

## **ENST 519: FOUNDATIONS OF CHANGE**

Autumn Semester 2017

Tuesdays and Thursdays, 2:00-3:20

Native American Center Room 011

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

- David Orr

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

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### **Office hours:**

If I can be of assistance, please come see me during my office hours by signing up for a meeting time on the sheet posted across from my office door in Rankin. My office hours are: Wednesdays 10:20-12:00; Thursdays 11:00-12:00. If these times are impossible for you, please contact me to make an appointment.

### **Learning Goal and Outcomes:**

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

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

### **Accessing the readings and other materials:**

Three books are required for this course and available in the UC Bookstore and elsewhere.  
Hawken, Paul, editor. 2017. *Drawdown: The Most Comprehensive Plan Ever Proposed to Reverse Global Warming*. New York: Penguin Books

Klein, Naomi. 2014. *This Changes Everything: Capitalism vs. Climate*. New York: Simon & Schuster.

Gallagher, Nora and Lisa Myers, editors. 2016. *Tools for Grassroots Activists: Best Practices for Success in the Environmental Movement*. Ventura, CA: Patagonia Books.

Required and supplemental materials will be posted on the Moodle site for this course. The syllabus is also posted at the top of the Moodle site so you can go there to access any hyperlinks easily if you want. I strongly recommend that you bring readings to class sessions.

## **Pedagogy and Expectations:**

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

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

**Reflection Papers:** To encourage your personal and analytical reflection, as well as professional development, I will ask you to respond to 10 prompts for short (~2 pages) reflection papers (see attached schedule). Specific information on these assignments will be distributed as we proceed, and at least one week before they are due. These include:

1. Environmental Autobiography
2. Inspirational Stories
3. Organizational Approaches
4. Post-Retreat
5. Reflection on Klein
6. Reflection on Klein
7. Drawdown – Solutions at Hand
8. Purpose, outcomes, process (POP)
9. Action/reflection
10. Parting Thoughts – Final reflection

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

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

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

## **Grading:**

**Participation 30%.** Includes consistent attendance, preparation, and thoughtful participation in discussions and activities.

**Reflection Assignments 70%.** In reviewing the ten assignments, I will look for evidence that you are engaging with the question(s) posed and the material we are covering. I expect them to be written well (clearly organized, grammatically correct, no typographical errors, referenced as appropriate). These will be graded on a 7-point scale as follows:

7 = Excellent

6 = Very Good

5 = Good

4 = Satisfactory

3 = Fair; Just OK

2 = Poor

1 = Very weak; inadequate

0 = Not turned in