

**St. Jerome's University in the University of Waterloo**  
**Department of English**  
**ENGL 248: Literature for an Ailing Planet**  
**T/TH, 10:00-11:20, SJ2 2007, Fall 2018**

**Instructor: Chad Wriglesworth**  
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**Office Hours: T/TH 11:30-12:30**

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**Calendar Description:**

Can the humanities change how cultures relate to environments and the natural world? This course surveys environmental thought in works of literature and in popular culture.

**Course Overview and Objectives:**

Using the environmental turn of the 1960s and 70s as our starting point, this course will examine contemporary trends in environmental thought as expressed in recent works of literature, documentary film, advertising, and popular culture. With attention to the literary and historical past, we will consider how patterns of thought toward nature are embedded in and transmitted through literary and visual representations of place, people, and the more-than-human-world. At the same time, we will also explore how recent forms of literary and visual art are participating in the ongoing revision of cultural practices that shape how we relate to the places we live, work, and imagine. Materials studied in this course are deliberately interdisciplinary and will include poetry and novels, as well as topical essays on economics, design theory, urban renewal, and religious thought.

The objectives for this course are essentially three-fold: first, to develop and hone critical thinking skills through reading, conversing, and writing about relationships between literature and environments; second, to become conversant in ways that art forms have participated in past and present patterns of re-creating environmental thought; and third, to take pleasure in the study of literature, ecology, and the arts for their own sake.

**Required Texts:**

Ernest Callenbach, *Ecotopia* (1975)  
Norman Maclean, *A River Runs Through It* (1976)  
Vandana Shiva, *Who Really Feeds the World?* (2016)  
Linda Hogan, *Power* (1998)  
Materials on Course Reserve (through the main page of UW library website)

**Marking Scheme and Due Dates:**

Response Papers	30% (total of 3)	Due: TH 9/20 TH 10/25 T 11/13
Essay#1	25%	Due: TH 10/4
Essay#2	25%	Due: W 12/5 (in my SJU drop box by 4pm)
Discussion Leader	10%	Due: On assigned date
Participation	10%	

### **General Instructions for Assignments:**

As the course progresses, instructions and expectations will be distributed for the response papers and two essays. Generally speaking, the **response papers** will be 2 pages in length and will give you opportunities to respond to readings, selections of visual materials, and class discussions. **The two essays** will be 5 pages in length. **Essay #1** will address ideas and concepts from *Ecotopia* in relationship to our readings on bioregional theory and practice. **Essay #2** will address ideas and concepts from Linda Hogan's *Power* in relationship to our readings on indigenous thought. Both of these essays will be written in MLA style, crafted from an argumentative thesis, and sustained by close readings from the texts. I will provide potential topics for each essay, but you are also free to develop your own ideas to write about.

### **SCHEDULE OF READINGS AND ASSIGNMENTS**

TH-9/6 Introductions: syllabus, readings, assignments, format of course; some poems for discussion: W.S. Merwin, "The Last One" (1964), William Stafford, "Ceremony" (1960) and Mary Oliver, "Wild Geese" (1986)

#### **Week One**

#### **Powerful Forces: On Stories, Perception, and Educational Formation**

T-9/11 David Orr, "What is Education For?" from *Earth in Mind: On Education, Environment and the Human Future* (2004, Course Reserve); Richard Kearney, "Where Do Stories Come From?" (2002, Course Reserve); Rachel Carson, "A Fable for Tomorrow" from *Silent Spring* (1962, Handout)

#### **Inverting Perception and Seeing in Circles: Earth Rise and the Big Blue Marble**

TH- 9/13 Locate information on "Earth Rise" (1968) and "Blue Marble" (1972); Dennis Danielson, "Telescopes for the Mind" from *The Book of the Cosmos* (2000, Course Reserve); Kenneth Boulding, "The Economics of a Coming Space Ship Earth" (1966, Course Reserve); in class documentary *Overview* (2011)

#### **Week Two**

#### **On Patterns, Rhythms, and Scale: Bioregionalism and Ecological Design**

T- 9/18 Peter Berg and Raymond Dasmann, "Reinhabiting California" (1977, Course Reserve); Jim Dodge, "Living By Life: Some Bioregional Theory and Practice" (1981, Course Reserve)

TH- 9/20 Sim Van der Ryn, from *Ecological Design* (1996, Handout)  
**Due: Response Paper #1**

***Ecotopia:***  
**A Visionary (and Delusional?) Novel**

**Week Three**

- T- 9/25 Ernest Callenbach, *Ecotopia* (1-59); Scott Timberg, “The Novel that Predicted Portland” (2008, Course Reserve)
- TH- 9/27 Ernest Callenbach, *Ecotopia* (61-118)

**Week Four**

- T- 10/2 Ernest Callenbach, *Ecotopia* (119-181)

**A Community Closer to Home:  
The Working Centre in Kitchener**

- TH- 10/4 Joe and Stephanie Mancini, “Introduction: Beyond Us and Them” in *Transition to Common Work: Building Community at the Working Centre* (2-10, 175-181, 191-192) **Due: Essay #1**

**Reading Lines and Water:  
Considering Design, Rhythm, and Form**

**Week Five**

- T- 10/9 No Class (Fall Break)
- TH- 10/11 Norman Maclean, *A River Runs Through It* (1-35)

**Week Six**

- T- 10/16 Norman Maclean, *A River Runs Through It* (36-82)
- TH- 10/18 Norman Maclean, *A River Runs Through It* (83-104)

**Week Seven**

- T-10/23 Ten Poems on Water and Fish: Elizabeth Bishop, “The Fish;” James Galvin, “Shadow-Casting;” W.S. Merwin, “To the Hand;” Ted Hughes, “Pike;” Marianne Moore, “A Jelly-Fish;” Raymond Carver, “The River;” Gary Snyder, “Water;” Mary Oliver, “The Fish;” Charles Causley, “Eden Rock;” Sherman Alexie, “That Place Where Ghosts of Salmon Jump”

**A Watershed Closer to Home:  
Fly Fishing, Writing, and the Grand River**

TH-10/25 Guest Speaker: Rob Reid  
**Due: Response Paper #2**

**Week Eight**

**Biodiversity and Monocultures:  
Food, Economy, Consumption and Pleasure**

T-10/30 Vandana Shiva, *Who Really Feeds the World?* (1-40)  
Closer to Home: The Poetry and Ecology Project (Handout)

TH-11/1 Vandana Shiva, *Who Really Feeds the World?* (41-84)  
Closer to Home: The Poetry and Ecology Project (Handout)

**Week Nine**

T-11/6 Vandana Shiva, *Who Really Feeds the World?* (85-140)  
Closer to Home: The Poetry and Ecology Project (Handout)

TH- 11/8 Wendell Berry, "The Pleasures of Eating" (1990, Course Reserve) and  
Gary Snyder, "Grace" (1990, Course Reserve)

**Week Ten**

T-11/13 Ten Poems on the Intimacies of Eating: Naomi Shihab Nye, "Gate A-4;"  
Joy Harjo, "Perhaps the Word Ends Here;" Galway Kinnell, "Blackberry  
Eating;" Mary Oliver, "August;" Seamus Heaney, "Blackberry-Picking;"  
Jane Kenyon, "Man Eating;" Gary Snyder, "After Work;" Lucille Clifton,  
"cutting greens;" Wendell Berry, "For the Hog Killing;" and Mark Strand,  
"Eating Poetry" (Handout)  
**Due: Response Paper #3**

**Linda Hogan's *Power*:  
Indigenous Perspectives on Place and Cosmology**

TH-11/15 Paula Gunn Allen, "The Sacred Hoop: A Contemporary Perspective" (1986,  
Course Reserve); Leslie Marmon Silko, "Landscape, Literature, and the Pueblo  
Imagination" (1986, Course Reserve)

## Week Eleven

T-11/20 Linda Hogan, *Power* (1-81); Joy Harjo, "A Map to the Next World" (Handout)

TH-11/22 Linda Hogan, *Power* (82-147)

## Week Twelve

T-11/27 Linda Hogan, *Power* (148-194)

TH-11/29 Linda Hogan, *Power* (195-235)  
**Essay #2 (Due 12/5, in my SJU drop box in SJ1 by 4pm)**

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## ADDITIONAL DETAILS AND PROCEDURES

### LATE ASSIGNMENTS AND PARTICIPATION

- **Late Assignments:**

All essays and assignments are to be handed in at the start of class on the due date.

Late assignments will be penalized 2% per day late, including weekends. **Late assignments must be submitted electronically (so I know when they were completed) and then submitted in hard copy to my drop box (2nd floor of SJ1).**

- **Attendance and Participation:**

It should go without saying that I expect that you will attend class on a regular basis. I also expect that you will have read the material for each day in thoughtful and critical ways. In addition, I also expect that you will have something to say about the readings each day – meaning that you should contribute to class discussion on a regular basis. If I do not hear from you, I will likely call on you. In terms of participation marking (5% of the overall mark), you should expect the following: If you do not attend class on a regular basis, your participation mark will be assessed at 0-50; if you attend class but do not contribute to course discussion on a regular basis, expect a mark between 60-70; if you attend class regularly and participate in meaningful ways, you should expect a participation mark ranging from 75-100.

### EMAIL COMMUNICATION AND OFFICE HOURS

Students using email to contact me should include the course they are enrolled in the email subject line. Feel free to contact me about the course through email, but please keep the following in mind:

- I am unable to provide in-depth email responses about assignments, readings, and proofreading. Instead, please visit me during my office hours.
- I am unable to provide in-depth email responses about materials and lectures that you missed due to an absence.
- I am unable to answer last-minute emails about assignments, formatting, or editing. For questions about MLA formatting, you may want to consult Purdue University's Online Writing Lab. <https://owl.english.purdue.edu/owl/resource/747/01/>

## **UW POLICY REGARDING ILLNESS AND MISSED TESTS**

The University of Waterloo Examination Regulations

([www.registrar.uwaterloo.ca/exams/ExamRegs.pdf](http://www.registrar.uwaterloo.ca/exams/ExamRegs.pdf)) states that:

- A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the "University of Waterloo Verification of Illness" form or it will not be accepted. This form can be obtained from Health Services or at [www.healthservices.uwaterloo.ca/Health\\_Services/verification.html](http://www.healthservices.uwaterloo.ca/Health_Services/verification.html)
- If a student has a test/examination deferred due to acceptable medical evidence, he/she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor.
- The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations.
- Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time.

## **OTHER INFORMATION**

### **Academic Integrity:**

To maintain a culture of academic integrity, members of the University of Waterloo and its Federated University and Affiliated Colleges are expected to promote honesty, trust, fairness, respect, and responsibility. Academic Integrity Office (UW): A resource for students and instructors.

### **Discipline:**

A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome's University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 \(Student Discipline\)](#).

**Grievance:**

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Students who decide to file a grievance should refer to [University of Waterloo Policy 70 \(Student Petitions and Grievances\)](#). For more information, students should contact the Associate Dean of St. Jerome's University.

**Appeals:**

A student may appeal the finding and/or penalty in a decision made under the St. Jerome's University Policy on Student Discipline or University of Waterloo Policy 70 (Student Petitions and Grievances) if a ground for an appeal can be established. In such a case, read [St. Jerome's University Policy on Student Appeals](#).

**Note for Students with Disabilities:**

The [AccessAbility Services \(AS\) Office](#), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS Office at the beginning of each academic term.