Instructor: Tyson-Lord J. Gray, Ph.D.
Meeting Time: Weds. 4:55pm - 6:35pm
Meeting Location: GCASL Rm. 384
Email: drtlgray@yahoo.com

Course Description:
This course examines prominent worldviews that have guided human action toward the natural world. A variety of perspectives from biologists, economists, environmentalists, historians, naturalists, philosophers, political scientists, and theologians provide the material to analyze the interaction between human culture and nature with the goal to understand the impacts of human action on the natural world, and the ways natural forces affect civilization change. One aspect of our inquiry is to review the underlying value assumptions of the worldviews and institutions that mediate our actions toward the environment.

Learning Objectives:
This course seeks to develop students' understanding of the various thoughts, philosophies, worldviews, and perspective that shaped the course of U.S. environmental thought. This will be accomplished through reading and discussing seminal texts and documentaries that have shaped public perspectives and perceptions around issues of preservation, conservation, environmental justice, pesticides, animal rights, land use, food justice, and climate change.

By the end of the course students will be able to:

- Explain the 19th century debate between environmental preservation and environmental conservation.
- Discuss 19th century environmental views held by Native American and African American communities.
- Explain how religious perspectives have impacted environmental views.
- Articulate the concerns that led to the rise of the EJ movement, the animal rights movement, and food justice movement.
- Explain the reasoning and ideology behind U.S. land use policies.
- Articulate the scientific, ethical, and technological concerns posed by climate change.
**Required Texts:**
*The Ecological Indian*, Shepard Krech (W. W. Norton & Company 1999)

*African America Environmental Thought*, Kimberly K. Smith (University Press of Kansas 2007)

*Animal Liberation*, Peter Singer (HarperCollins Publishers 2009)


*Food Justice*, editors, Robert Gottlieb & Anupama Joshi (MIT Press 2008)

Additional materials will be required to supplement the major texts. These will be announced in class, and either placed on reserve in the library or made available online through Blackboard.

**CLASS OUTLINE/SCHEDULE**

**Class 1:** Introduction to Course/Review of Syllabus

**Class 2:** Native Americans
   - Krech, *The Ecological Indian*, Entire Book

**Class 3:** Conservation/Preservation
   - Leopold, *The Land Ethic* (available online)
   - Muir, *On National Parks* (available online)

**Class 4:** African American Perspectives
   - Smith, *Af. Am. Env. Thought*, (Introduction, Chapters 1-3 & Conclusion)

**Class 5:** Green Revolution/Pesticides
   - Carson, *Silent Spring*, Entire Book (available online)

**Class 6:** Religion
   - White, *The Historical Roots of our Ecological Crisis* (available online)

**Class 7:** First Paper Due by the end of class time (NO EXCEPTIONS)

**Class 8:** Land Use
   - Hardin, *Tragedy of the Commons* (available online)

**Class 9:** Animal Rights
   - Singer, *Animal Liberation*, Chapters 1-3 & 5

**Class 10:** Environmental Justice
   - Bullard, *Dumping in Dixie*, Chapters 1-4
Class 11: GMOs/Food Justice  
- Gottlieb and Joshi, *Food Justice*, Chapters 1-4 & 10

Class 12: Climate Change/Global Warming  
- Gore, *An Inconvenient Truth Documentary* (available online)

Class 13: Final Paper Due by the end of class time (NO EXCEPTIONS)

Grading Requirements:
As this is a graduate seminar, the course is based on discussions on topics derived from the assigned readings and related sources. Students are expected to arrive to class on time having read all the required material for the day and prepared to participate in discussions. In addition there are two papers (7 – 10 pages) on topics approved by the instructor. (Unapproved topics result in failure for the assignment). The first paper is due Oct. 19th and the final paper is due Dec. 20th. The final grade will be calculated as follows: First Paper 40%, Final Paper 40%, Discussion 20%

Discussion (20%): These points are achieved by participation beyond simply coming to class. You should come to class prepared with questions and comments regarding the assignment reading. I will occasionally call upon you whether or not you have raised your hand; thus you should be prepared to contribute to our discussion at any time.

Papers (80%): These papers are the student’s opportunity to explore two environmental issues discussed throughout the semester in greater detail. Papers should be double-spaced, typed (12pt Times New Roman) in standard academic format (MLA, APA, etc.). They will be due at the end of class on the due dates and all late submissions will be docked one letter grade per day up to 4 days, at which point the assignment will no longer be accepted. (More specifics will be given in class and all students will be required to meet w/ instructor for topic approval).

NYU’s Statement on Academic Integrity:  
http://steinhardt.nyu.edu/policies/academic_integrity

NYU’s Statement for Students with Disabilities:  http://www.nyu.edu/life/safety-health-wellness/students-with-disabilities.html

Note regarding cheating and plagiarism: Please read the Academic Integrity for Students Policy in your NYU Handbook. Cheating and plagiarism are very serious offenses in an academic setting and have significant consequences. Passing in work that is not your own honest effort does you no good and is blatantly unfair to those students who take their own studies and integrity seriously. Any instance of either cheating or plagiarism will result in a failing grade for the course and notification will be sent to your advisor and the Academic Dean.