

1. Record Nr.	UNINA9910484922903321
Autore	Bartosch Roman
Titolo	Literature, Pedagogy, and Climate Change : Text Models for a Transcultural Ecology // by Roman Bartosch
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Palgrave Macmillan, , 2019
ISBN	3-030-33300-0
Edizione	[1st ed. 2019.]
Descrizione fisica	1 online resource (185 pages) : illustrations
Collana	Literatures, Cultures, and the Environment
Disciplina	809.9336
Soggetti	Literature - Philosophy Literature Communication in the environmental sciences Environmental education Environment Literary Theory World Literature Environmental Communication Environmental and Sustainability Education Environmental Sciences
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	1. Anthropocene F(r)ictions: Transcultural Ecology and the Scaling of Perspectives -- 2. Towards Transcultural Competence: Scaling / World / Literature -- 3. Affirmative Paradiscourse and the Petroleum Unconscious: The Share of the Reader in the Energy of Stories -- 4. Doubling the World: Dark Cosmopolitanism and the Creative Potentials of Autrediegesis -- 5. Beyond Declension: Numinous Materialities and Transformative Education -- 6. Framing Framing: Aliens, Animals, and Anthropological Différance across Media -- 7. Scaling Transcultural Ecology: Balance on the Edge of Extinction.
Sommario/riassunto	Literature, Pedagogy, and Climate Change: Text Models for a Transcultural Ecology asks two questions: How do we read (in) the Anthropocene? And what can reading teach us? To answer these

questions, the book develops a concept of transcultural ecology that understands fiction and interpretation as text models that help address the various and incommensurable scales inherent to climate change. Focussing on text composition, reception, storyworlds, and narrative framing in world literature and elsewhere, each chapter elaborates on central educational objectives through the close reading of texts by Chimamanda Ngozi Adichie, Teju Cole and J.M. Coetzee as well as films, picture books and new digital media and their aesthetic affordances. At the end of each chapter, these objectives are summarised in sections on the 'general implications for studying and teaching' (GIST) and together offer a new concept of transcultural competence in conversation with current debates in literature pedagogy and educational philosophy.
