1. **Title of the module**

CPLT3290 (CP329) – Femmes Fatales 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 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 course(s) of study to which the module contributes**

Optional for BA Comparative Literature (Single and Joint 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 Demonstrate a critical overview and understanding of representations of women who bring about the downfall of men in literature and film within their respective cultural-historical contexts;

8.2 Engage thematically and comparatively with a range of literary and theoretical texts from different linguistic and cultural backgrounds;

8.3 Demonstrate an understanding of key literary concepts through analysis of the role of key motifs in the texts;

8.4 Demonstrate an understanding of classic and recent criticism relating to texts and contexts relevant to the figure of the *femme fatale*.

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

9.1 Demonstrate an ability to undertake analysis of texts and contexts;

9.2 Demonstrate an ability to read closely, and to apply a limited range of critical terms and methodologies;

9.3 Demonstrate written communication skills, including the emerging skill of original argument;

9.4 Present ideas and arguments in a clear and structured way both in class and in writing;

9.5 Demonstrate critical awareness about cultural and historical differences.

1. **A synopsis of the curriculum**

This module introduces students to a selection of famous *femmes fatales* in literary works from biblical times to the present day, as well as in film noir. We will closely analyse representations of women who bring about the downfall of men, with a particular emphasis on the gender-political and wider ideological implications of specific representational choices. Students will critically analyse the functions and features of specific fatal female figures by looking closely at the socio-cultural backgrounds from which these representations emerge.

The module commences with an introduction to some archetypal fatal women in the Bible (including Eve, Judith and Delilah) and in classical Greek mythology (including Helen, Circe and the Sirens). We then proceed to study representations of *femmes fatales* in various historical periods and movements, including the Middle Ages, the Renaissance, Romanticism, Decadence and the twentieth century. By drawing on relevant concepts from feminist and queer theory, as well as historical and psychoanalytical approaches, the module aims to foster an awareness of the ideological and psychological issues that are at stake in all representations of gendered conflicts.

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

Any edition of the following:

*The Bible* [extracts]

Ovid, *Metamorphoses* [extracts]

Homer, *The Iliad* and *The Odyssey* [extracts]

William Shakespeare, *Macbeth* (1606)

Baudelaire, *Flowers of Evil* (1857)

Oscar Wilde, *Salomé* (1891)

Rómulo Gallegos, *Doña Bárbara* (1929)

Dashiel Hammett, *The Maltese Falcon* (1930)

Agatha Christie, *Crooked House* (1949)

Viewing List:

*Vertigo* [Online, DVD] (1958), Dir. Alfred Hitchcock

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
* Essay 1 (1,500 words) (40%)
* Essay 2 (1,500 words) (40%)
* Presentation (20%)

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** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Presentation | **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 and film from classical antiquity, France, Ireland, Italy, Britain, and Venezuela, amongst others. 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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