

# ENST 420: U.S. Environmental Movement

summer 2020, May 11-June 19 | asynchronous | course instagram: @enst420

## INSTRUCTOR

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via Zoom by appt; email to schedule

## COURSE DESCRIPTION

How might an understanding of the historical roots of the U.S. Environmental Movement help us imagine a more effective and socially just movement of the future? Considering the Environmental Movement as a *social* movement, this course traces the events, philosophies, and cultural processes that characterize environmentalism in the U.S. from its early foundations to its most contemporary expressions. The primary objective of this course is to learn about and critically consider key historical events, attitudes towards nature over time, and varying approaches to environmental engagement and advocacy so that we may better situate our role as environmental activists, scientists, and storytellers in the present and future.

## STUDENT LEARNING OUTCOMES & COURSE OBJECTIVES

By the end of the course, you should be able to:

1. Demonstrate a critical understanding of key historical moments that define the Environmental Movement in the U.S.
2. Recall some of the voices that the American conservation narrative has largely left out, and what they have to offer.
3. Apply course concepts to critical analysis of contemporary environmental issues.
4. Articulate a personal sense of what you want to offer to the Environmental Movement, & an informed understanding of what the ideal collective movement may look like in the future.

## COURSE LOGISTICS & EXPECTATIONS

This course is asynchronous, meaning that you are not required to be online, access course material, or complete assignments at specific times. You are instead required to access and engage with course material on your own schedule, then complete and submit assignments by the two due dates for each week.

On Mondays starting May 11th, course materials will become available on Moodle at 9am. You will have a short assignment due each Wednesday by 11:59pm and a more robust assignment due each Saturday by 11:59pm. You are welcome to submit assignments at any time before the due date.

Because of this flexibility and the short duration of the course, late work will not be accepted. If you are greatly affected by the current global pandemic, however, please speak with me ahead of the due date and I will accommodate.

### **Expectations**

Particularly because this is an upper-division course taught over a short 6 weeks (lots of material over a short period of time!), the following are my expectations:

1. You will bring the skills you developed in lower division courses to your work, including expertise in college-level writing and an understanding of how Moodle works.
2. You will utilize resources like the Writing Center, the Library, UM Solutions Center, etc., and will reach out to me via email with questions regarding course content or logistics.
3. You will focus on concepts and ideas, and less so on memorizing particular dates or facts.
4. You will thoroughly read, listen to, and/or watch all course materials for each week and take notes (which will especially help you succeed in your final assignment).

### **COURSE SCHEDULE**

#### **Week 1 | Situating the Environmental Movement**

- Introduction post due: 11:59pm Wednesday, 5/13
- Instagram post due: 11:59pm Wednesday, 5/13
- Critical response due: 11:59pm Saturday, 5/16

#### **Week 2 | Conservation, Preservation, and Wilderness**

- Instagram post due: 11:59pm Wednesday, 5/20
- Critical response due: 11:59pm Saturday, 5/23

#### **Week 3 | Second-Wave Environmentalism**

- Instagram post due: 11:59pm Wednesday, 5/27
- Critical response due: 11:59pm Saturday, 5/30

#### **Week 4 | Race & Environmental Justice**

- Instagram post due: 11:59pm Wednesday, 6/3
- Critical response due: 11:59pm Saturday, 6/6

#### **Week 5 | Globalization, Capitalism, & Climate Change**

- Instagram post due: 11:59pm Wednesday, 6/10
- Critical response due: 11:59pm Saturday, 6/13

#### **Week 6 | Contemporary and Future Environmentalisms**

- Instagram post due: 11:59pm Wednesday, 6/17
- Final paper due: 11:59pm Wednesday, 6/24 (I am giving you an extra week, but feel free to turn the paper in early if that works better for your schedule.)

### **GRADING POLICY & COVID-19 STATEMENT**

- Attendance: Because you won't receive points for attending class, thoughtfully completing assignments is especially important to receive an acceptable grade.

- Academic Dishonesty: Plagiarism is representing others' ideas as your own and will not be tolerated. Submitting plagiarized work will result in an automatic failure in the class.
- COVID-19: Though this course was designed for online learning and has been taught virtually for a long time, I understand that there may be new anxieties, family considerations, uncertain housing situations, and diverse access to technology. I seek to prioritize a supportive space during this completely unhinged time in the world. Please communicate your questions and needs and I will support and accommodate as I'm able.

Grade Breakdown of 100 available points:

- One introductory post on Moodle: 6 points
- Six posts to the collaborative Instagram: 24 points
- Five weekly critical responses submitted to Moodle: 30 points
- One Final project/paper: 40 points

## **ASSIGNMENTS**

Assignments are due by 11:59pm on their respective due date. Each Monday by 9am, starting May 11th, I will make course materials available on Moodle. Reading (or listening to/watching) all materials is required prior to crafting & submitting your weekly critical responses. Instagram posts are due Wednesdays by 11:59pm but can be made prior to completing the readings.

### **1. Introductory post on Moodle | due 5/13**

Who are you and why are you here? Respond to the prompt labeled "Introductory Post" prompt on Moodle.

### **2. Instagram posts | due Wednesdays: 5/13, 5/20, 5/27, 6/3, 6/10, 6/17**

We have a collaborative Instagram account created to engage with one another and to catalogue, discuss, and critique ephemera from the U.S. Environmental Movement.

Login credentials:

username: @enst420

password: summer2020

You can make your posts from your phone or from a computer. Let me know if you have questions about how to post or access the account. The end of each caption must include your first name, last initial, and the hashtag for the week so that I can easily find the week's posts and give you credit. Prompts and further direction will be posted each Monday by 9am along with course materials. Because I am not asking you to respond to your peers' Moodle posts, I expect that you will *like* and *comment* (participate) on your peers' Instagram posts.

Your posts are not limited to the assignments, but they *should be relevant to course content*. Feel free to make additional posts if you find material to share. Memes are an acceptable media

form, and humor is an acceptable form of communication. The general nature of all posts, however, must be rooted in scientific truth (please, no conspiracy, etc), and you must remain open to any discourse that your posts may invite.

### 3. Critical responses | due Saturdays: 5/16, 5/23, 5/30, 6/6, 6/13

Once you've read/listened to/watched the course materials for the week, respond to the prompt. Each response should engage *all* of the assigned sources for the week and clearly demonstrate that you thought critically about the concepts and ideas that emerged in the course materials.

Prompts may take different forms week to week, meaning that not all of them will require traditional academic writing. Please be aware of this and read the prompt clearly for directions. Illustrative quotes can and should be used, along with proper citation, regardless of the response style. Any citation style is fine but be consistent and provide at least the author/artist and year. Reach out to me (in advance of the due date) if you need clarification on the prompt. Responses should be submitted through Moodle.

NOTE: Because we aren't meeting in class, these responses are the main opportunity you have to show me that you're engaging with the course material for each week. They account for your reading, participation, and homework grade for the whole week, so please be thoughtful, thorough, and demonstrate that you've authentically engaged with the material at the level required from an upper-division course. I will respond to you privately, letting you know your grade and any other feedback.

### 4. Final Paper\*

By the end of the course, you'll have a better understanding of the history and trajectory of the Environmental Movement in the U.S. Through this assignment, you will discuss and apply what you've learned to envision an ideal Environmental Movement of the future. There are two parts to this assignment:

Part 1: The first part of your essay should address the following questions:

- What are the strengths and weaknesses of the Environmental Movement? What are its potentials?
- What does the ideal environmental movement look like in 2030? Who are the thought leaders? What projects are people working on? What issues are important? What do environmental organizations look like? What's going on politically, legally, and culturally? What has been left in the past?
- What new problems or issues does the Environmental Movement need to consider and how should environmentalists grapple with these problems?
- Whose ethic or which historical moments have informed your ideal environmental movement? Which have been most problematic? How so?

- What are the most significant insights you've gained about the environmental movement and how can these insights be applied to your future work?

#### Part 2: Environmental Movement Manifesto

- A manifesto is a document stating your motivations, intentions, and views. Based on your conclusions about the Environmental Movement informed by course materials and outlined in the previous section, write a manifesto for what the ideal environmental movement would look like. Manifestos can be anywhere from 8-10 (ish) points. The purpose of this part of the assignment is to distill and encompass all that we've covered into concise statements.

\*Additional formatting, length, source requirements, a rubric, and guidance on how to write a manifesto will be provided during week 3.

## CAMPUS RESOURCES

You are more likely to do well in school and this class if you care for yourself & utilize resources as necessary. Please utilize campus resources in terms of taking care of yourself personally and regarding your academic studies and reach out if you require additional assistance.

- Disability Services: The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406-243-2243. I will work with you and Disability Services to provide an appropriate modification.
- Curry Health Center Counseling: This service addresses the personal, behavioral, and mental health needs of UM students. Individual appointments are \$25 and your initial consultation is free if you have paid the semester's health fee.
- UM Writing Center: Located in Lommasson 271. Visit their website for helpful handouts on writing effective thesis statements or introductions, and to schedule one-on-one appointments with writing tutors throughout the semester: [www.umt.edu/writingcenter](http://www.umt.edu/writingcenter).
- UM Solutions Center: If you are experiencing technical difficulties and require immediate assistance, visit [www.umt.edu/it/support](http://www.umt.edu/it/support) or call 406-243-4357.
- UM Online: UMOonline has a provided number of resources for students to help support you through the general transition to remote and online learning. Visit the *Keep on Learning* website for helpful guidelines. If you are new to using Moodle, enroll yourself in *Moodle 101 for Students*. For tips on using Zoom, see the *Tools* link on the Keep on Learning website.

\*\*\*Plans for this course are subject to change based upon the needs of the class. Please be flexible.