

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: ENGL 275		Number of Credits: 3 Course credit policy (105)																	
Course Full Title: Literature and Ecology Course Short Title (if title exceeds 30 characters):																			
Faculty: Faculty of Humanities		Department (or program if no department): English																	
Calendar Description: <p>This course examines writing that explores the nature and origins of our contemporary environmental challenges. Topics may include the Romantic response to the Industrial and Agrarian Revolutions, literary portraits of the Canadian wild, current "ecological poetics" and eco-feminism, and the evolution of "green" criticism.</p>																			
Prerequisites (or NONE):		One of the following: (any two 100-level ENGL courses) or (B or better in one of the following: ENGL 108, 115, 120, 130, 150, or 170). Note: As of September 2017, prerequisites will change to one of the following: (any two 100-level ENGL courses numbered ENGL 105 or higher) or (B or better in one of the following: ENGL 108, 115, 120, 130, 150, or 170).																	
Corequisites (if applicable, or NONE):		NONE																	
Pre/corequisites (if applicable, or NONE):		NONE																	
Equivalent Courses (cannot be taken for additional credit) Former course code/number: Cross-listed with: Equivalent course(s): <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>		Transfer Credit Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Transfer credit requested (OREg to submit to BCCAT): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No To find out how this course transfers, see bctransferguide.ca .																	
Total Hours: 45 Typical structure of instructional hours: <table border="1"> <tr> <td>Lecture hours</td> <td>35</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>10</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td>Total</td> <td>45</td> </tr> </table>		Lecture hours	35	Seminars/tutorials/workshops	10	Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities		Other contact hours:		Total	45	Special Topics Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i>	
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Online learning activities																			
Other contact hours:																			
Total	45																		
		Maximum enrolment (for information only): 36 Expected frequency of course offerings (every semester, annually, every other year, etc.): Once every two years																	
Department / Program Head or Director: Hilary Turner		Date approved: November 6, 2015																	
Faculty Council approval		Date approved: February 12, 2016																	
Campus-Wide Consultation (CWC)		Date of posting: March 11, 2016																	
Dean/Associate VP: Jacqueline Nolte		Date approved: February 12, 2016																	
Undergraduate Education Committee (UEC) approval		Date of meeting: May 20, 2016																	

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify and comment on diverse examples of literature from the broad field of environmental studies, e.g. the prose essay, the philosophical essay, poetry, and literary non-fiction.
2. Accurately use the vocabulary of eco-literary analysis
3. Explain the distinguishing characteristics of Deep Ecology.
4. Position the Pastoral tradition within historical and cultural context.
5. Identify and apply the concepts of Place, Wilderness and Sustainability in local and regional contexts.
6. Write literary analysis using appropriate scholarly conventions and research methods.
7. Participate appropriately in class through informal discussions and/or formal presentations.
8. Demonstrate knowledge of social and historical contexts relevant to course materials.
9. Recognize personal responses to literature and discuss how literature evokes affective responses.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Lecture, discussion, small group learning teams, oral presentations, and writing and research assignments.

Grading system: Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Carolan, T. & Stewart, F.	<i>The Life and Breath of the World: Writing the Cascadia Bioregion</i>	<input type="checkbox"/>		
2. Glavin, Terry & Parfitt, Ben	<i>Sturgeon Reach: Shifting Current at the Heart of the Fraser</i>	<input type="checkbox"/>		
3. Robinson, Eden	<i>The Sasquatch at Home</i>	<input type="checkbox"/>		
4. Wendell Berry, Joanna Macy, Farley Mowat, David Suzuki, Lao-tzu, Horace, Virgil, Joan Halifax, et al)	Selected poems and essays (Alice Walker, R.W. Emerson, Vandana Shiva, W. Wordsworth, David Suzuki, Lao-tzu, Horace, Virgil, Joan Halifax, et al)	<input type="checkbox"/>	Course pack	

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

n/a

Typical Evaluation Methods and Weighting

Final exam:	25%	Assignments:	40%	Midterm exam:	20%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Participation and Tutorial:	15%	Other:	%	Other:	%	Total:	100%

Details (if necessary): Research essay (25%) and shorter essay (15%)

Typical Course Content and Topics

- Week 1:** 'Ecological Poetics' from Romantic anti-Industrialism to the contemporary Rainbow Coalition; Wordsworth's "Two Part Prelude"; "Manzanita" (Gary Snyder); "On the Hill Late at Night" (Wendell Berry).
- Week 2:** Ecology and the Experience of Sacredness. The idea of nature as a sanctuary and how science, religion, and environmentalism are developing as interrelated systems of belief and practice. "The Tragedy of the Commons" (Garrett Hardin); "Reinhabitation" (Gary Snyder).
- Weeks 3-4:** True North. The Canadian experience of wilderness. Reading: selections from Northern Wild, including "True North" (Margaret Atwood).
- Weeks 5-7:** Never Cry Wolf (Mowat).
- Week 8:** Women Writers on Sustainability and Biocentrism. "Staying Alive" (Vandana Shiva), "The Third Body: Buddhism, Shamanism, & Deep Ecology" (Joan Halifax), "The Greening of the Self" (Joanna Macy). Weekly student-led tutorials begin.
- Weeks 9-11:** Preservation and Conservation. Greenpeace: A History (Rex Weyler).
- Weeks 12-13:** Deep Ecology: A New Paradigm. The David Suzuki Reader.