



# ENVIRONMENTAL CLASSICS

*ENVI 280, SPRING 2024*

Wednesday 7:00 – 10:00 pm, OLRI 243

Professor Christie Manning

Preceptor Inbal Armony

## COURSE DESCRIPTION

What is the history and evolution of environmental thinking and writing? How have writers shaped the ways we understand our relationship with the natural world? This course explores these questions, drawing on an interdisciplinary range of influential works. The ideas introduced by these classic texts are still present, implicitly and explicitly, in much of today's environmental discourse.

This course will use a selection of books and papers that have had a major impact on academic and wider public thinking - primarily in the USA. Through engaged discussion, we will trace the impact of each text, beginning with the context in which it was written and ending with its influence on our contemporary understandings of the environment. In addition, we will seek to understand the characteristics of 'classic' texts that hold attention, encourage new ways of thinking, and facilitate social change.

## Course Goals

- To trace the influence of the ideas, authors and texts that have shaped the environmental movement and the field of environmental studies.
- To question the process of canonization, and to explore the work of thinkers whose ideas were not immediately and widely embraced in the traditional environmental canon, but whose contributions are nevertheless important and timely.
- To engage in participatory and collaborative learning through group discussion, debate, and the practice of respectfully expressing and listening to divergent opinions.
- To gain familiarity with a range of key ideas that shape conversations within Environmental Studies,
- To consider and (re)define the essential qualities of a classic.

## Learning Objectives

- Critically evaluate the strengths and shortcomings of traditional classic works, both with respect to the context in which they were written as well as to issues of today.
- Recognize the value of voices and ideas overlooked by the traditional environmental canon.
- Explain how writers have shaped the ways we understand our relationship with the natural world and influenced environmental policy and decision-making.
- Identify how the ideas presented in environmental texts are relevant to our own lives.
- Connect insights encountered in environmental texts to other sources of environmental thinking and rhetoric.
- Develop and improve public presentation skills and writing clarity.

## Contact information

Professor Christie Manning

OLRI 158A

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Preceptor: Inbal Armony

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## About Christie (she/her)

I am trained as a cognitive and biological psychologist and I have been teaching in the Environmental Studies Department since 2008. My research focuses on how people respond to climate change and climate injustice, and I am particularly interested in the psychological circumstances that motivate collective action. In my personal life, I am the parent to two young adults, Maeve and Clara (ages almost 19 and 24), and partner to Frank, who grew up in Germany. I speak decent/not great German. When not working, I love walking (for hours) with Frank and our dog (Biene), listening to books on the Libby app, taking long-distance bike rides (still haven't accomplished a Century ride, but maybe summer 2024?), pattering in my garden, and exploring Minnesota state parks.

Note: Like many of my colleagues at Macalester, I encourage you to call me by my first name (Christie). If you are not comfortable calling your professors by their first names, you can also address me as "Dr. Manning" or "Professor Manning". Note that when addressing any faculty member whom you don't know well, it is always safest to call them "Professor" or "Dr" (not "Mr" or "Mrs"), and to ask for professors' preferences before referring to them with their first names. In my case, I prefer that you call me Christie.

## Christie's Office Hours

I will hold open office hours this semester in OLRI 158A (on the ground floor of OLRI, on the eastern edge of the building) on Mondays 4:30-5:30, Wednesdays 2:30-3:30, and by appointment. If you want to meet with me, you are warmly invited to visit my office during those time windows. You may also reserve a time, if you'd like, in my [appointment calendar](#) or email me at [cmanning@macalester.edu](mailto:cmanning@macalester.edu) to find a time.



As noted above, I love to walk. If you enjoy walking and talking, let me know and we can schedule a walking meeting (with or without Biene).

## About Inbal

Hi all! My name is Inbal, my pronouns are she/her, and I'm from Arlington, Massachusetts. I'm a sophomore Environmental Studies student with an emphasis in Climate Science and Policy. Outside of class, I'm one of the leaders of Sunrise Twin Cities, the local chapter of the national climate justice movement. I'm also on the ultimate frisbee team and this semester I'm attempting to learn piano. Environmental Classics is one of the best classes I've taken and I'm really excited to be here and work with you all!

# Course Navigation

**Textbook:** There is no required textbook for this course. All readings will be available on Moodle.

**Moodle:** Our Moodle site ([moodle.macalester.edu](http://moodle.macalester.edu)) is an essential resource for this class. On Moodle you will find our weekly class agendas, links to readings, and assignments. Please check Moodle regularly.

**Syllabus:** This syllabus offers basic information on the course, evaluation and co-grading, and other course policies.

## Assignments (and estimated time commitment)

1. Attendance and participation in class discussions (3 hours/week)
2. Completion of all readings and reading responses (3-6 hours/week)
3. Alternative Classic in-class presentation (5-8 hours)
4. Lead approximately one hour of class discussion (5-8 hours)
5. Paper 1 (8 - 12 hours)
6. Paper 2 (8 - 12 hours)
7. Paper 3 (8 – 12 hours)
8. Attendance at and summary of two (or more) EnviroThursday presentations (3 hours total)

## Evaluation (Specifications Grading)

In most learning situations in life outside of school, you are not assigned a grade. In academic settings, they are the norm. Yet conventional grading structures are often counterproductive. They may lead students to think more about their grades than about their writing or learning, or to focus on impressing (or fooling) a teacher rather than engaging wholeheartedly with the material, or to fear failure and thus be reluctant to take risks with writing or ideas. Many decades of psychological research in education suggests that grades can actually harm learning.

Therefore, in this course, we will take a different approach to assessment and grades; we will use a system called Specifications Grading. The intent is to create flexibility and give you agency so that you can focus on your learning, rather than on grades.

Attendance & Participation	Reading Responses	Alternative classic presentation	Leading a discussion	Papers	Enviro-Thurs-day	Course grade
11	10	1	1	3	2	A
11	9	1	1	3	2	A-
10	9	1	1	2	2	B+
10	8	1	1	2	2	B
9	8	1	1	2	1	B-
9	8	1	1	2	0	C+
8	7	1	1	2	0	C/C-
7	7	1	1	2	0	D

### How it works:

Throughout the semester, you will earn completion points for class participation, reading responses, formal written work, and other assignments – as long as they reach the level of satisfactory work. You will not receive a grade from me on this work; instead, I will give you feedback and the opportunity to revise your written work. Your final letter grade range will be based on the completion points you have earned (see table, below).

### Tokens:

To provide some flexibility with deadlines, you have 5 tokens for essays/revisions (each good for a 24-hour extension) and 4 tokens for reading forum posts (each also good for a 24-hour extension). You may use these without letting me know ahead of time and can track their use in Moodle.

You may also use 3 tokens (of either kind) in exchange for one in-class participation point. Except under exceptional circumstances (talk to me!), you can may only exchange one set of 3 tokens for a participation point.

It may also be possible to shift your Alternative Classic presentation in exchange for 4 tokens. Please talk to me if this becomes necessary for you.

## **Expectations for Engaged Learning**

1. **Attend class.** Attendance plays an essential role in learning; you are warmly invited, encouraged, and expected to attend all class meetings. Attendance is important not only for your learning, but also for our ability to build a community together and maintain a sense of connection and commitment to one another during the semester. Your presence in class matters. Note: I recognize that there are unavoidable circumstances that sometimes make it impossible for you to attend class. Although I hope it isn't the case, those unavoidable circumstances may be more common given that COVID is still present. If you will not be in class for any reason, it is your responsibility to inform me in advance via email. Students with disabilities should discuss their accommodations with me early in the course to work out a plan that aligns with maintaining course expectations.
2. **Prepare for class.** Do the readings, respond to the reading response prompt on Moodle, and come to class with ideas and questions you'd like to discuss.
3. **Participate.** During class meetings, ask questions, share your thoughts and insights, take part in in-class activities. I will do my best to offer a range of discussion formats so that those who are quieter by nature can find their voice and help guide our conversations. If you find it difficult to speak in class, please talk with me so we can strategize together.
4. **Leave technology in your backpack.** Being present and engaged usually also requires that you participate without the distraction of an open laptop or notifications on your phone. Even with the best of intentions, having technology open throughout class is an invitation to divided attention. While it is occasionally necessary to open a laptop to access readings or check notes, I encourage us all to keep these moments to a minimum and to refrain from checking phones or computer notifications during class meetings.
5. **Turn in assignments by their deadlines.** I strongly believe in deadlines, and I also recognize that flexibility is needed, too. You can use tokens in exchange for 24-hour extensions on your formal written work (papers), as well as for reading responses.

6. **Demonstrate care and effort on your assignments.** Practice your presentations, and proofread/spellcheck your formal written work (paper 1, 2, and 3).
7. **Revise.** You will have the opportunity to revise all written work. When you revise, respond thoughtfully to the feedback offered by me and/or by your peers.
8. **Attend your feedback meetings** (mid-semester, end of semester) ready to talk about what you've learned, what you're proud of, and where you'd like to invest more effort. At these meetings we will look over your work together, and discuss its strengths and areas for growth.
9. **Help me create a classroom community.** Human beings are a social species, driven by a desire for community and belonging. It turns out that a culture of support in the classroom - learning with a group of people who care about the wellbeing of each other – helps you grow. My hope is that with your help we can become members and collaborators of a learning community, kindly sharing our skills, abilities, experiences, perspectives (etc.) with each other.
10. **Appreciate, respect, and honor the diversity of perspectives that are available from your peers in this class.**
11. **Talk to me!** Come to my office hours to chat - not just about class but about your life and ambitions, who you are and what you enjoy. Please also come talk to me privately If something in the course isn't working for you, and we will work together to make adjustments.

## **Detailed Assignment Descriptions**

**This course fulfills Macalester's Argumentative Writing (WA) General Education requirement.** That means we will spend some class time discussing the conventions of good argumentative writing and honing our writing skills. In addition, it means that you will do various kinds of writing for this class, which range from relatively informal reading responses (which are designed to help you think through ideas to understand them more clearly) to more formal assignments (which ask you to present your ideas in polished, carefully edited, thoughtfully considered prose). You will also have the chance to revise and improve your formal written work (paper 1 and paper 2) based on feedback from me and your peers.

### **1. Attendance and participation in class**

There are a total of 12 class meetings this semester (including the first day of class and our image/outing night on 3/20). Because we continue to be in the long tail of pandemic times, attendance may be complicated this semester. That said, attendance – that is, being present and engaged in class – plays an essential role in learning, especially in a relatively small, discussion-based, and community-building class such as this one. Attendance will be important not only for your learning, but also for our ability to build community within the Environmental Studies major and to maintain a sense of connection and commitment to one another. Your presence in class matters. See the specs table for attendance and participation expectations for each category.

The foundations of strong participation and engagement include:

- Preparation for discussion by carefully and critically reading the class readings, making notes, thinking about the ideas and arguments ahead of time.
- Willingness to offer your thoughts. Well-considered comments are wonderful, and in this class we also want to practice sharing ideas that may not yet be fully-formed, and to call upon your peers to help you think

them through. The more all voices are willing to share, the further we will come, as a collective, in sharpening and deepening our thinking.

- Support of others' contributions through attentive and respectful listening, offering responses that refer to others' contributions, not dominating the discussion, and encouraging others to take a turn speaking.
- Willingness to civilly disagree with your peers, and to respectfully engage with peers who disagree with you.

For those who are less comfortable speaking in class, remember that asking a good question is also a valuable way to contribute to the discussion. However, if you are having serious difficulties with participation, please talk to me outside of class so that we can develop a strategy for improvement.

I also recognize that there are unavoidable circumstances that may sometimes make it impossible for you to attend class. Although I hope it isn't the case, please stay in touch with me and we will navigate the ups and downs of the semester together.

## 2. **Completion of all readings and reading responses**

Before each class, you will post a relatively short but substantive response to the reading assignment. Your reading response can take many formats (see reading response option descriptions, below). Reading responses are structured to help you synthesize the readings and to begin to articulate your own position with respect to the central questions of the course. I recommend that you compose/create your response in a separate, saved document and then paste it into Moodle when you are finished. It may also be helpful to look at the questions on Moodle before doing the reading – though you may decide not to directly respond to those questions in your reading response (see reading response options, below). **Please post your reading response to Moodle no later than 10am the day of class.**

Reading responses are your opportunity to demonstrate an ability to analyze and critically evaluate the ideas, arguments, and points of view from the week's readings. Your response should display your own genuine reflection upon the material of the week. The best reading responses are both substantive and focused; it is better to choose a few key points and develop them well, rather than describe a set of disconnected and underdeveloped ideas. Strong reading responses call upon the week's readings and refer to specific passages as evidence or to illustrate a point. Where relevant, reading responses should explicitly connect to ideas and readings from previous readings and discussions.

Written reading responses are an example of "writing to learn" writing rather than formal academic argument. Consequently what is important is the thoughtfulness of the ideas and questions you raise rather than on writing style or polish.

There are total of 10 reading responses throughout the semester; you may choose the number that complete depending on the grade you'd like to earn in the class (see Specs table). There are five different possibilities for you to complete your reading response, each is described below.

### **To earn 1 reading response point, you must:**

- Submit your response on Moodle by 10am the day we discuss that particular reading
- Identify which of the 5 reading response options you've chosen
- Follow the instructions on that response option to engage deeply with one or two ideas from the text
- Write at least 300 words and try to write no more than 800

**Reading response option 1: Reflect on Christie's questions (posted on Moodle)**

- Respond to the question(s) about the reading posed on Moodle.
- Engage with one or two ideas from the text deeply - show that you are trying to understand what the reading is about.
- Ideal length - 300-600 words

**Reading response option 2: Reflect on something surprising, confusing, intriguing or important in the reading(s)**

- Identify one or two things in the reading(s) that you found surprising, confusing, intriguing and/or important, and describe them. Describe why these ideas seem relevant to the class.
- Engage with these ideas deeply - show that you are trying to understand what the reading is about.
- Ideal length - 300-600 words

**Reading response option 3: Create a visual that captures something important in the reading(s)**

- Visually represent a couple of the important ideas from the reading(s). You could create a mind map, a drawing, an infographic, a cartoon...
- Through your image, engage deeply with the ideas you're sharing - show that you are trying to understand what the reading is about.
- Include a brief text description of what your image is conveying (Ideal length of text description - 150-300 words)

**Reading response option 4: Show your notes on the reading(s)**

- Share your notes with me covering the entire length of the reading(s) (screenshot, or loose notes in notebook, or google doc, etc.).
- Be sure your notes capture the reading's main ideas, structure, and key points - show that you are engaging deeply with the reading(s) and trying to understand what it's about.
- Write a paragraph to summarize your learning from the reading (ideal length - around 150-200 words)

**Reading response option 5: Propose your own way to engage with the reading(s)**

- Have another idea about a way to show you've engaged a text? (E.g., want to write a Tweet/X thread? Put together an Instagram reel? Create a podcast teaser? Your creativity is the limiting factor.) Just be sure to tell me what you are doing (and maybe a little bit about why you chose to do it.)
- Show that you are engaging deeply with the reading(s) and trying to understand what it's about.
- Write a couple of sentences to summarize your learning from the reading and your creative response (ideal length - 150-200 words)

3. **Attendance at and summary of two (or more) EnviroThursday presentations**

[This semester's EnviroThursday](#) line-up includes many class-relevant topics and speakers. To further build community and extend the important conversations we are having in class, we ask that you attend two different

EnviroThursday talks and prepare a brief summary (one to two paragraphs) of the talk. If you have a schedule conflict with most or all EnviroThursdays, see Christie as soon as possible to make alternative arrangements.

#### 4. **Alternative Classic in-class presentation**

Sometime during the semester, each student will make an 7-to-8-minute formal presentation to the class describing a piece of environmental writing that has been suggested as a classic but is not included in the course reading list. The list of “alternative classics” is flexible; students should decide by the end of the second week which classic they would like to investigate, summarize, and present to the group. The in-class presentation specifications focus on organization, depth, interest/appeal, and professional style. Students should practice their presentation ahead of time and hold to the time limit.

Use the link on Moodle to choose and claim a text. You may also suggest a text not on the list. Just be sure to get it approved by Christie!

#### 5. **Lead class discussion**

Each student will take charge of leading a 1.5-2 hour (approximately) discussion during one week of the semester (in pairs or groups of 3). You will choose the structure of your week and design activities and questions. Inbal and I will be available to help with planning and to provide resources. Details for this assignment are posted on Moodle.

#### 6. **Papers (1, 2, 3)**

Over the course of the semester, you will write three formal essays (4-5 pages each). For the first essay, you will complete evaluations of your peers’ work, and will revise your essay based on this feedback. All three papers are designed to give you a chance to demonstrate a deeper understanding and synthesis of course themes and readings.

For each essay, you must compose a brief "dear reader" paragraph and include it at the end of the document--preferably a new page within the document that comes after the references. The dear reader letter should (1) restate the thesis of your paper, (2) comment on the strengths of the paper and what you enjoyed during the writing process, and (3) describe what you struggled with or where you see weaknesses in the essay.

Topics for the papers will be discussed in class approximately 2 weeks before they are due. The assignment dates and deadlines are listed in Moodle.



# **Additional Resources and Policies**

## **Health and wellness**

First and foremost, this class is a community of human beings. Let us be kind to ourselves and one another as we learn together and navigate this tumultuous era of (post?)pandemic change, national and global political upheaval and violence, growing climate change impacts, and many other uncertainties. I strongly encourage you to make your well-being a priority. Reach out to me if you are struggling.

If you are having difficulties maintaining your wellbeing, please reach out to the [Laurie Hamre Center for Health and Wellness](#) or to other support resources on campus. I'm available to help you locate the resources you need.

## **Accommodations**

I am committed to supporting all students in my class. If course design ever poses barriers to your ability to access or to demonstrate understanding of course content, please let me know. I will make reasonable academic accommodations in such cases. If you have a known disability and think that you may need formal accommodations, email [disabilityresources@macalester.edu](mailto:disabilityresources@macalester.edu), call the office at 651-696-6275, or use their online scheduler. Given these lingering pandemic times, you may find yourself needing things that you normally would not. In those cases, please let me know what is going on. I may be able to make reasonable accommodations that will help.

## **Policy on class recordings and request/need for zoom meetings:**

I have no current plans to record our daily class sessions. Should that change for any reason, such as to accommodate a documented disability, I will notify you in advance and any recording will be in a manner consistent with Macalester's classroom recording policy. If you are in the grey area of not feeling well enough to attend class, but well enough to be part of a zoom discussion, and you really, really, really don't want to miss class, then I am willing to provide a zoom link. I hope we don't have to use this option often, but zoom is there if we need it.

## **Religious Observances**

Students may wish to take part in religious observances that occur during this module. If you have a religious observance or practice that conflicts with your participation in the course, please contact me to discuss appropriate accommodations.

## **The MAX Center and other helpful resources**

Many wonderful resources exist that will help you with this class. To book an online appointment with a writing counselor at the MAX Center, visit [WCOnline](#). You can find the center's guide to working remotely with a writing tutor [here](#). Our research and instruction librarians are also a great resource for many writing-related questions. You may book an online appointment with one of them [here](#). Another useful resource is Macalester's [Write Well video series](#).

## Academic Integrity

Academic dishonesty erodes the basic foundations of higher education: exchange, debate, and the thoughtful consideration of what we know, how we know it, and why it matters. It has no place at Macalester or in this course. Find Macalester's academic integrity policy [here](#). For help avoiding plagiarism, visit the Library's Academic Integrity materials [here](#).

## Title IX

Macalester is committed to providing a safe and open learning and living environment for all students. If you (or someone you know) has experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, please know that you are not alone, and that help and support are available.

Please be aware that as a faculty member, I am a ***non-confidential resource***. This means that if I become aware of incidents or allegations of sexual misconduct, I am **required** to report the matter to the Title IX Coordinator or Deputy Title IX Coordinators. This College policy is intended to ensure that you receive the resources and support you may need.

If you would like to speak with a ***confidential resource*** (someone who is not required to share what they are told with the Title IX Coordinator), the following people and organizations are available to you on or off campus:

- [Macalester College Center for Religious and Spiritual Life](#) Contact: Kelly Stone, College Chaplain and Associate Dean for Religious & Spiritual Life, kstone1@macalester.edu, 651-696-6298. All of the chaplains in the CRSL are confidential resources.
- [Macalester College Hamre Center for Health & Wellness](#) counselors, physicians, registered nurses, or nurse practitioners, 651-696-6275.
- [SOS Sexual Violence Services of Ramsey County](#) Trained advocates offer information, referrals, legal advocacy, support groups, one-on-one counseling off-campus, and a 24-hour confidential hotline at 651-266-1000.

## Reporting incidents of bias

[From the [Bias Response Team website](#)]: Macalester fosters a community of respect, integrity, and care. To that end, the Bias Response Team (BRT), a group of professional staff members, focuses on addressing incidents that undermine the values of inclusivity and human dignity that our campus holds. *If you've read this, send me an email with the subject line "I found the syllabus surprise."*

Although we continue to pursue the goal of an inclusive community, we recognize that no campus is immune to larger systemic issues that include but are not limited to racism, anti-semitism, islamophobia, heterosexism, sexism, transphobia, ableism, classism, and ageism. These systemic issues maybe be manifested in the forms of bias incidents. Anyone who feels they have been affected by an incident of bias is encouraged to [make a report to the Bias Response Team](#), so the college can offer assistance.

## Artificial Intelligence (AI) use policy

AI tools (such as Bard or ChatGPT) are now prevalent, and we need reasonable guidelines for their use in our classroom. In this course, I discourage but am willing to allow *limited* use of AI *as long as you are transparent and acknowledge your use*. My main concern with use of AI is that the assignments in this class are meant to challenge you and encourage your creativity, critical-thinking, and innovative problem-solving. Using AI tools can circumvent all of these goals.

Yet, at the same time, I recognize that AI tools can be helpful to start the idea generation process, or to overcome the paralysis of the blank page. If you use AI in this class (or in any other context!), you should be aware that the material generated may be inaccurate, incomplete, or otherwise problematic. Plus, overuse of AI is likely to stifle your own independent thinking and creativity.

If you choose to use AI tools for this class, here are my stipulations:

- Provide an acknowledgement that you have used AI: Include a statement at the end of any assignment (including reading responses) for which you used AI, and state how you used it. Share the prompts you used. Remember that any *ideas*, *language*, or *code* that is produced by AI must be cited, just like any other resource (use APA format: “ChatGPT, 2024”). Failure to do so is in violation of the academic integrity policy at Macalester College.
- Don’t trust anything AI says. If it gives you a number or fact, assume it is wrong unless you either know the answer or can check in with another source. AI works best for topics you understand.
- If you provide minimum effort prompts, you will get low quality results. You will need to refine your prompts in order to get good outcomes. This will take work.
- Be thoughtful about when this tool is useful. Don’t use it if it isn’t appropriate for the case or circumstance, or if it will detract from your learning.
- Remember that the best learning often comes through the painful process of mentally grappling with ideas and trying to wrestle them into coherent sentences. You lose the development of mental sharpness when you abdicate mental work to AI.

WK			What Are Environmental Classics and Why Are We Studying Them?
2	Weds	1/24	Welcome!
			Introductions
			Unit 1: Conservation
3	Weds	1/31	What Does It Mean to Value Nature?
			Henry David Thoreau, selections from <i>Walden</i> (1854), Theodore Roosevelt, "Opening Address" (1909), Gifford Pinchot, <i>The Fight for Conservation</i> (1910), and John Muir, "My First Summer in the Sierra" (1911) and "Hetch Hetchy" (1912)
4	Weds	2/7	Whose Voices Were Ignored?
			Anna Botsford Comstock, <i>Handbook of Nature-Study for Teachers and Parents</i> (1916), W.E.B Du Bois, <i>Darkwater: Voices from within the Veil</i> (1920), Zitkala-Sa [aka Gertrude Simmons Bonnin], <i>School Days of an Indian Girl</i> (1900).
5	Weds	2/14	What Are Our Ethical Obligations to Nature?
			Aldo Leopold, <i>A Sand County Almanac</i> (1949), Part 1 "A Sand County Almanac" plus "A Fierce Green Fire," "Goose Music," and "The Land Ethic"
			Paper 1 outline (for peer discussion) due by 7pm: Letter to an Author
6	Weds	2/21	What Are Our Ethical Obligations to Nature? Take Two
			Winona LaDuke, <i>All Our Relations</i> (1999), selections
			Robin Wall Kimmerer, <i>Braiding Sweetgrass</i> (2013), selections
			Paper 1 <i>draft</i> due by 7pm: Letter to an Author
			Unit 2: Environmentalism Rising
7	Weds	2/28	Who Has the Right to Make Earth-Altering Decisions?
			Rachel Carson, <i>Silent Spring</i> (1962), selections
			Harriet Washington, <i>A Terrible Thing to Waste</i> (2019), selections
			Paper 1 peer reviews due by 7pm: Letter to an Author
8	Weds	3/6	What Did "the Environment" Mean to Early Environmentalists?
			Round Robin: Classics from the "Environmental Decade"
			1) Donella Meadows et al., <i>The Limits to Growth</i> (1972), selections
			2) Barry Commoner, <i>The Closing Circle</i> (1971), selections
			3) Frances Moore Lappé, <i>Diet for a Small Planet</i> , selections
			4) <a href="#">Black Survival</a> (1970); <a href="#">George Wiley, The Ecology of the Poor</a> (1970); and <a href="#">N. Scott Momaday, "An American Land Ethic" (1970) and "A First American Views His Land" (1976)</a>
			Paper 1 due by 7pm: Letter to an Author
	Weds	3/13	Spring break
9	Weds	3/20	Are Pictures (or Experiences) Worth a Thousand Words?
			Paper 2 outline (for peer discussion) due by 7pm: A Fork in the Road
10	Weds	3/27	Where Did Early Definitions of Environmentalism Fall Short?
			United Church of Christ, <i>Toxic Wastes and Race in the United States</i> (1987), selections
			<i>Proceedings of the First National People of Color Environmental Leadership Summit</i> (1991), selections
			SouthWest Organizing Project, Letter to Big Ten Environmental Groups, 16 March 1990
			Lavelle and Coyle, "Unequal Protection," 1992

			Paper 2 <i>draft</i> due by 7pm: A Fork in the Road
			Unit 3: Going Global
11	Weds	4/3	Where Did Early Definitions of Environmentalism Fall Short? Take Two
			1) Chico Mendes (1988)
			2) Ken Saro-Wiwa (1993)
			3) Vandana Shiva (2000)
			4) Wangari Maathai (2004)
			Paper 2 due by 7pm: A Fork in the Road
12	Weds	4/10	How is "Sustainability" Different from "Environmentalism"?
			Gro Brundtland, "Our Common Future" (1987), selections
			Kate Raworth, "A Safe and Just Operating Space for Humanity" (2012)
			Julian Agyeman, <i>Introducing Just Sustainabilities: Policy, Planning and Practice</i> (2013), selections
			Paper 3 outline (for peer discussion) due by 7pm
13	Weds	4/17	How Can You Improve Your Writing?
			Paper 3 draft (for discussion with Christie) due by 9am
			No class tonight - one-on-one paper conferences with Christie this week
14	Weds	4/24	What Would <i>You</i> Like to Read?
			Students choose this week's readings
	Thurs	5/2	Paper 3 due on Moodle by 7:30pm