

ENVS 203: Intro. to Environmental Studies: Humanities

MW 2:00 - 3:20, 177 Lawrence Hall (Spring 2007)

CRN: 31809

Dr. Ted Toadvine (toadvine@uoregon.edu)

Office: PLC 319; Tel: 346-5554

Office Hours: MW 12:30 - 1:30, and by appt.

GTFs

Rebecca Silver, rsilver1@uoregon.edu Office: 6 Pacific, 346-5003 Office Hours: M 11:30 - 1:30 Sections: F 12:00 - 12:50, PAC 12 F 1:00 - 1:50, PAC 12	Shannon Tyman, styman@uoregon.edu Office: 6 Pacific, 346-5003 Office Hours: T 2:00- 4:00 Sections: R 2:00 - 2:50, COL 45 R 4:00 - 4:50, COL 45	Shangrila Wynn, sjoshi@uoregon.edu Office: 240 Columbia, 346-5426 Office Hours: TR 9:00-10:00 Sections: F 9:00 - 9:50, COL 45 F 10:00 - 10:50, PLC 189 F 11:00 - 11:50, ESL 107 R 3:00 - 3:50, DEA 209
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COURSE DESCRIPTION

This course is a survey of the contribution of humanities disciplines – including 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 intellectual history of cultural attitudes and perceptions of nature, the role of religion in shaping environmental values, Native American perspectives on the environment, and the suggestions of contemporary radical ecology movements (deep ecology, social ecology, and ecofeminism) for revitalizing human relationships with the environment. The last segment of the course examines the contribution of the humanities to current environmental issues: wilderness preservation, population and resource use, global climate collapse, 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)
- Items available from UO library online course reserves, accessible from the UO homepage or at http://libweb.uoregon.edu/acs_svc/reserve-index.html
 - Boshongo creation story
 - Cherokee creation story
 - Genesis, “The Origin of the World and Mankind”
 - Plato, “The Nature of the Soul and its Relation to the Body”
 - Lao Tzu, selections from *Tao Te Ching*
 - Francis of Assisi, “The Canticle of Brother Sun”
 - René Descartes, “Animals as Automata”
 - Lynn White Jr., “The Historical Roots of our Environmental Crisis”
 - Wendell Berry, “The Gift of Good Land”
 - Lawrence Troster, “Created in the Image of God: Humanity and Divinity in an Age of Environmentalism”
 - J. Donald Hughes & Jim Swan, “How much of the Earth is Sacred Space?”
 - Gary Paul Nabhan, “Cultural Parallax in Viewing North American Habitats”
 - Winona LaDuke, “Voices from White Earth”
 - Arne Naess, “The Deep Ecology Movement: Some Philosophical Aspects”
 - Gary Snyder, “The Place, The Region, and the Commons”
 - Deane Curtin, “Recognizing Women’s Environmental Expertise”
 - Henry David Thoreau, “Walking”
 - Jack Turner, “In Wildness is the Preservation of the World”
 - J. Baird Callicott, “A Critique of and an Alternative to the Wilderness Idea”
 - Reed Noss, “Wilderness—Now More than Ever”
 - Garrett Hardin, “Lifeboat Ethics”
 - Clark Wolf, “Population, Development, and the Environment”
 - Dale Jamieson, “Ethics, Public Policy and Global Warming”
 - Stephanie Mills, “Salmon Support”
 - David Abram, “Reciprocity”
 - Sherman Alexie, “The Powwow at the End of the World”

COURSE REQUIREMENTS

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| 1. participation & attendance | 10% |
| 2. four short take-home essays (900 - 1200 words, 10% each) | 40% |
| 3. midterm and final exam (25% each) | 50% |
- **Class Participation/Attendance:** 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. Unprepared students may be dismissed from classes and counted as absent. It is your responsibility to document your attendance at each lecture and discussion section by signing an attendance roll, which will be organized by discussion section. Missing FOUR classes (lecture or discussion) FOR ANY REASON will result in a full grade reduction. An additional full grade reduction will be made for each additional missed class after the fourth. Three late arrivals or early departures will count as one absence. In the event that you will miss four or more classes due to extended illness or university obligations, you must provide verifiable documentation to your discussion leader in order to avoid penalty to your grade. 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. If class preparation or attendance need encouragement, I may choose to institute pop quizzes that will be counted as a portion of the participation grade. Obviously, absences from class will also negatively affect your participation grade.
 - **Take-home essays:** Four short essays of 900 - 1200 words each (about 3-4 pages) will be required in response to essay questions posted on Blackboard (accessed from the UO homepage or at <https://blackboard.uoregon.edu/>). You must bring essays to your discussion section on the dates specified on the syllabus. Essays must be **typed, stapled, proof-read, double-spaced, and include your name, section, and a word-count on the first page**. Essays not meeting these requirements or that are less than the minimum number of words will not be graded. Essays not brought to discussion will be treated as late, and late essays will lose one letter grade for each calendar day that they are late. Each essay will be worth 10% of the final course grade. Essays will be graded by your assigned discussion leader.
 - **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 (2-3 sentences) questions. The final will include only material covered after the midterm. Each exam will be worth 25% of the final course grade

POLICIES

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.

Academic Honesty: Please review and familiarize yourself with the provisions of the Code of Student Conduct regarding academic honesty. You can find a summary in each term's Schedule of Classes or by the Office of Student Life's Duck Guide: http://studentlife.uoregon.edu/duck_guide/duckguide.htm. Violations of academic honesty will be met with disciplinary action.

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:

- *Academic Learning Services (ALS):* ALS 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://als.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://www.uoregon.edu/~counsel/> – Phone: 541-346-3227
- *Disability Services (DS):* DS coordinates services, provides advocacy and support to students with documented physical, learning, and psychological disabilities and provides assistance to the general campus community in responding appropriately to requests for accommodations based on disability. Web: <http://ds.uoregon.edu/> – Phone: 541-346-1155 TTY: 541-346-1083

TENTATIVE ASSIGNMENT SCHEDULE (Subject to revision as we proceed. Specific assignments announced in class)

Week 1: 4/2, 4/4	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: 4/9, 4/11	Plato, “The Nature of the Soul and its Relation to the Body” Lao-Tzu, selections from <i>Tao Te Ching</i> Francis of Assisi, “The Canticle of Brother Sun” Descartes, “Animals as Automata” First Essay Due, 4/12 or 4/13 (in discussion section)
Week 3: 4/16, 4/18	The Legacy of Christianity White, “The Historical Roots of our Environmental Crisis” Berry, “The Gift of Good Land” Troster, “Created in the Image of God”
Week 4: 4/23, 4/25	Native American Perspectives Hughes & Swan, “How much of the Earth is Sacred Space?” Nabhan, “Cultural Parallax in Viewing North American Habitats” LaDuke, “Voices from White Earth” Second Essay Due, 4/26 or 4/27 (in discussion section)
Week 5: 4/30, 5/2	Silko, <i>Ceremony</i> (1-152; 153-262)
Week 6: 5/7, 5/9	MIDTERM EXAM, 5/7 Radical Ecology Movements: Deep Ecology, Bioregionalism, Ecofeminism Naess, “The Deep Ecology Movement: Some Philosophical Aspects” Snyder, “The Place, The Region, and the Commons”
Week 7: 5/14, 5/16	Curtin, “Recognizing Women’s Environmental Expertise” Guest Lecture, 5/16: Chet Bowers (reading TBA) Third Essay Due, 5/17 or 5/18 (in discussion section)
Week 8: 5/21, 5/23	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, “Wilderness—Now More than Ever”
Week 9: {5/28}, 5/30	5/28: Memorial Day (classes cancelled) Population, Resources, and Development Hardin, “Lifeboat Ethics” Wolf, “Population, Development, and the Environment” Fourth Essay Due, 5/31 or 6/1 (in discussion section)
Week 10: 6/4, 6/6	The Ethics of Climate Change & Pacific Salmon Restoration Jamieson, “Ethics, Public Policy and Global Warming” (lecture by Shangrila Wynn) Mills, “Salmon Support” Abram, “Reciprocity” Alexie, “The Powwow at the End of the World”
Final Exam	Monday, 6/11, 3:15 - 5:15