

Winter Term 2019  
Eckerd College

MTWR, 9-11am  
Cobb 122

## Climate Futures in Fiction and Film (WT 2E-001)

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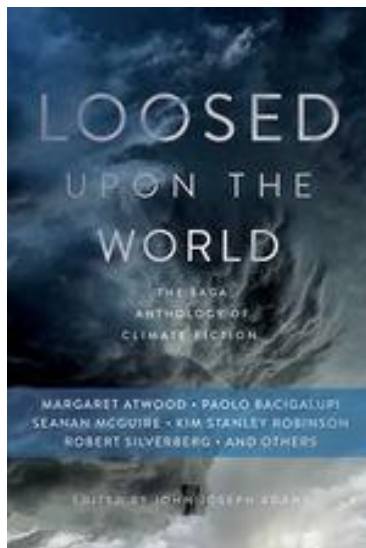
Joint Office Hours: F 9-11a, Cobb 122

### COURSE OBJECTIVES

*Welcome to Climate Futures in Fiction and Film!* In this course, we will explore the science of climate change as well as literary representations of climate change and its social and environmental impacts on the page and on the screen. Through class discussions, independent writing assignments, and a storytelling project, we will ask how these two ways of knowing correspond, conflict, and provoke critical thinking and creative response to this urgent global issue. Through your work in this course, you will:

- Understand the basic scientific principles behind climate change, key projected impacts of climate change, and significant features, themes, and tropes of climate change fiction (“cli fi”);
- Develop the reading and writing skills needed to analyze and evaluate scientific and literary texts, and draw significant connections between them;
- Reckon with the gravity of a future shaped by climate while developing your own meaningful response to it.

### READINGS



You will have three types of reading for this course. The first is a selection of **short stories** from the anthology *Loosed Upon the World: The Saga Anthology of*

*Climate Fiction* (Ed. John Joseph Adams, 2015). This book is available in the bookstore and online and you will need your own personal copy. The second type of readings you will encounter are **selected pieces** on climate change science and impacts. You will find these articles linked in Moodle. Your third major reading will be a cli fi **novel** you will individually select from the [reading list](#) we have provided. You will find most of these items on the shelves at the library. You will be responsible for sharing this text with the class through a series of blog posts throughout the term.

## ASSIGNMENTS

There are three major assignments for this class. The first and foremost is to attend each scheduled class meeting with readings completed and, to the best of your abilities, **participate** in class discussion and activities. The second assignment is a **three-part book report**, written as a series of class blog posts (3-4 paragraphs each), through which you will share the major themes, relevant scientific context, and cultural significance of the novel you have selected from the reading list. Each blog post will be a response to a particular prompt, and will require that you also comment on the posts of others. Your third and final assignment, to be completed individually or in a group, is to produce a **storyboard** for an original work of climate fiction, whether novel, film, television series, or short story, to be shared with your classmates on the final day of class. Specific instructions for blog posts and storyboard assignment will be distributed in class.

These assignments, out of a possible total of 90 points for the course, will be graded and weighted as follows: Attendance and participation = 30 points; book blog posts and comments (10 points x 3 posts and comments) = 30 points; storyboard assignment = 30 points.

## COURSE POLICIES

Please note and abide by the following policies for this course:

**Attendance.** Given the chronological compression of Winter Term, it is important that you attend all scheduled class meetings. Though we will do our best to stay within the bounds of the scheduled 9am-11am meeting times, there will be a few days when you will need extra time to accomplish everything on our readings and assignments list. You are allowed one excused absence for this course; all other absences will count against your final grade. In order for your absence to be counted as excused, you must contact us and explain the reason for your absence.

**Communication.** We check our Eckerd email regularly and we expect you to do the same. We will make every effort to respond to any messages you send before 4pm on weekdays by the close of the day. Messages sent after 4pm may not be answered until the following day. Unless you have a specific question for one of us, please include both of us on any messages you send.

**Laptops, e-readers, and other devices.** Devices for accessing readings and/or the internet will occasionally be used in class, so please bring them to class. Do not use them, however, unless instructed by your professors. If you need a such a device to access the readings or take notes, please let us know so we can discuss a framework for acceptable use.

**Late work.** All late work (including blog posts and storyboard assignments) will be penalized one half a letter grade per day. This policy goes into effect at the deadline for the

relevant assignment, such that if you turn in a blog post due at 9:00am at 9:12am the same day, it will be counted one day late.

**Office hours.** Dr. Hagood will hold her office hours on Mondays and Wednesdays, 2pm-4pm (SE 200A). Dr. Huxster will hold her office hours on Tuesdays and Thursdays, 2pm-4pm (ES 105). We will hold joint office hours during our class time (9-11) on Fridays in our class room (Cobb 122).

## ECKERD POLICIES

**Academic honesty.** All students are expected to uphold, in every aspect of their work, the Eckerd College honor code: “On my honor, as an Eckerd College student, I pledge not to lie, cheat, steal, nor tolerate these behaviors in others.” We ask that you pledge all of your submitted assignments to indicate that your work is consistent with the honor code. All cases of suspected plagiarism will be immediately handed over to the Academic Honor Council. If you are unclear as to what actions might constitute plagiarism, please check with your professors before submitting your work.

**Title IX reporting policy.** Eckerd College is committed to fostering a campus community based on respect and nonviolence. To this end, we recognized that all Eckerd community members are responsible for ensuring that our community is free from discrimination, gender bias, sexual harassment, and sexual assault. In accordance with Title IX, Eckerd is legally obligated to investigate incidents of sexual harassment and sexual assault on our campus. If students write, speak, or otherwise disclose to a faculty member an incident of sexual violence, including harassment, rape, sexual assault, relationship violence, or stalking while an Eckerd student, faculty member are required by law to notify Eckerd’s Title IX Coordinator about the basic facts of the incident. The purpose of this disclosure is to ensure that students are made aware of their reporting options and resources for support. For more information about your rights and reporting options at Eckerd, including confidential and anonymous reporting options, please visit: <http://www.eckerd.edu/titleix>.

## DAILY READINGS AND ASSIGNMENTS SCHEDULE

\* Readings designated with an **M** are available on Moodle

The following is a tentative schedule of readings. Please check Moodle regularly for any updates.

Date	Week One: Introductions
Thurs. 1/3	<ul style="list-style-type: none"> <li>Shwartz. “‘Like a Terror Movie’: How Climate Change will Cause More Simultaneous Disasters” - <b>M</b> <a href="https://www.nytimes.com/2018/11/19/climate/climate-disasters.html">https://www.nytimes.com/2018/11/19/climate/climate-disasters.html</a></li> <li>Screen <i>Day After Tomorrow</i> (Emmerich, 2004) in class</li> <li>Introduce book blog assignment and select novels</li> </ul>
Fri. 1/4	<ul style="list-style-type: none"> <li>Reading day (no class)</li> </ul>
Date	Week Two: Water & Wind

Mon. 1/7	<ul style="list-style-type: none"> <li>Mann and Kump. Climate science excerpts from <i>Dire Predictions</i> pgs 10 - 39, pgs 72-78, pgs 98-115 - <b>M</b></li> <li>Book blog #1 due</li> </ul>
Tues. 1/8	<ul style="list-style-type: none"> <li>“Racing the Tide” (DeLancey, 2014) - <i>Loosed Upon the World</i></li> <li>Nat. Geo. “Sea Level Rise” - <b>M</b> <a href="https://www.nationalgeographic.com/environment/global-warming/sea-level-rise/">https://www.nationalgeographic.com/environment/global-warming/sea-level-rise/</a></li> <li>Nat. Geo. “Rising seas give small island nation a stark choice” - <b>M</b> <a href="https://www.nationalgeographic.com/environment/2018/11/rising-seas-force-marshall-islands-relocate-elevate-artificial-islands/">https://www.nationalgeographic.com/environment/2018/11/rising-seas-force-marshall-islands-relocate-elevate-artificial-islands/</a></li> </ul>
Weds. 1/9	<ul style="list-style-type: none"> <li>“Eighth Wonder” (Bachelder, 2009) <i>Loosed Upon the World</i></li> <li>Dawson and Spannagle. “Extreme Weather” excerpt from <i>The Complete Guide to Climate Change</i>. pgs 156-162 - <b>M</b></li> <li>Irfan. “Hurricane Florence caused up to \$22 billion in damages” - <b>M</b> <a href="https://www.vox.com/energy-and-environment/2018/10/3/17925470/hurricane-florence-2018-devastation-climate-change-flood-sea-level-rise">https://www.vox.com/energy-and-environment/2018/10/3/17925470/hurricane-florence-2018-devastation-climate-change-flood-sea-level-rise</a></li> <li>Comments on Blog #1 due</li> </ul>
Thurs. 1/10	<ul style="list-style-type: none"> <li>Screen <i>Beasts of the Southern Wild</i> (Zeitlin, 2012) in class</li> <li>DW. “Climate Risk Index: 2017 broke records for extreme weather” - <b>M</b> <a href="https://www.dw.com/en/climate-risk-index-2017-broke-records-for-extreme-weather/a-46565140">https://www.dw.com/en/climate-risk-index-2017-broke-records-for-extreme-weather/a-46565140</a></li> <li>Harvey. “Sea level rise will cause more flooding - these other 5 impacts of rising oceans are just as bad” <a href="https://www.businessinsider.com/5-terrifying-impacts-of-rising-sea-levels-2015-2">https://www.businessinsider.com/5-terrifying-impacts-of-rising-sea-levels-2015-2</a></li> </ul>
Fri. 1/11	<ul style="list-style-type: none"> <li>Reading day (no class)</li> </ul>
<b>Date</b>	<b>Week Three: Drought &amp; Desert</b>
Mon. 1/14	<ul style="list-style-type: none"> <li>“Precedent” (McMullen, 2010) <i>Loosed Upon the World</i></li> <li>Harvey. “Water shortages to be key environmental challenge of the century” - <b>M</b> <a href="https://www.theguardian.com/environment/2018/may/16/water-shortages-to-be-key-environmental-challenge-of-the-century-nasa-warns">https://www.theguardian.com/environment/2018/may/16/water-shortages-to-be-key-environmental-challenge-of-the-century-nasa-warns</a></li> <li>Book blog #2 due</li> <li>Introduce storyboarding assignment</li> </ul>
Tues. 1/15	<ul style="list-style-type: none"> <li>“The Tamarisk Hunter” (Bacigalupi, 2006) <i>Loosed Upon the World</i></li> <li>Houghton - Freshwater resources excerpt from <i>Global Warming: The Complete Briefing</i>. Pgs 187-196 - <b>M</b></li> <li>Mcintyre. “How will climate change impact on fresh water security?” <a href="https://www.theguardian.com/environment/2012/nov/30/climate-change-water">https://www.theguardian.com/environment/2012/nov/30/climate-change-water</a> <b>M</b></li> </ul>
Weds. 1/16	<ul style="list-style-type: none"> <li>“Hot Rods” (Sparks, 2015) <i>Loosed Upon the World</i></li> <li>McNeish. “We have been almost buried: the Sudanese villages being swallowed by the sand” - <b>M</b></li> </ul>

	<p><a href="https://www.theguardian.com/environment/2016/nov/17/we-have-been-almost-buried-the-sudanese-villages-being-swallowed-by-sand">https://www.theguardian.com/environment/2016/nov/17/we-have-been-almost-buried-the-sudanese-villages-being-swallowed-by-sand</a></p> <ul style="list-style-type: none"> <li>• Dawson and Spannagle. "Health Impacts" excerpt from <i>The Complete Guide to Climate Change</i>. pgs 212-219 -<b>M</b></li> <li>• Comments on Blog #2 due</li> </ul>
Thurs. 1/17	<ul style="list-style-type: none"> <li>• Screen <i>Mad Max: Fury Road</i> (Miller, 2015) in class</li> <li>• Irfan. "Why the wildfire in Northern California was so severe" - <b>M</b> <a href="https://www.vox.com/energy-and-environment/2018/11/13/18092580/paradise-california-wildfire-2018">https://www.vox.com/energy-and-environment/2018/11/13/18092580/paradise-california-wildfire-2018</a></li> </ul>
Fri. 1/18	<ul style="list-style-type: none"> <li>• Work day for storyboarding assignment (no class)</li> </ul>
<b>Date</b>	<b>Week Four: Technology &amp; Adaptation</b>
Mon. 1/21	<ul style="list-style-type: none"> <li>• <b>Martin Luther King Holiday. No class.</b></li> </ul>
Tues. 1/22	<ul style="list-style-type: none"> <li>• Book blog #3 due</li> <li>• "Eagle" (Benford, 2011) <i>Loosed Upon the World</i></li> <li>• Matthews. "Geoengineering is a last ditch effort to stall global warming" -<b>M</b> <a href="https://www.vox.com/future-perfect/2018/11/30/18117858/geoengineering-harvard-study-solar-particles">https://www.vox.com/future-perfect/2018/11/30/18117858/geoengineering-harvard-study-solar-particles</a></li> <li>• Screen <i>Downsizing</i> (Payne, 2017) in class</li> </ul>
Weds. 1/23	<ul style="list-style-type: none"> <li>• "Staying Afloat" (Penrose, 2013) <i>Loosed Upon the World</i></li> <li>• Hicks. "'Cloud Fishing' reels in precious water for villagers in rural Morocco" - <b>M</b> <a href="https://www.theguardian.com/global-development/2016/dec/26/cloud-fishing-reels-in-precious-water-villagers-rural-morocco-dar-si-hmad">https://www.theguardian.com/global-development/2016/dec/26/cloud-fishing-reels-in-precious-water-villagers-rural-morocco-dar-si-hmad</a></li> <li>• Cowie. "Future food security and climate change" excerpt from <i>Climate Change: Biological and Human Aspects</i>. Pgs 368-377</li> </ul>
Thurs. 1/24	<ul style="list-style-type: none"> <li>• "The Day It All Ended" (Anders, 2014) <i>Loosed Upon the World</i></li> <li>• "Time Capsule Found on the Dead Planet" (Atwood, 2009) <i>Loosed Upon the World</i></li> <li>• Roberts. "What real, genuine, no bullshit ambition would look like on climate change" - <b>M</b> <a href="https://www.vox.com/energy-and-environment/2018/5/7/17306008/climate-change-global-warming-scenarios-ambition">https://www.vox.com/energy-and-environment/2018/5/7/17306008/climate-change-global-warming-scenarios-ambition</a></li> <li>• Heinberg 2016 – "100% Renewable: What we can do in 10 years" -<b>M</b> <a href="https://www.yesmagazine.org/issues/life-after-oil/100-renewable-energy-what-we-can-do-in-10-years-20160222">https://www.yesmagazine.org/issues/life-after-oil/100-renewable-energy-what-we-can-do-in-10-years-20160222</a></li> </ul>
Fri. 1/25	<ul style="list-style-type: none"> <li>• Storyboard presentations (class meets)</li> </ul>

## GRADING SCALE

All assignments for this course will be graded by both Dr. Huxster and Dr. Hagood. Any questions you have about grades should be addressed to both of us.

**A=100-93**

**A-=92-90**

**B+=89-87**

**B=86-83**

**B-=82-80**

**C+=79-77**

**C=76-73**

**C-=72-70**

**D+=69-67**

**D=66-60**

**F=59 or below**