1. **Title of the module**

ENGL9220 (EN922) Animal Humanities: Evolution to Extinction

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

Arts and Humanities

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

Level 7

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

30 Credits (15 ECTS)

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

Spring

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

None

1. **The course(s) of study to which the module contributes**

MA in English and American Literature and MA in Postcolonial Studies

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

8.1 Demonstrate detailed knowledge of representations of animals in literature and other modes of cultural representation across different periods (from the 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, aesthetic, scientific, 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 relevant scholarly sources;

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

1. **A synopsis of the curriculum**

How is the relationship between animals and humans understood in the modern world? This module examines the role and significance of animals in our society by focusing on literary, cultural and scientific texts from the nineteenth century to the present, and how human activities have affected the lives of other animals and their habitats. It charts the radical shifts in how humans have thought of and written about animals from the arrival of Darwinian evolutionary theory to recent concerns about climate change and mass extinction. Across a range of texts, the ways in which humans have observed, hunted, collected, consumed and displayed animals will be considered alongside topics including sexuality, race and gender. The history of colonialism and post-colonialism provides an important context for the module, as does the rise in the natural sciences and growth in interdisciplinary theoretical approaches to questions of animality.

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

Charles Darwin, *The Voyage of the Beagle* (1839)

Rudyard Kipling, *Just So Stories* (1904)

Kenneth Grahame, *The Wind in the Willows* (1908)

Leonard Woolf, *The Village in the Jungle* (1913)

D. H. Lawrence, *The Fox* (1922)

David Garnett, *A Man in the Zoo* (1924)

Virginia Woolf, *Flush: A Biography* (1933)

Irvine Welsh, *Marabou Stork Nightmares* (1995)

Julia Leigh, *The Hunter* (1999)

Zakes Mda, *The Whale Caller* (2005)

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

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

Essay (5,000 words) – 100%

In addition to the written assessment, the students will be asked to present their research-in-progress (either in the form of written work or a creative response) to the class at the end of term. Though unassessed, this exercise is designed to foster students’ research / presentation skills and to deepen their understanding of, and engagement with, the course materials.

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)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The Division 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 is international in focus in that it explores texts from around the globe in the context of colonial and postcolonial histories. A central theme of the module is the global impact of modern human activities on nonhuman lives from the Victorian period to the present, including the legacies of colonialism, the impact of climate change, marine pollution and deforestation, and global trade in exotic animals.

**DIVISIONAL USE ONLY**

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

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| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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