ENVS 203: INTRODUCTION TO ENVIRONMENTAL STUDIES: HUMANITIES
CRN 41858

Summer 2020
Online

Nate Otjen
he/him/his

Email: notjen@uoregon.edu
Zoom PMI: 890-965-5291
Phone: 319-826-7277

Office Hours:
Tues. 3 pm – 4:30 pm; Fri. 2 pm - 3:30 pm
Via Zoom, phone, and email
Sign up here: https://tinyurl.com/wkmuhu7

Course Description:

In this online class we'll examine how the humanities contributes to environmental studies and to our understanding of the environment. We'll begin with the emergence of modern U.S. environmentalism and trace how literary, cultural, and artistic responses to pollution shaped environmental activism and thought. Drawing from this early awareness of toxicity, we'll then examine the rise of environmental justice and study recent resistance movements from a humanities perspective. Finally, we'll look at new attempts to include other species within justice frameworks, examining recent efforts within the humanities to resist extinction and settler colonialism.

All students from all backgrounds and interests are welcome in this course. As we will see, a diverse collection of thoughts and approaches are necessary to strengthening and shaping humanities approaches. The material covered in this class is not comprehensive, but rather provides an introduction to some of the topics most important to environmental thought and practice at the University of Oregon and to the field of environmental studies, more broadly. If you would like to know more about how, for example, Latinx or Asian American communities have resisted environmental harms, I am happy to recommend additional resources and materials. This class fulfills the Arts and Letters Group Requirement and is a core requirement for Environmental Studies and Environmental Science majors.
**Course Goals:**
Class participants will:
1. Understand how the humanities make necessary contributions to environmental studies and thought.
2. Value perspectives different from one’s own, including those related to race, gender, class, and species categories.
3. Learn how to recognize and critically analyze everyday instances of environmental and multispecies injustice.
4. Recognize how key historical events have shaped contemporary US environmental thought.

**Learning Outcomes:**
Upon completion of this course, participants will be able to:
1) Present and assess the primary ideas and practices that guide humanities approaches to environmental issues.
2) Recognize how global harms such as toxicity, extinction, climate change, and colonialism have intersected with human and species groups.
3) Explain how their own interests fit into and contribute to environmental humanities approaches.
4) Use environmental and multispecies justice as frameworks for recognizing and resisting distributed harms.
5) Demonstrate that people are not separate from environments and that, instead, humankind is always entangled with others.
6) Apply concepts learned from this course to better understand contemporary and historical events.

**Course Materials:**

There are no required textbooks for this class. All texts are available as PDF documents on Canvas.

**Course Requirements & Grading Criteria:**

**Mid-Term Exams – 40%**
There are two mid-term exams for this class. The first will occur during Week 3 and the second during Week 6. The first exam constitutes 15% of your total grade and the second exam 25%. The exams will be taken on Canvas and will consist of several short answer questions and a short essay question. They will be untimed and considered open book. Each exam will be graded on the accuracy of your responses, the understanding exhibited of course material, and the ability to connect ideas from class.

**Environmental/Multispecies Justice Essay – 20%**
Due at the end of the term during Week 8, the Environmental/Multispecies Justice Essay gives you a chance to explore a topic that interests you and demonstrate your cumulative knowledge gained from the class. Select an environmental justice or
multispecies justice issue located in or near a community in which you have lived or visited. Describe the issue and identify how harms, benefits, and risks are unevenly distributed among certain groups of people and/or species. Finally, propose at least one way that you could help mitigate or resist the inequalities that you identified. The essay should be 3-4 pages (double spaced) and is due on Canvas.

**Quizzes – 25%**
Knowledge gained from the readings will be assessed each week through a short quiz on Canvas. Each quiz will feature five multiple-choice questions drawn from the readings for that week. You can take the quizzes once you’ve finished the readings for that week. The questions are designed to assess comprehension of the main ideas. To help accommodate the challenge of online learning during this difficult time, your lowest quiz score will be dropped.

**Weekly Responses – 15%**
For each week, post a link to a news story, social media post, or some other kind of digital content that connects, in some clearly articulated way, to at least one of the readings during that week. You may also post photographs of physical materials such as a work of art or a page from a book or magazine. Share the link or photo on the Canvas discussion board and, in two to three sentences, explain how or why this content relates to the course material under discussion that week. Refrain from sharing material that has explicitly inappropriate content that would harm others.

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<th>Grade Breakdown:</th>
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<tr>
<td>Mid-term Exams</td>
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<tr>
<td>Mid-term Exam #1</td>
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<td>Mid-term Exam #2</td>
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<td>Environmental/Multispecies Justice Essay</td>
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<td>Quizzes</td>
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<td>Weekly Responses</td>
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Course Schedule:

**MODERN U.S. ENVIRONMENTALISM**

**Week 1:**
Introductions: What are the humanities and why do they matter for environmental studies?
PennSalt Chemicals, “DDT is good for me-e-e-e!” in Time Magazine, June 30, 1947
Clemson College Extension Service and The Velsicol Corporation, “Goodbye Mr. Roach,” late 1950s, https://www.youtube.com/watch?v=z7Lr1pCEcNU

**Week 2:**

**ENVIRONMENTAL JUSTICE**

**Week 3:**

**Mid-Term Exam #1**

**Week 4:**
Carl Deal and Tia Lessen, directors, Trouble the Water, 2008,
https://tubitv.com/movies/462757/trouble_the_water?utm_source=google-feed&tracking=google-feed

**Week 5:**
EXTINCTION

Week 6:
Ashley Dawson, “Introduction” in Extinction: A Radical History, 2016, pp. 7-17
Mid-term exam #2

Week 7:

Week 8:

Environmental/Multispecies Justice Essay due by 11:59 pm on August 12
All weekly responses and quizzes are due by 11:59 pm on August 14

Course Policies:

Communicating with Me

Our class will primarily communicate through Canvas. Please log in frequently to Canvas and make sure that your settings are up to date. In addition to receiving updates on Canvas, you can have notifications pushed to your phone and/or email. To do this and to check your settings, go to Account → Notifications.

I will host “live” office hours through Zoom and phone each week on Tuesday from 3 pm – 4:30 pm and Friday from 2 pm – 3:30 pm. I will also be available on email for “live” email discussions. Sign up for a meeting spot via this link. In addition, I welcome meetings outside of my regular office hours if those do not work for you. Please just email me to set up a different time.
Since this is an online course, I will do my best to be available on email as much as possible. You should expect to receive prompt responses from me, so please reach out with questions.

**Academic Integrity for Online Learning**

I ask you to certify that your quizzes, responses, exams, and papers are your own work. Canvas automatically varies quiz questions and cross-checks essay responses with digital sources. If a technological problem disrupts your quiz or work, do not panic. Take a screenshot (Mac: Shift + Command + 4; Windows: Windows key + Print Screen) or photo to document the error message/problem and then email me.

**Resources for Technical Help**

You are always welcome to reach out to me if you encounter technical difficulties. I can help to the best of my ability. I recommend frequently saving any digital writing, backing up your files to an external drive or remote cloud service (such as Dropbox), and working offline whenever possible (download your readings).

If you have technical issues with Canvas that I cannot resolve, please use the following resources at the University of Oregon:

- [Request Canvas Support](#) (online web form)
- [Canvas Live Chat](#) (live chat with Canvas specialist, available Monday-Sunday from 6 am – 12 am)
- 541-346-4357 (phone line available Monday-Sunday from 6 am – 12 am)

If you face Internet access challenges, computer labs are open for students at the Eugene campus. There are also some companies offering free access. The UO has additional information and resources [here](#).

**Late Work and Assignment Due Dates**

The University of Oregon will continue to issue further guidance about our current situation. I will be mindful of the many impacts the unfolding events related to COVID-19 may be having on you. If you are unable to complete an assignment for any reason, please communicate with me and we can discuss alternatives.

The two mid-term exams and the environmental/multispecies justice essay are due on their assigned days. The weekly responses and quizzes are due, at the very latest, by midnight on the last day of class (Friday, August 14). While you can wait to complete the responses and quizzes, I recommend completing them on a weekly basis. This allows you to achieve a routine for the class, make steady progress toward completion, and adjust your reading or quiz practices as needed.
General Guidelines for Online Class Participation

1. **Participate and Contribute:** You are expected to participate by sharing ideas and contributing to the collective learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others. More specific participation guidelines and criteria for contributions will be provided for specific activities.

2. **Use Proper Netiquette:** Please use good “net etiquette.” Identify yourself with your real name, write or speak in the first person, and use a subject line that clearly relates to your contribution (or, in the case of emails, your question or request). Good netiquette also means being aware of how others interact in the same web space. Your language should be appropriate for an academic context and be courteous to others.

3. **Expect and Respect Diversity:** All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. Behaviors and contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status are unacceptable. We will value differences and communicate disagreements with respect. We will establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.

4. **Interact Professionally:** Our learning environment provides an opportunity to practice being professional and rigorous in our contributions. As much as possible, use correct spelling, grammar, and style for academic work. Use discussions and activities as opportunities to practice the kind and quality of work expected for larger assignments.

Specific Guidelines for Best Practices Using Canvas Discussions:
- Use subject lines that clearly communicate the content of your post
- Write clearly and concisely
- Use the edit feature to make corrections
- Contribute and interact often

Specific Guidelines for Best Practices Using Zoom:
- Try to be on time when the meeting starts
- Be mindful that others can see you and your surroundings if your video is on. Try to find a quiet setting without lots of background noise. Please try to minimize distractions like eating or multitasking. Speak and use gestures like you would in person.
- Mute your audio when you are not actively contributing to group discussions or meetings
- Use a microphone or speak clearly into your computer microphone so that others can hear you
- If you prefer to keep a static image instead of the live video feed, you can keep your video off
- For help and troubleshooting with Zoom, visit the [Zoom Help Center](https://zoom.us/help)
Formatting and Guidelines for Written Work
All written work should be typed and double-spaced, using 12-point Times New Roman font and 1” margins.

Preferred Name/Pronoun
You are welcome and encouraged to tell me your preferred name and/or pronoun.

Dreamer Student Support
I support all students regardless of immigration status or country of origin. As a Dreamer Ally, I support Dreamer students and promote their sense of belonging and safety as they pursue their higher education goals. For more information and resources please visit our Dreamers page. I commit to not sharing your status with anyone if you reveal it to me, but also remind you that when interacting with faculty, staff, and officers around campus you are never required to reveal your immigration status.

Territorial Acknowledgement
The University of Oregon is located on Kalapuya Ilihi, the traditional indigenous homeland of the Kalapuya people. Following treaties between 1851 and 1855, Kalapuya people were dispossessed of their indigenous homeland by the United States government and forcibly removed to the Coast Reservation in Western Oregon. Today, descendants are citizens of the Confederated Tribes of Grand Ronde Community of Oregon and the Confederated Tribes of the Siletz Indians of Oregon, and continue to make important contributions in their communities, at UO, and across the land we now refer to as Oregon. We must all be aware of the historical and ongoing forms of colonial violence that seek to erase Native lifeways and the landscapes and species who make these lives possible. To learn more or to become involved, please visit https://www.grandronde.org/ and http://www.ctsi.nsn.us/.

Accessible Education
If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to talk with me soon and request that the Accessible Education Center send a letter explaining what accommodations may be helpful to you in this course. If you find that working online during the pandemic challenges your ability to learn, please reach out to me directly.

Emergencies
UO Emergency Management & Continuity Program (UOEMC) has an entire website dedicated to helping students, staff, and faculty become better prepared in the event of an emergency: http://emc.uoregon.edu/. This website offers a wide range of helpful tips from how to create your own emergency supply kit to updates on any recent alerts. Three recommendations in particular pertain to this class: 1) confirm that you are signed up for emergency alerts (for both emails and text messages), 2) practice at least two routes out of this classroom so that you already know them in the event of an evacuation (there are evacuation maps available in most hallways that you can consult to help you identify the best routes), and 3) know the evacuation assembly area. For emergency assistance on campus call 911. For non-emergency assistance on campus...
call 541-346-2919. Never assume others have called when you witness an emergency situation that endangers yourself or others.

**Gender-Based Violence**
Any student who has experienced sexual assault, relationship violence, stalking, coercion, and/or sexual harassment is encouraged to seek help. Please visit [https://safe.uoregon.edu](https://safe.uoregon.edu) for information. You are also strongly encouraged to contact Renae DeSautel, Sexual Violence Response & Support Services Coordinator, desautel@uoregon.edu. She will keep your information confidential. In addition, the UO Ombuds office (541-346-6400 or ombuds@uoregon.edu) can provide confidential support and assistance. You can also contact any pastor, priest, imam, or another member of the clergy. All of these people, including all UO faculty members, have an obligation not to reveal your name or other specific information without your permission, although faculty members do have to provide "general information" that will help us create a safer campus. As your instructor, I can also reassign work partners and make other necessary accommodations.