



Course syllabus

Faculty of Arts and Humanities

Department of Film and Literature

4LI300 Klimatnödlägesstudier, 30 högskolepoäng

4LI300 Climate Emergency Studies, 30 credits

Main field of study

Design, Transdisciplinary Design and Sustainability, Film Studies, Art History and Visual Studies, Comparative Literature, Creative Writing

Subject Group

Other Interdisciplinary Studies

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved by Faculty of Arts and Humanities 2021-11-18

The course syllabus is valid from autumn semester 2022

Prerequisites

General entry requirements for second-cycle studies and specific entry requirements: English 6

Objectives

After completing the course, the student should be able to

- account for and critically reflect upon the climate emergency from different subject perspectives;
- apply a practical and theoretical understanding of transdisciplinarity and transversality in relation to the student group, the methods and processes that the group develop, and a field of diverse kinds of knowledge, practices and experiences linked to the climate emergency;
- apply a practical and theoretical understanding of concepts within critical art practice and artistic research, relative to the climate emergency;
- apply a practical and theoretical understanding of agency and action oriented methods, processes and interventions related to the climate emergency, in a collaborative project.

Module 1: Introduction to Climate Emergency Studies, 7.5 credits

After completing the module, the student should be able to

- identify and critically evaluate scientific, cultural and political causes of the climate emergency and its dimensions in time and space from a historical perspective;
- critically approach and discuss scientific, political, critically theoretical and cultural perspectives on the climate emergency;
- account for what characterizes climate emergency studies and what sets them apart from other disciplines and knowledge fields of relevance to sustainability;
- identify representational strategies and artistic techniques in and between different kinds of media within fiction as well as non-fiction and in relation to the climate emergency;
- identify possible forms of agency relative to the climate emergency, and discuss the connection between these and scientific and critical theoretical research and knowledge.

Module 2: Life in a planetary crisis, 7.5 credits

After completing the module, the student should be able to

- account for scientific, critically theoretical, ethical, political, social and cultural (artistic and aesthetic) aspects and implications of living in multifaceted planetary crises;
- identify, explore, and creatively and critically engage themselves in multifaceted planetary crises in everyday life and in their local surroundings;
- critically approach and use speculation, fictioning and other artistic strategies in and between different kinds of media in relation to the climate emergency and what it means to live in a planetary crisis;
- demonstrate how the concept of life in a planetary crisis may be used as a tool for analysis as well as for agency and action.

Module 3: Collaborative project, 15 credits

After completing the module, the student should be able to

- develop a concept and a plan for a transdisciplinary and transversal creative and critical collaborative project of relevance to the climate emergency, focusing on action and change agency;
- practically apply relevant transdisciplinary and transversal concepts, methods and processes in the implementation of a creative and critical collaborative project of relevance to the climate emergency, focusing on action and change agency;
- critically and artistically present and evaluate a transdisciplinary and transversal collaborative project of relevance to the climate emergency, in which results as well as methods and processes include a focus on developing a potential for agency and action in and outside an academic context.

Content

Module 1: Introduction to Climate Emergency Studies, 7.5 credits

This module introduces the student to the field of Climate Emergency Studies by presenting concepts, perspectives, methods and processes of relevance to the climate emergency, encompassing the arts and humanities, as well as the social and natural sciences. The scientific, historical, critically theoretical, political and cultural (artistic and aesthetic) bases of the climate emergency are illustrated and emphasised. Focus lies on distinctive features of Climate Emergency Studies, as well as on different historical and contextual perspectives. The student is furthermore introduced to different constellations of knowledge, and historical and contextual perspectives on agency,

action, activism, mobilisation and engagement, from the point of view of cultural, social, political and ecological movements.

Module 2: Life in a planetary crisis, 7.5 credits

This module introduces the student to scientific, political, social and cultural perspectives on and aspects of life in a planetary crisis. Through workshops, the student explores the impact of multifaceted planetary crises on everyday life and in their immediate vicinity, conducting exploratory exercises using transdisciplinary and transversal methods and processes. These methods include speculative thinking, creative and critical expression, analyses, representations and interventions, focusing on fictioning and other kinds of critically analytic, creative and representational processes emphasising the theme of life in a planetary crisis, and the development of capacity for action.

Module 3: Collaborative project, 15 credits

In this module, the student develops a concept and a project plan and subsequently conducts a transdisciplinary and transversal collaborative project of relevance to the climate emergency, focusing on creating a potential for agency and a capacity for action. The student analyses, reflects contextually, critically and artistically on, and evaluates the processes and methods that the project comprises. At the end of the course, the project is presented in a way that brings together artistic creative and critical forms of expression in and/or between different media in a public forum.

Type of Instruction

This course is theoretical as well as practical. Teaching is primarily delivered in the form of seminars, experimental workshops, and exploratory critical and creative exercises developed in the interface between subject and experiential fields.

Examination

The course is assessed with the grades Fail (U) or Pass (G).

In order to receive the grade of Pass, the student must achieve the objectives.

Module 1 is examined through a written assignment in which the student critically summarises and reflects upon relevant aspects of the texts and other kinds of media that have been discussed during the course of the module, as well as through a presentation of the critical and artistic concept that they will use for the collaborative project planned for modules 2 and 3. This material also constitutes the basis for the "project book" that the student brings with them through modules 2 and 3.

Module 2 is examined through a "project book" with written critical, contextualised and theorising reflections and annotated artistic and critical exercises, assignments and experiments (speculative thinking, fictioning and other forms of creative critical interventions).

Module 3 is examined through the project that has been developed in modules 1 and 2. This collaborative project, focusing on agency and capacity for action in relation to the climate emergency, shall be conducted in collaboration with one or several external parties, and presented at the end of the course in the form of a hand-in assignment (final project and project book), a presentation, and a critical artistic intervention of some kind, in or between different media, in a public forum.

Repeat examination is offered in accordance with Local regulations for courses and examination at the first and second-cycle level at Linnaeus University. If the university

has decided that a student is entitled to special pedagogical support due to a disability, the examiner has the right to give a customised exam or to have the student conduct the exam in an alternative way.

Course Evaluation

During or shortly after the course, a course evaluation should be conducted. The result and analysis of the course evaluation should be promptly communicated to the students who have taken the course. Students who are taking the course when it is offered the next time should be informed of the result at the course introduction. The course evaluation is anonymous.

Other

Additional costs for material and printouts are paid by the student.

Required Reading and Additional Study Material

Module 1: Introduction to Climate Emergency Studies, 7.5 credits

Colebrook, Claire (2014). *Death of the Posthuman*. Ann Arbor, MI: Open Humanities Press. ISBN 13 978-1-60785-299-5. Ca 60 pages.

Colebrook, Claire (2014). *Sex after Life: Essays on Extinction*. Ann Arbor, MI: Open Humanities Press. ISBN 13 978-1-60785-300-8. Ca 60 pages.

Cousins, Joshua J. (2021). "Justice in nature-based solutions: Research and pathways", *Ecological Economics*. Elsevier, 180(C). 11 pages.

Crutzen, Paul J., Brauch, Hans G. (2016). *Paul J. Crutzen: A Pioneer on Atmospheric Chemistry and Climate Change in the Anthropocene*. Cham: Springer International Publishing. ISBN 9783319274607. Ca 60 pages.

Kotzé, Louis J. (ed.) (2017). *Environmental law and governance for the Anthropocene*. Oxford: Hart Publishing. ISBN 9781509906543. Ca 60 pages.

Ellis, Erle C. (2018). *The Anthropocene. A very short introduction*. Oxford: Oxford UP. ISBN 9780198792987. 120 pages.

Lury, Celia & Wakeford, Nina (2012). *Inventive Methods: The Happening of the Social*. London: Routledge, 2013. ISBN 978-0415721103. Ca 60 pages.

Moore, Jason W. (ed.) (2016). *Anthropocene or Capitalocene? Nature, History, and the Crisis of Capitalism*. Oakland, CA: PM Press. ISBN 9781629631486. Ca 80 pages.

Elmqvist, Thomas (*et al*) (eds.) (2018). *Urban Planet: Knowledge Towards Sustainable Cities*. Cambridge: Cambridge University Press. ISBN 9781107196933. Ca 30 pages.

Raworth, Kate (2017). *Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist*. London: Random House. ISBN 9781847941374. Ca 40 pages.

Stengers, Isabelle (2015). *In Catastrophic Times: Resisting the Coming Barbarism*. Ann Arbor, MI: Open Humanities Press, 2015. ISBN: 978-1-78542-009-2. Ca 80 pages.

Case studies (films, art, literary works etc) and compendia with relevant excerpts from literature and scientific articles are provided by the department on the course learning

platform. Ca 400 pages plus case studies.

Module 2: Life in a planetary crisis, 7.5 credits

Almeida, Paul (2019). *Social Movements: The Structure of Collective Mobilization*. Oakland, Ca: University of California Press. ISBN 9780520290914. Ca 50 pages.

Bruhn, Jørgen (2019). “‘We’re Doomed – What Now?’: Transmediating Temporality into Narrative Forms”, in Niklas Salmose and Lars Elleström (eds), *Transmediations. Communication Across Media Borders*. London: Routledge. ISBN: 9781000761160. 20 s.

Berglund, Oscar, Schmidt, Daniel (2020). *Extinction Rebellion and Climate Change Activism*. Basingstoke: Springer Nature. ISBN: 9783030483586. Ca. 80 pages.

Burrows, David, O'Sullivan, Simon (2019). *Fictioning: The Myth-Functions of Contemporary Art and Philosophy*. Edinburgh: Edinburgh University Press. ISBN: 9781474432405. Ca 120 pages.

Davis, Heather, Turpin, Etienne (eds.) (2015). *Art in the Anthropocene*. Ann Arbor, Open Humanities Press. ISBN: 978-1-78542-017-7. Ca 100 pages.

Dodds, Joseph E. (2011). *Psychoanalysis and Ecology at the Edge of Chaos*. Abingdon: Routledge. ISBN 9780415666121. Ca. 120 pages.

Iovino, Serenella, Oppermann, Serpil (eds.) (2014). *Material Ecocriticism*. Bloomington, IN: Indiana University Press. ISBN: 9780253013989. Ca 60 pages.

Jagodzinski, Jan (ed.) (2018). *Interrogating the Anthropocene: Ecology, Aesthetics, Pedagogy, and the Future in Question*. Basingstoke: Springer Nature. ISBN 9783030087777. Ca. 100 pages.

Jickling, Bob (et al) (eds) (2018). *Wild Pedagogies: Touchstones for re-negotiating education and the environment in the Anthropocene*. Cham: Springer International. ISBN 9783319901756. Ca 40 pages.

Latour, Bruno (2018). *Down to Earth: Politics in the New Climatic Regime*. Cambridge: Polity Press. ISBN 9781509530571. Ca 80 pages.

Latour, Bruno, Weibel, Peter (eds) (2020). *Critical Zones: The Science and Politics of Landing on Earth*. Cambridge, MA: MIT Press. ISBN 9780262044455. Ca 120 pages.

Lysgaard, Jonas A. (et al) (eds) (2019). *Dark Pedagogy: Education, Horror and the Anthropocene*. Basingstoke: Springer Nature. ISBN 9783030199357. Ca 80 pages.

Malm, Andreas (2021). *How to blow up a pipeline: learning to fight in a world on fire*. London: Verso, 2021. ISBN 9781839760259. Ca 80 pages.

Martin, Greg (2015). *Understanding Social Movements*. New York: Routledge. ISBN 9780415600880. Ca 100 pages.

Orange, Donna M. (2016). *Climate Crisis, Psychoanalysis and Radical Ethics*. Abingdon: Routledge. ISBN 9781138124868. Ca 80 pages.

Rust, Stephen (*et al*) (eds) (2016). *Ecomedia: Key Issues*. Abingdon: Routledge. ISBN: 9781138781559. Ca 60 pages.

Ståhl, Ola, Tham, Mathilda, Holtorf, Cornelius (2017). "Towards a Post-Anthropocentric Speculative Archaeology (through Design)". *Journal of Contemporary Archaeology*. Vol. 4:2. 9 pages.

Ståhl, Ola (2017). "Reading Glass: An Extended Commentary". Andersson, A. (ed) *Glass is Moving Mass*. Stockholm: Konstfrämjandet, 2017. ISBN 9789198283419. 10 pages.

Ståhl, Ola (2016). "Kafka and Deleuze/Guattari: Towards a Creative Critical Writing Practice". *Theory Culture Society*. 33:7-8. 14 pages.

Varela, Francisco (1999). *Ethical Know-How: Action, Wisdom, and Cognition*. Palo Alto, CA: Stanford University Press. ISBN 9780804730334. Ca 40 pages.

Vince, Gaia (2016). *Adventures in the Anthropocene: A Journey to the Heart of the Planet We Made*. New York, NY: Vintage. ISBN 9780099572497. Ca 50 pages.

Wakefield, Stephanie (2020). *Anthropocene Back Loop*. Ann Arbor, MI: Open Humanities Press. ISBN: 978-1-78542-071-9. Ca 80 pages.

Young, Kenneth R. (2019). "Researching and Teaching the Anthropocene." *Geographical Review*, 109.2. 6 pages.

Zimmerman, Lee (2020). *Trauma and the Discourse of Climate Change: Literature, Psychoanalysis, Denial*. Abingdon: Routledge. ISBN 9780367355579. Ca 60 pages.

Case studies (films, art, literary works etc) and compendia with relevant excerpts from literature and scientific articles are provided by the department on the course learning platform. Ca 300 pages plus case studies.

Module 3: Collaborative project, 15 credits

The student groups independently choose around 1500 pages of relevant literature together with their supervisors.