

ENVS 203: Intro. to Environmental Studies: Humanities

TR 12:00 - 1:20, 182 Lillis (Spring 2014)

CRN: 34746

Dr. Ted Toadvine, toadvine@uoregon.edu

Office: 211 SCH ; Tel: 541-346-5549

Office Hours: TR 2:30 - 3:30

GTFs	Taylor McHolm , 541-347-0929, tmcholm@uoregon.edu 47C Columbia, Office Hours: R 2:00-4:00 Sections: F 12:00 - 12:50, 9 PAC F 1:00 - 1:50, 12 PAC	Briana Meier , 541-346-5274, meier@uoregon.edu 47A Columbia, Office Hours: R 10:30-11:50 Sections: F 10:00 - 10:50, 116 ESL F 11:00 - 11:50, 107 ESL
	Tim Christion Myers , 541-346-5274, tcc@uoregon.edu 47A Columbia, Office Hours: TR 1:30 - 2:30 Sections: F 2:00 - 2:50, 44 COL F 3:00 - 3:50, 44 COL F 4:00 - 4:50, 44 COL	Wenhui Qiu , 541-357-0929, wenhuiq@uoregon.edu 47C Columbia, Office Hours: M 2:00-4:00 Sections: F 8:00 - 8:50, 8 PAC F 9:00 - 9:50, 107 ESL

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 ENVS/ESCI major requirements.)

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 | 10% |
| 2. weekly reading quizzes (best 5 at 2% each) | 10% |
| 3. Classroom-Community Connections | 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 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 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 three-hour community-based learning exercise at one of FOOD for Lane County’s gardens on one Saturday during the term. This exercise will provide you with a concrete opportunity to reflect, in practice and in writing, on key themes from our course, including 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. Your participation and 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. 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.
- **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, pagers, MP3 players, 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 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.

Individual Differences: If you experience difficulty in this course for any reason, please don't hesitate to consult with me. If you have a disability that may prevent you from fully demonstrating your abilities, you should contact me 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: 4/1, 4/3	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: 4/8, 4/10	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, 4/11
Week 3: 4/15, 4/17	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: 4/22, 4/24	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: 4/29, 5/1	Silko, <i>Ceremony</i> (Tuesday: 1-152; Thursday: 153-262)
Week 6: 5/6, 5/8	MIDTERM EXAM, 5/6 Framing the Problem: Population, Placelessness, 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: 5/13, 5/15	Snyder, "The Place, the Region, the Commons" Clare, "Losing Home" Curtin, "Recognizing Women's Environmental Expertise" Maniates, "Individualization: Plant a Tree, Buy a Bike, Save the World?" Strand, "The Crying Indian"
Week 8: 5/20, 5/22	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, 5/23
Week 9: 5/27, 5/29	Climate Ethics Jamieson, "Ethics, Public Policy and Global Warming" Klein, "Climate Rage" McKibben, "This is Fucked Up" McKibben, "Obama and Climate Change: The Real Story" Thompson, "Radical Hope for Living Well in a Warmer World" The Invisible Committee, "The Environment is an Industrial Challenge"
Week 10: 6/3, 6/5	Pacific Salmon Restoration Mills, "Salmon Support" Abram, "Reciprocity" Alexie, "The Powwow at the End of the World"
Final Exam	Friday, June 13th, 8:00 - 10:00