<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Materials</th>
<th>Readings</th>
<th>Class Activities</th>
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| 1    | • Notion of evolving attitudes toward nature.  
|      | • Concepts of sustainability.  
|      | • Connection to land, Part I: Paleolithic to the Greeks. | CRITICAL  
|      | • C. Glotfelty, “Introduction,” *Ecocriticism Reader*, xv-xxxvii. | • Read all CRITICAL material.  
|      | • Overview course.  
|      | • Seminal texts and concepts. | • Lecture: Earliest attitudes toward land (hunter-gatherer, agrarian cultures, Greek philosophy).  
|      | • Class discussion of readings. | • Class discussion of readings.  
|      | • Group presentation on readings. | • Video: The West.  
| 2    | • Connection to land, Part II: Medieval to Modernism.  
|      | • Early Western philosophical and religious concepts of land: Legacy of Cartesian dualism. | CRITICAL  
|      | • Bible, Genesis 1.  
|      | • W. Bradford, “Of Plymouth Plantation,” Chapter IX (online). | • Read all CRITICAL and ORIGINAL material.  
|      | • Class discussion of readings.  
|      | • Group presentation on readings. | • Video: The West.  
|      | • In-class essay quiz covering weeks 1-4. | • Video: William Wordsworth.  
| 3    | • How nature viewed by First Americans and early settlers. | CRITICAL  
|      | • “How the World Was Made,” Cherokee (online).  
|      | • Iroquois Confederacy Constitution, #1-54 (online). | • Read all CRITICAL and ORIGINAL material.  
|      | • Class discussion of readings.  
|      | • Group presentation on Irving. | • Video: William Wordsworth.  
| 4    | • Nature as a character in early American fiction: In between two philosophical camps. | CRITICAL  
|      | • W. Irving, *Legend of Sleepy Hollow*.  
|      | • Read all CRITICAL and ORIGINAL material. | • Class discussion of readings.  
|      | • Lecture: Land as a literary character.  
|      | • Group presentation on Irving. | • Video: William Wordsworth.  
| 5    | • Celebrating the human connection to nature in literature and philosophy.  
|      | • Throwing off scientific empiricism. | CRITICAL  
|      | • N. Evernden, “Self, Place, and the Pathetic Fallacy,” *Ecocriticism Reader*, 92-104.  
|      | • W. Wordsworth, “Tintern Abbey” (online). | • Read all CRITICAL and ORIGINAL material.  
|      | • Class discussion of readings.  
|      | • Lecture: Literary and philosophical challenges.  
|      | • In-class essay quiz covering weeks 1-4. | • Video: William Wordsworth.  
|      | • Video: William Wordsworth. | Literature of Sustainability / 1
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
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<th>Original</th>
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13 11/17 •Nature writers get lyrical.  
  CRITICAL  
  •G. Hardin, “Tragedy of the Commons” (online).  
  ORIGINAL  
  •T.T. Williams, Refuge.  
  •N. Maclean, A River Runs Through It.  
  •Read all CRITICAL material.  
  •Select 1 of 2 ORIGINAL authors and read entire work.  
  •Class discussion of readings.  
  •Lecture: Water in western writing.  
  •Group presentation on 2 authors.

14 11/24 •Contemporary essayists and “sense of place.”  
  CRITICAL  
  ORIGINAL  
  •W. Berry, What Are People For?  
  •W. Stegner, Where the Bluebird Sings to the Lemonade Springs.  
  •Read all CRITICAL material.  
  •Select 1 of 2 ORIGINAL authors and read entire work.  
  •Class discussion of readings.  
  •Lecture: Stegner’s influence.  
  •Group presentation on 2 authors.  
  •2nd paper: 7-10 pages. Select one author from list.*

15 12/1 •Indian wisdom.  
  CRITICAL  
  ORIGINAL  
  •L. Silko, Ceremony  
  •Read all CRITICAL and ORIGINAL material.  
  •Class discussion: Indian wisdom and sustainability.  
  •Lecture: Coming full circle.  
  •Group presentation on Silko.  
  •In-class essay exam, covers full semester.

16 12/8 •Final Exam

Required Texts:  

Many other readings are in the public domain and online (noted as such above). Other books are readily available at local bookstores – often used. It does not matter which edition you purchase.

Grades Based On:  
1. Class attendance and participation (1 each = 15%)  
2. Ten group presentations and written responses (3 each = 30% total)  
3. Two in-class essay quizzes (5 each = 10% total)  
4. One 5-page essay comparing two writers/ideas from weeks 1-8 (15%)  
5. One 7-10-page essay (20%) – see list below.  
6. Final in-class exam (10%)  

Grade Scale:  
1. 100 points possible.  
2. A+ 97-100; A 94-96; A- 91-93 / B+ 87-90; B 84-86; B- 81-83 / C+ 77-80; C 74-76; C- 71-73 / D 61-70; E 60 or less

Essays:  
1. 8 1/2 x 11 paper, double-spaced. 1 inch margins, 11-12 point font.  
2. Staple but do not use a binder, folder, or cover page.  
3. Use MLA style sheet for footnotes, bibliography, and citations.  
4. No essays accepted via email.  
5. Essays may be revised and resubmitted within one week for a higher grade. Late essays may not be resubmitted.

In-class Quizzes:  
1. You may use texts and your notes.  
2. No computers, cell phones, Blackberrys, iPhones, etc.
Absences / Late Projects:
1. Students receive 1 point for each class attendance = total 15. These are not recoverable if you miss class.
2. If you miss a class where there is group work (3 points) or a quiz (5 to 10 points), two assignments can be made up within one week, and one grade level will be deducted. After the second makeup, no late work will be accepted.
   Late assignments will not be accepted as email attachments.
3. Late essays will be accepted up to one week after the due date, and one grade level will be deducted. No email.
4. No late work accepted after December 8, 2010.

*Final Paper

Option #1: Select one title from the list below and discuss where the author fits into the spectrum of attitudes/philosophies concerning the human-nature relationship (ask me if you’d like information about the book). Compare and contrast this title with other readings/concepts from the semester. What does the author teach us about sustainability?

Option #2: Select one biography from the list below and discuss where the person who is the subject of the book fits into the spectrum of attitudes/philosophies concerning the human-nature relationship. Compare and contrast this person with other readings/concepts from the semester. What does the person’s life and writings teach us about sustainability?

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