lgerm2726
2017

Gender and Sustainability in Utopian/ Dystopian Literatures in English

5 credits	15.0 h	Q2

Teacher(s)	Bragard Véronique ;
Language :	English
Place of the course	Louvain-la-Neuve
Main themes	This course offers a survey of contemporary literatures in English through the analysis of several representative works from distinct geographical/cultural areas. This course also includes the showing and discussion of adaptations for film and/or television.
Aims	1 - Students will be expected to show their ability to relate texts that illustrate one or more literary currents to the historical and literary contexts explored in the course. - They will have to produce an analysis that demonstrates their familiarity with the issues raised by the course, and with the poetics through which those issues are expressed. - The module is also indirectly meant to increase the students' lexical skills. Their analyses will therefore have to reflect a command of the English language that corresponds to their level (Masters), as well as a good grasp of the various cultural concepts discussed in the course. - - - - *The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".*
Evaluation methods	Group assignment, oral presentation, written exam.
Teaching methods	Ex-cathedra class. Interactive modules. Students are expected to do the required readings beforehand so as to be able to participate actively in classroom discussions.
Content	'Although not everything we imagine may be achievable, what is never imagined cannot be achieved' (Bill Ashroft) This course analyzes a number of key dystopian and utopian texts to raise gender-related and sustainability issues and consider how gender roles and practices can contribute to sustainability in a posthuman world of climate change (Jeff Hearne 2014). Utopian thought has often been associated with naïve or static totalitarian models. However, while dystopian texts and films/series expose a new kind of political literature, which examines the dangerous possibilities inherent in the utopian project, other creative texts provide one with inspiring alternatives. Through the comparative study of several utopian, dystopian, and ecotopian literary texts (including the works of Gilman, Huxley, Orwell, Ishiguro, Butler, Atwood, Waldman), we consider visions of better worlds in the way they emerge as frightening warnings or prioritize alternative modes for the future. The course has a chronological organization. We begin with Thomas More and conclude with the series Black Mirror. Utopian thought is a crucial means of understanding the past, the anthropocene, and our transcultural future as regards questions of gender, social, cultural and political organization. Starting with definitions of sustainability and gender studies, this course considers the ways in which the contemporary and the posthuman can be explored in an imagined ustopian future that addresses the major components of human-nature relations, ways of life and social structures suggested by these literary texts. Through guided in-class and online discussion, readings and researched writing, and group assignments, students will attempt to imagine their own viable utopias.
Other infos	Teaching material : Secondary literature linked to the topic of the course. Reading of the selected literary works and of scholarly articles. Coursebook available at DUC.
Faculty or entity in charge	LMOD

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Aims
Master [120] in Modern Languages and Literatures : General	ROGE2M	5		🔍
Master [60] in Modern Languages and Literatures : General	ROGE2M1	5		🔍
	LITT9CE	5		🔍
Master [60] in Modern Languages and Literatures : German, Dutch and English	GERM2M1	5		🔍
Advanced Master in Gender Studies	GENR2MC	5		🔍
Master [120] in Modern Languages and Literatures : German	GERM2M	5		🔍