

Degree	Type	Year
3500084 English Studies: Linguistic, Literary and Sociocultural Perspectives	OT	1

Contact

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Teachers

David Owen

Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

- Predisposition and interest in reading literary texts in English
- Knowledge and previous readings of literature in English

Objectives and Contextualisation

How do we define the relation between human and nonhuman beings? What is our ethical responsibility towards nonhuman as well as human others? These questions might seem especially timely in our world today, but they have been posed in literary culture for centuries. The texts chosen in this subject will invite students to consider the environment not just as a "natural" space but also as a complex field where human and nonhuman interact. The subject offers a range of ecocritical approaches to the literary culture of the anglophone world, beginning with British Romanticism and continuing with North American literature from the 19th century to the present.

Upon completion of this subject, students will be able: to demonstrate very good understanding of literary texts in English and of the ethical and environmental questions that emerge from them; to generate literary criticism through weekly commentaries and two essays; and to use bibliographical resources related to the material studied.

Learning Outcomes

1. CA16 (Competence) Formulate research proposals that demonstrate how literary texts can be used as creative elements to tackle social and ecological challenges.
2. CA17 (Competence) Independently develop academic and professional proposals that apply the most suitable and innovative approaches to the study of eco-criticism in English literature.
3. KA17 (Knowledge) Define the relationship between the human and the non-human, as well as the ethical issues involved in this relationship, as represented in literary texts.
4. KA18 (Knowledge) Identify the various eco-critical and ethical approaches to English literature.
5. SA23 (Skill) Apply ecocriticism to the analysis and interpretation of literary texts of different genres.
6. SA24 (Skill) Analyse the relationship between the human and the non-human based on various literary proposals.
7. SA25 (Skill) Demonstrate how the environment is related to the intersection between class, ethnicity, gender, and national origin in the formation of social identities based on an eco-critical and ethical approach
8. SA26 (Skill) Write creative and critical texts based on a cultural exploration of the relationship between the human and the non-human.

Content

PART 1: "Green" Ecopoetics in British Romantic Literature (5 sessions, led by David Owen)

1. Technology versus Trees: The Conflict between The Enlightenment and Romanticism
2. Britain on the Cusp of Industrialisation & the Rise of Romanticism
3. William Blake and the Rejection of the Modern World
4. Samuel Taylor Coleridge and Mystical Nature
5. William Wordsworth and Nature Sublime

PART 2: "Blue" Ecopoetics in North American Literature (5 sessions, led by Nick Spengler)

6. American Romanticism and Modernity at Sea: Herman Melville's *Moby-Dick*
7. The Black Atlantic: Frederick Douglass's "The Heroic Slave"
8. The Self at the Water's Edge: Walt Whitman and Emily Dickinson
9. The Material Sea: Elizabeth Bishop and Derek Walcott
10. The Rising Sea: Jesmyn Ward's *Salvage the Bones*

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Attendance, Participation	30	1.2	KA17, KA18, SA23, SA24, SA25
Type: Supervised			
Oral Commentaries, Tutorials	5	0.2	CA16, CA17, KA17, KA18, SA23, SA24, SA25, SA26
Type: Autonomous			
Reading and Studying	55	2.2	KA17, KA18, SA23, SA24, SA25

This subject is based on the exchange of ideas between the teachers and students, as well as among the students themselves. This will necessitate a high level of preparation and active participation from everyone. Additionally, students will be expected to submit written commentaries in advance of each class and to defend and debate their ideas during class (oral commentaries).

In addition to mandatory attendance, it is assumed that students have thoroughly read both the primary and secondary materials. This course primarily focuses on literary culture, but it also requires a commitment to developing a theoretical and philosophical understanding of environmental ethics.

All information regarding primary and secondary readings will be published on the Virtual Campus.

Note: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

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Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Commentaries	20	5	0.2	CA16, CA17, KA17, KA18, SA23, SA24, SA25, SA26
Essay 1	40	15	0.6	CA16, CA17, KA17, KA18, SA23, SA24, SA25, SA26
Essay 2	40	15	0.6	CA16, CA17, KA17, KA18, SA23, SA24, SA25, SA26

1) CONTINUOUS ASSESSMENT

CONTINUOUS ASSESSMENT IS BASED ON:

1. Written and Oral Commentaries: students will be expected to submit a written commentary in advance of each session and to defend their ideas in class = 20%
2. Essay 1: students will choose one (or two) of their commentaries from the first five sessions to develop into a critical essay=40%
3. Essay 2: students will choose one (or two) of their commentaries from the final five sessions to develop into a critical essay=40%

PLEASE, NOTE:

- All the exercises are COMPULSORY
- The submission of any of the exercises invalidates the student to get a "Not assessed/Not submitted" course grade
- On carrying out each assessment activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

2) SINGLE ASSESSMENT

THE PROCEDURE FOR SINGLE ASSESSMENT IS BASED ON:

- 3 Evaluated items to be done in a single in-class exam:
- Item 1: Integrating critical sources into a literary commentary (30%)

- Item 2: Writing a critical essay (45%)
- Item 3: Oral Presentation (25%)

REASSESSMENT:

- Re-assessment for this subject requires a content-synthesis test for each module component.
- Component 3 is not eligible for re-assessment.
- The definitive grade awarded for a re-assessed item will be 5.

VERY IMPORTANT: Students must learn to respect the intellectual property of others, identifying any source they may use, and take responsibility for the originality and authenticity of the texts they produce.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

Irregularities refer, for instance, to copying in an exam, copying from sources without indicating authorship, or a misuse of AI such as presenting work as original that has been generated by an AI tool or programme. These evaluation activities will not be re-assessed.

Bibliography

Required Primary Reading:

(Students must acquire those texts marked with an asterisk (*). All others will be provided by the professors.)

William Blake, selected poetry

Samuel Taylor Coleridge, selected poetry

William Wordsworth, selected poetry

*Herman Melville, *Moby-Dick* (selections) (recommended edition: Oxford World's Classics)

Frederick Douglass, "The Heroic Slave"

Walt Whitman, selected poetry

Emily Dickinson, selected poetry

Elizabeth Bishop, selected poetry

Derek Walcott, selected poetry

*Jesmyn Ward, *Salvage the Bones* (recommended edition: Bloomsbury)

Secondary/Theoretical Reading:

Bennett, Jane. *Vibrant Matter: A Political Ecology of Things*. Duke University Press, 2010.

Breslin, Paul. *Nobody's Nation: Reading Derek Walcott*. University of Chicago Press, 2001.

Buell, Lawrence. *Writing for an Endangered World: Literature, Culture, and Environment in the U.S. and Beyond*. Harvard University Press, 2001.

Burke, Edmund. *A Philosophical Enquiry into the Origin of Our Ideas of the Sublime and Beautiful*. Edited with an Introduction and Notes by James T. Boulton. Routledge, 1958.

Cahill-Booth, Lara. "Walcott's sea and Caribbean geomythography". *Journal of Postcolonial Writing*, 49.3 (2013), 347-358.

Clark, Timothy. *The Cambridge Introduction to Literature and the Environment*. Cambridge University Press, 2011.

DeLoughrey, Elizabeth and George B. Handley, editors. *Postcolonial Ecologies: Literatures of the Environment*. Oxford University Press, 2011.

Derrida, Jacques. *The Animal That Therefore I Am*. Edited by Marie-Louise Mallet; Translated by David Wills. Fordham University Press, 2008.

Edwards, Justin D., et al., editors. *Dark Scenes from Damaged Earth: The Gothic Anthropocene*. University of Minnesota Press, 2022.

Ford, Mark. "Elizabeth Bishop at the Water's Edge". *Essays in Criticism*, 53.3 (2003), 235-261.

Gilroy, Paul. *The Black Atlantic: Modernity and Double Consciousness*. Harvard University Press, 1993.

Gilroy, Paul. "'Where Every Breeze Speaks of Courage and Liberty': Offshore Humanism and Marine Xenology, or, Racism and the Problem of Critique at Sea Level". *Antipode: A Radical Journal of Geography*, 50.1 (2018), 3-22.

Glissant, Édouard. *Poetics of Relation*. Translated by Betsy Wing. University of Michigan Press, 1997.

Glotfelty, Cheryll, and Harold Fromm, editors. *The Ecocriticism Reader: Landmarks in Literary Ecology*. University of Georgia Press, 1996.

Hutchings, Kevin. "Ecocriticism in British Romantic Studies". *Literature Compass* 4 (2007), 172-202.

Iovino, Serenella, and Serpil Oppermann, editors. *Material Ecocriticism*. Indiana University Press, 2014.

Jonik, Michael. *Herman Melville and the Politics of the Inhuman*. Cambridge University Press, 2018.

Liebermann, Yvonne, et al. *Nonhuman Agencies in the Twenty-First-Century Anglophone Novel*. Springer International Publishing, 2021.

McKisson, Kelly. "The Subsident Gulf: Refiguring Climate Change in Jesmyn Ward's *Bois Sauvage*". *American Literature*, 93.3 (2021), 473-496.

Morton, Timothy. *Dark Ecology: For a Logic of Future Coexistence*. Columbia University Press, 2016.

Morton, Timothy. "Here Comes Everything: The Promise of Object-Oriented Ontology". *Qui Parle*, 19.2 (2011), 163-190.

Morton, Timothy. "The Mesh." *Environmental Criticism for the Twenty-First Century*, edited by Stephanie LeMenager et al. Routledge, 2011.

Parham, John and Louise Westling, editors. *A Global History of Literature and the Environment*. Cambridge University Press, 2017.

Sharpe, Christina. *In the Wake: On Blackness and Being*. Duke UP, 2016.

Soper, Kate. "The Idea of Nature." *The Green Studies Reader: From Romanticism to Ecocriticism*, edited by Laurence Coupe. Routledge, 2000.

Spengler, Nicholas. "Of Squalls and Mutinies: Emergency Politics and Black Democracy in *Moby-Dick* and 'The Heroic Slave'". *Textual Practice*, 35.11 (2021), 1815-1834.

Weinstein, Josh A. "Humility, from the Ground Up: A Radical Approach to Literature and Ecology." *Interdisciplinary Studies in Literature and Environment*, 22.4 (2015), 759-77.

Software

N/A

Language list

Name	Group	Language	Semester	Turn
(TEm) Theory (master)	1	English	second semester	morning-mixed