

COURSE DESCRIPTION: An examination of the role of environmental organizations in the development and implementation of environmental policy through experiential and academic learning. This is a small class that meets once a week. Through assigned readings, discussion and lectures, we will examine how environmental groups are formed, organized, funded and staffed to fulfill various objectives, and how the role/mission they play in developing and implementing environmental policy has evolved. Students will deepen their understanding of these issues through first-hand experience working on "real world" research for a local environmental organization. Each student will be responsible for a final paper examining these issues through the lens of a particular conservation or environmental group, completion of the project for the environmental group partner, and class discussion/participation.

CREDIT HOURS: 4 credit hours. This course follows the College credit hour policy for 4-credit courses. This course meets once weekly for 150 minutes per week. The course also includes weekly independent out of class assignments for 1 hour per week, including preparation to lead or participate in group discussion, worksheets (posted on Blackboard), and reflections. Students are expected to spend at least 8 hours per week on community engaged learning project, assigned reading and research and writing the final paper. Length of reading assignments will vary given the complexity of the material assigned.

CLASS DAY/TIME and LOCATION: Tuesdays, 16:50-19:30 (4:50-7:30), Hylan 206

COURSE OUTLINE AND READINGS: The class will include weekly required reading assignments, active participation in weekly seminar class, and a group community engaged learning project. The class will culminate in a final paper examining the history, mission, organizational structure, tactics, and influence of an environmental group in shaping environmental law and policy and your recommendations for that group's long-term strategic plan/mission.

OFFICE HOURS & COMMUNICATIONS: I will have office hours on Tuesdays and Thursdays from 2:00-3:15 in Harkness Room 316 or by appointment. The best way to contact me is by email: tnoto3@ur.rochester.edu. As needed, I will e-mail you; please be sure to check your e-mail as well as Blackboard. *Any adjustments to the syllabus will be announced in class and on Blackboard.*

TEXTS: Robert Gottlieb, *Forcing the Spring: The Transformation of the American Environmental Movement*, Island Press 1993.

Christopher J. Bosso, *Environment, Inc.: From Grassroots to the Beltway*, University Press of Kansas 2005.

Philip Shabecoff, *A Fierce Green Fire: The American Environmental Movement*, Island Press 2003.

All readings are *required*. You may purchase or use the books on reserve at the library.

GRADING: Class attendance, group projects, short assignments and discussion 30%; NGO project 30%; and final paper 40%.

ASSIGNMENTS: Directions will be provided (and posted on Blackboard) for each assignment. Be sure to comply with all instructions, including *minimum* page limits. ***Academic honesty is important; you must include citations, quotation marks, and works cited. Points will be deducted for late work unless prior permission is given.***

COURSE LEARNING/OUTCOMES: Students will be able to demonstrate a basic foundational understanding of the historical context, purpose, mission, tactics and evolution of conservation and environmental organizations in shaping and implementing U.S. environmental law and policy, and will deepen their understanding through reading assignments, assignments, and active participation in weekly seminar class discussion. Students will gain real world experience working collaboratively on a group community engaged learning project for a local environmental organization providing direct insight and experience in the work of these kinds of organizations. Students will demonstrate the ability to research and write a well-reasoned, well-supported paper analyzing the evolution of an environmental group from its original mission, tactics, staffing, and funding to its present scope/mission, tactics, funding, and staffing. Students will have the opportunity to tie together the learning in this class through this examination of these issues through the lens of analyzing a particular environmental group and through their own personal reflections as to the group's relevance to others and themselves as well as the student's thoughtful recommendations to improve the performance and effectiveness of the environmental organization.

ACADEMIC SUPPORT SERVICES: Students are encouraged to utilize academic support services: the Writing Speaking and Argument Program, <https://writing.rochester.edu> ; Center for Excellence in Teaching and Learning (CETL), www.rochester.edu/college/cetl/

ACADEMIC HONESTY: All assignments and activities associated with this course must be performed in accordance with the University of Rochester's Academic Honesty Policy. More information is available at: www.rochester.edu/college/honesty

DISABILITY RESOURCES: The University of Rochester respects and welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of disability, please contact the Office of Disability Resources. The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can reach the Office of Disability Resources at: http://disability@rochester.edu; (585) 276-5075; Taylor Hall.
<https://www.rochester.edu/college/disability/faculty/syllabus-statements.html>

SCHEDULE OF CLASSES:

Jan 22 Introduction: We will review the syllabus, expectations for this class, class structure and community engaged learning projects. We will discuss environmentalism, conservation, and sustainability. Are you an environmentalist? What is an environmental, conservation or other green group?

Reading: Lisa Curtis, “Why I’m not an Environmentalist” (The Huffington Post, April 25, 2012)

Phaedra Ellis-Lamkins, “How I became an environmentalist: A small-town story with global implications (MakingItMagazine, Dec. 9, 2009)

Madeline Somerville, “How I deal with the unbearable hypocrisy of being an environmentalist” (The Guardian, April 5, 2016)

Keith Goetzman, “Not an Environmentalist? You Have Lots of Company” (Utne Reader, June 15, 2011)

Kathleen Black, “Why I Became an Environmentalist” (YouTube, May 9, 2015)

Paulina Porizkova, “America Made Me a Feminist” (New York Times, June 10, 2017)

Joe Ricketts, “Why I’m a Conservationist (not an Environmentalist) (Joe Ricketts Blog, Jan. 20, 2015)

Emma Foehringer Merchant, “How the Environmental Movement Has Changed” (The New Republic, Nov. 29, 2015)

Reflection: Are you an Environmentalist? (on Blackboard)

Jan 29 First wave of environmental/conservation movement: The first wave – wilderness preservation, conservation, and land trusts. Also, urban interest in public health. Who are some of the key groups? Why and how did they come about? Who ran them and how did they operate? How have they evolved over the years? What tools do they use? What role do they play in current polarized political situation?

Reading: *Forcing the Spring*, Chapter 1

Bob Marshall, *Hunters and Fishermen Work With Environmental Groups* (Field & Stream Magazine, October 31, 2004)

Katie Valentine, “Hundreds of Hunting and Fishing Groups Voice Their Support for Action on Climate Change” (ThinkProgress Oct. 10, 2014)

Chris D'Angelo, "Hunting and Fishing Groups Are Starting to Turn on Trump's Interior Secretary" (Huffpost July 14, 2017)

Jes Burns, *Hunters and Anglers Cross Political Lines to Fight for Public Lands* (OPB/EarthFix, March 16, 2017)

Nicole Qualtieri, "5 Conservation Organizations Making Waves in the Sporting World" (Gear Junkie, Nov. 5, 2018)

In class: case study

Paper topics: Discuss Handout (Handout posted on Blackboard)

Community Engaged Learning Project: Worksheet 1

Feb 5 Second wave of environmental movement: What are environmental groups? Why did they spring to life in the 1970s? What is their history? What are their goals and tactics? Who works for them? What are the divides within the community? What roles do they currently play? Are they changing?

Reading: *Forcing the Spring*, Ch. 4; *Environment Inc.*, Ch. 2

In class: NRDC and EDF – Who were they then? Who are they now?

Paper topics: Journal your initial thoughts about your topic

Community Engaged Learning Project: Worksheet 2

Feb 12 Environmental justice: What is environmental justice? What groups are working on this? Is EJ a separate or ancillary consideration or should it be central to the mission of mainstream NGOs? Compositional issues (staffing, retention, "Green ceiling") and substantive issues (goal setting, disproportionate impact of environmental hazards, etc). and membership in communities of color.

Reading: Renee Skelton Vernice Miller, "The Environmental Justice Movement" (NRDC, March 17, 2016)

Jedediah Purdy, "Environmentalism was once a social justice movement" (the Atlantic, Dec. 7, 2016)

Van Jones "Beyond Eco-Apartheid" (Common Ground, April 25, 2007)

Brentin Mock, "Are There Two Different Versions of Environmentalism, One 'White,' One 'Black'?" (Mother Jones, July 31, 2014)

Suzanne Goldenberg, “Why is the Green Movement So Dominated by White Dudes?” (Mother Jones, Mary 9, 2014)

Dina Gilio-Whitaker, “What Environmental Justice Means in Indian Country” (KCET, Mar. 6, 2017)

Brian Bienkowski, “Contaminated culture: native people struggle with tainted resources, lost identity” (Environmental Health News, Oct. 25, 2012)

In class: *Dumping in Dixie* case study (& Robert Bullard interview)

Community Engaged Learning Project: Worksheet 3

Feb. 19 Role of Science: What should the relationship between the NGO and science be? Mission? Targeting? Credibility, staffing, role of NGO publishing. Popularizing. “Junk science.” Cost of monitoring, studies, pioneering science. Traditional knowledge. Citizen science. IPCC, climate change, politics, liability and risk.

Reading: Bill Birchard, *Nature’s Keepers: The Remarkable Story of How The Nature Conservancy Became the Largest Environmental Organization in the World* (Jossey-Bass 2005), Ch. 3

David Suzuki, “The Importance of Citizen Scientists” (Ecology Global Network Forum, Nov. 19, 2014)

Brian Clark Howard, “Learning from Indigenous Peoples on Climate Change” (National Geographic, Sept. 4 2015)

Emily Atkin, “It’s Never Been Harder to Be a Climate Scientist” (New Republic, July 27, 2017)

Fred Pearce, “Why Are Environmentalists Taking Anti-Science Positions?” (Yale Environment 360, Oct. 22, 2012)

Science in the Crosshairs (Science Friday, October 14, 2016)

In class: science Alar case study

Reading quiz: Environmental NGOs and Science

Community Engaged Learning Project: Worksheet 4

Feb. 26 Role of Grassroots Activism and Politics: Tactics: action alerts – letters, petitions, demonstrations, social media, publicity, stunts, education campaigns, canvassing, petitions, public hearings/meetings, fly-ins, lifestyle & consumer choices, direct action/monkey wrenching, “naming and shaming”/accountability. Outsiders v. “insiders.”

350.org; the People's Climate Movement & National Day of Action, WildEarth Guardians, Greenpeace, EarthFirst!... "Greenwashing" and "Astro-turf." SLAPPs.

Reading: *Forcing the Spring*, Chapter 5

Douglas Bevington, *The Rebirth of Environmentalism: Grassroots Activism from the Spotted Owl to the Polar Bear* (Island Press, 2009), Ch. 2

Peter Montague, "Why the Environmental Movement is not winning" (Huffington Post Blog, Feb. 29, 2012)

Sharon Beder, "Anti-Environmentalism/Green Backlash,"

"Is There Any Point to Protesting?" (The New Yorker, Aug. 21, 2017)

Grassroots Rochester: Find a compelling example of grassroots action to discuss (optional)

Action alerts: When have you responded? Why? Respond to an action alert

Community Engaged Learning Project: Worksheet 4

In class: Grassroots case study, Standing Rock and "Is There Any Point to Protesting?" (The New Yorker, Aug. 21, 2017)

Mar. 5 Role of Lobbying and Politics: Congress, federal agencies, White House, state legislatures, state agencies; "insider," expertise, relationships, leverage, money. Potomac Fever, "inside the Beltway." Coalitions. Who does the lobbying? What is the role of "fly ins"? Champions. What makes for good lobbying materials? What is the goal of lobbying? What role should lobbying play today given current political divide? ALEC.

Reading: ME Kraft, "*Influence of American NGOs on Environmental Decisions and Policies: Evolution Over Three Decades*"?

OpenSecrets.org, "Pro-Environment Groups Outmatched, Outspent in Battle Over Climate Change Legislation"

In class: Ohio Environmental Council, "Tips for Effective Lobbying"; OpenSecrets.org – Environment Industry profile; City of Portland, "Ten Principles of Lobbying"

New York assignment: NY League of Conservation Voters, Environmental Advocates of New York, or NYPIRG – choose one; what role does it play?

Community Engaged Learning Project: Worksheet 5

Mar. 12 No Class ~ Happy Spring Break

Mar. 19 Role of Litigation: – What has been the role of litigation? Citizen suits and enforcement; NEPA lawsuits; toxic torts, public and private nuisance and other suits for damages; lawsuits against government agencies. What is the role of litigation in context of increasingly conservative courts? What is the role of litigation during the Trump Administration? *Juliana, et al v. U.S.*

Reading: Richard J. Lazarus, *The Making of Environmental Law* (The University of Chicago Press, 2004), pp. 40-42, 47-97

Michael Burger, “The Battle Against Trump’s Assault on Climate is Moving to the Courts” (Yale Environment 360 May 2, 2017)

James Conca, “Children Change the Climate in the US Supreme Court” (Forbes, Aug 3, 2018)

Robinson Meyer, “How the U.S. Protects the Environment, from Nixon to Trump” (The Atlantic, Mar 29, 2017)

Nick Stockton, “The Grizzled, Stubborn Lawyers Protecting the Environment from Trump” (Wired, June 16, 2017)

In class: Litigation case study

Community Engaged Learning Project: Worksheet 6

Mar. 26 Role of Money: How do environmental groups get money? How do they use it? How much goes to overhead? How transparent are they? Funding: grassroots donations, “grasstops,” grant funding and foundations, corporate giving, government grants, membership and individual donations. Money as direct action (buying land, voluntary conservation incentive programs, LCV GiveGreen Campaign, etc). How do you judge funding decisions? (cost, timeframe, likelihood of success, impact, scale?) Are there new financial tools to consider? (Green markets, boycotts, shareholder battles, crowdfunding?). “Trump Bump” and giving. Ford Foundation & founding of NRDC, SCLDF, EDF. What is the National Committee for Responsive Philanthropy?

Reading: *Environment Inc.*, Ch. 4

Sarah Hansen, “*Cultivating the Grassroots: A Winning Approach for Environment and Climate Funders*” (2012)

John O’Connell, “Election provides fundraising windfall for environmental organizations” (Capital Press, Jan. 19, 2017)

In class: Where does the money come from? Who's on the Board? What is corporate giving policy? Is it lean and mean? Does it have high overhead?

Community Engaged Learning Project: hand in work product.

April 2 Push back & Third Wave: Market-Based Approaches: Bush, Reagan, Trump. What are market-based approaches? Why did this approach gain strength when it did? What are the strengths, weaknesses, and limitations? What relationship to regulation or liability? What about corporate sustainability and innovation in sourcing, production, design, packaging, shipping? Skyrocketing costs and scale of investment needed: NatureVest and importance of finding innovative ways to fund very expensive jobs.

Reading: *A Fierce Green Fire*, Chapter 13; *Environment Inc.*, Ch. 5

In class: “Creative Financing Solutions for Green Infrastructure”

Community Engaged Learning project: Reflection (on Blackboard)

April 9: Sustainability and the Environmental Movement: What is sustainability? Are sustainability and environmental issues separate or intertwined? What organizations are working on sustainability issues?

Reading: Handout on Blackboard

Rebecca Tuhus-Dubrow, “Sustainability is older than you think” (Dec. 7, 2014 The Boston Globe)

Grad students lead class discussion and provide power point presentation

Research paper: Bibliography due

April 16: Climate Change: All climate, all the time? So overwhelming we turn away, bury our heads? Usher in a new green economy? Role of green groups after failure to pass cap and trade legislation? How frame this challenge? Distributional issues, environmental justice, “climate colonialism.” What role can/should environmental NGOs play? What should the roles of litigation, grassroots, lobbying and other traditional tools be (climate march, *Juliana et al v. US*, etc)? What coalitions? Who are key champions needed? How foster creative thinking? How mobilize at scale? Intersectional issues with climate change. What are groups doing? NRDC: “Trump Watch;” Climate action network; 360.org; Sustainable Energy Coalition; Rochester People's Climate Coalition; Mothers Out Front; takepart.com/climate.

Reading: Joe Romm, “What Theda Skocpol Gets Wrong About the Climate Bill Fight” (ThinkProgress, Jan 18, 2013), <https://thinkprogress.org/what-theda-skocpol-gets-wrong-about-the-climate-bill-fight-9e1c2a859871/>

David Wallace-Wells, “The Uninhabitable Earth” (New York Magazine, July 10-23, 2017)

Michael Shellenberger and Ted Nordhaus, *The Death of Environmentalism: Global Warming Politics in a Post-Environmental World?*

Jerome C Ringo, “Combating Climate Change: Why All Should be Involved (pp115-125 in *Diversity and the Future of the U.S. Environmental Movement*)

Rebecca Bromley-Trujillo, “Despite Trump, many cities and states are fighting climate change. Including Pittsburg” (The Washington Post, June 6, 2017)

Jeff Goodell, “Why the Climate March Matters in the Era of Trump (Rolling Stone, April 28, 2017)

Climate Change and Human Rights (UNEP report, Dec. 2015)

In class: Effective environmental NGO climate change strategies and messaging: is positive (e.g., *Drawdown, Climate of Hope, Green Collar Economy*) or negative (e.g., David Wallace Wells article) more effective?

Reflection: Reflection on NGO climate change strategies and messaging

Research paper: check in

April 23 The Future: the 4th Wave? What should the green movement look like? What should the environmental NGOs of the future look like? How might sustainability, environmental justice and environmentalism intertwine to address environmental issues, sustainability and social justice issues, such as food, poverty, water, land use, NIMBYs, toxics, poverty, jobs, hazardous occupations, and displacement? Who defines the agenda? Should there be a Constitutional right to a healthy, sustainable environment? What about biotic rights?

Reading: *A Fierce Green Fire*, Chapter 14

“The Graying of the Green”, pp. 251-254 in *The Making of Environmental Law*

Gus Speth, “Environmental Failure: A Case for a New Green Politics” (Yale Environment 360, Oct. 20, 2008)

Reflection: Are you an environmentalist? (Part II) & What’s your environmental NGO agenda?

Research paper: check in

April 30 **Research paper paper due**

