

**Universidad de Puerto Rico-Recinto de Río Piedras
Facultad de Humanidades-Departamento de Inglés
Programa Sub-graduado**

Professor: Dannabang Kuwabong, PhD
English 3045: Literature and Ecology – 001
Minor Concentration (Med-Hum)
Academic Year: 2021/2022 Semester I: August-December 2021
Schedule: Fridays from 4:30 PM – 7:20PM
Modality: (D) - Distance
Office: Edificio Pedreira, Sotano #6A
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Office Hours: Miercoles: 10:30AM – 4:30PM or by appointment via email.

PRONTUARIO

TÍTULO DEL CURSO	:	Literature and Ecology
CODIFICACIÓN	:	INGL 3045
CANTIDAD DE HORAS/CRÉDITO	:	45 horas / Tres créditos
PRERREQUISITOS, CORREQUISITOS Y OTROS REQUIMIENTOS:	:	Level 4 or 5 on English Department Placement Test, Advanced Placement in English Levels 4 or 5, or 580 and above on the CEEB.
DESCRIPCIÓN DEL CURSO:		
An interdisciplinary course that examines essays, short stories, novels, and films that address, from a variety of perspective, the human relationship to the natural, non-human world during the contemporary era of planetary change, globalization, and increasing commercial and technological dependency..		
OBJETIVOS DE APRENDIZAJE:		
By the end of the course, students will be able to:		

1. develop comprehensive knowledge of the topics being discussed as well as an understanding of how it relates to the overall study of Literature and Ecology
 2. gain a better understanding of ecological and environmental issues through the introduction of topically based theories and selected narratives.
 3. understand how historical context, cultural values, and sites of difference: environment, spirituality, location among others, intersect to influence perceptions and interpretations of our ecological crisis and the diverse ways in which we respond to these crises.
 4. develop familiarity with the growing corpus of contemporary narrative voices by non-Western Euro-American narratives and efforts to confront the looming issues of environmental and ecological catastrophe.
 5. develop/enhance critical thinking and reading skills by considering a range of theoretical perspectives on significant cultural/social/political issues related to the study of ecological and literary writings across nations and cultures.
 6. develop a better understanding of cultural praxes and the history of environmental and ecological ideas as well as the commentaries on and contribution by scientists and creative writers.
 7. gain a better sense of current trends and topics of interest in ecological and literary studies.
- strengthen research, oral presentation, and writing skills in the field of literature and ecology.

BOSQUEJO DE CONTENIDO Y DISTRIBUCIÓN DEL TIEMPO:			
<i>Tema</i>	Distribución del tiempo		
	Presencial	Híbrida	En línea Google Meet or Zoom

<p>Perspectives on Post-Disaster Solidarity;” Button, Gregory V. “The Negation of Disaster: The Media Response to Oil Spills in Great Britain;” Hoffman, Susanna m. “The Worst Times, The Best Times: Toward a Model of Cultural Response to Disaster;”</p> <p>Online groups PowerPoint presentations on assigned books. Google Meet or Zoom through institutional email.</p> <p>Week 6: September 21, 2021 & Week 7: September 28, 2021: Power Point Presentations</p> <p>Week 8: October 5, 2021 & Week 9: October 12, 2021:</p> <p>Discussion about human involvement of pandemics, and other diseases: Issues of Colonialism, Migration, Environmental Imperialism, Development, Entitlement, Tourism, Biocolonialism, ecopopulism, and environmental justice: Movies: <i>Erin Brockovich</i>; <i>Dirty Pretty Things</i>. London, Jack. <i>To Build a Fire</i> (movie). Articles: “Disposable Bodies: <i>Dirty Pretty Things</i>,” by Rachel Stein; “Testimonial Structures in Environmental Justice Films,” by Cory Shaman; etc. Online discussions using Google Meet or Zoom through institutional email.</p>			<p>5hrs</p> <p>6hrs</p>
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Libro de Texto Principales			
<p>Primary Texts: Baptiste, Tracey. <i>Jumbie God's Revenge</i>. Algoquin Young Readers, 2019. Kindle edition. Buckell, S. Tobias. <i>Hurricane Fever</i>. Tor, 2014. Coetze, J.M. <i>The Lives of Animals</i>. Princeton UP, 1999. Erdrich, Louise. <i>Tracks</i>. Harper Perennial; Reprint edition, 2004. Harris, Wilson. <i>The Far Journey of Ouidin</i>. Faber & Faber, 2010. London, Jack. <i>To Build a Fire and other stories</i>. SeaWolf Press, 2018 Montero, Mayra. <i>in the palm of darkness: a novel</i>. Harper Perennial; Harperflamingo, 1998. Oliver-Smith, Anthony and Susanna M. Hoffman, editors. <i>The Angry Earth Disaster in Anthropological Perspective</i>. Routledge, 1999. Roszak, Theodore, Mary E. Gomez et al. editors. <i>Ecopsychology: Restoring the Earth, Healing the Mind</i>. Counterpoint; 1st edition (January 1, 1995) Trueman, Terry. <i>Hurricane: a novel</i>. Harper Collins, 2012. Kindle edition. Weekes, Yvonne. <i>Volcano: a memoire</i>. Peepal Tree Press, 2006.</p>			

Movies and Documentaries:

Dirty Pretty Things. Directed by tephren Frears, Produced by Tracey Seaward; Robert Jones, 2002;

Erin Brockovich. Director: Steven Soderbergh, Poduced by: Danny DeVito; Michael Shamberg; Stacey Sher, 2000.

Dr. Seuss, *The Lorax* (25 mins)

<https://www.youtube.com/watch?v=8V06ZOQuo0k>

Controlling our Food: The World According to Monsanto. Directed by: Marie-Monique Robin

(<https://www.youtube.com/watch?v=oPt6UG1cJdI>)

Earthlings, 2005. Directed by Shaun Monson,

https://www.youtube.com/watch?v=w8B547L5VkQ&has_verified=1

TÉCNICAS INSTRUCCIONALES:

Se podrán utilizar algunas de las siguientes: En Linea

Presencial

- Conferencias del profesor
- Lecturas
- Trabajos en grupo
- Tareas individuales

Híbrido

- Videos instruccionales
- Trabajos en grupo
- Tareas individuales

En línea

<ul style="list-style-type: none"> • Actividades de avalúo • Actividades prácticas • Presentaciones orales o power point en línea 	<ul style="list-style-type: none"> • Actividades de avalúo • Presentaciones orales <p>Videoconferencias sincrónicas</p>		
RECURSOS MÍNIMOS DISPONIBLES O REQUERIDOS:		<ul style="list-style-type: none"> • Módulos instruccionales interactivos • Lecturas de artículos profesionales en línea • Videos instruccionales • Trabajos en grupo • Tareas individuales • Actividades de avalúo • Presentaciones orales <p>Videoconferencias asincrónicas</p>	
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Recurso	Presencial	Híbrido	En línea
Cuenta en la plataforma institucional de gestión de aprendizaje (Ej. Moodle)	Institución	Institución	Institución
Cuenta de correo electrónico institucional	Institución	Institución	Institución
Computadora con acceso a internet de alta velocidad o dispositivo móvil con servicio de datos	Estudiante	Estudiante	Estudiante

Programados o aplicaciones: procesador de palabras, hojas de cálculo, editor de presentaciones	Estudiante	Estudiante	Estudiante
Bocinas integradas o externas	No aplica	Estudiante	Estudiante
Cámara web o móvil con cámara y micrófono	No aplica	Estudiante	Estudiante

TÉCNICAS DE EVALUACIÓN:

Presencial		Híbrida		En línea	
Exam I	20%	Group forums and discussions (online)	10%	Attendance and participation	10%
Exam II	20%	Synchronic classes	20%	Synchronic classes	10%
Group Research Project	50%	Online assignments	20%	Asynchronous Activities and Assignments	30%
Attendance and participation	10%	Final Exam or Research Project	50%	2 Research Projects	50%
Total	100%	Total	100%	Total	100%

ACOMODO RAZONABLE:

Según la Ley de Servicios Educativos Integrales para Personas con Impedimentos, todo estudiante que requiera acomodo razonable deberá notificarlo al profesor el primer día de clase. Los estudiantes que reciban servicios de Rehabilitación Vocacional deben comunicarse con el (la) profesor(a) al inicio del semestre para planificar el acomodo razonable y el equipo de asistencia necesario conforme a las recomendaciones de la Oficina de Servicios a Estudiantes con impedimentos (OSEI) del Decanato de Estudiantes. También aquellos estudiantes con necesidades especiales de algún tipo de asistencia o acomodo deben comunicarse con el (la) profesor(a). Si un alumno tiene una discapacidad documentada (ya sea física, psicológica, de aprendizaje o de otro tipo, que afecte su desempeño académico) y le gustaría solicitar disposiciones académicas especiales, éste debe

comunicarse con la Oficina de Servicios a Estudiantes con Impedimentos (OSEI) del Decanato de Estudiantes, a fin de fijar una cita para dar inicio a los servicios pertinentes.

INTEGRIDAD ACADÉMICA

La Universidad de Puerto Rico promueve los más altos estándares de integridad académica y científica. El Artículo 6.2 del Reglamento General de Estudiantes de la UPR (Certificación Núm. 13, 2009-2010, de la Junta de Síndicos) establece que “la deshonestidad académica incluye, pero no se limita a: acciones fraudulentas, la obtención de notas o grados académicos valiéndose de falsas o fraudulentas simulaciones, copiar total o parcialmente la labor académica de otra persona, plagiar total o parcialmente el trabajo de otra persona, copiar total o parcialmente las respuestas de otra persona a las preguntas de un examen, haciendo o consiguiendo que otro tome en su nombre cualquier prueba o examen oral o escrito, así como la ayuda o facilitación para que otra persona incurra en la referida conducta”. Cualquiera de estas acciones estará sujeta a sanciones disciplinarias en conformidad con el procedimiento disciplinario establecido en el Reglamento General de Estudiantes de la UPR vigente. **Para velar por la integridad y seguridad de los datos de los usuarios, todo curso híbrido y en línea deberá ofrecerse mediante la plataforma institucional de gestión de aprendizaje, la cual utiliza protocolos seguros de conexión y autenticación. El sistema autentica la identidad del usuario utilizando el nombre de usuario y contraseña asignados en su cuenta institucional. El usuario es responsable de mantener segura, proteger, y no compartir su contraseña con otras personas.**

NORMATIVA SOBRE DISCRIMEN POR SEXO Y GÉNERO EN MODALIDAD DE VIOLENCIA SEXUAL

“La Universidad de Puerto Rico prohíbe el discrimen por razón de sexo y género en todas sus modalidades, incluyendo el hostigamiento sexual. Según la Política Institucional contra el Hostigamiento Sexual en la Universidad de Puerto Rico, Certificación Núm. 130, 2014-2015 de la Junta de Gobierno, si un estudiante está siendo o fue afectado por conductas relacionadas a hostigamiento sexual, puede acudir ante la Oficina de Procuraduría Estudiantil, el Decanato de Estudiantes o la Coordinadora de Cumplimiento con Título IX para orientación y/o presentar una queja”.

SISTEMA DE CALIFICACIÓN

A, B, C, D, F

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Referencias:

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