ENGL 660:  
Transnational Environmental Justice Cultural Studies  

Tuesdays, 2-4:50pm  
Fall 2018

Course Description  
Environmental Justice examines the intersections between environment and socio-economic inequalities. Environmental Justice Cultural Studies is an American Studies approach to Environmental Justice emphasizing literary and cultural productions and examining the intersections of ideology and representation with the uneven production of environmental privilege and environmental harms. We will examine the intersections of Environmental Justice Cultural Studies with fields like disability studies, postcolonial studies, ethnic studies, and gender and sexuality studies. Interdisciplinary approaches are welcome in this course.

Learning Objectives  
- Demonstrate an understanding of the following keywords: environmental justice, critical environmental justice, transcorporeality, racial ecologies, and slow violence  
- Describe the relevance of the humanities/cultural studies to environmental justice scholarship.  
- Explain some potential points of contact of environmental justice scholarship with disability studies, postcolonial studies, ethnic studies, and gender and sexuality studies.  
- Apply the arguments in scholarly articles to cultural and literary texts.  
- Develop and convey arguments about literary criticism and cultural texts clearly and persuasively.

Required Texts  
Mona Hana-Attisha, What the Eyes Don’t See: A Story of Crisis, Resilience, and Hope in an American City (2018)  
- Available at UO Bookstore  
Helena María Viramontes, Under the Feet of Jesus (1995)  
- Available at UO Bookstore and Knight Library Reserve (PS3572.I63 U53 1995 )
Indra Sinha, Animal’s People (2007)  
- Available at UO Bookstore and Knight Library Reserve (PR9499.4.S56 A55 2008)
- Available at UO Bookstore and Knight Library Reserve (PS3575.A44 T76 1997 )

All other readings will be posted to Canvas

Recommended Texts  
Course Assessment

- Attendance and Participation, 20%
  - To receive an A, you should attend every class, arrive on time, bring a copy of the readings, and contribute thoughtfully to the discussion. Contributing thoughtfully means that you pose questions and provide answers that reflect your careful reading of the material, including directly referencing passages in the reading. In responding to your peers’ observations, questions, and interpretations, you engage with the substance of their ideas and model respectful disagreement. In your questions, comments, and critiques, you show a willingness to take intellectual risks. You remain focused and fully engage with any work (including group work) assigned during class. Your contributions develop bridges between different class sessions, contributing to a conversation that spans the quarter.

- Writing Assignment(s), 30%
  - Option One: Write a typical seminar paper for the course either using one of the course texts or applying the secondary sources from the class to a text of your choosing. I am also willing to hear ideas for topics outside of English literature and/or an interdisciplinary project. Option One can be advantageous for developing a future article or conference paper. It also allows graduate students in the English Department to be considered for the Kirby Prize. The paper should be 10-12 pages long. It will be due on Canvas by 12:30pm on Thursday, December 7th.
    - Meet with me at least twice in my office hours to discuss your ideas.
    - Submit at least two rough drafts to me for feedback. The first rough draft (Due Week 6) must be at least 3 pages long. The second rough draft (Due Week 9) must be at least 8 pages long.
  - Option Two: Write 2 short papers throughout the quarter. This papers can be due any 2 weeks you wish, but you must confirm the due dates with me ahead of time. The paper must utilize a reading from the day it is turned in. Each paper should be 4-6 pages long. Each paper will be worth 15% of your grade. Each paper needs to have a clear thesis statement.
    - You can apply a secondary source from class to one of the primary sources from class.
    - You can put two secondary sources from class into conversation.
  - You must email me by the end of Week Two to tell me whether you are taking Option One or Option Two.

- Common Reading Teaching Guide, 50%

Under the Feet of Jesus has been selected as the Common Reading for 2019-2020. Our class will be creating the interdisciplinary Common Reading Teaching Guide that will be used across campus. Your name will be on this document as a co-author. We will work together to decide on the topics that should be covered and divide the work accordingly. Each student’s work will be assessed individually.

  - Unannotated Bibliography, 8-10 sources, 5%
  - Annotated Bibliography, 8-10 sources, 10%
  - 1st Rough Draft, Peer-Review of Section, 5%
  - 2nd Rough Draft, Faculty Consultation, 5%
  - Final Product, 25%
## Work Schedule for Common Reading Guide

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>Week One</td>
<td>Learn about project (in class)</td>
</tr>
<tr>
<td>Week Two</td>
<td>Read text &amp; examples (out of class), Determine topics (in class)</td>
</tr>
<tr>
<td>Week Three</td>
<td>Work on unannotated bibliography (out of class)</td>
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<tr>
<td>Week Four</td>
<td>Receive faculty feedback on unannotated bibliography (out of class)</td>
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<tr>
<td>Week Five</td>
<td>Work on Annotated Bibliography (out of class)</td>
</tr>
<tr>
<td>Week Six</td>
<td>Turn in Annotated Bibliography to Prof. Wald (in class)</td>
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<tr>
<td>Week Seven</td>
<td>Share Draft for Peer-Review (in class/out of class)</td>
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<tr>
<td>Week Eight</td>
<td>Share Draft with Faculty Consultation Team (out of class)</td>
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<tr>
<td>Week Nine</td>
<td>Breathe!</td>
</tr>
<tr>
<td>Week Ten</td>
<td>Receive Feedback &amp; Work on Revisions</td>
</tr>
<tr>
<td>Finals Week</td>
<td>Turn in Final Product</td>
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## Reading Schedule

### Week One

T. 9/25: Introducing Environmental Justice


### Week Two

T. 10/2: Helena María Viramontes’s *Under the Feet of Jesus*

Common Reading Guides to the *Round House* ([https://commonreading.uoregon.edu/roundhouse/](https://commonreading.uoregon.edu/roundhouse/)) and *The Best We Could Do* ([https://commonreading.uoregon.edu/resources-for-the-best-we-could-do-2/](https://commonreading.uoregon.edu/resources-for-the-best-we-could-do-2/))

Special Guest: Dr. Kirby Brown

Resources Recommended by Dr. Kirby Brown:

- [https://nycstandwithstandingrock.wordpress.com/standingrocksyllabus/](https://nycstandwithstandingrock.wordpress.com/standingrocksyllabus/);
- [https://commonreading.uoregon.edu/roundhouse/](https://commonreading.uoregon.edu/roundhouse/)

### Week Three

T. 10/9: Farmworkers and Environmental Justice

Week Four
T, 10/16: Slow Violence and Transcorporeality

Week Five
T, 10/23: Karen Tei Yamashita’s *Tropic of Orange*

Week Six
T, 10/30: Perspectives on Toxicity

Week Seven

Week Eight
T, 11/13: Racial Ecologies

Week Nine
Week Ten

T, 11/27: BLM & Prisons

**SUPPORT FOR STUDENTS**

**Course Content:** In this class, we are studying literature in its historical and political contexts. This means that we will read about and discuss racial and sexual violence. There are incidents of both in our readings, some of which include explicit language and graphic depictions. If you wish to select another class to take instead of this one, I am happy to meet with you in office hours to help you select a suitable course.*

**Accessible Education:** The University of Oregon is working to create inclusive learning environments. Please consult with the Prof. Wald and the GE in charge of your section if aspects of the instruction or course design results in barriers to your participation. Students are also encouraged to contact the Accessible Education Center (AEC) 541-346-1155; http://aec.uoregon.edu/. AEC helps provide services including sign language interpreting, computer-based note-taking, classroom relocation, exam modifications, and alternative text conversion. Please request that the Accessible Education Center send Prof. Wald a letter outlining your approved accommodations.

**Basic Needs:** Any student who has difficulty affording groceries or 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 the course, is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support. Furthermore, if you are comfortable doing so, please let me know about your situation so I can help point you in the right direction for assistance.

**Preferred First Name:** The University of Oregon has a preferred first name policy. According to this policy, a student or employee’s preferred first name will be used in university communications and reporting except where the use of the legal name is required for university purposes. If you have reasons to believe your preferred first name may not be listed correctly in the roster or you do not feel comfortable taking advantage of UO’s preferred first name policy, please communicate the name you wish to use to Prof. Wald and your GE. The preferred first name policy can be accessed here: [http://policies.uoregon.edu/node/216](http://policies.uoregon.edu/node/216)

**Responding to Bias:** You have the right to learn, work, and live in an environment free of discrimination and hate. UO has gathered resources for students, faculty, and staff to report bias incidents or find support following bias incidents here: [https://respect.uoregon.edu/](https://respect.uoregon.edu/)

**Safe Ride:** (541) 346-7433 extension 2. Safe Ride provides free, inclusive, and accessible alternatives to traveling alone at night for UO students, faculty, and staff. It is a schedule-ahead service. Safe Ride is a feminist, ‘for-the-students/by-the-students’ organization and operate out of the Women’s Center in EMU 12F. Safe Ride’s spring hours are Sunday-Thursday, 7pm –midnight, Friday and Saturday, 7pm-2am. For more information: [http://pages.uoregon.edu/saferide/](http://pages.uoregon.edu/saferide/)
Sexual Assault Support Services: 541-346-SAFE is 24/7 hotline is staffed by confidential, trained counselors. For confidential help, Students may also contact University Health Services (http://healthcenter.uoregon.edu/) or Sexual Assault Support Services (http://sass-lane.org/) for confidential help.

Teaching and Learning Center: You are encouraged to take advantage of the resources offered by the Teaching and Learning Center. They offer individual and small group tutoring, writing assistance, and a variety of other support programs. http://tlc.uoregon.edu, 541-346-3226, 68 PLC

COURSE POLICIES/EXPECTATIONS

Academic Integrity: Students are expected to adhere to University of Oregon’s standards of academic integrity. All work should be your own, and all sources should be appropriately acknowledged. Violations of academic integrity include plagiarism, duplicate submission, cheating on examinations, and false citations. Please do not hesitate to speak to me if you have any questions about use of sources or citations. Please read the Academic Misconduct Code in full. It can be accessed at: http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/248/Default.aspx

Inclement Weather: In the event of inclement weather, the UO home webpage (http://www.uoregon.edu/) will include a banner at the top of the page displaying information about delay, cancellation, or closure decisions for the Eugene campus. Additionally, the UO Alerts blog will be updated with the latest updates and bulletins. Local television and radio stations will also broadcast delay and cancellation information. Classes will not be held if cancelled by the university. Additionally, members of the campus community are expected to use their best judgment in assessing the risk of coming to campus and returning home, based on individual circumstances. Those who believe the road conditions from home are dangerous are urged and even expected to stay there to prevent injury.

Class Communication: The primary means of communication outside of class in this course will be through your UO email account and Canvas. Please check your UO email account and Canvas regularly. Prof. Wald is more readily available through email than phone call. Generally, you can expect an email response from Prof. Wald within two business days.

*Language borrowed with permission from Prof. Tara Fickle.