

**AN INDOOR-OUTDOOR LITERARY STUDIES CURRICULUM
FOR COMPASSIONATE AND SUSTAINABLE CHOICES IN
GRADES 9 TO 12**

An Independent Learning Project

Presented by

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To

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Abstract

This project seeks to address the problem of a lack in actionable awareness among citizens of the world concerning the interconnection and interdependence of human rights and oppression, animal rights and exploitation, and environmental ethics and degradation. The goal of this project is to create a curriculum for high school English students grades, 9 to 12, for use by teachers in America concerned with a lack of compassion and sustainable choice-making in graduating high school students. To inform the creation of the Humane Experiential Literary Studies Curriculum a survey of current scholarly and other relevant literature was conducted in the areas of literary theory; literary activism; human, animal, and environmental themes in language and literature; behavior change in adolescents; and experiential education. The resultant curriculum was designed to contain five sections addressing humane literary studies in general, human rights, animal rights, environmental ethics, and literary activism, respectively. Each section is comprised of thirteen units, each three days in length, containing one lesson per day. Each lesson provides suggested classroom materials and teacher resources, where needed, for ease of implementation. Also included are several preliminary sections which introduce the curriculum, delineate how to utilize it, and present possible assessment methods. The completed project represents a comprehensive curriculum model which is capable of successfully addressing and improving students' understanding of human, animal, environmental, and activist issues; increasing the occurrence of compassionate attitudes and behavior, as well as sustainable values and choice-making in students; all while imparting traditional literacy and literary skills.

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Chapter One

Introduction

Introduction

I feel I have always been progressing towards a career in humane education. Outspoken about issues of equality and oppression in high school, I was constantly arguing with my teachers and classmates about social justice and morality issues. In college, I became more interested in environmental issues and literary activism. It was then that I was introduced to the world of literary theory, which encompasses the various theories and practices that inform the ways students, teachers, and scholars read, understand, analyze, and put literature to use (Barry, 2002).

Three theories in particular were transformative in the way I viewed the relationship between text and world, and reader and text: ecocriticism, deconstruction, and psychoanalysis. Through engagement with these and many other literary theories, such as queer theory, gender studies, feminist theory, new historicism, and post-colonial theory, the activist potential of literature and its study opened up before me.

Psychoanalytical literary theory was fathered by Sigmund Freud and later developed and reformulated by many scholars in the fields of psychology and literature. They contend that by exploring the language and structure of a text as if it were capable of desire and trauma, possessing both a conscious and unconscious “mind,” readers can tease out the inner meaning of any piece of language (Barry, 2002).

Deconstructive literary theory conceives of language as being an inadequate tool usually used in ignorance of its imperfection, stating that in the very attempt to communicate truth and experience through language and narrative, the possibility of such an achievement is undermined. Jacques Derrida, the founder of this theory, roots the validity of his ideas in the

belief that the structured relationship between words and the real things they are meant to signify is actually an illusion. He believes that by deconstructing a text, that is, by identifying points in the text and its language which can be interpreted in multiple ways, one can expose its true meaning by exploring what the tension between those contradictory meanings can demonstrate (Barry, 2002).

Lastly, I was introduced to ecocritical literary theory, which, in the simplest of terms, is the exploration of the relationship between literature, language, and the environment (Barry, 2002). I became increasingly aware of literary theory's potential for incitement of social change. By applying the various types of analyses I have mentioned here to texts, students might become more aware of the revolutionary potential of literature, especially in the quest to create positive change in human attitudes and behaviors towards the environment, animals, and other humans.

I decided to study humane education which is aimed at educating students towards a relationship with other people, animals, and the environment that embodies the best qualities of humanity, including reverence, respect, and responsibility. These qualities are instilled through teaching models focused on cultivating in students skills like critical and creative thinking, while providing them access to comprehensive information about their world, especially that which mainstream media and culture tend to distort, obscure, or omit (Weil, 2004). The more I learned about the skills, practices, and issues associated with being a humane educator, the more curious I became about the possibility of a fruitful intersection between literary studies and humane education. One final element I see as integral to successful humane education, which appears to be little explored in current research, is the use of experiential education in language arts curricula.

I wonder, can I use my passion for the power of the written word to ease any of the world's

suffering and destruction? Can I use literature to help students be better citizens of this world, all while still teaching them the traditional literary skills they need to be successful in their future academic, employment, and personal pursuits?

Rationale

I hope that my research into literary theory, experiential education, academic activism, and the psychology of social change helps me to better understand how to make the following hopes into realities. I hope to be better equipped to train my students to be activists in their interactions with the written word and in their lives. I desire to become more familiar with the multiplicity of ways I can employ experiential learning in a curriculum and to be sure of which applications and techniques will be most productive and effective considering both my humane and literary educational goals. Lastly, I strive to comprehend more fully the motivations and influences at work in the transformation of adolescent attitudes and behaviors. My investigation of an intersection between humane education and literary studies, as well as the curriculum such an inquiry will enable me to create, will become the formative influences and indispensable building blocks of my career as an educator. This project will enhance my ability to thrive intellectually as an educator, be satisfied and enriched by what I am doing in my classroom, and create the most productive and positive learning environment for my students.

The questions asked by the environmental degradation, animal exploitation, and human oppression that surround us need to be answered. Calling attention to and attempting to respond to the needs of an unjust and unequal yet interconnected world is the mission of this project.

The problems addressed within this project are concerning to a fair few within today's school systems. Teachers and professors, students and parents, schools and communities, and let's not forget, the animals and ecosystems, all have something at stake here. Student members of a

humane literary learning community can gain the knowledge and skills to be more productive members of our global community through this curriculum. Students undertaking this type of academic endeavor will potentially emerge more capable, empowered, confident, and informed in their ability to make a difference in the world. Teachers looking for ways to highlight the practical applications of literary studies in a manner which contributes positively to the creation of an active empowered youth, ready and equipped to find and enact solutions to the problems evident in our world, will benefit greatly from the results of this project.

If educators make no effort to curb the negative ecological, social, and interspecies behaviors and attitudes of students, we risk allowing the next generation to graduate into adulthood ignorant of their responsibilities as a citizen of earth, and the respectful attitudes and reverent behaviors that properly behoove such citizenry.

I chose to design a literature curriculum for grades nine to twelve infused with compassionate and sustainable learning opportunities because I believe literary studies possesses an extraordinary and unique power to affect the hearts and minds of its practitioners and learners. I also feel that literature is particularly suited to meet the needs of humane education initiatives because just as humane education seeks to bring out the best qualities of humanity, so too does literature represent something of the best of humanity. This makes it a most appropriate vehicle for a uniquely human learning experience. I chose to include experiential learning techniques because my own education experience and vast amounts of research have demonstrated that learning is most effective, productive, and long lasting when it is synthesized or solidified in a tangible and personal setting.

Goal

The goal of my project is a supplemental curriculum addressing the lack of compassionate

and sustainable skills, knowledge, attitudes, and behavior in ninth to twelfth grade English students. This curriculum is intended for implementation in average high school English classrooms, including such courses as American literature, world literature, or freshman English, all of which represent typical high school language arts subjects which are studied by students for one academic year. I will likely utilize this curricular model in Maine public schools, but believe it to possess valuable applicability to any high school English course.

The humane experiential literary studies curriculum will be defined by its use of both literary theory and experiential educational techniques in order to cultivate in students more compassionate and sustainable attitudes and behaviors towards humans, animals and the environment, all while meeting English educational teaching standards for content and learning outcomes. I will use literary analysis and composition writing lessons to explore with my students issues of injustice, compassion, and sustainability concerning humans, animals, and the environment. I will also employ experiential educational techniques to increase the depth, relevance, and retention of student learning in the aforementioned areas.

My proposed curriculum, which spans the length of one academic year, will be broken down into five units: introduction to humane literary studies, human rights, animal rights, environmental ethics, and literary activism. Assuming we spend roughly three days on each lesson within each unit, the forty days per eight week unit will break down into thirteen lessons per unit.

The teaching styles and educational techniques employed in my curriculum will include: lecture, class discussion, guest speakers, field trips, service learning, reading and analysis of texts, individual student research and presentation, reflective writing, and hands-on activities, among other educational activities.

Learning will be assessed and evaluated through: written response tests; graded essays; a final project demonstrating an attempt to exercise literary activism in their community, student-teacher conferences; class participation; informal written reflections; and finally, assessment at the end of each unit comparing their current progress against a set of goals established by the teacher together with each individual student at the start of the year.

Rubrics and evaluations will judge and measure writing and language skills; understanding of literary theory and analysis; understanding one's interconnected relationship to other people, animals, and the environment; positive attitude and behavior change; understanding of the activist potentials of literature and language; knowledge of compassionate and sustainable lifestyles and choices; improvement relative to their own learning and personal goals; critical thinking; and finally, information finding skills.

Concerning humane education, my goals are as follows. First, students will build stronger, more intimate, sustainable, and compassionate connections with our environment, fellow animals, fellow human beings, and themselves. Second, students will gain unique first-hand knowledge of how the concepts which they have explored in the classroom function in the real-world. Third, students will possess a firmer foundation of their understanding of and relationship to ecology, humanity, and animals. Fourth, students will become familiar with many alternative sustainable and compassionate lifestyles, behaviors, and values. And, fifth, students will pursue careers and make choices that will create positive change in their relationship to their communities—both locally and globally, fellow animals, and the environment.

In service to literary education, I hope to achieve the following goals. First, students will gain an expanded understanding of literature and language having gained traditional literary skills such as comprehension and analysis of texts. Second, students will be able to demonstrate

their ability to critically engage texts both orally and in writing. Third, students will gain a critical comprehension of literary theory and its applications, particularly ecocriticism, deconstruction, and psychoanalysis. Fourth, students will gain a critical comprehension of the power of literature and language in the arena of activism and social change. And finally, students will be able to demonstrate this comprehension in their ability to both unearth these potentials from within texts and create these possibilities in their own writing and speech.

The literary and humane education goals of this curriculum intend to address the state of Maine Department of Education's "Parameters for Essential Instruction." These instructional guidelines put forth by the state of Maine and the goals of my curriculum mutually reinforce each other. These delineate that a secondary English student needs to be "a clear and effective communicator," "a self-directed and lifelong learner," "a creative and practical problem solver," "responsible and involved citizen," and "an integrative and informed thinker" (Bernard, 2008, pp. 1-2). The state of Maine also requires, "students read to comprehend, interpret, analyze, evaluate, and appreciate literary and expository texts by using a variety of strategies" (Maine Department of Education [MDE], 2007, p.15); "students write to express their ideas and emotions, to describe their experiences, to communicate information, and to present or analyze an argument" (MDE, 2007, p.24); "students engage in inquiry by developing research questions, accessing and verifying a variety of sources, communicating findings, and applying the conventions of documentation" (MDE, 2007, p.27); "students...apply knowledge of grammar and usage when reading to aid comprehension" and when communicating to aid in "effectiveness and clarity" (MDE, 2007, p.28); and finally, "students recognize and can explain the effects that both *print* and *non-print* sources have on listeners, viewers, and readers" (MDE, 2007, p.30).

Problem Statement

The problem I seek to address may seem like many problems deserving of multiple solutions. Yet, it is the nature of these seemingly disparate problems of environmental degradation, animal exploitation, and human oppression that elucidate the central issue I seek to address. This shared concern is the lack of actionable awareness humans display for the interconnected and reciprocal dependency of these three issues. The problem I seek to address is the lack of compassionate and sustainable behavior that would logically follow a true realization of our connection to other humans and animals, and dependency on the environment which supports us all. Investigating this problem as a pedagogical issue entails unearthing ways in which students' negative behaviors and attitudes towards the environment, animals, and fellow humans can be affected by different educational strategies and practices.

In this light, the problem of an obscured connective and dependent consciousness becomes a deficiency of the educational system. I first noticed this discrepancy when I myself was in high school. Taught to be aware of ethical injustices yet met everywhere by strange hypocrisies, my education at a Catholic high school in Massachusetts was fraught with questions and confusion. I, then, began to see everywhere situations similarly as distasteful as a religion which glorifies the salvation of prostitutes while condemning the equality of homosexuals. It was not until college, when I was introduced to ecocritical literary theory and a household of composting recycling vegans, that I saw how the same ideas that lead people to pollute and over-consume were those that lead them to abuse animals and people, creating an overarching ideology of domination and exploitation.

Historically, the oppression of humans can be traced back to ancient civilizations, as is found in the practice of slavery by Greeks and Romans in B.C.E. times. By the middle ages, the practice of serfdom came about as a form of agricultural slavery. By the modern age, systems of

colonization had begun, resulting in conquest, enslavement, and often times genocide, of many groups in Asia, Africa, and the Americas—for the most part by European powers, although Japan and China are not entirely free of guilt. By 1800 C.E., slavery and economic oppression, and the cultural and psychological violence that go with them became societal norms around the globe (Bales, 2007; Hartmann, 2000; Spiegel, 1996; and Ury, 2000).

Furthermore, animal exploitation has roots stretching back as far as the foundations of recorded human civilization in ancient Mesopotamia, depending on how one frames the problem itself. The disregard for the well-being of our fellow creatures grew exponentially with the introduction and rapid domination of factory farming practices, occurring in the mid-1900s, and continuing up through the present moment (Eisnitz, 2007; Singer 2002; and Spiegel, 1996).

The last 150 years have also seen a societal movement away from a connection with nature and organic participation in its life-sustaining processes towards a path of growing destruction and division. Expedited by the industrial revolution, humanity's use of fossil fuels multiplied to unsustainable and environmentally damaging levels while, simultaneously, the need for raw materials to feed the machines of industry and consumerism grew, resulting in the patterns of natural resource depletion and ecological degradation that continue to this day (Hartmann, 2000; and Orr, 2004).

These three problems all address the way in which humans think about and interact with other human beings, animals, and every part of our habitat—planet earth, as well as the interrelationships between each of these components. The human experiential literary curriculum I wish to develop seeks to cultivate possible solutions to the problem of the interconnected oppression, domination, and exploitation of humans, animals, and the environment, as well as students' lack in actionable awareness of it.

Population

My curriculum targets high school students and teachers in American public schools. More specifically, my curriculum will be applicable to teachers and students of literature in the state of Maine, where I plan to begin my teaching career. Of particular interest is students who lack critical awareness of their interconnected and dependant relationship to the environment, animals, and other people, as well as any teacher concerned with this deficit.

The teachers and students of literature serve as the beneficiaries in addition to the target audience of my resultant project. The humane experiential literary studies curriculum has the potential to enrich secondary English classrooms for both students and teachers, leading to higher levels of critical thinking, as well as influence on student behavior and attitudes towards animals, humans, and nature, and hence more sustainable and compassionate choices.

Methodology

For my scholarly research I broke my proposed humane experiential literary studies curriculum topic down into its major conceptual and theoretical components: experiential education, developmental psychology, humane education via literary theory and literary studies, and lastly, the importance of language and literature as activism.

Unfortunately, my study is limited by the fact that I have no personal teaching experience as a high school English teacher or experiential educator. I am also hampered by the fact that the area my study will likely apply to—teaching high school English in the state of Maine—is to a certain degree beyond the reach of my research capabilities. This is mostly due to the fact that I currently do not live in Maine. Also, I do not know which school or grade of high school I will be teaching, hence my demographic information will be necessarily vague. However, using the Cambridge College Online Library, my local Wadleigh Memorial Library, the Minute Man

Library Network, and the Boston Public Library, I was able to procure all the book chapters and articles I feel I need to write my review of literature and perform research for my curriculum. I subdivided these sources into my corresponding research categories or relegated them to curricular design and development. I then, identified the points and statements within these writings which most clearly illuminated current theories or practices in these fields or supported my general theses.

Next, I plan to speak with professional practitioners of both humane literary education and experiential education via email interviews or questionnaires. I also plan to visit or correspond with potential field trip and service learning sites. And finally, I will compile via internet and my personal experience, information on possible classroom resources: books, short stories, plays, songs, poems, articles, essays, guest speakers, videos, field trip and service learning sites, assignments, activities, projects, etc., to supplement my curriculum.

Chapter Two

Review of Literature

Introduction

In order to compile relevant background information on important themes in current research and scholarship, it is necessary to identify within the humane experiential literary studies curriculum the seemingly disparate disciplines contributing to the validity of its proposal and implementation. The categories into which I have divided my review are: agency and activism in language and literacy; humane education via literary theory; models for and factors contributing to behavioral change; and experiential education.

Before I begin my presentation and analysis of these themes, I feel it is imperative to give a working definition of humane education. According to Weil (2004), the “four elements that form the foundation of quality humane education” call for educators to provide “accurate information,” foster “Curiosity, Creativity, and Critical Thinking,” engender “Reverence, Respect, and Responsibility,” and offer “positive choices that benefit oneself, other people, the earth, and animals,” so that students might: be more aware of the consequences of their actions, be better problem solvers, be more compassionate and be “empowered to help create a more humane world” (pp. 19-20). These elements inform the humane goals of the humane experiential literary studies curriculum proposed here, and they partially structure my analysis of the following sources as they relate to this curriculum.

The Power of Language and Semiotics and the Activist Potentials of Literature

Any discussion of relevant research and theories concerning a curriculum planning to merge experiential and humane educational techniques with a literary studies curriculum must begin with the power of language and semiotics, which is the study of symbols and concepts

such as words, especially where they address the activist potentials of the literary.

Consciousness-raising literature. In an article which addressed literary agency, Fiandt suggested that writers can awaken the social and political consciousness of their readers through the stories they share (2006). This indicates the possibility for students, reading and writing in a literary studies course, to develop an expanded social and political awareness of the world.

Literature as an agent of change and inspiration for activism. Having written on the capacity of curricula to promote social justice, Singer and Shagoury presented arguments for the activist potential of literature when used to illuminate the steps taken by successful activists (2005). In their experience, by teaching literacy skills and encouraging creative individual action, students can become “educated and actively participating citizens”(2005, p. 318). Addressing another activist component of literature, Pollock (2004) commented on the power of words, quoting Voloshinov as having explained that words have the “inherent capacity for either repressing or instigating change” (p. 11). One such way to mobilize this power of language is through the practice of literary criticism. In his article, Estok stated that noting frequency of and connections between prejudiced or discriminatory representations in texts is a definitively activist move (2004). By extension, teaching students to do the same can teach them one form of activism. Bracher (2006) declared the prevalence of social justice activism in the “teaching and scholarship” of literature, having added that whole fields of literary criticism are focused on combating injustice (p. 463). It seems clear from the work being done in the fields of literacy education and literary theory, that a humane literary studies curriculum is not only a feasible but a desirable outgrowth of current research and practice.

Linguistic constructivism. That which makes language so powerful in service to positive change can also contribute to systems of domination and oppression in our world via linguistic

constructivism. Spiegel (1996) noted, “Language, along with the written word, serves to perpetuate and reinforce prejudicial attitudes prevalent in our culture” (p. 38). Examples of such linguistic constructivism abound in current literature. The production and reinforcement of racism and colonialism through language seem to be the most strongly investigated themes. For example, Williams Jr. (2005) explained how the use of “The language of Indian savagery” ascribed Native Americans as racially and culturally inferior to peoples of European descent (p. 36). Investigations of such linguistic patterns are, therefore, indispensable in efforts at understanding and influencing cultural maladies such as racism and colonialist ideology.

Current literature on language and semiotics suggests that the constructive agency of language can be found similarly in the arena of human-animal relations. During his analysis, Grace (2008) noted that, as Lutts observed, “people and cultures have given [animals] special meanings and responded to them in terms of those meanings” (p. 24). The definition humans give to animals is, therefore, prescriptive of the human-animal relationship, including all the behaviors and beliefs implied by the structure of the given relation. The effects of linguistic constructivism reach beyond humans and animals into the depths of the human relationship to the environment. Humphrey’s investigation highlighted an important point. He explained that the way humanity defines nature is at least partially predictive of the way humans will act towards the environment (2000). Together, these theories point to the need for a population with the critical literacy skills to analyze how humans define and talk about our world, so that any damaging and oppressive structures produced or reinforced by language can be addressed. This is a need that humane literary studies fervently addresses.

Healing language. The promotion and definition of speaking and writing as acts of healing is a prominent theme in current literature. Opondo cited Certeau’s idea that “what the map cuts

up, the story cuts across,” he then added that, through certain forms of literature, one can “read back that which has been put under erasure by a Eurocentric or colonialist politics of representation and the writing practices and genres of expression that favour it” (2008, p. 64). Hence, literature can explode the destructive boundaries drawn by colonization, healing the wounds inflicted by it. Fiandt (2006) also contended that writing can be healing, for both reader and author, in efforts to “reweave history and create space for mass cultural healing for those who have been wounded by it” (pp. 567-568). Literary healing not only breaks down negative structures but can also begin the process of rebuilding positive ones.

Humane Education Via Literary Theory

What is of utmost importance to the gathering of background information for this particular type of project, is a survey of current literature addressing intersections between literary studies and the issues of human rights, animal rights, and environmental ethics.

Exploring humane issues through literary studies. In reviewing current scholarship on literary criticism and literacy education, certain approaches to literary studies stood out as relevant examples representative of a general movement in the field towards a more ethical approach to the teaching of literature. I present Harwood’s (2008) work on critical literacy. She outlined an English curriculum which helps students to uncover “systems of meaning and power” embedded both in texts and in people’s lives, where she cited Lewison, Flint, and Van Sluys definition of critical literacy as “(1) disruption of the commonplace; (2) interrogation of multiple viewpoints; (3) a focus on socio-political issues, and (4) the taking of action and promotion of social justice,” having added, “These dimensions create a framework for children to address social, political, and cultural equity issues inherent within texts” (p. 5). The goals of Harwood’s critical literacy curriculum and my humane literary studies curriculum are essentially

the same, with the exception that a humane curriculum will focus this critical lens on issues and actions that affect not only humans but also animals and the environment. Bracher detailed an approach which advocates “Re-educating the Emotions Through Literary Study,” by means of replacing the causal schemas used mentally by students when assessing the level of responsibility among actors in the world. Bracher explained that literature can contribute to social justice by helping students overcome indifference and adopt compassion for those who suffer (2006). He suggested doing this by helping students to establish a “comprehensive schema at the basis of their cognitive processing of questions of responsibility and blame concerning literary characters,” which can then be transferred to the assessment of real life situations (p. 500). Comprehensive and psychologically accurate as this method is, I am unsure that it can still be considered literary study. It seems that the use of literature is secondary and superficial in this equation, though it does encourage social justice in students.

Addressing human rights through literary studies. More specifically, literary analyses can explore issues of human rights. In her article, Cameron (2008) analyzed the roles, interpretations, and effects of depicting indigenous peoples as ghosts in stories. She claimed indigenous haunting in narratives can do several things: “giving some voice to colonial traumas,” “re-inscribe the interests of the powerful upon the meanings and memories of place,” and “address the transgressions of the colonial past...as part of a call for some kind of redress or change in the present” (p. 390). Here, Cameron has offered us an interpretive analysis—what would likely be classified as postcolonial literary criticism—which sheds light on one’s understanding of indigenous rights in a postcolonial world, suggesting that this representation asks a certain actionable awareness of its readers.

Defining deconstructive literary theory. Many fields of literary criticism are employed in the

fight for justice. One such theory is deconstruction. Deconstruction is the process by which a text is allowed to deconstruct itself to reveal the closest conception one can possess to meaning.

According to Derrida, deconstruction is characterized as an “effort to bring out the *negativity* of the philosophical, literary or other text: its ambivalences, aporias and polysemics; everything that resists conceptual and unequivocal definition” (Zima, 2002, p. 38). Hence, as a deconstructive literary analyst, the critic looks for that within a text which resists unilateral definition, that which represents contradictory meanings. The critic then reads the rest or some part of the text in light of this contradiction or multiplicity. Derrida’s philosophy is grounded in the notion that subjectivity is an illusion “because language is...an open interplay of polysemic signifiers with shifting meanings;...because, in Lacan’s [a psychoanalytic theorist] case, the individual’s discourse is partly determined by the unconscious” (Zima, 2002, p. 57). Zima (2002) went on to explain, “This dissolution of the presence of meaning is due to the fact that the written text can be read in several contexts, each of which produces a shift of meaning that in turn produces the *differance* [Derrida’s term for the absence of meaning created by the shift from one word or expression to the next] described by Derrida” (p. 45). This interplay of *differance* and meaning was described as follows: “meaning merely *occurs* as an interminable *shift* from signifier to signifier: as a *trace* or *differance*” (Zima, 2002, p. 54). As I shall demonstrate in the next section, deconstructive practices can be used to further the humane education goals of literary studies.

Deconstruction as humane education. In his book, Zima (2002) also explained the larger implication of Derrida’s linguistic criticism. He wrote, “[Derrida] seems to recognize in Western Idealism an instrument of domination” (p. 23). Hence, Derrida sees the unexamined structure and practice of language as an implement of Western—i.e. Eurocentric, colonial, and patriarchal—domination. Given this, it seems to be no stretch of the imagination to interpret the theories

expounded in Derrida's "Structure, Sign, and Play in the Discourse of the Human Sciences" as an indictment of discourses and systems which enshrine an absolute order that would privilege certain people, animals, or environmental actions over others (1972). Furthermore, deconstruction can be seen as the never-ending practice of critical thought which acknowledges only interconnection—Derrida's *differance* and *trace* (1972)—while rejecting the privileging structurality (Derrida, 1972) which inscribes and justifies in the world systems of oppression, domination, exploitation, and destruction. For example, McKay (2010) found that, "Derrida's reading intimates, if we *really* want to resist the (ab)use of animals, we must begin by deconstructing, rather than adopting, terms from the grand philosophical story of 'Man [*sic*]" (p. 264). Such practices are inherently humane, in that one of the purposes of humane education is also to unveil interconnections and systems of oppression and domination. Hence, deconstruction is readily employed in the practice of humane education.

Defining psychoanalytical literary theory. Another important theory is psychoanalysis. In his essay, Davis (1994) stated, "[Freud] depicts psychoanalysis as an account of and a strategy for interpretive procedures" (p. 193). A psychoanalytic interpretation of a text puts forth the notion of "texts as semiotic constructs conveying a dream wish, or subject of understanding, made evident through analysis" (Davis, 1994, p. 193). Freud's aim in uncovering this desire or subject is to resolve psychic tensions often classified as traumas. For the purposes of literary studies, psychoanalytic criticism reveals the unconscious subjective desires or traumas buried in the language of the text. This can be useful in attempts to unveil the psychological underpinnings of texts which contribute—positively or negatively—to the production of cultural knowledge in the world, including humanity's relationship to other people, animals, or the environment.

Defining ecocritical literary theory. Throughout current literature, the most authoritative

definition of ecocriticism is that delineated by Glotfelty. She defined ecocriticism as “the study of the relationship between literature and the physical environment,” wherein critics take “an earth-centered approach to literary studies” (as cited in Dobrin & Kidd, 2004, p. 3). Glotfelty stated that ecocriticism is a study of the interrelationship of nature and culture through an examination of language and literature (as cited in Dobrin & Kidd, 2004, p. 3). In recent years, however, scholars have taken the theory one step further to include “urban as well as rural loci and environmental justice concerns as well as nature preservation” (Dobrin & Kidd, 2004, p. 7). In contrast, ecocriticism has consistently “focused participants’ attention on the connection between academic work and public citizenship and advocacy,” promoting, “the symbiosis between artistic accomplishment and environmentalist commitment” (Dobrin & Kidd, 2004, p. 7). Ecocriticism is, therefore, an inherently humane pursuit, due to its drive to reconnect humans and their environment, as well as its focus on public activism.

Defining ecofeministic literary theory. As a literary theory, ecofeminism often focuses on connections between the domination of women, animals, and nature found in literature and language. In the introduction to their book, Dobrin and Kidd (2004) stated, “ecofeminism’s ‘condemnation of the domination of nature and of all animals, wild and domestic, human and nonhuman, lies at the heart...as Copeland points out, many ecofeminists argue that the very sorts of oppression that are leveled against women and other groups are directly linked to the oppression of the natural world,” slating texts as an ideal place for identifying and “combating cultural hegemony” (pp. 9-10). Furthermore, Estok (2007) shared the ideas of Warren, who wrote, “the domination of women is dynamically similar to the logic that supports the domination of the natural environment. ...ecofeminists...espouse...the ways in which feminizing nature and naturalizing or animalizing women has served as justification for the domination of

women, animals, and the earth” (p. 71). It would seem, more than any other literary theory or practice, that the analysis of texts through ecofeministic logic would most directly resemble the actions of a humane literary studies curriculum, for both place at the center of their critical investigations the connections between and domination of humans, animals, and the environment.

Defining animal studies. Another literary discipline is the newly forged interdisciplinary field of animal studies. Szell (2009), described animal studies as a discipline “focused on understanding human interpretations and uses of real, symbolic, and appropriate bodies of the beasts, as well as the powerful connections between bodies of humans and other animals” (p. 149). Continuing this definition, Estok (2007) introduced Malamud, who outlined activist, ecocritical animal studies in the following terms. Malamud has argued that it “should encourage people” not to harm animals; to understand them without objectification; to teach about them, while acknowledging the limits of such knowledge; to encourage respect for them; and to redefine animality, resisting temptations to oversimplify it (p. 66). Based on this definition, animal studies is thoroughly humane education oriented, and as it has delved into literary theory, so too shall humane education successfully undertake that journey.

Addressing animal issues through literary studies. Having examined animal studies through a humane lens, several scholars offer applications of the practices delineated by this field. Szell (2009) has also stated that critical readings of the animalian presence in texts serve the important function of “rendering problematic any easy distinction between humans and beasts” (pp. 154-155). From this perspective, literary studies is employed as humane education when the literature is analyzed, bringing awareness to such depictions and their ability to foster change. McKay (2010) wrote that Rohman’s readings “trace the displacement of, confrontation with, and

recuperation of various animalities” within “modernist texts,” which can “reentrench, unsettle, and even invert a humanist relation to this nonhuman other” (p. 265). Rohman also decried that “literary work, more than philosophical thought, has the potential to reformulate human relations to animals” (as cited in McKay, 2010, p. 265). Each of these discussions of a literary animal studies reinforces the implementation of such literary practices in a humane education curriculum for the secondary English classroom, taking traditional literary skills and employing them in an attempt to promote a critical activist mode of humane, as well as literacy, education.

Literature inspiring activism. While the activist potentials of literature were treated in the first section of this review, it is important to look at the more specific possibilities created by the *teaching* of a humane literary studies course. Concerning this possibility, I present Singer and Shagoury (2005), who cited Hall, as having proffered that literacy education is “bound up with ethnicity, gender, social class, disability, and so on. Its purpose is social justice, equality and democracy” (p. 319). In addition, “teaching social justice can be at the forefront of a secondary English curriculum that simultaneously incorporates traditional skill development and critical analysis” (Singer & Shagoury, 2005, p. 319). These scholars legitimize the idea that humane literary studies curricula do not have to be considered specialized or elective literature courses, but that, in a sense, all literature courses can and should similarly examine what can be interpreted as humane issues. Literature can also be used to give students the skills to become successful change agents. A similar method of using literature to teach activism was presented by Nikitina. She wrote, “The activism strategy provides opportunities for students to act upon insights developed through conceptual learning in the humanities classroom” (Nikitina, 2009, p. 39). Hence, by giving students a chance to participate in community service projects relating to the subject under study in works of literature being read, students are able to act on the insights

they have gained through their literary studies. One final theory on the activist potential of literary studies was put forth by Tropiano. Evoking Freire, Tropiano explained that no change is possible without first having a dream for the future. By fostering creativity and imagination, the study of literature can give students the tools they need to imagine a better future, the first step to creating real societal change (2008). Whether in the arena of human rights, animal rights, or environmental ethics, current literature supports the argument that a humane literary studies curriculum is well positioned to guide the transformation of students towards a more active and aware role as citizens of earth, precisely because of its literary capacities.

Developmental and Behavioral Psychology

In researching current relevant literature on developmental and behavioral psychology as it applies to fostering behavioral and attitudinal change in adolescent beliefs and actions towards other humans, animals, and the environment, an imbalance in representation emerged. When it comes to investigating the ways in which educators can instill compassion and intent to act in students, there appear to be very few people focusing research efforts on affecting this type of development concerning behavior towards humans and animals. I plan to work under the assumption that theories constructed to address the promotion of proenvironmental attitudes and behaviors, may have value when applied to other humane issues such as human and animal rights. That being said, I present this research because any curriculum wishing to nurture in students more humane attitudes and behaviors, benefits amply from knowledge of what others have achieved toward the completion of such goals.

Factors contributing to proenvironmental behaviors and attitudes. Darner is one of many who described behavioral change factors. Darner cited Hines, Hungerford, and Tomera who concluded that the fostering of locus of control, personal responsibility, action skills, knowledge

of action strategies, knowledge of issues, and intent to act are most likely to lead to proenvironmental behaviors (2009, p. 41). However, Blanchet-Cohen wrote that before knowledge and responsibility can be invoked on behalf of the environment, students must also develop a relationship with nature informed by both reason and emotion, having cited Chawla and Flanders Cushing, Roszak, and Sobel (2009, p. 258). Furthermore, Barrett added that development of students' action competence is most important in producing student environmental action. Action competence was defined as students' abilities to reflect on and respond to current health and environmental concerns, create their own visions for the future, and make choices based on those visions, as well as the knowledge students gain from having opportunities to plan and take action (Jensen and Schnack as cited in Barrett, 2006, pp. 503-504). Emphasis is being placed heavily on giving students the skills and practice they need to feel capable of successful proenvironmental action. While I agree, it seems important to include Blanchet-Cohen's theory which declared that before the aforementioned action can be taken, the student must develop an emotional and intellectual relationship with the natural world. I believe taken together, these several theories provide information vital to educators wishing to inspire behavioral change. It seems logical that these theories could also apply to humans' behavior towards other people and animals. Allowing students to develop an emotional and intellectual relationship with marginalized groups of people as well as wild and domestic animals might be equally beneficial. Also, development of action competence on behalf of human and animal rights causes, might in fact encourage actively compassionate personal behavior towards humans and animals.

Models for encouraging proenvironmental behaviors and attitudes. Much research has been done to develop specific models for encouraging proenvironmental behavior and attitudes

directly. Farmer, Knapp, and Benton (2007) suggested achieving this through direct environmental experience, “environmental restoration activities,” “emotional content,” varying teaching styles, and providing “relevant and personal information” (p. 34). According to Heimlich and Ardoin (2008), who cited Frick et al., this type of environmental education is most effective when “action-related knowledge (what can be done) and effectiveness knowledge (comparative benefits of different actions)” are conveyed in addition to the more commonly prescribed “system knowledge – or understanding the ecological issues” (p. 220). Another theory suggests focusing on self-determination. Darner (2009) cited Deci & Ryan; Reis, Sheldon, Gable, Roscoe, & Ryan; Ryan & Deci; Sheldon & Elliot; and Sheldon, Elliot, Kim, & Kasser, all of whom explained self-determination theory thusly: “three basic psychological needs support self-determined motivation: competence, autonomy, and relatedness” (p. 44). The components and goals of self-determination theory lend themselves to implementation within a humane experiential literary studies curriculum, suggesting, also, this theory’s capacity to enhance the effectiveness of this curriculum.

Models for changing behavior. This next section is devoted to theories elucidated by an article that seems to address behavior in general. Heimlich and Ardoin introduced the most accepted models for behavior change which they found in existing literature. I will begin by introducing the models that I believe will be less effective, based on other research findings and theories encountered in my reviewing of literature. McGuire described “The communication/persuasion model” which “posits that communication can change attitudes and behaviors that are linked in the same causal chain” (as cited in Heimlich & Ardoin, 2008, p. 225). As evidenced elsewhere, communication and intellectual reasoning alone, cannot create lasting behavioral change, although they can be auxiliary. Next Rogers wrote about “the concept

of diffusion of innovation,” where he stated, “that change spreads in a population through a normal distribution of willingness to accept new ideas” (as cited in Heimlich & Ardoin, 2008, pp. 225-226). Acceptability of new ideas, however, cannot single-handedly produce behavioral transformation, while it may contribute to the overall behavioral outcome. “Social marketing,” McKenzie-Mohr & Smith said, “follows a process similar to commercial marketing: target audiences are defined, barriers are identified and programs are designed to reach the target audience by using specific ‘behavior-change tools’” (as cited in Heimlich & Ardoin, 2008, p. 229). While marketing can be one effective tool, it is obvious from the product variety present in our consumer culture that marketing does not guarantee the influence of every targeted individual.

Turning, now, to the theories I feel represent the more comprehensive models of behavioral change, I will begin with “The Integrated Model” (Heimlich & Ardoin, 2008, pp. 226-227). According to Kasprzk et al. this model “illuminates three core concepts shared across these theories: perceptions about outcomes of performing the behavior, the social support for the behavior and the effect of the environment or the situation on behavior performance” (as cited in Heimlich & Ardoin, 2008, pp. 226-227). Here, expected results, social acceptability, and performative obstacles constitute the three elements leading to behavior change, according to the integrated model. Of these concepts, expected results seems most important here, given its similarity to action competence, which is heavily emphasized elsewhere in this review and throughout current literature. If one expects that one’s actions will be successful, this feeling of competence will increase the likelihood that she or he will continue performing that behavior. The theory of “Social learning” purported “that behaviors are learned from others in the situated context in which the behaviors can be used” (Heimlich & Ardoin, 2008, p. 228). Hence,

behavioral changes occur as a result of watching others perform the desired behavior successfully and effectively.

It has become apparent in conducting an overview of current research and theory relevant to behavioral change, that models focusing on action competence are favored among scholars and practitioners. Various other themes and concepts of import to any curriculum hoping to influence behavior towards people, animals, and the environment are recurrent in the literature on behavioral psychology. Most significant among these concepts are action skills; intent to act; engagement with the environment; participation in environmental restoration activities; emotional content; understanding the ecological issues; self determination; competence; autonomy; relatedness; locus of control; and social learning.

Experiential Education

Given that the complete curriculum proposed by this project is a humane *experiential* literary studies curriculum, this next section will necessarily explore the field of experiential education. Once again, literature on experiential education leans heavily toward environmental education applications. My treatment of this content will attempt to correct this imbalance by suggesting transferability of certain theories and research to address out-of-classroom educational experiences pertaining to animals and people.

Definition and examples of experiential education. Rone (2008) cited Cantor, who defined experiential education as “learning activities that engage the learner directly in the phenomena being studied” (p. 237). Experiential education can take many forms, some of which are “service learning, cultural journalism projects, exchange programs, cooperative education, social science laboratory courses, adventure education, and field trips” (Cantor as cited in Rone, 2008, p. 237). Extending this definition, Hamilton-Ekeke (2007) described outdoor teaching as inclusive of

“fieldwork and outdoor visits, outdoor adventure education, and school grounds/community projects” (Rickinson et al. as cited in Hamilton-Ekeke, p. 1872). For the purposes of this project, I will be focusing on the application of service learning and field trips, both of which will be components of the humane experiential literary studies curriculum.

Employing experiential education in the literary studies curriculum. While the joint employment of literary studies and experiential education may seem to many an odd marriage, it is not without precedent. Blair (2009) reported that “gardening opportunities were used...for academic instruction in...language arts” (p. 32). In addition, Nikitina (2009) wrote, “In the course Literature and the Environment...the discussion and interpretation of texts...is reinforced by real-life opportunities to act upon newly forged beliefs through limited service at a local environmental organization” (p. 40). In this instance, service learning is employed in order to reinforce concepts learned through literary studies. This is of exponential benefit to the humane experiential literary studies curriculum, wherein humane issues which are critically addressed in texts easily find tangible reinforcement in service learning opportunities in the community.

Benefits of field trips. General affirmations of the beneficial nature of field trips proliferate literature on the subject. Pace and Tesi (2004) purported, “It appears to be beneficial to...provide [students] with opportunities to learn outside of the school grounds” (p. 38). Rone (2008) extended this idea when she stated, “This field trip experience...was a more effective teaching tool than the readings or video or audio recordings” (p. 243). Solidifying this notion, Hamilton-Ekeke (2007) suggested that the field trip method of teaching certain subjects is simply a superior method to the expository method of instruction (p. 1878). The consensus in the field seems to be that experiential education is just plain superordinate to the singular usage of other teaching methods. Most scholars also agree that field trips increase the quality and effectiveness

of learning outcomes overall. Pace and Tesi appear again, having cited Falk and Dierking, who announced that field trip participants possess better long-term memory retention concerning field trip related learning (2004). Rone (2008) also found evidence that these experiences “added ‘authenticity’ and ‘realness’ to the readings and the course” (p. 243). Lastly, Pace and Tesi (2004) reaffirmed that field trips “reinforce the knowledge [students] have gained in the classroom” (p. 34). Field trips are clearly an effective teaching tool, having been found to increase memory retention, add authenticity, and reinforce knowledge.

On top of all this, field trips enable higher levels of critical thinking. For example, Rone (2008) shared that “The field trip enabled students to think critically about the interface of human lives and abstract concepts” (p. 242). She also suggested that field trips allow students to “question power, access, privilege, and positionality” (Rone, 2008, p. 238). Lastly, she introduced Scarce’s notion that “Field trips may be instrumental in challenging students’ preconceived notions and in breaking down stereotypes” (as cited in Rone, 2008, p. 238). This last possibility is more than just a benefit of field trip usage; it directly engages humane education goals, and therefore promotes the validity of the incorporation of experiential education in any humane education curriculum. Pace and Tesi (2004) professed that “field trips allow students to see the world and realize that they are a part of it” (p. 34). Stepping beyond realizations of interconnection, field trips can instill in students a sense of personal responsibility for the choices they make. Pace and Tesi (2004) cited McCarthy, who wrote, “learning by experience lasts longer and sinks in deeper than theoretical learning. ...the field-trip...active [trips] to prisons, homeless shelters, poor urban elementary schools...Let [students] know that personal choices must be made: ease the world’s suffering, or ignore it” (p. 34). The social justice application of field trips is not only suitable for humane education, it is readily employed

in literary studies as I have explicated elsewhere in this review.

Benefits of service learning. I found the benefits of service learning also to be widely praised. McDonald, Caso, and Fugit (2005) believed service learning experiences “help students better learn class concepts,” all while making “the world a better place by putting those concepts into action” (p. 319). Service learning also makes students more socially aware and increases their self-confidence through the application of classroom learning in the real world (McDonald, Caso, & Fugit, 2005, p. 315). Overall, McDonald, Caso, and Fugit cited Anderson; Giuliano; Gredler & Johnson; Kivenen & Ristela; Kretchmar; O’Byrne; Tuber, et al.; Valerius & Hamilton; & Winn agreed “that students do learn better through service-learning experiences” (2005, p. 319). Not only is service learning effective, it also fervently supports humane education goals, which seek to produce more active citizens. Active citizenship almost always entails some degree of volunteerism or community service, the two forms service learning most often take.

Benefits of live animal education. In an attempt to illuminate more specifically humane applications of experiential education, I have included arguments made for the benefits of using live animals in an educational setting. In “Kids and Critters in Class Together,” Rud, Jr., and Beck (2000) made it known that pets can play a significant role “in the moral dimension of schooling” (p. 314). Nicoll, Trifone, and Samuels’ (2008), who cited Gnepp & Gould, added that “previous research in developmental psychology” asserts that, for children, the formation of empathy is “anchored in their immediate experiences” (p. 56). Since the program they studied “employed live animals,” they believed this “may have facilitated the development of positive attitudes toward animals by the very salient presence of animals” (Nicoll, Trifone, & Samuels, 2008, p. 56). While I am inclined to agree that contact with animals is needed for the successful nurturing of pro-animal attitudes and behavior, I disagree that their very presence, unmediated,

can achieve this goal. Related research, both on human-animal relationships (Ascione, 2005) and on other types of behavioral and attitudinal change models mentioned in this review, suggests that this interaction would have to be combined with other efforts in order to guarantee lasting attitudinal change. It is important to add here that while I write about the “use” of animals in education, I do not mean as objects to be manipulated, but as respected hosts to learners visiting them. Involving hands-on time with animals in any curriculum necessitates that extreme care be taken both by students and educators, that animals be treated with both respect and compassion during such experiences, cultivating minimal invasiveness and appropriate behavioral boundaries.

In surveying relevant scholarship, studies and theories of experiential education pointed to certain themes and ideas as being more integral to the field than others. Operant theories usually circulated around the following concepts: service learning, field trips, reinforcement, exposure, connectivity, retention, and authenticity; all of which can be beneficially employed in a humane experiential literary studies curriculum.

Summary

The variety of disciplines applicable to this project necessitated that a widely spanned breadth of research and theoretical scholarship be taken into account in order to provide appropriately framed background information for the introduction of a humane experiential literary studies curriculum. A majority of these themes deal with the capacity of language to construct and reinforce our world. Whether language and literature produce destructive definitions and difference, or, rather, they are used to affect positive change through explorations of human rights, animal rights, and environmental ethics by way of literary criticism, the indication remains clear: employment of these practices and the actionable awareness that comes

with them is not only desirable in a literary studies classroom, it is exactly the methodology my humane experiential literary studies curriculum intends to employ. This curriculum, then, extends the work of its predecessors, gathering together investigations of all forms of injustice, their interrelationships, and possible paths to activism. This project has been begun by many, but in all my research, I was unable to find such a deliberate, collective, and interrelated treatment of these three issues: human rights, animal rights, and environmental ethics.

As for the models for behavioral change examined here, most studies and theories seem to point in some way to the significance of action competence in creating behavioral change. Action competence can be fostered through a curriculum whose goals are to connect students to their world and its fellow inhabitants via experiential education, give them confidence in their critical abilities through literary studies, and teach them action skills through the study of other activists and through the practice of activism themselves so that they may have belief in their capacity to act effectively. Finally, the theories and practices currently popular in the field of experiential education all indicate that it is superior to expository teaching methods, and can aid in extending the knowledge gained in the classroom by taking related field trips and completing relevant service learning outside the classroom. My curriculum intends to both promote participation in and require completion of both these forms of experiential education. The evident success of social justice and applied humanities applications of experiential education in language arts curricula call for a greater implementation of such practices, and my curriculum attempts to answer that call.

The curriculum proposed by this project responds to the needs represented in the themes I have reviewed here, encompassing the need for the creation of students whose behavior and attitudes are more sustainable and compassionate; the synthesis and expanded use of literary

criticism and literacy education as tools for inspiring activism and investigating injustice and equality among people, animals, and the environment; and the need to educate more effectively by getting out of the classroom and into the community and natural environment, where a different kind of learning is possible, one which reinforces and extends the knowledge that critical literacy and literary criticism can afford secondary English students.

I came across many areas in my survey of scholarship where I felt further research was needed. Further research is required concerning the use of literary criticism generally in secondary English curricula, and in the teaching of compassionate and sustainable attitudes and behaviors specifically; the employment of experiential education methods in language arts curricula; the comfortable marriage of humane education goals and the teaching of traditional literacy skills; the practice of animal studies, generally, as a field in its own right and, specifically, as a field of literary criticism; investigation not just of published literature but also of language and linguistics more generally in secondary English curricula; the use of ecofeminist literary criticism as a practice of humane education; models of behavioral change concerning human-animal relationships and more compassionate behavior in general; factors contributing to involvement in animal rights activism; and lastly, the use, effectiveness, and best practice of engagement with live animals—especially in settings such as farms, and animal shelters and sanctuaries—as a form of experiential education.

Chapter Three

Humane Literary Studies Curriculum

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III. Introduction

Though the road I took to get there may have been uncommon, I feel I have always been progressing towards a career in humane education. In college I was introduced to the world of literary theory, which encompasses the various theories and practices that inform the ways students, teachers, and scholars read, understand, analyze, and put literature to use (Barry, 2002). Three theories in particular were transformative in the way I viewed the relationship between text and world, and reader and text: ecocriticism, deconstruction, and psychoanalysis. Through engagement with these and many other literary theories, such as queer theory, gender studies, feminist theory, new historicism, and post-colonial theory, the activist potential of literature and its study opened up before me.

Psychoanalytical literary theory was fathered by Sigmund Freud and later developed and reformulated by many scholars in the fields of psychology and literature. They contend that by exploring the language and structure of a text as if it were capable of desire and trauma, possessing both a conscious and unconscious “mind,” readers can tease out the inner meaning of any piece of language (Barry, 2002).

Deconstructive literary theory conceives of language as being an inadequate tool usually used in ignorance of its imperfection, stating that in the very attempt to communicate truth and experience through language and narrative, the possibility of such an achievement is undermined. Jacques Derrida, the founder of this theory, roots the validity of his ideas in the belief that the structured relationship between words and the real things they are meant to signify is actually an illusion. He believes that by deconstructing a text, that is, by identifying points in the text and its language which can be interpreted in multiple ways, one can expose its true meaning by exploring what the tension between those contradictory meanings can demonstrate (Barry, 2002).

Lastly, I was introduced to ecocritical literary theory, which, in the simplest of terms, is the exploration of the relationship between literature, language, and the environment (Barry, 2002). As I explored these theories, I became increasingly aware of literary theory’s potential for incitement of social change. By applying the various types of analyses I have mentioned here to texts, students might become more aware of the revolutionary potential of literature, especially in the quest to create positive change in human attitudes and behaviors towards the environment, animals, and other humans.

I decided to study humane education which is aimed at educating students towards a relationship with other people, animals, and the environment that embodies the best qualities of humanity, including reverence, respect, and responsibility. These qualities are instilled through teaching models focused on cultivating in students skills like critical and creative thinking, while providing them access to comprehensive information about their world, especially that which mainstream media and culture tend to distort, obscure, or omit (Weil, 2004). The more I learned about the skills, practices, and issues associated with being a humane educator, the more curious I became about the possibility of a fruitful intersection between literary studies and humane education. One final element I see as integral to successful humane education, which appears to be little explored in current research, is the use of experiential education in language arts curricula.

I wonder, can I use my passion for the power of the written word to ease any of the world’s suffering and destruction? Can I use literature to help students be better citizens of this

world, all while still teaching them the traditional literary skills they need to be successful in their future academic, employment, and personal pursuits?

II. Description and Use of This Curriculum

A. Reading, Analysis, and Writing Skills (RAW Skills) Units

Beginning in Section 2 and ending with Section 4, you will find four Units per Section entitled RAW Skills. These Units primarily address literary skills, with secondary engagement of humane themes and topics. RAW Skills Units are also the primary vehicle for engaging the book students read for each Section. Section 2, Unit 2 of the HELSC explains in full the format of these Day's lessons. From there on out, RAW Skills Units appear in the curriculum without objectives, description, or a Suggested Teacher Resource list. In these cases, you are instructed to refer back to Section 2, Unit 2. Throughout the curriculum, any exception to the original description and format of the RAW Skills Units will be listed. Other than that, teachers are asked simply to adjust the skills being addressed and materials being used for that particular Day and Section topic. Each RAW Skills Unit should address a new set of reading, analytical, and writing skills each time it is employed. In this way the traditional linguistic, literacy, and literary skills which are addressed in a more indirect way in the rest of the curriculum have a chance to be the primary focus of practice and evaluation, balancing more fully the literary and humane goals of the HELSC.

B. Materials and Resources

Within the HELSC itself, there are two categories of materials which you are asked to distribute to students: worksheets or quizzes, and hand-outs. Whenever any materials are referenced for distribution or hanging-out, you should have enough copies for each student to receive one. The worksheets and quizzes used in this curriculum are to be created by the teacher. Provided within the curriculum are topics (found in each Unit description) and resources (listed under Suggested Teacher Resources) to aid in the creation of these documents. Suggested Teacher Resources include both information to aid in composition, as well as examples of already compiled worksheets and quizzes.

The hand-outs utilized by this curriculum come in three types. The first type of hand-out is literary, comprised of excerpts from or whole works of fiction and nonfiction writing, such as poems, short stories, novels, essays, plays, news or academic articles, etc. The second type of hand-out is informational. Informational hand-outs are comprised of quotes, excerpts, definitions, facts, and/or examples concerning humane topics or literary and linguistic theories. The third type of hand-out takes the form of a resource list. Resource list hand-outs are comprised of bibliographic information for books and articles, websites, and contact information for organizations concerning compassion, sustainability, and/or activism. While a few of hand-outs appear in the appendices, these mostly concern the final project, books lists for required sectional reading, and lists of suggested pairing of literature with experiential outings. All other hand-outs are meant to be selected and located and/or compiled by teachers from Suggested Classroom Materials and Suggested Teacher Resources lists. For each Day's lesson which utilizes hand-outs, worksheets, and/or quizzes, you will find a list accompanying the description titled Suggested Classroom Materials and/or Suggested Teacher Resources. These lists are, as their names imply, suggested. The Suggested Classroom Materials lists are meant to provide

possible ideas for hand-outs which call for poems, songs, short stories, excerpts, plays, academic articles, news articles, and essays. The sources in these lists can also be used to provide a framework or example for teachers to determine what sort of sources is most suitable for use in a particular lesson or activity. Suggested teacher resources lists are meant to provide possible sources for the location of information useful in composing worksheets, quizzes, and non-literary hand-outs. These lists are neither exhaustive nor required for use. They function primarily as a guide or outline for teachers to understand what type of information is most appropriate for use in a particular lesson or activity. In selecting which resources and materials to suggest for use in the HELSC, several criteria were employed. Sources, when possible:

- have maximum relateability to lesson topics
- are current, ideally being written within the last twenty years (with the exception of literary sources)
- are authored and/or published by an authoritative scholar and/or institution in a given field
- represent multiple perspectives
- represent a variety of cultures and creeds
- are easy to access and/or locate

In addition to Suggested Classroom Materials and Suggested Teacher Resources, one other list appears a handful of times throughout the HELSC. This list is titled Lesson Supplies. Lesson Supplies lists are provided when further materials and/or equipment are needed to perform a Day's lesson, outside of worksheets, quizzes, hand-outs, books, students' notebooks and writing utensils, and teacher's chalkboard or whiteboard and chalk or dry-erase markers.

C. Homework

Throughout the curriculum, homework assignments have been embedded in each Day's lesson description, as a continuation of the exploration of a given topic begun during class time. Each homework assignment is illuminated within a Day's lesson description via italics. Not every lesson has a homework assignment, only those where further reflection or skills practice seemed necessary. Homework is not meant to be merely repetition of work done in the classroom. While the homework is an important part of this curriculum, if you feel at any point that it is unnecessarily time-consuming, that the work load is in general too heavy, or that there is a better homework assignment which could be employed, you are encouraged to discard the existing assignments freely. When homework is meant to be submitted to the teacher, it is indicated in the description by the phrase "(to be collected)" or "(to be handed in)."

Outside of homework assigned on a day-to-day basis, and the large final project, there is also the use of assigned and student-chosen books. As the Section 1 is introductory, no book is assigned. Sections 2-5 have required reading of full length books. The reason I use the word book, and not fiction or novel, is that for any Section, but especially Section 5, nonfiction books, particularly biographies, may be utilized. As the class moves through the curriculum, students gain increasing independence over the choice of the book they will read for a given Section. Section 2's book, relating to human rights, will be chosen by the teacher and read by the whole class. Section 3's book, relating to animal rights, will be chosen democratically by students from a list of books provided by the teacher, then, read by the whole class. For Section 4, the teacher

will distribute a list of books relating to environmental ethics, then, allow each student to pick, individually, which book she or he will read on their own. Lastly, for Section 5, each student will be allowed to independently select a book on their own, relating to activism, human rights, animal rights, and/or environmental ethics. The only stipulation is that the teacher approves each student's selection before she or he procures the book. Procurement of books can be addressed in many ways, all of which depend on the institution in which the HELSC is being implemented. Some schools will provide all reading materials for students, while others leave this financial responsibility up to students and parents. In any case, I believe that between school resources, libraries, and a teacher's own charitableness, teachers can find a way, regardless of their situation, to make sure each student gets the books she or he needs.

D. Structure

The Humane Experiential Literary Studies Curriculum (HELSC) which is being presented here is both a curriculum and a model. It can be used as is by teachers in the classroom, or can be referenced as a guide or model for anyone wishing to use literary studies and/or experiential education techniques to explore compassion, sustainability, and activism in the classroom. It is yours to use as you wish! That being said, this curriculum was designed with a few specific applications in mind. The HELSC is structured as a full course curriculum for grades nine to twelve. There are five Sections, each containing thirteen Units. Each Unit contains lessons for three Days. Each Day's lesson is intended to be a lesson plan for a forty-five minute class period which meets five times a week. In the introductory sections that you are now reading, which come before the curriculum proper, you will find information on assessment, English learning standards addressed, goals, and background research concerning the HELSC. In the curriculum proper you will find Unit objectives, descriptions for each Day's lesson, lesson supplies, Suggested Classroom Materials, and Suggested Teacher Resources. Immediately after the curriculum proper you will find the appendices. Each of the components I have mentioned will be explained in greater detail shortly.

E. Flexibility

The HELSC is designed to be flexible, so that it may be employed as is, or as a curricular model. Whole Sections, Units, and Days can be used individually with no or very few alterations, and no loss of integrity or effectiveness. In doing so, you would need to read over the description(s) of the portion to be used and eliminate any discussions and homework assignments referring to lessons not being included. Removal of these elements will not make the remaining lesson(s) any less productive or engaging. You could also utilize the Sections, Units, and Days out of sequence with minimal alterations and revision, and fewer exceptions. Exceptions to the acceptability of disregarding sequence are Section 1 and Units 7-13 of Section 5. The reasons for these exceptions are that Section 1 is introductory in nature so would fit awkwardly other than in the beginning, and Units 7-13 of Section 5 address the final project and course conclusions and so would seem out of place anywhere but the end of the curriculum. When implementing any given lesson from any Day of this curriculum, it is almost always possible to convert the latter portions of a lesson into a homework assignment, and eliminate the existing homework assignment, if there is any. This could be done if you ran out of time completing the lesson in class. Lastly, any discussion may be performed by students individually,

in pairs, in small groups, or as a class, regardless of what is indicated in the description. In fact, maximum variation of discussion format is recommended.

F. Experiential Education

The HELSC primarily employs two types of experiential education: service learning outings and field trips. The experiential education component of the HELSC is built into this curriculum in four places: Section 2, Unit 13; Section 3, Unit 13; Section 4, Unit 11; and Section 5, Units 8-11. In Section 2, students are to be taken on a service learning outing and/or field trip to a site(s) related to human rights as well as the book they have read for that Section. This is to occur the second Day of Unit 13. While a list of suggested sites suitable for human rights, as well as a list of suitable pairings of human rights literature and outings, are provided in the appendices, these are purely suggestive and meant to serve only as examples and guidance for teachers. Teachers will choose site(s) they feel will best serve their use of this curriculum. All of the above information also applies to the experiential outings for Sections 3 and 4, with the exception that these will relate instead to animal rights and environmental ethics, respectively. For Section 5, the experiential outing component takes the form of an activist project implemented either individually or in small groups, by students independently outside of the classroom. This fulfills the implementation stage of their final project. These outings may relate either to human rights, animal rights, and/or environmental ethics, but must always involve activism as well as language, literacy, and/or literature.

G. Final Project

The culmination of the HELSC is the final project. The final project is an activist project using language, literacy, and/or literature, and relating to human rights, animal rights, and/or environmental ethics. Topics and details of the design and implementation of this project, while they must be approved by the teacher, are otherwise entirely at the discretion of the students. In addition to implementing their project outside the classroom, students must complete a documentation paper chronicling this process and reflecting on its success, as well as a presentation to the class describing the project and reflecting on its results. For more information on the details and objectives of the final project see the following appendices: Appendix C: Final Project Description, Appendix D: Final Project Examples, and Appendix L: Project Selection Form.

H. Assessment

The HELSC is designed to be used with four types of assessment: two used by the teacher to evaluate students, one used by students to evaluate the teacher and course, and one used by the teacher to evaluate her or his self and the curriculum. The two assessment methods employed by the teacher to evaluate students are as follows. Firstly, the teacher utilizes the personal and academic goals designed by the student and agreed upon by the teacher at the beginning of the year as a rubric by which to measure students' ongoing progress throughout the course. Secondly, the teacher employs the observation of classroom activities, and evaluation of writing assignments to assess students' level of effort and their learning progress towards the goals for the curriculum and the objectives of individual Units.

IV. Background Research

Before I begin my presentation and analysis of these themes, I feel it is imperative to give a working definition of humane education. According to Weil (2004, pp. 19-20), the “four elements that form the foundation of quality humane education” call for educators to:

1. provide “accurate information”
2. foster “Curiosity, Creativity, and Critical Thinking,”
3. engender “Reverence, Respect, and Responsibility”
4. offer “positive choices that benefit oneself, other people, the earth, and animals.”

Educators perform these tasks so that students might: be more aware of the consequences of their actions, be better problem solvers, be more compassionate and be “empowered to help create a more humane world” (Weil, 2004, pp. 19-20). These elements inform the humane goals of the Humane Experiential Literary Studies Curriculum proposed here. Any discussion of a curriculum planning to merge experiential and humane educational techniques with a literary studies curriculum must begin with the power of language and semiotics, especially where they address the activist potentials of the literary. In an article which addressed literary agency, Fiandt suggested that writers can awaken the social and political consciousness of their readers through the stories they share (2006). This indicates the possibility for students, reading and writing in a literary studies course, to develop an expanded social and political awareness of the world.

Having written on the capacity of curricula to promote social justice, Singer and Shagoury presented arguments for the activist potential of literature when used to illuminate the steps taken by successful activists (2005). In their experience, by teaching literacy skills and encouraging creative individual action, students can become “educated and actively participating citizens” (2005, p. 318). One such way to mobilize this power of language is through the practice of literary criticism. In his article, Estok stated that noting frequency of and connections between prejudiced or discriminatory representations in texts is a definitively activist move (2007). By extension, teaching students to do the same can teach them one form of activism. Bracher (2006) declared the prevalence of social justice activism in the “teaching and scholarship” of literature, having added that whole fields of literary criticism are focused on combating injustice (p. 463). It seems clear from the work being done in the fields of literacy education and literary theory, that a humane literary studies curriculum is not only a feasible but a desirable outgrowth of current research and practice.

That which makes language so powerful in service to positive change can also contribute to systems of domination and oppression in our world via linguistic constructivism. Spiegel (1996) noted, “Language, along with the written word, serves to perpetuate and reinforce prejudicial attitudes prevalent in our culture” (p. 38). Investigations of such linguistic patterns are, therefore, indispensable in efforts at understanding and influencing cultural maladies such as racism and colonialist ideology. Current literature on language and semiotics suggests that the constructive agency of language can be found similarly in the arena of human-animal relations. During his analysis, Grace (2008) noted that, as Lutts observed, “people and cultures have given [animals] special meanings and responded to them in terms of those meanings” (p. 24). The definition humans give to animals is, therefore, prescriptive of the human-animal relationship, including all

the behaviors and beliefs implied by the structure of the given relation. The effects of linguistic constructivism reach beyond humans and animals into the depths of the human relationship to the environment. Humphrey's investigation highlighted an important point. He explained that the way humanity defines nature is at least partially predictive of the way humans will act towards the environment (2000). Together, these theories point to the need for a population with the critical literacy skills to analyze how humans define and talk about our world, so that any damaging and oppressive structures produced or reinforced by language can be addressed. This is a need that humane literary studies fervently addresses.

The promotion and definition of speaking and writing as acts of healing is a prominent theme in current literature. Opondo cited Certeau's idea that "what the map cuts up, the story cuts across," he then added that, through certain forms of literature, one can "read back that which has been put under erasure by a Eurocentric or colonialist politics of representation and the writing practices and genres of expression that favour it" (2008, p. 64). Hence, literature can explode the destructive boundaries drawn by colonization, healing the wounds inflicted by it. Fiantt (2006) also contended that writing can be healing, for both reader and author, in efforts to "reweave history and create space for mass cultural healing for those who have been wounded by it" (pp. 567-568). Literary healing not only breaks down negative structures but can also begin the process of rebuilding positive ones.

In his book, Zima (2002) also explained the larger implication of Derrida's linguistic criticism, deconstruction. He wrote, "[Derrida] seems to recognize in Western Idealism an instrument of domination" (p. 23). Hence, Derrida sees the unexamined structure and practice of language as an implement of Western—i.e. Eurocentric, colonial, and patriarchal—domination. Given this, it seems to be no stretch of the imagination to interpret the theories expounded in Derrida's "Structure, Sign, and Play in the Discourse of the Human Sciences" as an indictment of discourses and systems which enshrine an absolute order that would privilege certain people, animals, or environmental actions over others (1972). Furthermore, deconstruction can be seen as the never-ending practice of critical thought which acknowledges only interconnection—Derrida's *differance* and *trace* (1972)—while rejecting the privileging structurality (Derrida, 1972) which inscribes and justifies in the world systems of oppression, domination, exploitation, and destruction. The practices of deconstruction which I have described above are inherently humane, in that one of the purposes of humane education is also to unveil interconnections and systems of oppression and domination. Hence, deconstruction is readily employed in the practice of humane education.

Within the context of literary studies, psychoanalytic criticism can reveal the unconscious subjective desires or traumas buried in the language of the text. This can be useful in attempts to unveil the psychological underpinnings of texts which contribute—positively or negatively—to the production of cultural knowledge in the world, including humanity's relationship to other people, animals, or the environment.

As a literary theory, ecofeminism often focuses on connections between the domination of women, animals, and nature found in literature and language. In the introduction to their book, Dobrin and Kidd (2004) stated, "ecofeminism's 'condemnation of the domination of nature and of all animals, wild and domestic, human and nonhuman, lies at the heart...as Copeland points out, many ecofeminists argue that the very sorts of oppression that are leveled against women and other groups are directly linked to the oppression of the natural world," slating texts as an ideal place for identifying and "combating cultural hegemony" (pp. 9-10). Furthermore, Estok (2007) shared the ideas of Warren, who wrote, "the domination of women is dynamically similar

to the logic that supports the domination of the natural environment....ecofeminists...espouse...the ways in which feminizing nature and naturalizing or animalizing women has served as justification for the domination of women, animals, and the earth” (p. 71). It would seem, more than any other literary theory or practice, that the analysis of texts through ecofeministic logic would most directly resemble the actions of a humane literary studies curriculum, for both place at the center of their critical investigations the connections between and domination of humans, animals, and the environment.

Another literary discipline is the newly forged interdisciplinary field of animal studies. Szell (2009) described animal studies as a discipline “focused on understanding human interpretations and uses of real, symbolic, and appropriate bodies of the beasts, as well as the powerful connections between bodies of humans and other animals” (p. 149). Continuing this definition, Estok (2007) introduced Malamud, who outlined activist, ecocritical animal studies in the following terms. Malamud has argued that it “should encourage people” not to harm animals; to understand them without objectification; to teach about them, while acknowledging the limits of such knowledge; to encourage respect for them; and to redefine animality, resisting temptations to oversimplify it (p. 66). Based on this definition, animal studies is a thoroughly humane education oriented field, and as it has delved into literary theory, so too shall humane education successfully undertake that journey.

Concerning the experiential education components of this curriculum, I find the following definition most pertinent. Rone (2008) cited Cantor, who defined experiential education as “learning activities that engage the learner directly in the phenomena being studied” (p. 237). Experiential education can take many forms, some of which are “service learning, cultural journalism projects, exchange programs, cooperative education, social science laboratory courses, adventure education, and field trips” (Cantor as cited in Rone, 2008, p. 237). Extending this definition, Hamilton-Ekeke (2007) described outdoor teaching as inclusive of “fieldwork and outdoor visits, outdoor adventure education, and school grounds/community projects” (Rickinson et al. as cited in Hamilton-Ekeke, p. 1872). For the purposes of this project, I will be focusing on the application of service learning and field trips, both of which will be components of the Humane Experiential Literary Studies Curriculum.

While the joint employment of literary studies and experiential education may seem to many an odd marriage, it is not without precedent. Blair (2009) reported that “gardening opportunities were used...for academic instruction in...language arts” (p. 32). In addition, Nikitina (2009) wrote, “In the course *Literature and the Environment*...the discussion and interpretation of texts...is reinforced by real-life opportunities to act upon newly forged beliefs through limited service at a local environmental organization” (p. 40). In this instance, service learning is employed in order to reinforce concepts learned through literary studies. This is of exponential benefit to the Humane Experiential Literary Studies Curriculum, wherein humane issues which are critically addressed in texts easily find tangible reinforcement in service learning opportunities in the community.

General affirmations of the beneficial nature of field trips proliferate literature on the subject. Pace and Tesi (2004) purported, “It appears to be beneficial to...provide [students] with opportunities to learn outside of the school grounds” (p. 38). Rone (2008) extended this idea when she stated, “This field trip experience...was a more effective teaching tool than the readings or video or audio recordings” (p. 243). Solidifying this notion, Hamilton-Ekeke (2007) suggested that the field trip method of teaching certain subjects is simply a superior method to the expository method of instruction (p. 1878). The consensus in the field seems to be that

experiential education is just plain superordinate to the singular usage of other teaching methods. Most scholars also agree that field trips increase the quality and effectiveness of learning outcomes overall. Pace and Tesi appear again, having cited Falk and Dierking, who announced that field trip participants possess better long-term memory retention concerning field trip related learning (2004). Rone (2008) also found evidence that these experiences “added ‘authenticity’ and ‘realness’ to the readings and the course” (p. 243). Lastly, Pace and Tesi (2004) reaffirmed that field trips “reinforce the knowledge [students] have gained in the classroom” (p. 34). Field trips are clearly an effective teaching tool, having been found to increase memory retention, add authenticity, and reinforce knowledge.

On top of all this, field trips enable higher levels of critical thinking. For example, Rone (2008) shared that “The field trip enabled students to think critically about the interface of human lives and abstract concepts” (p. 242). She also suggested that field trips allow students to “question power, access, privilege, and positionality” (Rone, 2008, p. 238). Lastly, she introduced Scarce’s notion that “Field trips may be instrumental in challenging students’ preconceived notions and in breaking down stereotypes” (as cited in Rone, 2008, p. 238). This last possibility is more than just a benefit of field trip usage; it directly engages humane education goals, and therefore promotes the validity of the incorporation of experiential education in any humane education curriculum. Pace and Tesi (2004) professed that “field trips allow students to see the world and realize that they are a part of it” (p. 34). Stepping beyond realizations of interconnection, field trips can instill in students a sense of personal responsibility for the choices they make. Pace and Tesi (2004) cited McCarthy, who wrote, “learning by experience lasts longer and sinks in deeper than theoretical learning. ...the field-trip...active ones [trips] to prisons, homeless shelters, poor urban elementary schools...Let [students] know that personal choices must be made: ease the world’s suffering, or ignore it” (p. 34). The social justice application of field trips is not only suitable for humane education, it is readily employed in literary studies as I have explicated elsewhere in this review.

I found the benefits of service learning also to be widely praised. McDonald, Caso, and Fugit (2005) believed service learning experiences “help students better learn class concepts,” all while making “the world a better place by putting those concepts into action” (p. 319). Service learning also makes students more socially aware and increases their self-confidence through the application of classroom learning in the real world (McDonald, Caso, & Fugit, 2005, p. 315). Overall, McDonald, Caso, and Fugit cited Anderson; Giuliano; Gredler & Johnson; Kivenen & Ristela; Kretchmar; O’Byrne; Tuber, et al.; Valerius & Hamilton; & Winn agreed “that students do learn better through service-learning experiences” (2005, p. 319). Not only is service learning effective, it also fervently supports humane education goals, which seek to produce more active citizens. Active citizenship almost always entails some degree of volunteerism or community service, the two forms service learning most often take.

V. Target Audience

My curriculum targets ninth to twelfth grade high school students and teachers of English in American public schools. Of particular interest are students who lack critical awareness of their interconnected and dependent relationship to the environment, animals, and other people, as well as any teacher concerned with this deficit.

The teachers and students of literature serve as the beneficiaries in addition to the target audience of my resultant project. The Humane Experiential Literary Studies Curriculum, a model for required full academic year English courses, has the potential to enrich secondary English classrooms for both students and teachers, leading to higher levels of critical thinking, as well as influence on student behavior and attitudes towards animals, humans, and nature, and hence more sustainable and compassionate choices.

For comparative and assessment purposes, I will address this curriculum's ability to meet Maine's secondary English educational standards, but I intend to target a much larger audience than students and teachers in Maine. I believe this curriculum to be potentially beneficial in any high school literature classroom in America.

VI. Rationale

Today's world begs many questions of its inhabitants. The questions posed by the environmental degradation, animal exploitation, and human oppression that surround us need to be answered. Calling attention to and attempting to respond to the needs of an unjust and unequal yet interconnected world is a major part of the mission of this project.

The problems addressed within this project are concerning to a fair few within today's school systems. Teachers and professors, students and parents, schools and communities, and let's not forget, the animals and ecosystems, all have something at stake here. Student members of a humane literary learning community can gain the knowledge and skills to be more productive members of our global community through this curriculum. Students undertaking this type of academic endeavor will potentially emerge more capable, empowered, confident, and informed in their ability to make a difference in the world. Teachers looking for ways to highlight the practical applications of literary studies in a manner which contributes positively to the creation of an active empowered youth, ready and equipped to find and enact solutions to the problems evident in our world, will benefit greatly from the results of this project.

If educators make no effort to curb the negative ecological, social, and interspecies behaviors and attitudes of students, we risk allowing the next generation to graduate into adulthood ignorant of their responsibilities as a citizen of earth, and the respectful attitudes and reverent behaviors that properly behoove such citizenry.

I chose to design a literature curriculum for grades nine to twelve infused with compassionate and sustainable learning opportunities because I believe literary studies possesses an extraordinary and unique power to affect the hearts and minds of its practitioners and learners. I also feel that literature is particularly suited to meet the needs of humane education initiatives because just as humane education seeks to bring out the best qualities of humanity, so too does literature represent something of the best of humanity. This makes it a most appropriate vehicle for a uniquely human learning experience. I chose to include experiential learning techniques because my own education experience and vast amounts of research have demonstrated that learning is most effective, productive, and long lasting when it is synthesized or solidified in a tangible and personal setting.

The problem I seek to address may seem like many problems deserving of multiple solutions. Yet, it is the nature of these seemingly disparate problems of environmental degradation, animal exploitation, and human oppression that elucidate the central issue I seek to address. This shared concern is the lack of actionable awareness humans display for the interconnected and reciprocal dependency of these three issues. The problem I seek to address is the lack of compassionate and sustainable behavior that would logically follow a true realization of our connection to other humans and animals, and dependency on the environment which supports us all. Investigating this problem as a pedagogical issue entails unearthing ways in which students' negative behaviors and attitudes towards the environment, animals, and fellow humans can be affected by different educational strategies and practices. In this light, the problem of an obscured connective and dependent consciousness becomes a deficiency of the educational system

The problems of our world all reflect the way in which humans think about and interact with other human beings, animals, and every part of our habitat—planet earth, as well as the interrelationships between each of these components. The humane experiential literary curriculum I have developed seeks to cultivate possible solutions to the problem of the

interconnected oppression, domination, and exploitation of humans, animals, and the environment, as well as students' lack in actionable awareness of it.

VII. Goals

Concerning humane education, my goals are as follows:

1. Students will possess a firmer foundation of their understanding of and relationship to ecology, humanity, and animals.
2. Students will gain unique first-hand knowledge of how the concepts which they have explored in the classroom function in the real-world.
3. Students will build stronger, more intimate, sustainable, and compassionate connections with our environment, fellow animals, fellow human beings, and themselves.
4. Students will become familiar with many of the alternative sustainable and compassionate lifestyles, behaviors, and values.
5. Students will pursue careers and make choices that will create positive change in their relationship to their communities—both locally and globally, fellow animals, and the environment.

Concerning literary education, my goals are as follows:

1. Students will gain an expanded understanding of literature and language having gained traditional literary skills such as comprehension and analysis of texts.
2. Students will be able to demonstrate their ability to critically engage texts both orally and in writing.
3. Students will gain a critical comprehension of literary theory and its applications, particularly ecocriticism, deconstruction, and psychoanalysis.
4. Students will gain a critical comprehension of the power of literature and language in the arena of activism and social change.
5. Students will be able to demonstrate this comprehension in their ability to both unearth these potentials from within texts and create these possibilities in their own writing and speech.

VIII. Maine Secondary English Educational Standards Addressed in This Curriculum

A graduating secondary English student needs to be (Bernard, 2008, pp. 1-2):

1. a clear and effective communicator
2. a self-directed and lifelong learner
3. a creative and practical problem solver
4. a responsible and involved citizen
5. an integrative and informed thinker

In addition, the state of Maine requires the following skills and content be addressed within secondary English curricula (Maine Department of Education [MDE], 2007):

1. students read to comprehend, interpret, analyze, evaluate, and appreciate literary and expository texts by using a variety of strategies (p. 15).
2. students write to express their ideas and emotions, to describe their experiences, to communicate information, and to present or analyze an argument (p. 24).
3. students engage in inquiry by developing research questions, accessing and verifying a variety of sources, communicating findings, and applying the conventions of documentation (p. 27).
4. “students...apply knowledge of grammar and usage when reading to aid comprehension” and when communicating to aid in “effectiveness and clarity” (p. 28).
5. students recognize and can explain the effects that both *print* and *non-print* sources have on listeners, viewers, and readers (p. 30).

IX. Assessment

A. Overview

Evaluation of the course and teacher will be fulfilled by the distribution and anonymous completion of course evaluation forms (see next section) on the last day of class by students enrolled in that course. In addition, the teacher should assess her or his self and the course taking time each day after class, or that evening, to reflect on how well she or he feels students met the objectives for that Unit and how well students are progressing towards the goals they have set for themselves and for the curriculum as a whole. The teacher should then journal about what worked and what didn't, as well as how helpful she or he feels she or he was in students' progress.

Evaluation of students will be based on a grade given for each semester, trimester, or quarter, and the full academic, year depending on the school. Evaluation will also take the form of teacher feedback given to students in the form of conferences and written comments on student work. The content of these grades and feedback will be measured by the following components, and in the following quantities. Students will be assessed qualitatively by the following: progress towards the goals developed by each individual student at the beginning of the year, quality and effort demonstrated in informal writing assignments which are handed in, and engagement and effort demonstrated in classroom participation. Each of these three categories will comprise 20% of their semester, trimester, or quarterly, as well as their final grade. Students will be assessed quantitatively by the following: scores on quizzes, quality and effort demonstrated in formal writing assignments, and quality and effort demonstrated in their final project presentation and documentation paper. Each of these four categories will comprise 10% of their semester, trimester, or quarterly, as well as their final grade.

B. Teacher Evaluation for Use by Students

I recommend teachers of courses modeled on the curriculum I propose here use an evaluation form similar to the following, which should be distributed to students for anonymous completion on the last day of class, then collected:

HUMANE EXPERIENTIAL LITERARY STUDIES: COURSE EVALUATION FORM

Please answer these questions as honestly and fully as you can. And, remember, this form is anonymous so no names please! Hand the complete form to the designated collector at the end of the class.

1. Do you feel more confident in your ability to analyze texts and language? Why or why not?
2. Name and define a literary theory that interests you. Describe why your are drawn to this particular type of criticism.

3. Do you feel more confident in your ability to read and comprehend both fictional and nonfictional writing? Why or why not?
4. Do you feel more confident in your ability to write analytically, creatively, journalistically, and expositoryly? Why or why not?
5. Do you feel more confident in your ability to decipher and understand media, advertising, and cultural messages and values? Why or why not?
6. Do you feel more confident in your ability to speak publically with clarity and effectiveness? Why or why not?
7. Describe what role you feel literature and language play in activism and why.
8. Do you feel more confident in your ability to use literature and language to be activist for human rights, animal rights, and/or environmental ethics? If so, why and how? If not, why?
9. Give three examples of connections between humans, animals, and the environment.
10. Summarize what, in your opinion, is most important in all you have learned about compassion and sustainability.
11. Has any information or experience in this course changed your attitude towards yourself, other humans, animals, and/or the environment? Has this course or may it in the future affect your behavior towards yourself, other people, animals, and/or the environment?
12. How would you define the relationship between yourself, other people, animals, and the environment?
13. Has your level of involvement in your community or your plans for your own future changed since the start of this course? Why or why not? If it has changed, please give examples.
14. Do you feel that you have gained any tools and/or information to help you pursue a more compassionate and/or sustainable lifestyle if you wish to? If so, what tools have you gained?
15. What did you get out of the field trips and/or service learning experiences you participated in for this course?
16. How well did you feel the experiential component of this course was connected to the literary studies components?
17. Describe how manageable you felt the work load was for this course?
18. Did you find the homework to be useful, rather than functioning as mere busy work?

19. Do you feel the writing assignments you engaged in for this course were productive and engaging?
20. Did you find the final project enjoyable and educationally valuable? Why or why not?
21. How fair do you feel _____ was as a teacher?
22. How would you describe the usefulness and effectiveness of _____'s teaching style?
23. How would you describe the usefulness and effectiveness of this curriculum?
24. What did you enjoy most about this course?
25. What would you suggest changing to improve this course in the future?

Thank you for all your contributions and hard work this academic year! I enjoyed being a part of the learning community we created here together and hope you did too! I wish you luck in your future endeavors, and remember...you can always come to me for help or just to say Hi!

Sincerely,

Mr. /Ms. /Mrs. _____

C. Student Evaluation for Use by Teachers

Classroom Participation:

1. *Group-Work:* Teacher observation of students working in groups will be used to evaluate students' ability to work collaboratively in a productive manner in group-work settings involving as little as two students and as many as the entire class.
2. *Critical Thinking:* Teacher observation of students' volunteering of productive on-topic contributions to classroom discussions will be used to evaluate students' ability to engage and think critically.
3. *Challenging One's Self:* Teacher observation of students' willingness to ask difficult questions in class to further their understanding rather than accepting partial comprehension will be used to evaluate students' ability to challenge themselves.
4. *Rhetorical Skills:* Teacher observation of non-competitive debates will be used to evaluate students' ability to utilize rhetorical skills, prioritize information, organize their thoughts, and be concise.

5. *Listening Skills*: Teacher observation of students' note-taking and follow up questions on other students' project presentations will be used to evaluate students' critical listening skills.

6. *Constructive Criticism*: Teacher observations of student comments volunteered in response to other students' work being shared in the classroom will be used to evaluate students' ability to provide positive feedback and constructive criticism.

Individual Work:

1. *Self-Discipline*: Teacher observations of individuals' utilization of semi-structureless classroom time to work on final project presentation and documentation will be used to evaluate students' ability to work independently in a productive and focused manner.

2. *Comprehension and Analysis*: Satisfactory completion of worksheets containing short answer, multiple choice, matching, and/or true-false type questions, as well as short quizzes where students respond to a passage in writing will be used to evaluate students' ability to analyze literary works and read with comprehension.

3. *Linguistic Skills*: Satisfactory completion of a worksheet with matching type questions will be used to evaluate students' ability to differentiate between various colloquialisms.

4. *Writing Skills*: The satisfactory completion of worksheets comprised of short answer, multiple choice, matching, and/or true-false type questions, as well as formal and informal writing (which includes literary analysis essays, creative writing pieces--poetry, short stories, songs, plays, and prose, expository writing, journalistic writing, and reflective writing), will be used to evaluate students' ability to compose lyrics, write creatively, and write journalistically.

5. *Self-Reflection*: Contributions to classroom discussions, formal and informal writing assignments and student-teacher conferences will be used to evaluate students' ability to reflect constructively on their own performance, progress, and learning process.

6. *Objectivity*: Contributions to classroom discussions, formal and informal writing assignments, written role playing reflections, and perspective taking writing assignments will be used to evaluate students' ability to think objectively about ideas, issues, and others without abandoning their own values and beliefs.

7. *Literary, Literacy, and Cognitive Skills*: Contributions to classroom discussions as well as formal and informal writing assignments will be used to evaluate students' ability to exhibit:

A. *Literary and Literacy Competence*:

- perform literary analyses
- read critically both fictional and nonfictional writing
- analyze non-textual media
- analyze language in both fiction and nonfiction texts
- identify and think critically about the theme of written works
- edit the work of others

- apply abstract theories to external texts
- make self-to-text, text-to-text, and world-to-text connections
- gauge the effectiveness and potentials of literary activism
- critically analyze media and advertising
- synthesize fictional and nonfictional themes, ideas, and information

B. Cognitive Skills:

- think critically
- think independently without formal direction
- process complex information
- synthesize multiple concepts, ideas, and narratives
- think abstractly about the effects/manifestations of concepts on personal, local, and global levels
- externalize values and affects beyond the human sphere to that of animals and the environment
- draw connections between human, animal, and environmental issues
- discern patterns and connections

8. *Editing Skills*: Students' revisions of their own work which has been edited and commented upon by others will be used to evaluate students' ability to integrate constructive criticism and peer feedback.

9. *Creative Writing Skills*: Short compositions written by students on designated topics and written analyses of their own creative work will be used to evaluate students' ability to write creatively.

10. *Citation Skills*: Students' creation of a works cited page will be used to evaluate students' ability to cite sources using MLA (Modern Language Association) style.

11. *Research Skills*: Student location and summarizing of internet and textual sources will be used to evaluate students' ability to do independent research.

12. *Source Evaluation Skills*: Non-polemical discussions of texts and ideas in students' contributions to classroom discussions, as well as formal and informal writing assignments will be used to evaluate students' ability to evaluate primary sources.

13. *Problem Solving Skills*: Problem solving scenario assignments will be used to evaluate students' ability to problem solve and prepare in an organized fashion.

14. *Composition Skills*: Formal and informal writing assignments will be used to evaluate students' ability to differentiate between expository description and metaphorical imagery, and use primary and secondary source examples to back up their arguments.

15. *Media Skills*: Final project presentations will be used to evaluate students' ability to utilize multiple media.

Long-term Evaluation Tools:

1. *Goal Acquisition:* Student-developed goals for the academic year will be used to evaluate students' ability to improve and make progress.
2. *Adaptivity:* Student-teacher conferences will be used to evaluate students' willingness and receptivity to feedback and goal-setting.
3. *Activism Skills:* Final project implementation, written documentation, and a multimedia presentation will be used to evaluate students' ability to become an activist for humans, animals, and/or the environment using literature and/or language.

Humane Experiential Literary Studies Curriculum

Molly Volanth Hall

August 2010

Section 1: Introduction to Humane Experiential Literary Studies

Unit 1: What Is Humane Literary Study? How Will We Organize Our Learning Community?

Skills Objectives: Students will establish learning goals for the academic year. Students will create and understand classroom rules.

Content Objectives: Students will be familiar with the pedagogical concepts of humane and experiential and what they entail as they relate to literary studies. Students will be familiar with the learning goals and methods for this course.

Teacher Objectives: The teacher will be familiar with student interests, passions, strengths, weaknesses, and special needs.

DAY 1

Description: Hand out the syllabus. Read through the syllabus as a class, briefly discussing sections such as those titled grading, topics, and assignments. Begin a guided discussion on humane experiential literary studies. The discussion will address how we will be going on field trips and doing service learning related to human rights, animal rights, environmental ethics, and activism. Humane literary study differs from typical literary study in that we will be studying literature and language both to develop literacy and analytical skills as well as to explore the three issues mentioned above. We will read and analyze texts, and write creatively and analytically in order to learn more about how these three issues manifest themselves and are enacted in our world. We will learn about how they are interconnected, and how we can use the study and creation of literature and language to understand, explore, and create positive change in our world. Answer any questions students have concerning the course. Let students know that at no point in this course are they obligated to agree with any viewpoint presented or take any action which they do not agree with or believe in. Students are encouraged to share opposing viewpoints with the class and teacher. Next, hand out a Student Information Worksheet with questions which will allow you to know more about students' interests and passions, self identified strengths and weaknesses, and any other special needs. Also, hand out a Goals Worksheet on which students will develop and list their personal and academic goals for the year. At the end of class, collect the Student Information Worksheet, and instruct the class to complete the Goals Worksheet for *homework*.

DAY 2

Description: Collect students' Goals Worksheet. Hand out a Classroom Rules Worksheet with spaces for filling in classroom rules as well as student suggestions for what types of activities they would like to participate in and things they might like to learn more about or understand better if they were able to design this course. As a class, we will decide on the rules, and consequences for breaking them, which we will all follow whenever we are together as a

learning community, inside and outside the classroom via student and teacher suggestions. We will vote on each rule's inclusion via a show of hands.

DAY 3

Description: Having reviewed the goals submitted yesterday by students, conference with each student for 1-3 minutes, finalizing them together. Explain to the class that these goals will be part of the rubric by which their progress will be measured. The presence of steady progress will be taken into account in assessing students' grades for the course. While you conference with each student, the rest of the class should be reading over the syllabus and formulating a list of questions to be asked tomorrow in class. These questions can address points of concern or confusion for students, as well as areas where they simply feel further information is desirable. Students should complete syllabus questions list for *homework*.

Unit 2: What Is Literary Theory?

Skills Objectives: Students will possess basic understanding of analytical literary theory and practice. Students will have expanded knowledge of the various inter- and extra-textual applications of literary theory.

DAY 1

Description: Go over students' syllabus questions. Then, have a short discussion about what literary theory is; how it is used both professionally and academically, and how we will be using it in this class. Distribute a hand-out listing all the identified types of literary theory as of today, including brief definitions and examples of analysis. Go over this hand-out as a class, allowing time for students to ask questions.

Suggested Teacher Resources:

Barry, P. (2002). *Beginning Theory: An Introduction to Literary and Cultural Theory*, 2nd Edition. New York: Manchester University Press.

Castle, G. (2007). *The Blackwell Guide to Literary Theory*. Malden, MA: Blackwell Publishers.

Estok, S.C. (2007). Theory from the Fringes: Animals, Ecocriticism, Shakespeare. *Mosaic*, 40:1, pp. 61-78.

Gaard, G. (Ed.) (1993). *Ecofeminism: Women, Animals, Nature*. Philadelphia, PA: Temple University Press.

Klages, M. (2006). *Literary Theory for the Perplexed*. New York: Continuum.

Malamud, R. (2003). *Poetic Animals and Animal Souls*. New York: Palgrave Macmillan.

Malamud, R. (1998). *Reading Zoos: Representation of Animals and Captivity*. New York: New York University Press.

McKay, R. (2010). Animal Ethics and Literary Criticism. *The Minnesota Review*, 74, pp. 263-268. Retrieved May 29, 2010, from Humanities International Complete database.

Sandilands, C. (1999). *The Good-Natured Feminist: Ecofeminism and the Quest for Democracy*. Minneapolis, MN: University of Minnesota Press.

DAY 2

Description: Distribute a hand-out with several excerpts from novels, plays, selected poems, songs, or short stories. Give students time to attempt a reading of each excerpt or piece using each of the literary theories we have gone over. After students are done, go over the analyses as a class.

Suggested Classroom Materials:

Black Eyed Peas. (2009). Now generation. *The E.N.D. (Energy Never Dies)*, Track 13. Interscope Records.

DeVere, A. (2004). The Little Black Rose. In Stephen Regan (Ed.) *Irish Writing: An Anthology of Irish Literature in English 1789-1939* (p. 161). Oxford, UK: Oxford University Press.

O’Connell, D. (2004). Speech at Tara. In Stephen Regan (Ed.) *Irish Writing: An Anthology of Irish Literature in English 1789-1939* (pp. 23-35). Oxford, UK: Oxford University Press.
“Carry home...be a nation again” (pp. 34-35).

Owenson, S. (2004). From *The Wild Irish Girl*. In Stephen Regan (Ed.) *Irish Writing: An Anthology of Irish Literature in English 1789-1939* (pp. 95-106). Oxford, UK: Oxford University Press.
“And surely...his family entered” (p. 97).

DAY 3

Description: Discuss how literary theory does not just apply to written texts. It can be used to analyze many cultural productions, from movies to entire cultures. Discuss how each theory contributes more than just self-contained analyses of texts, telling us additionally something about the world we live in. Explain to students that most of the theories we touched on today will be discussed and explored in greater detail and depth after today.

Suggested Teacher Resources:

Barry, P. (2002). *Beginning Theory: An Introduction to Literary and Cultural Theory*, 2nd Edition. New York: Manchester University Press.

Literary theory. Accessed June 4, 2010, from <http://www.iep.utm.edu/literary/>

Literary theory. Accessed June 4, 2010, from <http://vos.ucsb.edu/browse.asp?id=2718>

Literary theory and English teaching. Accessed June 4, 2010, from <http://www.umich.edu/teachenglish/subpages/literature/literarytheory.htm>

Payne, M. (Ed.) (1996). *A Dictionary of Cultural and Critical Theory*. Oxford, UK: Blackwell.

Thompson, M., Ellis, R., and Wildavsky, A.B. (Eds.) (1990). *Cultural Theory*. Boulder, CO: Westview Press.

Unit 3: Ecocritical Literary Theory

Skills Objectives: Students will possess a basic understanding of ecocritical ideology and practice.

Content Objectives: Students will begin to understand how ecocriticism can be activist.

DAY 1

Description: Distribute a hand-out of the history of and perspectives on ecocriticism. Read over this hand-out and discuss it as a class.

Suggested Teacher Resources:

Bate, J. (2000). *The Song of the Earth*. New York: Picador.

Barry, P. (2002). *Beginning Theory: An Introduction to Literary and Cultural Theory*, 2nd Edition. New York: Manchester University Press.

Buell, L. (1995). *The Environmental Imagination: Thoreau, Nature Writing, and the Formation of American Culture*. Cambridge, MA: Harvard University Press.

Glotfelty, C. and Fromm, H. (Eds.) (1996). *The Ecocriticism Reader: Landmarks in Literary Ecology*. Atlanta, GA: University of Georgia Press.

DAY 2

Description: Distribute a hand-out with two or three poems to read and analyze ecocritically for *homework*. As a class, use ecocriticism to analyze the first poem. Once we have analyzed the poem, discuss how this practice might be considered activist. Ask students how this practice and the analysis it produces might have real effects in our world?

Suggested Classroom Materials:

Michaels, A. (2001). Skin divers. In *Poems* (pp. 135-138). New York: Alfred A. Knopf.

Michaels, A. (2001). The passionate world. In *Poems* (pp. 154-155). New York: Alfred A. Knopf.

Michaels, A. (2001). Three weeks. In *Poems* (p. 142). New York: Alfred A. Knopf.

DAY 3

Description: Go over student poetry analyses from the homework. As a class, discuss our analyses in order to refine our understanding of and ability to practice ecocriticism.

Unit 4: Deconstructive Literary Theory

Skills Objectives: Students will possess a basic understanding of the ideology and practice of deconstruction.

Content Objectives: Students will begin to understand the activist potentials of deconstruction.

DAY 1-3

Description: Proceed as we did in Unit 3, this time exploring and practicing deconstruction instead of ecocriticism. Go over history and perspectives, analyze poems, discuss activist potentials, and discuss student analyses.

Suggested Classroom Materials:

Olsen, C. (1983). A plantation, a beginning. In *The Maximus Poems* (pp. 106-109). Berkeley, CA: University of California Press.

Olsen, C. (1983). Maximus, to Gloucester, letter II. In *The Maximus Poems* (pp. 52-55). Berkeley, CA: University of California Press.

Olsen, C. (1983). Maximus of Gloucester. In *The Maximus Poems* (p. 473). Berkeley, CA: University of California Press.

Suggested Teacher Resources:

Derrida, J. (1998). *A Derrida Reader*. New York: Columbia University Press.

Norris, C. (1991). *Deconstruction: Theory and Practice*. New York: Routledge.

Royle, N. (Ed.) (2000). *Deconstruction: A Users Guide*. New York: Palgrave.

Unit 5: Psychoanalytical Literary Theory

Skills Objectives: Students will possess a basic understanding of the ideology and practice of literary psychoanalysis.

Content Objectives: Students will begin to understand the activist potentials of psychoanalytic theory.

DAY 1-3

Description: Proceed as we did in Units 3 and 4, this time exploring and practicing psychoanalytic theory instead of deconstruction or ecocriticism. Go over history and perspectives, analyze poems, discuss activist potentials, and discuss student analyses. Additionally, on the third Day, pass around a sheet and ask each student to write the name of a music artist they like or admire.

Suggested Classroom Materials:

Shakespeare, W. (1997). Sonnet 13 – O that you were yourself! But love you are. In Stephen Greenblatt, Walter Cohen, Jean E. Howard, and Katherine Eisman Maus (Eds.) *The Norton Shakespeare: Based on the Oxford Edition* (p. 1927). New York: W.W. Norton & Company.

Shakespeare, W. (1997). Sonnet 130 – My mistress' eyes are nothing like the sun. In Stephen Greenblatt, Walter Cohen, Jean E. Howard, and Katherine Eisman Maus (Eds.) *The Norton Shakespeare: Based on the Oxford Edition* (p. 1967). New York: W.W. Norton & Company.

Shakespeare, W. (1997). Sonnet 151 – Love is too young to know what conscience is. In Stephen Greenblatt, Walter Cohen, Jean E. Howard, and Katherine Eisman Maus (Eds.) *The Norton Shakespeare: Based on the Oxford Edition* (p. 1974). New York: W.W. Norton & Company.

Suggested Teacher Resources:

Ellman, M. (1994). *Psychoanalytic Literary Criticism*. New York: Longman.

Kurzweil, E. (1983). *Literature and Psychoanalysis*. New York: Columbia University Press.

Sarup, M. (1992). *Jacques Lacan*. New York: Harvester.

Thurschwell, P. (2000). *Sigmund Freud*. New York: Routledge.

Unit 6: Other Literary Theories

Skills Objectives: Students will possess a cursory understanding of the ideology and practice of new historicism, postcolonial criticism, feminist criticism, queer theory, Marxist criticism, ecofeminism, and animal theory.

Content Objectives: Students will begin to explore the activist potentials of the above literary theories. Students will think critically about how popular music can be literary.

DAY 1-3

Description: Proceed as we did in Units 3, 4, and 5, this time exploring and practicing the remaining literary theories instead of psychoanalytic criticism, deconstruction, or ecocriticism. Go over history and perspectives, analyze poems, discuss activist potentials, and discuss student analyses. There is one exception; this time, instead of distributing a hand-out with poems, distribute a hand-out of two or three song lyrics by selected artists chosen from those listed by students in the previous Unit.

Suggested Classroom Materials:

Black Eyed Peas. (2009). One tribe. *The E.N.D.(Energy Never Dies)*, Track 14. Interscope Records.

P!nk. (2008). Glitter in the air. *Funhouse*, Track 12. La Farce Records.

Perry, K. (2008). If you can afford me. *One of the Boys*, Track 8. Capitol Records.

Suggested Teacher Resources:

Barry, P. (2002). *Beginning Theory: An Introduction to Literary and Cultural Theory*, 2nd Edition. New York: Manchester University Press.

Crist, E. (1999). *Images of Animals: Anthropomorphism and Animal Mind*. Philadelphia, PA: Temple University Press.

Gaard, G. (Ed.) (1993). *Ecofeminism: Women, Animals, Nature*. Philadelphia, PA: Temple University Press.

Malamud, R. (1998). *Reading Zoos: Representation of Animals and Captivity*. New York: New York University Press.

McKay, R. (2010). Animal Ethics and Literary Criticism. *The Minnesota Review*, 74, pp. 263-268. Retrieved May 29, 2010, from Humanities International Complete database.

Mitchell, R.W., Thompson, N.S., and Miles, H.L. (Eds.) (1997). *Anthropomorphism, Anecdotes, and Animals*. Albany, NY: State University of New York Press.

Sandilands, C. (1999). *The Good-Natured Feminist: Ecofeminism and the Quest for Democracy*. Minneapolis, MN: University of Minnesota Press.

Unit 7: How Do Literature and Experiential Education Mutually Reinforce Each Other?

Content Objectives: Students will discover how literature and field trips and/or service learning can mutually enrich each other and our understanding of our world. Students will think critically about how using experiential education with literary studies can enhance the activist potentials of literature. Students will begin to understand how experiential literary education can expand our knowledge of critical issues concerning humans, animals, and the environment.

DAY 1

Description: Ask students what they think a literature field trip would look like. Distribute a hand-out listing sites we may visit over the course of this academic year (Appendix A: Examples of Field Trip and Service Learning Sites). Ask students: How might literature enrich your learning experience at these locations. How might visiting these places help you to better understand or synthesize what you will have learned with the literary works we will have investigated?

DAY 2

Description: Distribute a hand-out listing examples of field trip and service learning sites (not necessarily being used in this course) as they might be coupled with certain works of literature which could mutually enrich the experience of both reading the literature and visiting the location (Appendix B: Example Pairings of Experiential Learning Sites with Works of Literature). For *homework*, ask students to go to the websites listed for each site and look up book descriptions on Amazon.com or Goodreads.com. Students should then reflect on the potential benefits of coupling each literary work with each site.

DAY 3

Description: Distribute a hand-out containing two or three poems or songs. Ask students what kind of field trip they think might be enriched by and enrich their reading of these works and understanding of their themes and meanings. Given what we now know about using experiential learning together with literary studies, ask students how they might define literature as activist?

Suggested Classroom Materials:

Frost, R. (1979). Range-Finding. In Edward Connery Latham (Ed.) *The Poetry of Robert Frost: The Collected Poems, Complete and Unabridged* (p. 126). New York: Henry Holt & Company.

Frost, R. (1979). The rabbit-hunter. In Edward Connery Latham (Ed.) *The Poetry of Robert Frost: The Collected Poems, Complete and Unabridged* (p. 360). New York: Henry Holt & Company.

Vedder, E. (2007). Hard sun. *Music from the Motion Picture Into the Wild*, Track 7. J-Records.

Unit 8: Environmental Issues in Literature and Language

Skills Objectives: Students will practice critical nonfiction reading skills. Students will learn to address their relationship with the environment through creative writing. Students will improve their literary analysis skills.

Content Objectives: Students will explore how literature and language can mediate and affect our relationship to the environment. Students will explore the ways reading and writing can generate critical thought and affect us emotionally.

DAY 1

Description: Ask students: Has any art or literature has ever affected how you feel or act towards the environment? How do you think literature and language might affect humans' relationship to the environment in general? What are some ways you think people might be able to use literature and/or language to affect humans' relationship to the environment, or to explore this relationship further? Hand out one or two articles on environmental issues in literature and language. Have students read these for *homework*.

Suggested Classroom Materials:

Quetchenbach, B.W. (2002). Primary concerns: The development of current environmental identity poetry. In J. Scott Bryson (Ed.) *Ecopoetry: A Critical Introduction* (pp. 245-262). Salt Lake City, UT: University of Utah Press.

Wright, W. (1992). The Ecology of Language. In *Wild Knowledge: Science, Language, and Social Life in a Fragile Environment* (pp. 193-223). Minneapolis, MN: University of Minnesota Press.

DAY 2

Description: Discuss the articles we read for homework as a class. Ask students: Did you agree or disagree with the points and arguments made by each author? Ask students to write a poem, short story, song, rap, or one-act play addressing their feelings about and knowledge of the environment (to be handed in).

DAY 3

Description: As a class pick one or two student works as well as one written by you to be analyzed. As a class, attempt to decipher how the author uses language to talk about the environment and our relationship to it. Ask students: How did your classmates' work affect you emotionally? How did it lead you to think critically about some aspect of the environment or environmental issues and ethics?

Unit 9: Human Rights Issues in Literature and Language

Skills Objectives: Students will practice critical nonfiction reading skills. Students will learn to address their relationship to other people through creative writing. Students will improve their literary analysis skills.

Content Objectives: Students will explore how literature and language can mediate and affect our behavior and attitudes towards other humans and ourselves. Students will explore the ways reading and writing can generate critical thought and affect us emotionally.

DAY 1-3

Description: Proceed as we did for Unit 8, this time examining human rights instead of environmental issues. Discuss the effects of literature and language on human behavior, read and discuss articles on literature and language, have students write creatively about what they feel and know, analyze the work of our peers, commenting on their use of language, emotional affectivity, and ability to engage critical thinking.

Suggested Classroom Materials:

McClennen, S.A. and Slaughter, J.R. (2009). Introducing human rights and literary forms; Or the vehicles and vocabularies of human rights. *Comparative Literature Studies*, 46(1), 1-19.

Solnit, R. (2008). Our storied future. *Orion*, 27(1), 14-15.

Unit 10: Animal Issues in Literature and Language

Skills Objectives: Students will practice critical nonfiction reading skills. Students will learn to address their relationship to animals through creative writing. Students will improve their literary analysis skills.

Content Objectives: Students will explore how literature and language can mediate and affect our relationship to animals. Students will explore the ways reading and writing can generate critical thought and affect us emotionally.

DAY 1-3

Description: Proceed as we did for Units 8 and 9, this time examining animal issues instead of environmental issues or human rights. Discuss the effects of literature and language on human behavior, read and discuss articles on literature and language, have students write creatively about what they feel and know, analyze the work of our peers, commenting on their use of language, emotional affectivity, and ability to engage critical thinking.

Suggested Classroom Materials:

The language of liberation. (August 5, 2007). Accessed May 18, 2010, from http://www.animalfriendlylife.com/2007/08/language_of_liberation.html

Vaughan, C. (n.d.). *Animal Equality: Language and Liberation* by Joan Dunayer: Dialectic of deceit. Accessed May 18, 2010, from <http://www.animalliberationfront.com/saints/authors/novels/dialectic%20of%20deceit.html>

Unit 11: Literature and Language in Culture and Media

Skills Objectives: Students will practice critical nonfiction reading skills. Students will learn to approach their relationship to culture and media through creative writing. Students will improve their literary analysis skills.

Content Objectives: Students will explore how literature and language can mediate and affect our relationship to culture and media. Students will explore the ways reading and writing can generate critical thought and affect us emotionally.

DAY 1-3

Description: Proceed as we did for Units 8, 9, and 10, this time examining culture and media instead of environmental issues, human rights, or animal issues. Discuss the effects of literature and language on human behavior, read and discuss articles on literature and language, have students write creatively about what they feel and know, analyze the work of our peers, commenting on their use of language, emotional affectivity, and ability to engage critical thinking.

Suggested Classroom Materials:

Russell, K. (2008). The glimpse and fan service: New media, new aesthetics. *International Journal of the Humanities*, 6(5), 105-110. Retrieved May 18, 2010, from Humanities International database.

Ryder, M. (May 2004). Semiotics: Language and culture. Accessed May 18, 2010, from http://carbon.ucdenver.edu/~mryder/semiotics_este.html

Unit 12: The Power of Language and Literary Activism

Skills Objectives: Students will practice thinking creatively and concretely about abstract ideas. Students will practice critical thinking skills. Students will practice critical nonfiction reading skills. Students will explore their personal relationship to linguistic and literary activism, exercising their own ability to be a literary and linguistic activist concerning other people, animals, and the environment.

Content Objectives: Students will gain a basic understanding of the power and activist potentials of literature and language. Students will investigate the activist potentials of popular music.

DAY 1

Description: Given what we have explored so far, ask students how they would say language is powerful? Distribute a hand-out with various quotes addressing the power of language. Ask students to give examples of what each quote describes. Given what we have investigated so far, ask students how they would say literature is activist? Distribute a hand-out containing quotes on literary activism. Discuss the validity and feasibility of each point as a class. Hand out one or two articles for students to read for *homework* concerning literary activism in practice and theory.

Suggested Classroom Materials:

Korva, C. (n.d.). Analysis: Writers and activists lead successful campaign to reverse a practice of changing literature in a New York exam to avoid any potentially negative text. *Weekend All Things Considered (NPR)*. Retrieved May 19, 2010, from Newspaper Source database.

Slauter, E. (2010). Reading and radicalization: Print, politics, and the American revolution. *Early American Studies, An Interdisciplinary Journal*, 8(1), 5-40. Retrieved May 19, 2010, from Humanities International Complete database.

Suggested Teacher Resources:

Estok, S.C. (2007). Theory from the fringes: Animals, ecocriticism, Shakespeare. *Mosaic*, 40(1), 61-78.

Fiandt, J. (2006). Autobiographical activism in the Americas: Narratives of personal and cultural healing by Aurora Levins Morales and Linda Hogan. *Women's Studies*, 35, 567-584.

Literary activism. (n.d.). *Word Search with Adair Jones*. Accessed May 18, 2010, from <http://adairjones.wordpress.com/about-me/essays/literary-activism/>

Language is power. (n.d.). Accessed May 18, 2010, from <http://www.exmosis.net/node.languageIsPower>

Language quotations. Accessed May 18, 2010, from http://www.wisdomquotes.com/cat_language.html

Nikitina, S. (2009). Applied humanities: Bridging the gap between building theory & fostering citizenship. *Liberal Education*, Winter 2009, 36-43.

Notable quotes. Accessed May 18, 2010, from http://www.notable-quotes.com/l/language_quotes.html

Opondo, S.O. (2008). Genre and the African city: The politics and poetics of urban rhythms. *Journal for Cultural Research*, 12(1), 59-79.

Quotations page. Accessed May 18, 2010, from <http://www.quotationspage.com/quote/1648.html>

Singer, J. and Shagoury, R. (2006). Stirring up justice: Adolescents reading, writing and changing the world. *Journal of Adolescent & Adult Literacy*, 49(4), 318-339.

The power of words. (n.d.). Accessed May 18, 2010, from <http://www.aniota.com/~jwhite/words.html>

Williams, R. (March 16, 2003). The power of language. *Ockham's Razor*. ABC Radio National. Accessed May 18, 2010, from <http://www.abc.net.au/rn/science/ockham/stories/s805188.htm>

DAY 2

Description: Go over the articles we read for homework as a class. Ask students if there is anything they read about that they feel they could or could not do. Why or why not? Discuss as a class the ways in which these articles used language to be activist. Ask students if they feel that they were or could be effective in this endeavor?

DAY 3

Description: Have students brainstorm ways they could, have, or would like to use literature and/or language to affect others' attitudes or behaviors, in their relationship towards other people, animals, or the environment. Ask students if they can think of any popular artists that attempt to do this. Hand out the lyrics to 2 to 4 popular songs that can be seen as activist. Perform a literary analysis of each one as a class. Discuss how these songs can be seen as activist.

Suggested Classroom Materials:

Artists for Haiti. (2010). We are the world for Haiti. *We Are the World for Haiti*, Track 1. We Are the World Foundation.

Drake. (2009). Fear. *So Far Gone*, Track 7. Cash Money Records.

Eminem. (2002). White America. *The Eminem Show*, Track 2. Interscope Records.

Muse. (2009). Uprising. *The Resistance*, Track 1. Warner Bros. Records.

Unit 13: How Will You Contribute to and Shape Your Humane Literary Experience?

Skills Objectives: Students will practice project planning.

Content Objectives: Students will explore how they can contribute to and shape their humane literary learning experience so that it benefits their personal goals. Students will explore their current relationship to activism and apathy. Students will think critically about their goals and dreams for the future, what they need to achieve these, and how these might relate to and affect other people, animals, and the environment. Students will gain an understanding of what they can do to lead a more compassionate and sustainable life. Students should feel empowered by and included in the learning experience and community we are building in this classroom.

DAY 1

Description: Hand back the Student Information worksheet collected on the first Day of class. Ask each student to add who their favorite author and musical artist are. Students should also write down: What kinds of writing, movies, and songs do you like and why? What do you think you should learn and get out of your high school literature classes? What would make your time here more interesting and fun for you? Are there any issues which you feel passionately about? Are there any issues about which you strongly feel there is a need to create changing or raise peoples' awareness? What would you say your obstacles to acting on these feelings are? What might you want to pursue as a career when you graduate? What skills do you feel you will need to be successfully prepared to follow that path? How might this course and your teacher help you to gain those skills? How might you use your strengths and career path to improve peoples' relationship to other people, animals, and the environment? Why might it be important to do so? Share stories with students of people who chose activist or helping careers, discussing why they did so and how it fulfills them. Share with students some of the ways seemingly unlikely professions can promote compassion and sustainability. Share with students how they personally can do this in everyday life regardless of their career. Distribute a hand-out listing easy tips on leading a more compassionate and sustainable life including internet resources for further information. Ask students to read over the hand-out and consider it for *homework*. Collect the Student Information Worksheet again.

Suggested Teacher Resources:

A Better Future. www.abetterfuture.org

Accurate Democracy. www.accuratedemocracy.com

Bekoff, M. and Goodall, J. (2002). *The Ten Trusts: What We Must Do To Care for the Animals We Love*. San Francisco, CA: Harper.

Dauncey, G. (2001). *Stormy Weather: 101 Solutions to Global Warming*. Gabriola Island, BC, Canada: New Society Publishers.

Global Exchange. www.globalexchange.org

Green Peace's True Food Shopping List. www.trufoodnow.org

Jones, E. (2001). *The Better World Handbook: From Good Intentions to Everyday Actions*. Gabriola Island, BC, Canada: New Society Publishers.

North American Vegetarian Society. www.navs-online.org

People for the Ethical Treatment of Animals. www.peta-online.org

Seo, D. (2001). *Be the Difference: A Beginner's Guide to Changing the World*. Gabriola Island, BC, Canada: New Society Publishers.

Simple Living Network. www.simpleliving.net

Student Environmental Action Coalition. www.seac.org

United Students Against Sweatshops. www.usasnet.org

Weil, Z. (2004). *The Power and Promise of Humane Education*. Gabriola Island, BC, Canada: New Society Publishers.

DAY 2

Description: Explain to students that you will try to address as many of their interests and skill needs as possible by altering the existing curriculum. They can feel free to share any ideas with you at any point in this course on curricular improvements. Distribute a hand-out describing the Final Project (Appendix C: Final Project Description). Ask students to start thinking about what they might like their final project to be on. Give students one or two examples of what these projects might entail (Appendix D: Final Project Examples). For *homework*, ask students to submit some initial ideas.

DAY 3

Description: Address any concerns or confusion and give helpful suggestions and jumping off points for further development and research into all students have shared about their possible project ideas. Explain to students that they will be reading four books for this course. Explain that the first one will be assigned, the second one we will vote on as a class from a list which is given out, the third one will be chosen individually by the students from a list which is given out, and the fourth book students will each choose for themselves independently after being approved. Each book will correspond to one of the four remaining Sections (i.e. human rights,

animal rights, environmental ethics, and literary activism). Discuss the first book students will be reading (Appendix E: Human Rights Books). For *homework*, students should read the first fifth of the book assigned for this Section, and be prepared to discuss it in class on the first Day of Section 2, Unit 2.

Section 2: Human Rights

Unit 1: Literary Theories Suited to Human Rights, Especially Deconstructive and Psychoanalytical Treatments of Human Oppression and Trauma in Literature

Skills Objectives: Students will increase their understanding of the theory and practice of deconstruction, psychoanalysis, feminist criticism, queer theory, new historicism, Marxist criticism, postcolonial criticism, ecocriticism, and ecofeminism. Students will practice reading and analysis skills. Students will practice critical nonfiction reading skills.

Content Objectives: Students will explore the ways the above literary theories can deepen one's understanding of and engagement with literature and language in relation to issues of human rights and oppression. Students will explore the effects of literature and language on our relationship to other people. Students will be able to define the concepts of human oppression and trauma. Students will think critically about concrete manifestations of human oppression and trauma in our world and gain an increased understanding of them. Students will explore their personal thoughts and feelings on human rights, oppression, and trauma.

DAY 1

Description: Begin this Section by discussion some ground rules with the class concerning how to behave surrounding sensitive issues of human rights and oppression. It should be made clear that no derogatory language or comments will be tolerated when directed at fellow classmates, or groups and individual humans in general. Explain to students that if at ANY time one of them feels uncomfortable with a discussion topic, assignment, or textual content, they DO NOT have to participate in reading, writing, or conversation. Seeing as the syllabus delineates topics, assignments, and materials in advance. Any students who feels apprehensive about upcoming subject matters is advised to speak privately after class or via email with the teacher in advance so students can avoid being put on the spot. In these cases we will work out individually how we will alter the assignment or restructure the discussion so that everyone feels safe and comfortable. That being said, you should encourage students to address issues that may make them feel uncomfortable at times as long as they feel they can do this in a manageable fashion without becoming overwhelmed. Let students know that you will be there for them to help them deal with any uncomfortable emotions or situations resulting from this coursework. Explain, also, that anything shared in this classroom is to be kept in this classroom. All students are expected to respect the privacy and confidentiality of their classmates at all times, and not to do so will evoke severe disciplinary consequences. If you choose, listed below are a couple of helpful resources for dealing with uncomfortable emotions and situations in the classroom which may be helpful for both teachers and students. Have students take out their original hand-out listing all the literary theories with examples and definitions from Section 1, Unit 2. Ask students: Which ones do you think will aid us in our investigation of human rights? Why? Discuss each of these theories again from a human rights perspective. Ask students: how might/do they approach the issue of human rights and oppression in language and literature? What is their position on human rights and oppression? What role would you say each one indicates that literature and language play in issues of human rights and oppression? Give

students a hand out containing two poems, one using language indicative of human oppression and one using language supportive of human rights. For *homework*, ask students to read and analyze each poem for using at least three of the nine theories (i.e. deconstruction, psychoanalytic criticism, ecofeminism, queer theory, feminist criticism, ecofeminist criticism, new historicism, Marxist criticism, and postcolonial criticism) treating human issues. Students should write just a sentence or two on what each reading of this poem tells us about human rights issues and an example of how the author uses language and/or literature to achieve this according to each theory.

Suggested Classroom Materials:

Eliot, T.S. (n.d.) Gerontion. Accessed May 5, 2010, from http://famouspoetsandpoems.com/poets/t_s_eliot/poems/15135
(oppression)

Hughes, L. (1993). Let America be America again. In Carolyn Forché (Ed.) *Against Forgetting: Twentieth-Century Poetry of Witness* (pp. 628-631). New York: W.W. Norton & Company.
(rights)

Suggested Teacher Resources:

Greenspan, M. (2004). *Healing Through Dark Emotions: The Wisdom of Grief, Fear, and Despair*. Boston, MA: Shambhala Publications.

Toletino, H. (2007). Race: Some teachable — and uncomfortable — moments. *Rethinking Schools*, 22(1), pp. 46-50.

DAY 2

Description: Discuss the homework as a class. Do a cursory analysis of each poem as students did for homework. Define human oppression and trauma as a class. Ask students for examples of each. Hand out two short articles, one on human oppression in today's world and throughout history and one on trauma. Students should read these articles for *homework*.

Suggested Classroom Materials:

Association for Advancement of Behavior Therapy. (2001). Trauma. Retrieved May 19, 2010, from Psych EXTRA database.
(Trauma)

Cockburn, A. (September 2003). 21st Century Slaves. *National Geographic*, 2-29.
(Oppression)

DAY 3

Description: Ask students to journal about their feelings on human oppression and what they know about the issue right now, as well as why it might be important to study trauma through literature. Allow students to share anything they wrote if they wish to. Ask students if there are any issues of human rights or oppression which they find themselves particularly interested in. Finally, discuss how they think trauma can be personal, social, and historical.

Unit 2: Reading, Analytical, and Writing Skills (RAW Skills)

Skills Objectives: Students will possess increased critical and practical reading skills, especially concerning reading comprehension, vocabulary, grammar, and the identification of writing styles and genres. Students will possess increased analytical skills. Students will gain an increased ability to write analytically, including the mastery of sentence structure, paragraph formation, grammar, spelling, and essay format. Students will learn to use textual examples to support their arguments. Students will gain creative writing skills, including the composition of poems, short stories, prose, songs, and drama. Students will practice both polemic and anti-polemic writing styles. Students will practice editing and proofreading skills on their own as well as their peers' writing.

Content Objectives: Students will gain an understanding of various literary devices and terms. Students will begin to explore the themes and literary devices employed in the book they are reading for this Section.

DAY 1

Description: Since this is the first Unit of many of this kind (twelve total), explain in detail to students how these Units will be structured. Each RAW skills Unit will be divided into: Reading Skills on the first Day, Analytical Skills on the second Day, and Writing Skills on the third Day. The Reading Skills Day will consist of distribution of a hand-out on reading skills. We will go over the hand-out as a class. Next, a Reading Skills Worksheet will be handed out which students will get into groups and complete. Then, we will come back together as a class and go over the Reading Skills Worksheet answers. Next, have students open to a passage you have selected in the first fifth of the book they are reading for this Section. Hand out a short quiz with questions concerning reading comprehension, vocabulary, grammar, and writing style, which they will answer in response to the selected passage from this Section's book. Lastly, we will go over the *homework* assignment which will be to read the same passage again, this time with an eye for [insert Section topic here, i.e. human rights, animal rights, environmental ethics, or activism] themes and to journal about how the language of the passage conveys those themes and how they feel and think about what is being said (to be handed in). Students should also read the second fifth of this Section's book, and be ready to discuss what they have read by the first Day of Unit 4.

Suggested Teacher Resources:

ABC teach. (n.d.). Accessed June 5, 2010, from http://abcteach.com/directory/reading_comprehension/middlehigh_school/

(sample worksheet)

Afflerbach, P., Pearson, D.P., and Paris, S.G. (2008). Clarifying differences between reading skills and reading strategies. *Reading Teacher*, 61(5), 364-373. Retrieved May 29, 2010, from Humanities International Complete database.

Book worksheets. (n.d.). Accessed June 5, 2010, from <http://www.worksheetlibrary.com/subjects/languagearts/readingcomprehension/books/> (sample worksheet)

Fact and opinion. (n.d.). Accessed June 5, 2010, from http://www.teach-nology.com/worksheets/critical_thinking/fact/ver1/index.html (sample worksheet)

McLaughlin, M. and De Voogd, G. (2004). Critical literacy as comprehension: Exploring reader response. *Journal of Adolescent and Adult Literacy*, 48(1), 52-62.

Montelongo, J. (2008). Text guides: Scaffolding summarization and fortifying reading skills. *International Journal of Learning*, 15(7), 289-296. Retrieved May 29, 2010, from Education Research Complete database.

Moore, C. and Lo, L. (2008). Reading comprehension strategy: Rainbow dots. *Journal of the International Association of Special Education*, 9(1), 124-127. Retrieved May 29, 2010, from Educational Research Complete database.

Reading comprehension. (n.d.). Accessed June 5, 2010, from <http://rhlschool.com/reading.htm>

Reading comprehension skills. (n.d.). Accessed June 5, 2010, from http://www.edhelper.com/language/reading_skills.htm

Schumm, J.S. and Arguelles, M.E. (Eds.) (2006). *Reading Assessment and Instruction for All Learners*. New York: Guilford Press. Retrieved June 5, 2010, from Ebrary, <http://site.ebrary.com/lib/cambridge/docdetail.action?docID=10172281&force=1>

Specific reading skills. (n.d.). Accessed June 5, 2010, from <http://www.edworksheets.com/c/readingskills.web?nocache@12+s@pkRpXHsq.8Qbw> (sample worksheet)

Trinkle, C. (2009). Reading for meaning: Synthesizing. *School Library Media Activities Monthly*, 25(7), 49-51. Retrieved May 29, 2010, from Wilson Select Plus database.

Free reading comprehension worksheets. (n.d.). Accessed June 5, 2010, from <http://www.englishforeveryone.org/topics/reading%20comprehension.htm> (sample worksheet)

DAY 2

Description: The Analytical Skills Day will consist of distribution of a hand-out on literary analysis skills, including literary devices and terms, such as foreshadowing, irony, mimesis, and metanarrative. We will then go over the hand-out as a class. Next, hand out an Analytical Skills Worksheet consisting of a several short excerpts to be analyzed which students will complete in groups. Go over the answers together as a class. Hand out a quiz with a passage or poem to be analyzed. Students do not need to use complete essay format, but will need to use complete sentences and proper grammar and spelling. Students must reference examples from the text to support their argument. Lastly, we will discuss the *homework*, which will be to read the same excerpt/piece again with an eye for [insert Section topic here] themes and to journal about how the language conveys these themes, and how they think and feel about what is being said (to be collected).

Suggested Teacher Resources:

A guide to the literary-analysis essay. (n.d.). Retrieved May 30, 2010, from <http://www.kent.k12.wa.us/staff/kathrynnicholas/literaryguide.pdf>

Barry, P. (2002). *Beginning Theory: An Introduction to Literary and Cultural Theory, 2nd Edition*. New York: Manchester University Press.

Bloor, T. and Bloor, M. (2004). *The Functional Analysis of English, 2nd Edition: A Hallidayan Approach*. London: Arnold Publishers.

Coyle, M., et al. (1990). *Encyclopedia of Literature and Criticism*. New York: Routledge.

Cuddon, J.A. and Preston, C.E. (2000). *The Penguin Dictionary of Literary Terms and Literary Theory, 4th Edition*. New York: Penguin.

Exploring author's language-literary devices. (n.d.). Accessed June 5, 2010, from <http://printables.scholastic.com/printables/details/?id=31816>
(sample worksheet)

Kennedy, X.J. and Gioia, D. (2001). *An Introduction to Poetry, 10th Edition*. New York: Longman Publishers.

Leitch, V.B. (2001). *The Norton Anthology of Theory and Criticism*. New York: Norton.

Literary analysis worksheet. (n.d.). Accessed June 5, 2010, from http://www.usac.edu/brbrownsyllabus/writingII/literary_analysis_worksheet.htm
(sample worksheet)

Literary analysis worksheets. (n.d.). Accessed June 5, 2010, from <http://www.worksheetlibrary.com/subjects/languagearts/readingcomprehension/literary/>
(sample worksheet)

Literary terms diagnostic. (n.d.). Accessed June 5, 2010, from <http://printables.scholastic.com/printables/detail/?id=1281> (sample worksheet)

Student link literary analysis. (n.d.). Accessed June 5, 2010, from http://vashonsd.org/hello/images/literary_analysis_wksheet.pdf (sample worksheet)

Worksheet: Understanding literary terms. (n.d.). Accessed June 5, 2010, from http://www.yesnet.yk.ca/schools/wes/webquests_themes/fairy_tales_sofie/fairy_tale_literary_terms.html (sample worksheet)

DAY 3

Description: The Writing Skills Day will consist of distribution of a hand-out on writing skills which we will go over as a class. Students will then be asked to write creatively about a subject of concern to [insert Section topic here]. Students may choose any medium they wish: poem, short play, prose, song, short story, etc. Students must attempt to use the writing skills we have just discussed. Hand out a basic editing rubric. The teacher should take some time to go over this rubric to make sure everyone understands the contents. Next, explain the *homework* to the class, which will be to take the piece students have just written and write analytically about it in 1-2 paragraphs. Students must also attempt to edit their own work (to be collected). These three Days are what each RAW Skills Unit will look like with one exception: sometimes the writing section will consist of editing others' work rather than one's own, in class. In these cases the work students will edit will be a piece from the previous RAW Skills Unit. Also, at these times, the *homework* will be to make the revisions suggested by one's classmate.

Suggested Teacher Resources:

Flip-to-Learn Revision & Editing Guide. (2007). Carson, CA: Lakeshore Learning.

iRubric: Editing rubric. Accessed June 8, 2010, from <http://www.rcampus.com/rubricshowc.cfm?sp=true&code=WXWAA4&>

Lane, J. and Lange, E. (1999). *Writing Clearly: An Editing Guide.* Boston, MA: Heinle & Heinle.

Lester, J.D. and Lester Jr., J.D. (2002). *Writing Research Papers: A Complete Guide, 10th Edition.* New York: Longman Publishers.

Lunsford, A. and Connors, R. (1999). *The New St. Martin's Handbook.* Boston, MA: Bedford/St. Martin's Publishers.

Peer editing rubric. Accessed June 8, 2010, from <http://www.unit5.org/rumpsjc/peer%20editing%20rubric.htm>

Peer editing rubric #1. Accessed June 8, 2010, from <http://www.chs.res.k12.tn.us/teachers/smithMan/writing%20prompts/peer%20editing%20rubric.mht>

Unit 3: Gender Issues, Queer Studies, GLBT (Gay, Lesbian, Bisexual, and Transgender) Rights, and Feminist Readings

Skills Objectives: Students will gain an in depth understanding of queer and feminist literary theories, writing, and practice. Students will possess a basic understanding of Hallidayan linguistic theory and practice.

Content Objectives: Students will gain an increased understanding of Gay, Lesbian, Bisexual, and Transgender (GLBT) current and historical rights and oppression issues. Students will gain an increased understanding of current and historical issues concerning women's rights and oppression. Students will think critically about gender identity theories and issues. Students will gain information on how to be active for GLBT rights, including helpful resources existing for that community and their friends and family. Students will investigate how privilege and discrimination affect their lives and the lives of others due to identification with groups based on gender and sexuality. Students will explore the role of language in the media concerning women's and GLBT rights and oppression.

DAY 1

Description: Distribute a hand-out containing in depth information on queer and feminist literary theories. Discuss these theories as a class. Distribute a hand-out containing information on GLBT rights and oppression. Discuss this information as a class. Distribute a hand-out with information on women's rights and oppression. Discuss this information as a class. Distribute a hand-out on gender identity issues. Discuss this information as a class. Distribute a hand-out with excerpts on GLBT, gender, and feminist philosophies. Read through the hand-outs as a class and discuss their contents. Talk to students about GSAs and alternative proms. Hand out a GLBT rights organization, GLISTEN, GSA, alternative prom resource list with websites and contact information. Have students read over this resource list for *homework*.

Suggested Teacher Resources:

Abelove, H., Barale, M.A., and Halperin, D. (Eds.) (1993). *Lesbian and Gay Studies Reader*. New York: Routledge.

Achtenberg, R. (Ed.) (1985). *Sexual Orientation and the Law*. New York: Clark Boardman Company.

Altman, D. (1972). *Homosexual Oppression and Liberation*. Sydney, AU: Angus & Robertson.

Amplify. www.amplifyyourvoice.org/main.cfm?s=amplify

Backhouse, C. and Flaherty, D. H. (Eds.) (1996). *Challenging Times: The Women's Movement in Canada and the United States*. Quebec City, Canada: McGill-Queen's University Press.

Barry, P. (2002). *Beginning Theory: An Introduction to Literary and Cultural Theory*, 2nd Edition. New York: Manchester University Press.

Belsey, C. and Moore, J. (Eds.) (1997). *The Feminist Reader: Essays in Gender and the Politics of Literary Criticism*, 2nd Edition. New York: Palgrave.

Bristow, J. (Ed.) (1992). *Sexual Sameness: Textual Difference in Lesbian and Gay Writing*. New York: Routledge.

Butler, J. (1999). *Gender Trouble*. New York: Routledge.

Calhoun, C. (2005). Family's outlaws: Rethinking the connections between feminism, lesbianism, and the family [excerpted]. In Judith A. Boss (Ed.) *Analyzing Moral Issues: 3rd Edition* (pp. 397-402). New York: McGraw Hill.

Colage: Equality and Justice for People with Lesbian, Gay, Bisexual, Transgender, and/or Queer Parents & Our Families. www.colage.org

Dadisman, M. (1991). Roots of hate: Homophobia at its source. *Human Rights*, 18, pp. 24-25.

De Beauvoir, S. (2005). The second sex [excerpted]. In Judith A. Boss (Ed.) *Analyzing Moral Issues: 3rd Edition* (pp. 575-580). New York: McGraw Hill.

Eagleton, M. (Ed.) (1991). *Feminist Literary Criticism*. New York: Longman.

Epstein, J. (1990). Either/or-neither/both: Sexual ambiguity and the ideology of gender. *Genders*, 7, pp. 99-142.

Family Equality Council. www.familyequality.org/site/pageserver

Fuss, D. (Ed.) (1992). *Inside/Out: Lesbian Theories, Gay Theories*. New York: Routledge.

Gay & Gender Research. gaygenderresearch.org

Gay Straight Alliance. www.gaystraightalliance.org

GSA Network [Gay Straight Alliance]. gsanetwork.org

GLAAD: Words & Images Matter [Gay and Lesbian Alliance Against Defamation]. www.glaad.org/page.aspx?pid=183

GLBT Historical Society. www.glbthistory.org

GLBT National Help Center. glnh.org/index2.html

GLSEN [Gay and Lesbian School Education Network]. www.glsen.org/cgi-bin/iowa/all.home/index.html

Heart Strong. www.heartstrong.org

Herdt, G. (Ed.) (1989). *Gay and Lesbian Youth*. New York: Harrington Park Press.

Human Rights Campaign. www.hrc.org/index.htm

Human Rights Watch. (2002). Women's human rights. *Human Rights Watch World Report 2002* (pp. 533-553). Accessed May 30, 2010, from <http://www.hrw.org/wr2k2/women.html#status>

Hyde, M.O. and Forsyth, E.H. (1994). *Know About Gays and Lesbians*. Brookfield, CT: Millbrook Press.

Jennings, K. (Ed.) (1994). *Becoming Visible: A Reader in Gay and Lesbian History for High School and College Students*. Boston, MA: Alyson Publications.

Marcus, E. (1992). *Making History: The Struggle for Gay and Lesbian Civil Rights, 1945-1990*. New York: Harper Collins.

Matthew's Place.

www.matthewshepard.org/site/pageserver?pagename=main_matthews_place_home_page

National Center for Transgender Equality. transequality.org

National Gay and Lesbian Task Force. www.thetaskforce.org

Nava, M. and Dawidoff, R. (2005). The case for gay marriage. In Judith A. Boss (Ed.) *Analyzing Moral Issues: 3rd Edition* (pp. 393-396). New York: McGraw Hill.

Parents, Families, and Friends of Lesbians and Gays. community.pflag.org/page.aspx?pid=194

Ross, L.J. (2006). A personal journey from women's rights to civil rights to human rights. *The Black Scholar*, 36(1), 45-53. Retrieved May 30, 2010, from Wilson Select Plus database.

Safe Schools Coalition. www.safeschoolscoalition.org/safe.html

Schwartzman, L.H. (2002). Feminist analyses of oppression and the discourse of 'rights': A response to Wendy Brown. *Social Theory and Practice*, 28(3), 465-480. Retrieved May 30, 2010, from Wilson Select Plus database.

Soul Force. www.soulforce.org

Stark, L.P. (1991). Traditional gender role beliefs and individual outcomes: An exploratory analysis. *Sex Roles*, 24, pp. 639-650.

Straight Spouse Network. www.straightspouse.org/home.php#

The social construction of gender. (n.d.). Accessed May 30, 2010, from <http://employees.oneonta.edu/farberas/ARTH/ARTH200/gender.html>

Thomson, J.J. (2005). A defense of abortion. In Judith A. Boss (Ed.) *Analyzing Moral Issues: 3rd Edition* (pp. 91-101). New York: McGraw Hill.

Transgender Law & Policy Institute. www.transgenderlaw.org

Tzu-Chun Wu, J. (2008). Some history matters: Revisiting the golden age of women's history. *Journal of Women's History*, 20(2), 145-150. Retrieved May 30, 2010, from Wilson Select Plus database.

West, G. and Blumberg, R.L. (Eds.) (1990). *Women and Social Protest*. Oxford, UK: Oxford University Press.

DAY 2

Description: Hand out straight privilege and male privilege checklists. Go over these hand-outs as a class, discussing our awareness and experiences of these privileges and/or lack thereof. Hand out two short news articles, one containing sexist language, and one containing homophobic language. Ask students to read each article and identify negative language towards female and GLBT peoples and identities.

Suggested Classroom Materials:

Heterosexual privilege checklist. (n.d.). Retrieved June 6, 2010, from http://sap.mit.edu/content/pdf/hetersexual_privilege.pdf

Male privilege checklist. (n.d.). Retrieved June 6, 2010, from http://sap.mit.edu/content/pdf/male_privilege.pdf

Quinn, S. (July 8, 2009). Palin's peculiar family values. *Washington Post*. Accessed May 5, 2010, from http://newsweek.washingtonpost.com/onfaith/palinists/sally_quinn/2009/07/palins_peculiar_family_values.html

Ringa, M. (October 18, 2009). Law review experts rule out rights for homosexuals. *Daily Nation*. Accessed May 5, 2010, from <http://www.nation.co.ke/news/-/1056/674074/-/uolker/-/index.html>

DAY 3

Description: Have students volunteer more positive ways to say what the negative language was expressing in each news article. Distribute a hand-out on Hallidayan linguistic and textual analysis. Go over it as a class. Distribute a hand-out containing 2-4 poems and/or prose excerpts by GLBT and/or feminist authors. As a class, perform a queer and feminist reading of each, utilizing Hallidayan language investigation skills to aid these forms of criticism.

Suggested Classroom Materials:

Bryant, S. (November 1, 2007). The glass wall. *Blithe House Quarterly: Queer Fiction Lives Here*. Accessed May 5, 2010, from <http://www.blithe.com>

Friel, J. (November 1, 2009). The nail, the knife, the scissors. *Blithe House Quarterly: Queer Fiction Lives Here*. Accessed May 5, 2010, from <http://www.blithe.com>

Ingersoll, G. (n.d.). What must I do today. Accessed May 5, 2010, from <http://www.shampoopoetry.com/shampoofive/ingersoll.html>

Reigns, S. (2010). *Inheritance*. Maple Shade, NJ: Lethe Press.

Suggested Teacher Resources:

Bloor, T. and Bloor, M. (2004). *The Functional Analysis of English, 2nd Edition: A Hallidayan Approach*. London: Arnold Publishers.

Fawcett, R., Halliday, M.A.K., Lamb, S.M., and Makkai, A. (Eds.) (1984). *The Semiotics of Culture and Language*. London: Francis Pinter Publications.

Halliday, M.A.K. (1973). *Explorations in the Functions of Language*. London: Edward Arnold Publishers.

Halliday, M.A.K. (2002). *Linguistic Studies of Text and Discourse: The Collected Works of Michael Halliday*. New York: Continuum.

Unit 4: RAW Skills

Days 1-3.

Description: Same as before (see Section 2, Unit 2), with the following exceptions. On the Reading Skills Day, have students complete the quiz questions in reference to a passage chosen by you from the second fifth of this Section's book rather than the first fifth. Also, for homework that same Day, students should read the third fifth of the book, and be ready to discuss it by the first Day of Unit 6.

Unit 5: New Historicism and Marxist Criticism

Skills Objectives: Students will gain an in depth knowledge of new historical and Marxist literary theory and practice. Students will practice peer editing skills. Students will be able to define and engage in satire and conceit. Students will employ critical nonfiction reading skills. Students will practice journal reflections as a way to process texts after reading them. Students will practice editorial writing, exploring one of the ways language can be used to address human rights and oppression.

Content Objectives: Students will gain an increased understanding of the history of human oppression. Students will become more aware of the details of Marxist, communist, and capitalist social and economic history and philosophy. Students will explore how Marxist and new historicist criticisms work with literature to illuminate current and historical social and economic injustices.

DAY 1

Description: Distribute a hand-out containing in depth information on new historical literary theory and Marxist literary criticism. Read and discuss it as a class. Distribute a hand-out containing a timeline with a skeleton history of human oppression. Read and discuss it as a class. Distribute a hand-out with information on Marxist, communist, and capitalist history and philosophy. Read and discuss it as a class.

Suggested Teacher Resources:

Bales, K. (2007). *Ending Slavery: How We Free Today's Slaves*. Berkeley, CA: University of California Press.

Ball, T. and Dagger, R. (n.d.). Communism. *History.com*. Accessed May 30, 2010, from <http://www.history.com/topics/communism>

Beaud, M. (2001). *A History of Capitalism, 1500-2000*. New York: Monthly Review Press.

Bloor, T. and Bloor, M. (2004). *The Functional Analysis of English, 2nd Edition: A Hallidayan Approach*. London: Arnold Publishers.

Communism. (September 20, 2008). *New World Encyclopedia*. Accessed May 30, 2010, from <http://www.newworldencyclopedia.org/entry/communism?oldid=813693>

Eagleton, T. (1976). *Marxism and Literary Criticism*. New York: Routledge.

Gallagher, C. and Greenblatt, S. (2000). *Practicing the New Historicism*. Chicago, IL: University of Chicago Press.

Hessen, R. (2008). Capitalism. *Concise Encyclopedia of Economics*. Library of Economics and Liberty. Accessed May 30, 2010, from <http://www.econlib.org/library/enc/capitalism.html>

Lewis, W. (October 16, 2009). Louis Althusser. *Stanford Encyclopedia of Philosophy*. Accessed May 30, 2010, from <http://plato.stanford.edu/entries/althusser/>

Marxism. (February 28, 2009). *New World Encyclopedia*. Accessed May 30, 2010, from <http://www.newworldencyclopedia.org/entry/marxism?oldid=937718>

Marx, K. and Engels, F. (1998). *The Communist Manifesto*. Oxford, UK: Oxford University Press.

Mohawk, J. (1999). *Utopian Legacies: A History of Conquest and Oppression in the Western World*. Clear Light Books.

Mulhern, F. (Ed.) (1992). *Contemporary Marxist Literary Criticism*. New York: Longman.

Parker, P.M. (Ed.) (2010). *Oppression: Webster's Timeline History, 650-2007*. Sydney, AU: Icon Group International.

Perry, M. (2002). *Marxism and History*. New York: Palgrave Macmillan.

Timeline of oppression. (n.d.). *State University of New York, Geneseo Website*. Accessed May 30, 2010, from http://www.geneseo.edu/safe_zone/timeline_oppression

Veeser, A. (Ed.) (1989). *The New Historicism*. New York: Routledge.

Wolff, J. (January 28, 2008). Karl Marx. *Stanford Encyclopedia of Philosophy*. Accessed May 30, 2010, from <http://plato.stanford.edu/entries/marx/>

DAY 2

Description: Distribute a hand-out with 1-3 poems or prose excerpts each treating either human oppression, historical social injustice, and economic injustice. Perform a short analysis of each work using both Marxist and new historicist criticism for each as a class. Pick one of the issues treated by these works and have students write a short opinion editorial on the social injustice or humanitarian economic concerns presented. Have students switch their writing with that of a classmate and peer edit it (to be collected).

Suggested Classroom Materials:

Reed, I. (1998). *Flight to Canada*. New York: Simon & Schuster Inc.
 “There’s a knock...in a cocaine vision” (pp. 22-25).

Sinclair, U. (1981). *The Jungle*. New York: Bantam Books.
 “There seemed never...wind were driving them” (pp. 100-102).

Spiegelman, A. (1986). *Maus I: A Survivor's Tale: My Father Bleeds History*. New York: Pantheon Books.

“...the next year...and they did” (pp. 47-51).

DAY 3

Description: Distribute a hand-out on satire and conceit with definitions and examples. Go over it as a class. Analyze each example using either Marxist or new historicist criticism. Distribute a hand-out with 1-3 articles from newspapers on social economic justice issues. Ask students to read and reflect in writing on each article. Have students select one article and write a satirical conceit treating the issues it addresses (to be collected). Students may finish their poem for *homework* if they need more time.

Suggested Classroom Materials:

Bremner, C. and Sage, A. (November 10, 2005). Soccer heroes blame social injustice. *The (United Kingdom) Times*. Retrieved May 5, 2010, from Newspaper Source database.

Coorey, P. (October 12, 2000). College principal warns of social injustice; Ghetto risk in school funding. *The (Adelade) Advertiser*. Retrieved May 5, 2010, from Newspaper Source database.

Holland, K. (October 27, 2009). Community alliance warns of ‘injustice’ in fiscal approach. *Irish Times*. Retrieved May 5, 2010, from Newspaper Source database.

Suggested Teacher Resources:

Department of English, University of Victoria. (September 23, 1995). The Uvic writer’s guide: Conceit. Accessed May 30, 2010, from <http://web.uvic.ca/wguide/pages/RhetConceit.html>

Department of English, University of Victoria. (May 13, 1995). The Uvic writer’s guide: Satire. Accessed May 30, 2010, from <http://web.uvic.ca/wguide/pages/LTsatire.html>

Kennedy, X.J. and Gioia, D. (2001). *An Introduction to Poetry, 10th Edition*. New York: Longman.

Literary terms and definitions. (January 28, 2010). Accessed May 30, 2010, from http://web.cn.edu/kwheeler/lit_terms_A.html

Unit 6: RAW Skills

Days 1-3.

Description: Same as before (see Section 2, Unit 2), with the following exceptions. On the Reading Skills Day, have students complete the quiz questions in reference to a passage chosen by you from the third fifth of this Section’s book rather than the first fifth. Also, for homework that same Day, students should read the fourth fifth of the book, and be ready to discuss it by the first Day of Unit 8.

Unit 7: Postcolonial Literary Theory

Skills Objectives: Students will possess an in depth understanding of postcolonial literary theory and practice. Students will practice comparative analysis skills. Students will think critically about multiple perspectives on colonialism and globalization while practicing critical nonfiction reading skills. Students will practice working in groups.

Content Objectives: Students will gain an increased awareness of colonialism and its history. Students will explore how poetry can be used to address human rights issues such as colonialism and postcolonialism. Students will investigate how postcolonial criticism enriches our understanding of human rights issues in literature, and in their manifestations in our world. Students will investigate the role of language in issues of human rights, and how we might use language to create positive change. Students will explore the use of poetry of hope to address issues and experiences of human oppression. Students will explore the importance of imagination and hope to human rights causes. Students will think critically about the activist potentials of imagination and hope in the production and consumption of literature.

DAY 1

Description: Distribute a hand-out with in depth information on postcolonial criticism. Read and discuss it as a class. Distribute a hand-out containing the history and definition of colonialism. Read and discuss it as a class.

Suggested Teacher Resources:

Ashcroft, B., et al. (1989). *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*. New York: Routledge.

Ashcroft, B., et al. (1994). *The Post-Colonial Studies Reader*. New York: Routledge.

Barry, P. (2002). *Beginning Theory: An Introduction to Literary and Cultural Theory*, 2nd Edition. New York: Manchester University Press.

Bigelow, B. and Peterson, B. (Eds.) (2002). *Rethinking Globalization: Teaching for Justice in an Unjust World*. Milwaukee, WI: Rethinking Schools Press.

Cooper, F. (2005). *Colonialism in Question: Theory, Knowledge, History*. Berkeley, CA: University of California Press. Retrieved May 31, 2010, from Ebrary, <http://site.ebrary.com/lib/cambridge/docdetail.action?docID=10079962&force=1>

Dirlik, A. (2002). Rethinking colonialism: Globalization, postcolonialism and the nation. *Interventions: The International Journal of Postcolonial Studies*, 4(3), 428-448. Retrieved May 31, 2010, from Academic Search Premier database.

Loomba, A. (1998). *Colonialism-Post Colonialism*. New York: Routledge. Retrieved May 31, 2010, from Ebrary,
<http://site.ebrary.com/lib/cambridge/docdetail.action?docID=10070543&force=1>

Mckay, J.P., Hill, B.D., and Buckler, J. (1999). *A History of Western Society, 6th Edition*. New York: Houghton Mifflin Company.

Sartre, J. (2001). Colonialism is a system. *Interventions: The International Journal of Postcolonial Studies*, 3(1), 127-140. Retrieved May 31, 2010, from Academic Search Premier database.

Vermette, D. (2009). Colonialism and the suppression of aboriginal voice. *Ottawa Law Review*, 40(2), 225-264. Retrieved May 31, 2010, from Wilson Select Plus database.

Walder, D. (1990). *Literature in the Modern World*. Oxford, UK: Oxford University Press.

DAY 2

Description: Distribute a hand-out with two poems, one dealing with colonialist and one with postcolonialist topics. Give students time to perform a comparative analysis of the two poems using postcolonial criticism. When they are done, come back together as a class and discuss our findings and conclusions. Ask students: How are the colonial and postcolonial poems and their themes similar? How did postcolonial literary theory allow you to better determine the meaning of each poem and better understand both colonialism and our postcolonial world? Distribute a hand-out containing 1-3 articles (representing multiple perspectives) on colonialism, globalization, and the relationship between “developed” and “developing” countries concerning human rights issues in our postcolonial world. Have students read these articles for *homework* and reflect on them in writing.

Suggested Classroom Materials:

Aristide, J. (2002). Globalization: A view from below. In Bill Bigelow and Bob Peterson (Eds.) *Rethinking Globalization: Teaching for Justice in an Unjust World* (pp. 9-13). Milwaukee, WI: Rethinking Schools Press.

Castaneda, J.G. (2007). NAFTA at 10: A plus or a minus?. In Helen E. Purkitt (Ed.) *Annual Editions: World Politics 2006/2007* (pp. 97-101). Dubuque, IA: McGraw Hill.

Espada, M. (2002). Federico’s ghost. In Bill Bigelow and Bob Peterson (Eds.) *Rethinking Globalization: Teaching for Justice in an Unjust World* (p. 222). Milwaukee, WI: Rethinking Schools Press.

Mphahlele, E. (1993). A poem. In Carolyn Forché (Ed.) *Against Forgetting: Twentieth-Century Poetry of Witness* (pp. 717-718). New York: W.W. Norton & Company.

Somers, J. (2002). Debt: The new colonialism. In Bill Bigelow and Bob Peterson (Eds.) *Rethinking Globalization: Teaching for Justice in an Unjust World* (pp. 78-81). Milwaukee, WI: Rethinking Schools Press.

DAY 3

Description: Ask students: Did you agree or disagree with each article we read for homework and why? What was each article’s main argument? How did the author support her or his argument? Identify words that could be productive of human oppression (i.e. underdeveloped, third world, poor, etc.) as a class. Make a list of responses on the board. Discuss how these words could be harmful to human rights. Ask students: How could we speak differently and more humanely of situations concerning people in our postcolonial world? Distribute a hand-out containing 2-3 “poems of hope” by “third world” authors on colonialism, globalization, and social justice issues. Have students get into groups of 2-5 and analyze the poems using postcolonial criticism. Get back together as a class and discuss our analyses. Point to places in the texts where language illuminates human rights issues and concepts. Discuss how postcolonial criticism led us to better understand and identify these issues and concepts. Distribute a hand-out with quotes and excerpts on the importance of imagination and literature and language of hope to human rights causes. Discuss these ideas. Ask students: how do they apply to the previous poems. How are these “poems of hope?” How do these authors use imagination to envision a better future for all people? What is the function and validity of this practice? How can we consider this literary practice and study to be activist in nature? For *homework*, ask students to write a poem or short essay of hope using their imagination to envision a better future for humanity (to be handed in).

Suggested Classroom Materials:

Castillo, O.R. (1993). Before the scales, tomorrow. In Carolyn Forché (Ed.) *Against Forgetting: Twentieth-Century Poetry of Witness* (pp. 606-607). New York: W.W. Norton & Company.

Castillo, O.R. (1993). Distances. In Carolyn Forché (Ed.) *Against Forgetting: Twentieth-Century Poetry of Witness* (pp. 609-613). New York: W.W. Norton & Company.

Padilla, H. (1993). Song of the juggler. In Carolyn Forché (Ed.) *Against Forgetting: Twentieth-Century Poetry of Witness* (p. 603). New York: W.W. Norton & Company.

Suggested Teacher Resources:

Ende, M. (1997). *The Never Ending Story*. Ralph Manheim (Trans.). New York: Puffin Books. “And the voice sang...you’ll see” (pp. 116-120).

Hartmann, T. (2004). *The Last Hours of Ancient Sunlight: The Fate of the World and What We Can Do Before It’s Too Late*. New York: Three Rivers Press. “So we can now see...more will be found” (pp. 246-247).

Hope quotes and quotations. Accessed May 19, 2010, from http://www.famousquotesandauthors.com/topics/hope_quotes.html

Imagination. Accessed May 19, 2010, from <http://quotes.prolix.nu/imagination/>

Rowling, J.K. (June 9, 2008). The fringe benefits of failure, and the importance of imagination. Accessed May 19, 2010, from <http://harvardmagazine.com/commencement/the-fringe-benefits-failure-the-importance-imagination>

Tropiano, C. (2008). Paulo Freire, social change, and the teaching of gothic literature. *College Quarterly*, 11(2).

“Developing a ‘critical...changing the world (Freire, 1972:11)” (p. 3).

“In my own practice...how we act and why” (pp. 4-5).

Wheatly, M. (2004). From hope to hopelessness. In Paul Rogat Loeb (Ed.) *The Impossible Will Take a Little While: A Citizen’s Guide to Hope in a Time of Fear* (pp. 348-351). New York: Basic Books.

“Vaclav Havel...it turns out” (p. 349).

Unit 8: RAW Skills

DAY 1-3

Description: Same as before (see Section 2, Unit 2), with the following exceptions. On the Reading Skills Day, have students complete the quiz questions in reference to a passage chosen by you from the fourth fifth of this Section’s book rather than the first fifth. Also, for homework that same Day, students should read the remainder of the book, and be ready to discuss it by the first Day of Unit 13.

Unit 9: Ecocritical and Ecofeminist Treatments of Human Rights

Skills Objectives: Students will gain a basic understanding of ecocriticism and ecofeminist theory and practice as they relate to human rights. Students will practice critical nonfiction reading skills. Students will develop problem solving skills. Students will practice investigative journalism skills. Students will practice rhetorical and debating skills. Students will practice public speaking.

Content Objectives: Students will gain an awareness of the logic of domination. Students will think critically about the intersection of environmental and human issues. Students will become more aware of the use of sexist and derogatory natural language and their intersection.

DAY 1

Description: Distribute a hand-out on the logic of domination theory. Read and discuss it as a class. Distribute a hand-out containing information on environmental justice. Read and discuss it as a class. Distribute a hand-out detailing the use of ecocriticism and ecofeminist criticism in analytical literary treatments of human rights and oppression. Read and discuss it as a class.

Suggested Teacher Resources:

Carr, G. (1999). Feminist ecocriticism: A selected bibliography for ecofeminist literary theory and criticism. Retrieved May 31, 2010, from <http://www.facstaff.bucknell.edu/gcarr/ecofem.pdf>

Clyburn, J.E. (2003). Environmental justice and the intersection of health and economic development. *Human Rights: Journal of the Section of Individual Rights & Responsibilities*, 30(4), 7-20. Retrieved May 31, 2010, from Academic Search Premier database.

Coupe, L. (2000). *Green Studies Reader: From Romanticism to Ecocriticism*. New York: Routledge. Retrieved May 31, 2010, from Ebrary, <http://site.ebrary.com/lib/cambridge/docdetail.action?docID=5002081&force=1>

Delegates to the First National People of Color Environmental Leadership Summit. (October 27, 1991). Principles of environmental justice. Retrieved May 31, 2010, from <http://www.ejnet.org/ej/principles.pdf>

Doyle, K. (1994). Environmental justice: A growing movement. *Black Collegian*, 24(4), 36-39. Retrieved May 31, 2010, from Education Research Complete database.

Ecofeminism: Or, the intersectionality between sexism, the domination of nature and other forms of global inequality. (June 4, 2009). Accessed May 31, 2010, from <http://community.feministing.com/2009/06/ecofeminism-or-the-intersection.html>

Engelhardt, E.S.D. (2003). *Tangled Roots of Feminism, Environmentalism, and Appalachian Literature*. Athens, OH: Ohio University Press. Retrieved May 31, 2010, from Ebrary, <http://site.ebrary.com/lib/cambridge/docdetail.action?docID=10124765&force=1>

Environmental justice and environmental racism. (n.d.). Accessed May 31, 2010, from <http://www.ejnet.org/ej/>

Environmental Protection Agency's environmental justice website. www.epa.gov/environmentaljustice/

Estok, S.C. (n.d.). A report card on ecocriticism. *The Association for the Study of Literature & Environment Website*. Accessed May 31, 2010, from <http://www.asle.org/site/resources/ecocritical-library/intro/reportcard/>

Gault, D. (n.d.). Philosophy 110A: Notes from sixth lecture: *The Power and Promise of Ecological Feminism*, by Karen J. Warren. Accessed May 31, 2010, from <http://instruc.uwo.ca/philosophy/110a/lecture6.html>

Guana, E. and Foster, S. (2003). Environmental justice: Stakes, stakeholders, and strategies. *Human Rights: Journal of the Section of Individual Rights & Responsibilities*, 30(4), 2-4. Retrieved May 31, 2010, from Academic Search Premier database.

Lehmiller, J.J. and Schmidt, M.T. (2007). Group domination and inequality in context: Evidence for the unstable meanings of social dominance and authoritarianism. *European Journal of Social Psychology*, 37(4), 704-724. Retrieved May 31, 2010, from Academic Search Premier Database.

Logic of domination. (n.d.). *Appropedia Website*. Accessed May 31, 2010, from http://www.appropedia.org/earth_democracy#.22logic.22_of_domination

Spiegel, M. (1996). *The Dreaded Comparison: Human and Animal Slavery*. New York: Mirror Books.

The logic of domination. (n.d.). Accessed May 31, 2010, from <http://webhome.idirect.com/~marco1/textversion/essaydbase/domination.htm>

The environmental justice resource center @ Clark Atlanta university-website. www.ejrc.cau.edu/

Sandilands, C. (1999). *The Good-Natured Feminist: Ecofeminism and the Quest for Democracy*. Minneapolis, MN: University of Minnesota Press.

Sandler, R. Pezzulb, P.C. (Eds.) (2007). *Environmental Justice and Environmentalism: The Social Justice Challenge to the Environmental Movement*. Cambridge, MA: Massachusetts Institute of Technology Press. Retrieved May 31, 2010, from Ebrary, <http://site.ebrary.com/lib/cambridge/docdetail.action?docID=10173729>

Skelton, R. and Miller, V. (October 21, 2006). The environmental justice movement. *Natural Resources Defense Council Website*. Accessed May 31, 2010, from <http://www.nrdc.org/ej/history/hej.asp>

Waugh, C. (2008). Where's the justice? The environmental justice movement in transition. *Western American Literature*. 43(1), 70-77. Retrieved May 31, 2010, from Humanities International Complete database.

DAY 2

Description: Distribute a hand-out containing 2-3 short news articles on issues of environmental justice. Read and discuss each one as a class. Ask students: What is the environmental issue being discussed in each article? Does the article talk about how the issue affects humans? If not, what could we add about the effect of this environmental issue on humans? Based on what we have read, how would you define humanity's relationship to the environment? Distribute a hand-out with 2-3 poems, prose excerpts, or expository excerpts which use sexist language to describe nature or derogatory natural descriptions to talk about women. Read the pieces as a class, then,

identify the sexist or derogatory natural language being used. Ask students: How does this type of language affect both women and the environment, as well as our relationship to it? Is this effect unidirectional or is it more complex than that? How would you describe this complexity? Distribute a hand-out describing the class's *homework* assignment. It should state: Imagine you are a journalist being asked to write a weekly column about the connections between the issues of human rights and environmental degradation. What types of leads might you follow and stories would you investigate? What research might you need to do? Into what fields and areas would you do your investigating? What experts might you want to consult? What kinds of people might it be useful for you to interview for your column? You do not have to actually write any articles for this assignment. You must just outline the way you would go about solving the problem of how to approach your new journalistic assignment by answering these questions and providing any other information you may deem necessary (to be handed in).

Suggested Classroom Materials:

Conner Lambeck, L. (April 29, 2010). Grants will go for recycling, asthma and water quality projects. *Connecticut Post*. Retrieved May 7, 2010, from Newspaper Source database.

Kay, L. (April 20, 2010). River keeper upset by ONWASA sewer plants. *The (Jacksonville, NC) Daily News*. Retrieved May 7, 2010, from Newspaper Source database.

Michaels, D. (April 7, 2010). Study may look at air pollution risk of gas-drilling methods used in north Texas. *The Dallas Morning News*. Retrieved May 7, 2010, from Newspaper Source database.

Wood, N. (2004). (Em)bracing icy mothers: Ideology, identity, and environment in children's fantasy. In Sidney I. Dobrin and Kenneth B. Kidd (Eds.) *Wild Things: Children's Culture and Ecocriticism* (pp. 198-214). Detroit, MI: Wayne State University Press.

Talking about the work of John Ruskin and Philip Pullman: "Thus, the North...call the 'boreal'" (pp. 202-203).

Talking about the work of Hans Christian Anderson: "Kai's introduction to the Snow Queen...nor can he perceive the sublime" (p. 205).

Talking about the work of Philip Pullman: "This alternative view of the Arctic...the bodies of their beings" (p. 211).

DAY 3

Description: Divide the class into two groups. Inform the class that today we will be conducting a formal debate, for which you will act as moderator, providing questions and timing answers. Assign one group as the environmental protection activists and the other as women's rights activists. The issue we will be debating is: the effects of overly packaged, ready to eat food (for example: microwaveable TV dinners). The environmental group's position is that, because the

excessive packaging is often thrown away and the food inside is usually heavily processed and conventionally produced; it is environmentally unfriendly and unhealthy.

The women's rights group's position is that food convenience allows women to be more successful working mothers. To eliminate these packaged prepared foodstuffs would make it more difficult to be both a mother and a working woman, putting women at a disadvantage to men who are not as often hampered by the obligation to make dinner for their children after a long day's work. They say this would therefore be sexist. Give students a few minutes to discuss their position with their groups and come up with 5-10 points they wish to make. Some of these statements should attempt to anticipate the opposing group's points. Commence and complete the debate, giving each side 1-2 minutes at a time to speak, allowing the debate to go back and forth at least three times. No winners will be designated. After the debate, come together as a class and brainstorm ways that the issue can be considered damaging to the environment, women, and all people. For *homework*, ask students to journal about possible solutions to the problem posed by these foodstuffs which might satisfy both sides, as well as be positive for animals.

Unit 10: The Importance of Language in Human Rights Issues

Skills Objectives: Students will gain media literacy skills. Students will practice group work.

Content Objectives: Students will investigate the positive and negative roles of language in human rights issues. Students will gain a basic understanding of linguistic constructivism and the relationship between stories and culture. Students will investigate the effects of media on culture. Students will think critically about how our cultural stories affect humans, animals, and the environment. Students will think critically about how art and literature both reinforce old stories and construct new ones within our culture. Students will explore their role in the creation and maintenance of cultural stories through language, literature, and activism. Students will become more aware of the prescriptive powers of language. Students will explore positive and negative mental reinforcement through engagement with and creation of language and literature.

DAY 1

Description: Given what we have discussed thus far, ask students what role they think language plays in issues of human rights. Distribute a hand-out with information on linguistic constructivism and the relationship between stories and culture. Read and discuss it as a class. Ask students how they think we could use what we know about the role of language to make positive changes for human rights?

Suggested Teacher Resources:

Abdullah, S. (1999). *Creating a World That Works for All*. San Francisco, CA: Berrett-Koehler Publishers, Inc.

Basso, K.H. (1996). *Wisdom Sits in Places: Landscape and Language Among the Western Apache*. Albuquerque, NM: University of New Mexico Press.

Collin, F. (1997). *Social Reality*. New York: Routledge. Retrieved May 31, 2010, from Ebrary, <http://site.ebrary.com/lib/cambridge/docdetail.action?docID=10070462>

Hartmann, T. (2004). *The Last Hours of Ancient Sunlight: The Fate of the World and What We Can Do Before It's Too Late*. New York: Three Rivers Press.

Risager, K. (2006). *Language and Culture: Global Flows and Local Complexity*. Tonawanda, NY: Multilingual Matters. Retrieved May 31, 2010, from Ebrary, <http://site.ebrary.com/lib/cambridge/docdetail.action?docID=10120623>

Saleebey, D. (1994). Culture, theory, and narrative: The intersection of meanings in practice. *Social Work*, 39(4), 351-359. Retrieved May 31, 2010, from Academic Search Premier database.

Smith, N. (1999). *Noam Chomsky: Ideas & Ideals*. Cambridge, UK: Cambridge University Press. Retrieved May 31, 2010, from Ebrary, <http://site.ebrary.com/lib/cambridge/docdetail.action?docID=5001722>

Urban, G. (2001). *Metaculture: How Culture Moves Through the World*. Minneapolis, MN: University of Minnesota Press. Retrieved May 31, 2010, from Ebrary, <http://site.ebrary.com/lib/cambridge/docdetail.action?docID=10151198>

Warrick, W.R. (n.d.). Constructivism: Pre-historical to post-modern. *George Mason University-Graduate School of Education PhD Portfolio Website*. Accessed May 31, 2010, from <http://mason.gmu.edu/~wwarrick/portfolio/products/constructivism.html>

DAY 2

Description: Bring in 1-2 audio and/or video clips of 2-10 minutes of a popular television or radio program. Watch/listen to each one as a class. Define cultural stories for the class, explaining that these are narratives about how things work, how people should behave, what is and is not valuable, and so on. These narratives are created by the actions and artifacts of our culture, i.e. movies, television shows, celebrity gossip, books, magazines, advertisements, teachers, parents, holiday celebrations, religious traditions, etc. Cultural stories are then maintained by peoples' personal beliefs and actions in art and life. Now, ask students what cultural story the programs we have just viewed convey to their audiences. Discuss the value of such a story to our progress and survival as a culture, making sure to touch on how this affects human rights, animal rights, and environmental ethics issues. As a class, make a list on the board of popular television shows and stations (i.e. MTV, Bravo, E!, BET, etc.). Students should suggest shows they watch as well as radio stations they listen to. Pick a few items from the list and discuss what cultural story they perpetuate and create. Ask students: Do these stories aid or harm our progress and survival as a culture? Why or why not? Once we have identified the story of our culture and reflected on its strengths and weaknesses, ask students to get into groups of 4-6. Ask groups to try and rewrite our cultural story, highlighting the strengths and correcting the weaknesses of our old story. Once we are done, come back together as a class and discuss (or write a reflection for *homework* if we have run out of time) our new stories. Ask students: What

would a culture adhering to our new stories look like? What are some works of art and/or literature, philosophies, and lifestyles that already support these new kinds of stories? How could you, personally, contribute to the reweaving and popularizing of one or more of these new stories in your life now? Have students make a list of all the negative thoughts that repeat in their mind throughout the day about themselves and others. For example, “I am unattractive,” “He creeps me out ‘cause he’s gay,” or “that kid is always getting in trouble because he’s black.” Students should complete this list for *homework*, taking time to try and remember similar thoughts from previous days.

Lesson Supplies:

VCR and television monitor, or computer with Internet access

Suggested Classroom Materials:

Aronsohn, L. and Lorre, C. (January 18, 2010). Fart jokes, pie, and Celeste. *Two and a Half Men*, Season 7, Episode 10. New York: CBS Entertainment.

McFarland, S. (2003). Wasted talent. *Family Guy*. Beverly Hills, CA: Twentieth Century Fox Home Entertainment.

DAY 3

Description: Distribute a hand-out containing 2-3 poetic and/or religious examples of positive mantras which attempt to combat negative messages and reinforce positive ones. Give students time to read through these works. Discuss, as a class, how each piece performs this action using language. Ask students to bring out their lists of negative thoughts. Ask students to write a poem, mantra, or prayer which attempts to counteract the negative messages they previously held, thought, or were plagued by. This piece should also try to encourage compassion and sustainability. Tell students they may use a religious work from their own belief system instead of creating a new one if this feels more comfortable. If they chose this option, while other students are writing their mantras, they should write a reflection addressing what positive message the prayer encourages and how it works to counteract the negative messages they find themselves thinking regularly. Give students about 10 minutes to try and commit their mantra to memory silently. Next, ask students: How they feel linguistic constructivism affects our relationships to other people? How do the stories our culture creates and maintains get transmitted? How do they affect our relationships to other people? For *homework*, over the next week, students should repeat their mantra periodically throughout the day, especially when they find themselves thinking negative thoughts. They should also write a short reflection each night about any changes they may have experienced in the frequency or potency of negative thoughts, attitudes, and/or behaviors as a result of this practice.

Suggested Classroom Materials:

Bly, R. (1992). *Iron John: A Book About Men*. New York: Vintage Books.
Poem beginning “I am not I...” by Juan Ramon Jimenez, (p. 51).

LaFargue, M. (1992). 60[49]. In *The Tao of the Tao Te Ching: A Translation and Commentary* (p. 130). Albany, NY: State University of New York Press.

Prayer of St. Francis. Accessed May 8, 2010, from <http://www.catholic-forum.com/saints/pray0027.htm>

Unit 11: Prejudice, Privilege, Denial, and Identity

Skills Objectives: Students will practice playwriting skills. Students will practice perspective taking.

Content Objectives: Students will gain a cursory understanding of the elements of Greek drama, and a basic understanding of the concepts of tragic hero and catharsis. Students will possess an increased awareness of the nature of prejudice, privilege, and denial. Students will think critically about the use of drama to address issues of discrimination and equality. Students will investigate the idea of “otherness.” Students will explore the roles of perpetrator, victim, and bystander in issues of discrimination.

DAY 1

Description: Distribute a hand-out on Greek drama, detailing the devices of tragic hero and catharsis especially. The hand-out will also include synopses of 2-4 Greek plays to illustrate the uses of these elements. Read and discuss it as a class. Distribute a hand-out containing excerpts from the articles “Equality” by Kaplan and “States of Denial” by Cohen. Give students time to read these, then, discuss them as a class. Have students outline an idea for a short, one-act play resolving for the audience the emotions which cause denial and/or discrimination. For *homework*, have students respond to the following: Do you think your play and the catharsis achieved by it could help the audience to a better understanding of why discrimination occurs and what one can do to prevent it, according to the views of Kaplan? Do you think your play might encourage spectators to think critically about combating denial in the ways suggested by Cohen? Also, ask students to find and bring in a copy of a short news article discussing an oppressed person or group.

Suggested Classroom Materials:

Cohen, S. (2001). Elementary forms of denial. *States of Denial: Knowing About Atrocities and Suffering* (pp. 1-20). Polity Press.

Kaplan, A. (1977). Equality. *In Pursuit of Wisdom: The Scope of Philosophy* (pp. 21-30). MacMillan Publishing.

Suggested Teacher Resources:

Ancient Greek drama. (n.d.). Accessed May 31, 2010, from <http://www.shoshone.k12.id.us/greek/drama.htm>

Antigone. (April 12, 1999). *Encyclopedia Britannica Online*. Accessed May 31, 2010, from <http://mason.gmu.edu/~smithg/aant.htm>

Characteristics of Greek theater: Introduction to Greek drama. (n.d.). Accessed May 31, 2010, from <http://www.shoshone.k12.id.us/greek/drama/p3.htm>

Cummings, M.J. (n.d.). Glossary of Greek drama. Accessed May 31, 2010, from <http://cummingsstudyguides.net/terms.html>

Esch, S.T. (n.d.). Aristotle's tragic hero. Accessed May 31, 2010, from <http://brainstorm-services.com/wcu-lit/tragedy.html>

Greek theater history notes. (n.d.). Accessed May 31, 2010, from http://www.krucli.com/greek_drama_notes.htm

Kitto, H. D. (1966). *Greek Tragedy*. New York: Routledge. Retrieved May 31, 2010, from Ebrary, <http://site.ebrary.com/lib/cambridge/docdetail.action?docID10060857>

Medea: A summary and analysis of the play by Euripides. (n.d.). *TheaterHistory.com*. Accessed May 31, 2010, from <http://www.theaterhistory.com/ancient/bates018.html>

Oedipus Rex: A synopsis of the play by Sophocles. (n.d.). *TheaterHistory.com*. Accessed May 31, 2010, from <http://www.theaterhistory.com/ancient/bates018.html>

Tragedy: The basics. (n.d.). Accessed May 31, 2010, from <http://faculty.gvsu.edu/western/tragedy.htm>

DAY 2

Description: Collect the play outlines and homework responses. Collect the news articles students found on oppressed groups and individuals. Next, fold the scraps of paper in half and distribute them blindly to individuals. The teacher should insure students have no relation to the group they will be working with, i.e. girls should not receive a scrap saying women, and African Americans should not get a scrap saying blacks, etc., and also that no one has received the article they located for homework. Once everyone has their article, give students time to read it over. Then, ask students to try and see the world through the eyes of the oppressed person or group. They should then write about what they see. This writing assignment can take the form of a poem, story, song, rap, prose blurb, play, or expository description, whatever medium students wish to employ (to be handed in). For *homework*, ask students to reflect on today's activity. Students should respond to the following questions: Did you make any connections in your thinking you had previously not been conscious of? Did this exercise allow you to see the group or person you read about any differently? How would you feel if you had to live out the

remainder of your life in their shoes? What would you want or need to improve your situation and feel your human rights were intact and not questioned or violated?

Suggested Teacher Resources:

Ableism. (2010). Accessed June 6, 2010, from <http://www.mirriam-webster.com/dictionary/ableism>

Ageism. (2010). Accessed June 6, 2010, from <http://www.webster.edu/~woolfm/ageism.html>

American Civil Liberties Union. www.aclu.org

Campaign against caste discrimination. Accessed June 6, 2010, from <http://www.hrw.org/campaigns/caste>

Class action. Accessed June 6, 2010, from http://www.classism.org/what_is_classism.html

Human Rights Watch. www.hrw.org

Lookism definition. (2010). Accessed June 6, 2010, from <http://www.yourdictionary.com/lookism>

Racism. Accessed June 6, 2010, from <http://www.adl.org/hate~patrol/racism.asp>

Sexism. Accessed June 6, 2010, from <http://www.understandingprejudice.org/links/sexism.htm>

DAY 3

Description: Distribute a hand-out containing a short play or a scene from a play which addresses issues of discrimination or prejudice. Give students time to look over the hand-out, then, select a scene if necessary. The chosen scene should involve three characters which could be identified as the victim, the perpetrator, and the observer or bystander. Put students into groups of three and ask them to act out the scene in their groups. Next, have students perform the scene two more times until each student has had a chance to act out each of the three roles. For *homework*, have students write a reflection where they try to identify with or understand what it is like to be in each role. Students should then think of a personal experience where they or someone they know felt, thought, or acted similarly to one of those roles, and describe this experience. Students should then discuss the similarities between their role in the play and in their personal experiences.

Suggested Classroom Materials:

Brown, W.W. (2000). The escape; Or, a leap for freedom. In Rochelle Smith and Sharon L. Jones (Eds.) *The Prentice Hall Anthology of African American Literature* (pp. 48-83). Upper Saddle River, NJ: Prentice Hall.
Scene 2, (pp.64-67).

Unit 12: Intolerance, Hate, Violence, Forgiveness, and Community

Skills Objectives: Students will practice critical nonfiction reading skills. Students will practice literary analysis skills. Students will practice essay writing and the use of primary sources.

Content Objectives: Students will think critically about the cultural values of violence, intolerance, and hate. Students will gain an increased awareness of the role of language in informing cultural violence. Students will think critically about the relationship between culture and language. Students will learn to use writing to explore empathy towards others. Students will explore the relationship between language and hate. Students will investigate their own feelings of hatred and sorrow. Students will explore the idea of community through language and literature. Students will think critically about the relationship between hate, intolerance, violence, forgiveness, and community.

DAY 1

Description: Ask the class what they have been taught, what they know, how they would define, how they perceive to be, and what their opinion is of: violence, intolerance, and hatred. Ask students what they think our culture teaches us about violence, intolerance, and hatred. Hand out 2-3 short news articles depicting intolerance. Read and discuss each one as a class. Ask students: Based on each depiction, how prevalent is intolerance in our culture, society, and world? According to what you have just read, is intolerance symptomatic of anything? Does it forebode anything? How do you think intolerance, hatred, and violence might be related? Distribute a hand-out containing a list of 3-10 words of violence translated across the languages of several different cultures (including ours). Examples of these would include own, take, overcome, kill, rape, murder, destroy, torture, slash, grab, stab, annihilate, force, conquer, violate, shove, and beat. If a language has no translation for that concept or word, leave that space in the column blank. Read over the list with students. Ask the class: What they think the presence or absence of words of violence means. What can this tell us about the nature of violence? How is our culture's relationship to violence similar to or different from other cultures', based on this linguistic evidence? What does this tell us about language as a repository of cultural knowledge? What does this tell us about the prescriptive powers of language? Ask each student to think of someone they feel they hate. Then, have students practice compassionate listening (Barasch, 2005). This entails having students tell, in writing and in the first person, the story of the hated person's pain, how she or he might suffer, what that suffering might feel like, what one thinks might cause this pain, and how it affects her or him as a person. Before students begin thinking and writing, model an example from your own past. For example, I use to feel that I hated a boy in my neighborhood because, though we were once friends, at age seven he decided without warning one day that it was no longer "cool" to hang out with me because I am a girl. After that he behaved towards me with more and more anger and violence until we reached our teenaged years and simply stopped interacting altogether. In summary, I would complete this exercise by describing his relationship with his father which was abusive. I imagine this made the boy angry and sad, and rather than lashing out at his father, he took out he anger on me, who was younger and therefore weaker. Also, he was not popular at school, and, at an age where boys usually

think girls are “icky,” he treated me in an unfriendly way to prove he was normal like the other boys. Next, after conducting the writing of their vicarious first person narratives, in their own words, have students describe the emotions this activity caused them to feel. Ask students: Do you have any more empathy for this person you feel you hate than you did before the activity? Remember, this does not mean you have to agree with or excuse their actions or behavior. For *homework*, have students do an experiential writing on a time they felt they were hated or not tolerated. Students should keep the following questions in mind when writing this assignment: How did this feel? (You do not have to describe the incident or situation if you are uncomfortable doing so, only how it made/makes you feel). How do you reconcile your feelings as a victim of hate and the feelings you feel justify your perpetration of hate in other situations or circumstances?

Suggested Classroom Materials:

Editorial: Lowering Arizona: Learning the lessons of Alabama. (April 28, 2010). *The (Alabama) Anniston Star*. Retrieved May 8, 2010, from Newspaper Source database.

Kennedy, C.W. (April 23, 2010). Intolerance at UT examined by student panel: Students mull issue, encourage greater acceptance. *The (Tennessee) Knoxville News-Sentinel*. Retrieved May 8, 2010, from Newspaper Source database.

Mcauliffe, B. (May 7, 2010). Arizona-like immigration bill is introduced: The author said Minnesotans shouldn't be paying for illegal immigrants. Detractors blasted the bill as 'a lightning rod for intolerance'. *The (Minneapolis, MN) Star Tribune*. Retrieved May 8, 2010, from Newspaper Source database.

DAY 2

Description: Hand out a packet with 2-3 songs by popular artists whose lyrics contain or convey emotions of hate (try and cover several different genres). Read each song as a class, then, using the literary theory or their choice, have students analyze each song. As a class, discuss what the language conveys? What affect might songs such as these have on listeners? How do we feel about songs of hate? How could this artist better convey her or his true feelings or the root issue(s) she or he is addressing without being or seeming so hateful? Would this be more productive? Why or why not? Have students call to mind someone they fell or have felt angry towards. Hand out a worksheet with the following short answer questions on it. Following the event that caused these emotions of anger in you, did you: 1. Deny the other person's human decency? 2. Refuse to empathize with her or him? 3. Repeat the memory of how you were hurt again and again in your mind? 4. Form a grudge or crave revenge? Now, have students complete the following exercise: 1. Write out all the grievances you have with this person, focusing on emotions rather than a litany of circumstances. 2. Imagine this person's state of mind and heart during and after the offense. 3. Express her or his hopes and fears as if they were your own. 4. Acknowledge your own pain, try to put yourself into her or his shoes, and try to let go of your anger (Barasch, 2005). Distribute a hand-out containing quotes and excerpts discussing the concept of forgiveness. For *homework*, students should read this hand-out and reflect on what they have read as well as on today's activities, in writing.

Suggested Classroom Materials:

Ke\$ha. (2010). Backstabber. *Animal*, Track 9. RCA Records.

Lil Wayne. (2010). Drop the world. *Rebirth*, Track 8. Cash Money Records.

Taproot. (2010). Now rise. *Plead the Fifth*, Track 1. Victory Records.

Suggested Teacher Resources:

Forgiveness. Accessed May 21, 2010. From <http://www.newworldencyclopedia.org/entry/forgiveness>

Forgiveness. (May 6, 2010). *Stanford Encyclopedia of Philosophy*. Accessed May 21, 2010, from <http://plato.stanford.edu/entries/forgiveness>

Forgiveness quotes. Accessed May 21, 2010, from <http://thinkexist.com/quotations/forgiveness/>

Forgiveness quotations. Accessed May 21, 2010, from <http://www.forgivenessweb.com/rdgrm/quotationpage.html>

Forgiveness quotes and quotations. Accessed May 21, 2010, from http://famousquotesandauthors.com/topics/forgiveness_quotes.html

DAY 3

Description: Distribute a hand-out containing several quotes as well as fiction and non-fiction excerpts on the theme and idea of community. First, read and discuss this hand-out as a class. Second, ask students to choose one quote or excerpt, or samples from several of them, citing their beliefs on community based on what they have read. Third, as a class reread each literary excerpt on community. Using what analytical skills we have practiced thus far, have students identify diction or imagery which creates a strong impression of community in a way that expository writing in their opinion could not have. Ask students: How do these words say more than their literal translation would lead us to believe? As a class, define community. Ask students: How do hate, intolerance, violence, and forgiveness affect communities? What role do they play in the creation, destruction, and/or maintenance of communities? For *homework*, drawing examples from both the fiction and nonfiction texts which we engaged with today, write a short essay on how communities can combat hate, intolerance, and violence. Discuss, also, what role forgiveness would play in this process or equation (to be collected).

Suggested Teacher Resources:

Communitarianism. (n.d.). *Stanford Encyclopedia of Philosophy*. Accessed May 21, 2010, from <http://plato.stanford.edu/entries/communitarianism/#Polcom>

Community. Accessed May 21, 2010, from <http://www.etymonline.com/index.php?term=community>

Community quotations. Accessed May 21, 2010, from http://www.finestquotes.com/find_quote-category-community-page-0.htm

Dunn, A.W. (2004). *Community Civics and Rural Life, 10th Edition*. Retrieved May 21, 2010, from http://www.gutenberg.org/catalog/world/readfile?pageno=41&fk_files=9358
 “Elements That Make a Community...common interests” (pp. 41-46).

Morrison, T. (2004). *Beloved*. New York: Vintage International.
 “It was Ella...looking at her” (pp. 301-309).

Unit 13: Using Literature and Language to Be a Human Rights Activist

Skills Objectives: Students will practice creative writing skills. Students will practice project planning.

Content Objectives: Students will possess knowledge of the ways literature and language can be used to be a human rights activist. Students will experience first-hand some of the ways human rights and oppression are manifested in our world. Students will think critically about the relationship between reading, writing, and the reality of human rights and oppression. Students will begin to understand connections between issues of human oppression, animal exploitation, and environmental degradation. Students will think critically about how they can use literature and/or language to be activist, creating compassionate and sustainable change in our world.

DAY 1

Description: Ask students: Given what we have learned so far, what are some ways you think we can use literature and language to be human rights activists? Brainstorm ways you might like to use literature and/or language to be a human rights activist and/or list ways literature and/or language has affected and/or inspired you to be so. How? Why (to be handed in)? Hand out a list of ways students and all people can be active for human rights including ways to do so through literature and language. Prepare students for the service learning and/or field trip outing they will be taking as our next meeting. Tell them where we will be going, what to pay attention to, how to behave, and how it relates to the book we are currently reading (Appendix F: Example Pairings of Human Rights Literature with Experiential Learning Sites).

Suggested Teacher Resources:

Activist center. Accessed June 7, 2010, from http://www.thetaskforce.org/activist_center

Act now. Accessed June 7, 2010, from http://www.action.aclu.org/site/pageserver?pagename=AP_action_homepage

Anderson, G.L. and Herr, K. (2007). *Encyclopedia of Activism and Social Justice*. Thousand Oaks, CA: Sage Publications.

Calls to action. Accessed June 7, 2010, from <http://www.glaad.org/calltoaction>

Frey, L.R. and Carragee, K.M. (2007). *Communication Activism*. Cresskill, NJ: Hampton Press.

Get involved. Accessed June 7, 2010, from <http://www.gasnetwork.org/get-involved>

Get involved in the fight for equality. Accessed June 7, 2010, from http://www.hrc.org/get_involved/index.htm

Jokic, A. (2002). Activism, Language, and International Law. *International Journal for the Semiotics of Law*, 15(1), 107-120.

Kahn, R. and Kellner, D. (2004). New media and internet activism: From the 'battle of Seattle' to blogging. *New Media & Society*, 6(1), 87-95.

Knott, P.D. (1971). *Student Activism*. Dubuque, IA: W.C. Brown Co.

McEvoy, K. and McGreggor, L. (2008). *Transitional Justice from Below: Grassroots Activism and the Struggle for Change*. Oxford, UK: Hart Publications.

Middleton, P. (1990). Language poetry and linguistic activism. *Social Text*, 25/26, 242-253.

Ruigrok, N. (2010). From journalism of activism towards journalism of accountability. *International Communication Gazette*, 72(1), 85-90.

Sherrod, C.R. (2006). *Youth Activism: An Introductory Encyclopedia*. Westport, CT: Greenwood Press.

Take action. Accessed June 7, 2010, from <http://www.change.org/petitions>

Take action. Accessed June 7, 2010, from http://www.kintera.org/site/c.n/IWIgNzJwE/b.4565501/k.5598/HRW_online_action_center.htm

Understanding prejudice. Accessed June 7, 2010, from <http://www.understandingprejudice.org/>

What we can do. Accessed June 7, 2010, from <http://womensrightsworldwide.org/whatwecando.html>

What you can do. Accessed June 7, 2010, from <http://www.amnestyusa.org/take-action-online/page.do?id=1031043>

Worley, M., et al. (2008). *Activism*. London: Rivers Oram Press.

DAY 2

Description: Go on a service learning outing or field trip related to human rights which draws connections to the book students have read for this Section. For *homework*, have students write their immediate reflections on their experience today. Ask them to answer the following questions: How did it make you feel about human rights issues? How did it make you feel to help out? What did you like best about it? What did you learn? Would you do something like this again on your own? How did the book we read for this Section affect your experience and what you got out of the experience?

DAY 3

Description: Discuss how the book we read for this Section and our experience yesterday intersected and complemented each other. Have students write a poem or short story about their experience yesterday and the reading of this Section's book. Ask students to journal in response to the following question: How can you relate what you learned and experienced to yourself and your own life? As a class, discuss how the human rights issues we have explored be connected to issues of animal exploitation and environmental degradation? Ask students: How might the ways we have used literary studies in this class to explore, understand, and affect human rights be employed for animal rights and environmental ethics issues? For *homework*, write up a few ideas or write in detail about one idea you might like to explore as your final project.

Section 3: Animal Issues

Unit 1: Literary Theories Applicable to Animal Issues in Language and Literature, Including Deconstructive and Psychoanalytical Treatments of Animals in Speech and Writing.

Skills Objectives: Students will practice critical nonfiction reading skills.

Content Objectives: Students will explore the potential of deconstruction, psychoanalytic criticism, ecocriticism, ecofeminism, and animal literary theories to explore and affect animal issues in our world. Students will gain an awareness of other forms of democratic practice outside of the American brand of democracy. Students will think critically about how animals are defined and the role they play in our lives. Students will gain a cursory knowledge of various animal rights ideologies. Students will gain a better understanding of animal exploitation in our society.

DAY 1

Description: Ask students to bring out our original hand-out of literary theories from Section 1, Unit 2 again. Ask students which theories seem applicable to animal issues and why. Discuss each of these five theories (i.e. deconstruction, psychoanalytic criticism, ecocriticism, ecofeminism, and animal theory) again from an animal rights perspective. Ask students: How do these theories (if they do) approach the issue of animal rights in texts and language? If they don't, what might their position be on animal rights? What role do they imply literature and language play in issues of animal rights? Distribute a hand out with two literary pieces or excerpts, one being pro-animal, and one being speciesist. For *homework*, ask students to read and analyze each literary piece with the five theories we have identified in 1-2 sentences each. Students should keep the following questions in mind: How does the text treat animals? What does it tell us about our relationship to them, according to each theory? Also, hand out a list of books we will possibly be reading this Section (Appendix G: Animal Rights Books). The list should detail page lengths and plot and thematic descriptions for each novel. Students should look over the list for *homework* and pick their top three choices to read for this Section.

Suggested Classroom Materials:

Adams, R. (1975). *Watership Down*. New York: Avon Books.
(Pro-animal language) "Human beings say...but it did not move" (pp. 184-185).

Wright, R. (1997). The man who was almost a man. In R.S. Gwynn (Ed.) *Fiction: A Longman Pocket Anthology* (pp.124-134). New York: Longman.
(Speciesist language)

DAY 2

Description: Hold a French democratic election to determine which book we will be reading this Section. This means that we will tally the number of votes for each book based on the three votes given by each student. Students will then vote on which of the three books which received the most votes overall they wish to read this Section. Whichever book receives the most votes is the book we will all be reading for this Section. Discuss last night's homework as a class, reviewing analytical techniques and thematic findings. Ask students to identify, making a list of responses on the board, all the ways animals are a part of our lives. Ask students: How do we define animals? How are these definitions created? How do we explain any contradictions? How do we choose what it is right to believe? Distribute a hand-out describing various philosophies about animal rights. Read and discuss it as a class. Distribute a hand-out with facts about animal exploitation with further internet resources for students who wish to pursue them. Read and discuss it as a class. Hand out 1-3 articles concerning either animal exploitation and/or animal rights which address both sides of the belief spectrum. For *homework*, students should read these articles. Students should also read the first fifth of the book they are reading for this Section, and be prepared to discuss it by the first Day of Unit 2.

Suggested Classroom Materials:

Fox, C. (1997). What trappers won't tell you. *Mainstream*. 28(3).

Harnack, A. (1996). Animal experimentation is justified. *Animal Rights: Opposing View Points* (pp. 72-81). San Diego, CA: Green Haven Press.

Pollan, M. (November 10, 2002). An animal's place. *New York Times Magazine*.

Suggested Teacher Resources:

American Vegan Society. www.americanvegan.org

Animal's Agenda. www.animalsagenda.org

Animal Aid. www.animalaid.org.uk

Animal Concerns. www.animalconcerns.org

The Animal Legal Defense Fund. www.aldf.org

Animal Liberation Front. www.animalliberationfront.com

Beauty Without Cruelty. www.beautywithoutcruelty.com

Bekoff, M. (2007). *The Emotional Lives of Animals: A Leading Scientist Explores Animal Joy, Sorrow, and Empathy---And Why They Matter*. Novato, CA: New World Library.

Between the Species On-line Journal. cla.calpoly.edu/bts

Boss, J.A. (Ed.) (2005). Chapter 12: Nonhuman Animals and the Environment. *Analyzing Moral Issues: 3rd Edition* (pp. 707-719). New York: McGraw Hill.

Curtin, D. (1996). Toward an ecological ethic of care (1991). In Josephine Donovan and Carol J. Adams (Eds.) *Beyond Animal Rights: A Feminist Caring Ethic* (pp. 60-76). New York: Continuum.

Duvin, E. (1997). Tangled Web. *Animalines*, 1(1), 1-4.

Eisnitz, G. (2007). *Slaughterhouse: The Shocking Story of Greed, Neglect, and Inhumane Treatment Inside the U.S. Meat Industry*. New York: Prometheus Books.

Farm Animal Rights Movement. www.farmusa.org

International Primate Protection League. ippl.org

International Society for Animal Rights. www.isaronline.org/index.html

Narveson, J. (2005). Animal rights revisited. In Judith A. Boss (Ed.) *Analyzing Moral Issues: 3rd Edition* (pp. 725-730). New York: McGraw Hill.

National Anti-vivisection Society. www.navs.org

People for the Ethical Treatment of Animals. www.peta.org

Regan, T. (2005). The moral basis of vegetarianism. In Judith A. Boss (Ed.) *Analyzing Moral Issues: 3rd Edition* (pp. 720-724). New York: McGraw Hill.

Scully, M. (2002). *Dominion: The Power of Man, The Suffering of Animals and the Call to Mercy*. New York: St. Martin's Griffin.

Singer, P. (2002). *Animal Liberation*. New York: Ecco.

Spiegel, M. (1996). *The Dreaded Comparison: Human and Animal Slavery*. New York: Mirror Books.

The Animal's Voice. www.animalsvoice.com

The Fund for Animals. www.fundforanimals.org

The Humane Farming Association. www.hfa.org

DAY 3

Description: Discuss the articles read for homework as a class. Ask students to journal in response to the following questions: How did these articles make you feel? Did you agree or

disagree with the arguments and evidence presented? Why or why not? Are there any animal issues you wish to learn more about or already feel passionately about? Discuss our journal responses as a class.

Unit 2: RAW Skills

DAY 1-3

Description: Same as before (see Section 2, Unit 2).

Unit 3: Animal Theory

Skills Objectives: Students will possess an in depth understanding of animal literary theory and practice. Students will practice literary analysis skills. Students will practice comparative analytical writing.

Content Objectives: Students will gain a better understanding of animal rights. Students will think critically about human-animal relationships. Students will explore connections between human oppression and animal exploitation through literature. Students will possess a basic understanding of speciesism. Students will be exposed to Native American literature.

DAY 1

Description: Distribute an in depth hand-out on Animal Theory containing definitions and examples. Read and discuss it as a class. Distribute a hand-out on containing information on theories pertaining to animal rights. Read and discuss it as a class.

Suggested Teacher Resources:

Barry, P. (2002). *Beginning Theory: An Introduction to Literary and Cultural Theory*, 2nd Edition. New York: Manchester University Press.

Coupe, L. (2000). *Green Studies Reader: From Romanticism to Ecocriticism*. New York: Routledge. Retrieved May 31, 2010, from Ebrary, <http://site.ebrary.com/lib/cambridge/docdetail.action?docID=5002081&force=1>

Crist, E. (1999). *Images of Animals: Anthropomorphism and Animal Mind*. Philadelphia, PA: Temple University Press.

Derrida, J. (1998). *A Derrida Reader*. New York: Columbia University Press.

Derrida, J. (2008). *The Animal That Therefore I Am*. David Willis (Trans.). New York: Fordham University Press.

- Ellman, M. (1994). *Psychoanalytic Literary Criticism*. New York: Longman.
- Estok, S.C. (n.d.). A report card on ecocriticism. *The Association for the Study of Literature & Environment Website*. Accessed May 31, 2010, from <http://www.asle.org/site/resources/ecocritical-library/intro/reportcard/>
- Estok, S.C. (2007). Theory from the fringes: Animals, ecocriticism, Shakespeare. *Mosaic*, 40(1), 61-78.
- Gaard, G. (Ed.) (1993). *Ecofeminism: Women, Animals, Nature*. Philadelphia, PA: Temple University Press.
- Grace, D. (2008). Animal planet: Phyllis Gotlieb's bestiary. *Atenea*, 28(2), 23-36.
- Haraway, D. (2003). *The Companion Species Manifesto: Dogs, People, and Significant Otherness*. Chicago, IL: Prickly Paradigm.
- Lutts, R.H. (Ed.) (1998). *The Wild Animal Story*. Philadelphia, PA: Temple University Press.
- Malamud, R. (2003). *Poetic Animals and Animal Souls*. New York: Palgrave Macmillan.
- Malamud, R. (1998). *Reading Zoos: Representation of Animals and Captivity*. New York: New York University Press.
- McKay, R. (2010). Animal ethics and literary criticism. *The Minnesota Review*, 74, pp. 263-268. Retrieved May 29, 2010, from Humanities International Complete database.
- Mitchell, R.W., Thompson, N.S., and Miles, H.L. (Eds.) (1997). *Anthropomorphism, Anecdotes, and Animals*. Albany, NY: State University of New York Press.
- Nelson, B. (2000). *The Wild and the Domestic: Animal Representation, Ecocriticism, and Western American Literature*. Reno, NV: University of Nevada Press.
- Norris, C. (1991). *Deconstruction: Theory and Practice*. New York: Routledge.
- Pollock, M.S. and Rainwater, C. (Eds.) (2005). *Figuring Animals*. New York: Palgrave.
- Sandilands, C. (1999). *The Good-Natured Feminist: Ecofeminism and the Quest for Democracy*. Minneapolis, MN: University of Minnesota Press.
- Sarup, M. (1992). *Jacques Lacan*. New York: Harvester.
- Scholtmeijer, M. (1993). *Animal Victims in Modern Fiction: From Sanctity to Sacrifice*. Toronto, Canada: University of Toronto Press.

Szell, T. (2009). Teaching unstable animal identities in medieval narrative. *English Language Notes*, 47(1), 147-157.

DAY 2

Description: Distribute a hand-out with 2-4 poems about animals. Read each poem as a class, then, have students do an animal theory literary analysis of each poem individually. Come back together as a class and discuss everyone's findings. Ask students: How is the animal treated in each poem? How did animal theory illuminate otherwise obscured elements of these texts? Do you think the authors intend to make statements about animals, animal rights, animal exploitation, or the relationship between humans and animals? If not, how was she or he using, objectifying, and/or exploiting animals through/in her or his work? What human-animal relationship is prescribed here? Do you feel this is an admirable contribution? If not, how might you use animal theory to combat these authors' actions and/or undermine them? Distribute a hand-out containing literary excerpts and/or poetry of witness concerning horrible human rights offenses in history. Read each as a class, then, discuss any similarities found between the issue being conveyed in each piece and the issues of animal rights and animal exploitation. Ask students of there is any imagery in the work which might also be related to animal issues?

Suggested Classroom Materials:

Frost, R. (1979). A drumlin woodchuck. In Edward Connery Latham (Ed.) *The Poetry of Robert Frost: The Collected Poems, Complete and Unabridged* (pp. 281-282). New York: Henry Holt & Company.

Frost, R. (1979). The white-tailed hornet. In Edward Connery Latham (Ed.) *The Poetry of Robert Frost: The Collected Poems, Complete and Unabridged* (pp. 277-279). New York: Henry Holt & Company.

Jeffers, R. (1965). Animals. In *Robinson Jeffers: Selected Poems* (p. 95). New York: Vintage Books.

Jeffers, R. (1965). The house dog's grave. In *Robinson Jeffers: Selected Poems* (pp. 70-71). New York: Vintage Books.

Mar, L. (2002). My mother, who came from China, where she never saw snow. In Bill Bigelow and Bob Peterson (Eds.) *Rethinking Globalization: Teaching for Justice in an Unjust World* (p. 169). Milwaukee, WI: Rethinking Schools Press.

Neruda, P. (2002). The united fruit co.. In Bill Bigelow and Bob Peterson (Eds.) *Rethinking Globalization: Teaching for Justice in an Unjust World* (p. 255). Milwaukee, WI: Rethinking Schools Press.

Siamanto. (1993). The dance. In Carolyn Forché (Ed.) *Against Forgetting: Twentieth-Century Poetry of Witness* (pp. 57-59). New York: W.W. Norton & Company.

Tuquan, F. (1993). Song of becoming. In Carolyn Forché (Ed.) *Against Forgetting: Twentieth-Century Poetry of Witness* (pp. 541-542). New York: W.W. Norton & Company.

DAY 3

Description: Distribute a hand-out containing 1-3 pieces classified as/or containing racist language and/or ideology, as well as 1-3 excerpts from Native American literature depicting animals. As a class, read through each racist work and identify the similarities between racist and speciesist language. Ask students how this type of literature reinforces negative attitudes towards both animals and certain races of humans simultaneously. Next, read through the Native American literature as a class, asking students to pay attention to how animals are used and/or represented in these texts. Ask students: How is this different from the racist work we just read by non-Native authors? How might these works be seen as an activist response to the previous works? Define the human-animal relationships constructed by both of these types of literature. For *homework*, write a comparative essay on one piece from each of the two categories using animal theory. Topic choice is at students' discretion (to be collected).

Suggested Classroom Materials:

Conrad, J. (1982). *Heart of Darkness: and the Secret Sharer*. New York: Bantam Books. (Racist) "We penetrated deeper and...first ages-could comprehend" (pp. 52-53).

Erdich, L. (n.d.). Family Reunion. Accessed May 10, 2010, from <http://www.poetryfoundation.org/archive/poem.html?id=171825> (Native American)

Harjo, J. (n.d.). Eagle poem. Accessed May 10, 2010, from <http://www.poetryfoundation.org/archive/poem.html?id=175881> (Native American)

Kipling, R. (n.d.). The white man's burden. Accessed May 10, 2010, from <http://www.wwnorton.com/college/history/ralph/workbook/ralprs30b.htm> (Racist)

Lindsay, V. (n.d.). The Congo. Accessed May 10, 2010, from <http://www.poetryfoundation.org/archive/poem.html?id=237642> (Racist)

Silko, L.M. (n.d.). Prayer to the Pacific. Accessed May 10, 2010, from <http://www.poetryfoundation.org/archive/poem.html?id=177005> (Native American)

Unit 4: RAW Skills

DAY 1-3

Description: Same as before (see Section 2, Unit 2), with the following exceptions. On the Reading Skills Day, have students complete the quiz questions in reference to a passage chosen by you from the second fifth of this Section's book rather than the first fifth. Also, for homework that same Day, students should read the third fifth of the book, and be ready to discuss it by the first Day of Unit 6.

Unit 5: Ecofeminism

Skills Objectives: Students will gain an in depth understanding of ecofeminist critical theory and practice. Students will practice investigative journalism, opinion editorial, and art criticism skills.

Content Objectives: Students will gain an increased understanding of the intersections of human oppression, animal exploitation, and environmental degradation.

DAY 1

Description: Distribute a hand-out with information on ecofeminist criticism as it relates to animals. Read and discuss it as a class. Distribute a hand-out with information on the intersections of animal exploitation, the oppression of humans, paying special attention to women, and environmental degradation. Read and discuss it as a class.

Suggested Teacher Resources:

Adams, C.J. (1992). *The Sexual Politics of Meat: A Feminist-Vegetarian Critical Theory*. New York: Continuum Press.

Cantor, A. (1983). The club, the yoke, and the leash: What we can learn from the way culture treats its animals. *Ms.*, 12, 27-29.

Cheney, J. (1987). Eco-feminism and deep ecology. *Environmental Ethics*, 9, 117-134.

Collard, A. and Contrucci, J. (1989). *Rape of the Wild: Man's Violence Against Animals and the Earth*. Bloomington, IN: Indiana University Press.

Gaard, G. (Ed.) (1993). *Ecofeminism: Women, Animals, and Nature*. Philadelphia, PA: Temple University Press.

Goetting, A. (1996). Ecofeminism: Women, animals, nature. *Journal of Comparative Family Studies*, 27(1), 152-154.

DAY 2

Description: Hand out a description of the project we will be undertaking over the next two Days. We, as a class, will produce one issue of an alternative newspaper. It will be called *The*

Animalian Ecofeminist Times. The mission of this newspaper will be to deliver to its readers news, editorials, and arts and entertainment reviews concerning the mutual domination of women and animals. We will need to divide the class into three groups: investigative journalists, editorialists, and art critics. The investigative journalists will be responsible for the news portion of the paper. Each student in this group will be required to write an article on one event occurring in the world today which affects both animals and women. She or he should do some research (citing their sources), present the facts, and make sure to restrict opinionated commentary. The editorialists will be responsible for the opinion editorials section of the paper. Each student in this group will be required to provide one article commenting on an issue which affects both women and animals. The art critics will be required to find and view, listen to, or read: movies, television shows, books, poems, songs, plays, paintings, sculptures, or photography. Whatever each student chooses, it must be considered art and/or entertainment and must apply or relate to women and animals. Once each student chooses their piece of art or entertainment, she or he will draft a critical analysis and review of its meaning and importance. In today's class, students may either brainstorm ideas, begin to outline their story and identify research topics, and/or go to the library or computer laboratory to begin research and/or writing. There is a page limit for these pieces, as there would be for a real newspaper assignment. Each article must be no more than one page typed using twelve point font single spaced, or its hand-written equivalent. All students will continue this work for *homework*.

DAY 3

Description: Have students continue working on their articles. Their articles are due at the beginning of the next class. After these articles have been handed in and evaluated, they should all be pieced together in newspaper format and be copied for each student to keep.

Unit 6: RAW Skills

DAY 1-3

Description: Same as before (see Section 2, Unit 2), with the following exceptions. On the Reading Skills Day, have students complete the quiz questions in reference to a passage chosen by you from the third fifth of this Section's book rather than the first fifth. Also, for homework that same Day, students should read the fourth fifth of the book, and be ready to discuss it by the first Day of Unit 8.

Unit 7: Ecocriticism

Skills Objectives: Students will gain an understanding of ecocriticism in theory and practice as it relates to animals.

Content Objectives: Students will expand their knowledge of connections between animal exploitation and environmental degradation. Students will gain a basic understanding of agrarian and/or georgic literature. Students will explore Native American perspectives on ecology and

animals. Students will investigate the use of hunting imagery in nature writing. Students will gain a basic understanding of modern hunting issues and practices. Students will possess the knowledge they need to become active in the creation of hunting policy in our society. Students will think critically about the relationship between hunting and ecology. Students will gain a basic understanding of naturalist writing.

DAY 1

Description: Distribute a hand-out with information on ecocriticism as it relates to animals. Read and discuss it as a class. Distribute a hand-out with information on intersections between environmental degradation and animal exploitation. Read and discuss it as a class.

Suggested Teacher Resources:

Alves, A. (June 22, 2005). Mead: Human interaction with the natural environment and other animals. *Association for the Study of Literature & Environment*. Eugene, OR: University of Oregon.

Chase, A. (1987). *Playing God in Yellowstone: The Destruction of America's First National Park*. New York: Harcourt Brace & Company.

Eisnitz, G. (2007). *Slaughterhouse: The Shocking Story of Greed, Neglect, and Inhumane Treatment Inside the U.S. Meat Industry*. New York: Prometheus Books.

Estok, S.C. (2007). Theory from the fringes: Animals, ecocriticism, Shakespeare. *Mosaic*, 40(1), 61-78.

Robbins, J. (2001). *The Food Revolution: How Your Diet Can Help Save Your Life and Our World*. San Francisco, CA: Conari Press.

Romero, D.V. (2008). Contemporary animal literature in English: The voice of the unvoiced [Dissertation]. Universidad de Alcal.

DAY 2

Description: Hand out two articles, one on either agrarian or georgic literature and the other being "Buffalo Nation, Buffalo Peoples" by Winona LaDuke, which talks about extinction, ecology, and Native American spirituality. Give students time to read each one, then, discuss them as a class. Ask students: How does agrarian or georgic writing and criticism fit into ecocritical treatments of animals in texts? What does LaDuke's article tell us about the relationship between ecology and animals, and our role in the intersection of these two issues? Distribute a hand-out with two excerpts and/or poems from naturalist writings. Hand out an ecocritical analysis of each work or highlights from these analyses. Distribute a hand-out with facts on hunting. Distribute a hand-out with tips and resources for how we can get involved in the creation of hunting policy both locally and nationally. Distribute a hand-out with 1-3 excerpts

of literature which depicts hunting. Allow students to begin reading these hand-outs and have them finish for *homework*.

Suggested Classroom Materials:

Cody, W.F. (n.d.). *The Life of Hon. William F. Cody, Known As Buffalo Bill, The Famous Hunter, Scout, and Guide. An Autobiography*. Retrieved May 11, 2010, from http://www.gutenberg.org/catalog/world/readfile?pageno=165&fk_files=40465

LaDuke, W. (1999). Buffalo nations, buffalo peoples. *All Our Relations: Native Struggles for Land and Life*. Boston, MA: South End Press.

Major, W. (2007). The agrarian vision and ecocriticism. *ISLE: Interdisciplinary Studies in Literature & Environment*, 14(2), 51-70.

Phillips, D. (2003). What do nature writers want?. *Truth of Ecology: Nature, Culture, and Literature in America*. Oxford, UK: Oxford University Press, Incorporated. Retrieved May 21, 2010, from Ebrary, <http://site.ebrary.com/lib/cambridge/docdetail.action?docID=10211855>
 “Walt Whitman’s...him and Dillard” (p. 192).
 “In a well-known...*too selfish*” (pp. 200-201).

Roosevelt, T. (n.d.). *Hunting the Grisly and Other Sketches*. Retrieved May 11, 2010, from http://www.gutenberg.org/catalog/world/readfile?fk_files=228132&pageno=4
 “The partly pitched...more deadly weapon” (p. 4).

Thoreau, H.D. (n.d.). *Walden*. Retrieved May 11, 2010, from http://www.gutenberg.org/catalog/world/readfile?fk_files=849122&pageno=120
 “In dark winter mornings...which some cow-boy tends” (pp. 120-122).

Tolkien, J.R.R. (Trans.) (1980). *Sir Gawain and The Green Knight, Pearl, and Sir Orfeo*. New York: Ballantine Books.
 “Now indoors let him dwell...skin his cloak” (pp. 96-97).

Westling, L. (2000). Thoreau’s ambivalence toward mother nature. In Laurence Coupe (Ed.) *Green Studies Reader: From Romanticism to Ecocriticism* (pp. 262-266). New York: Routledge. Retrieved May 21, 2010, from Ebrary, <http://site.ebrary.com/lib/cambridge/docdetail.action?docID=5002081>

Whitman, W. (n.d.). Song of myself. Accessed May 11, 2010, from <http://www.daypoems.net/plainpoems/1900.html>

Suggested Teacher Resources:

An overview of killing for sport [Hunting fact sheet #1]. (n.d.). *Fund Facts*. Accessed June 7, 2010, from <http://www.bigmattress.com/killing.htm>

An overview of killing for sport [Hunting fact sheet # 1]. *Fund Facts*. Accessed June 1, 2010, from <http://www.fundforanimals.org/>

Canned hunts: The other side of the fence [Hunting fact sheet #4]. (n.d.). *Fund Facts*. Accessed June 7, 2010, from <http://www.animallaw.info/articles/arusfund12000.htm>

Defenders of Wildlife. www.defenders.org

Fox, C. (1997). What trappers won't tell you. *Mainstream*, 28(3).

Kerasote, T. (1999). Hunting needs reform. In Tamara L. Roleff (Ed.) *The Rights of Animals* (pp. 137-146). San Diego, CA: Greenhaven Press, Inc.

Sea Shepard Conservation Society. www.seashepard.org

The Center for Biological Diversity. Accessed June 1, 2010, from <http://www.biologicaldiversity.org/campaigns.index.html>

The Coalition to Abolish the Fur Trade. www.caff.org.uk/index.html

The Fund for Animals. www.fundforanimals.org

The Humane Society of the United States. Accessed June 1, 2010, from http://www.humanesociety.org/issues/campaigns/wildlife_abuse/

The PETA files. Accessed June 7, 2010, from <http://www.blog.pets.org/archives/hunting/>

The Species Survival Network. www.ssn.org

The trade in lives [Exotic animal fact sheet #2]. (n.d.). *Fund Facts*. Accessed June 7, 2010, from http://www.fundforanimals.org/pdf/old_urban_wildlife_page/fs_ex2_exotic-trade.pdf

The U.S. Fish and Wildlife Service Endangered Species Program. www.fws.gov/endangered/

The World Wildlife Fund. www.worlwildlife.org

DAY 3

Description: Take out the hand-out with literature depicting hunting and ask students to discuss their readings of these works using ecocritical terms. Ask students: How does hunting fit into ecology according to the texts we have read? Make a list on the board, as a class, of the pros and cons of hunting. Ask students what the naturalist authors who wrote romantically about hunting might think about hunting practices today (i.e. canned hunts, trophy hunting, or the use of increasingly more advanced technology in hunting)? For *homework*, have students write an essay on the questions we began to explore in class. Have students respond to the following questions: Based on how nature and hunting are represented in these authors' writing, what and why (using

examples from the text) would you say the author would think about modern hunting? How do modern practices conflict with the author's attitude towards nature in general, as depicted in her or his writing?

Unit 8: RAW Skills

DAY 1-3

Description: Same as before (see Section 2, Unit 2), with the following exceptions. On the Reading Skills Day, have students complete the quiz questions in reference to a passage chosen by you from the fourth fifth of this Section's book rather than the first fifth. Also, for homework that same Day, students should read the remainder of the book, and be ready to discuss it by the first Day of Unit 13.

Unit 9: The History of Animals in Literature

Skills Objectives: Students will practice literary analysis skills. Students will practice general writing skills.

Content Objectives: Students will gain an understanding of the history of literary movements. Students will possess basic knowledge of the use of animals in world literature. Students will investigate treatments of animals in language and literature. Students will gain an understanding of how language and texts can be prescriptive of human-animal relationships. Students will possess an in depth understanding of the history and nature of human-animal relationships.

DAY 1

Description: Distribute a hand-out with a timeline of all eras of writing (for example: renaissance, Victorian, medieval, postmodern, etc.). Distribute a hand-out delineating the use of animals in non-Euroamerican (i.e. global and indigenous) literature, including both written and oral sources, as well as mythology. Go over both these hand-outs with students, having them take notes as you provide more detail on the definitions and descriptions of these styles, genres, and literary movements, as well as how each one typically treats animals in their texts.

Suggested Teacher Resources:

A world literature timeline. Accessed June 1, 2010, from <http://www.symbolisticism.tripod.com/worldliteraturetimeline.htm>

Baker, S. (2001). Guest editor's introduction: Animals, representation, and reality. *Society & Animals*, 9(3). Retrieved June 1, 2010, from http://www.animalsandsociety.org/assets/library/438_s931.pdf

Birch, D. (Ed.) (2009). *The Oxford Companion to English Literature, 7th Edition*. Oxford, UK: Oxford University Press.

Hacht, A.M. (2009). *The Gale Contextual Encyclopedia of World Literature*. Farmington Mills, MI: Gale Cengage.

Indigenous people's literature. Accessed June 1, 2010, from <http://www.indians.org/resource/natlit/natlit.html>

Literary movements. Accessed June 1, 2010, from <http://www.acethecset.com/blog1/literary-movements/3/>

Literary movements and periods. Accessed June 1, 2010, from <http://www.sparkcharts.sparknotes.com/lit/literaryterms/section5.php>

Poetry communities & movements. Accessed June 1, 2010, from http://www.webexhibits.org/poetry/home_movements.html

Sax, B. (2001). *The Mythical Zoo: An Encyclopedia of Animals in World Myth, Legend, and Literature*. Oxford, UK: ABC-CLIO.

The literature of human-animal studies: the literary arts. Accessed June 1, 2010, from <http://www.vetmed.ucdavis.edu/ccab/haibooks.htm#literary>

Thomsen, M.R. (2008). *Continuum Literary Studies: Mapping World Literature: International Canonization and Transnational Literatures*. New York: Continuum International Publishing.

DAY 2

Description: Distribute a hand-out with sample literary excerpts or poems from several writing eras and cultures. As a class read each one, utilizing literary theories of the students' choice, and talk about how each text treats animals. Based on our findings, discuss what these treatments of animals tell us about human-animal relationships as they are culturally prescribed by the texts. Ask students if they see any patterns emerging?

Suggested Classroom Materials:

Adonis. (1993). Elegy for the time at hand. In Carolyn Forché (Ed.) *Against Forgetting: Twentieth-Century Poetry of Witness* (pp. 554-561). New York: W.W. Norton & Company. (Syrian)

Basso, K.H. (1996). *Wisdom Sits in Places: Landscape and Language Among the Western Apache*. Albuquerque, NM: University of New Mexico Press.
 (Western Apache) Snakes' Water, "Now these rocks...who protect it" (p. 14).
 (Western Apache) Whiteness Spreads Out Descending to Water, "It happened at...descending to water" (pp. 95-96).

Dao, B. (1993). Accomplices. In Carolyn Forché (Ed.) *Against Forgetting: Twentieth-Century Poetry of Witness* (pp. 759-760). New York: W.W. Norton & Company.
(Chinese)

Dao, B. (1993). Resume. In Carolyn Forché (Ed.) *Against Forgetting: Twentieth-Century Poetry of Witness* (pp. 758-759). New York: W.W. Norton & Company.
(Chinese)

Greenblatt, S. and Abrams, M.H. (Eds.) (2005). *The Norton Anthology of English Literature, 8th Edition, Volume I*. New York: W.W. Norton & Company.
(Restoration) "Absalom and Achitophel: a poem" by John Dryden, lines 1-177, (pp. 2089-2092).

Greenblatt, S. and Abrams, M.H. (Eds.) (2005). *The Norton Anthology of English Literature, 8th Edition, Volume I*. New York: W.W. Norton & Company.
(Medieval) "Beowulf," lines 1-37, (p. 34).

Mphahlele, E. (1993). A poem. In Carolyn Forché (Ed.) *Against Forgetting: Twentieth-Century Poetry of Witness* (pp. 717-718). New York: W.W. Norton & Company.
(South African)

Parra, N. (1993). Sentences. In Carolyn Forché (Ed.) *Against Forgetting: Twentieth-Century Poetry of Witness* (p. 584). New York: W.W. Norton & Company.
(Chilean)

DAY 3

Description: Distribute a hand-out delineating the history of the human-animal relationship across cultures, depicting Euroamerican and non-Euroamerican cultures in side-by-side schemas. Read and discuss it as a class. Ask students: Do you see any connections between the patterns and treatments in the literature and the patterns in history between corresponding time periods and cultures? What do you think this says about the relationship between animals in our culture and animals in literature? Have students write a poem, song, or opinion editorial illustrating their feelings about animals or focusing on information they have learned in this lesson. Students may share their work with the class if they wish.

Suggested Teacher Resources:

Anderson, K. (1998). Animal domestication in geographic perspective. *Society & Animals*, 6(2). Retrieved June 2, 2010, from http://www.animalsandsociety.org/assets/library/373_s622.pdf

Herzog, H. (2002). Darwinism and the study of human-animal interactions. *Society & Animals*, 10(4). Retrieved June 2, 2010, from http://www.animalsandsociety.org/assets/library/473_s1045.pdf

Menache, S. (1998). Dogs and human beings: A story of friendship. *Society & Animals*, 6(1). Retrieved June 2, 2010, from http://www.animalsandsociety.org/assets/library/369_s616.pdf

Mullin, M. (2002). Animals and anthropology. *Society & Animals*, 10(4). Retrieved June 2, 2010, from http://www.animalsandsociety.org/assets/library/477_s1049.pdf

Preece, R. and Fraser, D. (2000). The status of animals in biblical and Christian thought: A study in colliding values. *Society & Animals*, 8(3). Retrieved June 2, 2010, from http://www.animalsandsociety.org/assets/library/419_s832.pdf

Unit 10: The Importance of Language to Animal Issues

Skills Objectives: Students will be able to define and identify adages, aphorisms, idioms, clichés, and metaphors. Students will practice etymological investigation skills. Students will be able to define the term master mentality and identify its presence in literature and language. Students will practice group work.

Content Objectives: Students will gain an in depth understanding of speciesism. Students will think critically about the prescriptive powers of language. Students will gain an increased awareness of the use of animals in our language, and the connotations and effects of such usage. Students will become more aware of the interconnected and cyclical nature of oppression and violence. Students will explore positive uses of animals in literature and language personally and in general.

DAY 1

Description: Distribute a hand-out with information on speciesism. Read and discuss it as a class. Review linguistic constructivism and cultural stories hand-out from Section 1, Unit 10. Discuss differences in diction depending on how the human-animal relationship is being defined (i.e. pig versus pork, animal versus meat).

Suggested Teacher Resources:

Scully, M. (2002). *Dominion: The Power of Man, The Suffering of Animals and the Call to Mercy*. New York: St. Martin's Griffin.

Singer, P. (2002). *Animal Liberation*. New York: Ecco.

Speciesism. (2010). *Miriam-Webster Online Dictionary*. Accessed June 2, 2010, from <http://www.miriam-webster.com/dictionary/speciesism>

Speciesism. Accessed June 2, 2010, from <http://www.richarddryder.co.uk/speciesism.html>

Spiegel, M. (1996). *The Dreaded Comparison: Human and Animal Slavery*. New York: Mirror Books.

The ethics of speciesism. Accessed June 2, 2010, from <http://www.bbc.co.uk/ethics/animals/rights/speciesism.shtml>

DAY 2

Description: Distribute a hand-out containing adages, aphorism, idioms, clichés, and common metaphors involving animals. Read and discuss it as a class. Hand out an Animal Terms Worksheet with matching exercises listing items similar to those on the above hand-out. Have students label the items as idioms or clichés etc. Give students time to fill out the Animal Terms Worksheet. Go over students' answers as a class. Ask students to think of other aphorisms, idioms, turns of phrase, sayings, etc. involving animals or animal names. Make a list of responses on the board. Have students write these down. Explain that they will be researching the cultural connotations and etymology of these terms for *homework*. Hand out a list of other animal phrases (i.e. stupid donkey, wise owl, pig, fat cow, dirty rat, free as a bird, etc.). As a class, take each phrase and identify which type of colloquialism it is. Then, as a class, try and identify its: connotation, meaning, etymology, and cultural and behavioral prescriptive implications in human-animal relations. The teacher should have her or his own fact sheet with the answers to all these questions written out. After the class has attempted to discover all these answers, and you have explained the correct answers, you should hand out a copy of this factual hand-out for each student to keep.

Suggested Teacher Resources:

Adage. Accessed June 7, 2010, from <http://dictionary.reference.com/browse/adage>

Adages. Accessed June 7, 2010, from <http://www.enchantedlearning.com/english/adages/>

Animals aphorisms. Accessed June 7, 2010, from <http://www.flintstories.com/aphorisms.php?topic=animals>

Animal idioms. Accessed June 7, 2010, from http://www.eslsite.com/rd/vocabulary/animal_idioms.html

Animal idioms. Accessed June 7, 2010, from <http://www.idiomconnection.com/animal.html#A>

Animal idioms and expressions. Accessed June 7, 2010, from <http://www.doghouse.com/idioms.asp>

Animals & Society Institute. animalsandsociety.org

Aphorism. Accessed June 7, 2010, from <http://dictionary.reference.com/browse/aphorism>

Browse our cultural dictionary alphabetically. Accessed June 7, 2010, from <http://dictionary.reference.com/cultural>

Cliché. Accessed June 7, 2010, from <http://dictionary.reference.com/browse/cliche>

Dictionary.com. dictionary.reference.com/

Farm adages. Accessed June 7, 2010, from <http://www.zoomdinosaurs.com/english/adages/farm.shtml>

Idiom. Accessed June 7, 2010, from <http://dictionary.reference.com/browse/idiom>

List of animal idioms in English. Accessed June 7, 2010, from http://www.learn4good.com/languages/evrd_idioms/id-a.htm

Metaphor. Accessed June 7, 2010, from <http://dictionary.reference.com/browse/metaphor>

Online Etymology Dictionary. etymonline.com/

Wajnryb, R. (July 12, 2008). Animal dealings dissed with derogatory verbs. *The Sydney Morning Herald*. Accessed June 7, 2010, from <http://www.smh.com.au/news/books/animal-dealings-dissed-with-derogatory-verbs/2008/7/11/121565810800.html>

DAY 3

Description: Distribute a hand-out with excerpts from Marjorie Spiegel's *The Dreaded Comparison* concerning speciesist and racist language, the concept of master mentality, and the interconnected cycles of oppression and violence. Take a moment to explain to students that the comparison discussed in this text is not meant to compare African Americans to animals in a derogatory manner, but rather to demonstrate that the same structure of oppression can be found in peoples' relationships to humans and animals, indicating that the problem of oppression must be attacked on a whole, rather than individually based on which group is being oppressed. Give students time to read the hand-out. Ask students to volunteer which point struck them most and why. Discuss these excerpts as a class. Based on what we have read, ask students to define the term master mentality. Ask students: What does this have to do with language, according to Spiegel, and drawing from our previous experiences as a class? Distribute a hand-out with a total of 1-3 excerpts from fiction and non-fiction sources which contain speciesist language. Allow students to read through the excerpts, circling all the examples they can find of speciesist language, or that which they feel is representative of the master mentality in general. Have students get into groups of 4-6 and respond to the following questions: Was the animal language usually used to connote, positive or negative images and ideas? What do you make of this? For negative imagery: Does the offensive language damage only animals or is it offensive to other groups or individuals as well? How does this relate to Spiegel's master mentality theory? If it does not relate, then, why? Ask students what role they think language might play in defining human-animal relationships. How does this role affect our behavior and attitudes towards animals? How could we use language to make the human-animal relationship more compassionate? How can we move forward a more compassionate and less speciesist language? For *homework*, have students write a reflection on any positive animal language they may have found in today's hand-out. If they found none, have them come up with some examples on their

own and think critically about why they are positive. Students should respond to the following questions: Even though these connotations are not negative, could they be seen as degrading to animals? Does the positive language still exploit, oversimplify, or objectify animals in any way? What do you think the effects of positive animal language and imagery are, as opposed to the negative uses of animals in literature and language? How can you, personally, contribute to the decreased usage of speciesist language in your own communication, both as a listener/speaker and reader/writer?

Suggested Classroom Materials:

Brown, L. (March 26, 2010). Anaerobic digesters produce energy to heat poultry houses. *U.S. Poultry and Egg Association's U.S. Poultry News*. Accessed May 12, 2010, from http://www.poultryegg.org/mediacenter/pr_view.cfm?id=133

Russell, J. (2010). Supply chain: Traceability is the key to being competitive in the global market. *Lean Trimmings Prime: The Official Magazine of the National Meat Association*, Winter 2010. Accessed May 12, 2010, from <http://www.nmaonline.org> "UN food and ... need it most" (p. 15).

Spiegel, M. (1996). *The Dreaded Comparison: Human and Animal Slavery*. New York: Mirror Books.
(Master mentality, cycles of oppression, and the interconnected nature of oppression) (pp. 27-32, and pp. 91-104).

Spiegel, M. (1996). *The Dreaded Comparison: Human and Animal Slavery*. New York: Mirror Books.
(Speciesist and Racist Language) (pp. 33-38).

Swift, J. (1996). *Gulliver's Travels*. Mineola, NY: Dover Publications, Inc.
"In this desolate condition...my present situation" (pp. 166-169).

Unit 11: Animal Domination, Exploitation, Cruelty, and Compassion

Skills Objectives: Students will practice critical nonfiction reading skills. Students will practice reflective writing. Students will practice analytical writing skills, as well as primary and secondary source usage.

Content Objectives: Students will gain an increased awareness of the issues of animal domination, exploitation, and cruelty. Students will explore self to text relationships. Students will practice literary analysis skills. Students will think critically about the activist potentials of literature and language. Students will expand their knowledge of compassion towards animals. Students will be more aware of how to lead a compassionate lifestyle.

DAY 1

Description: Hand out 1-3 articles on animal domination, animal exploitation, and animal cruelty. Give students time to read the articles, then, discuss them as a class. Ask students: What is the author saying? How do we test the validity of their argument? Do we agree or disagree? Why or why not? For *homework*, ask students to journal about an experience they have had with animal domination, exploitation, and/or cruelty. They may also write a poem, sing, rap, short story, or short play instead.

Suggested Classroom Materials:

Eisnitz, G. (2007). Chapter 17: The thumper. *Slaughterhouse: The Shocking Story of Greed, Neglect, and Inhumane Treatment Inside the U.S. Meat Industry* (pp. 213-220). New York: Prometheus Books.

Goldberg, A. and Hartung, T. (2006). Protecting more than animals. *Scientific American*, January 2006, 84-91.

Kronberg, A. (2009). Swine flu blues: How factory farms breed disease; Why agribusiness corporations---*Not pigs*---Are to blame for the H1N1 pandemic. *Sanctuary: Farm Sanctuary's Compassionate Quarterly*, Summer 2009, p. 6.

DAY 2

Description: Have some students share what they wrote for homework if they wish. Distribute a hand-out with 1-4 pro-animal literary works and/or excerpts, preferably one song, one poem, one story, and one essay or speech. Give students time to read each piece, then, discuss them as a class. Ask students: What does each work say? How does each author use language to support her or his message? How does it make you feel and what does it make you think critically about? Can this literature be considered activist? Why or why not? Hand out 1-3 articles on compassion towards animals. For *homework*, have students read each article and reflect on it in writing.

Suggested Classroom Materials:

Bekoff, M. (2007). Chapter 6: Ethical choices: What we do with what we know. *The Emotional Lives of Animals: A Leading Scientist Explores Animal Joy, Sorrow, and Empathy---And Why They Matter* (pp. 133-166). Novato, CA: New World Library.

Bi-coastal rescues bring two goats to safety at Farm Sanctuary. (2009). *Sanctuary: Farm Sanctuary's Compassionate Quarterly*, Summer 2009, p. 8.

Causey, A.S. (1996). Is hunting ethical?. In David Petersen (Ed.) *A Hunter's Heart: Honest Essays on Blood Sport* (pp. 80-89). New York: Henry Holt & Company.

Orwell, G. (1946). *Animal Farm*. New York: New American Library.
 "All the animals...animals are equal" (p. 17-22).

Propaganhi. Human(e) meat (the flensing of Sandor Katz). *Supporting Caste*, Track 6. Smallman Records.

Quinn, D. (1995). *Ishmael: An Adventure of Mind and Spirit*. New York: Bantam books.
 “I had to go...for him to do” (pp. 6-19).

Thomas, M. (2009). California anti-confinement legislation triggers chain reaction in other states. *Sanctuary: Farm Sanctuary’s Compassionate Quarterly*, Summer 2009, 4-5.

DAY 3

Description: Discuss the articles we read for homework as a class. Ask students to volunteer their thoughts on the validity of the author’s argument, the success of the author’s writing style, and the employment of language to teach about compassion. Distribute a hand-out with tips on how to cultivate a more compassionate lifestyle in general as well as through language, including internet resources. Read and discuss it as a class. Distribute a hand-out with 2-4 poems and/or short stories which involve animals in some way. For *homework*, have students read all of them then pick one to write an analytical essay on using the literary theory of their choice and secondary sources from any of the articles they have read in this Section to support their argument (to be handed in).

Suggested Teacher Resources:

AR and veg*n links!. Accessed June 7, 2010, from
http://www.animalliberationfront.com/AR_orgs/useful%20AR%20and%20vegn%20links.htm

Compassionate living. Accessed June 7, 2010, from
<http://worldanimalfoundation.homestead.com/compassionateliving.html>

Fight speciesism. Accessed June 7, 2010, from
<http://www.animalliberationfront.com/ALfront/actions-uk/fightspeciesismsept08.htm>

Halteman, M.C. (n.d.). Compassionate living 101: Frequently asked questions and resources for exploring potential answers. Retrieved June 7, 2010, from
<http://www.wheaton.edu/CACE/resources/onlinearticles/halteman-compassionateeatingFAQsandresourcesforresearch.pdf>

Humane connection. Accessed June 7, 2010, from <http://www.compassionatelivingproject.org>

Levertov, D. (n.d.). Come into animal presence. Accessed June 7, 2010, from
<http://www.poetryfoundation.org/archive/poem.html?id=17534>

Links. Accessed June 7, 2010, from
http://humaneeducation.org/weblinks?category=animal_protection

Markham, E. (n.d.). The panther. Accessed June 7, 2010, from <http://www.poetryfoundation.org/archive/poem.html?id=177484>

McPherson, S. (n.d.). Lions. Accessed June 7, 2010, from <http://www.poetryfoundation.org/archive/poem.html?id=171586>

Neruda, P. (n.d.). A dog has died. Accessed June 7, 2010, from <http://www.poetryfoundation.org/archive/poem.html?id=296080>

Newsletter. Accessed June 7, 2010, from <http://www.mercyforanimals.org/newsletter.asp>

PETA guide to compassionate living. Retrieved June 7, 2010, from <http://www.peta2.com/college/pdf/compassionateliving.pdf>

PETA living. Accessed June 7, 2010, from <http://living.peta.org/>

Practical issues. Accessed June 7, 2010, from <http://www.animalliberationfront.com/practical/practical-index.htm>

Speciesism. Accessed June 7, 2010, from <http://www.animalliberationfront.com/saints/authors/novels/speciesism-dunayer.htm>

Unit 12: The Human-Animal Bond

Skills Objectives: Students will practice critical nonfiction reading skills. Students will practice literary analysis skills. Students will practice research skills, the use of MLA (Modern Language Association) citation, and assembling work sited pages for papers. Students will practice analytical writing skills.

Content Objectives: Students will possess a firm understanding of human-animal bonds and an increased understanding of the many forms of the human-animal relationship. Students will gain a basic understanding of anthropomorphism. Students will explore self to text relationships. Students will think critically about human-animal bonds. Students will explore the prescriptive affect language has on the human-animal bond and relationship. Students will think critically about how they could use language to create compassionate awareness of human-animal bonds.

DAY 1

Description: Distribute a hand-out with 2-4 scientific articles discussing anthropomorphism, therapy animals, companion animals, and the human-animal bond throughout history. Begin to read and discuss these articles as a class. Whatever we do not get to in class should be read by students for *homework*. Students should also respond to these articles in writing for *homework* (to be collected). Ask students to volunteer any experiences they have had with animals that they feel relate to the articles we are reading read.

Suggested Classroom Materials:

Bekoff, M. (2007). Chapter 5: Hard questions: Answering skeptics and addressing uncertainty in science. *The Emotional Lives of Animals: A Leading Scientist Explores Animal Joy, Sorrow, and Empathy---And Why They Matter* (pp. 111-131). Novato, CA: New World Library.
(Anthropomorphism)

Schaffer, C.B. (2009). Animals connecting people to people: Insights into animal-assisted therapy and animal-assisted activities. *Reflections*, 15(1), 42-45. Retrieved May 25, 2010, from Wilson Select Plus database.
(Animal Therapy)

Walsh, F. (2009). Human-animal bonds I: The relational significance of companion animals. *Family Process*, 48(4), 462-480. Retrieved May 25, 2010, from Academic Search Premier database.
(Human-Animal Bond)

Woodward, L.E., and Bauer, A. (2007). People and their pets: A relational perspective on interpersonal complementarity and attachment in companion animal owners. *Society & Animals*, 15(2), 169-189. Retrieved May 25, 2010, from Academic Search Premier database.
(Companion Animals)

DAY 2

Description: Hand out a short story depicting a compassionate human-animal bond. Give students time to read the story quietly to themselves. Analyze the language of the story as a class. Hand out a short story depicting a human-animal relationship which is not compassionate. Give students time to read the story individually. Distribute a hand-out containing citation information for MLA style formatting with examples. Go over the hand-out as a class. For *homework*, students should pick one idea we read about in the two human-animal bond stories that interested them and do research on it. They should locate 4-8 sources. For each source, have students write 1-3 sentences describing the author's argument and how they supported it. This could also be seen as identifying the thesis and writing style of each source. Students will also be required to cite, using MLA style, the bibliographic information for each source as it would appear in the works cited section of a paper. Sources should represent multiple perspectives on the chosen issue or concept (to be handed in).

Suggested Classroom Materials:

Carr, S. H. (2006). *True Animal Stories*. Miami, FL: Bouncing Ball Books Inc.

Gjellerup, C. (1883). *Romulus*. Denmark.

Suggested Teacher Resources

Lester, J.D. and Lester Jr., J.D. (2002). *Writing Research Papers: A Complete Guide, 10th Edition*. New York: Longman Publishers.

Lunsford, A. and Connors, R. (1999). *The New St. Martin's Handbook*. Boston, MA: Bedford/St. Martin's Publishers.

DAY 3

Description: Have students write the body section of an analysis of the story depicting a human-animal relationship which is not compassionate which we read in class yesterday. After allowing students time to draft this/these paragraph(s), we will go over our analyses as a class. Discuss, as a class, what we think of the human-animal bond. Ask students: How does this bond we have with animals affect our relationship to and attitude and behavior towards animals? How does language construct and/or affect the human-animal bond or its potential manifestations in our lives? How could we use language to encourage a more compassionate and widespread awareness of human-animal bonding, based on everything we have read?

Unit 13: Using Literature and Language to Be an Animal Rights Activist

Skills Objectives: Students will practice editorial journalism skills. Students will practice project planning.

Content Objectives: Students will better understand multiple perspectives on animal rights philosophies. Students will explore ways to be activist for animal rights in general, including the use of literature and language. Students will gain first-hand experience on how animal issues are manifested in the real world. Students will think critically about the relationship between literature and animal activism. Students will explore self to text relationships. Students will think critically about how animal, human, and environmental issues are connected.

DAY 1

Description: Give students a hand out containing descriptions of each of the varied animal rights philosophies. Read and discuss it as a class. Ask students how they think literature and language might be employed to further each of these approaches compassionately? Ask students to journal in response to the following questions: Given all we have learned, are there any perspectives or information which have inspired you or piqued your interest concerning animal activism? In what ways might you want to become involved? How might you use your literacy skills to help your involvement be more successful (to be handed in)? Distribute a hand-out containing a list of ways students and people in general can be active for animal rights, especially using literature and language. Prepare students for the service learning outing and/or field trip we will be taking tomorrow. Tell them what they might want to pay attention to, how they will be expected to behave, and how this excursion connects to the book we are reading in this Section (Appendix H: Example Pairings of Animal Rights Literature with Experiential Learning Sites).

Suggested Teacher Resources:

A basic vegan glossary-20 terms. (April 16, 2008). Accessed June 2, 2010, from <http://www.vegansoapbox.com/a-basic-vegan-glossary-20-terms/>

Animal rights encyclopedia. Accessed June 2, 2010, from <http://www.zoosavy.com/>

Bekoff, M. and Meaney, C. (Eds.) (1998). *Encyclopedia of Animal Rights and Animal Welfare*. Westport, CT: Greenwood Publishing Group, Inc. Retrieved June 2, 2010, from Ebrary, <http://www.site.ebrary.com/lib/cambridge/docdetail.action?docID=5005073>

Castricano, J. (Ed.) (2008). *Animal Subjects: An Ethical Reader in a Posthuman World*. Ontario, Canada: Wilfred Laurier University Press. Retrieved June 2, 2010, from Ebrary, <http://www.site.ebrary.com/lib/cambridge/docdetail.action?docID=10233875>

Comparing animal philosophies. Accessed June 2, 2010, from <http://www.all-creatures.org/articles/ar-comparing.html>

Sustein, C.R. and Nussbaum, M.C. (Eds.) (2004). *Animal Rights: Current Debates and New Directions*. Oxford, UK: Oxford University Press. Retrieved June 2, 2010, from Ebrary, <http://www.site.ebrary.com/lib/cambridge/docdetail.action?docID=10103598&force=1>

DAY 2

Description: Go on the service learning outing and/or field trip to a site related to animal welfare, rights, exploitation, cruelty, and/or compassion. For *homework*, students should write down their immediate reflections on the experience, as well as: How did it make you feel and think about animal issues? How did it make you feel to be directly involved in animal issues? What did you like best about your experience? What do you feel you have learned through this experience? Would you do something like this again on your own? How did the book we read for this Section affect your experience and what you were able to get out of it?

DAY 3

Description: Discuss how this Section's book and experiential outing intersected and complimented each other. Have students write an opinion editorial citing examples from both their experience and this Section's book to create an argument representing their personal view on animal rights and compassionate human-animal relationships. They do not have to present a pro-animal perspective. Discuss how the animal issues we have explored might be connected to issues of human oppression and environmental degradation. How might the ways we have used literary studies to explore, understand, and affect animal issues be employed for engagement with human and environmental issues? For *homework*, journal in response to the following questions: How can you relate what you learned and experienced yesterday to your own life? Write about a few ideas or about one idea in detail that you might like to do your final project on drawing from all you have learned and experienced so far in this course.

Section 4: Environmental Ethics

Unit 1: Literary Theories Applicable to Environmental Issues, Including Deconstructive and Psychoanalytic Treatments of Ecopsychology and Nature in Literature and Language

Skills Objectives: Students will gain a better understanding of the theory and practice of deconstruction, psychoanalytic criticism, ecocriticism, ecofeminist criticism, Marxist criticism, and postcolonial criticism, as they relate to environmental issues in texts. Students will practice research skills. Students will practice creative writing skills.

Content Objectives: Students will possess a basic knowledge of the concepts of ecopsychology. Students will possess an increased awareness of environmental degradation and environmental protection movements. Students will explore their personal relationship to the environment. Students will think critically about how definitions of nature are constructed. Students will gain a cursory knowledge of ecology. Students will explore textual relationships to ecology.

DAY 1

Description: Ask students to bring out the original hand-out of literary theories from Section 1, Unit 2 again. Ask students to identify which theories they feel would be useful in examining environmental issues through literature and language. Why? Distribute a hand-out with literary excerpts which we will analyze as a class using each of the six theories (i.e. deconstruction, psychoanalytic criticism, ecocriticism, ecofeminism, Marxist criticism, and post colonial criticism) we have identified as useful, trying to uncover how each one treats the environment in texts. Distribute a hand-out describing ecopsychology. Allow students to read it, then, ask them how this might apply to psychoanalytic criticism? In light of the theories of ecopsychology and psychoanalytic criticism, what does ecocriticism do? Distribute a hand-out with the list of books students may choose from to read for this Section (Appendix I: Environmental Ethics Books). The list should include page lengths and thematic and plot descriptions. For *homework*, students must decide which book they wish to read as an individual. Each student should begin the process of procuring the book, notifying you which one she or he has chosen the next Day in class.

Suggested Classroom Materials:

Achebe, C. (1994). *Things Fall Apart*. New York: Anchor Books.
“Go-di-di-go-go-di-go...it soiled the others” (pp. 120-125).

Bronte, E. (1995). *Wuthering Heights*. New York: Penguin Books.
“Summer drew to an end...laughing and exclaiming---“ (pp. 226-229).

Gide, A. (1970). *The Immoralist*. Richard Howard (Trans.). New York: Vintage Books.
“Why did I say...made progress” (pp. 53-55).

Golding, W. (1959). *Lord of the Flies*. New York: Capricorn Books.
 “Ralph disentangled himself...excited eyes” (pp. 7-8).

Mortenson, G. and Relin, D.O. (2006). *Three Cups of Tea: One Man’s Mission to Promote Peace...One School At a Time*. New York: Penguin Books.
 “Mortenson made the best of...the strange white man” (pp. 22-24).

Tolkien, J.R.R. (1994). *The Fellowship of the Ring: Being the First Part of the Lord of the Rings*. New York: Houghton Mifflin Company.
 “Long after...softly up behind” (pp. 51-52).

Suggested Teacher Resources:

Blakemore, P. (1998). Ecopsychology: Restoring the earth, healing the mind. *ISLE: Interdisciplinary Studies in Literature & Environment*, 5(1). 138-139. Retrieved June 2, 2010, from Humanities International Complete database.

Ecopsychology.ch. www.ecopsychology.ch/

Hartmann, T. (2004). *The Last Hours of Ancient Sunlight: The Fate of the World and What We Can Do Before It’s Too Late*. New York: Three Rivers Press.

Hibbard, W. (2003). Ecopsychology: A review. *Trumpeter: Journal of Ecosophy*, 19(2), 23-58. Retrieved June 2, 2010, from Humanities International Complete database.

International Community for Ecopsychology. www.ecopsychology.org

Mest, R.A. (2008). Ecopsychology: The transformative power of home. *Humanistic Psychologist*, 36(1), 52-71. Retrieved June 2, 2010, from Academic Search Premier database.

Roszak, T. (1992). *The Voice of the Earth*. New York: Simon & Schuster.

The New Ecopsychology or Spiritual Ecology. www.new-ecopsychology.org/journal/gatherings/what.htm

DAY 2

Description: Make sure each student has chosen their book for this Section. Distribute a hand-out containing both facts about environmental degradation and environmental protection movements, as well as an Internet resource list. Read and discuss it as a class. Ask students to describe how they think the environment affects their lives and how they believe their lives effect the environment. Ask students: How do we define the environment and nature? Why are these definitions important? How are they formed? How do we explain contradictions between the environment’s usefulness to us and our presumed lack of dependency upon it? How do we choose what to believe? How do we chose what we believe is right? For *homework*, ask students

to do research on environmental problems and the human-environment relationship. They should write a summary of one article or source to share with the class. Students should also read the first fifth of the book they are reading for this Section, and be prepared to discuss it on the first Day of Unit 2.

Suggested Teacher Resources:

Cohen, G. (1998). Environmental. *Social Policy*, 28(3), 79-82. Retrieved June 2, 2010, from Academic Search Premier database.

Doyle, T. (2004). *Environmental Movements in Minority and Majority Worlds*. Piscataway, NJ: Rutgers University Press. Retrieved June 2, 2010, from Ebrary, <http://site.ebrary.com/lib/cambridge/docdetail.action?docID=10078445>

Hartmann, T. (2004). *The Last Hours of Ancient Sunlight: The Fate of the World and What We Can Do Before It's Too Late*. New York: Three Rivers Press.

Environmental protection: The solution resource for managing air, water, energy and waste issues. www.eponline.com/home.aspx

Gale, D., Evans, A., and Karkhairan, R. (n.d.). Environmental movement. Accessed June 2, 2010, from http://www.campusclimatenetwork.org/wiki/environmental_movement

Li, Q. and Reuveny, R. (2006). Democracy and environmental degradation. *International Studies Quarterly*, 50(4), 935-956. Retrieved June 2, 2010, from Humanities International Complete database.

United States Environmental Protection Agency. www.epa.gov/

Walls, D. (n.d.). Environmental movement. Accessed June 2, 2010, from <http://www.sonoma.edu/users/w/wallsd/environmental-movement.shtml>

DAY 3

Description: Go around the room asking students to share the source summary they researched for homework. Make a list on the board of all the facts we've learned through our independent research. Beside this list, write how we found our information, i.e. what our research method was. Distribute a hand-out detailing a short mini-lesson on ecology. Read and discuss it as a class. Distribute a hand-out containing 2-4 nature or eco-poems. Give students time to go through the poems and identify fifteen lines, images, stanzas, or whole poems which relate to or depict specific ecological concepts or processes. Discuss our findings as a class. For *homework*, have students choose one ecological concept or process they learned about today and write a poem, song, or short story about it. This can be totally fictional or it can relate an ecological concept or process to a personal experience they have had (to be handed in).

Suggested Classroom Materials:

Arnold, M. (n.d.). Dover beach. Accessed May 12, 2010, from <http://www.poetryfoundation.org/archive/poem.html?id=172844>

Jeffers, R. (n.d.). The continent's end. Accessed May 12, 2010, from <http://www.poetryfoundation.org/archive/poem.html?id=182232>

Levertov, D. (n.d.) Beginners. Accessed May 12, 2010, from http://www.chriscorrigan.com/parkinglot/levertov.htm#_Toc23572784

Neidecker, L. (n.d.). I rose from marsh mud. Accessed May 12, 2010, from <http://www.poetryfoundation.org/viewmedia.php/prmMID/19228>

Suggested Teacher Resources:

Ecology. (n.d.). *Biology Cabinet*. Accessed June 2, 2010, from http://www.biocab.org/ecology_1.html

Hall, C. (December 28, 2009). Ecology. *The Encyclopedia of Earth*. Accessed June 2, 2010, from <http://www.eoearth.org/article/ecology>

Sessions, G. (Ed.) (1995). *Deep Ecology for the Twenty-First Century*. Boston, MA: Shambhala Publications, Inc.

Slobodkin, L.B. (2003). *Citizen's Guide to Ecology*. Oxford, UK: Oxford University Press. Retrieved June 2, 2010, from Ebrary, <http://site.ebrary.com/lib/cambridge/docdetail.action?docID=10142520>

Wilkinson, D.M. (2006). *Fundamental Processes in Ecology: An Earth Systems Approach*. Oxford, UK: Oxford University Press. Retrieved June 2, 2010, from Ebrary, <http://site.ebrary.com/lib/cambridge/docdetail.action?docID=10283399>

Unit 2: RAW Skills

DAY 1-3

Description: Same as before (see Section 2, Unit 2).

Unit 3: Nature, Travel, and Science Fiction Writing Genres

Skills Objectives: Students will be able to identify and distinguish between expository description and metaphorical imagery. Students will practice nature writing skills. Students will practice analysis of non-textual media, such as film.

Content Objectives: Students will gain a basic understanding of the nature, travel, and science fiction writing genres. Students will explore the activist potentials of the above genres. Students will explore connections between literature and place. Students will investigate environmental themes in science fiction narratives.

DAY 1

Description: Distribute a hand-out with definitions and examples of nature, travel, and science fiction writing genres. Read and discuss it as a class. Ask students: How could nature and travel writing be considered environmentally activist? How could they be considered educational?

Suggested Teacher Resources:

Eng 385: Web resources on nature writing. Accessed June 2, 2010, from <http://www.vcu.edu/engweb/eng385/natweb.htm>

Finch, R. and Elder, J. (Eds.) (2002). *Nature Writing: The Tradition in English*. New York: Norton.

Hulme, P. and Youngs, T. (Eds.) (2002). *The Cambridge Companion to Travel Writing*. Cambridge, UK: Cambridge University Press.

International Society for Travel Writing. istw-travel.org/index.html

Nature writing for readers and writers. Accessed June 2, 2010, from <http://www.naturewriting.com/index.html>

Science Fiction and Fantasy Writers of America. www.sfwaweb.org

Stableford, B.M. (2004). *Historical Dictionary of Science Fiction Literature*. Lanham, MD: Scarecrow Press.

Stableford, B.M. (2005). *The A to Z of Science Fiction Literature*. Lanham, MD: Scarecrow Press.

Steward, F. (1995). *A Natural History of Nature Writing*. Washington D.C.: Island Press.

Winchester, S. and Wilson, J. (Eds.) (2009). *The Best American Travel Writing 2009*. Boston, MA: Houghton Mifflin Harcourt.

DAY 2

Description: Distribute a hand-out containing 2-4 naturalist literary excerpts and/or poems as well as 2-4 excerpts from travel writing. For each piece, discuss as a class what we believe each piece teaches us about ecology. Take out the ecology mini-lesson from Day 1. Go through the ecological points we have identified and decide whether the piece used expository or

metaphorical imagery to illuminate the ecological point. Ask students: What is the difference between these two writing styles as they are used in nature and travel writings? Do you find one to be more convincing and/or moving? Explain tonight's *homework* assignment: Ask students to think of a place they have visited or a place locally that one could write as a nature or travel writer about. Using both expository descriptions and metaphorical imagery, have students write a brief written piece on this place using one of the two generic styles, nature writing or travel writing. Allow students to begin this assignment in class and finish it up for homework. If they can, have students revisit this place, or spend time looking at pictures of it if it is not local (to be collected).

Suggested Classroom Materials:

Abbey, E. (1990). *Desert Solitaire: A Season In the Wilderness*. New York: Touchstone Books.
(Nature) "The Vulture or buzzard...I look at the cloud" (pp. 134-136).

Bryson, B. (1998). *A Walk in the Woods: Rediscovering American on the Appalachian Trail*. New York: Broadway Books.
(Travel) "Once, aeons ago...happened here" (pp. 190-194).

Carson, R. (2002). *Silent Spring*. New York: Mariner Books.
(Nature) "There was once...an attempt to explain" (pp. 1-3).

Jenkins, P. (2001). *A Walk Across America*. New York: Perennial.
(Travel) "Cooper couldn't gather firewood...warm-up tradition" (pp. 48-52).

Krakauer, J. (1997). *Into the Wild*. New York: Anchor Books.
(Travel) "I suppose it was...that nothing was" (pp. 150-151).

Leopold, A. (1987). *A Sand County Almanac, and Sketches Here and There*. Oxford, UK: Oxford University Press.
(Nature) "We were eating lunch...the high-lined junipers" (pp. 129-132).

Muir, J. (1988). *Travels in Alaska*. San Francisco, CA: Sierra Club Books.
(Nature) "Wrangell Island is...woods scarce a leaf stirs" (pp. 21-23).

Theroux, P. (2001). Palawan: Up and down the creek. In *Fresh Air Fiend: Travel Writings, 1985-2000* (pp. 298-311). New York: Mariner Books.
(Travel) "A little while latter...I am a monkey" (pp. 308-311).

DAY 3

Description: Show students part of a science fiction movie or an episode of a science fiction television show. This video clip should have environmental themes. Ask students: What makes this show or movie science fictional? Discuss what it had to say about the environment. How did it go about presenting this message or information? How were the generic elements of science fiction it employed instrumental and/or successful in making these statements?

Lesson Supplies:

VCR and television monitor, or computer with Internet access

Suggested Classroom Materials:

Bucksey, C., Straiton, D., Levy, J., Wodnough, J., and Grabiak, M. (2007). *Eureka: Season 1*. The SciFi Channel.

Cameron, J. (2010). *Avatar*. Twentieth Century Fox.

Derrickson, S. (2009). *The Day the Earth Stood Still*. Twentieth Century Fox.

Emmerich, R. (2010). *2012*. Sony Pictures.

Gilliam, T. (1996). *12 Monkeys*. Universal Studios.

Kroyer, B. (1995). *Ferngully: The Last Rainforest*. Twentieth Century Fox.

Nankin, M., Pate, J., and Rose, W. (2009). *Caprica: Season 1*. Universal Studios Home Entertainment.

Rymer, M. (2007). *Battle Star Galactica: The Complete Series*. Universal Studios Home Entertainment.

Spieng, M. and Spieng, P. (2010). *Day Breakers*. Lion's Gate.

Unit 4: RAW Skills

DAY 1-3

Description: Same as before (see Section 2, Unit 2), with the following exceptions. On the Reading Skills Day, have students complete the quiz questions in reference to a passage chosen by you from the second fifth of this Section's book rather than the first fifth. Also, for homework that same Day, students should read the third fifth of the book, and be ready to discuss it by the first Day of Unit 6.

Unit 5: Ecocriticism: Biocentrism versus Anthropocentrism

Skills Objectives: Students will possess an in depth understanding of ecocritical theory and practice. Students will practice literary analysis skills. Students will practice sensory skills. Students will practice nature writing.

Content Objectives: Students will gain a basic understanding of biocentrism. Students will gain a basic understanding of anthropocentrism. Students will begin to understand human interdependence on ecology. Students will begin to understand the ecology of human survival and of environmental damage caused by humans. Students will explore the causes and motivations for environmental values and human behavior towards the environment. Students will think critically about the concept of heroism. Students will think critically about the concept of ecosystems. Students will explore the ways literature and sensory imagery can mediate our relationship to nature.

DAY 1

Description: Distribute a hand-out containing in depth information on ecocriticism. Read and discuss it as a class. Distribute a hand-out containing information on biocentrism. Read and discuss it as a class. Distribute a hand-out containing information on anthropocentrism. Read and discuss it as a class.

Suggested Teacher Resources:

Agar, N. (1997). Biocentrism and the concept of life. *Ethics*, 108(1), 147-168. Retrieved June 2, 2010, from Academic Search Premier database.

Bari, J. and Wilson, N. (1998). *Revolutionary Ecology: Biocentrism and Deep Ecology*. Redway, CA: Tress Foundation.

Barry, P. (2002). *Beginning Theory: An Introduction to Literary and Cultural Theory*, 2nd Edition. New York: Manchester University Press.

Bate, J. (2000). *The Song of the Earth*. New York: Picador.

Buell, L. (1995). *The Environmental Imagination: Thoreau, Nature Writing, and the Formation of American Culture*. Cambridge, MA: Harvard University Press.

Chandler, E.W. (1981). Anthropocentrism: Construct validity and measurement [Dissertation]. Louisiana State University and Agricultural and Mechanical College.

Chiarelli, B. (2007). Ethical anthropocentrism: Humanistic ethics and the need for a new global bioethics. *The Mankind Quarterly*, 47(4), 105-115. Retrieved June 2, 2010, from Wilson Select Plus database.

Coupe, L. (Ed.) (2000). *The Green Studies Reader: From Romanticism to Ecocriticism*. New York: Routledge.

Fox, W. (1993). From anthropocentrism to deep ecology. *ReVision*, 16(2), 75. Retrieved June 2, 2010, from Academic Search Premier database.

Glotfelty, C. and Fromm, H. (Eds.) (1996). *The Ecocriticism Reader: Landmarks in Literary Ecology*. Atlanta, GA: University of Georgia Press.

Lanza, R.P. and Berman, B. (2009). *Biocentrism: How Life and Consciousness Are the Keys to Understanding the True Nature of the Universe*. Dallas, TX: Ben Bella Books.

Martinelli, D. (2008). Anthropocentrism as a social phenomenon: Semiotic and ethical implications. *Social Semiotics*, 18(1), 79-99. Retrieved June 2, 2010, from Academic Search Premier database.

Ricchiuzzi, D.F. (2007). Redeeming anthropocentrism: Valuing non-reasoning creatures from a reason-centered ethic [Thesis]. Buffalo, NY: State University of New York at Buffalo.

The Association for the Study of Literature & Environment. www.asle.org/

DAY 2

Description: Distribute a hand-out with two poems, one condemning and apocalyptic, addressing human survival and our destruction of the environment, and the other celebrating human-nature connections. As a class, perform both an ecocritical and a deconstructive analysis on each poem. In each poem, look for what the author conveys? How does she or he use literary devices to connote this? How does our analysis bring out this meaning? What is the author's tone? Is it positive or negative? For the second poem, ask additionally: What is being depicted and celebrated? Where do we see evidence of this in our world? After discussing these questions, show students a short video explaining how ecology works and how humans depend on it. Discuss this video as a class. For the first poem, ask additionally: What is condemned and/or warned against? Where do we see evidence of this in our world? After discussing these questions, show students a video on environmental damage committed by humans and how this hurts us. Discuss the video as a class. Ask students to volunteer ways in which we all may be contributing to harming the environment that supports us. Make a list of responses on the board. For *homework*, have students journal in response to the following questions: Why do we behave harmfully towards the environment if it is harmful to us as well? How do your actions line up with your values and beliefs concerning the environment? How do you feel you are expected to behave? Where do these expectations come from? Who or what makes you feel that it is acceptable and/or typical to behave in this way? Why is it acceptable and/or typical to behave negatively towards the environment? What would it take, give you the courage to, or make you feel it is acceptable to act in a way that helps the environment, and hence help human survival? Give an example of someone you feel is an ordinary or everyday hero. What would a hero of the ecology of human survival look like? Brainstorm some ways that you could be a hero of the ecology of human survival? How can you challenge the system, situation, or authority you feel works against the ecology of human survival?

Lesson Supplies:

VCR and television monitor, or computer with Internet access

Suggested Classroom Materials:

11th hour trailer. (n.d.). Accessed May 14, 2010, from <http://www.youtube.com/watch?v=Lnwsh19GDK1>

Jeffers, R. (1965). Science. In *Robinson Jeffers: Selected Poems* (p. 39). New York: Vintage Books.
(Negative)

Jeffers, R. (1965). Shine, perishing republic. In *Robinson Jeffers: Selected Poems* (p. 9). New York: Vintage Books.
(Negative)

Jeffers, R. (1965). The excesses of god. In *Robinson Jeffers: Selected Poems* (p. 72). New York: Vintage Books.
(Positive)

Jeffers, R. (1965). The old stonemason. In *Robinson Jeffers: Selected Poems* (pp. 92-93). New York: Vintage Books.
(Positive)

Jeffers, R. (1965). The torch-Bearer's race. In *Robinson Jeffers: Selected Poems* (pp. 40-43). New York: Vintage Books.
(Negative)

Jeffers, R. (1965). Tor house. In *Robinson Jeffers: Selected Poems* (p. 44). New York: Vintage Books.
(Positive)

The story of stuff. (n.d.). Accessed May 14, 2010, from <http://thestoryofstuff.com>

DAY 3

Description: Take students outside to a natural area on the school grounds for today's class. If this is not possible or feasible, bring in ample detailed and up close pictures of the scenery in a single natural area. Ask students to either imagine or actually explore the natural area with their senses, focusing on light, sounds, smells, etc. Students should write a poem, song, or rap using only sensory words (verbs and adjectives, nothing else, no nouns). Once students have finished, discuss as a class how these poems are like an ecosystem, and how combined they comprise something similar to a natural community or biosphere. After covering up all the pictures or coming together in a circle outside facing each other as a class, have students exchange their written pieces with another student and draw a picture of the place her or his piece describes. One could also write a prose description of it if she or he dislikes drawing. Afterwards, have students walk around and try to find the spot or picture they have drawn or written about from the original poem and their response to it. For *homework*, reflect on this activity. Students should respond to the following: Did your perception, depth of awareness, and appreciation of this

natural area increase as we engaged it further throughout the activity? Did the literary activities cause you to view nature any differently?

Lesson Supplies:

Drawing paper

Pencils

(Photographs of a small natural area, if taking the class outside is not possible)

Unit 6: RAW Skills

DAY 1-3

Description: Same as before (see Section 2, Unit 2), with the following exceptions. On the Reading Skills Day, have students complete the quiz questions in reference to a passage chosen by you from the third fifth of this Section's book rather than the first fifth. Also, for homework that same Day, students should read the fourth fifth of the book, and be ready to discuss it by the first Day of Unit 8.

Unit 7: The History of Nature in Literature

Skills Objectives: Students will practice literary analysis skills.

Content Objectives: Students will strengthen their knowledge of literary history. Students will explore the theme of nature in literary history and world literature. Students will gain a basic understanding of the human relationship to the environment throughout history. Students will possess a firm understanding of how literature and language can mediate and affect our relationship to the environment. Students will think critically about the connections between humans, animals, and the environment. Students will gain an increased awareness of linguistic constructivism.

DAY 1

Description: Distribute a hand-out with a timeline of the literary periods and movements in Euroamerican literary history. Distribute a hand-out on the treatment of nature as a theme in the literary traditions of other cultures, including their oral history and mythologies. Discuss the Euroamerican timeline, having students take notes more detail is given on how each movement and/or period treated environmental issues, themes, and images in their literature. Read and discuss the descriptions of global and indigenous culture's treatment of the environment in literature.

Suggested Teacher Resources:

Birch, D. (Ed.) (2009). *The Oxford Companion to English Literature, 7th Edition*. Oxford, UK: Oxford University Press.

Davis, P, and Harrison, G., *et al.* (Eds.) (2003). *The Bedford Anthology of World Literature, Vol. 1-3*. Boston, MA: Bedford/St. Martin's.

De Loughrey, E.M., Gosson, R.K., and Handley, G.B. (Eds.) (2005). *Caribbean Literature and the Environment: Between Nature and Culture*. Charlottesville, VA: University of Virginia Press.

Literary movements and periods. Accessed June 2, 2010, from <http://sparkcharts.sparknotes.com/lit/literaryterms/section5.php>

Poetry communities and movements. Accessed June 2, 2010, from http://www.webexhibits.org/poetry/home_movements.html

Vacek, J. (2003). *Nature Symbols in Literature*. Prague, Czech Republic.

World literature program: Guiding themes, methods, and approaches. Accessed June 2, 2010, from <http://mockingbird.creighton.edu/worldlit/program.guiding-themes.htm>

DAY 2

Description: Hand out a timeline of the history of environmental degradation and the human-natural relationship across cultures. Read and discuss it as a class. Ask students: Do they notice any patterns? What do we make of these patterns? Distribute a hand-out with 5-15 brief excerpts of literature from several time periods and cultures. For *homework*, ask students to use a literary theory of their choice to illuminate how each text treats the environment.

Suggested Classroom Materials:

Deloria Jr., V. (2003). *God Is Red: A Native View of Religion*. Golden, CO: Fulcrum Publishing.
 (Sioux) Speech by Shooter, "Animals and plants...rely upon itself" (pp. 87-88).
 (Stoney) Speech by Walking Buffalo, "Did you know...the great spirit" (p. 89).
 (Crow) Speech by Curley, "The Soil you see...any portion of it" (p. 146).
 (Native American) Speech by Chief Seattle, "To us the ashes...a change of worlds" (pp. 173-174).

Donne, J. (1993). Holy Sonnet IX ["If poisonous materials, and if that tree"]. In *John Donne: Selected Poems* (p. 62). New York: Dover Publications, Inc.
 (Jacobean)

Frost, R. (1979). To earthward. In Edward Connery Latham (Ed.) *The Poetry of Robert Frost: The Collected Poems, Complete and Unabridged* (pp. 226-227). New York: Henry Holt & Company.

Genesis. (1993). *Good News Bible, With Deuterocanonicals/apocrypha: Today's English Version, 2nd Edition*. London: Catholic Bible Press.
(Medieval/Renaissance) 2:4-25, (pp. 2-3).

Greenblatt, S. and Abrams, M.H. (Eds.) (2005). *The Norton Anthology of English Literature, 8th Edition, Volume 1*. New York: W.W. Norton & Company.
(Romantic) "Autumn" by James Thomson, "The Western Sun...beautiful and new" (pp. 2860-2861).

Hawthorne, N. (1997). Young goodman brown. In R.S. Gwynn (Ed.) *Fiction: A Longman Pocket Anthology* (pp. 20-31). New York: Longman.
(Romantic) "With this excellent resolve...for their sake" (pp. 21-22).

Hesse, H. (1957). *Siddhartha*. Hilda Rosner (Trans.). New York: New Directions Publishing Corp.
(Modern) "Siddhartha wandered into the forest...happy and curious" (pp. 70-73).

Hewitt, J. (2004). Mourne Mountains. In Stephen Regan (Ed.) *Irish Writing: An Anthology of Irish Literature in English 1789-1939* (p. 404). Oxford, UK: Oxford University Press.
(Modern)

Michaels, A. (2001). Flowers. In *Poems* (p. 89). New York: Alfred A. Knopf.
(Contemporary)

Neruda, P. (1993). The dictators. In Carolyn Forché (Ed.) *Against Forgetting: Twentieth-Century Poetry of Witness* (p. 574). New York: W.W. Norton & Company.
(Chilean)

Soyinka, W. (1993). I think it rains. In Carolyn Forché (Ed.) *Against Forgetting: Twentieth-Century Poetry of Witness* (pp. 731-732). New York: W.W. Norton & Company.
(Nigerian)

Tuqan, F. (1993). Face lost in the wilderness. In Carolyn Forché (Ed.) *Against Forgetting: Twentieth-Century Poetry of Witness* (pp. 537-539). New York: W.W. Norton & Company.
(Palestinian)

Suggested Teacher Resources:

Chew, S.C. (2001). *World Ecological Degradation: Accumulation, Urbanization, and Deforestation, 3000 B.C.-A.D. 2000*. Walnut Creek, MD: Alta Mira Press.

Costanza, R. Graumlich, L.J., and Steffen, W. (Eds.) (2007). *Sustainability or Collapse?: An Integrated History and Future of People on Earth*. Cambridge, MA: Massachusetts Institute of Technology Press. Retrieved June 4, 2010, from Ebrary,
<http://site.ebrary.com/lib/cambridge/docdetail.action?docID=10173541&force=1>

Environmental history resources. Accessed June 4, 2010, from http://www.eh-resources.org/environmental_history.html

Environmental history timeline. Accessed June 4, 2010, from <http://www.environmentalhistory.org/>

Krech, S. McNeill, J.R., and Merchant, C. (Eds.) (2004). *Encyclopedia of World Environmental History*. New York: Routledge.

Leiss, W. (1994). *The Domination of Nature*. Quebec, Canada: McGill-Queen's University Press. Retrieved June 4, 2010, from Ebrary, <http://site.ebrary.com/lib/cambridge/docdetail.action?docID=10178410&force=1>

Lowenthal, D. (2001). Environmental history. *History Today*, 51(4), 36-42. Retrieved June 2, 2010, from Humanities International Complete database.

Simmons, I.G. (2008). *Global Environmental History*. Chicago, IL: University of Chicago Press.

Squantriti, P. (Ed.) (2007). *Natures Past: The Environment and Human History*. Ann Arbor, MI: University of Michigan Press.

DAY 3

Description: Based on the homework, discuss how textual treatments of the environment tell us something about the human-nature relationships of that time period. Do we see evidence of these ideas, practices, and relationships still today? What does this tell us about the relationship between literature and culture? What does this tell us about the relationship between our culture and the environment? Discuss, as a class, any connections between patterns we have uncovered here and those we found in the history of animals and human rights in literature? What can we make of these connections? What does this tell us about connections between humans, animals, and the environment? What can this tell us about the role of literature in shaping and changing these connections and relationships?

Unit 8: RAW Skills

DAY 1-3

Description: Same as before (see Section 2, Unit 2), with the following exceptions. On the Reading Skills Day, have students complete the quiz questions in reference to a passage chosen by you from the fourth fifth of this Section's book rather than the first fifth. Also, for homework that same Day, students should read the remainder of the book, and be ready to discuss it by the first Day of Unit 11.

Unit 9: The Importance of Language to Environmental Ethics

Skills Objectives: Students will practice critical nonfiction reading skills. Students will practice media literacy skills.

Content Objectives: Students will think critically about the relationship between language and environmental ethics. Students will explore the media's effect on peoples' attitudes and behaviors towards the environment. Students will gain an increased awareness of the relationship between media and culture. Students will think critically about the potentials of language to affect proenvironmental attitudes and behaviors.

DAY 1

Description: Given what we have discussed so far, ask students what role they think language plays in environmental ethics? Give students a hand-out with 1-3 articles on language and environmental ethics. Read and discuss it as a class. Review the linguistic constructivism and cultural stories hand-out from Section 1, Unit 10. Ask students to list some words that either: objectify, devalue, or distort the environment and our relationship to it. Make a list of their responses on the board. Ask students to list some words that portray and/or prescribe positive environmental values and human-natural relationships. Make another list beside the first one on the board. Discuss how language is used to create these differences. Ask students: Which words are most familiar to you? Why do you think that is? What effect do you think this familiarity has on our relationship to the environment?

Suggested Classroom Materials:

Harrison, D.K. (2007). A world of many (fewer) voices. *When Languages Die* (pp. 2-21). Oxford, UK: Oxford University Press.

Humphrey, M. (2000). 'Nature' in deep ecology and social ecology: Contesting the core. *Journal of Political Ideologies*, 5(2), 247-268.

Nelson, M. K. (2008). Mending the split-head society with trickster consciousness. *Original Instructions-Indigenous Teachings for a Sustainable Future* (pp. 288-297). Rochester, NY: Bear & Company.

DAY 2

Description: Show students 2-3 video clips of television advertisements containing natural allusions and/or references. Ask students to take notes during each viewing on the references and allusions they notice. After each viewing, discuss with students what they noticed about the language and images. Ask them how they think each one affects people's attitudes and behavior towards the environment. Distribute a hand-out with 2-3 magazine advertisements containing verbal descriptions of and/or allusions to and visual images of natural concepts, processes, relationships. For *homework*, ask students to perform the same media analysis with these magazine advertisements as we did with the television advertisements. Hand out an article on the media's influence on culture, as well as a counter point article on the neutrality and harmlessness of media and advertising. Students should also read these two articles for *homework*.

Lesson Supplies

VCR and television monitor, or computer with Internet access

Suggested Classroom Materials:

California Avocado Commission. (2010). [Ad for Hass avocados]. *The Nest*, Spring 2010, p. 9.

Coca cola nature commercial. (n.d.) Coca Cola. Accessed May 14, 2010, from <http://www.youtube.com/watch?v=12448eQhnjo>

Giorgio Armani. (2010). [Ad for acqua di gio cologne]. *Sports Illustrated*, Swim suit Issue, Winter 2010, pp. 59-60.

Klein, N. (2002). Chapter 1: New branded world. *No Logo*® (pp. 2-26). New York: Picador.

Naish, J. (2008). Born to shop. *Ecologist*, 38(1), 48-51.

Pantene commercial nature fusion. (n.d.). Pantene. Accessed May 14, 2010, from <http://www.youtube.com/watch?v=6kjFLxc4Uc>

Rapids. (n.d.). Tampax. Accessed May 14, 2010, from <http://www.youtube.com/watch?v=6ap5eqyNdDk&feature=related>

Toyota Motor Sales. (2010). [Ad for Toyota fifth generation 4 runner]. *Sports Illustrated*, Swim suit Issue, Winter 2010, p. 17.

DAY 3

Description: Discuss the magazine advertisements from homework and students' analyses of them. Ask students: What impact might these advertisements have on people's attitudes and behavior towards the environment? What did you think of the articles you read for homework? Which article was more convincing? Why? What role do you think language might play in defining the human-environment relationship? How does it affect our attitudes and behavior towards the environment? How might we use language to make the human-nature relationship more sustainable? How can we move forward a more sustainable, more environmentally respectful and less environmentally devaluing and objectifying language?

Unit 10: Environmental Degradation and Sustainability

Skills Objectives: Students will practice critical nonfiction reading skills. Students will practice group work.

Content Objectives: Students will gain a better understanding of environmental history. Students will gain an increased knowledge of environmental degradation. Students will think critically about the connection between language and humanity's relationship to the environment. Students will explore their own beliefs about environmental ethics. Students will gain a basic understanding of sustainability. Students will explore the potentials of literature and language to create a more sustainable world. Students will be familiar with organizations active for sustainability.

DAY 1

Description: Draw a long horizontal line on the board with the date 33,000 B.C.E. on the left end and 2010 C.E. on the right end. Ask students to suggest important milestones in the evolution of environmental degradation and the human-natural relationship. Once we have filled in the major points in our timeline, distribute three articles on environmental degradation. One should be proenvironmental, one should present complex and/or mixed perspectives, and one should deny environmental damage or its importance. Have students volunteer to read paragraphs out loud.

Suggested Classroom Materials:

Michaels, P.J. (May 16, 2008). Global warming myth. *The Cato Institute*. Accessed May 25, 2010, from http://www.cato.org/pub_display.php?pub_id=9406
(Anti-environmental)

Mitchell, J.G. (2005). Tapping the rockies: Demand for natural gas and the resulting land-use pressures are pitting America's old west against the new. *National Geographic*, July 2005, 92-113.
(Mixed)

Whitty, J. (2006). The fate of the ocean. *Mother Jones*, March/April 2006, 32-48.
(Proenvironmental)

DAY 2

Description: After each article or excerpt from yesterday has been read, have students get into small groups of 3-6. In their groups, students should respond to the following questions: What is the author's thesis? What is the author's personal perspective on the issue? What evidence does she or he present to support her or his argument? Are you convinced? Why or why not? Come back together as a class and discuss how the author's argument is supported by or contradicts what we have learned so far in this course. Ask students how they think the author would account for the effect of language, literature, and cultural stories on our human-natural relationship? For *homework*, ask students to go home and ask family members and/or friends (students must interview at least two people) what they know about environmental degradation. Students should then reflect on what they have learned from these encounters, focusing on what they think about their peers' and family members' perspectives and knowledge. Students should reflect on the question: Does it conflict or agree with what you know and believe? How and/or why?

DAY 3

Description: Distribute a hand-out with 2-3 short articles on sustainability representing varied arguments and perspectives. Give students time to read the articles, then, discuss them as a class. Ask students: What does each article identify as the problem sustainability is responding to? How does each article define sustainability? How does each article suggest that people can become more sustainable both personally and as a society or culture? How do you think we can use literature and language to support and encourage sustainability? Hand out a list of organizations which work for a more sustainable world, including mailing addresses, websites, and mission statements. Make sure to include several local organizations. Read and discuss the list as a class. For *homework*, ask students to research at least two of the local organizations whose mission statements interest them. Students should write 2-4 paragraphs on how and/or if they found these organizations to be using literature and/or language in their environmental activism. If they cannot find any ways the organization is using language and/or literature, they should develop a few ideas of their own on how the organization might do so (to be collected).

Suggested Classroom Materials:

Morris, N. (2004). Sustainability: WHAT IS IT?. *Power Engineer*, 18(5), p. 11.

Schellnhuber, H.J., Crutzen, P.J., and Clark, W.C. (October 1, 2005). Earth systems analysis for sustainability. *Environment*, 47, 11-25. Retrieved May 25, 2010, from Wilson Select Plus database.

Walker, D. (2008). Sustainability: Environmental management, transparency, and competitive advantage. *Journal of Retail & Leisure Property*, 7(2), 119-130. Retrieved May 25, 2010, from Business Source Premier database.

Suggested Teacher Resources:

A Better Future. www.abetterfuture.org

Center for New American Dream. www.newdream.org

Circle of Life Foundation. www.circleoflifefoundation.org

Earth Future. www.earthfuture.org

Earth Island Institute. www.earthisland.org

Friends of Earth. www.foe.org

Leadership for Environment and Development. www.lead.org

Population Coalition. www.popco.org

Redefining Progress. www.rprogress.org

Simple Living Network. www.simpleliving.net

Simply Enough. www.livesimplyenough.com

Student Environmental Action Coalition. www.seac.org

Sustain US. www.sustainus.org

Unit 11: Using Literature and Language to Be an Environmental Activist

Skills Objectives: Students will practice critical nonfiction reading skills. Students will practice editorial journalism skills. Students will practice project planning.

Content Objectives: Students will explore various environmental ethics philosophies. Students will gain first-hand experience of the manifestations of environmental issues in the real world. Students will think critically about the relationship between literature, environmental issues, and activism. Students will explore self to text relationships. Students will gain a better understanding of the connections between humans, animals, and the environment.

DAY 1

Description: Ask students to volunteer positions, philosophies, and/or perspectives on how people should relate to the environment. Make sure multiple and varied perspectives are represented. Make a list of responses on the board. Hand out a scholarly or scientific article on environmental issues (preferably local). Give students time to read it. Discuss it with the class. Hand out a list of publications and websites with blogs that address or focus on environmental issues. Ask students to pick one perspective and one venue (you do not have to agree with your perspective) and write an opinion editorial on the issue based on the article we just read as a class (to be collected). Prepare students for the service learning and/or field trip we will be embarking on tomorrow. Discuss appropriate behavior, what to pay attention to and think about while we are there, and how it will relate to the book each student has chosen to read for this Section (Appendix J: Example Pairings of Environmental Ethics Literature with Experiential Learning Sites).

Suggested Classroom Materials:

Jenkins, M. (2010). Greenland's changing face: Melt zone: Dust lands, ice melts, rubber duckies drown. *National Geographic*, June 2010, 34-47.

Suggested Teacher Resources:

Audubon Magazine. www.audubonmagazine.org

Earth Island Institute. Accessed June 7, 2010, from <http://www.earthisland.org/journal/index.php/elist/>

E Magazine. www.emagazine.com

Green Futures. www.forumforthefuture.org/greenfutures

Mother Earth News. www.motherearthnews.com

Natural Life Magazine. www.naturallifemagazine.com

Orion Magazine. www.orionmagazine.org

Simple Living Network. Accessed June 7, 2010, from <http://www.simpleliving.net/community/blogs.asp>

Simply Enough. Accessed June 7, 2010, from <http://www.livesimplyenough.com/>

Sustain US. Accessed June 7, 2010, from <http://www.sustainus.org/agents-of-change-blog>

The New American Dream. Accessed June 7, 2010, from <http://www.newdream.org/blog/index.php>

DAY 2

Description: Go on a service learning outing or field trip relating to environmental ethics, degradation, appreciation, protection, restoration, and/or sustainability. For *homework*, ask students to journal about their immediate impressions of the experience, as well as: What was your favorite part? How did it make you feel to help out? What did you learn? Is there anything you now think differently about? Is this something you might do again on your own?

DAY 3

Description: Discuss how the books we read for this Section were enriched by and connected to our experience. Ask students: Did having read your book change the experience for you at all? How would this experience have been different for you or have affected you differently had you not read your book for this Section? How has this experience changed, enhanced, and/or complicated your understanding of the book you read for this Section? How can you relate this experience and/or the book to your own life? Give students time to brainstorm a few ideas or one idea in detail they might like to explore for their final project (to be handed in). Ask students how the issues we have explored concerning animals and humans might be connected to the issue of environmental degradation and how the ways we have used literary studies to explore, understand, and affect environmental issues might be employed on behalf of animal and human rights issues? For *homework*, respond to the following in writing: Did you notice any similarities in your reaction, behavior, thoughts, and/or attitude between this experiential outing and

previous ones we have gone on? How has your engagement on these outings and approach to them changed as you completed your third service learning and/or field trip experience? Has it given you any ideas and/or inspiration for your final project? What role do you perceive literature to play in mediating your experiences on these class outings? What about your behavior and attitudes elsewhere in your life?

Unit 12: Drawing Connections between Humans, Animals, and the Environment

Skills Objectives: Students will practice critical nonfiction reading skills. Students will practice group work. Students will practice journalistic writing skills. Students will practice problem solving skills. Students will practice speech writing skills. Students will practice composition skills. Students will practice literary analysis skills.

Content Objectives: Students will explore the interconnected nature of human rights, animal rights, and environmental ethics. Students will gain awareness of the potentials for success in activism. Students will think critically about the elements of successful activism. Students will think critically about the activist potentials of literature and language.

DAY 1

Description: Hand out a news article that covers a problem relating to humans, animals, and the environment. Give students time to read the article. Discuss the article as a class. Split the class into three groups. Have one group investigate the following questions for each category (humans, animals, and the environment): How could/does the issue presented in this article affect your category? If it mentions or discusses these effects directly, what does it say? Do you feel this treatment is complete and accurate? Why or why not? If it does not mention your category, what do you make of this absence? What is implied and/or inferred by the omission of this information and/or these connections? Next, have each group rewrite the article to include a proper treatment of their category. After students are done, come back together as a class and have a representative from each group read aloud their newly reformulated article. As a class, discuss the importance of issues that simultaneously affect humans, animals, and the environment. What does this tell us about the relationship between humans, animals, and the environment and the issues that concern them? For *homework*, have students find a news article on some issue affecting either animal exploitation, human oppression, or environmental degradation. Have students read the article and then go through and list the ways the issue being discussed can also affect other groups (i.e. if it is about animal exploitation, how can it also affect humans and the environment?).

Suggested Classroom Materials:

Broder, J. M. and Zeller Jr., T. (May 3, 2010). Gulf oil spill is bad, but how bad?. *New York Times*. Accessed May 15, 2010, from <http://www.nytimes.com/2010/05/04/science/earth/04environ.html?scp=3&sp=gulf%20oil%20spill&st=cse>

DAY 2

Description: Distribute a hand-out detailing a problem solving scenario on the interconnection of human, animal, and environmental issues which requires students to employ literary and linguistic skills. An example would be a scenario which states:

You are a politician elected by a narrow margin and you wish to stay in office for another term, so you must make certain that your varied constituates remain happily represented throughout this term. Recently, it has come to the public's attention that [insert event or issue that affects animals, humans, and the environment]. For example, a local slaughterhouse plans to move its plant into your area which has a high unemployment rate. The company is known for abusing animals, violating labor laws, and polluting its surrounding ecosystems. Several citizens and local advocacy groups have expressed their concerns to you about not allowing or allowing the plant to relocate to this area. As a politician, it is your job to make a decision on the relocation and create corresponding policy and/or legislation which will benefit all constituates as much as possible. You must then address the public regarding your decision and actions.

Students should act as the politician would and formulate a solution and/or response that works for all constituates as much as is possible, draw up drafts of legislation, policies, and/or regulations to govern the impending relocation of the plant to this area, and write a speech addressed to the public describing her or his decision, the policy to be introduced, and trying to address the concerns of advocacy groups and citizens. Students should think about what citizens' concerns might be in wanting or not wanting the plant to move here, and what advocacy groups for human rights, animal rights, and environmental protection would want and be concerned about (to be handed in). Distribute a hand-out detailing briefly the success stories of 2-4 politicians or activists working on behalf of humans, animals, or the environment. For *homework*, students should finish up their problem solving scenario response and read the success stories. Then, based on what they can glean about successful activism, they should list some steps they could take in everyday life, in their possible future career, and as activists to contribute positively to human, animal, and environmental causes.

Suggested Teacher Resources:

Dolphins rescued!. Accessed June 7, 2010, from
<http://www.gan.ca/about+gan/success+stories/dolphins+rescued%21.en.html>

Political activism. Accessed June 7, 2010, from
http://www.theinsite.org/earth/earth_political.html

Putting passion into action. Accessed June 7, 2010, from
http://www.youthactivism.com/success_stories.php

Success stories. Accessed June 7, 2010, from
<http://www.humanrightsfirst.org/defenders/successes.aspx>

Success stories!. Accessed June 7, 2010, from <http://www.amnestyusa.org/our-successes/page.do?id=1011281>

Tales of the San Joaquin revision and Tulare lake. Accessed June 7, 2010, from <http://media.fgem.org/node/11494>

DAY 3

Description: Ask students to write a poem, song, rap, short story, one-act play, or opinion editorial addressing, discussing, and/or communicating the interconnected human, animal, and environmental issues of our world as they relate to an issue in the news (to be collected). Have some students share what they have written if they wish to. Ask students: Why might it be important to highlight and/or raise awareness of these connections? What does the knowledge and consciousness of these connections do? How might the process or action of dispensing knowledge and/or raising awareness be considered activist? What are some ways you could do this using literature and language? Distribute a hand-out with 2-4 poems, songs, or literary excerpts. Ask student volunteers to read each one aloud as we read along as a class. After reading each one, students should perform a literary analysis on each using methods of students' choice to identify ways the language treats human, animal, and environmental issues. Next, ask students what the author and/or text are saying, showing, and/or pointing to concerning human, animal, and environmental issues based on how the language interacts with and pulls in each topic.

Suggested Classroom Materials:

Causley, C. (2001). I saw a jolly hunter. In X.J. Kennedy and Dana Gioia (Eds.) *An Introduction to Poetry: 10th Edition* (p. 41). New York: Longman Publishers.

Lovelace, R. (2001). To Lucasta. In X.J. Kennedy and Dana Gioia (Eds.) *An Introduction to Poetry: 10th Edition* (p. 46). New York: Longman Publishers.

Revard, C. (2001). Birch Canoe. In X.J. Kennedy and Dana Gioia (Eds.) *An Introduction to Poetry: 10th Edition* (p. 28). New York: Longman Publishers.

Rich, A. (2001). Aunt Jennifer's tigers. In X.J. Kennedy and Dana Gioia (Eds.) *An Introduction to Poetry: 10th Edition* (p. 11). New York: Longman Publishers.

Unit 13: Place-Based and Hometown Literature

Skills Objectives: Students will practice research skills. Students will practice critical nonfiction reading skills.

Content Objectives: Students will investigate the relationship between place and art and/or literature. Students will think critically about the relationship between literature and/or art, place, and community.

DAY 1

Description: Go to the school library as a class. Distribute a hand-out listing research skills. Research authors and artists who either address in their work, who set their work in, or who is from this area we all live in. As a class, vote (using French democratic style) on 2-5 hometown artists and/or writers which we will explore in the next class. After selecting our hometown artists and/or writers, ask students to list a few research skills they used in finding these artists and writers from the list. Ask them which ones they found most helpful?

Suggested Teacher Resources:

Evaluating websites-five basic criteria. (September 2006). Accessed June 4, 2010, from <http://glencoe.com/sec/teachingtoday/educationupclose.phtml/10>

Examining electronic sources. (2003). Retrieved June 4, 2010, from http://www.readwritethink.org/files/resources/lesson_images/lesson149/electronicresources.pdf

Hints about print. Accessed June 4, 2010, from <http://www.readwritethink.org/files/resources/interactives/hints-on-print/index.html>

Lester, J.D., and Lester Jr., J.D. (2002). *Writing Research Papers: A Complete Guide, 10th Edition*. New York: Longman Publishers.

Lunsford, A. and Connors, R. (1999). *The New St. Martin's Handbook*. Boston, MA: Bedford/St. Martin's Publishers.

Nonfiction book [Evaluation for a source]. (2003). Retrieved June 4, 2010, from http://www.readwritethink.org/files/resources/lesson_images/lesson147/nonfictionbookseval.pdf

DAY 2

Description: Distribute a hand-out containing 2-3 short literary excerpts and/or visual works as well as a brief biography for each author or artist selected yesterday. Allow students time to read the author and/or artist biographies. As a class, look at each work by each author or artist. Discuss for each work: What can you identify in this work that is familiar to you, based on your locality? How might this place have influenced this work? What in the language or imagery tells you this? For *homework*, ask each student to take or draw a picture of something in their locality, be it natural, social, or cultural, that reminds them of one of these authors' or artists' works, and bring it in the next Day.

Suggested Classroom Materials:

Fallon, T. (n.d.). Epiphany. Accessed May 15, 2010, from <http://home.gwi.net/tomfallon/now4bio.html>

Fallon, T. (n.d.). On this first morning. Accessed May 15, 2010, from <http://home.gwi.net/tomfallon/nowpoem1.html>

Fallon, T. (n.d.). Tom Fallon: American Writer: Sketch for an Autobiography. Accessed May 15, 2010, from <http://home.gwi.net/tomfallon/now4bio.html>

Fallon, T. (n.d.). Untitled. Accessed May 15, 2010, from <http://home.gwi.net/tomfallon/nowpoem10.html>

DAY 3

Description: Hand out a scholarly journal article on place-based education (literary or otherwise). Give students time to read the article. Discuss the ideas of the article as a class. Ask students: What did you think of the theories it presented? Do you think this is a kind of learning you would want to be involved in? Do you think this might be an effective mode of education? Why or why not? Ask students to take out the hometown authors and artists hand-out from yesterday and their pictures or drawings from the homework. Lay out 2-5 poster boards, one for each hometown author or artist. In the center of the posters there should be pasted the corresponding hand-out with her or his works and biography. Ask students to go around and find the author that inspired their drawing or photograph and affix their work to that poster around the hand-out. Once they are finished pasting, hang the posters around the room and give students time to walk around and look at all the finished products. Once students have returned to their seats, have them journal in response to one or all of these newly forged communal networks of art. Students should respond to the following questions: How do these depictions resemble our place, our home? How does our work enhance and/or complicate these authors and/or artists? How do these pieces resemble a community and/or our community? Why do you think we were able to become so personally and communally involved in the work of these authors and artists? What does this tell us about the nature of place? What does this tell us about the relationship between place and art or literature? What does this tell us about the relationship between place and people? What does this tell us about the relationship between artists or authors and places? What do you think the role of language and imagery is in all this? How do you define place-based art and literature now?

Lesson Supplies:

2-5 poster boards

masking tape

Suggested Classroom Materials:

Graham, M.A. (2007). Art, ecology and art education: Locating art education in a critical place-based pedagogy. *Studies in Art Education: A Journal of Issues and Research*, 48(4), 375-391.

Section 5: Literary Activism

Unit 1: How Are Literature and Language Activist?

Skills Objectives: Students will practice literary analysis skills. Students will practice critical thinking skills. Students will be able to articulate the difference between expository and creative writing. Students will practice creative thinking skills. Students will practice creative writing.

Content Objectives: Students will gain a basic understanding of literary and linguistic activism. Students will think critically about the activist potentials of literature and language. Students will explore Native American mythology.

DAY 1

Description: Distribute a hand-out containing quotes and excerpts on literary and linguistic activism. Read and discuss it as a class. Ask students to, based on this hand-out and their own knowledge and beliefs, make a list of all the ways literature and language can be used as activist. Students should share their answers with the class. Distribute a hand-out containing 2-4 poems, songs, and/or prose excerpts. For *homework*, ask students to analyze each text, then, write 2-4 sentences on what each text addresses or reinforces concerning human, animal, and/or environmental issues.

Suggested Classroom Materials:

Betjamen, J. (2001). In Westminster abbey. In X.J. Kennedy and Dana Gioia (Eds.) *An Introduction to Poetry: 10th Edition* (pp. 39-40). New York: Longman Publishers.

Longfellow, H.W. (2001). Aftermath. In X.J. Kennedy and Dana Gioia (Eds.) *An Introduction to Poetry: 10th Edition* (p. 61). New York: Longman Publishers.

Roethke, T. (2001). My papa's waltz. In X.J. Kennedy and Dana Gioia (Eds.) *An Introduction to Poetry: 10th Edition* (p. 22). New York: Longman Publishers.

Taylor, H. (2001). Riding a one-eyed horse. In X.J. Kennedy and Dana Gioia (Eds.) *An Introduction to Poetry: 10th Edition* (p. 57). New York: Longman Publishers.

Suggested Teacher Resources:

Buell, L. (2005). *The Future of Environmental Criticism: Environmental Crisis and Literary Imagination*. Malden, MA: Blackwell Publishing, Ltd.

“The movement...environmentalist commitment” (p. 7).

“Environmental criticism...concern’(Dixon 1999:87)” (p. 29).

“In either...ecocultural commitment” (p. 48).

“For half...nonhuman world” (p. 56).

Early, G. (2009). The humanities and social change. *Daedalus*. 138(1), 52-57.
 “The mere...*the humanities*” (p. 52).

Myrsaides, K., and Myrsaides, L.S. (Eds.) (1994). *Margins In the Classroom: Teaching Literature*. Minneapolis, MN: University of Minnesota Press.

“For Rorty...are causing’(141)” (p. 53).

“The story...has suffered” (p. 55).

“ That is...social relations” (p. 64).

Spindler, M. (1983). *American Literature and Social Change*. Hong Kong, China.

“During the course of...then operated” (p. 91).

“*The Jungle*...collectivist future” (p. 93).

Taggart, A.J. (2006). The function and value of literature and literary studies reconsidered. *College Literature*, 33(4), 204-216.

“It was...traditional authority” (p. 205).

“In rhetorical...the world’(12-13)” (p. 207).

Waldo, M.L. (2008). Sustainability, cognition, and WAC. *The WAC Journal*, pp. 5-14.

“As WAC...problem solver” (p. 13)

DAY 2

Description: Go over each text asking students to volunteer ways in which they think this writing might be considered activist. How and why? Does the language aid in this goal? How could students’ analyses be considered activist in themselves? Why? How could the analysis aid in the activist potentials of the writing it analyzes? For *homework*, ask students to look for a book which deals with human, animal, environmental, or activist themes to read for this Section (Appendix K: Activist Books). Once they have chosen their book, they should submit the title and author for approval before procuring it.

DAY 3

Description: Make sure each student has chosen and begin procuring their approved book for this Section. Hand out a short story which involves a problem or conflict for humans, animals, the environment, or some combination thereof, ending without a resolution. Have students read the story, then, write how they think they story might or could end. After everyone has finished, discuss our possible endings as a class. Hand out a packet containing 2-4 origin myths and/or creation stories of/by Native Americans. Going around the room, line by line or paragraph by paragraph, have students take turns reading the story aloud as we all read along. Discuss, as a class, what literary devices and imagery were used in depicting each myth or tale. How did the language usage enhance the sequence of events in the story more than a simple expository narrative would have? Ask students to take some time to imagine and commit to writing what their ideal future world would look like for all people, animals, and the environment. For *homework*, based on their vision for the future, what would the origin myth or creation story look like for their utopic world? How would this story or tale guide the people of its descendant

society toward the future they imagined? Students should hand in this homework response, along with their vision for the future, in the next class.

Suggested Classroom Materials:

Bear clan origin myth. (n.d.). Accessed May 15, 2010, from <http://www.firstpeople.us/FP-HTML-legends/bearclanoriginmyth-winnebago.html>
(Winnebago)

Grandmother spider steals the fire. (n.d.). Accessed May 15, 2010, from <http://ilhawaii.net/~stony/lore/20.html>
(Choctaw)

Origin myth. (n.d.). Accessed May 15, 2010, from <http://www.firstpeople.us/FP-HTML-legends-originmyth-hopi.html>
(Hopi)

Parrot, E. (n.d.). Transition. *Intercast Season One*. Accessed May 15, 2010, from <http://www.edwardgtalbot.com/drupa/64/index.php?q=node/59>

The woman who fell from the sky. (n.d.). Accessed May 15, 2010, from <http://members.cox.net/academia/origins.html#seneca>
(Seneca)

Unit 2: Journalism

Skills Objectives: Students will practice journalism skills. Students will practice constructive criticism feedback methods. Students will practice critical nonfiction reading skills. Students will practice reflective writing. Students will practice group work. Students will practice literary analysis skills. Students will practice peer editing skills. Students will practice project planning.

Content Objectives: Students will gain a basic knowledge of the skills and elements of journalism. Students will explore the idea of journalism as activist. Students will think critically about the connection between people, animals, and the environment. Students will compare literary devices and journalistic skills.

DAY 1

Description: Make sure everyone has the book they are reading for this Section. Distribute a hand-out with the definition and skills concerning journalism. Read and discuss it as a class. Hand out a Journalism Skills Worksheet with fill-in-the-blank and short answer questions for students to practice journalism skills. Give students a few minutes to complete the Journalism Skills Worksheet. Go over our answers as a class, asking students to volunteer their answers and discussing together why each answer does or does not work by referencing the journalism skills and definition hand-out. Encourage students to practice positive and negative feedback methods.

Require each student who volunteers feedback on another student's answer to first offer something positive to say about her or his answer, then give a constructive criticism of their classmate's answer. Hand out 1-3 articles on journalism as activist or activism. Ask students to read the article(s) for *homework* and write a reflection afterwards. Students should also read the first third of the book they are reading for this Section, and be prepared to discuss it by the first Day of Unit 4.

Suggested Classroom Materials:

Malveaux, J. (July 31, 2003). Journalists and activists. *Black Issues in Higher Education*, 20(12), p. 40. Retrieved May 28, 2010, from Academic Search Premier database.

Mitchell, P. (2006). The pen and the picket. *Canadian Women Studies*, 25(3/4), 57-59. Retrieved May 28, 2010, from Wilson Select Plus database.

Shepard, A.C. (1994). The gospel of public journalism. *American Journalism Review*, 16, pp. 28-35. Retrieved May 28, 2010, from Wilson Select Plus database.

Suggested Teacher Resources:

Bisht, H.S. (2007). *Journalism Techniques and Practices*. New Delhi, India: Cyber Tech Publications.

Bustrum, D., Hallenbeck, C., and Rittger, A. (Eds.) (2001). *Ideas: Practical Ideas for Teaching Journalism*. Santa Ana, CA: Southern California Journalism Education Association.

Evans, N., Tremewan, P., Watson, H., and Independent Newspapers Ltd., *et al.* (1989). *Getting Into Print: A Journalism Textbook*. Auckland, NZ: New House Publishers.

Ferguson, D.L., Patten, J., and Wilson, B. (1998). *Journalism Today! Teacher's Resource Book, 5th Edition*. Lincolnwood, IL: The National Textbook Co.

Hicks, W., Adams, S., Gilbert, H., and Holmes, T. (Eds.) (2008). *Writing for Journalists*. New York: Routledge.

Hinman, S.L. and Winski, T.E. (Eds.) (2000). *Journalism: Writing for Publication*. Villa Maria, PA: Center for Learning.

Journalism. (2010). *Mirriam-Webster Online Dictionary*. Accessed June 4, 2010, from <http://www.mirriam-webster.com/dictionary/journalism>

Journalistic practices. (n.d.). Accessed June 4, 2010, from <http://www.jprof.com/practices/practices.html>

Journalism skills and principles. (n.d.). Accessed June 4, 2010, from <http://www.litmedialaw.org/legal-guide/journalism-skills-and-principles>

Lesson plan archive. Accessed June 8, 2010, from http://www.highschooljournalism.org/teachers/lesson_plans/archive.cfm

MacNair, B. (1996). *News and Journalism A Textbook, 2nd Edition*. New York: Routledge.

Teaching-journalism.com. teaching-journalism.com/

Tumber, H. (Ed.) (2008). *Journalism*. New York: Routledge.

DAY 2

Description: Discuss the article(s) we read for homework, identifying and exploring the main idea or thesis of each one, and pointing to evidence provided by the author in support. Do we agree or disagree with the author's statements? What type of writing would we classify this article as (i.e. opinion editorial, news, scholarly, etc.)? Hand out 3-6 journalistic articles (at least one each for human, animal, and environmental issues). Give students time to read each one. Ask students to get into groups of 3-6 and make a list of the journalistic skills the article employed or evinced. Discuss in groups if any literary devices were used? How are journalistic skills and literary devices different? How are they similar? Come back together as a class and discuss what we have found. Ask the class how each article could be considered activist. How did the author's use of journalistic skills and literary devices aid the successful activism of the article or contribute to its lack of success as activism? What was the article discussing and/or investigating? What did the article tell and/or show us about humans, animals, and/or the environment? What does it illuminate about the interconnection of these three groups? For *homework*, ask students to brainstorm and/or do some journalistic research on a topic will be writing about tomorrow, bringing their ideas and findings in to class tomorrow.

Suggested Classroom Materials:

Europe's vote to help animals. (May 4, 2010). *M2Press Wire*. Retrieved May 15, 2010, from Newspaper Source database.
(Animals)

Ewin, H. (May 14, 2010). Lives of protesters 'at risk'. *The Australian*. Retrieved May 15, 2010, from Newspaper Source database.
(Environment)

Fakour, S. (May 14, 2010). Be careful where you fish. *The (Georgia)Brunswick News*. Retrieved May 15, 2010, from Newspaper Source database.
(Environment)

Human rights defenders in Mexico paying with their lives, warn UN experts. (May 13, 2010). *M2Press Wire*. Retrieved May 15, 2010, from Newspaper Source database.
(Humans)

Marckini, J. (April 16, 2010). Animal activists challenge circus ruling by coroner: In defense of animals disputes death of elephant handler was accidental. *The (Wilkes-Barre, PA) Times Leader*. Retrieved May 15, 2010, from Newspaper Source database.

(Animals)

Ward, O. (May 14, 2010). Planned parenthood gets the silent treatment. *Toronto (Canada) Star*. Retrieved May 15, 2010, from Newspaper Source database.

(Humans)

DAY 3

Description: Give students ample time to write a rough draft of a short journalism piece on their chosen topic, utilizing any research they might have done or indicating where a source or reference would be useful or needed if they have not done any research. Next (it is ok if some students did not finish), have students exchange their pieces with another student and peer edit their basic writing practices and journalistic skill usage. Give students time to journal about some ideas or information they learned or became more aware of having read their classmates article. When they are done, drafts with comments should be handed in. As a class, discuss how our classmates work could be considered activist. For *homework*, have students journal about how they liked practicing journalism. Ask them: do you feel it is an effective form of activism? Is this something you might want to explore as part of your final project or as a career? If not, what are some ideas or one idea in detail you would like to explore as your final project? How would this idea engage or utilize literature, language, and/or literacy? How would this idea be considered activist? How might this project relate to what you want to do for a career? How might you utilize your career passion in an activist way (this does not have to involve literature or language)? How do your career goal and project each relate to and/or involve humans, animals, and the environment?

Unit 3: Literary Criticism, Theory, and Analysis

Skills Objectives: Students will gain an in depth knowledge of literary criticism skills and practice. Students will practice group work. Students will practice critical nonfiction reading skills. Students will practice either literary analysis or literary theorizing. Students will practice peer editing skills. Students will practice project planning.

Content Objectives: Students will explore the idea of literary theory, criticism, and analysis as activism. Students will think critically about the connection between humans, animals, and the environment.

DAY 1

Description: Ask students to bring out their original hand-out of types of literary criticism from Section 1, Unit 2. Ask students to volunteer ways they think each of these theories promote literary and/or linguistic activism. Hand out a sheet divided into three parts (criticism, theory, and analysis) to each student. Have students get into three groups, one each for criticism, theory,

and analysis, and brainstorm a list of skills for their literary process. Ask students to think about what steps go into performing each process. Criticism is defined as the critical investigation of literary works as a profession which one's peers will read and which will be utilized in one's field to edify others and further the discipline as a whole. Theory is defined as the theorizing of methodologies for the analysis of texts. And, analysis is defined as the practice of examining, dissecting, and commenting on texts in order to arrive at conclusions about what, why, how, and where the text is communicating, as well as what possible larger purposes or affects these conclusions could have beyond the text itself. Come back together as a class and have students share their lists as you write the skills on the board so that other groups may copy them down on their sheets under the headings of the literary processes not addressed by their group. Distribute a hand-out containing three written works: one professional criticism of another author's work, one explication of a literary theory, and one example of student analysis. For *homework*, ask students to read these articles and list some of the skills we identified today which were employed by the articles.

Suggested Classroom Materials:

Barry, P. (2002). Postmodernism. *Beginning Theory: An Introduction to Literary and Cultural Theory* (pp. 81-95). New York: Manchester University Press.
(Explication of Literary Theory)

Sample essay with primary secondary sources, the tragic fall of two of Fitzgerald's greats. (April 1, 2001). *A Guide to the Literary-Analysis Essay* (pp. 14-17). Retrieved May 28, 2010, from <http://www.kent.k12.wa.us/staff/kathrynnicholas/literaryguide.pdf>
(Example Student Analysis)

Tangney, S. (2004). A divine physical world: Catastrophic geology and Jeffers country. *Jeffers Studies*, 8(1), 5-15.
(Professional Criticism)

DAY 2

Description: Ask students to share the skills they listed for homework: What was each article's topic and thesis? Was there anything you felt these authors could have done better? How could each of these articles be considered activist? How did the successful execution of the author's critical, theoretical, or analytical skills enhance the activist potentials of the given work? What did each article show and/or tell us about human, animal, and/or environmental issues? What did each article show and/or tell us about their interconnection(s)? For *homework*, ask students to pick an excerpt from the book they are reading for this Section which interests them, and take some notes on its importance to the larger themes of the book.

DAY 3

Description: Ask students to pick one of two tasks to perform: 1.) critically analyze the text they have chosen using literary theory(s) of their choice, or 2.) theorize their own method of literary criticism. If they chose the second option, they may use the text they examined for homework to

help explicate their theory or practice a quick example of it. They do not need to do a full critical analysis of the text using the theory they have created. They should only use the excerpt from their book if and when they feel they need examples from the text to make their point and explain their theory. They should feel free to use outside examples. Examples of such new criticism could include theories that promote examining texts through the lens of the adolescent, Christianity, Buddhism, masculinity, music, fashion, anatomy, geometry, mathematics, etc. They should describe what such investigations would look like, as well as why it would be an important method to pursue. Once students have finished writing, ask them to switch their work with another classmate. Students should edit their partner's work for both analytical and theoretical practices and basic writing skills. Students should write a few sentences at the bottom of the paper commenting on what they learned or became more aware of in reading their classmate's work. If there is not enough time to finish in class, have students finish up for *homework* and bring it in the next Day. Also ask students to take time at home to journal in response to the following questions: How could your classmate's work be considered activist? How did you like being critics or theorists? Did you feel it was an effective form of activism? Is this a method of activism you might like to explore as part of your final project? As a career? If not, what might you like to do your final project on? If you have settled on a topic, how will you enact or implement your project? How would this idea engage or utilize literature, language, and/or literacy? How could this idea be considered activist? How might this project relate to what you want to do as a career? How might you utilize your career passion in an activist way? You do not need to involve literature and language. How do your career goals and project relate to and/or involve humans, animals, and/or the environment?

Unit 4: Creative Writing, Authoring Literature

Skills Objectives: Students will practice critical nonfiction reading skills. Students will practice creative writing skills. Students will practice constructive criticism feedback methods. Students will practice group work. Students will practice peer editing skills. Students will practice close reading skills. Students will practice project planning.

Content Objectives: Students will gain an awareness of how creative writing can be considered activist. Students will gain an understanding of creative writing skills and elements. Students will explore the themes and literary devices employed by the book they are reading for this Section.

DAY 1

Description: Hand out 1-3 articles in which authors talk about how they see their role as activist. Give students time to read each article. After each reading, discuss the author's perspective as a class. Ask students: What does each author say their activist mission is? What do they hope to achieve? How do they say they attempt this? Do you agree or disagree that their work is activist? Why or why not? If not, how could they be more effective? Distribute a hand-out defining creative writing and listing basic skills. Read and discuss it as a class. Hand out a Creative Writing Worksheet with fill-in-the-blank and short answer questions for students to practice creative writing skills and practices. Give students time to complete the Creative Writing

Worksheet. When they are done, go over the answers as a class, having students pair positive feedback with constructive criticism. Distribute a hand-out with quotes and excerpts on creative writing as activism by scholars talking about the work of other authors. Have students read this for *homework* and reflect in writing. Students must also perform a close reading of a passage of their choosing from the book they are reading for this Section. This should be no more than two pages typed or the equivalent hand-written. A rough draft is due the first Day of Section 5. Students should also read the second third of the book they are reading for this Section, and be prepared to discuss it on the first Day of Unit 6.

Suggested Classroom Materials:

Kovach, R. (2005). Gayle Brandeis. *The Writer*, 118(1), 20-21. Retrieved May 28, 2010, from Wilson Select Plus database.

San Juan Jr., E. (2008). Carlos Bulosan, Filipino writer-activist. *CR: The New Centennial Review*, 8(1), 103-134. Retrieved May 28, 2010, from Humanities International Complete database.

Yaszek, L. (2004). Stories that only a mother could write: Midcentury peace activism, maternalist politics, and Judith Merrill's early fiction. *NWSA Journal*, 16(2), 70-97. Retrieved May 28, 2010, from Wilson Select Plus database.

Suggested Teacher Resources:

Adler, F.P. (2002). Activism in academia: A social action writing program. *Social Justice*, 29(4), 136-149. Retrieved May 29, 2010, from Wilson Select Plus database.

Alvarez, J. (n.d.). Doing the write thing: The (seeming) dichotomy of arts and activism. *Sojourners*, 35(10), 18-21. Retrieved May 29, 2010, from Wilson Select Plus database.

Booth, J., Booth, D., Pauli, W., and Phenix, J. (1984). *Writing Resource Center: Directed Writing Activities*. Toronto, Canada: Holt, Rinhart, and Winston of Canada Ltd.

Creative writing. (n.d.). Retrieved June 4, 2010, from http://uwp.duke.edu/wstudio/resources/genres/creative_writ.pdf

Creative writing. (n.d.). Accessed June 4, 2010, from http://wik.ed.uiuc.edu/index.php?title=creative_writing&redirect=no

Creative writing exercises that help inspire you. Accessed June 8, 2010, from <http://www.creative-writing-help.com/creative-writing-exercises.html>

Grady, D. (1992). *Basic Skills Creative Writing Workbook*. Largo, FL: ESP, Inc.

Hills, L.R. (1977). *Writing In General and the Short Story In Particular: An Informal Textbook*. Boston, MA: Houghton Mifflin.

Joyce, H.D. and Feez, S. (2000). *Creative Writing Skills*. Albert Park, Victoria, AU: Phoenix Education.

La Plant, A. (2007). *The Making of a Story : A Norton Guide to Creative Writing*. New York: W.W. Norton.

Panzeri, E.A. (2007). Poetry, activism and other women's voices. *Off Our Backs*. 37(2/3), 37-39. Retrieved May 29, 2010, from Academic Search Premier database.

Schrank, J. (1985). *Lively Writing: The Process of Creative Communication*. Lincolnwood, IL: National Textbook Co.

Stibbe, A. (n.d.). Poetic activism and pigs. *Language and Ecology Online Journal*. Accessed May 29, 2010, from <http://www.ecoling.net/feb5.htm>

The AWP director's handbook. (n.d.). Accessed June 4, 2010, from http://awpwriter.org/membership/dh_9.htm

DAY 2

Description: Do we agree or disagree with each quote or excerpt we read for homework? Why or why not? Distribute a hand-out containing three prose excerpts, songs, or poems. Read these as a class. Put students into three groups, corresponding to human, animal, and environmental issues. Have them identify creative writing skills within these pieces. Come back together as a class and allow students to journal individually on their emotional and intellectual responses to these pieces. Ask students: How did it make you feel? What did it make you think critically about? What did you learn or become more aware of? As a class, discuss: How each of these pieces could be considered activist and why, using examples from our own personal reflections? How successful was the author's activism? Use examples from what skills your group identified to support your assessment. For *homework*, ask students to think of a topic they would like to write creatively about using any medium or format. They should outline their writing process based on the skills hand-out.

DAY 3

Description: Give students ample time to write a short creative work on the topic they chose and outlined for homework. When time is up (it is ok if not everyone finishes), they should exchange their work with a classmate. Have students peer edit their partner's piece based on the skills and practices of creative writing. At the end of the piece, they should write a few sentences on what they learned or became more aware of in reading this piece. Students should write down if it affected them in any other way (to be handed in)? For *homework*, respond to the following: How did you like writing creatively? Do you feel it is an affective form of activism? Take some time to journal about your idea(s) for your final project.

Unit 5: Songs and Music

Skills Objectives: Students will practice lyric composition. Students will practice constructive criticism feedback methods. Students will practice critical nonfiction reading skills. Students will practice literary analysis skills. Students will practice activism through music. Students will practice peer editing skills. Students will practice organizational skills. Students will practice outlining skills. Students will practice goal-setting skills. Students will practice project planning.

Content Objectives: Students will gain a basic understanding of the literary nature of songs and music. Students will gain an understanding of songwriting skills and elements. Students will explore the potential for songs and music to be activist. Students will think critically about activist uses of literature and language to create a more sustainable and compassionate world.

DAY 1

Description: Collect close reading rough drafts. Distribute a hand-out with quotes and excerpts on songs and music as poetry and literature, ranging from musicians to musical theater. Read and discuss it as a class. Distribute a hand-out on songwriting skills and practice. Read and discuss it as a class. Hand out a Lyric Composition Worksheet with fill-in-the-blank and short answer questions on lyric composition. Give students time to complete the Lyric Composition Worksheet. Go over possible answers as a class. Have students practice the use of positive feedback paired with constructive criticism when commenting on their classmates' answers. Give students some time to think of three songs that might be considered activist, especially songs they enjoy. Pass around a sheet where each student should list her or his three songs in order of preference. After collecting the sheet, write the names of the nine songs which students mentioned most often on the board. Then, by show of hands, ask students to vote for which one they like most. The three which receive the most votes will be part of our lesson the next Day. Hand out 1-3 articles on musical activism. Ask students to read and respond in writing to these articles for *homework*. Students should also complete the final draft of their close reading by the first Day of Unit 6.

Suggested Classroom Materials:

Aadnani, R. (2006). Beyond Rai: North African protest music and poetry. *World Literature Today*, 80(4), 21-26. Retrieved May 29, 2010, from Wilson Select Plus database.

Armstrong, L. (October 27, 2005). Musical educates, enlightens and entertains. *New York Amsterdam News*, 96(44), 25. Retrieved May 29, 2010, from Academic Search Premier database.

Branagan, M. (2005). Environmental education, activism, and the arts. *Convergence*, 38(4), 30-50. Retrieved May 29, 2010, from Wilson Select Plus database.

Suggested Teacher Resources:

Ausmusic. (1994). *Songwriting Methods: Teacher Manual*. Port Melbourne, Victoria, AU: Ausmusic.

- Citron, S. (1985). *Songwriting: A Complete Guide to the Craft*. New York: W. Morrow.
- Cope, D. (2008). *Righting Wrongs in Writing Songs*. Boston, MA: Course Technology PTR. Retrieved June 4, 2010, from Ebrary, <http://site.ebrary.com/lib/cambridge/docdetail.action?docID=10264163>
- Gezari, J. (n.d.). Bob Dylan and the tone behind the language. *Southwest Review*, 86(4), 480-499. Retrieved May 29, 2010, from Wilson Select Plus database.
- Helsing, E. (2009). Listening: Dante Gabriel Rossetti and the persistence of song. *Victorian Studies*, 51(3), 409-421. Retrieved May 29, 2010, from Wilson Select Plus database.
- McGrann, J. (2009). Wagner, Baudelaire, Swineburne: Poetry in the condition of music. *Victorian Poetry*, 47(4), 619-632. Retrieved May 29, 2010, from Wilson Select Plus database.
- Mitchell, E. (1994). *Songwriting Methods: Student Workbook*. Port Melbourne, Victoria, AU: Ausmusic.
- Pattison, P. (2009). *Writing Better Lyrics: The Essential Guide to Powerful Songwriting, 2nd Edition*. Cincinnati, OH: Writer's Digest Books.
- Songwriting for Fun and for Profit*. (1994). Longfield, UK: Hilite.
- Taylor, M. (2009). Integration and distance in musical theater: The case of *Sweeney Todd*. *Contemporary Theater Review*, 19(1), 74-86. Retrieved May 29, 2010, from Academic Search Premier database.

DAY 2

Description: Hand back close reading rough drafts with comments and corrections. Discuss the articles we read for homework. What is each article's main argument? How did each author support her or his argument? Do we agree or disagree? Why or why not? Distribute a hand-out with the lyrics of the three songs students chose yesterday. Read each song as a class. After reading each song, ask students to journal about their emotional and intellectual responses to the lyrics. Next, ask students to identify the skills of song writing employed by the artist. Lastly, have students identify any literary devices or perform a cursory literary analysis of the lyrics. As a class, discuss whether or not the song was activist and why. Ask students how the artist used songwriting and literary skills to achieve her or his activist goals? For *homework*, ask students to begin writing or outlining a song, rap, or musical number, employing songwriting skills and literary devices to create an activist piece.

Suggested Classroom Materials:

Gabriel, P. (1994). Biko. *Woodstock 94 [Box Set]*, Volume 2, Track 13. A&M Records.

The Cranberries. (1996). War Child. *To the Faithful Departed*, Track 5. Polygram Records.

U2. (1983). Sunday Bloody Sunday. *War*, Track 1. Island Records.

DAY 3

Description: Give students time to finish writing their song. Ask students to write a brief description following the lyrics detailing the song's activist goals and how they think their song achieves these goals. Ask students to switch songs with a classmate for peer editing. Editors should read with an eye for the use of songwriting and literary skills. At the end of the piece, students should write how the song lyrics made them feel, what it made them think critically about, and what they learned and/or became more aware of (to be handed in). Hand out the Project Selection Form (Appendix L: Project Selection Form). This form asks students to describe their project in detail. A first draft of this form is to be handed in on Day 2 of Unit 7. For *homework*, work on your Project Selection Form. Also, respond to the following questions: Describe how you liked being a songwriter. Do you think it is an effective means of activism? Why or why not? Do you think this is something you might want to pursue as part of your project? Do you think this is something you might want to pursue as a career? If so, in what capacity? How might you use your career to treat human, animal, and environmental issues?

Unit 6: The Role of Language and Semiotics

Skills Objectives: Students will practice critical nonfiction reading skills. Students will practice linguistic and semiotic analyses. Students will practice goal-setting. Students will practice project planning.

Content Objectives: Students will gain a basic understanding of semiotics. Students will be more aware of the activist potentials of language and semiotics. Students will possess an increased knowledge of the practice of activist linguistics in the creation of a more compassionate and sustainable world. Students will explore the effects of language and semiotics on our relationships to other humans, animals, and the environment. Students will think critically about their own ability to be a linguistic activist.

DAY 1

Description: Collect close reading final drafts. Distribute a hand-out with quotes and excerpts defining language and semiotics. Read and discuss it as a class. Hand out 1-3 articles addressing the activist potentials and power of language and semiotics. Review the linguistic constructivism and cultural stories hand-out from Section 1, Unit 10. Give students a chance to read each article. Discuss the articles as a class, identifying the ways (in a few words) they tell us how language and semiotics can be used to create change, raise awareness, or reinforce negative ideas, attitudes, behaviors, and values. For *homework*, students should read the remainder of the book they are reading for this Section, and be prepared to discuss it by the first Day of Unit 9.

Suggested Classroom Materials:

Baker, M. (2006). Translation and activism: Emerging patterns of narrative community. *The Massachusetts Review*, 47(3), 426-484. Retrieved May 29, 2010, from Wilson Select Plus database.

Borchers, T. (2007). Toi Derricotte's language as action: The construction of individual and collective identity. *Women's Studies Quarterly*, 35(3/4), 184-198. Retrieved May 29, 2010, from Wilson Select Plus database.

Nyika, N. (2008). Language activism in Zimbabwe: Grassroots mobilization, collaborations and action. *Language Matters: Studies in the Languages of Africa*, 39(1), 3-17. Retrieved May 29, 2010, from Humanities International Complete database.

Suggested Teacher Resources:

Calefato, P. (2009). Language in social reproduction: Sociolinguistics and sociosemiotics. *Sign Systems Studies*, 37(1/2), 43-81. Retrieved June 4, 2010, from Humanities International Complete database.

Eco, U. (1984). *Semiotics and the Philosophy of Language*. Bloomington, IN: Indiana University Press.

Greimas, A.J., and Courtes, J., et al. (Eds.) (1982). *Semiotics and Language: An Analytical Dictionary*. Bloomington, IN: Indiana University Press.

Ivanov, V. (2008). Semiotics of the 20th century. *Sign Systems Studies*, 36(1), 185-244. Retrieved June 4, 2010, from Humanities International Complete database.

Ryder, M. (May 2004). Semiotics: Language and culture. Accessed June 4, 2010, from http://carbon.cudenver.edu/~mryder/itc_data/semiotics_este.html

Semiotics. (n.d.). Accessed June 4, 2010, from http://carbon.cudenver.edu/~mryder/itc_data/semiotics.html

Suhor, C. (1991). Semiotics and the English language arts. ERIC digest. *Eric Clearinghouse on Reading and Communication Skills*. Accessed June 4, 2010, from <http://www.ericdigest.org/pre-9219/english.htm>

DAY 2

Description: Based on what we have learned about the power and potentials of language and semiotics, make a list, as a class, detailing what linguistic actions would behoove the sustainable, compassionate, and activist user of language. Have students take notes on the list as you write it on the board.

DAY 3

Description: Ask students if they have any questions about their Project Selection Forms. Distribute a hand-out with excerpts from various random sources: magazine advertisements and articles, news articles, fictional books, songs, text books, etc. For each item in the hand-out, ask students to identify the activist and oppressive uses of language and semiotics. Ask the class: What can we do about the oppressive uses of language and semiotics? What makes them oppressive? Why are the activist of uses of language considered activist? Show a series of video and audio clips from radio shows, news casts, television shows, movies, commercials, and common conversations. For each item shown, have students identify the activist and oppressive uses of language and semiotics. Ask the class: What makes the oppressive linguistic and semiotic elements be considered oppressive? What can we do about them? What makes the activist linguistic and semiotic elements be considered activist? Then, discuss these questions as a class: In what ways are language and semiotics used to contribute to environmental degradation? In what ways can we use language and semiotics to affect sustainability? In what ways are language and semiotics used to contribute to animal exploitation? How can we use language and semiotics to affect compassion towards animals? In what ways are language and semiotics used to contribute to human oppression? How can we use language and semiotics to affect compassion towards other people? For *homework*, write down five goals for yourself to be more activist in your use of language and semiotics. Also, describe how you might use language and semiotics in your final project. (Answers may overlap).

Suggested Classroom Materials:

Christopher Cerf explains PC language on NBC's '48 hours'. (n.d.). Accessed May 17, 2010, from <http://www.youtube.com/watch?v=MK2W4xI05sg>

Jenkins, L. (2010). Cadre of padres: sorry, trade deadline vultures-after a hot start, San Diego might not be dealing their stars this year after all. *Sports Illustrated*, May 17, 2010, p. 25.

Mexican vs. racist angry white minutemen. (n.d.). Accessed May 17, 2010, from <http://www.youtube.com/watch?v=SLCL2Iqgjsc&feature=related> (explicit)

Olsen, V. (2010). Sum of her parts: Victorian photographer Frances Benjamin Johnston was never content playing just one role. *Smithsonian*, May 2010, p. 10-12.

Racism in the elevator ****official video****. (n.d.). Accessed May 17, 2010, from <http://www.youtube.com/watch?v=HRfjLfyXY1A&feature=related> (explicit)

Things white people just can't say. (n.d.). Accessed May 17, 2010, from <http://www.youtube.com/watch?v=Y3x8j1OkG7M&NR=1>

Wiesel, E. (1969). *Night*. New York: Avon Books.
 "An icy wind...I hated it" (p. 97).

Unit 7: Project Selection

Skills Objectives: Students will practice computer skills. Students will practice working independently. Students will practice project planning.

DAY 1-3

Description: Students should bring their Project Selection Forms to class completed to be collected. The teacher will pass around two sheets. One has time slots over the next six Days for library and computer laboratory time. The other has time slots over the five Days the class will spend presenting their completed projects. Students should write their names in two spaces on the first sheet and in one space on the second. While they do this, the teacher will explain that students should come prepared each Day over the next six Days to work on their projects in class. Once the sheets are collected, the students who signed up for library and computer time today should be sent there. The rest of the class should begin working silently on their projects. Over the next three Days the teacher will conference with each student for 5-10 minutes about her or his project, agreeing on the details and offering help. For the duration of the Unit, each class will consist of sending students to the library or computer laboratory to do research while the rest of the class works privately on their projects and the teacher conducts conferences. For *homework* students should continue working on their projects, reading their book for this Section, and revising their Project Selection Form if necessary.

Unit 8: Project Design

Skills Objectives: Students will practice documentation methods. Students will practice multimedia presentation design. Students will practice project planning. Students will practice project implementation.

Content Objectives: Students will gain first-hand experience in community involvement outside the classroom.

DAY 1-3

Description: Students should hand in their final edited draft of the Project Selection Form by now if they have not already. Addressing the class, the teacher should explain that the next three Days will be used for students to design and plan implementation of their project, record implementation that is under way, decide how they will present their project, and begin working on said presentation. Over these next three Days students will continue to go to the computer laboratory or library to work on their projects if they need to. The teacher will be available for any student who wants to talk or needs help with her or his project. Students should come prepared for class each Day to work on their project implementation, documentation, and presentation.

Unit 9: Learning Community Support and Feedback

Skills Objectives: Students will practice learning community support and feedback skills. Students will practice project implementation.

Content Objectives: Students will explore ways to become community activists through language and literature. Students will explore the similarities between various forms of activist literature.

DAY 1-3

Description: On the first Day, begin the class by asking students to take some time to journal about what they have learned about language, human rights, animal rights, environmental ethics, and/or activism in reading their book for this Section. Once students are done journaling, come together as a class and discuss the similarities and differences in what we have all learned from reading our different books. Since, as part of the implementation of their projects, students will be creating written and visual materials for activism in language and literature, and/or be going into the community to implement activist work, these next three Days will be used for students to seek support and feedback from their miniature community: their classmates and teacher. Students should bring in materials they will be using to implement their project and share them with fellow classmates, asking for feedback, garnering suggestions, and testing their project for activist effectiveness. On the first Day of this Unit, the class will decide how they want these sessions to be structured. Students can choose to informally discuss and practice their project implementation methods in groups. They might also want to create a sign-up sheet that delineates specific audience times in small groups, where each person has a chance to share her or his project materials and methods and receive whatever type of feedback she or he feels is needed from her or his classmates. The teacher should spend this time going around the room and observing to see where students are in the process of implementation and to get a feel for how productively students are taking advantage of this opportunity for feedback and support, as well as how productively students are providing feedback and support to their fellow classmates.

Unit 10: Peer Review

Skills Objectives: Students will practice peer editing skills. Students will practice expository writing skills. Students will practice self-evaluation skills. Students will practice editing and revision skills. Students will practice project implementation.

Content Objectives: Students will gain first-hand experience in being community activists through literature and/or language.

DAY 1-3

Description: At this point, students should have already or be now implementing their projects outside the classroom. On the first Day of this Unit, a sheet will be passed around for students to sign up for a certain time for peer review sessions, based on whether or not they have finished implementing their projects. If they have finished implementation, they will be in the

documentation stage of their project, in which students write up a paper documenting their project, its implementation, and assessing themselves and their progress or relative success. Students will also be working on the presentations they will make to the class to share the process and results of their completed project. Obviously, those who are currently implementing their projects will sign up for later peer review sessions so they have time to have some of their documentation written up for editing. When it is a students' turn for peer review, she or he will come to class with a copy of the rough draft of their documentation paper (it is alright if this is incomplete) for each student it has been decided will be editing their paper. Over the next three Days, students who are not editing the work of others at that time should be writing their own paper, making corrections based on peer review comments, or working on their presentation.

Unit 11-12: Final Project Presentations

Skills Objectives: Students will practice presentation skills. Students will practice public speaking skills. Students will practice note taking skills. Students will practice critical listening skills. Students will practice seeing the good in all people.

Content Objectives: Students will think critically about the interconnections and interdependence of humans, animals, and the environment. Students will think critically about the activist potentials of literature and language. Students will think critically about the power of one person to make a difference in the world.

DAY 1-5

Description: For the next five Days students will present their projects to the class based on the time slot they have signed up for. After each presentation, the class and teacher will be given time to ask questions of the presenter. Students will give their full attention to the presenter and take notes on points of interest. The teacher should take notes on presenter's preparedness, her or his ability to articulate ideas clearly and respond confidently to questions, and her or his ability to present information via multiple media. For *homework* each night, students should write one thing which they learned or became more aware of from each presentation that Day (to be handed in). In addition, on the night of the fifth Day, students should anonymously write one positive thing about each of their classmates, each on an individual piece of paper.

DAY 6

Description: Commence the wrap-up discussion for the year. Ask students: What similarities do you see between people's projects? What have you learned from your own project and from your classmates' presentations which you are most excited about or find most interesting? What are some similarities and differences between what we have all learned in reading the various books we have read for this course? What do the similarities tell us about the interconnection and interdependence of humans, animals, and the environment? What do these similarities tell us about activism through literature and language?

Once the discussion has ended, hand out a cover page for each student's Book of Strength. You will have created these cover pages in advance for today. The front side will read [insert

student's name here]'s Book of Strength, and ideally be decorated nicely. The back side will contain your positive comments on that particular student's strengths and as well as her or his progress over the course of this academic year. Once each student has her or his cover page, have students take out the positive comment scraps of paper they completed for homework. Tell students to go around the room handing out the (anonymous if they choose) positive comment pages for each of their classmates. Once this is finished, pass a stapler around for each student to staple together their completed Book of Strengths. Then, hand out a scrap of paper to each student, asking them to write down one way they will think of behave differently or one issue in the world which they will attempt to change for the better as a result of their experiences and learning in this course. Collect the scraps of paper and read them aloud to the class as you tape them to a poster board placed where everyone can see it. When this is finished, stand back and ask students to think about how amazing it is that all these changes are occurring because of us. For *homework*, have students journal about their thoughts on seeing all those changes grouped together. Have students respond to the following question: What do you think this means concerning the ability and effect of individuals making a difference in our world?

Unit 13: Student Evaluation Conferences

Skills Objectives: Students will practice self-evaluation skills. Students will practice expository writing skills. Students will practice editing and revision skills. Students will practice self-reflection skills.

DAY 1-3

Description: Over the next three Days the teacher will conference with each student individually, discussing the student's progress over the course of this academic year via standard academic rubrics, as well as the student's own goals which she or he formulated at the beginning of the year. While the teacher is meeting with a student, the rest of the class should be working on their documentation paper which is due the last Day of class. They may use any free time to read, write, or reflect on their goals and evaluation if they have already conferenced with the teacher. On the last Day, the teacher will hand out evaluation forms for students to comment on this course and on the teacher. Students should hand in completed anonymous evaluation forms at the end of the class.

XI. Appendices

Appendix A: Examples of Field Trip and Service Learning Sites

General Activism:

- Advertising or Marketing Agency
- Attend a Protest or Demonstration
- Art Gallery
- Art Museum
- Collection or Drive
- Fundraiser
- Grocery Store
- History Museum
- Lecture or Speech
- Local Governmental Meeting
- Newspaper
- Poetry or Book Reading
- Restaurant
- Voting Booth
- Table for a Cause
- Theatrical Production
- And many more you may think of...

Human Rights:

- AIDS/HIV advocacy organization
- Anti-discrimination Organization
- Anti-poverty Organization
- Anti-war Organization
- Child Advocacy Organization
- Civil Rights Organization
- Cultural Center
- Disability Advocacy Group
- Elderly Home
- Food Bank
- Gay, Lesbian, Bisexual, and Transgender Rights Organization
- Holocaust Museum
- Homeless Shelter
- Human Rights Organization
- Immigrant Rights Organization
- Labor Union
- Low Income Area Public School
- Native American Cultural Heritage Site or Center
- Prison
- Section 8 Housing facility

Slavery Museum
Soup Kitchen
War Museum
Welfare Office
Women's Shelter
Women's Rights Organization

Animal Rights:

Agricultural Auction
Animal Rights Organization
Animal Sanctuary
Animal Shelter
Factory Farm
Fish Hatchery
Pet Store
Pet Supply Center
Slaughter House
Wildlife Rescue and Rehabilitation Center
Wildlife Reserve

Environmental Ethics:

Conventional Farm
Dump or Junk Yard
Environmental Protection Organization
Environmental Restoration Project
Green Energy Facility
Homesteader's Residence
Industrial Manufacturing Plant
Logging Company or Site
National Park
Organic Farm
Power Plant
Recycling Center
Sewage System
State Park
Trash Compacting Plant
Utility Company
Water Treatment Plant

Appendix B: Example Pairings of Experiential Learning Sites with Works of Literature

1. Abbey, E. (1990). *Desert Solitaire: A Season In the Wilderness*. New York: Simon & Schuster.

Could be paired with:

Environmental Protection Organizations
 Environmental Restoration Projects
 National Parks
 State Parks

2. Adams, R. (1975). *Watership Down*. New York: Avon Books.

Could be paired with:

Animal Rights Organizations
 Animal Shelters
 Pet Stores
 Pet Supply Centers
 Wildlife Rescue and Rehabilitation Centers
 Wildlife Reserves

3. Austen, J. (1995). *Sense and Sensibility*. New York: Signet.

Could be paired with:

Women's Rights Organizations
 Women's Shelters

4. Diamant, A. (1997). *The Red Tent*. New York: Picador USA.

Could be paired with:

Conventional Farms
 Environmental Restoration Projects
 History Museums
 National Parks
 Native American Cultural Heritage Sites Or Centers
 Organic Farms
 State Parks
 Women's Shelters

5. Michaels, A. (2001). *Poems*. New York: Alfred A. Knopf.

Could be paired with:

Environmental Restoration Projects
 Environmental Protection Organizations
 National Parks
 State Parks

6. Morrison, T. (2004). *Beloved*. New York: Vintage International.
Could be paired with:

Anti-discrimination Organizations
Community-building Organizations
Dairy Cow Factory Farms
History Museums
Slavery Museums

7. Orwell, G. (1946). *Animal Farm*. New York: New American Library, Inc.
Could be paired with:

Animal Rights Organizations
Animal Sanctuaries
Factory Farms
Pet Supply Centers

8. Quinn, D. (1995). *Ishmael: An Adventure of Mind and Spirit*. New York: Bantam/Turner Books.
Could be paired with:

Animal Rights Organizations
Animal Shelters
Factory Farms
Fish Hatcheries
Pet Supply Centers
Wildlife Reserves

9. Sinclair, U. (1981). *The Jungle*. New York: Bantam Books.
Could be paired with:

Anti-poverty Organizations
Civil Rights Organizations
Food Banks
History Museums
Homeless Shelters
Human Rights Organizations
Immigrant's Rights Organizations
Labor Unions
Section 8 Housing Facilities
Slaughter Houses
Soup Kitchens

Appendix C: Final Project Description

Final Project Objectives:

- Students will get first-hand activist experience.
- Students will investigate the activist potentials of language, literature, and literacy.
- Students will think critically about how to be activist for issues of human rights, animal rights, and/or environmental ethics.
- Students will practice activism through language, literature, and/or literacy.
- Students will practice project planning.
- Students will practice community involvement.
- Students will practice peer editing.
- Students will practice expository writing.
- Students will practice presentation skills.
- Students will practice long-term planning.
- Students will practice critical listening skills.
- Students will practice working independently.
- Students will practice self-reflection and self-evaluation skills.
- Students will practice constructive criticism.
- Students will practice time management and organizational skills.

Students' Final Project must meet the following requirements. Projects must be:

- independently planned
- completed outside of the classroom
- completed either in groups of no more than five or individually
- implemented, presented, and documented
- designed to address a topic which the student(s) is(are) interested in
- designed to involve language, literacy, and/or literature in an integral way
- activist
- designed to include community involvement or engagement of public audiences

Students' Presentation must meet the following requirements. Presentations must:

- be three to five minutes in length
- be able to answer questions about the project after the presentation proper has ended
- utilize multiple (at least two) media (for example: a poster and a speech, or a video and a hand-out)
- address the design processes of the project
- describe the implementation of the project
- discuss the results of the project
- discuss your assessment of the success of the project as activist

Students' Documentation Paper must meet the following requirements. The paper must:

- describe the design process of the project

- describe the implementation stage of the project
- assess the success of the projects' activist use of language, literacy, and/or literature relative to what you stated on your Project Selection Form
- reflect on what you have learned through this experience

Students' Final Project completion will occur along the following timeline:

Section 1, Unit 13, Day 2

Distribute Final Project Description hand-out to students.

Section 1, Unit 13-Section 5, Unit 6

Students brainstorm ideas for project.

Section 5, Unit 6, Day 2

Students submit project idea for preliminary approval.

Section 5, Unit 6, Day 3

Hand out Project Selection Form to students.

Section 5, Unit 7, Day 3

Students submit first draft of Project Selection Form.

Section 5, Unit 7, Days 1-3

Students work on project selection. Students plan their projects in the classroom, the computer laboratory, the library, and at home. Teacher conferences with students about projects, finalizing details and offering help.

Section 5, Unit 8, Day 1

Students hand in final draft of Project Selection Form.

Section 5, Unit 8, Days 1-3

Students work on project design. Students plan implementation of their projects, and design their presentations in the classroom, the computer laboratory, the library, and at home. Teacher provides counsel when asked and observed students' work and progress.

Section 5, Unit 9, Days 1-3

Students work on learning community support and feedback on the implementation of their project. Students decide how they want to structure feedback sessions (i.e. one on one, in small groups, or as a whole class). Students develop specific questions to garner feedback and suggestions. Students share materials they are using to implement their project with classmates and the teacher. Students begin implementation and documentation stages.

Section 5, Unit 10, Days 1-3

Students work on peer revision. Students bring in copies of their rough draft (completed or not) of their documentation paper to be edited by classmates. Students begin working on presentations in the classroom and at home. Students continue implementation and documentation.

Section 5, Units 11-12, Days 1-5

Students do their presentations. Classmates and teacher listen, ask questions, and take notes.

Section 5, Unit 13, Day 3

Students hand in final draft of documentation paper.

Appendix D: Final Project Examples

This list is not intended to be distributed in its entirety to students. To do so might limit students who wish to pursue similar ideas, or limit the ideas students may come up with only to ideas which are similar to those listed below. Instead the teacher could share one or two examples with the class to get their creative juices flowing, and give them a rough idea of what such a project might look like.

1. Write a series of articles (your school's or an external publication) which address local environmental issues.
2. Create a pamphlet addressing animal rights and exploitation which you will distribute from a table which you will set up in a public area where you encourage people to come and talk to you about animal issues.
3. Write a series of poems on the intersection of human oppression, animal exploitation, and environmental degradation which you perform at a poetry reading.
4. Compose and send a series of letters to local politicians about changing environmental protection policies.
5. Write several songs addressing animal rights issues then perform them in a public place.
6. Volunteer at an organization which teaches literacy skills to immigrants.
7. Read a book which has human rights themes, then, perform a critical analysis of it using deconstructive and postcolonial literary theories. Next, send this essay to several journals, magazines, and/or newspapers for publication.
8. Create a website with a blog which showcases essays and poetry on creating a more compassionate and sustainable lifestyle.
9. Start a book club at your school, community center, or local library, where the group reads short fiction addressing humane issues, and discusses the content and style of the works of literature. Following this, the group decides together on a community service project they can enact relating to the themes of the book.

Appendix E: Human Rights Books

Resources for Finding Fiction to Pair with Human Rights Field Trips and Service Learning Outings:

1. Book lists. Accessed June 7, 2010, from <http://www2.soe.umd.umich.edu/rpkettel/booklists.html>
2. Dworkin, E. (n.d.). Annotated bibliography: Fiction for children and adolescents. Accessed June 7, 2010, from <http://www.algptic.org/resources/sari11.htm>
3. Fictional literature for teaching human rights: An annotated bibliography. Accessed June 7, 2010, from <http://www1.umn.edu/humanrights/bibliog/literature.htm>
4. Human rights and world literature. Accessed June 7, 2010, from <http://www.personal.psu.edu/users/s/a/sam50/CMLIT101home.htm>
5. Miller-Lachmann, L. (December 7, 2009). Fiction on human rights: A reading list. *The Times Union*. Accessed June 7, 2010, from <http://blog.timesunion.com/wagingpeace/fiction-on-human-rights-a-reading-list/1279/>
6. Social justice literature. Accessed June 7, 2010, from <http://www.sojust.net/literature.html>

Appendix F: Example Pairings of Human Rights Literature with Experiential Learning Sites

2. Anderson, L.H. (2006). *Speak*. New York: Puffin.
Could be paired with:

Abuse Hotlines
Organizations Against Domestic Violence
Women's Rights Organizations
Women's Shelters

3. Bargar, G.W. (1981). *What Happened to Mr. Forster*. Boston, MA: Ticknor & Fields.
Could be paired with:

Gay Rights Protest
GLBT Rights Organizations

4. Erdich, L. (1988). *Tracks: A Novel*. New York: Henry Holt & Company.
Could be paired with:

Indigenous Rights Organizations
Indigenous Rights Protests Or Demonstrations
Native American Cultural Heritage Sites and Centers
Native American Reservations

5. James, B. (2003). *Tomorrow, Maybe*. New York: Push.
Could be paired with:

Children's Advocacy Organizations
Homeless Shelters
Soup Kitchens

6. Miller-Lachmann, L. (2009). *Gringolandia*. Willimantic, CT: Curbstone.
Could be paired with:

Conventional Farms
Cultural Diversity Centers
Homeless Shelters
Immigrant Rights Organizations
Immigrant Rights Protests
Soup Kitchens

Appendix G: Animal Rights Books

1. Adams, R. (2006). *The Plague Dogs*. New York: Ballentine Books.
2. Adams, R. (1975). *Watership Down*. New York: Avon Books.
3. Grimes, M. (1999). *Biting the Moon*. New York: Henry Holt & Company.
4. Kotzwinkle, W. (1976). *Dr. Rat*. Emeryville, CA: Marlowe & Company.
5. Orwell, G. (1946). *Animal Farm*. New York: New American Library.
6. Quinn, D. (1995). *Ishmael: An Adventure of Mind and Spirit*. New York: Bantam/Turner Books.
7. Roslin-Hanna, R.A. (2008). *Mink*. Pooler, GA: Arctic Wolf Publishing.
8. Sinclair, U. (1981). *The Jungle*. New York: Bantam Books.
9. Smith, W.B. (2002). *Buddy & the Jack*. Frederick, MD: Publish America.
10. Spiegelman, A. (1986). *Mau I: A Survivor's Tale: My Father Bleeds History*. New York: Pantheon Books.
11. Swift, J. (1996). *Gulliver's Travels*. Mineola, NY: Dover Publications, Inc.
12. White, E.B. (2001). *Charlotte's Web*. New York: Harper Collins.

Resources for Finding More Fiction to Pair with Animal Rights Field Trips and Service Learning Outings:

1. Bookshelf for animal rights book club. Accessed June 7, 2010, from http://www.goodreads.com/group/bookshelf/29176.animal_rights_book_club?shelf=to-read
2. Novels that support animal rights—Fiction. Accessed June 7, 2010, from <http://www.animalliberationfront.com/saints/authors/novels/novels.htm>

Appendix H: Example Pairings of Animal Rights Literature with Experiential Learning Sites

1. Adams, R. (2006). *The Plague Dogs*. New York: Ballentine Books.
Could be paired with:

Animal Shelters
Animal Testing Laboratories
Anti Animal Testing Organizations
Anti Animal Testing Protests

2. Adams, R. (1975). *Watership Down*. New York: Avon Books.
Could be paired with:

Animal Rights Organizations
Animal Rights Protests
Animal Shelters
Animal Testing Laboratories
Pet Stores
Rabbit Breeders
Rabbit Farms
Rabbit Sanctuaries

3. Kotzwinkle, W. (1976). *Dr. Rat*. Emeryville, CA: Marlowe & Company.
Could be paired with:

Animal Testing Laboratories
Anti Animal Testing Organizations
Anti Animal Testing Protests
Pet Stores

4. Quinn, D. (1995). *Ishmael: An Adventure of Mind and Spirit*. New York: Bantam/Turner Books.
Could be paired with:

Animal Cruelty Protests
Exotic Animal Sanctuaries
Organizations Against Animal Cruelty
Zoos

5. White, E.B. (2001). *Charlotte's Web*. New York: Harper Collins.
Could be paired with:

Conventional Farms
Factory Farms
Farm Animal Sanctuaries

Anti Factory Farming Protests
Animal Rights Organizations

Appendix I: Environmental Ethics Books

1. Abbey, E. (1990). *Desert Solitaire: A Season in the Wilderness*. New York: Simon & Schuster.
2. Babbit, N. (1987). *Tuck Everlasting*. New York: The Trumpet Club.
3. Diamant, A. (1997). *The Red Tent*. New York: Picador USA.
4. Frazier, C. (1998). *Cold Mountain*. New York: Vintage Books.
5. Hesse, H. (1951). *Siddhartha*. New York: New Directions.
6. Jeffers, R. (1965). *Robinson Jeffers: Selected Poems*. New York: Vintage.
7. Michaels, A. (2001). *Poems*. New York: Alfred A. Knopf.
8. Pullman, P. (2003). *The Golden Compass: His Dark Materials-Book I*. New York: Dell Laurel-Leaf.
9. Tolkien, J.R.R. (1994). *The Fellowship of the Ring: Being the First Part of The Lord of the Rings*. New York: Houghton Mifflin Company.

Appendix J: Example Pairings of Environmental Ethics Literature with Experiential Learning Sites

1. Abbey, E. (1990). *Desert Solitaire: A Season in the Wilderness*. New York: Simon & Schuster.

Could be paired with:

- Environmental Protection Organizations
- Environmental Protection Protests
- Environmental Restoration Projects
- Natural History Museums
- Nature Walks
- Science Museums
- Wildlife Rescue and Rehabilitation Centers
- Wildlife Reserve

2. Diamant, A. (1997). *The Red Tent*. New York: Picador USA.

Could be paired with:

- Conventional Farms
- Environmental Protection Organizations
- Environmental Protection Protests
- History Museums
- Homesteaders' Residence
- National Parks
- Organic Farms
- State Parks

3. Jeffers, R. (1965). *Robinson Jeffers: Selected Poems*. New York: Vintage.

Could be paired with:

- Day Hikes
- Environmental Protection Organizations
- Environmental Protection Protests
- Environmental Restoration Projects
- National Parks
- Nature Walks
- State Parks

4. Michaels, A. (2001). *Poems*. New York: Alfred A. Knopf.

Could be paired with:

- Day Hikes
- Environmental Education Centers
- Environmental Restoration Projects
- National Parks

Nature Walks
State Parks

5. Tolkien, J.R.R. (1994). *The Fellowship of the Ring: Being the First Part of The Lord of the Rings*. New York: Houghton Mifflin Company.
Could be paired with:

Day Hikes
Environmental Justice Organizations
Environmental Justice Protests
Environmental Protection Organizations
Environmental Protection Protests
Environmental Restoration Projects
National Parks
Nature Walks
State Parks

Appendix K: Activist Books

1. Dickens, C. (2004). *David Copperfield*. New York: Penguin,
2. Goodnaugh, D. (1996). *Jose Marti: Cuban Patriot and Poet*. Berkeley Heights, NJ: Enslow.
3. Kingsolver, B. (1998). *The Poisonwood Bible*. New York: Harper Perennial.
4. Lewis, C.S. (2001). *The Chronicles of Narnia*. New York: Harper Collins.
5. Lovelock, J. (1998). *The Ages of Gaia: A Biography of Our Living Earth*. New York: Norton Press.
6. Partridge, E. (2002). *This Land Was Made for You and Me: The Life and Songs of Woody Guthrie*. New York: Viking.
7. Thompson, P. (2007). *Sacred Sea: A Journey to Lake Baikal*. Oxford, UK: Oxford University Press.
8. Thoreau, H.D. (2004). *Walden*. Boston, MA: Beacon Press.
9. Salter, F. (1928). *Bambi, A Life in the Woods*. Whittaker Chambers (Trans.). New York: Simon & Schuster.
10. Schami, R. (1990). *A Hand Full of Stars*. New York: Puffin.
11. Silverstone, M. (2001). *Winona LaDuke: Restoring Land and Culture in Native America*. New York: The Feminist Press at the City University of New York.
12. Sinnott, S. (1999). *Lorraine Hansberry: Award Winning Playwright and Civil Rights Activist*. Berkeley, CA: Conari Press.
13. Williams, S.T. (1998). *Life in Prison*. New York: Sea Star Books.
14. Yamamoto, K. (1991). *Through the Arc of the Rainforest*. London: Time Warner.

Appendix L: Project Selection Form

Now that you have decided on an idea for your project which has been approved by the teacher, it is time to nail down some details. This form is meant to help you organize and focus your project idea so that you can more easily design and implement it when the time comes. Please briefly and informally answer the following questions.

1. Describe the topic your project addresses.
2. How is/does your project related to/involve humans, animals, and/or the environment?
3. How will it engage/utilize language, literacy, and/or literature?
4. In what way is it activist?
5. What will your finished project look like?
6. What format/medium will your project utilize during implementation?
7. What materials and resources will you need to complete your project?
8. Outline the major steps you will take to complete this project.
9. Create a timeline for the work you will do for this project.
10. What effect do you hope your project will have on others?
11. How will your project go about generating this effect on others?
12. What do you hope to learn by executing your project?
13. How can your teacher help you to meet all these goals?

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Chapter Four

Summary and Conclusions

Summary

I set out to create a curriculum which would meet the goal of imparting traditional literary and literacy skills to high school English students in America while also achieving humane educational goals. In order to accomplish this, I designed a curriculum which included elements of experiential education and literary activism. This curriculum, which I have named the Humane Experiential Literary Studies Curriculum, delves into the connections between human rights, animal rights, and environmental ethics via literary studies. By creating various activities to explore these three issues using literary theory, literacy skills, and literary activism, my curriculum strives to strengthen students' connection to and understanding of these issues and their interrelationships, as well as students' ability to use literature and language to become activists working for positive change on behalf of human, animal, and environmental rights. By engaging students in textual issues involving humans, animals, the environment, and activism, this curriculum also seeks to increase students' capacity for compassion and sustainable choice-making.

The Humane Experiential Literary Studies Curriculum employs heavily student-centered and qualitative assessment methods which rely mostly on student feedback in the form of formal and informal writing assignments, contributions to classroom discussions, and a multi-faceted final project with experiential, activist, written, oral, and multi-media components. I have also employed partial usage of worksheets and quizzes for supplemental use in measuring traditional literacy and literary skills.

The activities I utilize within my curriculum to allow students to interface with human rights, animal rights, environmental ethics, and activist issues through literature and language take several forms. Most prominent among these are the following. I require students to analyze fiction and nonfiction texts as well as non-textual media using various literary theories such as ecocriticism, deconstruction, psychoanalytic criticism, new historicism, postcolonial criticism, feminist criticism, queer theory, Marxist criticism, ecofeminism, and animal theory. I take students out of the classroom on field trips and service learning outings which relate to human rights, animal rights, and environmental ethics issues. These outings encourage connections to skills and concepts we have read and discussed in class and explore the activist potentials of literature and language. Some examples of such experiential educational outing sites include soup kitchens, Native American cultural heritage sites, human rights organizations, factory farms, animal shelters, animal rights organizations, national parks, organic farms, environmental protection organizations, environmental restoration projects, newspapers, advertising and marketing agencies, protests, and demonstrations. I conduct classroom discussions where students are asked to identify themes, patterns, connections, potentials, causes, and effects based on information and practices derived from fiction and nonfiction texts as well as non-textual media which we have investigated as a class. These discussions also revolve around periodic informational hand-outs on such topics as linguistic constructivism, music as activism, animal exploitation, GLBT (gay, lesbian, bisexual, and transgender) rights and oppression, and sustainability, to name a few. I also require that students produce creative, analytic, journalistic, expository, and reflective writings in which they explore the activist potentials of literature and language, as well as the connections between and manifestations of human oppression, animal exploitation, and environmental degradation issues. Students are also asked to participate in

classroom discussions and reflective writings where they think critically about the implications of human, animal, environmental, and activist issues on their personal choices, values, and goals for the future. Students are also asked to engage in debates and role play exercises dealing with complex moral issues surrounding human, animal, and environmental issues. I also give students opportunities to practice activism through literary criticism, linguistic practices, journalism, creative writing, musical composition, cultural semiotics, and independent community involvement outside of the classroom.

I believe, overall, the Humane Experiential Literary Studies Curriculum successfully works to create opportunities for students to explore issues and implications concerning human rights, animal rights, environmental ethics, and activism in which they may not otherwise have engaged.

Conclusions

I learned much in creating my curriculum. I learned what resources exist for the teaching of a Humane Experiential Literary Studies Curriculum. By resources, I mean books, articles, and websites addressing human, animal, and environmental issues themselves, as they intersect, and in relation to language, literature, and activism. I have learned how to better organize curricular information in order to present it usefully to teachers and students. I have learned how and to what degree I feel lessons and activities should be both student-centered and teacher guided, and feel I can create a happy and productive medium between the two. I have learned much about my own blind spots when it comes to presenting information, and how to correct my tendency to leave out information and/or instructions where I often assume it is given or obvious. I have learned that while a merging of activist, experiential, humane, literary, and literacy curricular materials can be challenging at times, it is both possible and promising. I have learned how best to locate resources that will be ideal, and not just acceptable, for specific lessons and activities. I

have learned how to be clearer in my delineation of objectives and their corresponding lesson plans and assessment methods. I have learned the importance of balancing the teaching of skills acquisition and content treatment and exploration. I have learned how best to inform readers of my curriculum on how it can be used most productively. I have learned to be more concise and specific in my writing and presentation of curricular materials. I have gained a general knowledge of educational standards for high school English teaching and learning, especially in the state of Maine. And finally, I have learned which scholarly journals and associations will be most helpful for a humane educator in the literature classroom.

Though I am not currently a classroom teacher, it is my intent, and has always been my goal to use my master of education degree to begin a career as a high school English teacher. Having had the experience of creating an entire curriculum in the subject area I plan to teach, I feel all I have learned will greatly improve my ability to successfully teach literature in a high school classroom. Knowing what current educational standards are for English, I will be better able to integrate humane educational goals into my classroom without neglecting traditional skills and content or treating them only secondarily. Knowing, as I now do, what resources exist for literature teachers who wish to explore human rights, animal rights, environmental ethics, and activism in their lessons and activities, will make each lesson I use in my classroom more productive and informational for my students. Knowing which journals and associations provide the most specific materials and treatment of intersections between environmental relations, animal rights, and literary studies will ensure I always have numerous and up to date information and materials both in the planning of my lessons, and in the materials I use in my classroom for distribution to students. Now that I have had a chance to practice curricular design, I will create more concise and productive curricula and lesson plans for future classrooms in which I may

teach. Having been able to practice syncing up objectives, lessons, and assessment methods, I feel future teaching endeavors will be in greater alignment and will lead to more success than they otherwise would have. I will be better able to create variety and cohesion in a classroom of my own. My teaching will be more productive because of the clarity I am able to achieve having learned not to make assumptions about what is given or obvious in instructional details. By wasting less time on the teacher helping students understand what is asked of them in a given activity or assignment, students will have more time to learn. Most importantly, just knowing I am capable of completing such an undertaking gives me the confidence I need to be a good teacher and fight for opportunities to share important issues with students.

In the future, I plan to implement my curriculum incrementally. Initially, I will secure a high school English teaching position without the open intention to utilize a complete Humane Experiential Literary Studies Curriculum. At that time, I will experiment with a handful of lessons focusing on the themes and styles of the curriculum presented here: human rights, animal rights, environmental ethics, literary and linguistic activism, and experiential education, while still adhering largely to conventional English teaching standards. After gauging my school and administration's receptivity to these types of lessons and activities, I will attempt to integrate more and more lessons similar to those used in this curriculum. Eventually, after teaching several courses at a given school, I plan to implement the entire curriculum, or something akin to it, either with the knowing support of the school administration, or simply by presenting it under the auspices of a traditional high school English curriculum. Since the content and methods of my curriculum so fully address traditional English teaching standards, I feel objection from school administrators will not be likely. I could introduce the curriculum initially as an elective, but I feel this would brand it as secondary in content and importance, so will likely suggest it as a

required English course for any level of high school student. For example, common required high school English courses, such as American literature and world literature, would fit easily into the curricular model I have presented here. Since the majority of this curriculum's divergence from conventional practice is seen in the classroom discussions and content of texts used, rather than the format of discussions and types of texts being utilized, it is likely administrators will either not notice or not object to the employment of such a curriculum. I feel, the Humane Literary Studies Curriculum, precisely because of its inherent flexibility and the breadth of issues it covers, lends itself to successful and widespread implementation, as well as the achievement of both its humane and literary goals.

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