



DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the current Summer Seminars and Institutes guidelines, which reflect the most recent information and instructions, at

<https://www.neh.gov/program/summer-seminars-and-institutes-k-12-educators>

Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: Re-Enchanting Nature: Humanities Perspectives
Institution: Carroll College
Project Directors: Chris Fuller and Edward Glowienka
Grant Program: Summer Seminars and Institutes (Seminar for K-12 Educators)

RE-ENCHANTING NATURE: HUMANITIES PERSPECTIVES

Carroll College
February 22, 2018

TABLE OF CONTENTS

NARRATIVE DESCRIPTION	2
Intellectual Rationale	2
Program of Study	4
Project Faculty and Staff	12
Institutional Support	15
Project Website, Outreach, and Dissemination	16
PROJECT BUDGET	17
APPENDICES	22
Day-By-Day Schedule with Reading List	22
Résumés	30
Letters of Commitment	40
Letter of Support from Host Institution	46
Bibliography to the Narrative	47
PROJECT EVALUATION	49
2017 Seminar Evaluations	52

NARRATIVE DESCRIPTION

Intellectual Rationale

In 2017 Carroll College hosted its first NEH Summer Seminar for School Teachers. Due both to the large numbers of applications and the positive appraisal of this inaugural effort, we are re-applying to host this seminar. “Re-Enchanting Nature: Humanities Perspectives” explores human relationships with nature through religious, philosophical, literary, historical, and cultural perspectives during the three-week program. Our curriculum responds to the NEH’s efforts to bring the humanities into the public square by examining whether or not they can inspire what Wendell E. Berry calls an “affection” for nature. For Berry, affection constitutes “such love for a place and its life that [one wants] to preserve it and remain in it” (2012). This affection is a product of the imagination. The humanities have always been the patrons of imagination and are, therefore, instrumental to understanding how to discern our relationships to others - human and nonhuman - and to the places around us.

Through primary sources, critical analyses of those sources, field trips, group discussions, and pedagogical reflection, this seminar will provide a variety of humanist perspectives on the natural world. In particular, the diversity of approaches will invite participants to consider the different ways we conceptualize the natural world. For example, how do terms like “wilderness,” “frontier,” and/or “environment” shape our understanding of our relationship to the natural world? What types of cultural assumptions are embedded within them? In what ways can the humanities provide both us and our students better opportunities to understand and reflect on these assumptions?

A secondary focus of this seminar is to examine the tension between what C. P. Snow called the “two cultures” (humanities and the sciences). Snow foresaw this division resulting in “practical and intellectual and creative loss” for our civic discourse about the natural world (1993). Sverker Sörlin and others have recently sought to remedy this fissure by restoring an integration of humanist and scientific approaches toward nature (2012). As scientist Mike Hulme argues, “The role of storytelling needs elevating alongside that of fact-finding. The ‘two cultures’ divide between the arts and sciences in education needs reconciling” (2011). While the sciences seek to understand the natural world, they do not, as a matter of their disciplinary methods, address questions pertaining to cultural values, political and religious ideas, and the philosophical meaning of human decisions and behaviors. Thus, the humanities provide a venue for a multidisciplinary conversation about these issues, a conversation our seminar seeks to further.

With these goals in mind, we frame this seminar around four themes: (1) Exploring Origins; (2) Defining Nature; (3) Imagining a Way Forward, and (4) Bringing It All Together in Yellowstone National Park. The first two themes ask how our stories and language about nature shape our perceptions of our relationship to it. Depending on the context, we may view the natural world as something over which we have dominion, something to be harnessed for our benefit, or something ideally free from human contact. Yet, as we explore these assumptions more deeply, we find them complicated by a dialogue with other perspectives. For example, Ansel Adams’ contention that the “wanton disturbance of a twig or a stone or the casual murder of an animal ... constitute[s] violations of the temple” of wilderness (1961) is challenged by the 17,000-year-old Lascaux cave paintings in France which suggest that human beings have always interacted with nature in some fashion. Our third theme looks at ways of reconciling and living within such

complexities. Our fourth theme uses Yellowstone National Park as a natural classroom to explore the previous three themes.

The first two weeks of the seminar, hosted on the Carroll College campus, investigate various religious, literary, historical, and cultural perspectives. A balance of primary sources, contemporary scholarship, and local field trips will encourage participants to examine the role of place in our understanding of the natural world. The final week in Yellowstone National Park provides an avenue for dialogue about applying the perspectives they have studied to contemporary conversations about ecology, land use, and the intersection of Native American culture and history with the park's history and public perception.

Program of Study

The seminar's structure engages participants in a range of learning experiences and provides ample opportunity for critical inquiry, reflection, and the development and sharing of ideas for the classroom. Each day's curriculum centers on a new primary source with accompanying critical scholarship, a presentation and discussion led by one of the co-directors or a featured scholar, and opportunities to explore pedagogy and curriculum with the K-12 advisor, a former scholar in this seminar who has implemented its themes and practices in her teaching.

Introduction: A Failure of Imagination? (Day 1)

This first session introduces the participants to one another and to Carroll College, and enables the co-directors to begin identifying the personal and professional goals of each participant. It also sets a context for the seminar that invites critical inquiry and collegial dialogue. In advance of their arrival, participants will be asked to read Wendell Berry's "It all Turns on Affection," *The Two Cultures* by C. P. Snow, and two brief articles addressing the need for the humanities in environmental discussions (Hulme 2011 and Sörlin 2012). These essays

provide the framework for a discussion that addresses the degree to which the humanities can or should inspire Berry's notion of "affection" for the natural world, whether or not there remains a rift between the humanities and the sciences, and, to a lesser extent, the current state of our cultural discourse on nature. We frame our discussion around Berry's claim that what plagues our discussions of nature is a "failure of imagination" that the humanities can remedy.

Afternoon activities will include a walking tour of the Carroll campus and its immediate environs including the library where participants will receive temporary library cards and access to its online research resources. The project co-directors and K-12 expert will hold individual meetings with participants on the first afternoon to learn about their interests and goals.

Theme One: Exploring Origins. (*Days 2-3*) (Sources: Genesis 1-2, Native American oral traditions, and Huxley's "On the Relation of Man to the Lower Animals.")

Origin narratives provide enduring cultural touchstones for understanding our place in nature and for determining the ways in which we ought to have affection for it. We look to three accounts of human origins to explore how our conceptions of nature determine and are determined by such stories. We begin with Genesis 1-2 and its two creation stories. We will stress what biblical scholar John Walton calls their "lost worlds": their Ancient Near Eastern cultural settings and the vision of human relationships with creation that they articulate. Specifically, we will examine what it means, in this setting, to have "dominion" over creation (Gen 1:28). We will then attend to the reception history of these stories to review how "dominion" has been understood by subsequent generations of readers. A companion article by Peter Harrison surveys how the biblical charge of dominion was understood in the medieval and early modern periods (1999). We will explore the tensions between the intentions of Genesis'

ancient authors and subsequent readings which variously view the summons to dominion over nature as either a sanction for its exploitation or as a call to responsible stewardship.

In the afternoon, we will read "On the Relations of Man to the Lower Animals" by "Darwin's bulldog" Thomas Huxley. This short physiological treatise presents itself as an attempt to answer "question of questions for mankind...the ascertainment of the place which Man occupies in nature and of his relations to the universe of things" (1861). Huxley offers a picture of human beings as continuous with, and yet superior to, the rest of the animal kingdom. We will discuss how this scientific perspective informs current understandings of our place in nature and how it compares to the ancient biblical account and its reception history.

The second day, Mike Jetty, Indian Education Specialist with the Montana Office of Public Instruction, and Dr. Shane Doyle, Crow historian and educator, will introduce us to American Indian oral creation stories. Their presentation will be partnered with scholarship that examines the detrimental impact Western emphasis on literacy has had on Native American oral traditions, and the corresponding need to incorporate oral storytelling traditions in the classroom (Piquemal 2003). The subsequent discussion will explore the similarities and differences between Genesis 1-2 and tribal creation stories and the cultural risks of privileging the written word over oral traditions.

The afternoon activity will introduce participants to Montana's groundbreaking *Indian Education for All* K-12 curriculum which recognizes "the distinct and unique cultural heritage of American Indians and [Montana's commitment] in its educational goals to the preservation of their cultural integrity." Mr. Jetty and Dr. Doyle will demonstrate how the guiding principles of this curriculum can be implemented in classrooms. Following their presentation, our K-12

advisor, Christina Torres, will lead participants in an exercise on composing contemporary “origin stories.” This exercise is an assignment teachers could adapt to help students think through the creative choices and cultural dynamics within origin stories.

Theme Two: Defining Nature (Days 4-7) (Sources: *Pictograph* by Melissa Kwasny; *Hard Times* by Charles Dickens; selected short readings by Ansel Adams)

Building on our discussions of origin stories, we then track the continuum between viewing nature as “other” than the human and viewing nature as bound up with the human experience, what we might call the human “environment.” We will probe what is at stake in various positions across this continuum. We will stress the need to evaluate our conceptions of nature for determining whether and what kind of affection we should have for it.

Our first morning, we will travel to the Helena National forest to view ancient indigenous pictographs and petroglyphs with Melissa Kwasny. Her study of these sites resulted in her 2015 collection of poetry, *Pictograph*. Kwasny’s work shows that human beings have always been giving meaning to and drawing meaning from nature. Her poetry challenges any attempt to see the natural world as pristine and separate from interaction with human beings. At the same time, it forces us to reflect on how, in using nature as a medium for self-understanding, we risk drawing further from it. Following our visit to the pictographs, we will discuss the understandings of nature latent in them and begin to analyze the cultural assumptions behind viewing nature as untouched wilderness. We will also broach the role poetry plays in humanistic approaches to nature by assessing Gioia Wood’s proposal that poetry meets Snow’s demand for a “third culture” (2008). As part of our session, Ms. Kwasny will lead a workshop on using poetry

as a means of ecological reflection in the classroom. Christina will also read [the poem](#) she wrote during the 2017 seminar and share how she has used this exercise in her classroom.

The next day is the first of two which probe the understandings of nature underlying industrialization and modern commerce. We will briefly look at a few excerpts from the writings of Francis Bacon and René Descartes, both of whom portray nature as a resource to be both studied and controlled (in Bacon's terms, both obeyed and compelled). The excerpts show how deeply rooted the rise of modern science was in the enlightened desire to improve health and prosperity and how its conception of nature aligned with this desire.

We then discuss Charles Dickens' *Hard Times*. Set in the fictional community of Coketown, the novel is often read for its typically Dickensian focus on the the need for social reform. Dickens' fiction has, however, also been evaluated for its environmental themes (Bookchin 1987), and *Hard Times* can be read as a depiction of the eventual perils of the enlightenment approach to nature. Moreover, Dickens' advocacy of "fancy" anticipates Berry's notion of "affection" in important ways and allows us to deepen our discussion of Berry's proposal. To broaden our understanding of Dickens' views on nature, we will read John Parham's analysis of the relationship between Dickens' literature and the technology and ecology of his time (2010). Questions distributed in advance will focus our discussion on Dickens' use of his Victorian physical environment as a metaphor for the impact of industrialization, on the continuity he draws between our treatment of nature and our treatment of human beings, and on the intellectual underpinnings of our commerce with nature.

We continue reflection on nature and commerce by taking a guided historical tour of Butte, Montana, a town strikingly like Coketown in character. Once known as the "richest hill on

earth” for its abundant copper deposits, Butte is now home to one of the largest superfund sites in the United States, the Berkeley Pit. The “Pit,” as it’s known throughout Montana, is a former open pit copper mine that is filling with highly contaminated water, but which doubles as a tourist attraction. Prior to visiting Butte, we will screen the *Independent Lens* documentary, *Butte, America*, to familiarize participants with the economic and social history of Butte. We will also read an essay (“The Pit”) that chronicles an outsider’s visit to the Berkeley Pit. The visit to Butte is meant both to complement Dickens’ portrayal of nature, but also complicate his straightforward moralizing about human industrial commerce. Butte is a case study in the tensions that emerge between viewing nature as a resource to be harnessed and viewing it as something needing responsible stewardship.

The following day, we engage the work of Ansel Adams. Adams’ photographs are visual representations of the definition of wilderness codified in the Wilderness Act of 1964, namely, an “area where the earth and its community of life are untrammeled by man.” His idea of pristine wilderness is at odds with Kwasny’s portrait of nature, but potentially gains in meaning as a reaction to, indeed a plea for affection in the midst of, creations like “the Pit.” Our analysis of Adams will focus on his cultural importance in promoting a definition of nature as something essentially other than, and unmarred by, humankind.

After a preparatory exercise asking participants to create and reflect on their own photographs, we will read several brief selections from Adams’ writings, paying particular attention to his reflections on nature and wilderness as a “symbol of qualities beyond the structure of routine life ... which is comprehension of the vast cosmos and the ultimate purpose and validity of life” (1961). We will read an article addressing the tension between his idyllic

vision and the realities of maintaining pristine landscapes while promoting tourism to them at the same time (Spaulding 1996). To bring Adams' intellectual assumptions into better relief, we will briefly compare his images to the landscape photography of Tseng Kwong Chi, who exposes "the biopolitics of the settler landscape in Canada and the United States" (Day 2013). Topics we will consider include the influence of images on our definitions of nature, the tensions between Adams' reified vision and the politics of western settlement and race (especially as they pertain to Native American populations), and the challenges of defining nature as wilderness, a concept meant at once to protect nature and to offer it as tourist destination.

Theme Three: Imagining a Way Forward (Days 8-9) (Sources: the film *Princess Mononoke*).

Berry laments our "failure of imagination." Having explored our relationship to nature through various humanistic lenses, are we in better position to "imagine" new possibilities for living together amid competing conceptions of—and unequal "affection" for—nature? To frame this question, we will make a site visit to the Asarco smelter plant in East Helena. At this federal superfund site, we will meet with representatives of a local conservation group, the Prickly Pear Land Trust, and of the EPA to learn about how they have partnered with each other to spur environmental reclamation as a basis for economic renewal. The conversation will address the complexities of conservation in small town settings as well as strategies for reconciling the tensions between our desires to protect and to benefit from the environment.

The afternoon following our visit to East Helena, Ed will lead participants in an exercise he often runs in his classes to model the virtues of philosophical dialogue. Participants will be asked to share something (from a news report, essay, or other medium) which challenges their views on nature and our role in it, as well as something which inspires them. Through a series of

steps, participants will learn strategies for refining their own positions and for adjudicating disputes between competing claims. The exercise will provide grounding for a broader discussion on how we develop common goals in the midst of competing perspectives and how we teach such practices to students.

Our next day begins with a screening of the animated film *Princess Mononoke* (1997). We use the film to further our discussion of constructive models for adjudicating competing conceptions of nature, this time within a traditional classroom pedagogical medium: the animated film. *Mononoke* portrays a mythical landscape where supernatural forces of destruction are unleashed by human consumerist appetites. The healing of this devastation only comes through cooperation that provides both for a local population's livelihood and the preservation of nature. Benjamin Thevenin argues that the film invites complex examination of ecological discourses which results in active, rather than passive, participation by its viewers and in this way "stands out as an alternative to the dominant mode that relies on melodrama's spectacle, moral polarity, and narrative conclusiveness" (2013). In addition to discussing the film's success in this regard, participants will discuss with Christina pedagogical strategies for employing film to engender critical thinking about the complexities that the film addresses.

Theme Four: Bringing it all Together in Yellowstone National Park. (Days 10-15)

On our final day at Carroll College, we will prepare to visit Yellowstone National Park. Yellowstone draws together our discussions of origin stories, of competing conceptions of meaningful, commercial, and untrammelled nature, and of how we plan a future in a time of increased economic pressure and growing ecological awareness. It is a case study for the ideas and themes discussed throughout the seminar. Before travelling to Yellowstone, we will

introduce scholars to the history and mission of the National Park Service. We will view one episode of Ken Burns' *The National Parks* and read a critique of it (Ott 2011). We will also discuss Gareth John's interdisciplinary analysis of the impact of Thomas Moran's photography on the founding of the park (2007) and an essay by John Muir on American forests (1916).

At the start of the seminar's third week, we travel to West Yellowstone, MT, which will serve as our home base for three days of curriculum in the national park. The first day, Dr. Grant Hokit, professor of biology at Carroll College, will lead a tour focused on the ecology of the park and the relationship between the park and its surrounding communities. The second day, Mike Jetty and Shane Doyle will return to discuss the historical and cultural relationships of local tribes with the park and the impact of the park's founding on the Native relationship to the land. We pair Mike and Shane's presentation with Owen Wister's short story, "Bad Medicine" (1928), as they provide the cultural context to evaluate Wister's representation of Native American beliefs about Yellowstone. The itinerary for the third day will be determined by the participants and their interests relative to the themes we have addressed in the seminar over the previous two weeks. We will identify locations within the park that provide opportunities for further reflection on these topics. During the evenings, we will reserve time for debriefing with the project directors and the K-12 advisor, drawing on the experiences and conversations of the previous weeks. Upon returning to Helena on the final day of the seminar, participants will share their reflections and curricular ideas at a closing evening session.

Project Faculty and Staff

Co-director, **Dr. Chris Fuller**, has a Ph.D. in interdisciplinary studies from the Graduate Theological Union in Berkeley, CA. He has published in the fields of film studies, biblical

studies, and higher education. In his academic work and teaching he has blended historical studies, literary theory, and cinema studies, and he is also currently working with the environmental studies program at Carroll to introduce a humanities component to its curriculum. Chris brings solid organizational and administrative skills to this project. His approach to teaching emphasizes engaged learning pedagogies such as service-learning, experiential learning, and internships.

Co-director, **Dr. Edward Glowienka**, holds a Ph.D. in philosophy from Emory University. His research interests are in 17th and 18th C. philosophy, with particular emphasis on metaphysics, moral psychology, and political philosophy. He teaches a range of course at Carroll, emphasizing Socratic questioning and critical dialogue. Ed brings to the seminar expertise in the history of western philosophy and its approaches to nature. His philosophical perspective adds a degree of continuity to the seminar's interdisciplinary investigations.

Mike Jetty is an enrolled member of the Spirit Lake Dakota Nation and a Turtle Mountain Chippewa descendant. He has worked with Indian education issues for 24 years and has teaching experience at both the K-12 and university level. He has a B.S. in History Education, a Master's in School Administration and an Education Specialist Degree. In 2008, Mike was chosen as Indian Educator of the Year by the Montana Indian Education Association. In the last 11 years, he has provided over 200 Indian Education workshops for over 3500 educators.

Dr. Shane Doyle is an enrolled member of the Crow Tribe. He holds a Master's degree in Native American Studies and an Ed.D. from Montana State University. Shane has been an instructor of Native American Studies at MSU and a post-doctoral researcher at the University of

Copenhagen. He is founder of Native Nexus, an educational consulting company which has worked on implementing Montana's *Indian Education for All* curriculum.

Dr. Grant Hokit has a Ph.D. in zoology from Oregon State University. He has taught biology and ecology at Carroll College for over twenty years, including a variety of field courses in Yellowstone National Park. As a scientist, he is committed to conversations that integrate the humanities with the sciences.

Melissa Kwasny is an award-winning writer who received her MFA from University of Montana. She has published six collections of poetry as well as two novels and a collection of essays. She has also served as editor of several poetry anthologies. Her work has been acclaimed as being in "the great tradition of meditative poetry." She is an adjunct instructor at Carroll College, where she teaches poetry and Native American literature.

Christina Torres is English teacher at the Punahou School in Honolulu, Hawaii. She is a regular contributor to Education Week's blog "The Intersection" and to "Teaching Tolerance." A scholar in our 2017 seminar, Christina will serve as our K-12 advisor where she will work with our attendees to share her experience implementing what she learned on the seminar as well as advise them on pedagogy and curriculum and develop experiential learning opportunities.

Two Carroll undergraduates will support the administrative needs of the co-directors, one assisting with marketing, the other serving as resident assistant during the scholars' stay.

Participant Audience and Selection

This seminar is designed for teachers who seek opportunities to explore the topic of affection for nature in a collegial setting. We received 206 applications for our 2017 seminar, affirming the relevance of our topic to K-12 teachers. Our 2017 seminar featured teachers from

urban and rural settings who taught a range of disciplines, including English, history, religious studies, art appreciation, and social studies. The geographical and disciplinary diversity fostered a lively exchange of ideas and applications of the seminar content. Thus, we will again solicit teachers from a variety of geographic and disciplinary backgrounds and ensure that up to five of our participants are new to the profession. Our 2017 seminar also benefited from the participation of two science teachers, especially with regard to our discussions about the relationship between the “two cultures.” We hope to again attract some science teachers who see opportunity for the humanities to complement their science curricula. With the assistance of Christina Torres and Mike Jetty, we hope to recruit a more culturally diverse applicant pool than in 2017. Our selection committee will include the co-directors, a local high school teacher, a Carroll humanities faculty member, and Christina Torres.

Institutional Support

Carroll College’s classrooms, technology, internet access, and library resources are more than sufficient for the purposes of this project. On-campus gatherings will take place in a multi-use classroom space with wall-to-wall white boards and multiple projectors with easy access from laptops and other devices. Trinity Hall features suites with private bedrooms and a shared living area including a kitchen and other appliances. There is free parking for those who drive, and we will arrange transportation to/from the Helena Regional Airport for those who fly. Within walking distance of campus, there are walking trails, parks, downtown Helena, a grocery store, and restaurants.

The Yellowstone portion of the seminar is made possible by the College’s membership in the Yellowstone Studies Center Consortium (YSCC). The mission of YSCC is to provide the

venue, infrastructure, and logistical support for member institutions to take part in experiential teaching and learning within the Greater Yellowstone Ecosystem. YSCC facilities include men's and women's dormitory space, classrooms, wifi access, a lounge, and a central kitchen.

Project Website, Outreach, and Dissemination

The website for our 2017 seminar clearly provided the following information: a letter of invitation from the project directors, seminar details, a daily schedule, a bibliography of readings, participating faculty, information about housing, travel, and stipends, and application information. It also featured Chris' photography of Montana to provide visual appeal and geographical context for the seminar. We will update the website to reflect the strengthened thematic flow of the seminar as well as revisions to the reading list. We will also add a social media tab to collate posts from our participants during the seminar so as to provide an ongoing narrative of the seminar for the wider public. The website will remain live after the seminar ends to serve as a public resource. Finally, we will ask all participants to write a reflection on their experience during the seminar with a particular focus on ideas for pedagogy and curriculum. The collected reflections will then be posted to the website for public access..

We hired a communications student for our 2017 seminar with experience in social media outreach. The resulting 206 applications attest to his success in identifying and attracting applicants. For this seminar we will further explore online advertising as well as expand the network of teachers' organizations to whom we send information. As part of our promotion, we will solicit short blurbs from our 2017 scholars for use on our website and social media platforms.

APPENDICES

Day-By-Day Schedule with Reading List

CARROLL COLLEGE NEH SUMMER 2019 SEMINAR

RE-ENCHANTING NATURE: HUMANITIES PERSPECTIVES

Co-Director: Dr. Christopher Fuller
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SEMINAR OVERVIEW

This three-week seminar draws upon religious, historical, literary, fine arts, and cinematic perspectives to provide an intellectual framework to explore and evaluate the role of the humanities in the public discourse about the environment. Participants in this seminar will explore a range of approaches to this subject that complement the current scientific conversation surrounding human impact on the environment. The curriculum will demonstrate for participants that a more full and reasoned understanding of the national discourse is supported when the humanities are included as part of the conversation.

PRIMARY SOURCES

- "It All Turns on Affection" by Wendell E. Barry
(<http://www.neh.gov/about/awards/jefferson-lecture/wendell-e-berry-lecture>)
- *The Two Cultures* by C. P. Snow (Canto Classics Edition in print or Kindle edition)
- Genesis 1-2 (online at <https://bible.org/netbible/>)
- "Man's Place in the Universe" by John Muir (online at https://vault.sierraclub.org/john_muir_exhibit/writings/mans_place_in_the_universe.aspx)
- *American Indian Myths and Legends* by Richard Erdoes (Ed.) and Alfonso Ortiz (Ed.)
- *The New Organon* by Francis Bacon.

<http://www.earlymoderntexts.com/assets/pdfs/bacon1620.pdf>)

- *Discourse on Method* by René Descartes
(<http://www.earlymoderntexts.com/assets/pdfs/descartes1637.pdf>)
- *Hard Times* by Charles Dickens (Norton Critical Edition)
- “The Artist and the Ideals of Wilderness” and “Problems of Interpretation of the Natural Scene” by Ansel Adams (on reserve in the Carroll library)
- *Pictograph: Poems* by Melissa Kwasny (print or Kindle edition)
- “The American Forests” by John Muir (online)
- “Bad Medicine” by Owen Wister (on reserve in the Carroll library)

SECONDARY SOURCES

The following scholarly articles will be distributed to participants as part of the seminar.

Harrison, Peter. 1999. "Subduing the Earth: Genesis 1, Early Modern Science, and the Exploitation of Nature." *The Journal of Religion* 79 (1): 86-109.

Hulme, Mike. 2011. "Meet the Humanities." *Nature Climate Change* 1 (4): 177-179.

John, Gareth E. 2007. "Yellowstone as "Landscape Idea": Thomas Moran and the Pictorial Practices of Gilded-Age Western Exploration." *Journal of Cultural Geography* 24 (2): 1-29.

McWenig, Megan. 2005. "Seeing Nature: Ansel Adams in the Human and Natural Environments of Yosemite." *Journal of the National Collegiate Honors Council - Online Archive* 161: 57-71.

Miller, Nathaniel. 2010. "The Pit." *Virginia Quarterly Review* 86 (4): 138-153.

Ott, Cindy. 2011. "A Visual Critique of Ken Burns's the National Parks: America's Best Idea." *The Public Historian* 33 (2): 30-36. doi:10.1525/tph.2011.33.2.30.

Piquemal, Nathalie. 2003. "From Native North American Oral Traditions to Western Literacy: Storytelling in Education." *The Alberta Journal of Education Research* XLIX (2): 113-22.

Sörlin, Sverker. 2012. "Environmental Humanities: Why should Biologists Interested in the Environment Take the Humanities Seriously?" *BioScience* 62 (9): 788-89.

Spaulding, Jonathan. 1996. "Yosemite and Ansel Adams: Art, Commerce, and Western Tourism." *Pacific Historical Review* 65 (4): 615-39.

Thevenin, Benjamin. 2013. "Princess Mononoke and Beyond: New Nature Narratives for Children." *Interactions: Studies in Communication & Culture* 4 (2): 147-170.

Woods, Gioia. 2008. "Sci-Animism: American Poetry and Science." *Isle: Interdisciplinary*

SEMINAR OBJECTIVES

This seminar strives to meet the following objectives:

1. to explore human relationships to nature from religious, cultural, historical, and literary perspectives
2. to examine how the humanities can complement scientific inquiry into nature to provide a new context for teaching familiar texts or subjects
3. to fashion an interdisciplinary context for the productive exchange of ideas and interactive pedagogies

SEMINAR OUTCOMES

By the end of this seminar, participants should be able to:

1. critically examine and articulate the complexities of the human relationship to Nature
2. trace conceptual frameworks that have been applied over time and through various artistic forms
3. identify key humanities materials and pedagogical approaches that engage well with the scientific conversation for use in the classroom

READING ASSIGNMENTS

In order to facilitate engaged conversation and exchange of ideas, participants are expected to read the assigned materials in advance of each session. Several of the primary sources will be assigned in advance of arrival to Carroll College.

SEMINAR DISCUSSION GUIDELINES

It is a seminar of this class to invite discussion on topics that are interesting but also may be subject to disagreement. Participants bring with them a range of perspectives, allegiances, and interests concerning the topics to be addressed, and it is imperative that all participants treat one another with respect and dignity. Participants should expect to engage in honest debate and to encounter disagreement, but personal attacks are never acceptable.

FOR PARTICIPANTS WITH SPECIAL NEEDS

Please communicate any special needs that you may have so that we can be sure to accommodate them for you.

WEEK ONE

Monday, July 8

Introduction: A Failure of Imagination?

9:00 AM - Session on Berry, Snow, et. al.

12:00 PM - Lunch

1:00 PM - Orientation to Carroll College and its Resources

3:30 PM - Prep Time/Individual Meetings with Project Directors

Assignment

- Read "It All Turns on Affection" by Wendell E. Barry (<http://www.neh.gov/about/awards/jefferson-lecture/wendell-e-berry-lecture>)
- Read *The Two Cultures* by C. P. Snow
- "Meet the Humanities" by Michael Hulme
- "Environmental Humanities: Why Should Biologists Interested in the Environment Take the Humanities Seriously" by Sverker Sörlin

Tuesday, July 9

Exploring Origins: Written Traditions

9:00 AM - Session on Genesis 1-2 and reception history

12:00 PM - Lunch

1:00 PM - Session on Huxley

4:00 PM Prep Time/Individual Meetings with Project Directors

Assignment

- Read Genesis 1-2 (online at <https://bible.org/netbible/>)
- Read "Subduing the Earth: Genesis 1, Early Modern Science, and the Exploitation of Nature" by Peter Harrison. Read "[On the Relations of Man to the Lower Animals](#)" by Thomas Huxley.

Wednesday, July 10

Exploring Origins: Oral Traditions (with Mr. Mike Jetty and Dr. Shane Doyle)

9:00 AM - Native American Creation Stories

12:00 PM - Lunch

1:00 PM - Teaching the Stories: Montana's Indian Education for All Curriculum

3:30 PM - Origin Stories in the Classroom Activity

Assignment

- Read selections from *American Indian Myths and Legends*
- Read "From Native North American Oral Traditions to Western Literacy: Storytelling in Education" by Nathalie Piquemal (on reserve in the Carroll College library)

Thursday, July 11

Defining Nature: Pictographs and Poetry (with Ms. Melissa Kwasny)

9:00 AM - Field Trip to Hellgate Canyon

12:00 PM - Lunch

1:00 PM - Session on poetry and nature

Assignment

- Read *Pictograph* by Melissa Kwasny
- Read "Sci-Animism: American Poetry and Science" by Gioia Woods (on reserve in the Carroll College library)

Friday, July 12

Defining Nature: *Hard Times*

9:00 AM - Session on Modern Approaches to Nature and Dickens' Response

12:00 PM - Lunch

1:00 PM - Continued discussion of Dickens

2:30 PM - Pedagogy Discussion with Christina Torres

Assignment

- Read *Hard Times* by Charles Dickens
- Read "Dickens in the City: Science, Technology, Ecology in the Novels of Charles Dickens" by John Parham. (<https://www.19.bbk.ac.uk/articles/10.16995/ntn.529/>)
- Read selections from *The New Organon* by Francis Bacon.
- Read selections from *Discourse on Method* by René Descartes

WEEK TWO

Monday, July 15

Defining Nature: Field Trip to Butte, America ("The Richest Hill on Earth")

9:00 AM - Travel to Butte, Montana for guided tour and discussion

4:00 PM - Arrive back in Helena; debrief trip

Assignment

- Read the “The Pit” by Nathaniel Miller (<http://www.vqronline.org/essay/pit>).
- Watch *Butte, America* documentary

Tuesday, July 16

Defining Nature: Ansel Adams and Wilderness

9:00 AM - Morning Visual Exercise

12:00 PM - Lunch

1:00 PM - Session on Adams and Tseng

Assignment

- “The Artist and the Ideals of Wilderness” and “Problems of Interpretation of the Natural Scene” by Ansel Adams (on reserve in the Carroll library)
- Read "Yosemite and Ansel Adams: Art, Commerce, and Western Tourism" by Jonathan Spaulding (on reserve in the Carroll College library)
- Watch “East Meets West” (<https://www.youtube.com/watch?v=Duary10DKB0>)
- Review photographs by Ansel Adams and Tseng Kwon Chi

Wednesday, July 17

Imagining a Way Forward: Field Trip to East Helena

9:00 AM - Field trip to the Asarco smelter plan in East Helena

12:00 PM - Lunch

1:00 PM - Afternoon session on philosophy and critical dialogue

Thursday, July 18

Imagining a Way Forward: *Princess Mononoke*

9:00 AM - Screening of *Princess Mononoke* and discussion

12:00 PM - Lunch

1:00 PM - Afternoon session on pedagogy with Christina Torres

Assignment

- Film viewing: *Princess Mononoke* (1997)
- "Princess Mononoke and Beyond: New Nature Narratives for Children" by Benjamin Thevenin

Friday, July 19

Bringing it All Together in Yellowstone National Park

9:00 AM - Pedagogy Session with Christina Torres

11:00 AM - Screen an episode of Ken Burns' *The National Parks: America's Best Idea*

12: 00 PM - Lunch

1:00 PM - Discussion of Yellowstone and national parks

Assignment

- Read "A Visual Critique of Ken Burns's *The National Parks: America's Best Idea*" by Cindy Ott (on reserve in the Carroll College library)
- Read "Yellowstone as 'Landscape Idea': Thomas Moran and the Pictorial Practices of Gilded-Age Western Exploration" by Gareth E. John (on reserve in the Carroll College library)
- Read "The American Forests" by John Muir (online)

WEEK THREE

Monday, July 22

Bringing it All Together in Yellowstone National Park

Travel to the West Yellowstone Studies Center and visit Yellowstone National Park

Tuesday, July 23

Bringing it All Together in Yellowstone National Park: Ecological Survey

Ecological survey of Yellowstone National Park with Dr. Grant Hokit, professor of biology and environmental science at Carroll College.

Wednesday, July 24

Bringing it All Together in Yellowstone National Park: Native American Culture and Traditions

Native American cultural survey of Yellowstone National Park with Dr. Shane Doyle and Mr. Mike Jetty

Assignment

- "Bad Medicine" by Owen Wister (short story on reserve in the Carroll College library)

Thursday, July 25

Bringing it All Together in Yellowstone National Park: Final Reflections

A day in Yellowstone National Park. Agenda to be determined by participant's interests.

Friday, July 26

Return to Carroll College for discussions of curricular or lesson proposals and final dinner together.

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