

TR 12:00 - 1:20, 123 Pacific
 CRN: 12287
 Fall 2014

Dr. Ted Toadvine, toadvine@uoregon.edu
 Office: 233 SCH, Tel: 541-346-5554
 Office Hours: Thursdays 1:30 - 3:30

GTFs	Katrina Maggiulli kmaggiul@uoregon.edu 47A Columbia, 346-5274 Office Hours: Sections:	Jaleel Reed jaleelr@uoregon.edu 47A Columbia, 346-5724 Office Hours: Sections:	Chris Torres cgt@uoregon.edu 47A Columbia, 346-5274 Office Hours: Sections:
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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. Theoretical perspectives covered in the course include the intellectual history of cultural attitudes and perceptions of nature, the role of religion in shaping environmental values, indigenous perspectives on the environment, and investigations of the root causes of environmental problems. The last segment of the course examines the contribution of the humanities to recent environmental debates over wilderness preservation, climate change, and the Pacific Northwest salmon crisis. 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 ENV5/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

- Leslie Marmon Silko, *Ceremony* (Penguin Books, 1986)
- Articles available as PDF files on the Blackboard site for the course

COURSE REQUIREMENTS

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| 1. participation in discussion sections (evaluated by quality) | 10% |
| 2. weekly reading quizzes (best 5 at 2% each) | 10% |
| 3. Classroom-Community Connections (participation and written response) | 10% |
| 4. two take-home essays (15% each) | 30% |
| 5. midterm and final exam (20% each) | 40% |
- **Class participation:** You are expected to participate actively in this class, which includes attending the lectures, reading all assigned material prior to class, and participating productively and respectfully in your discussion section. Discussion is crucial to this class, and your discussion leaders and I will do our best to make you feel at ease and welcome to contribute to the conversation. The best way to understand these sometimes difficult and controversial topics is to talk about them with each other, so please feel free to contribute any question, objection, or other thought about the topic at hand when such occurs to you. Although no relevant remark is out of bounds in this class, you will be expected to treat all members of

the class with courtesy and respect. The quality and quantity of your participation in the class discussion will be evaluated in assigning 10% of your final course grade. Absences from class will negatively affect your participation grade.

- **Weekly reading quizzes:** Each discussion section will include a brief quiz drawn from the assigned readings for the week. The best way to prepare for these quizzes is to read all assigned materials carefully. Since some quizzes may be “open text,” you are encouraged to bring copies of the assigned readings to class. Only the best five quiz grades will be counted in calculating your final grade; the lowest quiz grades will be dropped. No makeup quizzes will be given for any reason. If a quiz is missed due to absence, late arrival, or early departure, this missed quiz will be treated as one of the grades to be dropped. Your best five quiz grades will be worth 10% of your final grade.
- **Classroom-Community Connections:** You will participate in a 3-4 hour community-based learning exercise on a Saturday or Sunday during the term. These will be scheduled either at FOOD for Lane County’s gardens or a restoration site in Buford Park. This exercise will provide you with a concrete opportunity to reflect, in practice and in writing, on key themes from our course, such as stewardship, environmental justice, bioregionalism, reinhabitation, and reciprocity. Further details about the learning exercise and written assignment will be announced in your discussion section. Those who are unable to participate in events scheduled outside of class time will have the option of an alternative assignment (typically, an additional essay as described below). Your participation in and completion of the written work for Classroom-Community Connections will be the basis for 10% of your final grade.
- **Take-home essays:** Two essays of 900 - 1200 words each (about 3-4 pages) will be required in response to essay questions posted on Blackboard. Essays will be graded by the GTF for your discussion section. Essays must be submitted through Blackboard’s SafeAssign, and will be accepted only through the dates noted on the syllabus. SafeAssign is a software tool designed to help students avoid plagiarism and improper citation. It encourages original writing and proper citation by cross-referencing submitted materials with an archived database of websites, essays, journal articles, and other published work (including all past and current essay submissions). The instructor may in some cases also submit your work to SafeAssign or some other plagiarism analysis and detection program. By enrolling in this course you grant the instructor permission to do so. Grading rubric for essays:
 - A = Excellent. No mistakes, well-written, and distinctive in some way or other.
 - B = Good. No significant mistakes, well-written, but not distinctive in any way.
 - C = Okay. Some errors, but a basic grasp of the material.
 - D = Poor. Significant errors. A tenuous grasp of the material.
 - F = Failing. Problematic on all fronts indicating either no real grasp of the material or a complete lack of effort.
- **Midterm and final exam:** Exams will draw from all material assigned as readings or discussed in class. A list of review terms and concepts will be posted on Blackboard at least one week prior to the exam date. Exams will include a mix of true/false, fill-in-the-blank, and short answer questions. The final will include only material covered after the midterm. Each exam will be worth 20% of the final course grade

POLICIES

- **Incompletes and extensions** will be given only in the event of documented emergencies.
- **Retaining copies of all returned work:** Please retain the original copy of all work returned to you during the term until the final course grade has been posted. In the event of any question concerning whether grades have been accurately recorded, it is your responsibility to provide these original copies as documentation.
- **Computers and other electronic equipment:** 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.

- **Academic Misconduct:** The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at <http://library.uoregon.edu/guides/plagiarism/students/index.html>. Academic misconduct will be reported to the Director of Student Conduct and Community Standards and met with disciplinary action (the usual punishment is an "F" for the course).
- **Inclement Weather:** It is generally expected that class will meet unless the University is officially closed for inclement weather. If, however, it becomes necessary to cancel class while the University remains open, this will be announced on Blackboard and through the Blackboard email system.
- **Sexual Violence:** The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. Please be aware that all UO employees are required reporters. This means that if you tell the instructor or a GTF about a situation, we may have to report the information to our supervisor or the Office of Affirmative Action and Equal Opportunity. Although we have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at safe.uoregon.edu.

Individual Differences: If you experience difficulty in this course for any reason, please don't hesitate to consult with us. If you have a disability that may prevent you from fully demonstrating your abilities, you should contact us personally as soon as possible so we can discuss accommodations necessary to ensure your full participation and facilitate your education process. The university offers a wide range of services to support you in your efforts to meet the course requirements, including the following:

- **University Teaching and Learning Center (TLC):** TLC provides numerous resources (including courses, workshops, and tutoring) to help UO students succeed. They work with a diverse student body with a wide range of needs. If you are unsure which resources would work best, they are happy to answer questions and share suggestions. Web: <http://tlc.uoregon.edu/> – Phone: 541-346-3226.
- **University Counseling and Testing Center (UCTC):** The UCTC provides comprehensive mental health care and testing services to the University of Oregon campus. The primary mission of the UCTC is to provide quality clinical/therapeutic services, psychological testing and assessment, psychoeducational workshops, and outreach as well as emergency services. Web: <http://counseling.uoregon.edu/dnn/> – Phone: 541-346-3227
- **Accessible Education Center (AEC):** The AEC is dedicated to facilitating and supporting accessible education through active collaboration with students, faculty, staff, and the community. The AEC works to create and sustain physical, curricular, and informational environments that are informed by and responsive to the diverse characteristics and experiences of students with disabilities and variations of ability. Web: <http://aec.uoregon.edu/> – Phone: 541-346-1155

TENTATIVE ASSIGNMENT SCHEDULE

Subject to revision as we proceed. Specific assignments announced in class.

Week 1: 9/30, 10/1	Introduction to course Traditional Conceptions of the Human-Nature Relation Boshongo creation story Cherokee creation stories Genesis, "The Origin of the World and Mankind"
Week 2: 10/7, 10/9	Plato, "The Nature of the Soul and its Relation to the Body" Laozi, selections from <i>Daodejing</i> Francis of Assisi, "The Canticle of Brother Sun" Descartes, "Animals as Automata" First Essay Due, 10/10
Week 3: 10/14, 10/16	The Legacy of Christianity White, "The Historical Roots of our Environmental Crisis" Berry, "The Gift of Good Land" Ruether, "The Biblical Vision of the Ecological Crisis"
Week 4: 10/21, 10/23	Indigenous Perspectives Hughes & Swan, "How much of the Earth is Sacred Space?" Nabhan, "Cultural Parallax in Viewing North American Habitats" LaDuke, "Voices from White Earth"
Week 5: 10/28, 10/30	Silko, <i>Ceremony</i> (Tuesday: 1-152; Thursday: 153-262)
Week 6: 11/4, 11/6	MIDTERM EXAM, 11/4 Population and Consumerism Hardin, "Lifeboat Ethics" Wolf, "Population, Development, and the Environment" Angus & Butler, "Is the Environmental Crisis Caused by the 7 Billion or the 1%?"
Week 7: 11/11, 11/13	Maniates, "Individualization: Plant a Tree, Buy a Bike, Save the World?" Strand, "The Crying Indian" 11/13: Guest Lecture
Week 8: 11/18, 11/20	The Wilderness Debate Thoreau, "Walking" Turner, "In Wildness is the Preservation of the World" Callicott, "A Critique of and an Alternative to the Wilderness Idea" Noss, "Sustainability and Wilderness" Second Essay Due, 11/21
Week 9: 11/25 (11/27: Thanksgiving)	Climate Ethics Jamieson, "Ethics, Public Policy and Global Warming" Klein, "Climate Rage" McKibben, "This is Fucked Up" The Invisible Committee, "The Environment is an Industrial Challenge"
Week 10: 12/2, 12/4	Pacific Salmon Restoration Mills, "Salmon Support" Abram, "Reciprocity" Alexie, "The Powwow at the End of the World"
Final Exam	Wednesday, December 10th, 8:00 - 10:00
