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EVST 395.03: The U.S. Environmental Movement(s)

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THE U.S. ENVIRONMENTAL MOVEMENT(S)

EVST 395-03; CRN 73854

Fall Semester, 2000

T, TH 3:40-5:00; Room 203 Rankin Hall

Instructor: Neva Hassanein, 102 Rankin Hall, 243-6271, neva@selway.umt.edu
Office Hours: Mon. 1-2:30, Wed. 3-4:30 or by appointment

Teaching Assistant: Danielle Gardner, M2 Rankin Hall
Office Hours: Tues. & Thurs. 1:00-2:00

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:

Readings: A proposed schedule with the required readings is attached. There are two required texts for the course, which are available in the University Bookstore:

Gottlieb, Robert. 1993. *Forcing the Spring: The Transformation of the American Environmental Movement*. Washington, DC: Island Press.

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

All of the other materials listed on this syllabus are on traditional and electronic reserve in Mansfield Library. Access electronic reserve at: <http://eres.lib.umt.edu>. The password is EVST395.

Reading and Reaction Papers: Your main job in this course is to do each assigned reading thoughtfully and to help us discuss it in class. To help you think critically about what you read, you will also write a short reaction paper for 15 of the 22 classes when readings are assigned. You are welcome to write more than 15 reaction papers, and I will use your best 15 in determining your grade for the semester as described below.

These papers should cover your reactions to and thoughts about the readings. These papers should not be a simple summary of the content of the reading. Feel free to write about whatever is most meaningful to you – as long as you relate it to the reading. Perhaps you will want to:

- critically analyze the whole article,
- explain why you disagree or agree with something in the reading,
- relate the reading to something you are studying in another course or to other readings in this course, and/or
- identify portions of the article that were difficult for you to understand and explain why they were difficult.

The purpose of these papers is to help you do the reading well and to prepare for the class where we will all share our ideas about the reading. They 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!

These papers should be 1.5 – 2 pages, typed and double-spaced. I expect them to be well organized and grammatically correct. They are due at the beginning of the class period for which the reading was assigned. You should be prepared to speak about the ideas in your papers during the class discussion.

Exercises: You will also complete three exercises, which will be due at various points during the semester. These exercises are designed to help you explore your own perspective on social change, to learn from the experiences of others, and to integrate the material covered in the course.

Your observations ought to be reported in papers that are 4 - 5 pages, typed and double-spaced. Again, I expect them to be well organized and grammatically correct. If you would like to report on these exercises using some medium other than writing (e.g., through art), you are welcome to do so as long as you arrange it with me in advance. Please be prepared to make brief (3-5 min.) oral presentations describing your observations to the class on the day the exercise is due.

We will discuss these exercises further in class, but the basic assignments are:

- 1. Environmental Autobiography (Due: Oct. 3).** Recall and describe one or more important moments in your life history, and discuss how those experiences relate to environmental issues or politics. How do you think environmentalism has affected you personally? Which people, places, or events have shaped your views on the environmental movement and its goals? Why?

2. Participant Observation (Due Oct. 31). Attend a meeting, event, or activity relevant to the environmental movement or its opposition. It could be anything from a speech by a movement leader to a voluntary activity (like restoration work) to a public hearing on an environmental issue to an organizational meeting. You will play the role of “participant observer,” making observations and writing about your impressions, including such questions as: What is the purpose of the meeting or event? What is going on and why? Who is coordinating the event? As much as possible, who is there, and why are they there?

There are lots of activities happening around the Missoula area. Some upcoming opportunities will be noted in class, but you are encouraged to seek out options on your own. To improve the quality of your work, I *strongly* suggest you write up your observations within 24 hours of attending the activity, even if it takes place long before the assignment is due.

3. Activist’s Oral History (Due: Dec. 12). 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 in order 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 include your reactions to what you heard.

Final Essay Exam. There will be a final essay exam asking you to integrate the major themes of the course.

Grading:

I will use the following grading system.

<u>Assignments:</u>	<u>Possible Points:</u>
➤ You will receive one point for each class you attend	28
➤ You will receive 0-3 points for each reading reaction paper 3 = very good or excellent 2 = fine, but weak in some significant way 1 = needs major improvement 0 = poor or not turned in	45
➤ You will receive up to 5 points for each exercise/presentation	15
➤ You will receive up to 5 points for the final exam	5

Thus, there is a total of 93 possible points. I will assign final letter grades as follows:

A = 87-93

B = 80-86

C = 73-79

D = 66-72

If you miss class, there is no way to make up the one point for class attendance. If you fail to turn in a written assignment for whatever reason, you can turn it in as much as one week later – but no later than that – for one less point than it would have received had it been on time.

Class Participation: Active participation in class discussions is desirable, but I understand that it is not easy for everyone. I will not grade you down for failure to participate, but I may choose to give you a little extra credit if you have been an active participant in class. I expect everyone to treat each other with respect when expressing your views during class discussions.

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

PROPOSED SCHEDULE

I. INTRODUCTION

1. Tues., Sept. 5 -- Introduction: To the Course and to Each Other

2. Thurs., Sept. 7 -- Getting to Know Each Other: What is Education For?

Orr, David. 1994. What is education for? Ch. 1 (pp. 7-15) in *Earth in Mind: On Education, Environment, and the Human Prospect*. Washington, DC: Island Press.

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

II. THE DIVERSE ROOTS OF TODAY'S MOVEMENT

3. Tues., Sept. 12 -- Wild Roots

Gottlieb. Pp. 3-46. Introduction: Where we live, work, and play; and Ch. 1, Resources and recreation: Limits of the traditional debate.

4. Thurs., Sept. 14 -- Origins in the Industrial City

Gottlieb. Pp. 47-80. Ch. 2, Urban and industrial roots: Seeking to reform the system.

Breton, Mary Joy. 1998. First lady of environmental science: Ellen Swallow (1842-1911). Ch. 2 (pp. 47-63) in *Women Pioneers for the Environment*. Boston: Northeastern University Press.

5. Tues., Sept. 19 -- Seeds in the Sixties

Gottlieb. Pp. 81-114. Ch. 3, The sixties rebellion: The search for a new politics.

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.

6. Thurs., Sept. 21 -- Swimmin' in the Mainstream

Gottlieb. Pp. 117-161. Ch. 4, Professionalization and institutionalization: The mainstream groups.

7. Tues., Sept. 26 -- New Forms of Action at the Grassroots

Gottlieb. Pp. 162-204. Ch. 5, Grassroots and direct action: Alternative movements.

8. Thurs., Sept. 28 -- At the Millennium: Lessons from the Archdruid

Brower, David, with Steve Chapple. 2000. For those who would save the earth. Ch. 24 (pp. 177-196) in *Let the Mountains Talk, Let the Rivers Run*. Gabriola Island, BC, Canada: New Society Publishers.

Shabecoff. Pp. 29-52. Ch. 3, Shades of green: The state of the movement.

9. Tues., Oct. 3 – EXERCISE #1 DUE – Class presentations and discussion

III. SOCIAL DIMENSIONS OF ENVIRONMENTALISM

10. Thurs., Oct. 5 -- Women, Toxics, and Community

Gottlieb. Pp. 207-234 . Ch. 6, Gender and place: Women and environmentalism

Breton, Mary Joy. 1998. “Those know-nothing housewives.” Pp. 116-132 (optional: pp. 132-141) in *Women Pioneers for the Environment*. Boston: Northeastern University Press.

11. Tues., Oct. 10 -- The Role of Race and Ethnicity

Gottlieb. Pp. 235-269. Ch. 7, Ethnicity as a factor: The quest for environmental justice.

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.

12. Thurs., Oct. 12 -- Labor and Environmental Movement(s)

Gottlieb. Pp. 270-306. Ch. 8, A question of class: The workplace experience.

Gottlieb. Pp. 307-320. Conclusion: Environmentalism redefined.

Note: Oct. 16 is the last day to drop/add a course.

III. STRATEGIES FOR CHANGE

13. Tues., Oct. 17 – Elements of Issue Campaigns: A Case Study of the Pesticide Right-to-Know Campaign

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

Editorial board. 1999. Pesticides: Everyone wins; Tracking bill passes with broad support. *The Register-Guard* (Eugene, Oregon). Monday, July 26.

Note: In class, I will introduce you to the elements of “issue campaigns” by drawing on the example of the Oregon Pesticide Right-to-Know Campaign.

14. Thurs., Oct. 19 --The Power of People: Community Organizing
Possible Guest Speaker from the Northern Plains Resource Council

Alinsky, Saul. 1971. A word about words. Pp. 48-62 in *Rules for Radicals: A Pragmatic Primer for Realistic Radicals*. New York: Vintage Books.

Lappe, Frances Moore and Paul Martin DuBois. 1994. Discovering power (it's not a dirty word). Ch. 4 (pp. 45-69) in *The Quickening of America: Rebuilding Our Nation, Remaking Our Lives*. San Francisco: Jossey-Bass Inc.

15. Tues., Oct. 24 -- Environmentalists and the Ballot Box

Shabecoff. Pp. 111-136. Ch. 6, Playing politics: Environmentalists and the electoral process.

Cross, Sally J. and Andy Kerr. 1998. Successfully using ballot measures for environmental protection. *Wild Earth* Spring:72-75.

Marlett, Bill. 1998. Direct democracy in defense of nature. *Wild Earth* Spring:76-78.

16. Thurs., Oct. 26 -- Strategies for Rewilding: Wilderness and Home

Locke, Harvey. 2000. The Wildlands Project: A balanced approach to sharing North America. *Wild Earth* 10(1):6-10.

Johns, David. 1998. Protecting the wild heart of North America: The politics of Y2Y. *Wild Earth* 8(3):78-81.

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

17. Tues., Oct. 31 – EXERCISE # 2 DUE – Class presentations and discussion

18. Thurs., Nov. 2 – Science: Friend or Foe?

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.

Tues., Nov. 7 -- Election Day. Holiday, no class.

19. Thurs., Nov. 9 -- Environmentalism and the Global Economy

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

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

20. Tues., Nov. 14 -- Taking it to the Streets: Seattle and Beyond

Brower, David, with Steve Chapple. 2000. Afterword. Pp.197-204 in *Let the Mountains Talk, Let the Rivers Run*. Gabriola Island, BC, Canada: New Society Publishers.

Hawken, Paul. 2000. Journal of the Uninvited N30. *Whole Earth* Spring:28. 15pp.
(on traditional reserve, and available electronically via the Academic Index at Mansfield Library).

Series of articles in *The Oregonian* (Portland, OR) on "The New Face of Activism," "Idealism Fuels Anarchists' Battles," and "The Trade Crusaders." August 13, 2000.

21. Thurs., Nov. 16 -- Forging Strategic Alliances: The People against the Corporations?

Foster, John Bellamy. 1998. The limits of environmentalism without class: Lessons from the ancient forest struggle in the Pacific Northwest. Ch. 7 (pp. 188-217) in *The Struggle for Ecological Democracy: Environmental Justice Movements in the United States*. Edited by Daniel Faber. New York: Guilford Press.

22. Tues., Nov. 21 – Counter-movements: Green Backlash

Dowie, Mark. 1995. Antagonists. Ch. 4 (pp. 83-103) in *Losing Ground: American Environmentalism at the Close of the Twentieth Century*. Cambridge: The MIT Press.

Rowell, Andrew. 1996. The price of silence: Surveillance, suppression, SLAPPs and violence. Ch. 6 (pp. 157-181) in *Green Backlash: Global Subversion of the Environmental Movement* London: Routledge.

Avery, Dennis. 2000. Bring back DDT, and save lives. *The Wall Street Journal*. July 28:A14.

Thurs., Nov. 23 -- Thanksgiving holiday. No class.

23. Tues., Nov. 28 -- Place as Organizing Principle

Snyder, Gary. 1993. Coming in to the watershed. Pp. 261-276 in *The Graywolf Annual 10: Changing Community*. Edited by Scott Walker. Saint Paul: Graywolf Press.

Wilkinson, Charles F. 1999 (1992). Toward an ethic of place. Ch. 9 (pp. 129-156) in *The Eagle Bird: Mapping a New West*. Boulder: Johnson Books.

24. Thurs., Nov. 30 -- Civic Environmentalism as the Fourth Wave: Case Study of Urban Agriculture

Shutkin, William A. 2000. Making environmentalism more civic. Pp.126-141 in *The Land that Could Be: Environmentalism and Democracy in the Twenty-First Century*. Cambridge: The MIT Press.

(#24 continued on next page)

24. Continued

Shutkin, William A. 2000. Urban agriculture in Boston's Dudley Neighborhood: A modern twist on Jefferson's dream. Ch. 4 (pp. 144-165) in *The Land that Could be: Environmentalism and Democracy in the Twenty-First Century*. Cambridge: The MIT Press.

25. Tues., Dec. 5 -- Multi-Stakeholder Collaboration: Savior or Smoke Screen?

Pellow, David N. 1999. Negotiation and confrontation: Environmental policymaking through consensus. *Society and Natural Resources* 12:189-203.

KenCairn, Brett. 1997. The partnership phenomenon: A participant in the Applegate Partnership offers an insider's view of collaboration. *Chronicle of Community* 1(3):37-41.

McCloskey, Michael. 1996. The skeptic: Collaboration has its limits. *High Country News* 28(9). http://www.hcn.org/1996/may13/dir/Opinion_The_skepti.htm

26. Thurs., Dec. 7 – To be determined by the group

27. Tues., Dec. 12 -- EXERCISE #3 DUE – Class presentations and discussion

28. Thurs., Dec. 14 – What did we accomplish?

Final Essay Exam – Date and Time TBA