

WINONA STATE UNIVERSITY
NEW AND REVISED COURSE AND PROGRAM APPROVAL FORM

Routing form for new and revised courses and programs. Course or Program ENG 230: Literature and the Environment

Department Recommendation

Ethel Kruse
Department Chair

3/3/14
Date

ekruse@winona.edu
e-mail address

Dean's Recommendation

☒ Yes

☐ No*

W. J. G. [Signature]
Dean of College

3-3-14
Date

*The dean shall forward their recommendation to the chair of the department, the chair of A2C2, and the Vice President for Academic Affairs.

A2C2 Recommendation ☐ Approved ☐ Disapproved

Chair of A2C2

Date

Graduate Council Recommendation
(if applicable)

☐ Approved

☐ Disapproved

Chair of Graduate Council

Date

Director of Graduate Studies

Date

Faculty Senate Recommendation ☐ Approved ☐ Disapproved

President of Faculty Senate

Date

Academic Vice President Recommendation ☐ Approved ☐ Disapproved

Academic Vice President

Date

Decision of President ☐ Approved ☐ Disapproved

President

Date

Please forward to Registrar.

Registrar

Date entered

Please notify department chair via e-mail that curricular change has been recorded.

WINONA STATE UNIVERSITY

PROPOSAL FOR A NEW COURSE

This form is to be used to submit a proposal for a new undergraduate or graduate course. Every item on this form must be completed prior to submission to A2C2. The department proposing a new course must include a ***Financial and Staffing Data Sheet*** and a ***New and Revised Course and Program Approval Form*** with the department chairperson's and Dean's signatures. Refer to Regulation 3-4, ***Policy for Changing the Curriculum***, for complete information on submitting proposals for curricular changes.

Department English Date 3/3/14

230 Literature and the Environment 3
Course No. Course Title Credits*

This proposal is for a(n): ☒ Undergraduate Course ☐ Graduate Course

Is this course for USP? ☐ Yes** ☒ No Is this course for GEP? ☒ Yes** ☐ No

List all Major Codes to which this proposal applies as a required course:

List all Major Codes to which this proposal applies as an elective course: ENGF, ENGS, ENGW, ENGL, PCAL

List all Minor Codes to which this proposal applies as a required course:

List all Minor Codes to which this proposal applies as an elective course: ENGC, ENGL

Prerequisites none

Grading method ☒ Grade only ☐ P/NC only ☐ Grade and P/NC Option

Frequency of offering twice per year

What semester do you anticipate that will this course be offered for the first time? spring 2015

Note: The approval process for a new course typically takes at least four to six weeks

* If this course will change the number of credits for any major or minor, the form ***Proposal for a Revised Program*** must also be submitted and approved according to the instructions on that form.

For General Education Program (GEP) or University Studies (USP) course approval, the form *Proposal for General Education Courses*** or ***Proposal for University Studies Courses*** must also be completed and submitted according to the instructions on that form.

A. Course Description

1. Catalog description.

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.

2. Course outline of the major topics and subtopics (minimum of two-level outline).

Note: the texts listed here are examples of suitable works that the class can examine in each broad area of the course. Individual instructors may elect to substitute other texts that will address these concepts.

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*
 - 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”
 - 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”
 - v. Jack London – *Call of the Wild*
 - 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*
 - iv. John Muir – *My First Summer in the Sierra*
3. Sustainability
 - a. Labor and Class
 - i. John Steinbeck – *The Grapes of Wrath*
 - ii. Cheri Register – *Packinghouse Daughter*
 - iii. Barry Estabrook – *Tomatoland: How Modern Industrial Agriculture Destroyed Our Most Alluring Fruit*
 - iv. Ruth Ozeki – *My Year of Meats*
 - b. Literature of Food Ecology and Politics
 - i. Michael Pollan – *In Defense of Food An Eater’s Manifesto*
 - ii. Ruth Ozeki – *All Over Creation*
 - iii. Sandra Steingraber – *Living Downstream: An Ecologist’s Personal Investigation of Cancer and the Environment*
 - c. Post-Apocalyptic Visions
 - i. Paolo Bacigalupi – *The Windup Girl*
 - ii. Margaret Atwood – *Year of the Flood*
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*
- d. Jim Harrison – *A Good Day to Die*
- e. Derek Jenson – *Culture of Make Believe*

3. Instructional delivery methods utilized: (Please check all that apply).

Lecture: Auditorium	ITV	Online	Web Enhanced	Web Supplemented
Lecture: Classroom ✓	Service Learning	Travel Study	Laboratory	Internship/Practicum
Other: (Please indicate)				

3.b. MnSCU Course media codes: (Please check all that apply).

None:	3. Internet	6. Independent Study	9. Web Enhanced
1. Satellite	4. ITV Sending	7. Taped	10. Web Supplemented
2. CD Rom	5. Broadcast TV	8. ITV Receiving	

4. Course requirements (papers, lab work, projects, etc.) and means of evaluation.

- A. **Participation:** weekly quizzes, discussion, and activities (informal quizzes on assigned reading; short write-to-learn assignments; class discussion; and informal active-learning class procedures: 25% of final course grade)
- B. **Midterm Exam** (short-answer, long-answer, and take-home essay: 20% of final course grade)
- C. **Course Papers** (Analytical writing on approved topics: 25% of final course grade)
- D. **Final Exam** (short-answer, long-answer, and essay: 30% of final course grade)

5. Course materials (textbook(s), articles, etc.).

A. Required Texts

The course will require weekly reading of primary sources addressing the ways that authors from a variety of periods and across a range of genres have responded to humankind's complex relationship with the environment; specific readings will be selected at the discretion of the instructor.

Textbooks:

Texts are listed above in the course outline.

6. Assessment of Outcomes

Student learning will be assessed through performance on the course requirements as listed.

- A. Students will be able to name and explain the key texts, authors, and themes related to literature and the environment.
 - Assessment on weekly quizzes, midterm and final exams.
- B. Students will be able to name, identify, and analyze critically the formal elements of the assigned reading.
 - Assessment on midterm, course paper and final exam.
- C. Students will be able to identify, explain, and analyze thematic concerns raised by course reading.
 - Assessment on weekly quizzes, course paper, and midterm and final exams.

7. List of references.

- Anderson, Lorraine, ed. *Literature and the Environment: A Reader on Nature and Culture*. New York: Longman, 1998.
- Dryzek, John S. and David Scholsberg, eds. *Debating the Earth: The Environmental Politics Reader*. New York, Oxford University Press, 2005.
- Keegan, Bridget and James C. McKusick, eds. *Literature and Nature: Four Centuries of Nature Writing*. Upper Saddle River, NJ: Prentice-Hall, 2001.
- Montrie, Chad. *Making a Living: Work and Environment in the United States*. Chapel Hill, NC: The University of North Carolina Press, 2008.
- Payne, Daniel G. and Richard S. Newman, eds. *The Palgrave Environmental Reader*. New York: Palgrave Macmillan, 2005.
- Vakoch, Douglas, ed. *Feminist Ecocriticism: Environment, Women, and Literature*. Lanham, MD: Lexington, 2012.

B. Rationale

1. Statement of the major focus and objectives of the course.

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.

2. Specify how this new course contributes to the departmental curriculum.

ENG 230 will provide students with the chance to undertake a focused inquiry into the ways that authors have responded to the environment. Currently, the English Department offers 200-level classes in several other areas (ENG 220: Multicultural American Literature, ENG 221: Topics in World Literature, ENG 223 Classical Mythology, etc.). ENG 230 offers majors and minors a lower-level elective that they can take prior to ENG 290: Literary Studies, the program’s gateway course into upper-division courses. ENG 230 will introduce students to analytical and rhetorical strategies that they will be required to develop as they proceed into the upper levels of the curriculum. ENG 230 is also being proposed for Goal Area 10 of the General Education Program. As one of a very small numbers of courses in the humanities fulfilling Goal 10, ENG 230 will appeal to students seeking to fulfill GEP requirements.

3. Indicate any course(s) which may be dropped if this course is approved.

No course will be dropped due to the approval of this course.

C. Impact of this Course on other Departments, Programs, Majors, or Minors

1. Does this course increase or decrease the total credits required by a major or minor of any other department? If so, which department(s)?

It does not impact any minor or major offered by any other department.

2. Attach letter(s) of understanding from impacted department(s).

Not applicable.

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FINANCIAL AND STAFFING DATA SHEET

Course or Program ENG 230: Literature and the Environment

Include a Financial and Staffing Data Sheet with any proposal for a new course, new program, or revised program.

Please answer the following questions completely. Provide supporting data.

1. Would this course or program be taught with existing staff or with new or additional staff? If this course would be taught by adjunct faculty, include a rationale.

The course will be taught with existing staff. The department has recently decreased its offering of ENG 210: Advanced Exposition, a change that came about because ENG 210 is not part of the GEP. (It had been a part of the USP.) With resources that would have in past years gone to staffing ENG 210, the English department will be able to now staff two sections of ENG 230: Literature and the Environment.

2. What impact would approval of this course/program have on current course offerings? Please discuss number of sections of current offerings, dropping of courses, etc.

The English department will no longer offer two sections of ENG 210. Because that course is not a part of the GEP, enrollment in it had fallen off. Eliminating it from the regular rotation of offerings creates space for adding ENG 230.

3. What effect would approval of this course/program have on department supplies? Include data to support expenditures for staffing, equipment, supplies, instructional resources, etc.

The course will have no impact on department supplies.

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REQUIRED CHECKLIST FOR ALL CURRICULAR PROPOSALS

Course or Program ENG 230: Literature and the Environment

This checklist enables A2C2 representatives to endorse that their departments have accurately followed the Process for Accomplishing Curricular Change. For each course or program proposal submitted to A2C2, this checklist must be completed, signed by the submitting department's A2C2 representative, and included with the proposal when forwarded for approval. Peer review of proposals is also strongly advised, e.g., departments should discuss and vote on the proposals *as submitted to A2C2*, rather than on just the ideas proposed or drafts of proposals.

If a proposal fails to follow or complete any aspect of the process, the Course and Program Proposal Subcommittee will postpone consideration of the proposal and return it to the department's A2C2 representative for completion and resubmission. Resubmitted proposals have the same status as newly submitted proposals.

Note: This form need not be completed for notifications.

1. The appropriate forms and the "Approval Form" have been completed in full for this proposal. All necessary or relevant descriptions, rationales, and notifications have been provided.
☒ Completed
- 2a. The "Financial and Staffing Data Sheet" has been completed and is enclosed in this proposal, if applicable.
☒ Completed ☐ NA
- 2b. For departments that have claimed that "existing staff" would be teaching the course proposed, an explanation has been enclosed in this proposal as to how existing staff will do this, e.g., what enrollment limits can be accommodated by existing staff. If no such explanation is enclosed, the department's representative is prepared to address A2C2's questions on this matter.
☒ Completed ☐ NA
3. Arrangements have been made so that a department representative knowledgeable of this proposal will be attending both the Course and Program Proposal Subcommittee meeting and the full A2C2 meeting at which this proposal is considered.
☒ Completed
Name and office phone number of proposal's representative: Ethan Krase (x5447)
4. Reasonable attempts have been made to notify and reach agreements with all university units affected by this proposal. Units still opposing a proposal must submit their objections in writing before or during the Course and Program Proposal Subcommittee meeting at which this proposal is considered.
☐ Completed ☒ NA
5. The course name and number is listed for each prerequisite involved in this proposal.
☒ Completed ☐ NA
6. In this proposal for a new or revised program (major, minor, concentration, etc.), the list of prerequisites provided includes all the prerequisites of any proposed prerequisites. All such prerequisites of prerequisites are included in the total credit hour calculations. ☐ Completed ☒ NA
7. In this proposal for a new or revised program, the following information for each required or elective course is provided:
 - a. The course name and number.
 - b. A brief course description.
 - c. A brief statement explaining why the program should include the course.☐ Completed ☒ NA
8. This course or program revision proposal:
 - a. Clearly identifies each proposed change.
 - b. Displays the current requirements next to the proposed new requirements, for clear, easy comparison.☐ Completed ☒ NA
9. This course proposal provides publication dates for all works listed as course textbooks or references using a standard form of citation. Accessibility of the cited publications for use in this proposed course has been confirmed.
☒ Completed ☐ NA

Department's A2C2 Representative or Alternate

Date

[Revised 9-05]