

IDH 3035 Online Live Spring 2023
Cultures of the Anthropocene: Climate Grief and Survivance



Professor: Dr. Amy Kahrmann Huseby
Email: ahuseby@fiu.edu
ZOOM Meets: Thurs 2:00-3:15 p.m.
Office Hours: By appointment (email me!)
[Extension Request Form](#)

I will answer all emails to my FIU email within 24 hours, Monday through Friday.
Please reach out to me!

This is a discipline-specific Global Learning course that counts toward your Global Learning graduation requirement.

The Anthropocene is a geological age in which human activity has become the dominant influence on climate and the environment. Some scholars claim that the Anthropocene began in the early 19th-century with the onset of industrialization. Authors, artists, and filmmakers during the past 300 years have engaged with nature and climate change in many ways. In this course, we will study the relationship between literature, art, film, and the environment. Rather than turn to art, literature, and film as a guide to current environmental practices, our interest will be in cultural discourses that open up philosophical, political, and ethical investigations about our relationship to the environment. Readings will include poetry, novels, and non-fiction prose, and we will also engage with philosophical, historical. In addition, David Wallace-Wells's book *The Uninhabitable Earth* will provide a conceptual through line for our discussions of climate change this term.

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TRIGGER WARNING: The reading and viewing in this course includes graphic depictions of disease, pornography and climate-related catastrophes. If this sort of imagery, language, or subject matter offends or upsets you, this is probably not the right course for you.

HB 7 Disclaimer:

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, view point or belief. Students should expect that all class lectures, discussions, and materials from this course will be recorded and saved.

Together, we will consider questions including:

- What is “eco-criticism”? What is the Anthropocene?
- What was at stake in art and literature’s relationship to the environment?
- How did the ecological crises of the late eighteenth- and early nineteenth-centuries in Europe influence literature and art?
- What connections can we make between late eighteenth- and early nineteenth-century investments in the environment and our current climate situation?
- What constitutes environmental literature, how such literature shapes environmental consciousness and action, and how do the perspectives from art and literature question the human place in the world, the relationship between human perception and the natural world, and our co-existence as human beings in the larger living organism of the earth?
- What are some ways of thinking about the historical relationship between technology and the environment?

What is Online Live? What are we going to be doing during the live sessions and how will that help me feel confident that I understand the material? Are the Zoom sessions mandatory?

IDH 3035 Cultures of the Anthropocene is designed around the Online Live three pillars (Equitable Instruction, Immersive Communication, and Adaptive Engagement), which together create an effective environment of learning. Live discussion is a substantial space for learning in this course and are central to Immersive Communication. Although written instructions and lecture videos will be available to you in Canvas, missing discussion risks missing course content that you will need later in the course to complete assignments. Our Zoom meetings will offer opportunities to ask questions in real time about assignments, explore alternative readings with your classmates, and interact with me about course content and learning objectives. In order to understand the Blog assignments, Perusall annotations, and final projects, you will need to attend discussions or there will be gaps in your learning and your understanding of what’s expected of you. Our ZOOM meetings will provide you with foundational knowledge and analysis that will help you to succeed on your assignments. As a result, **FIU mandates that students who enroll in an Online Live course commit to attending the once a week class sessions in Zoom. That means, our Zoom sessions are required.**

In each Thursday class meeting, you will have the opportunity to practice textual analysis with your classmates in Breakout Group (small group) discussions. Unlike some online discussions, our Breakout Groups will involve developing responses to specific questions relevant to course content, conducting flash research for topical and contextual foundations, and interacting with each other to help build our learning community. After the Breakout Groups meet, we will return to full group discussions to process and unpack the work of the Breakout Groups. Large group discussions enable students to hear from each other alternative perspectives on course content. Since one of the primary outcomes for our course is that you will learn how to work with textual evidence to support your claims, large group discussion and Breakout Groups are both

opportunities to practice this skill set. Conversations that occur during our Online Live sessions will carry over into your Perusall and Blog assignments in Canvas, so that our Live sessions reinforce the reading and writing you do in those other spaces. Our discussions are also a component of active learning techniques designed to help you become and remain engaged with the course.

One way that I approach equitable instruction and adaptive engagement is through my stance on cameras during our Live session. As it says in my syllabus statement about technology use and our environment of mutual respect, I ask that you turn on your camera during class meetings, if possible. If you need to step away for a moment to use the restroom or deal with family needs, you're welcome to turn off your camera. I ask that you turn your camera on for the entirety of our meeting, but I also understand that some students have living conditions that they would prefer not to share. As a result, I do not require that students turn on cameras.

That said, our Live sessions are explicitly linked to the learning outcomes for this course. For example, the first weeks of the course, our Live sessions will help you to develop vocabulary for discussing adaptations, revisions, reimaginings, retellings, and fan fiction; articulate the difference between a book, edition, narrative, and story; and describe different modes in which adaptation occurs (film, stage, TV, textbooks). Each of these learning objectives contributes to your ability to articulate familiarity with different genres of writing and generate claims about cultural and social projects relative to climate change and the environment, which are ultimate larger goals for learning in this course.

RECORDING DISCLOSURE: *Please be advised that classes may be audio and visually recorded and/or subject to course capture for future access by students in this course. Your attendance/ participation in this course constitutes consent to such recordings, which will only be used for educational purposes by students in the course and securely stored in University systems. If there is a concern regarding the recording and use of such recording, please contact FERPA@fiu.edu.*

Consider pursuing the Excellence in Global Learning Medallion:



Requirements

- ✓ Courses: Complete a minimum of four (4) global learning-designated courses, with a grade of C or higher
- ✓ Activities: Participate in a minimum number of approved global co-curricular activities.
- ✓ Capstone: Complete a substantial original research project and presentation on a global topic; 4 courses of study in one foreign language; study abroad; or global internship.
- ✓ ePortfolio: Reflect on the FIU global learning experience in the form of an web page promoting global citizenship.
- ✓ GPA Requirement: Achieve a 3.0 final, cumulative FIU GPA at the time of graduation.

All students are eligible to participate in the Global Learning Medallion program--there are even options for fully online students! For more information and to enroll, visit:
<https://goglobal.fiu.edu/medallion/>

Global Learning outcomes:

- o **demonstrate** knowledge of both the interrelatedness and diversity of local, national, and global issues, approaches, trends, and systems relevant to climate change as a concept that involves a variety of global problems.
- o **analyze** distinct and shared global, transhistorical, and intercultural perspectives on climate change.
- o **evaluate** connections between the local, global, international, and intercultural problems climate change raises, and explore solutions to those problems; engage with global problems as they relate to climate change.

GENERAL OUTCOMES - by the end of the semester, you will be able to:

INTERPRETIVE OUTCOMES:

Evaluate texts in diverse cultural contexts using critical and formal approaches

- o articulate familiarity with different genres of environmental writing
- o generate claims about art and literature's relationship to environmental issues
- o express how art and literature carries cultural and social values that emerge out of their historical contexts
- o demonstrate critical reading skills, noticing subtle details and uses of language, connecting ideas and texts, asking questions, and identifying assumptions and values
- o recognize genre expectations for a variety of forms
- o demonstrate textual analysis and comprehension on a variety of texts
- o extrapolate from theoretical and critical conversations to offer original interpretive insights
- o reflect on and assess applicability of approaches to texts and your own lives

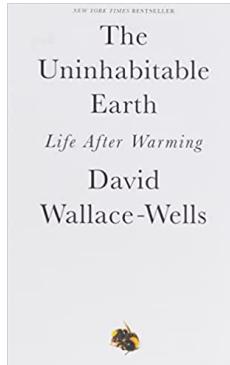
WRITING OUTCOMES:

Write interpretative arguments of texts using those approaches

- o become a better critical writer, learning to make analytical arguments that are original, persuasively argued, clear, and well written
- o select, narrow, and focus topics for argumentative, critical, and interpretive writing
- o generate and organize ideas for argumentative, critical, and interpretive writing
- o use textual evidence effectively
- o demonstrate the conventions of academic writing
- o find, evaluate, read, and incorporate (summarize, attribute, paraphrase) secondary sources
- o demonstrate proper citation of sources, avoiding plagiarism
- o revise and edit written projects for ideas, organization, logic, as well as lower order concerns, such as grammar

What texts should you buy?

BE AWARE: If possible, please purchase these exact editions of the texts. New and used copies are available for less than \$60 total for this course. Because we are reading texts from the early 20th-century, texts can vary from edition to edition, depending on the editor. In other words, if you do not purchase or have scanned versions of these editions, your page numbers will not match and, in fact, **the text itself might be different in content from what the rest of the class is reading.**



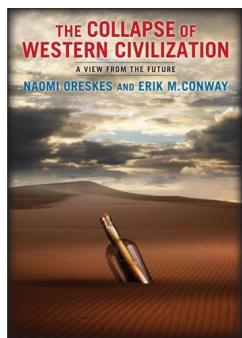
REQUIRED:

The Uninhabitable Earth

Author: David Wallace-Wells

Tim Duggan Books

ISBN: 9780525576709



REQUIRED:

The Collapse of Western Civilization: A View from the Future

Authors: Naomi Oreskes and Erik M. Conway

Publisher: Columbia UP

ISBN: 9780231169547



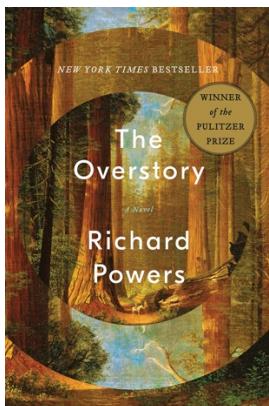
REQUIRED:

Parable of the Sower

Authors: Octavia E. Butler

Publisher: Grand Central Publishing

ISBN: 9781538732182



REQUIRED:

The Overstory

Authors: Richard Powers

Publisher: Norton

ISBN: 9780393356687

Do I have to get these exact texts? What if my cover is different?

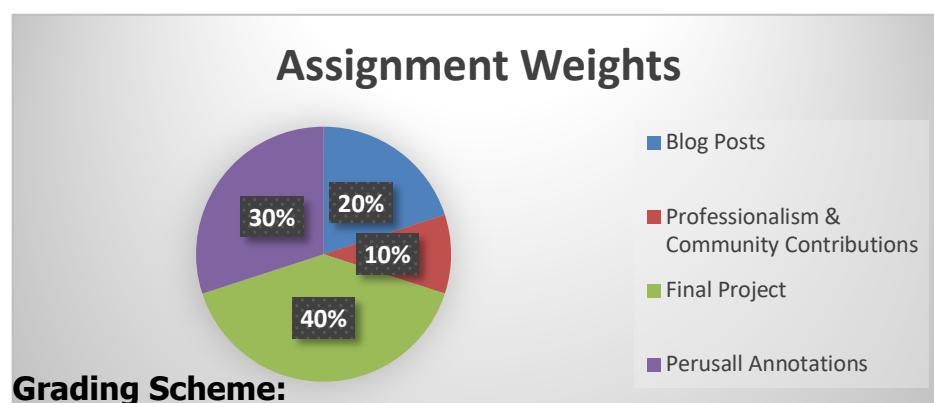
As long as your text has the same ISBN than you will be able to complete the coursework.

What texts will be provided to you on Canvas?

All other texts will be provided to you on Canvas as scanned Adobe (.pdf) files or through internet links. On the course calendar, Canvas texts and websites are indicated in parenthesis, like so (C) or (W).

Prerequisites: None, however, ENC 1101 and ENC 1102 are recommended. I also strongly recommend that students have taken ENG 2012 Approaches to Literature in preparation for upper division (3000- and 4000-level) English Literature courses.

How will we evaluate your progress in this class?



	Top Range	Bottom Range	Out of 10 pts.	Out of 20 pts.
A	100	93	9.3-10	19-20
A-	92	90	9.2-9	18
B+	89	87	8.9-8.7	17.5
B	86	83	8.5	17
B-	82	80	8.2-8	16
C	79	71	7.9-7.1	15
D	70	51	5.1-7	13-14
F	50	0	<6	<12

BE AWARE: This course is reading and writing intensive. This term, you will write on a weekly basis, either short responses or longer essay assignments. The best way to succeed in this course is to plan time to read and write every day. If you are used to waiting until the night before a paper is due to write your draft, that method will not lead to success in this course. I emphasize and teach that writing is process. The best way to grow and develop as a writer, and to turn in effective work, is to work on your projects a little bit each day.

COMMUNITY CONTRIBUTIONS AND PROFESSIONALISM POLICIES

- 1) **Community contribution is key to your learning.** Everyone contributes to the success of this course. Completing your reading in advance, keeping notes on your reading, and preparing to pose questions and offer interpretations during discussion all count as community contributions. **See the Community Contributions document (below) for suggestions about how you can contribute.**
- 2) Because **this course is reading and writing intensive**, the best route to success is to develop the habit of reading and writing a little bit each day. You will read approx. 100 pages per week (that's about 1/5th the reading of graduate seminar and well within range for 3000-level course). Reading ahead and taking notes as you read is always recommended. Our duty with what we read is to interpret, objectively, the most meaningful projects *in* the text, and to compare and evaluate differing interpretations to formulate an analytical payoff *for* the text.
- 3) Global learning concerns learning *with* others more than it does learning *about* others. In this class, we value diverse perspectives and a willingness to collaborate. Come to class **prepared to think critically and carefully** about difficult problems. Argument is often about helping others explain an important point, entering a conversation, or helping others *help us* to understand this point. Argumentation is a way to illuminate important ideas that we have in common, to challenge received wisdom, and to rethink a world view.

Useful techniques to enhance your community contributions:

- **prepare at least one comment or question** about the week's reading for each discussion session.
- **write your questions down** and come prepared to raise your ideas in discussion.
- when you talk, **address your comments to the whole class**, not just to me.
- **identify suggestions** for things you would like to discuss (e.g., confusing passages, key terms).
- feel free to **ask questions** if something is unclear.

How to prepare for learning:

- **the text is your evidence** to back up your argument and claims
- prepare for discussions by **identifying specific examples** from the reading
- identifying this **textual evidence** will help you contribute to discussion, and also to help others think rigorously and responsibly through textual problems
- think of our conversations as an exercise in **critical analysis, reasoning, and persuasion**.

COMMUNITY CONTRIBUTIONS

Community Contributions are an opportunity to perform an act of intellectual curiosity, kindness, or engagement that not only benefits your own learning but that of others. What are Community Contributions? Essentially, they are opportunities for you to “do a thing” for the class.

Community Contributions might include:

- Asking substantive interpretive questions during discussion. If you’re not sure how these are different from just any old question, ask me.
- Identifying several moments in a text that we are reading and directing the class’s attention to those during discussion. Offer a close reading of one or more of these moments relevant to the topic in class.
- Offering to serve as the speaker during class presentations for your small group.
- Offering to serve as the notetaker in GoogleDocs during small group work.
- Taking notes every day and posting them online for everyone in class to see (you might do this on Canvas or GoogleDocs, for example).
- Starting a community GoogleDoc in which everyone in class can add notes in real time as you listen and work in class. By the end of the term, everyone will have a massive note archive.
- Posing additional questions and extend the class discussion throughout the week on blogs and in Perusall, rather than only when we meet as class or when these assignments are due.
- Locate additional research materials on class topics for the rest of the class. These might include websites, videos, books, films, or songs. Circulate that information through Twitter, on Canvas, or by email to everyone.

Community contributions are worth 10% of your total grade for this course. To assess these, you should keep track of how you contribute to our learning community. **I will not keep track of how you contribute to the class. That is your responsibility.** When you write your Community Contribution Reflections, you will detail how you have contributed to the course and provide evidence of those contributions. You will be asked to submit three (3) brief reflections this term in which you detail your community contributions and justify your grade for the course. More details on these reflections will be provided in a separate document.

I emphasize and require an environment of mutual respect in our class. To help build an environment of mutual respect in the classroom:

- Please read the [Class Community Ground Rules](#) (in Reading folder on Canvas).
- Bring a positive attitude, respect for your class-mates and our discussions, a sincere desire to understand, and a willingness to work towards common goals.
- While we might address controversial, and occasionally even uncomfortable, subject matter, it is crucial that we speak to one another respectfully and endeavor to listen attentively to the ideas of others.
- Listening attentively is an active form of learning, not passive reception.
- Remember that respect extends both ways: from me to you and from you to me. I respect my students, and I anticipate that you will respect me and my decisions in return.

Frequently Asked Questions

What if I'm sick or need to miss class? (ABSENCES)

We will meet by synchronous remote through ZOOM this term once each week. ZOOM provides me with a report of those who attend each class meeting. We only meet as a class for 1.25 hours each week. So, missing more than four (4) classes represents a substantial percentage of the learning in course. Our Zoom meetings offer opportunities to ask questions about assignments, explore alternative interpretations, and interact with each other about course content and learning objectives.

That said, you are an adult. I will not track your absences this term. Discussion is a substantial space for learning in this course, however. So missing discussion risks missing course content that you will need later in the course to complete assignments. In order to understand the Blog assignments, Perusall annotations, and final projects, you will need to attend discussions or there will be gaps in your learning and your understanding of what's expected of you. Our ZOOM meetings will provide you with foundational knowledge and analysis that will help you to succeed on your assignments. Ultimately, however, your education is your responsibility and the choice is yours.

If I choose to be absent from ZOOM meetings, do I have to explain why? (ABSENCES)

The card has a light beige background with a dark grey border. At the top center is a circular icon containing a question mark. Below it, the title "How to be OK" is centered in a large, bold, serif font. To the right of the title is a vertical column of text and a bulleted list. The text reads:

In case you hadn't noticed, *there is a global pandemic*. None of us is really OK. If you tell me you're having trouble, I'm not going to judge you or think less of you. I hope you'll extend me the same grace.

So let's lay out some ground rules:

- You *never* owe me personal information about your health (mental or physical), or anything else
- You are always welcome to talk to me about things that you're going through, however
- If I can't help you, I usually know somebody who can
- If you need extra help, or you need to miss class, or you need more time with something, just ask. I'll work with you. Promise.

What if I can't turn work in on time? (LATE WORK)

I am always open to and generous with allowing extensions. You need only complete the [Extension Request Form](#) and I will give you the time you need. If you need an extension, request one before the deadline and you will get it. Once the deadline passes, if you haven't completed an [Extension Request Form](#), then rules for late work will be applied (see below). If you turn in no work for an assignment, the assignment will receive a zero. **Canvas automatically applies a zero once a deadline passes; however, I can override any grade if you turn work in late.** If you have an emergency, I understand that. Emergencies happen. Please email me as soon as possible so that we can plan together how you might complete your assignment.

OK, but what if I still turn in late work? (LATE WORK)

Once the deadline passes, if you have not completed an [Extension Request Form](#), then rules for late work will be applied. If you do turn in late work without an extension, then a **one half letter grade deduction per day late will be applied (e.g., if the work is two days late, you would drop from an A to a B).** What this means is that, **once an assignment is more than 20 days late, the assignment is no longer eligible to earn any points (20 days X .5 grade = 100 points lost).** It's always better to turn in something rather than have a zero in the gradebook. Zeros on the Perusall reading assignments can especially hit your grade hard in this class, so make time to do your reading.

Again: Canvas will automatically add a zero to the grade book for any work not turned in by a due date. I always have the ability to override any grades in the grade book. So if you've asked for an extension or turn in the work late, please know that the zero in the grade book will change once I have read and assessed that work. There's no need to email me to ask about this.

What if I have a technology glitch or lose power while submitting work? (SUBMITTING WORK)

It is ultimately your responsibility to submit your work on time. If you anticipate that you might encounter a technology glitch at the last moment or there's a storm coming and you know that your power tends to go out, the logical thing to do would be to plan ahead to turn that work in before the deadline. Do not wait until the last minute. That said, if you do experience an issue with technology and are worried about whether I will receive your work, you always have my permission to email me an assignment at my FIU email address. Always. Email it to me immediately and then work out the technology issue later. Better on time and emailed than late.

What if I turn in an assignment and find a mistake? (SUBMITTING WORK)

I have configured our Canvas settings to allow you to edit work that you turn in. **As long as I haven't already graded your work, you are welcome to do so and upload new work or make changes in discussion boards.** Once your work is graded, then further changes will have to be discussed with me by email. I do not allow revisions to the Final and there is no midterm paper in this course. Perusall and the discussion boards where you will submit your blog posts will remain open and accessible to you all term.

What kind of assignments should I expect to do? (ASSIGNMENTS)

There are no exams or quizzes in this course. There will be short writing assignments in the form of blog posts (4), Community Contribution Reflections (3), and annotations using

Perusall (6). You will also have an alternative final project that involves both writing and creation. The Final Project instructions are already posted and visible to you in Canvas. You can read them there. You will be informed of the expectations and instructions for all assignments well in advance of the due date. All assignment instructions for this term are posted in Canvas under the Assignments tab/folder. You are always welcome to ask me questions about assignments during class, by email, or in office hours. I'd rather have you ask a question than be confused or spend time working on the wrong assignment.

How will I find out about assignments and changes to the syllabus? (ASSIGNMENTS)

All assignment instructions are available in the Canvas modules. Often assignments and instructions will be delivered simultaneously via email and in Canvas announcements. Reading my emails/announcements and being prepared for Zoom meetings with any materials you receive is your responsibility. Weekly assignments and preparation for Zoom meetings (this includes having the books or laptop for reading the texts) count toward your community contribution grade. If you have questions about the class, I always recommend checking your syllabus and assignment first or asking a classmate! The answers to your questions can frequently be found in this way. If you still need to email me with a question, feel free to do so. I'm happy to help!

How will I turn in assignments? (ASSIGNMENTS)

All assignments in this course will be turned in on Canvas, through the course blog, or in the Perusall application.

You will need to sign up for a free Perusall account using your university email address using course code HUSEBY-8VA69 upon registration.

Perusall annotations will be completed in the Perusall application. All other assignments will be turned in on Canvas in a designated dropbox for the specific assignment.

Assignments in this course are always due by 12:00 midnight EST of the due date listed in the Course Calendar (please note: Canvas lists this as 11:59 p.m. of the day due). If you ever see another time listed for a due date, it's an error. Please reach out to me and point these out, if they occur, so that I can work with our Instructional Designer to make it right. You are always welcome to turn in work early, however.

Do I have to have my camera on during ZOOM discussions? What about internet problems and using my cell phone for assignments? (TECHNOLOGY)

In keeping with my comments above about an environment of mutual respect, I ask that you turn on your camera during class meetings, if possible. If you need to step away for a moment to use the restroom or deal with family needs, you're welcome to turn off your camera. I would prefer that you not leave your camera off for the entirety of our meeting, but I also understand that some students have living conditions that they would prefer not to share.

If you have difficulty with your internet or other technology, please email me to communicate that difficulty. You can then reach out to Canvas support or your internet provider to address the issue. I strongly recommend that you complete course work on a laptop, tablet, or other computer, rather than your cellular phone. The quantity of reading and writing in this course will make completing your work on a cellular phone difficult.

And what if I joined the class late in the term? (ADDING THE CLASS LATE)

If you joined the course after the first day of the term, it is your responsibility to reach out to me immediately to let me know if you will need additional time to catch up any work from the first days of class. We begin working immediately and do not have time to slow down. Those who join late must take responsibility for catching up. Once you contact me, I will always give you a few days to complete work you've missed in the first days of class. However, joining the course late does not give a student *carte blanche* to turn in every subsequent assignment late. It's your responsibility to get caught up, keep up with deadlines, and to move forward with the rest of the course at the pace detailed in the Course Schedule.

How will I earn the Global Learning Credit for this course? (GL CREDIT)

For the Global Learning Credit, you must complete assignments marked with an asterisk (*) in the Course Schedule (below). In addition, you must attend and write a reflection on at least one extracurricular activity (more on which below).

ABOUT PLAGIARISM - What is academic misconduct? How do I avoid it? (tl/dr: DON'T DO IT!)

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. **Plagiarism** – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

In order to avoid plagiarism, please follow these procedures in all your assignments:

- If you reproduce statements verbatim, place them in quotation marks and explicitly state the author's name and cite your source. In the case of a block quotation, forego quotation marks (per MLA guidelines) but make sure to indent the quotation and clearly cite your source.
- If you reproduce or rephrase the general idea (not verbatim), forego quotation marks but still explicitly state the author's name and cite your source.

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

What other resources are available to you as a student at FIU?

Disability Resource Center: I am committed to providing equitable access to learning opportunities for all students who I recognize may learn, participate, and engage in different ways. The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive, and sustainable.

- The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students.
- If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305/348-3532 or visit them at the Graham Center (GC) 190.
- Please also notify me of any DRC accommodations as soon as possible. We can then work together to best coordinate your accommodations for this course.

Whether or not you have a DRC plan for academic accommodations, if you anticipate any issues related to the requirements, structure, or format of this course, please reach out to me so we can discuss ways to ensure your active contributions to and success in this course.

Digital Accessibility Resources: Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course. Please visit [Blackboard's Accessibility Commitment](#) webpage for more information. For additional assistance please contact FIU's [Disability Resource Center](#).

Violence and Harassment Resources: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, sexual orientation, etc. If you or someone you know has been harassed or assaulted, you can file a complaint through FIU's Equal Opportunity Programs & Diversity Office. You may file a complaint with one of the Title IX coordinators listed below. Alternatively, you may file an anonymous complaint using our Ethical Panther Reporting Line, Convercent by calling 844-312-5358 or online at <https://compliance.fiu.edu/hotline.html>

FIU COVID Repopulation Information: <https://repopulation.fiu.edu>

Crisis Resources: You can also find the appropriate resources at the Dean of Students Office (305-348-2797). If you are in crisis, you can find the appropriate resources at Counseling & Psychological Services (CAPS). Counseling & Psychological Services provides free and confidential mental health services to students that will facilitate and enhance their personal learning, emotional well-being, and academic skills development, contributing to

their success at Florida International University. In addition to campus programs and services, additional resources are available in the community.

CAPS Modesto Maidique Campus
UHSC 270
305-348-2277

CAPS Biscayne Bay Campus
WUC 320
305-919-5305

Food insecurity resources:

The Student Food Pantry is an initiative to address the prevalence of food insecurity on campus. This project assists students who are experiencing financial difficulty to purchase groceries. No proof of need is required and students can access the pantry once a week.

Modesto Maidique Campus
DM 166
305-348-6995

Biscayne Bay Campus
WUC 307
305-919-5620 Ext. 4

*****In closing, my cat Mulligan wants to remind you of where you can find the answers to many of your urgent questions this term*****



LOOKING FORWARD TO A TERRIFIC TERM!

IDH 3035: Schedule of Discussions and Readings

All assignments are due by 12 midnight on the date listed.

T = Text you purchase

C = Text on Canvas

W = Text on a website

*Global Learning Certificate Assignment

Week 1: Air pt. 1

Mon., Jan. 9

ON CANVAS:

Greetings, Introduction, Syllabus on Canvas

READING FOR FIRST ZOOM MEETING:

- (1) "Viewing Literature as a Labor for Community Ethics" (W)

<https://lithub.com/viewing-literature-as-a-lab-for-community-ethics/>

Thurs., Jan. 12

TODAY'S ZOOM DISCUSSION:

- (1) "Viewing Literature as a Labor for Community Ethics" (W)

<https://lithub.com/viewing-literature-as-a-lab-for-community-ethics/>

READING FOR NEXT ZOOM DISCUSSION:

- (1) Oreskes and Conway, *The Collapse of Western Civilization* (all; T)

- (2) Amitav Ghosh, "Stories" (only pp. 1-27) excerpt from *The Great Derangement* (C)

Sun., Jan. 15

Due: Introductions & Syllabus Quiz (C)

Week 2: Air pt. 2

Thurs., Jan. 19

TODAY'S ZOOM DISCUSSION:

- (1) Oreskes and Conway, *The Collapse of Western Civilization* (all; T)

- (2) Amitav Ghosh, "Stories" (only pp. 1-27) excerpt from *The Great Derangement* (C)

READING FOR ZOOM DISCUSSION:

- (1) Wallace-Wells, "Cascades" and "Disasters No Longer Natural" (T; C)

- (2) David Attenborough's A Life on Our Planet (Netflix Documentary)

Sun., Jan. 22

Due: Blog Post #1 on Canvas*

Week 3: Air pt. 3

Thurs., Jan. 26

TODAY'S ZOOM DISCUSSION:

- (1) Wallace-Wells, "Cascades" and "Disasters No Longer Natural" (T; C)

- (2) David Attenborough's A Life on Our Planet (Netflix Documentary)

READING FOR ZOOM DISCUSSION:

- (1) Losing paradise (W):

<https://therumpus.net/2020/06/losing-paradise/>

(2) On forced mass migrations (W):

<https://www.propublica.org/article/climate-change-will-force-a-new-american-migration>

(3) The great climate migration has begun (W):

<https://www.nytimes.com/interactive/2020/07/23/magazine/climate-migration.html?referringSource=articleShare>

(4) How the rich plan to rule a burning world (W):

<https://redflag.org.au/node/6974>

(5) Wallace-Wells, "Heat Death," "Unbreathable Air, and "Systems" (P)

Sun., Jan. 29

No assignment due today; use time to read

Week 4: Fire pt. 1

Thurs., Feb. 2

TODAY'S DISCUSSION:

(1) Losing paradise (W):

<https://therumpus.net/2020/06/losing-paradise/>

(2) On forced mass migrations (W):

<https://www.propublica.org/article/climate-change-will-force-a-new-american-migration>

(3) The great climate migration has begun (W):

<https://www.nytimes.com/interactive/2020/07/23/magazine/climate-migration.html?referringSource=articleShare>

(4) How the rich plan to rule a burning world (W):

<https://redflag.org.au/node/6974>

READING FOR PERUSALL ASSIGNMENT:

(2) Wallace-Wells, "Disasters No Longer Natural," "Heat Death," "Unbreathable Air, and "Systems" (C)

READING FOR NEXT ZOOM DISCUSSION:

(1) Butler, *Parable of the Sower* (Chs. 1-13; T)

(2) Wallace-Wells, "Wildfire" and "Hunger" (T; C)

Sunday, Feb. 5

Due: Perusall Assignment #1 on Wallace-Wells "Disasters No Longer Natural," "Heat Death," "Unbreathable Air," and "Systems" (T; C)

Week 5: Fire pt. 2

Thurs., Feb. 9

TODAY'S ZOOM DISCUSSION:

(1) Butler, *Parable of the Sower* (Chs. 1-13; T)

(2) Wallace-Wells, "Wildfire" and "Hunger" (T; C)

READING FOR NEXT ZOOM DISCUSSION:

(1) Butler, *Parable of the Sower* (Chs. 14-end; T)

(2) Wallace-Wells, "Economic Collapse" and "Climate Conflict" (T; C)

Sun., Feb. 12

Due: Community Contribution Reflection #1

Week 6: Fire pt. 3

Thurs., Feb. 16

TODAY'S ZOOM DISCUSSION:

- (1) Butler, *Parable of the Sower* (Chs. 14-end; T)
- (2) Wallace-Wells, "Economic Collapse" and "Climate Conflict" (T; C)

READING & VIEWING FOR NEXT ZOOM DISCUSSION:

- (1) *Mad Maxx: Fury Road* (available on most streaming services)
- (2) Rotten, "Troubled Water" (on Netflix) about the bottled water industry, Nestle, and public water supplies

Sun., Feb. 19

Due: Blog Post #2 on Butler due by 12 midnight*

Week 7: Water pt. 1

Thurs., Feb. 23

TODAY'S ZOOM DISCUSSION:

- (1) *Mad Maxx: Fury Road* (available on most streaming services)
- (2) Rotten, "Troubled Water" (on Netflix) about the bottled water industry, Nestle, and public water supplies

READING FOR NEXT ZOOM DISCUSSION:

- (1) Wallace-Wells, "Freshwater Drain" and "Drowning" (C)
- (2) Sea levels could rise by a meter by 2100 (W):
https://www.theguardian.com/environment/2020/may/08/sea-levels-could-rise-more-than-a-metre-by-2100-experts-say?CMP=Share_iOSApp_Other
- (3) Ariza, Introduction to *Disposable City* (C)

Sun., Feb. 26th

No assignment due today; use time to read

Week 8: NO CLASS

SPRING BREAK: Monday-Saturday, February 27-March 4, 2022

Week 9: Water pt. 2

Thurs., Mar. 9

Introduction to Final Paper/Project instructions

TODAY'S ZOOM DISCUSSION THIS WEEK:

- (1) Wallace-Wells, "Freshwater Drain" and "Drowning" (C)
- (2) Sea levels could rise by a meter by 2100 (W):
https://www.theguardian.com/environment/2020/may/08/sea-levels-could-rise-more-than-a-metre-by-2100-experts-say?CMP=Share_iOSApp_Other
- (3) Ariza, Introduction to *Disposable City* (C)

See Sunday due dates on top of next page!

Sun., Mar. 12

Due: Blog Post #3 on water readings/viewings due by 12 midnight*

Due: Perusall #2 on Ariza Introduction

Week 10: Earth pt. 1

Thurs., Mar. 16

NO ZOOM MEETING TODAY: USE TIME TO READ & CATCH UP!

READING FOR NEXT WEEK'S ZOOM DISCUSSION:

(1) Powers, *The Overstory* (Roots, Nicholas Hoel, Mimi Ma, Adam Appich, Ray Brinkman and Dorothy Cazaly; T)

Sun., Mar. 19

Due: Community Contribution Reflection #2 by 12 midnight on Canvas

Week 11: Earth pt. 2

Thurs., Mar. 23

TODAY'S ZOOM DISCUSSION:

(1) Powers, *The Overstory* (Roots, Nicholas Hoel, Mimi Ma, Adam Appich, Ray Brinkman and Dorothy Cazaly; T)

READING FOR NEXT ZOOM DISCUSSION:

(1) Powers, *The Overstory* (Douglas Pavlicek, Neelay Mehta, Patricia Westerford, Olivia Vandergriff; T)

(2) Bennett, "Political Ecologies" from *Vibrant Matter* (C)

Sun., Mar. 26

Due: Final Project Proposal (for those choosing the Alternative Project option only; those choosing the Museum Exhibit option will be excused from this assignment in Canvas after the deadline. You will initially see a zero, but I will change that to an EX after the fact. Fear not!)

Week 12: Earth pt. 3

Mar. 30

TODAY'S ZOOM DISCUSSION:

(1) Powers, *The Overstory* (Douglas Pavlicek, Neelay Mehta, Patricia Westerford, Olivia Vandergriff; T)

READING FOR PERUSALL ASSIGNMENT:

(1) Bennett, "Political Ecologies" from *Vibrant Matter* (C)

READING FOR NEXT ZOOM DISCUSSION:

(1) Powers, *The Overstory* (Trunk pp. 155-306 to "thousands of years" T)

Mon., Apr. 3rd (Sunday is Palm Sunday; so I have moved this due date out one day for anyone who observes that holiday)

Due: Perusall Assignment #3 on Bennett "Political Ecologies"

Week 13: Event Horizon pt. 1

Thur., Apr. 6

TODAY'S ZOOM DISCUSSION:

(1) Powers, *The Overstory* (Trunk pp. 155-306 to "thousands of years" T)

READING FOR NEXT ZOOM DISCUSSION:

(1) Powers, *The Overstory* (Trunk p. 306-end; T)

Sun., Apr. 9 (Easter Sunday)

No assignment due today; use time to read, work on final projects/papers

Week 14: Event Horizon pt. 2

Thurs., Apr. 13

TODAY'S ZOOM DISCUSSION:

(1) Powers, *The Overstory* (Trunk p. 306-end; T)

READING FOR NEXT ZOOM DISCUSSION:

Finish up Powers, *The Overstory* if you have not yet done so

Mon., Apr. 17 (Sunday is Orthodox Easter, so I have moved this due date out one day for all who might observe that holiday)

Due: Blog Post #4 on Powers by 12 midnight on course website*

Week 15: Event Horizon pt. 3

Thurs., Apr. 20

TODAY'S ZOOM DISCUSSION:

(1) Powers, *The Overstory* wrap up

(2) Course Wrap Up & Evals

All work for this course due by Apr. 21st, Friday by 11:59 p.m.

DUE: Community Contribution Reflection #3

DUE: Final Paper/Project*

DUE: All course extra credit

DUE: All late and extended work

***Note:** This final deadline for work in this course is firm and not available for extension. In order to submit course grades by the faculty deadline, I must have all work submitted by Friday, Apr. 21 at 11:59 p.m. Any work submitted after this final deadline will not be included in your course grade.