

STETSON UNIVERSITY
Program in American Studies and Department of History

Paul J. Croce
Office Hours: MW, 11-12, 1:30-2:30; TuTh, 12-1; and many afternoons, 2:30-5
Sampson 218
822-7530; pcroce@stetson.edu

AMST351R-JS, HIST357R-JS (CRN#: 5311)
Spring 2011
TuTh 1-2:15
Sampson 223

Nature and the American Marketplace
an American Studies, History, and Environmental Sciences course
and a Junior Seminar on Environmental Responsibility

Goals of the Course

This course is designed for students who already have some academic or personal experience with environmental issues. We begin with the question: if someone has knowledge about the environment and concern about its problems, what should be done? Most action steps confront a tension between the needs of nature and the appeals of the market society we live in. Environmental issues can be addressed in a host of different ways, ways which touch on different temperaments, different values, different disciplines, and different vocations. We will examine these paths, ask about their ideological affiliations, explore the social setting and character commitments of each, and assess their effectiveness. How do these paths work for evaluating conditions, for helping environmental health, or for persuading the involvement of experts, stake holders, and the public in general? Do different approaches to the environment work well together, as complements to each other, or are they in conflict with each other? Our inquiries will have a particular focus on historical changes on the American landscape, the history of environmentalism, ecospirituality, water issues in Central Florida and throughout the country, deep ecology, popular culture renditions of ecological problems and environmentalist action, close examination of one common commodity in nature and the marketplace (coffee), free-market environmentalism, environmental justice, issues of design, and questions about education in schools and in the public classroom. Representatives of each perspective will gain a hearing in the materials of this course, and each student has the opportunity to explore any one of these threads, or another related one, in more detail and nuance with the Research Paper.

Through your work with books and other texts, library research, films, class projects, lectures, and discussion, emphasis will be placed on your development of thinking, reading, writing, and speaking skills. Please fill out a card so I can begin to get to know your academic interests right away.

Course Requirements and Grading

--Attendance in class, involvement in discussions and projects, and journal entries	} }	20% of final grade
-- One Research Paper including preparatory work		20%
--Midterms		20% each
--Final exam		20%

I assume academic honesty. It is simply part of life in a learning community. Anything less will be taken seriously at the department and university levels. Your work for this class must be your own, with quotations or references to the work of others clearly cited. Students with *special physical needs or learning disabilities* should let me know and also contact the Academic Resource Center, Stacy Collins, director, scollin1@stetson.edu, 101 CUB, 822-7127; academicresources@stetson.edu.

Because you have the privilege of enrolling in a small seminar-style class with an emphasis on enough interaction to help ensure that everyone understands the material, *your participation is crucial*, during all the class time. In the course, there are many forms of participation, including careful listening and reviewing notes after class, but most important is communication in class with questions, comments, and discussion exchange. More than three unexcused absences will be reported to the administration and will put your grade in jeopardy.

The journal is a place for you to capture your thoughts, practice writing, and prepare for class; in class, it can serve as a basis for comments and questions. The entries can allow you to test out ideas you are exploring, even serving as early drafts for papers or parts of papers. I encourage you to write, even if only briefly, every time you do some work for the class (before or after class, after reading, or after a project). In addition to this general advice, there are *ten journals* due as part of your participation grade—that is about once per week (this allows for a few

crazy weeks!). *Turn in journals within one week of the material discussed; journals submitted late will contribute to a lower participation grade.* Write one typed page in response to the class material of that day, the few days before it, or some class project. Also, I encourage you to attend other events, such as the Stetson Undergraduate Research and Creative Arts Symposium on April 19—submit your own research!—with extra credit for extra journals and for oral contributions to the seminar.

For the research paper, choose a subject related to the topics or theme of the course, find at least one scholarly book on this subject and add a variety of research materials (encyclopedia entries, books, web pages, scholarly journal or magazine articles, government documents, and/or audio and visual material), choose and refine your questions as you examine this material, and develop a sound point of view as your interpretation. This is a semester-long project, with topics, bibliography, refinement of questions, and progress report due every few weeks. Your final written research report of *about 10 typed pages is due in 218 Sampson at the end of classes*—earlier is welcome! For extra credit, students may deliver a brief oral presentation of their report; this can be an invaluable way to draft your ideas and get seminar feedback before completing your project. The Notes on a Book can help in organizing your own thoughts and sharing them with your fellows in the seminar.

The mid-terms will be essay questions for analysis of the course material. *The final exam* will also be in essay format, with one part a “second mid-term” on the 2nd half of the semester, and the other part comprehensive.

In grading oral and written work, I will emphasize your understanding of the material, the persuasiveness of your argument, and your clarity of presentation. I encourage you to print on two-sided or on one-side-used paper, and to turn in only your paper, stapled, without any folders or binders.

On the American Studies Web Page: The department web page has many documents designed to help you do your best work in the course and in life in general. In particular, click on Faculty, then on my name, then Teaching; or go directly to <http://www.stetson.edu/artsci/american/pcteaching.php>: see the Guides to Learning, Writing, and Speaking. Also on the same department web page, go back to the Learning By Doing link, then to Work to Learn/Learn to Work; or go directly to <http://www.stetson.edu/artsci/american/worktolearn.php>, to see, at the bottom of that page, links that reach beyond this course and may contribute to your future work: an overview of What Students Can Learn from American Studies, and the American Bar Association’s Guide to Legal Education.

Books for Purchase:

Donald Worster, The Wealth of Nature

Thomas Berry, The Dream of the Earth (recommended)

Bill Belleville, River of Lakes

Daniel Quinn, Ishmael

Adamson, Evans, Stein, eds., Environmental Justice Reader (recommended)

Anderson and Hill, eds. The Not So Wild West (recommended)

Mark Pendergrast, Uncommon Grounds

David Orr, The Nature of Design

On Reserve, available at Library Circulation Desk:

Thomas Berry, The Dream of the Earth

Croce, “Thinking Like a Market”

Adamson, Evans, Stein, eds., Environmental Justice Reader

Anderson and Hill, eds. The Not So Wild West

On Blackboard: This computerized bulletin board has copies of course documents and new and related material: “Information” has general information and “Content” has references to particular assignments.

Special Events:

viewing “No Impact Man” with students in AMST220, Consumer Culture

possible field trips to Lyonia Park and the Peace Farm in Gainesville dedicated to environmental justice

“Downstream: Art and Nature by the Riverside,” Hand Gallery: viewing and discussion of Oscar

Bluemner’s Passaic River paintings

Schedule of Topics and Readings

<u>Date</u>	<u>Topics</u>	<u>Requirements</u>
Jan. 13	introductions	problems, solutions, problems,...
Jan. 18	taking nature seriously	Worster, through ch. 5
Jan. 20	thinking like a landscape	Worster, chs. 6-11; <i>research topic due</i>
Jan. 20 or 24**	viewing "No Impact Man" with students in AMST220, Consumer Culture	
Jan. 25	efforts to restore	Worster, chs. 12-16
Jan. 27	the challenge of going green	planning research; research topics due
Feb. 1	environmental spirituality	Berry, through ch. 2, chs. 10, 13, and 15 (ch 11 recommended)
Feb. 3	from small beginnings	Belleville, through chs. 4 field trip to Lyonia
Feb. 8	folk life, river life	Belleville, chs. 5-7
Feb. 10	making it to market	Belleville, chs. 8-10
Feb. 15	water, water everywhere, and...	film: Poisoned Waters; <i>report on key book and refinement of research questions</i>
Feb. 17	thinking like an animal	Quinn, through p. 91
Feb. 22	givers and takers	Quinn, pp. 93-184
Feb. 24	hunting for hope	Quinn, pp. 185-end
Mar. 1	crazy for nature	film: Instinct <i>midterm exam</i>
Mar. 3	what if...	film: Instinct; reviews of movie and book
Mar.7-11:	Spring Break	
Mar. 15	coffee colonization	Pendergrast, through p. 62 and 77-112
Mar. 17	marketing the bean	Pendergrast, pp. 113-42 and 155-216
**Mar. 22	meet in Hand Gallery: Downstream: Art and Nature by the Riverside health of river and culture	read background information; <i>research refinement and bibliography due</i>
Mar. 24	coffee in the market	Pendergrast, pp. 217-233 and 257-316
Mar. 29	corporate conquest of aroma	Pendergrast, p. 337-end
Mar. 31	corporate social responsibility: treat or trick?	Croce, "Thinking Like a Market" films: Starbuck Coffee Stories
Apr. 5	land and people	Environmental Justice Reader, chs. 1-3
Apr. 7	institutions, property, and preservation	Anderson and Hill, chs. 1, 3, 5, & 11
Apr. 12	solutions. problems! solutions?	Political Debate and the search for answers... field trip linking environment and peace <i>progress report due</i>
Apr. 14	shape and function	Orr, through ch. 6
Apr. 21	the shape of politics	Orr, chs. 7-14
Apr. 26	applying design innovations	film: "The Next Industrial Revolution"
Apr. 28	reshaping society	Orr, ch. 15-end <i>research paper due</i>
May __	a semester of inquiry	<i>final exam</i>