

Nelson Institute for Environmental Studies 112

ENVIRONMENTAL STUDIES: THE SOCIAL PERSPECTIVE

Spring Semester 2006

3 Credits

M, W 9:55-10:45, B10 Ingraham

Professor Jack Kloppenburg, Jr.

Office Hours: Mon/Wed 12:00-2:00, or by appointment

340A Agriculture Hall

262-6867, jrkloppe@wisc.edu

Teaching Assistants

TA Office: 84 Science Hall, 263-3985

Katrina Becker (kabecker2@wisc.edu) [mailto:\(kpdemast@wisc.edu\)](mailto:kpdemast@wisc.edu),

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Cassie Wyss (wyss@wisc.edu)

Office Hours: consult your TA

Wednesday Sections:

Sec #:	Time:	Room:	TA:
301	11:00	175 Science Hall	(Kevin Coleman)
302	12:05	175 Science Hall	(Katrina Becker)
311	1:20	175 Science Hall	(Katrina Becker)
312	2:25	175 Science Hall	(Katrina Becker)

Thursday Sections:

Sec #:	Time:	Room:	TA:
303	11:00	175 Science Hall	(Kevin Coleman)
304	12:05	175 Science Hall	(Kevin Coleman)
305	1:20	175 Science Hall	(Cassie Wyss)
306	2:25	175 Science Hall	(Cassie Wyss)
307	3:30	175 Science Hall	(Cassie Wyss)

Friday Sections:

Sec #:	Time:	Room:	TA:
308	8:50	175 Science Hall	(Andrea Van Gunst)

309 9:50 175 Science Hall (Andrea Van Gunst)
310 11:00 175 Science Hall (Andrea Van Gunst)

This course is intended to introduce you to contemporary environmental issues. The focus is on the manner in which human social organization and institutions operate both to create problems and also to provide resources for the development of solutions to the difficulties we face. The class is intended to help you improve your ability to read critically, to explore new subject matter creatively and efficiently, and to communicate your ideas effectively in written and oral formats.

ATTENDANCE. I hope that you will find it interesting and instructive to attend all lectures and discussion sections. In order to encourage you in this, **you will receive one point for each lecture and discussion section at which you are present.** During each lecture, you will write a short (two or three sentence) question or comment pertaining to the content of the lecture. You will write this question/comment on a 3x5 card (please purchase a pack of these cards for use in class). Write your name and section number and T.A.'s name at the top of the card. At the end of class deposit your card in the basket marked with your T.A.'s name. If you miss a lecture because you are ill or for serious personal issues you may write an extra reaction paper. T.A.s will take attendance at each meeting of their discussion sections. If you must miss a discussion section you may make it up by attending another of **your TA's** discussion sections **by pre-arrangement with your TA.**

Class will start promptly at 9:55am. **I will expect you to show me and your fellow students the courtesy of coming to class on time.** If you sleep or read or use a laptop computer during class, you will be asked to leave.

In the 5 minutes **before** class, I will play a recording of a song that is linked in some fashion to the theme of the lecture for the day. Song lyrics will be e-mailed to you before class. The song is a kind of warm-up and welcome – you may listen carefully or not, as you wish. When the song ends, be ready to listen to me. I will appreciate it if you bring me recordings of songs that connect to the issues raised in class.

NOTE: Do not ask other students to turn in comment cards for you when you do not attend lecture. Do not turn in comment cards for other students when they do not attend lecture. Do not enter the room at the end of lecture and turn in a comment card if you have not been in lecture. All of these practices are academic misconduct. Students found to be engaging in any of these practices will have their final grades reduced by two full grades (i.e., A to B) for each infraction.

READING REACTION PAPERS. Your main tasks in this course are to listen carefully in lecture, to do the readings thoughtfully, and to help discuss lectures and readings in section. In order to help you do the readings well and to facilitate discussion in sections, you will write a short reaction paper each week. These papers **MUST** be typed and should be in **12 point font** and have **one inch margins.** Make sure you put your name and your section number at the top of

the page. Reaction papers should be a minimum of 1 page in length if single spaced, 2 pages if double spaced. Please don't "pad" the paper via formatting (spacing, margins, font size, white space, etc.) or by listing the bibliographic references for the articles you write about. Use the "reading questions" (described below) if you need ideas. Reaction papers should be well organized and grammatically correct.

These papers should be your *reaction* to and *engagement* with the reading, not a simple summary of the content of the reading. These papers can take a variety of forms including:

- = grappling with things you don't understand in the readings;
- = comments on all or part of the readings that you agree or disagree with;
- = how the readings relate to a personal experience you have had;
- = how the readings relate to other readings or ideas in this or another course.

Your reaction paper for any one week ***MUST relate to at least two of the starred (*) readings for that week, one from Monday and one from Wednesday.*** Reacting to more than two assigned articles is cool and desirable. **Reaction papers are due in section each week. No late reaction papers will be accepted for any but the most serious reasons and you may hand in only one reaction paper per week (NOTE: except that you are permitted to hand in a reaction paper late ONCE during the semester).**

A set of "**Reading Questions**" will usually be provided for each set of readings. These questions are meant to inform or guide your thinking. I suggest that you look them over *before* you do the readings. If you wish, you may use these reading questions to structure a reaction paper. The reading questions will be sent to you via e-mail prior to the class session for which the readings are scheduled.

The reaction papers will be scored principally according to how seriously and extensively and accurately you *engage* readings, rather than on how well you follow my own or your T.A.'s point of view. I want to see evidence that you are *thinking about* and *interacting* with and *processing* the readings. **Specific references in your papers to particular sections or passages or ideas in the readings will be helpful evidence of your engagement.**

The TAs and I will meet in the first two weeks to read papers together and establish a consistent approach to scoring them. A "0" means you blew it off. A "1" means the paper could be better. A "2" means the paper is fine. A "3" means the paper is superior and exceeds expectations. The large majority of papers can be expected to receive scores of "2". There is no recipe for getting a "3." However, papers of "3" quality generally manifest several of the following characteristics:

- greater length (but length alone is not sufficient)
- specific reference to particular sections or passages or ideas or quotes from the readings
- especially effective analysis
- reference to more than two readings
- assesses links, relationships, comparisons or contrasts between readings
- especially well written
- especially beautiful, elegant, or creative

- teaches your TA something new
- provides a different but compelling perspective

Examples of “3” papers from past 112 classes will be e-mailed to you early in the semester.

Papers may receive a “1” for a variety of reasons including but not limited to:

- inadequate length
- failure to cover at least two starred readings
- poorly or carelessly written (poor composition, many grammatical and spelling errors)
- inaccurate reading of data or arguments
- failure to engage key contradictory arguments or evidence in other assigned readings

EXERCISES. You should do two exercises for this class. You may do a third if you wish. A list of possible exercises can be found on pages 4 and 5 of this syllabus. Exercises entail doing some research/exploration/activity on your own. One exercise is due in lecture on Wednesday, March 8 and the other is due at Professor Kloppenburg’s office (340A Agriculture Hall) by 4:30pm, on Friday, May 5.

DISCUSSION SECTION PARTICIPATION. The discussion sections are an extremely important part of the course and attendance at them is required. They should allow you to explore further the ideas introduced in lecture, to clarify things you have not fully understood, and to hear the diverse and interesting points of view held by other students. Discussion sections will also provide an opportunity for you to put into oral form the ideas you develop in written form in the reaction papers. The ability and confidence to make verbal interventions in a discussion is a valuable skill that needs to be developed through practice. The T.A.s for the course will use various techniques to encourage you to speak up and engage your fellow students. Your TA may allocate you 0-8 points to reward your participation

EXAMS. There are no exams in this course.

GRADING. Points are earned in a variety of ways:

1 point for every lecture that you attend and for which you turn in a question

- 29 possible points (29 lectures)

1 point for every section you attend.

- 15 possible points (15 sections)

0-3 points for each reading reaction paper

- 28+ possible points (14 papers, 2 points @)

0-10 points for each exercise

- 20 possible points (more if you choose)

0-8 points for participation

- 8 possible points

Total

100 possible points

Final grades are computed according to the following table:

A = 93-100

AB = 85-92

B	= 77-84
BC	= 69-76
C	= 61-68
D	= 55-60
F	= 0-54

ADVISING. Both I and your T.A. have established regular office hours. In order for us to get to know each other and for me to be of assistance, I urge you to come see me during my office hours. My office hours are Mondays and Wednesdays 12:00-2:00 or by appointment. I am in 340A Agriculture Hall. I can be reached at the office at 262-6867 or at home at 231-3058, or via e-mail at jrkloppe@wisc.edu.

COURSE READINGS. All of the readings for the course are available on-line through MyUW. If you wish, you may also purchase a hard copy reader which will be made available at the **Social Science Copy Center, 6120 Social Science Building.**

Books for the “Read a Book” exercise are available at campus libraries. New and used copies are obtainable at local book stores. In particular, Rainbow Bookstore Cooperative (426 W. Gilman St., 257-6050) carries limited quantities of the books listed.

SECTION CHANGES. Section changes **MUST** be approved by your TA. Section changes will **NOT** be permitted for reasons of simple convenience or for conflicts with discussion sections or labs in other courses. Section changes will be **CONSIDERED** in cases of documented conflict with lectures in other courses.

EXERCISES

Each student should complete at least two exercises. Professor Kloppenburg will read and score all exercises. I will expect exercises to be a significant step up in quality from reaction papers. No papers prepared for another course (or both this course and another course) are acceptable. Results of all exercises should be reported in 5 page (double spaced) papers worth 10 points each. An exception is the paper for the “read a book” exercise which must be seven pages in length and is worth 15 points.

1. Read a Book. **NOTE: This exercise is worth 15 points and requires a 7 page paper.**

This is your opportunity to *read* a book with care. In what is at least a **seven page** (double spaced) paper, explain to me what the book taught you about the human relationship with the natural world. You should *not* spend time summarizing plot or content in “book report” fashion – I am very familiar with these books. I want to see you grappling with ideas and making sense of what you read. Select from among the following books (and **only** these books):

Aldo Leopold, *A Sand County Almanac*
Edward Abbey, *The Monkey Wrench Gang*

Marge Piercy, *Woman on the Edge of Time*

Sandra Steingraber, *Living Downstream*

Julia Butterfly Hill, *The Legacy of Luna*

Daniel Quinn, *Ishmael*

Eric Schlosser, *Fast Food Nation*

Barbara Kingsolver, *Prodigal Summer*

Ruth Ozeki, *My Year of Meats*

McDonough, William and Michael Braungart, *Cradle to Cradle: Remaking the Way We Make Things*

John DeGraaf, David Wann, and Thomas Naylor, *Affluenza*

James Kunstler, *The Long Emergency*

2. **Green Marketing.** Visit both a conventional supermarket (e.g., Kohl's, Sentry, Woodman's, Cub Foods, etc.) and the Willy Street Co-op. OR Visit a conventional home furnishings store and the alternative Home Environment (216 N. Henry). OR Visit a conventional clothing/shoe store and the alternative Hempen Goods (917 Williamson St.). OR Visit a conventional building materials store (e.g., Menard's, Home Depot) and the alternative ReStore. How does the "conventional" differ from the "alternative" in product selection, ambience, information availability, pricing, ownership structure? What claims are made for the alternative products? Do you believe the claims? Why or why not? Which store do you prefer? Why?
3. **Secret Lives of Stuff (Commodity Analysis).** Pick a product or item that you commonly use. Do your best to trace its "secret life" or its "environmental wake" as it is produced, transported, purchased and used by you. Don't worry if it is hard to do this. The story of why you cannot find information you need is as important as what you do find. (See your T.A. or Professor Kloppenburg for more about this exercise.)
4. **A Place to Which You (Might) Belong.** Select a place that has meaning for you or that you would like to know more about (e.g., a special spot near your home, or a place like Parfrey's Glen, Walking Iron County Park, Devil's Lake State Park, Natural Bridges State Park, Madison Metropolitan Sewage District, Ferry Bluff, Gibraltar Rock, the "Blackhawk Stone" in front of Social Sciences Building on campus, etc.). Research the place (natural history, history of human use, contemporary issues). Visit the place and spend some time there (NOTE: you must GO there, not just remember or research it). Write about it. Show me that you have added to your store of knowledge about the place (i.e., not just relied upon your own memories of the place) and explain how your learning has affected your appreciation of the place. Provide a bibliography of the sources that are useful to you.
5. **Work The Land.** We will arrange work days with local Community Supported Agriculture (CSA) farms. Participate in a work day. Write about your experience in the context of the larger issues and concerns dealt with in this course. Note: this exercise will have to be done in the month of April. Check with your T.A. for more information if you are interested in this exercise.

6. **Take Action.** There may well be a variety of opportunities for you to become involved in direct action on an environmental issue that you are concerned about. Take that action. In a paper, explain what it is about the issue that particularly attracts you, why you decided to take action, what the action was like, and what results the action had. Have your plans for this exercise approved by Professor Kloppenburg before you do it.
7. **Follow the News.** Follow The New York Times for 2 weeks. DO NOT use the on-line version, go to the hard copy. Read all the articles and advertisements that relate to the environment. You should define “environment” fairly broadly. Provide a list of the articles you find. What was covered? What did you learn? How does the environmental “state of the world” appear to you? How satisfied were you with the coverage and analysis provided by the articles? How useful or interesting did you find it to follow the news so closely?
8. **Where You At?** Find the answers to the questions posed in “Where You At? – A Bioregional Quiz” (by Leonard Charles, Jim Dodge, Lynn Milliman, and Victoria Stockley, published originally in Co-Evolution Quarterly, Winter 1981 – copies of this are available from your T.A.). For each answer, explain how you knew or how you found the information needed. Write a reflective essay on what the exercise has meant to you. You might want to cover such things as what the data collection process taught you, how you reacted to what you learned, the utility or (lack thereof) of this exercise. Especially, I would like you to reflect on the way in which the exercise did or did not enhance your understanding and appreciation for “Where You’re At.”
9. **Uncovered Topics.** Choose a topic that is not covered in class that you would like to know more about (e.g., water, oceanic resources, feminist perspectives on the environment, deep ecology, etc.). Find two good readings on your topic of the type I might use in the reader for this class. Write an essay exploring the issues related to your topic that would be of relevance for the class.
10. **Do It Your Way.** Make up your own exercise (it must be activity-oriented, no term/research papers, please). Talk about it with your T.A. Get it approved by Professor Kloppenburg. Do it.

NOTE: One exercise is due in lecture on Wednesday, March 8 and the other is due at Professor Kloppenburg’s office (340A Agriculture Hall) by 4:30pm, on Friday, May 5.

IES 112-06 Syllabus

The readings for this class will introduce you to a broad range of serious problems. If now and again you feel overwhelmed, go to <http://www.netlibrary.com/Reader/> and read one of the success stories in *Eco-pioneers: Practical Visionaries Solving Today's Environmental Problems*, edited by Steve Lerner, MIT Press, 1997. Take heart! The future is what we make it. If we make it well we can make it good.

WEEK 1: INTRODUCTION

1. **Wed, Jan 18 Course Introduction: The Privilege of Partial Perspective**

WEEK 2: THINKING LIKE A MOUNTAIN

2. **Mon, Jan 23 Sustainability: Can We Think Like Mountains ?**

*Leopold, Aldo

1949 "Foreword" (pp. vii-ix), "Thinking Like a Mountain" (pp. 129-133), and "The Land Ethic" (201-206).

From *A Sand County Almanac*, New York, NY: Oxford University Press.

*Wackernagel, Mathis and William Rees

1996 Pp. 31-40 in "Footprints and sustainability" in *Our Ecological footprint: Reducing Human Impact on the Earth*. Philadelphia, PA: New Society Publishers.

3. **Wed, Jan 25 Allocating Responsibility: We Have Met the Enemy and He Is...Us?**

*Eldredge, Niles

1998 "Life in the Balance." *Natural History* 107:5 (June):42-53.

*Karlner, Joshua

1997 "Preface." Pp. xi-xv in *The Corporate Planet: Ecology and Politics in the Age of Globalization*, San Francisco, CA: Sierra Club Books.

WEEK 3: LIVING IN THE MATERIAL WORLD

4. **Mon, Jan 30 Population: Lifeboat Ethics (A Tragedy of the Commons)?**

*Hardin, Garret

1974 "Lifeboat ethics: the case against helping the poor." *Psychology Today* (September): 38-40, 123-124, 126.

*Werbach, Adam

2005 "The end of the population movement." *The American Prospect* 16:10 (October): A19-21.

Crossette, Barbara

2002 "Population estimates fall as poor women assert control." *The New York Times* (March 10).

5. **Wed, Feb 1 Consumption: Cruise Ship Ethics (A Common Tragedy)?**

*Gardner, Gary, Erik Assadourian, and Radhika Sarin

2004 "The state of consumption today." Pp. 3-21 in Erik Assadourian et al., *State of the World, 2004*. New York, NY: Norton.

Brown, Janelle

2005 "Better homes & granola." *The New York Times* (November 20): ST2.

Worldwatch Institute

2004 "Good stuff? – a consumption manifesto: the top ten principles of good consumption." Worldwatch Institute, accessed at <http://worldwatch.org/pubs/goodstuff/principles> on 6/7/2004.

See EnAct's web site for (<http://www.enactwi.org/guide.htm>) for suggestions of concrete actions you can take to reduce your consumption.

WEEK 4: APOCALYPSE NOW?

6. **Mon, Feb 6 Global Warming and the Erosion of Biodiversity**

*Gelbspan, Ross

2001 "A modest proposal to stop global warming." *Sierra* (May/June): 62-67.

*McKibben, Bill

2005 "Changing the climate: why a new approach to global warming would make for a better politics – and planet." *The American Prospect* 16:10 (October): A10-12.

Revkin, Andrew C.

2005 "U.S., under fire, refuses to shift in climate talks." *The New York Times* (December 10): A1, A8.

7. Wed, Feb 8 Appetite for Oil: Energy Addiction and Its Alternatives

*Udall, Randy and Steve Andrews

2004 "When will the joy ride end? Community Office for Resource Efficiency,
<http://www.dieoff.org/page138.htm> accessed 12/1/04.

The Economist

2005 "Sunrise for renewable energy?" *The Economist* (December 10): 18-20.

Hakim, Danny

2005 "The new prize: alternative fuels." *The New York Times* (September 10): B1, B7.

WEEK 5: GLOBALIZATION AND ITS DISCONTENTS: FREE TRADE or FAIR TRADE?

8. Mon, Feb 13 The Alphabet Soup of Global Governance (UN, WTO, IMF, FTAA, NAFTA.....): Who Decides?

*Finnegan, William

2003 "The economics of empire." *Harper's Magazine* (May): 41-54.

Utne, Leif

2005 "The WTO: an *Utne* field guide." *Utne* (November-December): 72-75.

Bradsher, Keith

2005 "Trade talks now expected to focus on exports of poorer nations." *The New York Times* (December 12): C1, C3.

9. Wed, Feb 15 Civil Society Responds: The World Social Forum and Fair Trade (Guest: Daniel Jaffee, IES)

*Hardt, Michael and Antonio Negri

2001 "What the protesters in Genoa want." *The New York Times* (July 20): A23.

*Roosevelt/Huatusco, Margot

2004 "The coffee clash: many firms see a marketing advantage in selling politically correct beans." *Time* (March 1).

WEEK 6: POLITICS IN A HOTTER TIME

10. Mon, Feb 20 Contemporary Activism: Warriors, Builders, and Weavers

*Walker, Alice

1997 "Introduction: belief in the love of the world." Pp. xxi-xxv in *Anything We Love Can Be Saved*. New York, NY: Norton.

*Millar, Heather

2000 "Generation green." *Sierra* (November/December): 36-47, 94, 60.

Barringer, Felicity

2005 "Paper sets off a debate on environmentalism's future." *The New York Times* (February 6): YT14.

11. Wed, Feb 22TAs Just Do It: TA Panel (Kat Becker, Kevin Coleman, Andrea VanGunst, Cassie Wyss)

"New voice – and class – in diversity on campus." (Kat Becker)

(Kevin Coleman)

"My path back" (Andrea Van Gunst)

"Toxic Dude" (Cassie Wyss)

WEEK 7: WHOSE WOODS THESE ARE, I THINK I KNOW

12. Mon, Feb 27 The Real Tragedy of the Commons: Public Resources For Private Profits

*Mitchell, John G.

2004 "Our great estate." *Sierra* (March/April): 26-35.

*Shoumatoff, Alex

2004 "The Tennessee tree massacre." *onearth* (Winter): 14-25.

Johnson, Kirk and Felicity Barringer

- 2005 "Bill authorizes private purchase of federal land.: *The New York Times* (November 20): A1, A18.
13. **Wed, Mar 1 Ask the Talking Head**
 *Kloppenburger, Jack
 1990 "No hunting: scientific poaching and global biodiversity." *Z Magazine* (September): 104-108.
 Kloppenburger, Jack
 2000 "No excuse for hunger these days." *Wisconsin State Journal* (October 16).
 Kloppenburger, Jack
 2004 "Willy Street Co-op is best choice because it's more than a food store." *The Capital Times* (August 23): 9A.

WEEK 8: WE ALL LIVE DOWNSTREAM: CHEMICAL BURDENS AND HUMAN BODIES

14. **Mon, Mar 6 Pesticide Cocktails - (Guest: Prof. Warren Porter, UW Department of Zoology)**
 *Daly, Gay
 2006 "Hundreds of man-made chemicals." *onearth* 27:4 (Winter): 21-27.
 Center for Integrated Agricultural Systems
 2003 "Lawn care herbicide linked to reproductive problems in mice." *CIAS Research Brief #64* (July)
 University of Wisconsin Center for Integrated Agricultural Systems.
15. **Wed, Mar 8 Environmental Justice: How Race and Class Influence Risk (Guest: Katrina Becker)**
 *White, Harvey
 1998 "Race, class, and environmental hazards." In David E. Camacho (ed.), *Environmental Injustices, Political Struggles: Race, Class, and the Environment*. Durham, NC: Duke University Press.
 *Steingraber, Sandra
 1999 "Why the precautionary principle? A meditation on polyvinyl chloride (PVC) and the breasts of mothers." *Rachel's Environment & Health Weekly* #658 (July 8).
 Go to <http://www.ejrc.cau.edu/voicesfromthegrassroots.htm#margie%20richard> and read one of the following:
 Philip M. Klasky, "Native Americans and Environmentalists Derail Ward Valley Nuclear Dump"
 Hazel Johnson, "Surviving Chicagos 'Toxic Doughnut'"
 Margie Richard. "Environmental Justice Leaders Plead Their Case at the United Nations"
NOTE: FIRST EXERCISE DUE IN LECTURE TODAY

***** **SPRING BREAK** *****

WEEK 9: ALTERNATIVE PERSPECTIVES

16. **Mon, Mar 20 Custer Died For Your Sins?: Voices From the Fourth World**
 *Armstrong, Jeanette
 1996 "Sharing One Skin: The Okanagan Community." Pp. 460-470 in Jerry Mander and Edward Goldsmith (eds.), *The Case Against the Global Economy*, San Francisco, CA: Sierra Club Books.
 Seely, Ron
 2003 "Forest keepers: Menominee have been practicing sustainable forestry for centuries." *Wisconsin State Journal* (October 6): A1, A4.
 Kloppenburger, Jack
 2003 "Ho-chunk are rightful heirs to Badger plant land." *The Capital Times* (November 1-2): 9A.
17. **Wed, Mar 22 Systems Thinking and Sustainable Businesses (Guest: Tom Eggert, Wisconsin Department of Natural Resources, UW Business School)**
 Deutsch, Claudia H.
 2005 "Saving the environment, one quarterly earnings report at a time." *The New York Times* (November 22): C1, C3.
 *Loewenberg, Samuel
 2004 "Old Europe's new ideas." *Sierra* (January/February): 40-43, 50.

WEEK 10: WASTE NOT WANT NOT?

18. **Mon, Mar 27 The State of Waste: The Need to Move Beyond Recycling (Guest: Cassie Wyss, IES)**
 *Grassroots Recycling Network
 2000 "The state of wasting." Pp. 9-22 in *Wasting and Recycling in the United States 2000*. Athens, GA: Grassroots Recycling Network.
 Flynn, Laurie J.
 2005 "Poor nations are littered with old PC's, report says." *The New York Times* (October 24): C5.
 Motavalli, Jim
 2005 "Coming: 95% recyclable cars." *The New York times* (September 19): D11.
19. **Wed, Mar 29 Eco-Entrepreneur: Building a Green Career Path (Guest: Sonya Newenhouse, President, Madison Environmental Group)**
 *Darlington, Tenaya
 2004 "Enviro-visionary: Sonya Newenhouse has green dreams for Madison." *Isthmus* 29:9 (February 27).
 Maine, Garrick and Sonya Newenhouse
 2001 "Tons of trash turn to treasure in the Overture Project." *Leaflet* 3 (August): 1-2.
 Check out Sonya's work at MEG's website: <http://www.madisonenvironmental.com/>

WEEK 11: NOT BY BREAD ALONE

20. **Mon, Apr 3 Walking in Beauty: From John Muir to Eco-Tourism**
 *Abbey, Edward
 1968 "'Polemic: industrial tourism and the national parks." Pp. 39-59 in *Desert Solitaire: A Season in the Wilderness* New York: Touchstone.
 Kristof, Nicholas
 2004 "Vrooming into Yellowstone." *The New York Times* (February 18): A19.
 Egan, Timothy
 2001 "Uneasy being green: tourism runs wild." *The New York Times* (May 20): TR1, TR12.
21. **Wed, Apr 5 Stewardship of Creation: The Environment and Spirituality (Guest: Prof. Calvin DeWitt, IES)**
 *White, Lynn, Jr.
 1966 "The historical roots of our ecologic crisis." *Science* 155:3767 (10 March): 1203-1207.
 Janofsky, Michael
 2005 "When cleaner air is a biblical obligation." *The New York Times* (November 7): A17.
 Snyder, Gary
 1985 "Song of the taste." In *Deep Ecology: Living as if Nature Mattered*, Salt Lake City, UT: Peregrine Smith Books.

WEEK 12: BUT YOU GOTTA HAVE BREAD

22. **Mon, Apr 10 Re(E)volutions in American Agriculture**
 *Berry, Wendell
 1990 "The pleasures of eating." Pp. 125-131 in Robert Clark (ed.), *Our Sustainable Table...Essays*, San Francisco, CA: North Point Press.
 *Lappé, Frances Moore and Anna Lappé
 2002 "Taking off the cowboy hat." Pp. 244-274 in *Hope's Edge: The Next Diet for a Small Planet*. New York: NY: Tarcher/Putnam.
23. **Wed, Apr 12 Meat Is Murder: Are You Washed in the Blood of the Lamb?**
 *Silverstein, Ken
 1999 Meat factories: Old MacDonald is dead and gone." *Sierra* (January-February):28-35, 110, 112.
 *Hasselstrom, Linda M.
 1991 "Butchering the crippled heifer"and "The cow versus the animal rights activist," Pp. 319-330 in *Land Circle: Writings Collected From the Land*. Golden, CO: Fulcrum Publishing Co.
 Winckler, Suzanne

1999 "A savage life: if you want to be an omnivore, you should try killing your own meat." *The New York Times Magazine* (February 6).

WEEK 13: EATING FOR A CHANGE

24. Mon, Apr 17 Meat Is Manna (If You Do It Right) (Guest: Matt Sharp, Highland Hearth Farm)

*Pollan, Michael

2002 "Sustaining vision." *Gourmet* (September): 80-81.

*Steingraber, Sandra

2004 "The organic manifesto of a biologist mother." *Willy Street Co-op Newsletter* (May).

25. Wed, Apr 19 Latin American Agro-Environmental Transitions (Guest: Andrea VanGunst, IES)

*Guha, Ramchandra

1997 "The authoritarian biologist and the arrogance of anti-humanism: wildlife conservation in the Third World." *The Ecologist* 27:1 (January/February):14-20.

Yoon, Carol Kaesuk

2002 "Aid for farmers helps butterflies too." *The New York Times* (July 9): D1, D4.

Herbert, Bob

2005 "Rain forest Jekyll and Hyde?" *The New York Times* (October 20): A27.

WEEK 14: BRAVE NEW WORLDS

26. Mon, Apr 24 Genetically Modified Food: Promise and Uncertainty (Guest: Prof. Irwin Goldman, Horticulture)

*Nash, J. Madeline

2000 "Grains of hope." *Newsweek* (July 31): 38-46.

*Manning, Richard

2004 "Super organics." *Wired* (May): accessed 12/9/04 at <http://online.sfsu.edu/~rone/GEessays/SuperOrganics.htm>

27. Wed, Apr 26 Biotechnology and Beyond: Perils and Precautions

*Pollan Michael

1998 "Playing god in the garden" *The New York Times Magazine* (October 25): 44-51, 62, 82, 92.

Barrett, Katherine

2000 "Precautionary principles." *MFA Digest* 12:6 (Fall/Winter): 5.

WEEK 15: THE END OF DAYS?

28. Mon, May 1 Filling In

29. Wed, May 3 Conclusions: How Much Time Do We Have Left?

(SECOND EXERCISE DUE IN PROF. KLOPPENBURG'S OFFICE AT 4:30PM, FRIDAY, MAY 6)