

GENEL TANIM / GENERAL DESCRIPTION

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| Ders Adı / Course Name | Ecocritism / Ecocritism | |
| Ders Kodu / Course Code | EILL306 | |
| Ders Türü / Course Type | | |
| Ders Seviyesi / Course Level | Bachelor / Bachelor | |
| Ders Akts Kredi / ECTS | 6.00 | |
| Haftalık Ders Saati (Kuramsal) / Course Hours For Week (Theoretical) | 3.00 | |
| Haftalık Uygulama Saati / Course Hours For Week (Objected) | 0.00 | |
| Haftalık Laboratuvar Saati / Course Hours For Week (Laboratory) | 0.00 | |
| Dersin Verildiği Yıl / Year | 3 | |
| Öğretim Sistemi / Teaching System | Daytime Class / Daytime Class | |
| Eğitim Dili / Education Language | | |
| Ön Koşulu Olan Ders(ler) / Precondition Courses | | |
| Amacı / Purpose | Ecocriticism asks how the literary arts—one of the richest arenas for the practice of human imagination—does, has, or could shape environmental thought and action. We read critical environmental theory, literature and poetry to pry open new and urgent questions about the past and present, in order to build alternative visions for the future. Grounded in the research and writing methods of literary studies, this course also asks participants to be global citizens and polymaths - to think across national borders and disciplinary boundaries - in order to open up earthy and alternative ways of interpreting the ecological crisis that are arguably relevant to students in any study program. Practically speaking, the course is broken into two parts “Ecocritical Theory” and “Ecocritical Reading”. In the first half of the course students will read and investigate a variety of exciting contemporary theories, including Donna Haraway’s “Companion Species”, Marie Puig de la Bellacasa’s “care”, Val Plumwood’s “Shadow Places” and Rob Nixon’s notion of “Slow Violence”, among others; students will also be introduced to important conceptual terms such as “the Anthropocene” and learn strategies for critiquing the distinction between nature and culture. The second part of the course is comprised of two modules-Coast and Interior-where students will read novels and watch films that represent these qualitatively different parts. | -- |
| İçeriği / Content | The course “Interior” explores literature and ecocriticism: using film, fiction and poetry to investigate nature and human. Encouraging students to be critically engaged as both scholars and tourists in nature, the primary texts in the course are almost exclusively ecocritical studies, situating our creative and critical thinking in the lively real world environment. | -- |

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| Önerilen Diğer Hususlar / Recommended Other Considerations | | |
| Staj Durumu / Internship Status | | |
| Kitabı / Malzemesi / Önerilen Kaynaklar / Books / Materials / Recommended Reading | Greg Garrard, Ecocriticism, Routledge. William Shakespeare, The Tempest, Washington Square Press New Folger's Edition. William Golding, Lord of the Flies, Penguin. Gretel Ehrlich, The Solace of Open Spaces, Penguin. Barbara Kingsolver, Prodigal Summer, Harper Perennial. Don DeLillo, White Noise, Penguin. Kazuo Ishiguro, Never Let Me Go, Vintage. Octavia Butler, The Parable of the Sower, Warner Books. | |
| Öğretim Üyesi (Üyeleri) / Faculty Member (Members) | | |

ÖĞRENME ÇIKTILARI / LEARNING OUTCOMES

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| 1 | Students will be familiar with main ideas, concepts, and concerns of ecocritical literary theory. | Students will be familiar with main ideas, concepts, and concerns of ecocritical literary theory. |
| 2 | They will be able to discuss these theories, raise questions about them, and contextualize them within larger historical, social and cultural contexts. | They will be able to discuss these theories, raise questions about them, and contextualize them within larger historical, social and cultural contexts. |
| 3 | They will learn how to analyze these theories in conversation as well as in connection to a variety of fictional texts. | They will learn how to analyze these theories in conversation as well as in connection to a variety of fictional texts. |
| 4 | Students will be able to synthesize the ideas from the course and present their own analytical arguments in writing. | Students will be able to synthesize the ideas from the course and present their own analytical arguments in writing. |

HAFTALIK DERS İÇERİĞİ / DETAILED COURSE OUTLINE

| Hafta / Week | | | | | |
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| 1 | Teorik Dersler / Theoretical | Uygulama | Lab | Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques | Ön Hazırlık / Preliminary |
| | Introductions. Discussions. Course syllabus. Class expectations. Introduction to the course materials. | | | | |
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| 2 | Teorik Dersler / Theoretical | Uygulama | Lab | Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques | Ön Hazırlık / Preliminary |
| | Introduction: screening An Inconvenient Truth; clips from the films Dances With Wolves, Much Ado About Nothing, Deliverance, Soylent Green; examination of poems by Pope, Byron, Olds, and Soyinka; brief intro to ecocriticism via passages from Lawrence Buell, The Environmental Imagination./ Lecture and class discussions. | | | | |
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| 3 | Teorik Dersler / Theoretical | Uygulama | Lab | Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques | Ön Hazırlık / Preliminary |
| | Reading Eco-critically Assigned readings: Garrard, Ecocriticism, pp. 1 -7 and 14 (starting at the first full paragraph on the page)-15 and Shakespeare, The Tempest. "The Lessons of Easter Island" and Edward Brathwaite, "Caliban."/ Lecture and class discussions. | | | | |
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| 4 | Teorik Dersler / Theoretical | Uygulama | Lab | Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques | Ön Hazırlık / Preliminary |
| | Colonialism and Ideologies of Nature Assigned readings: review The Tempest. Read Lawrence Buell, The Environmental Imagination, pp. 53-5; Jonathan Bate, "A Voice for Ariel."/ Lecture and Class Discussion. | | | | |
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| 5 | Teorik Dersler / Theoretical | Uygulama | Lab | Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques | Ön Hazırlık / Preliminary |
| | Sin, Savagery, and Science, and Ideologies of Nature Assigned reading/viewing: William Golding, Lord of the Flies/ Lecture and Class Discussion. | | | | |
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| 6 | Teorik Dersler / Theoretical | Uygulama | Lab | Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques | Ön Hazırlık / Preliminary |
| | Rationality, Technology, Modernization, and Ideologies of Nature Assigned reading/viewing: read Nathaniel Hawthorne, "The Birthmark" and "Rappacini's Daughter." Blade Runner/ Lecture and class discussions. | | | | |
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| 7 | Teorik Dersler / Theoretical | Uygulama | Lab | Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques | Ön Hazırlık / Preliminary |
| | Q& A Session | | | | |
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| 8 | Teorik Dersler / Theoretical | Uygulama | Lab | Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques | Ön Hazırlık / Preliminary |
| | Midterm | | | | |
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| 9 | Teorik Dersler / Theoretical | Uygulama | Lab | Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques | Ön Hazırlık / Preliminary |
| | Literature of Nature, Part 1: the Pastoral Mode, and Ideologies of Nature Assigned readings: read the first chapter of Gilgamesh; the selection from Genesis; the selection from Ovid; the selection from Virgil; and Oliver Goldsmith, "The Deserted Village." Then read Greg Garrard, "Pastoral," in Ecocriticism Chapter 3. Lecture and Class Discussion. | | | | |
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| 10 | Teorik Dersler / Theoretical | Uygulama | Lab | Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques | Ön Hazırlık / Preliminary |
| | Literature of Nature, Part 1 cont'd: the Pastoral Mode, and Ideologies of Nature Assigned readings: read John Keats, "To Autumn." Then read Gretel Ehrlich, The Solace of Open Spaces. Then, read Dara-Renee Hollinsed, "Corner Garden" and John Muir, "A Near View of the High Sierra" and "A Wind-Storm in the Forests." /Lecture and Class Discussion. | | | | |
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| 11 | Teorik Dersler / Theoretical | Uygulama | Lab | Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques | Ön Hazırlık / Preliminary |
| | Literature of Nature, Part 2: Wilderness, and Ideologies of Nature Assigned readings: Garrard, "Wilderness," in Ecocriticism, Chapter 4, read William Wordsworth, excerpt from Book 14 of The Prelude; Pam Houston, "A Blizzard Under Blue Sky"; Val Plumwood, "Being Prey"; and Henry David Thoreau, "Walking." Then, read Garrard, "Deep Ecology," Ecocriticism, pp. 20-3. And, finally, read William Cronon, "The Trouble With Wilderness." / Lecture and Class Discussion. | | | | |
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| 12 | Teorik Dersler / Theoretical | Uygulama | Lab | Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques | Ön Hazırlık / Preliminary |
| | Literature of Nature, Part 3: Dwelling, Farming, and the Georgic Mode, and Ideologies of Nature Assigned readings: Garrard, "Dwelling," in Ecocriticism, Chapter 6, and Barbara Kingsolver, Prodigal Summer. Read Rosemary Radford Ruether, "Ecofeminism: Symbolic and Social Connections of the Oppression of Women and the Domination of Nature," and Vandana Shiva, excerpt from Biopiracy; and Garrard, "Ecofeminism," in Ecocriticism, 23-7. Lecture and Class Discussion. | | | | |
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| 13 | Teorik Dersler / Theoretical | Uygulama | Lab | Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques | Ön Hazırlık / Preliminary |
| | Literature of Unnature: Environmental Apocalypse, and Ideologies of the End of Nature Assigned readings: read Rachel Carson, "A Fable for Tomorrow," "The Obligation to Endure," "Elixirs of Death," and "Beyond the Dreams of the Borgias"; J.G. Ballard, "Billennium"; and Bill McKibben, excerpts from The Death of Nature. Then read Garrard, "Apocalypse," in Ecocriticism, Chapter 5./ Lecture and Class Discussion. | | | | |
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| 14 | Teorik Dersler / Theoretical | Uygulama | Lab | Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques | Ön Hazırlık / Preliminary |
| | Final Exam | | | | |
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DEĞERLENDİRME / EVALUATION

| Yarıyıl (Yıl) İçi Etkinlikleri / Term (or Year) Learning Activities | Sayı / Number | Katkı Yüzdesi / Percentage of Contribution (%) |
|---------------------------------------------------------------------|---------------|------------------------------------------------|
| Ara Sınav / Midterm Examination | 1 | 100 |
| Toplam / Total: | 1 | 100 |
| Başarı Notuna Katkı Yüzdesi / Contribution to Success Grade(%): | | 40 |

| Yarıyıl (Yıl) Sonu Etkinlikleri / End Of Term (or Year) Learning Activities | Sayı / Number | Katkı Yüzdesi / Percentage of Contribution (%) |
|-----------------------------------------------------------------------------|---------------|------------------------------------------------|
| Final Sınavı / Final Examination | 1 | 100 |
| Toplam / Total: | 1 | 100 |
| Başarı Notuna Katkı Yüzdesi / Contribution to Success Grade(%): | | 60 |

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| Etkinliklerinin Başarı Notuna Katkı Yüzdesi(%) Toplamı / Total Percentage of Contribution (%) to Success Grade: | 100 |
| Değerlendirme Tipi / Evaluation Type: | |

İŞ YÜKÜ / WORKLOADS

| Etkinlikler / Workloads | Sayı / Number | Süresi (Saat) / Duration (Hours) | Toplam İş Yüğü (Saat) / Total Work Load (Hour) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------------------|------------------------------------------------|
| Ara Sınav / Midterm Examination | 4 | 4.00 | 16.00 |
| Ara Sınav İçin Bireysel Çalışma / Individual Study for Mid term Examination | 4 | 4.00 | 16.00 |
| Final Sınavı / Final Examination | 6 | 8.00 | 48.00 |
| Final Sınavı için Bireysel Çalışma / Individual Study for Final Examination | 8 | 8.00 | 64.00 |
| Toplam / Total: | 22 | 24.00 | 144.00 |
| Dersin AKTS Kredisi = Toplam İş Yüğü (Saat) / 25.00 (Saat/AKTS) = 144.00/25.00 = 5.76 ~ / Course ECTS Credit = Total Workload (Hour) / 25.00 (Hour / ECTS) = 144.00 / 25.00 = 5.76 ~ | | | |

PROGRAM VE ÖĞRENME ÇIKTISI / PROGRAM LEARNING OUTCOMES

| Öğrenme Çıktıları / Learning Outcomes | Program Çıktıları / Program Outcomes | | | | | | | | | | | | | | |
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| | 1.1.1 | 1.1.2 | 1.1.3 | 1.1.4 | 1.1.5 | 1.1.6 | 1.1.7 | 1.1.8 | 1.1.9 | 1.1.10 | 1.1.11 | 1.1.12 | 1.1.13 | 1.1.14 | 1.1.15 |
| 1.Students will be familiar with main ideas, concepts, and concerns of ecocritical literary theory. / Students will be familiar with main ideas, concepts, and concerns of ecocritical literary theory. | 4 | 5 | 5 | 4 | 4 | 4 | 5 | 4 | 4 | 5 | 5 | 4 | 4 | 5 | 4 |
| 2.They will be able to discuss these theories, raise questions about them, and contextualize them within larger historical, social and cultural contexts. / They will be able to discuss these theories, raise questions about them, and contextualize them within larger historical, social and cultural contexts. | 4 | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 3 | 5 | 3 | 4 | 5 | 4 | 5 |
| 3.They will learn how to analyze these theories in conversation as well as in connection to a variety of fictional texts. / They will learn how to analyze these theories in conversation as well as in connection to a variety of fictional texts. | 3 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 3 | 3 | 4 | 3 | 4 | 3 |
| 4.Students will be able to synthesize the ideas from the course and present their own analytical arguments in writing. / Students will be able to synthesize the ideas from the course and present their own analytical arguments in writing. | 4 | 4 | 4 | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 4 | 4 | 5 |

Katkı Düzeyi / Contribution Level : 1-Çok Düşük / Very low, 2-Düşük / Low, 3-Orta / Moderate, 4-Yüksek / High, 5-Çok Yüksek / Very high