

## ENVS 203: Intro. to Environmental Studies: Humanities

MW 10:00 - 11:20, Pacific Hall 123 (Spring 2006)

CRN: 34733

Dr. Ted Toadvine([toadvine@uoregon.edu](mailto:toadvine@uoregon.edu))

Office: PLC 319; Tel: 346-5554

Office Hours: MW 12:30–1:30, and by appt.

### GTFs

Meghan McNeil ( <a href="mailto:mmcneil@uoregon.edu">mmcneil@uoregon.edu</a> ) Office: 6 Pacific; Tel: 6-5003 Office Hours: UR 12:00 - 1:00 Sections: R 2:00 - 2:50, 44 Columbia R 3:00 - 3:50, 44 Columbia	Rebecca Silver ( <a href="mailto:reba_z@backpacker.com">reba_z@backpacker.com</a> ) Office: 6 Pacific; Tel: 6-5003 Office Hours: T 12:30 - 2:30 Sections: F 12:00 - 12:50, 45 Columbia F 1:00 - 1:50, 45 Columbia
Sean Williams ( <a href="mailto:sean_williams@faculty.nols.edu">sean_williams@faculty.nols.edu</a> ) Office: 240 Columbia; Tel: 6-5426 Office Hours: R 12:30-2:30 Sections: F 9:00 - 9:50, 11 Pacific F 10:00 - 10:50, 11 Pacific	Danielle Zeghib ( <a href="mailto:dzeghib@uoregon.edu">dzeghib@uoregon.edu</a> ) Office: TBA (Lawrence Studio) Office Hours: W 12:00 - 2:00 Sections: U 4:00 - 4:50, 9 Pacific F 11:00 - 11:50, 107 Esslinger

### COURSE DESCRIPTION

This course is a survey of the contribution of humanities disciplines (e.g., 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, the Pacific Northwest salmon crisis, population and resource use, and global climate collapse. 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

- Joseph DesJardins, ed., *Environmental Ethics: Concepts, Policy, and Theory* (McGraw Hill, 1998)
- Leslie Marmon Silko, *Ceremony* (Penguin Books, 1986)
- *The following items available for download as pdf files from UO library online course reserves at [http://libweb.uoregon.edu/acs\\_svc/reserve-index.html](http://libweb.uoregon.edu/acs_svc/reserve-index.html)*
  - Boshongo creation story
  - Cherokee creation story
  - Plato, “The Nature of the Soul and its Relation to the Body”
  - Lao Tzu, selections from *Tao Te Ching*
  - Wendell Berry, “The Gift of Good Land”
  - Gary Paul Nabhan, “Cultural Parallax in Viewing North American Habitats”
  - Winona LaDuke, “Voices from White Earth”
  - Leslie Marmon Silko, “Language and Literature from a Pueblo Indian Perspective”
  - Leslie Marmon Silko, “Landscape, History, and the Pueblo Imagination”
  - Arne Naess, “The Deep Ecology Movement: Some Philosophical Aspects”
  - Gary Snyder, “The Place, The Region, and the Commons”
  - Juhani Pallasmaa, “An Architecture of the Seven Senses”
  - Bruno Latour, “Crisis”
  - Val Plumwood, “Paths Beyond Human-Centeredness: Lessons from Liberation Struggles”
  - Jack Turner, “In Wildness is the Preservation of the World”
  - J. Baird Callicott, “A Critique of and an Alternative to the Wilderness Idea”
  - Dale Jamieson, “Ethics, Public Policy and Global Warming”
  - Stephanie Mills, “Salmon Support”
  - David Abram, “Reciprocity”
  - Sherman Alexie, “The Powwow at the End of the World”

## COURSE REQUIREMENTS

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| 1. participation & attendance                               | 10% |
| 2. four short take-home essays (900 - 1200 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 respectfully in your discussion section. Unprepared students may be dismissed from classes and counted as absent. It is your responsibility to document your attendance at each lecture and discussion section by signing an attendance roll, which will be organized by discussion section. Missing FOUR 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 or early departures will count as one absence. In the event that you will miss four or more classes due to extended illness or university obligations, you must provide verifiable documentation to your discussion leader in order to avoid penalty to your grade. 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 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. If class preparation or attendance need encouragement, I may choose to institute pop quizzes that will be counted as a portion of the participation grade. Obviously, absences from class will also negatively affect your participation grade.
  - **Take-home essays:** Four 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/>). 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. 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 (2-3 sentences) questions. The final will include only material covered after the midterm. Each exam will be worth 25% of the final course grade

## PLEASE NOTE

- **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.
- **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 inform me and the GTF directing your discussion section as soon as possible so that appropriate accommodations can be made.

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

Week 1: 4/3, 4/5	Introduction to course <b>Traditional Conceptions of the Human-Nature Relation</b> Boshongo creation story (online) Cherokee creation stories (online) Genesis, “The Origin of the World and Mankind” (EE, 26-28)
Week 2: 4/10, 4/12	Plato, “The Nature of the Soul and its Relation to the Body” (online) Lao-Tzu, <i>Tao Te Ching</i> selections (online) Francis of Assisi, “The Canticle of Brother Sun” (EE, 32-33) Descartes, “Animals as Automata” (EE, 35-39) <b>First Essay Due, 4/13 or 4/14 (in discussion section)</b>
Week 3: 4/17, 4/19	<b>The Legacy of Christianity</b> White, “The Historical Roots of our Environmental Crisis” (EE 46-52) Berry, “The Gift of Good Land” (online)
Week 4: 4/24, 4/26	<b>Native American Perspectives</b> Hughes & Swan, “How much of the Earth is Sacred Space?” (EE 581-89) Nabhan, “Cultural Parallax in Viewing North American Habitats” (online) LaDuke, “Voices from White Earth” (online) <b>Second Essay Due, 4/27 or 4/28 (in discussion section)</b>
Week 5: 5/1, 5/3	Silko, <i>Ceremony</i> (1-152; 153-262) Silko, “Language and Literature from a Pueblo Indian Perspective” (online) Silko, “Landscape, History, and the Pueblo Imagination” (online)
Week 6: 5/8, 5/10	<b>MIDTERM EXAM, 5/8</b> <b>Radical Ecology Movements: Deep Ecology, Bioregionalism, Ecofeminism</b> Naess, “The Deep Ecology Movement: Some Philosophical Aspects” (online) Snyder, “The Place, The Region, and the Commons” (online)
Week 7: 5/15, 5/17	GUEST LECTURE: BROOK MULLER, ARCHITECTURE, 5/15 Pallasmaa, “An Architecture of the Seven Senses” (online) Latour, “Crisis” (online) Plumwood, “Paths Beyond Human-Centeredness: Lessons from Liberation Struggles” (online) <b>Third Essay Due, 5/18 or 5/19 (in discussion section)</b>
Week 8: 5/22, 5/24	<b>The Wilderness Debate</b> Thoreau, “Walking” (EE 41-46) Turner, “In Wildness is the Preservation of the World” (online) Callicott, “A Critique of and an Alternative to the Wilderness Idea” (online) Rolston, “The Wilderness Idea Reaffirmed” (EE 382-391)
Week 9: {5/29}, 5/31	<b>5/29: Memorial Day (classes cancelled)</b> <b>Population, Resource Use, and Global Equity</b> Hardin, “Lifeboat Ethics” (EE 395-403) Mies, “The Myth of Catching-up Development” (EE 416-423) <b>Fourth Essay Due, 6/1 or 6/2 (in discussion section)</b>
Week 10: 6/5, 6/7	<b>The Ethics of Climate Change &amp; Pacific Salmon Restoration</b> Jamieson, “Ethics, Public Policy and Global Warming” (online) Mills, “Salmon Support” (online) Abram, “Reciprocity” (online) Alexie, “The Powwow at the End of the World” (online)
Final Exam	<b>Wednesday, 6/14, 10:15 - 12:15</b>