

First-Year Seminar 2009
FRPG 188F
World Environmentalism Since 1960

Class Meets: TTh 10:10-11:40 a.m. in Piskor 015, and T 2:20-3:50 p.m. in Valentine 104

Dr. Neil S. Forkey
 Canadian Studies Program, 201 Memorial Hall
 St. Lawrence University, Spring 2009
 Office Hours: Thursdays 2:15-3:15 p.m.
 Tel. (315) 229-5817
 Email: nforkey@stlawu.edu

Mentor: Mary Kohnstamm, mmkohn07@stlawu.edu, tel. (315) 854-5856; Office Hours: Sunday 8:30-10 p.m. and Tuesday 8:30-10 p.m. on the third floor of ODY Library on the couches by the trees.

Course Description

Following the Second World War a unique concern for both the quality of the natural environment and the health of human communities emerged. This new urgency differed from past, usually state-inspired, schemes to conserve natural resources for future economic use. Environmentalism, as the sentiment became to be known, was especially present in the generation born after the war, and this demographic group pushed such issues to the forefront of social agendas beginning in the late-1960s. Thus, since the “sixties” the world has seen the advent and rise of a sustained environmental movement, especially in (but not limited to) Europe and North America.

In this seminar, we will explore the historical underpinnings of the world environmental movement. In so doing, we will consider case studies from Europe, North America, Asia, Oceania, and Africa. Throughout the course, we will consider how temporal, cultural, socio-economic, and political factors have shaped responses from various countries, or regions of the world. We will also probe the omnibus messages of world environmentalism ranging from that of the “main-stream” to the community-based “grass-roots” type to the more radical deep ecology.

Grade Distribution

First paper (3 pages)	5%
Second paper (5 pages)	10%
Research paper (12 pages)	20%
Exam	20%
Participation	25%
Discussion Facilitator	5%
Oral presentation (of research paper)	15%

N.B.: All requirements must be met in order to receive course credit. Also, any questions regarding grades should be raised within one week after having received the grade. Further, such inquiries should be made in person, and not by telephone or email.

Attendance

Regular attendance and participation are expected. Students are allowed **two** unexcused absences; thereafter, three points will be deducted from the final grade for each absence. **Students who arrive to class late will be marked as absent. Also, while in class, please turn off your cell phone.**

Special Needs Students

Special Needs students should meet with me in office hours during the first week of classes so that we can discuss specific considerations.

Seminar Participation

This course differs significantly from your fall 2008 FYP. Primarily, it is smaller by half the number of students. Consequently, each member must do at least half as much more work each day than he/she did in the FYP to ensure that the seminar functions as expected. "Free riders" are not allowed in seminar. The instructor expects participation from each class member at each meeting. After each meeting, a participation grade will be levied and the average of these will constitute the participation grade (25 per cent of the final grade). Students who routinely do not participate or arrive to class unprepared will be asked to leave and will be marked absent for that meeting. The instructor will provide basic guidance; e.g., pose questions for discussion, but it is expected that students will carry the discussion forward. This is not a lecture course; it is a seminar in which each voice is needed and valued. Respectfully, express your opinion and do not be afraid of the reaction it might prompt. Of course, be prepared to support whatever statements you make.

Discussion Facilitators

At the beginning of a new section (i.e., a country or region), two students will each make a 10-minute presentation concerning the recent history of that particular place, especially as it relates to environmentalism. Such points can include the political, economic, social and intellectual history of those places. This will involve a certain amount of research on the presenters' parts, so they should budget enough time for this in their schedules prior to the presentation. Incomplete presentations will be down graded.

Writing Assignments

Below are the assignments and due dates. Use the *MLA* style.

1. Using Michael Pollan's article, write an essay in which you critique his article. What do you find most compelling about the argument that he presents? Three pages. Draft due: Jan.29; revision due: Feb. 12.
2. Choose a country or region of the world and describe how "environmentalism" was (and perhaps still is) manifest in that place. Ideally, the country or region that you choose for this assignment will be one of those used in the third assignment (explained below). Five pages. Draft due: Feb. 26; revision due Mar.12.
3. Research and write a paper using the following statement as inspiration: "How environmentalism has shaped, or will shape, my world." Students must compare at least two countries or regions of the world. You may arrange your material around key themes (e.g., environmental diplomacy, sustainable development, alternative energy sources, political and social movements, questions of class or gender, urban versus rural tensions). Twelve pages. Statement of intent due: March 24. Prospectus due: Mar. 31. General Outline due April 9. Full paper due: April 28.

Policy Regarding Style for Essays

Writing assignments will follow, to the letter, the *MLA* Style which is outlined by Diana Hacker in *A Pocket Style Manual*, 5th ed., 103-54 (dianahacker.com/pocket). Students who do not learn and follow this style for each draft and revision can expect to have their grade substantially lowered, regardless of the quality of the writing. This also means that drafts and revisions are required to be printed on only one side of the paper, be stapled, have numbered pages, correspond to one-inch top, bottom, and side margins, use a 12-point font, and contain a Works Cited page which is also numbered.

Policy for Late Assignments

Assignments passed in after the due date, which is the start of class on a given day, will incur a late penalty of **ten** points per day for each day that the assignment is late. **This policy extends to drafts of written assignments and the oral presentation of your research findings, as well.**

Oral Presentation

Students will present a 10-12 minute presentation of their research findings during the final week of class. In essence, this is a mini-seminar in which you will inform the group of what you have been working on during the semester. Throughout the semester, we will use our meeting times as a staging ground for these presentations. For example, you will be able to present distilled versions of your Prospectus and General Outline. This will give you the chance to have feedback from your peers and also for you to become more and more comfortable in presenting

your work. It also will offer a chance to organize or re-organize your thoughts in an incremental way.

Exam

There will be one exam, strategically scheduled to coincide with the end of the formal seminar. Effectively, it is a final exam, reflections on you have learned. It is worth 20 per cent of the overall grade.

The WORD Studio

In addition to the help you can receive from myself and Mary, the Munn Center for Rhetoric and Communication maintains The WORD Studio in ODY Library—a place to get feedback from peers on assignments in Writing, Oral communication, Research, and Design of visual projects.

You can come for a consultation to plan a paper or presentation; to find ways to improve the ideas, organization, and style of a draft; to videotape and review a presentation rehearsal; to practice a PowerPoint presentation, and more. Peer tutors are not proofreaders or editors who silently “fix” your work for you; instead, they are trained to have a conversation with you about ways you can fix problem areas yourself and become better overall communicators. You may use The WORD Studio for consultations on assignments for any of your courses, although for FYS assignments you should first seek out Mary during her office hours. You may also IM the Studio during regular hours with quick questions about grammar, citation, and style: *SLUword*.

Required Text

Book (Available for purchase at Brewer Bookstore)

Shapiro, Judith. *Mao's War Against Nature: Politics and the Environment in Revolutionary China*. Cambridge: Cambridge University Press, 2001.

Articles or Book Chapters (These will be distributed to you in class as a course reader)

Albarran, Rafael and N. Patrick Peritore. “Puerto Rico: From ‘Operation Bootstrap’ to Ecodisaster.” In *Third World Environmentalism: Case Studies from the Global South*, ed. N. Patrick Peritore. Gainesville: University Presses of Florida, 1999, 175-192.

Akula, Vikram K. “Grassroots Environmental Resistance in India.” In *Ecological Resistance Movements: The Global Emergence of Radicalism and Popular Environmentalism*, ed. Bron Raymond Taylor. Albany: State University of New York Press, 1995, 127-145.

Bess, Michael. “Greening the Mainstream: Paradoxes of Antistatism and Anticonsumerism in the French Environmental Movement.” *Environmental History* 5, 1 (January 2000): 6-26.

Dominick, Raymond. “The Roots of the Green Movement in the United States and West

Germany.” *Environmental Review* 12, 3 (Fall 1988): 1-30.

Dunlap, Riley E. and Angela G. Mertig. “The Evolution of the U.S. Environmental Movement from 1970 to 1990: An Overview.” In *American Environmentalism: The U.S. Environmental Movement, 1970-1990*, ed. Riley E. Dunlap and Angela G. Mertig. Philadelphia: Taylor and Francis, 1990, 1-10.

“Food Chain” Series *New York Times* (January-November 2008). NB: Individual articles will be indicated below by the authors’ names and a short title.

Forkey, Neil S. “‘Thinking like a River’: The Making of Hugh MacLennan’s Environmental Consciousness.” *Journal of Canadian Studies* 41, 2 (Spring 2007): 42-64.

Freudenberg, Nicholas and Carol Steinsapir. “Not In Our Backyards: The Grassroots Environmental Movement.” In *American Environmentalism*, 27-38.

Hackel, Jeffrey D. and E. Jane Carruthers. “Swaziland’s Twentieth Century Wildlife Preservation Efforts: the Present as a Continuation of the Past.” *Environmental History Review* 17, 3 (Fall 1993): 61- 84.

Jacobs, Nancy J. “The Great Bophuthatswana Donkey Massacre: Discourse on the Ass and the Politics of Class and Grass.” *American Historical Review* 106, 2 (April 2001): 485-507.

Killan, Gerald and George Warecki. “The Algonquin Wildlands League and the Emergence of Environmental Politics in Ontario, 1965-1974.” *Environmental History Review* 16, 4 (Winter 1992): 1-28.

Lorentzen, Lois Ann. “Bread and Soil of Our Dreams: Women, the Environment, and Sustainable Development – Case Studies from Central America.” In *Ecological Resistance Movements*, 56-69.

Lutts, Ralph H. “The Trouble with Bambi: Walt Disney’s *Bambi* and the American Vision of Nature.” *Forest and Conservation History* 36 (1992): 160-171.

Mitchell, Robert Cameron, Angela G. Mertig, and Riley E. Dunlap. “Twenty Years of Environmental Mobilization: Trends Among National Environmental Organizations.” In *American Environmentalism*, 11-26.

Peluso, Nancy Lee, Suraya Afiff, and Noer Fauzi Rachman. “Claiming the Grounds for Reform: Agrarian and Environmental Movements in Indonesia.” *Journal of Agrarian Change* 8, 2-3 (April and July 2008): 377-407.

Peritore, N. Patrick. “Korea: New Democracy and Environmentalism.” In *Third World Environmentalism*, 91-110.

- _____. “Brazil: Developing the World’s Arboretum,” and “Mexico: Neoliberal Sustainable Development.” In *Third World Environmentalism*, 111-174.
- _____. “Iran: From Revolution to Ecological Collapse.” In *Third World Environmentalism*, 209-227.
- Pollan, Michael. “Farmer in Chief.” *New York Times Magazine* (October 9, 2008).
- Porio, Emma and Bron Taylor. “Popular Environmentalists in the Philippines: People’s Claims to Natural Resources.” In *Ecological Resistance Movements*, 146-158.
- Read, Jennifer. “‘Let us heed the voice of youth’: Laundry Detergents, Phosphates and the Emergence of the Environmental Movement in Ontario.” *Journal of the Canadian Historical Association New Series*, 7 (1997): 227-250.
- Roper, Steven D. and N. Patrick Peritore. “Romania: Candidate Democracy, Vulnerable Environment.” In *Third World Environmentalism*, 193-208.
- Smith, Michael B. “‘The Ego Ideal of the Good Camper’ and the Nature of Summer Camp.” *Environmental History* 11, 1 (January 2006): 70-101.
- Tandon, Yash. “Grassroots Resistance to Dominant Land-Use Patterns in Southern Africa.” In *Ecological Resistance Movements*, 161-176.
- Veldman, Meredith. *Fantasy, the Bomb, and the Greening of Britain: Romantic Protest, 1945-1980*. Cambridge: Cambridge University Press, 1994, 1-204.
- Wisner, Ben. “Luta, Livelihood, and Lifeworld in Contemporary Africa.” In *Ecological Resistance Movements*, 177-197.
- Zelko, Frank. “Making Greenpeace: The Development of Direct Action Environmentalism in British Columbia.” *BC Studies* 142/143 (2004): 197-239.

Weekly Schedule (Daily reading assignments are due according to the schedule below):

Jan. 20: Introduction.

Jan. 22: Agriculture as a Factor in Environmentalism (Pollan, “Farmer in Chief”).

Jan. 27: “Food Chain” (Bradsher, “A New, Global Oil”; Streitfeld, “A Global Need for Grain”; Streitfeld, “As Prices Rise”; Bradsher, “A Drought in Australia”; and, Henriques, “Price Volatility”).

Jan. 29: “Food Chain” (Rosenthal, “Environmental Cost of Shipping”; Bradsher and Martin, “Shortages Threaten Farmers”; Bradsher and Martin, “World’s Poor Pay Price”; Henriques, “Food is Gold”).

Feb. 3: “Food Chain” (Streitfeld and Bradsher, “Worries Mount”; Sengupta, “In Fertile India”; Bradsher and Martin, “Hoarding Nations”; Streitfeld, “As Price of Grain Rises”; Martin, “Mideast Facing Choice”).

Feb. 5: “Food Chain” (Gettleman, “Darfur Withers”; Kramer, “Russia’s Collective Farms”; Pollack, “Drought Resistance”; Rosenthal, “To Counter Problems”; Streitfeld, “Fields of Grain”).

Feb. 10: USA (Dunlap and Mertig; Mitchell, Mertig, and Dunlap; Freudenberg and Steinsapir).

Feb. 12: USA (Lutts; Smith).

Feb. 17: Canada (Forkey; Zelko).

Feb. 19: Canada (Killan and Warecki; Read).

Feb. 24: Latin America/South America (Lorentzen; Albarran and Peritore).

Feb. 26: Latin America/South America (Peritore on Brazil and Mexico).

Mar. 3: Film: *Manufactured Landscapes* (Jennifer Baichwal, 2006).

Mar. 5: Great Britain (Veldman).

Mar. 10: France/(West) Germany (Bess; and, Dominick).

Mar. 12: Romania/Iran (Roper and Peritore on Romania; Peritore on Iran).

Mar. 24: India and Korea (Akula; and, Peritore on Korea).

Mar. 26: The Philippines and Indonesia (Porio; and, Peluso, Afiff, and Rachman).

Mar. 31: China (Shapiro, *Mao’s War*, 1-93).

Apr. 2: China (Shapiro, 94-215).

Apr. 7: Africa (Tandor; and Wisner).

Apr. 9: Swaziland and South Africa (Hackel and Carruthers; and, Jacobs).

Apr. 14: Instructor's Discretion.

Apr. 16: Film, *Thirst* (Alan Snitow and Deborah Kaufman, 2004).

Apr. 21: **Exam.**

Apr. 23: Instructor's Discretion

Apr. 28: **Student Presentations.**

Apr. 30: **Student Presentations.**