



**Course Materials:** Please buy digital or print copies of 1. the *Parable of the Sower* graphic novel, 2. *Red Nation: Indigenous Action to Save Our Earth*, 3. Tommy Pico's *Nature Poem*, and 4. Le Guin's *The Word for World is Forest*. Digital copies are available through many sites. Print copies can be ordered from Mysterious Galaxy Bookstore: <https://www.mystgalaxy.com>. *The Red Deal* is available to order a physical or digital copy at <https://www.commonnotions.org/the-red-deal>. All other required readings will be available on CANVAS. Videos and films will be available through CANVAS and through Film and Video Library E-reserves.

### **Class Schedule/ Tuesday Zoom Lecture/Discussion Board Question and Thursday In-Person Class**

-After the first Tuesday in person class, every **Tuesday** there will be a non-synchronous video lecture for everyone. Each Tuesday I will upload a video lecture on that day's materials to Media Gallery on Canvas by 12 PM. Everyone in the class must post a comment to the Discussion Board by the next day, Wednesday, at midnight, and must respond to at least one other student's comment by Thursday at 2 PM.

-Every **Thursday**, I will hold in person classes from 12:30-1:50 in Peterson 102. I will be wearing a mask and would appreciate it if you would wear one, since this is a giant class for an upper-division seminar and Covid and flu are surging right now: <https://www.latimes.com/california/story/2024-01-06/covid-19-intensifies-across-california-with-the-worst-likely-still-to-come>. Please do not come to class if you are sick. Absences due to illnesses will not adversely affect your grade. If you must miss a Thursday class, I will ask that you write a Discussion Board post for the Thursday class you miss by the following Monday at midnight. I will post slides after every lecture on Canvas and will post the Thursday Discussion Question for those who are absent shortly after Thursday's class. Usually, the Discussion Question for those who are absent will be similar to questions we will explore in class that Thursday, so if you attend class, you will already have done the work and will not need to write anything more. In Thursday class I will be handing out index cards and asking you to think about answers to questions I pose in the middle and towards the end of class. These will be your "calling cards" that help me learn more about each of you as individuals and help me keep track of attendance and class participation.

**Course Evaluation.** To pass this class students must receive a passing grade in the following areas:

Assignments:		Grading Scale:			
Participation, including Discussion Boards	30%	93-100	A	73-76	C
Blog Posts (3)	45%	90-92	A-	70-72	C-
		87-89	B+	67-69	D+

Final Creative Assignment with Final Maker's Process Statement and Self-Assessment or Research Paper with Self-Assessment	25%	83-86	B	63-66	D
		80-82	B -	60-62	D -
TOTAL	100%	77-79	C +	0-59	F

### **Discussion Threads and Participation (30%):**

You must be an attentive and engaged participant to receive credit for participation. This includes speaking up in discussion, contributing comments or questions, being respectful and attentive to your classmates, and contributing to discussions in small groups when asked to do so.

In your discussion posts that you will do each week after the first week, I would like you to, in at least 300 words and no more than 400 words, 1) answer the questions that I pose, and 2) ask any additional questions (if any) that you have about the text, or the topics/ideas addressed in the lecture. These Discussion Posts are due Wednesday by midnight each week. Please respond to at least one other classmates' post by Thursday at midnight each week during Weeks 2-10. When responding to someone else, please go beyond saying "I like this" or "I agree" by adding specifics that contribute to or respectfully complexify their post.

Neither the Discussion Boards nor the Blog Posts can be done at the end of the quarter; you will have a time frame in which to do each one and there will be an end date beyond which Discussion Posts and Blog Posts will not be accepted for each one unless you have received an extension (which I would prefer not to do, since it means you are not really in conversation with your classmates, who will have moved on to the next thing on the syllabus). It is important to post in a timely manner to create a class conversation rather than going in at the end and writing something quickly that none of your classmates will read because they have moved on. To keep this from happening, Discussion Threads will be locked on Saturday at midnight each week. If you are ill, with documentation, and unable to complete a Discussion thread on time, let me know as soon as possible and I will give you a substitute writing assignment writing 500 words in response to a different question.

As mentioned above, if you must miss a Thursday class, I will ask that you write a Discussion Board post for the Thursday class you miss by the following Monday at midnight. I will post slides after every lecture on Canvas and will post the Thursday Discussion Question for those who are absent shortly after Thursday's class.

Your participation will be evaluated as follows:

- A: Comes to class prepared and participates/engages productively in every class discussion and posts a comment and response that meet syllabus guidelines to another student's comment on each of the 9 weekly Discussion Boards. Has no more than two unexcused

absences on Thursdays and completes Thursday Discussion Boards for any Thursday classes that are missed.

- B: Comes to class prepared and participates productively in most class discussions, with no more than three unexcused absences on Thursday; posts to the discussion boards in a timely fashion and adequately responds to the questions; misses no more than one Tuesday Discussion Board and completes Thursday discussion boards for any Thursday classes that are missed.
- C: Comes to discussion, and sometimes participates; misses more than three Thursday in-person classes without an excuse, and/or misses two or more weekly Discussion Posts, whether on Tuesday or Thursday, and/or does not always engage the questions posed in lecture or gives answers that are too brief.
- F: Misses 4 or more Thursday classes without excuse and/or misses four or more discussion board posts.

\*Excused absences, or arrangements to submit late Blog Posts, must be cleared in a discussion with me. These absences or late posts will not count as “missed.”

**3 Required Blog Posts (45% Total; 15% each).** I will ask you to write 3 Blog Posts to be submitted in response to Assignments on CANVAS. In these posts, I will ask you to analyze the texts assigned for the modules leading up to the assignment or complete a creative work and a maker’s statement about them. I will post the Blog prompts on CANVAS at least 2 weeks ahead of time. These Blog Posts are designed to give you practice writing in a public mode and to help you actively respond to the reading and other assignments. The aim of these assignments is to give students space to explore new ideas, raise questions, develop insights, and think critically. Blog posts must be a minimum of 1200 words. Please note: Blog entries are not summaries of the reading and students should not summarize the plot in their entries. Instead, use the Blog Post to pursue a question or idea in relation to the prompt. It is a great thing to do to build on a Discussion comment you’ve made as the springboard for a Blog Post, and I strongly encourage it. While Discussion comments can be more informal and written more quickly, however, I expect Blog Posts to go through at least one draft and to be revised and proofread. This is where we will work on your writing to improve your skills and ability to communicate your ideas to others. Improvement and effort count a lot.

**25% of the final grade will be based on your Final Research Paper (5-7 Pages) or Creative Project** (up to 20 pages or in another cultural form such as a video, song, zine, comic, etc.) with 3-Page Maker’s Process Statement (includes cover page) that reflects on how your final project relates to the ideas, texts, and images you explored in class over the course of the quarter. I will upload a more detailed Assignment Prompt later in the quarter. Final Materials are due W 3/20 by 3 PM as File Uploads on Canvas.

**Accommodations.** If you prefer to be called by a different name or to be referred to by a different gender than what appears on your enrollment record, please notify me. Students with disabilities should be sure to register with the Office for Students with Disabilities (OSD) <http://disabilities.ucsd.edu/about/index.html>. If you require any specific accommodations, please provide a copy of your paperwork to me as soon as possible.

**Community/Discussion Guidelines.** This class is intended for students interested in challenging commonly held understandings of race, gender, sexuality, class, and nation. Given the nature of the course there will likely be a wide range of opinions. Ideally the course will prompt you to think for yourself and to raise questions about conventional views and received wisdom. However, please engage one another in discussion with respect and consideration. Do not use abusive and harsh language, and please respect the UCSD Principles of Community that we are all expected to follow (<http://www.vcb.ucsd.edu/principles.htm>).

### **Office hours/email contact info**

I have scheduled and by appointment office hours on Zoom. Attendance at office hours is not required but highly encouraged. You may also contact me by email with questions, concerns, or to set up a personal appointment. I will try to respond to all email within 48 hours.

### **Illness or other contingency**

- Ideally, the expanded time frame of this course will allow individuals experiencing mild symptoms to continue to participate. However, if you are experiencing severe symptoms or other hardship, please let me know as soon as possible.
- If you anticipate difficulty with getting regular access to the Internet in ways that will compromise your participation in this course, please reach out to me immediately. All discussions will remain confidential.

### **Resources**

- Accommodations for Students with Disabilities: I am available to discuss appropriate academic accommodations that may be required for students with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances. Students are encouraged to register with the Office for Students with Disabilities (OSD) to verify their eligibility for appropriate accommodations.
- Office for Students with Disabilities: According to the Office for Students with Disabilities (OSD), "Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the OSD. Students are required to present their AFA letters to the MCWP Program Representative/OSD liaison in advance so that accommodations can be arranged." Contact OSD at (858) 534- 4382, [osd@ucsd.edu](mailto:osd@ucsd.edu), or the office at University Center 202. Be aware that such accommodations are not retroactive. Please see <https://osd.ucsd.edu/> for more information.
- Writing Support: Although I am here to support you with your writing assignments, if you feel that you need additional assistance you may also contact and make an appointment with tutors at the Writing and Critical Expression Hub (<http://commons.ucsd.edu/students/writing/index.html>) or with the OASIS Language and Writing Program (<https://students.ucsd.edu/sponsor/oasis/language-writing/index.html>).
- Basic Needs: Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in this course, is encouraged to contact: [foodpantry@ucsd.edu](mailto:foodpantry@ucsd.edu) | [basicneeds@ucsd.edu](mailto:basicneeds@ucsd.edu) | (858) 246- 2632.



- CAPS Student Health and Well-Being: Provides services like confidential counseling and consultations for psychiatric services and mental health programming. <https://studentwellbeing.ucsd.edu/>.
- Community Centers: As part of the Office of Equity, Diversity, and Inclusion, the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus. <https://students.ucsd.edu/student-life/diversity/>.
- Undocumented Student Services: Programs and services are designed to help students overcome obstacles that arise from their immigration status and support them through personal and academic excellence <https://uss.ucsd.edu/>.

## **SCHEDULE**

### **Week 1 Racial Ecologies and Cultures of Climate Change**

**TU 1/9** Welcome: Course Overview and the Syllabus, Discussion Boards, Introductions

**TH 1/11** Read Marez, Foreword: "Racial Ecologies: A View from Ethnic Studies"; LeiLani Nishime and Kim D. Hester Williams, Introduction: "Why Racial Ecologies?" from *Racial Ecologies*; and David Pellow, "Toward a Critical Environmental Justice Studies: Black Lives Matter as an Environmental Justice Challenge."

### **Week 2 Indigenous Science and the Teachings of Plants**

**TU 1/16** Read Kyle Powys Whyte, "Indigeneity" from *Keywords for Environmental Studies*, 143-146; Robin Wall Kimmerer, "Learning the Grammar of Animacy," *Leopold Review* (2012), 4-9.

**TH 1/18** Kimmerer, *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants* excerpts (through page 21) and "The Gift of Strawberries."

### **Week 3 Speculative Fictions of Climate Change**

**TU 1/23** Read Shelley Streeby, "Introduction" to *Imagining the Future of Climate Change* and watch *Snowpiercer* (Joon-Ho, 2015); Read Lisa Lowe, "Globalization"

**TH 1/25** Read Streeby, "#NoDAPL: Native American and Indigenous Science, Fiction, and Futurisms" and watch *Anamata Future News: A Web Series of News Bulletins from Aotearoa's Future*

### **Week 4 Indigenous Movements and Futurities**

**M 1/29 Blog Post #1 Due by Midnight**

**TU 1/30** Nick Estes, Table of Contents, Map, Prologue, and Chapter 1, *Our History is the Future: Standing Rock Versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance*

**TH 2/1** Nick Estes, Chapter 7, *Our History is the Future*

### **Week 5 Manifestos: The Red Deal**

**TU 2/6** Read *The Red Deal: Indigenous Action to Save Our Earth* through 106

**TH 2/8** Finish *The Red Deal*

### **Week 6 Music, Poetry, and Storytelling**

**TU 2/13** Read Julie Sze, Selections from *Environmental Justice in a Moment of Danger* and

“Environmental Justice as a Soundtrack of Freedom” Blog Post from *Undisciplined Environments* (2019) and read Tommy Pico, *Nature Poem* through page 44.  
If you were making an environmental justice soundtrack, what is the first song you would put on it, and why?

**TH 2/15** Finish Tommy Pico, *Nature Poem*.

### **Week 7 Cultures of Climate Change I**

**M 2/19 Blog Post #2 Due by Midnight**

**TU 2/20** Read Damian Duffy and John Jennings, *Parable of the Sower: A Graphic Novel Adaptation* (2020) through page 81 and Butler, *Parable of the Sower* excerpt.

**TH 2/22** Read *Parable of the Sower: A Graphic Novel Adaptation* through 121

### **Week 8 Cultures of Climate Change II**

**TU 2/27** Finish *Parable of the Sower: A Graphic Novel Adaptation* and Butler, *Parable of the Sower*, Excerpts II and III

**TH 2/29** Streeby, Chapter 2, “Climate Refugees in the Greenhouse World: Archiving Global Warming with Octavia E. Butler” from *Imagining the Future of Climate Change*

### **Week 9 Speculative Protest Fiction: The US War in Vietnam and 1970s Environmentalisms**

**TU 3/5** Start Ursula K. Le Guin, *The Word for World is Forest* and watch *Worlds of Ursula K. LeGuin* (Curry, 2018)

**TH 3/7** Read Le Guin, *The Word for World is Forest* through Part 6.

### **Week 10 Speculative Environmental Futures**

**M 3/11 Blog Post 3 Due by Midnight**

**TU 3/12** Finish *The Word for World is Forest* and read Sean Guynes, [\*The Word for World Is Forest: Ecology, Colonialism, and the Protest Movement\*](#)

**TH 3/14** Final Class with Flash Discussions of Final Projects

**Final Paper/Project Due W 3/20 by 3 PM as File Uploads on Canvas.**