

Dr. Ted Toadvine (toadvine@uoregon.edu)
Office: PLC 319; Tel: 346-5554
Office Hours: MW 12:30 - 1:30 and by appt.

GTF: Stacy Vynne (svynne@uoregon.edu)
Office: 6 Pacific; Tel: 346-5003
Office Hours: T 3:00 - 4:00

COURSE DESCRIPTION

This course explores our aesthetic experiences of the environment from a philosophical perspective. We will begin with a brief consideration of historical precedents, especially the accounts of the beautiful and sublime proposed by Burke and Kant. We then turn to a series of debates in contemporary environmental aesthetics:

- How is aesthetic appreciation of nature similar to and different from appreciation of art objects? Are all natural landscapes beautiful? What criteria may be used to evaluate beauty in nature?
- Is there a correct aesthetic appreciation of nature, and if so, what role is played by scientific knowledge, emotion, and imagination in this appreciation? How is our aesthetic engagement with the environment related to our embodiment, and how do the non-visual senses contribute to aesthetic appreciation? To what extent is aesthetic appreciation of nature rooted in a particular cultural worldview?
- How does our aesthetic appreciation of natural environments relate to that of human-influenced and built environments, such as agricultural and urban settings? What part can aesthetic considerations play in landscape architecture and design, and how might the “scenic” qualities of landscapes be assessed?

REQUIRED TEXTS

Books: Allen Carlson and Arnold Berleant, eds., *The Aesthetics of Natural Environments* (Broadview Press, 2004).
Allen Carlson, *Aesthetics and the Environment* (Routledge, 2000).

Various essays posted either on the Blackboard site for the course, <<https://blackboard.uoregon.edu/>>, or through the UO Library’s online course reserve system, <http://libweb.uoregon.edu/acs_svc/reserve-index.html>.

COURSE REQUIREMENTS

	<u>Undergraduate</u>	<u>Graduate</u>
1. participation & attendance	10%	10%
2. average of best 5 weekly summaries	40 %	30%
3. midterm and final essays (6-7 pages)	50 %	
4. prospectus for final paper		20%
5. final term paper (12-14 pages)		40%

- **Class Participation/Attendance:** You are expected to participate actively in this class, which includes attending class, reading all assigned material prior to class, and participating productively and professionally in class discussions. Missing THREE classes FOR ANY REASON will result in a full grade reduction. An additional full grade reduction will be made for each additional missed class after the third. Three late arrivals for class will count as one absence. Discussion is crucial to this class, and I will do my best to make you feel at ease and welcome to contribute to the class conversation. Please feel free to contribute any question, objection, or other thought about the topic at hand when such occurs to you. Although no relevant remark is out of bounds in this class, you will be expected to treat all members of the class respectfully and professionally. The quality and quantity of your participation in the class discussion will be evaluated in assigning 10% of your final grade. Obviously, failure to attend class will negatively affect your participation grade.
- **Weekly Summaries:** Each week, on either Monday or Wednesday (starting in Week Two), you will have the opportunity to submit summaries of the day’s assigned readings. Summaries should be limited to one single-spaced page per article and should aim to be as clear and comprehensive as possible within that space. You may submit a summary of the readings for either Monday or Wednesday during a particular week, but not on both days. Your summaries will be graded as either ✓+ (especially thorough and insightful summary), ✓ (solid, accurate, and

complete summary), or ✓- (quality or completeness of summary needs improvement). Numerically, these grades will be scored, respectively, as 10, 8, and 6 points out of ten possible. The average of your best five weekly summaries will count as 40% (undergraduate) or 30% (graduate) of your final grade. Reading summaries will be graded only if they are received during the class in which the readings are to be discussed. Extra or late summaries cannot be accepted in order to make up for delinquency in completing these assignments at the proper time.

- **Midterm and Final Essays:** Undergraduate students will complete two essays in response to questions posted on Blackboard, the first due in Week 5, and the second due on the date of the final exam. These essays should be 6-7 pages long with standard fonts and margins, stapled, double-spaced, and proof-read. Essays will lose one letter grade for each calendar day that they are late. Each essay will be worth 25% of the final grade.
- **Term Paper Prospectus:** Graduate students will submit, in the 8th week, a prospectus of the final paper with two components: (1) a 2-3 page detailed description of the topic and outline of the proposed argument; and (2) an annotated bibliography of five peer-reviewed secondary texts you intend to consult. Each annotation should be around one double-spaced page and include both a summary of the article and an explanation of its relevance for your project. Your prospectus must receive my approval in order for your final term paper to be accepted. The prospectus will be worth 20% of your final course grade.
- **Final Term Paper:** Graduate students will complete final term papers of 12-14 pages that explore a specific independently-chosen topic or theme from the course in detail and must include (a) examination of at least five peer-reviewed secondary sources in addition to primary texts, and (b) the development of your own original position or critical response. Term papers must be stapled, double-spaced, proof-read, and use a standard system of citation (APA or Chicago). Papers are due on the date scheduled for the final exam, and extensions will be granted only in the case of genuine, documented emergencies. Late papers will lose one letter grade for each calendar day that they are late. Your term paper will count for 40% of your final course grade.

POLICIES

Inclement Weather: It is generally expected that class will meet unless the University is officially closed for inclement weather. If, however, it becomes necessary to cancel class while the University remains open, this will be announced on Blackboard and through the Blackboard email system.

Academic Honesty: Please review and familiarize yourself with the provisions of the Code of Student Conduct regarding academic honesty. You can find a summary in each term's Schedule of Classes or by the Office of Student Life's Duck Guide: http://studentlife.uoregon.edu/duck_guide/duckguide.htm. Violations of academic honesty will be met with disciplinary action.

Individual Differences: If you experience difficulty in this course for any reason, please don't hesitate to consult with me. If you have a disability that may prevent you from fully demonstrating your abilities, you should contact me personally as soon as possible so we can discuss accommodations necessary to ensure your full participation and facilitate your education process. The university offers a wide range of services to support you in your efforts to meet the course requirements, including the following:

- *Academic Learning Services (ALS):* ALS provides numerous resources (including courses, workshops, and tutoring) to help UO students succeed. They work with a diverse student body with a wide range of needs. If you are unsure which resources would work best, they are happy to answer questions and share suggestions. Web: <http://als.uoregon.edu> – Phone: 541-346-3226.
- *University Counseling and Testing Center (UCTC):* The UCTC provides comprehensive mental health care and testing services to the University of Oregon campus. The primary mission of the UCTC is to provide quality clinical/therapeutic services, psychological testing and assessment, psychoeducational workshops and outreach as well as emergency services. Web: <http://www.uoregon.edu/~counsel/> – Phone: 541-346-3227
- *Disability Services (DS):* DS coordinates services, provides advocacy and support to students with documented physical, learning, and psychological disabilities and provides assistance to the general campus community in responding appropriately to requests for accommodations based on disability. Web: <http://ds.uoregon.edu/> – Phone: 541-346-1155 TTY: 541-346-1083

TOPICS & ASSIGNMENT SCHEDULE

(All items available through online course reserves unless otherwise noted)

Week 1: 4/2, 4/4	Introduction to Environmental Aesthetics Carlson, "Environmental Aesthetics" Crawford, "The Aesthetics of Nature and the Environment" Berleant, "Environment as a Challenge to Aesthetics"
Week 2: 4/9, 4/11	Historical Perspectives on the Aesthetics of Nature Rolston, "Landscape from Eighteenth Century to the Present" Burke, "The Sublime and the Beautiful" Kant, from <i>The Critique of Judgment</i> Brady, "Early Theories of Aesthetic Appreciation of Nature"
Week 3: 4/16, 4/18	Art and Nature Hepburn, "Contemporary Aesthetics and the Neglect of Natural Beauty" (ANE) Crawford, "Comparing Natural and Artistic Beauty" Carlson, "Appreciating Art and Appreciating Nature" (Carlson, Ch. 7) Berleant, "The Aesthetics of Art and Nature" (ANE)
Week 4: 4/23, 4/25	Science and Objectivity in Aesthetic Appreciation Carlson, "Appreciation and the Natural Environment" (Carlson, Ch. 4) Carlson, "Nature, Aesthetic Judgment, and Objectivity" (Carlson, Ch. 5) Carlson, "Nature and Positive Aesthetics" (Carlson, Ch. 6) Rolston, "Does Aesthetic Appreciation of Landscapes Need to be Science-Based?" Thursday, 4/26: Extra-Credit Lecture by Allen Carlson, 4:00 - 5:30 (Lillis 175)
Week 5: 4/30, 5/2	Midterm Essays Due (undergrad): 4/30 Emotion, Mystery, Imagination Carroll, "On Being Moved by Nature: Between Religion and Natural History" (ANE) Godlovitch, "Icebreakers: Environmentalism and Natural Aesthetics" (ANE) Brady, "Imagination and the Aesthetic Appreciation of Nature" (ANE) Eaton, "Fact and Fiction in the Aesthetic Appreciation of Nature" (ANE)
Week 6: 5/7, 5/9	The Senses and Cultural Differences Heyd, "Aesthetic Appreciation and the Many Stories about Nature" (ANE) Fisher, "What the Hills are Alive With: In Defense of the Sounds of Nature" (ANE) Brady, "Sniffing and Savoring: The Aesthetics of Smells and Tastes" Saito, "The Japanese Appreciation of Nature"
Week 7: 5/14, 5/16	Landscapes and Built Environments Crawford, "Scenery and the Aesthetics of Nature" (ANE) Berleant, "Aesthetic Perception in Environmental Design" Berleant, "Aesthetic Paradigms for an Urban Ecology" Carlson, "On Aesthetically Appreciating Human Environments"
Week 8: 5/21, 5/23	Final Paper Prospectus Due (Graduate): 5/21 Ecology and Design <i>Visit by Leslie Ryan, Landscape Architecture, 5/21 (readings TBA)</i> <i>Visit by Brook Muller, Architecture, 5/23 (readings TBA)</i>
Week 9: {5/28}, 5/30	5/28: Memorial Day (no classes) Assessing Scenic Beauty Carlson, "On the Possibility of Quantifying Scenic Beauty" Ribe, "On the Possibility of Quantifying Scenic Beauty – A Response"
Week 10: 6/4, 6/6	<i>Visit by Rob Ribe, Landscape Architecture, 6/4 (readings TBA)</i> Daniel, "Whither Scenic Beauty? Visual Landscape Quality Assessment in the 21st Century" Parsons & Daniel, "Good Looking: In Defense of Scenic Landscape Aesthetics"
Monday, 6/11	Final Essays due in Philosophy Department office, 338 PLC, before 4:30 p.m.