

ECO-SCHOLARS EXPERIENTIAL LEARNING COMMUNITY

Environmental Politics & Sustainability in the Puget Sound

POLS 198/Fridays @ 10:30-1:20pm

Bellevue College

Room B274B

Spring 2017

Instructor: Larry Cushnie & David Spataro

Email: cushnie@bellevuecollege.edu & david.spataro@bellevuecollege.edu

Office: A200F & D200#E

DESCRIPTION

The Eco-Scholars Experiential Learning Community considers the political and social history of the environmental struggle and movements of the Pacific Northwest. We strive to build the connections between the past and present of environmental activism through immersion in the places directly facing the impact of environmental degradation. The goal is to establish a collection of scholars ready to bring the environmental concerns and movements of our region back to the Bellevue College campus; to inform existing sustainability initiatives; and to forge new paths in shifting environmental affairs.

MODE OF INSTRUCTION

Learning takes place in the physical locations of environmental concern towards developing the significance of consequences to local community stakeholders. We will engage in on-campus learning, local outings, and a regional overnight trip to build community amongst the Eco-Scholars and local stakeholders. This involves shared texts, meetings with regional environmental narrators, community building, and travel around the Pacific Northwest.

The majority of our classroom meetings take place in a seminar environment. This means minimal time will be spent lecturing and instead we will discuss the days reading as a group. Your duty will be to be prepared to discuss the assigned texts in depth with your colleagues to help further everyone's understanding and comprehension of complex topics.

LEARNING OBJECTIVES

1. To enlarge our environmental vocabularies, so that we may engage each other in discussion and argumentation with greater force, flexibility, intelligence, and exactitude.
2. To conduct dialogue with empathy, critical attention, passion, and respect.
3. To develop clear understandings of privilege, positionality, and impact of human communities on the bioregion.

ASSIGNMENTS AND GRADING

Grades will be broken down as follows:

Participation –	25%
Seminar Facilitator –	10%
Paper Proposal –	20%
Group Presentation –	15%
Analytical Research Paper –	30%

Participation – Includes involvement during quiz section and demonstrating mastery of the readings. Discussion section is an essential element of the course. Only a small part of section will review material from the lectures. The primary work of section is to identify arguments in assigned readings, evaluate how authors support their arguments, and test those arguments by applying them to different scenarios. Success in section requires preparation (regular attendance and completing the reading assignments) and participation (contributing to discussion with informed opinions and questions).

Seminar Facilitator – On the first day of the course, you will sign up to be a discussant for one of our future meetings. Your responsibilities include: sourcing a current event to enlighten your colleagues; introducing the day's readings; and providing discussion questions to help set the agenda for consideration.

Paper Proposal – This outline of your argumentative research paper requires five sections to be discussed in class. It also involves peer review/discussion and demonstration of preliminary research on a topic of your choosing related to state politics.

Group Presentation – During the last week of the quarter, each group will present their research and preliminary findings to the class. These presentations will be organized as an academic panel including a discussant and questions from the audience.

Analytical Research Paper – The paper is an analysis of a specific issue, developed by you, requiring critically consideration of an issue related to state politics. This can include but is not limited to: state courts, legislation, policy initiatives, ballot measures, laws, elections, elected representatives, jurisdictional conflicts, and/or contentious current events. It is important that you have an opportunity to choose a topic which aligns with your own curiosity and interest in order to develop and refine your knowledge and opinions.

TEXTS

All course materials will be available on Canvas.

COURSE POLICIES

Expectations

This is a college-level course, which means you are responsible for your own learning. Expectations include: completing assignments by the date/time listed in the syllabus; coming to events prepared to discuss the day's topics; being ready to engage with environmental narrators and each other; participating in discussions; fulfilling course requirements; knowing the syllabus and using it as your first reference; and taking initiative to answer questions about content, responsibilities, and assignments.

Rules of Engagement

This course involves discussion of controversial political issues. We will be respectful of each other and avoiding inflammatory, derogatory and insulting words, phrases, and labels. I encourage robust discussion of contentious issues, however be prepared to support provocative claims with evidence.

Please note that all electronic devices are prohibited in the classroom during class time unless necessary to note taking. If an overwhelming need to check the interwebs persists, please leave the classroom to do so. Students engaging in extracurricular electronic usage will lose participation points for the day's class. You may or may not be informed of this deduction at the time, due to the distraction it causes to the class.

Disability Resources

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. Please visit the DRC if you have any questions about classroom accommodations. If you are a student who has a disability or a learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact the DRC staff as soon as possible. The DRC office is located in B132 or you can call the reception desk at 425-564-2498. Deaf students can reach the DRC by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit the DRC website for application information into the program and other helpful links at www.bellevuecollege.edu/drc. If you are someone who has either an apparent or non-apparent disability and requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with me to develop a safety plan within the first week of the quarter.

Academic Integrity

Cheating and plagiarism (using the ideas or words of another as one's own without crediting the source) are violations of the Student Code of Conduct at Bellevue College (http://bellevuecollege.edu/policies/2/2050P_Student_Code_%28Procedures%29.asp). Such behavior will result in a grade of 0 for the assignment/exam in question. Please note that these are serious offences, which can result in possible probation or suspension from Bellevue College. If you have questions about academic integrity, please familiarize yourself with BC's Student Code of Conduct and/or come talk to me during my office hours.

Cases of suspected cheating and plagiarism will be referred to the dean and an Academic Honesty Violation Report will be filed. University policies and guidelines regarding cheating and plagiarism will be followed strictly. Please see the Academic Honesty Policy for specific information about what constitutes plagiarism.

The instructor reserves the right to amend this syllabus over the course of the quarter.

CLASS SCHEDULE

- 1) Friday, April 7 – Introduction, Syllabus Review, & Affinity Group Construction
- 2) Friday, April 14 – Theoretical Underpinnings of Environmentalism & Elwha Introduction
Mark Dowie – Selections from *Losing Ground* (1996)
- 3) Friday, April 21 – History of Earth Day & Greening the Mainstream
John Roach – “Earth Day at 40: How it Began, Where It’s Going” in *National Geographic News* (2010)
Bruce Watson – “The Troubling Evolution of Corporate Greenwashing” in *The Guardian* (2016)
Rising Tide – “Long Live the Environmental Movement, The Environmental Movement is Dead”
- 4) Friday, April 28 – Civil Disobedience, Direct Action, & the Green Scare
Steve Vanderheiden – “Eco-terrorism of Justified Resistance?” in *Politics & Society* (2005)
Will Potter – Selections from *Green is the New Red* (2011)
Sean Parson – “Understanding the Ideology of ELF” in *Green Theory, & Praxis* (2008)
Lawrence J. Cushnie – “Mapping Discursive & Punitive Shifts” in *Green Theory & Praxis* (2016)
- 5) Friday, May 5 – Environmental Resistance in the Puget Sound
Jeffery Sanders – Selections from *Seattle and the Roots of Urban Sustainability* (2010)
Matthew Klinge – Selections from *Emerald City* (2009)
- 6) Friday, May 12 – Indigenous Resistance
Ward Churchill & Jim Vander Wall – Selections from *Agents of Repression* (2002)
Joseph E. Taylor III – Selections from *Making Salmon* (1999)
- 7) Friday, May 19 – Sunday, May 21 – Elwha River Excursion
- 8) Friday, May 26 – The Future of the Environmental Movement
Collected Authors – “An Ecomodernist Manifesto” (2015)
UCLA IoES – “Our Environmental Future Under the Trump Administration” (2017)
- 9) Friday, June 2 – Affinity Group Research Clusters
- 10) Friday, June 9 – Class Presentations & Reflection