1. **Title of the module**

CPLT6680 (CP668) – The Devil in Literature and Film

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

Division of Arts & Humanities

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

Level 6

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

15 Credits (7.5 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**

Optional for BA Comparative Literature (Single and Joint Honours); BA World Literature (Single Honours)

Also available as an elective module

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

8.1 Analyse critically a selection of representations of the Devil;

8.2 Demonstrate a systematic understanding of the historical and wider philosophical questions that are at stake in such representations;

8.3 Reflect critically on the persistent metaphorical allure of the Devil in literary accounts;

8.4 Engage at an advanced critical level with the literary texts, discussed through close interpretations of these works;

8.5 Demonstrate systematic knowledge of key theoretical concepts relevant to the figure of the Devil;

8.6 Demonstrate a systematic and critical understanding of recent criticism relating to texts studied on the module.

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

9.1 Demonstrate confident communication skills;

9.2 Demonstrate refined written communication skills, including the structuring of an original argument;

9.3 Demonstrate the ability to read closely and critically, and to apply a range of critical terms to literary texts;

9.4 Engage critically and systematically with recent criticism;

9.5 Demonstrate the ability to undertake the comparative analysis of literature and other media, and to appreciate both the complexities and limitations of this approach to literary study.

1. **A synopsis of the curriculum**

From the time of the Bible, the figure of the devil has haunted the Western cultural landscape. Understood as the embodiment of evil, a figure of temptation, and a potential foil to God, the Devil works as a complex ethical symbol. Far from being limited to their biblical origins, Satanic characters are often used as symbolic currency, employed as a means of critiquing existing social structures and, often, challenging the status quo.

The fascination sparked by the notion of pure evil and unbridled malevolence has resulted in an abundance of literary and artistic accounts. Maximilian Rudwin goes so far as to claim that ‘Lacking the devil, there would simply be no literature.’ (1931) This module will explore the religious, moral and political meanings behind the appearance of the Devil across a range of literary texts and films; the aim is to trace the ways in which the figure has evolved over time and across cultures. Come and join us on a journey into hell!

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

Anon, *Bible*, ‘The Book of Genesis’ and ‘The Book of Revelation’

Mikhail Bulgakov, (2007/1966) *The Master and Margarita*. London: Penguin.

Corelli, M. (2020/1895) *The Sorrows of Satan*. London: Feedbooks.

Dante, ‘Inferno,’ from *The Divine Comedy* (2003/1472). London: Penguin.

Gaiman, N. and Pratchett, T. (2006/1990) *Good Omens*. London: Transworld.

Goethe, J.W. (2007/1829) *Faust*. Hertfordshire: Wordsworth.

Lewis, C. S. (1942) *The Screwtape Letters*. London: Harperone.

Marlowe, C. (2005/1592) *Dr Faustus*. London: Norton Critical.

Milton, J. (2008/1667) *Paradise Lost*. Oxford: Oxford UP.

1. **Learning and teaching methods**

Total Contact Hours: 20

Total Private Study Hours: 130

Total Study Hours: 150

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

* Presentation (20 minutes) – 20%
* Essay (3,000 words) – 80%

13.2 Reassessment methods

* 100% Coursework (3,000 words)

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 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Presentation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay | **x** | **x** | **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**

The module discusses literature from Britain, Germany, Italy, Russia and other countries around the globe. In addition to introducing UK students to literature from these regions, overseas students will be encouraged to share their knowledge with the group. Although mostly taught in translation issues concerning the original version of the texts consulted will be addressed. Support for international students will be available from the module convenor both in office hours and individual feedback sessions, and via the Student Learning Advisory Service.

**DIVISION 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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