

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

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

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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

Suzanne Goldenberg,

Dina Gilio-
(KCET, Mar. 6, 2017)

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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
Post Blog, Feb. 29, 2012)

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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

Point to

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.*

David Wallace-

