

First Year Seminar 1378—Fall 2012—American Environmentalism in the 1970s
Tues/Thurs 1:30-2:45, Pearsons Kade Seminar Room

Prof. Kathryn Morse

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Office Hours Fall 2012:

Mondays 10am-12pm, Starr Axinn 240

Thursdays 3pm-4:15 pm, Hillcrest 119 (except Oct. 4).

And by appointment. Please see me in person or email to make an appointment.

Writing and Academic Mentor: Anna Flinchbaugh

aflinchbaugh@middlebury.edu

Note: This is not a complete schedule of all readings, meetings, and in-class exercises for the whole semester. Although due-dates for papers will not change much from the schedule here, I will update the schedule of readings and class plans as the semester continues.

Introduction and goals: The goals of every First Year Seminar at Middlebury college include the following, as stated by the Center for Teaching, Learning and Research: to develop **Critical Skills**, including thinking, reading, writing, and speaking; to practice **Cross-Disciplinary Thinking**; to develop **Intellectual Curiosity** through in-depth pursuit of one topic; to develop college-level **Information Literacy**, the ability to find, evaluate, use, and properly cite information resources--whether they be in print or digital format, primary or secondary materials, factual or analytical, general or discipline-specific, local or remote; to practice **Academic Responsibility** in an environment in which students expect to be responsible for high quality, independent work in their junior and senior years, and are aware of developing the skills to perform at that level from their first semester; to cultivate **Community Membership** beyond the classroom; to cultivate awareness of **Diversity**, in which students experience, question, and

understand their own culture and to experience, question, and understand completely different cultures prepares them for their roles in the interrelated world they will find both here and after Middlebury; to together pursue **Curricular Innovation** in courses free of the demands of regular, sequenced departmental and program courses.

Our course, FYSE 1378, Fall 2012, drawing mostly from the discipline of history, will focus on American environmentalism as a growing movement in the 1970s, with some consideration of its roots in previous decades, particularly the 1960s. We will focus on key published texts as primary historical sources, and we will seek through critical reading, writing, research, and discussion, greater understanding of what those sources reveal of the values and ideas driving Americans' concerns about the physical world in which they lived. Although we will not be able to address or master all of the different elements of environmental culture, science, and politics in this period, we will begin, at least, to more fully understand the dynamic context in which environmentalism emerged into American culture and life.

Course Requirements: Students must complete all written work to earn a passing grade in this course.

1. Attendance at and participation in classes, including active engagement in class exercises and discussions.
2. Four (4) formal academic essays, most with at least 2 drafts turned in for each.
3. Required individual writing meetings to review paper drafts with Prof. Morse or Anna Flinchbaugh, our class Writing and Academic Mentor, scheduled ahead of time.
4. In-class oral presentation (in teams) on Ecotopia in the context of the 1970s.
5. In-class oral presentation (individual) of main arguments of final paper (paper 4).
6. Completion of occasional in-class exercises and out-of-class research assignments.

Course Policies

1) Honor Code. The Honor Code is in effect for all formal work in this class, including all drafts of all papers, Please state and sign the honor code (electronically or by hand) on ALL work. For papers submitted by email, REMEMBER TO STATE AND SIGN THE HONOR CODE, either within the paper file itself, or in the body of the email to which you attach the paper. In particular, all students are responsible for reading and heeding the statement on plagiarism as written in the Middlebury College Handbook. If you are unsure what constitutes plagiarism you may re-read the Handbook, talk to a writing tutor at the CTLR, or ask Anna or myself.

2) Classroom Etiquette and Technology Policy: Cell phones, smart phones, and other mobile devices must be OFF and put away in ALL classes. Laptop computers must be off and put away during class unless we are considering reading in that particular class that is in electronic form (a .pdf article or document rather than a book). However, it is HIGHLY PREFERABLE to bring printed versions to class, rather than electronic versions.

IF AT ANY POINT the use of laptop computers or tablet computers becomes distracting to myself or others, I will ask you to shut them off and put them away.

Classroom etiquette and behavior: Please respect your classmates. Our goal is to critically engage and discuss historical events and ideas, but not to criticize or intimidate each other as human beings. Be kind, be thoughtful, and engage each other as colleagues with respect.

Please do not leave the classroom during class time unless in the event of a physical or personal emergency.

3) Grading: There is no completely set or precise formula for the determination of grades. Generally, attendance and participation in classroom discussions activities will determine approximately 15% of the final grade; each oral presentation approximately 10%; with the four papers shaping the remaining 65% (15%, 15%, 15%, 20%). However, greater weight may be given to the later papers, particularly with regard to steady progress and improvement over time.

Hence the four papers will likely count more along the lines of 10%, 15%, 20%, and 25%, with some flexibility, again, to acknowledge improvement over time.

A note on numerical (1-100) vs. letter grades (A, A-, B+ etc.): Grades on papers will usually take numerical form, as this allows for a more fine-grained approach to evaluating student work (a B may range from 82-86, for instance). However, numerical grades do not represent a specific point value for any given student answer or response to a given question. Example: Grammatical or proof-reading errors correlate to a specific loss of points on a paper. Grades in this class take in a wide range of factors for any given answer and thus are not always directly correlated with points. Each assignment, however, will include detailed information on the general standards for “A” work, “B” work, etc.

4) Attendance Policy: Attendance at all classes is required, and attendance will be recorded and counted as part of the final grade. Students may miss two classes during the semester, for any reason, without any penalty. **However, if you are experiencing a personal or medical emergency, please do notify all of your professors as well as your dean. The more information you can share, the better we can address missed work and other academic issues.**

Athletic Absences: If you are a member of a team whose schedule will require you to miss class, it is **your responsibility** to inform me of your schedule, what work you will miss, and how and when you intend to make up that work. I do not regularly check sports schedules or know team departure times, so it is your job to present me with that information, well in advance of the absence itself.

If at all possible, I would like to know as early as possible exactly when you will be gone, so as to head off any complications well in advance.

As per college policy, absence for athletic commitments are explained rather than excused absences. Again, all students may take two unexcused absences without penalty.

5) Office hours: I am available to meet with and advise students during the office hours listed above (note the TWO OFFICES). If these two times do not fit your schedule, email me to make an appointment at another time. This is normal and expected, so don't be shy about asking to make an appointment.

6) E-mail and technology outside the classroom: BEFORE you call or email ANY professor with a specific question about details of the course (or about anything), ask yourself this important question: **Is there ANY other way to gain this information or answer this question without asking a professor? If so, use that other method first! Independent learning and initiative are goals of college learning.**

That being said: Students are welcome to email to make an appointment to see me about any topic, or to attend to course-related matters that need attention. Please be advised that I do not read and answer email constantly or immediately. I will attempt to return your email or call within 24 hours during the week. If you need to communicate with me immediately (i.e. to change or set up a meeting in the very near future), send an email with the “urgent” exclamation point so that I will look at it quickly.

In a true emergencies, involving serious illness, personal crisis, or loss, I will of course respond as quickly as possible.

I do assume that you read your Middlebury college email on a regular basis, several times a week. If you do not read your email with any regularity, please remember to ask me in class whether I have sent out any information or updates.

Please familiarize yourself with our class folders on the server. All registered students will have access to the class folder. The “share” folder and the “handout” folder will contain necessary material for the class.

Books and other readings for the course:

Shared readings available at the bookstore and on 2-hour reserve at the library . Additional readings will be made available electronically or distributed in class.

Rachel Carson, Silent Spring (1962)

Thomas Dunlap, ed., DDT, Silent Spring and the Rise of Environmentalism (2008)

Barry Commoner, The Closing Circle: Nature, Man, and Technology (1971)

Thomas Borstelmann, The 1970s: A New Global History from Civil Rights to Economic Inequality (2011)

David Stradling, ed., The Environmental Movement, 1968-72: Classic Texts (2012)

Ernest Callenbach, Ecotopia (1975).

Schedule of Classes and Assignments for Weeks 1-6 (subject to change with plenty of advance notice):

Week 1:

Tues. Sept. 11: Read Rachel Carson, Silent Spring, chapters 1-4, 7-8.

Thurs. Sept 13: Read Rachel Carson, Silent Spring, chapters 10,12, 16, 17; and Yale Committee on Expository Writing, “Writing Prose,” chapter 1 (handout in class on Tuesday). Full text (all chapters) of “Writing Prose” to be handed out Thursday.

Fri. Sept. 14: Draft of Paper 1 due. Please email the paper by 5 pm to kmorse@middlebury.edu and aflinchbaugh@middlebury.edu as a .doc or .docx attachment to an email. Name the file for the paper: Your Last Name_FYSE 1378_Paper 1_1.docx or .doc (for Paper 1, Draft 1).

Week 2:

Monday-Thursday: Individual meetings to discuss drafts with Prof. Morse or Anna Flinchbaugh.

Tues. Sept. 18: Read in Dunlap, ed., DDT, Silent Spring and the Rise of Environmentalism, documents 1-7 (skip forward, intro, and background, read only historical documents).

Thurs. Sept. 20: Read in Dunlap, ed., DDT, Silent Spring and the Rise of Environmentalism, documents 8-13. In-class: Brainstorm for Paper #2.

Fri. Sept. 21: Second draft of Paper 1 due. Please email the paper by 5 pm to kmorse@middlebury.edu and aflinchbaugh@middlebury.edu as a .doc or .docx attachment to an email. Name the file for the paper: Your Last Name_FYSE 1378_Paper 1_2.docx or .doc (for Paper 1, Draft 2).

Week 3:

Tues. Sept. 25: Read in Dunlap, ed., DDT, Silent Spring and the Rise of

Environmentalism, documents 18-21. In class: we will further develop topics for paper #2.

Thurs. Sept. 27: Read: Maril Hazlett, “ ‘Woman vs. Man vs. Bugs’: Gender and Popular Ecology in Early Reactions to *Silent Spring*,” Environmental History 9:4 (October 2004): 701-729. Where is it? We will discuss finding this article in class on 9/20.

Fri Sept. 28. First draft of Paper 2 due. Please email the paper by 5 pm to kmorse@middlebury.edu and aflinchbaugh@middlebury.edu as a .doc or .docx attachment to an email. Name the file for the paper: Your Last Name_FYSE 1378_Paper 2_1.doc or .docx (for Paper 2, Draft 1).

Week 4:

Monday-Thursday: Individual meetings to discuss drafts with Prof. Morse or Anna Flinchbaugh.

Tues. Oct. 2: Read: In David Stradling, The Environmental Moment, all documents in Part 2 (“A Dying Planet”).

Tues. Oct 2. Special Event! Dessert and environmental film screening of Soylent Green at Atwater Commons House, 7:30 pm (the Nelsons’ house).

Thurs. Oct 4: **No class! Time to work on Paper 2.**

Friday Oct. 5: Second Draft of Paper 2 due. Please email the paper by 5pm to kmorse@middlebury.edu and aflinchbaugh@middlebury.edu with file name: Your Last Name_FYSE 1378_Paper 2_2.docx or .doc (for Paper 2, Draft 2).

Week 5:

Tues. Oct. 9: Read Barry Commoner, The Closing Circle, chapters 1-9; and in Stradling, The Environmental Moment, first 8 documents in Part 3, “Earth Year” (through Gaylord Nelson’s Earth Day speech). **In-class assignment of brief**

library research task for Thursday.

Thurs. Oct. 11: Read Barry Commoner, The Closing Circle, chapters 10-end; and in Stradling, The Environmental Moment, remainder of documents Part 3, “Earth Year.” **Results of brief library research task due in class.**

Week 6:

Tues. Oct 16: Fall Break—No Class.

Thurs. Oct 18: Read in Stradling, The Environmental Moment, all documents in Part 4 (“Is Catastrophe Coming”); plus .pdf document in share folder:

Environmental Protection Agency document, “Our Urban Environment and Our Most Endangered People.” THIS IS 181 pages LONG—skim the beginning and scroll through to look briefly for the range of topics addressed and any interesting information. You do not need to read the whole thing by any measure!

Fri Oct 19. First Draft of Paper 3 due. Please email the paper by 5 pm to kmorse@middlebury.edu and aflinchbaugh@middlebury.edu with file name: Your Last Name_FYSE 1378_Paper 3_1.docx (for Paper 3, Draft 1).

From Week 6 on the syllabus is a basic outline—the plan may change, but I will update it by the start of week 6. The following outline shows major assignments and due dates for the rest of the semester for planning purposes.

Week 7:

Monday-Thursday: Individual meetings to discuss drafts with Prof. Morse or Anna Flinchbaugh.

Plan for this week: Readings from Callenbach, Ecotopia and Borstelmann, The 1970s, plus selection of topics for final papers, plus workshop on oral presentations.

Tues. Oct. 23:

Thurs. Oct 25:

Fri. Oct 26. Second draft of Paper 3 due by 5 pm.

Week 8: **Plan for this week:** Further readings from, and group presentations on, Callenbach, Ecotopia and Borstelmann, The 1970s, plus library research workshop and selection of topics for final papers.

Tues. Oct 30
Thurs. Nov. 1

Week 9: **Plan for the week:** Further group presentations on Ecotopia and the 1970s, plus more library research instruction for final projects.

Tues. Nov. 6
Thurs. Nov. 8

Week 10: **TBA.**

Tues. Nov. 13
Thurs. Nov. 15
Friday Nov. 16: Draft of Paper 4 due.

Week 11:

Tues. Nov. 20: In-class research and writing workshop.
Thurs. Nov. 22: Thanksgiving!

Week 12: Presentations of final paper research; individual meetings to discuss paper 4 drafts.

Tues. Nov. 27:
Thurs. Nov. 29

Week 13: Presentations of final paper research.

Tues. Dec. 4
Thurs. Dec. 6

Friday Dec. 7: Final draft of Paper 4 due to Prof. Morse.