

HENNEBACH PROGRAM

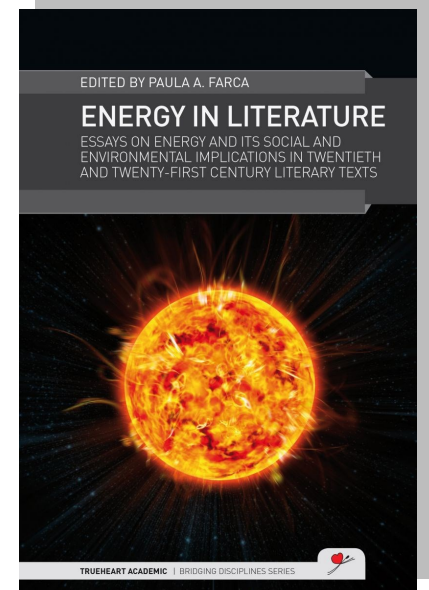
in the Humanities

Energy in Literature:

Essays on Energy and Its Social and Environmental Implications in Twentieth and Twenty-First Century Literary Texts

Paula Anca Farca is a Teaching Associate Professor in the Division of Liberal Arts and International Studies at Colorado School of Mines, where she teaches literature, writing, and academic publishing. Her main research focuses on contemporary, postcolonial, and Indigenous literature. Along with numerous published critical essays and book chapters, Paula has published *Identity in Place: Contemporary Indigenous Fiction by Women Writers in the United States, Canada, Australia, and New Zealand* (2011), co-authored a textbook, *A Student's Guide to Nature and Human Values* (2010 and 2012), and coedited *Speculations: An Anthology for Reading, Writing, and Research* (2006).

Teaching Professor Toni Lefton contributed three poems to the book: "Winter Tulip," "Top Kill," and "Make Believe" and Teaching Associate Professor Sarah Hitt wrote a chapter entitled "Mining in Contemporary Indigenous Literature."



Thursday April 14th, 2016, 5 pm

Marquez Hall 126

How are sources of energy presented in modern and contemporary literary texts? *Energy in Literature* shows the connections in twentieth and twenty-first century literary texts between energy, society, and environment. The edited volume includes a substantial introduction, poems on energy, eighteen critical essays from international contributors, and a photo essay. The book explores how authors of recent world literature present energy sources ranging from coal and oil to solar, wind, nuclear, and hydropower, and how these sources affect local and global communities. The anthology focuses on the impact energy sources have on individuals and the environment, and on salient themes including pollution; disposal of waste; industrial landscapes; sustainability; resource extraction and its economic, social, and developmental consequences; the intertwining between nature and culture; and gender and ethnic identity constructions.



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