

Course Objectives:

The term 'Cli-fi' describes narratives found in fiction and film but also in all categories of human culture, that passionately explores or reimagines the accelerating realities of climate change as an existential crisis. Climate fiction predicted and bears witness to the ecological emergency affecting the planet and our collective future, and offers, in tandem with science, politics, spirituality, and ethics, new narratives for change, survival, grieving, and healing. The climate crisis is planetary: addressing this crisis means reading its signs in global stories and recognizing the immense contribution of often ignored cultures and groups, especially indigenous peoples and those from the Global South, who have been telling alternative stories of humans as part of nature for a long time. Cli-fi questions the nature of proof and belief, agency and action, hope and despair: it's a literature of stories that awakens and transforms us, alerts us to the broken ecologies we inhabit, and the new narratives we need to envision to create a future, a place where fiction becomes truth, in the Anthropocene.

The key goal of the course is to spark awareness of the ways that our own life narratives are a form of climate fiction. The course uses narratives from American and British Literature. The course is meant to elicit curiosity, creativity, and change, and ideas for collective action as we see how to re-frame narratives and create new ones.

Course Outcomes:

CO- 1: Examine climate justice issues and examine links between climate change and other global challenges (such as conflict, migration, inequality, and isolationism) and the ways in which these challenges are communicated to diverse audiences.

CO- 2: Varying themes, positions, and perspectives of climate fiction. To examine possibilities of climate change in the near future, as presented in speculative fiction.

CO- 3: Theorizing human/non-human relations in the Anthropocene and comprehend the relationship of ecocriticism to feminist studies

CO- 4: Analyze and critique ethical arguments related to global environmental moral and psychological issues.

CO- 5: Engage in interdisciplinary learning through processes of critical analysis, careful examination and deliberate description.

Activities/Content with direct bearing on employability /entrepreneurship/skill development (based on NAAC Criteria):

The learner can form a clear understanding of the concepts and ideas regarding the socially and culturally relevant area of thought that is being explored in the course, enabling the learner to build a career as an Assistant Professor or content writer in the respective field. Enables the learner to pursue a career in climate change management, adaptation and mitigation. Additionally, will be suited to careers in related areas, such as environmental education and consultancy or conservation.

Year of Introduction: 2022

Syllabus:

Unit 1

Climate Change and Apocalyptic Discourse

Lepucki, Edan. *California*. Little, Brown and Company,2014. Print

Unit 2

Motherhood as a site of Climate Action

Offill , Jenny .*Weather* ,Knopf Publishing Group,2020.Print.

Unit 3

Anticipating Future and Self preservation

Erdrich, Louise. *Future Home of the Living God* . Harper,2017. Print

Unit 4

Environmental migrants and displacement

Montag, Cassandra. *After the Flood*. William Morrow, 2019. Print

Unit 5

Flooded Futures: The Representation of the Anthropocene

Hunter, Megan. *The End We Start From*. Picador, 2017. Print.

Recommended Reading:

1. Maslin, Mark. *Climate Change: A Very Short Introduction, Third Edition*. Oxford: Oxford UP, 2014. ISBN: 9780198719045
2. Chaudhuri, Rajat. *The Butterfly Effect*. Niyogi Books, 2018. Print
3. Sarah Miller, "Heaven or High Water," *Popula* (April 2, 2019). <<https://popula.com/2019/04/02/heaven-or-high-water/>>
4. Paul Crutzen, et al., "Geology of Mankind," *Nature* 415 (January 3, 2002), 23.
5. Kate Marshall, "What Are the Novels of the Anthropocene? American Fiction in Geologic Time," *American Literary History* 27:3 (Fall 2015), 523-528.
6. Booth, Naomi. *Sealed*.
7. Clare Morrall, Clare. *When The Floods Came*.
8. Watkins, Claire Vaye. *Gold Fame Citrus*. New York: Riverhead Books, 2015. Print.

Evaluation Scheme:

Internal

Seminar I – 25 marks

Seminar II – 25 marks

External

Project – 50 marks
