

## Context and Nuance. A Critical Reflection on Current Topics (A005503)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 6.0**

**Study time 180 h**

**Course offerings and teaching methods in academic year 2023-2024**

A (semester 1)

Dutch

Gent

lecture

**Lecturers in academic year 2023-2024**

Craps, Stef

LW07

lecturer-in-charge

**Offered in the following programmes in 2023-2024**

**crdts**

**offering**

Bachelor of Arts in Archaeology

6

A

Bachelor of Arts in History

6

A

Bachelor of Science in Business Administration

6

A

Bachelor of Science in Business Economics

6

A

Bachelor of Science in Public Administration and Management

6

A

Master of Science in Electrical Engineering (main subject Communication and Information Technology )

6

A

Master of Science in Electromechanical Engineering(main subject Control Engineering and Automation)

6

A

Master of Science in Electromechanical Engineering(main subject Electrical Power Engineering)

6

A

Master of Science in Electrical Engineering (main subject Electronic Circuits and Systems)

6

A

Master of Science in Electromechanical Engineering(main subject Maritime Engineering)

6

A

Master of Science in Electromechanical Engineering(main subject Mechanical Construction)

6

A

Master of Science in Electromechanical Engineering(main subject Mechanical Energy Engineering)

6

A

Master of Science in Biomedical Sciences

6

A

Master of Arts in Art History, Musicology and Theatre Studies

6

A

Master of Science in Chemical Engineering

6

A

Master of Science in Chemical Engineering

6

A

Master of Science in Civil Engineering

6

A

Master of Science in Civil Engineering

6

A

Master of Science in Complementary Studies in Economics

6

A

Master of Science in Engineering Physics

6

A

Master of Science in Engineering Physics

6

A

Master of Science in Fire Safety Engineering

6

A

Master of Science in Materials Engineering

6

A

Master of Science in Sustainable Materials Engineering

6

A

Micro-credential Environmental Humanities

6

A

Ghent University Elective Courses

6

A

Ghent University Elective Courses

6

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Ghent University Elective Courses

6

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Ghent University Elective Courses

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Ghent University Elective Courses

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Ghent University Elective Courses

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Ghent University Elective Courses

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Ghent University Elective Courses

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Ghent University Elective Courses

6

A

## Teaching languages

Dutch

## Keywords

Humanities, environmental humanities, critical thinking, current issues, climate, climate change

## Position of the course

This course is a general education course that aims to introduce students to different disciplines, perspectives, and concepts from the humanities through a specific theme that changes every one or two years. Every week different instructors from the faculty of Arts and Philosophy approach the central theme through the lens of their own discipline.

## Contents

A current social theme will be explored using insights from the humanities. In the 2023-2024 academic year, we will address the theme "Climate Issues."

Climate change is traditionally regarded as a scientific, economic, and technological issue first and foremost. Recently, however, there has been a growing awareness that the humanities also have an important role to play in the climate debate. Philosophy, for example, can help develop moral frameworks for addressing climate change and explore the fundamental values and assumptions underlying our understanding of and dealings with the natural world. History and archaeology, in turn, give us insight into how past societies adapted to changes in climate and shaped their environment. Linguistics, for its part, helps us understand how language use and framing can impact awareness around climate change and the effectiveness of communication on this topic, while literary studies, art history, and theatre studies provide us with insight into the human imagination of climate change through the analysis of artistic and creative forms of expression from different times and cultures.

The lectures will introduce students to a broad spectrum of humanities approaches to climate change. Every week, one or more experts from a different discipline will shine their light on the topic. Each time, a general reflection on the contribution a particular humanities discipline can make to a better understanding of and/or effective approach to climate change will be combined with one or more case studies demonstrating that added value.

For more information, see [www.ugent.be/lw/contextennuance](http://www.ugent.be/lw/contextennuance).

## Initial competences

## Final competences

- 1 Having the ability to approach social issues and views critically and from an interdisciplinary perspective.
- 2 Having the ability to contextualize and interpret research results from the humanities within a societal frame of reference.
- 3 Having the ability to reflect on the stratification of cultural phenomena, both in terms of interculturality and in terms of continuity and change in a long-term perspective.
- 4 Having a basic knowledge of the diversity of disciplines within the humanities.
- 5 Having insight into the theoretical models used within the humanities.

## Conditions for credit contract

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

## Conditions for exam contract

This course unit cannot be taken via an exam contract

## Teaching methods

Lecture

## Extra information on the teaching methods

The introductory lecture will explain the year's theme and discuss in general terms the contribution to the climate debate of the environmental humanities, an interdisciplinary area of enquiry that focuses on the study of the cultural, philosophical, and historical dimensions of human interactions with the natural environment and the ways in which these shape our understanding of the world around us and our ability to respond to contemporary ecological challenges. Each of the following lectures will be taught by one or more experts from a different discipline. Every lecture will require preparation by the students, e.g. reading a literary or

academic text, watching a film (excerpt), listening to a podcast, attending a theatre show, or visiting an exhibition. In addition to this general preparation, students will be assigned to small interdisciplinary groups at the beginning of the semester, which each in turn will be charged with preparing three discussion questions for a particular class. These discussion questions will be shared with the other students in advance via the Ufora learning platform and serve as a starting point for debate and interaction during the lectures.

#### **Learning materials and price**

Craig Santos Perez, *Habitat Threshold* (Omnidawn, 2020). Available from Standaard Boekhandel (Kouter 31).

All other preparatory materials will be made available in digital form via Ufora by the start of the semester.

#### **References**

#### **Course content-related study coaching**

Interactive teaching in the classroom, office hours.

#### **Assessment moments**

end-of-term and continuous assessment

#### **Examination methods in case of periodic assessment during the first examination period**

Written assessment with open-ended questions

#### **Examination methods in case of periodic assessment during the second examination period**

Written assessment with open-ended questions

#### **Examination methods in case of permanent assessment**

Assignment

#### **Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible

#### **Extra information on the examination methods**

Assignment: students write a report as a group in which they list their discussion questions and provide insight into how they came about. They also come up with possible answers to these questions, drawing on their own educational background as well as on insights gained during the lectures.

#### **Calculation of the examination mark**

Exam: 80%

Report: 20%

If students do not participate in both components of the evaluation, they cannot pass the course, and the final mark, if higher than 7/20, will be lowered to the highest non-deliberable mark (7/20).

If it is determined that there are significant differences in the extent to which students from the same group contributed to the writing of the report, the grading for this component may differ for each student.

#### **Facilities for Working Students**

Distance learning and independent study are not possible for this course as lecture attendance and participation are required.