

**NATURE AND SOCIETY [IN WESTERN SOCIETY]
SPRING 2018**

ENST 230H_01
Spring, 2018; UH 210
MWF 10:00-10:50 am
CRN: 35208

Dr. Dan Spencer
Rankin Hall 103, Tel. 243-6111
Office Hours: MWF 11:10 am – 12:00 pm. Wed 2:00-4:00 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

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

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 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

<u>Class</u>	<u>Day</u>	<u>Session</u>	<u>Topic and Assigned Reading</u>
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1/22	M	1	Introduction: Laying out themes and structure of the course
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1/24	W	2	Why It Matters: The Cosmological Context and The Planetary Challenge to the Human Race
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Journey of the Universe, Chs. 1-4 (JU pp. 1-45)

1/26	F	3	<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**

1/29	M	4	Journey of the Universe II: The Emergence of Life
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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
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Journey of the Universe, Chs. 8-11 (JU pp. 81-118)

2/2	F	6	<u>Section Meetings</u> : Locating Ourselves: The Anthropocene
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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
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Ishmael: Chs. 1-5 (pp. 3-91)

2/7	W	8	Raising Questions II: Takers, Leavers, and a Crashing Culture?
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Ishmael: Chs. 6-9 (pp. 95-184)

2/9	F	9	<u>Section Meetings</u> : Discuss <i>Ishmael</i>
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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”

“The Scientific Revolution: Nature on the Rack” **NW** pp 168-179 **MOODLE #16**

“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 & HARNESSING 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:

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

Guest Lecturer: Prof. Len Broberg, Environmental Studies

4/11 W 31 **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**

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**

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"

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"

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)
6. Final “Learning Synthesis” Essay: 15%
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:

	<u>points</u>	<u>%</u>	<u>due date</u>
1. <i>Journey of the Universe</i> response essay	25	5%	February 2
2. <i>Ishmael</i> critical response essay	50	10%	February 12
3. 6 Weekly response essays	75	15%	each Wednesday
4. 1 st Midterm exam	75	15%	March 2
5. 2 nd Midterm exam	75	15%	March 23
6. Ecological Immersion Essay	50	10%	April 27
7. Final Learning Synthesis essay	75	15%	May 4
8. Final Exam	75	15%	May 9

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> 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>.

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

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, Perti 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.
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).
19. 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.
20. 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.
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.
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