

ENVS 203

TR 10-11:20

Professor Stephanie LeMenager

457 PLC

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O.H: Th. 11:30-12:30; 2-4

### **Introduction to Environmental Studies: Humanities**

In this course we will learn about what the Humanities are, as an interdisciplinary field, and how Humanities methods and research contribute to environmental thought and action. The class involves reading and research but also creativity and innovation. It is a lab in which we will think together about the possible futures of our stressed planet and how to harness imagination in the service of sustainability.

#### **Texts**

J.M. Coetzee, *The Lives of Animals* (1999)

Patricia Smith, *Blood Dazzler* (2008)

Saci Lloyd, *The Carbon Diaries 2015* (2008)

**Other Readings in Schedule Are Posted on Canvas**

#### **Requirements**

**Participation (10%):** Includes regular attendance **in lecture and section**, informed discussion by students, completion of **four very short quizzes in lecture** offered throughout the quarter. **Your GTF will inform you of the attendance policy and penalty system for your section.**

**Midterm Exam (25%):** An in-class exam that asks students to demonstrate understanding of course readings and basic concepts. Students should study by reviewing readings and notes from class discussion. **Date: 10/26**

**Field Projects (30%):** Students complete two projects outside of the classroom to enhance imaginative experience and the ability to apply course insights. The first project is to play an environmental game! The award winning Silicon Valley game designer Ken Eklund has created a cellphone adventure game called *Abundant Future* for UO. The *Abundant Future* experience requires you to move through the campus (on foot or by bicycle or other small vehicle) and is intended to raise questions and spark ideas about possible futures on the campus and in Eugene. Your comments about the game will be relayed to Ken, who will use them to redesign the game to better meet students' needs on the campus. Your commentary also offers you the opportunity to express your own vision of an abundant future. Responses to *Abundant Futures* are **due to GTFs by Friday, November 17<sup>th</sup>**. Your second field project involves attending the "Wolves and Wild Lands" exhibit at our Museum of Natural History and creating a brief video response to it that can be conveyed to your GTF. This project will be **due to your GTF by Friday, October 20<sup>th</sup>**.

**Final Exam (35%):** This exam asks students to demonstrate understanding of course readings, close reading skills, and flexible use of theoretical concepts that we have learned throughout the quarter. Study should include reviewing all readings and class notes. **Exam will be take-home. Due to your GTF via email or Canvas anytime before 10am on December 8<sup>th</sup>.**

*Incompletes will be given for documented medical emergencies only.*

### **Accessible Education**

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon and request that the Accessible Education Center send a letter explaining what accommodations may be helpful to you in this course.

### **Inclement Weather**

If inclement weather makes traveling to campus difficult, I will notify you by email and/or voice mail about whether we are holding class. If the weather is bad, check your email for a message from me. Whether or not I decide to hold class, you should use your own judgment about the safety of traveling to campus.

### **Preferred Name/Pronoun**

You are welcome to email your GTF and/or the Professor your preferred name and/or pronoun if these are different than what appears on the course register.

### **Course Schedule**

#### **WEEK ONE**

**9/26**

#### **Introduction**

*What Are the Humanities, and Who Are We?*

Charles C. Mann, "The State of the Species" (2013)

**9/28**

J.M. Coetzee, *The Lives of Animals* (1999)

René Descartes, *From the Letters of 1646 and 1649*

#### **WEEK TWO**

**10/3**

*The Lives of Animals (cont'd)*

**10/5**

Begin watching in class: *Project Nim* (dir. James Marsh, 2011)

#### **WEEK THREE**

**10/10**

Finish watching: *Project Nim*  
Vicki Hearne, "A Walk with Washoe" (1986)

**10/12**

David Moskowitz, "The Changing Relationship Between Humans and Wolves" (2013)

**Guest: Curator from the Museum of Natural and Cultural History "Wolves" Exhibit**

**WEEK FOUR**

**10/17**

Henry David Thoreau, "Where I Lived and What I Lived For," from *Walden* (1854)

**10/19**

Henry David Thoreau, "Slavery in Massachusetts" (1854)

Rebecca Solnit, "The Thoreau Problem" (2007)

**10/20**

Response to "Wolves and Wild Lands in the 21<sup>st</sup> Century" museum exhibit due to GTF

**WEEK FIVE**

**10/24**

Ramachandra Guha, "Radical American Environmentalism and Wilderness Preservation: A Third World Critique" (1987)

**10/26**

**In-Class Midterm Exam**

**WEEK SIX**

**10/31**

Sherman Alexie, "The Powwow at the End of the World," "Sonnet, without Salmon"

**11/2**

People's Agreement of Cochabamba (2010)

Kyle Whyte, "Our Ancestors' Dystopia Now" (2016)

**WEEK SEVEN**

**11/7**

**Guest lecture, Kathy Lynn, Director of the Tribal Climate Change Project**

**11/9**

Watch in class: *The Return of Navajo Boy* (dir. Jeff Spitz, 2000)

## **WEEK EIGHT**

**11/14**

Mike Davis, "The Dialectic of Ordinary Disaster" (2006)

Patricia Smith, *Blood Dazzler* (2008)

**11/16**

*Blood Dazzler* (2008)

Watch in class: Excerpts from *Trouble the Water* (dir. Tia Lessin, Carl Deal, 2008)

**11/17**

Response to Abundant Future due to GTF

## **WEEK NINE**

**11/21**

Saci Lloyd, *The Carbon Diaries 2015* (2008)

**11/23**

**Thanksgiving Break**

## **WEEK TEN**

**11/28**

Saci Lloyd, *The Carbon Diaries 2015* (2008)

**11/30**

*Last Day of Class/Wrap Up*