

ENGLISH 306: Global Environmental Literature Spring 2018 – T/TH 11:00-12:15 – WES 4076

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Office hours: Tu: 12:30-2:00, W: 9-10:30, and by appointment

This course surveys global perspectives of environments, environmental aesthetics, ecological dynamics, and environmental politics through literature. Coursework will draw on literature by authors in various geographical and cultural contexts, covering a broad time period to explore major historical movements and events that animate environmental literature, from the Enlightenment to the anthropocene.

Theoretically, this course traces the emergence of ecocriticism as it evolves in conversation with feminism, postcolonialism, animal studies, and posthumanism. These theoretical movements will guide our discussions and inquiries into relevant issues that impact the environment, like colonialism, racism, patriarchy, industrialization, science, development, warfare, technological advancement, imperialism, conflict, and disaster. A broader goal of the course is to foster critical tools and perspectives to improve our conduct as social and ecological actors.

Texts: Bernadin de Saint Pierre, *Paul and Virginia*; Jamaica Kincaid, *A Small Place*; Robert Barclay, *Melal*; Amitav Ghosh, *The Hungry Tide*; Samanta Schweblin, *Fever Dream*; and selected works that will be posted on the class Blackboard page.

Handbook: The Owl @ Purdue: <https://owl.english.purdue.edu/owl/>; KU Writing Center: <http://writing.ku.edu/>; UNC Writing Center: <http://writingcenter.unc.edu/handouts>

Goals: This course satisfies Core Goal 4, Outcome 2: “Respect human diversity and expand cultural understanding and global awareness”

Upon completing this course, “*students will be able to examine a variety of perspectives in the global community, distinguish their own cultural patterns, and respond flexibly to multiple worldviews.*”

Course Requirements

Preparation and Participation (15%) – I ask that you complete every reading assignment, come to class on time, regularly participate in discussions, and **bring your text to class**. I will keep track of your attendance, and if you are not participating, I will call on you to do so.

Daily Writing, Presentation, and Quizzes (5%) – Most sessions will include a short quiz, free writing, or small commentary related to the day’s reading. If you will be absent for class that day, you must contact me to make alternative arrangements for submitting your work. Otherwise, you will receive a “0.”

Response Papers (15%) – You will write three short response papers (about 2 pg). On the day a response paper is due, you will verbally share its content in class.

Mid-term Exam (15%) – In class, you will complete a timed mid-term exam that will include passage analyses and an essay.

Essays (50%) – There will be three formal essays that are each worth 20% of the final grade.

I will determine your final grade based on the following +/- letter grading scale:

93-100 = A	73-76.9 = C
90-92.9 = A-	70-72.9 = C-
87-89.9 = B+	67-69.9 = D+
83-86.9 = B	63-66.9 = D
80-82.9 = B-	60-62.9 = D-
77-79.9 = C+	0-59.9 = F

Important Information on Assignments:

1. **Complete and turn in all written assignments by the due date listed on the syllabus** (unless otherwise instructed in class). Late assignments will be docked a letter grade per day (ten points), unless you get my approval for an extension before the paper is due (i.e., if you turn in a paper two days late, the grade can move down from an A- to a C-). Failure to submit a major writing assignment will result in either an "I" or an "F."
2. **Papers should be double-spaced in 12-point Times New Roman font**, with one-inch margins and numbered pages. Your name, my name, the course title, and the date should appear in the upper left-hand corner of the first page. Center the paper title on the following line, two lines above the body of the paper.
3. **Be prepared to discuss course readings on days listed**, Readings must be done BEFORE the day listed. Please see attendance policy for more details.
4. **Peer Review/Draft Workshops**. Writing is a collaborative process and your classmates are a valuable resource. You will be required to attend all peer review sessions prepared with a complete draft and ready to assist your peers with their papers.
5. **Check your @ku.edu e-mail regularly** (or have your ku.edu mail forwarded to another address) because that is how I will be communicating with you.
6. **Bring a notebook to class**; it helps to keep your notes in one place, and we will be doing some informal writing.

Attendance Policy

In order for this class to be of benefit for you and your peers, you will be expected to show up to class on time and prepared. I will take attendance in the first few minutes of class, in some cases by sending around an attendance sheet, in others by checking the roster. If you arrive after attendance has been taken, you will be marked late.

1. Being tardy twice counts as an unexcused absence.
2. Leaving early is also a problem unless you have cleared it with me ahead of time.
3. You are responsible for any and all assignments made in your absence.
4. **More than FIVE absences will lower your course grade regardless of your grades for assignments. EIGHT absences will result in an "F" for the course.**
5. If you miss two classes in a row, it is wise to check in with me right away. Falling behind in a course like this can lead to significant problems down the road. I would like to prevent such issues for the sake of everyone.

Enrollment/Drop Policy (from University timetable):

Students may neither add nor change sections in any English course after **Monday, January 22, 2018** without departmental permission. For courses numbered above 200, instructor's permission is required to add or change sections. The last day to petition to add classes is **Monday, February 12.**

The Department of English reserves the right to terminate administratively the enrollment of any student who misses two consecutive class meetings during the first two weeks of the semester.* Should an emergency situation cause the student to miss two consecutive class meetings, the student should contact the instructor(s) or the English Department, 864-4520, immediately. Students who decide to drop English classes should do so promptly so that other students may enroll in the class. The last day to withdraw from classes under any circumstances is **Monday, April 16.**

If you are having trouble succeeding in the course, it is especially important that you consult with me so that we can develop a plan of action that may enable you to complete the course. If you decide to drop this class, please refer to the Website below:

<http://www.registrar.ku.edu/current/schedule.shtml>

From **Tuesday February 6 to Monday April 16**, you will be assigned a grade of W. **You may not drop or withdraw after April 16.**

Scholastic Dishonesty

Stealing and passing off as your own someone else's ideas or words, or using information from another's work without crediting the source, is called "plagiarism." Some specific examples of actions that constitute plagiarism include pasting together uncredited information or ideas from the Internet or published sources, submitting an entire paper written by someone else, submitting a paper written for another class (and thus not original work), and copying another student's work (even with the student's permission). In order to avoid unintentional plagiarism and to represent your work honestly, you will need to be meticulous about giving credit to any and all sources, whether directly quoted (even a few words) or paraphrased.

Because one of the goals of this course is to help you improve your writing, plagiarism hurts you as much as it does anyone. If you plagiarize another's work, you will not be receiving the needed feedback to improve your own writing. There will be a zero tolerance policy for any type of plagiarism in this class. All incidents of plagiarism will be penalized, reported, and kept on file in the English Department, the College of Liberal Arts and Sciences, and the University Provost's Office.

Writing help

For help with your writing, I strongly encourage you to contact the KU Writing Center. At the Writing Center you can talk about your writing with trained tutors or consult reference materials in a comfortable working environment. You may ask for feedback on your papers, advice and tips on writing (for all your courses), or for guidance on special writing tasks. Please check the website at <http://writing.ku.edu/ku-undergraduate-students> for current locations and hours. The Writing Center welcomes both drop-ins and appointments, and there is no charge for their services. For more information, please call (785) 864-2399 or send an e-mail to <writing@ku.edu>. The website is loaded with helpful information about writing of all sorts, so even if you consider yourself a good writer, check it out!

Accessibility

The Student Access Center (Academic Achievement and Access Center) coordinates accommodations and services for all KU students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-4064. Their email address is achieve@ku.edu. Information about their services, including an application for testing, can be found at <http://access.ku.edu>. Please contact me privately in regard to your needs in this course.

Policy on Student Academic Creations

Since one of the aims of this course is to teach students to write for specific audiences, ungraded student-authored work may be shared with other class members during the semester in which you are enrolled in the class. Please do not submit materials on sensitive subjects that you would not want your classmates to see or read, unless you inform the instructor in advance that you do not want your work shared with others.

Other uses of student-authored work are subject to the University's Policy on Intellectual Property and the Family Educational Rights and Privacy Act. If your instructor desires to use your work outside of this class (e.g. as a sample for another class or future classes), you will be asked to fill out and sign a written form authorizing such use.

KU Statement on Diversity and Inclusion

As a premier international research university, the University of Kansas is committed to an open, diverse and inclusive learning and working environment that nurtures the growth and development of all. KU holds steadfast in the belief that an array of values, interests, experiences, and intellectual and cultural viewpoints enrich learning and our workplace. The promotion of and support for a diverse and inclusive community of mutual respect require the engagement of the entire university.

Diversity relates to but is not limited to the following: age, creed, disability, ethnicity, gender, global perspectives, international background, language background, learning differences, marital status, multicultural perspectives, national origin, public assistance status, race, religion, sex, sexual orientation, and veteran status. Each of these aspects of diversity relate to one's identity. The University of Kansas values diversity in its student body and believes that the intentional creation of a diverse learning environment is essential to achieving the University's educational mission. The University fosters a multicultural environment in which the dignity and rights of the individual are respected.

The Department of English supports an inclusive learning environment in which diversity and individual differences are understood, respected, and appreciated. We believe that all students benefit from training and experiences that will help them to learn, lead, and serve in an increasingly diverse society. All members of our campus community must accept the responsibility to demonstrate civility and respect for the dignity of others. Expressions or actions that disparage a person's or group's race, ethnicity, nationality, culture, gender, gender identity / expression, religion, sexual orientation, age, veteran status, or disability are contrary to the mission of the university. We expect that all students, faculty, and staff will promote an atmosphere of respect for all members of our community.

Statement on Civility

Civility and respect for the opinions of others are very important in an academic environment. It is likely you may not agree with everything that is said or discussed in the classroom. Courteous behavior and responses are expected at all times. When you disagree with someone, be sure that you make a distinction

between criticizing an idea and criticizing the person. Expressions or actions that disparage a person's or race, ethnicity, nationality, culture, gender, gender identity / expression, religion, sexual orientation, age, disability, or marital, parental, or veteran status are contrary to the mission of this course and will not be tolerated.

Title IX

Sexual harassment and violence. Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, and you wish to speak in confidence to a trained counselor, contact the Sexual Trauma and Abuse Center (785-843-8985 or support@stacarecenter.org). You may also wish to contact Lawrence Memorial Hospital Emergency Room (785-505-6162). If you want to pursue disciplinary action or criminal charges against the perpetrator, you may contact the Office of Institutional Opportunity and Access (785-864-6414; instructions on how to file a complaint can be found at <http://ioa.ku/>); and the KU Police (785-864-5900) or the Lawrence Police (785-832-7509). For the protection of students who experience harassment or violence, instructors are mandated reporters; if you report harassment or violence to an instructor, the instructor must report it to both a supervisor and the police.

Religious Observances (USRR 1.4.3 & USRR 2.1.4)

According to university regulations, in cases of conflicts between regularly scheduled class activities and mandated religious observances, the student is responsible for initiating discussion with the instructor to reach a mutually acceptable solution. Please speak with me privately if scheduled examinations/activities conflict with mandated religious observances, so that a make-up examination/activity may be scheduled for you at a mutually acceptable time.

Concealed Carry

Individuals who choose to carry concealed handguns are solely responsible to do so in a safe and secure manner in strict conformity with [state and federal laws](#) and [KU weapons policy](#). Safety measures outlined in the KU weapons policy specify that a concealed handgun:

- Must be under the constant control of the carrier.
- Must be out of view, concealed either on the body of the carrier, or backpack, purse, or bag that remains under the constant control of the carrier.
- Must be in a holster that covers the trigger area and secures any external hammer in an un-cocked position
- Must have the safety on, and have no round in the chamber.

Academic Advising

Academic advising and planning can help students learn how to successfully and purposefully navigate the opportunities available to them throughout their time as a Jayhawk. Academic advising sets up an active, teaching-learning partnership between advisors and advisees that will enable students to graduate in a timely manner, identify educational and career options, as well as gain the knowledge and skills necessary to accomplish their life goals. During advising appointments, students will be able to establish short- and long-term goals for their college career (ex: graduating with Honors, participating in Study Abroad trips, getting an internship), create a semester-by-semester graduation plan, discuss course selection for upcoming semesters and navigate the policies surrounding their choices (ex: add/drop/change schedule, late withdraw, academic standing/probation).

In addition to mentors, project advisors, and instructors who provide informal mentoring, there are three members of the English Department available for formal academic advising. See below for names and contact information.

Darren Canady, Undergraduate Director, canady@ku.edu

Mary Klayder, Associate Undergraduate Director and Honors Faculty Fellow, mklayder@ku.edu

Shantae Coleman, CLAS Academic Advisor, sjcoleman@ku.edu

Cell Phones

Phone use in any capacity will not be tolerated. Laptop use will be permitted, but any abuse (e.g., using social network sites, shopping, streaming media) will not be tolerated.

SCHEDULE

This is a tentative schedule. Please bear in mind that the contents of individual classes may be changed throughout the course according to the class's progress.

The texts listed for each meeting are to be discussed in class at that session; therefore students should have read them beforehand.

Note about response papers: you will sign up for a specific date for each of the two assignments and you will submit your papers *via e-mail to the whole class by 11:59 pm, the day before discussion*. Ex.: if you have signed up for TH, Sep. 17, you will e-mail us by W, Feb. 16, no later than 11:59 pm.

** texts are available on Blackboard*

WEEK 1

Jan. 16 (T): Intro: "Literary Studies primer" handout

Jan. 18 (Th): *Paul and Virginia* (1-77)

WEEK 2

Jan. 23: *Paul and Virginia* (77-148)
"Ecocriticism"*

RESPONSE 1

Jan. 25: *Paul and Virginia* (148-finish)

RESPONSE 1

WEEK 3

Jan. 30: *Tiger!** (1-67)
"Cosmos"*

RESPONSE 1

Feb. 1: *Tiger!** (68-finish)

RESPONSE 1

WEEK 4

Feb. 6: **DRAFT WORKSHOP**

Feb. 8: **PAPER 1 DUE**

WEEK 5

Feb. 13: *A Small Place* (1-37)
“Environmentalisms”*
RESPONSE 2

Feb. 15: *A Small Place* (38 – finish)
“Environmental Justice”*
RESPONSE 2

WEEK 6

Feb. 20: *Melal* (1-82)
RESPONSE 2

Feb. 22: *Melal* (83-155)

WEEK 7

Feb. 27: *Melal* (156-223)
RESPONSE 2

Mar. 1: *Melal* (224-finish)
RESPONSE 2

WEEK 8

Mar. 6: *Lives of Animals**
RESPONSE 2

Mar. 8: **MIDTERM**

WEEK 9

Mar. 13: Conferences

Mar. 15: Conferences

WEEK 10

Mar. 20: BREAK

Mar. 22: BREAK

WEEK 11

Mar. 27: *Hungry Tide* (1-92)
RESPONSE 3

Mar. 29: *Hungry Tide* (93-172)
RESPONSE 3

WEEK 12

Apr. 3: *Hungry Tide* (173-255)
RESPONSE 3

Apr. 5: *Hungry Tide* (256-finish)
RESPONSE 3

WEEK 13

Apr. 10: **PAPER 2 DRAFT**

Apr. 12: **PAPER 2 DUE**

WEEK 14

Apr. 17: Schweblin
RESPONSE 3

Apr. 19: Schweblin
RESPONSE 3

WEEK 15

Apr. 24: FILM (Burning Season, Okja, White God, Palm Oil Diaries, Under Volcano, etc)
Apr. 26: FILM

WEEK 16

May 1: **PRESENTATIONS**
May 3: **DRAFT**

WEEK 17

May 8: **FINAL PAPER DUE**