1. KentVision Code and title of the module

HUMA4001 The Wild

## Division and School/Department or partner institution which will be responsible for management of the module

Arts and Humanities, School of Cultures and Languages

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

 Level 4

## The number of credits and the ECTS value which the module represents

 15 credits (7.5 ECTS)

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

 Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Optional to the following courses:

* Classical Studies – BA (Hons)
* Classical and Archaeological Studies – BA (Hons)
* Ancient History – BA (Hons)
* Ancient, Medieval and Modern History – BA (Hons)
* Modern Languages – BA (Hons)

Also available as an elective module

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

8.1 Engage with multiple and complex meanings of the term Wild, Wildness, Wilderness, Wilding and Rewilding;

8.2 Demonstrate an understanding of various disciplinary and interdisciplinary approaches across the arts and humanities to concepts of the wild;

8.3 Demonstrate an awareness for the ways in which interdisciplinary thinking expands and deepens our understanding and appreciation of cultural phenomena in relation to notions of the wild;

8.4 Think critically about the meaning of the wild from historical, contemporary, interdisciplinary and transcultural perspectives, and communicate ideas to an audience.

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

9.1 Analyse cultural phenomena as appropriate, using up-to-date theoretical frameworks and relating works to the relevant socio-historical context;

9.2 Use a range of established techniques to carry out independent analysis and research on cultural phenomena and present their findings;

9.3 Demonstrate critical thinking skills;

9.4 Undertake independent research in the library, using appropriate academic databases online;

9.5 Synthesise and evaluate information from a number of sources, deploying key techniques from their own and neighbouring disciplines.

## A synopsis of the curriculum

This module is a companion to HUMA4000 The Home as it explores complementary ideas and concepts of the relationship between the home and the wild. They can be taken individually or together.

In this module we interrogate notions of the wild, how human relationship with the wild is encoded deep into the cultural matrix, how the wild is perceived as beyond the borders of the home, the domestic and the domesticated. We follow the fault-lines between the tame and the wild, landscape and wilderness, the human and the natural, wildness and wasteland. We explore diverse linguistic pathways of the wild, its roots in the old Teutonic *walthus*, forest, its associated terms of sylvan, savage, feral, and beastly. We explore the tension at the heart of colonialism between the civilised and the savage, civilisation and barbarism, and the long shadow cast by this dichotomy over culture, geopolitics and the environment.

We explore contemporary notions of Wilding and Rewilding, which, although growing from the disciplines of conservation, ecology, environmentalism and environmental management, are of great importance to the many disciplines of Arts and Humanities: languages, texts, performing and visual arts, architecture and urban planning, poetics, and culture. We trace the tangled borders between discourses, exploring how dynamics of wilding may operate to increase connectivity between disciplinary fields and enrich the educational experience.

We consider the Wild in relation to the crises of the present. We pay particular attention to the fear of the Wild and the destruction of the Wild as operational factors in the creation of crisis. We discuss the Wild and projects of Wilding as strategies of hope for fostering resilience in the face of crisis.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's reading list pages.

Snyder, Gary. *The Practice of the Wild: Essays* (San Francisco : North Point Press, 1990)

Sarmiento, Domingo Faustino (1845). *Facundo, or, Civilization and Barbarism* (New York: Penguin Books, 1998)

Leopold, Aldo, *A Sand County Almanac, and Sketches Here and There* (New York & Oxford: Oxford University Press, 1989).

Pettorelli, Nathalie (ed.) *Rewilding* (Cambridge University Press, 2019).

Federici, Silvia, *Caliban and the Witch* (New York: Autonomedia, 2014)

Nussbaum, Martha “Secret Sewers of Vice: Disgust, Bodies, and the Law”, in Susan Bandes *The Passions of Law* (New York: New York University Press, 1999), 19-62

## Contact Hours

Private Study: 130

Contact Hours: 20

Total: 150

## Assessment methods

* 1. Main assessment methods

##  Public engagement project (1,000 word equivalent) 40%

##  Essay (2,000 words) 60%

13.2 Reassessment methods

100% coursework (2,000 words essay)

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment (section 13)

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** |  |  |  | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** |  | **x** |  | **x** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Public engagement project (40%) | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay (60%) | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

## 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

This module will explore cultural phenomena from a range of cultural perspectives, both historic and contemporary.

**DIVISIONAL USE ONLY**

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

| Date approved | New/Major/minor revision | Start date of delivery of (revised) version | Section revised(if applicable) | Impacts PLOs (Q6&7 cover sheet) |
| --- | --- | --- | --- | --- |
| 13/12/21 | New | September 2022 | n/a | no |
|  |  |  |  |  |