Course Location: OA-2017

Class Times: Monday and Wednesday, 1:00 – 2:30 pm

Prerequisites: Four FCEs in English, including English 2913, or permission of the Chair of the Department.

Instructor Information
- Instructor: Dr. Cheryl Lousley
- Office: OA-3015
- Telephone: 705-330-4008, ext. 2643
- Email: clousley@lakeheadu.ca
- Office Hours: Mondays, 4:00 – 5:00 pm (drop-in); or at other times and days by appointment (send me an email).

Table of Contents

Instructor Information.................................................................1
Course Description........................................................................2
Course Objectives..........................................................................2
Course Resources...........................................................................2
  Required Course Texts.................................................................2
  Course Website...........................................................................2
Course Schedule............................................................................2
Assignments and Evaluation.............................................................5
  Assignment Policies.................................................................5
Marking Standards.........................................................................9
Plagiarism.....................................................................................9
University Policies..........................................................................9
Course Description
This literary theory seminar explores how language, knowledge, and textuality relate to the ethical, political, and aesthetic dimensions of cultural approaches to ecological change and injustice. Theoretical readings in ecocriticism, science studies, feminism, and postcolonial theory will be discussed alongside contemporary drama, poetry, fiction, and non-fiction prose.

Course Objectives
✓ to develop advanced reading skills in literary criticism and theory;
✓ to learn how to contribute to literary debate by understanding theoretical frameworks, applying them to literary texts, and asking questions about their relevance and significance;
✓ to understand the main theoretical frameworks through which ecocritical literary study is approached and why;
✓ to develop the capacity to contribute to cultural criticism on ecological questions;
✓ to further develop academic skills in critical analysis, reading, writing, oral discussion, and logical argument;
✓ to develop professional skills in collaboration, including attentive listening, critical reflection, persuasive argument, and facilitation.

Course Resources

Required Course Text(s)
The following required texts are available for purchase at the Lakehead University Bookstore:


ENGL 4914 WAO Ecocriticism and Environmental Theory Course package, compiled by Dr. Cheryl Lousley. Lakehead University, 2017.

Course Website
Assignment and other material will be regularly posted on the Desire2Learn course website, which you can log into from the Lakehead website by clicking on mycourselink.¹

¹ https://lakeheadu.desire2learn.com/
Course Schedule (subject to change)
These are the dates on which the listed texts will be discussed. Students are expected to come to class having read all the assigned readings because we will be actively working with these texts in class. Plan your time accordingly. This schedule is subject to change, as announced in class and/or on the online course site. Most of the readings are to be found in the course package.

1. Introduction
Jan 9

2. Phenomenology
Jan 11  Evernden, “Talking About the Mountain” [D2L]
        Adorno & Horkheimer, “The Concept of Enlightenment”

Jan 16  Heidegger, “The Question Concerning Technology”
        Marlatt, from Steveston [handout]

Jan 18  Evernden, “A Biology of Subjects” [D2L]
        Raffles, from Insectopedia

Jan 23  Ingold, from Being Alive
        Clark, “Phenomenology”

Seminars
Jan 25 & 30  Don McKay, Field Marks

3. Cultural Materialism
Feb 1  Williams, from The Country and the City

4. Feminist and Queer Theory
Feb 6  Plumwood, from Feminism and the Mastery of Nature
Feb 8  Alaimo, “Feminist Theory’s Flight from Nature”
        Mortimer-Sandilands and Erickson, “A Genealogy of Queer Ecologies”

Seminars
Feb 13 & 15  Jane Smiley, A Thousand Acres
Reading Break

5. Postcolonial Theory
Feb 27 Huggan and Tiffin, from Postcolonial Ecocriticism
Kincaid, from My Garden [Book]
Research essay proposals due in class.

Mar 1 DeLoughrey, “Postcolonialism”
Conference proposals due March 3rd (optional).

Seminars
Mar 6 & 8 Marie Clements, Burning Vision

6. Science Studies
Mar 20 Haraway, “The Promises of Monsters” p. 92 – end

7. Cultural Studies (Petro-Culture)

Seminars
Mar 22 & 27 Helon Habila, Oil on Water

Mar 29 Margaret Bourke-White, “At the Time of The Louisville Flood” [D2L]
LeMenager, “Petro-Melancholia” available via Project Muse at
http://muse.jhu.edu.ezproxy.lakeheadu.ca/journals/qui_parle/v019/19.2.lemen
ager.html

Apr 3 Cariou, “Tarhands: A Messy Manifesto” [D2L]
Burtynsky, “Oil” available at
http://www.edwardburtynsky.com/site_contents/Photographs/Oil.html

Wrap up
Apr 5 Research essay brief presentations; research essays due in class.

Apr 10 English Students Conference (optional), OA 2020
### Assignments and Evaluation

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Assignment Description</th>
<th>Length</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>In-class discussion contributions</td>
<td></td>
<td>Every class. Missed classes will mean deductions.</td>
</tr>
<tr>
<td>26%</td>
<td>Discussion preparation posts 13*2% each</td>
<td>200-300 words each</td>
<td>January 11(^{\text{th}}) – Mar 29(^{\text{th}}); to be submitted to online forum ONE HOUR before assigned class.</td>
</tr>
<tr>
<td>20%</td>
<td>Seminar</td>
<td>Oral and two-page handout</td>
<td>Students sign up in advance. Handout to be submitted online the day BEFORE the seminar (by midnight).</td>
</tr>
<tr>
<td>4%</td>
<td>Essay proposal and bibliography</td>
<td>300-word proposal plus bibliography</td>
<td>Monday, February 27(^{\text{th}}) in class.</td>
</tr>
<tr>
<td>35%</td>
<td>Research essay</td>
<td>12 pages, not including works cited</td>
<td>Wednesday, April 5(^{\text{th}}) in class.</td>
</tr>
</tbody>
</table>

### Assignment Policies

All written assignments are to be well-crafted works of writing without spelling or grammatical errors. **Expect to revise and polish your written work.**

- Assignments should be typed and double-spaced with 12-point font and one-inch margins.
- Put your full name, student number, assignment title, course name and number, submission date, and instructor name at the top of the first page on the left-hand side. Put your last name and page number on each subsequent page.
- Use the Modern Languages Association (MLA) style for citations and bibliography.
- Essays, seminars, and discussion posts are individual assignments and cannot be completed collaboratively.
- Assignments are due at the beginning of class on the dates indicated. If you do not hand in your paper in class, it is late. Submit late assignments to the instructor’s office.
- If you require an extension, you must ask for one BEFORE the due date.
- Please note that excessive workload, computer issues and vacation/travel plans do not constitute extenuating circumstances.
- Unless you ask for (and receive) an extension, late essays will be penalized by 2% per day (to a maximum of 20%).
- It is the student’s responsibility to retain a photocopy or electronic copy of all assignments submitted for grading; in the event of loss or theft, a duplicate copy is required.
- Exceptions to these policies are allowed only with a doctor’s note or other appropriate documentation.
In-class discussion contributions (15%)

Seminars are discussion-based rather than lecture-based courses. All students are expected to actively and regularly contribute to the discussion of texts and ideas at every class. Attendance is necessary but not sufficient for making oral contributions. Oral contributions throughout the semester will be evaluated on the basis of how well they contribute to furthering the learning of others and to the pursuit of understanding.

Discussion preparation (13 x 2% = 26%)

To help prepare for class discussion on the theoretical texts, each student will write a discussion post on the online class forum at least one hour before class begins. It should include the following:

1) For one of the assigned readings, identify at least one of the main ideas.

2) Suggest why this idea might be significant (Does it change or critique another theoretical perspective? Are there particular contexts it is relevant to?).

3) Raise a point or question about the reading you would like to discuss in class. (For example, does it take a stance different to one of our other readings? What seems strong or weak about its approach? Jump in and get your hands dirty! You can frame your response either as a question for the class to discuss, or a comment for the class to discuss. Be prepared to explain your question or interest in class.)

Other students will be able to see and comments on your posts: together, these posts will act as an interactive resource as you prepare your seminar and essay. Each post will be graded and feedback given. Each is worth 2% of your grade, to a total of 26% for thirteen readings.

Do bring additional notes, ideas, and questions to class for the discussion itself.

Seminar (25%)

Each student will be responsible for researching, preparing, and leading class discussion on one of our literary texts. Students will sign up for their text ahead of time. Students should find, read, and summarize at least six relevant secondary texts, such as literary criticism on the text or author's work, relevant historical or contextual dimensions, and scholarship on the literary mode and style.

The seminar should do the following:

1) Summarize the main ideas in the existing scholarship on the text or genre;
2) Illustrate their meaning through close reading of relevant passages;
3) Situate the discussion in relation to the theoretical concepts and readings in the course; and
4) Present at least three topics or questions for class discussion that show your interpretation of the text in relation to our course concepts and material.

To accompany the presentation, each student will prepare a written, one-to-two-page outline of your main ideas, quotations or passages for illustration, discussion questions, and works cited, which will be posted to Desire2Learn the day before class (by midnight). You should use this outline to structure your oral presentation.

Research essay (35%)

The culmination of the seminar will be a 12-page research essay, not including works cited. The research essay should address a theoretical problem or question in ecocriticism and environmental theory through extended research and textual analysis of one or more literary or cultural texts. The topic is open, but students are encouraged to meet with the professor early in the semester about their interests and ideas. It is recommended, though not required, that students write their essays on their seminar topics. While the course readings will provide theoretical background for analysis, students are expected to thoroughly research the chosen topic and text(s), showing familiarity with the major lines of recent criticism. The research essay must draw on at least 10 appropriate secondary sources beyond those assigned in the class. Many of these will be books, so order them early from Thunder Bay and racer.

Begin your research early, using the Lakehead library research guide: http://libguides.lakeheadu.ca/content.php?pid=479748

A proposal and preliminary bibliography must be submitted on Monday, February 27th to enable me to provide students with feedback and further reading suggestions.

Final essay due: Wednesday, April 5th in class
Length: 12 pages, not including works cited

Students have the option of submitting a proposal to present their research paper at the cross-campus graduate and undergraduate (4th year only) English Students Conference which will take place on Monday, April 10th. Participating in the conference will be excellent experience for students considering graduate studies.
Research essay proposal and bibliography (4%)

The proposal should summarize the main topic, focus, approach, and claims of the research essay. Your approach should be explicitly based on the course concepts and critical literature we are reading. The proposal should be accompanied by a bibliography of at least 10 library sources directly relevant to the focus, choosing the most up-to-date scholarship available. Substantial preliminary research will be required in order to draft both the proposal and the bibliography.

Proposal due: Monday, February 27th in class
Proposal length: 300 words plus minimum 10-item bibliography

Evaluation of the research essay, proposal, and bibliography will be based on these five criteria:

1) The clarity, soundness, and strength of the argument (Is there a clear argument? Is it a reasonable, well-founded argument? Is it supported well with textual evidence? Does the essay show that its topic and focus is significant?)

2) The clarity and strength of the textual analysis (Does the essay demonstrate a good understanding of the literary or cultural text(s) and their formal elements? Does it show insight into the meanings of the text beyond those discussed in class?)

3) The organization of the ideas (Does the introduction clearly introduce the topic and argument? Does the essay develop, paragraph by paragraph, along a clear, focused path? Does it seem logical why one paragraph follows another? Is there paragraph unity and coherence throughout? Is there appropriate use of signposting, topic sentences, and transitional devices to guide the reader through the argument? Does the conclusion address the implications of the argument?)

4) The writing style (Is the prose clear and concise? Does it use appropriate diction and language level for the audience? Does it have rhetorical flair? Does it have an individual voice?)

5) The quality of the research (Does it show familiarity with current scholarship? Is it relevant to the topic? Is it comprehensive? Is it up-to-date? Is it well-understood and well-summarized?)
Marking Standards
All assignments will be marked in accordance with the English Department Marking Standards\(^2\).

Plagiarism
Plagiarism is the unacknowledged use of someone else’s words and/or ideas. Not acknowledging your debt to the ideas of a secondary source, failing to use quotation marks when you are quoting directly, buying essays from essay banks, copying another student’s work, or working together on an individual assignment, all constitute plagiarism. Resubmitting material you've submitted to another course is also academic dishonesty. All plagiarized work (in whole or in part) and other forms of academic dishonesty will be reported to the Dean, who is responsible for judging academic misconduct and imposing penalties. The minimum penalty for academic misconduct is a 0 on the assignment in question. It might also be subject to more severe academic penalties. See the Code of Student Behaviour\(^3\).

University Policies
- Students in this course are expected to conform to the Code of Student Behaviour.
- Lakehead University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the course.
- This course outline is available online through the English Department homepage\(^4\) and the Desire2Learn site\(^5\) for the course.

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\(^2\) https://www.lakeheadu.ca/academics/departments/english/marketing-standards
\(^3\) https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/code-of-student-behaviour-and-disciplinary-procedures#node-1046
\(^4\) https://www.lakeheadu.ca/academics/departments/english
\(^5\) https://lakeheadu.desire2learn.com/