A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *
Prerequisites: None
Corequisites: None
MnTC Goals: Goal 10 - People/Environment

A course in the classics of nature writing designed to acquaint the student with great outdoor writers, especially those who stress conservation and ecology. [Core Curriculum Goal Area 10]

B. COURSE EFFECTIVE DATES: 08/27/2018 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Haiku Hike
2. Henry David Thoreau's "Walking"
3. Leslie Marmon Silko's "Landscape, History, and the Pueblo Imagination"
4. Mary Austin's "My Nature's Field"
5. Sue Hubbell's "Winner"
6. Terry Tempest William's "The Clan of One-Breasted Women"

D. LEARNING OUTCOMES (General)

1. articulate and apply their own ethical views in relation to those examined in American nature writing.
2. discuss and begin to analyze individual texts that address environmental issues as they relate to ethical, legal, and political issues surrounding natural resources and environmental issues.
3. articulate how sociopolitical issues impact environmental decisions and how nature writers attempt to influence, document, and resist these decisions.
4. recognize and analyze literary representations of the environment in relation to changing social, cultural, and historical events.
5. discuss and begin to analyze individual texts that address environmental issues as they relate to institutions and ecosystems.
6. discuss differences and similarities between texts that address solving environmental problems, offering formal and contextual analysis of those works.
7. describe and defend environmentally conscious attitudes and solutions to central environmental issues.
8. recognize different assumptions and perspectives on common environmental issues and problems.
9. discuss how different cultures and institutions define, interpret, and use literature to engage environmental issues, concerns, problems, and solutions.
E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

Goal 10 - People/Environment

1. Discern patterns and interrelationships of bio-physical and socio-cultural systems.
2. Describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
3. Propose and assess alternative solutions to environmental problems.
4. Articulate and defend the actions they would take on various environmental issues.

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted