

## Tamkang University Academic Year 107, 1st Semester Course Syllabus

Course Title	ECOCRITICISM AND ENVIRONMENTAL JUSTICE LITERATURE	Instructor	GAMBER JOHN BLAIR
Course Class	TFLXD1A DOCTORAL PROGRAM, DEPARTMENT OF ENGLISH, 1A	Details	<ul style="list-style-type: none"> <li>◆ Selective</li> <li>◆ One Semester</li> <li>◆ 3 Credits</li> </ul>

### D e p a r t m e n t a l   A i m   o f   E d u c a t i o n

- I . Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.
- II. Carry on and further the excellent tradition of domestic language instruction and literary research to be a department contributing equally to research and language teaching.
- III. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.
- IV. Strategies
  1. Train students' abilities in five skills: English listening, speaking, reading, writing and translation.
  2. Promote technologicalization and internationalization.
  3. Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program.
  4. Launch a common English Proficiency Test and enhance students' competitiveness in the job market.
  5. Enrich international video conferencing.
  6. Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching.

### D e p a r t m e n t a l   c o r e   c o m p e t e n c e s

- A. Nurture the ability to do research in literary studies, language teaching, and linguistics.
- B. Strengthen qualitative and quantitative research methods and abilities in critical thinking.
- C. Cultivate professional ethics and social responsibility.

Course Introduction	This course offers an introduction to ecocriticism, an environmentally-minded approach to the study of literature and other cultural productions. Ecocriticism takes an interdisciplinary approach to literary study, incorporating ecology, environmental sciences, and humanities-based work and applying those knowledge bases to readings of art, literature, film, culture, and society.
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**The Relevance among Teaching Objectives, Objective Levels and Departmental core competences**

I. Objective Levels (select applicable ones) :

- (i) Cognitive Domain : C1-Remembering, C2-Understanding, C3-Appling, C4-Analyzing, C5-Evaluating, C6-Creating
- (ii) Psychomotor Domain : P1-Imitation, P2-Mechanism, P3-Independent Operation, P4-Linked Operation, P5-Automation, P6-Origination
- (iii) Affective Domain : A1-Receiving, A2-Responding, A3-Valuing, A4-Organizing, A5-Charaterizing, A6-Implementing

II. The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive domain include C3,C5,and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A,AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	This course works to undo such differentiations, to demonstrate that dichotomies or binaries that frame humans and "nature" as separate simply don' t work.	C2	AC

**Teaching Objectives, Teaching Methods and Assessment**

No.	Teaching Objectives	Teaching Methods	Assessment
1	This course works to undo such differentiations, to demonstrate that dichotomies or binaries that frame humans and "nature" as separate simply don' t work.	Lecture	Report, Participation

This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◇ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◇ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◆ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◆ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◆ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◇ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◇ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

#### Course Schedule

Week	Date	Subject/Topics	Note
1	107/09/10~ 107/09/16	Introductions, Rachel Carson from Silent Spring "A Fable for Tomorrow" and "The Obligation to Endure"	
2	107/09/17~ 107/09/23	Greg Garrard "Pollution"	
3	107/09/24~ 107/09/30	From Karen Tei Yamashita' s Through the Arc of the Rainforest	
4	107/10/01~ 107/10/07	Gerald Vizenor, "Landfill Meditation"	
5	107/10/08~ 107/10/14	John Muir My First Summer in the Sierras, Chapters 1&2	
6	107/10/15~ 107/10/21	William Cronon "The Trouble with Wilderness,"	
7	107/10/22~ 107/10/28	from Aldo Leopold' s Sand County Almanac, from Mary Austin' s The Land of Little Rain (Preface, Land of Little Rain, The Scavengers)	
8	107/10/29~ 107/11/04	Gary Snyder, The Etiquette of Freedom	
9	107/11/05~ 107/11/11	Henry David Thoreau, "Walking"	
10	107/11/12~ 107/11/18	William Henry Wordsworth "Michael"	

11	107/11/19~ 107/11/25	Greg Garrard, "Pastoral"	
12	107/11/26~ 107/12/02	From Alejandro Morales' s The Rag Doll Plagues, from Octavia Butler' s Parable of the Talents	
13	107/12/03~ 107/12/09	Rob Nixon, from Slow Violence	
14	107/12/10~ 107/12/16	Stacy Alaimo, from Bodily Natures	
15	107/12/17~ 107/12/23	From Leslie Marmon Silko' s Ceremony/Recaps	
16	107/12/24~ 107/12/30	presentation	
17	107/12/31~ 108/01/06	presentation	
18	108/01/07~ 108/01/13	final paper	
Requirement			
Teaching Facility	Computer, Projector		
Textbook(s)			
Reference(s)			
Number of Assignment(s)	(Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : 20.0 %   ◆ Mark of Usual :   %   ◆ Midterm Exam :   % ◆ Final Exam : 50.0 % ◆ Other (assignment) : 30.0 %		
Note	This syllabus may be uploaded at the website of Course Syllabus Management System at <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/CS/main.php">http://www.acad.tku.edu.tw/CS/main.php</a> . <b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b>		