1. **Title of the module**

CPLT3060 (CP306) – Guilt and Redemption in Modern Literature

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

School of European Culture and Languages

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

Level 4

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 programmes of study to which the module contributes**

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

Also available as a ‘Wild’ module

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

8.1 Demonstrate a good knowledge of a range of influential writings from the nineteenth to the twentieth centuries dealing with major ideological preoccupations and, more specifically, issues of guilt and redemption;

8.2 Confront and examine major realities of modern life and shaping ideas and ideologies in the works of writers whose stature, significance and impact is international;

8.3 Exhibit a broad understanding of the ways in which creative literature can convey ideological, moral and ethical purpose;

8.4 Discuss and evaluate the capacity of fictional literature, in comparison with discursive literature, to contribute to political and moral thought;

8.5 Benefit from close and careful reading of the literary text;

8.6 Demonstrate an evaluative comparison of literary texts with similar themes.

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

9.1 Initiate and respond to issues raised, basing responses on substantiating reference to the text;

9.2 Undertake independent research in the library and on the net;

9.3 Marshal knowledge and present it in clear and logical form.

1. **A synopsis of the curriculum**

The ‘knowledge of good and evil’ is unique to human beings. It informs the individual’s conscience and determines the moral systems on which societies are based. The violation of moral codes is expected to induce the experience of guilt, while the lack of any sense of guilt is considered psychopathic. As the manifestation of an internal, and sometimes also external, struggle of varying intensity, guilt is an almost universal concern of literary texts; as is the quest for redemption, the alleviation of guilt and despair – through atonement, forgiveness or denial. In this module, we will analyse and discuss literary texts, which explore the frequently fuzzy edges of the experiences of guilt and redemption as a human quandary and as perceived against changing conceptions of morality. Texts included in the reading list engage with questions of personal and collective guilt incurred with hubris, cruelty, the violation of animal rights, and genocide, etc.

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

Any edition of the following:

Albert Camus, *The Fall*

J. M. Coetzee*, The Lives of Animals*

Boubacar Boris Diop, *Murambi*

Fyodor Dostoyevsky, *Crime and Punishment*

Robert Musil, *The Confusions of Young Törless*

Bernhard Schlink, *The Reader*

Jean-Philippe Stassen, *Deogratias*

Michel Tournier, *The Ogre*

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

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

* Essay 1 (1,000 words) – 40%
* Essay 2 (2,000 words) – 60%

13.2 Reassessment methods

* Reassessment Instrument: 100% Coursework

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 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Essay 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School 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 reading list is inherently transcultural and incorporates international publications. In addition to seminar discussions and assignments, it promotes intercultural competence and an understanding of cultural relativity, interaction, and tolerance.

**FACULTIES SUPPORT OFFICE 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) |
| 10/12/19 | Major | September 2020 | 9, 13, 14 | No |
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| Revised FSO Feb 2020 |