Emory University
Eleanor Craig
East Asian Studies

300-level communications intensive course

Fall 2024

Piedmont Project Statement

I entered the Piedmont cohort while preparing to teach this course, Transpacific Ecologies, for East Asian Studies in Fall 2024. Piedmont sessions contributed to its content and methodology in several ways. Out of inspiration from these workshops, the course:

1. **Cultivated appreciation everyday knowledge and personal experience.** I came away from the workshops determined to highlight ecology and sustainability as topics that infused daily life. There were three main ways that I pursued this goal:
    a. Each class began with a check-in question that usually invoked an environmental topic related to the day's material, such as: "What image comes to mind when you hear the word 'conservation'?", "What did you learn about global warming/climate change in K-12 school?", and "What is one thing that you know about plastics?"
    b. Many of the academic readings were paired with short news articles that brought the students up to date on events since the article was written and demonstrated concrete entanglements of ecological issues with health, politics, and social issues. We noted both the contributions and limitations of short-form writings that had valuable on-the-ground perspectives but gave limited background and context.
2. **Featuring sources that bridge Indigenous and non-Indigenous perspectives.**
    a. Anticipating that most of the class would not be familiar with Indigenous epistemologies and knowledge systems, I intentionally built in readings that demonstrated what it might look like to engage with Indigenous knowledge when one does not share a background in those traditions. An important reading in this vein was a chapter from Candace Fujikane's *Mapping Abundance for a Planetary Future: Kanaka Maoli and Critical Settler Cartographies in Hawai'i*.
3. **Hosted a guest speaker.** I realized during the cohort meetings how valuable it was to hear from multiple voices with varied expertise. Nathan Samayo (Princeton U.) visited over Zoom to talk about his research on militarism and Guam and his work with the Micronesian Climate Change Alliance.

Syllabus

EAS 385W: Transpacific Ecologies

This course is approved for the Sustainability minor's humanities requirement.

Time: Tues/Thurs 11:30-12:45
Location: Cox 230A

Eleanor Craig, eleanor.craig@emory.edu
Modern Languages Building, room 412
office hours: Wednesday 12-2 and by appointment

Overview

This course engages with the interconnected, entangled ecologies of transpacific spaces and people. We will examine how Asian, Asian diasporic, and Pacific Islander communities experience, analyze, and respond to environmental conditions. This is an interdisciplinary course that connects issues such as climate change and pollution to historical and present militarism, imperialism, and colonialism. It also seeks to understand how grassroots and Indigenous problem solving occurs in everyday life, conditioned by but exceeding national, transnational, and institutional frameworks.

Learning Objectives

- Develop a nuanced understanding of transpacific relationality—(framing the ecological within the social, political, economic, and cultural).
- Examine how pressing issues such as climate change and pollution are linked to histories and ongoing conditions of imperialism, colonialism, and militarism.
- Analyze how perspectives on environment, climate, and ecology take shape at different scales of collectivity, through varied epistemologies and methodologies.
- Use communication as a form of inquiry, invention, and reflection.
- Demonstrate critical awareness of the ethical, rhetorical, and/or ideological dimensions of communicating within and across communities.

Course Policies and Campus Resources
Grading and Assignments
Participation: 15%
Weekly discussion posts: 10%
Close reading lead (once/semester): 10%
Short essay (Oct. 12): 15%
Final paper/project components (proposal (Nov. 8) –5%, annotated bibliography (Nov. 18) – 10%, 3 draft pages (Nov. 27) –10%): 25%
Final paper (8-10 pages)/project (Dec. 17): 25%

Participation:
Your attendance and participation are essential to the success of this course! Participation includes preparing for class, listening and responding to peers' comments, and speaking in small and large group conversations.

Weekly discussion posts:
Your Canvas posts are due Mondays at 5pm. Your post can address any of the week's readings in any combination and should include:

1. Something you learned from the reading.
2. A question the reading left you with.
3. 3-5 sentences of a comment, reflection, or personal response to the reading. This is a great place to draw connections between multiple readings or weeks, or to explore how your analysis of course topics is evolving.

Close reading lead:
You will sign up for one day to kick off our conversation in class. Select a passage (no more than a paragraph) to close read together with two suggested questions for discussion. **Please submit the passage and questions 24 hours before class meets. I may offer suggestions for refining your questions, and will print copies for the class.**

Policies

Attendance and absences
Your presence and participation in class, as well as online in the form of weekly Canvas posts, will create the class experience. **Class attendance and preparation are essential!**

Makeup for class absence
You can make up participation for a missed day by turning in a 1 to 2-page reflection on the scheduled readings. Ask a peer for notes on the day's discussion.

Extensions
Please request extensions 48 hours in advance when possible. Communication is key! I don't need extensive details about personal matters, but let me know if you are struggling to keep up so that I can strategize with you about a timeline for completing assignments. Because the purpose of weekly discussion posts is to prepare us for in-class engagement, late Canvas posts will not count toward your grade. However, a total of 10 Canvas posts for the semester will receive full credit.

Electronics
To keep the course as affordable as possible, I allow laptops, iPads, etc. in class so that you can access electronic copies of readings. **Please be mindful of your use of technology and the ways it can be a barrier to being fully present in our sessions.** I recommend

closing as many windows as possible and turning off notifications. Please refrain from texting, emailing, and using social media during class.

Content notes
I will attempt to give content notes about direct depictions of violence. This course contains many topics that are unsettling and violent (e.g., climate catastrophes, racism, misogyny, colonialism, displacement, war) even when the readings do not describe specific incidents in detail, and I cannot predict what will have the greatest impact on individuals. I welcome conversation about your encounters with course materials.

Academic Honesty
You are encouraged to consult with peers on assignments. Be sure to credit all of those who contribute to your writing for their ideas, whether or not you use direct quotes.
If you use generative AI on any part of an assignment, please include a one-paragraph statement at the end of your assignment describing your process in detail. Cite AI's contributions within your text and use quotation marks where applicable.
The Emory honor code policy is available
here: https://catalog.college.emory.edu/policies/honor-code.htmlLinks to an external site.

From the Emory Writing Center:
(Also available at https://writingcenter.emory.edu/faculty/syllabus-language.html)
The Emory Writing Center (EWC) offers one-on-one remote and in-person tutoring for writers working on a range of composition projects (essays, applications, reports, theses, etc.), at any stage of the writing process (from brainstorming to final revisions). Writing Center tutors work on idea development, structure, use of sources, style, grammar, and more. We are not a proofreading or editing service, but rather offer strategies and resources writers can use as they compose, revise, and edit their own work. Tutors also support the literacy needs of English Language Learners (ELL); several tutors are trained ELL Specialists. The Writing Center is located in Callaway N111 and a maximum of two appointments are allowed each week.
You can learn more about the Emory Writing Center and make an appointment on our website: http://www.writingcenter.emory.edu. Our opening day each semester is set one week after the add/drop/swap deadline, to allow for our tutors to finalize their schedules. Please review our policies before your first appointment, including our new policy on inclusivity and respect.
General policies: https://writingcenter.emory.edu/about/policies.html
Policy on inclusivity and respect: https://writingcenter.emory.edu/about/equity.htm

From the Department of Accessibility Services:
If you have a documented disability and have anticipated barriers related to the format or requirements of this course, or presume having a disability (e.g. mental health, attention, learning, vision, hearing, physical or systemic), and are in need of accommodations for this semester, we encourage you to contact the Department of Accessibility Services (DASLinks

to an external site.) to learn more about the registration process and steps for requesting accommodations.
If you are a student that is currently registered with DAS and have not received a copy of your accommodation notification letter within the first week of class, please notify DAS immediately. Students who have accommodations in place are encouraged to coordinate sometime with your professor, during the first week of the semester, to communicate your specific needs for the course as it relates to your approved accommodations. All discussions with DAS and faculty concerning the nature of your disability remain confidential.
***From EC:** It will be helpful to meet early in the semester to discuss any needs related to registered or unregistered disabilities. Please drop by weekly office hours or email to schedule an appointment.

Schedule of Readings

Week 1, Aug. 29: Introductions
Thursday
Introductions, syllabus

Week 2, Sept. 3 and 5: Entangled Environments
Tuesday
Hillary Clinton, "Foreign Policy: America's Pacific Century," NPR (October 13, 2011), online
Amit Prakash, "Boiling Point," in *Finance and Development* (Sept. 2018), 22-26.
Kathy Jetñil-Kijiner, "Tell Them" (watch video and read poem)

Thursday
Elizabeth M. DeLoughrey, "The Myth of Isolates: Ecosystem Ecologies in the Nuclear Pacific," in *Cultural Geographies* 20, no. 2 (2013): 167-184
Robert Hayashi, "Environment," in *Keywords for Asian American Studies*

Recommended:
Tina Chen, "(The) Transpacific Turns" in *Oxford Research Encyclopedia of Literature*
Weiqiang Lin and Brenda S. A. Yeoh, "Transpacific Studies: The View from Asia," in *Transpacific Studies* (2017), 41-63.

Week 3, Sept. 10 and 12: The Politics of Indigeneity
Tuesday
Mei-Fang Fan, "Tao People's Fight for Environmental Justice and Subjectivity on Orchid Island," (10 Sept. 2021), online
Fadzila Majid Cooke and Adnan A. Hezri, "Environmental Activism in Malaysia: Struggling for Justice from Indigenous Lands to Parliamentary Seats," in *Environmental Movements and Politics of the Asian Anthropocene* (2021)

Thursday

Epeli Hau‘ofa, “Our Sea of Islands,” in *The Contemporary Pacific* 6, no. 1 (Spring 1994): 148-161.
Hsinya Huang, “Toward Transpacific Ecopoetics: Three Indigenous Texts,” in *Comparative Literature Studies* 50, no. 1 (2013). Read pp. 122-127 (The Planet as Ocean)

Week 4, Sept. 17 and 19: War and Ecology
Tuesday
Keva Bui, “Eugenic Ecologies of Herbicidal Warfare in the Vietnam War,” in *Journal of Asian American Studies* 26, no. 3 (2023): 315-337

Chris Humphrey, “50 Years After US Troops Left Vietnam, Bombs Continue to Kill,” *Al Jazeera* (June 26, 2023), online

In class: Dinh Lê, Damaged Gene and Lotusland

Thursday
Connie Chiang, “Imprisoned Nature: Toward an Environmental History of the World War II Japanese American Incarceration,” in *Environmental History* 15 (2010): 236-267.

David Mas Masumoto, “A Bitter Harvest: Inside Japanese-American Internment Camps During World War II,” *Modern Farmer* (Oct. 13, 2015), online

Week 5, Sept. 24 and 26: Bases, Bombs, and Bikinis
Tuesday
Yokemoto Masafumi, Hayashi Kiminori, and Oshima Ken’ichi; “Overcoming American Military Base Pollution in Asia: Japan, Okinawa, Philippines,” in *The Asia-Pacific Journal* 7, no. 28.2 (Jul 13, 2009).

Julian Aguon, “The Mango Trees Already Know”

Thursday
Teresia K. Teaiwa, “Bikinis and Other S/Pacific N/Oceans” (1994)
"Bikinians Sue US Trustee Bank" (2024)

Week 6, Oct. 1 and 3: Nuclearisms
Tuesday
Ryo Morimoto, “Home Otherwise: Living Archives and Half-Life Politics in Post-Fallout Coastal Fukushima,” in *Cultural Anthropology* 36, no. 4 (2021): 573-579

Thursday
A Nuclear Free Pacific, documentary

Week 7, Oct. 8 and 10: Ecology and Futurity in Hawai’i
Tuesday

Momiala Kamahele, "'Īlio'ulaokalani: Defending Native Hawaiian Culture," in *Asian Settler Colonialism: From Local Governance to the Habits of Everyday Life in Hawai'i* (2008)

Thursday
Emalani Case, "Rising Like Waves: Drowning Settler Colonial Rhetoric with Aloha" in *Empire and Environment* (2022)

News article:
https://dailybruin.com/2024/05/16/uc-board-of-regents-debates-controversial-thirty-meter-telescope-at-may-meetingLinks to an external site.

Week 8, Oct. 17: Climate Justice in Micronesia
(No class Tuesday)

Thursday
Julian Aguon, "To Hell With Drowning"

Guest speaker: Nathan Samayo, Princeton University

Week 9, Oct. 22 and 24: Economy and Ecology
Tuesday
Candace Fujikane, "'Iwakilomoku: Foreseeing a Future beyond Capital," in *Mapping Abundance for a Planetary Future: Kanaka Maoli and Critical Settler Cartographies in Hawai'i* (2021)
News article: https://www.civilbeat.org/2024/09/navy-plans-to-double-bombing-of-this-tiny-hawaiian-island/Links to an external site.

Thursday
Tao Leigh Goffe, "'Guano in their Destiny': Race, Geology, and a Philosophy of Indenture"

Week 10, Oct. 29 and 31: The Human and the Non-human
Tuesday
Mei-Mei Bersenbrugge, "Singing"

Karen Cardozo, Banu Subramanian; "Assembling Asian/American Naturecultures: Orientalism and Invited Invasions," in *Journal of Asian American Studies* 16, no. 1 (2013): 1-23.

Thursday
Eleana Kim, "Invasive Others and Significant Others: Strange Kinship and Interspecies Ethics near the Korean Demilitarized Zone," *Social Research* 84, no. 1 (2017): 203-220.

Week 11, Nov. 5 and 7: Waste and Toxicity
Tuesday

Michelle Huang, “Ecologies of Entanglement in the Great Pacific Garbage Patch,” in *Journal of Asian American Studies* 20, no. 1 (2017), 95-117.

Thursday
Amy Zhang, *Circular Ecologies,* “Toxic Displacement”

Week 12, Nov. 12 and 14: Empire and Environment
Tuesday
From *Empire and Environment:*

- Macarena Gómez-Barris, “Foreword: Out of the Ruins”
- Jeffrey Santa Ana, Heidi Amin-Hong, Rina Garcia Chua, and Zhou Xiaojing, “Introduction: Confronting Ecological Ruination in the Transpacific”

Thursday
Vandana Shiva, “The Political and Cultural Costs of the Green Revolution,” in *The Violence of the Green Revolution: Third World Agriculture, Ecology, and Politics* (2016), 171-193.

Week 13, Nov. 19 and 21: Ecologies of the Everyday
Tuesday
Tamara Ho, “BurmAmerican Foodscapes: Refugee Re-settlement and Resilience,” in *Amerasia Journal* 47, no. 1 (2021): 73-95.

Trinh Mai, “Environmental Renderings” on artist’s website

Thursday
Vai, film available on Tubi

Putri Permata Sari, trans. Fiky Daulay, “Prefigurative Politics: Toward Climate Justice Seized On Our Own” (2021)

Week 14, Nov. 26: Climate and Migration
Tuesday
Neel Ahuja, “From Insecurity to Adaptation: Bangladesh, Human Capital, and the Figure of the Climate Refugee,” in *Planetary Specters: Race, Migration, and Climate Change in the Twenty-first Century* (2021).

Ayisha Siddiqa, “ON ANOTHER PANEL ABOUT CLIMATE, THEY ASK ME TO SELL THE FUTURE AND ALL I’VE GOT IS A LOVE POEM”

Week 15, Dec. 3 and 5: *Endlings* and Endings
Tuesday
Celine Song, *Endlings* (script)
Watch closing scene at American Repertory Theater (YouTube)

Thursday

Presentations

Week 16, Dec. 10
Tuesday
Presentations