

**Winter 2019  
Department of English**

**FYSM 1004F: LITERATURE, GENRE, CONTEXT:  
A Writing-Attentive Seminar Focused on Climate Change and the Humanities**

**This seminar precludes additional credit for  
ENGL 1000, ENGL 1009, ENGL 1100, ENGL 1200, ENGL 1300, and ENGL  
1400. DO NOT register in any of the listed preclusions.**

**Time: Wednesdays 11:35-2:25  
Location: Southham Hall 415**

**Instructor: Professor Barbara Leckie  
e-mail: [barbaraleckie@icloud.com](mailto:barbaraleckie@icloud.com)  
Office: 1821 Dunton Tower  
Office hours: Weds 2:30-3:30 or by appointment**

*I don't know exactly if or how we'll get to where we need to go, but I know that we must set out  
better options with all the passion, power, and intelligence we have.*

~Rebecca Solnit

In this course we will focus on the ways in which climate change has been represented in a range of media from literature, essays, and visual art to architecture and film. We will consider the role of storytelling and what many call “geostories” in the context of the Anthropocene (defined as the human impact on the environment but more accurately understood as the impact of economically privileged humans on the environment). To do so we will focus on the keywords noted in the syllabus (nature, culture, city, care, anger, hope, dreams, walking, energy, etc). We will be especially attentive to *how* climate change is represented. In this context, we will consider who has the means to represent climate change and through what media; what relations/topics are emphasized and what relations/topics are diminished or ignored; what images are used and to what effect; what emotions are represented and to what effect; what language is used and why it is important; what structures and forms are adopted and how we can learn to read and understand them, and so on. Overall, we will discuss the link between seeing, knowing, and acting and ask what role the humanities can play in our response to climate change today.

\* \* \*

The seminar will adhere to the following aims and principles common to other writing-attentive seminars taught within the Department of English and Literature:

- 1) Students will spend a significant amount of class time learning and improving university-level forms of thinking and writing (particularly essay-writing skills) that will concentrate on the following:
  - establishment and refinement of literary-critical skills through close analysis of texts from a variety of genres
  - generation and proof of an argument (thesis) across an essay
  - establishment and refinement of sophisticated ideas and opinions using proper, correct and effective academic English style
  - use and citation of primary literary texts in appropriate and convincing ways
  - development of fluency in and facility with genre-specific literary terminology
  - introduction to the fundamentals of secondary research (including critical evaluation, use, and citation of academic sources)
- 2) Students will complete a minimum of two graded writing assignments per term, in which they will be expected to demonstrate the above skills
- 3) Students will write at least one formally scheduled examination

Specifically for our course:

- 1) This course will focus on slow attentive reading.
- 2) This course will also encourage engaged conversation, discussion, and debate.
- 3) To facilitate both of these goals this course will be device-free. If you need a computer or other device for any reason in our class please discuss with me first.

Reading/Viewing:

(Texts Available at [Octopus Books](#) [116 Third Avenue, the Glebe, 613-233-2589] in the Glebe or on CuLearn)

Novels & Graphic Novels:	Mary Shelley, <i>Frankenstein</i> (1818) Ben Lerner, <i>10:04</i> (2014) Hugh Goldrin and Nicole Burton (ed. Patrick McCurdy), <i>The Beast</i> (2018)
Poetry & Memoir:	Layli Long Soldier, <i>Whereas</i> (2017) Eli Clare, <i>Brilliant Imperfection</i> (2017)
Visual Art Exhibits & Film/Video:	Christi Belcourt at the Carleton University Art Gallery (21 Jan – 28 April 2019) Anthropocene Exhibit at the National Gallery (until 24 Feb 2019; Thursday evenings are free of charge)  Hannah Gadsby, “Nanette” (shown in class) Richard Mosse, <i>Incoming</i> (2017)

Essays & Excerpts:

Denis Diderot, "D'Alembert's Dream" (1769)  
 Dorothea von Hantelmann, "Bees, Exhibitions, and the Anthropocene"  
 Yuval Harari, "Why Technology Favors Tyranny" (2018)  
 Elizabeth Kohlbert's "Global Warming"  
 David Orr, "What is Education For?"  
 John McPhee, "Draft No. 4"  
 Jenny Price, "Thirteen Ways of Seeing Nature in L.A.: Part 1" (2006)  
 Rebecca Solnit, "Please Don't Despair" (2018) and "In the Day of the Postman" (2006)  
 Raymond Williams, "Ideas of Nature" and "Nature"  
 Andrea Wulf, *The Invention of Nature: Alexander Humboldt's New World*

Course Requirements:

6 Short Response Paragraphs (see below for details)	10%
1 one paragraph event review (ideally of <i>The Beast</i> or the Climate Café) (due 2 days after event)	5%
1 Op-Ed (opinion piece) (due in 2 parts, 6 Feb and 6 March)	10%
1 Close Reading (due 27 Feb)	10%
1 Annotated Climate Change & Humanities Piece of your choice (due 25 March)	10%
1 Final Essay (1,500 words) (due last day of classes, 9 April)	5% + 20% = 25%
(Please note that there are stages for this assignment with two earlier assignments worth 5% together due on the 20 <sup>th</sup> and 27 <sup>th</sup> of March respectively. See below for details.)	
1 Final Exam	20%
Participation (see below for details)	10%

Attend at least two Carleton events not related to our course ungraded

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Commentaries: Students are required to submit at least SIX commentaries on individual Works or issues studied this semester (at least **four** of these commentaries must deal with specific texts studied in the course; the other **two** can be on a topic of your choice related to the course (the discussions we have in class, the texts, something outside of class that relates etc). These commentaries should be no more than a paragraph and they must be handed in at least two hours BEFORE the class dealing with the work discussed. (You can email your commentaries to me at [barbaraleckie@icloud.com](mailto:barbaraleckie@icloud.com)). **Failure to hand in the minimum of six commentaries will result in 0% for this requirement.**) Students are welcome to write as many commentaries as they like. I will use the top six.

Participation: The participation mark is based on your work group discussion and your participation in class. **Note: to participate you have to be in class.** Work Groups will be groups

composed of about three to four students. These groups will be expected to lead class discussion for half an hour on an assigned day. Group members should meet at least once before that day to think of provocative and interesting questions to ask the class, to organize ideas that they want to communicate to the class, and to devise strategies to capture the class's attention. It is not necessary to discuss the book assigned for that day, but it is necessary to stick to the discussion topic (it will be a keyword of the group's selection). It is also not necessary that every group member speaks, but it is necessary that the group works together to plan the discussion. You will be graded as a group for this assignment.)

Essays: An essay Proposal or idea is due 20 March (roughly 100 words) and an essay thesis statement and outline is due on 27 March (roughly 200-300 words). The essay proposal or idea should outline your topic and explain why you think it is a relevant and interesting topic. It can also be an opportunity for you to ask questions and/or float more than one possible topic. I will reply to these proposals or ideas within two days. The following week I'd like to you to focus your ideas into a thesis statement and essay outline. We will discuss what makes a good thesis statement and a strong essay in class.

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### Class Schedule

Please note adjusted dates (in blue), additional events (in green), and assignment due dates (in red)

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|------------|--|
| 9 January  | Gadsby, Nanette<br>Orr, "What is Education For?"<br>Solnit, "Please Don't Despair"<br><br>Keywords: Climate Change / Global Warming / Education / Stories & Geostories / Laughter, Anger, & Despair  |
| 15 January | Williams' "Ideas of Nature" (long version) and/or "Nature" (short version)<br>Kohlbert's "Global Warming"<br>Wulf's <i>The Invention of Nature</i> (pp. 1-9)<br>Anna Tsing, <i>The Mushroom at the End of the World</i> (read any 6 pages of this book; if in doubt, read "Arts of Noticing")<br>Price, "Thirteen Ways of Seeing Nature in L.A.: Part 1"<br><br>Keywords: Nature / Culture / Country / City / Knots / Hope<br><br><u>Optional Reading</u> : A Commentary on "Knots" by Lebbeus Woods<br><a href="https://lebbeuswoods.wordpress.com/2010/10/12/knots-the-architecture-of-problems/">https://lebbeuswoods.wordpress.com/2010/10/12/knots-the-architecture-of-problems/</a> (if you watch this, substitute slums for climate change as you read while remembering that the two are also related) |
| 22 January | Attend Carleton Climate Commons event on <i>The Beast</i>  |

- 23 January **NO CLASS TODAY TO ACCOMMODATE EVENT THE PREVIOUS EVENING.**  
Instead of class please catch up on your reading for this course
- 30 January Shelley, *Frankenstein*  
Goldrin, Burton, and McCurdy, *The Beast*
- Assignment:** Write a Review of *The Beast* event on 22 January or of the book itself or of both combined  
Keywords: Monster / Letters / Oil / Fire
- 31 January **Climate Café: Indigeneity and Climate Change (at CUAG). Attend if you can.**
- 6 February Yuval Harari, “Why Technology Favors Tyranny”  
Rebecca Solnit, “In the Day of the Postman”
- Keywords: Connection / Care / Technology  
**Assignment:** Write an Op-Ed
- 13 February On the Anthropocene Exhibit at the National Art Gallery & the film  
Keywords: Earth / Air / Camera (and lens) / Anthropocene  
Workshop Op-Eds
- 27 February Layli Long Soldier, *Whereas* (selected)  
Eli Clare, *Brilliant Imperfection* (pp. xv-17)
- Keywords: Grass / Wind / Whereas / Cure  
**Assignment:** Submit Language/Form/Structure Attentive Commentary (aka Close Reading)
- 6 March Denis Diderot, “D’Alembert’s Dream” (1769)  
Dorothea von Hantelmann, “Bees, Exhibitions, and the Anthropocene”  
McPhee, “Draft No. 4”
- Keywords: Dreams / Bees / Encounter / Broken  
**Assignment:** Submit final Op-Ed (include explanatory paragraph explaining choice of topic and media selection)
- 13 March Lerner’s *10:04*
- Keywords: Novels / Conversation / Numbers  
**Assignment:** Submit a reading, novel, poem, work of visual art or architecture, film, video, advertisement or other cultural piece in some way related to climate change. Include a one-paragraph commentary on why you selected your piece. I will post these so that all students will be able to read them.

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|----------|---|
| 20 March | Lerner's 10:04<br>CUAG visit<br>Essay Writing Workshop  |
|          | Keywords: TBD<br><u>Assignment</u> : Essay Proposal or Idea Due                                       |
| 27 March | Read/view at least three of the climate change pieces selected by your classmates                     |
|          | Keywords: TBD<br><u>Assignment</u> : Essay Thesis Statement & Outline Due                             |
| 3 April  | Henry Mayhew, <i>London Labour and the London Poor</i> (selections)<br>Richard Mosse, <i>Incoming</i> |
|          | Keywords: Migration / Walking / Marching / Noticing   |
| 9 April  | Review and Class Potluck<br><u>Assignment</u> : Essays Due In Class Today                             |

Other Information relevant to our course material:

From the website "100 Views on Climate Change"  
(<http://changingclimates.colostate.edu/index.html>):

IPCC: Why It Matters that We Aim for 1.5° C (October 2018)  
*This is probably the biggest climate change news of the year, the IPCC's report on the importance of aiming for a 1.5° rather than a 2° warmer world. This piece by Coral Davenport offers an [excellent overview](#) (NYT), and this [even shorter illustrated summary](#) (Brad Plumer, Nadja Popovich, Iris Gottlieb, NYT) is especially easy to grasp. Other worthwhile pieces: [this](#) (The Guardian) on the one key takeaway (stop burning carbon and cutting trees); [this](#) (Carbon Brief) deeper dive Q&A on the report's contents; and, on scientists who believe the report understates the threat, [this](#) (Bulletin of the Atomic Scientists) and [this](#) (Science).*

Other Information in general:

**REQUEST FOR ACADEMIC ACCOMMODATION:**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

**Pregnancy obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

## **Religious obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

## **Academic Accommodations for Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520- 6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. [carleton.ca/pmc](https://carleton.ca/pmc)

## **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](https://carleton.ca/sexual-violence-support)

## **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities- 1.pdf>

## **All Students**

*Students are strongly encouraged to make optimal use of the instructor's office hours.*

All students are also strongly encouraged to take advantage of the services offered at Carleton University, such as the following:

**Centre for Student Academic Support (CSAS)** offers students a variety of free services, including academic-skills workshops and information sessions, bookable study rooms, a tutor referral service, and a supportive staff of peer helpers. To learn more about these services, visit CSAS on

the Fourth Floor of the MacOdrum Library, contact them by phone at 613-520-3822, or visit them online at <https://carleton.ca/csas/>

**Writing Services** offers students free one-on-one assistance with academic writing. To learn more about this free service, visit [www.carleton.ca/csas/writing-services/](http://www.carleton.ca/csas/writing-services/). To make an appointment for a 40-minute session, call 613-520-3822, or visit in person at the Centre for Student Academic Support on the Fourth Floor of the MacOdrum Library.

**Academic Advising Centre (AAC)** provides students with support in the form of free one-on-one academic advising and study-skills appointments. To learn more about these services, visit [www.carleton.ca/academicadvising](http://www.carleton.ca/academicadvising). To make appointments for an advising or study-skills session, call 613-520-7850, or visit the centre in person at 302 Tory.

**Career Services and Co-operative Education** is an on-campus centre for career development, employment preparation, and experiential learning opportunities for Carleton students. Students are encouraged to use the various services provided throughout their time at Carleton by visiting its two service locations. Career Services is located at 401 Tory (613-520-6611); the Co-operative Education Program is located at 1400 CTTC (613-520-4331).

**International Student Services Office (ISSO)** is at the heart of Carleton's international student community. It supports international students, including incoming and outgoing exchange students, and promotes cross-cultural understanding within the Carleton community. **ISSO is also responsible for the administration of Carleton's 80+ exchange programs.** For more information, visit ISSO at 128 University Centre or contact by phone 613-520-6600. For general email inquiries, write to [isso@carleton.ca](mailto:isso@carleton.ca); for exchange-program inquiries, write to [exchange@carleton.ca](mailto:exchange@carleton.ca). Website: [www.carleton.ca/isso](http://www.carleton.ca/isso).

**The Student Experience Office** oversees the Co-Curricular Record. The Co-Curricular Record is an official record designed as a means of recognizing all students' "out of class" involvement in student leadership development, extra-curricular activities, and Carleton community service opportunities. To learn more about the Record, visit 430 Tory (613-520-2600 ext.7595), or [www.carleton.ca/seo](http://www.carleton.ca/seo).

### **Plagiarism and Other Instructional Offences**

The University Senate defines plagiarism as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*" This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;



- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

The policy can be found at: <https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy.pdf>

### **FORMATTING AND CITATION**

Papers should be typed/printed double-spaced on 8 ½ x 11" white paper. Please ensure a 1" margin on all sides of the page and use a 12 pt Times font or equivalent. Also, remember to keep backup copies of your papers, either hard copy or on a flash drive. E-mailing of papers is prohibited, unless one is given express permission of the professor.

*Please use MLA (Modern Language Association) documentation style. For examples, see:*

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)

*For formatting of Works Cited, see: <http://bibme.org> or <http://www.citationmachine.net/>*