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EVST 420.01: The U.S. Environmental Movement(s)

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EVST 420: THE U.S. ENVIRONMENTAL MOVEMENT(S)

Fall Semester, 2002

Tuesday and Thursday, 9:40-11:00

Health Sciences, Room 411

Instructor: Neva Hassanein, 101A Rankin Hall
Phone: 243-6271; Email: neva@selway.umt.edu
Office Hours: Mon. 1:00-2:30; Thurs. 2:30-4:00; or by appointment

Purpose of the course:

The environmental movement has had a profound impact -- from passage of major legislation to changes in the way people live their daily lives to disruptions of global trade meetings. Despite clear successes and broad public support, whether the movement can effectively bring about the changes necessary to meet its goal of environmental protection and restoration is still an open -- and a vital -- question.

The purpose of this course is to study the environmental movement as a *social movement*, that is, as collective activity designed to promote (or resist) social change. We will examine different approaches to environmental protection and restoration in view of the movement's historical roots, as well as contemporary debates both within environmentalism and between environmentalists and their opponents.

Through examination of the environmental movement, this course will introduce you to social movement theory and to selected methods of social science. This course is also designed to improve your ability to read critically, to explore new subject matter, and to communicate your ideas effectively in written and oral formats. In addition, I hope that it will provide you with an opportunity to think about your own environmental values and perspectives on social change.

Assignments:

1. Readings: A proposed schedule of the required readings is attached. Required texts for the course are available in the University Bookstore. Shabecoff's and Orr's books are on reserve in the library as well; the fac pac is not on reserve.

Faculty packet of selected readings.

Shabecoff, Philip. 2000. *Earth Rising: American Environmentalism in the 21st Century*. Washington, DC: Island Press.

Orr, David W. 2002. *The Nature of Design: Ecology, Culture, and Human Intention*. New York: Oxford University Press.

2. Reading and Discussion Points: Your main job in this course is to do each assigned reading thoughtfully before class and then to help us discuss it in class. To help you think critically about what you read, please write down at least 3 major questions or points you want to pose for group discussion directly related to the readings assigned. Pick out the things that are most interesting to you. Perhaps you will want to:

- Identify points you disagree or agree with in the readings,
- Relate the material to something you read or experienced elsewhere,
- Make comparisons between the ideas of different authors, and/or
- Identify questions or difficulties you had with the reading.

Turn in your list to me at the beginning of each class session when reading is assigned. You will also need to keep a copy for yourself so that you can bring up these points in class. These lists can be handwritten, but please print legibly!

The purpose is to help you do the reading well and to prepare for the class where we will all share our ideas about the reading. You should be prepared to speak about your ideas or questions during the class discussion. These papers will also let me know what you are thinking about or struggling with. You should have a conversation with what you read. Talk back to it! Be an active reader!

3. Environmental Autobiography, 5 pages (Due: Sept. 24). In a five-page paper, recall and describe one or more important moments in your life history, and discuss how those experiences and/or people who influenced you relate to environmental issues or politics. How do you think environmentalism has affected you personally? What do you think about the state of the environment and efforts to address environmental problems today? Which people, places, or events have shaped your views on the environmental movement and its goals? Why?

Your paper should be well organized and grammatically correct. You may also want to use some medium other than writing (e.g., through art) to convey your message. You are welcome to do so as long as you arrange it with me in advance. Please be prepared to make a brief (3-5 min.) oral presentation describing your observations to the class on the day the exercise is due.

4. Activist's Oral History, 5 pages (Due: Oct. 22). Interview someone who is participating (or has participated) *actively* in the environmental movement or an opposition movement. Learn about the activist's approach to social change by crafting questions about one (or more) of the issues the person works on, a group they participate in, the passions that motivate them, the kinds of strategies they tend to use, and their observations on the state of the environmental movement today.

Please be respectful of people's time when scheduling your interview with them (contact the person well enough in advance of when you will need to interview them and try to keep the interview to about an hour). You may want to tape the conversation to free yourself up from taking detailed notes during the interview. In advance, however, you should be sure the person agrees to a tape recorder being used, and be sure the recorder works! When writing up what you learned, be sure to include your reactions to what you heard.

Your paper should be well organized and grammatically correct. It should also link your observations to material we are covering in class. Please be prepared to make a brief (3-5 min.) oral presentation describing your observations to the class on the day the exercise is due.

5. Term Paper: Organizational Analysis, 10-15 pages (Select group by Oct. 29; presentations on Dec. 5 and 10; paper due: Dec. 18): It is hard to study a "movement" as a whole; therefore, social scientists often study *social movement organizations* to answer questions about what activists do, why they do it, how successful they are at reaching their goals, and so on. For this research paper, you will pick an environmental organization or an anti-environmental organization. I will make suggestions for groups you might explore and will send around a sign-up sheet in class. You must select your organization and tell me what it is no later than Tuesday, Oct. 29. We will work together to avoid duplication.

In your paper, describe and analyze the following: (1) the history of the organization; (2) the mission of the group, some of its major achievements, and its major program goals; (3) the primary strategic approaches that the group uses; (4) the membership of the group, if it has one; (5) the budget and sources of funding the group receives, and (6) any other information of interest to you. Some of the ways you

might gather the above information include: interviewing at least one (probably more) leader and/or participant in the group, gathering documents generated by the group (e.g., newsletters, mission statements), obtaining newspaper or magazine articles in which the group is quoted or referred to, finding scholarly or popular literature about the group, and using any other legal and ethical ways you can think of to get information about the group.

In your paper, you should analyze the group in terms of its strengths and weaknesses, and present evidence to justify your arguments.

Very Important! In analyzing the information you gather, you should make explicit use of the lectures, discussions, and materials we have read in this class, and include bibliographic references for all of the literature you use in your paper.

Again, your paper should be well organized and grammatically correct. Please be prepared to make brief (3-5 min.) oral presentations describing your observations to the class on either Dec. 5 or Dec. 10 (your presentation date, to be determined).

I will evaluate your paper based on the extent to which you meaningfully:

- Describe and analyze the organization you are studying;
- Gather relevant information about the group; and
- Utilize and apply the relevant literature and ideas we have covered in the course.

Grading and Evaluation:

Your final grade in this course will be based on the following:

- **Participation and attendance** (including: attending regularly with an active mind; reading materials in advance of the class and coming prepared with a list of discussion points, as described above; presenting the ideas from your papers to others in the class, and making contributions to discussion). Please note that I will ask you to self-evaluate your participation toward the end of the term, and consider your input in determining your grade for participation. = 40%
- **Environmental autobiography = 15%**
- **Activist oral history = 15%**
- **Organizational analysis = 30%**

I will assign final letter grades as follows:

- A = 90% or above
- B = 80% -89%
- C = 70%-79%
- D = 60-69%
- F = below 60%

Graduate Students: To receive graduate credit in this course, I will expect your work to be more analytical in your writing and contributions to discussions, and will grade you accordingly.

Advising: In order for us to get to know each other and for me to be of assistance, I urge you to come see me during office hours, which are listed at the top of the syllabus, or make an appointment.

COURSE SCHEDULE

(Subject to revision as necessary. Guest speakers to be added as appropriate.)

I. ORIGIN STORIES: THE DIVERSE ROOTS OF TODAY'S MOVEMENT

1. Tues., Sept. 3 – Introduction to the Course and to Each Other

2. Thurs., Sept. 5 – Getting to Know Each Other: Cynicism and Hope

Loeb, Paul Rogat. 2002. What's wrong with cynicism. *Earth Island Journal* 17(3): 32-34.

Kingsolver, Barbara. 2002. God's wife's measuring spoons. Pp. 246-264 in *Small Wonder*. New York: Harper Collins.

3. Tues., Sept. 10 – Creosote Rings: Environmentalism as a Social Movement

Stegner, Wallace. 1998. It all began with conservation. Pp. 121-134 in *Marking the Sparrow's Fall: The Making of the American West*, edited by Page Stegner. [Originally published in *Smithsonian* magazine, April 1990.]

Shabecoff. Pp. 1-28. Ch. 1, The story until now AND Ch. 2, At the turn of the millennium

4. Thurs., Sept. 12 – Movements Move: Key Theories and Concepts

Shabecoff. Pp. 29-52. Ch. 3, Shades of green.

Dunlap, Riley E. and Angela G. Mertig. 1992. The evolution of the U.S. environmental movement from 1970 to 1990: An overview. Pp. 1-10 in *American Environmentalism: The US Environmental Movement, 1970-1990*, edited by Riley E. Dunlap and Angela G. Mertig. Philadelphia: Taylor & Francis.

5. Tues., Sept. 17 – Towards a More Inclusive History

Taylor, Dorceta E. 1997. American environmentalism: The role of race, class and gender in shaping activism, 1820-1995. *Race, Gender & Class* 5(1):16-62.

6. Thurs., Sept. 19 – “Mother of the American Conservation Movement” (No reaction paper due.)

Video in class: “Arctic Dance: The Mardy Murie Story”

7. Tues., Sept. 24 – ENVIRONMENTAL AUTOBIOGRAPHY EXERCISE DUE.

Class presentations and discussion.

II. STRATEGIC CHOICES

8. Thurs., Sept. 26 – Broadening the Agenda

Shabecoff. Pp. 53-81. Ch. 4, Environment, community, and society.

Lerner, Steve. 1997. Juana Beatriz Gutierrez: The Mothers of East Los Angeles conserve water, protect the neighborhood, and create jobs. Ch. 18 (pp. 277-285) in *Eco-Pioneers: Practical Visionaries Solving Today's Environmental Problems*. Cambridge: The MIT Press.

9. Tues., Oct. 1 – Economic Strategies

Shabecoff. Pp. 83-110. Ch. 5, The business of America: Environmentalism and the economy.

Van Gelder, Sarah Ruth. 2000. Corporate futures: An interview with Paul Hawken and David Korten. Pp. 26-37 in *Saying Yes! Conversations on a World that Works for All*. Bainbridge Island, WA: Positive Futures Network.

10. Thurs., Oct. 3 – Whose Voting for Environmental Protection?

Shabecoff, Pp. 111-136. Ch. 6, Playing Politics: Environmentalists and the Electoral Process

11. Tues., Oct. 8 – The Political Scene in Montana and Beyond

Ring, Ray. 2001. Bad moon rising: The waning of Montana's once-mighty progressive coalition. *High Country News* 33(24):1, 10-15

Bosso, Christopher. 2000. Environmental groups and the new political landscape. Pp.55-76 in *Environmental Policy: New Directions for the Twenty-First Century*, edited by Norman J. Vig and Michael E. Kraft. Fourth Edition. Washington, DC: CQ Press.

12. Thurs., Oct. 10 – Whose Science? Note: Oct. 14 is the last day to drop/add a course.

Shabecoff. Pp. 137-153. Ch. 7. Taming the genie: Science, technology, and environmentalism.

Herman, Edward. 1998. Corporate sovereignty and (junk) science: The chemical industry's right to poison. *Z Magazine*. November:22-28.

Carson, Rachel. 1998 [1963]. A new chapter to *Silent Spring*. (Address to the Garden Club of America, January). Ch. 28 (pp. 211-222) in *Lost Woods: The Discovered Writing of Rachel Carson*. Edited by Linda Lear. Boston: Beacon Press.

III. COUNTER-MOVEMENTS

13. Tues., Oct. 15 – Eliciting a Reaction

Dowie, Mark. 1995. Antagonists. Pp. 83-103 in *Losing Ground: American Environmentalism at the Close of the Twentieth Century*. Cambridge: The MIT Press.

Clarke, Chris. 2002. Take the ecoterror litmus test. *Earth Island Journal* 17(3): 43.

Matthews, Mark. 2001. Montana shock jock stokes the fires of fear. *High Country News* 33(12):4.

14. Thurs., Oct. 17 – Astroturf?

Huber, Peter. 1999. The rough rider and the wonk. Pp. xi-xxxi in *Hard Green: Saving the Environment from the Environmentalists*. New York: Basic Books.

Switzer, Jacqueline Vaughn. 2001. Influencing environmental policy in rural communities: The environmental opposition at work. *Policy Studies Journal* 29(1):128-138.

15. Tues., Oct. 22 – ACTIVIST ORAL HISTORY EXERCISE DUE.

Class presentations and discussion.

IV. EXPLORING THE POSSIBILITIES OF ECOLOGICAL DESIGN

16. Thurs., Oct. 24 – The Problem of Ecological Design

Orr, Pp. 3-52.

17. Tues., Oct. 29 – Pathologies, Barriers, and Politics

YOU MUST SELECT ORGANIZATION FOR ANALYSIS BY TODAY!

Orr, Pp. 53-103.

18. Thurs., Oct. 31 – The Role of Education

Orr, Pp. 104-159.

Tues., Nov. 5 – HOLIDAY. NO CLASS. VOTE!

19. Thurs., Nov. 7 – Charity, Wilderness, and Children

Orr, Pp. 160-219.

David Orr lecture: “Designing a World that Works.” 7 pm. HIGHLY RECOMMENDED.

V. WILDERNESS BATTLES

20. Tues., Nov. 12 – Beyond Wilderness?

Stegner, Wallace. 1998. Wilderness letter. Pp. 111-120 in *Marking the Sparrow's Fall: The Making of the American West*, edited by Page Stegner.

Cronon, William. 1995. The trouble with wilderness. *The New York Times Magazine* August 13: 42-43.

Limerick, Patricia Nelson. 2000. Mission to the environmentalists. Pp. 171-185 in *Something in the Soil: Legacies and Reckonings in the New West*. New York: W. W. Norton and Co.

21. Thurs., Nov. 14 – Multi-Stakeholder Collaboration and Compromise

Laidman, Dan. 2002. Forest for the trees. *Missoula Independent* 13(30):14-16.

VI. GLOBALIZATION AND MASS DEMONSTRATION: A NEW MOVEMENT?

22. Tues., Nov. 19 – Environmentalism and the Global Economy

Shabecoff. Pp. 155-175. Ch. 8, Small world: America and the global environment.

23. Thurs., Nov. 21 – Taking it to the Streets: Seattle, September 11, and Beyond.

Hawken, Paul. 2000. Journal of the Uninvited N30. *Whole Earth* Spring:28-37.

Cockburn, Alexander, Jeffrey St. Clair, and Allan Sekula. 2000. The new movement. Pp. 1-12 in *5 Days that Shook the World: Seattle and Beyond*. London: Verso.

Klein, Naomi. 2001. Signs of the times. *The Nation* October 22: 15-16, 19-20.

24. Tues., Nov. 26 – Civil Disobedience: Where Do You Stand?

Thoreau, Henry David. 1982 [1849]. Resistance to civil government. [Civil disobedience]. Pp. 133-156 in *Great Short Works of Henry David Thoreau*, edited by Wendell Glick. New York: Harper & Row Publishers.

Thurs., Nov. 28 – THANKSGIVING HOLIDAY. NO CLASS.

25. Tues., Dec. 3 – Where are the Movements Headed?

Shabecoff, Pp. 177-194, Ch. 9, Transforming the Future.

Berry, Wendell. 2000. In distrust of movements. *The Sun* September:20-23.

26. Thurs., Dec. 5 – ORGANIZATIONAL ANALYSIS PRESENTATIONS, PART I

27. Tues., Dec. 10 – ORGANIZATIONAL ANALYSIS PRESENTATIONS, PART II

28. Thurs., Dec. 12 – Wrap Up: What Did We Accomplish?

ORGANIZATIONAL ANALYSIS PAPERS DUE AT 12 NOON, WED., DEC. 18.