

Dr. Sarah D. Wald
443 PLC
sdwald@uoregon.edu
Office Hours: Th 1:30-3:30pm, 6-7pm
Sign Up for Office Hours: <https://goo.gl/ZUocxh>

ENVS 203:
Introduction to Environmental Studies
Humanities

T/TH 12-1:20pm, 182 Lillis
Spring 2018

Graduate Employees

Ben Hinde bhinde@uoregon.edu Office Hours: W. 12-2pm in Col 254A Sections: Fridays @ 10am & 11am	Avni Pravin apravin@uoregon.edu Office Hours: Fridays 11:30-1:30 in COL 47A Sections: Fridays @ 2pm & 3pm	Colin Rosemont crosemon@uoregon.edu Office Hours: Tuesdays, 10am-12pm in COL47A Sections: Fridays @ 8am & 9am	Jordan Wyant jwyant2@uoregon.edu Office Hours: Fridays, 10am-12pm in 254A 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, indigenous perspectives, and labor. In relation to farming, we will consider the legacy of slavery, immigration, and Thomas Jefferson’s writings 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.

Required Texts

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

- Available at UO Bookstore and Knight Library Reserve (PS3572.I63 U53 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 Campus Community Connections experience. **These will be scheduled on the following Saturdays from 10am-1pm: 4/21, 4/28, 5/5, 5/12, 5/19, 5/26 and 6/2.** If you are unable to make your assigned session, please talk directly with your section leader/GE within the first two weeks of the term so that alternate arrangement can be made. If you will not be available during any Saturday, 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 32079): Saturday, April 21st with Colin Rosemont at Youth Farm
Friday, 9am (CN 32080): Saturday, April 28th with Colin Rosemont at GrassRoots Garden
Friday, 10am (CN 32081): Saturday, May 5th with Ben Hinde at Youth Farm
Friday, 11am (CN 32082): Saturday, May 26th with Ben Hinde at Grassroots Garden
Friday, 12pm (CN 32083): Saturday, May 19th with Jordan Wyant at Youth Farm
Friday, 1pm (CN 32084): Saturday, May 12th with Jordan Wyant at Grassroots Garden
Friday, 2pm (CN 32085): Saturday, May 19th with Avni Pravin at Grassroots Garden
Friday, 3pm (CN 32086): Saturday, June 2nd with Avni Pravin at Youth Farm

Course Assessment

- 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%
 - Comprehension tasks will be assigned every week of the quarter. They 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. They will be due prior to discussion section every Friday.
- The Future of Public Lands, 15%
 - Attend at least one panel or keynote of the symposium, Environmental Justice, Race, and Public Lands on the University of Oregon campus, May 9th-11th, 2018
 - What might it mean to manage public lands for environmental justice? Draw connections between the sessions of the symposium that you attended and course content, including assigned readings. Your reflection should be approximately 500 words or 2 pages double-spaced.

- Classroom Community Connections, 15%
 - Participate in a 3 hour community-based learning exercise with Food for Lane County (<http://www.foodforlanecounty.org/en/>).
 - Drawing on both your experience with Food for Land County and the material presented in class, write a letter to a farmworker. The letter will be approximately 500 words or 2 pages double-spaced.
- Exams, 40%: There are two exams for this class, a mid-term and a final. They will include materials from lectures, assigned readings, and discussion sections. The exams will test recall, depth of understanding, and critical engagement. Each exam is worth 20% of your grade.
- **Extra Credit:** There are several extra credit opportunities available for this course. To receive extra credit, you will need to attend the event and also write 300-500 words about the event. Your write-up should summarize the event and also discuss its relation to class themes. You may complete up to two extra credit events. Each extra credit event is worth 2 points. There are 100 points in the class.

Class Outline and Schedule

Part One: Public Lands, Conservation, and Colonialism

Week One

T, 4/3: Introduction

Th, 4/5: Conservation, Preservation, and the Commons

Reading: Diggers and Levelers, “A Declaration from the Poor Oppressed People of England”; John Muir, “Hetch Hetchy Valley”; Gifford Pinchot, “Prosperity.”

Week Two

T, 4/10: Settler Colonialism and Conservation

Reading: Mark David Spence, “Crown of the Continent, Backbone of the World: The American Wilderness Ideal and Blackfeet Exclusion from Glacier National Park.”

Th, 4/12: Crimes against Nature

Reading: Richard White, “Are you an environmentalist or do you work for a living?: Work and Nature.”

Saturday, 4/14: Extra Credit Event, Coalition against Environmental Racism Conference. See <https://www.facebook.com/events/355105524933055/>

Week Three

T, 4/17: *Milking the Rhino*

Th, 4/19: International Conservation

Reading: Ramachandra Guha, “Radical American Environmentalism and Wilderness Preservation: A Third World Critique”

Friday, 4/20: Extra Credit Event, Jay Sibara lecture “After the A-Bomb: U.S. Imperialism and Media Representations of Disabled Survivors of Atomic Slow Violence,” 12pm-1:30pm, Browsing Room, Knight Library.

Saturday 4/21: Extra Credit Event, Huerto de la Familia Work Party, 12pm-3pm. Registration required. Contact kabrams@beyondtoxics.org or mfrost@beyondtoxics.org to register.

Week Four

T, 4/24: Decolonizing Public Lands

Reading: Tribal Climate Change Project: <https://tribalclimate.uoregon.edu/>

Kyle Whyte, “Our Ancestors’ Dystopia Now”; Robin Wall Kimmerer, “Skywoman Falling,” *Braiding Sweetgrass*.

Guest Lecture: Kathy Lynn, Tribal Climate Change Project

Th, 4/26: What is Environmental Justice?

Reading: People of Color’s Environmental Leadership Summit, “Principles of Environmental Justice.”

Robert Bullard, “Confronting Environmental Racism in the Twenty-First Century.”

Week Five

T, 5/1: In Class Mid-Term

Th, 5/3: The Racial History of Public Lands

Reading: Evelyn C. White, “Black Women and the Wilderness,” and “Dancing: A Grand Canyon Saga”; Denise Chavez, “Crossing Bitter Creek: Meditations on the Colorado River.”

Week Six

T, 5/8: Guest Lecture, Brenna Bell, Bark (bark-out.org)

Th, 5/10: Attend Environmental Justice, Race, and Public Lands: A Symposium
<https://blogs.uoregon.edu/ejrpl/>

Week Seven

5/15: Jeffersonian Agrarianism

Reading: Thomas Jefferson, “Manufactures.”

Future of Public Lands Assignment Due to Canvas @ 12pm

5/17: The Alternative Food Movement

Reading: Wendell Berry, “The Pleasures of Eating.”

Week Eight

T, 5/22: Food Justice & Food Sovereignty

Reading: Elizabeth Hoover, <https://gardenwarriorsgoodseeds.com>

Th, 5/24: Workers in the Food System

Guest Lecture: Beyond Toxics, <http://www.beyondtoxics.org/>

Reading: Cesar Chavez, “Wrath of Grapes Boycott Speech”; Martín Espada, “Federico’s Ghost.”

Week Nine

T, 5/29: *The Harvest/La Cosecha*

T, 5/31: Form and Food Justice

Reading: Helena María Viramontes, *Under the Feet of Jesus*. Part 1-2

Week Ten

T, 6/5: Exploitation and Empowerment

Reading: Helena María Viramontes, *Under the Feet of Jesus*. Part 3-5

Th, 6/7: Class Conclusion

Reading: Helena María Viramontes, *Under the Feet of Jesus*

Letter to a Farmworker Due to Canvas @ 12pm

Final, 8am Thursday June 14, 2018

SUPPORT FOR STUDENTS

Accessible Education: The University of Oregon is working to create inclusive learning environments. Please consult with the Prof. Wald and the GE 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.

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 the name you wish to use to Prof. Wald and your GE. The preferred first name policy can be accessed here: <http://policies.uoregon.edu/node/216>

Responding to Bias: You have the right to learn, work, and live in an environment free of discrimination and hate. UO has gathered resources for students, faculty, and staff to report bias incidents or find support following bias incidents here: <https://respect.uoregon.edu/>

Safe Ride: (541) 346-7433 extension 2. Safe Ride provides free, inclusive, and accessible alternatives to traveling alone at night for UO students, faculty, and staff. It is a schedule-ahead service. Safe Ride is a

feminist, ‘for-the-students/by-the-students’ organization and operate out of the Women’s Center in EMU 12F. Safe Ride’s spring hours are Sunday-Thursday, 7pm –midnight, Friday and Saturday, 7pm-2am. For more information: <http://pages.uoregon.edu/saferide/>

Sexual Assault Support Services: 541-346-SAFE is 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/>) for confidential help

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

COURSE POLICIES/EXPECTATIONS

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>

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. Prof. Wald is more readily available through email than phone call. Generally, you can expect an email response from Prof. Wald 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 sit in 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.