

SPRING 2022

ENVIRONMENTAL HUMANITIES IN THEORY & PRACTICE

PROFESSOR ALLISON CARRUTH

Course number: ENV 596 | AMS 596 | ENG 517 | MOD 596

Meeting time: T 1:30-4:20

Classroom: Morrison 012A

Zoom link for remote class participation: <https://princeton.zoom.us/j/93139456393>

Office hours: T 10:00-11:30 and W 4:30-5:30

I will begin by holding Zoom office hours: <https://princeton.zoom.us/j/96431100190>.

Sign up for appointments on calendly: https://calendly.com/allison_carruth

COURSE OVERVIEW

This seminar explores the concepts, methods, and projects that have shaped the environmental humanities (EH) as a transdisciplinary field, with a particular focus on the last twenty years. We will compare EH approaches to the environmental sciences and to environmental movements while considering the field's intellectual commitments to narrative, epistemology, cultural critique, and social and ecological justice, among others. Alongside this work, we will examine current EH collaborations and centers that address extractive capitalism and the climate crisis through variously community-based, site-specific, and public work.

COURSE TEXTS

- Materials on Canvas
- Candis Callison, *How Climate Change Comes to Matter: The Communal Life of Facts* (2014)
- Amitav Ghosh, *The Great Derangement: Climate Change and the Unthinkable* (2017)
- Lauren Redniss, *Oak Flat: A Fight for Sacred Land in the American West* (2021)
- Patricia Smith, *Blood Dazzler* (2008)
- Julie Sze, *Environmental Justice in a Moment of Danger* (2020)

ENVIRONMENTAL HUMANITIES IN PRACTICE

These networks, labs, centers, initiatives, and projects will provide models for us. In teams, you will select one of these to get to know in depth and provide fodder for your collaborative blueprint for a multidisciplinary, collaborative, community-based or otherwise public environmental humanities project/center (see assignments on next page for details).

- [Environmental History Now](#) publication platform and network, in comparison to [The Living Archive: Extinction Stories from Oceania](#)
- [Oregon Center for Environmental Futures](#) and [Pacific Northwest Just Futures Initiative](#)
- Penn Program in Environmental Humanities (PPEH) | especially the [My Climate Story](#) and [Schuylkill River and Urban Waters Research Corps Archive](#) projects
- UCLA [Lab for Environmental Narrative Strategies \(LENS\)](#) | especially the LENS-KCET storytelling collaboration

REQUIREMENTS

DESCRIPTION	% of GRADE
<p>Participation This will be based on well-prepared attendance (via Zoom if needed due to COVID), engagement with the material, and contributions to our intellectual community. Listening with care to one another is central to this component of our seminar.</p>	15%
<p>Seminar questions and accompanying essay For the week assigned to you (based on ranked preferences), post <u>2 or 3 substantive questions</u> to Canvas by 5 pm on Monday about that week’s assigned materials.</p> <p><u>Within two weeks of your Canvas post</u>, write and submit <u>an 8-12 page essay</u> that examines / compares two or more of the assigned materials that informed your seminar questions. The essay should be organized around a central concept or methodology that seems vital to the environmental humanities.</p> <p>Imagine your audience as multidisciplinary; avoid specialized vocabulary; define terms; avoid passive voice and verbose phrasing; vary sentence and paragraph length; and feel free to experiment with your own voice as a writer and scholar.</p>	30%
<p>Environmental futures research-based presentation Choose a work of art, literature, film, architecture, or engineering that imagines the future for a particular community or the planet writ large in ways you find compelling / provocative. Research, design and deliver a <u>12-15 minute presentation</u> about your chosen case study, complemented by slides or other multimedia aids.</p> <p>In researching and developing the presentation, consider these questions about your case study: How does it envision possible futures in response to global warming, biodiversity loss, extractive capitalism, and/or other environmental crises? What are the artistic, ethical, and political commitments? Where does it fall short? Has it generated critique or opposition—from whom and why?</p> <p><i>The presentations will be spread across the two weeks after spring recess.</i></p>	25%
<p>Collaborative project Conceptualize and develop a blueprint for a new community-based, site-specific, or otherwise public environmental humanities project / center. This is intended to be a transdisciplinary, creative, experimental collaboration—open to each team’s ideas.</p> <p>The final work should include: (1) a vision statement, (2) a “network map” of potential collaborators and communities, (3) a plan for a launch event or launch project, and (4) a short critical reflection that identifies some of the likely challenges, blind spots, etc. You can develop and submit these materials as a PDF or in digital form.</p> <p><i>The final project is due by Dean’s Date.</i></p>	30%

SCHEDULE

We may make modifications with your input along the way.

Weeks 1-2: Environmental humanities field definitions

January 25

READINGS

- Cajetan Iheka, "Rights," *Cambridge Companion to Environmental Humanities* (2021).
- Emily O'Gorman, et al, "Teaching the Environmental Humanities" (2019).
- Nicole Seymour, "Introduction," *Bad Environmentalism* (2018).

PRIMARY MATERIALS

- EXPLORE Richard Misrach and Guillermo Galindo, *Border Cantos*, photographs and instruments (2009-present).
 - WATCH IN SEMINAR *Maya Lin's Ghost Forest*, documentary short (2021).
 - WALK TOGETHER Maya Lin, *The Princeton Line*, land art (2018).
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February 1

READINGS

- Candis Callison, *How Climate Change Comes to Matter* (2014). **Focus on Chapters 1-2**
- Dipesh Chakrabarty, "The Climate of History: Four Theses" (2009).
- Stephanie Foote and Jeffrey Jerome Cohen, "Introduction: Climate Change/Changing Climates," *Cambridge Companion to Environmental Humanities* (2021).
- Leilani Nishime and Kim D. Hester Williams, "Introduction," *Racial Ecologies* (2018).

PRIMARY MATERIALS

- PLAY IN SEMINAR *Investing in Futures*, More&More Unlimited collective, worldbuilding cards (2017-).
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Weeks 3-4: "The trouble with wilderness"

February 8

READINGS

- CATCH UP: Comparison of the Introduction to *Racial Ecologies* and Callison's "Inuit Gift" chapter; discussion of narrative in EH with examples of *Border Cantos* and *Investing in Futures*
- William Cronon, "The Trouble with Wilderness, Or, Getting Back to the Wrong Nature" (1995).
- Carolyn Finney, "The Perils of Being Black in Public"; "Who Gets Left Out of the 'Great Outdoors' Story (2020-21).

PRIMARY MATERIALS

- WATCH *Tending the Wild*, KCET, documentary (2017).

February 15

READINGS

- Ursula K. Heise, "Planet, Species, Justice—and the Stories We Tell about Them," *The Routledge Companion to the Environmental Humanities* (2017).
- Kyle Powys Whyte, "Time as Kinship," *Cambridge Companion to Environmental Humanities* (2021).
- Ramachandra Guha, "Radical American Environmentalism and Wilderness Preservation: A Third World Critique" (1989).
- OPTIONAL Carolyn Fornoff, Patricia Eunji Kim and Bethany Wiggin, "Introduction: Environmental Humanities across Times, Disciplines and Research Practices" (2020).

PRIMARY MATERIALS

- READ / VIEW Lauren Redniss, *Oak Flat: A Fight for Sacred Land in the American West* (2021).

Weeks 5-7: Climate science, climate crisis, climate futures

February 22

READINGS

- Paul Crutzen, Eugene Stoermer, "The Anthropocene" (2000).
- Amitav Ghosh, *The Great Derangement* (2017). **Focus on Part I: Stories.**

PRIMARY MATERIALS

- WATCH *Chasing Ice*, dir. Jeff Orlowski, documentary (2012).
- WATCH *Inuit Knowledge and Climate Change*, dir. Zacharias Kunuk, documentary (2010)

March 1

READINGS

- Stephanie LeMenager, "Petro-Melancholia: The BP Blowout and the Arts of Grief," *Energy Humanities* (2017).
- Jason Moore, "Anthropocene or Capitalocene?: Nature, History, and the Crisis of Capitalism," (2016).
- Naomi Oreskes and Erik M. Conway, "The Frenzy of Fossil Fuels," *Energy Humanities* (2017).

PRIMARY MATERIALS

- READ Patricia Smith, *Blood Dazzler*, poems – selected (2008).
- READ Pacific Small Island Development States, "Climate Action Statement" (2017).

March 5-13 spring recess

March 15

DEADLINE: Environmental futures presentations, group 1

READINGS

- Heather Houser, "Climate Visualizations: Making Data Experiential," *The Routledge Companion to the Environmental Humanities* (2017).
- Shannon Mattern, "The Big Data of Ice, Rocks, Soils, and Sediments" (2017).
- Jerry Zee, "Machine Sky: Social and Terrestrial Engineering in a Chinese Weather System" (2020).

PRIMARY MATERIALS

- EXPLORE *Dear Climate* posters and meditations, multimedia collaboration of Una Chaudhuri, Fritz Ertl, Oliver Kellhammer and Marina Zurkow (2012-).
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Weeks 8-9: "Slow violence" and environmental justice

March 22

DEADLINE: Environmental futures presentations, group 2

READINGS

- Melanie K. Yazzie, "Decolonizing Development in Diné Bikeya: Resource Extraction, Anti-Capitalism, and Relational Futures" (2018).
- Julie Sze, *Environmental Justice in a Moment of Danger* (2020).

PRIMARY MATERIALS

- EXPLORE *Unceded Territories*, VR collaboration of Lawrence Paul Yuxweluptun and Paisley Smith.
 - READ Lenni-Lenape land acknowledgment at Princeton
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March 29

Seminar break—working day for collaborative projects | each team should also schedule an appointment with Allison for later this week or early next to discuss how the project is taking shape.

Weeks 10-11: More-than-human world and multispecies justice

April 5

READINGS

- Rob Nixon, Introduction, *Slow Violence: Environmentalism of the Poor* (2011).
- Heather Swanson, Anna Tsing, Nils Bubandt, Elaine Gan. "Bodies Tumbled into Bodies," *Arts of Living on a Damaged Planet: Ghosts and Monsters of the Anthropocene* (2017).
- Thom van Dooren, "Urban Penguins: Stories for Lost Places," from *Flight Ways: Life and Loss at the Edge of Extinction* (2014).

PRIMARY MATERIALS

- EXPLORE *What is Missing?*, led by Maya Lin, online participatory biodiversity memorial (2012).
 - PERUSE Urban Field Naturalist Project <https://urbanfieldnaturalist.org/>.
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April 12

READINGS

- Stacy Alaimo, "The Anthropocene at Sea," *The Routledge Companion to the Environmental Humanities* (2017).
- Melody Jue, "Introduction: Thinking through Seawater," *Wild Blue Media* (2020).

PRIMARY MATERIALS

- TBD by the class
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Week 12: "Investing in Futures" and seminar conclusion

April 19

READINGS

- READ, Emma Marris et al., "Hope in the Age of Man" (2011).
- READ/LISTEN Julie Sze, "Environmental Justice as a Soundtrack of Freedom" (2019).

IN SEMINAR WORKSHOP

Investing in Futures workshop, facilitated virtually by Sarah Rothberg and Marina Zurkow.

May 3

DEADLINE: Collaborative project
