

ENG 394 • The Literature of Sustainability • #85256

Fall 2010 • Wednesday 4:40 pm – 7:30 pm • West Hall 220

Dan Shilling • 602/300-6694 • dan.shilling@asu.edu

Office: LL 340 • Wednesday 3:30 – 4:30 pm and by appointment

| Week | Topics | Materials | Readings | Class Activities |
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| 1 8/25 | <ul style="list-style-type: none">•Notion of evolving attitudes toward nature.•Concepts of sustainability.•Connection to land, Part I: Paleolithic to the Greeks. | <p>CRITICAL</p> <ul style="list-style-type: none">•R. Nash, "Prologue," <i>The Rights of Nature</i>, 3-12.•C. Glotfelty, "Introduction," <i>Ecocriticism Reader</i>, xv-xxxvii. | <ul style="list-style-type: none">•Read all CRITICAL material. | <ul style="list-style-type: none">•Overview course.•Seminal texts and concepts.•Lecture: Earliest attitudes toward land (hunter-gatherer, agrarian cultures, Greek philosophy).•Class discussion of readings. |
| 2 9/1 | <ul style="list-style-type: none">•Connection to land, Part II: Medieval to Modernism.•Early Western philosophical and religious concepts of land: Legacy of Cartesian dualism. | <p>CRITICAL</p> <ul style="list-style-type: none">•R. Nash, "Greening of Religion," <i>The Rights of Nature</i>, 87-120.•L. White, "Historic Roots of our Ecological Crises," <i>Ecocriticism Reader</i>, 3-14. <p>ORIGINAL</p> <ul style="list-style-type: none">•Bible, Genesis 1.•W. Bradford, "Of Plymouth Plantation," Chapter IX (online). | <ul style="list-style-type: none">•Read all CRITICAL and ORIGINAL material. | <ul style="list-style-type: none">•Class discussion of readings.•Lecture: Feudalism to rationalism (Bacon, Descartes, Newton). |
| 3 9/8 | <ul style="list-style-type: none">•How nature viewed by First Americans and early settlers. | <p>CRITICAL</p> <ul style="list-style-type: none">•R. Nash, "From Natural Rights to Rights of Nature," <i>The Rights of Nature</i>, 13-32.•P.G. Allen, "The Sacred Hoop," <i>Ecocriticism Reader</i>, 241-63. <p>ORIGINAL</p> <ul style="list-style-type: none">•"How the World Was Made," Cherokee (online).•Iroquois Confederacy Constitution, #1-54 (online). | <ul style="list-style-type: none">•Read all CRITICAL and ORIGINAL material. | <ul style="list-style-type: none">•Class discussion of readings.•Group presentation on readings.•Video: <i>The West</i>. |
| 4 9/15 | <ul style="list-style-type: none">•Nature as a character in early American fiction: In between two philosophical camps. | <p>CRITICAL</p> <ul style="list-style-type: none">•W. Howarth, "Some Principles of Ecocriticism," <i>Ecocriticism Reader</i>, 69-91. <p>ORIGINAL</p> <ul style="list-style-type: none">•W. Irving, <i>Legend of Sleepy Hollow</i>. | <ul style="list-style-type: none">•Read all CRITICAL and ORIGINAL material. | <ul style="list-style-type: none">•Class discussion of readings.•Lecture: Land as a literary character.•Group presentation on Irving. |
| 5 9/22 | <ul style="list-style-type: none">•Celebrating the human connection to nature in literature and philosophy.•Throwing off scientific empiricism. | <p>CRITICAL</p> <ul style="list-style-type: none">•N. Evernden, "Self, Place, and the Pathetic Fallacy," <i>Ecocriticism Reader</i>, 92-104. <p>ORIGINAL</p> <ul style="list-style-type: none">•W. Wordsworth, "Tintern Abbey" (online). | <ul style="list-style-type: none">•Read all CRITICAL and ORIGINAL material. | <ul style="list-style-type: none">•Class discussion of readings.•Lecture: Literary and philosophical challenges.•In-class essay quiz covering weeks 1-4.•Video: <i>William Wordsworth</i>. |

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| 6 9/29 | <ul style="list-style-type: none"> •Early 19th-century mania: Transcendentalism. | <p>CRITICAL</p> <ul style="list-style-type: none"> •R. Nash, "Ideological Origins of American Environmentalism," <i>The Rights of Nature</i>, 33-54. <p>ORIGINAL</p> <ul style="list-style-type: none"> •R.W. Emerson, <i>Nature</i> (online). | <ul style="list-style-type: none"> •Read all CRITICAL and ORIGINAL material. | <ul style="list-style-type: none"> •Class discussion of readings. •Lecture: Transcendentalism. •Group presentation on Emerson. |
| 7 10/6 | <ul style="list-style-type: none"> •Thoreau transcends Transcendentalism. •Beginnings of "nature writing." | <p>CRITICAL</p> <ul style="list-style-type: none"> •T. Lyon, "A Taxonomy on Nature Writing," <i>Ecocriticism Reader</i>, 276-81. <p>ORIGINAL</p> <ul style="list-style-type: none"> •H.D. Thoreau, <i>Walden</i>. | <ul style="list-style-type: none"> •Read all CRITICAL and ORIGINAL material. | <ul style="list-style-type: none"> •Class discussion of readings. •Lecture: Thoreau in perspective. •Group presentation on Thoreau. |
| 8 10/13 | <ul style="list-style-type: none"> •Nature writing: From the personal to the political. •Evolution makes an impact. •The "American Character" and nature. | <p>CRITICAL</p> <ul style="list-style-type: none"> •F.J. Turner, "Significance of the Frontier" (online). •C. Darwin, <i>Origin of Species</i>, "Introduction" (online). <p>ORIGINAL</p> <ul style="list-style-type: none"> •J. Muir, <i>Mountains of California</i>. | <ul style="list-style-type: none"> •Read all CRITICAL and ORIGINAL material. | <ul style="list-style-type: none"> •Class discussion of readings. •Lecture: Muir's ecology, Darwin's legacy. •Group presentation on Muir. •Video: <i>Wilderness Idea</i> •First paper: 5 pages. Compare 2 writers/ideas from weeks 1-8. |
| 9 10/20 | <ul style="list-style-type: none"> •Ecofeminism: Women speak for the land. | <p>CRITICAL</p> <ul style="list-style-type: none"> •V. Norwood, "Heroines of Nature," <i>Ecocriticism Reader</i>, 323-50. <p>ORIGINAL</p> <ul style="list-style-type: none"> •W. Cather, <i>Death Comes for the Archbishop</i>. •M. Austin, <i>Land of Little Rain</i>. | <ul style="list-style-type: none"> •Read all CRITICAL material. •Select 1 of 2 ORIGINAL authors and read entire work. | <ul style="list-style-type: none"> •Class discussion of readings. Lecture: Austin and Cather. •Group presentation on 2 authors. |
| 10 10/27 | <ul style="list-style-type: none"> •Development of environmental ethics. •Blending science, philosophy, and history. | <p>CRITICAL</p> <ul style="list-style-type: none"> •R. Nash, "Ecology Widens the Circle," <i>The Rights of Nature</i>, 55-86. <p>ORIGINAL</p> <ul style="list-style-type: none"> •A. Leopold, <i>A Sand County Almanac</i>. | <ul style="list-style-type: none"> •Read all CRITICAL and ORIGINAL material. | <ul style="list-style-type: none"> •Class discussion of readings. •Lecture: Leopold as our Thoreau. •Group presentation on Leopold. •Video: <i>Wild By Law</i>. |
| 11 11/3 | <ul style="list-style-type: none"> •Beginnings of the modern "environmental movement." •Making science personal. | <p>CRITICAL</p> <ul style="list-style-type: none"> •R. Nash, "The Greening of Philosophy," <i>The Rights of Nature</i>, 121-60. <p>ORIGINAL</p> <ul style="list-style-type: none"> •R. Carson, <i>Silent Spring</i>. | <ul style="list-style-type: none"> •Read all CRITICAL and ORIGINAL material. | <ul style="list-style-type: none"> •Class discussion of readings. •In-class essay quiz covering weeks 5-11. •Video: <i>Rachel Carson</i>. |
| 12 11/10 | <ul style="list-style-type: none"> •Nature writers get active | <p>CRITICAL</p> <ul style="list-style-type: none"> •D. Scheese, "Desert Solitaire: Counter-friction to the Machine in the Garden," <i>Ecocriticism Reader</i>, 303-22. <p>ORIGINAL</p> <ul style="list-style-type: none"> •E. Abbey, <i>Desert Solitaire</i> •G. Snyder, <i>Turtle Island</i> | <ul style="list-style-type: none"> •Read all CRITICAL material. •Select 1 of 2 ORIGINAL authors and read entire work. | <ul style="list-style-type: none"> •Full class discussion of readings. •Lecture: Seeing the land whole. •Group presentation on 2 authors. |

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| 13 11/17 | •Nature writers get lyrical. | CRITICAL •R. Nash, "Liberating Nature," <i>The Rights of Nature</i> , 161-98. •G. Hardin, "Tragedy of the Commons" (online). ORIGINAL •T.T. Williams, <i>Refuge</i> . •N. Maclean, <i>A River Runs Through It</i> . | •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 •R. Nash, "Abolition, Environmentalism, and the Limits of American Liberalism," <i>Rights of Nature</i> , 199-213. ORIGINAL •W. Berry, <i>What Are People For?</i> •W. Stegner, <i>Where the Bluebird Sings to the Lemonade Springs</i> . | •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. •Review course development. | CRITICAL •L. Silko, "Landscape, History, and the Pueblo Imagination," <i>Ecocriticism Reader</i> , 264-75. ORIGINAL •L. Silko, <i>Ceremony</i> | •Read all CRITICAL and ORIGINAL material. | •Class discussion: Indian wisdom and sustainability. •Lecture: Coming full circle. •Group presentation on Silko. |
| 16 12/8 | •Final Exam | | | •In-class essay exam, covers full semester. |

Required Texts:

- *The Ecocriticism Reader: Landmarks in Literary Ecology*, Cheryll Glotfelty & Harold Fromm, eds. University of Georgia Press, 1996.
- *The Rights of Nature: A History of Environmental Ethics*, Roderick Nash. University of Wisconsin Press, 1989.

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? (N=Novel, NW=Nature Writing, H=History, M=Memoir, S=Social/Political, P=Poetry, PL=Planning, E=Essays)

- Abbey, Edward. *The Monkey Wrench Gang* (1975, N)
Achebe, Chinua. *Things Fall Apart* (1959, N)
Anaya, Rudolfo. *Bless Me, Ultima* (1972, N)
Atwood, Margaret. *Surfacing* (1973, N)
Bass, Rick. *The Book of Yaak* (1996, E)
Berry, Wendell. *The Unsettling of America* (1996, E)
Burroughs, John. *Wake Robin* (1871, NW)
Carson, Rachel. *The Sea Around Us* (1951, NW)
Cather, Willa. *My Antonia* (1918, N)
Chopin, Kate. *The Awakening* (1899, N)
Cronon, William. *Changes in the Land* (1983, H)
Diamond, Jared. *Collapse* (2005, H)
Dillard, Annie. *Pilgrim at Tinker Creek* (1974, NW)
Doig, Ivan. *This House of Sky* (1980, M)
Ehrenfeld, John. *Sustainability By Design* (2008, PL)
Ehrlich, Gretel. *The Solace of Open Spaces* (1985, M)
Faulkner, William. *The Bear* (1942, N)
Guthrie, A.B. *The Big Sky* (1952, N)
Haruf, Kent. *Plainsong* (1999, N)
Jackson, Kenneth. *Crabgrass Frontier* (1985, PL)
Jackson, Wes. *Aliens of Unhewn Stone* (1987, NW)
Jacobs, Jane. *Death & Life of Great Am. Cities* (1961, PL)
Jeffers, Robinson. *The Double Axe* (1977, P)
Kawabata, Yasunari. *Snow Country* (1956, N)
Kerouac, Jack. *The Dharma Bums* (1958, N)
Kesey, Ken. *Sometimes a Great Notion* (1964, N)
Kingsolver, Barbara. *The Bean Trees* (1988, N)
Kittredge, William. *Owning It All* (1987, E)
Krutch, Joseph Wood. *The Desert Year* (1951, NW)
Kunstler, James H. *The Geography of Nowhere* (1993, PL)
Leopold, Aldo. *The River of the Mother of God* (1991, NW)
Limerick, Patricia Nelson. *Something in the Soil* (2001, E)
Lopez, Barry. *Arctic Dreams* (1986, NW)
Louv, Richard. *Last Child in the Woods* (2005, S)
MacKaye, Benton. *The New Exploration* (1928, PL)
Marsh, George Perkins. *Man and Nature* (1864, NW)
Masumoto, David Mas. *Epitaph for a Peach* (1996, M)
McGuane, Thomas. *The Cadence of Grass* (2002, M)
McKibben, William. *The End of Nature* (1990, S)
McPhee, John. *Encounters with the Archdruid* (1971, E)
Merchant, Carolyn. *The Death of Nature* (1990, S)
Momaday, N. Scott. *House Made of Dawn* (1966, N)
Mowat, Farley. *Never Cry Wolf* (1963, M)
Muir, John. *My First Summer in the Sierra* (1911, NW)
Mumford, Lewis. *The Story of Utopias* (1922, PL)
Nabhan, Gary Paul. *Gathering the Desert* (1987, NW)
Parkman, Francis. *The Oregon Trail* (1847, M)
Pinchot, Gifford. *Breaking New Ground* (1947, S)
Pollan, Michael. *The Omnivore's Dilemma* (2006, S)
Pope, Alexander. *Essay on Man* (1732-44), P)
Powell, J.W. *Explorations of the Colorado River* (1875, H)
Reisner, Marc. *Cadillac Desert* (1986, H)
Sanders, Scott Russell. *Staying Put* (1993, M)
Schumacher, E.F. *Small Is Beautiful* (1973, S)
Silko, Leslie Marmon. *Gardens in the Dunes* (1999, N)
Smiley, Jane. *Good Faith* (2003, N)
Snyder, Gary. *Danger on Peaks* (2004, P)
Spragg, Mark. *Where Rivers Change Directions* (1999, M)
Stegner, Wallace. *Crossing to Safety* (1987, N)
Thoreau, Henry David. *Walking* (1862, NW)
Twain, Mark. *Roughing It* (1887, M)
Welch, James. *Fools Crow* (1986, N)
Wordsworth, William. *The Excursion* (1814, P)
Worster, Donald. *The Wealth of Nature* (1993, E)
Zwinger, Ann. *The Nearsighted Naturalist* (1998, NW)

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?

- Alexiou, Alice. *Jane Jacobs: Urban Visionary* (2006)
Anderson, Larry. *Benton MacKaye: Conservationist, Planner & Creator of the Appalachian Trail* (2002)
Brinkley, Donald. *Wilderness Warrior: Theodore Roosevelt and the Crusade for America* (2009)
Buell, Lawrence. *Emerson* (2003)
Glover, James. *A Wilderness Original: The Life of Bob Marshall* (1986)
Lear, Linda. *Rachel Carson: Witness for Nature* (1997)
Meine, Curt. *Aldo Leopold: His Life and Work* (1986)
Miller, Char. *Gifford Pinchot and the Making of Modern Environmentalism* (2001)
Miller, Donald. *Lewis Mumford: A Life* (1989)
Richardson, Robert. *Henry Thoreau: A Life of the Mind* (1986)
Worster, Donald. *A Passion for Nature: The Life of John Muir* (2008)