

UNIVERSITY OF CALIFORNIA, LOS ANGELES

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UCLA

SANTA BARBARA • SANTA CRUZ

UCLA Department of English
 149 Humanities Building
 LOS ANGELES, CA 90095-1530

October 22, 13

Scott Chandler, Chair
 General Education Governance Committee
 A265 Murphy Hall

Dear Dr. Chandler:

I am submitting the materials for two proposed General Education courses, which are closely related: English / Environmental Studies M30 and English/Environmental Studies M30SL. These courses introduce students to the environmental humanities, a growing interdisciplinary field in which our department and UCLA have strengths. Both courses provide students with training in the themes, questions, and materials that shape how humanities scholars approach the study of environmental narrative, art, and ethics. By examining diverse primary materials, the class exposes students to fundamental humanistic methods of rhetorical analysis and cultural history while also surveying topics central to environmental studies (such as biodiversity and climate).

The service learning version of the proposed course (ENGL/ENVS M30SL) will have a reduced reading and traditional assignment load in order to afford students the time to participate in a required service learning project. The Center for Community Learning has consulted with us on the design of M30SL and, should the GE Governance Committee approve both courses, will work closely with Professor Allison Carruth over the coming year to select a set of community partners. Each section will be paired with one organization working in areas such as urban agriculture and community gardening, species and habitat restoration, water conservation, and environmental justice. In groups, students will work on a multimedia writing project for their section's community partner.

In both courses (M30 and M30SL), students will develop a general understanding of the topics and frameworks that guide researchers in the environmental humanities while also gaining knowledge of how writers, artists, and activists employ narrative and other cultural forms to engage with environmental debates and discoveries. The courses will augment the Department of English's existing G.E. courses and provide a foundation for upper division courses in this field.

Please let us know if you have any questions.

Sincerely,


 Ali Behdad

General Education Course Information Sheet
Please submit this sheet for each proposed course

Department & Course Number ENGLISH DEPT.: ENGL M30 / ENVIRON M30
 Course Title (multiple-listed)
Introduction to the Environmental Humanities
 Indicate if Seminar and/or Writing II course _____

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis X
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis X
- Social Analysis _____

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more)
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more)

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

Will provide students a broad introduction to the growing interdisciplinary field of the
environmental humanities. It will introduce them to current research questions in fields such as
literary and cultural studies, history, communications, and philosophy. It will also compare a range
genres and media as well as the forms of knowledge and inquiry in the sciences & humanities.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Allison Carruth, Assistant Professor

Do you intend to use graduate student instructors (TAs) in this course? Yes X No _____
 If yes, please indicate the number of TAs 2-4

4. Indicate when do you anticipate teaching this course over the next three years:

2013-2014	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2014-2015	Fall	_____	Winter	_____	Spring	<u>X</u>
	Enrollment	_____	Enrollment	_____	Enrollment	<u>~80-120</u>
2015-2016	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____

5. GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes _____ No X
 If yes, provide a brief explanation of what has changed. _____

Present Number of Units: _____ Proposed Number of Units: 5 units

6. Please present concise arguments for the GE principles applicable to this course.

<input checked="" type="checkbox"/> General Knowledge	The course will introduce students to current research questions and methods in the emerging field of environmental humanities. It will also examine some of the core primary materials for researchers in this field: including nature writing, environmental fiction, environmental media, green design, and documentary film.
<input checked="" type="checkbox"/> Integrative Learning	Students will examine materials from different cultural contexts and will how different genres, discourses and disciplines respond to the same environmental topic (e.g., an essay from a prominent environmental magazine by EO Wilson alongside entries in the IUCN Red List and video footage about the Galapagos Islands).
<input checked="" type="checkbox"/> Ethical Implications	Through course content and assignments, students will deliberate on different ethical frameworks for issues such as biodiversity, environmental conservation, environmental justice, and urban ecology / the built environment.
<input checked="" type="checkbox"/> Cultural Diversity	The course will highlight the role of historical context, language, race and ethnicity, gender, class, and professional identity in shaping different narratives about nature as well as environmental science and politics.
<input checked="" type="checkbox"/> Critical Thinking	The course will be problem and question driven and will model as well as engage students in being attentive to aesthetics, ethics, and different forms of knowledge / research.
<input checked="" type="checkbox"/> Rhetorical Effectiveness	The course will have a strong writing component and may include collaborative research exercises or presentation assignments.
<input type="checkbox"/> Problem-solving	
<input checked="" type="checkbox"/> Library & Information Literacy	Course website/forum; collaborative research exercises and writing workshops that will be held in YRL or Powell

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

- | | | |
|-------------------------------------------------|-------------------|---------|
| 1. Lecture: | <u>3</u> | (hours) |
| 2. Discussion Section: | <u>1</u> | (hours) |
| 3. Labs: | <u> </u> | (hours) |
| 4. Experiential (learning, internships, other): | <u> </u> | (hours) |
| 5. Field Trips: | <u> </u> | (hours) |

(A) TOTAL Student Contact Per Week **4** (HOURS)

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

- | | | |
|----------------------------------------------------------------|---------------------------------------|----------------|
| 1. General Review & Preparation: | <u>2</u> | (hours) |
| 2. Reading | <u>3</u> | (hours) |
| 3. Group Projects: | <u>1</u> | (hours) |
| 4. Preparation for Quizzes & Exams: | <u>1</u> | (hours) |
| 5. Information Literacy Exercises: | <u>1</u> | (hours) |
| 6. Written Assignments: | <u>3</u> | (hours) |
| 7. Research Activity: | <i>Folded into</i>
<i>#3, 5, 6</i> | (hours) |
| (B) TOTAL Out-of-class time per week | 11 | (HOURS) |
| GRAND TOTAL (A) + (B) must equal at least 15 hours/week | 15 | (HOURS) |

GE COURSE PROPOSAL
 PROFESSOR ALLISON CARRUTH
 SAMPLE SYLLABUS

COURSE DETAILS

ENGL M30 / ENVIRON M30

Introduction to the Environmental Humanities

Wilderness, Climate, Cities in Contemporary American Culture

DESCRIPTION

This course introduces students to the growing field of the Environmental Humanities, which draws on history, literature, visual culture, geography, and philosophy to explore how cultural and artistic practices related to the environment both shape and are shaped by the biophysical sciences and environmental politics. Our focus this quarter will be on the two questions: (1) How do ideas of nature in U.S. culture evolve over the twentieth and twenty-first centuries in response to wilderness conservation, climate change, and urbanization? and (2) What role do cultural forms -- from science writing and fiction to visual art and interactive websites -- play in both ecological science and environmental movements. To address these questions, we will zero in on three case studies: nature writing, conservation science and ideas of American wilderness; popular science and climate change; urban environmentalism and urban food culture. Readings include novels by Don DeLillo and Indra Sinha; artwork by Edward Burtynsky and Natalie Jeremijenko; and video works such as *Last Chance to See* and *The Garden*. We will also survey writings by Aldo Leopold, Rachel Carson, Buckminster Fuller, Edward Abbey, Bill McKibben, James Hansen, the IPCC, Rebecca Solnit, Arundhati Roy, and Elizabeth Kolbert.

TEXTS

- Course website (eng129s2013.wordpress.com)
- *American Earth: Environmental Writing since Thoreau*
- *The Global Warming Reader*
- Don DeLillo, *White Noise*
- Indra Sinha, *Animal's People*

REQUIREMENTS

Description	% of Grade
Section Participation (including 2-3 short writings)	15%
<p>Personal Essay – 1,000-1,200 words (approx. 5 pages)</p> <p>Write an essay for a general interest magazine (e.g., <i>Wired</i>, <i>Orion</i>, <i>The New Yorker</i>, <i>GOOD</i>) describing a specific place that has influenced your ideas of nature. The essay should primarily draw on firsthand experience and detailed observations, focusing on a particular environmental theme (e.g., wilderness, urban parks, farm work, biodiversity, interspecies relationships, etc.). Integrate a few short relevant references to 2-3 writers/artists/scientists on our syllabus as a means of providing points of comparison to your view of “what counts as nature.”</p>	15%
<p>Interpretative Essay – 1,500-1,800 words (approx. 7-8 pages)</p> <p>Develop an essay for a scholarly audience that examines how a nonfiction or fiction text <u>on the syllabus</u> <i>imagines</i> a specific environmental concept (e.g., conservation, endangered species, nuclear fallout, pollution, ecosystems, networks, urban agriculture, etc.). Craft a cogent thesis. Develop each paragraph around a specific claim, concrete evidence, and analysis of that evidence. Evidence should include (1) at least one sustained close reading of a passage; (2) description of thematic and rhetorical patterns; and (3) explanation of relevant historical context. To prepare, we will work on thesis development and these 3 forms of evidence & analysis.</p>	20%
Midterm Exam	20%
Final Exam	30%

COURSE FORMAT & POLICIES

- **INTERACTIVE FORMAT:** I strive to make lectures organized, meaningful, and interactive. Chime in to test out an idea or raise a question at any point during class.
- **CLASS WEBSITE & FORUM:** TBD
- **TECHNOLOGY POLICY:** While I view digital technologies as incredible tools, their use by students in class tends to be more of a distraction than an aid. Please take notes by hand and bring the physical book(s) with you. Particularly for the quizzes and final exam, it will be valuable to mark up the readings during our discussions and to take relatively detailed notes during lecture.
- **DEADLINES:** In general, essays are due to Turnitin by midnight on the deadline. If you need an extension for medical or other reasons, please make that request at least 24 hours in advance of the deadline.

STUDENT RESOURCES

- Student Affairs: <http://www.studentaffairs.ucla.edu/>
- University Libraries: <http://www.library.ucla.edu/>
- Office for Students with Disabilities: <http://www.osd.ucla.edu/>
- Disabilities and Computing Program: <http://www.dcp.ucla.edu/>
- Writing Center <http://www.wp.ucla.edu/ucla-undergraduate-student-writing-center.html>

ACADEMIC INTEGRITY

The UCLA Student Conduct Code is a commitment among students and faculty to support UCLA's mission as well as your learning. A key aspect of this code is academic integrity, which prohibits plagiarism, cheating, and submitting the same work in two classes without each instructor's permission. I am always happy to talk through questions and challenges that arise around academic integrity. http://www.deanofstudents.ucla.edu/Code_choice.php

COURSE ACCOMMODATIONS

If you need an academic accommodation, please let me know at the beginning of the course. The Office for Students with Disabilities provides resources and guidance for requesting accommodations. <http://www.osd.ucla.edu/>.

SCHEDULE

AE = *American Earth*; GWR = *The Global Warming Reader*

UNIT ONE

Nature Writing, Conservation Science & Ideas of Wilderness

SUPPLEMENTAL MATERIALS

- Henry David Thoreau, from *Walden* (1854), pp. 9-25 in AE
- William Cronon, "The Trouble with Wilderness" (1995) – **WEBSITE**
- Annie Dillard, "Fecundity" from *Pilgrim at Tinker Creek* (1974), pp. 531-549 in AE
- Douglas Adams, co-author with Mark Carwardine of *Last Chance to See*, 2001 Talk at UCSB – **WEBSITE**

Class	Readings / Viewings (complete in advance of lecture)	Key Dates
1	<ul style="list-style-type: none"> • Course Introduction 	
2	<ul style="list-style-type: none"> • Aldo Leopold, from <i>A Sand County Almanac</i> (1949), pp. 265-294 in AE • Howard Zahinser, from <i>The Wilderness Act</i> (1965), pp. 392-394 in AE • Rebecca Solnit, "The Thoreau Problem" (2007), pp. 971-974 in AE 	Select & email event you will write about for event review
3	<ul style="list-style-type: none"> ▪ Edward Abbey, "Polemic: Industrial Tourism and the National Parks" from <i>Desert Solitaire</i> (1968), pp. 413-433 in AE 	PERSONAL ESSAY – INTRODUCTION DUE)
4	<ul style="list-style-type: none"> • Jenny Price, "13 Ways of Seeing Nature in L.A., Part I" (2006) – WEBSITE • VIEW Edward Burtynsky, Online Photography Portfolio – WEBSITE 	WRITING WORKSHOP: Bring copy of personal essay introduction; Meet in YRL pods
5	<ul style="list-style-type: none"> • E.O. Wilson, "Bernhardsdorp" from <i>Biophilia</i> (1984), pp. 671-689 in AE • IUCN Red List entries: Ivory-Billed Woodpecker, Giant Panda, Monterey Cypress, Franklin's Bumble Bee, and Homo Sapiens – WEBSITE 	
6	<ul style="list-style-type: none"> • David Quammen, "Planet of Weeds" (1998), pp. 874-897, in AE • VIEW Mark Carwardine & Stephen Fry, BBC <i>Last Chance to See</i>, Rhino episodes & clips from other episodes – WEBSITE 	PERSONAL ESSAY – FINAL VERSION DUE
7	<ul style="list-style-type: none"> • CONTINUE DeLillo, <i>White Noise</i> (1985), pp. 80-105, Chs. 17-20 • Rachel Carson, from <i>Silent Spring</i> (1962), pp. 365-376 in AE • Lecture #1 on <i>White Noise</i> 	
8	<ul style="list-style-type: none"> • FINISH DeLillo, <i>White Noise</i> (1985), pp. 109-325 / Ch. 21-end • Lecture #2 on <i>White Noise</i> 	INTERPRETIVE ESSAY - THESIS & 1-PG CLOSE READING

UNIT TWO**“The Anthropocene”: Popular Science & Climate Change**SUPPLEMENTAL MATERIALS

- James Hansen, Statement on Climate Science (1988), pp. 46-54 in GWR
- Cape Farewell – Climate Science & Art Projects – **WEBSITE**

Class	Readings / Viewings	Key Dates
9	<ul style="list-style-type: none"> • Bring thesis & 1 body paragraph of interpretative essay as well as your copy of White Noise and American Earth to the writing workshop 	WRITING WORKSHOP: <i>Bring copy of thesis & close reading;</i> <i>Meet in YRL pods</i>
10	<ul style="list-style-type: none"> • Crutzen & Stoermer, “The ‘Anthropocene’” (2000), pp. 68-72 in GWR • Naomi Oreskes, “Scientific Consensus...” (2004), pp. 74-78 in GWR • Bill McKibben, from <i>The End of Nature</i> (1989), pp. 292-297 in GWR 	
11	<ul style="list-style-type: none"> • Al Gore, “Remarks at Kyoto...” (1997), pp. 126-132 in GWR • Michael Crichton, from <i>State of Fear</i> (2004), pp. 192-207 in GWR • Mohamed Nasheed, “Speech at Klimaforum” (2009), pp. 285-288 in GWR • VIEW Ice Worlds episode of <i>Planet Earth</i>, Music by Sigur Rós – WEBSITE 	INTERPRETIVE ESSAY – DRAFT
12	<ul style="list-style-type: none"> • Arundhati Roy, “The Briefing” (2009), pp.350-358 in GWR • Elizabeth Kolbert, “The Darkening Sea” (2006), pp. 376-398 in GWR 	
13	<ul style="list-style-type: none"> • Billy Parish, “Climate Generation” (2000), pp. 224-231 in GWR • PERUSE websites for 350.org and Energy Action Coalition – WEBSITE 	
14	<ul style="list-style-type: none"> • MIDTERM EXAM 	MIDTERM EXAM

UNIT THREE**Eco-City: Urban Environmentalism & Urban Food Culture**SUPPLEMENTAL MATERIALS

- Jane Jacobs, "The Death and Life of Great American Cities" (1961), pp. 359-364 in AE
- Gary Snyder, "Night Song of the Los Angeles Basin" (1986) – **WEBSITE**

Class	Readings / Viewings	Key Dates
15	<ul style="list-style-type: none"> • BEGIN Indra Sinha, <i>Animal's People</i> (2007), pp. 1-141 ("Tapes 1-10") • Lecture #1 on <i>Animal's People</i> 	
16	<ul style="list-style-type: none"> • CONTINUE Sinha, <i>Animal's People</i> (2007), pp.142-205 ("Tapes 11-13") • CONTEXT: Robert D. Bullard, "Dumping in Dixie" (1990), pp. 725-736 in AE • Lecture #2 on <i>Animal's People</i> 	
17	<ul style="list-style-type: none"> • FINISH Sinha, <i>Animal's People</i> (2007), pp. 205-366 ("Tapes 14-23") • Lecture #3 on <i>Animal's People</i> 	
18	<ul style="list-style-type: none"> • VIEW: <i>The Garden</i> 	INTERPRETIVE ESSAY - FINAL (Submit to Turnitin)
19	<ul style="list-style-type: none"> • Ellen Meloy, "The Flora & Fauna of Los Vegas" (1994), pp. 793-808 in AE • Robert Kunzig, "The City Solution" (2011) – WEBSITE • VIEW selected urban environmental art projects (2010s) – WEBSITE 	
20	<ul style="list-style-type: none"> • CLASS CONCLUSIONS 	

FINAL EXAM

GE COURSE PROPOSAL
CATALOG ENTRY & TITLE

Introduction to the Environmental Humanities

ENGL M30/ENVIRON M30 Introduction to the Environmental Humanities (5). Lecture, 3 hours; discussion, 1 hour. Enforced requisites: satisfaction of Entry-Level Writing requirement. Introduces students to core themes, questions, and methods within interdisciplinary field of the environmental humanities. Examines how different cultural forms (e.g., fiction, journalism, poetry, visual art) represent environmental issues. Topics may include biodiversity, wilderness, food, urban ecologies, postcolonial ecologies, environmental justice, and climate change. P/NP or letter grading.



UCLA Course Inventory Management System

Main Menu Inventory Reports Help Exit

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ENGL English M 30

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ENVIRON Environment M 30 Qh(w)

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Course Catalog Title R Introduction to the Environmental Humanities

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Grading Basis R Letter grade or Passed/Not Passed

Instructional Format R Sub du#l#rup dw K rxuv#shuz hhn
Lecture 3
Vhfrqgdul#rup dw K rxuv#shuz hhn
Discussion 1 Qh(w)

TIE Code R LECS - Lecture (Plus Supplementary Activity) [T]

GE Requirement R #hv# #Qz
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Major or Minor Requirement R #hv# #Qz
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Requisites R L#f#q#h#h#q#r#u#p h#q#l#y#h#h#q#r#u#p h#q#l#e#d#u#l#j#l#q#r#h#1
Enforced requisite: Satisfaction of Entry-Level Writing requirement.

Course Description R Introduces students to core themes, questions and methods within interdisciplinary field of the environmental humanities. Examines how different culture forms (e.g. fiction, journalism, poetry, visual art) represent

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Justification R M#v#d#l# #k#h#j#h#g#d#q#g#v#d#h#k#h#e#m#f#y#h#v#h#r#u#k#l#p#q#z# #r#x#u#h#l#g#h#q#l# #h#i#h#f#w#k#q#k#w#h#r#x#u#h#v#h#q#l# #r#x#u#h#s#d#u#p h#q#w#k#u#k#q# #r#x#u#h#v#h#r#u#x#u#l#f#x#o#p #q#k#w#k#h#u#h#s#d#u#p h#q#w#l#d#l#v#h#g#h#s#d#u#p h#q#w#d#q#g#k#d#l#v#h#r#q#v#x#o#h#d#q#g#x#p p d#l#h#h#v#r#q#v#h#l

Course provides students with training in themes, questions and materials that shape how humanities scholars approach the study of environmental narrative, art, and ethics. By examining diverse primary materials, the class exposes

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Supplemental Information

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Grading Structure

I g f o r s h i p l y h u p # i g g # l g d d h (d p l h d w r g # i r u p d w r q 1
15% Section Participation, including short writings
15% Personal Essay (1,000-2,000 words)
20% Interpretive Essay (1,500-1,800 words)
20% Midterm Exam

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Effective Date

Spring 2014

Discontinue Date

Select Term Select Year

Instructor R

Q d p h Allison Carruth W h c h Assistant Professor Q h / w

Quarters Taught

i d a # # # # l y h u # # # # # w s u l j # # # # # w x p p h u

Contact

Q d p h JANEL MUNGUIA H o p d b munguia@english.ucla.edu

Routing Help

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