



ENG/WGS 2323: Environment and Literature

Department of English, University of Tulsa

Spring 2019 T/Th 11:00-12:15

Lorton Hall, Rm. 301

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Office hours: 339 Zink Hall; Tues. 12:15-1:30 or by appointment

COURSE DESCRIPTION

This course explores writing about the environment over roughly the past two centuries in both British and American works. It covers a range of geographical settings and literary genres, including poetry, the novel, the short story, and film. Texts will be considered through the lens of changing notions of nature, the urban space, and the environment. Analyses will address issues such as love/fear of nature; the spirit of place; gender/sexuality; animal/animality studies; and ethnicity/race. Requirements will consist of class participation, two quizzes, 2 short essays, and an annotated bibliography that should become part of the second essay.

ASSIGNMENTS AND GRADING

Attendance/Participation	10%	Essay 1	15%
Quiz 1	15%	Annotated Bibliography	10%
Quiz 2	25%	Essay 2	25%

REQUIRED TEXTS (available for purchase at the bookstore; any edition is fine)

Baldwin, James – *Giovanni's Room*

Chopin, Kate – *The Awakening*

Conrad, Joseph – *Heart of Darkness*

Wells, H.G. – *The Island of Dr. Moreau*

COURSE STUDENT LEARNING OUTCOMES

ENGLISH PROGRAM

Students who complete this course will:

1. apply knowledge of texts, media, and systems of knowledge through reading, viewing, analyzing, and writing about literature and cinema (PLO 1; measured by quizzes and essays);
2. analyze texts, media, and systems of knowledge through writing and application of approaches addressing literary and environmental studies (PLO 2; measured by quizzes and essays);
3. write and communicate clearly and effectively about literature and the environment (PLO 3; measured by participation and essays);
4. recognize and analyze environmental ethical issues (PLO 4; measured by quizzes and essays); and
5. use literature to address environmental problems (PLO 5: measured by quizzes and essays).

WOMEN'S AND GENDER STUDIES PROGRAM

Students who complete this course will:

1. Understand and analyze women's and gender issues regarding literature and the environment (PLO 1; measured by quizzes),
2. Analyze and evaluate facts and ethical positions regarding real-world women's issues involving literature and the environment (PLO 2; measured by quizzes and essays), and
3. Write and communicate effectively in styles appropriate to the WGS program (PLO 4; tested by essays and participation).

Please read all texts before the first lecture each week.

* - novels

All other items are on Harvey.

THE ROMANTIC PASTORAL	
JAN 8/10	<ul style="list-style-type: none"> William Wordsworth, "Lines Written a Few Miles Above Tintern Abbey" (1798), "The world is too much with us" (1807) John Clare, "Bumbarrel's Nest," "Emmonsails Heath in Winter," "Lament of Swordy Well" (all 1824-32)
NORTH AMERICAN ENGAGEMENTS	
JAN 15/17	<ul style="list-style-type: none"> William Cronon, excerpt from "Uncommon Ground" (1995) Ralph Waldo Emerson, "Nature" (1836) Henry David Thoreau, excerpts from <i>Walden</i> (1854)
JAN 22/24	<ul style="list-style-type: none"> Susanna Moodie, excerpts from <i>Roughing it in the Bush</i> (1852) Sarah Winnemucca Hopkins, excerpts from <i>Life Among the Piutes</i> (1883)
GENDER AND ECOLOGY	
JAN 29/31	<ul style="list-style-type: none"> H.G. Wells, <i>The Island of Dr. Moreau</i> (1896)*
FEB 5/7	<ul style="list-style-type: none"> Vernon Lee, "The Enchanted Woods," "The Motorcar and the Genius of Places," and "The Forest of the Antonines" (1905)
FEB 12/14 QUIZ 1 (Feb 14)	<ul style="list-style-type: none"> Robert Louis Stevenson, "Pan's Pipes" (1881) and "The Oise in Flood" (1878)
THE NEW WOMAN	
FEB 19/21	<ul style="list-style-type: none"> Kate Chopin, <i>The Awakening</i> (1899)*
FEB 26 FEB 28 NO CLASS	<ul style="list-style-type: none"> George Egerton, "A Cross-Line" (1893)
INNER SPACE / OUTER SPACE	
MAR 5/7 ESSAY 1 (Mar 7)	<ul style="list-style-type: none"> Joseph Conrad, <i>Heart of Darkness</i> (1901)*
MAR 12/14	<ul style="list-style-type: none"> Samuel Delany, "Aye, and Gomorrah" (1969) Ursula Le Guin, "Vaster than Empires and More Slow" (1971)
MAR 19/21	SPRING BREAK
ESCAPING SPACE	
MAR 26/28	<ul style="list-style-type: none"> James Baldwin, <i>Giovanni's Room</i> (1956)*
APR 2/4 ANN. BIB. (APR 2)	<ul style="list-style-type: none"> <i>Priscilla, Queen of the Desert</i> (film; 1994)
ENVIRONMENTALISM	
APR 9/11 QUIZ 2 (APR 11)	<ul style="list-style-type: none"> Aldo Leopold, "Conservation Ethic," "Arizona and New Mexico" (1949) Leslie Marmon Silko, "Landscape, History, and the Pueblo Imagination" (1986)
APR 16/18	<ul style="list-style-type: none"> Gary Snyder, selected poems from <i>Turtle Island</i> (1974) Janisse Ray, "Exaltation of Elk" (2010) Alison Townsend, "White Wings..." (2010), "Between Green..." (2009)
ESSAY 2 (APR 25)	

ATTENDANCE / PARTICIPATION

Participation marks are based on random attendance checks throughout the semester, often at the start of class. Students will not be penalized for missing class if they were absent for religious observation or if they produce proof that they were absent due to serious illness, hospitalization, or a death in the immediate family.

ESSAY 1 (750 words, including the Works Cited)

For the first essay, analyse a written text from the course readings. Your essay must have a concise thesis argument (usually within the first paragraph) and must demonstrate thought and analysis beyond class lectures and discussions. Make sure to define uncommon terminology, ideally in your own words or by adapting definitions that arose in lectures. **The essay must demonstrate that you conducted secondary research (from physical books or online)**, and it must include a Works Cited page in MLA format.

ANNOTATED BIBLIOGRAPHY (400-500 words)

For the annotated bibliography, establish a thesis topic for your second essay and find 3 articles or book chapters that you feel could help with your argument for that essay. Write a brief annotation for each article in which you: give the article MLA citation, summarize the article/chapter (2-3 sentences), and note how you think it may enhance your argument (1-2 sentences). This assignment will consist of: a statement of your thesis topic (or argument), and the three annotations (each beginning with the MLA citation).

ESSAY 2 (1000-1250 words, including the Works Cited)

For the second essay, compare 2 texts from the course (at least one of which is a novel). Note that it is often easiest to compare and contrast two texts relatively distant from each other historically. This essay must have a concise, *comparative* thesis argument (usually within the first paragraph) and must demonstrate thought and analysis beyond class lectures and discussions. Make sure to define uncommon terminology either in your own words or by adapting definitions that arose in lectures. The essay must demonstrate that you conducted secondary research (**including the use of physical books from the library**), and it must include a Works Cited page in MLA format.

QUIZ 1 (45 minutes)

This quiz will consist of: multiple-choice questions, short-answer questions, and paragraph-long questions. It will address all readings in the course up to the most recent required readings.

QUIZ 2 (1 hour and 15 minutes)

This quiz will consist of: multiple-choice questions, short-answer questions, and short-essay questions. The quiz will address all readings in the course up to the most recent required readings.

Use of Personal Technology in the Classroom

Mobile phones and tablets must be fully turned off for the duration of each class. Laptops may be used strictly for course-related purposes — note-taking, online reading, and exercises. The misuse of technology, which includes texting, web browsing, online gaming, and video and movie watching, is not permitted in the classroom.

Student Academic Support Needs

Students with particular academic support needs should contact the Center for Student Academic Support (Lorton 210, 632-2315) to self-identify their needs in order to facilitate their rights under the Americans with Disabilities Act.

Plagiarism and Academic Integrity

All students must adhere to the standards of academic integrity as defined in the Kendall College of Arts and Sciences' Misconduct Policy: <http://artsandsciences.utulsa.edu/advising/academic-misconduct-policy/>. An assignment that has been plagiarized will receive a grade of zero, with no exceptions. A student who cheats on an assignment or examination will receive a grade of zero on that assignment or examination, with no exceptions. In a case of plagiarism or cheating, the case will be forwarded to the Chair of English and the college Dean for further disciplinary action.

Plagiarism refers to presenting another person's wording or ideas as one's own. If you are uncertain as to whether you must give credit for some wording or ideas, please ask me. Alternatively, give credit; you will not be penalized for giving another person credit when it was not necessary. Please note that I may submit assignments to a plagiarism detection service.

Extension and Late Policy

Extensions may be given on the basis of documented compassionate grounds. Extensions must be requested 7 days before the assignment is due. Requests for extensions due to emergencies such as a death in the family or medical illness can be made at any time, with documented proof provided later. Assignments submitted with extensions will not receive written feedback.

Late submissions are penalized 5% per day, including weekends, up to a maximum of seven days. Assignments submitted more than seven days after the due date will not be reviewed and will receive a grade of zero, unless there is a documented medical reason or an extension has been granted on the basis of documented compassionate grounds.

KNOW YOUR IX

Sexual misconduct is prohibited by Title IX of the Educational Amendments of 1972 ("Title IX") and will not be tolerated within the TU community. Sexual misconduct encompasses all forms of sex and gender-based discrimination, harassment, violence, and assault, as well as dating violence, domestic violence, interpersonal violence, stalking and sexual exploitation. If you or someone you know has been harassed, assaulted, or stalked, or if you have questions about violence prevention resources available to you, please contact any of the following campus and community resources:

Title IX Coordinator 918-631-4602

Office of Violence Prevention 918-631-2324

TU Counseling and Psychological Services 918-631-2241

Campus Security 918-631-5555

Domestic Violence Intervention Services 918-585-3163 or 918-743-5763

Tulsa Police Department 918-596-9222 or 911 (emergency situations)

For more information about your rights under Title IX, please visit our *Policies and Laws* page on the TU website or contact the Title IX Coordinator. **Every student on our campus has the right to resources.** Please come forward and ask questions, report, and help us eradicate sexual misconduct and interpersonal violence by stopping the silence surrounding it.