



E. 875

“INVASIVE SPECIES AND CRYING INDIANS: ECOLOGICAL IMPERIALISM AND ITS DISCONTENTS ”

Prof. Siobhan Carroll
 M, F. 3:35-4:50pm, MH 125
 Office hours: MWF 11-12pm MH 055

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In 1971, the “Keep America Beautiful” campaign aired what would become one of the most iconic commercials of the twentieth century. The so-called “Crying Indian” advertisement featured a non-Native actor (“Iron Eyes” Cody) weeping to see the American landscape covered in litter. Cody was only the latest in a series of “white” public figures co-opting the indigenous body in environmental argument. This tradition goes back at least to the early twentieth century, when white environmental activists like “Grey Owl” posed as Native Americans in order to claim a closer relationship with Nature. In this course, we return to the nineteenth century to examine the relationship between European imperialism, colonial Others, and ecology. When and how were colonized peoples identified with natural systems? To what extent were arguments for imperial warfare presented as arguments for environmental management? Were African Americans, Scottish Highlanders, and Native Americans ever able to use ecological rhetoric to agitate for rights? To borrow from recent headlines about the water crisis in Flint, Michigan: to what extent has racism always been “environmental”?

Students enrolled in this course should expect to read extensively from the non-fiction political and scientific writing of the period, as well as from contemporary eco-critical and postcolonial scholarship. We will be using these readings to contextualize a limited number of nineteenth-century literary texts.

Assignments

The goal of this course is to have you produce a ~20 page researched seminar paper that could serve as a draft of a journal article. In advance of that, you’ll be doing the following:

Minor Assignments (20%)

Each student will be responsible for writing **two response papers** (approximately 2-3 double-spaced pages *maximum*—10% of final grade), to be posted to the Sakai website by 6pm on the day before we have class. One of these papers will be interpretive; one will be connective.

- **Interpretive paper:** consider this a dry run of a topic you might be interested in exploring at greater length. Offer us a reading of a primary text or a summary and application of a secondary text. Conclude by posing three questions to the class that could spark wider discussion.
- **Connective paper:** This is your chance to wander afield and discuss a text that is not assigned for this course. It can be a non-fiction reading, a newspaper article, an internet meme, a piece of theory, a poem, a television episode, a game... from any era. The purpose of this exercise is to get you thinking about how you’d connect this material to your other areas of study. Conclude by posing three questions to the class that could spark wider discussion. If you can, include a link to your connective text, or bring a copy to class. If you can, include a link to your connective text, or bring a copy to class.

Tip: Impress us with your concision! Remember that your peers will not have a lot of time to read your response paper before class, so focus and brevity will be appreciated.

Annotated Bibliography (20%)

Identify a scholarly conversation that you'd like to enter into (e.g. I'd like to draft a final paper that enters into the conversation about the representation of indigenous peoples in 19C Af-Am poetry). Identify the 6-10 texts you "need to read" in order to contribute to that conversation. (Hint: raid the 'works cited' of recently-published article(s) that resemble the kind of final paper you'd like to write). Read these texts. Then submit an annotated bibliography that begins with a short paragraph describing the overall scholarly conversation and then supplies bibliographic information and a short summary written by yourself for 6-10 items.

Proposal (10%)

Write a 300-500 word abstract of the fabulous final paper you have yet to write. Make sure to clearly identify your thesis, sources of evidence, and how your paper will modify a scholarly conversation (such as the one you describe in your annotated bibliography). End by making a claim for the significance of your paper to that conversation/field.

Final Paper (40%)

This should be a 16-20 page analytical essay suitable for publishing in an academic journal.

Professionalism (10%)

This is not a lecture class. This is a class in which you are expected to spend the majority of class time discussing the text with your peers, with the instructor acting as facilitator.

For independent researchers such as yourselves, class provides an opportunity for you to test out your ideas about a text, ask questions about points that confuse you, and build on other people's ideas. Don't waste time sitting silently, worrying that people will think you're stupid if you ask about "X."

Discussion will factor into a 10 % "professionalism" grade that will reflect my evaluation of your professional conduct over the course of the semester. In other words, I will be looking at how you treat your peers in the classroom, how you respond when someone challenges your argument, whether you can "share the floor" with other speakers, whether you can raise questions & make points articulately, etc.

SCHEDULE OF READINGS & ASSIGNMENTS

Please note that the class calendar may be subject to change.

Week 1:

- 9/2 Chiang, "Race and Ethnicity in Environmental History;" The Crying Indian video: <https://www.youtube.com/watch?v=j7OHG7tHrNM>; Dana Luciano, "The Inhuman Anthropocene" <http://avidly.lareviewofbooks.org/2015/03/22/the-inhuman-anthropocene/>; Lewis & Maslin, "Defining the Anthropocene;"

Week 2:

9/5 Labor Day

9/9 Clare, "The Mores;" Locke, "Slavery," "Of Property," "Of Conquest" from *Second Treatise on Civil Government*; Robertson, from *History of America* (1777); DiPalma, from *Wasteland*;
Extra reading: Cronon, from *Changes in the Land*

Week 3:

9/12 Burns, "To a Mouse;" Miller, Origin of the Distinction of Ranks (1771) – "The Argument of the Ranks," Miller's Introduction, Section IV "Political Consequences of Slavery,"
<http://oll.libertyfund.org/titles/millar-the-origin-of-the-distinction-of-ranks>; Kames, from *Sketches of the History of Man*, "Preliminary Discourse" <http://oll.libertyfund.org/titles/kames-sketches-of-the-history-of-man-vol-1>
Extra reading: Ferguson, *The History of Civil Society*, Pt 2, sec 1&2
<http://oll.libertyfund.org/titles/ferguson-an-essay-on-the-history-of-civil-society>

9/16 Reading Day (professor at conference)

Week 4

9/19 Scott, *Waverley* (1814); Smout, "The Highlands and the Roots of Green Consciousness;" "The Improvers and the Scottish Environment"

9/23 *Waverley*, Oliver, "Walter Scott's Transatlantic Ecology"

Week 5

9/26 *Waverley*

9/30 Morton, "Queer Ecology," "Romantic Disaster Ecology"

Week 6

10/3 Flint, from *The Transatlantic Indian*; John Rollin Ridge "The Atlantic Cable," "Mary Queen of Scots"
<http://web.archive.org/web/20081025033547/http://etext.lib.virginia.edu/toc/modeng/public/RidThep.html>

10/7 Cooper, *Last of the Mohicans* (1826)

Week 7

10/10 Cooper, *Last of the Mohicans*; Purdy, from *God's Avid Gardeners*;

10/14 Guest Lecture: Paul Jackson, Immigration and American Health Policy

Week 8

10/17 Cooper, *Last of the Mohicans*

10/21 Chief Seattle Speeches; Krech, from *The Ecological Indian*, Rancho, "The Ecological Indian and the Politics of Representation;" King_ Not the Indian you had in Mind

Week 9

10/24 Grey Owl, from *Pilgrims of the Wild* (1935); Browder, Introduction to *Slippery Characters*; Deloria, from *Playing Indian*

10/28 Guest Lecture: McKay Jenkins, Environmental Pedagogy

Week 10

10/31 Environmental Gothic: Poe, Hawthorne, Lovecraft

11/4 “The Environmental Conditions of the Working Class;” Engels, from *The Condition of the Working Class in England*; from *Empire of Cotton*;

Week 11:

11/7 Kimberly Smith, ““Environmental Criticism and the Slave Narratives;” Bibb, *The Life and Adventures of Henry Bibb* (1849); **proposal due**

11/11 *The Life and Adventures of Henry Bibb*, Prince, from *The History of Mary Prince*; Alaimo, from *Bodily Natures*; Ray, from *The Ecological Other*

Week 12

11/14 Dunbar, “The Haunted Oak;” Harris, “Why is Camping a White Thing?” <http://talkingpointsmemo.com/theslice/why-is-camping-a-white-thing-a-few-wild-theories-cheryl-strayed-12-11-2014>; Miller, “At Home in the Great Northern Wilderness”; Smith, “What is Africa to Me?”

11/18 Chesnut, from *The Conjure Woman* (1899), Horton, “On Summer;” Dunbar, “Sympathy,” bell hooks, from *Belonging: A Culture of Place*;

Week 13

Thanksgiving

Week 14

11/28 Special Collections visit

12/2 Talk about papers day

Week 15

12/5 presentations

12/9 **Last Class**

Final Paper – due on Sakai, May 20, by 6pm