1. **Title of the module**

ENGL7090 (EN709): Animals, Humans, Writing

1. **School or partner institution which will be responsible for management of the module**

School of English

1. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

30 (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

English and American Literature; English, American and Postcolonial Literatures; English and American Literature and Creative Writing; Contemporary Literature

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Demonstrate nuanced knowledge of representations of animals in literature across different periods (from the early 19th century to the present).

8.2 Demonstrate an ability to compare representations of animals in different genres, including novels, short stories and poetry.

8.3 Demonstrate an ability to relate writing about animals to broader historical, cultural, philosophical, and political contexts.

8.4 Demonstrate sophisticated analytic skills, including close textual analysis;

8.5 Demonstrate a thorough understanding of critical approaches to animals in literature.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Apply sophisticated close reading techniques to a range of literary texts and genres and make productive and complex comparisons between them;

9.2 Display strong presentation skills and an ability to actively participate in group discussions;

9.3 Show an increased capacity for self-directed research and the ability to discuss, evaluate and creatively deploy secondary critical and theoretical perspectives making use of appropriate scholarly sources;

9.4 Frame and identify appropriate research questions and to construct original, clear and well-substantiated arguments.

1. **A synopsis of the curriculum**

What is the relationship between ‘animal’ and ‘human’, and how is this explored through writing? This module seeks to examine creaturely relations by focusing on literature from the eighteenth century up to the present, alongside key theoretical and contextual material that engages with questions concerning animality and humanity. We will focus on how writers imagine distinct animal worlds as well as how they understand the role of animals in human cultures. A range of novels, short stories and poems will raise questions about how we look at, think with, and try to give voice to animals, and topics covered will include ‘Becoming Animal’, ‘Animal Autobiography’, ‘Observing Animals’, ‘Colonial Creatures’, ‘Animal Experiments’, ‘Taming and Training’, and ‘Questions for Animals’. Students taking this module will gain a firm grounding in the diverse critical field known as ‘animal studies’, whilst also considering the broader cultural, philosophical and ethical implications of how we think about the relationship between humans and animals.

1. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**

Sewell, Anna, *Black Beauty* (1877)

Kipling, Rudyard, *The Jungle Books* (1894-95)

Wells, H. G., *The Island of Doctor Moreau (*1896)

Russell Hoban, *Riddley Walker*(1980)

Coetzee, J. M., *The Lives of Animals* (1999)

Paul Auster, *Timbuktu* (1999)

Safran Foer, Jonathan, *Eating Animals* (2009)

Heken Macdonald, *H is for Hawk* (2014)

1. **Learning and teaching methods**

*Total contact hours: 32*

*Private study hours: 268*

*Total study hours: 300*

1. **Assessment methods**
   1. Main assessment methods

Two essays 6,000 words 90%

Seminar Performance 10%

13.2 Reassessment methods

Like for Like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| *Private Study* | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| *Seminars* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Lectures/Workshops* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| *Essays* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Seminar Performance* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module discusses issues relating to human-animal relationships and literature in a variety of cultures. It engages with critical material in English and other languages and considers the relationship between race, gender and sexuality in different national contexts.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 07/02/17 | Minor | September 2017 | 7, 10 + new template | No |
| 05/03/18 | Major | September 2018 | 13 (optional dissertation removed) | No |
| Sep 2020 | Minor | September 2020 | 11 | No |

Revised FSO Sep 2020