

Master Syllabus

Course: ENL 200 Studies in Literature

Cluster Requirement: 3A

This University Studies Master Syllabus serves as a guide and standard for all instructors teaching an approved course in the University Studies program. Individual instructors have full academic freedom in teaching their courses, but as a condition of course approval, agree to focus on the outcomes listed below, to cover the identified material, to use these or comparable assignments as part of the course work, and to make available the agreed-upon artifacts for assessment of learning outcomes.

Course Overview:

A course exploring literature from a variety of periods and cultures, written in a range of genres, ENL 200 centers on topics selected by instructors. Placing the texts in their cultural, historical, environmental and other contexts, each section is concerned with both specific issues pertaining to literary form and meaning and larger issues concerning literature's agency in the shaping of cultural or personal identity and the transmission of values, ideologies, and actions.

Sections may be conducted in the classroom, blended, or fully online. Sections may identify focused periods, cultures, or genres, or broader content areas that fall under literary studies. Sections may be organized chronologically, thematically, or in other ways, with readings in anthologies or in several separate texts.

Course work varies but typically includes analytical essays, critical analysis of significant readings; expositions in other forms (oral presentations, blogs & wikis, PPT multimedia productions, etc.); quizzes and/or midterm and final examinations; and guided online and/or in-class discussions.

Learning Outcomes

Because ENL 200 covers a range of introductory literature courses – from poetry, to world literature, to environmental literature – learning outcomes across syllabi will hold closely to the University Studies Learning Outcomes language with slight variations for specific genre, historic, disciplinary, or topical considerations.

University Studies Learning Outcomes (Cluster 3A):

After completing this course, students will be able to:

1. Articulate how literature (fiction, poetry, drama and literary nonfiction) 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.

Note: The examples below address Cluster 3A Literature Student Learning Outcomes. All 3A outcomes are addressed across the examples. Assignment specifics may vary across courses, but all meet the common goal of assessing student learning by evaluating student's understanding and articulation of various literary forms, styles, genres, traditions, values, cultures, goals, and/or contexts under consideration in the course.

Example Texts for ENL 200: Environmental Literature

Readers:

- McKibben, Bill. *American Earth: Environmental Writing Since Thoreau*. Library of America, 2008
- Anderson, Slovic, and Ogrady. *Literature and the Environment: A Reader on Nature and Culture*. Longman, 1998
- Hart, George, and Scott Slovic, Eds. *Literature and the Environment (Exploring Social Issues through Literature)*. Greenwood Press, 2004
- Coupe, Laurence. Ed. *The Green Studies Reader: From Romanticism to Ecocriticism*. Routledge, 2000

Primary Texts

- Abbey, Edward. *Desert Solitaire*. Touchstone, 1990
- Carson, Rachel. *Silent Spring*. Houghton Mifflin, Anniversary edition, 2002
- Dillard, Annie. *Pilgrim at Tinker Creek*. Harper Perennial Modern Classics, 2007
- Thoreau, Henry David. *Walden*. Imperia Press, 2013
- Nash, Roderick Frazier. *Wilderness and the American Mind*. 4th Ed. Yale University Press, 2001
- Reisner, Marc. *Cadillac Desert: The American West and Its Disappearing Water*. Penguin Books, Revised ed., 1993
- Williams, Terry Tempest. *Refuge: An Unnatural History of Family and Place*. Vintage, 1992

Other supplemental readings can be provided in .pdf format on the course website or through handouts.

Example Learning Activities and Assignments for ENL 200: Environmental Literature

Sample Essay Assignment on Aldo Leopold (Meets 3A-1, 2, 3, 4)

Consider the questions below when reading the selections from Aldo Leopold. Respond to each of the question prompts. Develop these individual responses as a coherent whole with a central theme, thesis, or main point. Your response should draw on specific quotes and examples from the readings to support your discussion.

1. In your own words explain Aldo Leopold's notion of "Land Ethic" and how nature writers have invoked its **meanings** over time.
2. **Compare** Leopold's writings on land use and wilderness to John Muir's. How were they similar; how were they different? What kinds of **values** did they extol? How do their writing **styles** compare? Who, in your opinion, is more **effective** in getting across his message?
3. What were some of the **challenges** to Leopold's notion of Land Ethic? Which of these do you think are **valid** and why? If none are valid, explain why.
4. In your opinion, is Leopold's notion of Land Ethic **still valuable for us today**, or have we moved beyond the issues he addressed?

Example Texts for ENL 200: Love Everlasting in Classical to Early Modern Literature

Sample anthologies:

- *Gateways to World Literature, Volume 1: The Ancient World through the Early Modern*
- *Period*, ed. David Damrosch et al. (Boston: Pearson, 2012).
- *The Norton Anthology of World Literature*, Third Edition, Vols. A, B, C (Beginnings to 1650), ed. Martin Puchner et al. (W. W. Norton & Co., 2012).

Sample individual works:

- *Ovid – The Love Poems*, transl. A. D. Melville (Oxford University Press: Oxford World's Classics, 2008).
- Achilles Tatius, *Leucippe and Clitophon* (Oxford University Press: Oxford World's Classics, 2009).
- Giovanni Boccaccio, *The Decameron* (Penguin Books, 2nd ed., 2003).
- Geoffrey Chaucer, *Love Visions* (Penguin Classics, 1983).
- One Thousand and One Arabian Nights (Oxford University Press, 2000).
- *Abelard and Heloise – The Letters and Other Writings*, ed. William Levitan (Hackett Publishing Co., 2007).
- *Shakespeare's Romances and Poems*, ed. David Bevington (Longman, 2007).

Other supplemental readings can be provided in .pdf format on the course website or through handouts.

Example Learning Activities and Assignments for ENL 200: Love Everlasting in Classical to Early Modern Literature

Major Essay Project (Meets 3A-1, 2, 3, 4):

The major project is an **analytical** essay treating a focused idea about a love theme that explains how that theme is presented in two or three substantial reading selections from different **cultures** and **times**. It takes into account the **historical** and **cultural** contexts of the literature and explains differences and similarities of view in terms of them. Using appropriate terminology, write an explication comparing how your focused idea operates in the literature and **how the literature expresses essential lessons or values of the time**, place, and peoples from which it derives. An explication reveals an underlying element – **structure, concept, agenda**, etc. – of the material you are considering. It makes what is implicit (or not easily evident) clear and explicit. The project includes:

- A titled, **analytical** essay of about 2000 words composed as an explication of a focused idea about a love theme & comparing ways the literature presents that theme
- Consideration of the **contexts** of the literature: **historical**, **cultural**, literary, etc.
- Inclusion of at least two captioned, embedded images that help you explain your idea, at least one image for each of the texts under discussion
- In-text **citation** to at least 2 (and no more than 5) authoritative online resources providing **scholarly contexts** (historical, cultural, psychological, etc.) for understanding the issues you raise
- A separate Works Cited page that annotates the resources cited in your essay, using MLA or Chicago style

Example Texts for ENL 200: Disobedience in Early American Literature

Sample Anthologies

- *Norton Anthology of American Literature, Volumes A* (7th ed.), *B* (6th ed.), and/or *C* (7th ed.). Ed. Nina Baym et al. (W.W. Norton & Company.) *These anthologies, covering American literature from its beginnings through 1914, can be purchased separately or in bundles, depending on instructor preference.

Sample Individual Texts

- Catharine Maria Sedgwick, *Hope Leslie* (Penguin, 1998) Walt Whitman, *Leaves of Grass* (Penguin, 1961)
- Harriet Jacobs, *Incidents in the Life of a Slave Girl* (Dover, 2001) María Ruiz de Burton, *Who Would Have Thought It?* (Penguin, 2009)

Example Learning Evaluation for ENL 200: Disobedience in Early American Literature

Essay (Evaluates student understanding of content with relation to 3A-1, 2, 3, 4)

Essay Response: requires that students know specific **rhetorical and/or contextual foundations** of literary works and be able to analyze and explain how they are manifest in the text, and explain how the texts question or present **values** associated with human experiences and ideals (motherhood, democracy, et al.).

Samples Essay Questions:

- How does “On the Equality of the Sexes” **demonstrate the values** of Enlightenment print **culture**?
- How does Hope Leslie engage with the **trope** of the Disappearing Indian?
- How does *Incidents in the Life of a Slave Girl* **challenge** Thoreau’s model of civil disobedience?
- **Explain how** María Ruiz de Burton’s novel *Who Would Have Thought It?* satirizes ONE of the following concepts: Republican motherhood, Manifest Destiny (American expansionism), American democracy

Passage Identification: assesses students’ readiness to see a passage in relation to the text as a whole and to **analyze** its particular contribution to the **larger “messages”** of the work.

Sample Question: In the following passage identify the title of the text and the author and **explain the significance** of the passage in relation to the text as a whole.

Passage: “A man’s body at auction,
I help the auctioneer, the sloven does not half know his business. ...
Gentlemen look on this curious creature,
Whatever the bids of the bidders they cannot be high enough for him...”

Example Texts for ENL 200: Shakespeare and Adaptation

Sample Anthologies

- *Adaptations of Shakespeare: A Critical Anthology of Plays from the Seventeenth Century to the Present*, ed. Daniel Fischlin and Mark Fortier (New York: Routledge, 2000).

Sample Individual Texts

- *A Midsummer Night's Rave*. Dir. Gil Cates Jr. Perf. Andrew Keegan and Lauren German. 10
- Cates Pictures, 2002. Film.
- *My Own Private Idaho*. Dir. Gus Van Sant. Perf. River Phoenix, Keanu Reeves, and James Russo. New Line Cinema, 1991. Film. Smiley, Jane. *A Thousand Acres* (New York: Random House, 1999).
- Shakespeare, William. *Hamlet*, Oxford World Classics. (Oxford, Oxford University Press, 2008).
- Shakespeare, William. *Henry IV Part 1: Text and Contexts*, ed. Barbara Hodgson (Boston, Bedford St. Martin's, 1997).
- Shakespeare, William. *A Midsummer Night's Dream: Texts and Contexts*, ed. Gail Kern Paster and Skiles Howard (Boston, Bedford St. Martin's, 1999).
- Shakespeare, William. *King Lear*. Norton Critical Edition. Ed. Grace Ioppolo (W.W. Norton & Co., 2008).
- Stoppard, Tom. *Rosencrantz and Guildenstern are Dead*. (New York, Grove Press, 1994).
- Wroblewski, David. *The Story of Edgar Sawtelle*. New York: Harper Collins, 2008.

Example Learning Activities ENL 200: Shakespeare and Adaptation

Written Project: Write a Theatrical Scene (Meets 3A 1, 2, 3, 4)

Summary: Each group of students will write a theatrical adaptation of a scene from *A Midsummer Night's Dream*. The adaptation must communicate the group's **critical reinterpretation** of one important **theme** in Shakespeare's play and adopt one of the approaches to adaptation discussed in the assigned readings. Students will prepare a script for the adaptation that includes **dialogue, stage directions, and setting descriptions**. In addition to the play, students will write a 6-page paper on the **theme** and its **reinterpretation**, and **present orally** to the class for 6 to 8 minutes on how their performance reflects the values of the group and their understanding of the **values** of Shakespeare's play.

Script: Groups will prepare a theatrical script for their adaptations. Each script will include a **creative title** for the adaptation; a **scene** description that details the **setting**, including time, **location**, **props**, and **historical context**; *dramatis personae*; dialogue with speech prefixes; and relevant stage directions such as entrances, exits, and gestures that are not otherwise mentioned in the text.

Essay: Write an essay that articulates 1) how the group's chosen theme is presented in Shakespeare's play, using the appropriate **literary terminology**, citing lines from the text, and **close reading** those lines; 2) how the group reinterpreted the theme in the adaptation using the appropriate literary terminology, citing lines from the adaptation, and **closely reading** those lines; 3) the **theory** (or theories) of adaptation that informed the performance using the appropriate theoretical **terminology** and citing from at least two of the assigned readings on adaption theory

Sample Course Outline for ENL 200: Environmental Literature

Week	Readings Due	Assignments Due
1 – Introduction	From .pdf folder: <ul style="list-style-type: none"> Orr - What is Education For? Nash - Origins of American Environmentalism 	<ol style="list-style-type: none"> Review syllabus Review course schedule Complete "Introduction" learning module Response to Orr
2 – A Sense of Place	From American Earth: <ul style="list-style-type: none"> Momaday - A First American Views His Land, p. 570-581 Hogan - Dwellings, p. 809-814 Ray - Ecology of a Cracker, p. 898-906 From .pdf folder: <ul style="list-style-type: none"> Lopez - A literature of place Selected Poems By William Wordsworth 	<ol style="list-style-type: none"> "Sense of Place" discussion post Respond to at least two student's "Orr" posts
3 – Henry David Thoreau	From American Earth: <ul style="list-style-type: none"> Henry David Thoreau p. 1-36 From .pdf folder: <ul style="list-style-type: none"> Conrad - Henry David Thoreau: Who he was and why he matters Thoreau Reader: A Brief Introduction 	<ol style="list-style-type: none"> "Thoreau" discussion post Respond to at least two student's "Sense of Place" posts
4 – John Muir	From American Earth: <ul style="list-style-type: none"> John Muir p. 84-112 From .pdf folder: <ul style="list-style-type: none"> Nash - John Muir: Publicizer Worster - John Muir and the Modern Passion for Nature 	<ol style="list-style-type: none"> "Muir" discussion post Respond to at least two student's "Thoreau" posts
5 – Aldo Leopold	From American Earth: <ul style="list-style-type: none"> Aldo Leopold p. 265-294 From .pdf folder: <ul style="list-style-type: none"> Leopold - Land Ethic Leopold - Thinking like a mountain Nash - Aldo Leopold: Prophet Freyfogle - Leopold's Land Ethic 	<ol style="list-style-type: none"> "Leopold" discussion post Respond to at least two student's "Muir" posts
6 – The Idea of Wilderness I	From American Earth: <ul style="list-style-type: none"> Zahniser - from The Wilderness Act of 1964, p. 392-394 Berry - Preserving Wildness, p. 516-530 From .pdf folder: <ul style="list-style-type: none"> Nash - Wilderness Prologue Nash - The Wilderness Condition Nash - The Wilderness Cult 	<ol style="list-style-type: none"> "Wilderness I" discussion post First Essay Assignment
7 – The Idea of Wilderness II	From American Earth: <ul style="list-style-type: none"> Douglas - My Wilderness, p. 348-355 Murray - Adventures in the Wilderness, p. 113-119 From .pdf folder: <ul style="list-style-type: none"> Klein - Wilderness: A Western Concept Alien to Arctic Cultures Calicott - Contemporary Criticisms of the Received Wilderness Idea 	<ol style="list-style-type: none"> "Wilderness II" discussion post Respond to at least two student's "Leopold" posts

8 – Nature and the American West	<p>From American Earth:</p> <ul style="list-style-type: none"> Porter - The Living Canyon, p. 380-391 Roosevelt - Speech at Grand Canyon, Arizona May 6, 1903, p. 132-133 <p>From .pdf folder:</p> <ul style="list-style-type: none"> Arrigo - Nature, Culture, and the Divine Right of Transformation 	<ol style="list-style-type: none"> "Nature and the American West" discussion post Respond to at least two student's "Wilderness" posts
9 – Ecocriticism	<p>From .pdf folder:</p> <ul style="list-style-type: none"> Defining Ecocritical Theory and Practice Mazel - Introduction: A Century of Ecocriticism (p. 1-10) 	<ol style="list-style-type: none"> "Ecocriticism" discussion post Respond to at least two student's "Nature and the American West" posts 2nd Essay Assignment
10 – Nature, Science, & Technology	<p>From .pdf folder:</p> <ul style="list-style-type: none"> Carson - Excerpts from <i>Silent Spring</i> Griswold - How <i>Silent Spring</i> Ignited the Environmental Movement Commoner - <i>The Closing Circle</i> Commoner's obituary from the NY Times 	<ol style="list-style-type: none"> "Nature, Science, and Technology" post Respond to at least two student's "Ecocriticism" posts
11 – Nature as Spectacle	<p>From American Earth:</p> <ul style="list-style-type: none"> Abbey - Polemic: Industrial Tourism and the National Parks, p. 413-433 <p>From .pdf folder:</p> <ul style="list-style-type: none"> Clark - Transcendence at Yellowstone Sayre - If Thomas Jefferson had Visited Niagara Falls 	<ol style="list-style-type: none"> "Nature as Spectacle" post Respond to at least two student's "Nature, Science, and Technology" posts
12 – The Death of Environmentalism? I	<p>From .pdf folder:</p> <ul style="list-style-type: none"> Schellenberger & Nordhaus - Death of Environmentalism: Global Warming Politics in a Post-environmental World Mieszkowski - Dead Movement Walking Barringer - Paper Sets off Debate on Environmentalism's Future 	<ol style="list-style-type: none"> "The Death of Environmentalism?" I discussion post Respond to at least two student's "Nature as Spectacle" posts
13 – The Death of Environmentalism? II	<p>From .pdf folder:</p> <ul style="list-style-type: none"> Nordhaus & Schellenberger - The Long Death of Environmentalism Rescuing Environmentalism 	<ol style="list-style-type: none"> "The Death of Environmentalism?" II discussion post Respond to at least two student's "Death of Environmentalism I" posts
14 – Wrapping Up	<p>From American Earth:</p> <ul style="list-style-type: none"> Schell - The Fate of the Earth, p. 622-631 <p>From .pdf folder:</p> <ul style="list-style-type: none"> Nash - The Rights of Nature: Prologue Scully - Inside the Global Industry that's Slaughtering Africa's Elephants Warren - Animal Visions: Rethinking the History of the Human Future 	<ol style="list-style-type: none"> "Wrapping Up" discussion post Respond to at least two student's "The Death of Environmentalism?" II posts Final Essay Final Exam