

**Texas A&M University-Central Texas**  
**ENGL 4317-110 – Literary Themes: Nature Writing**  
**Spring 2019 Course**  
**Tuesdays 6-8:45pm**  
**Founder’s Hall –Room 203**

**Instructor:** Ryan S. Bayless, MFA  
Associate Professor, English and Fine Arts  
**Office:** Heritage Hall, 204M  
**Email:** [ryanbayless@tamuct.edu](mailto:ryanbayless@tamuct.edu)  
*(please use our course Canvas email whenever possible)*  
**Office Hours:** Regularly available by email through Canvas or by appointment  
on Tuesday and Thursdays.

**Mode of instruction and course access:**

This Writing Intensive (WI) designated course meets face-to-face with supplemental materials made available through the A&M-Central Texas Canvas Learning Management System. To access online components: <https://tamuct.instructure.com>

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**1.0 Course Prerequisite**

Freshman Composition I and II (or approval of department chair).

**2.0 Course Description**

ENGL 4317 (Literary Themes: Nature Writing) will explore the evolution of thinking and themes in nature poetry and environmental writing from a variety of perspectives, cultures, and authors, focusing primarily on the revival of environmental thinking and poetry in 20th century America. In addition to reading and interpreting poetry and writing about the natural world, students will contemplate how the idea of “nature” and “environment” can be expanded to include urban settings and the acceptance of non-human consciousness. As a supplement to literary works, students will also analyze how music, film, and art play a part in defining and debating environmental concerns.

**3.0 Course Objectives and Learning Outcomes**

Students who successfully complete this course will be able to:

- Identify major works and authors within the genre of nature poetry and environmental writing
- Trace the development of themes, ideas, and attitudes expressed in these works
- Describe the relevance and role of nature poetry to both individual readers and society as a whole
- Account for the multiple meanings and interpretations of texts through close reading and critical thinking

- Describe the general background and critical theories of Ecocriticism and utilize them in analysis of texts
- Create and sustain text-based literary arguments in class discussions, written assignments, and formal essays
- Prepare and produce a documented academic literary essay on a defined topic using primary and secondary sources

*This class will at times deal with controversial issues and subject matter. Students should be able to tolerate innovation, viewpoints different from their own, as well as creative and cultural diversity in literature and the arts.*

#### **4.0 Required Texts**

Two texts are required for this course:

1.) Bly, Robert, ed. *News of the Universe: Poems of Twofold Consciousness*. 2nd edition. Sierra Club Books, 1995. ISBN: 0-87156-368-1

2.) McKibben, Bill, ed. *American Earth: Environmental Writing since Thoreau*. 1st edition. Library of America, 2008. ISBN: 1-59853-020-8

*This course also makes use of a number of other texts, essays, and selected poems. Links to these sources will be made available through Canvas and/or through handouts distributed in class.*

#### **5.0 Course Requirements**

This course has two non-gradable and five gradable categories of assignments. A discussion of each follows:

*Non-Gradable Requirements:*

Regular Reading Assignments:

The reading in this course serves as a catalyst for everything we do. I have worked to keep the required reading to a minimum with the hope that students will have time to read and comprehend all that is assigned. Please be sure that you have carefully read the required assignments before class and be ready to engage in conversation and debate on the topics, themes, and issues addressed in the texts.

Class Lectures and Discussions:

Class lectures and discussions will be the primary method of instruction and learning in this course. In addition to discussing and debating the issues and themes of our reading assignments, we will be constantly engaging with the texts through close reading and a variety of critical approaches to interpretation. In this way, I hope to allow the class to

discover the multiple meanings and significance of texts and the role of literature in American society, as well as their own lives.

*Gradable Requirements:*

Participation in Class Discussions, Freewriting Exercises, and Attendance (15% of final grade):

Students are expected to attend every class and engage regularly and often in class discussions on assigned readings, as well as in in-class freewriting exercises. Grades will be determined based on attendance and the level of engagement and thoughtfulness brought to our class discussions.

Students are also expected to come to class on time. Students more than 10 minutes late to class may be counted "absent." **(One absence will be allowed, if necessary, without penalty. More than 2 absences will severely affect your "Participation" grade and may lower your overall final grade for the course.)**

*Also, quizzes may be given at any time during the semester to gauge whether or not students have read and given due thought to reading assignments. Be prepared for a possible quiz at the beginning of every class. Quiz scores will be averaged in with your "Participation" grade.*

Response Papers (30% of final grade):

Response Papers (400-600 words) will be assigned for most classes and will involve a response to a specific question or prompt regarding the texts being examined. These papers will be graded more on the level of engagement with the texts and content than on formal aspects of academic writing, but they should be written clearly and with the audience (your professor and classmates) in mind. The hope is that a somewhat unrefined idea that emerges in a Response Paper might find refinement through revision and expansion in one of the two formal essays assigned.

Close Reading/Explication Paper (25% of final grade):

The Close Reading/Explication Paper (1000 words) will ask students to make a very focused and succinct thesis-based literary argument about a specific nature poem by employing academic paragraph structure and using textual evidence to support its claims and analysis.

Final Paper (30% of final grade):

The Final Paper (2000 words) will ask students to develop and elaborate on a thesis-based interpretation of the thematic and/or formal elements of multiple nature poems and/or texts by one or more authors. This formal paper will employ academic essay and paragraph

structure, use textual evidence to support its claims and analysis, and incorporate secondary scholarly sources.

### **6.1 Grading Computation**

Grades will be posted to Canvas upon completion and each essay will receive extensive written feedback and explanation of both strengths and weaknesses from the professor. Final Grades will be calculated using the following percentages:

Participation in Class Discussions, Freewriting Exercises, and Attendance = 15%  
 Response Papers (averaged) = 30%  
 Close Reading/Explication Paper = 25%  
 Final Paper = 30%

The distribution of final grades is as follows:

Semester grade: A=90-100; B=80-89; C=70-79; D=60-69; and, F=0-59  
 (Borderline grades will not be automatically rounded up.)

### **6.2 Grading Standards and Expectations**

Along with the students' adherence to the assigned prompt and engagement with course concepts and themes, the essays assigned in this course will be assessed and graded by the following standards:

**C** C indicates a satisfactory performance. A C paper demonstrates positive qualities and avoids serious errors. The positive qualities include the presentation of a central idea that is adequately developed and competently organized. The errors to be avoided include serious flaws in the construction of paragraphs and sentences, in the selection of appropriate words, and in the use of conventional written English. The style of the writing is generally clear.

**B** The B paper surpasses the C paper by demonstrating a higher level of effectiveness in the organization and development of a central idea. The B paper shows greater complexity of thought and development, while sustaining clarity in expression. It has few or none of the common errors in the use of conventional written English. The style of the writing is generally fluent and polished.

**A** The A paper is outstanding work. It is clearly a superior performance according to the criteria of clarity of expression and logical development of a central idea. It shows originality of thought and imaginative competence in the development of the material. It engages and holds the reader's attention and invites rereading. The style of the writing is consistently fluent, polished, and distinctive.

**D** D indicates an unsatisfactory performance. A D paper is flawed by any one or several of the following: weakness in establishing or developing a central idea; serious errors in sentence or paragraph construction; serious errors in grammar, spelling, or the mechanics of written expression.

**F** indicates an unacceptable performance. An F paper is flawed by one or more of the following: failure to follow the assigned topic; failure to conceive, state, or develop a central idea; serious repeated errors in sentence construction or paragraph development; serious repeated errors in grammar, spelling, or the mechanics of written expression.

***In addition to these general guidelines, I will assess your writing on the following criteria:***

I will be looking for solid thesis statements that clearly articulate and put forth the central argument of your essay. In order for a thesis statement to be strong, its stated intention must be sustained throughout a paper. I will constantly ask: How does each statement/paragraph/example in your paper relate to the central idea of your thesis?

Beyond cohesion of this central thesis throughout your paper, I will be paying close attention to how well you transition between different paragraphs/claims/examples. This is essentially the structure and flow of your paper. Ideally, the reader should not wonder how any one of your statements relates to another. Consider the appropriate use of topic sentences, supporting points, illustrations and examples as evidence, and sufficient explanation and analysis of the evidence and scholarship provided as it relates to your thesis.

***And remember...***

Write to your academic audience. Stay objective in tone and use appropriate, professional language. Do not assume that the reader already knows what we go over in class. Be clear and specific with your wording. Proofread carefully for clarity and use the proper MLA formatting for citing quotations and secondary sources. (For help with MLA formatting, refer to the Bedford Handbook and related writing links on our Canvas site.)

### **6.3 Late-work/Make-up/Extra Credit Policy**

Students are responsible for turning in assignments on the due date regardless of absence. If you must miss a class when an assignment is due, please attach your work in an email to the professor (in Canvas) on or before the due date and bring a hardcopy to the next class meeting. Late response papers and essays will be allowed up to two weeks after the due date but will be automatically docked 10 points for each class period past the due date.

I do not assign extra credit; therefore, students should focus on providing their best work on assignments throughout the semester.

### **6.4 Incomplete Policy**

Students are responsible for turning in all assignments during the scheduled timeframe for the course. Incompletes should be reserved for unexpected, life altering situations that develop after the drop deadline. Students should drop a course should something happen that prevents them from completing the course ahead of the drop deadline. Failure to do so may result in failing grades on assignments or the course if missing work is not

completed and submitted before the last day of the semester. Please let me know immediately if serious health or life issues prevent you from attending class or submitting assignments. (*Also see the university "Drop Policy" below.*)

### **6.5 Classroom Conduct and Discussion**

Students should behave in the classroom as in any other professional setting or workplace. **Please turn off and put away cell phones and other devices before class begins.**

When participating in discussion, keep in mind that the university classroom is one of the most diverse spaces within our society. Thus, you need to understand that there will be other members of the class with whom you disagree or who will disagree with you. This is fine; in fact, it is welcome. It is only through considering the beliefs and ideas of those with whom we disagree that we can truly decide on what we believe. So feel free to disagree with, refute, and/or challenge the ideas of others. However, when doing so, remain calm, polite, and respectful at all times toward your classmates, instructor, and their ideas. Anyone who shouts, engages in discrimination and/or vulgarity, or who is disrespectful in any way will be promptly dismissed and an absence will be recorded for the day.

### **6.6 Artifact Collection for English Program Assessment**

To ensure the learning outcomes are met in the English Department, there is a program-wide artifact collection process. To that end, some of the projects you complete for this course this semester may be used for programmatic assessment. Please note that all efforts will be made to keep your identity anonymous; as such, all identifying markers will be removed from your work if used for programmatic assessment. Instructions for how to upload your assignments will be provided in class.

### **7.1 Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas: <https://tamuct.instructure.com>

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

### **7.2 Technology Support**

For log-in problems, students should contact Help Desk Central. 24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

Web Chat: <http://hdc.tamu.edu>

*Please let the support technician know you are an A&M-Central Texas student.*

For issues with Canvas, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

*For issues related to course content and requirements, contact your instructor.*

## **8.0 Drop Policy**

If you discover that you need to drop this class, you must complete a Drop Request Form: [https://www.tamuct.edu/registrar/docs/Drop\\_Request\\_Form.pdf](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf)

Professors **cannot** drop students; this is always the responsibility of the student. The record’s office will provide a deadline for which the form must be returned, completed and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. Should you still be enrolled, FOLLOW-UP with the records office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

## **9.0 Academic Integrity & Plagiarism**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. **Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course.**

Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action. More information can be found at <http://www.tamuct.edu/departments/studentconduct/academicintegrity.php>

Depending on the severity of a student’s act of academic dishonesty, a student found to have committed any of the above will receive nothing less than a zero on the assignment on which the infraction occurred and nothing more than expulsion from the university. A minor infraction includes but is not limited to improper citations or allusions to an outside source (one not directly assigned or approved by me before submission). A major infraction includes but is not limited to the undocumented lifting of ideas, phrases, or any text from a source that finds its inspiration some place other than the student.

## 10.0 Access & Inclusion/Disability Support

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage:  
<https://www.tamuct.edu/student-affairs/access-inclusion.html>

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

## 11.0 Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at [lmDavis@tamuct.edu](mailto:lmDavis@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

## 12.0 University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](#). In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

## 13.0 Library Services

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our homepage:

<http://www.tamuct.edu/departments/library/index.php>

**14.0 911 Cellular**

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at 911Cellular [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

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*\*The professor reserves the right to amend this syllabus at any time during the semester as issues or needs arise. Written addendums will be distributed should this need occur.*

## ENGL 4317: Literary Themes: Nature Writing Course Calendar – Spring 2019

This calendar outlines the general themes and reading assignments covered in the course each week. Because we will build upon the topics and themes explored, the material and assignments may change or evolve as we move through the semester.

Texts:

**BLY = Bly, *News of the Universe: Poems of Twofold Consciousness***

**AE = McKibben, *American Earth: Environmental Writing since Thoreau***

***You are responsible for assigned readings before you come to class. Please bring your books to every class.***

*I will make announcements and distribute revisions as I adapt instruction and materials to your needs. **Stay tuned to Canvas for any updates on required reading of additional poems or texts.***

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**Week 1 (1/15): Introduction to course;** discussion of syllabus and texts; individual introductions

**Week 2 (1/22): The Old Position: Western Thinking about Nature and the Pastoral Tradition; Response Papers assigned**

Robert Bly, essay and poems from *News of the Universe* (BLY 8-27)

**Week 3 (1/29): Attack on the Old Position: Romanticism; Response Paper 1 Due**

Robert Bly, essay and poems (BLY 30-70)

John Muir, *from* "A Thousand-Mile Walk to the Gulf" (AE 84-89)

**Week 4 (2/5): Attack on the Old Position, continued: Early American Nature Writing and Poetry; Response Paper 2 Due; Close Reading/Explication Paper Assigned**

N. Scott Momday, "A First American Views His Land" (AE 570-81)

Philip Freneau, "On the Emigration to America" (poem distributed in class)

Henry David Thoreau, *from Walden* (AE 19-25)

Robert Bly, poems (BLY 71-77)

Walt Whitman, "The Compost" and "Song of the Redwood Tree" (AE 62-70)

Emily Dickinson, "A Bird, Came down the Walk" (poem and corresponding critical essay distributed in class)

**Week 5 (2/12): Modernism and Nature Poetry in the early 20<sup>th</sup> Century; Response Paper 3 Due**

Robert Bly, essay and poems (BLY 80-122)  
 Alice Walker, "Everything is a Human Being" (AE 659-70)  
 Robinson Jeffers, "The Answer" and "Carmel Point" (AE 251-53); *additional Jeffers poems distributed in class*

**Week 6 (2/19): Later 20<sup>th</sup> Century Nature Poetry; Response Paper 4 Due**

Robert Bly, essay and selected poems (BLY 124-162; 173-77; 185-88)  
 Gary Snyder, "The Landscape of Consciousness" (transcript of interview distributed in class)  
 James Wright, "Milkweed" (BLY 163); *additional Wright poems distributed in class*  
 James Dickey, "In the Mountain Tent" (poem distributed in class)

**Week 7 (2/26): Later 20<sup>th</sup> Century Nature Poetry, continued: Seeing, Spirituality, and Union; Response Paper 5 Due**

John Burroughs, "The Art of Seeing Things" (AE 146-59)  
 Theodore Roethke, "On Identity" (essay distributed in class) and "Her Longing" (BLY 164); *additional Roethke poems distributed in class*  
 Mary Oliver, "Sleeping in the Forest" and "Mussels" (BLY 196-98) and "The Summer Day" (AE 737-38)

**Week 8 (3/5): The Nature of Man-Made Things and Non-Human Consciousness; Close Reading/Explication Paper Due**

Robert Bly, essay and poems (BLY 210-247)  
 Kabir, "The Clay Jug" (BLY 272)  
 Charles Simic, "Stone" (BLY 248); *additional Simic poems distributed in class*

**Week 9 (3/12): SPRING BREAK: Class does not meet**

**Week 10 (3/19): The Nature of the City; Response Paper 6 Due**

R. Crumb, "A Short History of America" (AE 590-94)  
 Gary Snyder, "Covers the Ground" (AE 477-79)  
 Jane Jacobs, from *The Death and Life of Great American Cities* (AE 359-364)  
 Linda Hogan, "Dwellings" (AE 809-14)  
 Carl Anthony and Renee Soule, "A Multicultural Approach to Ecopsychology" (AE 849-54)  
 Louis Jenkins, "Library" and "Violence on Television" (BLY 206-7)

**Week 11 (3/26): The Idea of Wilderness; Response Paper 7 Due**

Wendell Berry, "The Peace of Wild Things" (BLY 178)  
 Aldo Leopold, "Thinking Like a Mountain" (AE 274-76)  
 Gary Snyder, "Smokey the Bear Sutra" (AE 473-77)  
 Howard Zahniser, *from* "The Wilderness Act of 1964" (AE 392-94)  
 Theodore Roosevelt, "Speech at Grand Canyon, 1903" (AE 132-33)  
 Edward Abbey, "Industrial Tourism and the National Parks" (AE 413-33)

**Week 12 (4/2): The Nature of the Farm; Response Paper 8 Due; Final Essay Assigned**

Virgil, *from the Georgics* (handout distributed in class)  
 Gerald Stern, "The Power of Maples" (BLY 199)  
 John Steinbeck, *from The Grapes of Wrath* (AE 254-57)  
 Caroline Henderson, "Letter from the Dust Bowl" (AE 239-44)  
 Don Marquis, "what the ants are saying" (AE 235)  
 Michael Pollan, *from The Omnivore's Dilemma* (AE 948-60)  
 Wendell Berry, "Manifesto: The Mad Farmer Liberation Front" (AE 505-6)

**Week 13 (4/9): The End of Nature? – Apocalyptic Visions and the Future of Environmental Writing; Response Paper 9 Due**

W.S. Merwin, "Place" (AE 716-17)  
 Bill McKibben, *from The End of Nature* (AE 718-24)  
 Phillip K. Dick, *from Do Androids Dream of Electric Sheep?* (AE 451-53)  
 Janisse Ray, *from Ecology of a Cracker Childhood* (AE 898-906)  
 R. Buckminster Fuller, "Spaceship Earth" (AE 464-68)  
 Jonathan Schell, *from The Fate of the Earth* (AE 622-31)

**Week 14 (4/16): Singing Nature: Songs about Environmental Issues; (No R.P. due)**

Woody Guthrie, "This Land is Your Land" (AE 258-9);  
 "Talkin' Dust Bowl Blues" (lyrics distributed in class)  
 Joni Mitchell, "Big Yellow Taxi" (AE 489-91)  
 Marvin Gaye, "Mercy Mercy Me (The Ecology)" (AE 491-2)  
 Townes Van Zandt, "Lungs" (lyrics distributed in class)  
 Greg Brown, "Billy from the Hills" (lyrics distributed in class)  
 Neil Young, "Peaceful Valley Boulevard" (lyrics distributed in class)

**Week 15 (4/23): Filming Nature: The Environment in Film; (No R.P. due)**

*If a Tree Falls* – documentary viewed and discussed in class

**Week 16 (4/30): Conclusions and Course Evaluations; Final Essay Due**