

TOPICS IN POETRY: NATURE, POETICS, AND ECO-POETICS (LIT 120A)
5 UNITS | Summer Session I 2021 (6/21-7/25) | University of California, Santa Cruz

INSTRUCTOR: Kristina Chew, Department of Literature
EMAIL: kjchew@ucsc.edu
OFFICE HOURS: via Zoom and by appointment
COURSE CANVAS SITE: <https://canvas.ucsc.edu/courses/44392>

This course will provide students with an introduction into literary features of poetry such as metaphor, metonymy, allegory, and meter through an investigation of poetic texts' expression of human interaction with the environment, animals, and contemporary issues such as climate change and global warming. By reading poetry from different historical periods and written in various poetic genres, we will explore how poets from many cultures and traditions (including Diné, African American, and other voices such as those of the Olimpias disability culture artists' collective) conceptualize the natural and the environment. We will consider how poets represent animals in their writing and how such poetry reveals evolving views about our humanity. To explore distinctions between nature writing and ecopoetics, we will read poetry in which environmental disaster, apocalypse, and sustainability are paramount concerns.

Assessments will include weekly writing assignments (reaction responses, discussion forum posts, analysis of specific poems to explore a particular literary feature); quizzes to evaluate student progress on the readings; an essay on a poem or group of poems (4-6 pages); and a final exam to test students' knowledge of the assigned texts and understanding of how to analyze and interpret poetry.

Topics in Poetry: Nature, Poetics, & Eco-Poetics (LIT 120A) fulfills a distribution requirement in Poetry for students majoring and minoring in Literature and, as a General Education course for UCSC undergraduates, a Textual Analysis (TA) requirement.

TEXTS

All readings (poems, essays and book chapters) will be available via the Internet and the course Canvas site. Students will be provided with the full text of poems and essays or book chapters on relevant topics in PDF form, or with URLs for texts via the UCSC Library website.

THE AIMS OF THIS COURSE ARE:

1. To appraise and critique poetry with close attention to a poet's use of figurative language, word choice, and meter.
2. To interpret poetic texts by locating, describing, investigating, and critiquing their use of literary features to present a poet's observations about and understanding of the natural world and the environment.
3. To identify and define literary features, including types of figurative language and how these relate to a poet's presentation of nature.
4. To categorize the various ways in which poets in different time periods, from different cultures, and in different social and class positions, relate to and write about the environment.

GRADES

Each of these components will determine part of your final grade.

Homework + Participation	35%
Quizzes	25%
Essay	25%
Final Exam	15%

ASSIGNMENTS AND ASSESSMENT

As this is a 5-credit course, you should expect to work approximately 30 hours per week on activities and assignments. On average, you will spend approximately 7 hours per week attending lecture or viewing recorded lectures; 10 hours reading and reviewing the assigned texts, 12 hours preparing homework (short writing assignments, quizzes, essays, an exam), and 1 hour communicating with the instructor (via email and videoconference).

HOMEWORK ASSIGNMENTS & PARTICIPATION

Students will keep a Reading Log to keep track of their insights about the poems. In the class discussion forum, they will also write reaction responses and analyses of specific poems to explore a particular literary feature.

QUIZZES

There will be four short quizzes about the features, concepts and other aspects of the assigned poems and/or articles and essays.

FINAL EXAM

The final will assess your knowledge of the assigned poems and essays, and of literary devices and poetic forms. It will include questions asking you to identify poetic features and forms; and to analyze a poem or poems.

ESSAY

You will be required to write a critical analysis of a poem or poems (4-6 pages). Your essay is to focus on an interpretative reading of the selected texts. Incorporating ideas from approved secondary texts is optional and the essay should be formatted according to MLA criteria. This essay will be due in Week 4 of the course, after students have participated in peer review of other students' essay drafts.

The essay will be graded according to the following criteria.

An essay which merits a grade of A:	<ul style="list-style-type: none">• demonstrates a high degree of competence and control of language;• presents persuasive close readings of relevant text/s and offer strong arguments as to their literary, social, historical, and/or political significance;• is well developed and supports analysis with effective textual evidence, reasons, examples, and details;• is well-focused and well-organized;• demonstrates facility with language, using effective vocabulary, sentence variety;• demonstrates strong control of the grammar, rules of usage, and mechanics of standard English but may have minor errors
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<p>An essay which receives a grade of B:</p>	<ul style="list-style-type: none"> • written in a clearly competent manner and with generally consistent control of language; • offer a valid and adequately developed but limited analysis of the text but could have focused more on specific details or provided a more thorough discussion of the text's relationship to topic; • Is adequately developed, using appropriate textual evidence, reasons, examples, and details; • Is focused and effectively organized, demonstrating control of the conventions of analytical essay writing; • Demonstrates strong competence with language, using appropriate vocabulary and sentence variety; • Shows good control of the grammar, rules of usage, and mechanics of standard English but may have some errors and minor lapses in quality
<p>An essay which earns a grade of C demonstrates some competence but is limited in one or more of these ways:</p>	<ul style="list-style-type: none"> • Does not address all parts of the writing assignment; • Does not demonstrate an adequate understanding of the readings; • Is thinly developed, often relying on assertions with little textual evidence or few relevant reasons, examples, and details; • Is adequately focused and/or adequately organized, but connections between the parts could be more explicit; • Demonstrates limited facility with language and minimal sentence variety; • Demonstrates inconsistent control of grammar, usage, and mechanics.
<p>An essay receives a grade of D if it has one or more of the following flaws:</p>	<ul style="list-style-type: none"> • Is unclear or seriously limited in its response to the writing assignment; • Demonstrates a limited reading or misreading of the texts; • Is unfocused and/or disorganized, demonstrating little control of the conventions of analytical essay writing; • Demonstrates serious errors in the use of language, which may interfere with meaning; • Demonstrates serious errors in grammar, usage, and mechanics, which may interfere with meaning

The Learning Support Services offer free writing tutoring for all students. More information can be found at <https://lss.ucsc.edu/start-here.html>.

ACADEMIC INTEGRITY

All work submitted in this course must be your own. Plagiarism is the stealing, purchasing, or copying of someone else's ideas, writing, or other original work and using them as one's own. Plagiarism and cheating of any kind, intentional or unintentional, are not tolerated under any circumstances. Students who cheat or submit plagiarized work are liable to receive a failing grade for the assignment and/or the course at the discretion of the instructor or may incur suspension or dismissal from the university.

More information about UCSC's policies about academic misconduct:

- Academic misconduct policy for undergraduates: <https://uc.ucsc.edu/academic-misconduct.html>

All instances of plagiarism will be reported to the Office of the Vice Provost and Dean of Undergraduate Education. Plagiarism will be handled in accordance with University policy. If you do not understand fully the standards of academic integrity enforced at UC Santa Cruz, consult the Academic Misconduct Policy for Undergraduates (<https://ue.ucsc.edu/academic-misconduct.html>). You are responsible for adhering to the guidelines in the current UC Santa Cruz Student Policies and Regulations Handbook (<https://deanofstudents.ucsc.edu/student-conduct/student-handbook/index.html>).

ADDITIONAL NOTICES

If you are a university athlete, please let me know within the first week of class.

The Disability Resource Center works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and engages with the UC Santa Cruz community at large to provide and connect students to appropriate resources. Under Federal Law, the University is required to provide reasonable academic accommodations to students with documentable disabilities, in legally defined categories. If

you have a documentable disability and/or require accommodations in this course, make sure to get an Accommodation Authorization from the Disability Resource Center (DRC) and submit it to Professor Chew (i.e., during office hours or at an arranged meeting) within the first two weeks of the quarter. Contact DRC at 831.459.2089 (voice) or 831.4594806 (TTY) or <http://drc.ucsc.edu> for more information on the requirements and/or process.

Small Group Tutoring (SGT) supports students academically to advance educational equity by designing inclusive learning environments outside of the classroom. In SGT, you can expect the Tutor to facilitate cooperative group activities designed to have students work together on the course content and develop study skills for the course. SGT is offered at least three times each week for the entire quarter. The Tutor is an undergraduate student who took the class (or an equivalent class), did well, and is trained to facilitate group sessions to focus on students' needs to succeed in the course. SGT is open to all students enrolled in the class; students must sign up on the online system, Slug Success (<https://sserc.ucsc.edu/slug-success>). When students sign up for SGT, they are committing to attend every week. Sign-ups will close at week 8 of the quarter. *Want SGT to be successful for you? Bring your books, lecture notes, questions, and be open to working collaboratively with your peers.*

SCHEDULE

Below is a brief schedule of classes (subject to change at the instructor's discretion).

Week	Topic	Reading	Assignments
1	What is nature poetry? What is ecopoetry? The Pathetic Fallacy	Anonymous. "Sumer Is Icumen In." Wordsworth, William. "I Wandered Lonely as a Cloud." Roberson, "be careful" Spahr, Juliana, excerpts from "There Will Be Singing" Dickinson, "A Narrow Fellow in the Grass" Shoptaw, "Why Ecopoetry" Milton, "Lycidas" Theocritus, Idyll I Virgil, Eclogue 1, Eclogue 5	Reading Log Reading Reaction (discussion forum) Quiz 1
2	Pastoral poetry Explaining nature: Science and mythology	Spenser, "August," The Shepheardes Calendar Marlowe, "The Passionate Shepherd to His Love" Raleigh, "The Nymph's Reply to the Shepherd" Lucretius, <i>De Rerum Natura/The Way Things Are</i> , books 1 and 2 Ovid, <i>Metamorphoses</i> , Introduction, books 1 and 2 (pp. 5-91) Dennis, "The Greenhouse Effect" Ponsot, "Poetic Fallacies Are Bad Science But"	Reading Log Reading Reaction (discussion forum) Quiz 2

3	The Romantics and “nature”	<p>William Wordsworth,</p> <ul style="list-style-type: none"> - “Lines Composed a Few Miles above Tintern Abbey, on Revisiting the Banks of the Wye During a Tour, July 13, 1798” - “My Heart Leaps Up” - “Composed Upon Westminster Bridge, September 3, 1802,” - “A Slumber Did My Spirit Seal” - “Ode: Intimations of Immortality from Recollections of Early Childhood” - “She Dwelt Among the Untrodden Ways” <p>Wordsworth, Dorothy “Floating Island”</p> <p>Clare, John</p> <ul style="list-style-type: none"> - “Autumn” - “First Love” - “The Yellowhammer’s Nest” - “A Spring Morning” - “Summer Images” - “Haymaking” - “The Secret” - “The Thunder Mutters” - “I Am!” - “Farewell” - “To John Clare” <p>Coleridge, Samuel Taylor, “Hymn Before Sunrise, in the Vale of Chamoni”</p> <p>Shelley, Percy Bysshe “Mont Blanc”</p> <p>Keats, John</p> <ul style="list-style-type: none"> - To Autumn” - “The Human Seasons” 	<p>Reading Log Reading Reaction (discussion forum) Quiz 3 Peer Review of Essays</p>
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4	<p>American nature poetry: Henry David Thoreau, Emily Dickinson, Robert Frost "Beasts," fantastic and not so much: Animals in poetry</p>	<p>Thoreau, Henry David - "I Am a Parcel of Vain Strivings Tied" - "I'm thankful that my life doth not deceive" - "Men Say They Know Many Things" - "The moon now rises to her absolute rule" - "Nature" - "Tall Ambrosia" - "To a Marsh Hawk in Spring" - "To a Stray Fowl"</p> <p>Dickinson, Emily - "The morns are meeker than they were--" (32) - "A Bird, came down the Walk--" (359) - "The Moon is distant from the Sea--" (387) - "I started Early -- Took my Dog--" (656) - "The Mushroom is the Elf of Plants--" (1350) - "A land of Yellow led the eye" (1650) - "To make a prairie" (1755)</p> <p>Frost, Robert - "Birches" - "Design" - "Desert Places" - "Dust of Snow" - "Fire and Ice" - "For Once, Then, Something" - "The Gift Outright" - "Hyla Brook" - "The Need of Being Versed in Country Things" - "Once By the Pacific" - "To Earthward" - "West-running Brook"</p> <p>Jeffers, Robinson - "Carmel Point" - "Hurt Hawks"</p> <p>Catullus, poem 2, poem 3 Martial, epigram on Issa</p> <p>Skelton, Jon "The Book of Philip Sparrow" Smart, Christopher, "Jubilante Agno" Clare, "John The Badger" Keats, John, "Ode to a Nightingale" Frost, Robert, "The Oven Bird" Hopkins, Gerard Manley, "As Kingfishers Catch Fire." Bishop, Elizabeth, "The Moose"</p> <p>Moore, Marianne - "He Digesteth Hard Yron" - "The Pangolin"</p> <p>Wright, James "A Blessing"</p> <p>Capildeo, Vahni "A Personal Dog"</p>	<p>Reading Log Reading Reaction (discussion forum) Quiz 4 Essay</p>
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5	Ecopoetics Global warming, environmental apocalyse	<p>Snyder, Gary</p> <ul style="list-style-type: none"> - "Above Pate Valley" - "Mid-August at Sourdough Mountain Lookout" - "Mother Earth: Her Whales" <p>Bitsui, Sherwin</p> <ul style="list-style-type: none"> - "ANWR" - "[What land have you cast from the blotted-out region of your face?]" <p>Gander, Forrest "The Future of the Past: the Carboniferous & Ecological Poetics"</p> <p>Graham, Jorie</p> <ul style="list-style-type: none"> - "Poem" - "Sea Change" - Interview with <i>Earthlines</i> <p>Guignard, Lilace Mellin "Lullaby in Fracktown"</p> <p>Hass, Robert "Ezra Pound's Proposition"</p> <p>Kuppers, Petra</p> <ul style="list-style-type: none"> - "Moon Botany: Found on the Pond Deck" - "Moon Botany: Found on the Other Side of the Pond" <p>Santos Perez, Craig "Halloween in the Anthropocene"</p> <p>Shoptaw, John "Whoa!"</p> <p>Thomas, Truth "Urban Warming"</p>	Reading Log Reading Reaction (discussion forum) Final Exam
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