

ENST 519:
FOUNDATIONS OF CHANGE
Autumn Semester 2019
Tuesdays and Thursdays, 2:00-3:20
Native American Center Room 011

To be truly radical is to make hope possible, not despair convincing. - Raymond Williams

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

Facilitator:

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Office hours: Mondays 1 -2; Wednesdays 10:20-12:00; and Thursdays 3:40-5:00.

Please sign up in advance on the sheet posted across from my office door. If those times do not work for you, please contact me for an alternative.

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 faculty.
- Gain a deeper understanding of the historical development of the environmental movement(s) and today's climate justice movement, 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 are available from a locally-owned, independent bookseller, **Shakespeare and Co.** Ask at the main desk for the books for this course. Location: 103 S. 3rd St. (at the corner of Higgins and 3rd., on the south side of the bridge; area known as the "hip strip"). Store hours: Mon - Fri. 10-6, Sat. 10-5, Sun 12 - 5

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

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. All other 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. Many of the materials are designed to be useful to you in the future, so you may want to download them and save to a computer.

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 6 prompts in 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. Climate and theories of change
3. Post-retreat
4. Purpose, outcomes, process (POP)
5. Drawdown – Solutions at Hand
6. Parting Thoughts – Final reflection

Engagement Project: For this assignment, which will be distributed in two parts, you will work in teams to take at least one civic, political, or social action, collectively, around a particular problem. This will include developing a campaign plan and implementing it.

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. Due dates are noted on the schedule.

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: Your final grade will be based on your performance with respect to the following: Participation 20%; Reflection Assignments 60%; Engagement Project: 20%.

SCHEDULE FOR ENST 519: FOUNDATIONS OF CHANGE 2019

~ Like everything, subject to change ~

Sessions & Dates	Topics	Assignment Due
1.1 8.27.19	Welcome	Getting to know each other (speed meeting) Syllabus, expectations, reflection assignment #1, and ground rules Moodle, facebook, newslines, mailboxes, questions, etc.
8.28.19 Extra Opp.	Strongly recommended: Cornell West UM Presidential Lecture Series	"The Fight for the Soul of America" The Wilma (downtown on Higgins on the north side of the river) 6:30 p.m. (doors) 7:30 p.m. (lecture) http://www.umt.edu/president/events/lectures/cornel-west.php
1.2 8.29.19	"Times to grow our souls" Introduction to social movements & theories of change	As you read the following pieces by Boggs and by Hawken, consider the following questions: What is their theory of change (that is, their statement of the problem, solution(s), and path for getting there)? What ideas did you find new and inspiring, and why? What did you disagree with and why? Boggs, Grace Lee. 2012. "These are the times to grow our souls." Chapter 1 in <i>The Next American Revolution: Sustainable Activism for the 21st Century</i> , Second edition. University of California Press. Hawken, Paul. 2007. "To remake the world." <i>Orion Magazine</i> . May-June.
2.1 9.3.19	What do you bring here?	Reflection #1 due - Environmental Autobiography In class: Hopes, fears, and gifts Where are we? Introduction to Montana
2.2 9.5.19	Generation Climate Change	Listen to the recent podcast on The Ezra Klein Show, in which he interviews Varshini Prakash, co-founder and Executive Director of the Sunrise Movement.

Sessions & Dates	Topics	Assignment Due
		Take notes! Again, ask yourself: What is her theory of change? What ideas did you find new and inspiring, and why? What did you disagree with and why?
3.1 9.10.19	<i>This Changes Everything</i>	<p>Please note: Each of you will sign up to provide discussion questions for one of the following six classes when we read <i>This Changes Everything</i>. In Moodle, email three questions to all students in the course via Moodle's Quickmail tool. The questions should be focused on the reading assigned for that day, and they should be designed to help us understand and think critically about what we are reading. Send these by 4 PM the night before the class session you are signed up for.</p> <p>Read pp. 1-95 In class: Neva will share bios of alumni coming to the retreat.</p>
3.2 9.12.19	<i>This Changes Everything</i>	<p>Read pp. 96-160 In class: Please give Neva your top three choices of alumni interviewees.</p>
4.1 9.17.19	<i>This Changes Everything</i>	<p>Read pp. 161-229 In class: Distribute retreat assignments. Meet in teams to develop plan to gather background and develop interview guide.</p>
4.2 9.19.19	<i>This Changes Everything</i>	<p>Read pp. 230-336 In class: Introduce the engagement projects and the process for their development.</p>
9.23 & 24 Extra Opp.	Strongly recommended: Lectures by Visiting Scholar, Dr. Mĩcere Gĩthae Mũgo	<p>Additional information will be distributed in class. Please try to attend one or both of these lectures by visiting scholar, Dr. Mũgo:</p> <p>Monday: "Celebrating Women's Leadership Globally, with Poetic Illustrations." Noon. UC 332. Tuesday: "I am because we are: The imperative of Utu/Ubuntu for transformational scholarship." NULH at 7 PM.</p>

Sessions & Dates	Topics	Assignment Due
5.1 9.24.19	<i>This Changes Everything</i>	Read pp. 337-387
5.2 9.26.19	<i>This Changes Everything</i>	Read pp. 388-466 Retreat planning: what to expect, logistics, and teams plan interviews.
6.1 10.1.19	Climate and Change	Engagement Project: In class, instructions for engagement assignment – part one distributed and teams assigned. Reflection #2 Due – Climate and Theories of Change
6.2 10.3.19	No class session	Please read this short article in advance of the retreat: Hoffman, Andrew J. 2016. “What is your theory of change?” <i>Huffington Post</i> . November 22.
10.4.19 to 10.6.19	Retreat at Camp Paxson, Seeley Lake. Depart Missoula at 1 PM; return by Sunday by 1 PM.	Lodging and transportation costs are covered. All food is covered, except we will do a potluck on Friday night. Please bring a dish to share.
7.1 10.8.19	Reflections on the Retreat	Reflection #3 Due. Introduction to campaign planning.
7.2 10.10.19	No class session	Work on your engagement projects with your teams.
8.1 10.15.19	<i>Tools for Grassroots Activists</i>	Read the following sections: 1, 2, 3, and 4 in <i>Tools</i> Meyer, Judy L., Peter C. Frumhoff, Steven P Hamburg, and Carlos de la Rosa. 2010. “Above the din but in the fray: Environmental scientists as effective advocates.” <i>Frontiers in Ecology and the Environment</i> . 8(6): 299–305, doi:10.1890/090143

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8.2 10.17.19	Tools for Grassroots Activists	Read sections 6 and 7, and 11 Engagement Project - Part 1 due.
9.1 10.22.19	Diversifying Environmentalism	Bonto, Marcelo and Charles Jordon. 2007. "Diversifying the American environmental movement." Pp. 13-34 in <i>Diversity and the Future of the U.S. Environmental Movement</i> , edited by Emily Enderle. New Haven: Yale School of Forestry and Environmental Studies. Hayes, Kelly. 2016. "Remember this when you talk about Standing Rock." <i>Yes! Magazine</i> . October 29. Purdy, Jedediah. 2016. "Environmentalism was once a social justice movement." <i>The Atlantic</i> . December 7.
9.2 10.24.19	Considering Class	Rose, Fred. 2000. "When classes meet: Class-cultural lenses." Chapter 4 in <i>Coalitions Across the Class Divide</i> . Ithaca: Cornell University Press.
10.1 10.29.19	Work session	
10.2 10.31.19	Engagement Projects	Engagement Project - Part 2 due
11.1 11.5.19	EVST program requirements review & upcoming fellowship opportunities With Dan and Len!	Reflection #4 Due - POP Hassanein, Neva. 2017. "Strategies for educating in perilous times: Preparing tomorrow's change agents." Available at: Brainerd Foundation

Sessions & Dates	Topics	Assignment Due
11.2 11.7.19	Putting your purpose to work: Exploring careers. Guest lecture by Bryony Schwan, EVST Alumna, Organizational consultant, Co-founder and former Director of Women's Voices for the Earth, Co-founder and former Director of Biomimicry Institute.	<p>Prior to this session, we will distribute a list of websites and other resources for finding jobs in the environmental field. To prepare for this session, you will search for a job announcement that is the kind of position you might eventually want to be able to apply for. Bring that announcement to class.</p> <p>Aplet, Greg et al. 2017. "Ecological careers in nature-based non-governmental organizations." <i>Frontiers in Ecology and the Environment</i>. August.</p>
12.1 11.12.19	More tools	TBD
12.2 11.14.19	More tools	TBD
13.1 11.19.19	Drawdown	Selections from <i>Drawdown</i>
13.2 11.21.19	Drawdown	Selections from <i>Drawdown</i>
14.1 11.26.19	Drawdown	Reflection #5 Due - Drawdown
14.2 11.28.19	Thanksgiving Holiday No Class	Enjoy
15.1 12.3.19	Presentations	
15.2 12.5.19	Presentations	

Sessions & Dates	Topics	Assignment Due
15.3 12.6.19	Engagement Projects Due	Turn in your final engagement projects to my mailbox in Rankin Hall by 5 PM on Friday, Dec. 6.
16.1 12.10.19	Parting Thoughts Final gathering during final exam week, Tuesday, 3:20-5:20.	Reflection # 6 Due. Location TBA.