

CASE PRESENTATION GUIDE

Soc 175b: Civic Environmentalism

The main goal of a case presentation is to present enough of the basic architecture of a case, plus some engaging details, to help trigger a discussion among the class. You should be completely familiar with all the details, concepts (some of which might be from earlier chapters of a book or lecture), and dynamics of the case (i.e. progression over time) in order that you can help facilitate (I will also pitch in), but do not necessarily have to put this all down on your handout or PowerPoint. In some cases, you might wish to do this, so that you can easily recall, but don't take everyone through every detail. That would be boring. The more that you present architecture and then lead to questions and discussion back and forth, the better. The goal is for you to be able to lead a dynamic discussion. A team presentation should have a smooth and dynamic transition from one member to another (thus rehearse or at least discuss division of responsibilities). A team presentation often has more opportunity for creative transitions and fun exercises. But whether individual or team, establish your presence and authority over the room.

There is no one right way to present a case study, but here are some basics in thinking about the architecture you want to construct.

- **The problem:** what is the problem or conundrum that has brought the actors to the point of searching for new solutions? Is a specific threat (environmental hazard, risk) to the community, or some part of the community (some racial or ethnic group)? Has the community become stalemated, stuck in conflict or in the courts? Is the problem that the old tools of regulation aren't working well? Or that some actors dominate the political and regulatory system? Of course, there may be a number of interacting problems. Don't be overly technical or longwinded on this, you can always elaborate further in the discussion. WHAT IS THE CORE DRAMA? (And how does it carry through the whole case presentation?)
- **Historical background, identity of community:** what is the history of the community, different factions, ethnic/racial/economic divisions (if relevant)? Are there historical layers of tradition, problem accumulation, sources of common identity or conflict extending back many years? Newcomers and old timers in community? Past patterns of discrimination, housing segregation that might help explain the problem?
- **Key players:** what are the key organizations involved in the drama? Who are the key individuals that take leadership, and what enables them to do so, to help move others towards a different/higher ground?
- **Framing:** how were the issues framed or reframed in the process? What slogans and rhetoric were employed (e.g. environmental racism/justice, community preservation, ranching traditions, community renewal, human rights, species rights/protection, conflict/collaboration).
- **Existing tools:** what tools for regulation or community action have been used before in

this community to address this or similar problems? Are they working? Why or why not?

- **New tools:** what new tools and approaches do citizens and stakeholders develop to try to address the problem? For example: land trust, transit-oriented planning and community development, watershed partnership, multi-stakeholder ecosystem management, urban agriculture or aquaculture, university-community partnership, environmental education, community visioning.
- **Key participants and stakeholders:** what were their self-interests? Who joined together in these efforts? How did they manage to collaborate (or not), engage broad organizational memberships, manage to deal with their traditional adversaries, reinvent themselves and their traditional missions? Did they develop a set of common values and interests? How did they create a broader ethic of stewardship? Build relationships? Get government bureaucracies to change their practices?
- **Resources:** what financial resources and community assets are available for the new initiatives, and from which sources? Are new funding tools developed?
- **Networks:** are there broader networks (social movement, professional, business association, government) that enable local actors to work effectively in solving problems and developing new approaches?
- **Results:** what were the results of these new efforts and innovations? Impact on environment, and how measured? Impact on community, and how measured? How did the stakeholders develop mutually acceptable measures?
- **Politics:** what are the dynamics of local (city, county) politics (elections, districting, ethnic/racial exclusion), as well as state and national politics (if relevant) as these dynamics impact problem solving?

EVERYONE'S RESPONSIBILITY: all students are responsible for the reading of that class and to help make the presentation and discussion go well. If presenter(s) throw out a question to elicit discussion, others should be able to pick up the thread, help catalyze further discussion, add to the analytic toolbox. We are all invested in everyone's presentations going as well as possible and providing assistance and feedback.