



Arts & Humanities  
Research Council



NORTH WEST CONSORTIUM  
DOCTORAL TRAINING PARTNERSHIP

Standard Application form for students applying for a 1+3, +2 or +3 studentship in the Arts and Humanities  
(September 2018 entry)

**1. Studentship applied for (please tick):**

- 1+3 (Masters + PhD)
- +2 (PhD - current students)
- +3 (PhD)

**2. Institution in which you have been offered a place/or have applied to:**

- Lancaster University
- Manchester Metropolitan University
- Royal Northern College of Music
- University of Liverpool
- Keele University
- University of Manchester
- University of Salford

**3. Candidate's details:**

<b>Name:</b>	
<b>Application / Registration number:</b>	
<b>Address:</b>	
<b>Town:</b>	
<b>Postcode:</b>	
<b>Country:</b>	
<b>Telephone:</b>	
<b>Email address:</b>	
<b>Nationality/Resident Status:</b>	<input checked="" type="checkbox"/> UK National <input type="checkbox"/> UK Settled status



- EU National not resident in the UK  
 EU National resident in the UK for the past three years  
 Other

#### 4. Project details:

**Award Type**       a. Full award       b. Fees only

**Mode of Attendance**       a. Full time       b. Part time

<b>Pathway:</b>	English
<b>Institution:</b>	University of Salford

<b>Proposed Masters Programme (1+3 only):</b>	
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<b>Project title (+2/+3):</b>	Between the Human and Animal: Identity, Nation and Empire in Victorian Children's Literature
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#### 5. PhD Proposal (to be completed by all students):

5a) Please provide between 6 and 10 keywords that describe your research

Children's Literature	Victorian
Nation	Animals
Anti-Imperialism	Identity
Race	Ecocriticism
Postcolonialism	Environment

5b) Please describe the proposed research using up to 1,500 words, referring to the guidance. Include a word count.

This research project investigates how representations of environments, animals and animal-human hybrid identities express colonial resistance in Victorian children's literature. Although the primary texts under analysis, Rudyard Kipling's *The Jungle Books* (1894-5), Flora Annie Steel's *Tales of the Punjab* (1894), Charles Kingsley's *The Water Babies* (1863), Lewis Carroll's *Alice's Adventures in Wonderland* (1865), Ethel Turner's *Seven Little Australians* (1894), and Ethel Pedley's *Dot and the Kangaroo* (1899) broadly propagate imperialist discourse relating to nation and race, I examine how the non-human and ecological concerns of the novels and short story collections complicate the authors' efforts to socialise children as imperial subjects. The thesis draws on theoretical approaches derived from postcolonial ecocriticism, Victorian Studies and Animal Studies to examine the complexities and tensions created by literary environments and animals in their expressions of anti-/imperialism. The primary analyses of both canonical and non-canonical texts is situated in relation to the authors' *oeuvres* and children's literature of the empire more broadly.

My project intervenes in the field of children's literature criticism by considering a range of forms from diverse



locations within the category of 'children's literature', including analysis of the *bildungsroman* [coming-of-age novel] (*The Water Babies*) and Anglo-Indian fables (*The Jungle Books* and *Tales of the Punjab*). Existing scholarship tends to conflate the encompassing term 'children's literature' with the European fairy-tale form (Zipes, 1975; Bettelheim, 1976; Warner, 1995) and thus represents predominantly Western concepts and ideas of childhood. Specifically, it tends to focus on morality and development without always addressing the broader contexts of European or Western cultures or religions. Moreover, this scholarship approaches European literary forms through theoretical frameworks which also have their origins in Western philosophy, such as psychoanalysis (Warner, 1995; Zipes, 2015), feminism (Signal, 1987; Clark and Higonnet, 2000) and postmodern analysis (Bacchilega, 2010). I suggest that limiting children's literature criticism to examination of the folk-tale and fairy-tale through these frameworks is problematic, as it positions European ideas as universal, and inadequately accounts for forms and ideas emerging from cultures originating from the global South, colonial and post-colonial nations, and non-white and mixed-race people. This research therefore extends the study of children's literature by shifting the focus of the analysis onto texts written from and about colonial peripheries. These include Steel's collected Indian stories, *Tales of the Punjab*, Kipling's *The Jungle Books*, and the original 1894 edition of Turner's *Seven Little Australians*, which includes an Aboriginal tale depicting the arrival of white men upon their land, and which has since been omitted from more recent publications in order to present a 'less problematic version' (Bradford, 2001) of both Australian and British histories. By interrogating the framework in which children's literature is studied, and by including within the scope of my research Indian and Australian texts, the thesis is able to reconsider the roles of British and colonial children's literature within the Victorian context of an increasingly globalised world.

The thesis examines literary representations of fantastical environments and animals, and the way in which humans depend upon them, as a means to uncover Victorian constructions of national, racial and religious identities and associated hierarchies. In particular, I analyse anthropomorphism and zoomorphism - which are prevalent in nineteenth-century children's literature - because these tropes reflect on the rise of imperial anxieties around the establishment and policing of hierarchised categories of nationality, race, and religion. I argue that children's literature works as an imaginative, political space in which animals and environments can be autonomous and exert control, operating as significant, individual bodies of meaning rather than elements which only have import and valuable existence in their relationships to humans.

Bringing Victorian children's literature into dialogue with postcolonial ecocriticism is necessary to understand the role of the animal and the environment in the construction of national and racial identities. Although explorations of literary animals and nature are mainstream in the study of Romanticism (Brown, 2011; Pielak, 2015), scholarly work on the animal in Victorian literature remains rather more piecemeal (Gray, 2004; Dorré, 2012). Led by the work of Pablo Mukherjee (2006) and John Miller (2012), explorations into the effect of imperial and industrial expansion on nature have incited new attitudes towards the significance of ecology within Victorian texts and contexts, however, human relationships with animals still remains a peripheral area of study. This research therefore responds to Mukherjee's case that one cannot consider colonial expansion without the effects of 'environmental categories' (2006) by focusing particular attention on the animal in relation to Victorian empire. As Graham Huggan and Helen Tiffin (2015) suggest, 'speciesism underpins racism...with specific relation to the human/animal symbolic economy,' conveying how attitudes towards animals are tied up within ideas of hierarchies, which is a dominant form of ideology during the Victorian period. By analysing the role

of the animal and the environment through these approaches, this work examines how ecological figures have the capacity to challenge and complicate hierarchies which in Western discourse are represented as wholly stable.

The thesis uses approaches derived from postcolonial theory, ecocriticism and animal studies as they facilitate the place of the environment at the centre of discussion, rather than reproducing anthropocentric arguments that focus on the environment as secondary to human development and needs. By examining children's literature through these combined frameworks, I am able to consider animals and the environment in relation to complex issues of identity. This method works to revise and transcend the binaries used as the foundation of Western identity constructions, such as other/self, animal/human, black/white, female/male, and child/adult. Engaging with these approaches allows me to convey how nineteenth-century children's literature provides a space in which animals and fantastical environments can be deployed variably to bulwark, challenge or undermine imperial ideologies surrounding race and nation. Using these theoretical frameworks will allow children's literature to play a new and defining role in global discussions of the environment. At the same time, the thesis will intervene in the study of children's literature by steering the discussion away from one that maintains a focus on a monolithic West, and towards one that takes a globalised view, so that children's literature is positioned within a world literatures frame.

In the first three months of the PhD I have completed a series of close readings of *The Water Babies* that analyse how Kingsley's representations of the environment are used as a means of representing his attitudes towards Irish immigration in Britain in the 1800s. In order to complete the close reading analysis I require a visit to the archive at the British Library to examine the correspondence between Kingsley and Charles Darwin, as here Kingsley's attitudes towards immigration are explicitly expressed. These close readings comprise part of the first chapter of the thesis, which will focus on the centre of imperialism, Britain. The chapter will include an examination of both Kingsley's and Carroll's literature in order to convey how the fantastical animals and environments in their texts resist imperial ideologies by highlighting the artificiality of 'whiteness'. Using animals and environments to expose 'whiteness' as a foundation upon which racial, national and religious identities are constructed allows associated hierarchies to be undermined.

During Year Two, I will write the second chapter which focuses on animals and animism in Indian fables such as *The Jungle Books* and *Tales of the Punjab*. The chapter considers how local belief systems inform human relationships with real, imagined and mythic animals and environments. As part of the completion of this chapter I will require a visit to the Kipling Archive which is held at the University of Sussex to analyse the correspondence between Rudyard Kipling and his father, John Lockwood Kipling, who worked with Steel to compile *Tales of the Punjab*.

The third year will be spent completing the final chapter on Australian children's literature. In comparing several editions of *Seven Little Australians*, the thesis will examine the reasons for, and consequences of, removing native, Aboriginal narratives from reprint editions of the original text, and how this impacts on representations of the environment and colonisation/ownership. The analysis of *Dot and the Kangaroo* will focus on the companionship between children and animals and will explore how these relationships inform understandings of childhood innocence in relation to its affinity with nature, and how these relationships may change through socialisation as an adult. I intend to read Turner's original, handwritten manuscript by visiting the Library of New South Wales, and will view correspondence and manuscripts by Turner and Pedley at the National Centre for Australian Children's



Literature in Canberra.

### Indicative Bibliography:

Bacchilega, C., 2010. *Postmodern Fairy Tales: Gender and Narrative Strategies*. University of Pennsylvania Press.

Huggan, G., and Tiffin, H., 2015. *Postcolonial Ecocriticism: Literature, Animals, Environment*. 2nd ed. New York: Routledge.

Mayer, J., 2010. Ways of Reading Animals in Victorian Literature, Culture and Science. *Literature Compass*, 7(5), pp. 347-375.

Miller, J., 2012. Postcolonial Ecocriticism and Victorian Studies. *Literature Compass*, 9(7), pp. 476-488.

Montefiore, J., 2013. *In Time's Eye: Essays on Rudyard Kipling*. Manchester University Press.

Mukherjee, U., 2013. *Natural Disasters and Victorian Empire: Famines, Fevers and the Literary Cultures of South Asia*. 1<sup>st</sup> ed. UK: Palgrave Macmillan.

Word Count: 1499

## 6. Qualifications:

Year awarded	Qualification type	Qualification Subject	Awarding institution	Level	Class
2016	Master of Arts	Literature, Culture and Modernity	University of Salford	7	Distinction
2015	Bachelor of Arts	English Literature and English Language	University of Salford	6	1:1
<b>Description:</b>					

## 7. Relevant Experience:

<b>Description of relevant experience:</b>	<p>I am currently reworking an MA essay on 'The Environmental Lives of Savages in Anthony Burgess's <i>The Wanting Seed</i>' as an article for submission to the <i>Journal of Ecocriticism</i> by June 2018, and am writing an entry for the Literary Encyclopaedia Online &lt;litencyc.com&gt; on <i>The Jungle Books</i> which is due February 2018. I have been working as Postgraduate Representative of the Northern Postcolonial Network since October 2017 and am an active member of Manchester Postcolonial Reading group. I have submitted two abstracts in response to the Call for Papers for conferences on 'Marine Transgressions' (7<sup>th</sup>-8<sup>th</sup> June) and 'Victorian Animal Encounters' (4<sup>th</sup> May) and I have also attended lectures and conferences in association with Leeds University Centre for African</p>
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	<p>Studies and Liverpool John Moores University.</p> <p>My own experience of organising conferences and events ranges from my MA study in which I contributed to the organisation of MA Day 2016 and my role as a Graduate Recruitment Assistant in the Recruitment, Operations and Events team at the University of Salford in which we organised university-wide events, such as Open Days and Applicant Visit Days, and catered for approximately 3000+ guests.</p> <p>My commitment to social and animal welfare alongside environmental conservation is exemplified both by my vegetarianism and previous experience as a horse-riding instructor for the Riding for the Disabled Association in the UK, and a Specialist Counsellor in Equestrianism for children in the USA.</p>
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## 8. Supervision

Please propose up to 3 prospective supervisors for your PhD:

Institution	Supervisor
University of Salford	
University of Salford	

## 9. Research Training previously undertaken

9a) (+2 and +3 applicants only) Please give details of the Masters programme and research training undertaken:

<p>Modules:</p> <p><b>Theory, Text and Writing</b> This module engaged with the ideas of poststructuralists Jacques Derrida and Hélène Cixous as well as Fredric Jameson's writings on imperialism.</p> <p><b>Modernity and Cultural Form</b> This module's focus was on late nineteenth-century colonial texts, twentieth-century literature and contemporary film.</p> <p><b>Literary Research Practice</b> This module provided opportunities to gain experience in completing funding applications and giving presentations.</p> <p><b>Anthony Burgess and His Contemporaries</b> This module considered Burgess' position in relation to postcolonialism and provided an introduction to using archives to advance research.</p> <p><b>Dissertation</b> My dissertation focused on the constructions of the British nation through anthropomorphic animals. It achieved 78, the highest grade in the year, and was highly commended by the external examiner who said it showed insight for PhD study.</p>
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9b) (+2 and +3 applicants only) Relevance of Masters and other previous training to your PhD project (up to 100 words):

- My MA thesis focused on representations of the British nation through the figure of the anthropomorphic horse. Both my dissertation and overall average grade were the highest in the cohort.
- Undergraduate modules such as The Female Gothic, Dickens, and Victorian Literature provided me with a thorough grounding in issues in nineteenth-century literatures and cultures.
- I have gained experience in organising events through my MA (MA Day) and through working in events. I have also taken part in Organising Conferences and Events training with the University of Salford.

9c) (1+3 applicants only) How will your proposed Masters training equip you with the skills necessary to undertake your PhD project? Refer to the guidance on eligibility for 1+3 awards (up to 250 words)

## 10. Research Training needs

Please give details of the anticipated research training needed for your PhD project:

I will take full advantage of the training and development activities offered by the University of Salford through Salford Postgraduate and Staff Research Training (SPoRT) such as Introduction to Learning and Teaching in Higher Education, Get Ready for the Viva workshops, and Research Careers Symposiums.

I will undergo training in the areas of Engagement, Influence and Impact, Knowledge and Intellectual abilities, Research Governance and Organisation and Personal Effectiveness. Attending these courses will provide me with nationally recognised training that is aligned with the Researcher Development Framework (RDF). If successful in my application, I will attend workshops and complete training organised by the NWCDTP.

In 2019 I will complete a PgCAP through the University of Salford which will support my teaching on the module Victorian Literature, commencing January 2019.

Please give details of the kind of resources you will potentially need during your PhD. Please also indicate whether your research project will require you to undertake research abroad.

The location of my study and thesis topic allows me to take full advantage of the resources available at local cultural and educational institutions. The Portico Library in Manchester contains first edition nineteenth-century texts including Thomas Brown's *Allied Species* (1830) and John G. Wood's *Bible Animals: Being a Description of Every Living Creature Mentioned in the Scriptures from the Ape to the Coral* (1869), as well as a plethora of works by Kipling, including *Letters of Travel*, (1892-1913). These non-fiction texts will enrich my thesis by providing philosophical, scientific and personal insights into Victorian ideas of animals and religion.

I will apply to the AHRC NWCDTP for additional funding to conduct three weeks' archival research at The University of Sussex during my second year. Their Kipling Archive contains visual material in the way of sketches for *The Jungle Books*, cuttings of Kipling's journalism and correspondence between the Kipling family. Having access to the personal writings of Kipling will reinforce the historical significance of the thesis in its discussion of imperialism.



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I will apply for funding for an archival visit to the National Archives of Australia and the National Centre for Australian Children's Literature (Lu Rees Archive) at the University of Canberra. At both these locations there is a surfeit of resources for both *Seven Little Australians* and *Dot and the Kangaroo*, with the National Centre housing original manuscripts and letters from both Ethel Turner and Ethel Pedley which will directly inform my analyses of the various editions of their works.

## 11. Collaboration with External Partners

11a) Is this or does it have the potential to be a collaborative PhD? See the guidance for a definition. If so, give the name of the partner organisation, and describe the planned collaboration, following the guidance. Indicate what discussions you have so far had with the partner organisation. You must also attach a letter from the partner organisation indicating its support in principle.

11b) Other applicants: Please give details of any potential collaboration you may plan to develop with external organisations during your PhD programme (industry, cultural organisation, government bodies etc...).

In collaboration with the Northern Postcolonial Network, I will organise an interdisciplinary, public-facing conference entitled 'The Environment and its Borders,' at the University of Salford. I will encourage the production of papers on the subjects such as the politics of geographical borders, environmental conservation and the politics of ownership of the environment.

For further engagement, I will run a two-part series entitled 'An Afternoon Abroad' at Sacred Heart RC Primary School, Bolton. Each session will be two hours in total and will include introducing children aged 9-11 to texts outside of Britain such as *Seven Little Australians* and *Tales of the Punjab*. Each session will include engagement with the texts through reading, writing and performance-based activities, with the objective of introducing texts from outside the UK into a primary education, classroom environment, and encouraging children to learn about cultures outside of the UK.

## 12. Additional Applications

Have you been nominated for or applied for any other studentship this year?

If yes, please provide details:

## 13. References / Transcripts

Your institution will need to attach two references and your transcript(s) from your programme application to this application form.

## 14. How did you hear about us?

Please let us know how you have heard about the NWCDTP and its studentships:

The NWCDTP was brought to my attention through the University of Salford whilst studying for the MA Literary Research Practice module.

## 15. Acknowledgement



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COLLEGE of MUSIC





I confirm that the information I have provided in this form is complete and accurate to the best of my knowledge at this date. I fully understand that it is my responsibility to ensure that the relevant forms are submitted to the relevant office in due time and that any missing information may render my application incomplete and ineligible. I authorise the North West Consortium DTP to disclose to the AHRC any information that is relevant to my application.

<b>Signature:</b>  <b>(Type Name if submitted electronically)</b>	
<b>Date:</b>	06/02/2018



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