

Environmental Literature

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or by appt



Frederic Edwin Church. "Cotopaxi." 1855. Detroit Institute of Arts

Texts

Abbey, Edward. *The Monkey Wrench Gang*. Harper Perennial, 2006.

ISBN-10: 0061129763, \$12.72

The Eco-poetry Anthology. Eds. Ann Fisher-Wirth, Laura-Gray Street, and Robert Hass. Trinity University Press, 2013. ISBN: 9781595341464, \$24.95

Hogan, Linda. *Dwellings: A Spiritual History of the Living World*. WW Norton, 2007.

ISBN-10: 0393322475, \$12.20

Kimmerer, Robin Wall. *Braiding Sweetgrass*. Milkweed, 2013. ISBN: 9781595341464, \$16.96

Lopez, Barry. *Resistance*. Vintage, 2005. ISBN: 140007665X, \$11.92

Course Description

This survey of Environmental Literature offers theoretical perspectives through Native American writers, like Linda Hogan and Robin Kimmerer. The course also addresses environmental ethics and opposition to the development of natural resources. Edward Abbey novel, *The Monkey Wrench Gang* offers a controversial roadmap for civil disobedience against the loss of wilderness areas and sprawling urbanization. Barry Lopez' short stories about character's who come to discover a connection to the natural world. In addition to the essay, memoir, novel and short story forms, the course also introduces environmental poets, from Whitman, Frost, Langston Huges, William Stafford, A.R. Ammons, Wendell Berry, Lucille Clifton, W.S. Merton, Gary Snyder, and Mary Oliver, among others. At the start of the Anthropocene—an epoch characterized by high rates of extinctions, the loss of environmental diversity, and the transformation of our environment for industrial production and profit—it's important to study how we cultivate a knowledge of nature through literature and what we can do about the impending environmental crisis.

Objectives for 5304

Students will be able to

1. Develop an awareness of the literary tradition of American environmental writing.
2. Apply the concept of sustainability in government, management, and education.
3. Use literature as a means of critically understanding our society.
4. Apply techniques of literary research and criticism to write about writing.
5. Use theoretical concepts in environmental literature as a lens for interpretation.

Graduate Program in English Learning Outcomes

ENGLISH (GRADUATE)

Graduate students will be able to

SLO 1 – Students will demonstrate a critical understanding of the significance of major authors, literary works in different genres, and definitive literary movements in literature, theory, and writing, as focused by their programs.

SLO 2 – Students will demonstrate the ability to critically analyze and interpret literature, theory, and writing, as focused by their programs.

SLO 3 – Students will demonstrate the ability to conduct and utilize research methodologies in the study of literature, theory, and writing, as focused by their programs.

DISTANCE EDUCATION STATEMENT

Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Class Participation

Students may be dropped from the course for a lack of participation, activity, or a failure to submit academic work.

Projects

I. Discussion Posts on Blackboard (300 points)

I will expect a total of 6 posts through the semester. The due dates for each blog post is on the calendar on the syllabus. The length of each post should be from 300-500 words, which should be about three paragraphs or one to two pages. Although summarizing is one step in analysis, focus on

raising questions, interpreting, and responding critically. To develop your ideas use quotes. Another good strategy is to consider the reading through reference to other literature you know: inter-textual reading. I would like our posts to function like a conversation in which we respond to each other's ideas as well. When other projects are due, no blog post will be due.

II. Short 6-page Interpretation through "Close Reading." (200 points)

Close reading means that one concentrates on the formal aspects of a piece of literature as a work of art and avoids the influence of scholarly criticism. Doing "reader response" criticism, in which you ask yourself how you subjectively respond to the text, will also work for this paper. If close reading from New Criticism focuses on form, reader response theory focuses on the meaning of a text. This paper can be a first draft of your final term paper, which will have to cite scholarly criticism. You can also write about a completely different subject for your term paper. Since you are interpreting a text "closely," it's very important that you use quotes and inquire deeply into their form and underlying arguments.

III. Précis on One Piece of Criticism (200 points)

A précis is a summary and outline of a text. Please read one scholarly recent article, which you find yourself through the library databases (like the MLA Index), and write a critical abstract followed by an outline of the main ideas in the article with quotes from the author. This should help you read a critical source closely and then integrate and respond to the ideas in your own term paper. Post your précis as a discussion board post.

IV. Term Paper (400 points)

The term paper can focus on one aspect of one work of literature or compare two works of literature. Send a brief statement of purpose to me a month before the paper is due November 9 for feedback and extra credit. You must cite several critical sources, entering a critical conversation about the topic, author, and work of literature.

Projects	Due Date	%	Points
Posts to the Class Reading Blog (6 in number)	About every other week week	30	300
Short 6-page "Close Reading"	10.19	20	200
Précis on One Piece of Criticism	November 9	10	100
Term Paper 10-15 pages in length	December 5	40	400
Total Points Available		100	1000

DEADLINES

Unless otherwise specified, all assignments will be turned in at the beginning of class on their due dates. All alternative arrangements must be approved before the relevant deadline. Late work without previous arrangement with me will only be accepted upon demonstration of extenuating circumstances.

Blackboard

If you confront technical issues which interfere with your ability to use Blackboard, contact the LTAC (Lobo Technology Assistance Center) at 432-837-8888 or <https://techassist.sulross.edu>

Accommodating Students with Disabilities

In compliance with the Americans with Disabilities Act, Sul Ross State University provides reasonable accommodations to students with disabilities. If you would like to request such accommodation because of a physical, mental, or learning disability, as soon as possible please contact Counseling and Accessibility Services:

For additional information, please contact

Mary Schwartz M. Ed., L.P.C.
 Accessibility Services in Ferguson Hall 112,
 or call 432 837-8203.
 E-mail: mschwartz@sulross.edu.

Tutoring & Learning Center at the Wildenthal Library and Smart Thinking

Writing tutors are available in the library's new Tutoring & Learning Center. An additional source for feedback and tutoring is Smart Thinking. Smart Thinking provides immediate access to tutors online and quick responses to written work. The link to Smart Thinking can be found on the course's Blackboard site.


Plagiarism and Academic Integrity

Dishonest acts, such as plagiarism (using words or a specific author's ideas from another source without acknowledging the source) or collusion (having other people write parts of your paper for you), may result in an "F" on the assignment and may lead to a disciplinary hearing conducted through the office of the Dean of Students, which could result in suspension or expulsion from SRSU. If you have questions about whether your use of other sources (such as books, websites, friends, or Writing Center tutors) is fair or not, please ask before turning in the work that you have a question about.

Course Calendar

Dates	Topics	Readings	Project Due Dates and Notes
Week One			
8.27-31	Environmental Theory	Edward Abbey <i>The Monkey Wrench Gang</i>	
Week Two			
9.3-7	Native American Literature	Edward Abbey <i>The Monkey Wrench Gang</i>	
Week Three			
9.10-14		Edward Abbey <i>The Monkey Wrench Gang</i>	Post 1: Abbey Due September 14

Week Four			
9.17-21	4 poets	Poetry from the <i>Ecopoetry Anthology</i> Robert Frost Robinson Jeffers Gary Snyder Mary Oliver Online texts	
Week Five			
9.24-28		Poetry from the <i>Ecopoetry Anthology</i>	Post 2: Poetry Due September 28
Week Six			
10.1-10.5		Linda Hogan <i>Dwellings</i>	
Week Seven			
10.8-12		Linda Hogan <i>Dwellings</i>	Post 3: Hogan Due October 12
Week Eight <i>Midterm</i>			
10.15-19		Kimmerer, Robin Wall. <i>Braiding Sweetgrass</i>	Due October 19 6-page Literary Analysis, a Close Reading of one of our texts.
Week Nine			
10.22-26		Kimmerer, Robin Wall. <i>Braiding Sweetgrass</i>	
Week Ten			
10.29-26		Kimmerer, Robin Wall. <i>Braiding Sweetgrass</i>	Post 4: Kimmerer Due October 26
Week Eleven			
11.5-9		Poetry from the <i>Ecopoetry Anthology</i>	Due November 9 Précis of one scholarly article on one of our readings <ul style="list-style-type: none"> • bibliographical reference • abstract • outline with quotes Submit term paper statement of purpose for extra credit (25 points)

Week Twelve			
11.12-16		Poetry from the <i>Ecopoetry Anthology</i>	<p>Post 5: Poetry Due November 16</p> <p>November 12: Instructed initiated drop deadline for lack of participation in an online course.</p> <p>November 16: Last day to withdraw from the 16 week course/term with grade of "W."</p>
Week Thirteen			
11.19-23		Barry Lopez <i>Resistance</i>	
Week Fourteen			
11.26-30		Barry Lopez <i>Resistance</i>	Post 6: Lopez Due November 30
Week Fifteen			
12.3-5	Last class days	Barry Lopez <i>Resistance</i>	<p>Due December 5 Term Paper</p> <p>10-15 pages, grounded in theory and criticism</p>
Week Sixteen			
No Final Exam			