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Immediate place and distant horizons.**

Drawing inspiration from our Great Plains home, our Presbyterian heritage, and our Liberal Arts history, Hastings College will graduate creative, curious and caring students equipped through exceptional teaching and deliberate mentoring to thrive as citizens of their local and global communities.

**ENG 316
Ecohorror**

**Credit Hours: 3
Spring 2018**

**MWF 3
McCormick 224**

Instructor: Dr. Patricia Oman
Office: McCormick 07B
Office Hours: W 12-3
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Course Objectives

This course is an introduction to the critical field of ecohorror, which combines scholarship on ecocriticism and the gothic. The first part of the course focuses on the foundational concepts of the field. Each student will create an individualized plan of study for Weeks 10-16 that follows their own interests in ecohorror.

LAP Goals

This course satisfies the Humanities – Literature LAP requirement.

Required Texts

Rachel Carson, *Silent Spring*
Greg Garrard, *Ecocriticism*, 2nd ed.
David Stevens, *The Gothic Tradition*
Mary Shelley, *Frankenstein* OR Dan Simmons, *The Terror*
Katherine Fry, *Constructing the Heartland*
Manifest Destiny, Volume 1: Flora and Fauna (Image Comics) OR Clifford Simak, *All Flesh Is Grass*

Further Readings on Canvas

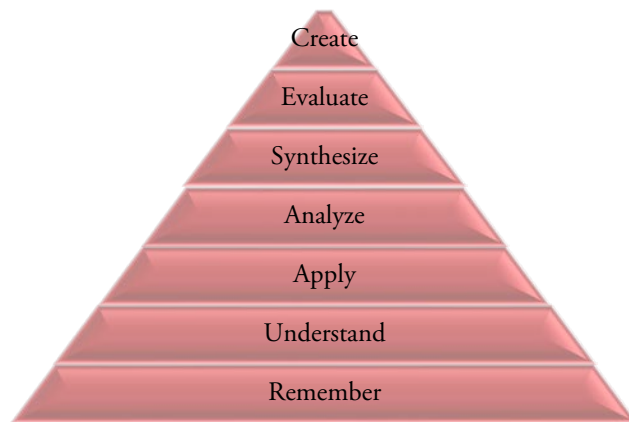
Andrew Smith and William Hughes, "Introduction: Defining the EcoGothic"
Catherine Lanone, "Monsters on the Ice and Global Warming"
Tom J. Hillard, "From Salem Witch to Blair Witch: The Puritan Influences on American Gothic Nature"
Kevin Corstorphine, "'The Blank Darkness Outside': Ambrose Bierce and Wilderness Gothic at the End of the Frontier"
Emily Carr, "The Riddle Was the Angel in the House: Towards an American Ecofeminist Gothic"
Dawn Keetley, "Introduction: Six Theses on Plant Horror; Or, Why Are Plants Horrifying?"
Jill E. Anderson, "The Revenge of the Lawn"
Adam Knee, "Vegetable Discourses in the 1950s U.S. Science Fiction Film"
Gary Farnell, "What Do Plants Want?"

Course Requirements and Methods of Evaluation

10%	Participation
40%	Critical Responses (700-1050 words each)
10%	Essay 1 (1750-2100 words)
40%	Individualized Plan

ENG Course Outcomes

Literature and film courses at Hastings College are designed to teach and assess specific skills at each level. Assignments are based on a common educational tool called Bloom's Revised Taxonomy of Critical Thinking. The following chart shows what skills are emphasized in each ENG course.



Bloom's Revised Taxonomy of Critical Thinking

Bloom's Revised Taxonomy	Examples	100 level	200 level	300 level	400 level
Create	Develop an original thesis				✓
Evaluate	Compare and evaluate scholarship (multiple sources) about a text			✓	✓
Synthesize	Understand a text in its historical, cultural, or literary context		✓	✓	✓
Analyze	Explain significance and develop a critical thesis	✓	✓	✓	✓
Apply	Identify formal properties, genre, or other literary terms within texts	✓	✓	✓	✓
Understand	Summarize texts and explain categories and definitions	✓	✓	✓	✓
Remember	Identify author, title, time period, characters, important passages	✓	✓	✓	✓

Assignments

—*Participation* (10%). Participation refers to being prepared for class, participating in class discussions and activities, and completing in-class assignments. What to bring to class: the assigned reading, notes, paper, pen/pencil, and imagination. Students who are not prepared for class will be marked as absent.

—*Critical Responses* (40%). Critical responses (700-1050 words each) give students the opportunity to demonstrate the critical thinking they are doing about the course topic and their ability to **apply**, **analyze**, and/or **synthesize**. The form of the critical response is open, but each response must include the following:

- Application of critical concepts we read about or discussed that week
- Analysis of direct evidence (from primary or secondary sources)
- Good organization/focus
- Good grammar

—*Essay 1* (10%). For Essay 1 (1750-2100 words), choose any primary text we read in before spring break and write an analytic essay applying any secondary concept about ecocriticism or the gothic we have read about or discussed. Essays will be assessed on the following:

- Length
- Critical thesis
- Use and analysis of direct evidence from primary text
- Evidence from and application of secondary text(s)
- Focus and critical analysis
- Organization
- Grammar

—*Individualized Plan* (40%). Each student will create an individualized plan of study for Weeks 10-16. The plan must be appropriate for a 300-level course and demonstrate the student's ability to **apply**, **analyze**, **synthesize**, and **evaluate**. It must also reflect the course topic. Students may be creative in how they demonstrate these course outcomes, but the individualized plan must include the following:

- Proposal (700-1050 words) describing how the individualized plan fits with the course topic and how it satisfies all the course outcomes.
- Reading/viewing appropriate for a 300-level course: a variety of primary and secondary texts

- Writing assignments appropriate for a 300-level course:15-20 pages.
- Plans for classroom discussion.

Expectations and Teaching Philosophy

The classroom should be a place where students can engage openly in discussion and try out new ideas without fear. I expect you to practice open-mindedness and be willing to reassess your own opinions and beliefs in light of others' ideas. This does not mean that I want you to think like I do. Rather, we should all be willing to listen sympathetically and critically to others. Overall, your goal is to go beyond your emotive or "gut" responses toward an intellectual response that acknowledges multiple viewpoints on issues. A couple of ground rules:

- Inflammatory or derogatory comments are not appropriate. It's okay to disagree with someone—in fact, disagreement is a necessary part of discussion!—but you should treat all students and the instructor with respect at all times.
- Holding a personal conversation or otherwise talking while someone else has the floor is not only unacceptable classroom behavior but also my biggest pet-peeve.
- Talking on the phone, texting, surfing the Internet, and engaging in any activities not directly related to class are rude behaviors. If you're bored with class, try doing the homework. That might make class a little more interesting. Laptops may be used in class, but only when I have indicated that it is appropriate to do so.

Any students who are disrespectful to others will be asked to leave the classroom and will receive an absence for the day.

Course Policies

Class Attendance

Attendance is required and will be recorded every day. *Any* absence can negatively affect your homework and participation grade, but absences also end up negatively impacting your writing. *Six absences of any kind will result in failure of the course.* If you know that you will miss class because of college-approved activities, make sure that you do not go beyond your five free absences. Arriving more than 10 minutes late will result in an unexcused absence. Consistent tardiness is likely to have a negative effect on your homework and participation grade.

If you must miss class because of sports or some other official college activity, it is your responsibility to make arrangements to turn in assignments ahead of time and *to find out from a fellow student what you missed in class.* I will not spend time reiterating to individuals what I have already said in class.

Preparation and Engagement

I expect you to read or write all of your assignments on time, annotate them before discussing them in class, and be present intellectually for all discussions. Being unprepared for class may result in a recorded absence.

Academic Honesty and Responsibility

Plagiarism will not be tolerated! All work submitted for this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. See the Student Handbook/Planner for more information.

Communication

I look forward to communicating with each of you this term, but please keep in mind that I do not live in my office and that I have other professional and personal responsibilities besides teaching this class. If you wait until the last minute to contact me, I may not be able to help you.

—*Office Hours.* You are welcome to stop by my office anytime during the regular business day, but keep in mind that I spend a lot of time in classes and meetings. My scheduled office hours are the only time I am guaranteed to be there. If you are unable to make office hours and don't have any luck catching me at other times, please email to make an appointment. I would be more than happy to meet with you.

—*Email.* I am happy to answer your questions and I will generally respond to emails within 24 hours, but please understand that I am not on call 24/7:

- I understand that college life can be all-consuming for students, but I am no longer a student. This means that I will not interrupt my dinner or evening plans to respond to a last-minute question.
- I will not respond to emails that are discourteous or overly informal. Please include a brief salutation (e.g., "Dear Professor Oman," "Hello Dr. Oman") and explain your question or comment briefly. (I'm not your bro or your mom, so no texting lingo.)
- I will ignore any emails that are answered by the syllabus. Please don't email me with a until you have looked at the syllabus. If you have consulted the syllabus and still aren't sure, then it *is* appropriate to ask for clarification. Otherwise, read the syllabus.
- If you are asking about a time-sensitive issue (e.g., a letter of recommendation), please let me know about any important deadlines. However, I will not respond favorably to directions such as "right away" or "ASAP." I try to answer all emails in a reasonable amount of time. (I do get distracted, though. A politely worded reminder is a-okay.)

Turning in Assignments

Unless noted otherwise on the syllabus, all assignments must be turned in electronically through Canvas. The exact deadline is midnight on the day the assignment is due. A TurnItIn folder will be created for each assignment. **I will not accept emailed assignments**, so make sure that you are able to post files to Canvas.

—*File Types and Names.* All files must be in an appropriate format and must be named clearly. Please use common applications such as Word (.doc, .docx) or PDF (.pdf) so that I will be able to open your files. You are responsible for making sure that you use programs and software that are compatible with HC technology. Please make sure that your files are also named appropriately. If you turn in a file called "Paper 1.doc" I will not be able to determine quickly who the author is. Each file should be named with the author's last name and the name of the assignment; for example, "Smith_Close Reading 1.doc"

—*Late Assignments.* Late assignments will not be accepted without prior permission from the instructor.

Paper Format (House Style)

Here are the general guidelines to follow for your papers: (1) do not create a title page; it wastes paper; (2) use only Times New Roman font; (3) type size should be 12 point only; (4) the body of the paper should use 1-inch margins on all sides; (5) double space; (6) number all your pages in the upper-right corner.

The following is an example for page one:

Your name
Professor Oman
English 303
Date

Center the title of the paper; do NOT boldface the title; do NOT underline; do NOT use "quotation marks"; and do NOT use ALL CAPS

Title IX

Title IX is a Federal civil rights law that prohibits discrimination on the basis of sex or gender in all Hastings College programs and activities. Under Title IX, discrimination on the basis of sex or gender can include harassment, discrimination, stalking and sexual misconduct/violence. In addition, Title IX prohibits discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. LGBTI (lesbian, gay, bisexual, transgender, or intersex) students are among those protected by Title IX.

If you have been the victim of sex or gender based harassment, discrimination, sexual misconduct, dating/domestic violence or stalking, you are encouraged to report this activity. The following are ways a student can make a report:

- If you report this to a faculty member, they must notify the Hastings College Title IX Coordinator about the basic facts of the incident to help ensure that the student's safety and welfare are being addressed, consistent with the requirements of the law. All students who believe they have been harassed, discriminated against, or involved in sexual violence should contact Chandra Essex, Director of Student Support and Compliance/Title IX Coordinator in the Office of Student Life at (402) 461-7704 or by email at cessex@hastings.edu or hccares@hastings.edu. For more information about your options at Hastings College, please go to: www.hastings.edu/hccares.
- If you report to a professional, licensed counselor or to a pastoral counselor who provides mental-health counseling to members of the Hastings College community, they are not required to report any information about an incident to the Title IX Coordinator or to the Deputy Title IX Coordinator. The Campus Health nurse is also not required to report any information about an incident if disclosed during a medical exam. Following is the contact information for these individuals:
 - Hastings College Chaplain: Rev. Damen Heitmann, (402) 461-7769
 - Director of Counseling Services: Jon Loetterle, MEd, (402) 461-7424
 - Counselor: Stephanie Pershing, MA, (402) 461-7424
 - Additional staff working under the supervision of the Director of Counseling Services and acting in the role of a professional counselor
 - Director of Campus Health Services: Beth Littrell, (402) 461-7372

Hastings College Disability Services for Students with Disabilities or Students Who Are Pregnant

Students with disabilities or those who are expecting have a right to a confidential discussion of their individual needs for academic accommodation with the Director of Disability Services. It is the policy of Hastings College to provide flexible and individualized reasonable accommodation to students with documented disabilities or those who are pregnant. To

receive accommodation services, it is the student's responsibility to contact both the instructor and Beth Funkey, Director of Disability Services, regarding appropriate accommodation at bfunkey@hastings.edu or (402) 461-7386, Hurley-McDonald, Room H01. Those needing accommodation due to pregnancy need to visit with Campus Health Services. The following link provides information for students and faculty regarding pregnancy rights:

<http://www.nwlc.org/resource/pregnant-and-parenting-students-rights-faqs-college-and-graduate-students>

1—		
M	1/29	
W	2/31	Carson, <i>Silent Spring</i> (chap 1-2) Andrew Smith and William Hughes, "Introduction: Defining the EcoGothic" (Canvas)
F	2/2	Carson, <i>Silent Spring</i> (chap 3-5)
2—		
M	2/5	Carson, <i>Silent Spring</i> (chap 6-9)
W	2/7	Grad Fest/Assessment Day – no class
F	2/9	Carson, <i>Silent Spring</i> (chap 10-17) S Critical Response 1
3—		
M	2/12	Garrard, <i>Ecocriticism</i> (chap 1-2)
W	2/14	Garrard, <i>Ecocriticism</i> (chap 3: Pastoral)
F	2/16	Garrard, <i>Ecocriticism</i> (chap 5: Apocalypse) S Critical Response 2
4—		
M	2/19	Ferber, <i>Romanticism</i> (chap 1: Sensibility) Shelley, <i>Frankenstein</i> OR Simmons, <i>The Terror</i>
W	2/21	Ferber, <i>Romanticism</i> (chap 4: Religion, Philosophy, and Science) Shelley, <i>Frankenstein</i> OR Simmons, <i>The Terror</i>
F	2/23	Ferber, <i>Romanticism</i> (chap 5: The Social Vision of Romanticism) Shelley, <i>Frankenstein</i> OR Simmons, <i>The Terror</i> S Critical Response 3
5—		
M	2/26	Catherine Lanone, "Monsters on the Ice and Global Warming" (Canvas) Shelley, <i>Frankenstein</i> OR Simmons, <i>The Terror</i>
W	2/28	Stevens, <i>The Gothic Tradition</i> (chap 2: Approaching the Texts) Shelley, <i>Frankenstein</i> OR Simmons, <i>The Terror</i>
F	3/2	Stevens, <i>The Gothic Tradition</i> (chap 4: Critical Approaches) Shelley, <i>Frankenstein</i> OR Simmons, <i>The Terror</i> S Critical Response 4

6—			
M	3/5	Garrard, <i>Ecocriticism</i> (chap 4: Wilderness)	
W	3/7	Hillard, “From Salem Witch to Blair Witch: The Puritan Influences on American Gothic Nature” (Canvas)	
F	3/9	Corstorphine, “‘The Blank Darkness Outside’: Ambrose Bierce and Wilderness Gothic at the End of the Frontier” (Canvas)	S Critical Response 5
7—			
M	3/12	Dawn Keetley, “Introduction: Six Theses on Plant Horror; Or, Why Are Plants Horrifying?” (Canvas) <i>Manifest Destiny</i> , Volume 1: Flora and Fauna (Image Comics) OR Clifford Simak, <i>All Flesh Is Grass</i>	
W	3/14	Jill E. Anderson, “The Revenge of the Lawn” (Canvas) Adam Knee, “Vegetable Discourses in the 1950s U.S. Science Fiction Film” (Canvas) <i>Manifest Destiny</i> , Volume 1: Flora and Fauna (Image Comics) OR Clifford Simak, <i>All Flesh Is Grass</i>	T Individualized Plan Proposal
F	3/16	Gary Farnell, “What Do Plants Want?” (Canvas) <i>Manifest Destiny</i> , Volume 1: Flora and Fauna (Image Comics) OR Clifford Simak, <i>All Flesh Is Grass</i>	S Essay 1
8—Spring break			
M	3/19	No class	
W	3/21	No class	
F	3/23	No class	
9—			
M	3/26	Fry, <i>Constructing the Heartland</i> (chap 1-2)	
W	3/28	Fry, <i>Constructing the Heartland</i> (chap 3-4)	
F	3/30	Fry, <i>Constructing the Heartland</i> (chap 5-6)	
10—			
M	4/2	Easter Monday – no class	
W	4/4	TBD	
F	4/6	TBD	Critical Response 6
11—			
M	4/9	TBD	
W	4/11	TBD	
F	4/13	TBD	

12—		
M	4/16	TBD
W	4/17	TBD
F	4/20	TBD
13—		
M	4/23	TBD
W	4/25	TBD
F	4/27	TBD
14—		
M	4/30	TBD
W	5/2	TBD
F	5/4	TBD
15—		
M	5/7	TBD
W	5/9	TBD
F	5/11	TBD

Individualized Plan due May 14 (Monday) by midnight.

Final Exam Period: May 17 (Thursday), 9-11 am – no meeting.