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Fall 9-1-2021

### ENST 230H.01: Nature and Society

Daniel T. Spencer

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**NATURE AND SOCIETY [IN WESTERN SOCIETY]  
FALL 2021**

ENST 230H\_01  
Fall, 2021; DHC 119  
MWF 10:00-10:50 am  
CRN: 73483

Dr. Dan Spencer  
Rankin Hall 10&A, Tel. 243-6111  
Office Hours: MWF 11:10 am – 12:00 pm. Wed 2:00-3:30 pm  
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**COURSE DESCRIPTION**

This course explores how the relationship between human societies and the natural world has been influenced throughout history by various thinkers and ideas. We also consider how nature itself and our interactions with it has influenced society, and in turn, environmental thought. Thus, we examine ecological and biogeographical constraints and ways humans have culturally adapted in attempting to surmount those limits. We explore Western (Euro-American) environmental thought from prehistory until today. To help us understand its distinctiveness we also touch on some contrasting nonwestern perspectives. We necessarily are only able to give limited attention to the various ages, even within the western tradition, and thus, environmental thought and developments of many societies and civilizations are not covered.

Nevertheless, we will examine major paradigmatic shifts and strive to understand how environmental thought has affected the way different societies have viewed nature, their place with respect to the natural world, and in turn, their interactions with it. By exploring that theme, we will also see connections between ideas, writers, and thinkers of the past and the current global environmental crisis. We will ponder if the answers to a more sustainable, prosperous, and just society in the future reside in history and its lessons, or whether we will need to forge new ideas, sensibilities, and ways of relating to each other and nature. Students are encouraged to explore their own connections with the past, develop principles and values that have personal meaning, and contemplate their place in nature and society.

**OBJECTIVES**

Upon completion of this course, students should be able to:

1. Articulate the distinctive ideas, and social and historical contexts, of influential thinkers and their writings about the role of humans in relation to the natural world.
2. Think critically about the effects of such views on different societies' interactions with the natural world.
3. Recognize the importance of other historical factors, particularly scientific advancements, technological developments, and changes in social organization.
4. Synthesize ideas and events that led to several major paradigmatic shifts, from pre-history to the present, regarding dominant societal views of the place of humans in nature.
5. Analyze current environmental issues utilizing historical ideas, thinkers, and events.
6. Articulate their personal perspectives on human-nature interactions in relation to historical ideas, thinkers, and events.

## GENERAL EDUCATION IN HISTORICAL AND CULTURAL STUDIES (H) (from UM's website)

These courses present the historical or cultural contexts of ideas and institutions, and examine cultural development or differentiation in the human past. They are foundational in that they are wide-ranging in chronological, geographical, or topical focus, or in that they introduce students to methods of inquiry specific to a particular discipline.

Upon completion of a Historical and Cultural Studies course, students will be able to:

- 1 Synthesize ideas and information with a view to understanding the causes and consequences of historical developments and events;
- 2 Evaluate texts or artifacts within their historical and/or cultural contexts;
- 3 Analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts.

## TEACHING ASSISTANTS

John Curnyn: [john.curnyn@umontana.edu](mailto:john.curnyn@umontana.edu); M1-C; Office hours: TR: 10:00am-12:00pm  
Stephanie Barron: [stephanie.l.barron@umontana.edu](mailto:stephanie.l.barron@umontana.edu); M1-C; Office hours: TR 2:00-4:00pm

## REQUIRED TEXTS

Harari, Yuval Noah. *Sapiens: A Brief History of Humankind* (New York: HarperCollins, 2015). ISBN: 9780099590088

Quinn, Daniel. *Ishmael* (New York: Bantam/Turner). ISBN: 0553375407

Swimme, Brian and Mary Evelyn Tucker. *Journey of the Universe*. (New Haven, CT: Yale University Press, 2011). ISBN: 97803000171907 (JU)

Electronic Reserve Readings on Moodle: (**MOODLE**)

## REQUIREMENTS

- **PLEASE TURN OFF ALL ELECTRONIC DEVICES DURING CLASS [This includes cellphones, tablets, and laptops]**
- Regular class attendance and participation that demonstrates a grasp of the reading assignments
- Short critical response essays to *Journey of the Universe* and *Ishmael*
- Weekly 2-page response essays to the readings
- Written midterm and final exams
- Final essay synthesizing learnings from the course

## CLASS MEETINGS AND FORMAT

Class meets Monday, Wednesday, and Friday from 10:00--10:50 am. On Monday and Wednesday, we meet in DHC 119. Most Fridays the class will be divided into smaller activity sections, which will meet separately with either the instructor or one of the teaching assistants. Your class location and teacher for Friday class will be announced in class the first week. Readings not listed in the course schedule may be assigned for Friday sections by your teacher. Tests, in-class writing and reading, discussion, and other activities will mostly occur on Fridays and will usually, but not always, cover material, ideas, and questions raised during the week. Special assignments for sections can also be expected.

## ASSIGNMENTS AND CLASSES

**Sapiens** = *Sapiens: A Brief History of Humankind*; **JU** = *Journey of the Universe*;  
**MOODLE** = readings on Moodle

## INTRODUCTION

<u>Class</u>	<u>Day</u>	<u>Session</u>	<u>Topic and Assigned Reading</u>
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8/30	M	1	<b>Introduction: Laying out themes and structure of the course</b>
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9/1	W	2	<b>Why It Matters: The Cosmological Context and The Planetary Challenge to the Human Race</b>
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*Journey of the Universe*, Chs. 1-4 (JU pp. 1-45)

9/3/	F	3	<b>Journey of the Universe II: The Emergence of Life</b>
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*Journey of the Universe*, Chs. 5-7 (JU pp. 47-79)

9/6	M		LABOR DAY – NO CLASS
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9/8	W	4	<b>Journey of the Universe III: The Origin and Impact of Humans</b>
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*Journey of the Universe*, Chs. 8-11 (JU pp. 81-118)

9/10	F	5	<u>Section Meetings</u> : Meeting Each Other and Getting Organized
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Edward O. Wilson “The Diversity of Life” pp. 193-195 **MOODLE #1**

Anne Ehrlich and Paul Ehrlich “Extinction: Life in Peril”

pp. 335-342 **MOODLE #2**

Recommended: Steffen, et al., “The Trajectory of the Anthropocene: The Great Acceleration” **MOODLE #3**

Recommended: Jeffrey Sachs “The Anthropocene” pp 57-81 **MOODLE #4**

9/13	M	6	<b>Raising Questions I: The Relation of Culture and Ecology</b>
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*Ishmael*: Chs. 1-5 (pp. 3-91)

**Journey of the Universe response essay due to your Friday section leader by class**

9/15	W	7	<b>Raising Questions II: Takers, Leavers, and a Crashing Culture?</b>
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9/17 F 8 *Ishmael*: Chs. 6-9 (pp. 95-184)  
Section Meetings: Discuss *Ishmael*

*Ishmael*: Chs. 10-13 (pp. 187-263)

## I. SETTING THE CONTEXT: FROM PRE-HISTORY TO EARLY CIVILIZATION

9/20 M 9 **The Cognitive Revolution I: The Emergence of *Homo Sapiens***

*Sapiens* Ch. 1: “An Animal of No Significance”

*Sapiens* Ch. 2: “The Tree of Knowledge”

Recommended: E. O. Wilson: “The Riddle of the Human Species” **MOODLE #5**  
John Poggie, et al “Introduction” to *The Evolution of Human Adaptations*”; pp 1-15  
**MOODLE #6**

*Ishmael* response essay due in class

9/22 W 10 **The Cognitive Revolution II: Forager Cultures and Mass Extinctions**

*Sapiens* Ch. 3: “A Day in the Life of Adam and Eve”

*Sapiens* Ch. 4: “The Flood”

Jared Diamond “Introduction” and “Up to the Starting Line” from *Guns, Germs, and Steel: The Fates of Human Societies* pp 9-25, 35-52 **MOODLE #7, 7A**

9/24 F 11 Section Meetings: Discuss class readings

9/27 M 12 **The Agricultural Revolution I: The Great Transition**

*Sapiens* Ch. 5: “History’s Biggest Fraud”

*Sapiens* Ch. 6: “Building Pyramids”

Recommended: Jared Diamond “Farmer Power”, *Guns, Germs, and Steel* pp 85-92  
**MOODLE #8**

Jared Diamond “History’s Haves and Have-nots”, *Guns, Germs, and Steel*  
pp 93-103 **MOODLE #9**

Jared Diamond “To Farm or Not to Farm”, *Guns, Germs, and Steel*  
pp 104-113 **MOODLE #10**

9/29 W 13 **The Agricultural Revolution II: Culture, Writing, and Social Hierarchy**

*Sapiens* Ch. 7: “Memory Overload”

*Sapiens* Ch. 8: “There is No Justice in History”

Recommended: J. John Palen “Emergence of Cities” from *The Urban World* pp 21-25;  
29-57 **MOODLE #11A, 11B, 11C**

**1<sup>st</sup> Reading Response essay due in class**

**II. VIEWING EARTH, VIEWING HUMANITY: FOUNDATIONS FOR WESTERN AND NON-WESTERN WORLD VIEWS**

10/1 F 14 **The Unification of Humankind: Emergence of Empire**

*Sapiens* Ch. 9: “The Arrow of History”  
*Sapiens* Ch. 10: “The Scent of Money”  
*Sapiens* Ch. 11: “Imperial Visions”

10/4 M 15 **From Animism to Polytheism to Monotheism: The Emergence of Religion, Ancient Hebrew Views, Dominion and the Biblical Tradition**

*Sapiens* Ch. 12 “The Law of Religion”  
Daniel Hillel “Environment and Culture: A Premise and Its Implications” and  
“Perceptions of Humanity’s Role on God’s Earth” from *The Natural History of the Bible* pp 11-25, 241-246 **MOODLE #12**  
Selections from *Genesis* and Psalm 8 in the Hebrew Bible **MOODLE #13**

10/6 W 16 **“The Word Made Flesh”: Christianity & the Medieval Synthesis**

Victor Ferkiss “To Serve Man or to Serve Nature?” pp 1-17 **MOODLE #14**  
“Great Chain of Being” in *New World Encyclopedia* **MOODLE #15**

**2<sup>nd</sup> Reading Response essay due in class**

10/8 F 17 Section Meetings: **Review for 1<sup>st</sup> Midterm Exam**

10/11 M 18 **1<sup>st</sup> Midterm Exam**

10/13 W 19 **Science Rising: Method, Monster, or Savior?**

*Sapiens* Ch. 14, pp. 247-266: “The Discovery of Ignorance”  
Peter Marshall “The Scientific Revolution: Nature on the Rack” pp 168-179 **MOODLE #16**  
Peter Marshall “Philosophers of the Brave New World” NW pp 180-193  
**MOODLE #17**

10/15 F 20 **The Enlightenment, Private Property, and “Man’s” New Ascendancy**

John Locke “Of Property” from *The Two Treatises of Government* **MOODLE #18**  
Peter Marshall “The Enlightenment: The Disenchantment of Nature” pp 214-221  
**MOODLE #19A**

Ibram X. Kendi, from “Saving Souls, Not Bodies” pp 47-51 in *Stamped from the Beginning: The Definitive History of Racist Ideas in America* **MOODLE #19B**

10/18 M 21 **Wedding Science with Technology: Colonialism, the Industrial Revolution and the New Global Economy**

*Sapiens* Ch. 15: “The Marriage of Science and Empire”

Victor Ferkiss “Technology Triumphs: The Industrial Revolution” **MOODLE #20A**

Ibram X. Kendi, “Enlightenment”, pp 79-91 in *Stamped from the Beginning: The Definitive History of Racist Ideas in America* **MOODLE #20B**

Recommended: *Sapiens* Ch. 16: “The Capitalist Creed”

10/20 W 22 **The Scientific Method Meets Geology & Biology: The Legacy of Charles Darwin**

Charles Darwin *The Origin of Species* 27-30; 115-121 **MOODLE #21**

Selections from Elizabeth Kolbert’s *The Sixth Extinction* **MOODLE #22**

Recommended: Donald Worster “Scrambling for Place” from *Nature’s Economy: The Roots of Ecology*” pp 145-169 **MOODLE #23**

**3<sup>rd</sup> Reading Response essay due in class**

10/22 F 23 Section Meetings: Discuss Readings

**IV. RESTORING REVERENCE & HARNESSING HUMANS: ROMANTICISM, TRANSCENDENTALISM, AND THE BEGINNING OF CONSERVATION & PRESERVATION**

10/25 M 24 **Romanticism and Transcendentalism: The Legacy of Henry David Thoreau**

Roderick Nash: “Henry David Thoreau: Philosopher” **MOODLE #24**

Henry David Thoreau: “Walking” pp 3-32 **MOODLE #25A**

Rebecca Solnit: “The Thoreau Problem” from *Orion* 2009 **MOODLE #25B**

Kathryn Schulz: “[The Moral Judgments of Henry David Thoreau](#)” **MOODLE #25C**

Speaker: EVST Professor Mark Sundeen

10/27 W 25 **The Underside of Manifest Destiny: Expeditions and the Role of People of Color**

Dorceta Taylor: “People of Color: Access to and Control of Resources” **MOODLE#26**

**4<sup>th</sup> Reading Response essay due to your Friday section leader by class**

10/29 F 26 Section Meetings: Review for 2<sup>nd</sup> Midterm Exam

11/1 M 27 **Class of Worldviews: Indigenous Perspectives, Settler Colonialism, & the Roots of Conservation**

Jedediah Purdy: "[Environmentalism's Racist History](#)" **MOODLE 27A**  
Prakash Kashwan: "[American environmentalism's racist roots have shaped global thinking about conservation](#)" **MOODLE 27B**  
Outside/In: "[Fortress Conservation](#)" **MOODLE 27C**  
Rosalyn LaPier: "[Why is water sacred to Native Americans?](#)" **MOODLE 27D**  
Rosalyn LaPier: "[Say Goodbye to the Words 'Wild' and 'Wilderness'](#)"

Speaker: EVST Professor Rosalyn LaPier

11/3 W 28 **John Muir, Gifford Pinchot & Theodore Roosevelt: The Rise of the Environmental & Conservation Movements**

Roderick Nash: "Wilderness Preserved" **MOODLE #28A**  
Roderick Nash: "John Muir: Publicizer" **MOODLE #28B**  
"Hetch Hetchy" **MOODLE #29**  
John Muir: Excerpts from "A Wind-storm in the Forests" **MOODLE #30**  
Michael Brune: "[John Muir: Pulling Down Our Monuments](#)" **MOODLE #31A**  
Charles Wohlforth: "[Conservation and Eugenics](#)" **MOODLE #31B**

Recommended:

John Muir "The Philosophy of John Muir" from *The Wilderness World of John Muir* pp 311-323 **MOODLE #31C**;  
Charles Geisler "A New Kind of Trouble: Evictions in Eden" **MOODLE #32**

TA Guest Lecturer: Stephanie Barron

11/5 F 29 **2<sup>nd</sup> Midterm Exam**

11/8 M 30 **Nature and Society in the City: The Beginnings of Urban Environmentalism**

Robert Gottlieb: "Urban and Industrial Roots: Seeking to Reform the System" **MOODLE #33**

TA Guest Lecturer: John Curnyn

11/10 W 31 **Ecology and Conservation Biology**

Aldo Leopold "Thinking Like a Mountain" from *A Sand County Almanac* pp 137-141 **MOODLE #34**  
Aldo Leopold "The Land Ethic" from *A Sand County Almanac* pp 201-226 **MOODLE #35**  
Roderick Nash: "Aldo Leopold: Prophet" **MOODLE #36**

Recommended:

"Ecology, Conservation, and Ethics" pp. 62-77 from John Grim and Mary Evelyn Tucker, *Ecology and Religion*. **MOODLE #37**



Speaker: Prof. Len Broberg, Environmental Studies

**5<sup>th</sup> Reading Response essay due in class**

11/11 TH VETERANS DAY – NO CLASSES

11/12 F 32 Section Meetings: Discuss Readings

11/15 M 33 **Rachel Carson’s Not-So-Silent Spring: The Rise of the Green Critique**

Rachel Carson: Excerpts from her writings **MOODLE #38**

“Preface to the Second Edition of *The Sea Around Us*” [1961]

“A Fable for Tomorrow” [1962]

“A New Chapter to *Silent Spring*” [1963]

“The Pollution of Our Environment” [1963]

Rachel Carson: “Introduction” by Linda Lair and “The Obligation to Endure,” Chapter 2 from *Silent Spring* **MOODLE #39**

“Rachel Carson” *Dreamers and Defenders: American Conservationists* **MOODLE #40**

11/17 W 34 **Earth Day and Beyond: Institutionalization of the New Environmental Paradigm**

Philip Shabecoff “Saving Ourselves” from *A Fierce Green Fire*” pp 103-119

**MOODLE 41**

Philip Shabecoff “The Environmental Revolution” from *A Fierce Green Fire*” pp 121-139 **MOODLE #42**

**6<sup>th</sup> (Final!) Reading Response essay due in class**

11/19 F 35 **Dissenters from the Left: The Emergence of Radical Ecology and the Critique of “Shallow” Ecology**

Arne Naess “Ecology: The Shallow and the Deep” pp 167-172 **MOODLE #43**

Bill Devall and George Sessions “Principles of Deep Ecology” from *Worldviews,*

*Religion, and the Environment* pp 434-440 **MOODLE #44**

*Sapiens* Ch. 17: “The Wheels of Industry”

Recommended: David Abram: “Depth Ecology” **MOODLE #44A**

11/22 M 36 **Sacred Time versus Sacred Place: Native American Perspectives**

Vine Deloria “Sacred Lands and Religious Freedom” in *For This Land: Writings on Religion in America* pp 203-213 **MOODLE #45**

George Tinker “Native Americans and the Land: ‘The End of Living and the Beginning of Survival’” in *Constructing Christian Theologies from the Underside* pp 141-151 **MOODLE #46**

Rosalyn LaPier “Silent, Sacred and Wild.” **MOODLE #47** Available at:  
[http://cas.umt.edu/facultydatabase/FILES\\_Faculty/1489/LaPier\\_--  
Crown\\_of\\_Continent\\_Spring\\_2015.pdf](http://cas.umt.edu/facultydatabase/FILES_Faculty/1489/LaPier_--Crown_of_Continent_Spring_2015.pdf)

Rosalyn LaPier “We’re All on Indigenous Land” **MOODLE #48**

Documentary: *Homeland: Four Portraits of Native Action*

11/24 W THANKSGIVING TRAVEL DAY – NO CLASSES

11/29 M 37 **Integrating Social Justice with Environmental Sustainability:  
Environmental Justice**

Jedediah Purdy: “Environmentalism Was Once a Social-Justice Movement”  
**MOODLE #49**

Recommended: “Toxic Wastes at Twenty: Introduction & Chapter 1.” Available at:  
[https://www.nrdc.org/sites/default/files/toxic-wastes-and-race-at-twenty-1987-  
2007.pdf](https://www.nrdc.org/sites/default/files/toxic-wastes-and-race-at-twenty-1987-2007.pdf). **MOODLE #50**

Paul Mohai, David Pellow & J. Timmons Roberts. “Environmental Justice.” *Annual  
Review of Environmental Resources*, 2009, Vol. 34, pp. 405–30. **MOODLE  
#51**

“Toxic Turmoil.” *The Missoulian*. May 31, 2009. **MOODLE #52**

Speaker: Prof. Robin Saha, Environmental Studies

12/1 W 38 **New Directions : Biomimicry, Ecological Design, and Green Economics**

Janine Benyus “Echoing Nature: Why Biomimicry Now?” from *Biomimicry:  
Innovation Inspired by Nature* pp 1-10 **MOODLE #53**

Paul Hawken, Amory Lovins, L. Hunter Lovins “The Next Industrial Revolution” from  
*Natural Capitalism: Creating the Next Industrial Revolution* pp 1-21  
**MOODLE #54**

Recommended: Paul Hawken, Amory Lovins, L. Hunter Lovins “Human Capitalism”  
from *Natural Capitalism: Creating the Next Industrial Revolution* pp 285-308  
**MOODLE #55**

12/3 F 39 Section Meetings: Discuss Readings

12/6 M 40 **Where Does the Nature—Human Relation Go From Here? Globalization &  
Climate Change in the Anthropocene**

*Sapiens* Ch. 18: “A Permanent Revolution”

*Sapiens* Ch. 19: “And They Lived Happily Ever After”

Naomi Klein: “Beyond Extractivism: Confronting the Climate Denier Within”  
**MOODLE #56**

12/8 W 41 **Wrap-up and Class Review**

12/10 F 42 Section Meetings: Discuss Readings and Review for Final Exam

***Final Learning Synthesis Essay Due in class***

**Final Exam Period: Wed Dec 15<sup>th</sup> 8:00-10:00 am**

**GRADING POLICY**

1. *Journey of the Universe* response essay: 10%
2. *Ishmael* critical response essay: 15%
3. Six weekly response essays to the readings: 15%
4. 2 Midterm Exams: 30% (15% each)
5. Final “Learning Synthesis” Essay: 15%
6. Final exam: 15%

Note Re Papers: Papers are due in class **on or before** the date listed in the syllabus. Unless you have made a prior agreement with me, I will take off one grade level (A becomes A-) for each class day an assignment is late. **Note: Email submissions will not be accepted; paper copies only.** Papers with an undue number of errors of punctuation, spelling, or grammar will be returned ungraded for correction and the final grade will be marked down one full letter grade. Written work will be evaluated in terms of your depth of critical analysis, thoughtfulness of reflection, clarity of writing, and ability to address issues raised in the text and in class on the topic at hand. Grades given reflect the following criteria of judgment:

- F: Failure to meet minimum requirements
- D: Unsatisfactory, but some effort to meet minimum requirements
- C: Satisfactory; meet minimum requirements of assignment but not much more
- B: Good to Very Good: thoughtful reflection, good analysis, clear writing style
- A: Excellent depth of critical analysis, thoughtfulness of reflection, and writing style; demonstrate creativity and mature analytical skills in going beyond the primary requirements of the assignment

**Note**: Final Grades will be recorded using pluses and minuses.

**UM COVID-19 Policy Fall 2021:**

UM’s Health Advisory Group Academic Safety sub-committee shared this guidance for instructors. In an effort to communicate expectations and important safety messages to students returning to the classroom, the following important information should be communicated to in-person students on the first day of fall class. This information can also be included in course syllabi.

- Mask use is required within the classroom or laboratory.
- If you feel sick and/or are exhibiting COVID-19 symptoms, please don’t come to class and contact the Curry Health Center at (406) 243-4330.

- If you are required to isolate or quarantine, you will receive support in the class to ensure continued academic progress. (Add specific information about how you, as the instructor, will continue providing course materials to students in quarantine or isolation.)
- UM recommends students get the COVID-19 vaccine. Please direct your questions or concerns about vaccines to Curry Health Center.
- Where social distancing (maintaining consistent 6 feet between individuals) is not possible, specific seating arrangements will be used to support contact tracing efforts.
- Class attendance and seating will be recorded to support contact tracing efforts.
- Drinking liquids and eating food is discouraged within the classroom.
- Mask use is required in vehicles when traveling to field sites as part of class/fieldwork.
- Please note this class is being recorded. Notifying students is a requirement if this is the case.

**Attendance:** Regular attendance and participation in the class is expected. More than **four (4)** absences will result in losing any benefit of the doubt on your final grade. More than **seven (7)** absences will result in one grade reduction. More than **ten (10)** absences will result in a failing course grade. Late arrivals in class will count as an absence. (**Note:** I do not distinguish between excused and unexcused absences in totaling your number of absences. If you have a valid reason for missing several classes, such as illness or other conflicting commitments, you still **must** speak with the instructor.)

**Cellphones & Electronic Devices:** Please turn off all cellphones and electronic devices during class time. *Students who text or use electronic devices during class will be asked to leave and counted as absent for that class.*

**Academic Dishonesty and Plagiarism:** All work submitted is expected to be the student's own. Any acts of plagiarism or academic dishonesty will result in automatic failure of the course, and may result in further academic punishment. If you have any doubts about definitions of plagiarism or academic dishonesty, please review the relevant sections of the University Catalog.

#### **WEIGHT AND TIMELINE OF ASSIGNMENTS**

The total number of points available for class assignments is 500 points. There are no extra credit points available (so please don't ask).

In order of due dates, the assignments are:

	<u>points</u>	<u>%</u>	<u>due date</u>
1. <i>Journey of the Universe</i> response essay	50	10%	September 13
2. <i>Ishmael</i> critical response essay	75	15%	September 20

3. 6 Weekly response essays	75	15%	each Wednesday
4. 1 <sup>st</sup> Midterm exam	75	15%	October 11
5. 2 <sup>nd</sup> Midterm exam	75	15%	November 5
6. Final Learning Synthesis essay	75	15%	December 10
7. Final Exam	75	15%	December 15

## DESCRIPTION OF WRITTEN ASSIGNMENTS

1. Response essay to *Journey of the Universe* (10%): This is a 3-page, typed, double-spaced critical response essay to the book and documentary, *Journey of the Universe*. See the more detailed assignment posted on Moodle for specific instructions. (**Paper Due in class: Sept 13**)

2. *Ishmael* critical response essay (15%): Write a 5-6 page, typed, double-spaced critical response to Daniel Quinn’s novel, *Ishmael*. Roughly two-thirds of your essay (4 pages) should be a thoughtful *exposition* of the main points in the book where *summarize* and *explain* Quinn’s argument. Then develop your *response* to the book in the final third of your paper. See the more detailed assignment posted on Moodle for specific instructions. (**Note: Your essay must contain specific references to and relevant quotes from the text to support your exposition and argument. Give page numbers for quotes or where you are summarizing from the text. Your audience is someone who has not read the book.**) (**Paper Due: Sept 20**)

3. Weekly Response Essays: Your main job to prepare for the participation portion of this course is to do each assigned reading thoughtfully before class and then to help us discuss it in class, particularly the Friday sessions. To help you think critically about what you read, each week you will write a short two-page response essay to the weekly readings. See the more detailed assignment posted on Moodle for specific instructions.

Turn in your essay to your Friday instructor at the beginning of each **Wednesday** class session starting the week of **Wednesday, September 29<sup>th</sup>**. Your essays should be typed and double-spaced and proofread for writing errors. The purpose is to help you do the reading well and to prepare for the Friday discussion sessions where we will all share our ideas about the reading. You should be prepared to speak about your ideas or questions during the class discussion.

3. Final “Learning Synthesis” Essay: The assignment is designed to help you synthesize what you have learned throughout the semester by reflecting on your own views in light of the course materials. The specific directions will be handed out and discussed in your Friday section on April 20<sup>th</sup>. The essay itself is due on Friday the final week of classes. (**Due: Fri, Dec 10**)

4. Midterm and Final Exams: These are 50-minute exams that cover material from the first, second and third portions of the semester. The format of the exam will include multiple choice and short answer identifications to cover basic content you should know, as well as essay questions to assess how well you are able to integrate and reflect on what you are learning. Review sessions will take place on September 27, October 25 and December 6. Midterm exams: October 11 and November 5; Final exam: December 15. **Note: No makeup tests for these**

**dates will be allowed without signed official documentation *and* advanced consent of instructor.**

**Important University Policies, Dates and Deadlines:**

See the Calendar page in Cyberbear for a list of important dates for **Fall 2021**:

<http://www.umt.edu/registrar/calendar.php>.

Students are responsible for being aware of these dates.

Credit/No Credit Grade option: A minimum grade average of D- (.60) is required for a CR grade in the CR/NC Grade option.

Incomplete Grade: Please see the criteria that must be met for an Incomplete in the University Catalog. No exceptions will be made for these criteria.

**Learning Disabilities**: The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you and DSS to provide an appropriate accommodation. For more information, please consult <http://www.umt.edu/disability>.

**LIST OF MOODLE READINGS, FALL 2021**

1. Edward O. Wilson. "The Diversity of Life" in Matthew A. Cahn and Rory O'Brien, eds. *Thinking About the Environment: Readings on Politics, Property, and the Physical World* (London: M. E. Sharpe, 1996), pp. 193-195.
2. Anne Ehrlich and Paul Ehrlich. "Extinction: Life in Peril" in Lori Gruen and Dale Jamieson, eds. *Reflecting on Nature: Readings in Environmental Philosophy* (New York and Oxford: Oxford University Press, 1994), pp. 335-342.
3. Will Steffen, Wendy Broadgate, Lisa Deutsch, Owen Gaffney, and Cornelia Ludwig. 2015. "The Trajectory of the Anthropocene: The Great Acceleration." *The Anthropocene Review*: 1-18, published online January 16, 2015.
4. Jeffrey Sachs. "The Anthropocene" in *Commonwealth: Economics for a Crowded Planet* (New York: Penguin, 2008), pp. 57-81
5. E. O. Wilson: "The Riddle of the Human Species"; *New York Times*, 2-24-2013.
6. John J. Poggie, Jr., Gretel H. Pelto, Pertti J. Pelto. "Introduction" to *The Evolution of Human Adaptations*" (New York: Macmillan, 1976), pp. 1-15.
7. Jared Diamond. "Preface & Introduction" from *Guns, Germs, and Steel: The Fates of Human Societies* (New York and London: W. W. Norton, 1999), pp. 9-25.
- 7A. Jared Diamond. "Up to the Starting Line" from *Guns, Germs, and Steel: The Fates of Human Societies* (New York and London: W. W. Norton, 1999), pp. 35-52.
8. Jared Diamond. "Farmer Power" from *Guns, Germs, and Steel: The Fates of Human Societies* (New York and London: W. W. Norton, 1999), pp. 85-92.

9. Jared Diamond. "History's Haves and Have-nots" from *Guns, Germs, and Steel: The Fates of Human Societies* (New York and London: W. W. Norton, 1999), pp. 93-103.
10. Jared Diamond. "To Farm or Not to Farm" from *Guns, Germs, and Steel: The Fates of Human Societies* (New York and London: W. W. Norton, 1999), pp. 104-113.
- 11A. J. John Palen. "Emergence of Cities" from *The Urban World* (New York: McGraw-Hill, 2004), pp. 21-31.
- 11B. J. John Palen. "Emergence of Cities" from *The Urban World* (New York: McGraw-Hill, 2004), pp. 32-44.
- 11C. J. John Palen. "Emergence of Cities" from *The Urban World* (New York: McGraw-Hill, 2004), pp. 45-57.
12. Daniel Hillel. "Environment and Culture: A Premise and Its Implications" in *The Natural History of the Bible* (New York: Columbia University Press, 2006), pp. 11-25.
13. Hebrew Bible selections from *The New Oxford Annotated Bible* (New Revised Standard Version).
14. Victor Ferkiss. "To Serve Man or to Serve Nature?" in *Nature, Technology, and Society: Cultural Roots of the Current Environmental Crisis* (New York and London: New York University Press, 1993), pp. 1-17, 226-231.
15. "Great Chain of Being," *New World Encyclopedia*, accessed from: [http://www.newworldencyclopedia.org/entry/Great\\_Chain\\_of\\_Being](http://www.newworldencyclopedia.org/entry/Great_Chain_of_Being).
16. Peter Marshall, "The Scientific Revolution: Nature on the Rack" in *Nature's Web: Rethinking Our Place on Earth* (New York & London: M. E. Sharpe, 1992) pp. 168-179.
17. Peter Marshall, "Philosophers of the Brave New World" in *Nature's Web: Rethinking Our Place on Earth* (New York & London: M. E. Sharpe, 1992) pp. 180-193.
18. John Locke, "Of Property" from *The Two Treatises of Government*. (Lonang Institute, 2003-2006).
- 19A. Peter Marshall, "The Enlightenment: the Disenchantment of Nature" in *Nature's Web: Rethinking Our Place on Earth* (New York & London: M. E. Sharpe, 1992) pp. 214-221.
- 19B. Ibram X. Kendi, "Saving Souls, Not Bodies" pp. 47-51 in *Stamped from the Beginning: The Definitive History of Racist Ideas in America* (New York: Bold Type Books, 2017).
- 20A. Victor Ferkiss. "Technology Triumphs: The Industrial Revolution" in *Nature, Technology, and Society: Cultural Roots of the Current Environmental Crisis* (New York and London: New York University Press, 1993), pp. 47-63, 232-235.
- 20B. Ibram X. Kendi, "Enlightenment" pp. 79-91 in *Stamped from the Beginning: The Definitive History of Racist Ideas in America* (New York: Bold Type Books, 2017).

21. Charles Darwin. Selections from *The Origin of Species* (New York and London: W. w. Norton, 2002), pp. 27-30, 115-121.
22. Excerpts from Elizabeth Kolbert, *The Sixth Extinction: An Unnatural History* (New York: Henry Holt & Co., 2014), pp. 23-30, 33-36, 41-46, 47-55, 67-69.
23. Donald Worster. "Scrambling for Place" from *Nature's Economy: The Roots of Ecology*" (New York and Cambridge: Cambridge University Press, 1994), pp. 145-169.
24. Roderick Nash. "Henry David Thoreau: Philosopher" in *Wilderness and the American Mind* (New Haven and London: Yale University Press, 1973), pp. 84-95.
- 25A. Henry David Thoreau. "Walking" from the *Pennsylvania State University's Electronic Classics Series* (1998), pp. 3-32.
- 25B. Rebecca Solnit, "The Thoreau Problem," *Orion* May 2007, accessed from: <https://orionmagazine.org/article/the-thoreau-problem/> .
- 25C. Kathryn Schulz: "[The Moral Judgments of Henry David Thoreau](https://www.newyorker.com/magazine/2015/10/19/pond-scum)." *New Yorker*, October 19, 2015. <https://www.newyorker.com/magazine/2015/10/19/pond-scum>
26. Dorceta Taylor. "People of Color: Access to and Control of Resources." From Dorceta Taylor, *The Rise of the American Conservation Movement* (Durham & London: Duke University Press, 2016), pp. 109-157.
- 27A. Jedediah Purdy: "[Environmentalism's Racist History](https://www.newyorker.com/news/news-desk/environmentalisms-racist-history)"; <https://www.newyorker.com/news/news-desk/environmentalisms-racist-history>
- 27B. Prakash Kashwan: "[American environmentalism's racist roots have shaped global thinking about conservation](https://theconversation.com/american-environmentalisms-racist-roots-have-shaped-global-thinking-about-conservation-143783)"; <https://theconversation.com/american-environmentalisms-racist-roots-have-shaped-global-thinking-about-conservation-143783>
- 27C. Outside/In: "[Fortress Conservation](http://outsideinradio.org/shows/fortressconservation)"; <http://outsideinradio.org/shows/fortressconservation>
- 27D. Rosalyn LaPier: "[Why is water sacred to Native Americans?](https://theconversation.com/why-is-water-sacred-to-native-americans-74732)"; <https://theconversation.com/why-is-water-sacred-to-native-americans-74732>
- 27E. Rosalyn LaPier: "[Say Goodbye to the Words "Wild" and "Wilderness"](https://missoulacurrent.com/opinion/2021/08/wilderness/)"; <https://missoulacurrent.com/opinion/2021/08/wilderness/>
- 28A. Roderick Nash. "Wilderness Preserved" in *Wilderness and the American Mind* (New Haven and London: Yale University Press, 1973), pp. 108-121.
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29. Roderick Nash. "Hetch Hetchy" in *Wilderness and the American Mind* (New Haven and London: Yale University Press, 1973), pp. 161-181.



30. John Muir, Excerpts from “A Wind-storm in the Forests.” Ch. 10 in *The Mountains of California* (New York: The Century Company, 1894); accessed from:  
[http://vault.sierraclub.org/john\\_muir\\_exhibit/writings/the\\_mountains\\_of\\_california/](http://vault.sierraclub.org/john_muir_exhibit/writings/the_mountains_of_california/).
- 31A. Michael Brune: “[John Muir: Pulling Down Our Monuments](https://www.sierraclub.org/michael-brune/2020/07/john-muir-early-history-sierra-club)”;  
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- 31B. Charles Wohlforth: “[Conservation and Eugenics](https://orionmagazine.org/article/conservation-and-eugenics/)”;  
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- 31C. John Muir. “The Philosophy of John Muir” from *The Wilderness World of John Muir* (Boston: Houghton Mifflin, 1954), pp 311-323.
32. Charles Geisler. “A New Kind of Trouble: Evictions in Eden.” *International Social Science Journal* 2004, Vol 55 Issue 175, pp. 69-78.
33. Robert Gottlieb. “Urban and Industrial Roots: Seeking to Reform the System.” From Robert Gottlieb, *Forcing the Spring: The Transformation of the American Environmental Movement* (Washington DC: Island Press, 1993), pp. 47-80.
34. Aldo Leopold. “Thinking Like a Mountain” from *A Sand County Almanac* (New York: Sierra Club / Ballantine, 1966), pp. 137-141.
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42. Philip Shabecoff. “The Environmental Revolution” from *A Fierce Green Fire: The American Environmental Movement* (Washington and London: Island Press, 2003), pp. 121-139.
43. Arne Naess. “Ecology: The Shallow and the Deep” in Matthew A. Cahn and Rory O’Brien, eds. *Thinking About the Environment: Readings on Politics, Property, and the Physical World* (London: M. E. Sharpe, 1996), pp. 167-172.

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- 44A. David Abram, "[Depth Ecology.](https://wildethics.org/essay/depth-ecology/)" <https://wildethics.org/essay/depth-ecology/>
45. Vine Deloria, Jr. "Sacred Lands and Religious Freedom" in *For This Land: Writings on Religion in America* (New York and London: Routledge, 1999), pp. 203-213.
46. George Tinker. "Native Americans and the Land: 'The End of Living and the Beginning of Survival'" from Susan Brooks Thistlethwaite and Mary Potter Engel, eds. *Constructing Christian Theologies from the Underside* (San Francisco: Harper and Row, 1990), pp. 141-151.
47. Rosalyn LaPier "Silent, Sacred and Wild." Available at: [http://cas.umt.edu/facultydatabase/FILES\\_Faculty/1489/LaPier\\_-\\_Crown\\_of\\_Continent\\_Spring\\_2015.pdf](http://cas.umt.edu/facultydatabase/FILES_Faculty/1489/LaPier_-_Crown_of_Continent_Spring_2015.pdf)
48. Rosalyn LaPier "[We're All on Indigenous Land](https://missoulacurrent.com/uncategorized/2020/08/on-indigenous-land/)"; <https://missoulacurrent.com/uncategorized/2020/08/on-indigenous-land/>
49. Jedediah Purdy. "Environmentalism Was Once a Social-Justice Movement." *The Atlantic*, 12/8/2016.
50. "Toxic Wastes at Twenty: Introduction & Chapter 1." Available at: <https://www.nrdc.org/sites/default/files/toxic-wastes-and-race-at-twenty-1987-2007.pdf>.
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53. Janine Benyus. "Echoing Nature: Why Biomimicry Now?" from *Biomimicry: Innovation Inspired by Nature* (New York: William Morrow, 1997), pp. 1-10.
54. Paul Hawken, Amory Lovins, L. Hunter Lovins. "The Next Industrial Revolution" from *Natural Capitalism: Creating the Next Industrial Revolution* (Boston, New York, and London: Little, Brown and Company, 1999), pp. 1-21.
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56. Naomi Klein. "Beyond Extractivism: Confronting the Climate Denier Within." From Naomi Klein, *This Changes Everything: Capitalism vs. the Climate* (New York: Simon & Schuster, 2014), pp. 161-187.