



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title		Code
POSTHUMAN TURN: EXPERIENTIAL / RESEARCH PROJECT		
Academic staff		Core academic unit(s)
Coordinator: assoc. prof. dr. Ieva Steponavičiūtė-Aleksiejūnienė Other(s): assoc. prof. dr. Atėnė Mendelytė, PhD student Mikael Schultz Rasmussen, PhD student Radvilė Musteikytė		VU Faculty of Philology
Study cycle		Type of the course unit
Master		Optional
Mode of delivery	Semester or period when it is delivered	Language of instruction
Lectures, seminars, tutorials, individual work	Spring	English
Requisites		
Prerequisites: none	Co-requisites (if relevant): you must concurrently enrol in the core course POSTHUMAN TURN IN NBS REGION'S LITERATURE AND FILM	

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	112	16	96

Goals of the course
<p>This course is designed to provide students with the opportunity to deepen the knowledge obtained through the core course and with tools needed to independently explore literature, film, and other media that relate to the post-anthropocentric turn. Through a blend of theoretical study and experiential or research projects, the course invites students to critically reflect on the idea of human exceptionalism and creatively explore new ways of understanding the relationships between human and nonhuman entities and assemblages in different sorts of constellations. By encouraging active participation and personal engagement, it offers a space for students to contribute to ongoing conversations about our place in a more interconnected and shared world. NB. A more specific version of the course content and assignments is available on the VU Teams / Moodle platform.</p> <p>General skills: <i>Analytical, critical and creative thinking:</i> to critically evaluate, systematize and process information from various sources; to improve existing and generate new ideas. <i>Problem-solving, social and communicative skills:</i> to identify relevant problems to be solved, to discuss alternative choices; to offer and apply problem-solving solutions; to make informed decisions, based on facts and experience; to engage in constructive teamwork. <i>Academic and professional ethics:</i> understand and respect ethical requirements; to comply with the principles of responsibility and integrity; to engage in dialogue and seek mutual understanding.</p> <p>Subject-related skills:</p>

Knowledge about and application of the theories and methods of the field; ability to formulate a research question or creative idea and to communicate research findings to different audiences.

Learning outcomes	Study methods	Assessment methods
<p>Students will be able to analyse and interpret literature, film, and other media through the lens of the post-anthropocentric and posthuman turn, demonstrating an understanding of key theories and concepts. Students will develop the ability to critically and creatively respond to issues surrounding human-nonhuman relationships, contributing original ideas and perspectives to debates about the interconnectedness of humans, nonhumans, and the environment. Students will be stimulated to engage personally and deeply with contemporary issues such as the climate crisis.</p>	<p>Readings (about 100 pages, mainly related to the project work); group discussions; peer to peer evaluation; independent work.</p>	<p>Chosen written assignment.</p>

Topics	Lectures	Tutorials	Seminars	Total	Self-study	Assignments
<p>1. Presentation of the course and possible forms of projects.</p>	2			2		
<p>2. Brainstorm for project ideas. Students are invited to share their ideas about possible objects of research or experience-based creative projects. Discussion can include proposals for inspiration suggested by teachers.</p>			2	2	2	<p>Familiarising oneself with examples from literary and media studies relating to the course.</p> <p>Studying methods and examples of creative experiential projects.</p>
<p>3. Guiding principals of experiential report.</p>	2			2	4	<p>Group work (incl. task-sharing and internal peer-reviews) or individual work on the project.</p>
<p>4. Out-of-classroom experience: visiting a course-related cultural event, meeting with stakeholders in the field, doing activism, etc.</p>	2		2	4	6	<p>Possible experiential projects:</p>

5. Developing of the chosen project. Presentation of the project						<ul style="list-style-type: none"> • a piece of creative writing (a short story, a play or textual intervention) •an interactive video <p>followed by a personal reflection on the created product with respect to the theory studied during the core course and out-of-classroom experience.</p> <p>Possible research projects: In depth-analysis of a selected work of fiction or creative media, followed by a reflection of its relevance to the contemporary situation.</p>
		8	2	6	84	
	Total:	6	8	6	16	96
Assessment strategy	Weight %	Deadline			Assessment criteria	
<p>You may choose one of the proposed assignments:</p> <p>Group or individual research paper An individual experiential project and report</p>		The end of the exam session			<p>Depth of reflection, critical analysis, relevance of examples, and connection to theoretical frameworks.</p> <p>Originality and creativity, as well as depth of reflection in one's engagement with post-anthropocentric themes, artistic cohesiveness, and integration of course theories with artistic expression.</p>	

Readings (Literature is self-selected or based on the core course reading list)