“The nuclear apocalypse is not in the future—a thing to be endlessly deterred through nuclear weapons and international relations—it is already here, being played out in the unpredictable movement of radioactive materials moving through bodies and biosphere.”

-Joe Masco

“This is it, the apocalypse...
I’m waking up, I feel it in my bones
Enough to make my systems blow
Welcome to the new age...Welcome to the new age...
I’m radioactive, radioactive.”

-Imagine Dragons, “Radioactive”

**Course Description** This is a FYS course that examines the relationship between gender, race, environmental health and environmental justice in a global context. This course is highly interdisciplinary and is situated at the intersections of environmental studies, political science, health sciences, and Women’s Studies.

In this class, we will use primary, secondary, and scholarly sources to investigate themes of gender and environmental health in the history of the making, testing, use, and disposal of nuclear bombs and nuclear energy. We look specifically to the ways in which gender shapes how we imagine nuclearism, how women and men are affected differently by nuclear technology, and how nuclear culture has differentially constructed gender roles. Students will conduct individual research and writing projects investigating key course themes, and learning to apply a gendered analysis to the history of nuclearism in the US and in the world. In the end, students will develop strong analytical skills in investigating the material and ideological ways in which gender, race, and environmental health intersect.

**Required texts** The reading assignments for this course are straightforward: one or two articles or chapters per class, plus an occasional poem, (brief) fictional excerpt, blog, or media article. Each assigned article is approachable and reasonable in length. Your enrollment in this class comes with the expectation that you will read everything assigned thoroughly and thoughtfully. You should be prepared to discuss it in class on the day it is due. Readings can be found on E-Res through the library’s homepage, or at the URL provided in the course’s Blackboard page.
Learning outcomes Students will:
- Understand and appreciate the intellectual rigor and academic excellence that defines an LMU education.
- Engage critically and reflectively in scholarly discourse.
- Learn to read critically and carefully.
- Exercise critical thinking in oral discussion and writing.
- Be able to evaluate sources for quality (e.g., by learning to differentiate between scholarly and popular sources).
- Acquire research skills including use of the library catalog and electronic databases to retrieve books or articles, whether in print or online.

MyLMU Connect Links to web-based materials, as well as an electronic version of the syllabus, can be found on the LMU Connect course page. Students are expected to check LMU Connect regularly for announcements, new materials, any changes to the syllabus, etc. Second and third drafts of your essays will also be turned in electronically at MyLMU Connect.

Classroom environment This course is designed to engage students in critical thinking and informed analysis about gender and race in society. As a class, we will differentiate between engaged scholarship and personal opinion about topics that are sometimes controversial. Some students may find the academic work in this class troubling or counter to their own ideas and opinions. However, as scholars we are required to take each idea on its merits as it is presented in classroom materials. Discussions that veer into the realm of competing personal opinions will be directed back to the readings. Moreover, any student who creates a hostile environment through their words, actions, or comportment in the classroom, office hours, or study groups will be asked to leave and will forfeit any participation points for that day.

As an LMU student, by the Lion’s Code, you are pledged to join the discourse of the academy with honesty of voice and integrity of scholarship and to show respect for staff, professors, and other students.

Email Policy I will do my best to read and respond to student emails every weekday during normal work hours. Please note that if you have a time sensitive request, or you need a response from me, you should plan to email at least 24 hours in advance. Please note that your emails to me, as to all instructors, should be professional and respectful; as such, they should have proper salutations and sign-offs, and use correct grammar and spelling. Emails that do not fit these criteria will not be answered. Emails requesting information that has been covered more than once in class, or information that is in the syllabus, will not be answered.

Special accommodations Students with special needs who require reasonable modifications, special assistance, or accommodations in this course should promptly direct their requests to the Disability Support Services (DSS) Office. Any student who currently has a documented disability (ADHD, Autism Spectrum Disorder, Learning, Physical or Psychiatric) needing academic accommodations should contact the DSS Office (Daum Hall 2nd Floor, 310-338-4216) as early in the semester as possible. All discussions will remain confidential. Please visit www.lmu.edu/dss for additional information.

Academic Honesty Academic dishonesty will be treated as an extremely serious matter, with serious consequences that can range from receiving no credit for assignments/tests to expulsion. It is never permissible to turn in any work that has been copied from another student or copied from a source (including Internet) without properly acknowledging the source. It is your responsibility to make sure that your work meets the standard of academic honesty set forth in the “LMU Honor Code and Process.”

Late work is not accepted, except in documented cases of medical or family emergency.
Assignments and expectations

Information Literacy Modules 10 points
Attendance & participation 15 points
Peer revising 5 points
Paper #1 20 points
  Draft 1: 5 points
  Draft 2: 5 points
  Draft 3: 10 points
Paper #2 20 points
  Draft 1: 5 points
  Draft 2: 5 points
  Draft 3: 10 points
Final paper 30 points
  Draft 1: 10 points
  Draft 2: 20 points

Information Literacy Modules Part of the content of this course involves learning how to use the university’s library resources to help you do research. In the first three weeks of the course, you will complete four Information Literacy Modules, all of which include quizzes to test your comprehension. These quizzes will be part of your course grade, and the Information Literacy Modules are required; failing to complete them will result in a failed grade for the course. To complete the Modules, go to the “Information Literacy” link on the course Blackboard page.

Attendance & participation (15 points) Earning these points requires not only that you attend class, but that you complete the reading in advance, come prepared with reading notes, and actively participate in class discussions and activities. Attendance will be taken regularly, often in the form of reading responses designed to check your comprehension of the reading. These reading responses cannot be made up outside of class.

Papers #1 and 2 (20 points each) These papers will be 4-5 pages in length, and will ask you to engage analytically with the material covered in class and in readings. A prompt will be distributed the week before the first draft of the essay is due. The focus of this assignment is to develop strong writing skills; as such, you will eventually write three drafts of each essay. Draft 1 will be due to your peer reviser, Draft 2 will be due to the course writing instructor, Draft 3 will be due to Professor Voyles. Each paper must use at least 3 class readings, and 2 outside academic sources.

Final paper (30 points) For your final paper, you will choose one of the two course papers to develop and revise into a larger research project. The paper will be 10-11 pages in length, supported by 2-3 primary sources and 3-5 academic sources, plus at least 3 class readings.

Work Load Expectations This class will require two hours of work outside of class for every hour we spend in class; in other words, since we meet for two and a half hours each week, you should expect readings and other assignments to take at least five additional hours per week.

Grade scale

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**Schedule**

**Week 1 – Introduction: Gender, Race, and Environment**  
Tuesday, August 27  
No readings due.

Thursday, August 29  
- Read: Mike Davis, “Ecocide in Marlboro Country”

**Week 2 – Phase 1: Uranium Mining, Race, and Health**  
**IL Module 1**  
Tuesday, September 3  

Thursday, September 5  
- Read: Simon Ortiz, “It Was That Indian”

**Week 3 – Phase 1: Uranium Mining, Gender, and Health**  
**IL Module 2**  
Tuesday, September 10  

Thursday, September 12  
- Read: WARN Study

**Week 4 – Gender and Environmental Violence**  
**IL Modules 3 & 4**  
Tuesday, September 17  

Thursday, September 19 - **IL tests deadline**  

**Week 5 – Phase 2: Trinity, Hiroshima, Nagasaki: Atomic Masculinities**  
Tuesday, September 24  

Thursday, September 26  
- In class film: *Dr. Strangelove*.

**Week 6 – Writing workshops**
Tuesday, October 1 - **Paper #1 draft 1 due to your peer reviser**
- No readings due.

Thursday, October 3 - **Peer revisions due**
- No readings due.

**Week 7 – Writing workshops**
- **Tuesday, October 8 - Paper #1 draft 2 due to the writing instructor**
- No readings due.

Thursday, October 10
- No readings due.

**Week 8 – Phase 3: The Most Nuclear Bombed Nation on Earth**
- **Tuesday, October 15 - Paper #1 draft 3 due to Professor Voyles**
- No readings due.
- In class film: *Atomic Café*

Thursday, October 17

**Week 9 - Phase 4: Sexing the Bomb**
- **Tuesday, October 22**

Thursday, October 24

**Week 10 - Phase 5: Power and Privilege**
- **Tuesday, October 29**
  - Watch: “Atom and Eve”

Thursday, October 31

**Week 11 - Phase 6: The Nuclear Dump**
- **Tuesday, November 5**
  - Read: “Women for Change” booklet

Thursday, November 7

**Week 12 - Writing workshops**
- **Tuesday, November 12 - Paper #2 draft 1 due to your peer reviser**
- No readings due.

Thursday, November 14 - **Peer revisions due**
- No readings due.
Week 13 - Writing workshops
  Tuesday, November 19 - **Paper #2 draft 2 due to the writing instructor**
  - No readings due.

  Thursday, November 21
  - No readings due.

Week 14 – Writing workshop
  Tuesday, November 26 - **Paper #2 draft 3 due to Professor Voyles**
  - No readings due.

  Thursday, November 28
  - No class.

Week 15 - Conclusions
  Tuesday, December 3
  - Read: Traci Brynne Voyles, “Prolineal Geographies: Feminist Maps for a Decolonizing Future,” and “Conclusion: the Heart of Navajo Country.”

  Thursday, December 5 – Final Paper, draft 1 due to the writing instructor

Finals week
  Final paper, final draft due to Professor Voyles, Thursday, December 12, 8:00-10:00am.

This syllabus is subject to change. Any changes will be announced in class or on the course Blackboard page.