

## Literature, History and the Environment

7.1 Module Overview									
<b>Module Number</b>		<b>Module Title</b>	Literature, History and the Environment						
<b>Stage of Principal Programme</b>			2	<b>Semester</b>	1	<b>Duration.</b> <i>(Weeks F/T)</i>	12	<b>ECTS</b>	5
<b>Mandatory / Elective (M/E)</b>	E	<b>Hours of Learner Effort / Week</b>	2.3						
Analysis of required hours of learning effort									
<b>Teaching and Learning Modalities</b>					<b>✓if relevant to this module</b>	<b>Approx. proportion of total (hours)</b>			
<b>Contact Hours</b>									
In person face-to-face					✓	28			
Synchronous									
<b>Indirect/Non-Contact Hours</b>									
Asynchronous									
Work Based									
Other:									
• Independent self- direct reading					✓	47			
• Research, preparation and completion of assessment					✓	20			
• Essay Preparation					✓	30			
<b>Total</b>						125			

<b>Pre-Requisite Module, if any. Module # and Title</b>	N/A
<b>Co-Requisite Module, if any. Module # and Title</b>	N/A
<b>Maximum number of learners per instance of the module</b>	45
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.</b>	
<b>Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.</b>	<b>Qualifications &amp; experience required</b>
Lecturer	A minimum level 9 qualification in English
Tutor	Literature/History or closely cognate area
	<b>Staff - Learner Ratio X:Y</b>
	1:45
	1:20

Assessment Techniques – percentage contribution				
<b>Continuous Assessment</b>	100%	<b>Proctored Exam – in person</b>		<b>Practical Skills Based</b>
<b>Project</b>		<b>Proctored Exam – online</b>		<b>Work Based</b>
<b>Capstone (Y/N)?</b>	N	<b>If Yes, describe</b>		

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
<b>MIMLO</b> <b>On completion of this module a learner will be able to:</b>	<b>Related MIPLO #</b>
1. Employ an interdisciplinary approach, which integrates the disciplinary methods of English and History, in the study environmental history and literature.	1, 2, 3, 4

2. Identify and critically evaluate seminal and transformative developments in the history of environmental change and the literary representation of environmental themes.	1, 2, 4
3. Produce an independent piece of written research.	5, 6
4. Fully engage with core themes of the course through classroom discussion and debate, and communicate ideas through written and verbal means.	3, 7, 8

### 7.3 Indicative Module Content, Organisation and Structure

This module asks learners to re-think history and literature in light of humanity's impact on the planet's environment and ecology in the context of the increasingly urgent climate crisis. It integrates the methodologies and disciplinary competencies of both English and History in the study of the environmental history, climate crisis, and literature. It will encourage learners to read literature in (and as a product of) key historical contexts related to environmental change. It will also interrogate the influence of discourse (both artistic and historiographical) in fomenting and comprehending political and social change in relation to the environment and the climate crisis. Focusing on the period of the Anthropocene (understood here as the period from 1750 – present), the module will focus on historical turning points in humanity's relationship to the Earth's environment, ecology, and climate systems, and will analyse the literary representation of these watershed moments in human-caused environmental change.

In historical terms lectures will investigate how humans use nature, including the environmental consequences of increasing population, more effective technology and changing patterns of production and consumption. Other key themes are the effects of colonial expansion and settlements, the environmental and human consequences of the industrial and technological revolutions through to the period known as the 'The Great Acceleration' from mid-twentieth century to the present. Learners will study how people think about nature – the way attitudes, beliefs and values influence interaction with nature, especially in the form of myths, religion and science.

Lectures and seminars will be organised in thematic blocks centred around key historical changes and events, and the literature that engages them. After broadly defining and outlining the period of the Anthropocene/Capitalocene and relevant eco-critical cultural approaches, the module will look at specific case studies: literary texts that engage with key historical developments in humanity's relationship to the environment. Below is representative of the potential themes of the case studies.

**Enclosure, the Commons, and John Clare's Eco-Poetry:** This case study will focus on the Acts of Enclosure in Britain in the early 19<sup>th</sup> century and will study the eco-poetry of John Clare as a political protest against the brutal rationalisation of nature and the destruction of a community/commons. It will also evaluate how Clare's representation of the natural world aids us in thinking beyond anthropocentrism and problematic Nature/Culture dualisms that undergird economically driven ecological destruction.

**Ireland: Climate, Energy, and Uncertain Futures in *City of Bohane*:** This case study will focus specifically on Ireland's contribution towards climate change, particularly in terms of the history of its recent energy regimes - ranging from turf, coal, oil and gas – and the over-exploitation of its peatlands and bogs. It will analyse Kevin Barry's speculative, eco-Gothic novel *City of Bohane* as offering a future vision of Ireland where ecologically damaging economic practices and energy regimes have produce a dystopian society beset by environmental collapse.

**Tutorials:** The function of tutorials in this module will be two-fold.

- 1.) Each tutorial will centre on a key critical article or chapter that articulates and discusses key concepts and issues within the module, e.g., the Anthropocene/Capitalocene; the nature of Nature; Capitalism, colonialism, and climate change; Climate change and environmental justice.
1. Tutorials will also provide an opportunity for formative assessment as they will used to workshop ideas for the first assignment.

### 7.4 Work-based learning and practice-placement (if applicable)

N/A

<b>7.5</b> <b>Specific module resources required (if applicable)</b>
N/A

<b>7.6</b> <b>Application of programme teaching, learning and assessment strategies to this module</b>
<p>Lectures will present information to learners in a variety of ways: from lecturer-led presentation of relevant historical, cultural, and critical context, to more discursive teaching formats offering greater opportunity to engage in detailed critical analysis of primary texts and historical contexts. In lectures, learners will be strongly encouraged to discuss and interrogate a range of interpretative positions related to the literature, culture and political controversies and contexts under discussion. Lecture content will primarily be displayed using Microsoft PowerPoint, but other presentation software will be deployed as needed: such as Mentimeter or Prezi.</p> <p>Learners will access class notes, PowerPoints, and relevant articles and documents on Moodle, which will act as the digital interface for the course. A range of weblinks will also be accessible through Moodle, including documentaries, archival recording, and links to other primary sources of relevance to the course. This will facilitate asynchronous learning and encourage learners to develop their sense of cultural context for the texts being considered.</p> <p><b>This module is 100% Continuous Assessment: 10% Attendance, 30% Reflective Assignment, 60% Essay</b></p> <p><b>Reflective Assignment:</b> Learners will be asked to consider a specific aspect of the contemporary environmental crisis in light of their knowledge of climate change acquired during the module.</p> <p><b>Formative Assessment</b> – this assessment will be workshopped in tutorials as learners will be asked to create presentations on aspects of the contemporary climate crisis that resonate with the case studies they are learning about in the module.</p> <p><b>Essay: (1,500-2,000):</b> Learner will be asked to write an essay related to key module themes</p>

<b>7.7</b> <b>Summative Assessment Strategy for this module</b>		
<b>MIMLOs</b>	<b>Technique(s)</b>	<b>Weighting</b>
1-4	<b>Reflective poster Assignment</b> Learners will be asked to consider the contemporary environmental crisis in light of their knowledge of climate change acquired during the module	30%
1-4	<b>Essay: (1,500-2,000)</b> Learners will be asked to write an essay related to key module themes	60%

<b>7.8</b> <b>Sample Assessment Materials</b>
<p><b>Assessment 1 (30%) Reflective Assignment (500-700 words)</b></p> <p>John Clare’s poetry depicts the negative environmental and social effects of early 19<sup>th</sup> century land enclosure and economic rationalisation. At present, similar forms of enclosure and economic rationalisation are occurring in many countries in the Global South, driven by western demand for resources and produce. Select one contemporary example of this process and compare it the historical effects of enclosure in John Clare’s era. You should make reference to at least one of his poems in your analysis</p> <p><b>Assessment 2 (60%) (1,500 -2,000 words)</b></p> <p>Write an essay on one of the themes below in relation to one of the lecture case studies examined throughout the term</p> <ul style="list-style-type: none"> <li>• The environmental impacts of capitalist modes of economic organisation</li> </ul>

- The social and/or psychological effects of ecological crisis
- The division between Nature and Culture
- Colonialism and Environmental degradation

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

## 7.9 Indicative reading lists and other information resources

### Indicative Core Reading:

Key literary texts may include:

- John Clare, selection of poems,
- Kevin Barry *City of Bohane* (2012)
- Imbolo Mbue, *How Beautiful We Were* (2021)

Key Secondary texts may include:

Fiskio, Janet, *Climate Change, Literature, and Environmental Justice: Poetics of Dissent and Repair* (Cambridge: Cambridge University Press, 2021)

Sen, Malcolm, *A History of Irish Literature and the Environment* (Cambridge: Cambridge University Press, 2022)

### Indicative Secondary:

*The list below will be supplemented with articles relevant to individual texts/themes.*

Bate, Jonathan. *The Song of the Earth*. (Cambridge, MA: Harvard University Press, 2000)

Buell, Lawrence. *The Environmental Imagination. Thoreau, Nature Writing, and the Formation of American Culture*. (Cambridge, MA: Harvard University Press, 1995)

Costanza, R. Graumhch, L and Steffen, W (eds) *Integrated History and Future of People on Earth* (Dahlem Workshop Report 96, MIT Press, Cambridge, 2006)

Coulter, Kimberly and Christof Mauch, *The Future of Environmental History, Needs and Opportunities* (Federal Ministry of Education and Research, 2011/3).

Johns-Putra, Adeline, *Climate and Literature* (Cambridge: Cambridge University Press, 2019)

Mazzeno, Laurence W., and Ronald D. Morrison, (eds) *Victorian Writers and the Environment: Ecocritical Perspectives*. Abingdon, UK: Routledge, 2017.

Mighetto, Catherine, Environmental History as Public History, *The Public Historian*, 26:1 (Winter, 2004), 9-20

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

Parkins, W. & Adkins, P., "Introduction: Victorian Ecology and the Anthropocene", *19: Interdisciplinary Studies in the Long Nineteenth Century* 26 (2018) 1- 15

Radkau, Joachim, *Nature and Power, A Global History of the Environment* (Cambridge: Cambridge University Press, 2008).

Weyerhaeuser, Charles A., *Something New Under the Sun: An Environmental History of the Twentieth-Century World* (New York: W.W. Norton & Company, 2001).