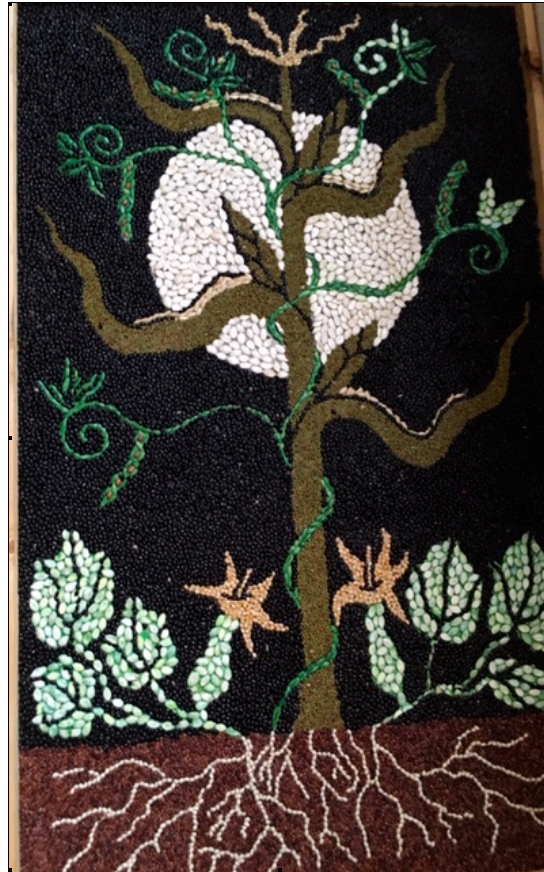


KELLS
ENGL 640
Spring 2020
Tuesday 4-6:30 p.m. HUM 324

mkells@unm.edu
HUM 325
Office Hrs: TR 1:00-2:00;
or by appt.



ENGL 640: Women and Environmental Writing
“The obligation to endure gives us the right to know” (13).
Rachel Carson *Silent Spring*

This course will explore environmental writing by women across time, culture, and space through the critical lens of rhetorical theory. As a verb, “to environ” means to contain or to encapsulate. As a lexical construction then we “contain” our environments and our environments “contain” us. This course will give particular attention how language (writing) constitutes environments as well as constitutes us within our environments. We will examine diverse textual representations of the environment by women (constructions of nature/wilderness as well as built/urban contexts) act as exigences for social engagement and action.

The purpose of this class is to create a community of environmental thinkers and to cultivate opportunities for considering our roles as writers, citizens, and scholars (of place). Participation in field exercises, field trips (as a group), and multi-modal (digital) learning environments will be

integral to this course. Our reading list will include environmental texts by women within and beyond the Southwest region (as a place and a rhetorical construction).

My stake in this conversation begins with my grandmother who survived the San Francisco earthquake of 1906 and was one of the first (and very few) women hired by the U.S. Forest Service in the early 20th century to work in the U.S. National Parks and Forests throughout California and the U.S. Southwest. Because of her life and story, I have always had a strong interest in exploring women's intellectual, physical, rhetorical, spiritual, artistic, and emotional labor in relation to the environment

This class will examine, apply, and critique contemporary rhetorical environmental texts as well as analyze case studies in 20th and 21st century environmental writing and activism. Each theoretical system of writing advocates a model of symbolic action and maps the exercise of influence within a socio-historical context. The study of environmental writing calls attention to the means by which writers represent and advance their interests as individual agents and collective entities on behalf of diverse places and their citizens. Environmental writing is social action; creative and symbolic; dynamic; context-dependent; intrinsic to human communication; inherent to all forms of social organization. These conceptual framing principles (as *topoi*) will inform our analyses of place, citizenship, agency, and arguments about the multiple uses of cultural/environmental resources.

The rich literary and rhetorical legacy of twentieth and twenty-first century environmental writing will be examined through diverse textual artifacts (and genres) including public rhetoric, film, poetry, speeches, essays, letters, creative nonfiction as well legal treatises and policies. These different genres tell the stories of collective struggle, achievement, and citizenship that shape current trends in education, law, socio-economic status, government, private organizational policies, and political participation related to the environment and its use. This course will focus on literary and political texts of the 20th and 21st century representing the ecology of place with special emphasis on environmental justice movements.

Topoi/Organizing Themes:

- Gender and Metaphors of Nature
- Alienation and Engagement
- Rootedness and Displacement
- Local and Global Environments
- Culture and Nature
- Balance and Imbalance
- Scarcity and Abundance
- Continuity and Change
- Body (Physical) and Spirit (Metaphysical)
- Competition and Cooperation
- Regeneration and Extinction
- Community and Solitude
- Urban and Wilderness
- Consumption and Conservation
- Sustainability and Depletion

NOTE: This seminar has been designed for graduate students in rhetorical studies as well as literary studies, creative writing, and women/gender studies. We will focus on the range of arguments and the gendering of wilderness/nature and urban/built spaces (across genres and discourse communities in public/popular cultures) to explore the environment and ecological

ethics land/earth literacies throughout the 20th-21st centuries. Final course projects will be adapted to the specific needs, interests, and genre-practices of the graduate students in my course with respect to their different subareas of English Studies/Womens Studies.

COMMENTS ON CLASSROOM PRACTICE:

We will be working in several different pedagogical spheres throughout the semester: classroom (private space); cultural (digital space); environmental (public space). The interaction between these different pedagogical spaces will promote more productive learning and deliberation. Group work, conferences, peer review, reader response journal writing, film viewing, and field exercises are integral features of the course. We will also be working with different media: print, digital, film, etc. and enacting different learning styles (visual, aural, tactile as well as individual and cooperative learning) to explore the spatio-temporal relationships present in diverse environmental contexts. Our class will be participating in the 50th Anniversary Celebration of Earth Day during the week of April 20, 2020. For further information see: <https://unmecoliteracy.wordpress.com/>

ENGL 640 Required Texts:

Susan Wittig Albert, ed. et al. *What Wilderness Is This: Women Write About the Southwest*.

Fabiola Cabeze de Baca Gilbert. *The Good Life: New Mexico Traditions and Food*.

Rachel Carson. *Silent Spring*

Robin Wall Kimmerer. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*.

Katie Lee. *All My Rivers Are Gone: A Journey of Discovery Through Glen Canyon*.

Priscilla Solis Ybarra. *Writing the Good Life: Mexican American Literature and the Environment*.

Craig Waddell, ed. *And No Birds Sing: Rhetorical Analyses of Rachel Carson's Silent Spring*

Required Films: (Available at Zimmerman Reserve Desk)

The stories portrayed in each of the following films are situated in different local and regional contexts. These cinematic narratives explore the dynamics of shifting environmental conditions and the complexities of interdependent relationships (biologically, economically, politically, and geographically).

Examined Life: Philosophy in the Streets

Salt of the Earth

Rachel Carson (American Experience)

Whale Dreamers

Learning Outcomes:

Course readings, assignments, films, field exercises, and class discussions are designed to promote the following learning outcomes:

- Engage the analytical resources of rhetorical studies to current environmental arguments;
- Interrogate questions related to environmental ethics and bio-diversity conservation;
- Examine the gendered construction of natural and built environmental spaces;
- Apply and integrate concepts of rhetorical studies to environmental texts;

- Guide and participate in class discussions of course readings;
- Critically analyze environmental rhetorics across academic and public cultures;
- Use the writing process as recursive stages (from invention to editing) for writing tasks;
- Engage in purposeful and productive peer review;
- Conduct observations and generate field notes about diverse environmental sites (natural and constructed spaces);
- Connect learning to the environmental rhetorics of everyday life;
- Develop an intellectual project through course assignments around the one of the major themes of environmental writing;
- Explore regional environmental resources and build awareness of local communities;
- Cultivate alliances with peers and work collaboratively toward common goals.

COURSE ASSIGNMENTS

Portfolio of (10) Journal Reflections	(10 x 25 points)	250
Field Exercises/Reports	(3 x 50 points)	150
Class Presentations	(2 x 50 points)	100
Final Portfolio (Seminar Multi-Modal Project & Presentation)		300
Supplementary Reading Report		100
Final Project Self-Reflection Essay		100

1000 pts.

Final Course Project: “Geography of Belonging”

The capstone project will take the form of a 15-25 page reflection paper (personal academic essay) and companion multi-modal project applying rhetorical analysis to selected poems, a biography, memoir, and/or selected narrative essays focusing on one or more of the themes explored in the course . The capstone project will include:

- Overview of the literature (synthesizing your Required Readings and your Supplemental Reading);
- Key themes, story, narrative (segment of Selected Reading) for rhetorical analysis;
- Brief character analysis of key figures in the story;
- Examination of Rhetorical situation/historical context;
- Construction of audience(s) in your selected text;
- Connections and analysis of thematic strands as they relate to the themes of this course;
- Significance (why is this important to you as a reader and writer?);
- Synthesis of discovery (how does this book help synthesize or triangulate your understanding of the rhetorics of place and belonging as explored through our required course readings and films?);
- Final Project Team Presentation (Multi-modal presentation on Supplemental Readings: Prezi, Powerpoint, Blog, Website, Assemblage, Art Installation, Collage, Video, or Audio-Visual Presentation, etc.)

Digital Resources:

EcoLiteracy at UNM (A Digital Hub)

<https://unmecoliteracy.wordpress.com/>
<https://unmecoliteracy.wixsite.com/unmecoliteracy>

National Consortium of Environmental Rhetoric <https://sites.google.com/site/ncenviro rhetoric/>

Center for Ecoliteracy <https://www.ecoliteracy.org/article/applying-ecological-principles>

Environmentalism for a New Millennium
<https://newmillenniumenvironmentalism.weebly.com/>

Center for Native Peoples and the Environment <https://www.esf.edu/nativepeoples/>

Greenbelt Movement/Making a Difference in Africa www.greenbeltmovement.org

National Wellness Institute <https://www.nationalwellness.org/>

COURSE POLICIES (KELLS “GROUND RULES”)

Kells Classroom No Phone Zone Policy

Electronic Media Policy: No phones, no Ipads, no laptops will be used in class (unless we are all using electronic media together).

Digital materials for this course will be transmitted to students’ UNM email for students enrolled in this course. (Course content will not be uploaded to online public platforms for intellectual property, privacy, and security reasons).

Attendance Policy

Attendance is required to complete and pass this course. Students are expected to attend all classes. If you must miss class due to illness or an emergency, please call my voice mail and make arrangements to complete assignments during your absence. Students who must miss class because of an approved university activity need to notify me **in advance** and verify excused absences with official documentation. (Papers due on the expected absence date must be turned into me in advance.) Students are responsible for initiating make up work arrangements with me. Unexcused absences will affect your grade as follows:

Final Grade will be lowered one full letter with three (3) or more unexcused absences.

Students with four (4) or more unexcused absences will not pass this course.

Three tardies count as one absence.

Leaving early (even with permission) counts as a tardy.

*Because writing is a social activity, group work is an important feature of this class. You will share and critique drafts of your assignments with different readers throughout the writing process. **Responsible attendance and timely work is essential to your success as an individual writer as well as the class as a whole.***

Classroom Communication Protocol

Students are required to use their **university email account** for all course/professional correspondence. As customary in the professional work site, students will use memos as a form of communication protocol and professional courtesy. Students will draft memos to the instructor and group members for making proposals, scheduling meetings, suggesting adjustments, reporting absences, confirming appointments, etc. Verbal notice to the instructor should not be considered official notification. Email memos are acceptable as long as hard-copy drafts are also provided for follow-up and confirmation.

University Regulations and Other Matters

Students are expected to **attend** class and to complete all assignments. You are responsible for providing evidence to substantiate "authorized absences." If you know in advance you will miss

a class, you are responsible for informing me. I will take attendance and enter the number of absences on the final roster.

The penalty for **late papers** is deduction of one full letter grade for every day the paper is late. This applies to all assignments, including homework. Papers are due, unless otherwise announced, at the beginning of class. If a paper is turned in after roll call, it will be considered late and points will be deducted. Papers must be turned in to the instructor in person (do not leave papers under my office door). This policy applies to group projects as well.

You should not assume that you may "take an **incomplete**" in this course. Requests for an incomplete should be addressed to the Director of Rhetoric and Writing Program. Your college advising office will be contacted to verify your reason for requesting a grade of *I*. Requests will be considered only if a student has completed 50% of the work in the course.

Accommodations for Disability

If you need accommodations in this class related to a disability, please make an appointment to see me as soon as possible. The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Services.

Plagiarism

Any apparent **scholastic dishonesty** (e.g., plagiarism) will be promptly reported to the proper authorities and will result in a grade of *F* for the course and a letter of reprimand in your file. Any assignment that does not appear to be deliberate plagiarism but fails to include clear record of an essay's development (pre-writing, working drafts and revisions) or fails to provide appropriate attribution of sources or direct quotation will receive a grade of 0.

As commonly defined, plagiarism consists of passing off as one's own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission from that person. Plagiarism is a serious academic violation that destroys trust within classroom relationships. The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, in-class materials, sample papers, and peer critique sheets. Because these materials are copyrighted, you do not have the right to copy handouts, unless I expressly grant permission.

Out-of-Class Group Assignments

Should group work be assigned outside of class, students are encouraged to meet on University premises. Zimmerman Library provides areas for group study. To make group work efficient and productive, all members should exhibit professional behavior and remain on task—that is, everyone should work on the project at hand.

Classroom Climate and Behavior

The UNM Department of English affirms its commitment to the joint responsibility of instructors and students to maintain and foster a positive learning environment. As your professor, I am committed to cultivating and maintaining a positive, inclusive, and productive classroom environment. If you have concerns or special needs, please let me know how I can accommodate your learning needs and enhance the social climate of the classroom. Disruptive, hostile, and

disrespectful behavior will not be tolerated. **Disruptive classroom behavior**, defined as anything that interferes with “an instructor’s ability to conduct the class” or “the ability of other students to profit from the instructional program,” is explicitly prohibited. I will not tolerate micro-aggressive behavior of any kind (verbal and non-verbal) that demeans, defames, or distracts from teaching and learning in my classroom.

I reserve the right and assume the duty as the instructor to protect the integrity of my classroom and if necessary, drop any student who interferes and disrupts the progress of my course.

In order to promote a classroom climate conducive to collective success and individual excellence, full and equal participation of each member of the class is necessary and required. Please maintain an attitude of mutual respect and cooperation. Please turn off cell phones, Ipods, text messaging, and other electronic devices. Your full participation contributes to the mutual satisfaction with our course.

In an effort to meet obligations under Title IX, UNM Faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

Contact Information for Campus Resources:

24-Hour Resources:

[LoboRESPECT Advocacy Center](#): 505-277-2911
[Student Health and Counseling](#): 505-277-3136
[UNM Police](#): 505-222-2411 (dial 911 for emergencies)

Online Reporting of Acts of Hate, Harassment, and Discrimination:

Hate/Bias Incident Reporting Form: <http://goto.unm.edu/zom9p>

Faculty and Staff:

[Counseling, Assistance, and Referral Services \(CARS\)](#): 505-272-6868

KELLS

ENGL 640

SPRING 2020

COURSE SCHEDULE

Readings:

Silent Spring	SLS
The Good Life	TGL
What Wilderness	WWI
Braiding Sweetgrass	BSW
All My Rivers	AMR
Writing the Good Life	WGL
And No Birds Sing	NBS

Field Exercises 1-3

- Field Ex. 1 Environmental Field Site Visit
- Field Ex. 2 Public Rhetoric Analysis
- Field Ex. 3 Science, Medical and Environmental Studies Subject Area Expert Interview

WEEK 1

January 21

Readings:
For Next Class Session:

Assign:
Writing Responses: Five Framing Questions for the Course

Readings:
For Next Class Session:
“Solastagia”

Assign:
Nutshell Report on Environmental Movements & Organizations

WEEK 2

January 28

Readings:
For This Class Session:
“Solastalgia”

For Next Class Session:
Silent Spring Chap. 1-8
Appreciative Inquiry

Assign:
Reading Response Journal 1

WEEK 3

February 4

Readings:
For This Class Session:
Silent Spring Chap. 1-8
Appreciative Inquiry

Assign:
Field Ex. 1: Field Site
Reading Response Journal 2

For Next Class Session: (Tuesday, February 11)
“Silent Spring” Chap. 9-17

Due Date: Midterm Portfolio Due Tuesday, March 10

WEEK 4
February

11

Reading:
For This Class Session: (Tuesday, February 11)
“Silent Spring” Chap. 9-17

Readings:
For Next Class Session: (Tuesday, February 18)
“And No Birds Sing” Intro. Chap. 1-5

Class Discussion Leaders: For Next Class Session (Tuesday, February 18)
Class Discussion Leader A1 “And No Birds” Intro. Chap. 1-2
Class Discussion Leader A2 “And No Birds. Chap. 3-5

Assign:
Film 1: American Experience “Rachel Carson”
Reading Response Journal 3

WEEK 5

18

Readings:
“And No Birds Sing” Intro. Chap. 1-5

Class Discussion Leaders: For This Class Session (Tuesday, February 18)
Class Discussion Leader A1 “And No Birds” Intro. Chap. 1-2
Class Discussion Leader A2 “And No Birds. Chap. 3-5

Assign:
Supplemental Reading Report Memo (Due Tuesday, March 10);
Rhetorical Terms Hand-Out
Journal 4

Readings:
For Next Class Session: (Tuesday, February 25)
“And No Birds Sing” Chap. 6-9, Afterword

Class Discussion Leaders Next Class Session: (Tuesday, February 25)
Class Discussion Leader A3: “And No Birds” Chap. 6-7
Class Discussion Leader A4: “And No Birds” Chap. 8-9,
Afterword

WEEK 6

February

25

Readings:**For This Class Session: (Tuesday, February 25)**

“And No Birds Sing” Chap. 6-9, Afterword

Class Discussion Leaders This Class Session: (Tuesday, February 25)

Class Discussion Leader A3: “And No Birds” Chap. 6-7

Class Discussion Leader A4: “And No Birds” Chap. 8-9 Afterword

Assign:

Submission Guidelines Midterm Portfolio (Due Tues. March 10)

Film 2: Salt of the Earth

Journal 5

Readings:**For Next Class Session: (Tuesday, March 3)**

“The Good Life” pp. 1-45

“Writing the Good Life” Intro. Chap. 1-2

Class Discussion Leaders Next Class Session: (Tues., March 3)

Class Discussion Leader A5: “The Good Life” pp. 1-45

Class Discussion Leader A6: “Writing the Good Life” Intro. Chap. 1-2

WEEK 7

March

3

Readings:**For This Class Session: (Tuesday, March 3)**

“The Good Life” pp. 1-45

“Writing the Good Life” Intro. Chap. 1-2

Class Discussion Leaders This Class Session: (Tues., March 3)

Class Discussion Leader A5: “The Good Life” pp. 1-45

Class Discussion Leader A6: “Writing the Good Life” Intro. Chap. 1-2

Assign:

Reading Response Journal 6

Midterm Portfolio Submission Guidelines

Supplementary Reading Nutshell Reports 1-5

Readings:**For Next Class Session: (Tuesday, March 10)**

Writing the Good Life Chap. 3-5, Conclusion

Class Discussion Leaders Next Class Session: (Tuesday, March 10)

Class Discussion Leader A7: Writing the Good Life Chap. 3-4
Class Discussion Leader A8: Writing the Good Life Chap. 5, Conclusion

**(Midterm Portfolio: Final Drafts Journal 1-5;
Supplementary Reading Report;
Field Ex. 1 Due Tuesday, March 10).**

WEEK 8

March

10 Supplemental Reading Nutshell Reports 1-5

Readings:

For This Class Session: (Tuesday, March 10)

Writing the Good Life Chap. 3-5, Conclusion

Class Discussion Leaders This Class Session: (Tuesday, March 10)

Class Discussion Leader A7: Writing the Good Life Chap. 3-4
Class Discussion Leader A8: Writing the Good Life Chap. 5, Conclusion

Assign:

Journal 7

Field Ex.2 Subject Area Expert Interviews

Film 3: Examined Life: Philosophers in the Streets

Supplementary Reading Nutshell Reports 6-10

Readings:

For Next Class Session: (Tuesday, March 24)

Braiding Sweetgrass Intro. Parts I-IV

Class Discussion Leaders Next Class Session: (Tuesday, March 24):

Class Discussion Leader A9: Braiding Sweetgrass Intro. Parts II-II
Class Discussion Leader A10: Braiding Sweetgrass Parts III-IV

WEEK 9

March 17-20

Spring Break

Mid-Term Progress Report Conferences (Week 8-10)

WEEK 10

March

24

Readings:**For This Class Session: (Tuesday, March 24)**

Braiding Sweetgrass Intro. Parts I-IV

Class Discussion Leaders This Class Session: (Tuesday, March 24):

Class Discussion Leader A9: Braiding Sweetgrass Intro. Parts II-II

Class Discussion Leader A10: Braiding Sweetgrass Parts III-IV

Assign:

Reading Response Journal 8

Field Ex. 3 Public Rhetoric Analysis

Multi-Modal Work-in-Progress Project Presentation Guidelines
(Presentation Sign Up);Geography of Belonging Personal Academic Essay (Peer Review
April 14; Due April 28)**Readings:****For Next Class Session: (Tuesday, April 7)**

All My Rivers Are Gone Parts I-IV

What Wilderness Is This Parts I-II

Class Discussion Leaders: (Tuesday, April 7):

Class Discussion Leader A11: All My Rivers Are Gone Parts I-IV

Class Discussion Leader A12: What Wilderness Is This Parts I-II

WEEK 11

31

Field Ex. 3 Public Rhetoric Analysis**50th Anniversary Earth Day GreenBag Lecture by Eric
Magrane****4:00-5:30 p.m. SUB Acoma A&B****Assign:**Reading Response Journal 9 (Based on Guest Lecture & the
“Spiral Orb.”)**WEEK 12**

April

7

Multi-Modal Work-in-Progress Project Presentations 1-5
(& Supplemental Reading Nutshell Reports 11-14)
(10 Minutes Each)**Readings:****For This Class Session (Tuesday, April 7):**

All My Rivers Are Gone Parts I-IV
What Wilderness Is This Parts I-II
Class Discussion Leaders: (This Class Session, Tuesday, April 7):
Class Discussion Leader A11: All My Rivers Are Gone Parts I-IV
Class Discussion Leader A12: What Wilderness Is This Parts I-II

Assign:
Reading Response Journal 9
Final Project Portfolio Submission Guidelines
Peer Review Geography of Belonging

Readings:
For Next Class Session (Tuesday, April 14):
“Weaving Traditional Ecological Knowledge” (PDF Article)
What Wilderness is This Parts III-VII

Class Discussion Leaders: (Next Class Session: Tuesday, April 14).
Class Discussion Leader A13: Weaving Traditional Ecological Knowledge; What Wilderness is This Part III;
Class Discussion Leader A14: What Wilderness Is This Parts IV-VII.

WEEK 13
April

14

Multi-Modal Work-in-Progress Project Presentations 6-9
For Next Class Session (Tuesday, April 14):
“Weaving Traditional Ecological Knowledge” (PDF Article)
What Wilderness is This Parts III-VII

Class Discussion Leaders: (Next Class Session: Tuesday, April 14).
Class Discussion Leader A13: Weaving Traditional Ecological Knowledge; What Wilderness is This Part III;
Class Discussion Leader A14: What Wilderness Is This Parts IV-VII.

Assign:
Reading Response Journal 10
Final Project Portfolio Submission Guidelines
Peer Review Geography of Belonging (April 21)

WEEK 14
April

21

Guest Lecture:

“The Salt of the Earth Recovery Project & the Extraction Rhetorics” Zakery Munoz.
Peer Review Geography of Belonging Personal Academic Essay.

WEEK 15

28 **Multi-Modal Work-in-Progress Project Presentations 10-14**

**Final Project Portfolio Due
(Reading Response Journal 6-10; Field Ex. 2-3; Geography of Belonging)**

Course Evaluations