Course Description: If there are classics of American environmental thought, is there a canon of such works? How has thinking about the environment evolved and developed over time? What are the key issues that have defined environmentalism in different historical periods? Is thinking about the environment entwined with thinking about culture and society, if so, in what ways? How have the key works of American environmental thought informed public policy? How have these works informed broader conversations regarding natural resource use, “appropriate” human relations to the nonhuman natural world, and conceptualizations of the natural world? What different kinds of texts or genres contribute to our understandings of environmental thought?

This is a reading and writing intensive course that will focus on building critical thinking skills. The course will begin with a few texts from the nineteenth century, however the vast majority of material will come from the twentieth. The following list of books have been ordered and will be available at the University Bookstore. Other selected readings will be available through electronic library reserve or through the library’s electronic journal databases.

Required Readings:


Course Structure and Requirements:

Lessons:
For each unit or reading assignment (twice per week) I will post a lesson in the form of some notes. These will be posted under the unit title. They will be MS Word documents identified as ‘Introduction to XXX’. There may also be additional information or context provided through web links or slideshows. J.E. de Steiguer’s book *The Origins of Modern Environmental Thought* will provide a skeleton for the course. It is a secondary work that covers many of the primary sources we will read and thereby provides needed context and background. At times, the connection between the reading assignment in this text and the major theme of the primary sources will not be as apparent as at others. The introductory lessons will help to bridge these gaps and will also provide questions that are central to the readings. These questions may be used in our threaded discussions and they may also be used to guide your analysis papers.

Threaded Discussions/Participation: 20% of your course grade.
In addition to introducing you to the substantive material, this course also seeks to improve your critical thinking skills and to develop your ability to communicate ideas and deliberate with others. Because this is an online course, our deliberations will take place in threaded discussions. These discussions provide not only the opportunity to reflect upon and exchange ideas on the readings, but also provide a space to ask questions—you should feel free to ask questions about the readings or any other part of the course.

Each of you will be expected to contribute to the discussion for each reading assignment. Under each unit heading on the web site there is a link to a threaded discussion. You participate by adding a comment of your own, and/or by responding to a comment made by someone else. (I too will be taking part in these discussions by responding/reacting to your comments, providing guidance, and addressing questions). The discussion will extend from the morning the reading is assigned through the days following to the next reading assignment (Monday – Thursday; Thursday- Sunday). Even after you've added to the discussion, be sure to check back in order to respond to others' comments or participate in any new directions the discussion goes. And again, any questions you may have about the readings, the introductory lectures, or other issues, please do so in threaded discussion. You are required to post at least two times over the course of the discussion, and to do so as the discussion develops, not in a single batch. I recognize that for many it may be more convenient to post on the weekend, nonetheless the time frame of the course requires the breaking of each week into two units/reading assignments. I will attempt to direct weekend threaded discussions in more synthetic directions.

Participation grades will be determined by both the quantity and quality of student posts. Two thoughtful and probing posts contributed over the course of a threaded discussion for each reading assignment will ensure full credit for the participation component of the course grade.

When posting, it is important to remember that we are creating a classroom community. Please THINK about both what you have to say, and how you say it before posting. I encourage critical and reflective responses to the readings and to other students’ posts, but posts that are uncivil or disrespectful either to the material or to another student will not be tolerated.
Writing Assignments: 60% of your course grade.

Analysis Papers:
Students will be required to write three 5 page (double spaced, twelve point font, 1 inch margins) analytical essays on the readings assigned in class. Each paper will be worth 20% of the course grade. Students will be provided with a prompt and a detailed description of the expectations for each paper. No late papers accepted. All papers may be submitted prior to the due date.

Due Dates:
  Paper One: Tuesday, June 1
  Paper Two: Thursday, June 10
  Paper Three: Friday, June 25.

Final Exam: 20% of your course grade.
Final Exam: The final exam for this course will be a “take home”, cumulative exam. Final exams will be distributed on Monday, June 21 and will be due Friday, June 25. The final exam will be a written, primarily essay, exam that requires students to make connections over the whole body of readings assigned for the course. The final exam is not expected to take students more than one hour and fifteen minutes to complete.

Note: All written assignments must be submitted electronically through the eCompanion website, ‘Dropbox’ section: there is a basket for each individual assignment.

Grading: All graded assignments (and the course grade) will use the following scale:
93-100 A  
87-89 B+
90-92 A-  
83-86 B
80-82 B-  
and so on…

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Academic Honesty: Academic dishonesty (including plagiarism and all other offenses listed under University Regulation 802 rev 2) will not be tolerated. Any violations of University policy will be handled through University procedures explained at http://www.uwyo.edu/a&s/AppealsDishonesty/GuidelinesDishonesty

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Accommodations for persons with documented disabilities require student registration with University Disability Support Services (UDSS) in SEO, room 330 Knight Hall, 766-6189, TTY 766-3073. Please make every effort to register and inform me of your needs as soon as possible.

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Contacting the Instructor: While I will hold office hours over the summer term, students should first contact me by email. I will make every effort to respond to student emails within 24 hours—this will be more difficult on weekends. Usually, I will check my email at 8:00 am and 3:00 p.m. If, through email exchange, we determine that a telephone conversation or office visit would be more productive, we can then make suitable arrangements.
Tentative Course Schedule (subject to change):

**Week One:**
M, May 17: Reading Environmental Thought
Unit One Required Readings: de Steiguer, Chpt. 1 (2-17)

Th, May 20: Wilderness Preservation
Unit Two Required Readings: Thoreau “Walking” at [http://www.transcendentalists.com/walking.htm](http://www.transcendentalists.com/walking.htm)
John Muir “Wild Wool” at [http://www.yosemite.ca.us/john_muir_writings/stEEP_trails/chapter_1.html](http://www.yosemite.ca.us/john_muir_writings/stEEP_trails/chapter_1.html)
John Muir “Man’s Place in the Universe” at [http://www.yosemite.ca.us/john_muir_writings/mans_place_in_the_universe.htm](http://www.yosemite.ca.us/john_muir_writings/mans_place_in_the_universe.htm)
Wallace Stegner “Wilderness Letter” at [http://wilderness.org/content/wilderness-letter](http://wilderness.org/content/wilderness-letter)

**Week Two:**
M, May 24: Conservation and Ecology
Aldo Leopold, Part IV “The Upshot” in *A Sand County Almanac*, pp. 237-295

Th, May 27: Gender and Environment
Unit Four Required Readings: Mary Austin, *The Land of Little Rain*, entire.

**Week Three:**
FIRST PAPER DUE, TUESDAY JUNE 1, NO LATE PAPERS ACCEPTED

T, June 1: Toxics and Environmental Justice
Unit Five Required Readings: de Steiguer Chapters 2-3, pp. 18-42
Rachel Carson, *Silent Spring*, entire.

Th, June 3:  
**Unit Six**  
Required Readings:  
*The Population Bomb*  
de Steiguer, Chapter 10, pp. 110-121  
http://www.ejsd.org/docs/The_Population_Bomb_Revisited.pdf  
Also available on Doc Sharing through Ecompanion.

**Week Four:**  
M, June 7:  
**Unit Seven**  
Required Readings:  
*Tragedy of the Commons*  
Dr. Suess, *The Lorax*  
De Steiguer, Chapter 11, pp. 122-135  
Garrett Hardin “The Tragedy of the Commons”  
http://www.sciencemag.org/cgi/reprint/162/3859/1243.pdf  
Also available on Doc Sharing through Ecompanion.

Th, June 10:  
**Unit Eight**  
SECOND PAPER DUE, THURSDAY JUNE 10  
NO REQUIRED READING

**Week Five:**  
M, June 14:  
**Unit Nine**  
Required Readings:  
*Deep Ecology*  
de Steiguer, Chapter 16, pp. 185-201.  

Th, June 17:  
**Unit Ten**  
Required Reading:  
*Sustainability*  

**Week Six:**  
M, June 21:  
**Unit Eleven**  
Required Reading:  
*A World of Humans, Nonhumans and Things*  
Final exams distributed

Th, June 24: Review and Synthesize.

THIRD PAPER DUE, FRIDAY, JUNE 25. NO LATE PAPERS ACCEPTED.

FINAL EXAMS DUE, FRIDAY JUNE 25. NO LATE FINALS ACCEPTED.