

ENVS 203
Introduction to Environmental Studies: Humanities

CRN: 12860
Lawrence Hall (LA) 177
M/W 1400-1520
 (2:00-3:20)

Dr. Christopher McGill
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 (and by appt.)
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 (contact via email preferred)

This course is a survey of the contribution of humanities disciplines—literature, intellectual history, religious studies, and philosophy—to understanding the relationship between human beings and the natural environment. Theoretical perspectives covered in the course include the role of religion in shaping environmental values, the function of the environment in the literary tradition, multicultural perspectives on the environment, and the suggestions of contemporary radical ecology movements such as deep ecology and ecofeminism for revitalizing human relationships with the environment. The course emphasizes the skills of textual and cultural interpretation, value reasoning, and critical inquiry as these are demonstrated in the engagement of the humanities with environmental concerns. The final segment of the course integrates these various humanistic disciplines into a discussion of the issues surrounding the management of wolf populations in the ecosystem(s) of the northern Rocky Mountain region of the western United States.

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.)

REQUIRED TEXT

The Ninemile Wolves, Rick Bass
 Articles available as PDF files on the Blackboard site for the course

INSTRUCTIONAL TEAM

GTF Name (and Email)	Office Hours (Room)	Discussion Section Times (Room)—All sections on Thursdays
Emily Sanchirico (easanchirico@gmail.com)	T 2:00-3:30 (COL 47A)	1400-1450 (FEN 105) 1500-1550 (PAC 8) 1600-1650 (PLC 353)
Morgan Peach (peach@uoregon.edu)	W 4-5:30 (COL 47A)	800-850 (PAC 8) 12-12:50 (LLCN 123) 1300-1350 (LLCN 123)
Allyson Woodard (awoodard@uoregon.edu)	R 1:00-2:30 (COL 47A)	900-950 (PAC 8) 1000-1050 (GSH 130) 1100-1150 (ED 116)

ASSIGNMENTS AND GRADING STRUCTURE

Section Participation	10%
Reading Quizzes (5 total @ 2% each)	10%
Paper 1	10%
Paper 2	20%
Midterm Exam	25%
Final Exam	25%

Section 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 they occur 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 discussion will be evaluated in assigning 10% of your final course grade. Absences from section will negatively affect your participation grade (see Course Policies section below).

Reading Quizzes

Discussion section will regularly include a brief quiz over key concepts 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 make-up 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.

Essays

Two papers will be required in response to essay questions posted on Blackboard. The first of these will be 3-4 pages in length; the second will be 5-6. Essays will be graded by the GTF for your discussion section. Essays must be submitted through Blackboard’s SafeAssign, and will be accepted only on 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. 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. Several 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.

Exams

Exams will draw from all material assigned as readings or discussed in class. Exams will include a mix of multiple choice, true/false, fill-in-the-blank, matching, and short answer questions. The multiple choice, etc., section of the final will include only material covered after the midterm, but the final will include short answer questions that ask you to integrate materials from throughout the term.

COURSE POLICIES

Learning Resources

[Accessible Education Center](http://acc.uoregon.edu/) (formerly Disability Services) offers students a wide range of support including sign language interpreting, computer-based note taking, exam modification, and tutoring. Their offices are located in 164 Oregon Hall: <http://acc.uoregon.edu/>

The University Teaching and Learning Center (TLC) provides numerous resources to help UO students succeed. They work with a diverse student body with a wide range of needs. If you are unsure which resources work best, they are happy to answer questions and share suggestions: <http://tlc.uoregon.edu/>

University Counseling and Testing Center 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 service, psychological testing and assessment, psychoeducational workshops, and outreach as well as emergency services: <http://counseling.uoregon.edu/dnn/>

The Office of Student Life sponsors programs on diversity education, conflict resolution, LGBT outreach, substance abuse services, and parent and family programs: <http://studentlife.uoregon.edu>

Expectations of You

A syllabus is a kind of contract between students and faculty. It reflects our commitment to create a learning environment that works for all students. It also reflects your commitment to participate fully in the course and to conduct yourself with integrity throughout the term. The specific expectations of you are as follows:

- Attend lecture and section
- Devote several hours each week to reading, studying, and preparing for class
- Abide by policies that your GTF outlines for attendance, participation, office hours, and email
- Treat faculty, GTFs, and fellow students with respect
- Let us know if there are any barriers in the course format to your learning
- Raise questions, test out ideas, and listen actively to others
- Turn off all technological devices not related to the course.

Completion of Assignments

You must complete all major assignments (papers and exams) in order to pass the course. In addition, you must retain copies (both “hard” copies and electronic copies) of all work turned in and should be able to produce a duplicate copy of any work upon request. Failure to do so may result in a failing grade.

Laptops

Laptops are permitted in this class strictly for the purposes of taking notes and accessing course readings. Students who would like to use a laptop will be asked to sit in the “computer section” of the lecture hall so that their use is less distracting to students who prefer to take notes by hand and that they can be conveniently monitored by GTFs.

Academic Honesty

The University Student Conduct Code (available at <http://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 www.libweb.uoregon.edu/guides/plagiarism/students. Academic misconduct will be met with disciplinary action (the usual punishment is an “F” for the course).

Attendance Policy

Section attendance is required. Your GTF will take attendance each week in section. You can miss one section without penalty; each additional absence will result in a full-grade reduction of your participation grade. If you must miss a section for an extracurricular obligation, serious illness, or family emergency, you will need to arrange to attend another section by contacting your GTF in advance of the absence.

SCHEDULE

Subject to revision. Changes will be announced in class and posted to Blackboard.

All readings other than *The Ninemile Wolves* available through Bb.

Week One: Why Environmental Humanities?

Date	Reading Due	In-class	Assignments Due
M, 9/24		Syllabus review, Intro to the Humanities	
W, 9/26	Kaza , “Why Environmental Humanities?”; Buell , “Glossary of Selected Terms”; Cherokee Creation Stories	Environmental Humanities/Cultural Foundations	

Weeks Two and Three: Religious, Spiritual, and Cultural Foundations

Date	Reading Due	In-class	Assignments Due
M, 10/1 Last day to process a complete drop without a “W”	Hughes and Swan , “How Much of the Earth is Sacred Space?” LaDuke , “Voices from White Earth”	Indigenous Perspectives	
W, 10/3	Genesis 1-9 (online text of the <i>New American Bible</i>) St. Francis of Assisi , “Canticle of the Sun”	The Legacy of Christianity	

Date	Reading Due	In-class	Assignments Due
M, 10/8	White , “The Historical Roots of Our Ecological Crisis” Berry , “The Gift of Good Land”		
W, 10/10	Sarkar , <i>Environmental Philosophy</i> , excerpts	Jump start on Env History and Philosophy: Deep Ecology	Paper 1 Due

Weeks Four and Five: Environmental History and Philosophy

Date	Reading Due	In-class	Assignments Due
M, 10/15	Naess , “The Deep Ecological Movement” Merchant , “The Death of Nature”	Deep Ecology and Ecofeminism	
W, 10/17	Guha , “Radical American Environmentalism and Wilderness Preservation”	Environmental Justice in a Transnational Perspective	

Date	Reading Due	In-class	Assignments Due
M, 10/22	Cronon , “The Trouble with Wilderness”	Querying the Idea of Wilderness	
W, 10/24		MIDTERM EXAM	

Weeks Six through Eight: Literature and the Environment

Date	Reading Due	In-class	Assignments Due
M, 10/29	Glotfelty , “Literary Studies in an Age of Environmental Crisis”	Ecocritical Literary Theory	
W, 10/31	Rigby , “Ecocriticism”; <i>PMLA</i> “Forum” selections		

Date	Reading Due	In-class	Assignments Due
M, 11/5	Thoreau , “Ktaadn,” pgs. 69-88	Nature in Nonfiction	
W, 11/7	Austin , <i>The Land of Little Rain</i> , excerpts		

SUNDAY, 11/11 is the last day to process a complete drop with a “W”

Date	Reading Due	In-class	Assignments Due
M, 11/12	Hemingway , “Big Two-Hearted River”	The Short Story, the Modern Pastoral, and Nature as Restoration	
W, 11/14	Snyder , “Good Wild Sacred”	The Contemporary Nature Essay	

Weeks Nine and Ten: Wolves in the Northern Rockies

Date	Reading Due	In-class	Assignments Due
M, 11/19	Musiani and Paquet , “The Practices of Wolf Persecution, Protection, and Restoration in Canada and the United States”		
W, 11/21	Leopold , “Thinking Like Mountain”	Ecology, Empathy, and Identification; Visual Aesthetics	

Date	Reading Due	In-class	Assignments Due
M, 11/26	Bass, <i>The Ninemile Wolves</i> , chpts 1-9	Nature Writing and Environmental Activism	
W, 11/28	Bass, <i>The Ninemile Wolves</i> , chpts 10-conclusion		Paper 2 Due

FINAL EXAM: Monday, 12/3, at 3:15 pm in LA 177