

ENST/CCS 476 ENVIRONMENTAL CITIZENSHIP – SERVICE LEARNING

Mon. 11:10 am – Noon & Wed. 11:10 am – 1:00 pm

CHEM 102

Spring 2016

To improve is to change. To be perfect is to change often.

— Winston Churchill

Instructor: Robin Saha

Office: JRH 018 (basement)

Office Hours: Tues. 12:30-1:30 pm, Wed. 2:00 – 3:00 pm, or by appt.

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Course Description

The course allows students to think deeply about the role of citizenship in steering society down an environmentally, socially, and economically sustainable path. We will consider the virtues, duties, knowledge, attitudes, rights, duties and responsibilities of environmental citizens as well as the skills for participating effectively, individually and collectively, as environmental citizens. Students will develop and work toward actualizing a personal vision of environmental citizenship.

Learning in the course occurs primarily through the process of planning, carrying out and reflecting on student-initiated environmental citizenship projects. Students will work in small teams or as an entire class on a project or projects that support environmentally responsible behaviors on campus that help UM achieve its climate change goals.

Projects will be informed by the principles and techniques of social marketing. Social marketing involves using research and analysis of (perceived and actual) barriers to and benefits of participating in environmentally responsible behaviors to develop strategies such as communications campaigns or incentives programs to encourage lasting behavior change.

To support student success a number of practical skill-building trainings will be offered in topics such as audience assessment, team-building, running effective meetings, group decision making, designing effective communications, and using social media.

By the end of the course students will have:

- Developed an understanding and appreciation of citizenship roles and skills for working individually and collectively.
- Developed a personal citizenship vision and pursued that vision by planning and reflecting on a team project or campaign.
- Gained an understanding of the principles and techniques of social marketing and the ability to plan and develop a social marketing campaign informed by rigorous audience assessment.

- Developed or enhanced leadership skills such as running meetings; making group decisions; organizing, planning, and publicizing events; framing and communicating messages; and preparing public education materials.
- Developed confidence as an active and effective environmental citizen and a personal commitment to continuing participation.

Requirements

Success in the course requires:

- Regular attendance and active participation in class, especially in leadership trainings.
- Cooperative and productive team project work and availability to meet with your group outside of class with peers and instructor as needed.
- Being prepared to discuss the assigned readings, i.e., share thoughts, critiques, reactions, and questions about the readings.
- A belief that self-examination and reflection can lead to personal and professional growth and a willingness to follow through on that belief.
- A willingness to put yourself in challenging situations to learn and grow.
- Effective participation in a social marketing project, including being available to meet with your group outside of class.
- Completing all assignments including individual and group assignments, in-class exercises, a self-reflection of your participation in the team project, and your evaluation of your team members.

If you cannot fulfill any of these expectations, please discuss your limitations with me as soon as you can.

Definition of Service Learning

This course has the “Service Learning” designation. Service Learning is a method of teaching and learning in which students, faculty and community partners work together to enhance student learning by applying academic knowledge in a community-based setting. Student work addresses the needs of the community, as identified through collaboration with campus, community or tribal partners, while meeting instructional objectives through faculty-structured service work and critical reflection meant to prepare students to be civically responsible members of the community. At its best, service learning enhances and deepens students’ understanding of an academic discipline by facilitating the integration of theory and practice, while providing them with experience that develops life skills and engages them in critical reflection about individual, institutional, and social ethics.

Class and Attendance

The class format will be a mix of discussion, trainings, lectures, in-class writing exercises, guest speakers, small group activities, training sessions, and student presentations. A good deal of class time also will be devoted to planning and coordinating team projects.

A Note on Class Attendance: Attendance is vitally important to your learning and the success of your team project and will count for a good portion of your participation grade in the class. If you miss class for whatever reason are expected to notify the instructor and your project team members beforehand or as soon as possible thereafter. Absence will not be accepted as an excuse for missed assignments. “Make up” assignments will generally not be offered.

A Note on Email Communication: You are expected to use your Grizmail account to communicate with the instructor. Please be sure to maintain your account so you can send and receive emails, and check it regularly.

Drop Deadlines and Procedures

You may drop the course on CyberBear and receive a refund until Feb. 12 at 5:00 pm. From Feb. 13 to Mar. 28, you need to complete a Drop/Add form signed by your academic advisor and the instructor, though you will not receive a refund, will need to pay a \$10 fee, and will get a “W” on your transcript. From Mar. 29 to May 6, you must petition to drop and get the above signatures and the Dean’s signature, and a “WP” or “WF” will appear on your transcript. You cannot drop the class during final’s week. Click here for more info: [Spring 2016 Registration Deadlines](#).

Description of Assignments

Short descriptions of the assignments are provided below. Additional instructions will be provided handouts and discussed in class.

1. *Citizenship Essay:* The purpose of this assignment is to: (1) inventory your existing environmental citizenship values, knowledge, skills, experience, attitudes and behaviors; (2) develop your personal environmental citizenship vision, i.e., areas of growth you would like to develop in this course and beyond.
2. *Short Homework Assignments:* Two homework assignments listed on the course schedule and a few others as announced in class involve using the assigned readings and preparing for in-class exercises and discussion.
3. *Group or Class Social Marketing Project(s):* This major assignment will consist of developing a campus social marketing campaign plan designed to foster sustainable behavior in others. Working in small groups or as an entire class on your project will provide an opportunity for you to develop your citizenship skills. Project will be carried out in phases, each of which has a specific assignment and due date (see below): **(1) Problem Description and Draft Goals and Objectives Statement; (2) Draft Audience Assessment Plan; (3) Final Audience Assessment Plan; (4) Draft Social Marketing Campaign Plan; and (5) Final Social Marketing Campaign Plan.** All materials to be publicly distributed or used publicly, such as interview or focus group questions, surveys and fliers, regardless of the media (print, radio, video, website materials, social media etc.), must be cleared by the instructor before their release. Teams will conduct some project work in class, periodically give oral progress reports, and give a final report at the end of the term.
4. *Campaign Plan Presentations:* At the end of the semester teams (or the entire class if it works on one project together) will present their social marketing campaign to an appropriate audience(s)

such as the Sustainable Campus Committee, UM Energy Manager, UM Sustainability Coordinator, or ASUM Sustainability Committee.

5. Self-Assessments and Peer Evaluation: For this assignment, you will write about your contributions to the group/class project and evaluation your peers' contributions.

Grading and Evaluation

Course grades will be based on:

- Class participation – 10%
- Homework assignments – 5%
- Citizenship essay– 10%
- Problem Description and Draft Goals and Objectives – 10%
- Draft Audience Assessment Plan – 10%
- Final Audience Assessment Plan – 10%
- Draft Social Marketing Campaign Plan – 10%
- Final Social Marketing Campaign Plan – 15%
- Social Marketing Campaign Plan Presentation – 10%
- Self-Assessment and Peer Evaluations – 10%

Class participation grade is based on attendance, class preparation, active participation in class, and your contributions to in-class team project work. Both the instructor's assessment of your contributions to the team project and your peers' and self evaluation will be heavily weighted.

Academic Integrity and Plagiarism

Academic honesty and integrity requires that all work submitted is your own unless accurately attributed to verifiable sources. Plagiarism will not be tolerated. If you have any doubts about plagiarism, i.e., representing another person's work as your own, or citing of the work of others, please confer with the instructor or refer to the *Academic Policies and Procedures in the University Catalog*, which states "Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion."

Students with Disabilities

If you are a student with a disability and wish to discuss reasonable accommodations for this course, contact me privately to discuss the specific modifications you wish to request. Please be advised I may request that you provide a letter from Disability Services for Students verifying your right to reasonable modifications. If you have not yet contacted Disability Services, located in Lommasson Center 154, please do so in order to verify your disability and to coordinate your reasonable modifications. For more information, visit the Disability Services website at <http://life.umt.edu/dss>.

Readings

There is one required book that is available for purchase at the UM Bookstore:

McKenzie-Mohr, Doug. 2011. *Fostering Sustainable Behavior: An Introduction to Community-Based Social Marketing 3rd Edition*. Gabriola Island, BC: New Society Publishers.

A copy of *Fostering Sustainable Behavior* also will be on 4-hour reserve at the Mansfield Library Circulation Desk. All other readings will be available on Moodle website (see: <https://umonline.umt.edu/>). Please bring a hard copy or have access to all readings with you to class for the day they are assigned.

Course Schedule and Topics

Some adjustments to the course schedule may be needed to suit the needs of the class. These are announced in class. Students who are late, miss class, or leave early are responsible for finding out about updates.

WEEK 1

Mon. 1/25 – Course Introduction

Wed. 1/27 – Citizenship in an Age of Individualism and Cynicism

Jensen, Derrick. 2009. "[Forget Shorter Showers.](#)" *Orion* (July/August).

Loeb, Paul Rogat. 2002. "[What's Wrong with Cynicism.](#)" *Earth Island Journal* 17(3):32-34.

WEEK 2

Mon. 2/1 – Dimensions of Environmental Citizenship

MacGregor, Sherilyn and Simon Pardoe. 2005. "Environmental Citizenship: The Goodenough Primer." Public Space Ltd (www.publicspace.org.uk).

Optional

Gardner, Gerald T. and Paul C. Stern. 2008. "The Short List: The Most Effective Actions U.S. Households Can Take to Curb Climate Change." *Environment* 50(5): 12-24.

Wed. 2/3 – Citizenship, Civic Participation and Democracy

Citizenship Vision Essay Due

Agyeman, Julian and Briony Angus. 2003. "The Role of Civic environmentalism in the Pursuit of Sustainable Communities." *Journal of Environmental Planning and Management*. 46(3): 345-363.

Skim

Isaac, Katherine 1992. "Techniques for Participation." Pp. 157-180 in *Civics for Democracy*. Washington D.C.: Essential Information.

WEEK 3

Mon. 2/8 – Green Consumerism

Homework #1 due

TerraChoice. 2009. *The Seven Sins of Greenwashing: Environmental Claims in Consumer Markets*. Author.

Golden, Jay S. (Ed.). 2010. *An Overview of Ecolabels and Sustainability Certification in the Global Marketplace*. Nicholas Institute for Environmental Policy Solutions, Duke University. **[Read Executive Summary only]**

Optional

Upham, Paul, Leonie Dendler, and Mercedes Bleda. 2011. "Carbon Labeling of Grocery Products: Public Perception and Potential Emission Reductions." *Journal of Clean Production* 19: 348-355.

Wed. 2/10 – Student Involvement in Campus Sustainability

Guest Speaker, Meredith Repke, ASUM Sustainability Coordinator

Rocke, Eva, Nicky Phear, Chris Olsen, Kara Colovich and Zach Baurle. 2014. "UM Campus Climate Conversation Resource Guide." University of Montana, Missoula.

[UM State of Sustainability Report Card 2015](#)

[UM State of Sustainability Report Card 2014](#)

Optional:

Peacock, Cherie and Erica Bloom. 2010. [The University of Montana Climate Action Plan](#). The University of Montana, Missoula, Montana [Read Executive Summary and Sections 1, 5-7, pp. 1-9 and pp. 57-78].

WEEK 4

Mon. 2/15 – Presidents Day – No Class

Wed. 2/17 – Campus Energy Initiatives

Homework #2 due

Guest Speakers, Eva Rocke, UM Sustainability Coordinator and Brian Kerns, UM Energy Manager

Read all Climate and Energy sections of UM STARs report at <https://stars.aashe.org/> (sign-up and log-in required)

WEEK 5

Mon. 2/22 – Introduction to Social Marketing

REQUIRED TEXT *Fostering Sustainable Behavior: An Introduction to Community-Based Social Marketing*

Fostering Sustainable Behavior, p. 1-10.

Step 1, Selecting Behaviors, p. 11-20.

Bliss, Laura. 2005. "[San Francisco Thinks Sex Will Make Your Showers Shorter.](#)" *Mother Jones*. June 23.

Landers, J., Mitchell, P., Smith, B., Lehman, T., Conner, C. 2006. "'Save the Crabs, Then Eat Em'. A Culinary Approach to Saving the Chesapeake Bay." *Social Marketing Quarterly* 12(1):37-41.

Wed. 2/24 – Identifying Target Audiences & Audience Assessment for Social Marketing Using Interviews, Focus Groups and Surveys

REQUIRED TEXT *Fostering Sustainable Behavior*

Step 2, Identifying Benefits and Barriers, p. 21-40

Workgroup for Community Health and Development. [Listening to Those Whose Behavior Matters](#). Community ToolBox, Chapter 45. Lawrence, KS.

Skim:

Workgroup for Community Health and Development. [Collecting Information about the Problem](#).
Community ToolBox, Chapter 45. Lawrence, KS.

WEEK 6

Mon. 2/29 – Running Meetings / Group Decision Making

Problem Description and Project Goals Assignment Due

Bobo, Kim, Jackie Kendal, and Steve Max. 2001. "Planning and Facilitating Meetings." Pp. 128-139 in
Organizing for Social Change: Midwest Academy Manual for Activists. Authors. Arlington, VA:
Seven Locks Press.

"5 Handy Tips to Facilitate Group Decision Making" <http://www.psychologyafrica.com/2010/11/5-handy-tips-to-facilitate-group-decision-making/>

Wed. 3/2 – In-class Workday (designing surveys and focus groups and outreach strategies)

WEEK 7

Mon. 3/7 – Team-Building and Group Dynamics

Draft Audience Assessment Plans Due

AmeriCorps*VISTA. 2006. "Building Cohesive Teams." Corporation for National and Community
Service. **[Read p. 3-25]**

Wed. 3/9 – Using Commitment Strategies and Social Norms in Social Marketing Campaigns

REQUIRED TEXT *Fostering Sustainable Behavior*

Step 3 (Part 1 of 8), Developing Strategies, p. 41-44.

Step 3 (Part 2 of 8), Commitment: From Good Intentions to Actin, p. 45-60.

Step 3 (Part 3 of 8), Social Norms: Building Community Support, p. 61-74

Skim:

Griskevicius, Vladas, Robert B. Cialdin and Noah J. Goldstein. 2008. "[Social Norms: An Underestimated and Underemployed Lever for Managing Climate Change.](#)" *IJSC Online* 3: 5-13.

WEEK 8

Mon. 3/14 – Using Social Diffusion and Prompts

REQUIRED TEXT *Fostering Sustainable Behavior*

Step 3 (Part 4 of 8), Social Diffusion: Speeding Up Adoption of New Behaviors, p. 75-82.

Step 3 (Part 5 of 8), Prompts: Remembering to Act, p. 83-92.

Wed. 3/16 – Crafting Effective Messages

REQUIRED TEXT *Fostering Sustainable Behavior*

Step 3 (Part 6 of 8), Communication: Crafting Effective Messages, p. 93-110.

WEEK 9

Mon. 3/21 – Audience Assessment Plan Presentations

Final Audience Assessment Plans Due

Wed. 3/23 – Using Incentives, Convenience and Other Interventions

REQUIRED TEXT *Fostering Sustainable Behavior*

Step 3 (Part 7 of 8), Incentives: Enhancing Motivations to Act, p. 111-120.

Step 3 (Part 8 of 8), Convenience: Making It Easy to Act, p. 120-128.

Hummer, Jane. 2010. [Using Social Marketing to Promote Energy Efficiency and Conservation](#). *Environmental Leader*, Mar. 22.

WEEK 10

Mon. 3/28 – Assertiveness as an Organizing and Career Skill

Mind Tools. [Assertiveness: Working WITH People, Not Against Them](#).

Wed. 3/30 – Outreach / Data Gathering Day

----- **SPRING BREAK** -----
(no class 4/4 and 4/6)

WEEK 11

Mon. 4/11 – Strategies for Social Marketing Campaigns

REQUIRED TEXT *Fostering Sustainable Behavior*

Developing Strategies Revisited, p. 120-136.

Wed. 4/13 – Analyzing Audience Assessment Data

Readings to be assigned

WEEK 12

Mon. 4/18 – Using Media in Social Marketing

Donovan, Rob and Nadine Henley. 2010. "Using Media in Social Marketing." In *Principles and Practice of Social Marketing: An International Perspective*, pp. 320-363. New York, NY: Cambridge University Press.

Wed. 4/20 – Social Media / Messaging Workshop

Western Organization of Resource Councils (WORC). 1996. "How To ... Deliver a Message in the Media." Billings, MT: WORC

Green Memes. 2013. "Storytelling: Why It Matters & How to Get It Right" In [The Most Amazing On-line Organizing Guide Ever](#), p. 9-12.

Green Memes. 2013. "How To Make Memes (Without Any Design Skills)" In [The Most Amazing On-line Organizing Guide Ever](#), p. 42-48.

Additional readings/resources to be assigned/provided

WEEK 13

Mon. 4/25 – Pilot Testing Campaign Messages

Draft Social Marketing Campaign Plans Due

REQUIRED TEXT *Fostering Sustainable Behavior*

Step 4, Piloting, p. 137-142.

Wed. 4/27 – Campaign Message Pilot Testing Day

WEEK 14

Mon. 5/2 – In class workday

Wed. 5/4 – Project Presentations

FINALS WEEK

Fri. 5/13 – Class meets 10:10 AM – 12:10 PM– Project Presentations

Final Social Marketing Campaign Plans and Reflection Essays/Peer Evaluations Due

HANDY SCHEDULE OF ASSIGNMENTS

Assignment	Date Due	Type	Indiv./Group
Citizenship Essay	Wed. 2/3	Written	Individual
Homework #1	Mon. 2/8	Written	Individual
Homework #2	Wed. 2/17	Written	Individual
Problem Description/Draft Goals	Mon. 2/29	Written	Individual
Draft Audience Assessment Plan	Mon. 3/7	Written	Group
Final Audience Assessment Plan	Mon. 3/21	Written / Class Presentation	Group
Draft Social Marketing Campaign Plan	Mon. 4/25	Written / Media	Group
Final Social Marketing Campaign Plan	Mon. 4/13 Wed. 4/15	Written / Media	Group
Social Marketing Campaign Plan Presentations	Wed. 5/4 Fri. 5/13	Class Presentation	Group
Reflection Essays /Peer Evaluations	Fri. 5/13	Written	Individual