**INTL 410/510: Sustainability Movements Around the World**

*Winter 2020*

Professor [Derrick Hindery](mailto:dhindery@uoregon.edu), Ph.D. (Geography)

Class location: 16 PAC (although we might move to 348 PLC)

Meeting time: MW 12-1:20

Office hours: MW 1:45-2:45pm

Office location: 345 Prince Lucien Campbell Hall (PLC), 541-346-6106

Course webpage: all course materials will be posted on [Canvas](https://uoregon.instructure.com) under “Modules”, including all readings, powerpoints, assignments etc.

email: dhindery@uoregon.edu

(I prefer in person communication at office hours or after class. Please keep email to a minimum, for non-substantive topics)

**PLEASE DO NOT SEND MESSAGES THROUGH THE CANVAS MAIL SYSTEM**

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Sociology students and others participating in the September 2019 Global Climate Strike in the main plaza of Santa Cruz, Bolivia. Sign on left states “For the climate, for life and against fires.” Other signs call for the repeal of policies that promoted fires and deforestation. Photo credit: Sociology Professor Jose Martinez, Universidad Autonoma Gabriel Rene Moreno

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**Course Overview:**

It’s easy to get discouraged these days with daunting issues like environmental injustice, climate change, and biodiversity loss, particularly with sensationalized “negative news.” Yet, if we look objectively we can find plenty of positive, inspirational social movements tackling the biggest environmental issues of the day. News outlets like [Yes! Magazine](https://www.yesmagazine.org) and [Reasons to be Cheerful](https://www.reasonstobecheerful.co.uk) were created precisely for the purpose of reminding us that billions of people around the world are joining together to work toward environmental justice and ways of living that safeguard the planet for generations to come. I welcome you to join me for the next several weeks to survey some of the most inspirational environmental movements of our time around the globe. We’ll learn collectively from cases you, your fellow students and I identify, such as the following:
• Indigenous environmental movements and alternative models of living, including the Hawaiian Ahupuaa model and Vivir Bien (Living Well), the Green New Deal
• Climate change related movements: the Global Climate Strike, Sunrise Movement, the Marshall Island climate adaptation plan
• Ecological restoration movements: e.g. Africa’s Green Belt, Gordon Okumu’s Angels of Africa tree planting program, post-fire recovery in the Amazon Forest
• Food sovereignty movements like Via Campesina. Polynesian cultural & environmental restoration through native foods, Cuba’s urban gardens and agroecological movements
• Fair trade environmental cooperatives like the Grenada Chocolate Cooperative
• Pro-renewable energy/Anti fossil fuel and extractive industries movements like the coalition against plastics, 350.org, “Keep it in the Ground”, anti-mining movements in El Salvador
• Urban environmental justice movements working toward clean, healthy environments, green affordable housing and social justice (e.g. Naomi Klein’s organization The Leap, the Green New Deal for Housing etc.)
• Scientific movements for social change and environmental justice
• Decolonization and restoration of health through indigenous and communal methods

You’ll produce a service-learning paper or project in which you’ll do something that makes a positive contribution to humanity and simultaneously enriches your educational pursuits. This could entail, for instance volunteering at a local community garden and producing a report that is both useful for the sponsoring organization and meets the academic requirements established in this course. Or it might entail contributing to a website of an indigenous or community-based organization abroad that you already have contact with. There are many possibilities, and we’ll meet in person to determine what option is most viable.

In addition to the readings, I encourage you to keep informed of current affairs so as to further ground the knowledge you gain through this class. A variety of resources are listed at the end of the syllabus.

Throughout the course, please feel free to express your ideas and enter into dialogue with myself and your fellow students. Although I do not want to discourage you from expressing your view, I expect that you will be courteous to others, respect different views, and refrain from personal attacks. Through this dialogue, you will encounter perspectives that are different from your own, which will enable you to explore new ideas, challenge your own assumptions, and develop a well-informed position. As a result of such discussion and assignments, you will improve your critical thinking and writing skills—tools that you will carry with you beyond this class.

Learning objectives

Through this course you will learn about:

• competing paradigms or approaches for understanding “sustainability,” social movements and environmental justice
• how political economy and different models of “development” affect the extent to which it is possible to achieve sustainable forms of living
• the nature and relative effectiveness of tactics and strategies used by environmental movements around the world
• how social movements organize and work for change to safeguard the planet’s ecosystems and work toward environmental justice
• the prospects for alternative models of development and social movements for creating more just and sustainable societies

Course Requirements and Grading:

The success of this course depends on your attendance and participation. The better your attendance and participation the more you'll learn, plus you'll earn a higher grade! You will be held responsible for all material covered in lectures and the readings. Studies show that you will do better if you take notes and review them within 24 hours after lecture, readings and discussion. This will also help you avoid last minute studying. The following is the breakdown for your course grade:

Undergraduate Students
25% Attendance and participation, including two 5 minute “current event” presentations per student during the term
25% Weekly 1 page summary and analysis of readings (based on 1 reading per week. You can skip 2 weeks, so 8 total). See below for details (credit/no-credit)
50% Service Learning paper or project (80% paper, 20% presentation)
   A detailed description will be posted on the course website.

Graduate Students
25% Attendance and participation, including two 5 minute “current event” presentation per student during the term
25% Weekly summary and analysis of readings (based on 1 reading per week. You can skip 2 weeks, so 8 total). See below for details (credit/no-credit)
50% Service learning paper or project (tailored towards developing your thesis or dissertation, incorporating course readings, 80% paper, 20% presentation). A detailed description will be posted on the course website.

There will be various discussions and debates that will help you develop a critical understanding of disparate viewpoints. Since we will be discussing the readings each week, you will need to have done the readings before class (readings are listed in the course schedule). This will work to your own benefit, because you will get more out of the lecture, and will divide your workload evenly throughout the quarter, thereby avoiding “surprises” come exam time. Please focus on major concepts. For example, you might skim each reading rapidly, extract the major points, and then read the piece more carefully with the major points in mind. The class suffers if you're not prepared and don't participate to your fullest. Plus, you'll understand lectures and discussions better.

I prefer that you come to office hours or see me after class rather than emailing me.

I look forward to working with all of you throughout the course, and encourage you to give me feedback at any time. I will do my best to incorporate your suggestions.

Service Learning Research Paper
• Please visit me in office hours within the first three weeks to finalize a topic for your paper.
• Come prepared having done some preliminary research and having re-read the paper guidelines posted on Canvas.
• Prior to the meeting submit on Canvas a rough outline of your paper, with a clear central research question, what you plan to do for your primary research and a list of at least 3 academic sources you’ve perused (in the section in Modules under “Assignments”.)

**Write-ups** (based on 1 reading per week, except skip 2 weeks, so 8 total).

- You are required to read all the required readings posted on Canvas, but not the ones that are optional.
- Weekly write-ups are always due prior to the first class meeting of each week, except for the first write-up, which is due by Friday of week 1.
- However, during the first week please complete the week's readings by the second class meeting.
  - For week 2, for example, you should have done all the readings and finished your write-up on them by the first day of class of week 2, before class meets.
- The idea is to have you read the readings before we discuss them.
- Please submit your write-ups through the link in Canvas for that week.
- Bring a printed copy of your writeup and notes on other readings for the week when we discuss them. That will help discussions
- Label your write-up according to the week # of the write-up, e.g. “Week 1 Write-up”
- Formatting is not critical, just content.
- Please keep them to a maximum of 1 page, single spaced, 12 point font, 1 inch margins, and a minimum of 300 words.
- Each week choose at least one of the week’s readings for your write-up.
  - This does not imply that you are to gloss over readings you don’t choose, but simply gives you a chance to focus on one.
- Detailed written feedback will be provided on your first write-up. All students are welcome to come to office hours for feedback on subsequent write-ups.

**Please use the following structure for your write-ups:**

1. **First section: Summary**

Simply write a short summary of the key points raised in the readings you selected. Don't get lost in the details. Think big picture. This can be essay format or in understandable bullet points.

2. **Second section: Critical analysis and your own assumptions**

Critically analyze the readings. The easiest way to do this is to re-read what you wrote for the summary, and then ask yourself whether or not you agree with arguments put forth, and why. Base your analysis on facts. Consider the authors' deeper, underlying assumptions. These are usually unstated, and implicit. A good way of getting at these deeper assumptions is by figuring out the author(s)' approach, or paradigm. Include a sentence describing your own underlying (deeper) assumptions. As with the summary paragraph, this can be essay format or in understandable bullet points.

**Course Policies:**
- **Course Expectations:** As mentioned, I expect each of you to do assigned readings before class, and turn in all write-ups on time (you will not be permitted to work on them during class).
- **Attendance Policy:** I expect you to attend class regularly and participate in the class discussion. If you miss a class it is your responsibility to obtain notes from a fellow student. Credit for missed classes will only be granted if documented.

- **Academic Integrity:** Cheating and plagiarism will not be tolerated. You may check the University Catalog and/or the Schedule of Classes for definitions and examples of, and penalties for academic dishonesty. Plagiarism software provided by University of Oregon may be used to ensure compliance.

- **Due Dates/Make Up Work:** Examinations must be taken as scheduled. Make-ups will be allowed only if you have contacted me before the scheduled date, with a documented serious excuse.

**Required Materials:**
- All readings will be posted to the course website on Canvas, under “Modules”: canvas.uoregon.edu

**Online Collaboration Tools**
Using Canvas you can set up a group under ‘tools’ and invite specific members. It allows you to collaborate online with one another, hold meetings, and share files.

**Laptop and Texting Policy:**
It is fine to bring laptops, just please be courteous to me and classmates and refrain from non-class use. No checking social media websites like Facebook. No texting etc. If there is something urgent please step out of class.

**Classroom Etiquette:**
- Please treat our class as you would a small seminar. Talking, texting, Facebooking, etc are very visible and distracting for the other students, the professor and us. It’s an hour and 20 minutes, twice a week. Please just be present in the class.
- Cell phones should be tucked away, not laying out on the desk in front of you.
- If you need to leave lecture early, please tell us before class. It should be a rare occurrence if ever.
- Packing up before class ends sends the message that you’ve stopped listening, and it also creates a lot of noise and distraction. Your notebook should be open until the class is over.

**Students with Special Needs:**
Any student with a documented disability who would like to request accommodations should contact the Disability Services Office (346-1155; http://ds.uoregon.edu/) as early in the quarter as possible. Students with physical or learning disabilities should see me to discuss what modifications are necessary.

**Basic Needs**
Any student who has difficulty affording groceries, lacks a safe and stable place to live, or is experiencing other problems meeting basic needs is urged to visit this helpful UO specific website: https://blogs.uoregon.edu/basicneeds/ and to contact the Office of the Dean of Students Office (346-3216) for support. Furthermore, if you are comfortable doing so, please let me know about your situation so I can help direct you to assistance.

**Regarding the Dreamers Working Group:**
I support all students, regardless of national origin or immigration status. For more information on campus resources for undocumented or Dreamer students, see: https://www.uoregon.edu/dreamers. International student support services are available at: https://isss.uoregon.edu/current-students
Regarding Mental Health and Wellness:
I recognize that being a college student is filled with stressors and challenges to student well-being. For assistance with mental health and wellness, seek out these campus resources at https://counseling.uoregon.edu or the after hour support hotline at 541.346.3227. The Duck Nest in the EMU offers many resources to support student wellness, see: https://health.uoregon.edu/ducknest

Additional Resources
Also, always feel free to come to office hours if you need additional help. That said, I do expect that you attempt to learn the material on your own first and come prepared to office hours.

Below, I have pasted a number of online resources to help you keep informed. Beyond this, I encourage you to peruse the library’s physical and online holdings related to the course. In addition there are also some excellent multimedia resources available at the Library as well (videos, DVDs, and CDs).

COURSE SCHEDULE AND READINGS
-once again, all readings will be posted on Canvas under “Modules”: canvas.uoregon.edu You are expected to have done the readings for each topic prior to our first class meeting (except for topic 1, by our second class meeting).

Weekly discussion groups are indicated by G1, G2 etc. listed in front of the reading in the Modules section of Canvas.

- These are NOT the same as the debate groups.
- We will divide the class into discussion groups that will be used for small group activities throughout the course.
- You are expected to pay extra attention to the reading that appears next to your discussion group each week.
- You can choose to do your weekly write-up on the same reading, although you do not have to. This makes for more substantive discussions.
- YOU MUST bring notes from the readings your discussion group is assigned to in order to jog your memory.
- Also, each time you meet in discussion groups YOU MUST appoint a spokesperson(s) to report what your group comes up with, and decide who will say what when the group reports their findings back to the class.
- Please note that you are expected to do all readings each week.

Week 1 (1/6 NO CLASS, 1/8): Course Intro; Climate change related movements: the Global Climate Strike, Sunrise Movement, the Marshall Island climate adaptation plan

Week 2 (1/13, 1/15): Indigenous environmental movements and alternative models of living, including the Hawaiian Ahupuaa model and Vivir Bien (Living Well), the Green New Deal

Week 3 (1/20 MLK Holiday, 1/22): Ecological restoration movements: e.g. Africa’s Green Belt, Gordon Okumu’s Angels of Africa tree planting program, post-fire recovery in the Amazon Forest

*meet with me about your service learning research paper by this week (see above and research paper guidelines)
Week 4 (1/27, 1/29): Food sovereignty movements like Via Campesina. Polynesian cultural & environmental restoration through native foods, Cuba's urban gardens and agroecological movements

Week 5 (2/3, 2/5): Fair trade environmental cooperatives like the Grenada Chocolate Cooperative

Week 6 (2/10, 2/12): Pro-renewable energy/Anti fossil fuel and extractive industries movements like the coalition against plastics, 350.org, “Keep it in the Ground”, anti-mining movements in El Salvador

Week 7 (2/17 HOLIDAY, 2/19): Urban environmental justice movements working toward clean, healthy environments, green affordable housing and social justice (e.g. Naomi Klein’s organization The Leap, the Green New Deal for Housing etc.)

Week 8 (2/24, 2/26): Scientific movements for social change and environmental justice

Week 9 (3/2, 3/4): Decolonization and restoration of health through indigenous and communal methods

** Service Learning Research Paper due 11:59pm Friday of week 9 by submission on Canvas only. No hardcopies will be accepted.

Week 10 (3/9, 3/11): Presentations

Online Resources
University of Oregon guide to International Studies resources (subject dictionaries and encyclopedias; yearbooks; directories of organizations; finding articles; finding books and government publications; statistics; news and analysis; web resources)
http://libweb.uoregon.edu/guides/intlstudies/general.html
-an interesting project documenting and mapping short video clips about stories of positive change
www.RespectfulRevolution.org (a national, not-for-profit advocacy project seeking to document positive action and inspire change.)

Jobs/Internships
http://www.idealist.org/
http://people.emich.edu/rstahler/

Community economies: www.communityeconomies.org “The Community Economies project is a place where new visions of community and economy can be theorized, discussed, represented and enacted. The project grew out of J.K. Gibson-Graham’s feminist critique of political economy that focused upon the limiting effects of representing economies as dominantly capitalist. Central to the project is the idea that economies are always diverse and always in the process of becoming. This project developed as a way of documenting the multiple ways in which people are making economies of difference and in the process building new forms of community. The project involves an ongoing collaboration between academic and community researchers and activists in Australia, North America, and South East Asia.”

News
Yes! Magazine: positive stories, quarterly magazine. “YES! Media is a nonprofit, independent publisher of solutions journalism. Through rigorous reporting on the positive ways communities are responding to social
problems and insightful commentary that sparks constructive discourse, YES! Media inspires people to build a more just, sustainable, and compassionate world: https://www.yesmagazine.org
Democracy Now! www.democracynow.org
Manchester Guardian Weekly (international news): http://www.guardian.co.uk/
National Public Radio: www.npr.org
Pacific Network News: www.kpfk.org
World News Network: http://www.wn.com/
Common Dreams Newcenter: http://www.commondreams.org/
The Nation (Unconventional wisdom since 1865) www.thenation.com
The Ecologist: www.ecologist.org (provides broad analysis on politics and economics, as well as social and environmental issues worldwide)
Servindi: Indigenous oriented news outlet ("intercultural communication for a more humane and diverse world): https://www.servindi.org/

Organizations and other Resources
Maitreya Ecovillage (5 minute bike ride from Eugene city-center): www.maitreyae covillage.org
EcoLogic Development Fund (sustainable community development in Latin America)
http://ecologic.org/en/who-we-are/results
New Seed (Grassroots sustainable agricultural community development, Guatemala)
http://www.semillonueva.org/
IFOAM, the International Federation for Organic Agriculture Movements. http://www.ifoam.org/
The Center for Agroecology and Sustainable Food Systems at UCSC (where Steve Gliessman and Miguel Altieri are based: http://www.agroecology.org/
Aprovecho: non-profit based in Cottage Grove, OR; does appropriate technology, sustainable forestry, organic agriculture, permaculture: http://www.aprovecho.net/
Rare: Resource Assistance for Rural Environments (does Oregon community dev. projects) rare.uoregon.edu
International Labor Organization Convention 169 concerning Indigenous and Tribal Peoples
http://www1.umn.edu/humanrts/instree/r1citp.htm
Amazon Watch www.amazonwatch.org
Communities for a Better Environment (Environmental Justice): http://www.cbecal.org/
Green for All: national organization dedicated to building an inclusive green economy strong enough to lift people out of poverty: www.greenforall.org

The Guide to Going Local:
http://startsomegood.com/Venture/center_for_a_new_american_dream/Campaigns/Show/the_guide_to_going_local
South Central Farmers (Los Angeles urban farm/env. justice): http://www.southcentralfarmers.org/story.html
Bring Recycling (Eugene, OR): non-profit organizations dedicated to reuse, reduction and recycling: www.bringrecycling.org
Oregon Toxics Alliance http://www.oregontoxics.org/
Beyond Toxics (Oregon NGO)

Technical Resources; Directories of non-governmental organizations (NGOs)
EPA Environmental Justice Mapping Tool http://www.epa.gov/enviro/ej/
EnviroAtlas is an online decision support web-based tool that communities can use to help inform their policy and planning decisions.
Decision Analysis for a Sustainable Environment, Economy, and Society (DASEES) is a web-based decision analysis application that helps decision-makers and stakeholders evaluate science and technical information with an economic and societal values context to support sustainable decision making.

National Stormwater Calculator and Climate Adjustment Tool
Watershed Management Optimization Support Tool (WMOST)
Green Infrastructure Wizard (GIWiz)
Managing and Transforming Waste Streams -- A Tool for Communities
Village Green Stations are real-time air monitoring stations designed to increase community awareness of local air quality conditions.

http://www.wango.org/resources.aspx?section=ngodir
http://www.google.com/Top/Society/Organizations/Development/