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Debra J. Rosenthal, ed. *Teaching the Literature of Climate Change* (New York: The Modern Language Association of America, 2024), 334 pp.

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Climate change is a global concern that threatens the human and non-human community and the natural world. The injustices it generates infringe on the right to basic necessities and breach civil liberties. The human action that has induced the climate emergency is responsible for achieving a climate-positive world. To that end, education is crucial to climate redress and mitigation. The COP26 in Glasgow pledged to require climate change education at all levels of instruction. This global curricular innovation seeks to grant students the scientific knowledge to understand and tackle the crisis, as well as tools to manage ecoanxiety. The multiple stakes the emergency poses make it an interdisciplinary field of inquiry and action, in which the humanities constitute an effective route to reach the objective. Specifically, the study of literature exposes students to the scientific crisis, moral catastrophe, and climate injustices. The solution is a human one, and literature functions as a projection of what has happened and what can be done.

Debra J. Rosenthal's *Teaching the Literature of Climate Change* responds to the urgency of designing a climate change curriculum, a complex task that challenges instructors. Published under the rubric of the Modern Language Association's *Options for Teaching* series, Rosenthal's edited collection is an invaluable contribution to the vibrant field of eco-pedagogy. To secure a place for the literature classroom in the study of climate change, Rosenthal offers her book as "a forum where instructors can learn from one another about the best pedagogical strategies for both in-person and remote teaching as well as a resource for instructors eager to develop such courses for the students" (2-3). As Sarah Jaquette Ray acknowledges in her afterword, Rosenthal's focus on the literature classroom heightens the academic scrutiny necessary to identify the best course of action to confront a personal, local, and global dilemma.

The editor's introduction and the afterword frame the volume's thirty-three equally cogent essays, grouped into six parts. Environmental justice, weird fiction, games, the coming-of-age genre, and first-year seminars are among the concepts and strategies presented in the eight chapters contained in Part I: "Principles." Geography links the six essays in Part II: "Locations." These essays propose models of courses that focus on island nation literature's engagement with climate issues, while the

other chapters address the inclusion of texts from the Arctic, Finland, and the local campus environment in the United States. In Part III: “Texts,” instructors share their experience teaching specific single-author works, including Barbara Kingsolver’s *Flight Behavior* (2012), Margaret Atwood’s *Oryx and Crake* (2003), and *The Year of the Flood* (2009), selections from contemporary United States climate fiction, Elizabeth Kolbert’s *Field Notes from a Catastrophe* (2006), and Virginia Woolf’s *Orlando* (1928). Part IV: “Courses and Interdisciplinarity” provides examples of the interdisciplinary literature classroom and strategies for instructors engaged in team teaching across disciplines. Part V: “Assignments” identifies pedagogical innovations that enrich the learning experience. Podcasts, information literacy assignments, keywords, and Representative Concentration Pathways offer instructors methods to diversify their approach to climate change. The volume concludes with five essays that deal with the emotional toll of climate change and advance strategies to convert students’ emotions and thoughts into action. These section topics are helpful because they confirm that literary studies offer multiple approaches to engage students in the complexity of the climate emergency. However, the pedagogical focus of the volume also makes these categories flexible, such that some chapters could easily be included amongst other issues in the collection.

A clear commitment to inclusion stands out among the engaging aspects of *Teaching the Literature of Climate Change*. Thus far, Anglophone fiction has dominated the cli-fi canon, and many chapters overlap in their inclusion of the previously mentioned works by Margaret Atwood and Barbara Kingsolver, Octavia Butler’s *Parable of the Sower* (1993), Cormac McCarthy’s *The Road* (2006), Ian McEwan’s *Solar* (2010), and works by Paolo Bacigalupi. In response, several chapters work to expand the canon to include texts from cli-fi in languages other than English, thereby widening the geographical scope to the Caribbean, the Global South, the Arctic, and beyond. Collectively, the volume puts together a diverse reading list that exhibits the attraction of climate change literature and its ability to guide students in complex literary critique. This variety allows instructors to open up the scope of their teaching and show their students the geographical reach of climate change. The academic readership will also extract theoretical frameworks for their teaching from the contributors’ lists of secondary sources in which the critical proposals of Amitav Ghosh, Simon L. Lewis and Mark A. Maslin, Timothy Morton, Rob Nixon, and David Wallace-Wells stand out.

The contributors’ backgrounds and their academic affiliations further enhance the volume’s diversity. Educators from different institutional settings and parts of the world share their personal experiences teaching novels, short stories, drama, poetry, and nonfiction that enable students to grasp the causes and consequences of climate change and how they can contribute to potential solutions. Yet the volume also offers specialists from other disciplines eager to incorporate literary sources in their climate change teaching much material of interest to consider. While the target audience is university faculty, the chapters consider different student populations, including those enrolled in community colleges and polytechnic universities and participants

in prison education programs. The assembly of the collection coincided with the COVID-19 lockdown and the shift to online teaching, a context that inevitably forced instructors and chapter writers to make pedagogical adjustments to their teaching, thus adding another layer of orientation to potential readers. The volume's consideration of climate fiction in first-year seminars and team teaching shared by STEM and literature courses enriches its pedagogical focus.

Teaching the Literature of Climate Change is an indispensable sourcebook for instructors and a valuable companion for anyone seeking to comprehend the climate emergency. The volume is an impressive contribution to the ever-expanding bibliography on climate change, and its editor deserves applause for turning a complex enterprise into a polished final product. It is an excellent reference for instructors who want to engage their students with climate literature and the climate change debate in general.