

Environmental Studies 80
T, Th 10A (x-hour: W 3 - 3:50 pm)
008 Steele

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Office Hours:
MW 9-11am; Th 1-2:30pm
or by app't

RESTORATIVE MEASURES

DESCRIPTION

In response to environmental degradation, many people dedicate themselves to repairing or restoring the natural world, or protecting it from further damage, or advocating on its behalf. So many people are engaged in restorative efforts, in fact, that Paul Hawken, in his book *Blessed Unrest*, calls it “the largest social movement in all of human history.”

What’s behind this response? What does it mean that some restorative efforts focus on damaged ecosystems and endangered species, while others work with human individuals and communities? Stephanie Mills, in her book *In Service of the Wild*, thinks it is a hopeful thing, humans seeing themselves more realistically in relation to the natural world: “Restoration is about accepting the brokenness of things, and investigating the emergent property of healing.” Hawken also thinks it captures humans’ optimism: “it is about people who want to save the entire sacred, cellular basis of existence—the entire planet and all its inconceivable diversity.” Not everybody agrees, though. Philosopher Eric Katz, for instance, in his article “The Big Lie,” wonders whether restoration isn’t just “an unrecognized manifestation of the insidious dream of the human domination of nature.”

Through presentations by outside speakers, covering a range of topics—including ecopsychology, environmental justice, environmental education, and land conservation—this class will explore particular restorative measures, including their supporting theories and motivations, and their consequences. Through independent research projects on a restorative measure of their choosing, students will develop and deepen their own analyses. The goal will be to study the “restoration” paradigm closely and through that study to illuminate aspects of our relationship with the natural world that we might not otherwise have seen.

RESEARCH APPROACH

This course’s primary mode of inquiry will be the case study. Because we will be studying specific restorative measures not just to learn about the measures themselves, but also to evaluate what they tell us about our relationship with the natural world, we will conduct our inquiry through what Robert E. Stake calls the “instrumental case study”—a study in which “a particular case is examined mainly to provide insight into an issue or to redraw a generalization” (Stake, 437). As Stake describes, this doesn’t mean that the researcher treats the case superficially; in fact, it’s important to investigate it closely and carefully. Accurate data and analysis from the investigation are crucial when applying theoretical material and then drawing conclusions beyond the specific case. And our ultimate goal will be to find our way beyond the specific cases to a fuller understanding of the complex relationship we have with the natural world. We’ll use the presentations by the outside speakers to practice various aspects of this kind of research—study designs (single, multiple, comparative), strategies (descriptive, explanatory, exploratory), and units of analysis (embedded, holistic), as described by Yin in his *Case Study Research* book—and prepare for your final projects.

REQUIREMENTS

READINGS

- Each week, in preparation for our visitors' presentations, you will read material concerning the restorative measures they represent, as well as theoretical works related to those measures. Most of the readings are online or on electronic Reserve through our Blackboard site. Some may be available *on* our Blackboard site. Still others, mostly suggested readings, may be on Reserve in Kresge Library, 3rd floor, Fairchild Hall or in Hornig Library, 1st Floor Fairchild. After each reading listed in the Schedule there will be a parenthetical reference, describing how it may be accessed.

We will also read these two books:

- *Sustainable Communities and the Challenge of Environmental Justice*, by Julian Agyeman (available at DBS and Wheelock).
- *The World without Us*, by Alan Weisman (available at DBS and Wheelock).

GROUP PRESENTATIONS

At least once during the term, each of you will participate in a Group Presentation on a particular Restorative Measure. Your group's task will be to organize a critical analysis of the readings and the presentation by the guest speaker, and engage the class in a discussion/treatment of the material and the particular Restorative Measure case, ultimately leading us to ideas about the human-nature relationship. You may undertake this in a straightforward or creative way, but the goal will be to grapple with the week's material, especially the more difficult questions, deeply and thoughtfully—and engage the rest of the class in that grappling. To do this, you will want to plan ahead and prepare the reading material early, so that you can meet as a group before the class and organize your presentation strategy. Your actual presentation need not be longer than 10-15 minutes, but you will be responsible for inspiring, leading and facilitating one class hour. Osborne will be available for consultation as you prepare.

WRITING

Responses

- During weeks when you aren't involved in a Group Presentation, you will do two things:
 - 1) Post 2-3 key questions you see raised by that week's material on our Blackboard Discussion Board site by midnight, the night before the Group Presentation class.
 - 2) Write a 3-5-pp. Response to that week's material, due the day after the Group Presentation class. There may be a prompt for the Response, or you may take on your own topic, but the goal is to engage with the material deeply, thoughtfully and clearly. You should not simply reiterate material discussed in class, but use those discussions to develop and deepen your response. In later responses you will have the opportunity to incorporate information from earlier weeks. During the term you will write 4 Responses.

Final Project

Your final project will be a 15pp. independent study of a Restorative Measure of your choosing. You will investigate theoretical underpinnings of the Measure, undertake a case study of it, and analyze the case through its theoretical foundations to the larger questions of the human-nature relationship. The project will have three parts:

- 1) **Prospectus and Literature Review:** As part of your project development, you will write a 2-4 pp. prospectus and literature review in which you will identify and describe your Restorative Measure, its theoretical foundations, the sources you have consulted and the research questions driving your project. You will share this with the class as well.
- 2) **10-minute PowerPoint Presentation:** You will give a presentation of your final project during the final week of class.
- 3) **Final Draft:** Due the final day of class.

ATTENDANCE AND CLASS PARTICIPATION

Like any small community, a seminar succeeds to the degree that the participants commit to it. This is especially true in an upper-level seminar like this one, where there is a good deal of material, where a good portion of it will be presented by outside speakers, where you will be expected to listen to, process, and respond to the presentations during class, and where you'll either present on it or write about it afterward. The two clearest demonstrations of your commitment are your presence and participation in class.

In terms of attendance, you're expected to be at every class. If you're absent, your grade will inevitably be affected, not only because you will have missed class, but because you will have missed material that will be relevant to a future assignment.

In terms of participation, you're expected to be familiar with the assigned material and to take part actively in discussions, even if that means asking thoughtful questions about things you don't understand. There are always ways to contribute to discussions. You're also expected to contribute substantially to any group work.

Beyond attendance and participation, one of your seminar goals should be to establish a connection with each of the other students in the course (some of the class design will encourage this). Find out where they come from, what motivates them, scares them, why they think what they think. In doing so, you'll be enacting one of the principles of many restorative measures; if you're open to your classmates, you'll inevitably be amazed by what you discover about them, and you'll probably notice how much richer this connectedness makes class interactions.

CHRONIC ILLNESS OR DISABILITY

If you have a chronic illness or a disability and think you will need some adjustment in the course requirements or other accommodations from me, or even if you think it will influence the way you approach the course in subtler ways, please come talk to me as soon as possible. Don't wait!! Our discussions on those adjustments or accommodations or influences will remain confidential, although I may need to consult with the Student Accessibility Services office to discuss the appropriate implementation of any accommodation requested.

RELIGIOUS OBSERVANCES

Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me as soon as possible to discuss appropriate accommodations.

ACADEMIC HONOR PRINCIPLE

It wouldn't hurt to review Dartmouth's Academic Honor Principle. Among the ways the Principle applies to this course are the following: Any individual work you turn in will be assumed to be your own; the same will be true for groups in any group assignment. The work you submit will have been undertaken solely for this course. And any outside sources you use in your work will be properly acknowledged and cited, as the particular assignment requires.

LAPTOPS IN THE CLASSROOM

If you have a laptop, and you find it useful for notetaking and reference work in the classroom, I absolutely support your use of it during class. But I ask you *not* to use it for Blitz, IM, Facebook, YouTube, etc., during class. Using it for those latter purposes may have little effect on the chemistry of a big lecture class, but in a seminar-style class like this one, it can be very disruptive.

SCHEDULE

September 25 Th

Introduction
Restoration, Ecological Identity, Biophilia

30 T

Climate Change and The Restorative Impulse

Guest Speaker:

Beth Sawin, Sustainability Institute, Director of "Our Climate, Ourselves"

Readings:

"Our Climate Ourselves" portion of Sustainability Institute website:
<http://www.sustainer.org/oco/index.html>

"Our Climate Ourselves" program description:
<http://www.sustainer.org/oco/oco-resources/OCObackground2.pdf>

"Global Warming Twenty Years Later: Tipping Points Near," by James Hansen.
Speech before National Press Club, June 23, 2008.
http://www.columbia.edu/~jeh1/2008/TwentyYearsLater_20080623.pdf

"Gratitude: Where Healing the Earth Begins," by Joanna Macy, in *Shambhala Sun*, November 2007, pp. 48-51. (eReserve)

"Can Love Change the Wording of Laws? Can Concern for the Future Change the Outcome of Votes?" by Elizabeth R. Sawin, Keynote to the 2008 Sustainable Energy Summit, June 20 2008. http://sustainer.org/oco/oco-writings/archive/009_keynote_love_concern.html

Suggested Reading:

"Cloudy Skies: Assessing Public Understanding of Global Warming," by John D. Sterman and Linda Booth Sweeney, May 2002.
http://web.mit.edu/jsterman/www/cloudy_skies1.pdf

Oct 2 Th

Ecopsychology and the Restorative Impulse
(Tentative: Class at Perrin Farm in Theford Center, VT)

Readings:

Sarah Conn, "When the Earth Hurts, Who Responds?" (eReserve)
Elan Shapiro, "Restoring Habitats, Communities, and Souls" (eReserve)
Paul Hawken, "The Beginning," from *Blessed Unrest* (eReserve)

Suggested Readings:

Joanna Macy, "Working through Environmental Despair" in *Ecopsychology: Restoring the Earth, Healing the Mind*, pp. 240-259. (Kresge Reserve)

3 F

"The Restorative Impulse" Self-Analysis Due

7 T Restorative Measure: Land Conservation

Jeanie McIntyre, Executive Director
Upper Valley Land Trust

Readings: UVLT Website: <http://www.uvlt.org/>

Brewer, "History" (Ch. 1) and "Why Save Land" (Ch. 3), from *Conservancy: The Land Trust Movement in America*. (eReserve)

Fairfax, Gwin et al., "Conclusions" (Ch. 9) from *Buying Nature: The Limits of Land Acquisition as a Conservation Strategy, 1780-2004* (eReserve)

UVLT, "Strategic Positioning 2020." (Blackboard)

9 Th Land Conservation and UVLT Case Study (Group Presentation)

Readings: Leopold, "The Land Ethic" (eReserve)
Perrin, "A Donor Looks Back" (Blackboard)
Forbes, "My Place of Meditation" (Blackboard)
Meadows, "A Neighborhood Controls Its Destiny" (Blackboard)
Kingsolver, "The Memory Place" (Blackboard)

10 F "Conserving Land" Response Due

14 T Restorative Measure: Education

Alden Smith, Director, The Mountain School

Readings: Mountain School website: <http://www.mountainschool.org/>
Watch the Admissions Video
Familiarize yourself with the Academic Program
Dewey, "The School and Society" (eReserve)
Orr, "Ecological Literacy" from *Ecological Literacy*, and "What is Education For?" from *Earth in Mind* (eReserve)
Smith, "Place-Based Education: Learning to Be Where we Are," *Phi Delta Kappan* 83 no8 Apr 2002,
<http://www.lclark.edu/faculty/gasmith/objects/placebaseded.pdf>
Sanders, "Staying Put," from *The Future of Nature* (eReserve)

16 Th Restorative Education and Mountain School Case Study (Group Presentation)

Readings: Monke, "Unplugged Schools,"
<http://www.orionmagazine.org/index.php/articles/article/334/>
Orr, "Slow Knowledge," *Conservation Biology*, Vol. 10, No. 3 (Jun., 1996), pp. 699-702 [http://www.jstor.org/sici?sici=0888-8892\(199606\)10%3A3%3C699%3ASK%3E2.0.CO%3B2-%23&cookieSet=1](http://www.jstor.org/sici?sici=0888-8892(199606)10%3A3%3C699%3ASK%3E2.0.CO%3B2-%23&cookieSet=1)

Suggested Readings: Bowers, "Changing the Dominant Cultural Perspective in Education," in *Ecological Education in Action*, eds. Gregory A. Smith and Dilafruz R. Williams pp. 161-178. (Kresge Reserve. Also available online through Dartmouth Library Catalog.)

Cajete, "Reclaiming Biophilia: Lessons from Indigenous Perspectives," in *Ecological Education in Action*, eds. Gregory A. Smith and Dilafruz R. Williams, pp 189-206. (Kresge Reserve. Also available online through Dartmouth Library Catalog.)
Dewey, "My Pedagogic Creed" (eReserve)

DVD: Richard Louv, "Last Child in the Woods" (eReserve)

17 F Restorative Education Response Due

21 T Ecological Restoration
Doug Bolger, Environmental Studies Program

Reading: Donlan, "Pleistocene Rewilding. . ."
http://advancedconservation.org/library/donlan_et_al_2006.pdf
Also look at the Rewilding Website
http://www.rewilding.org/pleistocene_rewilding.html

Second Hour: Independent Projects

23 Th Restorative Ethics
Rich Howarth, Environmental Studies Program
Reading TBA

Second Hour: Independent Projects

28 T Environmental Justice and Whole Communities

Readings: Cole and Foster, "The History of the Environmental Justice Movement" (eReserve), in *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement* (book is available in Kresge Reserve; it is also available online through the Dartmouth Library Catalog)
Agyeman, *Sustainable Communities and the Challenge of Environmental Justice*. "Introduction," Chapters 1 and 2, and "Principles of Environmental Justice," p. 187.

Second Hour: Independent Projects

30 Th Restorative Measure: Whole Communities
Peter Forbes, The Center for Whole Communities (CWC)

Readings: The Center for Whole Communities Website
<http://www.wholecommunities.org/>
Look at: "About Us" (Watch the "What We're About") video
And go to the "Video Gallery" and watch the Videos
Go to: http://www.wholecommunities.org/publications/essays_talks.shtml and download "Toward a New Relationship," by Peter Forbes.

31 F Project Prospectus Due

Nov	4	T	<p>Restorative Measure: Environmental Justice Penn Loh, Executive Director Alternatives for Community and Environment (ACE)</p> <p>Readings: ACE Website: http://www.ace-ej.org/ Agyeman, <i>Sustainable Communities and the Challenge of Environmental Justice</i>, Chs. 5 and 6. Loh and Sugerman-Brozan, "Environmental Justice Organizing for Environmental Health . . .", available at: http://www.jstor.org/stable/1049770?seq=1</p> <p>Suggested Reading: Friedman, David, "The Environmental Racism Hoax," American Enterprise Institute, 2003, available at: http://www.taemag.com/issues/articleid.17116/article_detail.asp</p>
	6	Th	<p>Environmental Justice Speaker and Readings TBA</p>

	11	T	<p>Environmental Justice and Whole Communities CWC and ACE Case Studies (Group Presentation)</p>
	12	W	<p>Environmental Justice and Whole Communities Response Due</p>
	13	Th	<p>Restorative Measure: Humanless Restoration</p> <p>Reading: Weisman, <i>The World Without Us</i> "Prelude," and Chs. 1-4</p>

	18	T	<p>Humanless Restoration</p> <p>Reading: Weisman, <i>The World Without Us</i> Chs. 11, 14, 17, 19, and "Coda"</p>
	20	Th	<p>Terry Tempest Williams Visit</p> <p>Reading: Williams, from <i>Finding Beauty in a Broken World</i></p> <p>DVD: Williams, "Memoirs of an Environmentalist" (location TBA)</p>
	21	F	<p>Humanless Restoration Assignment Due</p>

	25	T	<p>No Class: Project Preparation</p>
	27	Th	<p>No Class: Thanksgiving</p>

Dec

2 T

Project Presentations

3 W

Project Presentations
FINAL PROJECTS DUE