

1-2014

ENST 420.50: U.S. Environmental Movement: Past, Present, And Future

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EVST 420: U.S. Environmental Movement: Past, Present, and Future

Spring, 2014

Instructor: Jacob Cowgill

Class Dates & Location: The online course runs from January 27 to May 16. It is taught online, (<http://umonline.umn.edu/>).

Contact Information: Phone: Jacob Cowgill (406) 396-1261, Email: jacob.cowgill@mso.umn.edu

Virtual Office Hours: By appointment

Tech Support: UOnline: 406.243.4357; courseware-support@umontana.edu; or <http://umonline.umn.edu> (Contact Us tab)

This syllabus and all course documents are subject to change

Course Overview: The first part of this course addresses the history of the US environmental movement through the examination of politics, culture, and society. This course will provide students with an understanding of how individuals and groups have shaped and influenced history. This course traces the movement from its philosophical foundations through the colonial, frontier, and industrial eras, and through the conservation movement and recent history of the past two decades. We examine the role, agenda, and effectiveness of various conservation groups and approaches. The essential question is: How have groups and individuals changed the way we think about and interact with our environment?

The second part of the course will look at specific topics and examine them through the lens of the history previously covered and in more detail. The topics will be announced later in the semester.

As an online course, this may be very different from what you are used to in a traditional classroom setting. Working online allows for a degree of self-paced learning, independence and scheduling flexibility. It is also interactive and requires a high degree of active participation. As I will not be giving lectures, your learning will come, in large part, from your interaction with the course materials and fellow students.

In an on-campus class, the "time" spent includes class time. In an online course, we make up for that in-class time with more reading and more writing, so be prepared for a bit of a different workload.

Course Importance and Relevance: Having a full understanding of the history, background, and debates within the conservation movement will guide future conservation leaders in crafting effective environmental organizations, coalitions, and campaigns. In examining both the successes and failures of the movement will aid students in charting future directions, avoiding potential pitfalls, and becoming more effective advocates for social change.

Course Objectives: Students will gain an understanding of the way in which individuals and groups heavily influence events, ideas, and attitudes; the way in which social movements have

profound and lasting changes; the importance of ideas and attitudes in shaping conservation outcomes; the importance of rhetoric and discourse in shaping debates; and the shifting meaning of conservation in larger social context.

Expected Student Learning Outcomes:

Learning Outcomes:	Assessments:
Understanding the spectrum of environmental organizations	Readings and Assignments
Active engagement with course materials, other students, and instructor	Participation/Discussion
Development of critical thinking skills and analysis of subject material	Readings and Assignments
Extracurricular engagement	Assignments

Course Requirements

Announcements:

Any general information I need to pass along to you will be announced via email and/or in the **Announcements** folder in the center column. I will also post reminders in each week's introduction in the center column.

Participation/Discussion:

Active weekly participation in the online **Forum** is required and vital to a successful online course. I will be posting discussion questions each week and you should anticipate logging on at least 3 times or more to read and post responses. These discussion questions serve as our "in-class" discussion, so in addition to posting a response to the questions, you need to freely engage with other students in the discussion forum by replying to their responses. There is no required number of replies, but active participation is a must. Posting a response to a question the last few days the question is open online doesn't allow proper time for classmates to engage in a discussion by replying and will be graded accordingly. **For our purposes a week begins on Monday and runs to Sunday evening.** Discussion questions will remain up for no more than 2 weeks. This should provide flexibility and ample time to post. All of your posts should be well composed with correct punctuation, spelling, etc. Please refrain from "texting" style. Every three weeks or so you will receive an assessment of your contribution to the discussion.

Assignments: You will have 8 short (500-700 word) assignments throughout the semester. These assignments range from attending lectures, events, volunteering, civic engagement, etc. Opportunities will be posted each week, but you are not limited to these. (Guidelines for Assignments can be found in the center column under **Course Documents**.) I will add assignments to the document throughout the semester, so check back frequently. I will also send email reminders of upcoming assignments.

Assignments Guidelines: Please submit assignments through email by attaching a Word or equivalent document using the title, underscore, and **your last name** as the document name. For example: Assignment1_Cowgill. Double-space the text of your paper, use 12 point Times New Roman font, set the margins on your paper to 1 inch on all sides, indent the first line of paragraphs one half-inch from the left margin (usually one Tab key worth). In the upper left-hand corner of the first page, list your name, instructor's name, the assignment or reading response number, and the date. Create a header in the upper right-hand corner that includes your last name, followed by a space with a page number; number all pages consecutively with Arabic numerals (1, 2, 3, 4, etc.). Omit the last name/page number header on your first page.

Late Assignments: I will accept late assignments up to one week after the due date. One point will be deducted for each day it is late. After one week of lateness, I can no longer accept assignments.

Research Project: You will be conducting a research project near the end of the semester. It will be presented in two forms, a formal research paper and a group presentation. (Guidelines and details for the Research Project will be found later in the semester in the center column under **Course Documents**.)

Graduate Increment: Graduate students taking the course are required to do two additional assignments to receive graduate credit (details and deadlines will be determined). Each additional assignment is worth 50 points, for a total of 100 additional points.

Course Textbooks/Materials:

Texts: (available at your local bookstore or online).

Rachel Carson, *Silent Spring*, (First Mariner Books, 2002)

E. F. Schumacher, *Small is Beautiful: Economics as if People Mattered*, (Harper Perennial; Reprint edition, 2010)

Woody Tasch, *Inquiries into the Nature of Slow Money: Investing as if Food, Farms, and Fertility Mattered*, (Chelsea Green Publishing, 2010)

Richard Manning, *Grassland: The History, Biology, Politics, and Promise of the American Prairie*, (Penguin Books, 1997)

Online Texts

TBA

Course Schedule:

Week of:	Topic:	Readings/Resources:	Assignment/Assessments:
Jan. 27	Philosophical Foundations, Native Americans and Colonialism	TBA*	
Feb. 3	The Settling of the Frontier & Industrialism	TBA	

Feb. 10	The Conservation Movement	TBA	Assignment 1 due.
Feb. 18 (Tues.)	Rachel Carson's Silent Spring	Carson: cha. 1-12	Assignment 2 due.
Feb. 24	Silent Spring & the Maturing of the Conservation Movement	Carson: cha. 13-17	Assignment 3 due.
Mar. 3	The 1980s & the 1990s	TBA	Assignment 4 due.
Mar. 10	Post 9/11 and the Death of Environmentalism	TBA	
Mar. 17	The Scale & Speed of Economics	TBA	Assignment 5 due.
Mar. 24	The Scale & Speed of Economics	TBA	
Mar. 31	Spring Break		
Apr. 7	The Scale & Speed of Economics	TBA	Assignment 6 & research proposal due.
Apr. 14	The American Prairie	TBA	Assignment 7 due.
Apr. 21	The American Prairie	TBA	
Apr. 28	The American Prairie		Assignment 8 due.
May 5	Student presentations		Research project paper & presentation due.
May 12	Student presentations		

Assignments/Assessments	Total Possible Points	Due Date
Assignment 1	20	Feb. 10
Assignment 2	20	Feb. 18 (Tues.)
Assignment 3	20	Feb. 24
Assignment 4	20	Mar. 3
Assignment 5	20	Mar. 17
Assignment 6	20	Apr. 7
Research proposal	20	Apr. 7
Assignment 7	20	Apr. 14
Assignment 8	20	Apr. 28
Research project paper	80	May 5
Research presentation	80	May 5 - 16
Presentation engagement	20	Throughout presentations
Discussion participation (10 pts/week)	140	Throughout course

*To Be Announced

Grading Scale: 500 points possible
500-465 = A

464-450 = A-
449-435 = B+
434-415 = B
414-400 = B-
399-385 = C+
384-365 = C
364-350 = C-
349-335 = D+
334-300 = D
299-0 = F

January 27 (Mon).....Classes Begin
February 17 (Mon).....Presidents Day, No Classes
March 31 - April 4 (Mon-Fri).....Spring Break, No Classes
May 12 - 16 (Mon-Fri).....Final Exams