

Instructor: Dr. Ted Toadvine
Office: PLC 319
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Office Hours: 2:00 - 3:30, MW
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GTFs

Sol Hart, discussions at 11 am & 12 pm
346-5003, phart@darkwing

Chaone Mallory, discussions at 1 pm & 2 pm
346-5046, Chaone@darkwing

Sarah Jaquette, discussions at 9 am & 10 am
346-5046, sjaquett@darkwing

Krzysztof Sakrejda, discussions at 3 pm & 4 pm
346-5003, ksakrejd@darkwing

COURSE DESCRIPTION

This course is an interdisciplinary introduction to the role that culture plays in shaping human attitudes toward the natural world and draws on humanities disciplines including philosophy, literature, history, religion, and art. We will explore the historical development of cultural attitudes and perceptions of nature, the role of religion in shaping environmental values, urban and rural experiences of nature, and key concepts including wilderness, environmental justice, ecofeminism, and ecophenomenology. We will conclude with an exploration of three particular environmental issues from a humanities perspective: the relation between growth and resources, global climate change, 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.

TEXTS

Joseph DesJardins, ed., *Environmental Ethics: Concepts, Policy, and Theory* (McGraw Hill, 1998)
Freeman House, *Totem Salmon : Life Lessons from Another Species* (Beacon Press, 2000)

ONLINE RESERVE

Boshongo creation story, in Max Hallman, ed., *Traversing Philosophical Boundaries*, pp. 119-120, 127-132.
Cherokee creation story, in Frederick W. Turner III, ed., *The Portable North American Indian Reader*, 86-93.
Plato, "The Nature of the Soul and its Relation to the Body," in Max Hallman, ed., *Traversing Philosophical Boundaries*, 24-38.
Epictetus, *Encheiridion*, in Forrest Baird and Walter Kaufmann, eds., *Ancient Philosophy*, 3rd ed., 486-499.
Lao Tzu, *Tao Te Ching* selections, in James Feiser and John Powers, eds., *Scriptures of the East*, 183-188.
Alfred Crosby, "Pantometry: An Introduction," in *The Measure of Reality: Quantification and Western Society, 1250-1600*, 3-19.
Carolyn Merchant, "Mining the Earth's Womb," in Robert Scharff and Val Dusek, eds., *Philosophy of Technology*, 417-428.
Christopher Columbus, "From the *Digest of Columbus's Log-Book on his First Voyage*," in Jenseth & Lotto, eds., *Constructing Nature*, 6-13.
Bartolomé de Las Casas, "From *The Devastation of the Indies*," in Jenseth & Lotto, eds., *Constructing Nature*, 15-24.
N. Scott Momaday, "From *The Way to Rainy Mountain*," in Jenseth & Lotto, eds., *Constructing Nature*, 229-249.
Gary Paul Nabhan, "Cultural Parallax in Viewing North American Habitats," in Botzler & Armstrong, eds., *Environmental Ethics*, 264-271.
Charlie LeDuff, "At a Slaughterhouse, Some Things Never Die," in Cary Wolfe, ed., *Zoontologies*, 183-197.
Catherine Roach, "Loving your Mother," in Karen Warren, ed., *Ecological Feminist Philosophies*, 52-65.
Carol Adams, "Ecofeminism and the Eating of Animals," in Karen Warren, ed., *Ecological Feminist Philosophies*, 114-136.
David Abram, "Philosophy on the Way to Ecology," in *The Spell of the Sensuous*, 40-72.
Ralph Waldo Emerson, "Farming," in Brooks Atkinson, ed., *The Selected Writings of Ralph Waldo Emerson*, 747-758.
Wendell Berry, "A Defense of the Family Farm," in *Home Economics*, 162-178.
Michael Pollan, "The Idea of a Garden," in Jenseth & Lotto, eds., *Constructing Nature*, 433-452.
Leonard Dubkin, "Some Experiences with Insects," in Terrell Dixon, ed., *City Wilds*, 174-181.
Sharon Olds, "The Underlife," in Christopher Merrill, ed., *The Forgotten Language*, 117.
D. Jamieson, "Ethics, Public Policy and Global Warming," *Science, Technology, and Human Values* 17 (1992): 139-153.
Sherman Alexie, "The Powwow at the End of the World," in Roche & Hutchison, eds., *First Fish, First People*.

COURSE REQUIREMENTS

1. participation & attendance	10%
2. four short take-home essays (600 - 900 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 professionally in your discussion section. Missing FIVE 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 for class will count as one absence. 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 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. Obviously, absences from class will negatively affect your participation grade.

- **Take-home essays:** Four short essays of 600 - 900 words each (about 2-3 pages) will be required in response to topics distributed in class. 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. The final will include only material covered after the midterm. Each exam will be worth 25% of the final course grade, but **a passing grade on each exam is necessary for a passing grade in the course.**

PLEASE NOTE

- **Academic Dishonesty:** Academic dishonesty of any kind will not be tolerated. Please review the university policy available at <http://www.uoregon.edu/~conduct/sai.htm> for an explanation of what constitutes academic dishonesty and how it will be dealt with in this course.
- **Disability Accommodations:** If you have a documented disability, please let me know as soon as possible so that appropriate accommodations can be made.

TENTATIVE ASSIGNMENT SCHEDULE

(Specific reading assignments will be announced at the start of each class)

Week 1: 3/29, 3/31, 4/2	Introduction to course Ancient & Modern Conceptions of Nature Genesis, "The Origin of the World and Mankind" (EE, 26-28) Boshongo creation story (online) Cherokee creation stories (online) Plato, "The Nature of the Soul and its Relation to the Body" (online)
Week 2: 4/5, 4/7, 4/9	Lao-Tzu, <i>Tao Te Ching</i> selections (online) Epictetus, <i>Encheiridion</i> selections (online) Saint Francis of Assisi, "The Canticle of Brother Sun" (EE, 32-33) Saint Thomas Aquinas, "Differences between Rational and Other Creatures" (EE, 33-35) Descartes, "Animals as Automata" (EE, 35-39) First Essay Due, 4/8 (in discussion section)
Week 3: 4/12, 4/14, 4/16	Crosby, "Pantometry: An Introduction" (online) Merchant, "Mining the Earth's Womb" (online) FILM: Mindwalk
Week 4: 4/19, 4/21, 4/23	Christianity and the "New World" Columbus, From <i>Digest of Columbus's Log-Book on his First Voyage</i> (online) Las Casas, From <i>The Devastation of the Indies</i> (online) Hughes & Swan, "How much of the Earth is Sacred Space?" (EE 581-89) White, "The Historical Roots of our Environmental Crisis" (EE 46-52) Second Essay Due, 4/22 (in discussion section)

Week 5: 4/26, 4/28, 4/30	The Sublime and Wilderness Thoreau, "Walking" (EE 41-46) Cronon, "The Trouble with Wilderness" (EE 371-382) Rolston, "The Wilderness Idea Reaffirmed" (EE 382-391) MIDTERM EXAM, 4/30
Week 6: 5/3, 5/5, 5/7	Indigenous Perspectives, Ecofeminism, and Ecophenomenology Momaday, from <i>The Way to Rainy Mountain</i> (online) Nabhan, "Cultural Parallax in Viewing North American Habitats" (online) LaDuke, "Indigenous Environmental Perspectives" (EE 457-472) LeDuff, "At a Slaughterhouse, Some Things Never Die" (online)
Week 7: 5/10, 5/12, 5/14	Roach, "Loving your Mother" (online) Adams, "Ecofeminism and the Eating of Animals" (online) MOVIE: Thunderheart Third Essay Due, 5/13 (in discussion section)
Week 8: 5/17, 5/19, 5/21	Abram, "The Life-World" (online) Rural & Urban Environments Emerson, "Farming" (online) Berry, "A Defense of the Family Farm" (online) Pollan, "The Idea of a Garden" (online) Dubkin, "Some Experiences with Insects" (online) Olds, "The Underlife" (online)
Week 9: 5/24, 5/26, 5/28	Growth, Resources, and Climate Change Hardin, "Lifeboat Ethics" (EE 395-403) Ehrlich & Ehrlich, "Fables about Population and Food" (EE 403-415) Mies, "The Myth of Catching-up Development" (EE 416-423) MOVIE: "Global Warming and God's Creation" Jamieson, "Ethics, Public Policy and Global Warming" (online) Fourth Essay Due, 5/27 (in discussion section)
Week 10: 6/2, 6/4	The Pacific Northwest Salmon Crisis House, <i>Totem Salmon</i> Alexie, "The Powwow at the End of the World"
Friday, 6/11	Final Exam, 10:15 - 12:15