A. Course Requirements and Sample Schedule

Students will be required to complete a minimum of 56 credit hours for graduation (Table 1). A sample schedule for the projected 2-year program is included here for your reference (Table 2). The Environmental Arts and Humanities Foundation and Core classes will provide students with a common background in environmental arts and humanities and will encourage the formation of a collaborative academic community. The other coursework (Graduate Area of Concentration, Electives, and Engagement) will allow students to shape a program that serves their academic and professional goals.

Table 1. Program course requirements for the MA in Environmental Arts and Humanities.

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Arts and Humanities Foundation</td>
<td>14-23</td>
</tr>
<tr>
<td>Environmental Arts and Humanities Core</td>
<td>9-12</td>
</tr>
<tr>
<td>Graduate Area of Concentration</td>
<td>12-16</td>
</tr>
<tr>
<td>Electives</td>
<td>9-12</td>
</tr>
<tr>
<td>Engagement</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>56-75</strong></td>
</tr>
</tbody>
</table>

Environmental Arts and Humanities Foundation (14 required credits)

All students will be required (Req) or encouraged (Enc) to complete the following classes.

1. **EAH 506: Environmental Arts and Humanities Field Course (Req).** The Environmental Arts and Humanities Field Course is an intensive week of study for incoming students. Living together in a field station in ancient forests, students will explore the dynamic relationships between the arts, humanities, and sciences, the history and theory of environmental humanities, the role of environmental humanities in addressing environmental crises, and the moral urgency of action. Students will also begin to explore potential thesis or project ideas. The course will offer a chance for students to form a collaborative academic community. (3 credits, before Fall)
2. **EAH 511: Perspectives in Environmental Arts and Humanities (Req).** Through lectures and discussions, students will be introduced to various methods of inquiry in the arts and humanities. Students will become proficient in a method of inquiry that complements their research interests and/or career goals. (4 credits)

3. **EAH 512: Environmental Science in Context (Req).** Students will gain a working understanding of the scientific method, theory, and analysis, including how to interpret and evaluate risk assessment, statistics-based arguments, and graphs. Students will also gain an understanding of the history and role of the sciences in environmental discourses. (4 credits)

4. **EAH 508: Professional Development (Enc).** Students will attend weekly lectures by professionals, researchers, and scholars in environmental arts and humanities fields. Each guest lecturer will focus on an environmental arts and humanities topic, using a method of humanities inquiry. Students will have the opportunity to network with professionals and will be introduced to possible research topics, projects, fieldwork or internships, and career paths. (1 credit, each term = 6 credits)

5. **EAH 507: Seminar on Thesis or Project Proposal Writing (Req in year one; Enc in year two).** Students will receive guidance and feedback as they develop their thesis or project proposal including their topic, method of inquiry, plan for fieldwork or internship, timeline, and budget. They will then present their proposal to their colleagues and committee. Final year students will assist in feedback and present their work formally (3 credits, each Spring)

**Environmental Arts and Humanities Core (three required classes; 9-12 credits due to course credit variability)**

This coursework will provide students with an interdisciplinary understanding of environmental arts and humanities from diverse points of view. Students must complete three classes from the following list:

- ANTH 577: Ecological Anthropology (4)
- ENG 582: Studies in American Literature, Culture, and the Environment (4)
- HST 581: Environmental History of the United States (4)
- PHL 540: Environmental Ethics (3)
- REL 543: Worldviews and Environmental Values (3)
- WR 562: Environmental Writing (4)

**Graduate Areas of Concentration (four required courses; 12-16 credits due to course credit variability)**

Graduate Areas of Concentration will provide students with in-depth understandings and skills in one of three areas: 1) Environmental Imagination, 2) Environmental Action, and 3) Environmental Thinking. Students will be required to select one Graduate area of concentration.
and complete a minimum of twelve credits in that area. The learning goals for each Graduate area of concentration and the related coursework are described below.

A single course cannot count toward Core requirements AND Graduate Area of Concentration requirements.

Please note that these courses may entail prerequisites of their own. Consult the OSU course catalogue for more information.

Academic units will often offer special topics courses under the number 599, on subjects related to Environmental Arts and Humanities. These may count toward graduate area of concentration requirements upon approval by the MA program director.

1. Environmental Imagination

The primary learning goal is to empower students’ creative imagination with a set of understandings and skills that will help them envision and build the new cultural mores and institutions that a changing world requires. These include:

- Arts and the environment. Given that the arts are a powerful expression of cultural values and worldviews, what does the story of art tell us about the rich array of cultural understandings of the natural world? How can the arts invite new ways of thinking about the fundamental questions of humanity: What is the world? Who are we, we humans? And how ought we to live? How can the arts encourage a public discourse about what is of lasting value?

- Communicating about the environment and environmental science. What are honest and effective ways to communicate scientific information to the general public? How are various media most effectively employed to inform civic discourse? How can scientists and communicators work most effectively together?

- Creative writing about the environment. How has writing about nature changed over time, and how has it changed and challenged cultural ways of perceiving nature? How can one write powerfully in the variety of forms of the nature essay, poem, and story? What is the necessary new literature of resilience and renewal? How can literature imagine the future?

- Moral imagination. What can we learn from imagining ourselves in another’s place? What is the role of moral imagination in fostering empathy and compassion? How can moral imagination evolve and grow in art and literature? How do we engage in dialogue in situations of moral ambiguity, contested values, and diverse points of view?

Environmental Imagination Courses

- ART 546: Documentary Photography (3)
- ART 556: Portfolio-Photography/Video Art (4)
2. Environmental Action

The primary learning goal is to empower students with understanding and skills that will make them effective advisors and leaders of environmental action. These include:

- Cultural diversity and environmental justice. *How do people from various histories and cultures understand their relation to the natural world? How should principles of justice, equity, and human rights shape environmental decisions? How can decisions be made collaboratively, inclusively, and fairly across cultural differences? How can a diversity of ideas and perspectives build community resilience?*

- The history and structure of cultural change. *How do paradigmatic and structural changes occur? How can that knowledge inform strategies for building movements and creating cultural change? What are the roles of science, art, music, religion, popular media, etc. in social change?*

- Community leadership. *What is a good life? What is a resilient community? How can emerging ideas about participatory democracy shape progress toward shared goals? What are the elements of effective leadership? What are the most effective means to reach democratic decisions in a community setting?*

**Environmental Action Coursework**

- AEC 532: Environmental Law (4)
- ANTH 577: Ecological Anthropology (4)
- COMM 526: Intercultural Communication: Theories and Issues (3)
- COMM 542: Bargaining and Negotiation Processes (3)
- ES 560: Ethnicity and Social Justice (3)
- ES 564: Food and Ethnic Identity (3)
- FES 585: Consensus and Natural Resources (3)
• FOR 563: Environmental Policy and Law Interactions
• FW 522: Introduction to Ocean Law
• FW 549: History of Fisheries Science (3)
• H 542: Environmental and Occupational Health Risk Assessment (3)
• HST 516: Food in World History
• HST 581: Environmental History of the United States (4)
• HSTS 537: History of Animals in Science (4)
• HSTS 514: History of Twentieth-century Science
• PSY 592: Conservation Psychology (4)
• SOC 585: Consensus and Natural Resources (3)
• WGS 523: Community Organizing and Collective Action (2)
• WGS 540: Women and Natural Resources (3)
• WGS 550: Ecofeminism (3)
• XXX 599: [An approved special topics course] (3-4)

3. Environmental Thinking

The primary learning goal is to empower students with strong reasoning skills that will enable them to make useful contributions to a complicated, multi-valued environmental discourse. These skills include:

• Practical moral reasoning about facts and values. *How does one formulate reasoned arguments about moral issues? What are the processes of deliberative choice by which we use facts and values to reach wise decisions?*

• Critical thinking about environmental issues. *How does one evaluate competing arguments in society’s “collaborative effort in search of truth” in a context where public discourse about environmental issues is complicated, noisy, well-funded, highly contentious, and sometimes violent? How does one bring sound arguments and cogent, compelling reasons to the marketplace of ideas?*

• Religious and spiritual traditions and environmental issues. *How do humanity’s widely varied worldviews frame environmental issues and obligations? How do they shape public discourse?*

• Conceptual analysis of complex problems. *What are useful and systematic approaches to problems that are multi-disciplinary, multi-valued, and laced with uncertainty?*

**Environmental Thinking Courses**

• ANTH 581: Natural Resources and Community Values (4)
• ECON 439/539: Public Policy Analysis (4)
• ENSC 520: Environmental Analysis (3)
• ES 548: Native American Philosophies (3)
- FES 593: Environmental Interpretation (4)
- FES 551: History and Cultural Aspects of Recreation (4)
- FW 537: Structured Decision Making in Natural Resource Management (2)
- HSTS 515: Theories of Evolution and Foundations of Modern Biology (4)
- HSTS 521: Technology and Change (4)
- PHL 539: Philosophy of Nature (3)
- PHL 540: Environmental Ethics (3)
- PHL 541: Classical Moral Theories (3)
- PHL 542: Contemporary Moral Theories (3)
- REL 534: Spirituality and the Environment: Green Yoga (4)
- REL 543: Worldviews and Environmental Values (3)
- SNR 522: Basic Beliefs and Ethics in Natural Resources (3)
- XXX 599: [An approved special topics course] (3-4)

Electives (9 credits, required; may include foreign language)

Students will work with their major professor and committee to select electives that inform students’ Graduate areas of concentration and meet their learning, research, and career goals. Because the degree is designed to empower students to work effectively with emerging, contemporary issues, students may, with the approval of their committee, choose electives from any academic unit at OSU. Suggested topic areas include, but are not limited to, land use, climate change, biodiversity, art and the environment, democracy and the environment, food and agriculture, consumerism and marketing, and green technologies.

Students are especially encouraged to use their elective credits to pursue an OSU graduate certificate that will help them meet their academic and career goals. Examples of possible graduate certificates are the Graduate Certificate in Fisheries Management, the Graduate Certificate in Management for Science Professionals, the Graduate Certificate in Marine Resource Management, the Graduate Certificate in Sustainable Natural Resources, and the Graduate Certificate in Water Conflict Management and Transformation. Students may also fulfill their elective credits by participating in the Natural Resources Leadership Academy.

Engagement (12 credits)

Engagement credits allow students, with the guidance of their committee, to pursue their area of interest in depth and to create a final thesis or project that combines practical experience and scholarly insight. At its best, the student’s Engagement work will provide a new, useful way to address an urgent environmental challenge.

Students are required to develop a plan for their Engagement credits with their committee by the end of Year One. The plan must bring the Engaged Fieldwork and the Thesis/Project into a well-considered and fruitful synergy. Engagement credits can be on any topic or subject pertaining to Environmental Arts and Humanities, as agreed upon by the student’s committee. There are no limitations or preferences for a particular theoretical or methodological approach, as long as the approaches are within the purview of Environmental Arts and Humanities.

Updated September 2016
Engagement credits are of two kinds: Fieldwork and Thesis/Project credits.

1. **EAH 510: Work and Field Experience** (up to 8 credits): Fieldwork credits give students hands-on experience in their field of inquiry. Fieldwork may be completed in the US or internationally and may include, but is not limited to, internships, research, collaboration with scientists and/or humanities scholars, and applied projects.

2. **EAH 503: Thesis** (up to 8 credits; for students writing a thesis) **OR EAH 501: Research** (up to 8 credits; for students doing a non-thesis project): Students may choose to complete either a thesis or a project. The student’s work will be overseen by her or his major professor—graduate faculty with significant expertise in the area of the student’s thesis or project topic. Other committee members’ roles will be determined by the committee as a whole on a case-by-case basis. For example, if a student chooses the thesis option, a committee member might oversee one essay while the major professor oversees the other essay and the framing introduction. By the end of Year One students will have submitted a written Thesis or Project Proposal to their committee for feedback and they will have agreed on the structure of the thesis or project.

All students will be required to make a final thesis or project presentation and defend the work to the committee, as determined by the student’s committee. Students must submit a draft of their thesis or project to their committee for review six weeks prior to their presentation and oral examination.

Successful theses and projects will:
- Make a relevant, significant, and novel contribution to an environmental issue of importance to the future.
- Create synergies between the humanities and environmental sciences.
- Model excellent work at the junction of the environmental arts, humanities, and sciences.
- Illustrate an in-depth understanding of a specific issue, topic, or question.
- Demonstrate an understanding of diverse cultural approaches.
- Illustrate an awareness of the theoretical issues and arguments raised and discussed in the literature on the subject.
- Be equivalent in content, sophistication, and expertise to a publishable paper in a respected journal, popular press, or relevant outlet.

**Thesis Options:** Students can develop a written thesis of appropriate length and format as agreed upon by their committee. Theses can include, but are not limited to 1) a sustained argument broken into closely related chapters or sections, or 2) a number of articles (e.g., magazine articles, scholarly articles) that develop arguments on distinct but related topics with a framing introduction that addresses their relationship.

**Project Option:** Student’s projects can take any form with the approval of the student’s committee. Examples include developing a community program, making a documentary film, and creating multi-media or art exhibits.
The following examples of Engagement Credits are provided to illustrate how Fieldwork and Thesis/Project credits can work together to strengthen a student’s program of study:

**Environmental Imagination Area of Concentration:** A student might, for example, be interested in climate change and forest fires. After Year One, the student completes seven Fieldwork credits doing summer fieldwork with a science graduate student who is studying the effects of forest fires on the carbon-storing capacity of ponderosa pinelands. Dry, sooty work, indeed, but the campfire conversations are inspiring and the work provides material for the student’s scholarly interests. After the fieldwork, the student completes seven Thesis credits and writes an article for a popular magazine such as Discover, a personal essay for publication, and the “broader impacts” portion of the next grant proposal.

**Environmental Action Area of Concentration:** A student might, for example, be interested in justice issues related to the epidemiology of climate change. At the end of Year One, the student completes three Project credits while studying theories of justice and, with a research scientist at OSU, building expertise on the effects of disease spread due to a warming planet. Then, during the Fall term of Year Two, the student registers for nine Fieldwork credits and does a residency in Florida and Louisiana. After the residency, the student registers for two more Project credits and creates an online tool that provides local policy-makers and advocates with easily accessed data and justice-based considerations useful for decisions about both climate change mitigation and adaptation projects.

**Environmental Thinking Area of Concentration:** A student might, for example, be interested in the public discourse about building energy infrastructure in developing nations. In the Fall term of Year Two, the student registers for nine Fieldwork credits and travels to three Liberian communities that are engaged in heated debates about the development of the country’s energy infrastructure. The student goes to community meetings; spends time in the field with anthropologists; talks with community members, governmental, and non-governmental organization; and reads widely about energy. When the student returns, they register for five Project credits and designs and produces informational pamphlets, workshops, and/or films that analyze energy infrastructure arguments, achieving a moral and practical clarity that had eluded policy makers and non-profit leaders.

| Course Plan Worksheet (actual credits per course may vary) |
| --- | --- | --- |
| Title | Credits | Totals |
| **Fall Year 1** | | 12 |
| EAH 506 Field Course | 3 | |
| EAH 512 Environmental Science in Context | 4 | |
| EAH 508 Professional Development | 1 | |
| Core Class (see approved list) | 4 | |

*Updated September 2016*
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<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>Winter Year 1</td>
<td>EAH 511 Perspectives in Env Arts Hum</td>
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<td>EAH 508 Professional Development</td>
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<td>Area of Concentration class (see list)</td>
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<tr>
<td>Spring Year 1</td>
<td>EAH 507 Seminar on Thesis/Project</td>
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<tr>
<td></td>
<td>EAH 508 Professional Development</td>
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<td>Fall Year 2</td>
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<td></td>
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<tr>
<td>Winter Year 2</td>
<td>Area of Concentration class (see list)</td>
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<td></td>
<td>EAH 508 Professional Development</td>
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<td>EAH 501 Research or 503 Thesis</td>
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<td>Spring Year 2</td>
<td>EAH 508 Professional Development</td>
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<td>EAH 501 Research or 503 Thesis</td>
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<td>EAH 507 Seminar on Thesis/Project</td>
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<tr>
<td></td>
<td></td>
<td><strong>12</strong></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
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<td><strong>74</strong></td>
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</tbody>
</table>


B. Choosing a Graduate Committee and MA Project

The makeup of the graduate committee is an important decision. Selection of committee members should be based on a fit between your interests, your project, and faculty expertise. Keep in mind that the kind of MA project that you choose will be shaped, and limited, by the expertise of your major professor.

More on committees: http://gradschool.oregonstate.edu/progress/graduate-committee

Committee members
Any of the faculty on our webpage labeled “Graduate Faculty” can serve as committee members in Environmental Arts and Humanities. However, there may be other faculty members who should be on the list. Consult with the grad director about this. Also, please check with the director to ensure that the individual faculty member has been nominated and approved by the Graduate School (this is a process requiring a form to be filled out by the director along with a copy of the faculty member’s curriculum vitae).

Major professor
The online list will indicate whether the faculty member is willing, in theory, to serve as a major professor.

Please note: no faculty member is obligated to serve as your major professor. There are numerous circumstances that may lead a professor to refuse to serve.

Composition of the committee
According to the OSU Graduate School, MA committees are comprised of the following: “Non-Thesis: The examining committee consists of three members of the graduate faculty-two in the major field and one in the minor field if a minor is included. When a minor is not included, the third member may be from the graduate faculty at large. Thesis: The examining committee consists of at least four members of the graduate faculty-two in the major field, one in the minor field if a minor is included, and a Graduate Council representative. When a minor is not included, the fourth member may be from the graduate faculty at large.”

When to ask
Although students will already come into the program with a sense of who might serve as committee members, it is likely that changes will need to be made.

The best course of action is to take courses from faculty members to explore the possibility of a fit, or get to know faculty members in some other capacity. Also, get to know the faculty member’s disciplinary field; it is likely that you will be required to explore its methods and subject matter in depth during your MA project.

You should identify a major professor no later than the end of your second term in the program. This is because you will spend Spring term in EAH 507 developing your project proposal, and you will need the guidance of a major professor.

Updated September 2016
MA Project
Environmental Arts and Humanities offers a thesis and non-thesis option. Both are considered valid “MA Projects.” Given the interdisciplinary nature of the field, the exact nature of the MA Project will vary. Some will focus on research, analysis, and expository writing; others will work with other kinds of media. These projects will be proposed by the student, in consultation with the committee (especially major professor) and EAH director.

C. Degree Checklist

**Environmental Arts and Humanities Year 1 Checklist**

The following checklist should be completed and submitted to the EAH Director at the end of Year 1, after the student successfully finishes EAH 507 (Seminar on Thesis or Project Proposal Writing).

**Graduate Committee**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>College</th>
<th>Department/School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Major Professor:</td>
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<td></td>
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<tr>
<td>2. Member #2:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. Member #3</td>
<td></td>
<td></td>
<td>or Minor Prof:</td>
</tr>
<tr>
<td>4. GCR (thesis only)</td>
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</tr>
</tbody>
</table>

**Graduate School Requirements**

- Foreign Language: How fulfilled:
- Submitted Program of Study? Y/N

**MA Project**

Provisional Title:

Description (no more than three sentences)
D. Other Requirements

Here we have included only the information that is specific to Environmental Arts and Humanities. However, there is a wealth of further information available for students at OSU Graduate School’s website, especially under “Academic Progress.”

http://gradschool.oregonstate.edu/progress.

All of the requirements in this section have a corresponding form to fill out that is available at http://gradschool.oregonstate.edu/forms

Foreign Language

Students must demonstrate competency in a language other than English. This should be the equivalent of having passed (with a C or better) a second-year university course in that language. Some may have satisfied this upon admission to the program; others will need to take courses during graduate school. All students need to fill out the “Foreign Language Requirement (MA)” form to document this.

Graduate Council Representative

The GCR’s role is to ensure appropriate standards and procedures, and to take care of important paperwork. These people are professors who are doing this as a service to the university; they are not obligated to say yes when asked. Under forms, see “Generate GCR List.”

Paperwork and Defense

Students will need to ensure that all the appropriate forms and paperwork are submitted to the Graduate School during the final term, to ensure graduation. The final paperwork will then be transmitted to the Graduate Council Representative (GCR), who will bring it for signatures to the MA Project Defense.

Students are responsible for setting up the schedule and venue of the MA Project Defense (also known as Final Oral Examination). It should be scheduled according to the available of all committee members. On the forms website, see “Exam Scheduling.”

The MA Project Defense is a formal presentation of the final project. Anyone may attend and ask questions. The committee will then meet in closed session to determine if the student is ready to be awarded the MA degree. The GCR will collect signatures and ensure the proper documentation reaches the Graduate School.

Program Meetings

Formal, scheduled program meetings are not required for the MA in Environmental Arts and Humanities. Skip this form.

Program of Study

Updated September 2016
During the first year, you will need to submit to the Graduate School a document called the “Program of Study.” It will need to be signed by your major professor, minor professor, and EAH director. Please read the reverse side of the program of study carefully, because there are numerous little rules that must be followed.

Please plan to have a draft of the program of study to be reviewed by the director, prior to circulating it for signatures.

Commencement

Information about graduation ceremonies (commencement) is also available on the forms site.