

Ecocriticism and the Environmental Humanities

ENGL 8090, sec. 1 (33040) – Seminar in Special Subjects
GER 8820, sec. 1 (32976) – Seminar: Advanced Theory

Th, 3:35 - 6:05 pm
3 credits
Fall 2020
Online

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Course Description

Since its inception in the 1990s, ecocriticism has grown from an initial position within the interdisciplinary study of literature and environment to become part of a larger multi- and cross-disciplinary endeavor known as the environmental humanities. Working from the premise that human-environment relations are inherently bound up with one another, environmental humanities scholars approach a broad range of textual and cultural artifacts with a deep concern about the current state of environmental degradation, the rapid pace of global (and especially climate) change, and the social inequities that both drive and result from transformations in our physical environment. This team-taught graduate seminar will explore the current state of ecocriticism and the environmental humanities through readings of primary and secondary texts, guest lectures by leading scholars in the field, and video conferences with other scholars and graduate students working in this area in Europe and North America. The first half of the course will be planned in advance by the instructors, while the structure of the second half will emerge out of the needs and desires of the course participants, so that the course is responsive to the disciplinary communities represented by the participants. Potential topics include the various subfields of ecocriticism (material, empirical, affective, feminist, queer, and postcolonial), as well as broader humanistic approaches to such topics as climate fiction, environmental justice, critical animal studies, and food studies. The course will be integrated with the [Environmental Humanities Initiative](#) on campus and frame its explorations in terms of efforts to counter the ongoing “crisis in the humanities” as well as the COVID-19 pandemic. Course activities will reflect the multiple vocational outcomes for which graduate education should prepare students. Assignments will thus include attendance and participation, weekly reading responses, leading discussion, and a final project that reflects each participant’s knowledge, skills, abilities, and interests as they relate to our course material.

Special COVID-19 Pandemic Edition!

How will this online course differ from an in-person course? What policies apply to it?

Delivery Method

This course will be completely online, with a mixture of asynchronous activities (which you will complete on your own time) and synchronous meetings (which will be held at the normally scheduled class meeting times, as noted on the Course Schedule below). Synchronous meetings will be held via Zoom. We may not meet synchronously for every scheduled class meeting, nor

will our synchronous meetings always last the full 2.5 hours, but you should set aside the entire class time for course activities on all the days listed on the Course Schedule.

Instructional Time per Course Credit

The University's [Instructional Time per Course Credit](#) policy indicates the amount of time instructors should spend engaging with students for a specified number of course credits. The general expectation is that instructors should spend an hour (defined as 50 minutes) per week on instruction for every credit the course is worth. The instructional time for a three-credit course should therefore be approximately 150 minutes per week (or 2.5 hours). To fulfill this policy, we will spend at least 150 minutes per week engaging you with overview videos, recorded lectures, course announcements, unit summaries, assignment guidance, discussion board interactions, weekly Zoom sessions, and weekly office hours as needed.

Expected Student Academic Work per Credit

The [Expected Student Academic Work per Credit](#) policy states that "It is expected that the academic work required of Graduate School and professional school students will exceed three hours per credit per week," or nine hours of academic work per week, averaged over the term, for a three-credit course. Since the instructional time is three hours a week (or 150 minutes), you should expect to spend at least an additional six hours a week (or 300 minutes) on coursework outside of instructional time. These independent activities will include reading the assigned texts, composing reading responses, researching and writing your final project, providing peer reviews, and completing other course activities. All grades are based on the quality of the work submitted, not on hours of effort.

Technology Requirements

These technologies will allow you to access the Canvas site, communicate with us and the other members of the class, complete the course requirements, and view multimedia content.

- a U of M Internet ID (your official U of M email address)
- reliable, high-speed Internet access
- a supported web browser (Chrome, Firefox, Edge, or Safari)
- a laptop, desktop, or tablet with a webcam

Technological and Other Problems

Navigating a pandemic is difficult in the best of circumstances, and all of us will likely face challenges over the course of the semester, technological and otherwise. If technological problems arise, please let us know the nature of the problem (if possible) and do your best to address it as soon as possible, and we will do the same. The Information Technology site [Working and Learning Off Campus](#) site provides resources you can use if you encounter technical difficulties. Likewise, if your personal living situation changes and/or makes it difficult for you to fulfill the course requirements, please communicate this to us, and we will do our best to accommodate your needs. Patience and understanding on all of our parts will go a long way in helping us get through this together.

Appropriate Student Use of Course Materials

According to the policy on [Teaching and Learning: Student Responsibilities](#), “Students may not distribute instructor-provided notes or other course materials, except to other members of the same class or with the express (written) consent of the instructor.” Please respect our intellectual property by not sharing course materials with anyone outside of the class without our permission.

Course Objectives

What questions will the course help you to answer? How will you grow in knowledge and understanding? What intellectual abilities will the course help you to develop?

By the end of this course, you should be able to:

- develop a foundation for long-term awareness of environmental concerns in the humanities in a global context
- situate current scholarship on the environment in terms of political economy, cultural change, and social history
- analyze primary texts from a transnational and/or global environmental perspective
- clarify your own position on the relationship of environmental theory and ethics/practice
- demonstrate skills and knowledge appropriate to your professional/disciplinary goals by completing a substantial project involving research, analysis, creative activity, and/or public practice
- collaborate with others to increase your knowledge and understanding
- communicate your ideas effectively in writing and in speaking

Texts

What reading materials will help you to pursue the goals of this course?

We will begin the semester with two book-length readings:

- Timothy Clark, *The Value of Ecocriticism*, Kindle \$9.99, Paperback \$16.59
- J. Drew Lanham, *The Home Place: Memoirs of a Colored Man's Love Affair with Nature*, Kindle \$9.99, Paperback \$13.39

Additional readings will take the form of articles and book chapters, which will be available on our Canvas site. Depending on student interest, we will likely add a book or two as the semester unfolds.

Instructors

How will our backgrounds help you achieve your goals in this course?

Charlotte Melin

Having grown up in the Midwest (in Indiana) and moving rather often since then, I had the feeling that it was a kind of homecoming to arrive in Minnesota 26 years ago. I completed my B.A. at Bennington College in Vermont, and my M.A. and Ph.D. in Germanic Languages and Literatures at the University of Michigan in Ann Arbor. Two of my proudest accomplishments

have been co-organizing the Environmental Humanities Initiative and editing the collection *Foreign Language Teaching and the Environment* (2019), which was published by the Modern Language Association in the MLA series “Teaching Languages, Literatures, & Cultures.”

My research has focused on postwar German literature (especially poetry), language pedagogy, and humanities advocacy. When I made the turn to the environmental humanities a decade ago, I saw those disparate strands coming together. In a suite of recent essays, I’ve explored ecocritical approaches to poetry that reconnected with persistent themes in earlier projects—nature poetry, artistic innovation, and the transformation of the lyric genre. That work in many ways builds on my research focus on poets who after 1945 influenced cultural and social change as public intellectuals. I’m the author of *Poetic Maneuvers: Hans Magnus Enzensberger and the Lyric Genre* (2003), *With or Without: Reading Postwar German Women Poets* (2013), and the editor/translator of the 1999 anthology *German Poetry in Transition* (1945-1990). After years leading my department first as Director of Language Instruction and later Chair, I’m delighted to focus this fall on undergraduate and graduate teaching in the environmental humanities. I am an active member of the German Studies Association (GSA) interdisciplinary network for Environmental Studies, the Association for the Study of Literature and Environment (ASLE), and the MLA.

Dan Philippon

I grew up in upstate New York and northern New Jersey, but for the last 23 years I have taught at the University of Minnesota, where I am an associate professor of English. I received my B.A. in English at Georgetown University in Washington, D.C., and my M.A. and Ph.D. in English at the University of Virginia in Charlottesville. I currently teach undergraduate and graduate courses in the environmental humanities, literary nonfiction writing, and sustainability studies. Two of my proudest achievements have been helping to co-organize the University’s Environmental Humanities Initiative in 2016 and receiving the Morse-Alumni Award for Outstanding Contributions to Undergraduate Education in 2017.

My research interests concern American environmental literature and its relationship to the ideas of nature, culture, and place. I am the author of *Conserving Words: How American Nature Writers Shaped the Environmental Movement* (2004), the co-editor of *Coming into Contact: Explorations in Ecocritical Theory and Practice* (2006), and the editor of *Our Neck of the Woods: Exploring Minnesota’s Wild Places* (2009), among other books. I am also a Past President of the Association for the Study of Literature and Environment (ASLE), and I have been a Senior Fellow at the Rachel Carson Center for Environment and Society in Germany, a Fulbright Scholar at the University of Turin and University of Gastronomic Sciences in Italy, and a Visiting Professor at the École Normale Supérieure de Lyon in France. After eight years as Director of Undergraduate Studies in English, I am happy to be returning to a regular teaching appointment and to a research project examining the discourses of the sustainable food movement, which has informed my thinking about this course a great deal.

Names and Pronouns

What should we call one another?

Please tell us how you would like to be referred to in class. We will happily address you by the name and gender pronoun you use, or by any other form of reference, and we would be glad to

inform class members to do the same. We encourage you to call us by our first names (most people do), but you are welcome to call us “Professor Melin” and “Professor Philippon” if you prefer. Charlotte uses she/her/hers pronouns, and Dan uses he/him/his pronouns. Note that class rosters will list your legal name unless you [enter a different one](#) through your OneStop account.

Contact Us

How can you contact us to help you learn? What are our office hours?

For this online version of the course, the best way to contact us is by email. We will do our best to respond to you within 24 hours during the work week. Even if you do not have a specific question, we encourage you to talk with us outside of our official class meeting times, so that we can get to know you better as a person and learn more about the subjects that interest you, since the main reason we are here is to help you learn and grow. Our contact information appears at the top of this syllabus.

We do not keep office hours, but we would be happy to set up a time to talk with you virtually, in whatever way is most convenient for you. We can hang out after our “official” course time has ended to talk with anyone who wishes to stay, and we can also set up individual appointments to talk in whatever format you wish (email, phone, video, etc.). We want to stay in touch with you on a regular basis, in part because we know this can help you succeed in an online format.

Feedback and Grading

How will we evaluate the nature, quality, and progress of your learning?

Feedback

We will attempt to provide feedback to you in multiple ways (written, audio, and video). Sometimes this feedback will be for the entire class, and sometimes it will be for each of you individually. We will also solicit feedback from you about how the course is going on multiple occasions, so we can improve the course and help you learn more effectively.

Grading

We will award grades in this course according to the University of Minnesota’s [Grading and Transcripts](#) policy:

- A: achievement that is outstanding relative to the level necessary to meet course requirements
- B: achievement that is significantly above the level necessary to meet course requirements
- C: achievement that meets the course requirements in every respect
- D: achievement that is worthy of credit even though it fails to meet fully the course requirements
- F: represents failure and signifies that the work was either:
 - completed but at a level of achievement that is not worthy of credit, or

- not completed and there was no agreement between us that you would be awarded an “I” (Incomplete)

We will also award pluses and minuses, with the highest possible grade being an “A.”

We will assign an “I” (Incomplete) only in extraordinary circumstances, such as hospitalization. An Incomplete requires a written agreement between us, and it will automatically become an “F” at the end of the next semester of your registration if you do not complete the course requirements by that time.

Students taking this course using the S-N option must complete all requirements, which will be graded using the A-F system. Students must earn a “C-” or better to receive an “S” (Satisfactory). Students earning a “D+” or worse will receive an “N” (No Credit). If you wish to change from the A-F grading system to the S-N system, or vice-versa, you must do so within the first two weeks of the semester. Note that only grades of A, B, C (including C-), and S may be applied to a Graduate School degree program.

Grades will be assigned in terms of a percentage of possible points according to the following standards:

	B+ > = 87%	C+ > = 77%	D+ > = 67%	
A > = 93%	B > = 83%	C > = 73%	D > = 63%	F < 63%
A- > = 90%	B- > = 80%	C- > = 70%		

We may choose to grade more generously, but I will not raise my standards above these.

If at any time you have concerns about your grade, please do not hesitate to contact us. Overall, we would say we are “tough but fair” graders. ***We expect your work to be outstanding,*** and the way to get an “A” is to meet those expectations in every respect.

You can calculate your grade at any time by adding up all the points you received on your assignments to date and dividing that number by all the points you could have received on those assignments. (Grades for attendance and participation will not be calculated until the end of the semester.) We will also be posting grades to our Canvas site.

University Policies and Resources

What University policies and resources exist to help you succeed in this course?

Because the number of University policies and resources that apply to academic courses has become quite large, the English Department has compiled a [list of these](#) on its web site. These include important policies on:

- Makeup Work for Legitimate Absences
- Student Academic Integrity and Scholastic Dishonesty
- Student Conduct Code
- Equity, Diversity, Equal Opportunity, and Affirmative Action
- Sexual Harassment
- Disability Accommodations
- Mental Health and Stress Management

- Academic Freedom and Responsibility

These also include a wide range of resources to support your learning, such as [Student Academic Success Services](#), [Student Writing Support](#), and [Student English Language Support](#). Please familiarize yourself with these policies and resources, which will help you succeed in this course.

Course Requirements

What will you be doing to pursue the goals of this course?

To succeed in this course, you must complete the following requirements, which are worth a total of 1,000 possible points. For more information on this point system, see the section on grading.

Summary of Requirements

1. Attendance and Participation (100 points)
2. Introductory Assignments (25 points)
3. Discussion Forums (300 points)
4. Leading Discussion (100 points)
5. Final Project (475 points)

1. Attendance and Participation (100 points)

The word “seminar” derives from the Latin *seminarium*, or “seed plot,” a place or thing in which something is developed or cultivated. For all of us to develop our knowledge and skills with regard to our subject will require equal amounts of independent study and collaborative learning.

Each week we expect to post about 10-15 minutes worth of overview videos and recorded lectures to our Canvas site. These will introduce the subjects for the week, provide context for the readings and other course materials, and explain any upcoming assignments. Prior to our Zoom sessions, you should read the assigned texts for the week, write a reading response or complete an equivalent online assignment (see below), and participate in the weekly discussion forum to the degree you are able.

We will adjust the length and structure of our Zoom sessions based on your feedback, but we currently anticipate that they will run for about 60-90 minutes as follows:

- 3:35-3:45 pm: check-ins
- 3:45-4:45 pm: discussions and activities, including guest visits, whole class conversations, and smaller group discussions using Zoom break-out rooms
- 4:45-5:30 pm: closing chats and planning for off-line work

Unless you have extenuating circumstances (such as an illness, personal issues, or difficulties finding a private space in which to use video conferencing software), we would like you to attend all of our synchronous Zoom sessions with your camera on. Please also do your best to login on time and stay the entire session. If you know in advance that you will not be able to attend one of our Zoom sessions on a particular day, please let us know. You are responsible for all material and assignments missed because of absence or lateness, but we will make accommodations if you miss coursework in [legitimate circumstances](#). *Note that a pattern of unexcused absences is cause for a grade of “F” in the entire course.*

Although we are all already suffering from Zoom fatigue, we encourage you to bring your best self to these sessions as much as possible. Ideally, your mind, your courtesy, and your sense of humor should all be operating in top form. You should be eager to learn and grow, open to constructive criticism, and willing to help and collaborate with others.

Following our Zoom sessions, we encourage you to return to our Discussion Forums and write one or more brief follow-up responses (again, see below). These are meant to be the equivalent of “in-class writing” in a face-to-face classroom.

As part of your attendance and participation score, we may also ask you to participate in workshops and peer-editing groups, in which you will read and comment on the writing of other students, as well as receive valuable feedback about your own writing. You may also need to connect with one or more writing partners outside of class.

Your regular attendance and active participation matter because this course is not just about acquiring knowledge; it is also about improving your ability to engage in scholarly discourse. This involves reading and listening carefully, interpreting what you have read or heard, and making your own contribution to an ongoing conversation. Your “participation grade,” therefore, is our attempt to evaluate how committed you have been to actively engaging others, observing how other people (ourselves and your fellow students) engage one another, and receiving feedback about your own engagement.

At the end of the semester, we will grade your attendance and participation according to the following scale:

- A: frequent and courteous participation, with mature and thoughtful insights
- B: above average participation and insight
- C: moderate participation and reasonable insight
- D: below average participation with little understanding of the issues
- F: little or no participation

2. Introductory Assignments (25 points)

To help us get started, we would like you to complete two introductory assignments: a public Intellectual Autobiography and a Private Learning Assessment. Both of these assignments will be graded pass-fail (S-N).

- (a) **Intellectual Autobiography (20 points):** For this assignment, we would like you to write a 2-3 page explanation of who you are, where you’ve been, and where you’re going. We are particularly interested in the intersection of your physical travels with your intellectual ones. Use this as an opportunity not only to enlighten the class about your personal story but also to establish your own focus for the semester. Please post your autobiography to our Canvas site by 9 a.m. on Wednesday, September 16. (For ease of reading, please post it as a text entry, not a Word attachment.)
- (b) **Learning Assessment (5 points):** For this assignment, we will ask you to report privately to us (through a Canvas quiz), also by 9 a.m. on Wednesday, September 16:
 - what are your expectations for the course?
 - what are your fears and concerns (if any) about the course?
 - what are your strengths and weaknesses as a learner?
 - what online learning tools and technologies would you most like to use?
 - what barriers (if any) to effective remote learning do you face?

3. Discussion Forums (300 points)

Given that it is not practical to meet for Zoom for 2.5 hours at a time, we will be making use of the “Discussion Forum” feature of Canvas to both prepare for and follow-up on our in-person conversations.

To prepare for our Zoom conversations, we would like you to write a series of eight reading responses over the course of the term, in response to our course texts. These responses serve several purposes:

- they help you actively engage with the course material and thus improve your understanding and retention of our subject matter (that is, your learning)
- they provide a means for you to share your thoughts with the other students in the class, which not only allows us to exceed the limits of our Zoom sessions but also allows students who may not feel comfortable speaking up on camera the opportunity to share their thoughts by another means
- they help us to know your interests in advance of our Zoom sessions, so we can tailor our class discussions accordingly

Each reading response should be approximately 300-600 words long (the equivalent of 1-2 pages) and should be a thoughtful response to one or more of the texts you have read for class that week. You may certainly write more than this, but 300 words is the minimum. Your initial response should be based primarily on your own attention to and engagement with the texts, but we also encourage you to engage other students by posting replies to their responses. You might, for instance:

- explain why you agree or disagree with a reading
- provide additional historical or theoretical context about a subject
- describe something that confuses, surprises, or troubles you
- ask a question, and maybe even attempt to answer that question
- compare one reading to another
- provide new information about a subject

We may post discussion prompts for some of the readings, but in general we would prefer that these responses reflect your own interests and questions.

Reading responses should be submitted to the appropriate “Discussion Forum” on our Canvas site by 9 a.m. on the Wednesday before each Thursday Zoom session, with the exception of the days noted on the Course Schedule. (Please post them as text entries, not Word attachments.) Because we all need time to read and process these responses before class, late and missing responses will receive no credit. Please plan your reading and writing accordingly.

Either before or after each of our Zoom sessions, we also encourage you to post at least one follow-up response to something you read, heard, or reflected on since you posted your initial Reading Response. This could be an addition to or reconsideration of your original response, a reaction to something someone else has posted, a response to a video or online lecture, or a development of something said in class, for example. This need not be an extensive response. Think of it instead as the equivalent of a “minute paper/muddiest point” assignment you might be asked to complete as a form of in-class writing.

As the semester unfolds, we will consider setting up discussions in Canvas differently (e.g. “Users must post before seeing replies”), but to start we will use basic Discussion Forum settings. We will also discuss with you the possibility of posting audio and/or video responses in

place of written responses, as well as completing equivalent online assignments, such as the social annotation of texts using [Hypothes.is](https://hypothes.is). Depending on the quality of your Reading Responses, our Zoom sessions, and your follow-up responses, we may also increase the length requirement of one or more of your Reading Responses. We will let you know if we decide to make any of these modifications after the first few class sessions have met.

Although we will read these Discussion Forums closely, we will not be providing feedback on every individual posting. Instead, we will watch for trends in the length, number, timing, and quality of your posts throughout the semester, and we will let you know if you need to improve.

As a rough guideline, however, consider that each Reading Response is worth approximately 35 points (one of the nine listed responses will be taken up by your discussion guide, as noted below, which leaves eight responses you will write). At the end of the semester, we will grade all your responses collectively according to the following scale:

- A: substantial, detailed, and/or insightful engagement or analysis
- B: some engagement or analysis, perhaps with some summary
- C: mostly summary, with little engagement or analysis
- D: shorter than required, little to no understanding, and/or poorly written
- F: a pattern of missing or inadequate responses

4. Leading Discussion (100 points)

In the second part of our course, which we will design collectively, we would like you to work with 1 or 2 other students to lead class discussion of the text(s) assigned for one class meeting. You may approach this assignment in any way you wish, but you will be expected to provide a 15-minute introduction and to direct our Zoom conversation in the ways you find most appropriate. Discussion leaders should consult with us before they plan their presentation and submit a discussion guide instead of their normal reading responses.

6. Final Project (475 points)

We will work individually with each of you to develop a final project appropriate to your interests and the goals of this course. This may be a traditional seminar paper, 16-24 pages long, or it may take some other form, such as

- a research prospectus for a master's thesis or doctoral dissertation
- a review essay on a major theme of this course, similar to what you might submit for an oral or written preliminary exam
- a manifesto, white paper, or work of creative writing
- a digital, web-based, visual, or mixed-media project
- a syllabus and extensive justification for a new course
- a public education campaign, museum exhibition, or art installation
- a collaborative project with one or more other members of the class

Whatever the project, it must represent a public or publishable example of theory and/or practice related to ecocriticism and/or the environmental humanities. We would be disappointed if you did not make plans to use this final project to fulfill some other academic goal—whether that be a programmatic requirement, a conference presentation, a dissertation chapter, a journal article, a professional report, or some other worthy achievement.

To help you achieve your goal, we will ask you to submit three “milestones” throughout the semester, along with a self-evaluation. Each of these components has its own point value:

- **Milestone #1:** Detailed 3-4-page proposal, consisting of a 1-2-page abstract of your intended subject and method and a 2-3-page annotated bibliography of 6-8 relevant books and/or articles. (Your annotations need not be extensive; 50-100 words each is a good target.) If your project will involve a public component, be sure to indicate your intended audience, method of delivery, predicted impact, and “theory of change.” (By “theory of change,” we mean not just *what* you expect your project will accomplish (its predicted impact) but *how* and *why* you expect it will accomplish these things.) Due October 14 by 9 a.m. (25 points).
- **Milestone #2:** Progress report, 2-3 pages, explaining what remains to be done and including a longer review or discussion of a single article or book. Due November 11 by 9 a.m. (25 points).
- **Milestone #3:** Five-minute class presentation of your project and your progress on it (using slides as needed). Due on December 10 (25 points).
- **Final Project:** Due on Wednesday, Dec. 23 by 11:59 p.m. (375 points). ***No extensions!***
- **Self-evaluation:** Due on Wednesday, Dec. 23 by 11:59 p.m. (25 points).

We would of course be happy to review additional abstracts, outlines, and partial or complete drafts, with sufficient notice. For help in planning large and/or collaborative projects, see the University Library’s [Assignment Calculator](#) and the Center for Educational Innovation’s site on [Surviving Group Projects](#).

Grading criteria for the final project will differ depending on the project, but in general we will grade it according to the following scale:

- **Content:** Is your project insightful? Does it demonstrate a rich understanding of the material it examines? Is it inspiring, impressive, and something you are proud to call your own?
- **Coherence and clarity:** Is your project focused and well organized? Does it have a clear purpose, and is it devoted to fulfilling that purpose? If you are making an argument, do you support your claims with evidence and address opposing arguments? If your project is creative or artistic, is it original and interesting? Does it compel our attention?
- **Proof-reading and documentation:** Is your project free of errors in grammar, punctuation, and spelling? Do you credit the source of borrowed ideas, statements, and/or images appropriately?
- **Execution vs. Difficulty:** Was your goal ambitious, even if the result was imperfect?

Course Schedule

How is this course structured to develop your knowledge, understanding, and abilities throughout the semester?

This schedule is subject to change, so if you miss a class you should check with a classmate for the most current information. Lecture notes, handouts, and additional readings will be available on our Canvas site. All readings are listed as bullets and should be read before the class on the day they appear.

Part One: Overview of Ecocriticism and the Environmental Humanities

9/10 Week 1 - Ecocritical Approaches to COVID-19

Read: Rigby, "Spreading Pestilence," from *Dancing with Disaster*
Hockenos, "Shifting Gears: Climate Protest ... in the Age of Coronavirus"
Samuel, "Our environmental practices make pandemics ... more likely"
Kramnick, "The Humanities After COVID-19"
ASLE Statement on COVID-19
View: Pandemics in Context (Environment and Society Portal)
DUE: Follow-up Response #1 (after our Zoom session)

9/17 Week 2 - The Anthropocene and Scale

Invited Guest: Kiley Kost, Visiting Assistant Professor of German, Carleton College
Read: Clark, Introduction and Chapters 1-2
Philippon, "Edward Abbey's Remarks at the Cracking of Glen Canyon Dam"
Clare, "The Lament of Swordy Well"
Mahli, "The Concept of the Anthropocene"
Kost, Introduction to "Telling Deep Time"
DUE: Intellectual Autobiography and Learning Assessment (by Wed at 9 am)
Follow-up Response #2 (after our Zoom session)

9/24 Week 3 - Genre

Read: Clark, chapters 3-4
Melin, "Borderless Flows in Federspiel's *Die Ballade Von Der Typhoid Mary*"
Phillips, "Ecocriticism, Literary Theory, and the Truth of Ecology"
Schneider-Mayerson, "'Just as in the Book?'"
DUE: Reading Response #1 (by Wed at 9 am)

10/1 Week 4 - Material and Postcolonial Ecocriticism

Invited Guest: Serenella Iovino, Professor of Italian Studies, UNC-Chapel Hill
Read: Clark, chapters 5-6
Iovino, "Cognitive Justice and the Truth of Biology"
Asma, "Does the Pandemic Have a Purpose?"
Heise, "Globality, Difference, and the International Turn in Ecocriticism"
DUE: Reading Response #2 (by Wed at 9 am)

10/8 Week 5 - Race, Science, and Environmental Justice

Invited Guest: J. Drew Lanham, Professor of Wildlife Ecology, Clemson University
Read: Lanham, *The Home Place*
Scan: Cunningham, "St. Paul group ... working to broaden the face of bird-watching"
Edmondson, "This Land is Your Land?"
Urban Bird Collective
Nature photographer Dudley Edmondson
ASLE Statement on the Death of George Floyd
Environmental Justice Resources Online (Environment and Society Portal)

DUE: Reading Response #3 (by Wed at 9 am)

10/15 Week 6 - Food Writing and the Environment

Read: Four pairs of articles:

- (1) Philippon, "The Environmental Humanities: An Extensive Pleasure"
Berry, "The Pleasures of Eating"
- (2) Philippon, "How Local is Slow Food?"
Petrini, "McDonald's Versus Slow Food"
- (3) Patel and Philippon, "Still Stuffed and Starved, Ten Years Later: A Conversation"
Patel, "Food Sovereignty: Power, Gender, and the Right to Food"
- (4) Nicols and Philippon, "An Interview with Michael Pollan"
Pollan, "The Sickness in Our Food Supply"

DUE: Final Project Proposal (by Wed at 9 am)
Follow-up Response #3 (after our Zoom session)

10/22 Week 7 - Critical Animal Studies

Invited Guest: Christine Marran, Professor of Asian & Middle Eastern Studies, UMN

Read: Marran, "You Turn to the Camera and I Smile," an excerpt from *First-Person Animal* (in preparation), to be posted in October

Nocella, "The Emergence of Critical Animal Studies"

Derrida, "The Animal That Therefore I Am (More to Follow)"

Quammen, "Did Pangolin Trafficking Cause the Coronavirus Pandemic?"

DUE: Reading Response #4 (by Wed at 9 am)

Part Two: In-Depth Explorations (Developed Collaboratively)

10/29 Week 8

Discussion Leaders - Group #1

DUE: Reading Response #5 (by Wed at 9 am)

11/5 Week 9 (Post-Election Day)

Discussion Leaders - Group #2

DUE: Reading Response #6 (by Wed at 9 am)

11/12 Week 10

Discussion Leaders - Group #3

DUE: Final Project Progress Report and Reading Response #7 (by Wed at 9 am)

11/19 Week 11

Discussion Leaders - Group #4

DUE: Reading Response #8 (by Wed at 9 am)

11/26 Week 12 - No class (Thanksgiving)

12/3 Week 13

Discussion Leaders - Group #5
DUE: Reading Response #9 (by Wed at 9 am)

12/10 Week 14 - Last class
Final Project Presentations

12/23 Final projects and self-evaluations due by 11:59 pm. *No extensions!*

12/30 Grades due by 11:59 p.m.