

CHAMINADE UNIVERSITY OF HONOLULU

EN 308-01:
CLIMATE FICTION
FALL 2020

INSTRUCTOR INFORMATION

Instructor: Prof. Justin Wyble
Office hours: MWF 2:00-4:00 via Zoom (email in advance to schedule a Zoom meeting)
E-mail: justin.wyble@chaminade.edu

COURSE DESCRIPTION

We are now living on a planet suffering from the initial effects of climate change. Let us explore how literature may serve as our guide as we begin to imagine how we might live with, and possibly mitigate, these effects in the future. This course will engage directly with the Marianist characteristics of educating for adaptation and change, and educating for service, justice, and peace.

We will read a diverse set of stories from across a wide range of genres, including realism, science fiction, and fantasy. While the vast majority of futures depicted in climate fiction are dystopian, if not outright post-apocalyptic, one of our primary goals in this course will be to move from this obsession with dystopia to an understanding of the importance of imagining utopia, even when facing the bleakest of possible futures.

REQUIRED TEXTS

1. Hunter, Megan. *The End We Start From*.
2. Orsekes, Naomi and Erik M. Conway. *The Collapse of Western Civilization: A View from the Future*.
3. Martin, Mark, ed. *I'm With the Bears: Short Stories From a Damaged Planet*.
4. Jemisin, N. K. *The Fifth Season*.
5. Robinson, Kim Stanley. *New York 2140*.

*You also will be required to rent a film: *This Changes Everything*, by Avi Lewis.

*Additional texts will be made available via Canvas throughout the semester.

GENERAL EDUCATION LEARNING OUTCOME

Students will evaluate the ways in which adaptation and change are essential to understanding the past, analyzing the present, and applying critical thinking to meet future challenges and needs. (Educate for Adaptation and Change)

PROGRAM LEARNING OUTCOMES

Students who complete this program will:

1. Identify, define and apply literary critical approaches to analyze texts.
2. Define, analyze and interpret texts and their cultural and historical contexts.
3. Read, research, and write as a dialogic process of inquiry that includes reflection, collaboration and engagement with others.
4. Formulate and construct interpretive and creative applications of texts in workshops, literary performances, and other collaborative events in local communities.
5. Explain and interpret how literature and writing are vehicles for service, justice and peace.

COURSE LEARNING OUTCOMES

Students who complete this course will:

1. Define the elements of fiction and literary terms used to discuss them.
2. Read and analyze literary texts using the elements of fiction.
3. Define literary critical approaches and use them to analyze literary texts.
4. Situate and explain literary texts within their socio-historical contexts.
5. Describe the characteristics of the genres of literature.
6. Combine and apply interpretive skills in order to participate in class discussions of literary texts.

7. Write unified, coherent, well-developed essays about literary texts.
8. Conduct library research on literary texts and related secondary sources, culminating in the successful completion of a research-based literary essay.

REQUIREMENTS

Participation	20%
Reading Journal	20%
Essay 1	20%
Essay 2	20%
Final Exam	20%
TOTAL	100%

*English majors should save graded copies of their essays in all English classes, insofar as a subset of these essays will be required for the Senior Seminar portfolio in English 499.

MARIANIST CHARACTERISTICS

Chaminade is a Marianist Institution and uses the following characteristics as a guide:

1. Educate for Formation in Faith
2. Integral Quality Education
3. Educate in the Family Spirit
4. Service, Justice, and Peace and the Integrity of Creation
5. Adaptation and Change

CLASS GUIDELINES

Technology Tools: Students are required to have access to a computer (desktop, laptop, or tablet) with an internet connection. We will be using CUH's learning management system (Canvas), as well as your choice of word processing software (e.g., Google Docs, Microsoft Word, etc.). For assistance with hardware or software questions, please contact the CUH helpdesk at helpdesk@chaminade.edu or (808) 735-4855.

Expectations for Instructor Feedback: I will respond to student emails within 24 hours, usually much sooner. I will provide feedback on your written work within one week of the submission date.

Expectations for Student Participation: Students are expected to participate regularly and actively in our frequent discussions of assigned readings, as well as in our peer-review workshops. Students will participate in one or more class discussions each week via Canvas while we are online, and during our designated class meeting times once we return to in-person classes. For each online discussion via Canvas, students will submit an initial post in response to a discussion topic, and then respond to one or more of their classmates' posts. Students are expected to interact with one another in a respectful and thoughtful manner at all times.

Reading Journal: Students are expected to keep a reading journal. You will write a journal entry for each class meeting's reading assignment(s). Each journal entry should consist of your reading notes, as well as your response(s) to the assigned reading(s). You will submit your reading journal entries to Canvas each week (by Sunday).

Late Work Policy: Students may receive partial credit for late work. Please email me if you need more time to complete an assignment.

DISABILITY ACCESS

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kokua Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

TITLE IX COMPLIANCE

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual

misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

STUDENT CONDUCT

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

DIVERSITY STATEMENT

Chaminade's Core belief statement states, "Students, both traditional and non-traditional, bring a variety of talents, traditions, cultures and abilities. This diversity brings a special opportunity to the Chaminade community, which can then nurture and guide each student to the fullest realization of potential." Consequently, this course encompasses readings that reflect and examine the diversity of our literary, cultural and environmental heritage. Additionally, the course puts special attention on the problems faced by authors seeking to write from unique personal or cultural perspectives to readers who may not share the same perspectives or cultural background.

PLAGIARISM GUIDELINES

Plagiarism is presenting the work of another as your own. The guidelines for plagiarism are in the Academic Catalog. They include, but are not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement (citation) of the source is always mandatory.
2. Paraphrasing the work of another without proper acknowledgement.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

OVERVIEW OF COURSE SCHEDULE

*Subject to change.

*A detailed course schedule will be made available on our Canvas site.

Week 1:

- Introductions
- Kathy Jetnil-Kijiner, selected poems
- Megan Hunter, *The End We Start From*

Week 2:

- Craig Santos Perez, selected poems
- Megan Hunter, *The End We Start From* (cont.)
- Naomi Klein and Avi Lewis, *This Changes Everything*

Week 3:

- Craig Santos Perez, ed., *Pacific Islander Climate Change Poetry*
- Naomi Oreskes and Erik M. Conway, *The Collapse of Western Civilization: A View from the Future*

Week 4:

- Craig Santos Perez, ed., *Pacific Islander Climate Change Poetry* (cont.)
- Mark Martin, ed., *I'm With the Bears: Short Stories from a Damaged Planet*

Week 5:

- Mark Martin, ed., *I'm With the Bears: Short Stories from a Damaged Planet* (cont.)
- N. K. Jemisin, *The Fifth Season*
- Topic Proposal for Essay 1

Week 6:

- N. K. Jemisin, *The Fifth Season* (cont.)

Week 7:

- N. K. Jemisin, *The Fifth Season* (cont.)
- Peer-review workshop of Essay 1

Week 8:

- N. K. Jemisin, *The Fifth Season* (cont.)
- Final edition of Essay 1

Week 9:

- N. K. Jemisin, *The Fifth Season* (cont.)
- Kim Stanley Robinson, *New York 2140*

Week 10:

- Kim Stanley Robinson, *New York 2140* (cont.)

Week 11:

- Kim Stanley Robinson, *New York 2140* (cont.)
- Topic Proposal for Essay 2

Week 12:

- Kim Stanley Robinson, *New York 2140* (cont.)

Week 13:

- Kim Stanley Robinson, *New York 2140* (cont.)
- Mark Martin, ed., *I'm With the Bears: Short Stories from a Damaged Planet* (cont.)
- Peer-review workshop of Essay 2

Week 14:

- Mark Martin, ed., *I'm With the Bears: Short Stories from a Damaged Planet* (cont.)
- Final edition of Essay 2
- Final Exam