

WINONA STATE UNIVERSITY
GENERAL EDUCATION PROGRAM APPROVAL FORM

English 230

Course Literature & the Environment

Routing form for General Education Program Course approval.

Department Approval		
<u>Etta Kruse</u> Department Chair	<u>3/3/14</u> Date	<u>ekrase@winona.edu</u> e-mail address
Dean's Recommendation <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*		
<u>M. J. [Signature]</u> Dean of College	<u>3-3-14</u> Date	
*If the dean does not approve the proposal, a written rationale should be provided to the General Education Program Subcommittee.		
GEPS Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____	_____	_____
Chair, General Education Program Subcommittee	Date	
A2C2 Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____	_____	_____
Chair of A2C2	Date	
Faculty Senate Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____	_____	_____
President of Faculty Senate	Date	
Academic Vice President Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____	_____	_____
Academic Vice President	Date	
Decision of President <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____	_____	_____
President	Date	
Please forward to Registrar.		
Registrar	_____	Please notify department chair via e-mail that curricular change has been recorded.
	Date entered	

[Revised 10-22-12]

R1 5 3/3/14

WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department English

Date 3/3/14

230
Course No.

Literature and the Environment
Course Name

3
Credits

Prerequisites _____

GEP Goal Area(s):*

CORE GOAL AREAS

- Goal 1: Communication
- Goal 3: Natural Science
- Goal 4: Mathematics/Logical Reasoning
- Goal 5: History and the Social and Behavioral Sciences
- Goal 6: The Humanities and Fine Arts

THEME GOAL AREAS

- Goal 7: Human Diversity
- Goal 8: Global Perspective
- Goal 9: Ethical and Civic Responsibility
- Goal 10: People and the Environment

* Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories (list number of credits desired in appropriate category):

Intensive:

- 1. Writing
- 2. Oral Communication
- 3a. Mathematics/Statistics
- 3b. Critical Analysis

Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a *General Education Program Approval Form*.

Department Contact Person for this Proposal:

Ethan Kruse
Name (please print)

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Phone

ekrase@winona.edu
e-mail address

GEP CATEGORIES REQUESTED for ENG 230: LITERATURE AND THE ENVIRONMENT

GOAL 6A: HUMANITIES

To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

Students will be able to:

- a. Demonstrate awareness of the scope and variety of works in the arts and humanities;
- b. Understand those works as expressions of individual and human values within a historical and social context;
- c. Respond critically to works in the arts and humanities;
- d. Engage in the creative process or interpretive performance;
- e. Articulate an informed personal reaction to works in the arts and humanities.

GOAL 10: PEOPLE AND THE ENVIRONMENT

To improve students' understanding of today's complex environmental challenges, students will examine the interrelatedness of human society and the natural environment. Knowledge of both bio-physical principles and socio-cultural systems is the foundation for integrative and critical thinking about environmental issues.

Students will be able to:

- a. Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems;
- b. Discern patterns and interrelationships of bio-physical and socio-cultural systems;
- c. Describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges;
- d. Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions;
- e. Propose and assess alternative solutions to environmental problems;
- f. Articulate and defend the actions they would take on various environmental issues.

COURSE INFORMATION AND OUTLINE

ENG 230: Literature and the Environment

This course surveys literary texts exploring the relationship between humankind and the environment. Possible topics include eco-criticism, sustainability, environmental concerns, and the importance of the natural world in the literary imagination. Meets Goal 6a (Humanities) and Goal 10 (People and the Environment). Grade only.

Additional Information:

ENG 230 is organized around two main questions: 1) What do we mean by “environmental literature”; 2) how has environmental literature shaped contemporary understandings of humankind’s relationship with the natural world? The course takes up these questions from literary and historical, artistic and social, aesthetic and ethical perspectives, working to uncover ways that environmental literature has influenced modern attitudes towards and understandings of the environment. The course includes works across a variety of literary genres (poetry, short stories, novels, essays), in the process working towards more nuanced responses to themes central to environmental literature.

Instructional Methods:

Instruction will consist of assigned reading, class and small group discussion, midterm and final exams, and both formal and informal writing assignments.

Course Outline (Note: the texts listed here are examples of ones that could be used in each of the broad categories. There are of course other texts that would allow instructors to address these topics):

1. Introduction to Ecocriticism
 - a. Historical Roots
 - i. Ralph Waldo Emerson – “Nature”
 - ii. Henry David Thoreau – “Walking”
 - iii. Lynn White – “The Historical Roots of Our Ecological Crisis”
 - b. Contemporary Voices
 - i. Annie Dillard – *Teaching a Stone to Talk* (excerpts)
 - ii. Louise Westling – “Thoreau’s Ambivalence Toward Mother Nature”
 - iii. Stephanie LeMenager – *Living Oil: Petroleum Culture in the American Century*
 - c. Feminist Ecocriticism
 - i. Kate Soper – “Naturalized Woman and Feminized Nature”
 - ii. Karla Armbruster – “A Poststructuralist Approach to Ecofeminist Criticism”
2. Changing Conceptions of Humankind and the Environment
 - a. Classical Voices
 - i. Virgil – *The Georgics* (selections)
 - b. Early American Voices
 - i. John Smith – A Description of New England (excerpts)
 - ii. Henry Wadsworth Longfellow – “Nature”
 - iii. Meriwether Lewis & William Clark – *The Journals of Lewis and Clark, 1804-1806* (excerpts)
 - iv. Sarah Orne Jewett – “A White Heron”
 - c. 20th Century Voices
 - i. Wendell Berry – *Selected Poems* (selections)
 - ii. Laura Ingalls Wilder – *On the Banks of Plum Creek*
 - iii. Aldo Leopold – *A Sand Country Almanac*
3. Sustainability
 - a. Labor and Class
 - i. Barry Estabrook – *Tomatoland: How Modern Industrial Agriculture Destroyed Our Most Alluring Fruit*

- b. Literature of Food Ecology and Politics
 - i. Ruth Ozeki – *All Over Creation*
 - c. Post-Apocalyptic Visions
 - i. Paolo Bacigalupi. *The Windup Girl*
4. Environmental Protest
- a. Black Elk (with John G. Neihardt) – *Black Elk Speaks* (excerpts)
 - b. Wendell Berry – “Conservation and Local Economy”
 - c. Edward Abbey – *The Monkey Wrench Gang*

Assessment of Student Learning Outcomes: *Student learning will be assessed through performance on the course requirements as listed:*

- A. Students will be able to identify, analyze, and discuss key texts, authors, and ideas related to literature and the environment. (Assessment on weekly quizzes, midterm and final exams.)
- B. Students will be able to identify, analyze, and discuss the formal literary elements of the assigned reading. (Assessment on weekly quizzes, midterm, course paper and final exam.)
Students will be able to identify, analyze, and discuss thematic concerns raised by course reading. (Assessment on weekly quizzes, course paper, and midterm and final exams.)
- C. Students will be able to articulate and defend positions on various environmental issues. (Assessment on final course paper.)

STUDENT COMPETENCIES, LEARNING OPPORTUNITIES, & ASSESSMENT PLAN
GEP/MnTC GOAL 6a: HUMANITIES

Competencies	Learning Outcomes	Assessment
<p>Students will be able to: Demonstrate awareness of the scope and variety of works in the arts and humanities;</p>	<p>Students will read, analyze, and discuss a variety of genres – poetry, essays, short stories, novels – that examine the ways writers have responded to and commented on humankind’s relationship with the natural environment.</p>	<p>For each assigned text, students will engage in both small and large group discussion, complete quiz and exam questions, and write reflectively on matters of theme, genre, audience, and purpose. The sum of these efforts will demonstrate an awareness of the range of responses writers have had to themes central to the environment.</p>
<p>Understand those works as expressions of individual and human values within an historical and social context;</p>	<p>Each assigned text itself is an expression of human attitudes towards and understanding of the natural world. The assigned texts present a historically varied survey of changing perceptions of the relationship between humankind and the environment. Each assigned text is carefully contextualized in the time and place of its origins and audience.</p>	<p>In-class discussion affords students with opportunities to explore each text as an expression of historical and social trends in response to environmental matters. Additionally, the course paper requires students to delve more deeply into articulations of the ways historical and social contexts have shaped literary responses to the environment.</p>
<p>Respond critically to works in the arts and humanities;</p>	<p>Students will read, analyze, and discuss critically texts from a range of literary genres, including poetry, essays, short stories, and novels.</p>	<p>For each assigned text, students will respond critically on quiz and exam questions that test their knowledge of the works assigned. Further, in class discussions students will articulate answers to questions concerning both thematic meaning as well as literary form.</p>
<p>Articulate an informed personal reaction to works in the arts and humanities.</p>	<p>Students will respond critically to each of the assigned texts. Course materials provide space for personal reactions to texts, as this is the beginning point for more finely tuned analyses.</p>	<p>For each assigned text, students will engage in short write-to-learn activities that provide a forum for exploring personal reactions to the assigned texts. The course paper provides an additional venue for sharpening and productively complicating personal reactions.</p>

**STUDENT COMPETENCIES, LEARNING OPPORTUNITIES, & ASSESSMENT PLAN
GEP/MnTC GOAL 10: PEOPLE AND THE ENVIRONMENT**

Competencies	Learning Outcomes	Assessment
<p>Students will be able to: Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems;</p>	<p>Students will read and study texts that examine the ways humankind has interacted with the natural world, including the ways in which humans themselves have impacted and been impacted by the environment.</p>	<p>For each assigned text, students will engage in both small and large group discussion, complete quiz and exam questions, and write reflectively on the ways that texts entertain the complex relationship of human beings efforts to exist within and adapt to the natural world. Additionally, the course paper will afford students with the opportunity to examine these themes in greater detail. The sum of these efforts will demonstrate an awareness of themes central to the humankind's adaptive strategies.</p>
<p>Discern patterns and interrelationships of bio-physical and socio-cultural systems;</p>	<p>Students will read and study texts that focus thematically on the interconnectedness of human socio-cultural beliefs and practices with the natural world.</p>	<p>For each assigned text, students will engage in both small and large group discussion, complete quiz and exam questions, and write reflectively on the ways that texts entertain the complex relationship of human beings efforts to exist within and adapt to the natural world. Additionally, the course paper will afford students with the opportunity to examine these themes in greater detail. The sum of these efforts will demonstrate an awareness of patterns between bio-physical and socio-cultural systems.</p>
<p>Describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges;</p>	<p>Students will read and study texts that examine the ways humans have responded (or are responding) to environmental and natural resource challenges. Through a mixture of poetry and prose, fiction and non-fiction, students will gain exposure to a range of social, economic, legal, religious, and political ideologies that shape humankind's view of environmental and natural resource challenges.</p>	<p>For each assigned text, students will engage in both small and large group discussion, complete quiz and exam questions, and write reflectively on the ways that texts entertain the complex relationship of human beings efforts to exist within and adapt to the natural world. Additionally, the course paper will afford students with the opportunity to examine these themes in greater detail. The sum of these efforts will demonstrate an awareness of the ways that social, legal, political, economic and religious institutions have</p>

		shaped response to environmental and natural resource challenges.
Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions;	Students will read texts in which authors themselves are evaluating or commenting on environmental and natural resource issues in light of their understanding of the relationships among ecosystem and institutions.	For each assigned text, students will engage in small and large group discussion of issues central to environmental and natural resources. Additionally, short write-to-learn activities will give students an opportunity to reflect on the interrelationships among ecosystems and institutions. The course paper provides an additional venue for students to analyze and articulate the ways that authors have formulated their understandings of the interrelationship between environmental resource issues, ecosystems, and institutions.
Propose and assess alternative solutions to environmental problems;	NA	
Articulate and defend the actions they would take on various environmental issues.	Students will read and study texts that present commentary on a range of environmental issues relevant to contemporary society. Additionally, the assigned texts will present students with authors' ideas for a range of possible courses of action on the issues presented.	For one of the course writing assignments, students will offer a defense of a particular stance or action towards the environmental issue their paper has analyzed. This portion of the paper is to be students' own opinion supported by logical reasoning and close reading of the assigned texts.