1. **Title of the module**

ENGL9020 (EN902) – Victorian Environments

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

Arts and Humanities (School of English)

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)**

Autumn or Spring

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

None

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

MA English and American Literature

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

8.1 Demonstrate comprehensive understanding of ecological literary criticism, and critically apply it to literature of the Victorian period;

8.2 Demonstrate an advanced understanding of the literature of the Victorian period, through studying lesser-known authors alongside canonical texts;

8.3 Demonstrate their understanding of the historical emergence of ideas of environmentalism and conservation in diverse Victorian contexts, as reflected in literature of the period.

8.4 Re-evaluate the pressing ecological issues of our time through critical engagement with Victorian texts and materials.

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

9.1 Apply new conceptual terms or frameworks to their study of literary texts and incorporate these in their own research;

9.2 Demonstrate a greater awareness of the complexities of historical contexts, ideas, and texts;

9.3 Convey new or complex ideas in written or oral form with greater clarity.

1. **A synopsis of the curriculum**

This module will explore the Victorians’ engagement with the natural world and chart the emergence of ideas associated with ecology and conservation in the nineteenth century. We will examine Victorian literary texts in which human interaction with – and connection to – the environment is a central concern and will consider these literary depictions alongside non-fictional texts which advocated a diverse range of environmental or ecological causes in the nineteenth century (e.g. nature conservation and management, animal rights and threats of species extinction, urban regeneration and cultural heritage, lifestyle changes and alternative communities). We will also examine how the British imperial operations overseas shaped the environmental imagination in various ways, and affected the lives of non-Europeans (both human and nonhuman).

Informed by current scholarship in ecocriticism, animal and multispecies studies, this module will consider how class, gender, sexuality, race and species influenced the articulation of critical responses to Victorian modernity and generated new ideas concerning culture and nature, human and animal, environment and economy, local and global, community and technology.

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

George Eliot, ‘A Minor Prophet’ (1865)

Jules Verne, *Twenty Thousand Leagues Under the Sea* [1872] (Oxford World's Classics)

Thomas Hardy, *The Woodlanders* [1887] (any edition)

Rudyard Kipling, *The Jungle Books* [1894-5] (Penguin Classics, 2013)

William Morris, *News from Nowhere* [1890] (any edition)

William Henry Hudson, *Green Mansions: A Romance of the Tropical Forest* (1904)

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

1. **Assessment methods**

13.1 Main assessment methods

* Position Paper (1,000 words) – 20%
* Major Written Assignment (4,000 words) – 80%
  1. 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* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Field trip | **x** |  | **x** |  |  | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |
| Position Paper | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Major Written Assignment | **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**

While the primary texts on this module all reflect their location in British literature of the late nineteenth century, the central importance of issues of global significance such as climate change, species extinction and the Anthropocene give the module a wider scope beyond a narrowly British focus.

**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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 13/03/17 | Major | September 2017 | 8-9, 11-14 | No |
| 03/12/18 | Minor | September 2019 | 10, 11 | No |
| 26/11/19 | Minor | September 2020 | 7, 13, 14 | No |
| 24/03/21 | Major | 2021/22 | 1,7-8,10-11 | No |

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| Revised FSO Feb 2020 |