ENVS 610: Environmental Studies in Theory & Practice  
Fall 2007  
2:00 - 3:50 MW, 301A Allen  
CRN: 11977

Ted Toadvine, toadvine@uoregon.edu  
Office: PLC 319, 346-5554  
Hours: 10:00 - 11:00 MW and by appt.

Course Description:
This course is the first segment of your year-long introduction to graduate environmental studies. The course has the following goals: (a) to deepen your understanding of the different disciplinary perspectives that contribute to environmental studies, including their research methods, vocabularies, and core concepts; (b) to engage you in thoughtful dialogue concerning the nature of interdisciplinarity, objectivity, and knowledge within the context of “environmental studies”; (c) to provide you with opportunities to interact with a wide range of faculty engaged in environmental research who may serve as formal or informal advisors to your ongoing studies; (d) to introduce you to professional aspects of academic work in environmental studies; and (e) to encourage, for masters students, significant background research toward the formulation of a concrete thesis or project proposal; and, for doctoral students, significant work toward a professional research product.

Required Texts:
Essays posted on Blackboard

COURSE REQUIREMENTS
1. participation & attendance 10%  
2. weekly reading questions for faculty guests 20%  
3. reading reflections 30%  
4. research presentation 10%  
5. seminar paper (10-12 pages) 30%

- **Class Participation/Attendance:** You are expected to participate actively in this class, which includes attending all classes, reading all assigned material prior to class, and engaging productively in class discussion. **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 for class will count as one absence. Although no relevant remark is out of bounds in this class, you will be expected to treat all members of the class respectfully and professionally. The quality and quantity of your participation in the class discussion will be evaluated in assigning 10% of your final course grade. In addition to any penalties that you receive for failure to attend class, absences from class will also negatively affect your participation grade.

- **Weekly Reading Questions for Faculty Guests:** In advance of each faculty member’s visit, prepare three questions that reflect familiarity with the assigned readings. Expect to ask at least one of these questions during the class discussion. Your questions must be typed and will only be accepted during the class period of the speaker’s visit. Your questions will be graded as either **✓+** (well-formulated, informed, and insightful questions), **✓** (solid, informed, complete questions), or **✓-** (questions that are incomplete, weakly formulated, or reflect lack of familiarity with assigned readings). Numerically, these grades will be scored, respectively, as 10, 8, and 6 points out of ten possible. The average of these grades will account for 20% of your final grade.

- **Reading Reflections:** For each class with assigned readings for discussion, you will turn in a very brief reading reflection (maximum of 2 single-spaced pages). These should very briefly restate the central points that you have distilled from the reading and offer your reflective response, e.g., interpretive insights, consideration of implications, possible objections, further development of the ideas, etc. These reading reflections are worth 30% of your final course grade.

- **Research Presentations:** During the last week of the term, each student will give a 15-minute powerpoint presentation on a research topic. For masters students, presentations will concern potential thesis or terminal project topics. Doctoral students should give a presentation suitable for a professional conference in their respective focal disciplines. As time allows, each presentation will be followed by 5 minutes of audience Q&A. Your presentation will be graded on content, delivery, response to questions, and professionalism, and will be worth 10% of your final grade.
Seminar Paper: Your final seminar paper, 10-12 pages with standard font and margins, should concern a topic relevant to your current research. For masters students, this paper should be an exploratory investigation of a potential thesis or terminal project topic. For doctoral students, this paper should serve as a draft of work intended for submission to a professional conference or journal. Use a reference/citation system that is standard for your disciplinary area. Papers are due on the date of the final exam and are worth 30% of your final course grade.

Policies
Incomplete 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.

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.

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:

- 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 Course Schedule

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<tr>
<th>Week 1</th>
<th>September 24</th>
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<td>Introduction to course &amp; program; discuss theses, proposals, human subjects approval, committees, defenses, course plans, Joint Campus Conference, etc.</td>
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**September 26: What is Interdisciplinarity?**

Reading: Nabhan, *Cross-Pollinations*; Leiserowitz, “Theorizing Environmental Studies: Towards Interdisciplinarity”

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<th>Week 2</th>
<th>October 1</th>
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<th>October 3</th>
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<td></td>
<td>Pizza party with current and former ENVS grad students (hosted by Alan Dickman, ENVS Director)</td>
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### Week 3
- **October 8:** *The Two Cultures*
  - Reading: Snow, *The Two Cultures*, 1-51

**October 10**
- Faculty guest: **Paul Slovic**, Psychology
  - Reading: “If I look at the mass I will never act: Psychic numbing and genocide” *(break early for Faculty Senate)*

### Week 4
- **October 15:** *Unity of Knowledge and/as Superstition*
  - Reading: Wilson, *Consilience*, 3-124

**October 17**
- Faculty guest: **Shaun Cohen**, Geography
  - Reading: TBA

  Faculty Guest: **Carol Ann Bassett**, Journalism
  - Reading: “The Bio-Bio River” and “No Boundaries”

### Week 5
- **October 22**
  - Reading: Wilson, *Consilience*, 181-327

**October 24**
- Faculty Guest: **Peter Wetherwax**, Biology
  - Reading: TBA

  Faculty Guest: **Carla Bengston**, Art
  - Reading: TBA

### Week 6
- **October 29:**
  - Reading: Berry, *Life is a Miracle*, 3-91

**October 31:**
- Faculty Guest: **Dennis Galvan**, International Studies & Political Science
  - Reading: TBA

  Faculty Guest: **Theresa May**, Theatre Arts
  - Reading: “Beyond Bambi: Toward a Dangerous Ecocriticism in Theatre Studies”

### Week 7
- **November 5:**
  - Reading: Berry, *Life is a Miracle*, 93-153

**November 7**
- Faculty Guest: **Suzanne Clark**, English
  - Reading: “Narrative Fitness: Science, Nature, and Zora Neale Hurston's Folk Culture”

  Faculty Guest: **Brendan Bohannan**, Biology
  - Reading: “Microbial biogeography: putting microorganisms on the map”

### Week 8
- **November 12:**
  - **Class Cancelled – work on research presentations**

  **November 14:** *Science and Poetry*
  - Reading: Midgley, Science & Poetry, 1-50 *(break early for Faculty Senate)*

### Week 9
- **November 19:**

  **November 21**
  - Research presentations

### Week 10
- **November 26**
  - Research presentations

  **November 28**
  - Final discussion & Evaluations *(break early for Faculty Senate)*

**Tuesday, 12/4**
- **Exam Day**
  - *Final seminar papers due in ENVS office or sent by email by 5:00 pm*