

SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: **Anthropocene, indigenous knowledges and alternative approaches to the past**
2. Course code:
3. Course type (compulsory or optional): **optional**
4. Study programme name: **History**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **1st circle – BA level**
6. Educational profile: **general academic profile**
7. Year of studies (if relevant): **1-3**
8. Type of classes and number of contact hours: **30 hours**
9. Number of ECTS credits: **2 ECTS**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff:
MA Taynna Mendonça Marino <taynna.marino@amu.edu.pl>
11. Language of classes: **English**
12. Online learning – yes (partly – online / fully – online) / no: **no**

II. Detailed information

1. Course aim (aims):

A1 – introducing students to various decolonial and postcolonial theories related to modernity, colonialism, capitalism and climate change.

A2 – analysis of the emerging approaches and methods in the contemporary historical thinking in relation to Anthropocene debate

A3 – encouraging students to critically reflect on the problem of Eurocentrism and anthropocentrism through an analysis of decolonial and postcolonial theories.

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant):

English language skills; scholarly interest in theory of history with special focus on decolonial and postcolonial theories, climate change, indigenous history and indigenous ways of knowing, non-anthropocentric and non-eurocentric approaches to the past.

3. Course learning outcomes (EU) in terms of knowledge, skills and social competences and their reference to study programme learning outcomes (EK):

Course learning outcome symbol (EU)	On successful completion of this course, a student will be able to:	Reference to study programme learning outcomes (EK)
01	Understand the relation between the concepts of modernity, colonialism, coloniality, capitalism, postcolonialism, decolonial thinking, and historical thinking	K_W02, K_K02
02	Understand the overall contours of modern Western historiography and compare different forms of postcolonial and decolonial criticism to contemporary historical thinking	K_W01, K_W10
03	Identify and describe the interdependency between various types of postcolonial and decolonial theories and their relation to indigenous knowledges to respond to colonialism and coloniality	K_W02, K_K02
04	Acquaint with knowledge about the Anthropocene in postcolonial and decolonial theories in their relation to historical thinking	K_W06, K_W14
05	Understand the problems stemming from the relation between modern historical thinking, colonialism, capitalism, and climate change	K_W02, K_W06
06	Understand the historian's role in building a vision of the past that goes beyond ethnocentrism, anthropocentrism and other forms of cultural, socio-political, epistemic and environmental injustices	K_K01

07	understand postcolonial and decolonial theories as critical perspectives of historical knowledge, and recognize the importance of the anti-colonial stance as a theoretical possibility to resist eurocentrism and anthropocentrism	K_W01, K_W06, K_W11, K_W12
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4. Learning content with reference to course learning outcomes (EU)

Course learning content:	Course learning outcome symbol (EU)
1. Decolonial and postcolonial theories in the context of the ongoing debates on the epistemological and ethical-political limits of modern historical thinking	_01
2. Theoretical roots of decolonial and critical historical thinking: South-Asian and Latin-American theories	_02
3. The imbrications between colonialism, subalternity, and modern historical thinking in postcolonial and decolonial theories	_06
4. Anthropocene and the challenges to 21 st century historical thinking through postcolonial and decolonial lenses	_04
5. Cultural essentialism versus theoretical universalism: critical approaches to the postcolonial and decolonial interpretations of historical thinking	_05
6. Indigenous and Western knowledges: complementary approach	03
7. Decolonizing the Anthropocene: resistant historical thinking grounded in anti-colonial frameworks	_07

5. Reading list:

- Baldwin, Andrew. 2017. Postcolonial Futures: Climate, Race, and the Yet-to-Come. *Interdisciplinary Studies in Literature and Environment* 24: 292–305.
- Banerjee, Milinda. 2021. Decolonize Intellectual History! An Agenda for the Capitalocene. *Journal of the History of Ideas Blog*, May 19, 2021.
- Chakrabarty, Dipesh. 2009. The climate of History: Four Theses. *Critical Inquiry* 35(2): 197–222.
- Haraway, Donna. 2016. *Staying with the Trouble: Making Kin in the Chthulucene*. Durham: Duke University Press.
- Kumar, Malreddy Pavan. 2011. (An)other Way of Being Human: 'indigenous' alternative(s) to postcolonial humanism. *Third World Quarterly* 32(9): 1557-1572.
- Latour, Bruno. 1993. *We have never been modern*. Cambridge: Harvard University Press.
- Malm, Andreas and Hornborg, Alf. 2014. The geology of mankind? A critique of the Anthropocene narrative. *The Anthropocene Review* 1(1): 62–69.
- Schultz, Karsten A. 2017. Decolonising the Anthropocene: The Mytho-Politics of Human Mastery. *E-International Relations*: 1-10.
- Todd, Zoe. 2015. Indigenizing the Anthropocene. In H. Davis and Turpin, E. (eds) *Art in the Anthropocene*. Open Humanities Press: 241–254.
- Tsing, Anna. et al. (eds) 2017. *The Arts of Living on a Damaged Planet*. University of Minnesota Press.
- Whyte, Kyle. 2017. Indigenous Climate Change Studies: Indigenizing Futures, Decolonizing the Anthropocene. *English Language Notes* 55(1): 153–162.

Obs: Readings will be distributed to students in .pdf format for free.

III. Additional information

- Teaching and learning methods and activities to enable students to achieve the intended course learning outcomes (please indicate the appropriate methods and activities with a tick and/or suggest different methods)

Teaching and learning methods and activities	X
Lecture with a multimedia presentation	X
Interactive lecture	X

Problem – based lecture	X
Discussions	X
Text-based work	X
Case study work	X
Problem-based learning	X
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	
Experiential work	
Laboratory work	
Scientific inquiry method	X
Workshop method	
Project work	
Demonstration and observation	
Sound and/or video demonstration	
Creative methods (eg. brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	
Group work	
Other (please specify) -	
...	

2. Assessment methods to test if learning outcomes have been achieved (please indicate with a tick the appropriate methods for each LO and/or suggest different methods)

Assessment methods	Course learning outcome symbol					
	Gee p 01	Gep p 02	Gep p 03	Gep p 04	Gep p 05	Gep p 06
Written exam						
Oral exam	X	X	X	X	X	X
Open book exam						
Written test						
Oral test						
Multiple choice test						
Project						
Essay						
Report						
Individual presentation	X	X	X	X	X	X
Practical exam (performance observation)						
Portfolio						
Other (please specify) -						
...						

5. Student workload and ECTS credits

Activity types		Mean number of hours spent on each activity type
Contact hours with the teacher as specified in the study programme		30
Independent	Preparation for classes	5
	Reading for classes	15

Essay / report / presentation / demonstration preparation, etc.	5
Project preparation	
Term paper preparation	
Exam preparation	5
Other (please specify) -	
...	
Total hours	60
Total ECTS credits for the course	2

* please indicate the appropriate activity types and/or suggest different activities

4. Assessment criteria in accordance with AMU in Poznan's grading system:

Very good (bdb; 5,0):

very good knowledge of the issues discussed during classes confirmed by the oral test; excellent knowledge of the discussed literature (readings); constant activity during classes, perfect presentation and outstanding term paper

Good plus (+db; 4,5):

As above, with slight shortcomings in the scope of knowledge checked during the oral test and in the scope of presentation and term paper

Good (db; 4,0):

good knowledge of the issues discussed during classes confirmed by the oral test; satisfactory knowledge of readings; unsystematic activity in the classroom, good presentation and good term paper

Satisfactory plus (+dst; 3,5):

satisfactory knowledge of the issues discussed during classes; average knowledge of readings; average activity during classes, average presentation and term paper

Satisfactory (dst; 3,0):

selective knowledge of the main issues discussed during classes, deficiencies in knowledge obtained from the readings; poor activity during exercises, average presentation and term paper

Unsatisfactory (ndst; 2,0):

unsatisfactory knowledge of issues discussed during classes; no knowledge of readings; lack of activity during classes, failed presentations and unsatisfactory term paper