literacy*. Page 75.


Bibliography


Western Organization of Resource Councils, Billings, MT
  How to ... Research for Organizing. 1992
  How to... Use the Freedom of Information Act and other Open Records Laws. 1992.
  How to ... Research Corporations. 1992.
  How to ... Develop a Winning Strategy. 1993.
  How to... Run Good Meetings. 1994.
  How to... Recruit Members. 1994.


Page 61 omitted in numbering
Appendix A

Environmental Organizing Semester
Syllabus - Spring Semester 1996

The Environmental Organizing Semester is a 12-credit course designed to introduce and teach important democratic civic skills through study and practice. The class undertakes four projects designed to allow students to study and use a wide variety of environmental citizenship skills. Matched with these projects will be classroom work that includes readings, lectures, clinics, guest faculty and case studies.

Evaluations: Students are evaluated on their participation in the projects and the classroom work. Students are required to keep a journal. The journal should be kept up to date. The journals are reviewed on April 5 and May 16. Students are required to complete three papers. One paper on the student's personal environmental ethics and how those ethics influence their lives. The paper is due Monday March 4. The second paper will be a plan on how to address an environmental issue in the student's community. The paper is due May 10. The third paper will on how the student plans to integrate the skills and experiences from the course into his/her future endeavors including pursuing a career working on an environmental problem. The paper is due May 14. The final exam is on May 16.

Grading:
1) Participation, includes work with group 50%
2) Journal 10%
3) Individual Paper 1 10%
4) Individual Paper 2 10%
5) Individual Paper 3 10%
6) Final Exam 10%

** Student input will be sought on grading during the retreat at Teller Wildlife Refuge.

Reading Materials are organized on two shelves marked Environmental Organizing in Room 107 of Rankin Hall. There are two notebooks that contain the reserved reading materials. There will be some adjusting of the class schedule over the course of the semester. The class times may change plus there may be additional speakers and readings. Please be sure to keep up to date. Each student is expected to attend each class.
WEEK ONE

Monday January 29, 1996

- Morning Session: 10:00 am to noon
- Introductions and Course Review
  - Logistics
  - Syllabus
  - Tom Roy Welcome
  - Introduction of First Project
- Afternoon Session: 1:30 to 5:00pm
- Project One— Public Interest Survey
  - Begin planning and execution of survey.
  - Review of questions by Professor Rod Brod at 4:00pm.

- Reading assignment
  - How to Use the Media - Pages 296 - 307.
  - Chapter 6 - Communications - pages 189 - 226.
  - The Green Corps Skills Manual - pages 35.3 - 35.15

Tuesday January 30, 1996 - morning session

- Meet to assess progress
- Review Holding a News Conference Handout
- Watch movie, "Northern Lights" (Night)

Wednesday January 31, 1996 - morning session

- Meet to assess progress
- Evening - Meet to assess progress

Thursday February 1, 1996 - morning session

- Meet to assess progress
- News Conference Clinic
• Evening - Meet to assess progress


Friday February 2, 1996 - morning session & short afternoon session

• News Conference - Release of Large Group Publication
• Social Event
• Examples of Other Investigative Research Reports
• Investigative Research Readings
  - *How to ... Research for Organizing* by Western Organization of Resource Councils, 1992.
  - *How to... Use the Freedom of Information Act and other Open Records Laws* by Western Organization of Resource Councils, 1992.
  - *How to ... Research Corporations* by Western Organization of Resource Councils, 1992.
  - *The Green Corps Skills Manual* - pages 34.1 - 34.15

Saturday February 3, 1996  Teller Wildlife Refuge

• Retreat 9:00am to 6:00pm. Meet at 538 Rollins at 9:00am. Bring our own lunches, beverages.
• Group skill game

WEEK TWO

Monday February 5, 1996 (morning and afternoon sessions)

• Investigative research projects; review readings
• Speaker Jon Motl, a Montana Attorney, former Ralph Nader Staffperson, National Governing Board Common Cause
• Break-up in small groups with investigative research projects; begin planning

Tuesday February 6, 1996 (morning session)

• Meet to assess progress, critique research plans

Wednesday February 7, 1996 (morning session)

• Meet to assess progress
• Evening: Meet to assess progress
Thursday February 8, 1996 (morning session)
- Meet to assess progress
- Evening: Meet to assess progress

Friday February 9, 1996 (morning session)
- Meet to assess progress

WEEK THREE
Monday February 12, 1996 (morning session)
- Meet to assess progress

Tuesday February 13, 1996 (morning session)
- Meet to assess progress; review reports
- News Conference Planning
- Evening: Meet to assess progress, review readings.

Wednesday February 14, 1996 (morning session)
- News Conference - Release of Small Group Publication
- Meet to assess progress, review readings.
- Reading assignment

Thursday February 15, 1996 (morning session)
- News Conference - Release of Small Group Publication
- Meet to assess progress

Friday February 16, 1996 (afternoon session)
- News Conference - Release of Small Group Publication
• De-brief and evaluations

**WEEK FOUR**

Monday February 19, 1996

• President’s Day Holiday - No Class

Tuesday February 20, 1996

• Morning: Introduction to Membership Recruitment; Discuss Recruitment Project.
• Afternoon: Missoula Mayor and author Dan Kemmis 1:30 to 2:45
  Chris Newbold, Director - MontPIRG will conduct a workshop on campus recruitment drives.

Wednesday February 21, 1996

• Morning: Jim Fleischman, Director - Montana People’s Action will talk on direct action organizing and working with low-income people.
• Afternoon: Workshop on membership recruitment techniques, general interest meeting.


Thursday February 22, 1996

• Morning: Don Snow, Northern Lights Institute, author *Inside the Environmental Movement & Voices from the Environmental Movement* will talk on environmental movement, recommendations from his books.
• Afternoon: Anne Hedges, Montana Environmental Information Center, will talk on the campaign to address hazardous waste burning in Montana.

Friday February 23, 1996

- Catch-up day

Reading Assignment: Green Corps Skill Manual Chapter 3 - Publicity Pages 24.1- 33.1
Who Will Tell the People William Grieder. Simon & Schuster, 1992. Chapter 7 -

WEEK FIVE

Monday February 26, 1996

- Morning (9:30 to 12:30): Stewart Brandborg, former Executive Director Wilderness Society and former Vice-President National Wildlife Federation will speak on the importance of organizing and of working with a diversity of people.
- Afternoon: Planning a Media Campaign; I - 118 Case Study
- Dan Funsch - Alliance for the Wild Rockies; The Northern Rockies Ecosystem Protection Act and the Media Strategy of the Alliance.

Tuesday February 27, 1996

- Morning: The Press and You - How to Have a Healthy Relationship workshop by Paul Richards, for Associated Press Reporter and Legislator.
- Afternoon: - Continued - workshop by Paul Richards

Wednesday February 28, 1996

- Morning: Continued workshop by Paul Richards
- Afternoon: Continued - workshop by Paul Richards
  Meet with director from 3:00 to 4:00

Reading Assignment : Green Corps Skills Manual Pages 44.1 - 51.65; Free Spaces.

Thursday February 29, 1996

- Morning Session - Environmental Ethics - Ron Erickson (Readings)
  Director C.B. Pearson is on a panel and attending "Greening the Curriculum" conference in Boulder, Co.
Friday March 1, 1996

- Morning Session - International Environmental Issues, Visiting Professor Tim Doyle, The University of Adelaide, South Australia - Mawson Graduate Centre for Environmental Studies.

WEEK SIX

Monday March 4, 1996

- Morning Session: Bob Bingaman, National Field Director - Sierra Club - Holding an Event.
- Afternoon Session: Holding an Event - continued

Tuesday March 5, 1996

- Morning: Kathy Malley, Development Director for the Washington Environmental Council will conduct a workshop on Grassroots Fund-raising
- Afternoon: Fund-raising Workshop

Wednesday March 6, 1996

- Morning: Fund-raising Workshop
- Afternoon: Fund-raising Workshop

Thursday March 7, 1996

- Morning: Briefing on fund-raising projects; Noreen Hume Campaign Coordinator Mount Jumbo Fund-raising Campaign
- Afternoon: Planning

Friday March 8, 1996

- Morning: Meet to assess progress of fund-raising project(s).

WEEK SEVEN

Monday March 11, 1996


Tuesday March 12, 1996
• Morning: Meet to assess progress on project(s). Tom Roy on Fund-raising and the Non-profit Organizational Management.

Wednesday March 13, 1996

• Morning: Meet to assess progress on project(s); Review Readings

Thursday March 14, 1996

• Morning: Meet to assess progress on project(s).

Friday March 15, 1996

• Morning: Meet to assess progress on project(s).

WEEK EIGHT
Monday March 18, 1996

• Morning: Meet to assess progress on projects(s).

Tuesday March 19, 1996

• Morning: Meet to assess progress on project(s).

Wednesday March 20, 1996

• Hold Event; Mount Jumbo Banquet

Thursday March 22, 1996

• Finish Projects and evaluate

Friday March 23, 1996

• Catch-up day

WEEK NINE
Monday March 25, 1996
• Morning: Jeanne Marie Souvigeny - Greater Yellowstone Coalition
  • Afternoon: Jeanne Marie Souvigeny - Greater Yellowstone Coalition, Mining Issues and the New World Mine.

Tuesday March 26, 1996

• Morning: On-line Skills - Barry Brown - UM Library Services
  • Afternoon: Organizing and Leadership Development

Wednesday March 27, 1996

• Morning: On-line Skills - Jim Coefield
  • Afternoon: The Internet

Thursday March 28, 1996

• Morning: Planning a Web Presentation
  • Afternoon: Designing a Web Presentation


Friday March 29, 1996

• Morning: Make-up Day
  • Afternoon: Make-up Day

WEEK TEN

Monday April 1, 1996

• Morning: Northern Rockies Campaign - Ben Deeble
  • Afternoon: Ken Toole - Montana Human Rights Network
  • Reading Assignment: Negotiating Settlements: A Guide to Environmental

Tuesday April 2, 1996

• Morning: Teresa Erickson - Northern Plains Resource Council
• Afternoon: Teresa Erickson - The Clean Air Campaign in Billings

Wednesday April 3, 1996

• Morning: Dean Sharon Alexander
• Afternoon: Campaign Planning

Thursday April 4, 1996

• Morning: Bryony Schwann - Women's Voices for the Earth
• Afternoon: Campaign Plans Review and Critique

Friday April 5, 1996

• Morning: Catch-up Day
• Afternoon: Catch-up Day

WEEK ELEVEN

Monday April 15, 1996

• Morning: Mo Kirk - Executive Director OSPIRG
• Afternoon: Mo Kirk - Case Study: The Oregon Recycling Ballot Campaign

Tuesday April 16, 1996

• Morning: Donna Edwards - Center for a New Democracy
• Afternoon: Donna Edwards - Money and Politics

Wednesday April 17, 1996

• Morning: Organizing a Legislative Campaign
• Afternoon: Legislative Campaign

Thursday April 18, 1996

• Morning: Direct Democracy: The Initiative Process

Friday April 19, 1996

• Morning: On-going campaigns -- Spring 1996; possibilities clean water and campaign finance issues.

**WEEK TWELVE**

Monday April 22, 1996 -- Earth Day

• Morning: Petitioning Project Update

Tuesday April 23, 1996

• Morning: Petitioning Progress

Wednesday April 24, 1996

• Morning: Petitioning Progress

Thursday April 25, 1996

• Morning: Petitioning Progress

Friday April 26, 1996

• Morning: Petitioning Progress

**WEEK THIRTEEN**

Monday April 29, 1996

• Morning: Petitioning Progress

Tuesday April 30, 1996
• Morning: Petitioning Progress

Wednesday May 1, 1996
• Morning: Petitioning Progress

Thursday May 2, 1996
• Morning: Petitioning Progress

Friday May 3, 1996
• Morning: Dr. Helen Caldicott - Leadership
• Afternoon: Dr. Helen Caldicott


**WEEK FOURTEEN**
Monday May 6, 1996
• Morning: Lois Gibbs - Citizens Clearinghouse on Hazardous Waste
• Afternoon: Lois Gibbs - Holding an Accountability Session

Tuesday May 7, 1996
• Morning: Lois Gibbs - Holding an Accountability Session

Wednesday May 8, 1996
• Morning: Petitioning Progress

Thursday May 9, 1996
• Morning: Petitioning Progress

Friday May 10, 1996
• Morning: Petitioning Progress
• **Second Individual Writing Assignment Due:** A plan for a local campaign in
the student's community.

**WEEK FIFTEEN**
Monday May 13, 1996

- Morning: Local Campaigns Review
- Afternoon: Critique Plans

Tuesday May 14, 1996

- Third Individual Writing Assignment: How You Plan to Integrate Information from the Course into Your Future.
- Afternoon: Review Plan How to Integrate Information Gained From Course

Wednesday May 15, 1996

- Morning: Evaluations
- Afternoon: Evaluations

Thursday May 16, 1996

- Final Exam

Friday May 17, 1996

- Graduation

**Syllabus Update -- April 15 to May 17**

**WEEK ELEVEN**
Monday April 15, 1996

- Morning: Organizing Approaches

Tuesday April 16, 1996

- Morning: Lobbying Game
- Afternoon: Legislative Campaigns

Wednesday April 17, 1996
• Make-up day

Thursday April 18, 1996

• Morning: Direct Democracy: The Initiative Process 10:00am to noon
• Afternoon: On-going campaigns -- Spring 1996 - campaign finance issue briefing. 1:30 - 3:00pm

Friday April 19, 1996

• Morning: Lila Cleminshaw - MEIC - Briefing on 1996 Clean Water Initiative 10:00 am to 11:30 am
• Afternoon: Bill Yellowtail - Former Region 8 EPA Director 12:15 - 1:15

WEEK TWELVE

Monday April 22, 1996 -- Earth Day

• Morning: Bob Jenks - Director Oregon Citizens Utility Board - Campaign Manager for the Oregon Recycling Initiative - Case Study 11:00 - 12:30
• Afternoon: Case Study Continues 2:00 - 4:00

Tuesday April 23, 1996

• Morning: Planning Petitioning Project
• Planning the Final Week and Petitioning Training

Wednesday April 24, 1996

• Petitioning Progress

Thursday April 25, 1996

• Petitioning Progress

Friday April 26, 1996

• Petitioning Progress

WEEK THIRTEEN

Monday April 29, 1996
• Morning: Donna Edwards - Center for a New Democracy - Money and Politics 9:30 - 1:30
• Evening: Howie Wolke 6:30 - 8:30pm

Tuesday April 30, 1996
• Petitioning Progress

Wednesday May 1, 1996
• Petitioning Progress

Thursday May 2, 1996
• Petitioning Progress

Friday May 3, 1996
• Morning: Helen Caldicott - Leadership 10:00am to 11:45
• Afternoon: Helen Caldicott - 1:30 - 3:30


WEEK FOURTEEN
Monday May 6, 1996
• Morning: Lois Gibbs - Citizens Clearinghouse on Hazardous Waste
• Afternoon: Lois Gibbs - Holding an Accountability Session

Tuesday May 7, 1996
• Petitioning Progress

Wednesday May 8, 1996
• Petitioning Progress

Thursday May 9, 1996
• Petitioning Progress and Debrief
Friday May 10, 1996

- Morning: Career Planning
- Second Individual Writing Assignment Due: A plan for a local campaign in the student's community. (14 copies)

WEEK FIFTEEN

Monday May 13, 1996

- Morning: Local Campaigns Review
- Afternoon: Critique Plans

Tuesday May 14, 1996

- Morning: Third Individual Writing Assignment: How You Plan to Integrate Information from the Course into Your Future Work on Campus, in Your Community and/or Career. (500 words minimum) Brief Presentations on Plans How to Integrate Information Gained From Course
- Afternoon: Final Exam - A 20 minute Presentation on What You Have Learned From the Environmental Organizing Semester with Specific Examples - These will be video-taped.

Wednesday May 15, 1996

- Morning: Final Exam & Journals Due
- Afternoon: Final Exam

Thursday May 16, 1996

- Morning - Evaluations (Course)
- Afternoon and Evening - Graduation
Milltown Dam worries some residents

UM survey reveals public opinion about timeliness of cleanup action

Mark Albrecht
Kaimin Reporter

Although one third of Missoulians are unfamiliar with the Milltown Dam Superfund site, many are concerned about its impact on the environment, according to a recent UM survey.

UM's Environmental Organizing Semester class released a survey Friday, showing a lack of public awareness of the Milltown site.

"In conclusion the questionnaire results give us reason for both concern and assurance," said EOS student Michelle Markestein.

"On one hand, people in the Missoula area knew very little about the Milltown Reservoir Superfund site. On the other hand, we found that those who did know about it were very concerned about the human health and environmental hazards that are present in the sediments."

The hydroelectric dam is located about 10 miles east of Missoula. The survey states that mining upstream from the dam has contaminated the dam's reservoir. The Milltown Reservoir is one of 3,000 Superfund sites in the nation.

Alexander Lee, an EOS student, said that the class picked the Milltown Dam site because they expect the Environmental Protection Agency to release a report in March announcing the preferred alternatives to an environmental cleanup.

The group, sponsored by Green Corps, conducted the survey Jan. 30-31. The class interviewed 387 city and county residents at various locations throughout Missoula.

"It is our understanding that there is a debate between the public and decision makers over the timeliness of the initial cleanup action," Markestein said. "So we asked people whether they favored an immediate action or a further study before action."

Possible treatments that could be suggested by the EPA report include extraction and treatment of contaminated sediments, containment, removal and disposal of contaminated sediments, and monitoring.

About 37 percent of Missoulians surveyed favor immediate action, while 44 percent indicated that they prefer further study.

And, 88 percent of those surveyed said that mining companies should be held responsible for the cleanup.

A 1977 federal act gave the EPA authority to oversee the cleanup of more than 3,000 toxic waste sites in the nation. Because of arsenic and other heavy metals found in the reservoir, the Milltown reservoir has been chosen as one of those sites.

According to the class survey, 33 of Milltown's households could no longer use their water for drinking and cooking because of high arsenic levels in 1988.
Appendix C

Evaluation First Week

* How we felt the week went - Positive

- jumped in
- accomplished something
- group dynamics good
- worked well personally
- pulled everything together
- stayed committed
- input logical
- group performance + organization
- how to do survey
- respect each other + ideas
- made friends
- utilized each other’s special skills (x2)
- realized skills that we have
- learned about ourselves
- learned punchy level
- level of enthusiasm
- learned a lot
- no major disasters/ overcame obstacles
- patience + rationality after long days
- tied ourselves to local community w/issue
- never gave up positive attitudes (x2)
- people know who we are
- approach people w/polls
- no blow ups/fights
- worked well under stress (x2)
- survive with minimal sleep
- learned our limits ??
- C.B.’s guidance
- used imaginations
- confidence as group
- learned from mistakes
- glad w/ everyone as a group
- independence
- cool body tricks @ 1:30 a.m. --Alex
- sense of humor
- personal confidence- can get stuff done
- people will take us seriously
- energy level- fed off ourselves & fueled by principles
Constructive Criticism

*How we felt the week went - Negative*

- burnout
- 14 hours = too long together
- interrupted each other a lot (x3)
- doing things over and over
- no personal time/ balance (x4)
- comparisons on poll/time limits
- cutting off ideas
- lack of respect for all ideas
- clear goal or direction (x4)
- organization- lack of
- split into subgroups late
- self-confidence in abilities + thoughts
- no civil mechanism for grievances, pent up frustrations
- held back ideas
- work in small groups more F.D.
- take ourselves less seriously, more humor
- afraid of negativity
- lack of time/ didn’t make good use of time
- better distribution/ fairness, selfish/ obsessive
- better use of resources on campus
- tired = deterioration of work
- not enough laughing
- how to individually learn skills but subdivide work
- never asked/ found out what skills people had
- assumed things about each other
- always said we’ll go back to that later

Future Direction

*How we felt the week went - Future Direction*

- social scene
- smile when walk into Rankin
- aware of role in group/ don’t be obsessive
- know each other’s background that pertains to situations like this
- be aware of what we, individually, want out of this group
- take into account other’s perception of what you say
- don’t leave anyone out
- goals at beginning!
- Even it out more (no more Thursdays)
- first day- get to know you rather than jump in
- more delegation
- better time management/ time line (x2)
- more planning
- remember BIG goal- grassroots org. (X2)
- don’t freak over little things- think BIG picture
- CALENDAR
- keep it simple (polls ?)
- listening vs. hearing
- all on same team
- more patience (x2)
- don’t take things personally in stress times (x2)
- ASPIRIN & COFFEE MACHINE
- SMILE
- chill out spot
- keep honest without being hurtful
- express feelings more
- still watch out for things that could be taken personally
- trying new methods to get everyone involved
- write down ideas/ feeling if room loud
- don’t get side tracked
- think before talking
- being open and flexible
- omitting I’M RIGHT attitude (except Marlo)
- take time to learn from each other
- accept more than one way to do things
- speak up more
Appendix D

How we thought the press conference went - Positive

-set up & pick up
-presentation
-group contributed
-quick responses
-professional
-speakers worked well (together)
-three media outlets
-final product
-video
-visuals
-TV coverage
-length
-good room
-awareness
-worked together
-A+E=C
-good photo op
-Alex + Michelle did well
-good plan and execution
-organized in a time of stress
-smiling folks
-publicity for group program
-stayed on the subject
-started on time
-report

How we thought the press conference went

Constructive criticism - negative

-better prep for questions
-background on subject
-cut it close
-speakers to have eye contact= know speech
-poll
-speakers tone (mono)
-coverage
-speak slow
-Missoulian
-cord of KECI (showing on podium)
-stress
-more professional audience
-louder on questions (answering that is)
-forgot follow-up calls
-reaction time
-directions to room
-clear tasks
-invited other people (spec. interest groups)
-CONFIDENCE
-gloss of visuals
-tense

Future direction

*How we thought the press conference went*

-more prep on questions (x2)
-practice speech (x2)
-visuals- improve (graphs hard to read on camera)
-maybe a bigger room
-professional but be yourself
-invite public
-audience focus
-outline speech
-visualize situation
-invite friends/ like-minded groups
-better services/ or? For? Media? Meals?
-Clearer tasks (x2)
-prepare question, look for critics (x3)
-poll review
-visuals
-bring water for speakers
-invite Sherry
-make follow-up calls
-video equip.
-Timing- checklist
-formal run-through
-tape/ supplies
Wasting trash

By GINNY MERRIAM
of the Missoulian

Western Montana residents who send their trash to the Missoula landfill are not as "green" as they should be, say three students who conducted a two-day study at the landfill this month through the University of Montana.

"We were really surprised that we found that about 50 percent of what was in the landfill could be recycled," said student Angela Kneaie. "Missoulians pride themselves on having a green conscience, so it was pretty ironic what we found in the landfill."

The students, one studying at UM and two from New York and Wisconsin schools, analyzed landfill trash for a class called the Environmental Organizing Seminar. Their study, called "Down in the Dumps," found that 44.8 percent of the contents of 741 pounds of refuse collected at the landfill on Feb. 9 and 12 was metals, glass, plastics and paper products. The students also turned up compostable food waste and discarded items that could be reused.

"We were a little upset to find a large quantity of toys," Kneaie said. "It was very sad to see that people don't donate those to local charities."

The students - Kneaie, Brian Pasko and Michelle Markesteyn - concluded that BFI, which operates both the landfill and Montana Recycle Now, could do a better job of educating consumers about recycling and a more thorough job of running its Blue Bag recycling program. They recommend that local government hire a recycling advocate, require by mandate that waste is separated at homes and offices and mandate deposits on newspapers and recyclable containers.

"Part of the problem, we think, is there's not enough communication between BFI and its customers," Kneaie said. "And there's no guarantee that the recyclable material is being recycled."

The study says that, "BFI's primary operation is a volume-based business built upon the idea that the more garbage they collect and place into the landfill, the more revenue they create."

Yes and no, say BFI officials. There's "no question" that about half the trash in the landfill could be recycled, said Jim Leiter, landfill operations and environmental manager.

"They're right in a lot of areas," he said, "but I'm not sure that I agree with their conclusions."

BFI does not simply make more money from more trash, he said. In fact, it is spending $12 million on a landfill expansion. The business also must encourage recycling to stay in business: The landfill, which serves about 150,000 people, will reach capacity in an estimated 27 years.

"We try to tell people this is a finite resource," he said. "If we make it last, we can continue to operate a business for a long time."

Recycling also depends on markets for the recycled materials. All of which except the cardboard market are outside the state.

Strictly speaking, Leiter said, studies show that 80 percent of what goes into a landfill can be recycled. Recycling in Montana includes the cost of transportation of the commodity to the market.

"The supply and demand is something you can't ignore," said Doug Stewart, district manager of Montana Recycle Now. "The marketplace will dictate what we can recycle. If there isn't a mill that can use it, it goes right back in the landfill."

The recycling company, which Stewart founded as Montana Recycling in 1971 and sold to BFI in 1993, operates drop-off, buy-back, pick-up, commercial, office and industrial service as well as its Blue Bag program. It advertises on television and radio and in the newspaper, he said, and has resisted a full-scale, separate curbside pick-up program because it would cost customers "an arm and a leg."

"We're going on 25 years," he said. "It's been a system that's different from the Californias, the Oregons, the Washigtons. It hasn't relied on other funding. We are part of the tax base here."

The Environmental Organizing Semester is a joint project of the University of Montana and the Green Corps, a field school for environmental organizing based in Washington, D.C. The students plan to pass the project to the Montana Public Interest Research Group, which will work on its recommendations.
Report: Missoula wastes recycling effort

By DANNY OKO

Nearly half of the materials found in the BFI landfill north of town shouldn't be there, according to a report released last week.

Down in the Dumps, a report produced by a group of students in UM's Environmental Organizing Semester, shows that recyclable materials make up almost half of the "garbage" in Missoula's dump.

Angela Kneale—who, along with Brian Pasco and Michelle Markesteyn, authored the report—says that Missoulians are throwing away more than just trash. They are throwing away paper, plastic, bottles and metals—stuff they say could, and should be recycled.

Part of the problem, she says, is a lack of knowledge in Missoula concerning what can be recycled.

The students spent two days sifting through 741 pounds of garbage. While the experience started out as fun, they say, by the end they were depressed and disgusted.

Paper products and cardboard, the report states, make up 70 percent of recyclable material in the "waste stream" while glass made up another 15 percent. Recyclable plastic and metal were also found in the landfill.

In addition, the group found many re-usable items in the town dump, including clothing, toys and working electronic equipment.

Kneale says, "People need to be made more aware of what can be recycled."

The report's authors say they took their lead from a thesis by former-UM graduate student Steve Carroll. In 1994, Carroll documented that locally people were willing to pay a little extra for recycling services.

Despite Carroll's conclusion, Pasco says, the general populace still lacks the incentive for recycling. Pasco, in turn, gives credit to BFI for its "blue bag" recycling program—but, he says, more still needs to be done.

"We need to look at recycling at its source," he says. "People need to reduce and reuse, and then recycle. It's about changing our mindset."

The report makes specific recommendations for how Missoula can decrease the amount of recycling which is being thrown away:

Recyclables should be separated from waste at their source to ensure that only non-recyclable material ends up at the landfill. The group adds that this means people need to learn which materials can be recycled.

Economic incentives should promote recycling—either by charging people according to how much they throw away, or by offering to pay them for recyclables.

The group also recommends that the city hire a recycling advocate to study and promote recycling.

Unless local citizens begin to reduce the amount of material headed for the dump, Michelle Markesteyn warns, Missoula will eventually wind up ruining its celebrated environmental amenities.

One of the goals of the study, she says, has been to re-awaken people's interest in recycling.

So far, the study has drawn the interest of at least one group. Montana's Public Interest Research Group (MontPIRG) has offered to try and institute some of the recommendations.

"Hopefully," Pasco says, "we can start a whole new movement out of this."
Vendors must trash extra paperbacks

By GINNY MERRIAM
of the Missoulian

Missoula booksellers and newsstand operators send about 2,500 paperback books to the Missoula landfill each month, say four students who conducted a recent study through the University of Montana.

"I was surprised at the amount that was generated," said student Lindsey Close. "Some stores were generating 600 books a month."

The study, conducted by interviews on Feb. 8 and 13, found that six businesses of the 34 polled participate in book "stripping," in which mass-market paperback books are returned for credit only by returning the covers to the publishers. Only one store of the six recycles the remaining book.

The practice, mandated by publishers partly to save freight and labor, is a bad one that booksellers around the country are organizing against, said Missoula bookseller Barbara Theroux, who owns Fact & Fiction bookstore and is also active in the American Booksellers Association.

"You have to say you will destroy the books. You can't give them to prisons, you can't give them to schools," she said. "It is a terrible practice, it is a terrible waste."

You have to say you will destroy the books. You can't give them to prisons, you can't give them to schools. It is a terrible practice, it is a terrible waste.

— Barbara Theroux, bookstore owner

It also drives up the cost of mass-market paperbacks and makes them go out of print faster.

While booksellers work on the industry, Montana Recycle Now is operating a program that collects books at the stores. It provides four 90-gallon containers and two pickups a month for $22 a month.

The market for low-quality bookprint is very "iffy," said Montana Recycle Now shipping coordinator Cindy Atkinson, who works finding markets for recyclable commodities.

"We'd like to give it a try," she said. "and see how it goes."

For more information, call Atkinson at 721-1120.
UM students find trash full of recyclables

Jason Kozleski
Kaimin Reporter

People in Missoula may be proud of their environmentalism, but sometimes it gets thrown away in the trash.

Close to 50 percent of the trash sent to the Missoula County landfill could be recycled, according to a report released on Feb. 22 by three students in the Environmental Organizing Semester.

The group collected and sorted 400 pounds of trash from the Missoula landfill. Next, they calculated the volume of the recyclable material and estimated how much space it took up. Cardboard and paper ranked at the top of the list.

A spokeswoman for Browning-Ferris Industries, which owns the Missoula landfill and heads "Recycle Now" said the trash has recyclable material, but not as high as the report suggests. A lot of what they pulled out was toys and clothes that they thought could be reused, Cindy Atkinson said.

The poor market for recycled goods in Missoula also poses a problem, she said. It stifles efforts before they can get started. Plastic is just one example. By the time you ship and manufacture recycled plastics, you would lose money, she said.

"It's all supply and demand," she said. "If you don't have demand then there's no reason to recycle it."

If recycling doesn't increase, the Missoula landfill will start overflowing in 27 years, said Jim Leighter, landfill manager. But actions could be taken to extend the life of the landfill. Brian Pasko, one of the three students that wrote the recycling report, offered three suggestions.

First, the city should hire a recycling advocate who is responsible to the citizens of Missoula. Next, everyone should be required to separate their recyclable material at the source. And last, economic incentives, such as a "waste deposit" on each container and newspaper, should be promoted.

Another study done by a group in the Environmental Semester recommends recycling books. The study found that the equivalent of 10.5 trees of unsold books from local bookstores were thrown away each month.

More efficient recycling deserves attention, said one researcher, because once it's trash, it's always trash.

"Landfilled materials do not make their way back into the economy," Angela Kneale said. "They waste precious resources and unnecessarily occupy land space."
BUCKETEERS OF the Environmental Organizing Semester discuss their Mount Jumbo fund-raising activities. The group is placing buckets around Missoula today to collect donations to help pay for Mount Jumbo land freed by the Open Space Bond.

Drop a buck for Jumbo

Karen Chávez
Kaimin Reporter

A student group will be asking for your pocket change today to help put Mount Jumbo into public ownership, said Michelle Markesteijn, one of the organizers.

The Environmental Organizing Semester, a hands-on environmental program, is holding a bucket drive, using the slogans, "A Buck for a Buck" and "Mount Jumbo on Sale for $1."

The goal is to get every student to contribute $1 to the city's effort to purchase land on the mountain, said Markesteijn. The land will then remain as natural wildlife habitat and hiking trails.

Markesteijn said she wants students to put their money where their mouths are, after students voted in favor of the open space bond in November. "What a deal," she said. "Where else can you buy a mountain for a dollar?"

There will be three-gallon buckets with volunteer attendants placed around campus and the community today between 10 a.m and 2 p.m. "Look for the 'For Sale' signs," Markesteijn said.

The buckets will be by the UC, the Mansfield Library, the grizzly bear statue, Food For Thought, the county courthouse, the corner of Broadway and Higgins, Rockin Rudy's, Butterfly Herbs and the footbridge near Jacob's Island.

Today's campaign coincides with the Five Valleys Land Trust's annual spring fund-raising banquet tonight at the Village Red Lion. Noreen Hunnus, Mount Jumbo Campaign coordinator, said that tonight's dinner, live auction and raffle will all benefit the land trust and their efforts to buy land on Mount Jumbo.

Markesteijn said the students will present all their proceeds from the bucket drive to the Mount Jumbo Campaign tonight.
Students declare Jumbo fund-raiser a success

Karen Chávez
Kaimin Reporter

Students in the Environmental Organizing Semester made a splash with their bucket drive to save Mount Jumbo Wednesday.

The 14 students collected $1,146.67 in four hours, with more than $700 of it gathered on campus, said Lindsey Close, a student fund-raiser. They gave the money to the Five Valleys Land Trust to aid the group's effort to purchase land on Mount Jumbo.

Noreen Humes, Mount Jumbo Campaign coordinator, thanked the students for their hard work at the land trust's sellout Second Annual Spring Banquet Wednesday night.

Campaign member, Kaarsten Turner, said, "Coming out in as broad a force as they (the students) did shows how passionate they are. I give them 150 percent credit."

The banquet was also highlighted by the presentation of two elite environmental conservation awards. Vicki Watson, UM professor of environmental studies, took the Arnold Bolle Conservation Professional Award. The award is given to a lifetime achiever or professional making their living in natural resource management or conservation.

Dennis Workman, former Bolle Award winner, said Watson stands out as a teacher by showing her students how to "place themselves in the web of life on earth."

The Don Aldrich Conservation Award was presented to Susan Reel, a wildlife biologist and president of the Montana Natural History Center. Presenter Tom Roy, director of the UM environmental studies program, said Reel is credited with developing the country's first watchable wildlife program.
Appendix G

Final Group Evaluation of the Environmental Organizing Semester
May 16, 1996

Positives

- Hands-on
- life-changing
- people skills
- different from "regular" school
- working with media to get comfortable with it
- inspirational speakers
- hands-on/people skills
- diversity of our group
- more confidence in abilities
- grassroots focus
- bonding experience
- good support from class for one another
- sense of accomplishment
- built a good network base
- diverse speakers
- being able to express ourselves because of environment
- our assignments caused reflection
- great organizing skills improvement
- increased sense of personal power
- taught us to go after dreams and gave us time to do it
- helped focus on careers in future
- had a lot of fun - personal relationships
- simulated "real life"
- created positive change
- gave us sense of personal direction and accomplishment
- gave us staff to put in/start a portfolio
- supportive/caring instructor
- In MISSOULA, MONTANA!
- connections with other groups
- learned how to facilitate
- did things we didn’t think we could do or didn’t want to
- learned the games that powerful people play
- new personal/interpersonal growth
- clean Life Boat
- interaction with University
- got to go to the cool places
- conquered fears - Millie
- free food - videotaping
- “Northern Lights”

Improvements

- too much reading in one day
- not so long on petitioning
- advance awareness of class
- start on time so that everyone has to then show up on time
- have Paul Richards come and speak earlier
- time when speakers’ talks got repetitive
- WWW should be enhanced
- budgeting day
- more therapy retreats
- pointer Qs for journal
- turn journals in more often
- don’t spread the group too thin within other organizations
  (felt like EOS does grunt work)
- get University status instead of Continuing Ed
- try to get loans for EOS (Stafford)
- brochure on the bureaucracy when we first get here
- more speakers in general and also from other sides
- let students set up a symposium
- help on how to transfer credits
- timing on diversity of speakers
- ending with a big group project
- 25 people would have been too many
- more time on fundraising (all the possibilities addressed)
- more time on accountability sessions
- more time on confrontation tactics
- more time on conflict resolution training
- focus more on writing skills (reports, media, etc.)
- grant and proposal writing
- bring in an animal rights speaker
- chalkboard instead of newsprint
- have Green Corps revise their manual
- reading should be a bigger component of the course and talk about the readings
- get readings out before class starts
- difficult to get a hold of reserved readings
- our own classroom/building
- each person in charge of one class
- one big classroom scrapbook
- more public speaking opportunities for more people
- good relationship with grad students
Appendix H

THE UNIVERSITY OF MONTANA
COURSE EVALUATION
CENTER FOR CONTINUING EDUCATION AND SUMMER PROGRAMS
EXTENDED STUDIES

#EVAL = 14

Course Dept. And No.: EVST 494 & 495 Location: Missoula/UM Campus
Title: Environmental Organizing Semester Dates: 1/29-f/17 SP ’96
Instructor: C.B. Pearson

Please circle your response using black ink:

1. What is your overall evaluation of this course?

   Excellent: 13   Good: 1   Average:   Fair:   Poor:   

2. Were your objectives met through the content presented?

   Yes: 14   No:   If no, why not? ____________________________

3. How effective was the instructor in presenting material and leading discussions?

   Excellent: 13   Good: 1   Average:   Fair:   Poor:   

4. Was the format/schedule of the course conducive to learning?

   Yes: 14   No:   If no, why not? ____________________________

   14 (1) but there were a few too many unexpected “catch up days”

What aspects of this course were most beneficial for you? Why?

- The speakers and hands-on work because they were inspiring, educational, and gratifying.
- The hands-on, block format of the course. It addresses skills that are taught nowhere else. There is a great need for this class. I like how it focuses on media and organizing skills.
-It is a good-hands on learning experience. It was most beneficial to me because I could apply my knowledge from other classes to real life situations.
-The hands-on learning, the wonderful professor, the reading material, the guest speakers, the other students.
-Learning hands-on real life issues. Not only were there environmental issues but every aspect of our society. We learned how to look at our world holistically.
-The closeness of the group and bonding experience. The extreme, positive growth shown by each individual and myself. The direct hands-on approach - I don't think there is a better way to learn. The group- the class became very close. It was a very comfortable environment- very conducive to learning.
-The hands-on opportunities not available in the regular classroom. I learned real work skills and how to draw upon classroom work already learned.
-Hands-on, it really destroys a lot of fears that I have about working with people.
-The professor was wonderful. All the information I learned will help me make positive social changes and I have gained real world experience.
-The hands-on learning approach which might be considered alternative to this and other Universities was hardly alternative; it was realistic and extremely beneficial. I have never experienced anything like it before. Skills such as fundraising, writing research papers, outreach tactics, working well with the media, training, leadership skills, recruiting, public opinion polls, etc. was just a small list of what I learned from this course. I wish this type of course was offered in other colleges, universities, schools across the nation and around the world.
-The hands-on learning approach because it put us in the actual situation to use what we were being taught. It also taught us to expect the unexpected.
-Personal interaction, hands-on, inspirational speakers etc...

What aspects of this course were least beneficial to you? Why?

-I don't have one major complaint, except that if this was not continuing ed. then we (mostly poor college students) would have been entitled to health care. Content-wise the course was great with maybe a little too much emphasis on petitioning toward the end.
-The least beneficial was having to deal with the University bureaucracy and being treated like a second class citizen because I wasn't a full fledged student at UM.
-The fact that I couldn't use my Stafford loan for this program. No financial aid available. Why?? Because I'm broke.
-The backlash/criticism from the anti-environmental community (ie: Bruce Vincent, the timber industry, etc.)
-Nothing, the course was unbelievable. I learned things that I could never learn in a mundane "regular" class.
-Everything was beneficial.(2)
-That we are part of the extended studies program. No office on campus had any clue who we were, it made it especially difficult living on campus.
-Didn't feel like part of the University. Sometimes I had trouble using my Griz card.
Some guest speakers, just weren't very good.
Nothing about this course was least beneficial for me. All of it changed my life forever.
Cost, after paying tuition, dorm room, and meal plan, it was more money to spend before I realized it.
None, this has been a life changing and empowering experience.

Additional comments or suggestions:

-I loved this course. I hope that it is offered next year because it changed my life in a positive way. Of my 3 years as a college student, this semester did more for me than I could express on an evaluation form like this.

-This course is the most amazing experience. More colleges should adopt programs like this.

-This semester long course taught me more than all of my other 3 college semesters! The social skills I learned are invaluable.
-I learned more in this semester then I have learned in all my years in college. We need more classes like this to help change our society, that is faulty. We need inspiration.

-This is the best semester I have had in my educational career. I think and feel this course should be made more available to more students, all over the country.

-This course is the best thing I've done in my entire academic career.

-Excellent experiences. Everyone should take this course.

-The best semester of learning I have ever experienced.

-Continue to let this course be taught at least every year. It has been the best semester of my life and I have never been more satisfied with education at a University.

-The Continuing Education School really needs to give us at least the option of getting "regular" student benefits. Many students came from around the country and wanted health care, the right to vote in student elections, etc.

-Please read my other course evaluation sheet.

Suggestions of topics for future courses:

-More organizing.
-Social organizing semester, political organizing semester.
-I suggest making this part of the regular University offering. It should be a regular part of the class offerings, not just the extended studies program.

-More focus on forest/wildland/fire issues (clear cutting, salvage, etc.), environmental racism.

-Learning to deal with bureaucracy of anal stuffy people, who are opposed to helping our earth.

-Would like to do more work on grant/proposal writing.

-Women studies, multicultural studies.
-Anything that is modeled after this!
-The course or the idea of the course should be given to social work, etc. Other courses with hands-on ideas.
University to offer course in environmental organizing

By Susan Gallagher of The Associated Press

HELENA — For environmental activists, a new course at the University of Montana promises help in fighting the good fight. But for logging contractor Bruce Vincent of Libby, UM's planned course in environmental organizing raises concern that the university is running a boot camp for environmental attack troops.

The course in grassroots environmentalism begins in January at the Missoula campus, under the tutelage of seasoned activist C.B. Pearson. His background includes work for Ralph Nader, Common Cause and the Clark Fork Coalition. Pearson wants students to learn "the real politics of... organizing and civic involvement."

"There's a large group of folks out there who are interested in making a difference, and don't have the civic skills," he said. The undergraduate course will be a joint project of Pearson and the UM environmental studies program, but no public money is involved. The Boston-based Green Corps is putting up about $65,000 to pay Pearson and cover other expenses, and Pearson said the course should be self-supporting eventually.

He plans hands-on environmental projects, case studies and guest lectures. Speakers include representatives of Greenpeace, the Sierra Club and the Center for New Democracy.

Pearson said Missoula is the ideal place for the course. "Within a day's drive, you can have contact with the major debates on environmental issues," he said. "It's a good laboratory."

The course, in a two-part format that runs through the spring semester, is open to 25 students being recruited nationwide.

"If they've found someone who is going to contribute money, I guess that's wonderful for them," Vincent, a recent guest speaker in the environmental studies program, said of the new course.

He said that in Libby, where the timber industry is in decline and plans for a big silver mine are on hold, "people have a tough time finding someone in a place like Boston who wants to give us money to fight for sustaining our resource-based communities."

But other UM programs are underwritten by the timber industry. Plum Creek Timber Co., for example, gave UM a $500,000 endowment this year that supports a fellowship and lecture series in the School of Forestry. Lecturers have included Forest Service Chief Jack Ward Thomas. The head of the UM environmental studies program, Tom Row, said it emphasizes graduate-level instruction that will help people prepare for "leadership positions in public-interest, non-profit organizing." Pearson's class will give undergraduates some similar education, Roy said.

Pearson said he expects to hear some concerns about the course from people on the other side of the issue. "The reality is that we live in a society that values education," he said. "In a democracy, it helps to have all views discussed."

He expects the course to be good preparation for a variety of pursuits, including both volunteer and professional environmental activism.
nvironmental class calls under scrutiny

Opposers of I-122 attack UM's environmental Organizing Semester

Jennifer Brown
Kaimin Reporter

A UM environmental course held last spring, which used students to collect signatures for two November ballot measures, was a misuse of state dollars, says a state campaign director.

Not so, says Environmental Organizing Semester professor John Pearson. Pearson accuses campaign director Jerome Anderson of using his civic-activistatory class as a scapegoat for a failing political campaign.

Students in the 12-credit course circulated petitions to pass Initiatives 122 and 125 on the Nov. 5 ballot. If passed, 122 would place stricter treatment regulations on the state's mining industry; 125 would prohibit big businesses from contributing to initiative campaigns.

Anderson, a Helena attorney and campaign director for Montanans for Common Sense Laws/Against I-122, said it was improper for the university to sponsor a course representing one side of an issue. The class featured several guest lecturers, but opposing I-122 or I-125. "I don't know anybody from the other side to be requested to appear at that class," Anderson said.

Pearson said Anderson is not representing all the students in the course. "I don't know what students' preferences are. When the course is offered again this spring, students will focus on different issues of their choosing. "This kind of course is exactly what we need to be doing at a liberal arts university," Pearson said. "People are not taught how to practice active citizenship."

Aside from petition gathering, students complete public opinion polls and environmental research projects, organize press conferences and plan fund-raisers.

Students who don't want to campaign for a particular issue don't have to take part. Pearson said. However, that hasn't happened yet.

"This isn't a required course," he said. "Students know what they're getting into."

Pearson said the course is privately funded by Green Corps, a non-profit organization set up primarily to train people for environmental careers.

But the bottom line, Anderson argues, is that the course is taught on public property for college credit.

"Perhaps I should apply to the university for college credit for the six or eight months I've spent working on this campaign," Anderson said. "It's pretty much the same thing."

Anderson said the course also demonstrates that backers of I-122 are hypocritical. The initiatives supporters recently criticized its opponents for speaking at an industrial health and hygiene class at Montana Tech in Butte.

Anderson said I-122 supporters were asked to speak at the class a week later for the same amount of time, but refused.

"I think it's hypocritical for them to criticize us when they've used university facilities to circulate petitions," he said.
Environmental class ruled ethical, legal

Jennifer Brown
Kaimin Reporter

Despite complaints from a Helena attorney, UM officials decided Thursday that the content of an environmental organizing course won't be changed.

Jerome Anderson, attorney and campaign director for Montanans for Common Sense Water Laws/Against Initiative 122, said UM's Environmental Organizing Semester violated a state ethics statute. Students in the class collected signatures to place two initiatives on the Nov. 6 ballot. According to the law, state resources cannot be used for collecting information to promote a political campaign.

Students participating in the Environmental Organizing Semester gathered petitions for I-122 and I-125. If it passes, I-122 would place stricter laws on water treatment for the state's mining operations; I-125 would prohibit major corporations from contributing to initiative campaigns.

The 12-credit class, offered for the first time last spring, is privately funded by Green Corps, an environmental organization. However, Anderson said the class broke the law when it used university facilities.

"As far as I'm concerned, there is no fire and no smoke."

—James Flightner
Dean, College of Arts and Sciences

James Flightner, dean of the College of Arts and Sciences; Tom Roy, director of Environmental Studies; Sharon Alexander, dean of Continuing Education; and David Aronofsky, UM's legal counsel, decided the course doesn't violate state law.

"We concluded there was no misuse of university time or property," Flightner said. "As far as I'm concerned, there is no fire and no smoke."

Flightner said the course will be offered again this spring with no content changes. The number of credits offered by the course is under review.

Flightner said it was standard procedure to review the credit amount and said the process has nothing to do with Anderson's complaint. He said he didn't know whether the number of credits would be changed.

Judging by student evaluations, Flightner said, the course was quite successful. Its only downfall, he said, is that students pay tuition through Continuing Education and therefore don't have access to many student facilities like the Student Health Services or the Grizzly Pool.

"As far as students are concerned, it's a terrific program, and as far as we're concerned, there's no reason to change it," he said. "The only concern I have is that the students feel they aren't part of the university, and is that appropriate?"