

Dr. Sarah D. Wald
 443 PLC
 sdwald@uoregon.edu
 Office Hours: M, 5-6pm, Th, 1:45pm-3:45pm
 Sign Up for Office Hours: <https://goo.gl/ZUocxh>

ENVS 203:
Introduction to Environmental Studies
Humanities

T/TH 12-1:20pm, Global Scholars Hall, 123
 Fall 2018

Graduate Employees

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| <p>Lisa Fink lfink@uoregon.edu Office Hours: T, 11-11:50am, Th, 1:30-2:30pm, Columbia M141 Sections: Fridays @ 10am & 11am</p> | <p>Kyle Keeler kkeeler@uoregon.edu Office Hours: Fridays, 10am- 11:50am Office 10, Annex Sections: Fridays @ 9am & 2pm</p> | <p>Aimee Okotie-Oyekan aokotie5@uoregon.edu Office Hours: Wednesdays, 11am-1pm, Columbia Hall, 240 (140m) Section: Fridays @ 12pm</p> |
| <p>Avni Pravin apravin@uoregon.edu Office Hours: Tuesday, 9:30- 11:30am, Col 254A. Section: Fridays @ 8am</p> | <p>Sara Worl sworl@uoregon.edu Office Hours: Tues, 10:30- 11:30am, Fri, 10am-11am, Annex, Suite 1 (Rm 18) Sections: Fridays @ 1pm & 3pm</p> | |

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: 10/3, 10/20, 10/27, 11/3, 11/10, and 11/17.** If you are unable to make your assigned session, please email Aimee Okotie-Oyekan within the first two weeks of the term so that alternate arrangement can be made. If you will not available during any Saturday, please contact Aimee Okotie-Oyekan within the first two weeks of the term so that alternate arrangement can be made. Contact Aimee Okotie-Oyekan at aokotie5@uoregon.edu and make sure to put Campus Community Connections in the subject line.

The chart below shows which section is assigned to which garden work days.

Friday, 8am (CN 12238): Saturday, October 13th with Avni Pravin at GrassRoots Garden
 Friday, 9am (CN 12239): Saturday, October 20th with Avni Pravin at Youth Farm
 Friday, 10am (CN 12240): Saturday, October 27th with Lisa Fink at Youth Farm
 Friday, 11am (CN 12241): Saturday, November 10th with Lisa Fink at Grassroots Garden
 Friday, 12pm (CN 12242): Saturday, November 10th with Aimee Okotie-Oyekan at Youth Farm
 Friday, 1pm (CN 12243): Saturday, November 3rd with Aimee Okotie-Oyekan at Grassroots Garden
 Friday, 2pm (CN 12244): Saturday, November 3rd with Kyle Keeler at Youth Farm
 Friday, 3pm (CN 12245): Saturday, October 27th with Aimee Okotie-Oyekan at Grassroots Garden
 Make Up Session: Saturday, November 17th 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 (except week 9!). 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.

- **Public Lands Reflection, 15%**
 - How do you understand your own relationship to public lands? How would you situate your own experiences in relationship to course content? Pay particular attention to identity, personal experience, and historical context.
 - Given your personal experiences and the course readings, what advice would you give to agency and advocacy organizations seeking to work on diversity, equity, and inclusion on public lands and/or in outdoor recreation?
 - Your reflection should be approximately 500 words or 2 pages double-spaced. It should cite readings and lectures.

- **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.

Class Outline and Schedule

Part One: Public Lands, Conservation, and Colonialism

Week One

T, 9/25: Introduction

Th, 9/27: 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.”

Saturday, September 29th: Extra Credit Opportunity with Community Partner, Beyond Toxics Forest Resiliency Tour, 1-4pm (12-5pm including travel). Carpools available. Free. <http://www.beyondtoxics.org/events/sept-2018-resilient-forestry-tour-registration/>

Week Two

T, 10/2: 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, 10/4: Crimes against Nature

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

Week Three

T, 10/9: International Conservation

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

Th, 10/11: *Milking the Rhino*

Week Four

T, 10/16: 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

Wednesday, October 17th: Extra Credit Opportunity, 5-7pm, JSMA After Dark: Plastic Entanglements

Wednesday, October 17th: Extra Credit Opportunity, 7:30pm: Lecture with Dianna Cohen (Plastic Entanglements Artist), Straub Hall, Room 156.

Th, 10/18: In Class Midterm

Week Five

T, 10/23: 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.”

Th, 10/25: 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 Six

T, 10/30: Jeffersonian Agrarianism

Reading: Thomas Jefferson, “Manufactures.”

Public Lands Reflection Due to Canvas @ 12pm

Th, 11/1: The Alternative Food Movement

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

Week Seven

11/6: Food Justice & Food Sovereignty

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

Guest: Avni Pravin

Wednesday, November 7th: Extra Credit Opportunity, 7:30pm, “Panel Discussion: Interdisciplinary Approaches to Plastics, Pollution and Consumption.” JMSA. <https://jsma.uoregon.edu/PEprograms>

11/8: *The Harvest/La Cosecha*

Week Eight

T, 11/13: 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.”

Th, 11/15: Farmworker Movements

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

Thursday, November 15th: Extra Credit Opportunity, 5-7pm, JSMA, “Plastic Entanglements Student Research Presentations.” <https://jsma.uoregon.edu/PEprograms>

Week Nine

T, 11/20: Form and Food Justice

Reading: Helena María Viramontes, *Under the Feet of Jesus*. Part 2-3

Th, 11/22: No Class

Friday, 11/23: No Section

Week Ten

T, 11/27: Exploitation and Empowerment

Reading: Helena María Viramontes, *Under the Feet of Jesus*. Part 4-5

Th, 11/29: Class Conclusion

Guest: Lisa Fink

Letter to a Farmworker Due to Canvas @ 12pm

Final, 8am Tuesday, December 4, 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, 4th Floor of the Knight Library

Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support. Furthermore, if you are comfortable doing so, please let me know about your situation so I can help point you in the right direction for assistance.

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.