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### ENG 3903B-600: Women Literature Language Post-1800

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*Eastern Illinois University*

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**Spring 2021 English 3903B: Women, Literature, and Language, Post-1800  
Women, Literature and Environmental Justice**

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Spring 2021: Online

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**Course Description:**

With women's lived experiences at its core, environmental justice, a movement asserting "that nature is not only found in 'wilderness,' but also in the places where we live, work, and play" (Greta Gaard), revises our understanding of environmentalism to include national forests and nuclear waste sites, wild and scenic rivers and mega-dams and levees, industrialized food production and human health, car culture and indigenous rights. Led primarily by women across races, classes, and sexualities, the environmental justice movement marks a worldwide grassroots effort merging intersectional social justice with environmental concerns. In this course, we will study texts that focus on the intersection of environmental issues and various systems of social injustice, especially racism, (hetero)sexism, and economic inequity. Ultimately, this course will explore a question integral to literary study: What is the role of art in the struggle for social change?

Note: ENG 3903B is an elective in the Women's, Gender, and Sexuality Studies minor.

Themes: Law and Social Justice; Genre, Form and Poetics; Media, Technology and Popular Culture.

**Please note: We will be using D2L for this class.**

- D2L Student Orientation: <https://online.eiu.edu/d2l/home/6909>
- For IT Help, please call the Help Desk at 217-581-HELP.

**Literary texts read individually and/or in groups:**

Castillo, Ana, *So Far from God*

Hogan, Linda. *Solar Storms*

Kingsolver, Barbara, *Prodigal Summer: A Novel*

Ozeki, Ruth, *My Year of Meats*

Ward, Jesmyn, *Salvage the Bones: A Novel*

Selections on D2L

**Course Objectives:** The following outlines the course objectives:

Students completing this course will:

- Demonstrate breadth and depth of knowledge about women's literature and environmental justice through **initial reading responses, small group and full class discussions**, and a **research project** responding to readings and presentations
- Analyze and synthesize diverse examples of environmental justice texts in **reading responses and discussions**
- Demonstrate the ability to analyze literary works and discussions through **midterm and final exams**

- Demonstrate effective oral and written communication by presenting a **formal group presentation** and **leading a full-class discussion**.
- Curate a **virtual annotated bibliography** using PB Works Wiki, Wakelet, Google Drive, Pinterest, or some other online platform
- Demonstrate the ability to synthesize **research** and **responses** through a **reflective digital portfolio**

**Learning Goals:** Course objectives are designed to help students achieve each of four learning goals of general education and university-wide assessment as follows:

### I. Critical Thinking

EIU graduates question, examine, evaluate, and respond to problems or arguments by:

- Asking essential questions and engaging diverse perspectives.
- Seeking and gathering data, information, and knowledge from experience, texts, graphics, and media.
- Understanding, interpreting, and critiquing relevant data, information, and knowledge.
- Synthesizing and integrating data, information, and knowledge to infer and create new insights Anticipating, reflecting upon, and evaluating implications of assumptions, arguments, hypotheses, and conclusions.
- Creating and presenting defensible expressions, arguments, positions, hypotheses, and proposals.

### II. Writing and Critical Reading

EIU graduates write critically and evaluate varied sources by:

- Creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions.
- Crafting cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues.
- Producing documents that are well organized, focused, and cohesive.
- Using appropriate vocabulary, mechanics, grammar, diction, and sentence structure.
- Understanding, questioning, analyzing, and synthesizing complex textual, numeric, and graphical sources.
- Evaluating evidence, issues, ideas, and problems from multiple perspectives.
- Collecting and employing source materials ethically and understanding their strengths and limitations.

### III. Speaking and Listening

EIU graduates prepare, deliver, and critically evaluate presentations and other formal speaking activities by:

- Collecting, comprehending, analyzing, synthesizing and ethically incorporating source material.
- Adapting formal and impromptu presentations, debates, and discussions to their audience and purpose.
- Developing and organizing ideas and supporting them with appropriate details and evidence.

- Using effective language skills adapted for oral delivery, including appropriate vocabulary, grammar, and sentence structure.
- Using effective vocal delivery skills, including volume, pitch, rate of speech, articulation, pronunciation, and fluency.
- Employing effective physical delivery skills, including eye contact, gestures, and movement.
- Using active and critical listening skills to understand and evaluate oral communication.

#### IV. Responsible Citizenship

EIU graduates make informed decisions based on knowledge of the physical and natural world and human history and culture by:

- Engaging with diverse ideas, individuals, groups, and cultures.
- Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.
- Participating formally and informally in civic life to better the public good.
- Applying knowledge and skills to new and changing contexts within and beyond the classroom.

#### Course Requirements:

- 1. Initial Responses in Small-Group Discussions:** For these frequent responses, you will answer questions about the text read for that class and share them with your small group. Initial responses should be approximately 150 words. Replies to peers should add connections with other films, literature, or experiences or offer an alternative perspective. You will respond to all members of your small group.
- 2. Group Presentations and Full-Class Discussions:** Members of three groups will present one (or half) of novel to the rest of the class. A handout will be provided. These will serve as starting points for discussions throughout the semester. For these, those folks outside the group presenting will share a response to one of the questions the group members provide in their multimedia presentation. Everyone will participate in a discussion and will respond to at least two of their peers.

Note: As the discussion leaders you will first complete a multimedia presentation illuminating environmental justice elements of your text. Models will be provided to facilitate discussion. Please include thoughtful questions in your presentation to encourage a deeper engagement with the text and the lenses you apply to it. Keep in mind that a discussion leader does not lecture. Instead, you are facilitating discussion. Your role is to get your colleagues talking or writing about their reading in a fruitful and responsible way. You're not "filling people's heads" via banking model lecture, so you need to direct an ongoing discussion through careful planning. Please see handout for more information.

Colleagues in other groups will share initial responses to the three multimedia presentations beyond the one they create. Everyone will then participate in what I hope are engaging, thoughtful, insightful, and informative critical discussions,

responding to at least two of your peers' responses. Since there are only four of these discussions, and they are all group-led, my hope is that you will be able to engage more deeply with each peer's responses.

- 3. Virtual Annotated Bibliography:** You will curate a virtual annotated bibliography of ten entries (5/5) on a literary text/s or issue or your choice related to women's literature of environmental justice. You might choose to explore text/issues through the lens of the teacher or classroom, as well as any of the intersections included in the course. But please do fit this assignment to you own needs and wants—as long as your topic connects in some way to women's literature of environmental justice.

Each of your 10 annotations (5 at midterm/5 near semester's end) should include

- a. A link to the source (and its bibliographical information).
- b. a brief summary (not more than a few sentences), including the purpose and 1-2 key points from the text
- c. a brief discussion of how the text connects to your academic interests, OR, how does the text take up, define, or deploy your chosen topic or issue?
- d. a compelling question this text might broach or begin to answer.

By the end of the semester, you will have a full annotated bibliography on your chosen research topic and contribute to your final project digital portfolio. You may curate your virtual annotated bibliography through a Wiki like PB Works, [Wakelet](#), [Google Drive](#), Pinterest, or some other online platform, including those on D2L.

- 4. Final Project:** The major written work for the course is a project to be submitted during the last week of classes based specifically on your annotated bibliography. We will discuss multiple options for this project that should be from 6-8 pages worth of text. Multimedia, pedagogical, or traditional academic paper projects are welcome.
- 5. Final Exam:** This exam will provide an opportunity to reflect on material read for class as a group and as a class. This exam is open book and note.

**Grades:** Grades will be determined as follows for a total of 100%:

<b>Small Group Responses and discussion</b> -----	<b>20%</b>
<b>Group Presentation and Discussions</b> -----	<b>20%</b>
<b>Final Exam</b> -----	<b>20%</b>
<b>Final Project</b> -----	<b>20%</b>
<b>Virtual Annotated Bibliography</b> -----	<b>20%</b>
	<hr/> <b>100%</b>

**Grading of Discussions, Presentations, and Papers:**

Discussion grades will be based on analytical complexity and completed criteria. Please see rubric on D2L

"Paper" grades will be based on the following areas in relation to the media chosen for the projects: Audience awareness, organization, development, sentence structure, word choice, grammar/usage/mechanics. The first three areas will be weighted more heavily than the second three (60% vs. 40%). I will also distribute the English Department's grade analysis in class and a paper rubric in class and on D2L.

Presentations will be evaluated according to a rubric I will distribute in class and on D2L.

### **Other Policies**

**Students with Disabilities:** If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

**Plagiarism:** The English Department states, "Any teacher who discovers an act of plagiarism -- 'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' -- has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of "F" in the course."

**Electronic Writing Portfolio:** This class is a writing intensive class, so you may submit your paper as a writing portfolio sample, following the instructions on the CASL Website. Submissions must be made during the course of the class to receive my approval. Please note that the Writing Center is available for help with all writing assignments, as well. Take advantage of this free service.

**Writing Center:** Ambitious students can also seek help from the Writing Center. Call for an appointment (581-5920) or visit ((CH3110) at any point in the writing process, from brainstorming, planning and drafting, to final editing. Bring your assignment sheet and any written work and/or sources with you. The Writing Center is open Monday-Thursday, 9-3 and 6-9, and Friday from 9-1.

**Please Note:** Students seeking Teacher Certification in English Language Arts should provide each of their English department professors with the yellow form, "Application for English department Approval to Student Teach." These are available on a rack outside the office of Dr. Melissa Ames.

### **ENG 3903 Online Spring 2021 Tentative Course Calendar, Subject to Change**

#### January

#### *Introduction to Environmental (In)Justice and Racism*

11 First Class Day/Week: **Introduction to the class and to each other.** Review the syllabus and share any questions you have during office hours or via email or text.

Explore introductions to environmental justice through assignments listed below and share brief introductions in a full-class discussion on D2L. Share your initial response by Saturday, January 16, and midnight. Then read and say “hi” to your peers by next Wednesday, January 20, at midnight.

**Assignments for Wednesday, January 20 by midnight:**

1. Complete introductions discussion.
2. View multimedia presentation introducing environmental justice and environmental racism and share an initial response in your small group by midnight on Wednesday. Respond to your peers by Saturday, January 23.

18 MLK Jr. Day, No Classes

*Energy Justice, Environmental Injustice and Racism*

19 Week 2: Full Class Discussion Introductions and Small Group Environmental Justice and Racism Discussions due this Wednesday 1/20 (replies by 1/23).

**Assignments for Wednesday, January 27 by midnight:**

1. Read chapters 1-10 in *Solar Storms* and view multimedia with background information and discussion questions
2. Share an initial response to one of the questions in the multimedia presentation in your small group. Respond to your group members by Saturday at midnight.

25 Week 3: Small Group discussions responding to *Solar Storms*, part 1 by Wednesday 1/27 (replies by 1/30)

**Assignments for Wednesday, February 3 by midnight:**

1. Read chapter 11-21 (the rest) in *Solar Storms* and view multimedia focused on energy justice with questions.
2. Share an initial response to one of the questions in the multimedia presentation in your small group. Respond to your group members by Saturday 2/6 at midnight.

February

1 Week 4: An easier week. Complete *Solar Storms* work—small group discussion by Wednesday 2/3 and responses by Saturday 2/6.

**Assignments for Wednesday, February 10 by midnight:**

1. Begin reading *Prodigal Summer* and read information about the group presentation and Virtual Annotated Bibliography, as well as the final project connected to your bib.
2. Discuss how you might approach your small group discussion and your Virtual Annotated Bibliography:  
Group 1: Introduce *My Year of Meats* (3/1)  
Group 2: Introduce *Salvage the Bones* (3/22)  
Group 3: Introduce *So Far from God* (4/5)
3. Note: I will have multiple conference times available to discuss these assignments with you.

2 Personal Wellness Day, No Classes!

*Regional Ecology, Sense of Place and Environmental Justice*

8 Week 5: Small Group discussions responding to Group Presentation and virtual annotated bibliography by Wednesday 2/10 (replies by 2/13)

**Assignments for Wednesday, February 17 by Midnight:**

1. Read chapters 1-14 in *Prodigal Summer: A Novel* and view multimedia focused on place and environmental justice with questions.
2. Share an initial response to one of the questions in the multimedia presentation in your small group. Respond to your group members by Saturday 2/20 at midnight.

12 Lincoln's Birthday

15 Week 6: Small Group discussions responding to first part of *Prodigal Summer* and multimedia by Wednesday 2/17 (replies by 2/20)

**Assignments for Thursday, February 25 by Midnight:**

1. Read chapters 15-31 in *Prodigal Summer: A Novel* and view multimedia focused on place and environmental justice with questions.
2. Share an initial response to one of the questions in the multimedia presentation in your small group. Respond to your group members by Saturday 2/27 at midnight.

**Note:** Group 1 will share an introductory presentation for *My Year of Meats* on 3/1.

*Food Justice, Environmental Injustice, and Racism*

22 Week 7: An easier week: Small Group discussions responding to ending of *Prodigal Summer* and Multimedia by Thursday 2/25 (replies by 2/27)

**Assignments for Wednesday, March 3 by Midnight:**

1. Share questions about your group presentation or virtual annotated bibliography!
2. Complete First Half of Virtual Annotated Bibliography!

**Note:** Group 1 will share an introductory presentation for *My Year of Meats* on 3/1.

24 Personal Wellness Day, No Classes!

March

1 Week 8: Midterm: First Half of Virtual Annotated Bibliography due by midnight! Group 1 presentation introducing *My Year of Meats* due by midnight.

**Assignments for Wednesday, March 10 by Midnight:**

1. Read chapter 1-7 in *My Year of Meats* and View Group 1's Introductory Presentation
2. Participate in a Full-Class Discussion responding to questions in the presentation and raised by the book. Note that responses to at least two other peers due by Saturday, March 13 at midnight.



- 8 Week 9: Full-class discussion responses due by 3/10 at midnight (replies to peers by Saturday, March 13 at midnight).

**Assignments for Wednesday, March 17 by Midnight:**

1. Read excerpts from *Gold Fame, Citrus* and view multimedia
2. Participate in a Small-Group Discussion responding to questions on D2L.

**Note:** Group 2 will prepare a presentation introducing *Salvage the Bones* for 3/22.

*Climate Justice and Environmental Justice and Racism*

- 15 Week 10: An easier week: Small-group discussions due by Wednesday, 3/17 at midnight (responses to peers due by 3/20 at midnight).

**Assignment for 3/22 at midnight:**

Group 1 will prepare a presentation introducing *Salvage the Bones*

**Assignments for 3/24 at midnight:**

1. Read 1-130 in *Salvage the Bones* (to "The Seventh Day..." chapter) and view Group 2 presentation and questions.
2. Respond to a question in the presentation in a full-class discussion (reply to peers by midnight on 3/27).

- 18 Personal Wellness Day, No Classes!

- 22 Week 11: Full-Class discussions due by Wednesday, 3/24 at midnight (responses to peers due by 3/27 at midnight).

**Assignments for Wednesday, April 1 at Midnight:**

1. Read the rest of *Salvage the Bones* and view multimedia presentations
2. Respond to one of the questions on D2L in your small group (reply to peers by midnight on 4/4).

**Note:** Group 3 will post a presentation introducing *So Far from God* by midnight on 4/5.

- 29 Week 12: Small-group discussions due by Wednesday 4/1 at midnight (responses to peers due by 4/4 at midnight).

**Assignments due by Wednesday, April 7 at Midnight:**

1. Read chapters 1-7 in *So Far from God* and view group 3 introductory presentation.
2. Respond to one of the group's questions in their presentation in a full-class discussion (reply to peers by midnight on Saturday, 4/10).

April

*Global Environmental Injustice and Racism on the Border*

- 5 Week 13: an easier week: Full class discussion response due by midnight 4/7 (replies to peers by Saturday 4/10 at midnight).

**Assignments for Wednesday, April 14 at Midnight:**

1. Complete *So Far from God* and view multimedia. This will be on the final exam.

2. Complete your second half of your virtual annotated bibliography.
3. Begin work on your final paper—note there will be conference available to discuss your draft and you will complete peer reviews.

7 Personal Wellness Day, No Classes!

12 Week 14: Virtual Annotated Bibliography Part II due this week!

19 Week 15: an easier week: Very Rough Draft of Final Project due this week! Peer reviews in your small group by Saturday at midnight. Conferences with me.

**Note:** You will revise your paper for Wednesday, 4/28 at midnight!

22 Personal Wellness Day, No Classes!

26 Make-Up Week: Revision of Final Project due this week!

May

6 Final Exam due by midnight tonight!