

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 3321
Course Title The Environment in Literatures, Cultures, and Media
Transcript Abbreviation EnvLitCultMedia
Course Description The environment is often a perceptual blur, lurking at the edge of our consciousness and hidden by everyday transcendence of mortality and the non-human. Environmental writing brings that blur into focus. In this class students explore the tradition of environmental writing as a means of exploring identity-perception, activating social justice, or imagining new biological and human possibilities.
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 study and analyze the basic history, theories, methodological and aesthetic approaches that have informed how Americans have understood “nature” and the environment, exploring these ideas and practicing these techniques in their own writing.

Content Topic List

- Interaction between humans and the nonhuman environment.
- Basic history and theories of environmental writing.
- Theoretical assumptions and methodological and aesthetic approaches of environmental cultural products.

Sought Concurrence

No

Attachments

- env lit cultu.docx: Proposal and Syllabus
(Syllabus. Owner: Lowry, Debra Susan)
- Environment Form citizenship.pdf: GE Submission Form
(Other Supporting Documentation. Owner: Lowry, Debra Susan)
- Environment LE Form.pdf: GE Submission Form
(Other Supporting Documentation. Owner: Lowry, Debra Susan)
- Environment Sustainability Form.pdf: GE Submission Form
(Other Supporting Documentation. Owner: Lowry, Debra Susan)
- Ohio_State_Course_Review_Concurrence_Form English 3321.pdf: Concurrence Public Health
(Concurrence. Owner: Lowry, Debra Susan)
- COE_Concurrence_Form_for_English 3321.pdf: Concurrence Engineering
(Concurrence. Owner: Lowry, Debra Susan)
- Ohio_State_Course_Review_Concurrence_Form English 3321 (002).pdf: Concurrence Social and Behavioral Sciences
(Concurrence. Owner: Lowry, Debra Susan)
- Law concurrence English.pdf: Concurrence Law
(Concurrence. Owner: Lowry, Debra Susan)
- Concurrence for English 3321, Department of Psychology.docx: Concurrence Psychology
(Concurrence. Owner: Lowry, Debra Susan)
- Ohio_State_Course_Review_Concurrence_Form English 3321_SENR.pdf: Concurrence SENR/FAES
(Concurrence. Owner: Lowry, Debra Susan)
- Concurrence Anthropology.docx: Concurrence Anthropology
(Concurrence. Owner: Lowry, Debra Susan)
- Ohio_State_Course_Review_Concurrence_Form English 3321 EEOB.pdf: Concurrence EEOB
(Concurrence. Owner: Lowry, Debra Susan)
- Ohio_State_Course_Review_Concurrence_Form English 3321_SENR (1).pdf: Concurrence CAFES
(Concurrence. Owner: Lowry, Debra Susan)

Comments

- Per OAA rule, courses that deal with the environment need to request concurrences from several units
<https://admin.resources.osu.edu/student-information-system-sis/sis-curriculum-program-course-request/new-course-sought-occurrence> (by Vankeerbergen, Bernadette Chantal on 04/05/2021 09:49 PM)

COURSE REQUEST
3321 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/24/2021

Workflow Information

| Status | User(s) | Date/Time | Step |
|--------------------|---|---------------------|------------------------|
| Submitted | Lowry, Debra Susan | 03/26/2021 04:44 PM | Submitted for Approval |
| Approved | Winstead, Karen Anne | 03/27/2021 10:04 AM | Unit Approval |
| Revision Requested | Vankeerbergen, Bernadette Chantal | 04/05/2021 09:50 PM | College Approval |
| Submitted | Lowry, Debra Susan | 09/02/2021 06:12 PM | Submitted for Approval |
| Approved | Lowry, Debra Susan | 09/02/2021 06:12 PM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 09/24/2021 12:49 PM | College Approval |
| Pending Approval | Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea | 09/24/2021 12:49 PM | ASCCAO Approval |

Proposal for
English 3321: The Environment in Literatures, Cultures, and Media

Rationale

The interaction between humans and the nonhuman environment has become an urgent area of study for any educated person. English, particularly, can offer an ideal vehicle for that general education. Just recently, we developed an iteration of “Environmental Literatures, Cultures, and Media” as an upper-level course, mainly for majors, so that students could explore more complex and/or specialized ecocritical topics, such as “ecohorror” for example. However, we realized that there was a need for a course that could give a more general population of students some of the necessary historical and theoretical background, as well as analytic skills, to engage with this most central of issues. 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. In accord with the goals of Lived Environments, it 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.” 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.” Because the interaction and impact between the human and natural systems/environments

is, of course, mediated by politics, particularly issues of human diversity and social justice, this course 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, seven colleagues on three campuses expressed interest in teaching this class.

Sample Syllabus



ENG 3321: The Environment in Literatures, Cultures, and Media

Autumn 2---
TR 1:30-2:50
Sara Crosby
3 Credits

Course Description

The environment is often a perceptual blur, lurking at the edge of our consciousness and hidden by our everyday transcendence of mortality and the non-human. Environmental writing works to help us bring that blur into focus so that we can pay attention to the life around us and understand its importance and how it shapes and affects us. American literature engages in a long tradition of environmental writing—as a means of exploring identity and perception, activating social justice, or imagining new biological and human possibilities. This class will walk you through that American tradition and help you to add to it with your own environmental writing. This course can be used towards the General Education “Lived Environments,” “Sustainability,” or “Citizenship” themes.

Course Goals

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

1. Understand the basic history and theories that have informed how Americans have understood “nature” and the environment.
2. Analyze a variety of great environmental writings and understand their theoretical assumptions and methodological and aesthetic approaches.
3. Explore these ideas and practice these techniques in your own writing, including an observational essay, a research paper, and an imaginative play or film.
4. Present and communicate your work.

Course Requirements

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| 1. Daily Writing Assignments | 30% |
| 2. Class Participation. | 10% |
| 3. Observation. | 10% |
| 4. Research Paper and Presentation | 30% |
| 5. Creative Group Project and Presentation | 20% |

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, discuss, and write about a range of texts that interrogate the relationship between human communities and the natural world, with a particular focus on local, national, and global environmental citizenship and the rights and responsibilities that confers.</p> |
| | <p>1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p> | <p>Discuss and write reflections on course readings and research individual writing projects, with a particular focus on the application of concepts of environmental citizenship to their own lifelong practices.</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, discuss, and reflect upon in writing a variety of texts that explore a multiplicity of experiences with “nature,” as they are mediated through race, gender, class, and colonial status.</p> |
| | <p>2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions,</p> | <p>Read, discuss, and reflect upon in writing a variety of texts that examine the environmental justice movement and environmental</p> |

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| | structures of power and/or advocacy for social change. | racism/classism/sexism on the local, national, and global levels, with an eye to how structures of power impact social efficacy in relation to the environment. |
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| Theme: Lived Environments | | |
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| Goals | Expected Learning Outcomes | Related Course Content |
| 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, intellectual, natural) in which humans live. | Successful students are able to ... 1.1 Engage with the complexity and uncertainty of human-environment interactions. | In this course, students will ... Read, discuss, and reflect upon in writing a number of texts that address a variety of anthropogenic impacts upon both local and planetary environments. |
| | 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space. | Read, discuss, and write about the historical development of humanity's relationship to the environment and its increasingly powerful anthropogenic impacts across a variety of ecosystems. |
| 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. | Read, discuss, and write about a variety of chronologically-organized, primary texts that have responded to and influenced the historical development of human interactions with and beliefs, values, and |

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| | | behaviors regarding the natural environment. |
| | 2.2 Describe how humans perceive and represent the environments with which they interact. | Discuss and write about a variety of texts that demonstrate how humans variously perceive and represent the natural environment, particularly factors that drive ecophobic or ecophilic perceptions and representations. |
| | 2.3 -Analyze and critique conventions, theories, and ideologies that influence discourses around environments. | Discuss, research, and write about a variety of texts that demonstrate the conventions, theories, and ideologies that have shaped relationships to the natural environment and the way those relationships are represented and understood. |

| Theme: Sustainability | | |
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| Goals | Expected Learning Outcomes | Related Course Content |
| GOAL: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how | Successful students are able to ... 1.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems. | In this course, students will ... View, read, and write reflections about texts that examine the interdependence of humans and global ecosystems, how these systems operate, and how |

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| actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time. | | they react to anthropogenic impacts. |
| | 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. | Read, discuss, and write about a variety of chronologically-organized primary and secondary texts that examine the historical development of anthropogenic impacts upon multiple ecosystems that sustain human and nonhuman life. |
| | 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. | Not only write consistent material and value-laden reflections upon texts that engage environmental sustainability issues but also develop an environmental “bill of rights” in class and then research and write a significant research paper and a creative project, both of which investigate a problem of environmental impact and sustainability and offer solutions. |

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. (Exception: Don't come to class if you have the flu. I'll excuse your absence if you don't get me sick.) Leaving early or coming late to class is counted as half an absence. Late papers will incur a grade penalty.

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 Statement

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

American Earth: Environmental Writing Since Thoreau, edited by Bill McKibben

Mike Tidwell's *Bayou Farewell*

Octavia Butler's *The Parable of the Sower*

I have posted the Edgar Allan Poe tales on Canvas.

You can watch the film *Microcosmos* at OSU's secured media library at

<https://drm.osu.edu/media/>. We'll watch *Gasland*, and *Mad Max: Fury Road* in class.

Explanation of Assignments

1. **Daily Writing Assignments.** Throughout the course of the term, I will ask you to do a variety of short writing assignments, including response papers. For example, every day that we discuss new material you will be expected to prepare for class by writing a 1-2 page response to what you read. You should pick out a specific passage or some aspect of the text or texts that you found philosophically or aesthetically interesting. Then, explain what was so interesting about it. Analyze its meaning, reflect on its implications for the world, your own life, etc. (In order to be counted as a complete response, the essay needs to be *at least a full* page of text in 12-point font, Times New Roman, double-spaced, or its equivalent. So don't take up a quarter of the page with your name, etc. No funny business with large font or margins)

2. **Class Participation.** Participation includes attendance, thoughtful contribution to class discussion (i.e., listening to others and adding in a way that moves the conversation forward), and completion of in-class and out-of-class assignments.

3. Observations. At least 3-4 pages. [**Note: Page count does not include title page or works cited, illustrations, etc.**] A vital component of environmental writing is keen observation. You will get a chance to practice this skill. Go out into “nature,” however you define it, and use your sense and all your senses to observe what’s going on. Write an essay that reflects (and perhaps reflects philosophically upon) what you experienced. Be prepared to read part of this work in class.

4. Research Paper and Presentation. At least 7-8 pages. [**Note: Page count does not include title page or works cited, illustrations, etc.**] For this project, you will play the part of an investigative journalist or scholar. You will need to identify, investigate, and explain an environmental issue. You will first find a question and/or a problem that matters to you. You will then research your issue so that you understand fully what’s going on. This research should include secondary sources—i.e., books and articles that let you see what other people have said about your topic—and, if applicable, primary sources—i.e., your own original investigations such as archival work, interviews, close readings, etc. You will write an informed argument explaining and supporting your findings, and then you will present your work to the class in an 8 (or so) minute presentation. Visuals and other communication aids are highly recommended.

5. Creative Group Project and Presentation. Paying attention to the environment can also lead to imagining new possible worlds and societies. This assignment will allow you to exercise that imagination. In a small group, you will create a fictional (perhaps science-fictional or fantasy) performance piece with some relation to the environment. You can do a short film or play or something else dramatically performative. [**Power Points do not count.**] You will then present this piece to the class and explain what you did and why. Aim for about 10 minutes or so (depending on how many groups we have). Also, just to make sure no one individual gets stuck with all the work, I want you to turn in a sheet detailing what each group member did.

6. Extra Credit. Unfortunately, we can’t read and discuss every text in our anthology. If you wish to read any other pieces from it, you can do so and write up a response to the text. I will count that as extra credit. Also, if you are inspired to write your own environmentally-themed creative pieces (poetry, sci-fi story, etc.), I’d be happy to count that as well.

Instructor Contact Info

Email: crosby.sara@gmail.com

Office: MR 120

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
Watch *The Wisdom to Survive*
(Why do you think humans are so “ecocidal”?)

Theory/ History

R Aug 23 Early Environmental Writers guessing game handout (Canvas) and H. D. Thoreau (anthology)

T Aug 28 Pick one of the more thoughtful writers in our anthology (maybe Berry, Solnit, Tempest Williams, Lynn White, Leopold, Walker, etc.), read them, and write 1-2 pages that summarize/ analyze how they explain our “ecocidal” tendencies AND how they suggest we fix it. Make sure to quote them. Post on Canvas discussion board.

Perception

R Aug 30 Watch *Microcosmos* on Secured Media.
Read John Burroughs’s “Art of Seeing Things” and Annie Dillard’s “Fecundity.”

T Sep 4 Our Nature Walk

R Sep 6 Poetry (Guthrie, Oliver, Snyder, Sigourney, Whitman, Marquis, Jeffers)

T Sep 11 **Your Observations**

Research and Action

- R Sep 13 How to Do Research and Research Papers
- T Sep 18 Rachel Carson and Sandra Steingraber
- R Sep 20 *Bayou Farewell* (the entire book)
- T Sep 25 *Bayou Farewell* continued
- R Sep 27 **Your Research Paper Proposal**
- T Oct 2 Watch *Gasland*
- R Oct 4 *Gasland*
- T Oct 9 Lois Marie Gibbs, Robert Bullard, and Cesar Chavez
- R Oct 11 No Class. Autumn Break.
- T Oct 16 **Your Research Paper Draft Due**
- R Oct 18 Individual Meetings
- T Oct 23 Individual Meetings

Creation

- R Oct 25 Edgar Allan Poe's "The Fall of the House of Usher" and "Morning on the Wissahiccon" (on Canvas)
- T Oct 30 Edgar Allan Poe's "The Gold-Bug" (on Canvas)
- R Nov 1 E. O. Wilson, David Quammen, George B. Schaller, and Poe's "The Black Cat" (on Canvas)
- T Nov 6 **Your Research Presentation**
- R Nov 8 **Your Research Presentation and Polished Draft Due**
- T Nov 13 Octavia Butler's *Parable of the Sower* (the entire book)
- R Nov 15 *Parable* continued
- T Nov 20 *Parable* continued
- R Nov 21 No Class. Thanksgiving.

T Nov 27 *Mad Max: Fury Road*

R Nov 29 *Mad Max* continued

R Dec 4 *Mad Max* continued and Wrap-up

R Dec 13 (1:30-3:15) **Your Creative Group Project and Presentation**
Final Draft of Research Paper Due