

**THE EDUCATION UNIVERSITY OF HONG KONG**  
**Course Outline**

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**Part I**

<b>Programme Title</b>	: Bachelor of Education (Honours) (English Language)
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Literature and the Environment
<b>Course Code</b>	: LIT4060
<b>Department</b>	: Department of Literature and Cultural Studies (LCS)
<b>Credit Point</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: English
<b>Course Level</b>	: 4

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**Part II**

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

## 1. Course Synopsis

Nature has long been a source of inspiration for literary and creative work. In this course we will attempt to read through an ecocritical perspective to explore the following questions: What is the role of literature in the human relationship with our environment? How can literature, film and visual art help us to know (and ultimately act on) intangible environmental phenomena like climate change? This course will begin by exploring how we conceptualise “nature” and humans’ interconnectivity with it. We will examine how writers and artists use their work to draw attention to global environmental challenges. We will also consider how environmental issues intersect with those of colonialism, capitalism, race and gender. The course is intended to be global in its scope and also generically diverse, taking in fiction, poetry, creative nonfiction, visual art and film.

## 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub> Articulate a deeper understanding of the topics, debates and themes of environmental literature;
- CILO<sub>2</sub> Demonstrate an understanding of ecocriticism as literary theory and an ability to use it in analyzing relevant texts;
- CILO<sub>3</sub> Demonstrate an awareness of the strategies writers use to address environmental questions through both form and content;
- CILO<sub>4</sub> Explain how literature can suggest new ways to think about climate change alternative futures;
- CILO<sub>5</sub> Explain how environmental issues intersect with colonialism, capitalism, race and gender.

## 3. Course Intended Language Learning Outcomes (CILLOs)

*Upon completion of this course, students will be able to:*

- CILLO<sub>1</sub> Demonstrate competence in reading literature and theory; and
- CILLO<sub>2</sub> Write thoughtful literary analysis using appropriate terminology and theories, as well as short creative texts related to literature and the environment.

## 4. Content, CILOs, CILLOs and Teaching & Learning Activities

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
● Topics, themes and debates of environmental literature.	CILO <sub>1,3,4</sub> CILLO <sub>1,2</sub>	Lecture, seminar, group work, readings (literary texts and articles).
● Theories and perspectives of ecocriticism.	CILO <sub>2,4,5</sub> CILLO <sub>1,2</sub>	Lecture, seminar, group work, readings (articles).
● Intersections between environmental issues and	CILO <sub>1,2,4</sub>	Lecture, seminar, group work, readings (literary/cultural

colonialism, capitalism, race and gender.	<i>CILLO</i> <sub>1,2</sub>	texts and articles).
● Environmental literature as a means of addressing climate change.	<i>CILO</i> <sub>3,5</sub>	Lecture, seminar, group work, readings (literary texts and articles).

## 5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) Leading Discussion (in pairs/groups) Students will work in pairs or small groups of 3-4 to lead the discussion on the readings for a particular week. The discussion should last approximately 30 minutes and include interactive activities. Through leading discussion students must demonstrate a deeper and extended understanding of a particular text and the related issues.	20%	<i>CILO</i> <sub>1,2,3,4,5</sub> <i>CILLO</i> <sub>1,2</sub>
(b) Individual Short Writing Assignment (1,000 words) For this assignment, students may choose from the following: Choose from: <ul style="list-style-type: none"> <li>● “Found Object” Analysis: Choose one of the materials from the “Found Objects” Forum (blog, video, article, artwork, etchant analyse it in conversation with one of the quotes from the critical texts we have read (quotes will be provided).</li> <li>● Fieldwork Creative Writing: In the fashion of Thoreau, Carson, Leopold and Abbey, go out into nature and write about what you observe there and its effects upon you.</li> </ul>	30%	<i>CILO</i> <sub>1,2,3,4</sub> <i>CILLO</i> <sub>1,2</sub>
(c) Final Essay (1,800 words) Students will be required to write a final essay (1,800 words) for this course at the end of the semester. This will be a literary analysis paper on any of the texts included in the course. For this paper, students will be required to decide on a topic of their own, though suggested topics will be provided.	50%	<i>CILO</i> <sub>1,2,3,4,5</sub> <i>CILLO</i> <sub>1,2</sub> (etc.)

## 6. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☑ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 7. Required Text(s):

TBA

### Suggested Primary Texts:

- Poetry by John Clare and William Wordsworth
- Henry David Thoreau, *Walden*
- Edward Abbey, *Desert Solitaire*
- Rachel Carson, *Silent Spring*
- Aldo Leopold, *A Sand Country Almanac*
- Xubin, *Bison*
- Han Kang, *The Vegetarian*
- Zora Neale Hurston, *Their Eyes Were Watching God*
- Bessie Head, *When Rain Clouds Gather*
- Alexis Wright, *The Swan Book*
- Leslie Marmon Silko, *Ceremony* or selection from *Storyteller*
- Ogaga Ifowodo, *The Oil Lamp*
- Abdul Rahman Munif, *Cities of Salt*
- Arundhati Roy, *The Cost of Living*
- Kathy Jetñil-Kijiner, *Iep Jaltok: Poems from a Marshallese Daughter* (with accompanying YouTube videos)
- Craig Santos Perez, *from unincorporated territory*

## 8. Recommended Readings

Cronon, William. "Introduction: In Search of Nature" *Uncommon Ground: Rethinking the Human Place in Nature*. New York: W.W. Norton & Co, 1996, pp.1-6.

Ghosh, Amitav. *The Great Derangement: Climate Change and the Unthinkable*. , 2016. Print.

Hulme, Mike. "The Social Meanings of Climate" *Why We Disagree about Climate Change: Understanding Controversy, Inaction and Opportunity*. Cambridge University Press, 2015, pp. 1-34.

Merchant, Carolyn. "Nature as Female" *The Death of Nature: Women, Ecology, and the Scientific Revolution*. HarperOne, 2008, pp. 1-41.

Nixon, Rob. *Slow Violence and the Environmentalism of the Poor*. Cambridge, Mass: Harvard University Press, 2011. Print.

Purdy, Jedediah. "Anthropocene Fever" *Aeon*, 2015, pp. 1-9.

Williams, Raymond. *Keywords : a Vocabulary of Culture and Society*. New York: Oxford University Press, 1985.

Williams, Raymond. *The Country and the City*. New York: Oxford University Press, 1973. Print.

Wordsworth, William, and Samuel T. Coleridge. *Lyrical Ballads: With a Few Other Poems.* , 1798. Print.

Zizek, Slavoj. "Lessons from the 'Airpocalypse': On China's Smog Problem and the Ecological Crisis" *In These Times*, 2017. <https://inthesetimes.com/article/spaceship-earth-lessons-of-airpocalypse-slavoj-zizek-climate-ecology-smog>

## 9. Related Web Resources

The Association for the Study of Literature and Environment

<https://www.asle.org/>

EcoLit Books

<https://www.ecolitbooks.com/resources/literary-outlets-for-environmental-writing/>

Empirical Ecocriticism

<https://empiricalecocriticism.com/>

The European Association for the Study of Literature, Culture, and the Environment

<https://www.easlce.eu/>

Environmental Humanities Initiative

[http://ehc.english.ucsb.edu/?page\\_id=1266#ANCHORLINKNAME](http://ehc.english.ucsb.edu/?page_id=1266#ANCHORLINKNAME)

## 10. Related Journals

*ISLE: Interdisciplinary Studies in Literature and the Environment*

*Environmental Humanities*

*Resilience: A Journal of the Environmental Humanities*

*Green Letters*

*Ethics & the Environment*

*Energy & Environment*

## 11. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## 12. Others

Nil

14 August 2025