


	Adam Mickiewicz University in Poznań
	Doctoral School of Languages and Literatures 
	ENVIRONMENTAL CHALLENGES AND SOLUTIONS IN AMERICAN LITERATURE
	Dr Katarzyna Macedulska
Sciences/discipline	Humanities / Literary Studies
Type of classes	seminar
Language of instruction	English
The number of hours + form of passing classes	20 hours / credit of a grade
Puproses of classes	<ul style="list-style-type: none"> • to examine environmental concerns in American literature • to show how ecocriticism functions as a critical approach to literature that focuses on the relationship between human beings and the natural world • to discuss how environmental studies relate to and challenge the human-nature binary • to examine the way writers construct and represent environmental concerns and crises across genres: how these are contextualized, conveyed, and acknowledged, as well as what solutions are provided as possible remedies the current situation • to discuss the themes of: wilderness, industrialization, urbanization, environmental exploitation and harm, the Anthropocene in Contemporary American literature, post-apocalyptic visions, indigenous perspectives
Learning contents	<ol style="list-style-type: none"> 1. Environmental concerns. Introduction to the course. 2. The world in the aftermath – Cormac McCarthy’s <i>The Road</i> 3. Essays/Article (selected from secondary sources) 4. Indigenous perspective – Robin Wall Kimmerer’s <i>Braiding Sweetgrass</i> 5. Essays/Articles (selected from secondary sources) 6. Activism and Resistance: Richard Powers’ <i>The Overstory</i> 7. Essays/Articles (selected from secondary sources) 8. Outside/Inside Wilderness: Heather Durham’s <i>Going Feral</i> 9. Essays/Articles (selected from secondary sources) 10. Environmental poetry: Mary Oliver: selected Poems.

	Conclusion to the course.
	Fluency in English (the class is in English)
Learning outcomes	
	Verification methods:
<p>In terms of knowledge: A person who has completed classes knows and understands:</p> <p>the achievements of world science in the discipline in which the education takes place, as well as the paradigms and directions of development of this discipline, in a way that enables their creative and innovative development and their verification within the framework of research projects undertaken [E_W01];</p> <p>at an advanced level research methodology appropriate for the discipline of science in which education takes place, which allows for proper selection of research theories and tools and their effective application and modification within the framework of own research [E_W02]</p> <p>fundamental dilemmas of contemporary civilization and the role of science, especially in the field of education, in solving them. [E_W08]</p>	<ol style="list-style-type: none"> 1. Written responses to each primary text (there are 5) we read and discuss in class (responses are to be submitted a day before class at the latest) <ul style="list-style-type: none"> → this component makes up to 30 of the final grade 2. Preparing a presentation (15-20 minutes) on a given subject related to the course material (group work)
<p>In terms of skills: A person who has completed classes is able to:</p> <p>use knowledge from various disciplines of science to creatively identify, formulate and innovatively solve complex research problems or perform advanced research tasks. In particular, he/she is able to:</p> <ul style="list-style-type: none"> — define the objectives and the subject of scientific research, — formulate research hypotheses, — develop research methods, techniques and tools and apply them creatively and effectively, <p>draw conclusions on the basis of scientific evidence [E_U01];</p> <p>effectively retrieve information related to scientific activity from various sources, including from sources in foreign languages, and to properly select, critically analyse and interpret this information; furthermore, he/she is able to assess its relevance for scientific development [E_U02];</p> <p>establish and implement scientific cooperation in research teams, including international ones [E_U07];</p> <p>transfer the results of scientific activity to the socio-economic sphere in cooperation with institutions from the social and economic environment [E_U08]</p>	<ol style="list-style-type: none"> 1. Presenting on a given subject (in-class presentation), group work 2. Moderation of in-class discussion <ul style="list-style-type: none"> → these components: presentation and moderation, make up to 40% of the final grade

<p>In terms of social competences: A person who has completed classes is prepared to:</p> <p>critical evaluation of the work in the field of the scientific discipline within which the education is provided and its own contribution to the development of this discipline [E_K01];</p> <p>fulfilling social obligations as a researcher; initiating actions in favour of the public interest, <i>inter alia</i>, through appropriate dissemination of scientific achievements in society. Furthermore, he/she is ready to take actions leading to the development of civil society based on knowledge [E_K03];</p> <p>thinking and acting in an entrepreneurial way, creating new ideas and searching - in cooperation with people from other disciplines - for innovative solutions, as well as taking up challenges and intellectual risk in the scientific and public spheres and taking responsibility for the consequences of their decisions [E_K04];</p> <p>continuous improvement of professional competence and personal development, in particular by tracking and analyzing the latest developments in the represented scientific discipline [E_K05]</p>	<p>1. Taking part in class discussion, a crucial component in both classes devoted to both: the essays (critical and theoretical) and the primary texts</p> <p>→ active participation in in-class discussion makes up to 30% of the final grade</p>
<p>Literature</p>	<ul style="list-style-type: none"> • <u>Primary sources</u> <ul style="list-style-type: none"> - Durham, Heather. 2019. <i>Going Feral: Field Notes on Wonder and Wanderlust</i>. Wandering Aengus Press. - McCarthy, Cormac. 2006. <i>The Road</i>. Random House. - Oliver, Mary. Selected poems. - Powers, Richard. 2018. <i>The Overstory</i>. WW Norton & Company. - Wall Kimmerer, Robin. 2013. <i>Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants</i>. Milkweed Editions. • <u>Secondary sources</u> <ul style="list-style-type: none"> - Buell, Lawrence. 2005. <i>The Future of Environmental Criticism: Environmental Crisis and Literary Imagination</i>. Blackwell Publishing. - LeMenager, Stephanie, Teresa Shewry, and Ken Hiltner (eds.). 2011. <i>Environmental Criticism for the Twenty-First Century</i>. Routledge. - Puig de la Bellacasa, María. 2017. <i>Matters of Care. Speculative Ethics in More than Human Worlds</i>. University of Minnesota Press. - Solnit, Rebecca and Thelma Young Lutunatabua (eds.). <i>Not Too Late: Changing the Climate Story from Despair to Possibility</i>. Haymarket Books, 2023.