

Term Information

Effective Term Autumn 2022

General Information

Course Bulletin Listing/Subject Area English
Fiscal Unit/Academic Org English - D0537
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3360
Course Title Eco poetics
Transcript Abbreviation Eco poetics
Course Description "Eco poetics" is a thematic literature course focused on interpretation and analysis of literary texts that represent interactions between humans and the natural world within specific cultural and historical settings, through a contextual examination of how human activity has impacted the environment, how social and natural systems interact, and the long-term impact of human choices.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites Prerequisite: English 1110
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 23.0101
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Lived Environments; Sustainability

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students read literature “about nature” and reflect on texts that represent the interactions between humans and the natural world within a specific cultural and historical setting and think about how social and natural systems interact.

Content Topic List

- Reading, analyzing, and reflecting on literature and other cultural media (film, historical documents) to understand how social and natural systems interact and the long-term impact of human choices
- Examining thematic literature familiarizes students with literary reading through a contextual examination of how human activity has impacted the environment.

Sought Concurrence

No

Attachments

- GE Submission Form, Lived Environments. Ecopoetics , English 3360.pdf: GE Submission Form: Lived Environments

(Other Supporting Documentation. Owner: Lowry,Debra Susan)

- GE Submission Form, Sustainability. Ecopoetics, English 3360.pdf: GE Submission Form: Sustainability

(Other Supporting Documentation. Owner: Lowry,Debra Susan)

- Ecopoetics Proposal and Syllabus.docx: Proposal and Syllabus

(Syllabus. Owner: Lowry,Debra Susan)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry,Debra Susan	03/29/2021 11:53 AM	Submitted for Approval
Approved	Winstead,Karen Anne	03/29/2021 11:59 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/13/2021 03:50 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	04/13/2021 03:50 PM	ASCCAO Approval

Course Proposal: Ecopoetics

The Department of English is proposing a thematic literature course that would familiarize students with literary reading through a contextual examination of how human activity has impacted the environment. We have titled this course “Ecopoetics” to emphasize that this is a course on the interpretation and analysis of literary texts; the focus of individual iterations need not be exclusively poetry. The objective is not simply for students to read literature “about nature,” but to focus on texts that represent the interactions between humans and the natural world within a specific cultural and historical setting in keeping with the General Education “Lived Environments” theme. In literary analysis students will be encouraged to think about how social and natural systems interact and the long-term impact of human choices, central to the General Education “Sustainability” theme.

Possible topics for Ecopoetics might include: Middle English nature poetry; poetry of the British Industrial Revolution; 19th-century American frontier literature; poetry of the World Wars; contemporary narrative and the environment; etc. Instructors would be welcome to include other media (film, historical documents, etc.) that would help create context for the period under analysis, but the main focus of this course is on reading, analyzing, and reflecting on literature.

This course can be readily staffed both on Columbus and the regional campuses. Faculty who have expressed interest in teaching it include Sara Crosby, Hannibal Hamlin, Kathy Fangan Grandinetti, Beth Hewitt, Marcus Jackson, Jamison Kantor, Jim Phelan, Jake Risinger, David Ruderman, Clare Simmons, and Karen Winstead.

SAMPLE SYLLABUS 1:

English 3360 Ecopoetics

Syllabus: British Poetry of the Industrial Revolution , 1780-1880

Professor Clare Simmons, Office Denney 571; e-mail simmons.9@osu.edu

Office hours:

During office hours you’re free just to call by, but if you need to arrange another time to meet individually, please ask for an appointment.

About this course. Why was “Nature” so important to nineteenth-century British poets? One answer is environmental: with the rise of industrialization, less and less Britons were living in rural communities, and an increasing proportion worked in factory cities where land, water, and air were becoming polluted to the extent that human and animal life were endangered.

This course, which can be used as part of the English major or towards the General Education “Lived Environments” or “Sustainability” Theme requirements, will provide an introduction to the types and forms of poetry in English, with a focus on poetry written during Britain’s first period of industrialization, approximately 1780 (the beginnings of factory production) to 1880 (after Charles Darwin’s *Origin of Species* and *Descent of Man* and general recognition of human impact on the environment). No

previous experience in reading and writing about poetry is required. Students will have the opportunity to read a wide selection of poems centered on the theme of responses to industrialization, plus some other readings to provide context for the poems; and to practice skills in close reading, analyzing, discussing, and writing about literary works. In keeping with the theme of responsibility towards the environment, the main text will be a selection of classic poems available through Carmen. Students will be responsible for regular attendance and participation in classroom discussion and group activities; a reading journal focused on their own thoughts about the texts and their personal responses to environmental issues; a final portfolio project developed from the reading journal; quizzes; and mid-term and final exams.

Expected Learning Outcomes

Theme: Lived Environments	
Goals	Expected Learning Outcomes
GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and the various kinds of environments in which humans live.	Successful students are able to ...
	<p>1.1 Engage with the complexity and uncertainty of human-environment interactions.</p> <p>1.2 Describe examples of environmental change and transformation over time and across space, including the roles of human interaction and impact.</p>
GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.	2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.
	2.2 Describe how humans perceive and represent the environments with which they interact.
	2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.
Theme: Sustainability	
Goals	Expected Learning Outcomes
GOAL: Students analyze and explain how social and natural systems interact, how human well-being depends on these interactions, how actions have impacts on future generations and societies globally, and how values and motivations of stakeholders impact multi-faceted, potential solutions.	Successful students are able to ...
	<p>1.1 Describe, analyze and critique the roles and impacts of human activity on both human society and the natural world currently and in the future.</p> <p>1.2 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.</p>

We will achieve these goals by intensive reading and analysis of representative texts, thinking carefully about the representation of different environments and the cost of industrialization both to humans and to the natural world. Students will use their journals to make connections between the readings and their own experiences.

Required Texts.

Poems will be posted to Carmen under “Modules,” with a separate file for each day’s reading. It’s up to you whether you choose to print out the poems, or bring a computer or tablet to class. Please note that while you are welcome to use electronics for class purposes, I will ask you to leave if I see you using electronics for other reasons.

Course Requirements. To be successful in this course you should plan on careful reading in advance, regular attendance, and active participation.

Attendance and Participation Policies. If you are not present, you are not participating. You may be absent twice without penalty; three unexcused absences will lower your attendance grade to a B, four to a C, five to a D, and more to a fail *for the course*. Please try not to be late: missing more than 10 minutes of a class counts as half an absence

If you know you must miss a class, please let me know in advance. After-the-fact absences require documentation such as a doctor’s note. If I am not going to be able to attend class, I will notify everyone through Carmen as early as possible.

Graded Assignments: The main writing requirement is a reading journal, from which you will develop pieces into a final portfolio. Detailed instructions about the reading journal, specific response questions, and portfolio are available on Carmen. Please come ready to talk because your participation grade depends on active engagement with the materials.

In addition to the journal, there will be 6 quizzes and mid-term and final exams. The usual format for in-class tests will be short written responses.

Grading:

Journal: Weekly journal entries: 20% (7 at 15 points each; 3 at 30 points each)

Final Portfolio developed from journal entries: 15% (150 points)

Quizzes: 15% (6 at 30 points each, lowest score dropped)

Exams: Midterm: 10% (100 points)

Final: 20% (200 points)

Attendance: 10% (100 points)

Participation: 10% (100 points)

The course will be scored out of 1000 points, so each percent is worth 10 points. Ohio State’s standard grading scale, listed below, should give a sense of how letter grades correspond to percentage grades in this course.

93–100: A 90–92.9: A- 87–89.9: B+ 83–86.9: B 80–82.9: B- 77–79.9: C+

73–76.9: C 70–72.9: C- 67–69.9: D+ 60–66.9: D Below 60: E

Plagiarism Warning

Plagiarism is the unauthorized use of the words or ideas of another person by presenting them as one's own. You are not required to use secondary sources for your journal and portfolio; if you choose to do any research done for the assignments in this course, any words and ideas that you use must be properly documented. Committing plagiarism constitutes a serious offense that could result in a failing grade on the assignment or in the course or (depending on the circumstances) even suspension or dismissal from Ohio State.

Please note that instructors are required to report any suspicions of academic misconduct to the Committee on Academic Misconduct, under Faculty Rule 3335-5-48.7. Please bear in mind also that COAM does not accept ignorance of the *Code of Student Conduct* as a viable defense against substantiated allegations.

If you have any questions about what constitutes academic misconduct in this course, please e-mail the instructor. For more information on academic integrity and misconduct, view:

- The *Code of Student Conduct* (<http://studentlife.osu.edu/csc/> (Links to an external site.))
- The Committee on Academic Misconduct web pages (www.oaa.osu.edu/coam (Links to an external site.))

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Trigger Warning

This course may include topics that may cause distress to students who are coping with trauma (for example, suicidal thoughts). If you feel concerned about how the assigned texts may affect your mental health, please let know. Counseling and Consultation services can be reached at 614-292-5766.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> ([Links to an external site.](#)) or by contacting the Ohio State Title IX coordinator at titleix@osu.edu

Disability statement

Students with documented disabilities who have registered with the **Office of Student Life Disability Services** will be appropriately accommodated and should inform the instructor as soon as possible of their needs. SLDS is located in 098 Baker Hall, 113 W. 12th Ave; Tel.: 614-292-3307; VRS: 614-429-1334; Email:

slds@osu.edu ([Links to an external site.](#))

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Additional resources

The Writing Center

The Writing Center provides professional writing tutoring and consultation for students at no additional cost. Make an appointment for an in-person or online through cstw.osu.edu/writing-center ([Links to an external site.](#)) or by calling 614-688-4291. The satellite locations around campus offer short walk-in sessions, no appointment necessary. Writing tutors can offer constructive feedback at any stage of the writing process, from formulating ideas to revising drafts.

Student Advocacy Center

The Student Advocacy Center is here "to empower students to overcome obstacles to their growth both inside and outside the classroom, and to help them maximize their educational experience while pursuing their degrees at The Ohio State University." Should you

experience a personal, family, or medical crisis that affects your ability to attend class or complete your work, please inform me and consider contacting Student Advocacy. The information you give to this office is protected under the Federal Educational Rights and Privacy Act. Student Advocacy: 1120 Lincoln Tower (Monday through Friday, 8:00 a.m. – 5:00 p.m.); 614-292-1111; advocacy@osu.edu; <http://studentlife.osu.edu/advocacy/> ([Links to an external site.](#)).

Counseling and Consultation Services

If you feel overwhelmed with coursework and/or life outside the classroom, or if you simply want to enjoy this time more, consider scheduling an appointment with someone at Counseling and Consultation Services by calling 614-292-5766.

Veteran Learning Community

Student veterans should get in touch with the Veterans Learning Community to access various resources available to them: <http://cfs.osu.edu/veteranslc/resources> ([Links to an external site.](#)). The Writing Center, for example, sets additional tutoring time aside exclusively for student veterans.

Outline of Course

1.1: Introduction

1.2: Reading Poems and Environments: Read Wordsworth, “There was a Boy,” “We Are Seven” and “Milton”; Blake, “London.”

Part 1: Lived Environments and the Idea of “Nature,” 1780-1880

2.1: Enlightenment Gardens and nature. Erasmus Darwin, from *The Botanic Garden* book 1; William Cowper, “The Shrubbery”

2.2: Two Farming Poets. Robert Bloomfield, from *A Farmer’s Boy*; John Clare, “Nutting”; “Winter’s Walk”; “Sport in the Meadows”; “Decay”; “The Shepherd’s Tree”; “Birds in Alarm”; “The Vixen.”

3.1: Romantic Nature. W. Wordsworth, “Lines . . .Tintern Abbey”; D. Wordsworth, “Floating Island”; Charlotte Smith, from “Beachy Head.”

3.2: Romantic Birds: Shelley, “To a Sky-Lark”; John Clare, “Nightingale’s Nest” and “Skylark”; Coleridge, “The Nightingale”; Keats, “Ode to a Nightingale.”

First Journal Check: Post to Carmen

4.1: Pre-Victorian Animals: Cowper, “Epitaph on a Hare”; Thomas Gray, “Ode on the Death of a Favourite Cat”; Christopher Smart, “My Cat Geoffrey”; Anna Barbauld, “The Mouse’s Complaint”; R. Burns, “To a Mouse”; Clare, “Mouse’s Nest”;

4.2: Victorian Animals and Birds: Tennyson, “The Kraken” and “The Eagle”; Carroll, “The Crocodile” and “The Walrus and the Carpenter,” Edward Lear, “The Owl and the Pussycat”; W. McGonagall, “The Great Tay Whale”

5.1: Tennyson, selections from *In Memoriam*; Contextual Reading: Charles Darwin, the Struggle for survival from *Origin of Species*.

5.2: Victorian Nature continued: Tennyson, “Locksley Hall” and “The Charge of the Light Brigade”; Matthew Arnold, “Dover Beach” and “Kensington Gardens”

6.1: Gerard Manley Hopkins, “The Windhover”; “Binsley Poplars,” “Spring and Fall,” “Duns Scotus’ Oxford”; “As Kingfishers catch Fire”; “Pied Beauty,” selections from notebooks.

Part 2: Industrial “Progress”

6.2: Blake, from *The Marriage of Heaven and Hell*; “And Did Those Feet”; “The Tyger.” Contextual Reading: Adam Smith, from *The Wealth of Nations*.

7.1: L. E. Landon, “The Factory”; Caroline Norton, “A Voice from the Factories”; Elizabeth Barrett Browning, “The Cry of the Children” Contextual Readings: Karl Marx, from *The Communist Manifesto*; Government Bluebook on child labor.

7.2: Triumph or disaster? Ebenezer Elliott, Selections from *Corn Law Rhymes*; W. Wordsworth, “On the Projected Kendal and Windermere Railway.” Contextual Readings: From George Porter, *The Progress of the Nation*; F. Engels, from *The Condition of the Working Class in England*.

8.1: Midterm Exam

8.2: William Erle Mayne, *The Field and the Factory*.

9.1: Satire and critique. Thomas Hood, “Mary’s Ghost,” “The Sausage-Maker’s Ghost,” “The Song of the Shirt,” and “The Pauper’s Christmas Carol.” Contextual Reading: Cartoons from *Punch*.

Second Journal Check: Post to Carmen

Week 9.2: Autumn/Spring Break

Part 3: Laments, Visions, Warnings

10.1: Coleridge, “The Rime of the Ancient Mariner” and “Fears in Solitude”; Mary Robinson, “The Poor Singing Dame” and “The Haunted Beach.”

10.2: Clare, “The Lament of Swordy Well”; Byron, “Darkness”; P. Shelley, “Mask of Anarchy/Men of England”; Contextual Reading: M. Shelley, from *The Last Man*.

11.1 Crabbe, *The Village*: Introduction and “Peter Grimes”

11.2: John Ruskin, “The Storm-Cloud of the Nineteenth Century.” A selection of poems and articles from *Punch* on the subject of pollution, the Great Stink of 1858, and London smog.

12.1: W. McGonagall, Tay Bridge and other disaster poems.

12.2: Robert Browning, “The Pied Piper”; “Childe Roland”; “Caliban Upon Setebos”; “Two in the Campagna”.

Submit entire journal to Carmen

13.1: Christina Rossetti, “Goblin Market”; “Winter Rain”; “Lambs of Grasmere”; “My Dream”; “Twilight Calm.”

13.2: The End of everything? D.G. Rossetti, “The Burden of Nineveh”; Contextual Readings: Macaulay’s “New Zealander”; Richard Jefferies, from *After London*.

14.1: Conclusions; Portfolio project due.

Final Exam:

Finally: If you have any questions or concerns, please let me know.