

## ENST 594: FOUNDATIONS OF CHANGE

Autumn Semester 2015

Tuesdays and Thursdays, 2:10-3:30

Gallagher Business Building L04

*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

I've been absolutely terrified every moment of my life—and I've never let it keep me from doing a single thing I want to do.

- Georgia O'Keeffe

**Facilitator:** Neva Hassanein, Professor, Environmental Studies, 101A Rankin Hall  
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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: Tuesdays 9:00-10:00 and Wednesdays 10:20-12:00. If these times are impossible for you, please contact me to make an appointment.

### **Learning Objectives:**

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)
- Learn principles of democracy, citizenship, and various theories of social change.
- Recognize the nature and meaning of power in today's world
- Be exposed to the theory and practice of leadership
- 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:**

- There is one book required for this course and available in the UC Bookstore and elsewhere.  
Klein, Naomi. 2014. *This Changes Everything: Capitalism vs. Climate*. New York: Simon & Schuster.
- 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.

## **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:** Your main task 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.

**Assignments:** To encourage your analysis, reflection and learning, I ask you to respond to ten prompts that I will distribute as we go along. Most of these involve some writing. The due dates for these assignments are identified on the attached schedule. There is no major project in this course; instead, the aim is to keep you engaged and participating thoughtfully throughout the semester. In reviewing the assignments, I will look for evidence that you are engaging with the question(s) posed and the material we are covering.

**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 60% -- includes consistent attendance, preparation, and thoughtful participation in discussions and activities
- Assignments 40% -- includes 10 short assignments. These will be graded on a 4 point scale as follows:

4 = Excellent  
3 = Very Good  
2 = Satisfactory  
1 = Poor  
0 = Unsatisfactory or not turned in