

Environmental Studies (5100-003) and Environmental Design (4361-001)
University of Colorado Boulder

Environmental Collaboration

Designing, Organizing, Facilitating

Fall Semester, 2013

Time: Tuesday 3:30-6:00PM
Location: ENVD Room 215

Professor: Bruce Goldstein
Email: brugo@colorado.edu
Phone: 720-346-4957



COURSE DESCRIPTION

What kind of environmental leadership can we provide in a complex world?

In this class we will develop your ability to design, organize and facilitate collaboratives.

We begin by considering how top-down planning and management has failed to resolve the most critical social and ecological challenges, such as inter-basin water transfers, natural gas fracking, hazards and environmental justice, and climate change.

In response to the complexity and uncertainty of these challenges, activists, planners and managers have been developing collaborative approaches that distribute

responsibility broadly, innovate from the bottom-up, and enable coordination across organizational and jurisdictional lines.

We will quickly review how these collaboratives and networks can contribute to social and ecological resilience and enable us to avoid crossing “tipping points” associated with catastrophic change.

We then go in-depth to develop the essential skills required to plan, design, and manage networks and collaboratives. For the last hour of each class, we will build our skill foundation by learning from the real-world experiences of leading regional activists, organizers, facilitators and planners (practitioner bios are at end of syllabus).

Course outcomes and expectations

By taking this class, students will learn how to design and facilitate collaboratives to address emerging social and ecological challenges, and develop teamwork skills through small group interaction. You will develop a collaboration toolkit, including:

- Small group convening and facilitation
- Scenario building and visioning
- Network coordination and mapping
- Project monitoring and accountability to sponsors/funders

These abilities are critical for pursuing careers within non-governmental organizations, government agencies, universities, or private sector companies dealing with environmental, natural resource, or planning/growth management issues.

This course is designed for juniors, seniors and graduate students who are already familiar with social and ecological challenges from local to global scales, but have no specific prior background or experience in collaboration.

Classes will be varied and interactive, relying on a mixture of case readings, interactive activities, lecture, and discussion with practitioners from around our region. Evaluation will be based on in-class work, journaling and writing assignments – there will be no exams.

CLASS LOGISTICS

Readings

We will be reading one book, which can be obtained on Amazon.com or other sources:

- **Getting to Maybe: How the World Has Changed. 2007. Westley, Francis, Zimmerman, Brenda, and Michael Quinn Patton. Random House Canada.**

Other readings will be available on D2L.

Assignments

Journaling (25% of grade)

Students will keep a weekly one to two page (250-500 words) journal of their observations and reflections on the readings. Journaling is crucial to understanding the reading, and connecting it with your experiences, and helping you become a more reflective practitioner. You are responsible for writing a journal entry even if you are unable to attend the applicable meeting of the class. For each weekly journal entry, write two questions related to the week's readings for discussion in class.

Your notes for each week should be proofread, cover the key points of each of the readings, and note how they relate to other ideas and approaches we have discussed. In addition to this description of the content, to contribute to class discussion and receive full credit for the notes, the highest quality reading notes will also say something about what you make of the readings, for example:

- your identification of ideas made by the authors that you found compelling, debatable, or incomplete, with your explanation of why you responded to them in this way;
- your sense of the complementarity, contradictions, or other relationship to other concepts and approaches we have explored in the class;
- your thoughts about how (or how well) the ideas might be implemented in practice;
- your observation about the authors' point of view (e.g., the experiences or disciplinary perspective that frames their arguments, areas of particular emphasis, notable omissions);
- questions or ideas that you suggest for further clarification or exploration in class.

The final journal is due at the end of term. The journal will be evaluated based upon engagement with the readings and insight and creativity in observation and reflection. Please bring the journal into class with you. It is highly recommended that you keep copies of journal entries in the event that the journal is misplaced.

Weekly Questions (10% of grade)

Students must come to class with two good questions about each week's readings. These questions are intended to stimulate discussion, so draw on the readings to open up a useful conversational topic, not clarify a fact or make a general observation. You should be prepared to describe your questions in greater detail in class. Questions *must* be written in your journal by the beginning of class in order to receive credit.

Reading provocateur (5% of grade)

Each member of the seminar will take responsibility for providing micro-introductions for class readings. They will provide a brief (> 5min) oral presentation (just the

highlights/takeaways/impressions), and provide some provocative comments to stimulate discussion.

In-class participation (10% of grade)

Informed participation is central to this class. Although calculating participation is somewhat subjective, students will always earn full participation credit by not missing class and being an informed, provocative, and considerate class participant.

Class will be proactive and conversational. Thus, *all* students must not only have read the reading assignment *prior* to class, but must be ready to discuss the readings. I am seeking input from the entire class, not just from a few committed students. In short, be fully engaged or at least try to pretend and act as though this is the most exciting and enlightening class you have ever taken, and that you never want it to end. ;-)

Absence Policy: Because this is a seminar class, missing class is especially problematic. We learn from and with one another, mostly through discussion. As a result, it is difficult to simply “get the notes”, since the discussion must be participated in to really have any impact on you. Students who miss class will be held responsible for all materials covered and all announcements made during his/her absence. Don’t ask me for missed handouts or about material that was covered unless you have an officially validated excuse. One unexcused absence for the semester will not damage your participation grade. More than one absence will result in a diminished participation grade.

Writing assignments (50% of grade)

Writing assignment #1: “This I believe...” (5% of grade)

Write a 1-2 page single-spaced essay that describes how your personal philosophy relates to your professional goals for social and ecological change. You can read sample essays of this kind from the 1950s and now at:

<http://www.npr.org/templates/story/story.php?storyId=4538138>

Writing assignment #2: “Organizational profile” (20% of grade)

Prepare a 2-4 page single-spaced memo on a collaborative organization, drawn from either the non-profit, government, or private sector. You will have a chance to discuss what organization you would like to examine in class, so we can make sure you choose the right type of organization and have a sense of what others are selecting. Purely for illustrative purposes, some good choices are:

- The National Community Land Trust Network (<http://www.cltnetwork.org/>)
- The Nature Conservancy's Fire Learning Networks (<http://www.conservationgateway.org/topic/fire-learning-network>)

- The Local Marine Managed Area Network of the Asia-Pacific region (<http://www.lmmanetwork.org/>)
- ICLEI - Local Governments for Sustainability (<http://www.iclei.org/>)

As these suggest, a good organization to choose would be a voluntary collaborative initiative that engages in social learning and capacity building, whose field of action is complex and cross-jurisdictional, and whose objective can be thought of in terms of increasing social and ecological resilience. They also should have ample web documentation, so you don't have to dig too hard!

Using themes from our readings to reflect on what the organization does, answer these questions:

- What problem or challenge brought the collaborative together to search for new solutions, and how were the issues framed?
- Who are the main players and organizations involved in the organization?
- What is the design and structure of the collaborative (are people organized into committees, roundtables, informal networks)?, and how does this enable them to achieve their mission? Provide a map of their social network, in as much detail is feasible relying on web-based research.
- How does the collaborative function?
- Does the collaborative operate at a single time and place and within a single organization/jurisdiction, or across multiple scales? Is this important in terms of what they achieve, and if so why?
- Who sponsors the collaborative, and can you find any evidence of accountability to its sponsors/funders?
- How does the collaborative use social media?
- What evidence is there that the collaborative has achieved useful results in their environment and/or community?

Along with your write-up, prepare to deliver a brief (5 min) in-class presentation of your findings, with powerpoint. Don't walk through your paper – just present some of the basic architecture of a collaborative organization, plus some engaging details, to help trigger interesting discussion among the class. Overall, your report and presentation will be evaluated based upon completeness, creativity, inclusion of ideas and reading from the class, and quality of written and oral presentation.

Writing Assignment #3: “Interview with the collaborator” (20% of grade)

Conduct at least one interview (60min) - preferably in person - with someone who occupies a coordinator/facilitator role in a collaborative initiative or organization. Ideally, it will be the same organization as writing assignment #2, but this isn't always possible.

Begin by identifying the individual and getting instructor approval (I just want to make sure you pick the right kind of person). I recommend that you record the interview – although you need to ask your subject for their permission to record! In your 2-4 page

single-spaced write-up, provide the contact information of your interview subject and answer the following questions. *(Please note that these questions below are NOT an interview protocol as I have written it – you need to reframe these questions when you ask them so they don't sound so formal, and you should follow conversational leads your subject offers you, don't just march through your questions!)*:

- What was their career trajectory and current role as coordinator/facilitator?
- Why was their collaborative initiated, and what is its mission?
- What is the design and structure of the collaborative (are people organized into committees, roundtables, informal networks)?
- How do they organize and facilitate collaborative interaction?
 - What techniques do they employ to promote group creativity?
 - Do they engage in visioning or scenario thinking? What purpose do they think it serves?
- Who sponsors/funds their collaborative, and what form of accountability do they maintain with their sponsors/funders?
- How does their collaborative use social media, and what are its benefits?
- What notable obstacles have they encountered to sustaining their collaborative effort, and how did they overcome them (or did they)?
- What power inequalities have they faced, both among participants and in the context in which they operate, and how have they addressed these inequalities?
- What has their collaborative accomplished, both among its participants and in the world at large? Have these accomplishments enhance social and/or environmental resilience? (Your interview subject might not understand this term as we do, so you might have to ask this question in a number of ways).

In your write-up, include some reflection on your interview - did you learn anything about them that surprised you? What qualities of their collaborative leadership were notable to you, and why? Append to your paper the interview protocol (questions) and notes from the conversation, along with their contact information and links to their personal or organizational website.

Writing assignment #4: “This I now believe...” (5% of grade)

Revise the 1-2 page single-spaced essay you wrote at the beginning of class describing how your personal philosophy relates to your professional goals for social and ecological change. Do your revisions using the “review” function in your word processing software, so we can read both the original and revisions. Come to class prepared to share at least one change you made, and why.

University Policies on Disabilities, Special Needs, Classroom Behavior, Discrimination and Harassment, and Honor Code

Disability

If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu.

Medical conditions

If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with your professor.

Religious observance

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See full details at http://www.colorado.edu/policies/fac_relig.html

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Discrimination and Harassment

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and

activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

Honor code

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

CLASS SCHEDULE

Section 1: Leadership and Resilience

8/27: Introduction: Environmental Collaboration: Adapt, Transition, Transform

9/3: Collaborative Leadership For Resilience

- Getting to Maybe, Westley et. al. Chapters 1 (The First Light of Evening), 2: (Getting to Maybe) and 3 (Stand Still)
- McDonald, and Tein. 2007. Resilience thinking: Interview with Brian Walker. *Ecological Management and Restoration* 8(2):85-91

Writing assignment #1 due at beginning of class: "This I believe..."

Section 2: Skunkworks! Social Learning For Adaptive Resilience

9/10: Teamwork and Collaborative Learning

- Netweaving Handbook: Communities of practice: A brief introduction. Etienne Wenger. 270-276
- William M. Snyder and Etienne Wenger. 2004. Our World as a Learning System: a Communities-of-Practice Approach. In: Create a Learning Culture: Strategy, Practice, and Technology. Marcia L. Conner, James G. Clawson (editors). Cambridge University Press
- Gamestorming: A Playbook for Innovators, Rulebreakers, and Changemakers. Chapters 1 and 2.
 - Please note that this reading is in .mobi format, which requires an ereader, here is one that I like: <http://calibre-ebook.com/download>

9/17: Facilitation 1: Meeting Skills

- Kaner. 2007. Facilitator's Guide to Participatory Decision Making, Chapters 3-5: Introduction to Facilitation; (pp. 31-73), Advanced Facilitation, pp. 135-154, and "The Importance of Clear Decision Rule (pp. 265-274)
- Schwarz et al. (2005) The Skilled Facilitator Fieldbook. Chapter 7 "Thinking & Acting Systemically" pp. 75-86, and Chapter 20 "Using the Ground Rules in E-mail" pp. 181-185

9/24: Facilitation 2: Mindmapping and Brainstorming As Creativity Tools

- Kaner (2007) Facilitator's Guide to Participatory Decision Making, Chapter 8 "Brainstorming: The Theory and Technique of Suspended Judgment" (pp. 117-122)

- Mind Tools (2007). Working in Teams: Essential Skills for an Excellent Career pp. 26-49, Selection from Chapter 3 “Information Skills” Mindmapping pp. 44-4, 117-122, Chapter 10 “Practical Creativity” pp. 201-216, Chapter 9 “Project Planning” pp. 178-197, Decision Rules, pp. 266-274

10/1: Facilitation 3: Visioning and Scenario building

- Mind Tools (2007). Shared Vision & Values, pp. 149-157.
- Holman et al. (2007) The Change Handbook, Chapter 33 “Future Search: Common Ground Under Complex Conditions” (pp. 316-330), and Chapter 34 “Scenario Thinking” (pp. 331-374)
- Schwarz et al. (2005) The Skilled Facilitator Fieldbook. Chapter 17 “Developing Shared Vision & Values” pp. 149-157
- Selections from “What If? The Art of Scenario Thinking for Nonprofits.” Scarce and Fulton. 2004. Monitor Institute

Section 3: Learning Networks For Transitional Resilience

10/8: Learning Networks

- Getting to Maybe, Westley et. al. Chapter 4 (The Powerful Strangers)
- Selections from: Connected Citizens: The Peril, Power, and Potential of Networks (Diana Scarce: Monitor 2011)
- Goldstein, Bruce Evan and Butler, William Hale (2010) 'Expanding the Scope and Impact of Collaborative Planning', Journal of the American Planning Association, 76: 2, 238 — 249

10/15: Netweaving 1: Matching Network Design to Outcome

- Selections from: Network Weaver Handbook,, Holley 2010
- Moore, M., and F. Westley. 2011. Surmountable chasms: networks and social innovation for resilient systems. *Ecology and Society* **16**(1): 5. [online] URL: <http://www.ecologyandsociety.org/vol16/iss1/art5/>
- Transformer Case Study of Re-amp energy network (Monitor Institute)

10/22: Netweaving 2: Mapping Networks, Building Trust

- Network Weaver Handbook, Holley 2010. Trust and Networks: How can we go deeper? p. 115-126
- Network Weaver Handbook, Holley 2010. Trust and Networks: Chapter 3. Assessing, Analyzing and Visualizing Your Network, p.50-77

- Goldstein, Bruce Evan and Butler, William Hale (2010) 'Expanding the Scope and Impact of Collaborative Planning', Journal of the American Planning Association, 76: 2, 238 — 249
- Optional: Working Wikily article in Stanford Innovation Review:
http://www.ssireview.org/articles/entry/working_wikily

10/29: Netweaving 3: Network Sponsorship, Accountability and Funding

- Selections From: Catalyzing Networks for Social Change – A Funders Guide (Monitor)
- Selections from Wenger et. al. 2011. Promoting and assessing value creation in communities and networks: a conceptual framework
- Netweaving Handbook: Network evaluation 179-183
- Selections from <http://workingwikily.net/>
- Selections from: <https://networksguide.wikispaces.com/>

Writing assignment #2 due at beginning of class: “Organizational profile”

Section 4: Social Movements and Network Alliances For Transformative Resilience

11/5: Social Movements and Alliances

- Pastor et. al. 2009. Making Change: How Social Movements Work – and How to Support Them
- Homan 2004. Chapter 7, “Power” (pp. 178-203)
- VeneKlasen, L., Miller, V., 2002. *Power and empowerment*. PLA Notes, 43: 39-41

11/12: Organizing 1: Initiating a Movement/Alliance

- Getting to Maybe, Westley et. al. Chapter 5: (Let it find you)
- Community Information Toolkit, Monitor Institute. 2009
- Homan Chapter 12: Building the Organized Effort. Pp. 348-395

11/19: Thanksgiving Break

11/26: Organizing 2: Sustaining a Movement/Alliance

- Getting to Maybe, Westley et. al. Chapter 6 (Cold Heaven)
- Pastor et.al. 2010. Alliance-Building: Connecting At the Crossroads

Writing Assignment #3 due at beginning of class: "Interview with the collaborator"

12/3: Organizing 3: Social media

- Working Wikily 2.0. Monitor Institute. 2009
- Breaking New Ground Using Internet to Scale: Ka-Boom Case Study. Monitor Institute 2010
- Netweaving Handbook: Social media platforms 132-13, and Networking Hubs 174

Section 5: Conclusions and Beginnings

12/10: Community Leadership Forum

- Getting to Maybe, Westley et. al. Chapters 7 (Hope and History Rhyme) and 8 (The Door Opens)
- Laurent A. Parks Daloz, Cheryl H. Keen, James P. Keen, Sharon Daloz Parks, Common Fire: Lives of Commitment in a Complex World. Chapters 1-5 (Pp. 1-125, except for "Interlude" on pages 81-101)

Guest Practitioners: TBA

Writing assignment #4 due at beginning of class: "This I now believe..."