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***ENVS 399: Environmental Movements in the Global North and South***  
*Class Meets T, Th 10-11:50 in 142 Columbia*

Welcome to ENVS 399 *Environmental Movements in the Global North and South!* The environmental movement is one of the most successful social movements that has ever taken place, literally reshaping many aspects of popular culture, academic disciplines and government policy. With the stakes so high, it had better be! What is the history of the U.S. environmental movements? How do environmental movements differ around the world? How do privilege, race, gender and class as well as global position shape the reasons people have for engaging in movements? What kinds of tactics are used to create social change? What does it feel like to engage in activism? Why do people persist even when the odds of success seem small? These are some of the questions we will take up in the next ten weeks together. This course will be highly reading and discussion intensive. We will read classics and new material and work both inside and outside the classroom. In particular, we are very fortunate that the largest public interest environmental law conference in the country is held annually here in Eugene Oregon, as well as a one time only conference at Oregon State University. You will have an opportunity to earn extra credit by participating in these phenomenal occasions as ideas, issues and information from the conference will compliment and contribute to our class.

### ***Goals and Objectives***

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It is our goal that this course will simultaneously be a rigorous academic experience and one of personal empowerment. You will be exposed to key texts and arguments regarding the global environmental movement. You will also have opportunities to be exposed to some of the movements' key environmental activists and strategists. After completing this course you should be able to give thoughtful responses to each of the questions above. After completing this course you should also have a vivid sense that we are each potential agents of change. Society is not static, and especially when we work together, we can effect significant social change. After completing this course you should be able to:

- Recognize many different strands of environmental movements, both in the United States and around the world.
- Understand the multiple ways that race, class, and gender affect one's responses to ecological problems, the strategies used for social change, and visions of what is needed and desired.

- Think critically about your own life, the messages you have received about how to participate in society or create social change, as well as how you impact and are affected by dynamics of social inequality and ecological degradation.
- Know more about how the environmental movement is responding to climate change locally, regionally and around the world.
- Understand that each of us are part of a large community of people who are acting for a better world.

### ***Operating Assumptions***

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- People's experiences of and knowledge about the world (including environmental issues) differs by race, class, gender, sexual orientation and nationality (and more).
- Although we recognize that different members of society have different perspectives on environmental problems, ecological damage such as species decline, climate change, toxic contamination, air and water pollution are real, and the rate of damage is increasing.

### ***Class Format***

Environmental problems are not "out there" in the world, they are created and experienced by each of us. We each contribute to ecological problems as we go about our daily lives, eating, using electricity, buying clothing and computers and so forth. And each of us is affected by ecological problems as we consume unhealthy food, breath polluted air, watch our communities change, or feel a sense of hopelessness as the problems multiply. Most importantly, each of us has the potential to be agents of change as we come together to strategize, unite, resist and work to make our communities and world a better place. Therefore, this class will be very interactive with lots of room for thoughtful input from each of you.

### ***Classroom Conduct***

#### ***Being there***

While we understand that it can be difficult to get to class on time for all of us, please make an effort to be to class on time. If you are more than 5 minutes late we'll see you next time. If you know in advance that you need to arrive late or leave early just let us know beforehand.

#### ***In Class***

We expect to be transformed from the process of teaching and interacting with all of you. And in turn, we expect you to be transformed by the interactions you have in this class, with us as instructors, with other students, with videos, assignments and readings. In this sense we expect our classroom to be the site of fairly intense energy. We will be fully present, and expect each of you to be the same. Please come to class prepared to listen and learn. Unfortunately, due to their impact on the class atmosphere and the widespread problem of internet and facebook addiction,

computers are not allowed in the classroom. Please feel free to contact Prof. Norgaard in person during office hours should you wish to request an exception.

### *Discussions*

Discussions can be times of rich learning, but they can also be scary for many of us. In order to create as much safety as possible, you need to agree to the following ground rules:

- \* Come to class as intellectually and psychologically prepared as you can.
- \* Raise your hand and wait until called before speaking.
- \* Listen to and be respectful of your classmates.
- \* Be open to new possibilities

### *Late Policy*

Computer problems, illness, out of town travel and general chaos affect us all! Each of you will receive two coupons good for two days extra on assignments, no questions asked. Beyond that, late assignments will be marked down one letter grade per day. No exceptions. Coupons not valid for final project presentation.

***Required Texts*** - - Available at Black Sun Books (24<sup>th</sup> and Hillyard)

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*Achieving the Impossible* edited Lois Gibbs  
Additional readings will be posted online

**Readings are listed in syllabus for the day that they will be discussed.**

### ***Assignments***

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#### **Attendance and Participation (20%)**

This class is about the creation of a learning community. Much of the action will take place in the classroom with films, discussion and interactive exercises. Your attendance and participation matter a great deal for your own learning, but for the group as a whole. Attendance will be taken.

#### **Memos 20%**

Each Thursday of our term you will turn in a memo with your own personal reactions to the course material. The purpose of the memo is to integrate course material with your own life, and for you to give us feedback on how the course is going for you. The content of the memos should focus on both the course material and your experiences, but are otherwise open to you. For example, you might describe your reaction to a reading, class discussion, film or lecture, report an event in your life or a conversation with a friend or family member about course material, whatever is happening in your mind that week. Memos can be anywhere from a paragraph to a page. You will receive credit for work done but memos will not be graded. Memos (without names) may be read in class to stimulate discussion or

illustrate a diversity of perspectives. If you prefer not to have your memo read aloud just indicate so at the top.

### **Activist Interviews and Engagement Essay (25%)**

One of the best ways to learn about the environmental movement and social change in general is directly from the people who lead and participate in social movements. All around us, here in Eugene and beyond people are working to make the world a better place. What kinds of visions do they have for environmental change? What motivates them to continue in the face of adversity? How did they get started? What do they get out of doing this? During the first part of the term you will conduct interviews with three “environmental activists” and then write up your findings in a paper. See further description at end of syllabus.

### **Topic Paper (25%)**

The topic paper is designed to show your ability to synthesize broad questions from the readings and course material. Two or more questions will be provided one week in advance. You will write a 5-7 page paper responding to the question. Think of this as a cross between a research paper and a take home exam. More information will be provided in class as the time approaches. **Due February 18**

### **Final Project Team Presentation on Climate Change 10%**

Our world faces an incredibly serious threat to our environment and society, namely that of climate change. Surely the most important social movement of our time will revolve around climate change. We will spend the last two weeks studying this movement in depth, in material developed by all of you! In the last two weeks of class each of you will work in groups to explore and teach the class about some aspect of this movement. More information will be given as the time approaches.

### **EXTRA CREDIT OPPORTUNITY PIELC and/or OSU Conference Participation**

These gatherings will allow us the unique opportunities to witness first hand the efforts to bring about environmental change from leading groups and individuals across the country and around the world. Attendance of at least one conference is mandatory and both are recommended. This year’s PIELC conference is scheduled to take place from **February 27<sup>th</sup> to March 2<sup>rd</sup>**. The Public Interest Environmental Law Conference (PIELC) is an amazing event and you will be busy!

Should you choose to participate for credit, on the Tuesday following the conference (March 4<sup>th</sup>) you will turn in a summary of your activities in the conference including interviews, your notes and a 2-4 page reaction to the conference. What were the take home messages for you? What themes did you notice from our course? What speakers or issues were most powerful and why? What questions should our class have on the table as we move through the rest of the term?

### **EXTRA CREDIT OPPORTUNITY**

I would like to expand my collection “environmental movement cultural artifacts”  
 Bring cultural products of the movements we discuss such as songs, art, poems or  
 other to class and receive extra credit!

***Grading Summary:***

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Attendance and Participation	20%
Memos	20%
Topic Paper	25%
Activist Interviews and Paper	25%
Final Project Team Presentation	10%

***EXTRA CREDIT OPPORTUNITY***

PIELC or OSU Conference Participation and Report	5%
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Week One	Tuesday January 7  Course Intro: Why take a class on the environmental movement?	Thursday January 9  Social impacts of ecological degradation, the question of social change . . .  <u>Reading:</u> “Ride a Bike, Plant a Tree, Change the World”
Week Two The question of social change	Tuesday January 14  Analyzing social movements, key points to consider  In class discussion of first interviews  <u>Reading:</u> Achieving the Impossible pp.1-18; “The Environmentalism of the Poor” <b><i>FIRST INTERVIEW DUE</i></b>	Thursday January 16  Our Children’s Trust Court Date <b>Class meets in Law School Room 175</b>  <u>Reading:</u> excerpt from <u>Nature’s Trust</u>
Week Three Some History of US Movements	Tuesday January 21  Conservation and Preservation, Guest speaker Jordan Besek, FILM “Monumental: David Brower’s Fight for Wild America” Interview Discussion  <u>Reading:</u> Brulle Ch. 7 “Early Development of the Environmental Movement” <b><i>SECOND INTERVIEW DUE</i></b>	Thursday January 23  Children’s Trust Guest speaker Kelsey Juliana and Tim Inglesbee on Radical Environmentalism  <u>Reading:</u> Achieving the Impossible pp. 19-99

<p>Week Four Untold Stories Within the United States</p>	<p><b><i>Tuesday January 28</i></b></p> <p>Native Environmental Justice, Guest Speaker Ron Reed</p> <p><u>Reading:</u> Salmon Feeds Our People</p> <p><b><i>THIRD INTERVIEW DUE</i></b></p>	<p><b><i>Thursday January 30</i></b></p> <p>Connections between the labor and environmental movements</p> <p>Guest Speaker Michael Dreiling</p> <p><u>Reading:</u> “From Margin to Center: Environmental Justice and Social Unionism as Sites for Inter-movement Solidarity”; Bevington interview with Judi Bari</p>
<p>Week Five Health and Environmental Justice in US</p>	<p><b><i>Tuesday February 4</i></b></p> <p>History of Environmental Justice Movement in the United States</p> <p><u>Reading:</u> Luke Cole” “History of the Environmental Justice Movement”</p> <p><b><i>INTERVIEW PAPER DUE</i></b></p>	<p><b><i>Thursday February 6</i></b></p> <p>Environmental Health Movements Guest Speaker Sara Nienaber</p> <p><u>Reading:</u> Achieving the Impossible pp.99 - 144</p>
<p>Week Six Global South Movements 60s and 70s</p>	<p><b><i>Tuesday February 11</i></b></p> <p>Formative Movements and Leaders from the Global South</p> <p><u>Reading:</u> “The Southern Challenge” and “Radical US Environmentalism” Ramachandra Guha</p> <p><b><i>TOPIC PAPER TOPIC PASSED OUT IN CLASS</i></b></p>	<p><b><i>Thursday February 13</i></b></p> <p>Guest Lecture: CREATE</p> <p>Film on Wangari Maathai</p> <p><u>Reading:</u> TBA</p>
<p>Week Seven Transnational organizing</p>	<p><b><i>Tuesday February 18</i></b></p> <p>Electronic-waste, Pesticides</p> <p><u>Reading:</u> Excerpt from “Challenging the Chip”</p> <p><b><i>TOPIC PAPER DUE OSU WRITE UP DUE</i></b></p>	<p><b><i>Thursday February 20</i></b></p> <p>WTO, Trade agreements, Via Campesina</p> <p><u>Reading:</u> TBA</p>
<p>Week Eight Environmentalism in Latin America and Asia</p>	<p><b><i>Tuesday February 25</i></b></p> <p>Guest Lecture: Wenhui Qui Environmentalism in China</p> <p><u>Reading:</u> TBA</p>	<p><b><i>Thursday February 27</i></b></p> <p>Guest Lecture: Derrick Hindery “Pipeline Politics, Global Environmentalism and Indigenous Rights in Bolivia”</p> <p><u>Reading:</u> Excerpt from “From Enron to Evo”</p>

Week Nine Student presentations climate justice	Tuesday March 4  Student Presentations Climate Movements Worldwide <b><i>PIELC WRITE UP DUE</i></b>	Thursday March 6  Student Presentations US Climate Movements
Week Ten Student presentations on climate justice	Tuesday March 11  Student Presentations Climate Movements Local on campus and in Eugene	Thursday March 13  Course Closing

**Additional Information: Activist Interviews and Engagement Essay**

On of the best ways to learn about the environmental movement and social change in general is directly from the people who lead and participate in social movements. All around us, here in Eugene and beyond people are working to make the world a better place. What kinds of visions do they have for environmental change? What motivates them to continue in the face of adversity? How did they get started? What do they get out of doing this? During the first part of the term you will conduct interviews with three “environmental activists.” Notes from interviews will be written up and results discussed in class. On Tuesday February 4<sup>th</sup> you will turn in an essay of 5-7 pages summarizing the results of this exercise. More suggestions as to how to write up the material will be given beforehand.

Suggested Interview Questions Include:

- What is the kind of activism that you do?
- Why do you do it?
- How did you first begin?
- Have you considered quitting?
- What is the hardest part about the work that you do?
- What have you learned about yourself from doing this work?
- What have you learned about the world from doing this work?
- What sustains you?
- Is there anything else you would like to add?

Note that for the purposes of this interview assignment, the notion of “environmental activist” is loosely defined. At least one person must be involved in a formal aspect of the environmental movement, but otherwise if you know of a teacher that is particularly inspiring, or a journalist who works on the environment you can use them. If you are unsure about whether the person you are thinking of fits, feel free to check with us. These interviews come quickly so begin today to think about and find the people you would like to speak with. Your first interview is due Tuesday of the second week of class.

**Important Dates**

First Interview Due	Tuesday January 14
Second Interview Due	Tuesday January 21
Third Interview Due	Tuesday January 28
Paper Due	Tuesday February 4

**Transformation without Apocalypse:  
How to Live Well on an Altered Planet**

*featuring Joanna Macy, Ursula K. LeGuin, Tim DeChristopher, Kim Stanley Robinson, Rob Nixon and other speakers*

Friday, February 14, 2014 9:00 AM - Saturday, February 15, 2014 10:59 PM  
<http://calendar.oregonstate.edu/event/89589/>