

HONG KONG BAPTIST UNIVERSITY
COURSE OUTLINE

1. COURSE TITLE

Climate Change Literature and Culture

2. COURSE CODE

HUMN2056

3. NO. OF UNITS

3 Units

4. OFFERING DEPARTMENT

Department of Humanities and Creative Writing

5. PREREQUISITES

N/A

6. MEDIUM OF INSTRUCTION

English

7. AIMS & OBJECTIVES

This course introduces students to literary and cultural texts that raise environmental awareness, drive climate action, and imagine alternative futures. Students will investigate themes of sea level rise, ocean garbage, overdevelopment, resources extraction, and urban waste at the intersection between environmental justice and social justice issues of race, migrant worker rights, Indigeneity, colonialism, and other minority livelihoods. Through a diverse range of fictional stories, films, artworks, and popular cultural texts, students will explore literary and cultural forms that go beyond realist conventions, including science fiction, magical realism, fantasy, apocalypse, eco-art, and Indigenous futurisms. The course will take students on an imaginative journey to a diverse range of geographical locations while keeping a focus on the environmental literature and socio-economic changes in Asia and Hong Kong. Students will gain an understanding of the unique capacity of the arts in engaging with the emotional, ecological, and aesthetic experiences of life under climate change. In particular, the course will engage students in experiential and service learning to cultivate reflective and participatory projects on doing environmental humanities.

8. COURSE CONTENT

Part I. Climate Change and Social Justice

1. Introduction to Hyperobjects
2. Slow Violence and the Art of Noticing
3. Climate Change and Race
4. Indigenous Knowledge

Part II. Climate Change and Asian Ecocriticism

6. Chinese Science Fiction in the Anthropocene (I)
7. Chinese Science Fiction in the Anthropocene (II)
8. Urban and Rural Ecologies of Hong Kong (I)
9. Urban and Rural Ecologies of Hong Kong (II)

Part III. Alternative Futures

10. Nature and Post-Nature
11. Monstrous Nature
12. Climate Change and Art
13. Queer Futures

9. COURSE INTENDED LEARNING OUTCOMES (CILOs)

CILO	By the end of the course, students should be able to:
CILO 1	Describe the function and relevance of storytelling and the arts in the context of climate change
CILO 2	Develop analytic skills that draw on theories in the environmental humanities to interpret fictional and cultural texts about climate change, including the aesthetic qualities of literary and cultural narratives
CILO 3	Express the uneven politics of climate change in relation to social issues of race, class, gender, species, and Indigenous knowledge
CILO 4	Cultivate critical and imaginative skills to apply climate change awareness into developing everyday, reflexive, and participatory actions and projects

10. TEACHING & LEARNING ACTIVITIES (TLAs)

CILO alignment	Type of TLA
1	Analyse and discuss contested knowledges within the cultural geographies of climate change, ecology, and multispecies landscapes
2	Do in-class and take-home assignments to analyse the forms, techniques, and themes of literary and cultural narratives in relation to the politics and discourses of climate change
3	Participate in reflective and collaborative projects required by the course that involve "doing environmental humanities" in the everyday
4	Complete research essays to develop the skills of scholarly writing and the ability for independent thinking in climate change literature and culture

11. ASSESSMENT METHODS (AMs)

Type of Assessment Methods	Weighting	CILOs to be addressed	Description of Assessment Tasks
Class Participation and Presentation	30 %	1,2,3	Class attendance and active participation in discussion; presentation on selected topics
Take-Home Assignment	30 %	1,2,3,4	Submit reflective journals on climate changetopics; the journal can include and combine fiction, nonfiction, poetry, photographs, film,drawings, sound trails, and other format
Research Paper	40 %	1,2,4	A research essay on a selected topic that tests students' ability to make arguments, support arguments with concrete examples, express the contemporary relevance of the arts in tackling climate change, raising environmental awareness, and building resilient futures

END