Course Description

ENL 200: Environmental Literature. In this course we will be concerned with the tradition of Anglophone nature writing starting with Henry David Thoreau and continuing up to today. We will examine a variety of texts in an attempt to understand how writers have expressed their views and concerns about the environment in which we live. We will consider how certain historical trends continue to influence our feelings towards, and understandings of, the more-than-human world. We will explore different religious, economic, and political philosophies that have shaped and been shaped by various writers such as Henry David Thoreau, John Muir, Aldo Leopold, Rachel Carson and others. We will also identify strategies that writers have used to address environmental questions by considering both the form and content of their works. Finally through close reading, critical thinking, and analytical writing, we will investigate the extent to which literary and cultural forms shape the ways in which people see and relate to nature and the environment: that is, to the places where they live, work, travel, and the ways they understand themselves in relation to others and to the natural world.

The course is divided by topics into “learning modules” that cover a particular writer, theme, or idea. The learning modules for this course are as follows:

1. Introduction
2. A Sense of Place
3. Henry David Thoreau
4. John Muir
5. Aldo Leopold
6. The Idea of Wilderness
7. Nature and the West
8. Ecocriticism
10. Nature as Spectacle
11. The Death of Environmentalism?
12. Wrap Up

Course Credits

3 credits

Required Texts

• All other readings will be available in .pdf format on the course site

Instructor

Dr. Anthony F. Arrigo
UMass Dartmouth
Department of English
aarrigo@umassd.edu

Course Fulfillment

• This course fulfills UMD’s *University Studies 3A Literature* requirement.
• This course is also an approved elective for UMD’s *Sustainability Minor*. 
3A Learning Outcomes

Successful engagement in the community requires an understanding of culture and the various ways it is expressed. People are shaped by their culture at the same time they help to construct it. Key to understanding culture is the ability to understand how to interpret and make sense of cultural expressions found in literature and the visual and performing arts.

Goals:

I. To understand works of art and literature within their cultural and historical contexts.
II. To understand how works of human expression shape individual and cultural identities, values and behaviors.
III. To analyze creative processes and engage in critiques.
IV. To experience cultural events to foster appreciation of the aesthetic and formal qualities of literary, visual and performing arts.

3A. Literature

After completing this course, students will be able to:

1. Articulate how literature both reflects and helps shape culture, society and history.
2. Explain how a text’s literary form, style and content express its meanings using appropriate disciplinary terminology.
3. Evaluate the rhetorical and contextual elements of ideas presented by literary texts and respond to them critically and analytically.
4. Explain the ways in which literature expresses the values that humans attach to their experiences.

ENL 200: Environmental Literature

After taking this course, you will have:

- Demonstrated an ability to read and analyze texts about the environment from a variety of points of view
- Demonstrated a sense of the history of Anglophone environmental writing
- Written and read analyses of environmental texts
- Articulated your own ideas about how and why we should write about the environment
- Engaged in synchronous and asynchronous communication and peer review with other students
- Identified and analyzed writing and persuasion strategies used by nature writers
- Used MLA formatting correctly for in-text citations and works cited pages
- Discussed the environments -- both natural and social -- that surround you

Assignment Expectations

This course covers a lot of material in a short amount of time. Because of the compressed time frame, you absolutely cannot afford to fall behind. If you miss even one day's worth of work, you will have difficulty catching up.
There will be a series of short-answer responses in which you will post your thoughts on the readings based on question prompts for each content area. There will also be participation requirements in which you post comments on other students' work. There will also be longer writing assignments as well as a final, open-book, open-notes exam. Assignments will be due roughly every few days, with a few exceptions being every day.

Each written response will be evaluated on its overall quality based on how well you do the following:

- Consider the complexities and implications of the issue
- Organize, develop, and express your ideas about the issue
- Support your ideas with relevant citations, reasons, and examples
- Control the elements of standard written English
- Fulfill completely the directions as listed in the assignment and discussed in the course

Reading Expectations

You are expected to keep up with the assigned reading and to be prepared to discuss these readings with each other. This is not a course in which I dictate your learning. Your grade will directly reflect your efforts in engaging the course material and your fellow students. I have high expectations of your dedication, understanding, and ability to discuss material.

Writing Expectations

Written work is expected to be:

- Turned in on time
- Written with care and attention to detail
- Written to the standards of written college-level English

In other words, please do not dash off your assignments in the last possible 5 minutes. Do not turn them in without spell checking or proofreading them. If I cannot understand your writing, I cannot (and will not) grade your work.

Participation Requirements

Discussion Boards

This class depends a great deal upon the discussion board conversations (threads). You are each required to post at least two times per content area to the discussion board about the readings and topics. Often, you will have an assignment to complete and then post to the board, as well as to respond to other students' work. Your participation in this area is graded. I will be evaluating the substance and quality of your postings with each discussion activity you complete.

Ideas for Substantive Participation Include:

- Share an experience that is related to the discussion. Comment on other participants’ experiences that are related to the course.
- Ask others questions about their ideas and experiences that are related to the course.
- Challenge a point that another participant made in a respectful manner. Offer a different
perspective on an idea that is being discussed.

- Give insights gained from readings that were assigned for the week. If you need more information, ask the participants a question about the week's reading.
- Discuss a work issue that is related to the course or discussion and ask for feedback.
- Relate how you have applied what you have read, learned or discussed regarding the course to your personal and professional life.
- Share another resource such as Web links, books, etc. that you have used to answer other participants’ questions or as you explore the topics of the course, (as it is a violation of copyright law to copy the actual page).

How to get to the Discussion Board?

1. In the left hand tool list, click on "Discussion Board" under Student Tools. You will end up at a page that shows you all the discussion boards. Often, I will embed a discussion board right in a lesson, so you will see it right where you are doing your work on a particular book.
2. Click on the discussion activity message you want to respond to. You will end up at an explanation of the current assignment/activity that is taking place.
3. When you are ready to post a response, click on the "Reply" button in my message. Doing this creates your message. Make sure you fill in a subject for your posting so we can distinguish between all the postings easily.
4. Once you have written your message, click on post. Make sure you said what you wanted to say before doing this—there's no turning back after you hit "post"!

Above all, remember that RESPECT is the key principle of any of our communication methods. There is no place in this classroom for flaming, trolls, disrespect, profanity, harassment, or intolerance of any kind. Violation of this principle will result in dismissal from the class.

Points

The points for the assignments will be as follows:

Short responses: 20 points. Points for each entry are awarded according to the following criteria:
- 2 Points: Excellent contribution that provides interesting information and helps to shape the overall content and depth of the topic
- 1 Point: Good contribution that provides some information about the topic
- 0 Points: Did not contribute on time

Participation: 20 points. Respond to two other students' short responses
- 1 Point: Contribution that accomplishes one or more of the following:
  o Adds value to the discussion and avoid simply repeating, agreeing with, or answering yes or no to peer’s comments
  o Challenges comments or ideas in the class either from the readings, students, or the facilitator
  o Asks insightful questions
  o Exemplifies a point with real-life events, when possible
  o Makes comments that are relevant to the course content and furthering its objectives
- 0 Points: Did not contribute in a way that accomplishes the points above or did not contribute on time
Long Response/Essay: 20 points. Points will be awarded according to the following criteria:

• Edit for grammar, spelling and punctuation
• Explicate an idea that reflects discussion/lecture/readings
• Connect ideas covered in discussion/lecture/readings to the topic under consideration
• Written with attention to detail
• Includes citations from the readings

Final Exam: 20 points

Total points: 80

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94%+</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>68-69%</td>
</tr>
<tr>
<td>D</td>
<td>63-67%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>

Course Schedule

The course schedule can also be accessed under the Course Information section on the MyCourses page.

Communication Policies

Email: The most important thing to keep in mind is that email in the course site is for personal and private issues only. For example, let's say you have to miss an assignment deadline because you had a family emergency. That information should be communicated to me via email, and we'll work out the next step. All other comments and ideas should be directed to the discussion board for the benefit of the entire class. For example, let's say you cannot find the .pdf readings for a content area. That question should be sent to the Q&A discussion board because other people might be having trouble as well. Either a fellow student can respond with a solution, or I can send one posting back addressing the issue. Make sense?

I check my course the course site and email throughout the day. My policy is that I will respond to email within 24 hours during the week. On the weekends, I'll respond within 48 hours. One warning: I tend not to check the course site late at night. So, if you email after about 5:00 p.m. you likely will not hear from me until the morning.

Please check your course email often. I send out class emails and announcements frequently.
How often should students check into the course?

Because this is an online course, you should check into the course site every day, including weekends.

Late Assignment Policies

Assignments that are turned in later than 24 hours beyond the deadline are not accepted. Any late assignments will receive a deduction for lateness up to 50% of the value of the grade. Of course, if there is a documented medical or family emergency, you should contact me immediately to discuss the situation.

Plagiarism

In any situation, plagiarism is a serious offense and may result in a failing grade in this course up to expulsion from the university. Since work in this class requires the use of outside sources, and extensive use if the Internet, citation of those sources is mandatory. Every student in this class should understand the necessity of citing your sources in all academic work in order to avoid plagiarism. For a thorough explanation of plagiarism, see Purdue University's online writing lab.

Students should be aware that suspect assignments (e.g., those without works cited pages, or with noticeable departures in style) will be submitted to SafeAssign by the instructor for the purpose of detecting possible plagiarism. Submitted assignments will be included in the UMass Dartmouth dedicated databases of assignments. These databases of assignments will be used solely for the purpose of detecting possible plagiarism during the grading process during this term and in the future. Students must provide an electronic copy of their assignment to the instructor for submission to the service when plagiarism is suspected, in order to receive a grade on the assignment and to avoid possible sanctions.

For more information about plagiarism and cheating, or if you are at all unsure about the policies of this university, please see the UMass, Dartmouth Student Academic Integrity Policy.

Academic Integrity

All UMass Dartmouth students are expected to maintain high standards of academic integrity and scholarly practice. The University does not tolerate academic dishonesty of any variety, whether as a result of a failure to understand required academic and scholarly procedure or as an act of intentional dishonesty.

A student found responsible of academic dishonesty is subject to severe disciplinary action, which may include dismissal from the University. The procedure for responding to incidents of academic dishonesty may be found in Section III of this document. You may also refer to the Student Handbook for information about the judicial process.

A high standard of academic integrity promotes the pursuit of truth and learning and respect for the intellectual accomplishments of others. These are values that are fundamental to the mission of this University, values that are undermined by dishonesty.

Policies for Students with Disabilities

In accordance with University policy, if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact the Office of Disabled Student Services to acquire the name of the campus representative to
whom documentation should be submitted. After your eligibility for accommodations is determined, you will be given a letter which, when presented to instructors, will help me know best how to assist you. See the UMass Dartmouth Center for Access and Success page for more information.

Policies Regarding Incompletes

According to the university catalogue, an incomplete may be given only in exceptional circumstances and at the instructor's discretion. The student must be passing at the time of the request or be sufficiently close to passing. If the work is not completed within one year of the recording of the incomplete grade, the grade will become an F (I). The incomplete policy for this course is that at least 70% of the course must be already completed and an exceptional circumstance (i.e. unforeseen medical issue) must exist. If you feel you require an incomplete for an exceptional reason, you need to email me and state your reasons for the incomplete in writing. We will then decide on a course of action.

Technical Help

If you are in need of technical assistance the IT Service Desk is available to students.

Claire T. Carney Library, lower level  508.999.8884 (x8884)

or Email itsstudentcenter@umassd.edu

- Sunday: 12:00pm-2am
- Monday thru Thursday: 7:30am-2am Friday: 7:30am-11pm
- Saturday: 9:30am-1pm

Students living in the Residence Halls may also contact the Residential Technology (ResTech) Support Center:

- Visit ResTech in Elmwood Hall, lower level
- Call the ResTech Help Line at 508.999.8040 (x8040)

Email ResTech help: ResTech@umassd.edu
## ENL 200: Environmental Literature Online

### Course Schedule

<table>
<thead>
<tr>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>From .pdf folder:</td>
<td>• Review syllabus</td>
</tr>
<tr>
<td></td>
<td>• Orr - What is Education For?</td>
<td>• Review course schedule</td>
</tr>
<tr>
<td></td>
<td>• Nash - Origins of American Environmentalism</td>
<td>• Complete &quot;Introduction&quot; learning module</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Self introduction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Response to Orr</td>
</tr>
<tr>
<td><strong>A Sense of Place</strong></td>
<td>From .pdf folder:</td>
<td>• Complete &quot;Sense of Place&quot; learning module</td>
</tr>
<tr>
<td></td>
<td>• Momaday - A First American Views His Land</td>
<td>• &quot;Sense of Place&quot; discussion post</td>
</tr>
<tr>
<td></td>
<td>• Lopez - A literature of place</td>
<td>• Respond to at least two students' &quot;Orr&quot; posts</td>
</tr>
<tr>
<td></td>
<td>• Russell Sanders - Settling Down</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Selected Poems By William Wordsworth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Stenger - Sense of Place</td>
<td></td>
</tr>
<tr>
<td><strong>Henry David Thoreau</strong></td>
<td>From <em>Wilderness and the American Mind</em>:</td>
<td>• Complete &quot;Henry David Thoreau&quot; learning module</td>
</tr>
<tr>
<td></td>
<td>• Henry David Thoreau: Philosopher 84-95</td>
<td>• &quot;Thoreau&quot; discussion post</td>
</tr>
<tr>
<td></td>
<td>From .pdf folder:</td>
<td>• Respond to at least two students' &quot;Sense of Place&quot; posts</td>
</tr>
<tr>
<td></td>
<td>• Henry David Thoreau selections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Conrad - Henry David Thoreau: Who he was and why he matters</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Thoreau Reader: A Brief Introduction</td>
<td></td>
</tr>
<tr>
<td><strong>John Muir</strong></td>
<td>From <em>Wilderness and the American Mind</em>:</td>
<td>• Complete &quot;John Muir&quot; learning module</td>
</tr>
<tr>
<td></td>
<td>• John Muir: Publicizer 122-140</td>
<td>• &quot;Muir&quot; discussion post</td>
</tr>
<tr>
<td></td>
<td>From .pdf folder:</td>
<td>• Respond to at least two student's &quot;Thoreau&quot; posts</td>
</tr>
<tr>
<td></td>
<td>• John Muir selections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Worster - John Muir and the Modern Passion for Nature</td>
<td></td>
</tr>
<tr>
<td><strong>Aldo Leopold</strong></td>
<td>From <em>Wilderness and the American Mind</em>:</td>
<td>1. Complete &quot;Aldo Leopold&quot; learning module</td>
</tr>
<tr>
<td></td>
<td>• Aldo Leopold: Prophet 182-199</td>
<td>2. &quot;Leopold&quot; discussion post</td>
</tr>
<tr>
<td></td>
<td>From .pdf folder:</td>
<td>3. Respond to at least two students' &quot;Muir&quot; posts</td>
</tr>
<tr>
<td></td>
<td>• Aldo Leopold - Land Ethic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Aldo Leopold - Thinking like a mountain</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The Leopold Foundation: Land Ethic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Freyfogle - Leopold's Land Ethic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Klein - Wilderness: A Western Concept Alien to Arctic Cultures</td>
<td>2. &quot;Wilderness&quot; discussion post</td>
</tr>
<tr>
<td></td>
<td>• Calicott - Contemporary Criticisms of the Received Wilderness Idea</td>
<td>3. Respond to at least two students' &quot;Leopold&quot; posts</td>
</tr>
<tr>
<td></td>
<td>• Douglas - My Wilderness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Zahniser - from The Wilderness Act of 1964</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Murray - Adventures in the Wilderness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Berry - Preserving Wildness</td>
<td></td>
</tr>
</tbody>
</table>
| From *Wilderness and the American Mind*: | 1. Complete "Nature and the West" learning module  
2. "Nature and the West" discussion post  
3. Respond to at least two students' "Wilderness" posts |
| --- | --- |
| • Prologue: The Condition of Wilderness  
• A Wilderness Condition 23-43  
• The Wilderness Cult 141-160 |  

| Nature and the West | 1. Complete "Ecocriticism" learning module  
2. "Ecocriticism" discussion post  
3. Respond to at least two students' "Nature and the West" posts |
| --- | --- |
| From .pdf folder:  
• Roosevelt - Speech at Grand Canyon, Arizona May 6, 1903  
• Arrigo - Nature, Culture, and the Divine Right of Transformation  
• Merchant - Adam as Hero  
• Reisner - Cadillac Desert  
• Worster - Freedom and Want: The Western Paradox |  

3. Respond to at least two students' "Ecocriticism" posts |
| --- | --- |
| From .pdf folder:  
• Defining Ecocritical Theory and Practice  
• Definitions and quotations on ecocriticism as a method  
• Cohen - Blues in the Green  
• Mazel - Introduction: A Century of Ecocriticism |  

3. Respond to at least two students' "Ecocriticism" posts |
| --- | --- |
| From .pdf folder:  
• Carson - Excerpts from Silent Spring  
• Griswold - How Silent Spring Ignited the Environmental Movement  
• Watson - Sounding the Alarm  
• Commoner - The Closing Circle  
• Stine & Tarr - At the Intersections of Histories: Technology and the Environment, p. 601-610 |  

| Nature as Spectacle | 1. Complete "Nature as Spectacle" learning module  
2. "Nature as Spectacle" post  
3. Respond to at least two student's "Nature, Science, and Technology" posts |
| --- | --- |
| From .pdf folder:  
• Abbey - Polemic: Industrial Tourism and the National Parks  
• Clark - Transcendence at Yellowstone  
• Nye - The American Sublime  
• Sayre - If Thomas Jefferson had Visited Niagara Falls |  

| The Death of Environmentalism | 1. Complete "The Death of Environmentalism?" learning module  
2. "The Death of Environmentalism?" post  
3. Respond to at least two students' "Nature as Spectacle" posts |
| --- | --- |
| From .pdf folder:  
• Schellenberger & Nordhaus - Death of Environmentalism: Global Warming Politics in a Post-environmental World  
• Nordhaus & Shellenberger - The Long Death of Environmentalism  
• Mieszkowski - Dead Movement Walking  
• Barringer - Paper Sets off Debate on Environmentalism's Future  
• Rescuing Environmentalism |
### Wrapping Up

**From .pdf folder:**
- Schell - The Fate of the Earth
- Nash - The Rights of Nature: Prologue
- Scully - Inside the Global Industry that's Slaughtering Africa's Elephants
- Rosen - What is it about Elephant's Tusks that Make them so Valuable
- Warren - Animal Visions: Rethinking the History of the Human Future

1. Complete "Wrapping Up" learning module
2. "Wrapping Up" post
3. Respond to at least two students' "The Death of Environmentalism?" posts

### Exam Prep

1. Respond to at least two student's "Wrapping Up" posts

### Final Exam

1. Complete Final Exam by midnight