



UNSW
THE UNIVERSITY OF NEW SOUTH WALES

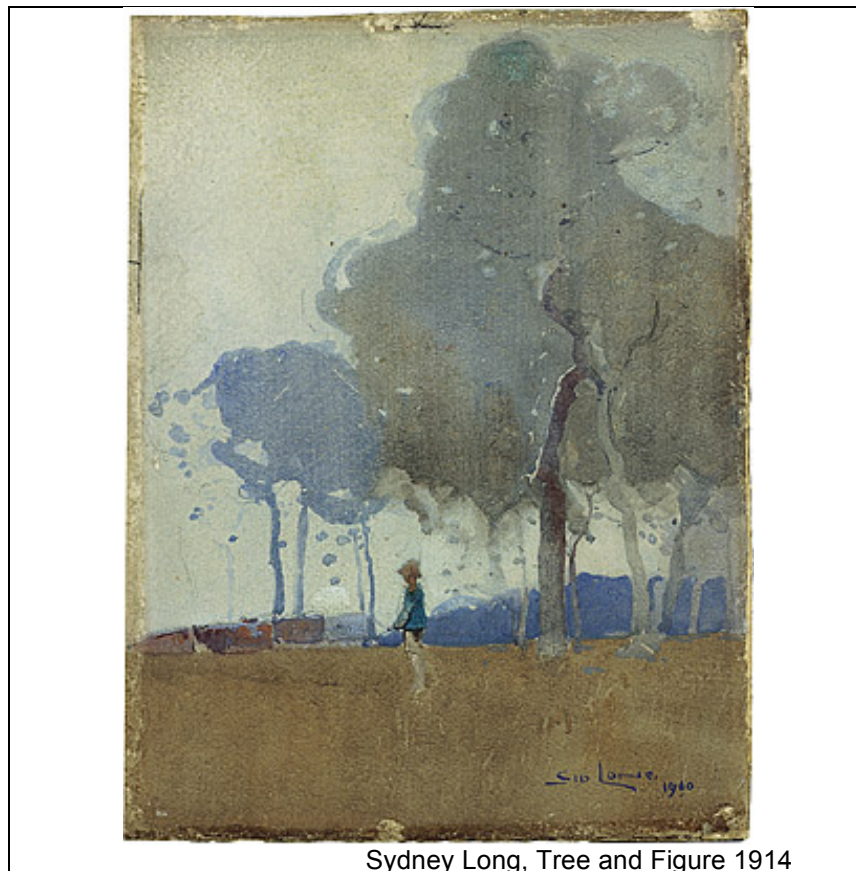
Arts & Social
Sciences

School of the Arts and Media

ARTS3050

Literature and the Environment

Semester 1, 2015



Sydney Long, Tree and Figure 1914

Location			
FACULTY	FASS		
SCHOOL	Arts and Media		
COURSE CODE	ARTS3050		
COURSE NAME	Literature and the Environment		
SESSION	1	YEAR	2015

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Class times and staff contact details			
Lecture time	Monday 12-1	Lecture venue	CLB 1
Seminar times	Monday 2-4	Seminar venue	Quad 1047
	Monday 4-6	Seminar venue	Quad 1047
1. Course Convener			
Name	Associate Professor Elizabeth McMahon		
Phone	9385 1164		
Office	Webster 223		
Email address	e.mcmahon@unsw.edu.au		
Contact times	Tuesday 2-3, Wednesday 12-1		
2. Other Teaching Staff			
Name	Prudence Gibson		
	Webster		
Name	Dr Sigi Jottkandt		
Office location	Webster 311J		
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Attendance Requirements
NB These are Faculty regulations

- A student is expected to attend all class contact hours.
- A student who attends less than 80% of class contact hours without justification may be awarded a final grade of UF (Unsatisfactory Fail).
- A student who arrives more than 15 minutes late may be penalised for non-attendance.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, they should seek permission from the Course Authority. The application should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.
- A Course Authority may excuse a student from classes for up to one month. A student seeking approval to be absent for more than one month must apply in writing to the Dean.
- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure.

For more information about the FASS attendance protocols, see the SAM policies and guidelines webpage:

<https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

Course details	
Credit Points	This course is worth 6 units of credit.
Summary of the Course	<p>Literature and the Environment examines the interchange between literary texts and concepts of Nature. It aims to engage with key social concerns of our time, such as the new cartographies of climate change and globalisation, in the context of literature's ubiquitous concern with the natural world and human society's place within it. The Course is organised into three modules:</p> <ul style="list-style-type: none"> • Module One: Framing Nature and Ecopoetics introduces some key <i>topoi</i> of the natural environment in literature and focuses on poetry. • Module Two: Land and Water: the Living and the Dead considers the topographies and topologies of the terraqueous globe. • Module Three: Natural Futures examines key texts of the utopian genre before turning to two contemporary Australian texts and their disparate castings of environmental futures. <p>In keeping with the expectation of greater student involvement at third year level, this course promotes a high level of discussion and collaboration in approach and process.</p>

Graduate Attributes		The learning outcomes align with the graduate attributes of the English program at UNSW. In particular the course equips students with:
	1.	Skills in literary analysis through close reading of texts in English
	2.	Knowledge of the main periods and branches of English literature
	3.	Ability to relate literary texts to the contexts in which they were produced
	4.	Ability to reflect upon one's own practice as a literary critic within the discipline of English
	5.	Ability to make and justify aesthetic judgments about texts
	6.	Understanding of how texts are produced

Rationale for the inclusion of content and teaching approach

The modules are organised around inter-connected concerns of the environment and literature, namely: the mediating forms of literary genre through which the environment is understood; contemporary debates about the status of the material world in the wake of postmodern perspectives; the way nature and literature construct space and time, including the vexed category of the future. The literary texts chosen for study present a range of these concerns and span historical eras, different locations and literary genres.

This course is informed by an approach to teaching and learning that fosters interactivity, student agency and the pleasure of knowledge. It promotes new ways for students to develop productive possibilities from the disciplinary bases of their study and to recognise the potential in interdisciplinary engagement in the humanities. As a third year course, ENGL3050 promotes independent learning as reflected in student-focussed seminars, the emphasis on research, and the course symposium.

Teaching strategies

Lecture

There will be a one-hour lecture each week. A lecture is more than a presentation of information; it is an active and interactive forum where ideas and reading practices are rehearsed, tested and challenged. It is the site where students encounter the conventions of presenting academic research and staging academic debate. To participate you will need to read the relevant material **in advance** of the lecture. Lecture attendance is supported by two revision tools: iletecture and on-line material posted in the week after the lecture. **Neither of these supports is a replacement for attendance.** The iletecture is a record of an event not a summary of information. The on-line notes will be point form summaries only and are meant to supplement your own lecture notes.

Seminar

In keeping with the objectives of third-year study, the seminar mode provides a more independent and collaborative learning environment. While fully supported and directed, the seminar allows students to assume increased responsibility for the direction of each class and for the formulation of research tasks. They are also able to critically reflect on their own processes of learning, which is of particular importance in a course introducing new critical reading practices.

The seminar requires each student to undertake:

- weekly preparation, including some collaboration with other students;
- class discussion and presentations;
- collaborative work in small groups.

Symposium

In Week 13 we will hold themed Symposiums in the seminars. Pre-arranged groups will each give a 10 minute presentation on a topic that has been approved by the teaching staff and workshopped in class and online. This will enable students to engage with the full range of topics and interests raised in the course and to situate their own position as an intervention in an academic discussion.

Moodle. This course is supported by Moodle components, providing course information and updates, copies of texts and additional links to related scholarly resources. Access Moodle via MyUNSW or Single Sign on.

Assessment

All assessment tasks must be completed to pass the course.

Assessment task	Length	Weight	Learning outcomes assessed	Graduate attributes assessed	Due date
Research task	1200 words	25%	1,2,5,	3,4,5	13 April
Major essay	2500 words	40%	1, 2, 4, 5, 6	1,2,3,4,5,6	17 May
Symposium	1000 words	25%	1,2,3,5,6,	1,3, 4,6	2 June
Seminar preparation	300 words per week	10%	1,2,6	1,4,5	Weekly, assessed on 3 occasions

Submission of Assessment Tasks

Students must submit their work in two ways by the submission date: they must submit written work via turnitin on the Moodle site for this course (Please note that this procedure differs slightly from the information provided on the School website in the *Essential Information for All SAM Students* in that electronic submission is via on the course website only. You do **not** have to submit to empa.assessments@empa).

Students must also submit hardcopy into the locked assignment boxes outside the School Office, Room 312, Level 3, Robert Webster Building by 4 pm on the

due date. If both are not submitted the work will be deemed late. A School Assignment Coversheet must be securely attached to the hardcopy, with your details clearly marked. **Late work will attract penalties.**

An online coversheet is available on the SAM forms page <http://sam.arts.unsw.edu.au/resources/forms/> and on the Moodle site for this course.

Academic honesty and plagiarism

Plagiarism is the presentation of the thoughts or work of another as one's own.*

Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.

Knowingly permitting your work to be copied by another student may also be considered to be plagiarism.

Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images,

formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre.

Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.

See also <http://sam.arts.unsw.edu.au/resources/>

Expected resources for students

Textbook details	Additional readings	Recommended websites
1. <i>Wonders of a Godless World</i> by Andrew McGahan 2. <i>Carpentaria</i> by Alexis Wright 3. <i>Collected Poems</i> of Judith Wright 3. Online texts	An extensive list of additional readings will be posted on the Course Moodle site	A list of websites will be posted on the Course Moodle site

Course evaluation and development

This course has run two times: in 2013 and 2014. It received positive feedback on both occasions. After 2013 students stated that there was too much long reading so this has been cut back. They also requested more consideration of secondary sources.

Essential information for students

All essential information including information about student rights and responsibilities, essay submission procedures, equity and diversity, plagiarism, and attendance can be found at: <http://sam.arts.unsw.edu.au/resources/>

Course at a Glance

Week Beginning	Thursday Lecture	Seminar reading
Wk 1 – 2 March	Introduction: Key issues (EM)	No seminar
Module 1: Framing Nature and Eco-poetics		
Wk 2 – 9 March	Pastoral and Georgic (EM)	Key issues
Wk 3 – 16 March	Post pastoral (EM)	Pastoral and Georgic
Wk 4 – 23 March	Romanticism (EM)	John Kinsella, Judith Wright poetry
Wk 5 – 30 March August	John Clare (SJ)	Wordsworth Prelude Book 6
MID SEMESTER BREAK 3 April – 10 April		
Module 2 Land and Water, the Living and the Dead		
Wk 6 – 13 April	Transcendentalism and Whitman's Composting Aesthetics (EM)	John Clare
Wk 7 – 20 April	Robert Pogue Harrison <i>The dominion of the dead</i>	Thoreau and Whitman
Wk 8 27 April	Writing global and local Angela Rockel	Pogue Harrison
Module 3: Natural Futures		
Wk 9 –4 May	Utopia and Dystopia (EM)	Rockel, On Silver Hill
Mid semester break		
Wk 10 – 11 May	Alexis Wright <i>Carpentaria</i>	Utopia/dystopia
Wk 11 –18 May	Andrew McGahan, <i>Wonders of a Godless World</i> (EM)	<i>Carpentaria</i>
Wk 12 –25 May	Summary	<i>Wonders of a Godless World.</i>
Wk 13 – 2 June	No lecture	Student SYMPOSIUM

SEMINAR PREPARATION PROGRAM

Seminar 1 Read Serpil Opperman, theoretical essay (In Critical Essays folder)
What are the key stumbling blocks Opperman identifies in the project of ecocritical study? Why? How might these shape our critical practice?

Seminar 2 Read the pastoral poems (in Literary texts folder): Sappho, 'Come to me from Crete'; Virgil, First Georgic; Marvell 'The Garden'; Sydney 'Sweet Woods'
Research the poets – what country? what period?
Identify key characteristics of the rural worlds each describes.

Seminar 3 Read Poems by John Kinsella and Judith Wright
Research the poets – what country,? what period?
Identify how these poets use the conventions of the Pastoral and Georgic

Seminar 4 Read Book 6 of Wordsworth's *The Prelude* and 'Tintern Abbey'; Keats's 'Ode to Autumn' Coleridge, 'Frost at Midnight'
Write a one paragraph summary of *The Prelude*. Identify key aspects of the relationship between the poet and the natural world in the poems set for study.

Seminar 5 Read the John Clare poems.
How does Clare differ from the Romantic poets studied the week before?
Identify key aspects of the relationship between the poet and the natural world.

Seminar 6 Read Thoreau excerpts from *Walden*, Emerson's *Nature* and Whitman's *The Compost*
How do the Transcendental writers compare with the English Romantics in their understanding of Nature.

Seminar 7 Read the first chapter of Robert Pogue Harrison 'The Dominion of the Dead', Henry Lawson 'The Bush Undertaker', and the *Introduction to Elemental Philosophy: Earth, Air, Fire, and Water as Environmental Ideas* by David Macauley
.Write a paragraph on the understanding of earth in each.

Seminar 8 Read the full blog of 'On Silver Hill'
How would you characterise Rockel's particular viewpoint? What is the world she creates?

Seminar 9 Read Lucy Sussex 'Apocalypse vs Utopia: A Writer's Guide' and the selected Utopian works on the Moodle site
Using the idea: ' *if this goes on....* ' write a description of the future world. How does your this future compare with the utopian/dystopian texts set for study

Seminar 10 Write a one paragraph summary of *Carpentaria* then identify utopian and dystopian elements in the novel.

Seminar 11 Write a one paragraph summary of *Wonders*. Read Brigid Rooney's essay and identify key points.

Seminar 12 Symposium – task tba.

