

## ENST 519: FOUNDATIONS OF CHANGE

Autumn Semester 2020

Tuesdays and Thursdays, 2:00-3:20

Gilkey Building Room 105

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:** Tuesdays 3:40-5:00; Wednesdays 11-12:20; and Fridays 11-12:00

I will circulate a weekly signup sheet so that you can schedule virtual appointments during my office hours. If they don't 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:**

Two 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 3<sup>rd</sup>., 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

Kemmis, Daniel. 2020. *Citizens Uniting to Restore our Democracy*. University of Oklahoma Press.

Kauffman, L. A. 2017. *Direct Action: Protest and the Reinvention of American Radicalism*. London: Verso.

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 September.

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. *Citizens Uniting*
3. Post-retreat
4. *Direct Action*
5. Purpose, outcomes, process (POP)
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%.