

Intro. to Environmental Studies: Humanities (ENVS 203)

MTWRF 12:00 - 1:50, 122 McKenzie (Summer II 2007)

CRN: 40762

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Office Hours: By appointment

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, environmental restoration, population and resource use, 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

- J. M. Coetzee, *The Lives of Animals* (Princeton, 1999)
- Leslie Marmon Silko, *Ceremony* (Penguin Books, 1986)
- Items available from UO library online course reserves (accessible through library homepage)

COURSE REQUIREMENTS

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| 1. participation & attendance | 10% |
| 2. reading quizzes (best five) | 20% |
| 3. two short take-home essays (900 - 1200 words, 15% each) | 30% |
| 4. midterm and final exam (20% each) | 40% |
- **Class Participation/Attendance:** You are expected to participate actively in this class, which includes reading all assigned material prior to class and participating productively and respectfully in class discussion. It is your responsibility to document your attendance at each lecture and discussion section by signing an attendance roll. Missing THREE classes 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 third. Three late arrivals or early departures will count as one absence. In the event that you will miss three or more classes due to extended illness or university obligations, you must provide verifiable documentation in order to avoid penalty to your grade. Discussion is crucial to this class, and I will do my 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 also negatively affect your participation grade.
 - **Reading Quizzes:** On a number of occasions throughout the course, brief quizzes will be given either at the beginning or end of the course lecture. These quizzes will be unannounced and will cover the assigned reading for that class period and/or material covered in the previous lecture. The best way to prepare for these quizzes is to read all assigned materials carefully and review notes from the previous lecture before arriving for class. 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.
 - **Take-home essays:** two 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/>). Essays are due in class on the dates specified on the syllabus. Essays must be **typed, stapled, proof-read, double-spaced, and include your name and a word-count on the first page.** (Please do not use a cover page.) Essays not meeting these requirements or that are less than the minimum number of words will not be graded. Essays not brought to class 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 15% of the final course grade.
 - **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 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 20% of the final course grade

- **Field Trip:** On Friday, August 10th, we will take a day-long field trip to the H. J. Andrews Experimental Forest, leaving campus at 9:00 a.m. and returning at 5:00 pm. The expenses for this trip have been covered by the field trip fee assessed for this course. You will be expected to bring lunch and water and to dress appropriately for hiking in the forest. Although the field trip is a required part of the course, those who are unable to attend due to time conflicts may complete a substitute assignment, which will consist in an additional essay in the format described above. Arrangements to complete the alternative assignment must be made prior to the trip.

POLICIES

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: 7/23	Introduction to course Mystery Game Discussion: The human-Nature relation
7/24	Creation and the Soul Creation Stories (Boshongo, Cherokee, Genesis) Plato, “The Nature of the Soul and its Relation to the Body”
7/25	Non-Human Animals Francis of Assisi, “The Canticle of Brother Sun” Descartes, “Animals as Automata” Singer, “A Utilitarian Defense of Animal Liberation”
7/26	Coetzee, <i>The Lives of Animals</i> (15-69)
7/27	The Judeo-Christian Tradition White, “The Historical Roots of our Environmental Crisis” Berry, “The Gift of Good Land” Troster, “Created in the Image of God”
Week 2: 7/30	First Essay Due 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”
7/31	<i>White Shamans, Plastic Medicine Men</i> (video) <i>Leslie M. Silko</i> (video)

8/1	Silko, <i>Ceremony</i> (1-152)
8/2	Silko, <i>Ceremony</i> (153-262)
8/3	Midterm Exam
Week 3: 8/6	Deep Ecology & Bioregionalism Naess, "The Deep Ecology Movement: Some Philosophical Aspects" Snyder, "The Place, The Region, and the Commons"
8/7	Ecofeminism <i>Ecofeminism Now!</i> (video) Roach, "Loving your Mother: On the Woman-Nature Relation" Curtin, "Recognizing Women's Environmental Expertise"
8/8	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"
8/9	Environmental Restoration: Faking Nature? Elliot, "Faking Nature" Katz, "The Big Lie: The Human Restoration of Nature"
8/10	Field Trip – H. J. Andrews Experimental Forest (9:00 a.m. - 5:00 p.m.) Rapp, "Restoring Complexity: Second-Growth Forests and Habitat Diversity" Rapp, "Dynamic Landscape Management" <i>The Forest Log</i> selections from Pyle, Kimmerer, Deming, Rogers (posted at http://springcreek.oregonstate.edu/resources.html)
Week 4: 8/13	Second Essay Due Population, Resources, and Development Hardin, "Lifeboat Ethics" Wolf, "Population, Development, and the Environment"
8/14	Industrial Ethics <i>Blue Vinyl</i> (video)
8/15	Living with Salmon Mills, "Salmon Support" Abram, "Reciprocity" Alexie, "The Powwow at the End of the World"
8/16	Closing discussion, review for final, evaluations
8/17	Final Examination