

Prof. Kari Norgaard
Asst. Prof. of Environmental Sociology
144 Maxey E.S.C.
527-4951
norgaakm@whitman.edu
Office Hours:
Tues 1:00-2:00, Friday 2:00-3:30

Prof. Don Snow
Prof. of Env. Studies
145 Maxey E.S.C.
527-5974
snowdr@whitman.edu
Office Hours:
Tues. 10:00-1:00 Wed. 1:00-4:00

ES 120: Introduction To Environmental Studies ***Spring 2008***

ES 120	9-9:50 am	MTTh	Sci. 151
ES 120 excursion	12:30-4 pm	M	meet in parking lot at NW corner of science building

Welcome to *ENVS 120 Introduction to Environmental Studies!* What are some of today's important environmental problems? Why are they happening and what can we do about them? How do different communities experience and respond to environmental problems? How have policy makers in the U.S. (and elsewhere) responded to these problems over time? Where, how and why did the interest in "formal" environmental protection begin, and how did it develop over time? These are some of the questions we will take up in the next fifteen weeks together. In this course, we'll use class discussions and lectures, field trips and exposure to off-campus experts, reading and writing assignment, exams, "fishbowl" debates (see below). and several kinds of informal communications to immerse ourselves in environmental issues and questions.

Goals and Objectives

After completing this course you should be able to:

- Recite basic scientific information about a range of environmental problems
- Define and use scientific and social science concepts central to the field of environmental studies.
- Explain theoretical perspectives on the causes of environmental problems.
- Understand and be able to analyze regional, national, and to some extent global environmental issues and movements.
- Comprehend the environmental policy-setting process: how values, interests and concerns eventually accrete into firm environmental policies.
- Recite in broad terms the major historical movements in the U.S. to protect nature and natural systems through coordinated social and political action.
- Articulate several meanings of "environmental justice."
- Knowledgeably express your own opinions, expertise, and interests in environmental issues.

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 (and we can also contribute to ecological solutions) 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, breathe polluted air, watch our communities change, or feel a sense of hopelessness as the problems multiply. Therefore, this class will be very interactive, with lots of room for thoughtful input from each of you. Interactions in this course will occur on several levels and in many different places. Moreover, sessions in class will give the opportunity to absorb and discuss live (and historical) issues in environmental protection and natural resource conservation. Make the most of this opportunity by carefully reading your assignments, taking notes, coming to class prepared to ask questions and make statements. Engage each other in conversation both in person and electronically. Interaction can continue outside of class as well. The profs in this course are available to you. Our office hours are posted, our e-mails get read, and we are eager to hear from you. Make this course your own.

Our course will be structured in a loosely lecture format with plenty of room for discussion. We will complement lectures with short film and radio clips and frequent field trips. We begin the first two weeks with a theoretical introduction that highlights important themes in environmental studies today. These are: the various social causes of environmental degradation, the contested relationship of science within society and environmental decision making, privatization and the relationship between the market and the state, and the role of social inequality in shaping who is impacted by environmental degradation. We then move into segments on energy and climate change, public lands, water, mining, species decline, agriculture, war and the environmental movement. In these segments we include case studies that expand upon dimensions covered in the early weeks. We take a historical orientation to the understanding ecological problems and responses wherever possible.

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. We have only a short time together each day. Interruptions make a significant impact on the flow of the course. If you know in advance that you need to arrive late or leave early, just let us know beforehand.

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. This is crucial. No one necessarily has “the right answer” in environmental matters.

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.

Required Texts -- Available at Reid Campus Center Bookstore
Readings are listed in syllabus for the day that they will be discussed.

America's Environmental Report Card: Are We Making The Grade? Harvey Blatt (Report Card)
The Vulnerable Planet John Bellamy Foster
Crossing the Next Meridian: Land, Water and the Future of the West Charles Wilkinson
(Crossing)

Materials on Library Course Reserve. The password is SNOW.

Assignments

Attendance and Participation 15%

This is your class, and to make it work, everyone needs to be involved. Lecture attendance is required and your participation will be graded. The course is designed around weekly excursions, the "labs" of ES 120. These field trips are not merely incidental to the course; they are integral. The excursions give the students and profs opportunities to interact with environmental managers, experts in natural resource conservation, farmers, energy producers, and, in our first excursion of the semester, people who have successfully lived on the lands of eastern Washington for thousands of years. Attendance on field excursions is required (a missed field trip counts as missing two class periods). Most excursions are about 3½ hours long and will be 12:30-4 p.m. At least two trips may be much longer than 3½ hours (the longer the trip, the more you get from your tuition). Do not schedule Monday music lessons or employment at 4 p.m., and plan to be late to sports on Mondays. Be early to the meeting place (parking lot NW of Hall of Science or just inside building entrance). Bring notebook, daypack, pen/pencil, water, and appropriate clothing. Wear sturdy shoes (**no open footwear allowed**). Be prepared for wet and/or cold weather. **Photo IDs are required at some sites we visit, so bring them every week.**

Letter to Official or Newspaper Editor 10% Due Wednesday Jan 30

Write a letter to an elected or appointed government official, or a letter-to-the-editor of a newspaper, about an environmental issue close to your heart. Examples might be to write a letter on water quality in a river or estuary you know, pollution abatement in a place you have noticed, forest policies, war and the environment, or a topic of your choice. Choose your words well, because grading will center on argument clarity and completeness, and space is short. It is important for you to learn to be able to get to the point quickly and express it clearly and persuasively. More details will be provided.

Take-Home Exams 15% and 20%:

Two take-home examinations (open-book and open-notes) will be administered, one prior to Spring Break and one late in the semester. These essays will be designed to show your ability to synthesize broad questions from the readings. Think of them as a cross between a research paper and a take-home exam. You will be able to choose from at least two topics for each essay. Topics will be provided one week in advance of the due date. These will be graded on both content and quality of composition. More details will be offered when each assignment is made.

In-Class Exams 15% Each:

There will be two of these, a midterm and a final (the final administered during the final exam period – no exceptions. Do not ask to be able to have your final at a different time). The final will not be comprehensive over the entire course, but like the midterm will cover only the

material up to the exam. These test will include a varied format: multiple choice, fill-in-the-blank. short answer, etc.

Fishbowl Debate Exercises 10%

At the end of three of our sections (climate change, agriculture and the environmental movement) we will turn the class over to all of you for a live full class debate. On these days you will work in teams to represent positions you have chosen on the topic of the day (e.g. a scientist, elected official, business representative, person from the global South, etc). You will work with your team to prepare background position statements in advance of the class. Your participation will be graded based on a combination of these position statement and your on the spot performance! We'll tell you more about it as the time comes.

Grading:

- 10% Letter to Official
- 15% Attendance and Participation
- 10% Fishbowl Exercises
- 30% Two In class exams (15% each)
- 35% Two Take-Home Essay Exams (15% and 20%)

Opportunities for extra credit (and/or to make up missed classes/excursions)

1. Attend guest lectures throughout the term
2. Attend special events
3. Community volunteer work (e.g. for stream restoration)
4. A reply from a government official on a matter of environmental concern.
5. Getting a letter-to-the-editor published in the *Union-Bulletin* or your home-town newspaper.

Course Schedule:

WEEK ONE INTRODUCTION AND OVERVIEW

Monday Jan 14: Course Introduction

EXCURSION: Tamatslikt Cultural Institute

Tuesday Jan 15: Causes of Environmental Degradation (KN)

Reading: The Vulnerable Planet, preface and Chapters 1 and 2

Thursday Jan 17: Environmental Policy in Practice (DS)

Reading: Norman Vig and Michael Kraft, "Environmental Policy from the 1970s to the Twenty-First Century"(from *Environmental Policy*). On reserve.

WEEK TWO INTRODUCTION AND OVERVIEW

Monday January 21: Martin Luther King Jr.

NO CLASS Please plan to attend the teach in

Tuesday January 22: The Rise of the Environmental Movement (DS)
Reading: The Vulnerable Planet, Chapter 4; and Sylvia Noble Tesh, “New Ideas About Nature” (from *Uncertain Hazards*). On reserve

Thursday January 24: Science in Society and Environmental Studies (KN)
Reading: "Manufacturing Uncertainty: Contested Science and the Protection of the Public's Health and Environment." On Reserve

WEEK THREE ENERGY AND GLOBAL CLIMATE CHANGE

Monday January 28: National Energy Infrastructure (DS)
Reading: Chapter 5, “Energy Supplies” Report Card

EXCURSION: Wind Farm

Tuesday: January 29: In the Absence of Energy Policy... (DS)
Reading: TBA

WEDNESDAY JAN 30 LETTER TO OFFICIAL DUE

Thursday January 31: Climate Change: What is at stake? (KN)
Reading: Report Card Climate Change Ch. 6

WEEK FOUR GLOBAL CLIMATE CHANGE

Monday February 4: Climate Denial: Fear, Skepticism and the Production of Uncertainty (KN)
Reading: “Draft Global Science Plan” On Reserve
“Inside the Climate Ostrich” by Norgaard on
<http://news.bbc.co.uk/2/hi/science/nature/7081882.stm>
While you are on the site check out the other views.

EXCURSION: NO EXCURSION THIS DAY

Tuesday February 5: “How Do We Respond?” What Can Be Done? (KN)
Reading: “The Making of a Climate Movement” The Nation On Reserve

Thursday February 7: Climate Change Fishbowl Exercise

FISHBOWL ASSIGNMENTS DUE AT START OF CLASS

WEEK FIVE PUBLIC LANDS

Monday February 11: How do we get public lands? Importance to conservation movement (DS)
Reading: Robert Nelson, “Ineffective Laws and Unexpected Consequences: A Brief Review of Public Land History” (from *Public Lands and Private Rights*). On reserve

EXCURSION: Umatilla National Forest

Tuesday February 12: Current Public Lands, Who Manages What (DS)

Reading: Gary C. Bryner, "Public Lands and Natural Resource Policy," (from *U.S. Land and Natural Resources Policy*). On reserve.

Thursday February 14: Privatization and The Free Market Environmentalism Debate (DS)

Reading: Gregg Cawley, "Introduction" (from *Federal Lands, Western Anger*); and Terry L. Anderson and Donald R. Leal, "Rethinking the Way We Think," (from *Free Market Environmentalism*). On reserve

WEEK SIX PUBLIC LANDS

Monday February : President's Day No Class

Tuesday February 19: Forestry and Fire Policy (KN)

Reading: Chapter Four in Crossing: "Forests for the Home Builder First of All"(KN)

Thursday February 21: Consumption (KN)

Reading:

1) Ch. 3 of America's Environmental Report Card: "Garbage The Smelly Mountain"

2) Take the ecological footprint exercise on line at: <http://www.earthday.net/footprint/>

3) Read the New York Times Op Ed by Jared Diamond:

<http://www.nytimes.com/2008/01/02/opinion/02diamond.html>

While you are on the site, take a look at the many comments generated by the article too (link on top right corner)

WEEK SEVEN POPULATION

Monday February 25: Human Population Growth (KN)

Reading: Chapter One from "The Population Bomb," "10 Reasons to Rethink Overpopulation" On Reserve

First Take Home Essay Exam To Be Distributed

EXCURSION: Walla Walla Landfill

Tuesday February 26: What Happened to the Population Question? (DS)

Reading: TBA

Thursday February 28: IN-CLASS MIDTERM

WEEK EIGHT WATER

Monday March 3: Water Resources and Privatization (KN)

Reading: Report Card Chapters 1 and 2

EXCURSION: Water Intake and Mill Creek Plumbing

Tuesday March 4: The Irony of Infrastructure (DS)

Reading: Crossing, pages 231-274

Thursday March 6: Water Quality (DS)

Reading: Patrick McCully, “The Power and the Water,” and “Rivers No More” (from *Silenced Rivers*). On reserve

FIRST TAKE HOME ESSAY EXAM DUE FRIDAY MARCH 7 BY 4:00

– *March 8-23 Spring Break* –

WEEK NINE AGRICULTURE

Monday March 24: World Food System, Globalization and the Production of Hunger (KN)

Reading: America’s Report Card Chapter 4, “Concentrations of Ownership and Control in Agriculture” On Reserve

EXCURSION: Hutchens Farm

Tuesday March 25: Reclamation Act, Federal lands and Farming Establishment (DS)

Reading: Randy T. Simmons, “The Progressive Ideal and the Columbia Basin Project.” On reserve

Thursday March 27: Pesticides, Farmworker Exposure and Organic Agriculture

Reading: “Rebuilding Local Food Systems from the Grassroots Up” On Reserve

WEEK TEN MINING

Monday March 31: Agriculture Fishbowl

FISHBOWL ASSIGNMENTS DUE AT START OF CLASS

Tuesday April 1: Overview of Minerals, Mining and Mining Methods(DS)

Reading: no reading

Thursday April 3: 1872-1920 Mining Law in Transition (DS)

Reading: Crossing, Chapter 2, “The Miner’s Law”

WEEK ELEVEN SPECIES DECLINE

Monday April 7: Extent of Species Loss (KN)

Reading: The Vulnerable Planet, Chapter 3, “Millennium Ecosystem Assessment” On Reserve

EXCURSION: Ice Harbor Dam

Tuesday April 8: Human Impacts of Species Loss, Case Study of Klamath (KN)

Reading: TBA

Thursday April 10: The American Response Up to the Endangered Species Act?

Reading: Shannon Petersen, “Bison to Bald Eagles” and “Congress and Charismatic Megafauna” (from *Acting for Endangered Species*). On reserve

WEEK TWELVE SPECIES DECLINE

Monday April 14: Invasive Species (KN)

Reading: “Invasive Species Pathogens of Globalization” On Reserve

EXCURSION: Attend Whitman Undergraduate Conference on Tuesday

Tuesday April 15: WHITMAN UNDERGRADUATE CONFERENCE

Thursday April 17: Endangered Species Act: Critiques and Reactions (DS)

Reading: John A., Baden and Pete Geddes, “Introduction: The Endangered Reservoir of Goodwill Towards Endangered Species”; and Mark Sagoff, “Models or Muddles? Property Rights and the ESA,” (from *Saving a Place: Endangered Species in the 21st Century*). On reserve

WEEK THIRTEEN ENVIRONMENTAL CONSEQUENCES OF WAR

Monday April 21: Direct Effects of War (KN)

Reading: The Vulnerable Planet, Chapter 5 and 6, “War and the Environment” online at: http://www.ansp.org/museum/kye/human_influences/2001_war.php

Second Take Home Essay Exam To Be Distributed

EXCURSION: Umatilla Chemical Weapons Depot

Tuesday April 22: Indirect Effects of War (DS)

Reading: from War and Nature Chapter 2 “The Long Reach of War” and Chapter 9 “War Comes Home” On Reserve

Thursday April 24: War Continued

Reading: from War and Nature Chapter 11 “Backfires” On Reserve

WEEK FOURTEEN THE ENVIRONMENTAL MOVEMENT

Monday April 28: Institutionalization of Movement (DS)

Reading: TBA

EXCURSION: Welcome Table Farm

Tuesday April 29: Counter Movements, Tensions and New Forms (DS)

Reading: Terry L. Anderson and Donald R. Leal, “Visions of the Environment” and “Rethinking the Way We Think,” in *Free Market Environmentalism*. On reserve

SECOND TAKE HOME ESSAY EXAM DUE WEDNESDAY APRIL 30

Thursday May 1: Environmental Justice (KN)

Reading: The Vulnerable Planet, Chapter 7; “Why Race and Class Matters to the Environmental Movement,” “The Lessons We Haven’t Learned from the Struggle for Civil Rights” from The Soul of Environmentalism On Reserve

WEEK FIFTEEN THE ENVIRONMENTAL MOVEMENT

Monday May 5: Environmental Movement Fishbowl

FISHBOWL ASSIGNMENTS DUE AT START OF CLASS

Tuesday May 6: Last Day of Class, Wrap-up and Evaluations

FINAL EXAM THURSDAY MAY 8, 9-11 AM

