

CATALOG INFORMATION

Dept and Nbr: ENGL 10            Title: INTRO LIT & ENVIRONMENT  
Full Title: Introduction to Environmental Literature  
Last Reviewed: 4/11/2022

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable  
Grading:            Grade or P/NP  
Repeatability:    00 - Two Repeats if Grade was D, F, NC, or NP  
Also Listed As:  
Formerly:

**Catalog Description:**  
Introduction to American environmental literature. Study will include major figures, themes, and historical periods; different cultural perspectives on the relationship between humans and the non-human world; the role women have played in the development of the genre; and the relationship between environmental literature and emerging environmental concerns.

**Prerequisites/Corequisites:**  
Completion of ENGL 100B or higher (V8) OR Course Completion of ENGL 100 OR Course Completion of ESL 100 or appropriate placement based on AB705 mandates

**Recommended Preparation:**

**Limits on Enrollment:**

**Schedule of Classes Information:**  
Description: Introduction to American environmental literature. Study will include major figures, themes, and historical periods; different cultural perspectives on the relationship between humans and the non-human world; the role women have played in the development of the genre; and the relationship between environmental literature and emerging environmental

concerns. (Grade or P/NP)

Prerequisites/Corequisites: Completion of ENGL 100B or higher (V8) OR Course Completion of ENGL 100 OR Course Completion of ESL 100 or appropriate placement based on AB705

mandates

Recommended:

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>		Effective:	Inactive:
	E	Humanities	Fall 2004	
	H	Global Perspective and Environmental Literacy		
<b>CSU GE:</b>	<b>Transfer Area</b>		Effective:	Inactive:
	C2	Humanities	Fall 2004	
<b>IGETC:</b>	<b>Transfer Area</b>		Effective:	Inactive:
	3B	Humanities	Fall 2004	
<b>CSU Transfer:</b>	Transferable	Effective:	Fall 2004	Inactive:
<b>UC Transfer:</b>	Transferable	Effective:	Fall 2004	Inactive:

**CID:**

**Certificate/Major Applicable:**

Major Applicable Course

## **COURSE CONTENT**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Critically read, analyze, and interpret major works in the American environmental tradition.
2. Demonstrate understanding of the influence of major early figures, such as Thoreau and Muir, on 20th- and 21st- century environmentalist writing.
3. Distinguish between literary perspectives on the relationship between humans and the non-human world.

### **Objectives:**

Upon completion of this course, students will be able to:

1. Define environmental literature as a genre
2. Identify selected major figures in environmental literature and analyze their contribution to the genre
3. Identify major historical patterns and emerging traditions embodied in environmental texts
4. Compare and contrast the ways in which human relationship to the non-human world has been imagined in literature from two or more cultures
5. Critique some aspects of contemporary United States culture from an ecological perspective

6. Assess the contribution of literary texts to the emerging culture of environmental concern

### **Topics and Scope:**

Topics will include but not be limited to:

- I. Overview of literature and literary genres
  - A. Definitions of literature
  - B. Overview of literary genres
  - C. The genre of environmental literature
    - 1. definitions and literary scope of the genre
    - 2. the interdisciplinary nature of the genre
- II. Major figures in environmental literature
  - A. Contributions of nonfiction writers: e.g. Henry David Thoreau, John Muir, Aldo Leopold, Rachel Carson, Barry Lopez, Annie Dillard, Wendell Berry, Edward Abbey, Terry Tempest Williams, N. Scott Momaday
  - B. Contributions of fiction writers: e.g. Pam Huston, Barry Lopez, Leslie Marmon Silko
  - C. Contributions of poets: e.g. Gary Snyder, A.R. Ammons, Mary Oliver
- III. Historical patterns and emerging traditions in environmental literature
  - A. The pastoral tradition in Greek and Western romantic literature
  - B. Early American literature: Descriptions of nature and writing about regions in the 17th- and 18th- centuries
  - C. Thoreau and the birth of the nature essay in the 19th-century
  - D. Turn-of-the-Century: Extending the Thoreauvian tradition
  - E. 20th-century renaissance of American environmental nonfiction
    - 1. literal vs. metaphorical representations of the environment
    - 2. connections with science, art, history, economics, and policy
    - 3. the concept of Place
    - 4. movement from egocentrism to ecocentrism
  - F. Major contributions of women to American environmental literature: e.g. Susan Cooper, Mary Austin, Rachel Carson, Annie Dillard, Terry Tempest Williams, Mary Oliver
- IV. Similarities and differences in the ways in which literary works of different cultures have imagined the human relationship to the non-human world
  - A. Oral vs written literary traditions
  - B. American Indian vs. Western creation stories
  - C. Conceptions of place in indigenous and Western cultures
  - D. Cultural perspectives on an "ethical" relationship to the land
- V. Ecocriticism: a critical approach to literature and culture
  - A. Definition of a "critical approach" to literature
  - B. Overview of other critical approaches: e.g. formalist, historical deconstruction, psychoanalytic, feminist, reader response
  - C. Definition of ecocriticism
  - D. Practice of ecocriticism
- VI. Environmental literature and the emerging culture of environmental concern
  - A. Ways in which the arts in general and texts in particular both shape and express values and attitudes towards the natural world

- B. Ways in which texts can provoke environmental reflection and practice restorationism
- C. Art, advocacy, and activism

**Assignment:**

Reading assignments may include:

1. Assigned readings from major works of environmental literature
2. Selected essays on environmental literature as a genre
3. Selected essays offering different cultural perspectives on the nonhuman world
4. Selected essays on ecocentrism as a critical approach to literature

Writing assignments may include:

1. A structured reading journal on assigned readings
2. Essay exams covering units of study
3. Analytical essays on assigned works (500-1,000 words)
4. Personal essays in response to assigned works (500-1,000 words)
5. Ecocritical analysis of a text, film, or advertisement
6. Term papers requiring research and MLA documentation (1,500-2,500 words)
7. Original student writing in the genre of environmental literature

Other assignments may include:

1. Group or individual presentations on particular authors, time periods or themes
2. Quizzes: objective and essay examinations
3. Field trips to explore a local ecosystem
4. Group or class project: Based on class readings and personal experience create a set of ethical and practical principles (a land ethic) that can serve as a guide for the human relationship to the land

**Methods of Evaluation/Basis of Grade:**

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, analytical essay, personal narrative essay, ecocritical analysis, essay exams, term paper, structured reading journals

Writing  
70 - 75%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Group project

Problem solving  
5 - 10%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations  
0 - 0%

**Exams:** All forms of formal testing, other than skill performance exams.

Quizzes: objective and essay examinations

Exams  
10 - 15%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Group and individual presentations; participation; field trip or alternative assignment

Other Category  
10 - 15%

### **Representative Textbooks and Materials:**

The Norton Book of Nature Writing. Ed Robert Finch and John Elder. W.W. Norton, 2002 or most current edition.  
Literature and the Environment. Ed. Lorraine Anderson, Scott Slovic, And John P. O'Grady. Longman, 1999 (Classic).

The following texts are all classics in the field:

Walden. Henry David Thoreau. 1854  
Prairyerth. William Least Heat-Moon. 1991  
A Friend of the Earth. T.C. Boyle 2000  
Walking. Henry David Thoreau. 1863  
The Mountains of California. John Muir. 1894  
The Land of Little Rain. Mary Austin. 1903  
Silent Spring. Rachel Carson. 1962  
Sand County Almanac. Aldo Leopold. 1949  
Desert Solitaire. Edward Abbey. 1968  
Pilgrim at Tinker Creek. Annie Dillard 1974  
Turtle Island. Gary Snyder. 1974  
Arctic Dreams. Barry Lopez. 1986  
New and Selected Poems. Mary Oliver. 1992  
Refuge. Terry Tempest Williams. 1992  
The Control of Nature. John McPhee. 1989  
Ceremony. Leslie Marmon Silko. 1977  
My Antonia. Willa Cather. 1918  
That Distant Land. Wendell Berry. 2002