

Dr. Sarah D. Wald  
443 PLC  
sdwald@uoregon.edu  
Office Hours: M, 2-4:00pm; W, 1:30-2:30pm

## **ENVS 203: Environmental Humanities**

M/W 12-1:20pm, 282 Lillis  
Fall 2015

### GTFs

<b>Aylie M Baker</b> aylieb@uoregon.edu Office Hours: Monday and Friday, 12-1pm in AAA Hearth Cafe Sections: Fri 10 and 11 (CRN 12190 and 12191)	<b>Alicia Kristen</b> aliciar@uoregon.edu Office Hours: Thursday, 11-1pm in 47A Columbia Sections: Thurs 9 and 10 (CRN 12187 and 12188)	<b>Katrina Maggiulli</b> kmaggiul@uoregon.edu Office Hours: Tues. 12-1pm Fridays 11-12pm 47A Columbia Sections: Fri 12 and 1 (CRN 12192 and 12193)	<b>Chris Torres</b> cgt@uoregon.edu Office Hours: Thurs. 12-12:55pm in 47C Columbia Friday 1 to 1:55 in 47A Columbia Sections: Thurs 11 (CRN 12189) and Fri 2 (CRN 16407)
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### **Course Description**

This course is a survey of the contribution of humanities disciplines—including cultural studies, intellectual history, literary analysis, religious studies, and philosophy—to understanding the relationship between human beings and the natural environment. 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.

### **Required Texts**

- Amitav Gosh, *The Hungry Tide* (New York: Houghton Mifflin, 2005).
- Helena María Viramontes, *Under the Feet of Jesus* (New York: Plume, 1995).

Other materials 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: 10/17, 10/24, 11/7, and 11/14. If you will not be available during any of these Saturdays, please contact Prof. Wald and your section leader ASAP.

## 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.
- Classroom Community Connections Projects (50%)
  - Bark ([www.bark-out.org](http://www.bark-out.org)): 20%
    - Listening to the Land, 5%
      - Read Terry Krautwurst, "The Art of Listening to the Sounds of Nature," *Mother Earth News* (on Canvas). Take ten minutes to sit quietly listening to the ambient noises around in a variety of settings: by the river, on a busy street, in the library, etc. Resist the urge to look at your phone, your tablet, or engage in any distractions. Close your eyes if it helps you concentrate. Just sit still and listen. After your listening session is over, record your impressions. What was the setting? What did you hear? What did it make you think of? How do you feel? What did you learn? Repeat this activity two additional times (total of 3 times). Over time, consider whether your practice of active listening to the world is affecting how you engage in it, and record this in your journal. **Due Wednesday 10/7 @ noon.**
    - Social Media Testimony (Instagram project) 15%
      - You will convey your vision for the future of Mt. Hood National Forest through a 15 second Instagram video and written public testimony (approx. 500 words or 2 pages double-spaced). Further instructions will be handed out in class. **Due Wednesday 10/21 @ noon.**
  - OPAL: Environmental Justice Oregon (<http://www.opalpdx.org/>), 15%
    - Sustainable Housing 15%

- You will write a letter to a public official on an issue of concern to OPAL: Environmental Justice Oregon. We will be discussing how to write effective letters to elected officials as part of the course. Your letter should engage with the materials we have discussed in class. You should demonstrate your understanding of the issue. You may take any position you wish on the issue. Further instructions will be handed out in class.  
**Due Wednesday 11/18 @ Noon.**
- Food for Lane County (<http://www.foodforlanecounty.org/en/>): 15%
  - Food Justice, 15%
    - You will participate in a 3 hour community-based learning exercise on a Saturday during the quarter. These will be scheduled either at Food for Lane County's gardens or a restoration site in Buford Park. You will produce a two-part essay in response to this experience. The first part you will write immediately after your field experience. It will be a one page reflection about your experiences (250 words). You will later write two pages discussing your experience in relation to class readings on farmers, farmworkers, and food justice (500 words). Both parts will be turned in together. Further instructions will be handed out in class. **Due Wednesday, 12/2 @ Noon.**
- 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. The final is not cumulative. It covers materials from the midterm to the end of the quarter. They are each 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 only 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. Please check this account 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 working days. You should also check Canvas, our new course management system, at least once prior to each class session.

**Classroom Electronic Communications Policies:** Use of electronic equipment, including cell phones and laptop computers, is prohibited during this class. Exceptions to the prohibition of laptops may be requested from the instructor and will be granted only for legitimate academic reasons. Use of laptops for academic reasons will be monitored throughout the term, and failure to restrict their use to this function will result in the revocation of any laptop privileges.

## Class Outline and Schedule

### Week One

M, 9/28: Introduction: Environmental Humanities & the Stories We Tell

W, 9/30: Conservation, Preservation & 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

M, 10/5: Settler Colonialism & Enclosing the Commons

- **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; Thomas King, “What Indians Want,” *The Inconvenient Indian: A Curious Account of Native People in North America* (Minneapolis: University of Minnesota Press, 2012), 193-214. See Canvas for material.

W, 10/7: Introducing Bark

- Guest Speaker Brenna Bell (Bark)
- **Reading:** Bark, “A People’s History of Mt. Hood National Forest,” Bark, <http://bark-out.org/content/how-mt-hood-national-forest-came-be-%E2%80%99Cour-public-land%E2%80%9D>; Bark, “Letter on Mt. Hood National Forest Plan Revision” (September 2015). See Canvas for material.
- Explore [www.bark-out.org](http://www.bark-out.org). See Canvas for material.
- **Due:** Listening to the Land Assignment.

### Week Three

M, 10/12: Arts & Public Lands Activism

- Guest Speakers Christine Toth (Bark) & Amy Harwood (Bark)
- **Reading:** Julie Perini, “Art as Intervention: A Guide to Today’s Radical Art Practices,” *Uses of a Whirlwind: Movement, Movements, and Contemporary Radical Currents in the United States* (Oakland: AK Press, 2010): 183-198. See Canvas for material.
- Explore: <http://www.signalfirearts.org/tinderbox>; <http://bark-out.org/content/critical-habitat-barks-artist-residence-protecting-our-wild-and-creative-places> See Canvas for material.

W, 10/14: People of Color & 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; 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.” See Canvas for material.

F, 10/16: **Extra Credit Opportunity**, Sustainable Housing Fair

Week Four: Conservation Imperialism?

M, 10/19: Chipko, Ecosystem People, & Environmental Colonialism

- **Reading:** Begin Amitov Gosh, *The Hungry Tide* (New York: Houghton Mifflin, 2005).

W, 10/21: In Class: *Milking the Rhino* (Documentary)

- **Reading:** Continue Amitov Gosh, *The Hungry Tide* (New York: Houghton Mifflin, 2005).
- **Due:** Social Media Testimony Assignment.

Week Five

M, 10/26: Gosh’s *The Hungry Tide*.

- **Reading:** Finish Amitov Gosh, *The Hungry Tide* (New York: Houghton Mifflin, 2005).

W, 10/28: Midterm

Week Six

M, 11/2: What is 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; Ken Saro-Wiwa, “To Mandy Garner,” and “Summing Up: Defence Statement,” *Sharing the Earth: An International Environmental Justice Reader*, edited by Elizabeth Ammons and Modhumita Roy (Athens: University of Georgia Press, 2015), 315-318. See Canvas for material.

W, 11/4: Literature of Environmental Justice

- **Reading:** Ana Castillo, *So Far From God* (New York: Norton, 2005), 170-189; Rob Nixon, "Introduction," *Slow Violence and the Environmentalism of the Poor* (Cambridge: Harvard University Press, 2011), 1-44. See Canvas for material.

#### Week Seven: Sustainable Housing

##### M, 11/9: Housing as Environmental Justice

- **Reading:** Karen Tei Yamashita, "This Old Hood," *Tropic of Orange* (Minneapolis: Coffee House Press, 1997), 80-86; Héctor Tobar, *The Tattooed Soldier* (New York: Penguin, 2000), 3-16. See Canvas for material.

##### W, 11/11: OPAL: Environmental Justice Oregon

- Guest Speakers from OPAL: Environmental Justice Oregon
- **Readings:** TBA in consultation with OPAL: Environmental Justice Oregon. See Canvas for material.

#### Week Eight

##### M, 11/16: Jeffersonian Ideal

- **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.

##### W, 11/18: The Food Movement

- **Reading:** Wendell Berry, "The Pleasures of Eating," *Bringing It to the Table: On Farming and Food* (Berkeley: Counterpoint, 2009), 227-234 and David Mas Masumoto, "As if the farmer died," *Epitaph for a Peach: Four Seasons on My Family Farm* (San Francisco: Harper Collins, 1996), 28-38. See Canvas for material.
- **Due:** Sustainable Housing Assignment.

#### Week Nine: Food Justice

##### M, 11/23: The Hands that Feed Us

- **Reading:** John Steinbeck, "Chapter 19," *"The Grapes of Wrath": Text and Criticism*, edited by Peter Lisca (New York: Penguin, 1997), 231-240; 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.

W, 11/25: *The Garden* (Watch in Class)

Week Ten: Working the Land

M, 11/30:

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

W, 12/2:

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

**FINAL:** Thursday, December 10, 2015 10:15am