

Course delivery with respect to the COVID-19 pandemic

Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any assessments affected will be conducted online as determined by the course instructor.

**English 2551G 550 Special Topics in English and Cultural Studies:
Climate Change and Environmental Justice in World Literature**

Instructor: Dr. Alicia Robinet

Instructor Email: arobine3@uwo.ca

Office hour: Online Thursdays 10:00-11:00 am; I am also available by appointment

Course time: Wednesdays 1:30-2:30; Fridays 1:30-3:30

Course location: Online for January; Huron V207 if we return to in-person learning

Course section: 550

Prerequisite(s): At least 60% in 1.0 of English 1020-1999 or permission of the Department.

Extra Information: 3 hours

Course Weight: 0.50

Course Description:

This course examines climate change and issues of environmental justice in poetry, fiction, drama, film, and music. Arranged by theme, the course texts will introduce us to the ways in which writers and artists confront the challenges of climate change and its artistic representation. The assignments will engage students in the texts at hand but will also ask learners to think about the connections between art and activism, reminding us that as agents of social change, we can have hope.

Course Outcomes and Objectives:

By the end of this course, students should be familiar with various strategies for depicting environmental and climate issues in a wide array of genres and should be able to express their thoughts in formal and informal assignments and in class discussions.

Learners should be able to:

1. Identify the characteristics of climate change literature
2. Communicate ideas about literary or cultural texts orally and in writing in formal and informal ways
3. Engage in research to complete an academic essay
4. Understand and apply the basic rules of writing mechanics in written projects

5. Analyze literary and cultural texts
6. Create a blog to connect course texts and social issues
7. Apply the key concepts in climate change studies in written projects

Teaching Methodology:

The professor will take a conversational or dialogic approach to investigate the range of responses to the social and historical issues we are studying. Students are expected to participate in their learning. In the event of changes to the course delivery, the professor will clarify changing expectations and any alterations to course assignments. Students are expected to read the material assigned for each class and should be prepared to discuss it.

In the event of a COVID-19 resurgence during the course that necessitates the course moving away from in-person delivery, course content may be delivered online either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). There may also be changes to any remaining assessments at the discretion of the course instructor.

Course Texts

Cherie Dimaline, *The Marrow Thieves*
 Imbolo Mbue, *How Beautiful We Were*
 Amitav Ghosh, *Gun Island*

Your other readings as outlined in the reading schedule will be found on OWL or are accessible via the link provided below. Please let me know if you have any issues accessing course content.

Course Reading Schedule

*I will play the “Soundtrack” while we set up for each class. Most weeks we are listening to the songs from the Huron1Read accompanying album, *We Are the Halluci Nation*, and the other selections correspond thematically with the weekly readings.

Date	Theme	Reading
Wednesday, January 12 th	Welcome and Introductions	Soundtrack: “We Are The Halluci Nation” Feat. John Trudell & Northern Voice, from <i>We Are the Halluci Nation</i>
Friday, January 14 th	Defining Our Terms	Recommended reading: The section “Constellations of the Anthropocene” pp. 19-22 in DeLoughrey, Elizabeth M. <i>Allegories of the Anthropocene</i> . Duke UP, 2019. Available through OMNI https://doi.org/10.1215/9781478005582 Soundtrack: “R.E.D.” Feat. Yasiin Bey, Nancy & Black Bear from <i>We Are the Halluci Nation</i>
Wednesday, January 19 th	Land as Literature: Writing Climate Crisis	Amitav Ghosh, from <i>The Great Derangement: Climate Change and the Unthinkable</i> (short excerpts are available on OWL)

		<p>Krishnakumar Sankaran, "This Poem is a Dead Zone" From <i>Watch Your Head: Writers and Artists Respond to the Climate Crisis</i>. Edited by Kathryn Mockler, Toronto: Coach House, 2020, p. 182. <i>ProQuest Ebook Central</i>, https://ebookcentral-proquest-com.proxy1.lib.uwo.ca/lib/west/detail.action?docID=6210056.</p> <p>Soundtrack: "The Virus" Feat. Saul Williams & Chippewa Travellers from <i>We Are the Halluci Nation</i></p>
Friday, January 21 st	Child's Play: Youth and Climate Activism	<p>Sumana Roy, "Global Warming" (available on OWL) Kunjana Parashar, "26." <i>Watch Your Head: Writers and Artists Respond to the Climate Crisis</i>. Edited by Kathryn Mockler. Armand Garnett Ruffo, "Environment." <i>Watch Your Head: Writers and Artists Respond to the Climate Crisis</i>. Edited by Kathryn Mockler, Toronto: Coach House, 2020, p. 228. <i>ProQuest Ebook Central</i>, https://ebookcentral-proquest-com.proxy1.lib.uwo.ca/lib/west/detail.action?docID=6210056.</p> <p>Soundtrack: Noah Simon, https://www.youtube.com/watch?v=y1TS61P0224</p>
Wednesday, January 26 th	Child's Play: Youth and Climate Activism	<p>Cherie Dimaline, <i>The Marrow Thieves</i></p> <p>Soundtrack: Buffy Sainte-Marie and Tanya Tagaq, "You Got to Run (Spirit of the Wind)" https://www.youtube.com/watch?v=o5zb0WTSLsY</p>
Friday, January 28 th	Climate Change and Indigenous Futures / Essay Writing Tips	<p><i>The Marrow Thieves</i> cont'd</p> <p>Please bring any questions about essay writing to class.</p> <p>Soundtrack: "Before," from <i>We Are the Halluci Nation</i></p>
Wednesday, February 2 nd	Climate Change and Indigenous Futures	<p><i>The Marrow Thieves</i> cont'd</p> <p>Soundtrack: "Sila" Feat. Tanya Tagaq, from <i>We Are the Halluci Nation</i></p> <p>*Dear Climate Letter 1 Due at class time</p>
Friday, February 4 th	Dramatizing Climate Change	<p>Hiro Kanagawa, "Theatre Action and the Ripple Effect" (available on OWL) Achiro P. Olwoch, "Gods of the Land!" (available on OWL) Meaza Worku, "Crossroads" (available on OWL)</p>

		Soundtrack: “The Light” Feat. Lido Pimienta, from <i>We Are the Halluci Nation</i>
Wednesday, February 9 th	Dramatizing Climate Change	Marie Clements, <i>Burning Vision</i> , available at https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cbibliographic_details%7C3606824?account_id=15115&usage_group_id=94484 Soundtrack: Eikichi Yazawa, “Flash in Japan” https://www.youtube.com/watch?v=tJf7u0puYMs
Friday, February 11 th	Global Histories and Environmental Justice	Marie Clements, <i>Burning Vision</i> , available at https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cbibliographic_details%7C3606824?account_id=15115&usage_group_id=94484 Soundtrack: “JHD” Feat. Junior Ottawa, <i>We Are the Halluci Nation</i>
Wednesday, February 16 th	Visualizing Climate Change	Soumik Datta’s film <i>Songs of the Earth</i> , Animated by Sachin Bhatt and Anjali Kamat (viewed in class and in advance if you wish: https://www.youtube.com/watch?v=UerChOwsjq0) Soundtracks: Datta’s tracks accompanying the film
Friday, February 18 th	Envisioning Environmental Justice	Film: TBD based on student vote <i>Dear Climate</i> ’s “Power to the Porous” (2018); “The Climate’s Changed: Will We?” Available at https://www.dearclimate.net/posters Soundtrack: “The Muse” Feat. Jennifer Kreisberg, <i>We Are the Halluci Nation</i> <i>Dear Climate Letter 2 Due at class time</i>
Wednesday, February 23 rd	Reading Week	Read and Relax
Friday, February 25 th	Reading Week	Read and Relax
Wednesday, March 2 nd	Reproductive Toxicity, Maternity, and Climate Change	Keki N. Daruwalla, “Iceberg at Abu Dhabi” (available on OWL) Sukrita Paul Kumar, “Tsunami Snapshots,” available at <i>Northern Kentucky University Digital Repository</i> , https://dspace.nku.edu/bitstream/handle/11216/90/Tsunami.pdf?sequence=1&isAllowed=y Peter H. Fogtdal, “Apology to Mom” (available on OWL) Soundtrack: “Orca’s Reprise,” Jayda G Orca’s Reprise - YouTube

Friday, March 4 th	Reproductive Toxicity, Maternity, and Climate Change	<p>Plotlo Tsamaase, “Eclipse Our Sins.” <i>Clarkesworld</i>, Issue 159, December 2019, available at https://clarkesworldmagazine.com/tsamaase_12_19/ *Audio version available at the link as well* Kathy Jetñil-Kijiner, “Anointed,” available at: https://www.youtube.com/watch?v=hEVpExaY2Fs Jetñil-Kijiner and Aka Niviâna, “Rise: From One Island to Another,” available at: https://350.org/rise-from-one-island-to-another/ Jetñil-Kijiner, “Monster,” available at: https://www.youtube.com/watch?v=m8OJulGi1Rg Jetñil-Kijiner, “Dear Matafele Peinam.” <i>Iep Jaltok: Poems from a Marshallese Daughter</i>. U of Arizona P, 2017, pp. 70-73, available at: https://ebookcentral-proquest-com.proxy1.lib.uwo.ca/lib/west/reader.action?docID=4755271&ppg=80</p> <p>Soundtrack: “Eanan” Feat. Maxida Marak, <i>We Are the Halluci Nation</i></p>
Wednesday, March 9 th	The Factory	<p>Omar El Akkad, “Factory Air.” <i>Guernica</i>, 25 March 2019, available at: https://www.guernicamag.com/factory-air/</p> <p>Soundtrack: “Indian City,” Feat. Black Bear, <i>We Are the Halluci Nation</i></p>
Friday, March 11 th	Petrofiction and the Anthropocene	<p>Imbolo Mbue, <i>How Beautiful We Were</i></p> <p>Soundtrack: “Samalilani,” Theresa Ng’ambi, James Sakala, Maureen Lilanda, Pompei & Shaps Mutumba https://www.youtube.com/watch?v=q9F9LEEOUGE&t=5s</p> <p>Blog due at class time</p>
Wednesday, March 16 th	Petrofiction and the Anthropocene	<p><i>How Beautiful We Were</i> cont’d</p> <p>Soundtrack: “How I Feel,” Feat. Leonard Sumner, Shad & Northern Voice, <i>We Are the Halluci Nation</i></p>
Friday, March 18 th	Revolt and Environmental Activism	<p><i>How Beautiful We Were</i> cont’d</p> <p>Soundtrack: “The 1975,” The 1975 https://www.youtube.com/watch?v=xWcfzAfuFyE&t=42s</p>
Wednesday, March 23 rd	Embodying the Environment	<p>K. Srilata, “Reading at One Remove” (available on OWL) Saima Afreen, “Green is an Incomplete Anthology” (available on OWL)</p>

		Soundtrack: “For You (The Light Part II),” Feat. Lido Pimienta, <i>We Are the Halluci Nation</i>
Friday, March 25 th	Sci-Fi in Cli-Fi	Nnedi Okorafor, “Spider the Artist” Available at <i>Lightspeed Magazine</i> , http://www.lightspeedmagazine.com/fiction/spider-the-artist/ Soundtrack: “ALie Nation,” Feat. John Trudell, Lido Pimienta & Tanya Tagaq, <i>We Are the Halluci Nation</i> Essay Writing Workshop: please bring your draft
Wednesday, March 30 th	Myth, Migration, and Dislocation	Amitav Ghosh, <i>Gun Island</i> Soundtrack: “Soon,” <i>We Are the Halluci Nation</i> Research Essay due at class time
Friday, April 1 st	Myth, Migration, and Dislocation	Amitav Ghosh, <i>Gun Island</i> Soundtrack: Student Selection
Wednesday, April 6 th	Myth, Migration, and Dislocation	Amitav Ghosh, <i>Gun Island</i> Soundtrack: Student Selection
Friday, April 8 th	Conclusions	Review, Comments, and Questions

Evaluation:

Course Component	Weight	Due Date
Participation	15%	Ongoing
<i>Dear Climate</i> Letters	Letter 1: 7% Letter 2: 8% = 15%	Letter 1: Wednesday, February 2nd Letter 2: Friday, February 18 th
Blog	10%	Friday, March 11 th
Research Essay	25%	Wednesday, March 30 th
Final Examination	35%	To be scheduled during the final examination period

Assignment Descriptions:**Participation:**

This course relies on active student participation. We will engage in many small and large group conversations that work best with learners who are enthusiastic and receptive to their peers’ contributions. Active listening is also an important element of a fully participative class. My assessment will evaluate the quality and quantity of your contributions to class discussions, your preparation for class, participation in class activities, and active listening. A note on attendance:

you must be present to participate, but participation is more than presence. While the course is online, students will be expected to participate during synchronous sessions and to complete asynchronous participation tasks as assigned.

Dear Climate Letters:

“Dear Climate” is a creative research project founded by Una Chaudhuri, Fritz Ertl, Oliver Kellhammer, and Marina Zurkow. On the website *Dear Climate*, you will find a Call for Letters (please find the link on your assignment handout). This assignment asks you to answer the call in order to link climate change scholarship and activism (also: note the thematic significance of the letter in our course novel). Please see the assignment handout for specific expectations.

Blog:

With the assistance of the one and only Ryan Rabie, Huron’s Digital Initiatives and User Services Librarian, we will create a class blog that collects our responses to the course’s literature. You will connect one course text to a global climate event or environmental issue. Please see the assignment handout for specific expectations.

Research Essay:

The research essay will require your engagement with primary and secondary sources. Please write the essay in MLA style. I will provide essay topics in class. Please see the assignment handout for specific assignment details regarding word length and research expectations and be sure to attend the class on essay writing. Bring your draft to the essay writing workshop for peer and instructor feedback. Essays will be submitted on OWL and will be checked through Turnitin.

Final Examination:

To be scheduled during the final examination period. Please take careful notes from class beyond course slides to prepare for the exam.

*Late assignments will be penalized 3% per day. Please don’t hesitate to speak to the instructor should you require assistance with your assignments.

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. **Unauthorized reproduction** through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited.



Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022

Mandatory Use of Masks in Classrooms

Students will be expected to wear triple layer non-medical masks at all times in the classroom as per Huron policy and public health directives. Students are now permitted to drink water in class by lifting and replacing the mask each time a drink is taken. Students will be able to eat and drink outside of the classroom during scheduled breaks.

Students unwilling to wear a mask as stipulated by Huron policy and public health directives will be referred to the Dean's Office, and such actions will be considered a violation of the Huron Student Code of Conduct.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. The appeals process is also outlined in this policy as well as more generally at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicssupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

- (a) **Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will

be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>

Office of the Registrar: <https://registrar.uwo.ca/>

Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>

Academic Support & Engagement: <http://academicsupport.uwo.ca/>

Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.