



## 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 2021-11-18

Revised 2023-06-01 by Faculty of Arts and Humanities. Revised literature.

The course syllabus is valid from autumn semester 2023

### **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).

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.

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

Bendell, Jem (2020). "Deep adaptation: A Map for navigating the climate tragedy", *IFLAS Occasional Paper 2*. 27 pages.

Cole, Scott et al (2021). "Environmental compensation for biodiversity and ecosystem services: A flexible framework that addresses human wellbeing", *Ecosystem Services* 50. 15 pages.

Folke, Carl. et al (2021). "Our future in the Anthropocene biosphere", *Ambio*, 50. 36 pages.

Haraway, Donna (1988). "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective", *Feminist Studies* 14 (3): pp. 575–599. 25 pages

IPCC (2021). "Technical Summary", *IPCC Sixth Assessment Report*. 84 pages.

IPCC/IPBES (2021). *Biodiversity and climate change. Workshop Report*. 28 pages.

Latour, Bruno & Weibel, Peter (eds.) (2020). "Introductions", *Critical Zones: The Science and Politics of Landing on Earth*. Cambridge, MA: MIT Press. ISBN 9780262044455. Ca 20 pages.

Norgaard, Kari Marie (2006). "'People Want to Protect Themselves a Little Bit': Emotions, Denial, and Social Movement Participation", *Social Inquiry*, Vol. 76, No. 3. 25 pages.

Norgaard, Kari Marie (2011). "People Want to Protect Themselves a Little Bit: The Why of Denial", *Living in Denial*. The MIT Press. Pp. 63–95. (32 pages.)

Schlosberg, David & Craven, Luke (2019). *Sustainable Materialism. Environmental Movements and the Politics of Everyday Life*. Oxford: Oxford University Press. ISBN: 9780198841500. Pp 23-48. 25 pages.

Shove, Elizabeth (2003). "Converging Conventions of Comfort, Cleanliness and Convenience", *Journal of Consumer Policy*, 26 (4). 24 pages.

Stuart, Diana, (2021). *What is Environmental Sociology*, Cambridge: Polity Press. ISBN 978-1-5095-4438-7. 25 pages.

Case studies (film, art, literary work etc) and compendia with relevant excerpts from literature and articles are provided by the department on the course learning platform. Ca 1000 pages.

***Module 2: Life in a planetary crisis, 7.5 credits***

Braidotti, Rosie. (2017) "Posthuman Critical Theory". *Journal of Posthuman Studies* (1:1). 17 pages.

Bruhn, Jørgen. (2020) "Towards an Intermedial Ecocriticism", in Lars Elleström (ed.) *Beyond Media Borders Volume 2: Intermedial Relations among Multimodal Media*. Palgrave Macmillan. ISBN 978-3-030-49683-8. 32 pages.

Grusin, Richard. (2015). "Radical Mediation", *Critical Inquiry* (42:1). 25 pages.

IPCC (2021). "Summary for Policy Makers", *IPCC Sixth Assessment Report*. 24 pages.

Latour, Bruno (2018). *Down to Earth: Politics in the New Climatic Regime*. Cambridge: Polity Press. ISBN 9781509530571. Ca 50 pages.

Sharpe, Christina. (2016). *In the Wake: On Blackness and Being*. Durham: Duke University Press. ISBN 9780822362944. Pp. 102-134, 33 pages.

Case studies (film, art, literary work etc) and compendia with relevant excerpts from literature and articles are provided by the department on the course learning platform. Ca 1200 pages.

***Module 3: Collaborative project, 15 credits***

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