Purpose and Rationale

This course introduces students to historical and contemporary environmental movements within and across the U.S., Africa, Europe, Asia, the Pacific Islands, and Latin America. Close attention is paid to the ways that local, regional, national, and transnational flows of ideas, people, resources, discourses, tactics and strategies emerge and intersect to produce movements that both succeed and fail (and analyses of why this happens). While many of the particular movements we will study are local at first glance, they all have global significance because of the ways in which movement actions, activists, knowledge, chemical pollutants and other forms of ecological harm, and government policies and corporate practices all cross national borders and boundaries. Subject matter will include a consideration of: policy-driven/mainstream/reformist environmental movements, radical underground and militant movements, indigenous peoples’ movements, environmental movements in the Global South, and coalitions and transnational advocacy networks focused on confronting climate change and resource extraction associated with industrial agriculture, mining, timber harvesting, hydroelectric dam construction, fossil fuel extraction, and myriad international flows of ecologically hazardous waste. Students will be expected to master theories and concepts from the social sciences, sciences, and environmental humanities (including concepts like “environmental justice,” “environmental inequality,” “environmentalism of the poor”, “slow violence,” “structural violence,” and “ecologically unequal exchange”) that link research on social movements working toward environmental justice, sustainability, and resilience with scholarship across a range of fields.

Questions we will pursue include: how have ordinary people interpreted, understood, and worked to challenge environmental threats around the globe? How are social justice and democracy related to environmental sustainability and resilience? How do we as individuals and groups contribute to these collaborations and conflicts, and how might we be a part of solutions? How can we push our thinking and actions related to environmental challenges more deeply so that we question even the most taken for granted ideas about society and what kind of change is possible?

Studying the relationship between human society and the world’s ecosystems is fundamentally an ethical issue and a matter of shared responsibility because it reveals the ways that our everyday activities and the public policies our elected officials enact have
real consequences for the health of humans, nonhuman species, and the life support systems upon which we depend. We will consider and debate evidence and perspectives from scholarly studies on this matter with an eye toward inculcating the importance of students acting as agents of change in the quest for improvements in knowledge, scholarship, and action toward more sustainable and just socioecological relationships. In that regard, the class will place particular emphasis on connecting knowledge and practice by requiring students to 1) complete writing assignments and in-class exercises that demonstrate an understanding of the links between the articulation and application of theories and major intellectual ideas in the fields of environmental studies; and 2) complete a major class project that allows you the freedom to apply your knowledge in the form of a term paper, a community engagement activity, strategy paper, or artistic project.

**Required Texts:**


All other readings are on GauchoSpace (GS).

This syllabus, all assignments and most readings, and other important course information are all available on the course GauchoSpace site. Note: GauchoSpace will be used for posting course information and messages, discussion forums, and readings (GS). Most assignments will be turned in via GauchoSpace as well.

**Evaluation:**

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<th>Component</th>
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<tr>
<td>Participation and attendance</td>
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<td>Pop Quizzes (3)</td>
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<tr>
<td>Test I</td>
<td>30%</td>
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<td>Test II</td>
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<td>Final Project</td>
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As the above figures indicate, a significant portion of your grade is based on participation and attendance. The class participation grade will be calculated based on your regular involvement in class. You are responsible for staying abreast of the reading materials each week so that you can fully participate. Please read all materials for the week before the first class meeting (Tuesday). The professor will facilitate class participation, clarify questions you may have about class materials, and evaluate your participation. **Note:** you must complete all course requirements in order to earn a passing grade for the course.
Quizzes will be administered from time to time during class lectures. As always, pop quizzes are intended to provide a motivation for you to stay abreast of the readings and lectures. They are also a means of encouraging your attendance.

Final Project. Below are four options for your Final Project. You must choose one.

Analytical Paper: This assignment will require you to (1) bring to life a topic related to global environmental movements with your own voice and analysis of primary and/or secondary sources and (2) draw on concepts and theories used in class and the readings. Specifically, you will be expected to produce an original review and analysis of work that others have done on a topic of your choosing. This can include an examination of: A) scholarly writings from the social sciences, humanities, or sciences or B) literary fiction, art, music, or films or other media relevant to your topic. Your grade will be based on analytical depth, supporting evidence, creativity, and indication of time and effort devoted to the project. Length of analytical paper: 12-15 double-spaced pages (not including bibliography). Further details concerning this assignment will be made available by week 3.

Strategy Paper: This assignment gives you the opportunity to have a direct impact on an organization working on environmental movement issues, or a related challenge. Your charge is to write a strategy document that offers guidance, advice, and direction to an organization (non-governmental, business, or government agency) that will advance their goals, offering new ideas, tactics, strategy, and direction that you believe will increase their impact and improve outcomes. This paper is totally unsolicited advice but you are expected to send it to a staff member, manager, or director of the organization of your choice at the end of the quarter. You are free to choose whatever organization you like and you must base your writing on careful and detailed research on the organization, their past and current work, and on the specific issue you are focused on. For example, you could write a strategy document advising Greenpeace, the Pan African Climate Justice Alliance, or Google on how to address environmental goals in their operations. Length of strategy paper: 12-15 double-spaced pages (not including bibliography).

Community Engagement Project: The goals of the CEP are (1) to ensure that your education is multifaceted and that your overall understanding of theoretical concepts related to the course material deepens and expands, and (2) to offer you the opportunity to practice community building and leadership that go beyond the classroom. You will be required to spend time volunteering for a relevant organization on campus or in the Santa Barbara County area working on a range of tasks assigned by that organization in consultation with the instructor. Another option would be to launch your own group or organization focused on environmental change. You could create a petition drive, a letter writing campaign, a social media or marketing campaign etc. You will be asked to reflect on your experiences in written form. Questions you might reflect on could include: what are the opportunities and limitations that grassroots organizations experience when confronting environmental threats and opportunities?; how can universities and
Global Environmental Movements  
Environmental Studies 180  
Fall 2017

grassroots organizations better address our environmental crises and needs?; to what extent is your understanding of the course shaped by your experience working with a grassroots organization?; how has this experience helped you critique and question academic concepts and theories concerning environmental movements?; how has the reading and in-class experience assisted you in offering productive critiques of the organization you have worked with? Length of CEP paper: 12-15 double-spaced pages.

Artistic Project: The goal of the Artistic Project is to have you engage ideas and materials from the class in an original, innovative fashion that allows you to creatively express your interpretations of and reactions to the subject matter. This can involve a range of approaches, including but not limited to: composing songs, poetry or spoken word, producing a film, dramatic theatrical sketches, writing a short novel or short story, creating a board game, painting, photography, a blog or website, etc. The idea is to move beyond the traditional boundaries and requirements of a typical written class assignment while encouraging you to express your views on the topic in an informed, constructive, and imaginative way.

Test I: Test I will be a take home essay test requiring the use of course readings, lectures, discussions, and films to answer questions.

Test II: This will be a take home essay test requiring the use of course readings, lectures, discussions, and films to answer questions.

Technology: Unless you have documented special needs that require the use of a computer in the classroom, I do not allow computer usage during class time, other than my own. I know that many students like to take notes on their laptops and electronic notebooks and tablets, etc., but the availability of chat functions, email, and the web have compromised this otherwise noble pursuit. Furthermore, all other electronic products with a screen of any size should be turned off during class at all times (cell phones, PDAs, iPads, and any other hand held device). Usage of such devices during class time will be grounds for your removal. Instead, please bring a paper notebook, ballpoint pen, and the week’s reading materials (yes, bring the book or printout or electronic version—for use during discussions only), and take lots of notes — it is the best way to keep up with, and absorb all the readings, lectures, discussions, and films. It helps you to remember and to think. Studies have shown that note taking is even better than an energy drink to keep your mind alert! If you read them closely, the words, images, and meanings from the course readings will live with you forever (or at least until the end of finals week).

Academic Integrity vs. Misconduct: It is expected that all UCSB students will support the ideal of academic integrity and that you will be responsible for the integrity of your work. The strictest disciplinary action will be pursued in all instances of academic misconduct.
Academic misconduct includes (among other things): cheating on assignments or tests; plagiarizing any part of work done by someone else; and submitting the same (or substantially similar) work for two courses without the professor’s consent. For more information, see the Office of Judicial Affairs page on “Academic Integrity”:
http://judicialaffairs.sa.ucsb.edu/AcademicIntegrity.aspx

Ground Rules: The number one ground rule to which we will all adhere is to engage in respectful and considerate discussion and debate in the classroom. By the very nature of the course topic, there will likely be a wide range of opinions among students, many of which may be rooted in your personal and perhaps painful experiences. This is what a good classroom environment is supposed to do: stimulate you to think for yourselves and raise critical questions. However, if you feel the need to do this in a manner that offends and insults your peers or otherwise disrupts the learning process, you should find somewhere else to engage in such behavior. Abusive and harsh language will not be tolerated in this classroom. We are all responsible for keeping discrimination, harassment, and intimidation out of the classroom.

Regarding Trigger Warnings: Per the 2014 UCSB A.S. “Resolution to Mandate Warnings For Triggering Content in Academic Settings,” students are hereby informed that some course materials may include references to, descriptions of, and/or presentations of content that could conceivably trigger PTSD symptoms for persons who have experienced severe trauma. This includes rape, sexual assault, abuse, graphic violence, and kidnapping. As the instructor of record, I will do my best to warn students ahead of time if there are videos that will be shown in class that might fall within the parameters of this Resolution. Students can opt out of viewing such material with no penalty.

Resources

• The Writing Lab at the Campus Learning Assistance Services helps students with many aspects of writing, including getting started, making revisions, organizing ideas for papers, proofreading, editing, and general writing skills. To schedule an appointment, come to Student Resource Building (SRB) 3231 or visit my.sa.ucsb.edu/clas

• The Mental Health Peer Program (MHPP) is a UCSB campus resource offering guidance with regard to stress management, anxiety, depression and other related challenges. They offer a range of resources, including psychological counseling services and the Test Anxiety Program (for students experiencing mild to moderate anxiety before and/or during an exam). MHPP is located in Counseling and Psychological Services, Building 599. Phone consultations are available 24 hours: (805) 893-4411.

• Students with disabilities are encouraged to contact the Disabled Students Program to get documentation of needs and to generate suggestions for reasonable
accommodation (room 2120 Student Resources Building, phone: 805.893.2668; email: DSP.Help@sa.ucsb.edu; website: http://dsp.sa.ucsb.edu). Requests for accommodation via Disabled Students Program will be granted.

Below is a list of additional student services available on campus. I encourage you to make use of them:

- **Campus Advocacy Resource and Education (CARE):** [http://wgse.sa.ucsb.edu/care/home](http://wgse.sa.ucsb.edu/care/home)
- **Counseling & Psychological Services** [http://caps.sa.ucsb.edu](http://caps.sa.ucsb.edu)
- **Educational Opportunity Program (EOP)** [http://eop.sa.ucsb.edu](http://eop.sa.ucsb.edu)
- **Health and Wellness** [http://wellness.sa.ucsb.edu](http://wellness.sa.ucsb.edu)
- **MultiCultural Center** [http://mcc.sa.ucsb.edu/](http://mcc.sa.ucsb.edu/)
- **Non-Traditional Student Resource Center** [http://wgse.sa.ucsb.edu/nontrad/](http://wgse.sa.ucsb.edu/nontrad/)
- **Office of International Students and Scholars** [http://oiss.sa.ucsb.edu/](http://oiss.sa.ucsb.edu/)
- **Office of the Ombuds** [https://ombuds.ucsb.edu/](https://ombuds.ucsb.edu/)
- **Opening New Doors to Accelerating Success (ONDAS) Center** [http://www.ondas.ucsb.edu/home](http://www.ondas.ucsb.edu/home)
- **Resource Center for Sexual and Gender Diversity:** [http://wgse.sa.ucsb.edu/RCSGD/home](http://wgse.sa.ucsb.edu/RCSGD/home)
- **Transfer Student Center (TSC)** [http://transfercenter.ucsb.edu](http://transfercenter.ucsb.edu)
- **UCSB Alcohol and Drug Program:** [https://alcohol.sa.ucsb.edu/](https://alcohol.sa.ucsb.edu/)
- **UCSB Student Health Services:** [http://studenthealth.sa.ucsb.edu/](http://studenthealth.sa.ucsb.edu/)
- **Undergraduate Mentorship Program** [http://duels.ucsb.edu/academics/academic-success/mentor](http://duels.ucsb.edu/academics/academic-success/mentor)
Course Schedule

[Note: this schedule and its content are subject to change]

Day 1 (Sept. 28): Introduction to the Course
See GauchoSpace for First Assignment, due in-class on Tuesday, October 3rd.

Week 1 (Oct. 3 & 5): Global Environmental Movements and Their Significance


Michael Mascarenhas, “Environmental Inequality and Environmental Justice” (GS)

Joan Martinez-Alier, Leah Temper, Daniela Del Bene & Arnim Scheidel, “Is There a Global Environmental Justice Movement?” (GS)

Tammy Lewis, “Environmental Movements in the Global South” (GS)

Joseph Erbentraut, “The Dakota Access Pipeline Is An Example Of A Much Bigger Problem” http://www.huffingtonpost.com/entry/dakota-access-pipeline-protests-water_us_57d85a51e4b0aa4b722d12b1

Week 2 (Oct. 10 & 12): Postcolonial Politics, Gender, and Ecology: The Chipko Movement (India), the Greenbelt Movement (Kenya), and the Gezi Park Resistance (Turkey)

Readings: Rob Nixon, Chapter 4 “Slow Violence, Gender, and the Environmentalism of the Poor”

Chandi Prasad Bhatt, “The Chipko Andolan: Forest Conservation Based on People’s Power.” (GS)

Pankaj H. Gupta, “From Chipko to Climate Change” (GS)
Global Environmental Movements
Environmental Studies 180
Fall 2017

Özkaynak, Aydı̇n, Ertör-Akyazı̇, and Ertör, “The Gezi Park Resistance from an Environmental Justice and Social Metabolism Perspective.” (GS)

Week 3 (Oct. 17 & 19): Global Anti-Dam/Pro-River Movements

Readings: Rob Nixon, Chapter 5, “Unimagined Communities: Megadams, Monumental Modernity, and Developmental Refugees”

Patrick McCully, Introduction, Chapter 1 (“The Power and the Water”), and Chapter 10 (“We Will Not Move: The International Anti-Dam Movement”). (GS)

Saidul Islam and Nazrul Islam “‘Environmentalism of the poor’: The Tipaimukh Dam, ecological disasters and environmental resistance beyond borders” (GS)

Week 4 (Oct. 24 & 26): Resisting the Pollution of the Open Veins of Latin America

Readings: Leire Urkidi and Mariana Walter, “Dimensions of environmental justice in anti-gold mining movements in Latin America” (GS)

Lois Ann Lorentzen, “Bread and Soil of Our Dreams: Women, the Environment, and Sustainable Development: Case Studies from Central America.” (GS)

Déborah Berman Santana, “Vieques: The Land, the People, the Struggle, the Future” (GS)

Alison Hope Alkon, “Resisting Environmental Injustice through Sustainable Agriculture: Examples from Latin America and Their Implications for U.S. Food Politics.” (GS)


Test I assigned October 24
Final Project proposals due October 24

Week 5 (Oct. 31 & Nov. 2): Militarism, Extractivism, and Environmental Justice Movements in the Global South I


Christine Shearer, “Fossil Fuels and U.S. Power” (GS)

Brett Clark and Andrew Jorgenson, “The Treadmill of Destruction and the Environmental
Impacts of Militaries” (GS)

Al Gedicks, “Big Oil, the Environment, and Human Rights” (GS)

Test 1 due October 31

Week 6 (Nov. 7 & 9): Militarism, Extractivism, and Environmental Justice Movements in the Global South II
Readings: Rob Nixon, Chapter 3 “Pipedreams: Ken Saro-Wiwa, Environmental Justice, and Micro-Minority Rights.”

Rob Nixon, Chapter 7, “Ecologies of the Aftermath: Precision Warfare and Slow Violence”

Isabelle Anguelovski and Joan Martínez-Alier, “The ‘Environmentalism of the Poor’ revisited: Territory and place in disconnected glocal struggles” (GS)

Al Gedicks, “A Multi-Racial Anti-Mining Movement.” (GS)

Al Gedicks, “West Papua: The Freeport/Rio Campaign” (GS)

Valerie Kuletz, “The Movement for Environmental Justice in the Pacific Islands” (GS)

Week 7 (Nov. 14 & 16): Climate Change and Climate Justice I
Readings: Rob Nixon, Chapter 6, “Stranger in the Eco-Village” and “Epilogue—Scenes from the Seabed and the Future of Dissent”

Christine Shearer, “The Human Face of Global Warming” (GS)

Timmons Roberts and Bradley Parks, “Ecologically Unequal Exchange, Ecological Debt, and Climate Justice.” (GS)

Beth Schaefer Caniglia, Robert J. Brulle, and Andrew Szasz, “Civil Society, Social Movements, and Climate Change” (GS)

Rising Tide, “Hoodwinked in the Hothouse: False Solutions to Climate Change” (GS)

Margaret Klein Salamon, “Leading the Public Into Emergency Mode” (GS)
Week 8 (Nov. 21): Climate Change and Climate Justice II
November 23rd is Thanksgiving holiday, so no class on that date

Winona LaDuke, “The Thunderbirds versus the Black Snake: On Anishinaabe Akiing, An Epic Battle Against Oil Pipelines is Underway” (GS)

Robin Wall Kimmerer, “Honor the Treaties, Protect the Earth” and “The Thin Red Line” (GS)

Kaylena Bray and Melissa K. Nelson, “Revitalizing Native Foodways” (GS)

Rigole Rise, “Living Autonomy: Anarchists Organize Relief Efforts in Florida”
https://itsgoingdown.org/living-autonomy-anarchists-organize-relief-efforts-florida/

Week 9 (Nov. 28 & 30): Student Reports and Reflections
Test II Assigned on Monday November 27th

Week 10 (Dec. 5 & 7) Student Reports and Reflections
Test II Due Monday December 4th

Final Projects due on December 11th by 5pm in the Environmental Studies Main Office (4312 Bren Hall) or on GauchoSpace if it is in digital/electronic form.