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**

Meghan Neville: meghan.neville@umontana.edu; office: JRH-M2; office hours: TR 12:30-2:00 pm
Stuart Fety: stuart.fety@umontana.edu; office: JRH-M5; office hours: Tu 11-12; Fri 11-12:50 pm

**REQUIRED TEXTS**

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 essay on *Ishmael*
- Weekly 2-page response essays to the readings
- Written midterm and final exams
- 5 hours of “ecological immersion” and reflective essay
- 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 University Hall 210. 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*; **WAM** = *Wilderness and the American Mind*; **JU** = *Journey of the Universe*; **MOODLE** = readings on Moodle

### INTRODUCTION

<table>
<thead>
<tr>
<th>Class</th>
<th>Day</th>
<th>Session</th>
<th>Topic and Assigned Reading</th>
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<tbody>
<tr>
<td>1/22</td>
<td>M</td>
<td>1</td>
<td>Introduction: Laying out themes and structure of the course</td>
</tr>
</tbody>
</table>
| 1/24  | W   | 2       | Why It Matters: The Cosmological Context and The Planetary Challenge to the Human Race  

*Journey of the Universe, Chs. 1-4 (JU pp. 1-45)*

| 1/26  | F   | 3       | Section Meetings: Meeting Each Other and Getting Organized  
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** |
| 1/29  | M   | 4       | **Journey of the Universe II: The Emergence of Life**  

*Journey of the Universe, Chs. 5-7 (JU pp. 47-79)*

| 1/31  | W   | 5       | **Journey of the Universe III: The Origin and Impact of Humans**  

*Journey of the Universe, Chs. 8-11 (JU pp. 81-118)*

| 2/2   | F   | 6       | Section Meetings: Locating Ourselves: The Anthropocene  
Jeffrey Sachs “The Anthropocene” pp 57-81 **MOODLE #4**  
Response essay on *Journey of the Universe* due in class |
| 2/5   | M   | 7       | Raising Questions I: The Relation of Culture and Ecology  
*Ishmael*: Chs. 1-5 (pp. 3-91)

| 2/7   | W   | 8       | Raising Questions II: Takers, Leavers, and a Crashing Culture?  
*Ishmael*: Chs. 6-9 (pp. 95-184) |
| 2/9   | F   | 9       | Section Meetings: Discuss *Ishmael* |
Ishmael: Chs. 10-13 (pp. 187-263)

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

2/12 M  10 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

2/14 W  11 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

2/16 F  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

2/19 M  PRESIDENTS DAY- NO CLASS

2/21 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

1st Reading Response essay due in class

2/23 F  14 Section Meetings: Review for 1st Midterm Exam
II. VIEWING EARTH, VIEWING HUMANITY: FOUNDATIONS FOR WESTERN AND NON-WESTERN WORLD VIEWS

2/26 M 15 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”

2/28 W 16 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

3/2 F 17 1st Midterm Exam

3/5 M 18 “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

III. MOVING TOWARD MODERNITY: THE DISENCHANTMENT & DOMINATION OF NATURE

3/7 W 19 Science Rising: Method, Monster, or Savior?

Sapiens Ch. 14, pp. 247-266: “The Discovery of Ignorance”
“Philosophers of the Brave New World” NW pp 180-193 MOODLE #17

2nd Reading Response essay due in class

3/9 F 20 Section Meetings: Discuss Readings

Go Over Ecological Immersion Requirements

3/12 M 21 The Enlightenment, Private Property, and “Man’s” New Ascendancy

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

3/14 W 22 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 #20

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

T.A. Guest Lecturer: Stuart Fety

3rd Reading Response essay due in class

3/16 F 23 Section Meetings: Review for 2nd Midterm Exam
Go over Ecological Immersion assignment

3/19 M 24 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

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

3/21 W 25 Romanticism and Transcendentalism: The Legacy of Emerson and Thoreau
R. Nash: “Henry David Thoreau: Philosopher” MOODLE #24
Henry David Thoreau: “Walking” pp 3-32 MOODLE #25
Rebecca Solnit: “The Thoreau Problem” from Orion 2009 MOODLE #26

Guest Speaker: Phil Condon, Director, Environmental Studies

(no Reading Response this week)

3/23 F 26 2nd Midterm Exam

SPRING BREAK MARCH 26-30, 2018

V: THE RISE OF MODERN ENVIRONMENTALISM

4/2 M 27 John Muir: The Rise of the Environmental Movement
R. Nash: “Wilderness Preserved” MOODLE #27
R. Nash: “John Muir: Publicizer” MOODLE #28
“Hetch Hetchy” MOODLE #29
John Muir: Excerpts from “A Wind-storm in the Forests” MOODLE #30
Recommended: John Muir “The Philosophy of John Muir” from *The Wilderness World of John Muir* pp 311-323 MOODLE #31

4/4 W 28 **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 #32

4th Reading Response essay due in class

4/6 F 29 **Nature and Society in the City: The Beginnings of Urban Environmentalism**
Robert Gottlieb: “Urban and Industrial Roots: Seeking to Reform the System” MOODLE #33

T.A. Guest Lecturer: Meghan Neville

4/9 M 30 **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
R. Nash: “Aldo Leopold: Prophet” MOODLE #36

Recommended:

Guest Lecturer: Prof. Len Broberg, Environmental Studies

Rachel Carson: Excerpts from her writings MOODLE #38
“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

5th Reading Response essay due in class

4/13 F 32 Section Meetings: Discuss class readings

4/16 M 33 **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**

4/18 W 34 **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**


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

6th (Final!) Reading Response essay due in class

4/20 F 35 **Happy Earth Day!**  
Section Meetings: Discuss the week’s readings

*Go Over Directions for Final Learning Synthesis Essay*

4/23 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 #49** 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)

**Documentary:** *Homeland: Four Portraits of Native Action*

4/25 W 37 **Integrating Social Justice with Environmental Sustainability:**  
**Environmental Justice**

Jedediah Purdy: “Environmentalism Was Once a Social-Justice Movement” **MOODLE #47**

Guest Lecturer: Robin Saha, Associate Professor, Environmental Studies

4/27 F 38 **Section Meetings:** Discuss the week’s readings

*Ecological Immersion essay due in class (no Reading Response this week)*

4/30 M 39 **Where Does the Nature—Human Relation Go From Here? Globalization & Climate Change in the Anthropocene**

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

- 8 -
Sapiens Ch. 19: “And They Lived Happily Ever After”
Naomi Klein: “Beyond Extractivism: Confronting the Climate Denier Within”

MOODLE #48

5/2 W 40 Wrap-up and Class Review

5/4 F 41 Section Meetings: Discuss Readings and Review for Final Exam

Final Learning Synthesis Essay Due in class

Final Exam Period: Wednesday, May 9th, 10:10 am – 12:10 pm, UH 210

GRADING POLICY

1. Ishmael critical response essay: 10%
2. Journey of the Universe response essay: 5%
3. Six weekly response essays to the readings: 15%
4. 5 hours of Ecological Immersion and essay: 10%
5. 2 Midterm Exams: 30% (15% each)
7. 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.

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:

<table>
<thead>
<tr>
<th>#</th>
<th>Assignment</th>
<th>Points</th>
<th>%</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><em>Journey of the Universe</em> response essay</td>
<td>25</td>
<td>5%</td>
<td>February 2</td>
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<tr>
<td>2.</td>
<td><em>Ishmael</em> critical response essay</td>
<td>50</td>
<td>10%</td>
<td>February 12</td>
</tr>
<tr>
<td>3.</td>
<td>6 Weekly response essays</td>
<td>75</td>
<td>15%</td>
<td>each Wednesday</td>
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<tr>
<td>4.</td>
<td>1st Midterm exam</td>
<td>75</td>
<td>15%</td>
<td>March 2</td>
</tr>
<tr>
<td>5.</td>
<td>2nd Midterm exam</td>
<td>75</td>
<td>15%</td>
<td>March 23</td>
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<tr>
<td>6.</td>
<td>Ecological Immersion Essay</td>
<td>50</td>
<td>10%</td>
<td>April 27</td>
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<tr>
<td>7.</td>
<td>Final Learning Synthesis essay</td>
<td>75</td>
<td>15%</td>
<td>May 4</td>
</tr>
<tr>
<td>8.</td>
<td>Final Exam</td>
<td>75</td>
<td>15%</td>
<td>May 9</td>
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**DESCRIPTION OF WRITTEN ASSIGNMENTS**

1. **Response essay to *Journey of the Universe*** (5%): This is a 3-page 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: Feb 2*)

2. **Ishmael critical response essay** (10%): 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: Feb 12*)
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, February 21st. 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. **Ecological Immersion Exercise and Essay**: Each class member will do a minimum of five hours of "ecological immersion" -- participation with a group or in an organized activity focused on environmental issues. We will discuss various possibilities during the Friday session on March 16th; you are also free to choose your own activity (just run it by your session instructor first). Check the Conservation Calendar on the UM Environmental Studies Program website at [http://www.cas.umt.edu/evst/calendars/conservation-cal.php](http://www.cas.umt.edu/evst/calendars/conservation-cal.php) for possibilities. Read the more detailed assignment posted on Moodle for specific instructions. ([**Due: Friday April 27**](#))

**Note**: All ENST 230 students should subscribe to the EVST Undergraduate News listserv for the semester to receive weekly information about EVST activities. To subscribe or unsubscribe send an email with no message to:

- List-Subscribe: mailto: EVSTUNews-subscribe-request@LISTS.UMT.EDU
- List-Unsubscribe: mailto: EVSTUNews-unsubscribe-request@LISTS.UMT.EDU

4. **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 20th. The essay itself is due on Friday the final week of classes. ([**Due: Fri, May 4**](#))

5. **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 February 23, March 16 and May 4. **Midterm exams: March 2 & March 23; Final exam: May 9. 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 Spring 2018: [http://www.umt.edu/registrar/calendar.php](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, SPRING 2018


Additional Environmental Justice readings:


