

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 3121
Course Title Energy and Natural Resources in Literatures, Cultures, and Media
Transcript Abbreviation EnergyLitCultMedia
Course Description Energy and other natural resource - extraction and distribution and the impacts of both - are among the most pressing global concerns faced by contemporary societies. In this course students gain insight into energy issues and narratives, mythologies and aesthetics, how they have developed and why, and how they're subtly and powerfully influencing the way we think of ourselves and our world.
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

Citizenship for a Diverse and Just World; Lived Environments; Sustainability

Course Details

Course goals or learning objectives/outcomes

- Students identify key ideas, persons, texts, and events that shape energy narratives, and analyze literary techniques and aesthetics which shape arguments about energy in relationship to gender, race, power, economics, and the environment.

Content Topic List

- Energy narratives and literary movements and aesthetics
 - Energy narratives and the environment
 - Energy narratives and the impacts of energy and natural resource extraction and use
- No

Sought Concurrence

Attachments

- energy.docx: Proposal and Syllabus
(Syllabus. Owner: Lowry,Debra Susan)
- GE Submission Form Sustainability, English 3121 Energy and Natural Resources in Literatures, Cultures, and Media.pdf: GE Submission Form Sustainability
(Other Supporting Documentation. Owner: Lowry,Debra Susan)
- GE Submission Form Lived Environments, English 3121, Energy and Natural Resources in Literatures, Cultures, and Media.pdf: GE Submission Form Lived Environments
(Other Supporting Documentation. Owner: Lowry,Debra Susan)
- GE Submission Form Citizenship, English 3121, Energy and Natural Resources in Literatures, Cultures, and Media.pdf: GE Submission Form Citizenship
(Other Supporting Documentation. Owner: Lowry,Debra Susan)
- Ohio_State_Course_Review_Concurrence_Form English 3121_SENR (1).pdf: Concurrence SENR
(Concurrence. Owner: Lowry,Debra Susan)

Comments

- Please request concurrence from ENR (Environment and Natural Resources) in the College of FAES. *(by Vankeerbergen,Bernadette Chantal on 04/13/2021 04:23 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry,Debra Susan	03/30/2021 06:28 PM	Submitted for Approval
Approved	Winstead,Karen Anne	03/30/2021 06:54 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/13/2021 04:24 PM	College Approval
Submitted	Lowry,Debra Susan	04/20/2021 01:05 PM	Submitted for Approval
Approved	Lowry,Debra Susan	04/20/2021 01:05 PM	Unit Approval
Pending Approval	Vankeerbergen,Bernadette Chantal	04/20/2021 01:05 PM	College Approval

English 3121: Energy and Natural Resources in Literatures, Cultures, and Media

Rationale

Energy and other natural resources—their extraction and distribution and the impacts of both—are an increasingly crucial topic of study for any educated person. One could argue that humans have made their most outsized impact upon the world in their pursuit of extraction, and that issues around energy and natural resources are some of the most pressing concerns our students will have to face. This extraction and use does not occur in a semiotic vacuum, however. It is understood and shaped by texts, and thus English can offer an ideal vehicle for educating students in this area. Students have expressed a desire for this kind of education, and we expect the course to be relatively popular.

This course fits multiple GE themes: specifically, Lived Environments, Sustainability, and Citizenship for a Just and Diverse World. A tremendously important interaction between humans and their environments involves resource extraction and use, particularly energy resources. In accord with the goals of Lived Environments, this course leads students to “explore a range of perspectives on the interactions and impacts between humans” and their environments and teaches them to “analyze a variety of perceptions, representations and discourses about environments and humans within them.”

The sustainability of various forms energy and natural resource extraction and use is, of course, a vital question. In accord with the goals of Sustainability, this course also teaches students to “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.”

The impacts of energy and natural resource extraction and use—particularly the inequality of many of these impacts—is a crucial component of any study of citizenship, diversity, and social justice. This course thus also fulfills the goals of Citizenship for a Just and Diverse World. It leads students to “explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.” It further teaches students how to “examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.”

In response to a survey of faculty interest, at least two faculty across two campuses, as well as multiple graduate students, have expressed interest in teaching this course.

Sample Syllabus

ENG 3121
Energy and Natural Resources in Literatures, Cultures, and Media
Autumn 20--
TR 11-12:20
Sara Crosby
3 credit hours



Blood and Oil: A Secret History

Gold and Ivory. Coal and Copper. Oil and Water. Resource extraction has ruled our history and promises to dominate our future, and yet its story remains mainly a dirty secret known only to insiders. In this class, we will unearth that secret and follow the story across continents and centuries. We'll track it from memoirs about gold-hungry Conquistadors to novels on the nineteenth-century ivory frenzy to films on the surreal battles over West Virginia coal to soap operas about the current Dakota oil boom. In the process, you will gain insight into extraction mythologies and aesthetics, how they have developed and why, and how they're subtly and powerfully influencing the way we think of ourselves and our world.

Course Goals

By the end of this course you should be able to:

1. Track how extraction narratives have developed and how extraction industries have impacted important literary movements, national identities, and aesthetics.
2. Identify key ideas, persons, texts, and events that shaped extraction narratives.
3. Read literary texts closely on your own and in class discussion, with particular attention to how they use literary techniques to shape arguments about extraction and gender, race, power, economics, environment, etc.
4. Research, produce, and revise a short research paper that investigates one form of extraction or extraction narrative.

5. Produce a creative group project (a short film or dramatic scene) that engages creatively with extraction narratives.

Course Requirements

1. Class Participation 10%
2. Quizzes. 25%
3. Tests 30%
4. Research Paper 20%
5. Short Film or Dramatic Scene 15%

General Education Expected Learning Outcomes

Theme: Citizenship for a Just and Diverse World		
Goals	Expected Learning Outcomes	Related Course Content
<p>GOAL 1: <u>Citizenship:</u> Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.</p>	<p>Successful students are able to ...</p> <p>1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, global, and/or historical communities.</p>	<p>In this course, students will ...</p> <p>Read and discuss a range of world literature that exposes multiple perspectives on and conflicts over the definition of, as well as the rights and responsibilities of, the citizen, regarding extraction, distribution, and utilization of energy and natural resources.</p>
	<p>1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p>	<p>Read, discuss, and then, through quizzes, testing, and other assignments, such as a research paper, be able to successfully explain the historical development of resource extraction and how it has impacted the enabling or suppression of citizenship across the globe, including in the student's own historical situation.</p>

<p>GOAL 2: <u>Just and Diverse World:</u> Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies.</p>	<p>2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and a variety of lived experiences.</p>	<p>Read and discuss a wide swath of world literature, written from a variety of racial, gender, class, and colonial perspectives, including those of peoples oppressed by extractive operations.</p>
	<p>2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</p>	<p>Read, discuss, research, and write about a wide swath of world literature focused on resource extraction and understand how it reflects and reflects upon the entanglement of regimes of resource extraction with structures of power—i.e., how that entanglement upholds and enables the “citizen” of some nations/peoples and disables others and how cultural traditions and movements for social justice engage in this conflict.</p>

Theme: Lived Environments		
Goals	Expected Learning Outcomes	Related Course Content
<p>GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic,</p>	<p>Successful students are able to ...</p> <p>1.1 Engage with the complexity and uncertainty of human-environment interactions.</p>	<p>In this course, students will ...</p> <p>Read and discuss a range of world literature representing a variety of environments and their natural resources and the social and environmental problems that occur as a result of resource</p>

<p>intellectual, natural) in which humans live.</p>		<p>extraction in a broad range of communities.</p>
	<p>1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.</p>	<p>Read, discuss, research, and write about chronologically-organized and influential world literature that exposes globe- and history-spanning anthropogenic impacts on communities and environments due to resource extraction.</p>
<p>GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.</p>	<p>2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.</p>	<p>Read, discuss, and write about world literature that attends to how resource extraction impacts humans' interactions with and attitudes toward their communities and their natural environment.</p>
	<p>2.2 Describe how humans perceive and represent the environments with which they interact.</p>	<p>Discuss and write about how our class texts engage with natural resource extraction and how that impacts how their authors conceptualize and depict their subjects' natural environment and human communities and their relationship.</p>
	<p>2.3-Analyze and critique conventions, theories, and ideologies that influence discourses around environments.</p>	<p>Discuss, research, and write about a diverse variety of world literature and how its theories and ideologies about resource extraction and structures of power affect representations of natural environment and communities across the globe.</p>

Theme: Sustainability		
Goals	Expected Learning Outcomes	Related Course Content
<p>GOAL: 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.</p>	<p>1.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.</p>	<p>In this course, students will ...</p> <p>Read, discuss, and write about world literature that explores the mechanics of how human communities across the globe depend upon environmental systems and the energy and natural resources that can be extracted from them.</p>
	<p>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.</p>	<p>Read, discuss, and write about a chronologically-organized world literature that exposes how human energy and resource extraction impacts global environmental systems and how these extraction regimes and their impacts have shifted and evolved, particularly since the Renaissance.</p>
	<p>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.</p>	<p>After gaining a strong historical, critical, and ethical foundation from analysis of class writings, students research, and write/ create in-depth projects about an area of energy and resource extraction, which requires critique of sustainability problems and the outlining</p>

		of potential, ethical solutions.
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Absence and Late Paper Policy

You are allowed 2 absences without penalty. After that, your final grade will drop by half a letter with each absence. Leaving early or coming late to class is counted as half an absence. Late assignments will incur a grade penalty of one half a letter grade for each 24 hours overdue.

Policy on Cell Phones, Laptops, etc.

Do not text, play games, surf the web (unless discussion-related), etc. during class. It's disrespectful and distracting. If you have a vitally important communication to make, please step out into the hall to do it. Otherwise, I will assume you're messing around, and you'll get kicked out of class, with dire consequences for your attendance and participation grades.

Academic Misconduct

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://studentaffairs.osu.edu/info_for_students/csc.asp).

Plagiarism

Plagiarism is the representation of another's works or ideas as one's own: It includes the unacknowledged word for word and/or paraphrasing of another person's ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct. Please see me if you are uncertain as to what constitutes plagiarism.

Required Texts

Emile Zola's *Germinial* (Penguin, 978-0140447422)

Joseph Conrad's *Heart of Darkness* (Norton, 978-0-393-92636-1)

Nawal El-Saadawi's *Love in the Kingdom of Oil* (Saqi Books, 978-0863563379)

You can find the rest of the readings posted on Canvas.

You can find the films and TV shows on youtube.com, Secured Media, Amazon, or hulu.com (as indicated on the course calendar).

Explanation of Assignments

1. **Class Participation.** Participation includes attendance, thoughtful contribution to class discussion, and completion of readings and small individual and group assignments.
2. **Quizzes.** I will give pop quizzes that cover characters and plot points, as well as “take-home quizzes” to help you prep for discussion.
3. **Midterm and Final Exam.** The midterm will cover material from the first half of the class, and the final will cover material from the second half of the class. They will both consist of two types of questions: 1) definition of terms/identification of key events, people, etc. and 2) identification and analysis of passages from our readings. For passage identification and analysis, you will need to identify the author, title, and year of publication and then write a short paragraph first noting the literal meaning of the text (i.e. what’s going on) and then explaining the significance of the passage in relation to class themes and concepts. Before I make up the midterm and the final, you will need to go to Canvas and post one term, event, etc. and one passage that you think should be on the exam.
4. **Research Paper (at least 5 full pages).** You will write a short research paper that investigates a particular form of extraction or type of extraction narrative, etc. This paper is an original piece of detective work that answers a genuine question by combining close analysis of a literary text or texts with research (on what other critics have said about the work/figure, on the author(s), on the surrounding history and culture and science if applicable, on other works that influenced the authors or literature you’re examining, etc.). **[Note: Page count does not include title page or works cited, illustrations, etc.]**
5. **Short Film or Dramatic Scene.** As a final group project, you will craft your own short film or dramatic scene (approximately 8-10 minutes) focused on extraction narratives. During our final exam period, you will present your film or perform your scene and then analyze your interpretation: Explain to the class what you did and why. What argument are you making—both with your form and content? Why did you want to make this argument? What arguments/texts are you responding to?

Instructor Contact Info

Email: crosby.sara@gmail.com

Office: 120 Morrill Hall

Office Phone: 740 725-6203

Office Hours: TR 12:30-1:30 or by appointment

Other Resources

1. The **Academic Success Center (ASC)** offers help to assist students’ learning in the classroom. The Center is located in Morrill Hall 216 and opens Monday-Thursday 8 am - 8 pm and Friday 8 am - 5 pm. We provide free services, such as printing, copying and scanning, computer stations, and collaborative study spaces. In addition, we provide peer tutoring in most subjects. To request tutoring, you may submit an [online form](#) on [our website](#) or stop by Morrill Hall 216 to complete a tutor request. The Center’s three satellite

sites, Math Lab, STEM Center, and Writing Center also provide free tutoring help on a walk-in basis. The Math Lab and Writing Center are located in Morrill Hall 216 while the STEM Center is in Marion Science and Engineering Building 210B. Please check out the open hours of each site and other resources on the [Academic Success Center](#) website, call 740-725-6236 or email AcademicSuccess@osu.edu.

- 2. Disability Services.** Anyone who feels they may need an accommodation based on the impact of a disability should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs, and explore potential accommodations. I rely on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the office for Disability Services on this campus, I encourage you to do so. You can call Julie Princet at 740-725-6247 or see her at her office on the first floor of Maynard Hall, room 128. You can also find more information concerning disability accommodations at the following IP address: <http://www.ods.ohio-state.edu>.

Course Calendar

T Aug 21 Introduction

Gold

R Aug 23 *Beowulf* (8th-11th century), line 2200-end (Canvas)

T Aug 28 Werner Herzog's *Aguirre, the Wrath of God* (1972) (Secured Media) and *Conquistadors*, pt. 1 on Aztecs, pt. 2 on Incas and pt. 3 on the search for Eldorado (2000) (<http://topdocumentaryfilms.com/conquistadors/>)

R Aug 30 *Aguirre* continued
Post paragraph response on Canvas discussion board. (Herzog is giving us his "corrective" view of the heroic conquistador. What is his view of the conquistador? What does this view "correct"/ leave uncorrected about the old heroic narrative? How does this view compare to the documentary's?)

T Sept 4 Bernardo de Sahagun's *The Florentine Codex* (1579), Francisco Aguilar's Journal, and Bernal Diaz's *The True History of the Conquest of New Spain* (1567), excerpts (on Canvas)

Coal

R Sept 6 Coal Miner Poetry, selections (Canvas)
PBS's *The Mine Wars* (2016)
(<https://www.pbs.org/wgbh/americanexperience/films/theminewars/#part01>)

T Sept 11 Emile Zola's *Germinal*, parts 1-3 (1885)

R Sept 13 *Germinal*, parts 4-5

T Sept 18 *Germinal*, parts 6-7

R Sept 20 Barbara Kopple's *Harlan County USA* (1976) (Secured Media)
Bill Haney's *The Last Mountain* (2011) (Youtube:
https://www.youtube.com/watch?v=6neSdVOh_BM)

Ivory

T Sept 25 Joseph Conrad's *Heart of Darkness* (1899) (the entire book)

R Sept 27 *Heart of Darkness* continued

T Oct 2 **Midterm**

Oil and Natural Gas

- R Oct 4 H. P. Lovecraft's "The Call of Cthulu" (1928)
 Basil Gelpke and Ray McCormack's *A Crude Awakening: The Oil Crash* (2006)
 (Youtube: <https://www.youtube.com/watch?v=odCZpBPfFQk>)
 [optional: Al Jazeera English's *The Secret of the Seven Sisters* (2013) (Youtube:
<https://www.youtube.com/watch?v=XtYOjMmEMeg>)
 And just for fun and extra credit, you could check out The Peak Oil Poet at
<http://www.oilcrash.com/articles/poems.htm> or see South Park, Season 14
 episodes 11-13]
- T Oct 9 Ida Tarbell's *The History of Standard Oil Company* (1904), excerpts (Canvas)
 P. T. Anderson's *There Will Be Blood* (2007) (Secured Media)
- R Oct 11 **No Class**
- T Oct 16 Thein Pe Myint's "Oil" (1938) (Canvas)
 Mohammed Hasan Alwan's "Oilfield" (2011) (Canvas)
- R Oct 18 Robert Flaherty's *Louisiana Story* (1948) (Library)
 Ash Reese's *Geaux-Bots: The Rise of Regulatron* (2016) (Youtube:
<https://www.youtube.com/watch?v=cI1pQeWFL2k>) (in class)
 Tim Gautreaux's "Gone to Water" (2011) (Canvas)
- T Oct 23 David Lynch's *Dune* (1984) (Secured Media, start watching in class)
- R Oct 25 *Dune* continued
- T Oct 30 Ken Saro-Wiwa's "Night Ride" (1986) and last words (Canvas)
- R Nov 1 Nawal El-Saadawi's *Love in the Kingdom of Oil*, through page 30 (2001)
 (Canvas, if bookstore can't find it)
 Articles on women in Saudi Arabia and Egypt (Canvas) and Saadawi bio
 (Canvas).
- T Nov 6 *Love in the Kingdom of Oil* (finish novel) continued
- R Nov 8 The first episode of Discovery's *Blood and Oil* (2013) (buy on Amazon) and of
 ABC's *Blood and Oil* (2014) (hulu.com or buy on Amazon)
 The Cutters according to the Internet (Canvas)
- T Nov 13 Josh Fox's *Gasland Part 2* (2014) (Secured Media)
 Fracking Free Ireland poetry and article (Canvas)

The Horror! The Horror!

- R Nov 15 Larry Fessenden's *The Last Winter* (2006) (in class)
FULL Draft of Research Paper Due

