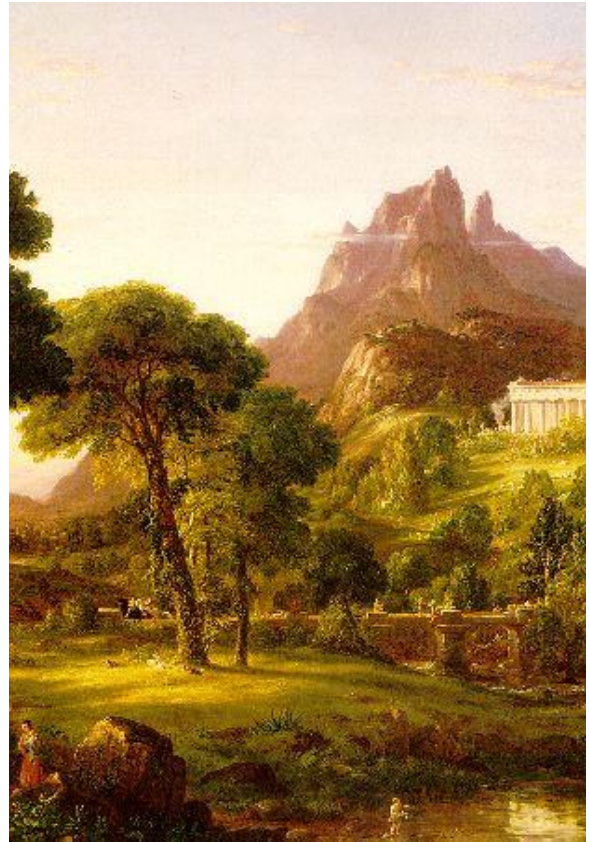


Rubenstein School of Environment & Natural Resources
University of Vermont

NR 002 (10986)
Course Director: Prof. Adrian Ivakhiv



NATURE & CULTURE

COURSE SYLLABUS, SPRING 2009

BRIEF COURSE DESCRIPTION

Introduction to natural resources and the environment from a social/cultural perspective. Emphasis on environmental history, values, and ethics with application to natural resource and environmental policy.

INSTRUCTOR DETAILS

Course Director: Dr. Adrian Ivakhiv

Environmental Program / Rubenstein School of Environment & Natural Resources

Office: Bittersweet House, 153 South Prospect Street

Consultation times: Tues 10 am to 12 noon; Thur 2 to 4 pm; or immediately after lectures. Other times by prior appointment only. For appointments please call Sue Bean at ext. 64055.

Contact info: Tel: (802) 656-0180; E-mail: Adrian.Ivakhiv@uvm.edu. Please always specify "NR2" in the subject line of your e-mails. If you do not, your e-mail may not reach me. If you need to speak to me urgently, it is recommended that you call me or find me at my office.

Secretary: Sue Bean, Environmental Program, tel: 656-4055

Teaching Assistants: Michele Romolini, Laura Kiesel, Rob Rich, Kenneth Brown, Alana Shaw, Jacob Kelsey

MEETING TIMES

Lectures: Tue & Thur 8:30-9:45 am, Marsh Life Sciences 235

Discussion sections (and TAs):

- | | |
|--------------------------------|---------------------------------|
| 1. Mon 13:55 – 14:45 (Alana) | 7. Tue 17:30 – 18:20 (Alana) |
| 2. Wed 13:55 – 14:45 (Michele) | 8. Thu 17:30 – 18:20 (Rob) |
| 3. Fri 10:40 – 11:30 (Ken) | 9. Tue 19:00 – 19:50 (Jacob) |
| 4. Mon 15:00 – 15:50 (Laura) | 10. Tue 19:00 – 19:50 (Laura) |
| 5. Wed 15:00 – 15:50 (Michele) | 11. Thu 19:00 – 19:50 (Rob) |
| 6. Fri 11:45 – 12:35 (Ken) | (session #12 combined with #11) |

REQUIRED TEXTS

1. Michael Mayerfield Bell, *An Invitation to Environmental Sociology*, 3rd edition. Pine Forge Press, 2008.
2. Ramachandra Guha, *Environmentalism: A Global History*. Longman, 2000.
3. Alex Steffen, ed., *Worldchanging: A User's Guide for the 21st Century*. Abrams, 2008.
4. Toby Fulwiler. *Pocket Reference for Writers* (Upper Saddle River, NJ: Prentice Hall, 2002).

The textbooks listed above will be available for purchase through the UVM Bookstore, except *Worldchanging*, which can be purchased online. Additional course readings will be made available on Web CT and/or Library Electronic Reserve (E-Reserve).

Clicker unit: You will also be required to have your own **i>clicker** unit (handheld wireless response device), which can be purchased at the Bookstore for \$36 (and which you can resell to the bookstore at the end of the course). These are used in many other UVM courses and are being considered for use as a Rubenstein School standard. A limited number will be made available, first come first served, for 'rent' for the duration of the course (for a \$25 deposit, returnable upon return of the unit).

COURSE PURPOSE & OBJECTIVES

NR 2, *Nature and Culture*, is a part of the core curriculum of the Rubenstein School of Environment and Natural Resources. The core curriculum represents a body of knowledge, skills, and values that the School believes are central to the study of natural resources and the environment. This body of knowledge, skills, and values cuts across all academic programs within the School and attempts to integrate the natural sciences, social sciences, and humanities in an effort to approach full understanding and resolution of environmental and natural resource issues. NR 2 is a companion course to NR 1, *Natural History and Field Ecology*. Where NR 1 provides an introduction to natural resources and the environment from an ecological and natural science perspective, NR 2 provides a social, cultural, and humanistic perspective. The two courses complement each other, because the knowledge and perspectives represented by the natural sciences, the social sciences, and the humanities must be integrated to fully address and resolve contemporary environmental and natural resource issues. Integration of these perspectives will be further emphasized in remaining RSENR core curriculum courses.

Objectives of the course

The course is intended to meet the following two sets of objectives for students who attend the lectures, participate in discussion groups, and fulfill the reading and writing requirements:

1. Introduction to the study of the relationship between human society and its natural environments, including societal responses to environmental challenges.

The course will draw on current knowledge and debates within the fields of environmental history, environmental anthropology and sociology, environmental psychology, environmental philosophy, and related areas, to provide students with

- a) an overview of the history of general relations between human societies and their natural environments;
- b) overview of changing concepts of 'nature' and of the cultural expression of environmental beliefs and ideas;
- c) overview of the historical development of modern conservation and environmental movements in the United States and globally; and
- d) introduction to the differences between theoretical approaches to human-nature interaction within the natural sciences, social sciences, and humanities.

2. Critical skills in interdisciplinary environmental studies.

The course is intended to allow students to develop the critical skills necessary for understanding and effectively acting on environmental issues and controversies. These include the ability to critically analyze and adjudicate between different arguments and perspectives, and general skills in critical thinking, reading, writing, communication, and argumentation. Since environmental issues are often highly contentious and involve many actors working from different cultural perspectives, these skills are crucial for anyone intending to work in an environmental or natural resource field. Environmental problems, especially new and global ones, often have no clear and obvious solutions; they are complex and involve many actors and factors, including social and natural, known and 'unknown' or poorly understood factors. They require skilful and critical thinking and communicating across divergent cultural communities operating with different assumptions and worldviews. Resolving them requires learning to listen and hear others' views, to make sense of their similarities and differences, to understand different theoretical and communicative frameworks, and to communicate verbally, in writing, and in visual and other media. Thus, a lot of what we do in the course – from the use of 'clickers' and small-group discussion in lectures and discussion sessions to the different writing exercises and assignments – is intended to help develop these skills with the materials of environmental knowledge and controversy. The course will help students to understand how various factors – including science and technology, politics and policy, economics, psychology, culture, and ethics – interact in the generation, communication, and resolution of environmental and resource problems and controversies. As such, the course provides some of the basis for further interdisciplinary research that students will undertake in the Rubenstein School of Environment and Natural Resources.

MAIN COURSE THEMES

1. The environmental crisis – its causes and potential solutions

The immensity and complexity of the environmental (and social) challenges facing humanity are greater than at any time in human history. Are we equipped to meet those challenges successfully? To answer this, the course will focus around a single overarching question: *What are the factors that shape a society's ability to respond to environmental challenges, and how can we work with those factors to bring about positive environmental change?* Several of these factors, and the relations between them, will be examined in depth. These include:

- Human nature: Some place the blame for the ecological crisis on 'greed' or some other characteristic of human nature. But a comparative study shows that certain societies seem to enable greedy behavior by individuals, while others do not. Which features of human nature are universal, and which are culturally conditioned?
- Uncontrolled population growth: The world's human population has surpassed six and a half billion. How many people can the Earth support? Does it matter what those people do? If the average American consumes 16 times the energy and produces 16 times the waste of the average Indian and the population density of India is (only) 10 times that of the United States, which country is more 'overpopulated'? And what has *caused* such rapid increases in population and consumption?
- Unsustainable techno-economic systems: Many have blamed industrialism, a technological system that allows maximal manipulation of the world for human benefit (rather than participation *in* the world, with obligations to other creatures) for ecological problems. Others blame capitalism, an economic system that treats constituent parts of the world as exchangeable commodities and trades them for personal gain. Going further back, a minority of theorists have proposed that agriculture, in giving us the power to decide what should grow and what should not, was the original turning point that set humanity on a collision course with the natural world.
- Unsustainable social structures: Some have blamed hierarchical state societies for leading to an inability to respond appropriately to ecological challenges (i.e., people become invested in maintaining their own status and position at the expense of societal and environmental welfare). Others have blamed patriarchy, a male dominated social system in which competition and aggression, rather than cooperation and negotiation, dominate social behavior.
- Religious and cultural value systems. Religious values have provided a guiding force for human activities, and are arguably responsible for many of humanity's greatest achievements, but also for some of its most tragic moments (such as the Inquisition or numerous religious wars). Some have blamed specific religious traditions (such as Christianity or monotheistic religions) for promoting the view that humans are superior to nature, or that the earthly world is inferior to a heavenly other- or after-world. Others blame science or secular humanism for promoting an 'instrumental rationality' that assumes we can do what we like to the world without ethically assessing the consequences for other organisms, species, or ecosystems.

Each of these factors has also been suggested as a potential part of the solution to environmental problems. Solutions proposed by various groups include some form of 'green capitalism,' an ethically informed 'postmodern science,' an array of 'technological fixes,' the imposition of environmental behavior by a 'benevolent dictator,' the development of institutions of ecological governance, environmental education and cultural transformation, revolutionary forms of activism that would replace capitalism or industrialism with another form of society, the retrieval of indigenous cultures' 'traditional ecological knowledge,' and the development of 'green religion' (or the 'greening' of existing religions).

We will examine these factors from both perspectives – as parts of the problem and as parts of the potential solution to the problem. But more importantly, the course will be focused around the larger question of how these various factors interact: i.e., how new ideas and practices emerge, and how old ones that may no longer be

appropriate are 'let go' or are held onto long after they are useful. How do we decide which of our ideas or practices are no longer useful? How and by whom should these things be decided? What is the role of democratic decision-making (or of authoritarian solutions) in processes of change? These are the questions that anyone entering a career in the environmental and natural resource fields will need to ask themselves as the twenty-first century unfolds. These questions make us more than just 'consumers' of knowledge – they make us **citizens** who can actively engage in the world and change it through our words and our actions.

2. Environmental knowledge and communication

All of these issues are wrapped up in the question of knowledge: ***How do we know what we know about the state of the world and about the causes and solutions of environmental problems?*** (This question belongs to the realm of philosophy called *epistemology*, i.e. the study (*logos*) of knowledge (*episteme*.) Can *science* give us the answers? What if the evidence is uncertain? Can science tell us how we should live? If not, what about religion, philosophy (ethical reflection), myth (story-laden commitments and beliefs), or the arts? How do we assess knowledge about the present and the future? How do we respond to change and to uncertain outcomes? What role has culture (religion, beliefs and values, cultural identities) played in resisting, adapting to, or facilitating change? Do people change their behavior as a result of a change in beliefs and values (as many environmentalists hope will happen), or do they change their behavior first (to suit their own ends, or to make ends meet) and then simply justify that behavior with their beliefs and ideologies? (This is the difference between *materialist* and *idealist* forms of social explanation, that is, those which focus on what people *do* versus those which focus on what people *think*.) If the former is the case, *communication* becomes all important – thus, the importance of debate, writing, and argumentation in this class; but if the latter is the case, then we must change 'the system.' But how?

COURSE ORGANIZATION

The structure of the course will be topical: the course will follow a series of topics, as defined above, with a loose movement from *material* factors (such as capitalist economics, population growth, et al.) to *ideal* factors (such as ideologies and environmental perceptions) to the *combination* of the two in contemporary social movements ('ecological mobilization') and institutional structures ('ecological governance'). Within this, there will also be a general movement from a broader historical lens to a focus on current movements and debates, with the second half of the course focusing on the last fifty years since the emergence of the modern environmental movement. We will be interested in the ways in which wide-scale developments (such as industrialization) lead to societal responses (such as the conservation and environmental movements), with a view to teasing out the possibilities for *anticipatory change*, that is, successful adaptation in the face of crisis.

The class will meet on Tuesdays and Thursdays for plenary sessions which will include lectures, videos, class exercises, guest speakers, and other activities. The focus of these sessions will be on introduction of new materials and ideas and on interpretation of course readings. You will be expected to be familiar with all lecture material, whether it appears in your readings or not.

You will also be required to participate in weekly, small-group discussion sessions. These seminars will follow up on readings and lecture materials, providing a forum for discussing and debating issues raised in readings and lectures, and providing a means for each of you to make sure you have understood the main ideas of the course and to develop your own environmental values and perspectives. You will be expected to attend and participate in all discussion sessions, having done the required readings beforehand and having prepared questions or personal summaries of them (as required).

Normally, Tuesday's lecture will introduce new ideas and provide directions for the week's readings. By Thursday at the latest (depending on when your discussion section meets), you should have done the readings for the week. Your writing assignments or reading logs will be due in your discussion sections.

COURSE EXPECTATIONS & EVALUATION

You will be evaluated according to the following grading breakdown:	max. points:
1. Lecture attendance, participation, & pop quizzes	15
2. Discussion section participation	15
3. Reading logs (four @ 2.5 pts each)	10
4. Writing assignments (three @ 5 + 5 + 10 pts)	20
5. Class wiki	15
6. Final exam	20
7. Optional extra-credit assignments	<u>5</u>
	105 max.
	(becomes grade out of 100)

Your total number of points will be converted to a letter grade according to the following scale:

Points	Grade	Points	Grade	Points	Grade
98 & up	= A+	93-97.9	= A	90-92.9	= A-
87-89.9	= B+	83-86.9	= B	80-82.9	= B-
77-79.9	= C+	73-76.9	= C	70-72.9	= C-
67-69.9	= D+	63-66.9	= D	60-62.9	= D-
0-59.9	= F				

1. Lecture attendance, participation, quizzes, and writing exercises (15 pts.)

Your lecture participation grade will be based on your attendance, participation in ‘clicker’ exercises, and several quizzes and/or in-class writing exercises. While “traditional” lectures consist of an expert (the professor) delivering (“filling students’ head with”) expert “knowledge” to students (who are assumed not to have that knowledge), this course is based on current understandings of how people learn things, and is premised on the understanding that environmental knowledge is complex and more a matter of *process* (learning *how* to learn) than product (learning “the facts”). The **clicker** is used for several reasons, including (1) to enhance participation in lectures, (2) to give students a better understanding of how their ideas and beliefs relate to *others’* ideas and beliefs, and how those ideas can change through discussion and new information, and (3) to allow the instructor to tailor the class to students’ assumptions and understandings. **Pop quizzes** or two-minute in-class **writing exercises** (worth no more than 1 pt. each) will be unannounced and randomly dispersed through the semester. Quizzes will be based on basic and important information mentioned in lecture and in the readings for the given week or the previous week. In-class writing exercises will normally be graded only for attendance/completion. If you miss a lecture or a quiz or writing exercise due to a medical or family emergency, it is your responsibility to provide documentation excusing your absence to your teaching assistant within a week of your return to class. There will be no make-up dates for missed quizzes.

2. Discussion section participation (15 pts.)

Your participation grade will be based on

- Regular attendance in discussion sessions (lecture attendance may also be noted here);
- The quality of your contribution to class discussion: i.e. how your participation reflects your knowledge of the reading material, your familiarity with issues raised in the lectures, and your ability to apply course concepts to real-world issues, make connections between the concepts, and critically reflect on them;

- c) Your contribution to the social dynamic of the discussion: i.e. contributing to the overall progress of the discussion and to a healthy conversational flow, staying on topic, listening carefully to others' contributions, respecting opinions of others, etc.

Note that you are expected to do the readings prior to the discussion group in which they are to be discussed and to complete your reading log on those readings by that time.

3. **Reading logs** (4 submissions @ 2.5 pts. each, to a maximum of 10 pts.)

You will be required to hand in a short weekly reading log **four times** during the semester.

Format: The logs should be typed and at least 1-1/2 pages double-spaced (or 3/4 single-spaced pages, depending on your TA's requirements), and no longer than 2 pages each, in length. Specific questions will be provided for these. Note: *If no specific questions have been posted by Saturday of the previous week, then you should follow this 'generic' format:*

- a) Summarize the readings, their main ideas and, if relevant, main differences (min. 1/2 page ssp); and
- b) Provide your personal reflections on the readings (min. 1/4 page ssp). These may consist of evaluative comments (i.e. your agreement or disagreement with specific points *and your reasons* for your position), points you are puzzled by, and possible applications of the ideas contained in the readings.

Please note that reading logs are not private diaries. They are required to respect contemporary standards of public discourse (i.e., avoiding vulgarity, hate language, etc.).

Submission and grade: The reading logs are to be submitted to the discussion group leader at the beginning of the relevant weekly discussion section. There are five possible reading logs of which you are expected to hand in four, for a maximum total of 2.5 pts. per log and 10 points in total, as follows:

- a) On-time completion grade: You will receive up to 1.5 points for each completed log (to a maximum of 6.0 pts.), but only if it is submitted on time and if it meets the format requirements. For instance, if you are given two reading log questions for a given week and you only answer one of them, you will receive only 0.75 pts. for the submission.
- b) Quality grade: You will receive up to 1.0 point per submission (to a maximum of 4.0 pts.) for the quality of your six reading logs. They will be assessed for their organization, the extent to which you have put the ideas of the readings into your own words, have represented them correctly and have indicated reasonable depth in understanding, and for thoughtfulness and sophistication in your reflections.

4. **Writing assignments** (two assignments @ 5 pts. each; one assignment @ 10 pts. = 20 pts. total)

There will be three writing assignments with due dates as follows:

1. **Critical analysis** of an influential article in environmental thought (5 pts.), due Feb. 12.
2. **Comparative reading analysis and response** (5 pts.), due Feb. 26.
3. **Research assignment** (10 pts.), due April 2.

Evaluation will be based on the following, with the percentage indicating an approximation of the relative weight of these areas (though these may vary according to assignment):

- Analysis, synthesis, and argumentation: fair and judicious assessment of authors' arguments, convincing presentation of own argument(s), etc. (40-60%)
- Mechanics: spelling, grammar, syntax, punctuation, bibliographic style (if appropriate), etc. (20%)
- Organization: smooth and logical flow, coherence of overall structure (20%)
- Context (where relevant, e.g. assignment #3): understanding of the 'bigger picture' regarding 'inputs' (e.g. judicious use of appropriate sources) and 'outputs' (e.g. appropriate style, etc.) (20%)

5. Group Wiki Pages (15 pts.)

For this class project, to be compiled of everyone's contributions, we will collectively develop a set of wiki-based web pages detailing various factors shaping our society's ability to respond to environmental challenges over the coming decades. The intent will be to place the final result on a class web page or possibly on a public environmental or Wikipedia-type web site.

Your task will be to sign up for one wiki topic group from the following list (or others to be confirmed):

- | | |
|-------------------------------------|-----------------------|
| 1. Psychology/Human Nature | 6. Media & the Arts |
| 2. Population | 7. Politics/Democracy |
| 3. Capitalism/Economy | 8. Education |
| 4. Global Inequality/Global Justice | 9. Planning/Design |
| 5. Religion | |

The tasks of each wiki-group will be as follows:

- (a) To **research** the given topic(s) and their implications for the ecological crisis. Readings will be made available on the course BlackBoard web site to help guide this research.
- (b) To **create a scholarly wiki page** (or linked pages) outlining (a) how these factors contribute to causing the current ecological crisis and (b) how they could potentially contribute to resolving the crisis. These could be two separate entries detailing 'Problems' and 'Solutions,' one combined entry, or a series of linked pages. When completed, each of the group topical wikis should be a richly descriptive encyclopedia-style entry (or entries), about 750-1400 words in total length, featuring active links to current sources on other web sites. Each group wiki (or series of wikis) should also include a bibliography of at least 15 sources in total, at least half of them being scholarly in nature. (We will discuss what a 'scholarly source' is in class.)

Wiki groups will be self-organizing in that students will be expected to sign up for one topic, collectively define their topics (through e-mail discussion, drafting and editing), divide up the readings among themselves, summarize and synthesize the results of their research, and contribute to the wiki pages as authors and editors. Each wiki will have an assigned TA consultant. Wikis will be considered works-in-progress up until the final week of classes. Students will be expected to contribute text as well as editing suggestions to their wiki group, but may also contribute to other wikis, or 'branch off' with side topics (brief linked pages on subsidiary topics). Students will also be required to submit a typed one-page summary and self-evaluation of their wiki contributions to their TA by April 28. (Actual text may be included as an appendix to these.)

Evaluation of the wiki will be based on group as well as individual contributions, i.e. part of the grade will be on the collective result of the group wiki to which the student had signed up, while part of it will be on individual contributions. Wikis will be evaluated by users (class members) as well as by the teaching team.

6. Final examination (20 pts.)

The final examination will be a sit-down exam and will take place during the formal exam period. It will cover all the material in the course. The format will be two essay questions. You will be provided with the exam questions by April 21.

7. Optional extra-credit assignments (up to 5 pts.)

A number of extra-credit assignments will be made available throughout the semester, for a maximum of 5 grade points. They will normally be lectures or special events which you can attend and write about. A 1 to 2 page summary sheet, including a one-to-two paragraph critical analysis, will be valued at 1 point, where 0.8 is for attendance and summary (not graded for quality), while the remaining 0.2 pt. is for quality of summary and critical response. Extra-credit opportunities will be announced in class and posted on BlackBoard.

SCHEDULE OF TOPICS, READINGS, & ASSIGNMENTS

Note: This schedule is subject to change. Changes will be announced in lectures and on BlackBoard.

Date	Topic & themes	Assigned readings	Writing, etc.
1/13	Introduction & course overview		
1/15	<p>Encountering environmental crisis: The material & the ideal</p> <p><i>Theme questions:</i> What are some of the environmental challenges we face today? How do we make sense of environmental problems? How do ideal and material factors interact to produce environmental problems?</p> <p><i>Key terms:</i> realism, constructionism; materialism, idealism; sustainability; environmental (in)justice; 'ecological dialogue'</p> <p><i>Video:</i> The End of Suburbia</p>	<p>Required reading:</p> <ol style="list-style-type: none"> Bell, ch. 1, Environmental Problems and Society Manning, 'The oil we eat,' <i>Harper's</i>, February 2004, see www.harpers.org/TheOilWeEat.html or http://healthandenergy.com/the_oil_we_eat.htm <p>Background reading:</p> <p>Guha, ch. 1, 'Going green'</p>	
I.	MATERIAL FACTORS		
1/20	<p>Humans as consumers: 'Human nature' – a history</p> <p><i>Theme questions:</i> What is human nature, and how does it shape the ways we respond to challenges? Are people naturally greedy? Do certain social systems promote greed more than others?</p>	<p>Required reading:</p> <ol style="list-style-type: none"> Bell, ch. 2, Consumption and materialism <i>Worldchanging</i>, pp. 29-39. <p>Background reading:</p> <p>Moran, 'The evolution of human-environment interactions' (39-56).</p> <p>Gardner & Stern, 'Stone age genetic behavioral predispositions in the space age'</p> <p>Hughes, 'The Serengeti,' 'Kakadu, Australia,' and 'The Uruk wall'.</p> <p>For fun, read about the Paleolithic diet here: http://www.earth360.com/diet_paleodiet_balzer.html</p>	
1/22	<p>Socio-ecological systems through history: From foragers to farmers to us...</p> <p><i>Theme questions:</i> How have human societies related to the natural world in the past: during the Paleolithic, the Neolithic, et al.?</p> <p><i>Key terms:</i> evolution, sociobiology; mode of production; Paleolithic, Neolithic, agricultural transition; state civilizations; treadmill of consumption</p>		Reading log #1
1/27	<p>Capitalism, industrialism, and modernity</p> <p><i>Theme questions:</i> What is capitalism and how did it develop? Is capitalism inherently at odds with ecology? How has industrial capitalism shaped our relationship to the natural world?</p> <p><i>Key terms:</i> capitalism; enclosure of the commons; industrialization, modernity; Marxism; externalities, treadmill of production, growth machine</p> <p><i>Case studies:</i> The worldwide cotton trade; Coal & the rise of 'petrochemical civilization'</p> <p><i>Note:</i> Jan. 29 is the Add/Drop Deadline.</p>	<p>Required reading:</p> <ol style="list-style-type: none"> Bell, ch. 3, 'Money and machines' Eisenberg, 'The human mushroom' Guha, ch. 2, 'Back to the land!' Foster, 'The environment at the time of the industrial revolution' <p>Background reading:</p> <p>Marx, 'The fetishism of commodities'</p> <p><i>Worldchanging</i>, pp. 74-81</p> <p>Gold, 'A history of nature'</p> <p>Heath & Potter, 'The rebel sell'</p>	Reading log #2
1/29			

2/3 2/5	<p>Population, development, and the global context</p> <p><i>Theme questions:</i> Are there just too many people? What is the population-consumption debate, and how are North-South disparities reflected in it?</p> <p><i>Key terms:</i> Malthusianism, carrying capacity; cornucopianism; demographic transition; modernization, development, underdevelopment; structural adjustment, power-structures theory</p>	<p>Required reading:</p> <ol style="list-style-type: none"> 1. Bell, ch. 4, 'Population & development' 2. Hardin, 'The tragedy of the commons' 3. <i>The Ecologist</i>, "'Carrying capacity," "over population" and environmental degradation' <p>Background reading:</p>	<p>Wiki group sign-up (& work on writing assignment #1)</p>
II.	IDEAL FACTORS		
2/10 2/12	<p>Religion and the environment</p> <p><i>Theme questions:</i> What role has religion played in shaping environmental attitudes and practices? How might religion contribute to a resolution of the environmental crisis?</p> <p><i>Key terms:</i> religion and ecology; the Lynn White thesis, animism, anthropocentrism, dominion, stewardship, immanent, transcendent; 'Protestant ethic'; patriarchy, ecofeminism; paradigm shift</p> <p><i>Video:</i> Spirit & Nature (excerpts)</p>	<p>Required reading:</p> <ol style="list-style-type: none"> 1. Bell, ch. 6, pp. 136-143 and 148-154; and ch. 7, pp. 156-166. 2. Adelman, et al., "The inner life" 3. Berkes, 'Religious traditions and biodiversity' <p>Background reading:</p> <p>White, 'The historic roots of our ecological crisis'. Minteer & Manning, 'An appraisal of the critique of anthropocentrism in White's "Historical roots";', <i>Organization & Environment</i> 18. 2 (2005) 'Creation myths' Gardner & Stern, 'Religious & moral approaches' Tucker & Grim, 'The emerging alliance of ecology and the world's religions,' http://www.amacad.org/publications/fall2001/tucker-grim.aspx</p>	<p>Writing assignment #1 due in discussion session</p>
2/17 2/19	<p>Indigeneity & colonialism</p> <p><i>Theme questions:</i> How have traditional/indigenous societies related to the natural world and what can we learn from them? How have colonizers and indigenous peoples interacted historically? How have American ecosystems changed since the European biological invasion of the Americas?</p> <p><i>Key terms:</i> indigeneity; traditional ecological knowledge; adaptation; 'the pristine myth'; colonialism</p>	<p>Required reading:</p> <ol style="list-style-type: none"> 1. Benton & Short, <i>Environmental Discourse and Practice</i>, pp. 11-25, 27-30, 40-42, 52-57. 2. Mann, '1491' <p>Background reading:</p> <p>Hecht & Cockburn, 'The fate of the forest' Gardner & Stern, 'Community management of the commons' Mann, 'Native ingenuity', see http://www.boston.com/news/globe/ideas/articles/2005/09/04/native_ingenuity/ Mann, 'The artificial wilderness' Ingold, 'Culture, nature, environment' McGregor, 'TEK and sustainable development' Nabhan, 'Pledging allegiance to diversities' Iaccarino, 'Science & culture', <i>EMBO Reports</i> 4.3 (2003)</p>	<p>Reading log #3</p>

2/24 2/26	<p>Environmental consciousness in the modern world: Romanticism, conservationism, & the wilderness movement</p> <p><i>Theme questions:</i> What ideas of nature emerged in reaction to industrial capitalism and how do these shape our environmental attitudes and practices today?</p> <p><i>Key terms:</i> Romanticism, conservation, preservation; the wilderness idea, biocentrism</p> <p><i>Case study:</i> Trophy hunting at the turn of the 20th century (guest speaker Walt Kuentzel?); the Hetch Hetchy controversy</p> <p><i>Video:</i> Wilderness & the West (excerpts)</p>	<p>Required reading:</p> <ol style="list-style-type: none"> 1. Guha, ch. 2-4 ('Back to the land!', 'The ideology of scientific conservation,' 'The growth of the wilderness idea') 2. Benton & Short, 'No holier temple' and pp. 156-173. 3. Muir, 'Hetch Hetchy Valley' and 'Yosemite' excerpts <p>Background reading:</p> <p>Oates, 'Wilderness'</p> <p>Wordsworth poem</p> <p>Thoreau, 'Walking'</p> <p>Clare, 'The lament of Swordy Well'</p>	<p>Writing assignment #2 due in discussion session</p>
3/5	<p>Science & ethics: Can nature tell us how to live?</p> <p><i>Theme questions:</i> How has science shaped our understanding of nature and of ourselves? Does nature provide an ethic by which we can live? How has ecological science changed over the decades, and what does this tell us about the nature of 'nature'?</p> <p><i>Video:</i> The Plow that Broke the Plains; The River (excerpts)</p> <p><i>Key terms:</i> Darwinism, evolutionism; Social Darwinism; balance-of-nature, essentialism, biophilia; the land ethic, ecocentrism, moral holism; social construction of nature</p>	<p>Required reading:</p> <ol style="list-style-type: none"> 1. Darwin and Kropotkin readings 2. Bell, ch. 8, 'The human nature of nature' 3. Leopold, 'The land ethic' <p>Background reading:</p> <p>Hughes, 'The Galapagos islands' (pp. 127-136).</p> <p>Worster, 'Organic, economic, and chaotic ecology'</p> <p>Cronon, 'The trouble with wilderness'</p>	<p>Reading log #4</p>
3/9-13	<p>Spring recess</p>	<p>No classes!</p>	
III.	<p>MODERN ENVIRONMENTALISM</p>		
3/17 3/19	<p>Technological civilization & the modern environmental movement</p> <p><i>Theme questions:</i> What were the ecological impacts of the post-war technological revolution? How did the environmental activism of the 1960s and 1970s meet the environmental challenges of the day, and what can we learn from these efforts?</p> <p><i>Key terms:</i> environmentalism; ecologism; Environmental Protection Act; green politics</p> <p><i>Video:</i> 1959, Endangered Planet (pt. 1)</p> <p><u><i>Note: March 23 is the last day to withdraw from courses</i></u></p>	<p>Required reading:</p> <ol style="list-style-type: none"> 1. Guha, ch. 5, 'The ecology of affluence' 2. Bell, pp. 166-184. 3. Benton & Short, 'A fierce green fire' (pp 80-89) and 'The greening of the United States' (pp 113-122). <p>Background reading:</p> <p>Abbey, 'Industrial tourism and the national parks'</p> <p>Oates, 'Paradise lost'</p> <p>Carson, 'A fable for tomorrow'</p>	<p>Work on wikis: summarize readings, synthesize</p>

<p>3/24</p> <p>3/26</p>	<p>Radical activism: Saving animals, trees, & the Earth</p> <p><i>Theme questions:</i> What can we learn from radical forms of environmental activism? What is our responsibility to other species, ecosystems, and future generations?</p> <p><i>Case study:</i> Earth First! & the campaign to protect ancient forests; the animal liberation movement</p> <p><i>Key terms:</i> deep ecology; ecofeminism; social ecology; animal rights/liberation</p> <p><i>Video:</i> Butterfly</p>	<p>Required reading:</p> <ol style="list-style-type: none"> 1. Guha, pp. 84-97. 2. Manes, 'Ecotage' 3. Singer, 'All animals are equal' 4. Stewart, 'Limits of Trooghaff' <p>Background reading:</p> <p>Noss, 'Sustainability & wilderness'</p> <p>Nash, 'The value of wilderness'</p> <p>Bartlett, 'A new ethic or an end to a way of life'</p> <p>Wenzel, 'Animal rights, seal protest, & Inuit'</p> <p>White, 'Are you an environmentalist, or do you work for a living?'</p> <p>Narveson, 'A defense of meat eating'</p>	<p>Work on writing assignment #3</p>
<p>3/31</p> <p>4/2</p>	<p>Justice in a risk society</p> <p>How are economic disparities related to the distribution of environmental 'goods' and 'bads'? How have race and class been related to the conservation and environmental movements?</p> <p><i>Key terms:</i> risk society, risk perception, risk assessment; precautionary principle; environmental justice, toxic racism</p> <p><i>Case studies:</i> pesticides, GMOs, endocrine disruptors</p> <p><i>Video:</i> 1959, Endangered Planet (pt. 2); Metamoros</p>	<p>Required reading:</p> <ol style="list-style-type: none"> 1. Bell, ch. 5, 'Body and health', and ch. 9, 'Rationality and risk' <p>Background reading:</p> <p>Benton & Short, 'The politics of the environment'</p> <p>Rosen, 'Who gets polluted?'</p>	<p>Writing assignment #3 due in discussion session</p>
<p>4/7</p> <p>4/9</p>	<p>Globalization, sustainability, and the green(wash)ing of capitalism</p> <p>In what ways has the environment become global (as an issue of political contention, as a set of movements, etc.)? How is the global 'wealth gap' an environmental issue, and what can be done about it? Can capitalism be a part of the environmental solution?</p> <p><i>Key terms:</i> sustainable development, globalization, neoliberalism, ecological economics, 'natural capitalism', greenwashing</p>	<p>Required reading:</p> <ol style="list-style-type: none"> 1. Guha, ch. 6, 'The Southern challenge', and ch. 8, 'One world or two?' 2. Peter Singer, 'What should a billionaire give... and what should you?', see http://www.utilitarian.net/singer/by/20061217.htm 3. <i>Worldchanging</i>, pp. 39-46. <p>Background reading:</p> <p>Power, 'The magic mountain', see http://www.harpers.org/TheMagicMountain.html</p> <p>Guha, 'Radical American environmentalism & wilderness preservation: A Third World critique'</p> <p>Shiva, from 'Economic globalization has become a war against nature and the poor'</p> <p>Lele, 'Sustainable development: A critical review'</p> <p>Benton & Short, 'The greening of the economy'</p>	<p>Wiki draft due</p>

IV.	SYNTHESIS: TOWARD AN ECOLOGICAL FUTURE		
4/14	Mobilizing the ecological society How do societies mobilize in response to crises? What are the factors that enable a society to successfully meet its ecological challenges? What can we do in our everyday lives to become better ecological citizens?	Required reading: 1. Bell, ch. 10, 'Mobilizing the ecological society' 2. M. Pollan, 'Farmer in chief' 3. <i>Worldchanging</i> , pp. 51-74, and selections from «Politics» section	Comment on other wikis
4/16	<i>Key terms:</i> tragedy of the commons, rational choice theory, problem of collective action, frame analysis, dialogue of solidarities; environmental education, education for sustainability, media literacy, media ecology; bioregionalism/ecoregionalism <i>Case studies:</i> the global food system and the local-food movement; the Earth Charter; the World Social Forum	Background reading: <i>The Earth Charter</i> W. Berry, 'The pleasures of eating' J. Diamond, <i>Collapse</i> ch. 9 (277-308) and ch. 14 (419-440) Gardner & Stern, 'Educational interventions'	
4/21	Governing the ecological society What are the roles of business, government, social action, and citizenship in developing and maintaining a socially and ecologically sustainable society? <i>Key terms:</i> ecosystem planning, ecological design, industrial ecology, smart growth, adaptive management, deliberative democracy, participatory governance	Required reading: 1. Bell, ch. 11, 'Governing the ecological society' 2. <i>Worldchanging</i> , pp. 83ff. and selections from «Community» and «Planet» sections. Background reading: Folke, et al., 'Resilience and sustainable development' report Mau, 'Imagining the future' Schor, 'Cleaning the closet' McDonough & Braungart, 'Waste equals food' Dietz, Ostrom, & Stern, 'The struggle to govern the commons' Costanza et al., 'Sustainability or collapse' RedSkyatMorning.com 'Resources for Citizens', see www.redskyatmorning.com/resourcesforcitizens.html	Final wiki due on Thursday
4/23	<i>Video:</i> Green Means; Waterkeeper; Made in Vermont (excerpts) <u><i>Exam questions to be announced</i></u> <u><i>Class wikis presented</i></u>		
4/28	Contested Futures What will an ecological society look like? Course review	Required reading: TBA	Wiki self-evaluations due in discussion section Study for exam
TBA	Final Exam		

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ACADEMIC INTEGRITY

The University of Vermont's code of standards on academic integrity – which can be found at <http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.html> – includes the following statements regarding student work:

“All academic work (e.g., homework assignments, written and oral reports, creative projects, performances, in-class and take-home exams, extra-credit projects, research, theses and dissertations) must satisfy the following four standards of academic integrity:

1. All ideas, arguments, and phrases, submitted without attribution to other sources, must be the creative product of the student. Thus, all text passages taken from the works of other authors must be properly cited. The same applies to paraphrased text, opinions, data, examples, illustrations, and all other creative work. Violations of this standard constitute *plagiarism*.
2. All experimental data, observations, interviews, statistical surveys, and other information collected and reported as part of academic work must be authentic. Any alteration, e.g., the removal of statistical outliers, must be clearly documented. Violations of this standard constitute *fabrication*.
3. Students may only collaborate within the limits prescribed by their instructors. Students may not complete any portion of an assignment, report, project, experiment or exam for another student. Students may not provide information about an exam (or portions of an exam) to another student without the authorization of the instructor. Violations of this standard constitute *collusion*.
4. Students must adhere to the guidelines provided by their instructors for completing coursework. For example, students must only use materials approved by their instructor when completing an assignment or exam. Students may not present the same (or substantially the same) work for more than one course without obtaining approval from the instructor of each course. Violations of this standard constitute *cheating*.”

Failure to abide by any of these standards constitutes **academic dishonesty**. If you have any doubts about whether you may be violating any of these principles, it is your responsibility to discuss your concerns with your TA or with the course director. Academic honesty is the foundation of all scholarship; academic dishonesty will not be tolerated in this class.

If you have any questions about academic dishonesty, please speak with your TA. Failure to follow the above university-wide rules will be penalized, and may result in course failure (a grade of 'F').

USEFUL RESOURCES

UVM reference librarians: They can help you locate information, search computer databases, and request documents from remote libraries. The reference librarian responsible for environmental resources is Laurie Kutner, who can be found in Room 100 of Bailey Howe Library.

The UVM Writing Center: located in the Learning Cooperative, 244 Commons Living and Learning, the Writing Center is available to assist you with writing problems or questions. You can make an appointment with a consultant and have that person go over the structure and grammar of your paper. For an appointment, call 656-4075.