



**Syllabus – ENVS 491**  
**Environmental Communications**  
**Summer 2019**  
**June 16 – July 6<sup>th</sup> • Salish Sea**  
**Instructors: Nick Stanger**  
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### **Course Description**

Critical inquiry into communication theory, research, and practice directed toward environmental concerns in the context of diverse communities. Opportunity to develop skill in techniques such as cultural sensitivity and inclusion, community outreach, environmental interpretation, systemic social change, social marketing, digital and physical media, and/or partnerships. Requires working in an interdisciplinary group to examine environmental problems and communication-based approaches to solutions. Repeatable up to 10 credits including original course.

Co-requisite: ENVS 497x Transformative Indigenous Resurgence in the Salish Sea

### **Course outcomes:**

After the end of this course, each student will:

- See themselves, individually and in community, as an actor at all scales of ecology; be able to identify and communicate the ecological implications in economic expressions of culture;
- Be proficient with a diversity of skills and techniques used in community organizing, group facilitation, and political action;
- Have access to a diverse network of communities for collaboration within the Salish Sea bioregion;
- Be able to model inclusive community values in their actions and language;
- Demonstrate effective and personalized leadership and group communication skills;
- Possess the ability to live and travel in outdoor and wilderness settings;
- Have increased self-awareness and ability for self-assessment and self-care;
- Develop and lead an action plan for a project related to ecological sustainability and/or social equity.

### **Class Requirements**

Grading will be based on 200 total points for all the assignments.

*WWU Students:*

A = 90-100 points B = 80-89 C = 70-79 D = 60-69 F = < 60

### **Academic Integrity**

The principle aim of your education is to develop your own capacity for reasoned and enlightened judgment about matters of importance to yourself and your world. Your actions in this class should be consistent with this goal as well as with respect for the similar integrity of others. Thus, you should make yourself familiar with WWU's policies on academic honesty such as citation of sources and plagiarism, and understand the potential consequences. See <http://www.wwu.edu/integrity/>; and University Catalog, [Appendix D—Academic Honesty Policy And Procedure](#)

### **Disability Accommodation**

Any student with a documented disability is encouraged to speak to the instructor in the first week of class.

### **Student Services**

Western and UVic encourage students to seek assistance and support at the onset of an illness, difficulty, or crisis, and provides services through the Health Center, the Counseling Center, the University Police, and the Dean of Students.

### **Assessments**

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<b>Assignment</b>	<b>Description and Due Date</b>	<b>Points</b>
<b>What kind of Leader Am I?</b>	Pre-course essay in which you articulate your perspective on leadership.	30
<b>Communications Piece</b>	A focused communications piece related to your project with community partner. This may take the form of a grant proposal, a blog post, a letter to the editor, an action alert, or other useful format. To be determined on course.	20
<b>Purpose Interviews</b>	Interview with two leaders– one on-course and one off–and a reflection piece that relates this interview to our own development as a leader.	20
<b>Check in &amp; Leader of the Day</b>	Facilitation and leadership of the learning community for one day, to be scheduled during the field school.	30
<b>Issue Pitch and Presentation</b>	Presentation on issue of concern.	20
<b>Finding My Way Narrative</b>	A final synthetic essay that reflects on all of your practical and written work throughout Redfish.	20
<b>Community Action Project Plan</b>	Your community action project plan, which will be honed with the help of peers and experts we meet. You will receive support for 6 months following Redfish to help you enact this plan. <b>Feedback and preparation: throughout. Final plan due: August 1.</b>	60

### **Overall Sample Rubric**

<b>Criteria</b>	<b>Excellent (9-10pts)</b>	<b>Satisfactory (7-8pts)</b>	<b>Unsatisfactory (5-6 pts)</b>	<b>Poor (0-4pts)</b>
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<b>Course Goals and Expectations met (60%)</b>	Project clearly demonstrates a high level of knowledge and articulates their understanding of EE and the goals of this course.	Project clearly demonstrates a moderate level of knowledge regarding EE and the goals of this course.	Project demonstrates a low level of knowledge regarding EE and the goals of this course.	Project demonstrates level of knowledge regarding EE and the goals of this course.
<b>Communication (10%)</b>	Project clearly demonstrates a high level of effective communication with no grammatical errors, concise discussion, and efficient language use.	Project clearly demonstrates a moderate level of effective communication with few grammatical errors, concise discussion, and efficient language use.	Project clearly demonstrates a low level of effective communication with many grammatical errors, wordy discussion, and inefficient language use.	Project clearly demonstrates a no effective communication with many grammatical errors, incomprehensible discussion, and inefficient language use.
<b>Creativity (30%)</b>	Project takes appropriate risks and explores alternative and interactive media in innovative and compelling ways.	Project takes some appropriate risks and explores alternative and interactive media in compelling ways.	Project takes no risks and does not present alternative or compelling mediated experience.	Project is poorly conceptualized with little to no creative thought put to the end product.

### Readings

Bateson, Mary Catherine. (2004). Composing a Life Story. In *The impossible will take a little while* (pp. 207-215). New York, NY: Basic Books.

Diangelo, Robin & Sensoy, Özlem. (2009). "We don't want your opinion": Knowledge Construction and the Discourse of Opinion in the Equity Classroom. *Equity & Excellence in Education*. 42. 443-455.

Estés, C. P. (2017). Letter to a Young Activist During Troubled Times. Retrieved April 23, 2018, from <http://mavenproductions.com/index.php/services/dr-clarissa-pinkola-estes/dr-clarissa-pinkola-estes-letter-to-a-young-activist-during-trou/>

Gass, Robert. (2013). The Fabulous POP Model. Retrieved April 23, 2018, from [http://stproject.org/toolkit\\_tool/the-fabulous-pop-model/](http://stproject.org/toolkit_tool/the-fabulous-pop-model/)

Ganz, Marshall. (2014) "Organizing: People, Power, Change."

Harré, Nikki. *Psychology for a Better World*. Reprinted 2012. Auckland, NZ: eBook.

Hawken, Paul. (2007). Restoration. In *Blessed unrest* (pp. 167-190). New York, NY: Penguin.

Kincaid, Jamaica. 2002. In History. In *Colors of Nature* (pp. 18-27). Minneapolis, MN: Milkweed Editions

Macy, Joanna and Molly Young Brown. (2014). To Choose life. In *Coming back to life* (pp. 1-18). Gabriola Island, B.C.: New Society Publishers.

Meadows, Donella. Dancing With Systems. (n.d.). Retrieved April 23, 2018, from <http://donellameadows.org/archives/dancing-with-systems>

Murphyao, Amanda and Black, Kelly. (2015). Unsettling Settler Belonging: (Re)naming and Territory Making in the Pacific Northwest, *American Review of Canadian Studies*, 45:3, 315-331, DOI: 10.1080/02722011.2015.1063523

Starhawk. (2011). *The Empowerment Manual*. Gabriola Island, B.C.: New Society Publishers.

Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society*, 1(1). Retrieved from <http://www.decolonization.org/index.php/des/article/download/18630>

Wheatley, Margaret and Debbie Frieze. (2010). Leadership in the age of complexity: from hero to host. *Resurgence Magazine*, pp --. 4 pages.

Wenger-Trayner, Etienne and Beverley. (2015). Introduction to communities of practice. Retrieved April 23, 2018, from <http://wenger-trayner.com/introduction-to-communities-of-practice/>

Wenger-Trayner, Etienne and Beverley. (2012). Leadership groups for social learning. Retrieved April 23, 2018, from <http://wenger-trayner.com/resources/leadership-groups-for-social-learning/>

### **Additional Resources and Readings**

Klein, Naomi. "LEAP Manifesto." *The Leap Manifesto*, [leapmanifesto.org/en/the-leap-manifesto/](http://leapmanifesto.org/en/the-leap-manifesto/).

Rowe, James K. (2015, March 21). Zen and the art of social movement maintenance. *Waging Nonviolence*. Retrieved from <http://wagingnonviolence.org>.

"Seeds for Change." *Seeds for Change*, [www.seedsforchange.org.uk/](http://www.seedsforchange.org.uk/).

Simpson, Steven. (2003). *The Leader Who is Hardly Known*. Oklahoma City, OK: Wood 'N' Barnes Publishing.