

SUNY Environment and Forestry  
**ENVIRONMENTAL ADVOCACY CAMPAIGNS  
and CONFLICT (RESOLUTION)**

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Fall 2009, Tues & Thurs 9:30–10:55 am  
Office Hours: T/Th 11:15 am – 11:45 pm  
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Activism, protest and resistance remain the most dynamic and challenging areas of study in the social sciences. What is the difference between activism and advocacy? What role do they play in environmental movements? Why are some movements more successful than others? Why do people participate in them (or choose not to)? What impacts do they have upon people's lives, communities, and societies? Students in this seminar will seek answers to these questions by gaining exposure to a wide range of environmental social movements and their advocacy campaigns as well as the stories of the individuals, organizations, and political/economic actors involved. They will also learn how the study of social movement itself has changed over time, and why environmental movements matter.

In the second part of the course, the focus becomes more pragmatic as students more closely examine repertoires of collective action, what skills are necessary to pursue a career in advocacy and community organizing, and how others have developed them.

**SEMINAR OBJECTIVES:**

- (1) To gain a deeper understanding of Environmental Advocacy campaigns including the issues, interests and constituencies that have shaped them, the organizations that undertake them, the individuals that choose to take part in them, and their impacts and outcomes.
- (2) To gain a solid familiarity with some of the theoretical frameworks and applied approaches to the study of social movements while building applicable skills in the practice of advocacy and community organizing.
- (3) To gain exposure to a broad range of topics and contemporary issues presented through lectures, readings, discussions, local, national and international media, field exploration and writing assignments as well as mastery of some of the analytic tools used in the field, including observation and critical thought.
- (4) To work toward getting the most out of higher education through critical thinking, improved written and oral communication ability, and through the ability to connect academic study to real-world events and situations. Students will put these skills into practice through discussion, debate, presentation and brainstorming the viewpoints, concepts, issues, theories and tools presented in both the seminars and readings.

**REQUIRED TEXTS:**

**Grassroots, A Fieldguide for Feminist Activism.** Jennifer Baumgardner and Amy Richards, 2005 Farrar, Strauss and Giroux (est. cost used \$3.00)

**Why David Sometimes Wins.** Marshall Ganz, 2009, Oxford University Press (\$30.00)

**Getting to Yes, Negotiating Agreement without Giving In,** Second Edition. Roger Fisher and William Ury (est. cost used \$15.00)

**You Just Dont Understand, Conversations Between Women and Men.** Deborah Tannen 1990. Ballentine. (est cost used \$5)

RECOMMENDED (but not required due to costs):

**The Dynamics of Conflict Resolution, A Practitioners Guide.** Bernard Mayer. 2000. Jossey-Bass. (est. cost used \$30.00)  
**Environment, Energy and Society, A New Synthesis.** Craig Humphrey et al, 2002, Wadsworth (est. cost used \$40.00)

All of the course books are or will be available Follet's Orange Bookstore in Marshall Square or the SU University bookstore. However, it should also be noted that you can often purchase these books on-line and used at usually  $\frac{3}{4}$  to  $\frac{1}{2}$  the cover price. Some on-line search engines include: abebooks.com, alibris.com, addall.com in addition to amazon.com. You will also need access to the internet to access additional **ON-LINE MEDIA** (follow the links on the syllabus) and **BLACKBOARD** ([blackboard.syr.edu](http://blackboard.syr.edu)).

#### REQUIRED VIEWING/LISTENING:

**Bill Moyers Journal** PBS WCNY Channel 24, Friday 10:30 pm.  
<http://www.pbs.org/moyers/journal/index-flash.html>

**The National Parks, America's Best Idea.** Ken Burns. Starting Sept 27. Sun. 8 pm  
<http://www.pbs.org/nationalparks/>

**Talk of the Nation**, National Public Radio (NPR) WRVO 89.9 FM or  
<http://www.npr.org/>  
Students are expected to listen a minimum of once weekly

#### Recommended Viewing:

NOW	Point of View (POV)
WIDE ANGLE	NOVA
FRONTLINE	FRONTLINE/World

#### PROFESSOR RESPONSIBILITIES:

**CLASS:** You can expect that I will attend class. If, for unseen circumstances, I cannot come to class I will email the class as soon as possible, and will post a note outside the door. Because I commute, please wait the traditional "academic quarter" or **15 minutes** from the start of class time before you depart. Use the wait time for discussion. After that you may depart and take a "READING DAY", using the time to read for class or meet in study groups. This will only take place in the most extreme of weather conditions. If this situation should arise, please check for class discussion on the Angel website.

**CONTACT:** I have regular office hours. That is the best way to communicate your interests with me. If you do not have an email account or never use it, **get one and learn how to use it!** There may be times when an unexpected change in class could take place and the department may need to notify you. Please make sure I have your current email address.

#### STUDENT RESPONSIBILITIES:

☀ **ATTEND CLASS:** Participation is a significant part of your grade, and you cannot participate if you are not here. You must notify me of absences in advance, and excused absences must be demonstrable through written documentation. Because of the natures of T/TH classes, **TWO** unexcused absences will result in a drop of one letter grade for the course. **Excused** absences that become too numerous will also result in a drop in your grade.

☀ **READ AND PREPARE AHEAD:** Nothing is more rewarding than coming to class prepared, and it is so easy to get behind if you miss just one reading deadline. Students are expected to have read each assignment prior to the class date listed in the syllabus. Expect to be quizzed on readings.

☀ **TAKE NOTES:** Good note taking is often the key to good performance and understanding. Students **must take notes in class.** You are required to take notes on all aspects of the course, whether lecture, discussion, film or other activities. If you are not sure what areas should be highlighted, or what the main focus of your notes should be, then ask! Notes on readings and at-home viewing will be turned in as part of your “Conversations in Social Movements” Log Book.

☀ **PARTICIPATE:** Students are expected to participate in class discussions by drawing on the assigned readings, on their own personal or professional backgrounds, and by sharing other sources of information with the class relevant to the topic (for example newspaper articles, scholarly and scientific literature, or popular literature.) The value of the seminar depends heavily on the nature of our conversation over the semester. Active participation will be reflected in your final grade. The converse is also true.

**GRADING:** Participation can “make” or “break” your final grade, therefore take all assignments seriously. Participation is built into the overall grade that you receive.

#### Participation grade guidelines

A	Student is actively engaged in the class, contributing regularly to class discussions.
B	Student is engaged in the class, contributing often to class discussions.
C	Student is engaged in the class, but rarely contributes to class discussions.
D	Student is not engaged in the class, rarely contributing to class discussions.
E	Student is not engaged in the class, never contributing to class discussions.

ASSIGNMENTS	DUE	PERCENTAGE
Profiles/Events/Participation	tba	25%
Log Book	9/24 & 10/29	25%
Two “Think” Papers	10/1 & 11/24	25%
Final Course Project	12/15	25%

Development of written skills will be an essential component of this course. Good thinking skills and good writing skills go together. If your writing skills could use improvement, I would encourage you to make use of the Writing Center. Demonstrable improvement in writing skills throughout the course will be rewarded in your final grade.

**PROFILES:** These are well-researched but brief (2 page) profiles of Environmental Activists/Advocates from the local Syracuse-Central New York region. One of these may include a historical figure, but profile must include quotations from locals/faculty who can place their work into contemporary context. Qualitative research methodologies apply (course will include a brief overview of interview ethics and review board protocols.)

**EVENTS:** Students **must attend one PARCC event** and submit a one page brief for credit.

**LOG BOOK:** This is a hard copy loose leaf journal, separate from your class notebook, which will be turned in periodically for comments and review. It must be loose leaf so that additional pages can be added later, even when turned in for review. The format of the front cover must include the title “Conversations in Environmental Advocacy” and the student name.

Content will include a codex of various environmental social movements, brief reflections on the class readings, organized by theory/author, as well as reflections upon a relevant topic or social movement issue discussed or covered on PBS or NPR. [I recommend three separate sections.] For each entry, you must identify the source (author, book, tv program, date, speaker), the topic, and then relate what you learned through the experience of listening or viewing that portion of the program and reflecting upon it.

Log Book, Think Paper, and Final Project Grading Rubric:

Organization.	How well organized is it?	20%
Clarity.	How clear/well-written are the entries/sections?	20%
Completeness.	How complete/"on task" is the assignment?	20%
Depth.	How deeply does the student reflect?	20%
Fairness.	How well does the student consider both sides?	20%

**THINK PAPERS:** These are critical thought papers on a relevant topic or sociological issue taken from readings, class or media. These summary think papers must be no more than two pages in length, and must be turned in with a cover page including a title, your name, course information, and date.

The criteria for such think papers are that they should include: 1) an introduction that concisely states the topic, the thesis question, and the writer's interest in the topic; 2) a body that briefly and equally covers OPPOSING sides of the issue with regard to two or three specific points; and 3) a conclusion that clearly details what the author has learned through the process of researching and reflecting upon the topic. (See detailed handout for further guidelines.)

Late assignments will be marked down one grade level each day they are late (e.g. A- to B+), unless you make prior arrangements with the professor and provide documentation of an emergency situation. NO late papers will be accepted more than 5 days after the due date.

**COURSE PROJECTS:** In this assignment, you are to undertake a case study of a contemporary environmental movement; this can be any issue that has captured your attention, but it must be relevant to the contemporary context. You will first discuss its history in the American context (when it emerged into the contemporary political arena; the nature of conflict; etc.). You will then outline each side of the debate – from the philosophy that informs it to the arguments and rhetoric that is being used. You will then assess how it impacts or could potentially impact the lives of average Americans - what environment (political, economic etc) it is taking place. Then you will make a closer analysis of each side: What type of leadership is involved in the campaign; what is their agenda; what kinds of strategies are being employed; how active is its membership and from what demographic? Finally you will speculate on how this issue could be resolved – does the potential exist to find a middle ground, examine what approaches or strategies might be more effective; and what potential outcomes and policy impacts may be (and/or make an argument that there can be no middle ground).

Finally you will speculate on how this issue could be resolved – does the potential exist to find a middle ground, examine what approaches or strategies might be more effective; and what potential outcomes and policy impacts may be (and/or make an argument that there can be no middle ground). You will conclude with a set of recommendations for the social movement organization involved.

We will have a detailed discussion on this project in class, but it is probably a good idea to be thinking about potential projects while preparing for the first class.

## GENERAL CLASS POLICIES

**ACCOMMODATION:** Students who require accommodation are very welcome. Please contact me for an appointment to discuss how we can meet your accommodation needs. Be sure to bring your letter from the Office of Disability Services, if you have one. If you have or suspect you have a disabling condition that may interfere with your ability to successfully complete this course, please contact the Office of Career and Counseling Services (110 Bray Hall) for a referral to the SU Office of Disability Services. Alternative testing for students with learning disabilities is available through Disability Services.

**CONDUCT/ ACADEMIC INTEGRITY:** I expect an atmosphere of mutual respect, regardless of the topics being discussed or the differences of opinion that might exist. This is, after all, the point of higher education – to develop critical thinking skills and become more open to new ideas, even when we may not necessarily agree with them. Please consult your Student Handbook for university policies on conduct, also to know your rights as a student.

If you need help learning the materials, get advice, tutors, or take fewer classes so that you can do well. Cheating and plagiarism always have dire consequences. Cheating and plagiarism most commonly involve either presenting work that is not your own, or passing off as your work something conceived or written by someone else. People have had their degrees and professional certifications revoked, even years after the offense. Ultimately, you do not get away with it; either you are caught – or you find yourself in a job that you are unable to do because you did not learn the necessary skills – which leads to unemployment. Please read the university policy: [http://www.oswego.edu/administration/registrar/policy\\_text.html#cpjii](http://www.oswego.edu/administration/registrar/policy_text.html#cpjii).

**SARCASM / RIDICULE:** Sarcasm and ridicule, hallmarks of the closed mind, are generally employed by people who either cannot or refuse to think critically. Sarcasm does is not a form of humor; it is a means to belittle, denigrate and show disdain for others and their ideas. The purpose of ridicule is to hurt others by making them feel inferior. Use of either sarcasm or ridicule as devices in your papers will result in a zero-grade; their use in the classroom will result in the offending student being asked to apologize to the entire class or to leave.

**USE OF COMPUTERS AND OTHER ELECTRONIC DEVICES:** The use of computers (laptops, netbooks) is prohibited during class. All electronic devices including cellphones, iphones, psps, ipods, mp3s etc., must be turned off and stowed in your backpacks or bags throughout the class session. Do not walk into the classroom with an active device. (If you are experiencing a family emergency and must be reachable, then notify me in advance of the situation and I will give you permission to have your cell phone on vibrate mode.)

**FINAL RULE, HAVE FUN:** Interacting with peers, colleagues, teachers and professors is the fun part of university learning. Relax, speak your mind, and do not be afraid to laugh (or cry).

## COURSE OUTLINE AND READINGS:

Some things to ponder:

“The story may be local and specific, but the consequences of resistance are universally understood.” – Kurt Vonnegut, *interview with Bill Moyers* 2008

“If the society today allows the wrongs to unchallenged, the impression is created that those wrongs have the approval of the majority.” Barbara Jordan, *Democratic Convention 1976*

WATCH FOR WESTCOTT STREET FAIR!

**WEEK ONE: 9/1 9/3 What this course about?**

Mindfulness/Questions

**READINGS:**

- 9/1 Dobbins: Syllabus;  
Linda Elder, "Are You A Critical Thinker?" (blackboard)  
Dobbins: USA Today Editorial, Tuesday July 28<sup>th</sup> (blackboard)
- 9/3 C. Wright Mills "The Promise" 1-8 (blackboard);  
Bill Moyers with Lester Brown, 1990 (blackboard);  
"The Environmental Movement, Historic Roots and Current Trends" excerpted from  
*Environment, Energy and Society: A New Synthesis* by Craig R. Humphrey et al.  
175 – 182  
"Introduction to Social Movements" 3- 7 (blackboard)

**ON-LINE MEDIA:**

<http://blackboard.syr.edu> (Blackboard Course Website)

"I Think Critically, Therefore I am." Full article at:

<http://www.criticalthinking.org>

Program for the Advancement of Research on Conflict and Collaboration (PARCC)

<http://www.maxwell.syr.edu/parc/Advocacy-and-Activism.asp>

**WEEK TWO: 9/8 9/10 Ontology**

Belief

CLASS CONTRACT DUE

**READINGS:**

- 9/8 Kanentii: 17 -22 (located on blackboard)  
Excerpt from *Earth First! By Martha Lee Covers*, 1 – 24; 153
- 9/10 Excerpt from *Ecocide of Native America* by Donald A Grinde and Bruce Johansen,  
"Introduction" 1-20 (blackboard)  
Excerpt from *All Our Relations, Native Struggles for Land and Life* by Winona LaDuke  
"Introduction" 1-6 and Akwesasne 11-23 (blackboard)

**ON-LINE MEDIA:**

"Carry Me Away" by Rachel Qitsualik

<http://www.yesmagazine.org/issues/what-is-the-good-life/872>

" Why We Hate Us!" By Dick Meyer

<http://www.npr.org/templates/story/story.php?storyId=93261726>

**WEEK THREE: 9/15 9/17 The Importance of Narratives**

Constructing Landscapes

**TUESDAY 9/15 GUEST SPEAKER: Dr. Diane Swords, social movement leader and former Executive Director of Peace Action, CNY**

**READINGS:**

- 9/15 Excerpt from *The Tainted Desert* by Valerie L Kuletz. Introduction.  
3 -18 (blackboard)  
"Low Bridge, Everybody Across!" by Vine Deloria Jr. (blackboard)  
"The Clan of One-Breasted Women" by Terry Tempest Williams, from *Listening to Earth, Christopher Hallowell and Walter Levy editors.* (blackboard)
- 9/17 Grassroots i – xxv; Ganz: i – 21  
FILM excerpts: Noam Chomsky

**ON-LINE MEDIA:** [Websearch Syracuse Peace Council, Anti-Nuclear + Syracuse/ CNY, local advocacy campaigns](#)

Search YouTube for Marshall Ganz. [http://www.youtube.com/watch?v=kb5XX\\_ATN4](http://www.youtube.com/watch?v=kb5XX_ATN4)

**WEEK FOUR: 9/22 9/24 Foundations of Environmental Advocacy**  
Origins, Actors, Organizations

FILM excerpts: MONUMENTAL, David Brower's Fight for Wild America

**READINGS:**

- 9/22 "Native Americans: America's First Ecologists?" by Donald A. Grinde and Bruce Johansen from *Ecocide of Native America 1995, Clear Light Publishers. pp 23 -37.* (blackboard)  
"Middle-Class Radicalism and Environmentalism" by Stephen Cotgrove and Andrew Duff 75 – 83 (blackboard)
- 9/24 "The Environmental Movement, Historic Roots and Current Trends" excerpted from *Environment, Energy and Society: A New Synthesis by Craig R. Humphrey et al.* (blackboard) 1 – 23

**ON-LINE MEDIA:**

**Websearch:**

<b>John Muir</b>	<b>Mary Austin</b>
<b>Albert Bierstadt</b>	<b>Florence Merriam Bailey</b>
<b>Frederic Edwin Church</b>	<b>Rosalie Edge</b>
<b>Henry Hobson Richardson</b>	<b>Susan Fenimore Cooper</b>
<b>Louis Marshall &amp; Robert Marshall</b>	<b>Marjory Stoneman Douglas</b>
<b>Theodore Roosevelt &amp; FDR</b>	<b>Anna Comstock</b>
<b>Henry Hobson Richardson</b>	<b>David Brower</b>
<b>Aldo Leopold</b>	<b>Winona LaDuke</b>
<b>Helen Nearing</b>	<b>Terry Tempest Williams</b>



**Log Books Due**

**Thurs 10/28 Yom Kippur NO CLASS 9/28**

**WEEK FIVE: 9/29 10/1 Environmental Justice Methodologies**  
Ethics and Motivation

**READINGS:**

- 9/29 Grassroots: Chapters 1 & 2; 221 – 224 (Appendix A)
- 10/1 "Feminist Theory and Environmental Justice" by Robert R. M. Verchick 63 – 75 (blackboard)  
"The Role of Gender, Race/Ethnicity, and Class in Activist's Perceptions of Environmental Justice" by Diane-Michele Prindeville 93 – 108 (blackboard)

Both of the above excerpted from *New Perspectives on Environmental Justice, Gender Sexuality and Activism*

**ON-LINE MEDIA:** The Green Revolution (pre-Obama), Organic, Food Movements, Helen Nearing Lucky Dragon 5, Iron Eyes Cody, Agent Orange, Greenpeace, DDT, Rainbow Warrior, Torrey Canyon, Amoco Cadiz, FREEZE!, ACT UP! , Jane Goodall, Trident Submarines, Chernobyl, Exxon Valdez, Anne LaBastille



**10/1: THINK PAPER #1 DUE**

**WEEK SIX: 10/6 10/8 Pragmatism and Practice**

Strategic Capacity

FILM: Edward R Murrow *Harvest of Shame*

**READINGS:**

10/6 Ganz: 23 - 166

10/8 Grassroots: Chapters 3 & 4

**ON-LINE MEDIA:**

Websearch: search the web for environmental advocacy campaigns and organizations; outline their “repertoires of collective action” and identify elements of their “strategic Capacity”

[http://www.ufw.org/\\_page.php?menu=research&inc=\\_page.php?menu=research&inc=history/ce\\_sarchavez.html](http://www.ufw.org/_page.php?menu=research&inc=_page.php?menu=research&inc=history/ce_sarchavez.html)

**WEEK SEVEN: 10/13 10/15 From Center to Margin**

Obstacles

FILM: *Excerpts from Building Bombs, Savannah River*

**GUEST SPEAKER: TBA**

**READINGS:**

10/13 Ganz: 167 – 200;

10/15 Grassroots: Chapters 5; YES: C - 39

**ON-LINE MEDIA:**

Websearch: PETA, EarthFirst!, WARN, Paul Erlich, “tree-huggers,” anti-Global Warming, \*\*\* “apologists”, Creationism (museum), Intelligent Design, Birthright!, “Think Global”, Act Local; organic foods; “Birkenstock crowd”,

Review Historical Chronology, search for regional differences in issues and expand your log of environmental organizations

**PROJECT PROPOSALS DUE!!!**

**WEEK EIGHT: 10/20 10/22 Communication 101**

Abeline Paradox

**READINGS:**

10/20 Tannen: C – 48; “Jagged World Views” by Leroy Little Bear (blackboard)

10/22 Tannen: 49 – 148; YES: 40 - 95

**ON-LINE MEDIA:**

Research your target organization with regard to positions, interests and narratives

**WEEK NINE: 10/27 10/29 Conflict!**

Opportunity

**READINGS:**

10/27 “The Nature of Conflict” by Bernard Mayer 3 – 25 (blackboard)

“Robber’s Cave Experiment” by Musafer Sheriff (blackboard)

10/29 Ganz: 201 – 238; Grassroots: Chapter 6

Tannen: 149 - 187



**ON-LINE MEDIA:**

Research the opposition to your target organization

Video: “We Didn’t Start the Fire”

**WEEK TEN: 11/3 11/5 Negotiation and Advocacy**  
Realism

**READINGS:**

11/3 YES: 95 – 144; Tannen: 188 - 215

11/5 YES 145 – 200;

“Negotiation and Advocacy” by Bernard Mayer 140 – 167 (blackboard)

**ON-LINE MEDIA:**

**Video: “We Didn’t Start the Fire”**

Research ongoing projects/negotiations/campaigns in your target organization, select one for analysis.

**WEEK ELEVEN: 11/10 11/12 “Crunchy”, US Abroad**

**READINGS:**

11/10 Grassroots: 179 - 220

11/12 “Transnational Environmental Activism” by Paul Wapner 226 – 235 (blackboard)

“Rooted Cosmopolitanism” by Sidney Tarrow (blackboard)

**ON-LINE MEDIA:**

<http://www.cnn.com/2009/POLITICS/08/12/medal.of.freedom/>

Research key actors in your target organization’s focus campaign

**WEEK TWELVE: 11/17 11/19 Outcomes?**

**READINGS:**

11/17 Ganz: 239 - 273

11/19 Tannen: 216 - 280

**ON-LINE MEDIA:**

<http://www.indiancountrytoday.com/>

<http://www.cbsnews.com/stories/2009/08/27/national/main5268811.shtml?tag=stack>

Research insider/outsider messages, frames, map your target organization

**WEEK THIRTEEN: 11/24 How Far Have We Come?**

**READINGS:**

11/24 Tannen: 280 - 299

**PROJECT STATUS REPORTS**



**11/24 THINK PAPER #2 DUE**

Weds 11/25 – 11/29 Thanksgiving Recess

**WEEK FOURTEEN: 12/1 12/3 Campaign By-products**

**READINGS:**

12/1 “Environmental Justice” by David Naguib Pellow and Robert J. Brulle 434 -440 (blackboard)

12/3 “Unuuniq” by H.A. Dobbins (blackboard) (1 – 24)



**PROJECT ABSTRACTS DUE**

**ON-LINE MEDIA:**

<http://www.rwjf.org/reports/grr/026422.htm>

**WEEK FIFTEEN: 12/8 12/10 Project Summaries**

**READINGS:**

12/8 Project Abstracts

12/10 Project Abstracts



**FINAL EXAM**  
**TUESDAY, DECEMBER 15<sup>th</sup>**

**EVENT OPPORTUNITIES: Extra Credit Booster**

Those students who choose to attend an outside lecture or event and summarize the experience in **one page or less** may have it considered for extra credit.

**STUDY GROUP: Extra Credit Booster**

Students who form a “study group” and submit a one-page summary that includes who was present, some of what was discussed, and one thing learned will receive 5 points of extra credit for every group meeting summary submitted. (Note: all group members must submit separate summaries.)

**INDEPENDENT RESEARCH: Extra Credit Booster**

Students who take the initiative to conduct internet and other research to explore any topic or issue more deeply and submit the results of their research in a one-page summary that includes both the sites/data and a statement as to why the sites are relevant may receive up to 5 points extra credit to be applied to assignment grades.