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Office: PLC 319, 346-5554      Hours: 2:00 - 3:30 MW

### Course Description:

This course is the second segment of your 1<sup>st</sup>-year 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 significant background research toward the formulation of a concrete thesis or project proposal.

### Required Texts:

Gary Paul Nabhan, *Cross-Pollinations: The Marriage of Science and Poetry* (Milkweed Editions, 2004).

Charley Dewberry, *Saving Science: A Critique of Science and its Role in Salmon Recovery* (Gutenberg College Press, 2004)

Various essays on online library reserve (username=winter06, password=hail) or available through Blackboard

### COURSE REQUIREMENTS

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| 1. participation & attendance   | 10% |
| 2. weekly reading questions for speakers                              | 10% |
| 3. two presentations & short papers on environmental concepts         | 20% |
| 4. Annotated bibliography (20 items) on proposed thesis/project topic | 20% |
| 5. Presentation of seminar paper in mock conference                   | 10% |
| 6. Seminar paper on proposed thesis/project topic (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 Speakers:** In advance of each speaker’s visit, prepare three questions that reflect familiarity with the assigned readings. You should 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. The quality and thoughtfulness of your questions will be graded for 10% of your final grade.

◦ **Papers and presentations on environmental concepts:** You will complete short papers (3-4 pages with standard margins and fonts) explaining two environmental concepts and present your findings to the class in a 10-15 minute presentation for each concept. These are due on the date when your concept appears on the syllabus. These presentations and papers are worth 20% of your final grade.

◦ **Annotated Bibliography:** Your annotated bibliography must include at least twenty items (journal articles or books) relevant to your proposed thesis or project. The bibliography is due on the date of the final exam and is worth 20% of your final grade.

◦ **Mock Conference:** During the last week of the term, we will hold a “mock conference” in which each member of the class will present a paper and/or powerpoint presentation based on her or his seminar paper. Presentations will be 20 minutes, followed by a 10-minute question & answer period. Titles and 100-word abstracts of your papers are due at the beginning of Week 8. Our conference will be advertised to other students and faculty in the department who will be invited to attend. Your conference 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 defend a thesis that is relevant to your proposed thesis/project. 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.

PLEASE NOTE

- **Incompletes and extensions** will be given only in the event of documented medical emergencies.
- **Inclement Weather:** In case of inclement weather, we will plan to hold class as scheduled unless the University is officially closed. If I cannot make it to class, however, this will be announced on the Blackboard site for the course and announced by email (via Blackboard).
- **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 as soon as possible so that appropriate accommodations can be made. Please request that the Counselor for Students with Disabilities send a letter verifying your disability.

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| Week 1 | <p><b>January 9:</b> Introduction to course</p> <p><b>January 11:</b> What is Environmental Studies?<br/>Reading: Evernden, "Talking about the Mountain" (online reserve)</p>   |
| Week 2 | <p><b>January 16: no class, Martin Luther King, Jr., Birthday</b></p> <p><b>January 18</b><br/><b>Brook Muller, Architecture</b><br/>Reading: "Metaphor, Ethos, and Environmentally Responsive Design" (Blackboard)</p> <p><b>Scott Pratt, Philosophy</b><br/>Reading: TBA</p>  |
| Week 3 | <p><b>January 23:</b> Scientific method and values<br/>Reading: McDonald, "The Role of Statistics and the Scientific Method in the Art of Problem Solving" (online reserve); Stevenson, "Is Scientific Research Value-Neutral?" (online reserve)<br/>Concepts: environmental restoration, landscape design</p> <p><b>January 25</b><br/><b>Pat McDowell, Geography</b><br/>Reading: "Human impacts and river channel adjustment, northeastern Oregon: Implications for restoration" (Blackboard)</p> <p><b>Bart Johnson, Landscape Architecture</b><br/>Reading: TBA</p>                              |
| Week 4 | <p><b>January 30:</b> The strengths and limits of science<br/>Reading: Woodward &amp; Goodstein, "Conduct, Misconduct, and the Structure of Science" (online reserve)<br/>Concepts: biodiversity, environmental planning</p> <p><b>February 1</b><br/><b>Dan Udovic, Biology and Environmental Studies</b><br/>Reading: Keeley &amp; Fotheringham, "Wildfire Management on a Human Landscape" (Blackboard)</p> <p><b>Rich Margerum, Planning, Public Policy, and Management</b><br/>Reading: "Collaborative Planning: Building Consensus and Building a Distinct Model for Practice" (Blackboard)</p> |

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| Week 5  | <p><b>February 6:</b> Facts and values in environmental decision-making<br/> Reading: Brown, “Ethics, Science, and Environmental Regulation” (online reserve); Freyfogle &amp; Newton, “Putting Science in its Place” (online reserve)<br/> Concepts: political ecology, ecofeminism</p> <p><b>February 8</b><br/> <b>Katie Lynch, Environmental Studies</b><br/> Reading: Conclusion of <i>Environmental Education and Conservation In Southern Ecuador</i> (Blackboard)</p> <p><b>Bonnie Mann, Philosophy</b><br/> Reading: Preface to <i>Women’s Liberation and the Sublime: Feminism, Postmodernism, Environment</i> and Chapter 9, “The Natural Sublime” (Blackboard)</p> |
| Week 6  | <p><b>February 13:</b> What is objectivity?<br/> Reading: Daston, “Objectivity and the Escape from Perspectivism” (online reserve)<br/> Concepts: environmental regimes, global climate change</p> <p><b>February 15</b><br/> <b>Ron Mitchell, Political Science</b><br/> Reading: “A Quantitative Approach to Evaluating International Environmental Regimes” (Blackboard)</p> <p><b>Greg Retallack, Geological Sciences</b><br/> Reading: “Carbon dioxide and climate over the past 300 Myr” (Blackboard)</p>  |
| Week 7  | <p><b>February 20:</b> What is objectivity? (continued)<br/> Reading: Dewberry, <i>Saving Science</i>, 1-45<br/> Concepts: cultural geography, environmental economics</p> <p><b>February 22</b><br/> <b>Peter Walker, Geography</b><br/> Reading: TBA</p> <p><b>Trudy Cameron, Economics</b><br/> Reading: TBA</p>  |
| Week 8  | <p><b>February 27:</b> What counts as knowledge?<br/> Reading: Dewberry, <i>Saving Science</i>, 47-102<br/> Concepts: ecocriticism, traditional ecological knowledge<br/> <i>Title and abstract due for mock conference presentation</i></p> <p><b>March 1</b><br/> <b>Bill Rossi, English</b><br/> Reading: “Thoreau’s Transcendental Ecocentrism” (online reserve)</p> <p><b>Kathy Cashman, Geological Sciences</b><br/> Reading: “Volcanic Oral Traditions in Hazard Assessment and Mitigation” (Blackboard)</p>  |
| Week 9  | <p><b>March 6:</b> What is Interdisciplinarity?<br/> Reading: Nabhan, <i>Cross-Pollinations</i><br/> Concepts: environmental justice, ecosystem</p> <p><b>March 8:</b> Interdisciplinarity: Pros and Cons<br/> Reading: Nissani, “Ten Cheers for Interdisciplinarity” (Blackboard); Foster, “What Price Interdisciplinarity?” (Blackboard)</p>   |
| Week 10 | <p><b>March 13:</b> Mock Conference</p> <p><b>March 15:</b> Mock Conference</p>  |
|         | <p><b>Thursday, March 23rd:</b><br/> <i>Annotated bibliographies and final seminar papers due in ENVS office by 5:00 pm</i></p>  |