

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- Reading, analyzing, and reflecting on literature and other cultural media (film, historical documents) to understand how social and natural systems interact and the long-term impact of human choices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. Eco-poetics , English 3360.pdf: GE Submission Form: Lived Environments

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

- GE Submission Form, Sustainability. Eco-poetics, English 3360.pdf: GE Submission Form: Sustainability

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

- Eco-poetics Proposal and Syllabus.docx: Proposal and Syllabus

(Syllabus. Owner: Lowry,Debra Susan)

- Eco-poetics Form LE REVISED.pdf: GE Submission Form: Lived Environments Revised

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

- Eco-poetics Form Sustainability REVISED.pdf: GE Submission Form: Sustainability Revised

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

- Eco-poetics Proposal and Syllabus REVISED.docx: Proposal and Syllabus Revised

(Syllabus. Owner: Lowry,Debra Susan)

Comments

- Please see Panel feedback email sent 05/03/2021 . *(by Hilty,Michael on 05/03/2021 01:29 PM)*

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
Revision Requested	Hilty,Michael	05/03/2021 01:29 PM	ASCCAO Approval
Submitted	Lowry,Debra Susan	09/02/2021 12:33 PM	Submitted for Approval
Approved	Lowry,Debra Susan	09/02/2021 12:33 PM	Unit Approval
Pending Approval	Vankeerbergen,Bernadette Chantal	09/02/2021 12:33 PM	College Approval

Course Proposal: Eco-poetics

3 credit hours, taught as two 80-minute lectures

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 “Eco-poetics” 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 Eco-poetics 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.

Addendum 1: Sample Journal directions

About the Reading Journals for Eco-poetics

The journals provide an opportunity to record your own reactions to the readings and to practice thinking and writing about Lived Environments. Entries from the journals will be helpful to you in responding to quizzes and exams. They also provide a chance to develop questions for class discussion. If you keep your journal conscientiously you are pretty much assured of a good grade for it. The journal is worth 20% (200 points) of the final grade and the related portfolio project 15% (150 points).

Required Entries

Over the course of the semester you should write at least twelve journal entries based on the weekly readings for separate weeks of class. I recommend that you write at least a draft of each entry as you do the reading in advance of class. The minimum total entries for full credit is 12 (7 regular entries and 5 mini-essays); you should have two regular journal entries and at least one mini-essay written before the first journal check. A regular journal entry is 125-250 words in length. Among your regular entries you should include 5 “mini-essays” of 200-400 words in length.

Plagiarism Warning

You are not required to do outside research for your reading journal, although you are encouraged to bring in matters of related interest, such as current news on the environment. Any use of the words and ideas of others must be fully documented. Please be aware that all work submitted through Carmen is scanned for similarity to internet sources and if you download phrases, sentences, or paragraphs from the

work of others *I will know*. Use of the words and ideas of others without full acknowledgment is plagiarism and will be reported to the Committee on Academic Misconduct.

What should I write about?

You don't have to write about all the readings, or even entire readings; it's best to focus on particular aspects of them. Write about things that have interested or intrigued you from the readings, ideally before the class in which will discuss them as a group (you're welcome to revise your own response later). You might, for example, write about a particular word or phrase in a poem that has intrigued you. You might reflect on the narrative voice in a poem: does it appear to represent the poet's thoughts, or is it a different character? You might choose to focus on a very short passage such as a favorite quotation and its use of language or representation of the environment. You should apply relevant themes (nature, climate change, pollution, urbanization, etc.) to your discussion.

Ideally, your entries will raise thoughtful questions about the readings, so I recommend that you conclude each entry with a question. If you come to class with questions about the readings, we will have better discussions. Your entry should conclude with a question or problem and your own response to it, even if you feel your own response is unsatisfactory; this is exactly the kind of topic to raise in class discussion. Please remember that you can also post questions you'd like to discuss on the discussion board on Carmen.

How should I write?

Your journal should be written in coherent, complete sentences. You should use the first person (e.g., "I think that . . ."; "In my opinion . . ." etc.), and you are welcome to be personal and connect the readings with your own experiences where you see a connection or a difference-- it's often worth disagreeing with a viewpoint in a poem!

Mini-Essays

Over the course of the semester, five journal entries should be short essays containing specific reference to the learning goals of this theme. Your mini-essay should have a main point that you want to make (a thesis) and be organized in paragraphs, including an introduction and conclusion. Over the course of the semester, your mini-essays should cover the following topics:

- (a) **(ELO 1)** Write about a poem where you strongly agree with its characterization of lived environmental change, or with which you strongly disagree, and explain why you feel as you do.
- (b) **(ELO 2)** Discuss a poem's representation of the human interaction and/or impact on environmental change.
- (c) **(ELO 3)** Write about an environmental aspect in the readings that might seem strange or unexpected from the point of view of a present-day person living in the United States of America.
- (d) **(ELO 4)** Find out a little more about a poet and explore how he/she/they represent attitudes, beliefs, values, and behaviors of their time in a specific poem or poems. (Be sure to document where you obtained the information.)
- (e) **(ELO 5)** How do people in 19th-century Britain feel about their environment, and what preconceptions (such as religion, science, imperialism) shape the ideas represented in their poetry? Write about a couple of contrasting examples.

Here are some other ideas you can try in your journal:

- (f) Go to a poetry reading—where one or more poets read their own works—and write your response to the performance and to the poems that you heard.
- (g) Discuss a poem's representation of race, ethnicity, or gender.
- (h) Do a poetry close reading in which you analyze how a poem's form and content work together. Be sure to discuss the form of poem (meter and rhyme-scheme), use of poetic effects such as metaphorical language, narrative point of view (who's speaking?), and the overall mood.
- (i) Almost certainly, on this course you will read a poem you have read before, or a work you have encountered in a movie or video adaptation or as a song lyric. Compare and contrast your first impressions of this work with your experience in reading and analyzing it for this class. What is different, and what has stayed the same?
- (j) Rewrite a poem we have read as a comic-strip, including some direct quotation from the text. You will fulfill the required length if you sketch out 6 panels or more. (Submit as pdf. if necessary.)
- (k) If you've enjoyed a poem, find another poem or poems by the same poet, and write about them.

Format

As noted above, ideally, you should at least draft your entries before the class when we will discuss those poems; you should come to class with your questions and discussion-points. You submit each unit of your journal in one Word-compatible file, but make sure you save your work for the entire semester. Submit it through the Carmen site (labeled Journal Checks 1, 2, and 3) on or before the dates assigned; always be sure to retain a copy of your journal that you can consult as needed. Each regular entry should be headed by the title of poem or poems you discuss; please give mini-essays a title. You are welcome to write more than one entry for a week if the topic interests you, but you need a total of twelve entries for full credit. **Please double-space each entry and place the number of words at the end.** You may include images if you can transmit them in a form I can access such as a jpeg file or embedded in a Word file. If you have a particular reason to exceed the word-length, please explain why.

Grading

The maximum score for a regular entry (125-250 words) is 15 points. The maximum score for a mini-essay is 20 points. (Yes, you can score 205 out of 200!).

I will not write extensive comments on journals but if you would like more feedback on your work please come and see me in my office hours.

Portfolio

Select the pieces of writing from your reading journal that you feel represent your best work and edit them and expand them as you wish to show your understanding of what you have learned about Lived Environments during this semester. You can include which pieces you like but your portfolio should include 2 to 4 separate pieces, each with a title, and with word-length at the end, totaling 1000-1250 words. In other words, you could submit, for example, 2 entries of 500+ words each; or 4 of 250+ words each; or a mixture of shorter pieces and a longer one.

Addendum 2: Sample midterm

Sample online midterm

Take what time you need to complete this midterm, but please do not exceed the maximum word-lengths given for Part B. You are welcome to use the texts, your class notes, PowerPoints, dictionary, etc. You should not need to consult outside sources beyond a dictionary but if you do, please document what you use. I recommend that you download this file and insert your answers in the appropriate places. You must upload your exam to Carmen no later than 11.59pm on **XXX**

Binsey Poplars

BY GERARD MANLEY HOPKINS

felled 1879

My aspens dear, whose airy cages quelled,
Quelled or quenched in leaves the leaping sun,
All felled, felled, are all felled;
Of a fresh and following folded rank
 Not spared, not one
 That dandled a sandalled
 Shadow that swam or sank
On meadow & river & wind-wandering weed-winding bank.

-

O if we but knew what we do
When we delve or hew —
Hack and rack the growing green!
Since country is so tender
To touch, her being so slender,
That, like this sleek and seeing ball
But a prick will make no eye at all,
Where we, even where we mean
To mend her we end her,
When we hew or delve:
After-comers cannot guess the beauty been.
Ten or twelve, only ten or twelve
Strokes of havoc unselfe
The sweet especial scene,
Rural scene, a rural scene,

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Sweet especial rural scene.

Part A

- (1) Using letters of the alphabet, write out the rhyme-scheme to the SECOND stanza (5 points)
- (2) Find an example of assonance, and explain its effect on the reader (that is, you) (5 points)
- (3) Find an example of a personification, and explain its effect on the reader (that is, you) (10 points)
- (4) Find an example of a simile. What's your personal response to the idea that it represents? (10 points)
- (5) Why do you think this poem uses so much repetition? (10 points)

Part B

- (6) How would you describe the emotional state of the speaker, and in a similar situation would you react in the same way? Support your response with at least one quotation from the poem. (200 words max; 20 points)

- (7) This poem explicitly addresses the human effect on the environment. Which one of the poems we have read so far best represents your own feelings about the human impact on the environment, and why? Be sure to identify what environment is being described, and to include some direct quotation from the poem. (500 words max; 40 points)

SAMPLE SYLLABUS 1:

English 3360 Eco-poetics

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

3 credits; twice a week lectures of 1 hr 20 minutes

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 ... 1.1 Engage with the complexity and uncertainty of human-environment interactions.
	1.2 Describe examples of environmental change and transformation over time and across space, including the roles of human interaction and impact.
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
	Successful students are able to ...

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.	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.
	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.

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. The journal should show your own thoughts about the poems, and particularly your reflections on how they represent the natural world and human interactions with it. 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 exams will ask you to analyze a poem in a way that shows your personal reflections in response to its representation of human interactions with the environment and your use of the tools of poetry analysis. The usual format for in-class tests will be similar short written responses where you will have a chance to show your own thinking.

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 Tey Whale"

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

5.2: Victorian **sustainability** 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"; "Binsey 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.

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

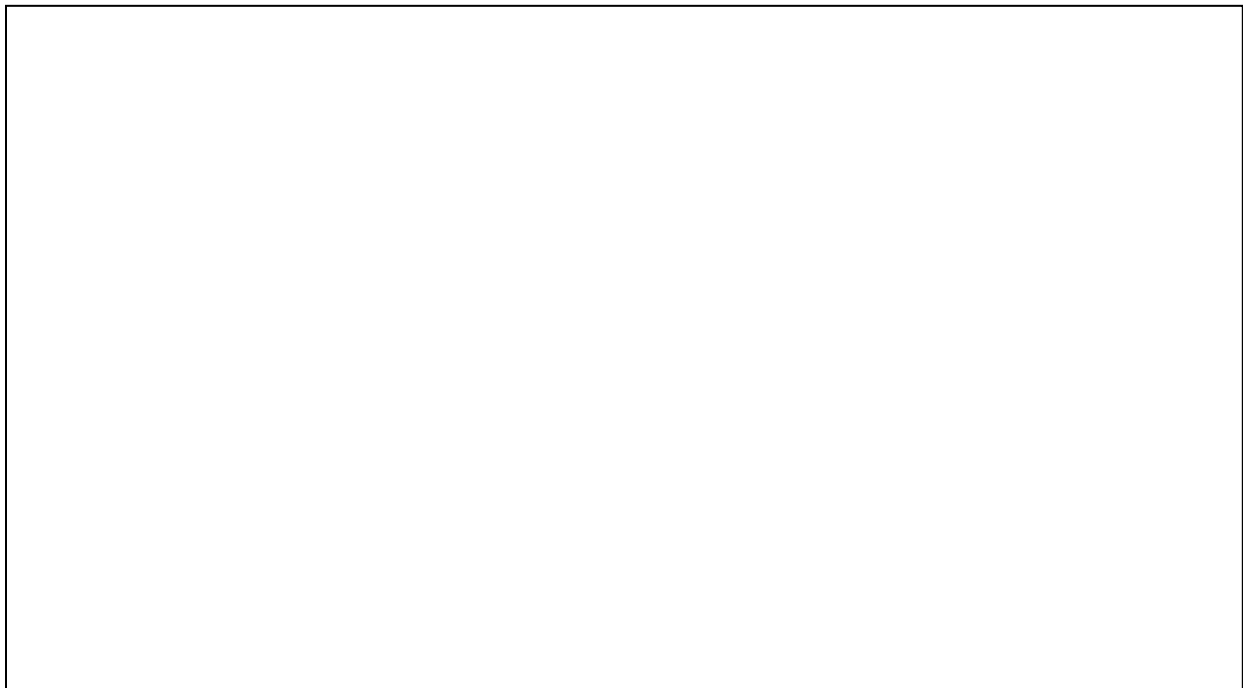
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

A large, empty rectangular box with a thin black border, intended for the student to write their response to the ELOs. It occupies the lower half of the page.

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Sustainability

GOAL 1: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.

1.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

1.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

1.3 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. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)