

# History of the U.S. Environmental Movement

ENST 420 | Section 51B | CRN 51066 | Summer 2019

## Instructor Information

Brook Artziniega

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Virtual Office Hours: by appointment, email to schedule

## Course Information

This class “meets” online Tuesday of each week, from May 14<sup>th</sup>- June 18<sup>th</sup>. That is the day that I will “collect” work that is due from the previous week, and post the new material for the week to come. It is also the day you can expect me to be available to respond to email requests in the same day.

\* No required texts; all readings and media resources provided on Moodle\*

The help desk for Moodle is (406) 243-4999, open MON-FRI 8:00-5:00. You can also reach them at [umonline-help@umontana.edu](mailto:umonline-help@umontana.edu)

## Course Description

This course examines the foundations of the U.S. Environmental Movement, from its early roots to its most contemporary expressions. We will look at the canonized voices of the movement, as well as critics of those voices, and labor to hear voices often forgotten or underrepresented in the movement as we have come to know it. We will apply this knowledge by identifying specific ways in which this understanding can help us chart future directions, avoid potential pitfalls, and be more effective advocates for positive social and environmental change. And most of all, we will work to understand the recent history of Environmentalism in terms of our own lives and our own work—what it means to us and what part we all play in its future, which is also, our future.

## How to do well in this class:

Two big things will help you ace this class: reading very thoroughly and thinking critically. I know, everyone says that. But in an online course it is THE thing. Because we don't get to sit face to face and hear each other's voices, you cannot rely on things like class participation to make up for written work that is so-so. Written work is all you have to make your grade in this class. But there's good news. All you have to do in this class to get the grade you want is connect with the material properly. Discuss what you read REALLY, not in a cursory way. Think critically about what I'm asking you think about and write from your good hearts and minds, with real ideas and questions and thought. If you do that, you're golden. If you don't, if your reading responses are flimsy and reflect a desire to be finished with your homework more than to engage with the material, you will have a very hard time doing well. Need some inspiration? We are studying a movement that has everything to do with your own life, the survival of your families and children and the land you live on. If that's not a reason to really engage, I don't know what is. So dig in. Remember, this history is being made right now, as

we all speak and work and live— it matters. And being able to sit and study it is a deep privilege that we should all be grateful for.

### **My Expectations**

This is an upper-division university course worth 3 units, all crammed into 6 weeks. That is FAST, which means that things like Moodle usage, expertise in college writing, correct citation of sources, and baseline professionalism are all assumed and will not be covered. We do not have the time to cover things that you should have already mastered in lower division courses (like those listed above), so please do not be frustrated when I encourage you to seek support for things like writing help from the resources you should already have made yourself very familiar with as upper division students: the University Writing Center, Mansfield Library, Moodle 101, etc. I will not be able to provide support directly for these kinds of needs, though I am happy to make references.

### **Respect and Professionalism**

So that the class can feel the most like a real discussion as much possible, we will be posting in a format that each other can see and respond to. We are also, by nature of the topic, going to perhaps read things that we do not agree with or like, either in our class readings or in other people's posts. Given these two truths, please remember that this is a professional environment and that mutual respect of each other and our ideas is paramount. I will not tolerate any disrespectful language or discourse in our discussions— please treat everyone with courtesy and kindness. And remember: ideas are not people. They are just ideas. And interacting with them (all of them, not just the ones we agree with) is our job as critical thinkers.

### **Academic Conduct**

You must abide by the rules for academic conduct described in the Student Conduct Code. If you have any questions about when and how to avoid academic dishonesty, particularly plagiarism, please review the [Conduct Code](#).

Students should review the Student Conduct Code so that they understand their rights in academic disciplinary situations. Academic honesty is highly valued in the University community and acts of plagiarism will not be tolerated.

### **Students Requiring Specialized Support**

Qualified students with disabilities will receive appropriate accommodations in this course. Please speak with me privately by email and be prepared to provide a letter from your DSS Coordinator. I have to emphasize this: I can't help you unless I have your DSS letter. So please, I am here to help and more than happy to do it, but you need to be prepared to get a DSS letter if you need accommodations AND get me a copy— just having one doesn't help us help you. Questions? I am so happy to help with this. Just shoot me an email and we'll chat through the process or reach out to DSS directly at their [website](#) or via [email](#). You can also reach them by phone at (406) 243-2243.

### **Late Work**

No late work will be accepted due to the short duration of our course. If you know you cannot meet

a due date and time due to some other commitment, please turn in your assignment early. Only those assignments turned in on time are eligible for credit.

## How This Class Works

Online classes can be confusing, so I have gone to the greatest lengths I can to keep things simple and straight-forward for all of us. The upshot of this is there is not a lot of busy-work, complicated and annoying Moodle check-ins, or tons of different assignments overlapping, etc. The downside can be that this straightforwardness means you really have to be self-disciplined and put your all into the few requirements I have, because there's only a few opportunities to shine. It is crucial that you do them thoroughly and with great care and thought.

### In total, you will be responsible for:

- All the weekly readings (which can include films, podcasts, etc.)
- 6 Forum posts
- The final paper

Due dates are below and all readings can be found on Moodle. All assignment are to be turned in on Moodle, not by email.

## The Forum Posts:

**Due: 11:55pm on the Monday night before class on Tuesday**

**Points: 10 each**

Every Tuesday I will make that week's assignments visible on Moodle. Click the week you're in on the top of our Moodle homepage and scroll down to the folder called "Readings" in which you will find PDFs to read, links to films I would like you to watch, or links to podcasts I'd like you to listen to. All of these are considered "readings" for the purposes of this class. They are all required and need to be done before you can complete your forum post for the week. As you read, don't stress about memorizing dates and names, focus more on concepts and ideas and what they mean to you and who you might go on to be, as well as how they inform each other. Those are the kinds of things that should help guide the way you read, respond, and write. This does not mean you can ignore names and dates, just don't fret over them. This is not class of data points, it is a class about social concern and action.

Once you're done reading/ listening/ watching, you'll go into the Forum for that week by clicking on the icon for it on that week's Moodle page, just under where you found your readings.

Here you'll do two things:

1. First, you'll see a few questions I have written and you are to respond to by hitting the "start a new conversation button." **These responses should interact with ALL of the assigned reading for the week** (this is how you prove that you did your reading), as well as anything else mentioned in the questions. These responses should be approx. **500 words in length** and should be about YOUR ideas in response to the readings. You should also title your forum post in such a way that other students can clearly see the subject you're writing about— this will help for the 2<sup>nd</sup> part and will become clearer when you're responding to other people's posts. Your reactions should not summarize what we have all already read or talk about cursory details— they are designed to be your genuine responses to what I have asked you to interact with and should reflect college-level writing and proof-reading.
2. Once you respond, read through what other people have posted, choosing one to thoughtfully respond to (this is why good subject headings can help). This response should be approx. **250 words in length**. What is a thoughtful response? One that includes reference to the readings, real ideas you've had or want to share, questions or areas of confusion you want to keep thinking through, other ideas you'd like to add on, etc. These are not places where you argue with people, though professional and productive disagreement is welcome. Responses that will not get full points are ones where you merely check the box by saying something obvious or restating what someone else already said— again, these are meant to be real and true responses to what your peers have taken the time to share. UM's Student Conduct Code applies to online discussions and to all online class interaction. You must meet or exceed these expectations, particularly in all interactions regarding this class.

Think of these forums like in-class discussions. They account for your reading, participation and homework for the whole week, so they should be thoughtful, thorough, compelling to read and reflect authentic engagement with the material. They should also reflect college-level writing and proofreading. This is not a place for quick notes, text-style writing, or unedited prose.

Use these discussion forums to build your understanding of how the history of the U.S. Environmental Movement informs both the current environmental movement as a whole, as well as your personal academic focus area. Ask and give your classmates help through thoughtful discussion, but also by possibly providing any references you think helpful toward deeper understanding. One example might be to include a pertinent quote, book, or article (especially peer-reviewed) you have read that illustrates your point.

The discussions will be **due at 11:55pm on Monday nights**, the night before our Tuesday meeting day. But be warned! Part of this assignment requires you to respond to other people's posts, so if everyone waits until 11:53 on Monday, we'll be in trouble. So do things throughout the week and when you're actually inspired to think and write.

Your post and your reply to others will be graded from 0-10 points total, depending on the quality and care of the writing and ideas. I will respond privately to you, letting you know how many points you received and this will always be available for you to view in your gradebook.

## The Final Paper:

**Due: Friday, June 28<sup>th</sup> at 11:55pm**

**Points: 40**

I am giving you all an extra week to get your paper to me because, well, I'd want one if I were you so why not make life easier when we can?

The purpose of this assignment is to connect all we've looked at, read, and discussed to the things you care about and the work you might go on to do in the world. If you have a question or want feedback during the process, let me know! We can email or Skype and figure things out.

### Prompt:

First, think about all the things you've learned about in this class. What period or event or issue in the history was most interesting to you? Toxics? Indigenous voices? The Clean Air Act? Queer ecology? It can be anything, but make sure it is something that holds your genuine interest, possibly because of your own work and/or major. Now hold that in your mind.

Then visit the "Drawdown" website, which you'll be familiar with after Week 6 but are encouraged to visit and familiarize yourself with early. On the homepage there is a big blue button that says, "View the Solutions." Press it and look over the amazing list of things people are doing to help mitigate climate change, everything from transportation to fungus. Select a project that in some way connects with the section of the history you selected above. Research the heck out of the that project: How does it work? Who's doing it? How's it paid for? What do you think is genius and what might you be skeptical of? Why? What research backs up that opinion? Etc. Know it like the back of your hand, and not just via the Drawdown description—research it in depth and keep track while you do so.

Then bring the two together to write this paper. Situate the drawdown project in terms of the history it connects to and, if you like, your own interests and what you'd like to go on to work on. Write an essay of **2000-2500 words** that tells me all about this project, what it means to your

own work, and how we might understand it in terms of the movement we've just studied. For example, you might first talk about how a project is part of a larger historical movement, then what the details of the that project are, then what it means to your work and plans. But many other formats are welcome too. And if you're not sure, email me.

This is not a heavy research paper, but it, like all things, does require some research to back up your claims. What that research this is, I can't say without knowing your topic, so you have to use your own knowledge of writing to get there. And of course, ask me for help. But it doesn't need to be the kind of paper that doesn't use "I" and has 25 academic papers as reference. Speak from your personal experience, but as you all know, back up your claims with facts and where they came from. As far as academic sources, I'd like to see at least 3. All journalistic, online, or personal sources would be in addition to that, but they need to also be LEGIT sources. Citing articles that do silly things like deny climate change or use dubious science will result in a poor grade. This is an academic class—your sources should hold up to rigorous academic analysis.

### Writing Format for the Final Paper

Upload format: PDF or DOCX only

Citation: MLA or APA required; works cited page does not count toward length requirement

Length: 2000-2500 words

One inch margins

Double-space (remove space before and after paragraph)

11- or 12-point font; Calibri, Arial, or Times New Roman only

No header or footer

### Assignment + Point Breakdown

Assignment	Total Points Possible
Forum 1	10
Forum 2	10
Forum 3	10
Forum 4	10
Forum 5	10
Forum 6	10
Final Paper	40
<b>TOTAL POINTS POSSIBLE</b>	<b>100</b>

### Grading Scale

Points	Grade
100	A+
93-99	A
90-92	A-
ETC...	
<b>60 POINTS OR LOWER</b>	<b>F</b>