

Dr. Sarah D. Wald
443 PLC
sdwald@uoregon.edu
Office Hours: Tuesday, 2-5:00pm

ENVS 203:
Introduction to Environmental Studies
Humanities

T/TH 10-11:20am, 123 Global Scholars Hall
Fall 2016

GTFs

Evan Elderbrock elderbr@uoregon.edu Office Hours: Tuesdays, 4-6pm in COL 254AA Sections: Fridays @ 8am & 9am	Euell Macke emacke@uoregon.edu Office Hours: Fridays, 12-2pm in COL 47C Sections: Fridays @ 2pm & 3pm	Tim Christion Myers tcc@uoregon.edu Office Hours: Fridays, 12-2pm in COL 244 Sections: Fridays @ 10am & 11am	Jordan Wyant jwyant2@uoregon.edu Office Hours: TBA Sections: Fridays @ 12pm & 1pm
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Course Description

This course introduces humanities approaches to environmental studies. We do so by focusing on two different landscapes common in Oregon – forests and fields. We will look at the history, ideology, and debates over public lands, including conservation, federal management, Native perspectives, and labor. In relation to farming, we will consider the legacy of Thomas Jefferson’s writings, slavery, and immigration to contemporary debates over agriculture. The class introduces the history of particular places and parses out some of the differing ideologies at the heart of contemporary environmental conflicts. Particular attention is paid to race, class, gender, and colonialism. This course fulfills the Arts and Letters Group Requirement and is a core course requirement for Environmental Studies and Environmental Science majors (The course must be taken for a grade in order to satisfy ENVS/ESCI major requirements).

Learning Objectives

Students who successfully complete this course are expected to have gained the ability to:

- Articulate a broad understanding of the contribution of the humanities to understanding the human-nature relationship and to critically evaluating environmental issues;
- Present and assess views that differ from one’s own, including perspectives relative to gender, ethnicity, class, and culture, as these bear on the framing and interpretation of the human-nature relationship and environmental issues;
- Compare, contrast, and critique representative theoretical perspectives on key environmental issues;
- Demonstrate critical thinking, reading, and writing skills relevant to reflective inquiry into the meaning and value of the environment.

Key Terms and Concepts

By the end of the quarter, you should be able to provide working definitions of the following key terms/concepts in environmental humanities: alternative food movement, Anthropocene, commons,

conservation, ecology of affluence, environmentalism of the poor, environmental justice, environmental racism, food justice, Jeffersonian agrarianism, preservation, slow violence, trans-corporeality, and wilderness.

Required Texts

• Helena María Viramontes, *Under the Feet of Jesus* (New York: Plume, 1995).

All other readings available on the Canvas site for the course.

Campus Community Connections

For this class, you will be required to participate in a 3 hour off-campus Community Campus Connections experience. **These will be scheduled on the following Saturdays from 10am-1pm: 10/8, 10/15, 10/22, 10/29, 11/5, and 11/12.** If you will not be available during any of these Saturdays, please contact Prof. Wald and your section leader within the first two weeks of the term so that alternate arrangement can be made.

The chart below shows which section is assigned to which garden work days.

Friday, 8am (CN 12162): Saturday, October 22nd with Evan Elderbrock at GrassRoots Garden
Friday, 9am (CN 12163): Saturday, October 22nd with Evan Elderbrock at GrassRoots Garden
Friday, 10am (CN 12164): Saturday, October 8th with Tim Christion Myers at GrassRoots Garden
Friday, 11am (CN 12165): Saturday, October 29th with Evan Elderbrock at Youth Farm
Friday, 12pm (CN 12166): Saturday, October 15th with Jordan Wyatt at Youth Farm
Friday, 1pm (CN 12167): Saturday, November 5th with Jordan Wyatt at GrassRoots Garden
Friday, 2pm (CN 12168): Saturday, November 12th with Euell Macke at Youth Farm
Friday, 3pm (CN 12169): Saturday, November 12th with Euell Macke at Youth Farm

Make-Up Days (If you cannot make the day assigned to your section): October 15th; October 29nd, and November 5th.

Course Assessment

- Attendance & Participation (Discussion Section), 10%
 - To receive an A, you should attend every class, arrive on time, bring a copy of the readings, and contribute thoughtfully to the discussion. Contributing thoughtfully means that you pose questions and provide answers that reflect your careful reading of the material, including directly referencing passages in the reading. In responding to your peers' observations, questions, and interpretations, you engage with the substance of their ideas and model respectful disagreement. In your questions, comments, and critiques, you show a willingness to take intellectual risks. You remain focused and fully engage with any work (including group work) assigned during class. Your contributions develop bridges between different class sessions, contributing to a conversation that spans the quarter.
- Weekly Comprehension Tasks (Lecture & Readings), 20%
 - Weekly comprehension tasks will be graded on a simple rubric (0-4). They will assess your comprehension of lectures and readings. Prompts will ask you to apply material from readings and lectures to a question that the course asks or to consider your own views in relation to those presented in lecture and the readings. Prompts will go live on Canvas immediately after lecture on Thursday. They will be due prior to discussion section on Friday. You should incorporate time to complete a prompt into your schedule between class on Thursday and your discussion section on Friday.

- Classroom Community Connections Projects, 30%
 - Public Lands Testimony Project, 15%
 - You will convey your vision for the future of management on Pacific Northwest (Region 6) National Forests through a written public testimony (approx. 500 words or 2 pages double-spaced) and a 15 second Instagram video. Further instructions will be handed out in class.
 - **Due Thursday 11/17 @ 10:00am**
 - Sustainable Agriculture Creative Project, 15%
 - During the first part of the quarter, you will participate in a 3 hour community-based learning exercise with Food for Lane County (<http://www.foodforlanecounty.org/en/>). In the second half of the quarter, we will study issues of food and agriculture, including reading the novel *Under the Feet of Jesus* and watching the film *The Harvest*. Drawing on both your experience with Food for Land County and the material presented in class, you will write a Letter to a Farmworker. The letter will be approximately 500 words or 2 pages double-spaced. Further instructions will be handed out in class.
 - **Due Monday 12/5 @ 10:00am**
- Midterm & Final, 40%: The midterm and final will include materials from lectures, assigned readings, and discussion sections. It will test recall, depth of understanding, and critical engagement. Each exam is worth 20% of your class grade.

Course Policies

Preferred First Name: The University of Oregon has a preferred first name policy. According to this policy, a student or employee's preferred first name will be used in university communications and reporting except where the use of the legal name is required for university purposes. If you have reasons to believe your preferred first name may not be listed correctly in the roster or you do not feel comfortable taking advantage of UO's preferred first name policy, please communicate to me the name you wish to use. The preferred first name policy can be accessed here: <http://policies.uoregon.edu/node/216>

Accessible Education: The University of Oregon is working to create inclusive learning environments. Please consult with the Prof. Wald and/or the GTF in charge of your section if aspects of the instruction or course design results in barriers to your participation. Students are also encouraged to contact the Accessible Education Center (AEC) 541-346-1155; <http://aec.uoregon.edu/>. AEC helps provide services including sign language interpreting, computer-based note-taking, classroom relocation, exam modifications, and alternative text conversion. Please request that the Accessible Education Center send Prof. Wald a letter outlining your approved accommodations.

Teaching and Learning Center: You are encouraged to take advantage of the resources offered by the Teaching and Learning Center. They offer individual and small group tutoring, writing assistance, and a variety of other support programs. <http://tlc.uoregon.edu>, 541-346-3226, 68 PLC

Late Work: All work is to be handed in on time. **Incompletes and extensions** will be given in the event of documented emergencies.

Academic Integrity: Students are expected to adhere to University of Oregon's standards of academic integrity. All work should be your own, and all sources should be appropriately acknowledged. Violations of academic integrity include plagiarism, duplicate submission, cheating on examinations, and false citations.

Please do not hesitate to speak to me if you have any questions about use of sources or citations. Please read the Academic Misconduct Code in full. It can be accessed at:

<http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/248/Default.aspx>

Title IX Policy and Reporting Responsibilities: The UO is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. Consequently, all UO employees are required to report to appropriate authorities (supervisor or Office of Affirmative Action and Equal Opportunity) when they have reasonable cause to believe that discrimination, harassment or abuse of any kind has taken, or is taking, place. Students seeking to discuss a situation without talking to a mandatory reporter may call 541-346-SAFE. This 24/7 hotline is staffed by confidential, trained counselors. For confidential help, students may also contact University Health Services (<http://healthcenter.uoregon.edu/>) or Sexual Assault Support Services (<http://sass-lane.org/>).

Inclement Weather: In the event of inclement weather, the UO home webpage (<http://www.uoregon.edu/>) will include a banner at the top of the page displaying information about delay, cancellation, or closure decisions for the Eugene campus. Additionally, the UO Alerts blog will be updated with the latest updates and bulletins. Local television and radio stations will also broadcast delay and cancellation information. Classes will not be held if cancelled by the university. Additionally, members of the campus community are expected to use their best judgment in assessing the risk of coming to campus and returning home, based on individual circumstances. Those who believe the road conditions from home are dangerous are urged and even expected to stay there to prevent injury.

Class Communication: The primary means of communication outside of class in this course will be through your UO email account and Canvas. Please check your UO email account and Canvas regularly. I am also most readily available through email. I will respond much more rapidly to email than to a telephone call. Generally, you can expect an email response from me within two business days.

Classroom Electronic Communications Policies: Students will be allowed to use electronic devices to take notes only if they sit in the first four rows of the class and site on the section of the classroom located on students' left side/ the professor's right side. Texting friends, watching Netflix, checking CNN are all examples of improper use of electronic devices. Students using electronic devices improperly may be asked to leave class for the day and/or will lose their privilege to use electronic devices in the future. If enough students use their electronic devices improperly in class, this privilege will be revoked for all.

Class Outline and Schedule

Week One

T, 9/27: Introduction

Th, 9/29: Conservation, Preservation, and U.S. Federal Lands

Reading: Diggers and Levelers, "A Declaration from the Poor Oppressed People of England" *Sharing the Earth: An International Environmental Justice Reader*, edited by Elizabeth Ammons and Modhumita Roy (Athens: University of Georgia Press, 2015), 19-22; John Muir, "Hetch Hetchy Valley," *American Earth: Environmental Writing Since Thoreau*, edited by Bill McKibben (New York: Penguin, 2008), 104-112; Gifford Pinchot, "Prosperity," *American Earth: Environmental Writing Since Thoreau*, edited by Bill McKibben (New York: Penguin, 2008), 173-180. See Canvas for material.

Week Two

T, 10/4: Settler Colonialism and Conservation

Reading: Mark David Spence, “Crown of the Continent, Backbone of the World: The American Wilderness Ideal and Blackfoot Exclusion from Glacier National Park” *Environmental History* 1.3 (July 1996): 29-49. See Canvas for material.

Th, 10/6: Labor in the Landscape

Reading: Richard White, “Are you an environmentalist or do you work for a living?: Work and Nature” *Uncommon Ground: Rethinking the Human Place in Nature* (New York: Norton, 1996), 171-183. See Canvas for material.

Week Three

T, 10/11: Being Black on Public Lands

Reading: Evelyn C. White, “Black Women and the Wilderness,” *Sharing the Earth: An International Environmental Justice Reader*, edited by Elizabeth Ammons and Modhumita Roy (Athens: University of Georgia Press, 2015), 172-176; Carolyn Finney, “Bamboozled,” *Black Faces, White Spaces: Reimagining the Relationship of African Americans to the Great Outdoors* (Chapel Hill: University of North Carolina Press, 2014), 21-31. See Canvas for material.

Th, 10/13: International Conservation and Environmental Colonialism

Watch: *Milking the Rhino* prior to class (available on campus using <http://docuseek2.com/>)

Week Four:

T, 10/18: Guest Lecture, Brenna Bell, NEPA Coordinator, Bark

Reading: USFS, “A Sense of Place: Making Connections with the Past to the Present, between the events and places that are a distinctive part of Mt. Hood National Forest and Asian American/Pacific Islander Communities”; Bark, “A People’s History of Mt. Hood National Forest,” <http://bark-out.org/content/how-mt-hood-national-forest-came-be-%E2%80%99Cour-public-land%E2%80%9D>; Andrew Fraught, “Accidental Activist,” *UC Magazine* (Summer 2016), http://magazine.uc.edu/issues/0916/accidental_activist.html. Explore www.bark-out.org See Canvas for material.

Th, 10/20: Midterm

Week Five

T, 10/25: Environmental Justice

Reading: People of Color Environmental Leadership Summit, “Principles of Environmental Justice,” *Sharing the Earth: An International Environmental Justice Reader*, edited by Elizabeth Ammons and Modhumita Roy (Athens: University of Georgia Press, 2015), 279-280; Robert D. Bullard, “from *Dumping in Dixie*,” *American Earth: Environmental Writing Since Thoreau*, edited by Bill McKibben (New York: Penguin, 2008), 725-736; Ana Castillo, *So Far From God* (New York: Norton, 2005), 170-189. See Canvas for material.

Th, 10/27: Guest Lecture, Mario Sifuentez, Asst. Professor of Humanities & World Cultures, UC Merced

Reading: “Introduction” and “Whip that Hoedad in the Ground: Undocumented Workers in the National Forests,” *Of Forests and Fields: Mexican Labor in the Pacific Northwest* (New Brunswick: Rutgers University Press, 2016), 1-9 and 82-100. See Canvas for material.

Week Six

T, 11/1: Jeffersonian Agrarianism

Reading: Thomas Jefferson, “Manufactures,” *Notes from the State of Virginia* (Chapel Hill: University of North Carolina Press, 1954), 164-165; Wendell Berry, “A Defense of the Family Farm,” *Bringing It to the Table: On Farming and Food* (Berkeley: Counterpoint, 2009), 31-48. See Canvas for material.

Th, 11/3: Guest Lecture, Julia Riber, Director, Resource Planning and Monitoring, Forest Service

Reading: Letters from the USFS to ENV5 203 (2015); Examples of letters and Instagram videos from Fall 2015 ENV5 203. See Canvas for material.

Week Seven

11/8: The Alternative Food Movement

Reading: Wendell Berry, “The Pleasures of Eating,” *Bringing It to the Table: On Farming and Food* (Berkeley: Counterpoint, 2009), 227-234; Winona LaDuke, “Three Sisters: Recovery of Traditional Agriculture at Cayuga, Mohawk, and Oneida Communities” *Recovering the Sacred: The Power of Naming and Claiming* (Cambridge, MA: South End Press, 2005), 153-166; Vandana Shiva, “Agroecology Feeds the World, Nova Violent Knowledge Paradigm,” *Who Really Feeds the World?* (Berkeley: North Atlantic Books, 2016), 1-14. See Canvas for material.

11/10: Guest Lecture, Tim Christion Myers

Week Eight

T, 11/15: Pesticides and Worker Movements

Reading: Cesar Chavez, “Wrath of Grapes Boycott Speech,” *American Earth: Environmental Writing Since Thoreau*, edited by Bill McKibben (New York: Penguin, 2008), 690-695; Martin Espada, “Federico’s Ghost,” *Rebellion is the Circle of a Lover’s Hands*, Trans. Camilo Perez-Bustillo (Willamantic, CT: Curbstone Press, 1990), 78. See Canvas for material.

Th, 11/17: *The Harvest*

Reading: Helena María Viramontes, *Under the Feet of Jesus* (New York: Plume, 1995). Part 1-2.

Forest Plan Revision Project Due

Saturday, 11/19: Winona LaDuke speaks at EMU Ballroom, UO 6-8pm (optional event)

Week Nine

T, 11/22: *Under the Feet of Jesus*

Reading: Helena María Viramontes, *Under the Feet of Jesus* (New York: Plume, 1995). Part 3-5

T, 11/24: No Class (Thanksgiving Break)

Week Ten

T, 11/29: Slow Violence, Environmental Justice, and Climate Change

Reading: Rob Nixon, "Introduction," *Slow Violence and the Environmentalism of the Poor* (Cambridge: Harvard University Press, 2011), 1-44.

Th, 12/1: The Trouble with the Anthropocene

Reading: Kyle Powys Whyte, "Our Ancestors' Dystopia Now: Indigenous Conservation and the Anthropocene," *Routledge Companion to the Environmental Humanities*, edited by Ursula Heise, Jon Christensen, and Michelle Niemann (forthcoming).

Monday, 12/5: Sustainable Agriculture Creative Project Due, 10am

FINAL: Thursday, December 8, 2016 8:00 am