STUDIES IN POETRY
EN470/570
4 credits
Prerequisite: Sophomore standing
WIC; Humanities Bacc Core

Rationale for conversion:
The conversion will give students greater opportunity to practice critical thinking through increased emphasis on research, revision, and peer review. The length and complexity of researched writing assignments will be increased. One other type of shorter writing project may be assigned as appropriate (reviews, bibliographies, presentations on issues of literary journals, reading journal, field writings, attendance and analysis of literary events, for example). Instruction includes introduction to print and non-print resources, such as digital collections, MLA (Modern Language Association) online data bases, web resources, and citations appropriate to topic.
This course continues to meet all WIC outcomes.

The four credit version will:
• add instruction in research methodology appropriate to advanced study of poetry incorporating digital and print sources;
• increase the length and complexity of researched writing by incorporating field study and digital resources.
The core syllabus is the three credit version recently taught.

ECOPOETRY

Course Description:
EN470/570 Studies in Poetry examines the work of particular poets, as well as movements, problems, conventions, and types of poetry in English or English translation. This course may be repeated for a maximum of 12 credits.

Increasingly, “nature poetry” has been supplemented with the category of ecopoetry, briefly defined as a poetry that, in Laurence Buell’s words, presents "the nonhuman as more than mere backdrop,” and is concerned with “the expansion of human interest beyond humanity, a sense of human accountability to the environment and the environment as a process rather than a constant or given.” In this course, we will read a range of poetry from progenitors in the romantic/pastoral tradition, to poets seen as originators such as Wendell Berry, W.S. Merwin, and Gary Snyder, poets with enduring concern with landscape and the relationship of the human to the natural such as A.R. Ammons, Louise Gluck, Adrienne Rich, Alison Hawthorne Deming, and Mary Oliver, and poets who align themselves with the avant garde such as Jonathan Skinner. We will examine several journals as well, such as Ecopoetry (Skinner’s avant garde magazine), Ecotone, and Isotope. Finally, we will read a range of essays on ecocriticism, the pastoral and “post-pastoral,” and ecofeminism.

This is a WIC class, and therefore the undergraduates will be asked to reflect upon their writing in more elaborate ways than in a regular literature class; students will be asked to write proposals
before submitting their essays, and to meet with me at least once in the quarter to discuss a draft, which they will then revise before submission.

The following link takes you to a website designed to provide support to students in WIC classes. It contains excellent suggestions for drafting, overcoming writer’s block, conducting research, and using/citing secondary sources:
http://wic.oregonstate.edu/survivalguide/

Student Learning Outcomes:
- the application of critical thinking skills to literary texts;
- knowledge of trends and schools in literary theory and contemporary poetry;
- uses of writing as a critical-thinking tool in the field, ability to take a document through the writing process (including revision);
- knowledge and use of conventions of literary study and of Standard Written English

470 Requirements and Evaluation of Student Performance
Close Reading Essay: (7 pages); the essay must incorporate and properly document information from at least 3 secondary sources (25%)
Researched Essay: (7 Pages); the essay must incorporate and properly document information from at least 3 secondary sources (25%)
Group Presentation with written handout (20%)
Creative/imitation project: a piece of creative nonfiction or a poem, OR, a series of journal entries, revised and polished. Must include a short critical introduction (20%).
Attendance and analysis of literary events (10%)

570 Further evaluation of student performance:
Graduate researched essay should incorporate at least six secondary sources, including digital sources and archives, and be a longer paper (15 pages minimum) as a substitute for two shorter essays (50%). This essay will be due in week eight. Graduate students will also meet with the instructor separately to develop a creative/imitation project that deepens and extends knowledge of critical thinking about poetry.

Required Texts:
Wendell Berry, The Selected Poems
Gary Snyder, No Nature: New and Selected Poems
W.S. Merwin. Migration: New and Selected Poems
Louise Gluck, Averno
Mary Oliver, American Primitive
One issue of your choice either of Ecotone or Isotope (literary magazines)
Other readings will be made available as pdf’s or Internet links and posted to our Blackboard site

Course Schedule
Week 1: Literary Foundations: 19th Century
Marlowe, “The Passionate Shepherd to His Love”
Wordsworth: “Nutting,” “Tintern Abbey,”
Coleridge, “This Lime Tree Bower My Prison,” “Frost at Midnight”
Keats, “Ode to Autumn”  
Shelley, “Ode to the West Wind”  
Thoreau: “Solitude” (an excerpt from Walden)  
Emerson: “Nature” (excerpt)  
Whitman, “Out of the Cradle Endlessly Rocking”  
The pastoral tradition in Britain and America. Lawrence Buell, “Pastoral Ideology”  

**Week 2:** Literary Foundations: 20th Century  
Critical Foundations: Ecopoetry and Ecocriticism  
Kevin Hutchings, “Don’t Call Me a Tree Hugger!: Sticks, Stones, and Stereotypes in Ecocriticism”;  
J. Scott Bryson, “All Finite Things Reveal Infinitude: Place, Space, and Contemporary Ecopoetry”;  

**Week 3:** Snyder, “Preface,” poems from Riprap, from Myths and Texts. From Turtle Island;  
from Magpie’s Song; from Axe Handles; from No Nature. Selected short essays by Snyder.  

**Week 4:** Wendell Berry.  

**Week 5:** Berry, continued; prose selection, “A Native Hill.”  

**Week 6:** Intro to W.S. Merwin. A.R. Ammons, selections.  

**Week 7:** Merwin, continued; A.R. Ammons, selections.  

Journals project: presentations begin.  

**Week 8:** Mary Oliver, American Primitive;  

**Week 9:** Louise Gluck, Averno.  


**Week 10:** Ecopoetry and the avant garde: Jonathan Skinner, Ecopoetry journal. Larry Eisner.  

**Statement Regarding Disability Access Services:**  
Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.  

**Honesty and Civility**  
A plagiarized paper will receive an F and a report will be filed with the Student Conduct and Mediation Program. Two reports at OSU can lead to suspension or expulsion. Behaviors that are disruptive to learning will not be tolerated and will be referred to the Student Conduct and Mediation Program for disciplinary action. In keeping with federal law, behaviors that create a hostile, offensive, or intimidating environment based on gender, race, ethnicity, religion, age, disability, marital status or sexual orientation will be referred to the Affirmative Action Office. For more information on important University policies, please go to [http://oregonstate.edu/admin/stucon/achon.htm](http://oregonstate.edu/admin/stucon/achon.htm).