

**CSS 481**  
**Conservation Leadership**  
Spring Semester 2009 MWF 1:30pm - 2:20 pm (3 cr) Room CNR 025  
<http://www.pcei.org/tom/css481.htm>

Instructor: Tom Lamar  
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## **Purpose**

The purpose of this course is to generate essential understanding, insight, and skills into leadership of political and organizational systems designed to conserve natural resources, including both non-profit and agency organizations. Prereq: CSS 235, 287 or permission.

## **Course Objectives**

This course has six main objectives:

1. Explore the students' commitment to conservation citizenship and leadership.
2. Learn about the diversity and complexity of the environmental movement, with an emphasis on non-profit organizations.
3. Define various forms of effective conservation leadership and citizenship through exposure to successful environmental leaders, readings, and case studies.
4. Observe and understand the nature of multi-disciplinary approaches used by conservation leaders and their organizations.
5. Study environmental leadership within its organizational context.
6. Research a case or example of positive environmental leadership and apply the learning in this course to a detailed examination of that example.

## **Course Activities**

Students will engage in four primary activities: Reading and discussion of texts; participation in all course sessions (including possible field trips or work sessions); completion of team project; completion of one individual project, and presentations to the class. Each student must participate in all course activities. Evaluations of student performance will be based upon participation in the following activities.

**Full attendance is required in CSS 481.** This is extremely important, because your grade depends on your participation and material discussed in class may end up in the midterm exam. Unexcused absences will be penalized.

**Reading and Discussion:** Reading and full class discussion will be concentrated mostly in the first half of the semester. In order to participate fully in the course, each student will need to develop a background understanding of conservation expressed not in terms of issues or theories, but in terms of organizational and institutional behavior. Required (and supplemental) readings are designed to support this understanding.

**Individual Project:** Each student will create her/his own assignment for an individual research project. Three kinds of projects are permissible: a detailed leadership profile of an environmentalist who exemplifies effective (or ineffective) leadership; an organizational profile

a case study focusing on environmental leadership in action. A complete description of this assignment will follow.

**Team Presentations:** We will divide our class into small teams. Each team will pick a local organization to work with on a real-world meaningful project for that organization. The student group will contact an organization and work with members of that organization to develop a work product that helps to sustain or advance that organization. Examples of an appropriate work product may include: a grant proposal, a proposal outline, a case statement, a work plan, a strategic plan, business plan, a brochure, or a web site (or other communication tool). A complete description of this assignment will follow.

## Grading

Grading will be based on a combination of participation, team presentation, the individual project, and one take-home essay exam. The breakdown is as follows:

- 25% assignments following conservation leaders
- 5% participation
- 20% midterm exam
- 25% team assignment
- 25% individual project

## Course Outline

- Introduction
- Democracy and civic engagement: / citizenship
- Explorations of conservation
- Leadership models and political contexts: meeting active leaders from the field
- Environmental Advocacy at Work: Cases and Organizations
- Non-profit management
- Environmental Leadership Presentations

## Initial Schedule

Date	Activity	Recommended Readings (read before class)	Assignments
Wed Jan 14	Introductions, course review, photos		Read Carter for 1/14
Fri. Jan. 16	Group exercise, student goals	Carter, The Forty Ninth State but first in Fishing	
Mon Jan 19	<i>No Class, UI closed: Martin Luther King Day</i>	Read: Martin Luther King Jr., I have a dream speech: <a href="http://www.usconstitution.net/dream.html">http://www.usconstitution.net/dream.html</a>	
Wed Jan 21	Follow up on MLK day, Inauguration	Watch inaugural speech	Assign Individual projects
Fri. Jan. 23	Choose your subject	Each student picks a topic to report on to the class discussion	Assign Google Group Project
Mon Jan 26	Discuss Team projects		Assign Team Projects
Wed Jan 28	2009 CNR/Agriculture Career Fair held from 10am-3pm in	* Jon Roush, "Conservation's Hour; * Donald Snow, "Key Issues of Conservation Leadership"	

	the SUB ballroom: Attend Career Fair		
Fri Jan 30	Report Group A Week 1	* Gottlieb, Chapter 4: Professionalism and Institutionalization	
Mon Feb 2	Guest	* Gottlieb, Chapter 5: Grassroots and Direct Action	
Wed Feb 4	Guest	Prepare for National Teach-in on Global Warming, February 5	
Fri. Feb 6	Report Group B Week 1		
Mon. Feb 9	Guest		
Wed Feb 11	Guest		
Fri. Feb. 13	Report Group A Week 2		
Mon Feb 16	No class, UI closed: Presidents' Day		
Wed Feb 18	Guest	* Wolf, Chapter 1: Understanding Nonprofit Organizations	
Fri. Feb. 20	Report Group B Week 2		
Mon Feb 23	Guest		
Wed Feb 25	Guest		
Fri. Feb. 27	Report Group A Week 3		
Mon Mar 2	Fundraising	* Olson, "The Politics of Fundraising * Klein, Fundraising for Social Change * Ten most important things you can know about fundraising, by Kim Klein	
Wed Mar 4	Grant proposal writing		Mid term take home exam assigned
Fri Mar 6	Report Group B Week 3		
Mon Mar 9	Guest		
Wed Mar 11	Mid term exam due		
Fri Mar 13	No Class, Work day	Do not come to class today	
Mon-Fri. Mar 16-20	Spring Break		
Mon Mar 23	No Class, Work Day	Do not come to class today	
Wed Mar 25	Guest		
Fri. Mar 27	Report Group A Week 4		
Mon Mar 30	Guest		
Wed Apr 1	Guest		
Fri Apr 3	Report Group B		

	Week 4		
Mon Apr 6	Guest		
Wed. Apr 8	Guest		
Fri. Apr. 10	Report Group A Week 5		
Mon Apr 13	Individual presentations		
Wed Apr 15	Individual presentations		
Fri. Apr. 17	Report Group B Week 5		
M, Apr 20	Earth Week Activities		
W, Apr 22	Earth Week Activities		
Fri Apr 24	Earth Week Activities		
MonApr27	Individual presentations		
WedApr29	Arbor Day planting		
Fri. May 1	Individual presentations		
M, May 4	Team presentations		
W, May 6	Team presentations		
F, May 8	Team presentations		
M-F May 11-15	Finals week	No final	
Sat May 16	Graduation Day		
M, May18	Grades due		

## Google Group: Following Conservation actions among our leaders

Individuals in each group research a topic or individual of her/his choice in an area that demonstrates the conservation leadership. (how do they pick the topic or person) Choose a person who demonstrates an active level of decision making in some field of conservation/environment, or choose a topic that you can justify as being relevant to conservation/environment. One of three levels of government

Examples include:

- News regarding specific conservation oriented appointees by President Obama
- Conservation impacting actions by federal conservation oriented administrative offices
- Conservation impacting actions by US Congress
- Conservation impacting actions of state administrative offices
- Conservation impacting actions of state legislature
- Conservation impacting actions by local governments

Steps:

- Each individual makes a blog entry (at a minimum of every other week) on the results of the actions of their subject.
- Class organized into two groups of equal numbers.

- Each group reports about their subject and blog entry every other week on Fridays
- Group A: 1/30, 2/13, 2/27, 3/27, 4/10
- Group B: 2/6, 2/20, 3/6, 4/3, 4/17

5 points for each presentation, total of 25 points (1/4 of the total grade)

criteria for grading (yes or no to each question):

1. Does the subject cover conservation actions, or did the student justify how the subject meets the subject of conservation/environment?
2. Did the student make an entry into the blog for his/her week and for his/her subject?
3. Did the student demonstrate suitable research (senior level) for the topic this week?
4. Did the student successfully articulate this report to the class?
5. Was the information shared new and interesting since the last presentation?

## Readings and Informational Resources

Assigned readings available for purchase:

- Plan B 3.0: Rescuing a Planet under Stress and a Civilization in Trouble (2008), Lester R. Brown, Earth Policy Institute

Assigned readings on website. To access electronic articles, go to the course website:

<<http://www.pcei.org/tom/css481.htm>>. Email me immediately if you have any problems accessing these articles.

- Bryson, John M. Why Strategic Planning in Public and Nonprofit Organizations Is More Important Than Ever. From: *Strategic Planning for Public and Nonprofit Organizations*. Publ: Jossey-Bass. New York. 1995. p. 1-20.
- Carter, Jimmy. The Forty-Ninth State, but First in Fishing. From: *American Nature Writing*, 1996. Publ: Sierra Club Books. San Francisco. 1996. p. 1-18.
- Dowie, Mark. The Environmental Imagination. From: *Losing Ground: American Environmentalism at the Close of the Twentieth Century*. Publ: MIT Press. Cambridge, MA. 1995. p. 10-28.
- Gordenker, Leon and Thomas G. Weiss. Pluralizing Global Governance: Analytical Approaches and Dimensions. From: *NGOs, the UN, and Global Governance*. Publ: Lynne Rienner Publishers. Boulder. 1996. p. 17-47.
- Gottlieb, Robert. Professionalization and Institutionalization: The Mainstream Groups. From: *Forcing the Spring: The Transformation of the American Environmental Movement*. Publ: Island Press. Washington, D.C. 1993. p. 117-161, 352-364.
- Helvarg, David. Unwise Use: Gale Norton's New Environmentalism. From: *The Progressive*. Volume 67(6). June 2003. p. 25-29.
- Klein, Kim. How to Begin. From: *Fundraising for Social Change*. 2nd edition. Publ: Chardon Press. Inverness, CA. 1988. p. 16-29.
- Klein, Kim. The Ten Most Important Things You Can Know About Fundraising. From: *Grassroots Fundraising Journal*. Volume 23(1). January/February 2004. p. 11-13, 15.
- Olson, W. Kent. The Politics of Fundraising. From: *Environmental Leadership: Developing Effective Skills and Styles*. Publ: Island Press. Washington, D.C. 1993. p. 123-142.
- Roush, G. Jon. Conservation's Hour-Is Leadership Ready? From: *Voices from the Environmental Movement: Perspectives for a New Era*. Publ: Island Press. Washington, D.C. 1992. p. 21-40.
- Snow, Donald. Key Issues of Conservation Leadership. From: *Inside the Environmental Movement: Meeting the Leadership Challenge*. Publ: Island Press. Washington, D.C. 1992. p. 133-191.

- Wolf, Thomas. Understanding Nonprofit Organizations. From: *Managing Nonprofit Organization*. Publ: Prentice Hall Press. New York. 1990. p. 1-23.

Supplemental Readings at the library:

- Grossman, Mark. Chronology. From: *The ABC-CLIO Companion to The Environmental Movement*. Publ: ABC-CLIO. Santa Barbara, CA. 1994. p. 369-380.
- Thomas Bethell, Deborah Tuck, Michael Clark, eds. *The Native Home of Hope: People and the Northern Rockies* (1986)
- Founders of a New Northwest 2000
- Robert Gottlieb, *Forcing the Spring* (Island Press, 1995) Chapter 1: The Environmental Imagination
- Donald Snow, "Preface," "Executive Summary," "Introduction," from *Inside the Environmental Movement* (1992).
- Jeff Sirmon, "National Leadership," in *Environmental Leadership: Developing Effective Skills and Styles* (1993), Joyce K. Berry and John C. Gordon, eds.
- Paul F. Steinberg, *Environmental Leadership in Developing Countries* (2001).
- Ronald D. Brunner, et. al., *Finding Common Ground: Governance and Natural Resources in the American West* (Yale University Press, 2002).
- Mark Dowie, *Losing Ground: American Environmentalism at the Close of the Twentieth Century* (1995).
- Michael E. Kraft, "Making Decisions About Environmental Issues," from *Better Environmental Decisions* (1999), Ken Sexton, et. al., eds.
- Stuart L. Hart, "Business Decision Making About the Environment: The Challenge of Sustainability," from *Better Environmental Decisions* (1999), Ken Sexton, et. al., eds.

## Instructor:

Thomas Lamar has served as the Executive Director of the Palouse-Clearwater Environmental Institute (PCEI) since 1990. He was appointed to the Moscow City Council in June 2007, and elected to a four-year term in November 2007. In January 2009 he received the Idaho Environmental Leader of the Year award. Tom's work background includes Central American peace organizing in the 1980's. He also worked as an advocate for pesticide exposure victims with the Northwest Coalition for Alternatives to Pesticides. His twenty-seven years of experience in the public interest sector has helped PCEI increase citizen involvement in environmental issues. Lamar holds an MS degree in Environmental Science from Washington State University (1985). He received his Bachelor of Arts degree in Biology and Anthropology at the University of Delaware in 1982. While at Delaware and WSU, he studied the medicinal use of plants by the Shipibo Indians of the Peruvian rainforest.