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ENST 335L.01: The Environmental Vision

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THE ENVIRONMENTAL VISION

Reading and Thinking about Nature and the Environment

ENST 335L Fall 2016 T/TH 2:00 – 3:20 p.m. LA 140

Instructor information:

Instructor: Theresa Duncan
Office: JRH 016 (Jeanette Rankin Hall, basement)
Email: theresa2.duncan@umontana.edu (preferred method)
Phone: (406) 243-6273 (messages only)
Office hours: Tuesday and Thursday, 12:30 – 1:30 and by appointment



Theresa Duncan received her Master of Science in Environmental Studies from the University of Montana in 2016. She is a writer, educator, and entrepreneur. Theresa resides in the mountains west of Hamilton, Montana, with her husband, John, and Golden Retriever, Brinkley, where she gardens, hikes, bikes, reads, and enjoys frequent wildlife visitors, both four- and two-legged.

Course description:

This course provides background, overview, interpretations, and understanding of key concepts, themes, approaches, and forms in American nature and environmental nonfiction, as well as that literature's response to and influence on environmental events, figures, and movements.

Course Attributes: Lit & Artistic Studies (L) Writing Course-Advanced.

Learning Outcomes:

Through critical reading, class discussion and analysis, and written response, students will:

1. become familiar with seminal, influential, and contemporary works and authors in American writing about nature, environment, natural history, and place
2. develop a background, framework, understanding and context of key approaches, forms, themes, and concepts of American environmental literature
3. be able to articulate this literature's response to and influence upon important environmental events, figures, issues, and movements
4. demonstrate a sense of personal engagement with the ideas and emotions represented in these works.

Advanced Writing Course Learning Outcomes will, in addition to the above, enable students to:

5. identify and pursue sophisticated questions for academic inquiry.
6. find, evaluate, analyze, and synthesize information effectively and ethically from diverse sources.
7. manage multiple perspectives as appropriate.
8. recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for written response to the literature of nature and the environment.
9. use multiple drafts, revision, and editing in conducting inquiry and preparing written work.
10. follow the conventions of citation, documentation, and formal presentation of appropriate writing in response to the literature of nature and the environment.

Required textbooks:

- *A Pocket Style Manual, Seventh Edition*, by Diana Hacker and Nancy Sommers, 2015. ISBN: 9781457642326.
- *Nature/Walking*, by Ralph Waldo Emerson/Henry David Thoreau w/ Introduction by John Elder, 1994. ISBN: 9780807014196.
- *The Land of Little Rain* by Mary Austin w/ Introduction by Terry Tempest Williams, 1997. ISBN: 9780140249194.
- *A Sand County Almanac and Sketches Here and There*, Special Commemorative Edition w/ Introduction by Robert Finch, 1987. ISBN: 9780195059281.
- *Refuge – An Unnatural History of Family and Place*, Tenth Anniversary Edition, by Terry Tempest Williams, 2001. ISBN: 9780679740247.
- *Desert Solitaire – A Season in the Wilderness*, by Edward Abbey, 1968. ISBN: 9780345326492.
- *Ecology of a Cracker Childhood* by Janisse Ray, 1999. ISBN: 9781571312471.
- *Dwellings – A Spiritual History of the Living World*, by Linda Hogan, 1995. ISBN: 9780393322477.
- Selected readings posted in Moodle for this class.

Course Calendar:

Week	Dates	Assignment	Paper Due
1	Tuesday, August 30	In class: Introductions; review syllabus and assignments; in-class reading and writing.	None.
	Thursday, September 1	Read (in Moodle) and come to class prepared to discuss: 1) "Disturbing the Universe" by Betsy Hilbert 2) "Save the Whales, Screw the Shrimp" by Joy Williams	None
2	Tuesday, September 6	Read and come to class prepared to discuss: 1) <i>Nature/Walking</i> , Introduction through page 12 2) "Writers and the War Against Nature" by Snyder (in Moodle)	None
	Thursday, September 8	Read and come to class prepared to discuss: 1) <i>Nature/Walking</i> , page 13 through end of book 2) "Manifesto – The Mad Farmer Liberation Front" by Berry (in Moodle) 3) "Not One is Dissatisfied" by Whitman (in Moodle)	Short Critical Response Essay #1 (see Required Assignments section of this syllabus for details)
3	Tuesday, September 13	Read and come to class prepared to discuss: 1) "A Wind Storm in the Forests" by Muir (in Moodle) 2) "The Face of a Spider" by Quammen (in Moodle) 3) "Am I Blue?" by Walker (in Moodle) Short Critical Response Essay #1 returned for editing.	None
	Thursday, September 15	Read and come to class prepared to discuss: 1) "The Fall of a Sparrow" by Steingraber (in Moodle) 2) "Very Like a Whale" by Finch (in Moodle) 3) "Living Like Weasels" by Dillard (in Moodle)	1) Short Critical Response Essay #2 (see Required Assignments section of this syllabus for details) 2) Edited Short Critical Response Essay #1
4	Tuesday, September 20	Read and come to class prepared to discuss: 1) "Civil Disobedience" by Thoreau (in Moodle) 2) "Wild Fruits" by Thoreau (in Moodle) 3) "The Thoreau Problem" by Solnit (in Moodle) Short Critical Response Essay #2 returned for editing.	
	Thursday, September 22	Read and come to class prepared to discuss: 1) <i>The Land of Little Rain</i> , Introduction by Terry Tempest Williams, Preface through The Basket Maker (pgs. ix - 67)	1) Short Critical Response Essay #3 2) Edited Short Critical Response Essay #2

Week	Dates	Assignment	Paper Due
5	Tuesday, September 27	Read and come to class prepared to discuss: 1) <i>The Land of Little Rain</i> , pages 68 through the end Short Critical Response Essay #3 returned for editing	
	Thursday, September 29	Read and come to class prepared to discuss: 1) <i>A Sand County Almanac</i> , Part 1, pages 3 – 92 <u>Note:</u> The Foreword and Introduction are NOT required reading, but they may add to your understanding. Choose to read them or not to read them.	1) Short Critical Response Essay #4 2) Edited Short Critical Response Essay #3
6	Tuesday, October 4	Read and come to class prepared to discuss: 1) <i>A Sand County Almanac</i> , Part 2, pages 93 – 162 Short Critical Response Essay #4 returned for editing.	
	Thursday, October 6	Read and come to class prepared to discuss: 1) <i>A Sand County Almanac</i> , Part 3, pages 163 – 226	1) Short Critical Response Essay #5 2) Edited Short Critical Response Essay #4
7	Tuesday, October 11	Read and come to class prepared to discuss: 1) <i>Refuge</i> , Prologue through Redheads, pages 3 – 114 Short Critical Response essay #5 returned for editing	
	Thursday, October 13	Read and come to class prepared to discuss: 1) <i>Refuge</i> , Killdeer through Storm Petrel, pages 115 – 178	Edited Critical Response Essay #5
8	Tuesday, October 18	Read and come to class prepared to discuss: 1) <i>Refuge</i> , Greater Yellowlegs through The Clan of One-Breasted Women, pages 179 – 290 2) Be sure to look at Appendices and Acknowledgements	
	Thursday, October 20	Read and come to class prepared to discuss: 1) “Enoughness” by McKibben (in Moodle) 2) “The End of Nature” by McKibben (in Moodle) 3) “Forget Shorter Showers” by Jensen (in Moodle)	
9	Tuesday, October 25	Read and come to class prepared to discuss: 1) <i>Desert Solitaire</i> , Author’s Introduction through Polemic: Industrial Tourism and the National Parks, pages ix - 73	Midterm Critical Response Essay
	Thursday, October 27	Read and come to class prepared to discuss: 1) <i>Desert Solitaire</i> , Water (pages 141 – 160), The Heat of Noon (pages 161 – 170), The Moon-Eyed Horse (pages 171 – 187), and Havasu (pages 246 – 258) NOTE: We are skipping chapters.	

10	Tuesday, November 1	Read and come to class prepared to discuss: 1) <i>Desert Solitaire</i> , The Dead Man at Grandview Point (pages 259 – 271), Episodes and Visions (pages 290 – 312), and Bedrock and Paradox (pages 330 – 337) NOTE: We are skipping chapters. Be sure to read the assigned sections to be prepared for class.	
	Thursday, November 3	Read and come to class prepared to discuss: 1) <i>Ecology of a Cracker Childhood</i> , Introduction through Native Genius, pages 3 – 98 Midterm Critical Response Essay will be returned today for revision.	
11	Tuesday, November 8	ELECTION DAY – NO CLASS	
	Thursday, November 10	Read and come to class prepared to discuss: 1) <i>Ecology of a Cracker Childhood</i> , Timber through Flatwoods Salamander, pages 99 – 222	
12	Tuesday, November 15	Read and come to class prepared to discuss: 1) <i>Ecology of a Cracker Childhood</i> , Altamaha River through last chapter, pages 223 – 273 2) Be sure to also read the Appendices and Acknowledgements.	
	Thursday, November 17	Read and come to class prepared to discuss: 1) “Welcome to Climate Change State University” by Calderazzo (in Moodle) 2) “To Remake the World” by Hawken (in Moodle) 3) “Sustainability Means Winning Hearts and Minds” by Snyder (in Moodle)	Revision of Midterm Critical Response Essay Due
13	Tuesday, November 22	Readings for this class period are to be announced at a later date. They will appear in Moodle for this class when they are available, no later than Thursday, November 17, at 4 p.m.	
	Thursday, November 24	THANKSGIVING HOLIDAY. NO CLASS.	
14	Tuesday, November 29	Read and come to class prepared to discuss: 1) <i>Dwellings</i> , Preface through A Different Yield, pages 11 - 62	
	Thursday, December 1	Read and come to class prepared to discuss: 1) <i>Dwellings</i> , Deify the Wolf through Stories of Water, pages 63 - 108	
15	Tuesday, December 6	Read and come to class prepared to discuss: 1) <i>Dwellings</i> , The Kill Hole through Walking, pages 109 – 159 Review of Major Critical Response Essay guidelines. Q & A and check-in on this assignment. Class evaluations.	
	Thursday, December 8	Readings for this class period are to be announced at a later date. They will appear in Moodle for this class when they are available, no later than Thursday, December 1, at 4 p.m.	

16	Monday, December 12	----- -----	Major Critical Response Essay Due by 5 p.m.
	Monday, December 12 through Wednesday, December 14	Individual student conferences will be held during these times (Monday, December 12 through Wednesday, December 14 between 10 a.m. and 4 p.m.) ONLY if a student REQUESTS one. The student must request this conference through an email to the instructor no later than Thursday, December 8, at 9 p.m. Four fifths of the student's grade will be available at the time agreed upon for the conference.	

Required assignments:

1. **Read** assigned readings according to the course schedule. For each assigned Moodle reading, come to class prepared to discuss the reading. You may want to print these readings out or take detailed notes on your reading, complete with page numbers, to aid your participation in class. It is a good idea to keep your own informal reading journal as you read, including observations, questions, and responses. These notes may also help you prepare to write the Critical Response Essays. NOTE: This is a reading intensive course, with the total reading averaging about 100 pages per week, totaling approximately 1,500 pages for the semester.
2. **Write** five Short Critical Response Essays, due each Thursday between Thursday, September 8, and Thursday, October 6. For each essay, the student selects the subject and approach from the readings for that week. These Short Critical Response Essays are to be no less than one full page and no longer than two pages in length. Graded Short Critical Response Essays will be returned the following Tuesday with comments and editing remarks keyed to *The Pocket Style Manual*. The student must then edit the essay and return the corrected essay the following Thursday. These essays are to be uploaded in Moodle in the appropriate folder for that week. Edited versions are to be the original essay with the corrections in them. (Use copy and paste to create a new file with the title: CRE #__Edited.) For detailed assignment instructions, see class handout or the assignment in Moodle.
3. **Write** a Midterm Critical Response is due Tuesday, October 25. This essay will be similar to the Short Critical Response Essays, except longer. The Midterm may cover any of the readings up to that point in the course and may bring in multiple readings. If more than one reading is used, be careful to choose only one work as the focus of the essay, using other works to solidify and help develop the main point of your essay. This will allow for full development of your ideas. Graded Midterm Critical Response Essays will be returned Tuesday, November 1, with comments and editing remarks keyed to *The Pocket Style Manual*. The student must then edit the essay and turn the edited version in Thursday, November 17. This essay is to be 4 – 5 pages total length, a minimum of 1,250 words, uploaded in Moodle in the appropriate folder for that week. For detailed assignment instructions, see class handout or the assignment in Moodle.
4. **Write** a Major Critical Response Essay on writer(s), writing(s), and concern(s) that the student selects from the course. The Major Critical Response Essay topics and approaches may arise from among your previous written assignments (the 5 Short Critical Response Essays and/or the Midterm Critical Response Essay), class and small-group discussions of reading assignments, outside reading and research, and your related life experiences and interests. (NOTE: While students may use previous essays as a catalyst for ideas for the Major Critical Response Essay, students are NOT to copy these works extensively. The Major Critical Response Essay must be original work.) The Major Critical Response Essay is due no later than Monday, December 12, at 5 p.m. (continued on next page!)

This essay is to be 8 – 10 pages total length, a minimum of 2,500 words, and must be uploaded in Moodle in the appropriate folder by the due no later than Monday, December 12, at 5 p.m. No exceptions.

For detailed assignment instructions, see class handout or the assignment in Moodle.

5. **Attend** at least three out-of-class, live, public readings on nature/environmental writing. Possibilities include Montana Festival of the Book and other readings that will be announced in class. (NOTE: Students are encouraged to seek out other live readings on nature/environment; however, these must be approved by the instructor to be counted for credit.)
6. **Write** a brief (one paragraph) response to the three live readings described in #5. Turn in each of these short responses within one week of the reading. These responses are to be uploaded in Moodle in the appropriate folder.

On all papers, use the following specifications:

- o one inch margins
- o 2.0 line spacing (remove space both before and after paragraph)
- o 12 point font (Calibri, Arial, Times New Roman, or Garamond ONLY)

Course guidelines and policies:

Communication

The best way to reach me is via email at Theresa2.Duncan@umontana.edu. The phone number on the first page of the syllabus will put you in touch with the Environmental Studies Department office and is for messages only. I check my email often and will do my very best to return emails within 24 hours. There may be some weekends and holidays when my response time will be extended due to travel or lack of service. In that case, I will respond as quickly as possible. If there is any reason this system does not work for you, please talk to me as soon as possible so that we can make other communication arrangements. Please be aware that UM policy requires faculty members to correspond with students regarding academic issues only when both parties use only their UM e-mail address. Remember, email and Moodle are the main forms of communication for this course outside of class and office hours. Please be sure to check both often.

Moodle

Moodle is an important and integral part of this course. Go to [Moodle \(http://umonline.umt.edu\)](http://umonline.umt.edu) and log in with your NetID. This course should be listed under My Courses on the left side of your screen. If you are new to Moodle, there is a link on the right side of the screen called "Moodle 101 for Students" you may find helpful. Numerous course readings, as well as the links to turn in your assignments, are on the [Moodle page](#) for this course. If you are experiencing trouble signing in to Moodle, please contact Technical support for UMOonline and Moodle is available through the UMOonline Support Desk, 8am - 5pm, Monday through Friday at (406) 243-4999 or by email at umonline-help@umontana.edu.

For help with your NetID and password, contact IT Central Help Desk at (406) 243-HELP (4357), 8am - 5pm, Monday through Friday or email itcentral@umontana.edu. You can also go to IT Central, located in the Liberal Arts building.

Attendance

Attendance is a critical part of student success, particularly in this class. Attendance, along with preparation, participation, daily work, and outside readings, account for one/fifth, or twenty percent, of the final grade in this course. Attendance will be taken at the beginning of each class period. If you enter class late, it is the student's responsibility to speak to the instructor immediately after class to insure attendance is properly marked for that day. Absences will only be excused in case of emergency or prior consent of instructor as far in advance as possible. If absent for a regular class period, it is the student's responsibility to obtain any course materials from peers.

If you need to leave class early, please notify the instructor at the beginning of the class.

Further information on University of Montana Attendance Policies may be found on the [Office of the Registrar's Attendance Policy page \(http://www.umt.edu/registrar/students/attendance.php\)](http://www.umt.edu/registrar/students/attendance.php).

Assignment expectations

Each assignment will be thoroughly explained in class and the assignment will also be posted in Moodle.

Your writing should reflect your attention to good grammar and punctuation and college level writing skill. If you need assistance with this, please speak with the instructor and seek the help of [The Writing Center \(http://www.umt.edu/writingcenter/\)](http://www.umt.edu/writingcenter/).

Plagiarism is a serious academic offense. Plagiarizing material may result in loss of credit for the entire assignment and possibly the entire course. According to our text, *A Pocket Style Manual* by Hacker and Sommers, "Three different acts are considered plagiarism: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words," (Hacker & Sommers, 2009). If you need further instruction or are concerned about this, please contact the instructor or seek assistance from [The Writing Center \(http://www.umt.edu/writingcenter/\)](http://www.umt.edu/writingcenter/).

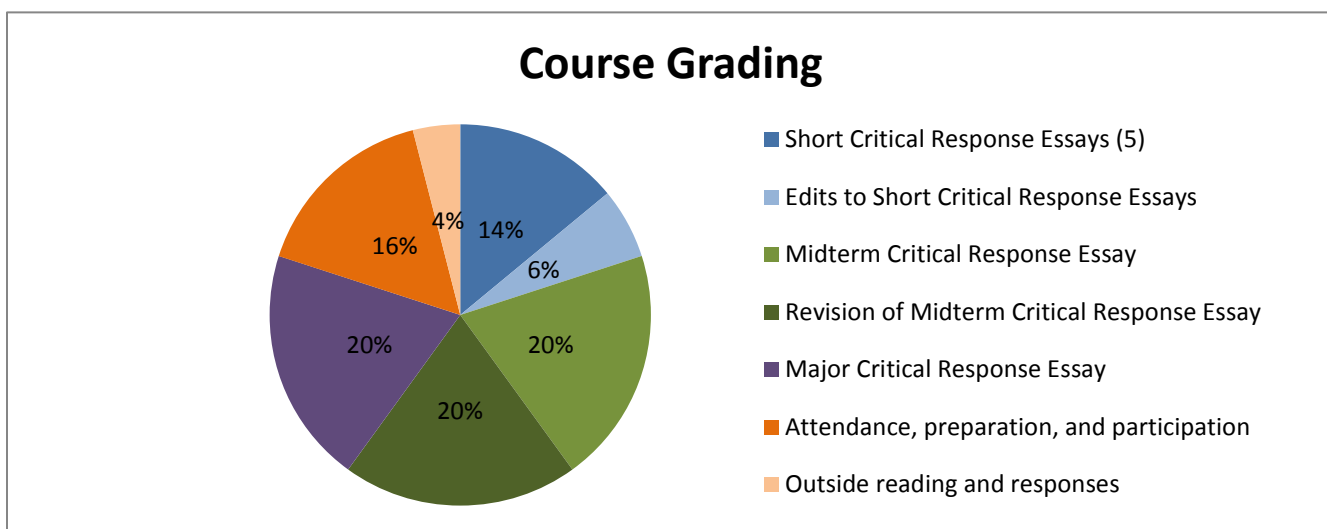
Participation, Discussion, and Technology

Participation is a critical part of the student learning experience and the course grading rubric. Please refrain from using cell phones in class and set your phone to silent. Discussion is critical to your participation grade. Remember to show the utmost respect for each other's views, cultures, and religions. Any rude or offensive communication in class will receive a warning, and if further disruptions occur, could result in the student being asked to leave class and forfeiting their participation grade for that day.

Electronic devices (tablets and laptops) used for viewing online readings will be accepted, AS LONG AS they are used only for the purposes of class. Violations may result in the entire class losing this privilege and being required to print all Moodle readings and bring to class to aid in their discussion.

Late Work Policy

For each day an assignment is late, the student's grade for that assignment will be docked 20%. The ability to turn in assignments on Moodle will be shut down after three days. At that point, the student may turn in a hard copy of the assignment to the instructor during a regular class period or the instructor's office hours. That said, it is important to make arrangements with the instructor for acceptance of late work PRIOR to the due date and time, whenever humanly possible to do so.

Course Grading**Important UM Registrar Dates**

A list of important dates, including course drop/add dates, may be found on the [Office of the Registrar's home page](http://www.umt.edu/registrar/) (<http://www.umt.edu/registrar/>). You may also need to view the Registrar's [Drop/Add Policy](http://www.umt.edu/registrar/students/dropadd.php) (<http://www.umt.edu/registrar/students/dropadd.php>). If you choose to drop, add, or change any courses, please consult with your faculty advisor.

Disability modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Diversity at UM

A wide variety of resources are available to enhance diversity on the UM Campus, with more resources being added. Find more information on [Diversity at UM](#) (<http://www.umt.edu/diversity/>), [DiverseU](#) (<http://www.umt.edu/diverseu/>), and by following the links of interest in [UM's Diversity Resource page](#) (<http://www.umt.edu/diversity/Resources/default.php>).

Student Conduct Code

The Student Conduct Code at the University of Montana embodies and promotes honesty, integrity, accountability, rights, and responsibilities associated with constructive citizenship in our academic community. This Code describes expected standards of behavior for all students, including academic conduct and general conduct, and it outlines students' rights, responsibilities, and the campus processes for adjudicating alleged violations. Students may familiarize themselves with these rights and responsibilities at [Student Conduct Code](#) (http://www.umt.edu/vpsa/policies/student_conduct.php).