COURSE DESCRIPTION
Does nature have any value apart from the use that we make of it? Has our contemporary economic system and technological lifestyle alienated us from the local places where we live? Does resolving our environmental problems also require addressing gender and social inequities? What is the relationship between our embodied experience and the natural world? How obligated are we to live differently and promote social changes in response to our worsening environmental situation? What alternatives for living differently are genuinely open to us today?

To explore these questions, we will examine the most influential movements in recent environmental thought: land ethics, deep ecology, social ecology, ecofeminism, bioregionalism, local knowledge, eco phenomenology, and the philosophy of technology. We will conclude by evaluating the role that environmental activism can play in motivating social change and weighing the role that philosophical reflection should play in relationship with activism.

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

DISCUSSION SECTIONS
On Tuesdays and Thursdays, during the second hour of class (1:00 - 1:50), our class will divide into two groups for separate discussion sections. Groups will be divided as follows:
- Alhussein through Higgins — MCK 240b with Thomas Nail
- Hundhammer through Wood — MCK 373 with Ted Toadvine

COURSE REQUIREMENTS
1. participation & attendance 10%
2. quizzes (best 10) 20%
3. two essays (4–5 pages, 15% each) 30%
4. midterm and final exam (20% each) 40%

○ 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. Discussion is crucial to this class, and we 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. Absences from class will negatively affect your participation grade.

○ Quizzes: Most class meetings will begin with a brief quiz over 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. The best ten 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 or late arrival, this missed quiz will be treated as one of the grades to be dropped.

○ Essays: Two essays of 1200–1500 words each (about 4–5 pages) will be required in response to essay questions posted on Blackboard. Essays must be submitted through Blackboard’s SafeAssign by the dates noted on the syllabus. 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. The instructor 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 the instructor permission to do so. 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.
POLICIES

Incomplete s 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: Please turn off all electronic equipment, including cell phones, pagers, and MP3 players, prior to the start of class. Use of laptop computers during class is prohibited except as part of a classroom exercise. 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 conduct.uoregon.edu) 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 www.libweb.uoregon.eduguides/plagiarism/students.

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.

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:

- **Teaching & 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://libweb.uoregon.edu/ – Phone: 541-346-2184.

- **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/ – 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: 541-346-6013

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

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<tr>
<th>WEEK 1</th>
<th>Topics</th>
<th>Readings</th>
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<td>Monday, 6/21</td>
<td>Introduction to course</td>
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| Tuesday, 6/22 | The Land Ethic and Deep Ecology | Leopold, “The Land Ethic”
| | Second Hour: Discussion Sections | Naess, “The Shallow and the Deep, Long-Range Ecology Movements”
| | | Naess, “Ecosophy T: Deep Versus Shallow Ecology”
| | | Sagoff, “Animal Liberation and Environmental Ethics”
| | Second Hour: Discussion Sections | Guha, “Radical American Environmentalism and Wilderness Preservation”
| Friday, 6/25 | Social Ecology and Ecofeminism | Bookchin, “What is Social Ecology?”
| WEEK 2 | Monday, 6/28 | Ecofeminism and Traditional Ecological Knowledge | Curtin, “Recognizing Women’s Environmental Expertise”  
Sturgeon, “Naturalizing Race: Indigenous Women and White Goddesses” |
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<td>Tuesday, 6/29</td>
<td>Film: White Shamans, Plastic Medicine Men Discussion Sections</td>
<td>FIRST ESSAY DUE</td>
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| Wednesday, 6/30 | Bioregionalism | Dodge, “Living by Life: Some Bioregional Theory and Practice”  
LaDuke, “Buffalo Nations, Buffalo Peoples”  
Jordan & Gilbert, “Think Local, Act Global: Discourses of Environment and Local Protest” |
| Thursday, 7/1 | Local Knowledge Film: Blue Vinyl | Corburn, “Street Science: Characterizing Local Knowledge” |
| Friday, 7/2 | Wrap-up discussion of local knowledge MIDTERM | review for midterm |

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<th>WEEK 3</th>
<th>Monday, 7/5</th>
<th>NO CLASS (Independence Day Observed)</th>
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| Tuesday, 7/6 | Perception, Magic, and the Miraculous Discussion Sections | Abram, “The Ecology of Magic”  
Evernden, “Nature in Industrial Society” |
| Wednesday, 7/7 | The Problem of Technology | Heidegger, “Memorial Address”  
Winner, “Luddism as Epistemology”  
Borgmann, “Information and Reality at the Turn of the Century” |
| Thursday, 7/8 | Becoming Cyborg Discussion Sections | Haraway, “A Cyborg Manifesto”  
Schaefer, “Review of James Cameron’s Avatar” |
| Friday, 7/9 | Singularity and Post-Humanity | Vinge, “The Coming Technological Singularity”  
Vance, “Merely Human? That’s So Yesterday”  
McKibben, from Enough: Staying Human in an Engineered Age |

| WEEK 4 | Monday, 7/12 | Radical Environmental Activism | SECOND ESSAY DUE  
Watson, “Tora! Tora! Tora!”  
Khatchadourian, “Neptune’s Navy”  
Foreman, “Putting the Earth First,” “Strategic Monkeywrenching”  
Rasmussen, “Green Rage” |
|---------|-----------------|-------------------------------|-----------------------------------------------------------------|
| Tuesday, 7/13 | Ecoterrorism or Civil Disobedience? Discussion Sections | Thoreau, “Civil Disobedience”  
King, “Letter from Birmingham Jail”  
Hargrove, “Ecological Sabotage: Pranks or Terrorism?” |
| Wednesday, 7/14 | Ecoterrorism or Civil Disobedience, pt. 2? FILMS: The Last Stand, Pickaxe | Martin, “Ecosabotage and Civil Disobedience”  
http://www.350.org/ |
| Thursday, 7/15 | Philosophy and Activism Discussion Sections | Rawles, “The Missing Shade of Green”  
Callicott, “Environmental Philosophy is Environmental Activism” |
| Friday, 7/16 | Review and Final Exam | review for final exam |