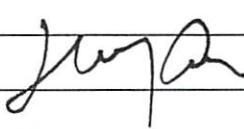
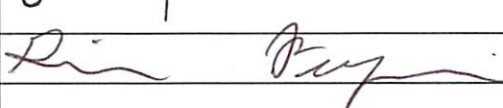
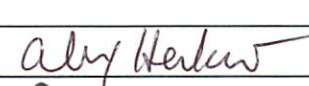
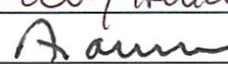
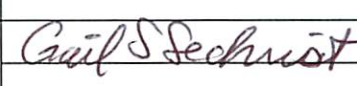


LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		08-70i	AP-4/7/09	App-4/21/09

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Wendy Carse	Email Address wcarse@iup.edu
Proposing Department/Unit English Department	Phone 357-2261

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) ☒ New Course ☐ Course Prefix Change ☐ Course Deletion ☐ Course Revision ☐ Course Number and/or Title Change ☐ Catalog Description Change		
		ENGL 361 Environmental Literature
<u>Current</u> Course prefix, number and full title		<u>Proposed</u> course prefix, number and full title, if changing
2. Additional Course Designations: check if appropriate ☐ This course is also proposed as a Liberal Studies Course. ☐ Other: (e.g., Women's Studies, Pan-African) ☐ This course is also proposed as an Honors College Course.		
3. Program Proposals ☐ New Degree Program ☐ Program Title Change ☐ Program Revision ☐ New Minor Program ☐ New Track		
<u>Current</u> program name		<u>Proposed</u> program name, if changing
4. Approvals		
Department Curriculum Committee Chair(s)		Date 03/13/09
Department Chair(s)		3/16/09
College Curriculum Committee Chair		3-16-09
College Dean		3-17-09
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs		4/7/09

* where applicable

Received

MAR 17 2009

Liberal Studies

SYLLABUS OF RECORD ENGL 361 Environmental Literature

I. Catalog Description

ENGL 361 Environmental Literature

3c-01-3cr

Prerequisites: ENGL 121 or 122, ENGL 202

Focuses on literature devoted to natural and constructed environments, exploring connections among such topics as nature writing, environmentalism, ecocriticism, place studies, bioregionalism, and environmental justice.

II. Course Outcomes:

At the end of this course, students will be able to

1. Explore ecocriticism, place studies, environmental justice, and related ideas.
2. Analyze literary texts from perspectives related to environmentalism.
3. Write successful critical papers from such perspectives.
4. Examine “environmentalism”—a word that meant something completely different (that people are formed by their social environments) across the previous 200 years—as both the word and the movement have developed since Rachel Carson’s book *Silent Spring* (1962).
5. Connect these ideas, texts, and authors to the need for social justice and to global environmental issues.

III. Sample course outline (particular emphases may vary from instructor to instructor)—the emphasis in this sample syllabus is on nature, place, and space in U. S. nonfiction as well as poetry and film from the U. S. and elsewhere.

Week 1: Introduction to the Course (3 hrs)

Topics: What are environmental literature, “nature writing,” environmentalism, ecocriticism, place studies, bioregionalism, environmental justice, and other key terms and ideas in this course and in this field of study? What is the history of environmentalism?

Readings: Selections from Muir and Leopold

Weeks 2 & 3: The Birth of Environmentalism in History and Literature (6 hrs)

Topics: The birth of the contemporary environmentalist movement as inspired by western Pennsylvania natives Rachel Carson and Edward Abbey, with the movement’s dramatic kickoff then coming in the form of the massive Earth Day 1970 demonstrations.

Readings: Carson, *Silent Spring*, and Edward Abbey, *Desert Solitaire* (see book details under Section VII, below).

Week 4: The Growing Body of “Nonfiction” Prose about the Environment (3 hrs)

Topic: Building on Carson and Abbey, how did western Pennsylvanians continue to help develop this growing body of writing?

Reading: Dillard, *Pilgrim at Tinker Creek*, winner of the 1974 Pulitzer Prize for nonfiction.

Weeks 5 & 6: Western Environmental Writing (6 hrs)

Topics: How did western writers build on the example of Edward Abbey—who moved to the Southwest and became better known there than in the East—and contribute to concepts of environmental justice and global ecology? How did the Association for the Study of Literature and Environment (ASLE) grow out of the Western Literature Association (WLA), circa 1990? The foundation of the leading ecocritical journal, *Interdisciplinary Studies in Literature and Environment (ISLE)*, at IUP in 1993, by Patrick D. Murphy.

Readings: selections from Gary Snyder and Terry Tempest Williams

Weeks 7 & 8: Concepts of “Home” and “Hometown Literature” (6 hrs)

Topics: What *are* “home” and “hometown literature”? What is “place”—as opposed to “space”? How do different authors present versions of their contrasting home places? How do place studies and ecocriticism converge and work fruitfully together? In the case of these specific literary texts, how is Wendell Berry’s white male worldview different from Leslie Marmon Silko’s female, Native American one? What do they have in common?

Readings: Selections from Wendell Berry and Leslie Marmon Silko

Weeks 9-12: Home, Place, and Nature in Other Countries (12 hrs)

Topics: How do these themes vary globally, from nation to nation, and what do they have in common?

Reading: Kincaid, *A Small Place*

Viewing: *Rabbit-Proof Fence*

Week 13: Urban Environmental Literature (3 hrs)

Topics: Can nature still be found in the city? What if neither bioregionalism nor ecocriticism seem to speak to a student from, say, a gritty, inner-city Philadelphia neighborhood? Here’s where the field of place studies becomes most useful. It sets us up to examine any place from any point of view, whether literary, ecological, sociological, economic, or in any other way.

Reading: from Tallmadge, *The Cincinnati Arch: Learning from Nature in the City*

Week 14-15 (5 hrs): Final Activity

Topic: What have you learned from all of these readings, history, and ideas? How can we synthesize our learning, and share it with each other?

Activities: Final student presentations. These may be based not only on analysis of the texts we’ve read but also, in particular cases, on some students’ developing activism in causes of environmental justice, especially local ones.

IV. Evaluation Methods

The final grade will be an average of the grades earned on the following required assignments and projects:

1. One-page, single-spaced, word-processed responses to readings, due at the beginning of most weeks that we meet during weeks 2-13. Students will read each other’s responses, write brief reactions at the bottom of each of them, and then talk about them—as the basis for our ensuing whole-class discussions. 10% of course grade.

2. Brief in-class responses, written at the beginning of our last class of most weeks that we meet during weeks 2-13. Again, students read each other's responses, write brief reactions at the bottom of each of them, and then talk about them—as the basis for our ensuing whole-class discussions. **10%** of course grade.
3. A concise (5-8 pages) critical essay due at midterm. The emphasis here will be on students' own views in response to our texts and discussions rather than on secondary sources, to encourage students to establish their own original voices. **30%** of course grade.
4. A more substantial, somewhat more wide-ranging critical essay (8-12 pages)—again growing out of students' original voices but also including, this time, secondary research to help bolster their ideas. **40%** of course grade.
5. Final activity: presentations. Students learn much from what they teach us—and from each other, rather than only from submitting papers just to the instructor. These presentations will grow naturally out of students' formal papers (nos. 3 and 4 above), just as those papers will grow out of their in-class and out-of-class response writings (nos. 1 and 2 above). Participation grade, including these presentations as well as participation throughout the whole course: **10%** of course grade.

V. Grading Scale

Grading Scale: A: $\geq 90\%$ B: 80-89% C: 70-79% D: 60-69% F: $< 60\%$

VI. Attendance Policy

Individual faculty will define attendance standards within the parameters of IUP Attendance Guidelines.

VII. Required textbooks

The following is only a sampling of texts from those that could be assigned under this sample course design. Text selections will vary from instructor to instructor..

Abbey, Edward. *Desert Solitaire*. 1968. New York: Touchstone, 1990.

Carson, Rachel. *Silent Spring*. 1962. Boston: Mariner, 2002.

Dillard, Annie. *Pilgrim at Tinker Creek*. 1974. New York: HarperCollins, 2007.

Kincaid, Jamaica. *A Small Place*. 1988. New York: Farrar, Straus, 2000.

Sanders, Scott Russell. *Staying Put: Making a Home in a Restless World*. Boston: Beacon, 1993.

(Also, as listed above in the course outline, the film *Rabbit-Proof Fence* will be shown, and there will be other, shorter readings compiled in a course packet.)

IX. Selected Bibliography of Further Primary, and (especially) Secondary, Readings

Adamson, Joni, Mei Mei Evans, and Rachel Stein, eds. *The Environmental Justice Reader*:

Politics, Poetics, and Pedagogy. Tucson: U of Arizona P, 2002.

Andruss, Van, Christopher Plant, Judith Plant, and Eleanor Wright, eds. *Home! A Bioregional Reader*. Philadelphia: New Society, 1990.

Ball, Eric, and Alice Lai. "Place-Based Pedagogy for the Arts and Humanities." *Pedagogy* 6 (2006): 261–87.

Berry, Wendell. *The Long-Legged House*. 1971. Berkeley, CA: Shoemaker and Hoard, 2003.

Bhabha, Homi. *The Location of Culture*. New York: Routledge, 1994.

Buell, Lawrence. *The Future of Environmental Criticism: Environmental Crisis and Literary Imagination*. Malden, MA: Blackwell, 2005.

———. *Writing for an Endangered World: Literature, Culture, and Environment in the U. S. and Beyond*. Cambridge, MA: Harvard UP, 2001.

Cahalan, James M. "Teaching Hometown Literature: A Pedagogy of Place." *College English* 70 (2008): 249–74.

Creswell, Tim. *Place: A Short Introduction*. Malden, MA: Blackwell, 2004.

Crow, Charles L., ed. *A Companion to the Regional Literatures of America*. Malden, MA: Blackwell, 2003.

Dainotto, Roberto M. "Introduction: The Literature of Place and Region." *Place in Literature: Regions, Cultures, Communities*. Ithaca, NY: Cornell UP, 2000. 1–33.

Fetterley, Judith. "'Not in the Least American': Nineteenth-Century Literary Regionalism as un-American Literature." *College English* 56 (1994): 877–95. Rpt. in *Rethinking American Literature*. Eds. Lil Brannon and Brenda M. Greene. Urbana, IL: NCTE, 1997. 32–49.

Finch, Robert, and John Elder, eds. *The Norton Book of Nature Writing*. 1st ed. New York: Norton, 1990. *Nature Writing: The Tradition in English*. 2nd ed. Eds. Finch and Elder. New York: Norton, 2002.

Garrard, Greg. *Ecocriticism*. New York: Routledge, 2004.

Glotfelty, Cheryll, and Harold Fromm, eds. *The Ecocriticism Reader*. Athens: U of Georgia P, 1996.

Glotfelty, Cheryll. "Introduction: Literary Studies in an Age of Environmental Crisis." Glotfelty and Fromm xv–xxxvii.

Head, Bessie. *When Rain Clouds Gather*. London: Gollancz, 1969.

Heise, Ursula. "The Hitchhiker's Guide to Ecocriticism." *PMLA* 121 (2006): 503–16.

- Knopp, Lisa. *The Nature of Home: A Lexicon and Essays*. Lincoln: U of Nebraska P, 2002.
- Leopold, Aldo. *A Sand County Almanac*. 1949. New York: Oxford, 1968.
- Lippard, Lucy. *The Lure of the Local: Senses of Place in a Multicentered Society*. New York: New Press, 1997.
- Lutwack, Leonard. *The Role of Place in Literature*. Syracuse: Syracuse UP, 1984.
- MacWilliams, David C. "Using the 'Hometown' Novel in Composition." *Academic Exchange* 9.1 (Spring 2005): 67–69.
- McGinnis, Michael Vincent, ed. *Bioregionalism*. New York: Routledge, 1999.
- Meeker, Joseph. *The Comedy of Survival: Studies in Literary Ecology*. New York: Scribner's, 1972.
- Morley, David. "Bounded Realms: Household, Family, Community, and Nation." *Home, Exile, Homeland: Film, Media, and the Politics of Place*. Ed. Hamid Naficy. New York: Routledge, 1999. 151–68.
- Muir, John. *My First Summer in the Sierra*. 1917. Whitefish, MT: Kessinger, 2007.
- Murphy, Patrick D., et al., eds. *Literature of Nature: An International Sourcebook*. Chicago: Fitzroy Dearborn, 1998.
- Roorda, Randall. "Sites and Senses of Writing in Nature." *College English* 59 (1997): 385–407.
- Rothman, Hal K. *The Greening of a Nation? Environmentalism in the United States since 1945*. New York and Fort Worth, TX: Harcourt, 1998.
- Rueckert, William. "Literature and Ecology: an Experiment in Ecocriticism." *Iowa Review* 9.1 (1978): 71–86. Rpt. in Cheryl and Fromm 105–23.
- Rabbit-Proof Fence*. Adapted from 1996 book of the same title by Doris Pilkington. Dir. Phillip Noyce. Perf. Everlyn Sampi, Tianna Sansbury, et al. Miramax, 2002.
- Silko, Leslie Marmon. *Storyteller*. New York: Arcade, 1981.
- Snyder, Gary. *Turtle Island*. New York: New Directions, 1974.
- Synge, J. M. *The Aran Islands*. 1907. New York: Penguin, 1992.
- Tallmadge, John. *The Cincinnati Arch: Learning from Nature in the City*. Athens: U of Georgia P, 2004.
- Tuan, Yi-Fu. *Space and Place: The Perspective of Experience*. Minneapolis: U of Minnesota P, 1977.

Vitek, William, and Wes Jackson, eds. *Rooted in the Land: Essays on Community and Place*. New Haven, CT: Yale UP, 1996.

Waage, Frederick O. *Teaching Environmental Literature: Materials, Methods, Resources*. New York: MLA, 1985.

Williams, Terry Tempest. *Refuge*. New York: Vintage, 1991.

Course Analysis Questionnaire

- A1 This course is intended for B.A. English Majors and Minors. It is one of the courses that can fulfill a course requirement the Literary, Cultural, and Textual Studies Track. The fact that environmental issues, on both a national and a global scale, have become massively important in the minds of many of the world's people is not news to anyone reading this proposal. We need a course with such a focus in this department. The purpose of this course—to examine literature devoted to natural and constructed environments—is not currently the focus of an existing course in the undergraduate curriculum of the English Department. It is not currently being proposed as a Liberal Studies elective.
- A2 This course does not require changes in content of any existing courses or programs in the department.
- A3 This course has not been offered on a trial basis (though several more advanced versions of it have been taught at the graduate level).
- A4 This course is not intended as a dual-level course and will accommodate only undergraduates.
- A5 This course may not be taken for variable credit.
- A6 Other higher education institutions where English Departments are currently offering a similar course include these ones:

Rollins College *ENG 235 Selected Studies in Environmental Literature*

A study of poets, novelists, and essayists who have spoken out strongly for the community of the land and the preservation of the environment. Typical authors: Whitman, Thoreau, Emerson, Burroughs, Muir, Austin, Abbey, Leopold, Rawlings, and Hurston.

Sul Ross State University *ENGL 2315 Environmental Literature*

An ecocritical survey of literature that reflects relationships among humans, animals, and nature. Readings will span literature from rural, agricultural, Native American, Hispanic, and world cultures.

University of Nevada—Reno, *ENG 491 Major Texts of the Environmental Movement*

Survey of important texts of the environmental movement, e.g., Aldo Leopold, Rachel Carson, Edward Abbey. How such literature changes consciousness and influences policy.

California State University—Los Angeles, *ENGL 388 Environment and Literature*

The literary response to the natural environment. Focus on themes of transformation of natural environment, concepts of place and space, relations between human progress and environmental limits in literature.

A7 The content and skills of this course are not required by a professional society, accrediting authority, law, or other external agency. No other existing course focuses on the material covered in this course.

Section B: Interdisciplinary Implications

- B1 This course will be taught by one instructor.
- B2 There is not a similar course taught anywhere on campus, so no interdepartmental conflicts are anticipated.
- B3 This course will not be cross-listed with other departments.
- B4 No seats will be made available to students in the School of Continuing Education.

Section C: Implementation

- C1 No additional faculty resources are required to teach this course. Several faculty members have expertise in environmental literature, and as vacancies become available, more faculty with expertise in environmental literature will be hired.
- C2 Current resources are adequate to teach this course.
- C3 No resources for this course are funded by a grant.
- C4 This course will be offered at least every three semesters.
- C5 One section of the course is anticipated.
- C6 We plan to accommodate a maximum of 25 students in a section, although—given the nature and complexity of the material as well as the amount of required discussion, writing and reading—20 students would be a better size.
- C7 ADE Guidelines for Class Size and Work Load for College and University Teachers of English: A Statement of Policy of the Association of Departments of English (1993): "College English teachers should teach [...] no more than twenty-five in a writing-intensive course."
- C8 This course is not a distance education course, and it does not involve the use of interactive technologies.