COURSE DESCRIPTION
In what sense are human beings “part of nature?” Is there anything left of “nature” today, or has our environment become entirely a product of human concepts and practices? Are we alienated from nature, or is this just nostalgia for a way things never actually were? Are certain groups of people “closer to nature,” or is this a prejudice that results in oppressive institutions and unjust distributions of opportunities and resources? Is there still a place for "nature" in environmental philosophy, or should our focus be on the postnatural world instead? How might new understandings of animality, materiality, and hybridity inform the direction that future environmental philosophy should take? What obligation do philosophers have to engage in activism to change the world for the better? Our class will explore these and related questions through a consideration of texts from the history of philosophy, phenomenology, ecofeminism, science studies, animal studies, poststructuralism, new materialism, and environmental activism.

LEARNING OBJECTIVES
Students who successfully complete this course are expected to have gained the ability to:
• Articulate an understanding of key concepts and issues in environmental philosophy;
• Compare, contrast, and critique representative theoretical perspectives in environmental philosophy;
• Present and assess views that differ from one’s own, including perspectives informed by differences of gender, ethnicity, class, and culture, as these bear on the framing and interpretation of environmental issues
• Engage critically and reflectively with traditional and contemporary interpretations of the human-nature relationship and evaluate their practical implications

REQUIRED TEXTS
• Articles available as PDF files or online links on the Blackboard site for the course

COURSE REQUIREMENTS
1. participation in class discussion and discussion sections 10%
2. weekly reading quizzes (best 5 at 2% each) 10%
3. two take-home essays (20% each) 40%
4. 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 class discussions. Discussion is crucial to this class, and your GTF 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 discussions 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 drawn 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.

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 must be submitted through Blackboard’s SafeAssign, and will be accepted only through the dates noted on the syllabus. Each essay will be worth 20% of your final grade.

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 (including all past and current essay submissions at the University of Oregon). I 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 me 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. Significant 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 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 http://uodos.uoregon.edu/StudentConductandCommunityStandards.aspx) 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 reported to the Director of Student Conduct and Community Standards and 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.

- **Sexual Violence:** The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. Please be aware that all UO employees are required reporters. This means that if you tell me or your GTF about a situation, we may have to report the information to our supervisor or the Office of Affirmative Action and Equal Opportunity. Although we have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO’s 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at safe.uoregon.edu.

**Individual Differences:** If you experience difficulty in this course for any reason, please don’t hesitate to consult with us. If you have an issue of accessibility that may prevent you from fully demonstrating your abilities, you should contact us 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/](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/](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/](http://aec.uoregon.edu/) – Phone: 541-346-1155
### TENTATIVE ASSIGNMENT SCHEDULE
*Subject to revision as we proceed. Specific assignments announced in class.*

| Week 1: 3/30, 4/1 | Introduction to course  
The Experience of Nature  
Abram, “The Ecology of Magic” |
|-------------------|--------------------------------------------------|
| Week 2: 4/6, 4/8  | Abram, “Philosophy on the Way to Ecology”  
Evernden, “Nature in Industrial Society”  
Heidegger, “Memorial Address”  
**First Essay Due, 4/10** |
| Week 3: 4/13, 4/15 | **Deep Ecology**  
Sessions, “Ecocentrism, Wilderness, and Global Ecosystem Protection”  
Guha, “Radical American Environmentalism and Wilderness Preservation” |
| Week 4: 4/20, 4/22 | **Social Ecology & Ecofeminism**  
Bookchin, “What is Social Ecology?”  
Curtin, “Recognizing Women’s Environmental Expertise”  
Mann, “The Natural Sublime” |
| Week 5: 4/27, 4/29 | **MIDTERM EXAM, 4/27**  
Nature/Culture  
Elliot, “Faking Nature”  
Katz, "The Big Lie"  
Cronon, "The Trouble with Wilderness" |
| Week 6: 5/4, 5/6  | Snyder, “The Etiquette of Freedom”  
Heyd, “Nature, Culture and Natural Heritage”  
Soper, “Nature/nature”’”  
Vogel, “Against Nature” |
| Week 7: 5/11, 5/13 | **Posthumanism & New Materialism**  
Haraway, “A Cyborg Manifesto”  
Latour, "Crisis," from We Have Never Been Modern  
Bryant, The Democracy of Objects, Introduction |
| Week 8: 5/18, 5/20 | Deleuze & Guattari, A Thousand Plateaus, selections  
Grosz, Chaos, Territory, Art, Chapters 1 & 2  
Bennett, Vibrant Matter, Chapter 1  
**Second Essay Due, 5/22** |
| Week 9: 5/27  
(5/25: Memorial Day) | **Philosophy & Environmental Activism**  
Watson, “Tora! Tora! Tora!”  
Foreman, “Putting the Earth First,” “Strategic Monkeywrenching”  
Khatbadourian, “Neptune’s Navy”  
Hargrove, “Ecological Sabotage: Pranks or Terrorism?”  
Rasmussen, “Green Rage” |
| Week 10: 6/1, 6/3 | Thoreau, “Civil Disobedience”  
Klein, This Changes Everything, Introduction & Chapter 9  
Awâsis, “Pipelines and Resistance Across Turtle Island”  
Fruhwirth & Martin, “Welcome to Blockadia!”  
Callicott, “Environmental Philosophy is Environmental Activism” |
| Final Exam | Monday, June 8th, 2:45 - 4:45 |