

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 M30SL / ENVIRON M30SL
 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	<u>X</u>
	Enrollment	_____	Enrollment	_____	Enrollment	<u>~80-120</u>
2014-2015	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2015-2016	Fall	_____	Winter	<u>X</u>	Spring	_____
	Enrollment	_____	Enrollment	<u>~80-120</u>	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 texts 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 study primary materials from different historical / cultural contexts and will consider how different genres / media / disciplines represent 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); students will also work in teams on a substantive service learning project with organizations connected to the LA River, LA food policy and urban agriculture, biodiversity and conservation, etc.
<input checked="" type="checkbox"/> Ethical Implications	Through the course content, academic assignments, and service learning project, students will be introduced to and then will test out different ethical frameworks for issues such as biodiversity, conservation, environmental justice, and urban ecology / built environments.
<input checked="" type="checkbox"/> Cultural Diversity	The course will emphasize cultural contexts and will explore roles of language, race and ethnicity, gender, class, and discipline in shaping different narratives about nature as well as environmental science and politics.
<input checked="" type="checkbox"/> Critical Thinking	The course aims to be problem and question driven and to consider the assumptions and values along with disciplinary frameworks that shape environmental knowledge and ethics.
<input checked="" type="checkbox"/> Rhetorical Effectiveness	The course will have a central writing component and will also provide occasions for students to develop skills in multimedia presentation, basic research, and environmental communication.
<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 (service learning, internships, other): | <u>2</u> | (hours) |
| 5. Field Trips: | <u> </u> | (hours) |

(A) TOTAL Student Contact Per Week**6 (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>2</u> | (hours) |
| 4. Preparation for Quizzes & Exams: | <u>1</u> | (hours) |
| 5. Information Literacy Exercises: | <u>0</u> | (hours) |
| 6. Written Assignments: | <u>2</u> | (hours) |
| | <i>Folded into</i> | |
| 7. Research Activity: | <i>#3, 5, 6</i> | (hours) |

(B) TOTAL Out-of-class time per week**10 (HOURS)****GRAND TOTAL (A) + (B) must equal at least 15 hours/week****16 (HOURS)**

GE COURSE PROPOSAL
 PROFESSOR ALLISON CARRUTH
 SAMPLE SYLLABUS

COURSE DETAILS

ENGL M30SL / ENVIRON M30SL

Introduction to the Environmental Humanities (service learning):

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.

A central aspect of the course will be a service learning component. Service learning is a pedagogical approach that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. In this course, student teams will be paired with an LA environmental organization to undertake a collaborative writing project related to environmental education, policy, or art (e.g., a series of short blog posts or newsletter stories; an interactive webpage; or a guided tour). These community partners will be selected in advance by the instructor in consultation with the UCLA Center for Community Learning. To complement this applied learning experience, the course will investigate several case studies: nature writing, conservation science and ideas of American wilderness; popular science and climate change; urban environmentalism and urban food culture.

TEXTS

- Course website & course reader
- *American Earth: Environmental Writing since Thoreau*
- Don DeLillo, *White Noise*
- Indra Sinha, *Animal's People*

REQUIREMENTS

Description	% of Grade
Section Participation	15%
<p>Analytical Essay (5-6 pages)</p> <p>Identify a concrete and meaningful question that one of our case studies raised for you (e.g., “What kinds of metaphors and images do an environmental law like the Wilderness Act draw on?” or “How do photographs and documentary video depict climate science? What kinds of emotion do they elicit and what ideas about nature do they tend to promote?” In response to your question, write an evidence-based and thesis-driven analysis in which you discuss two primary sources on our syllabus; in addition, you can draw on research you have done as part of the service learning project provided you cite and integrate secondary sources carefully (both in text and in a works cited) – as we’ve worked on in class.</p>	15%
<p>Service Learning Collaborative Project Reflective Essay / Portfolio</p> <p>Students will work in groups with one of several LA-area environmental organizations on a science communication or environmental education project over the course of the quarter. This assignment will ask you to write a short essay in which you provide an overview of the L.A. Community Partner that your group worked with during the term and reflect on the points of connection between the project you completed for the service learning assignment and one of the units we explored in class; the essay should also highlight your major contributions / tasks within the group. In addition, you’ll assemble a portfolio of the materials you and your group members wrote / designed for the Community Partner over the course of the quarter (if the final outcome was online, you can print out the page(s) and also provide a hyperlink).</p>	30%
<p>Quizzes (2 quizzes total, dates listed on syllabus)</p> <p>The quizzes will prepare you for the final by testing your careful engagement with the readings and lectures and by following the format, in miniature, of the exam.</p>	10%
Final Exam	30%

NOTE: Weekly service learning with your community partner is just as integral to your ability to participate actively in this course as the homework you do outside of class. Therefore you must complete a minimum of 20 hours of service between Week 2 and Week 10 (roughly 2-3 hours per week) in order to pass this course. Successful completion of 20 hours will be reflected in your graded assignments and class participation grade, and will be verified through a mid-quarter check-in with your site supervisor and a *signed* timesheet submitted at the end of the quarter.

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>
- Center for Community Learning www.communitylearning.ucla.edu

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

CR= Course 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**
- 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 & Service Learning Orientation • Guest speakers from UCLA Center for Community Learning and community partners 	
2	<ul style="list-style-type: none"> • Aldo Leopold, from <i>A Sand County Almanac</i> (1949), pp. 265-294 in AE • Rebecca Solnit, "The Thoreau Problem" (2007), pp. 971-974 in AE 	
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 	SERVICE LEARNING: TEAM CHECK-IN #1 with T.A.s
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 	
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, 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 	QUIZ #1
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 • <i>Lecture #1 on White Noise</i> 	ANALYTICAL ESSAY: DRAFT DUE
8	<ul style="list-style-type: none"> • FINISH DeLillo, <i>White Noise</i> (1985), pp. 109-325 / Ch. 21-end • <i>Lecture #2 on White Noise</i> 	SERVICE LEARNING: TEAM CHECK-IN #2 With T.A.s

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

- James Hansen, Statement on Climate Science (1988) – **WEBSITE**
- Cape Farewell – Climate Science & Art Projects – **WEBSITE**

Class	Readings / Viewings	Key Dates
9	<ul style="list-style-type: none"> • Unit introduction 	
10	<ul style="list-style-type: none"> • Crutzen & Stoermer, “The ‘Anthropocene’” (2000) – CR • Bill McKibben, from <i>The End of Nature</i> (1989) - CR 	SERVICE LEARNING: TEAM CHECK-IN #3 WITH T.A.s
11	<ul style="list-style-type: none"> • Al Gore, “Remarks at Kyoto...” (1997) - CR • Mohamed Nasheed, “Speech at Klimaforum” (2009) - CR • VIEW Ice Worlds episode of <i>Planet Earth</i>, Music by Sigur Rós – WEBSITE 	
12	<ul style="list-style-type: none"> • Billy Parish, “Climate Generation” (2000) - CR • PERUSE websites for 350.org and Energy Action Coalition – WEBSITE 	
13	<ul style="list-style-type: none"> • SERVICE LEARNING PROJECT – WORKSHOP THE WRITING YOU ARE DEVELOPING FOR THE COMMUNITY PARTNER 	ANALYTICAL ESSAY: FINAL VERSION DUE
14	<ul style="list-style-type: none"> • SERVICE LEARNING PROJECT – WORKSHOP CONTINUED 	

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”) • <i>Lecture #1 on 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 • <i>Lecture #2 on Animal’s People</i> 	SERVICE LEARNING: DRAFT OF PROJECT DUE (Uploaded to class website for class comment/review process)

17	<ul style="list-style-type: none"> • FINISH Sinha, <i>Animal's People</i> (2007), pp. 205-366 ("Tapes 14-23") • <i>Lecture #3 on Animal's People</i> 	
18	<ul style="list-style-type: none"> • VIEW: <i>The Garden</i> 	SERVICE LEARNING: FINAL VERSION OF PROJECT DUE TO COMMUNITY PARTNER & IN CLASS
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 	

WEEK 11
FINAL EXAM

GE COURSE PROPOSAL
CATALOG ENTRY & TITLE

Introduction to the Environmental Humanities (Service Learning Version)

ENGL M30SL / ENVIRON M30SL Introduction to the Environmental Humanities (Service Learning) (5). Lecture, 3 hours; discussion, 1 hour, service learning, 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. Service learning component includes meaningful work with off-campus agency/agencies selected by instructor. P/NP or letter grading.

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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Syllabus R

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Supplemental Information

Grading Structure R

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15% Section Participation
15% Analytical Essay (5-6 pages)
30% Service Learning Collaborative Project Reflective Essay/Portfolio

924

Effective Date R

Spring 2014

Discontinue Date

Select Term Select Year

Instructor R

Q dp h Allison Carruth Wkch Assistant Professor Qhfw

Quarters Taught

#I d# # #Z lqwhu # #W#sulgj # #V#xp p hu#

Contact

Q dp h JANEL MUNGUIA Hqp db munguia@english.ucla.edu

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