1. **Title of the module**

RSST6300/RSST6310/RSST6320/RSST6330 (TH630/TH631/TH632/TH633) Comparative Literature and Religion of Biblical Worlds

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 5 (RSST6300 & RSST6320) and Level 6 (RSST6310 & RSST6320)

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

15 Credits (7.5 ECTS) – RSST6300 & RSST6310

30 Credits (15 ECTS) – RSST6320 & RSST6330

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

RSST6300/RSST6310 – Autumn or Spring

RSST6320/RSST6330 – Autumn and Spring

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

None

1. **The programmes of study to which the module contributes**

Optional for BA Religious Studies (Single and Joint Honours)

Also available as a ‘Wild’ module

1. **The intended subject specific learning outcomes.  
   On successfully completing the module both Level 5 and Level 6 students will be able to:**

8.1 Demonstrate coherent knowledge of and the ability to critically assess biblical narratives;

8.2 Demonstrate coherent knowledge of and the ability to critically assess key biblical intertexts;

8.3 Demonstrate coherent knowledge of and the ability to critically assess responses to biblical narratives, tropes and figures in select examples from modern literature, film and philosophy;

8.4 Critically compare different ‘literatures’ and different religious models inside and outside the Bible;

8.5 Demonstrate detailed understanding of the different cultural, religious and political contexts behind the different literatures studied;

8.6 Reflect critically on concepts such as ‘comparison’, ‘mimesis’, ‘interdisciplinarity’ and ‘the other/the foreigner’.

**In addition, at the end of the module Level 6 students will be able to:**

8.7 Demonstrate comprehensive understanding of research and critical thinking that shows an appreciation of the uncertainty, ambiguity and limits of knowledge;

8.8 Undertake independent learning and to demonstrate this through the sophisticated use of refereed research in leading journals and other original materials;

8.9 Demonstrate critical and analytical skills in their approach to key texts;

8.10 Compare models of comparison in the fields of ‘comparative literature’ and ‘comparative religion’.

1. **The intended generic learning outcomes.  
   On successfully completing the module both Level 5 and Level 6 students will be able to:**

9.1 Demonstrate confident interpersonal skills through seminar participation, group work and seminar presentation;

9.2 Demonstrate the ability to produce structured and coherent arguments;

9.3 Demonstrate competence in the use of appropriate IT resources, including word processing and critical evaluation of online material;

9.4 Demonstrate confident and accurate close reading and analytical skills;

9.5 analysed theories in terms of their application to contemporary contexts or debates

**In addition, at the end of the module Level 6 students will be able to:**

9.6 Demonstrate independence and confidence in applying the methods and techniques that they have learned;

9.7 Use secondary texts with critical discrimination, reflect critically on their own academic work; and present cogent arguments;

9.8 Engage in critical reflection, discussion and analysis of various core theoretical texts and critical commentary and devise and sustain arguments relating to this analysis using ideas and techniques at the forefront of the discipline;

9.9 Demonstrate the ability to make judgments about the appropriateness of different theoretical approaches to problem solving in texts, and then frame appropriate questions to achieve a solution – or identify a range of solutions.

1. **A synopsis of the curriculum**

The Bible is commonly thought of as a book that has got its story together, and a bastion of monotheism. We think of the Bible as the very opposite of the projects of Comparative Literature and Comparative Religion: one book, one literature, and one God. However, as soon as we start reading we discover a library of divergent books, literatures and gods. The bulk of the ‘books’ in the Bible pre-date structures like the codex and the author. They borrow, often very explicitly, from other literatures: for example, Wisdom Literature and Proverb Collections from Egypt and Mesopotamia, Greco-Roman novels and philosophical tracts.

Through a series of selected readings, students will critically engage the question of the comparative, the plural and the foreigner by looking at topics including (but not limited to) the question of the other, or the outside on the Bible’s inside; other literatures from which the Bible borrows (e.g. the Epic of Gilgamesh or Lives of the Philosophers); narratives that are ‘othered’, doubled or tripled within the Bible (inner-biblical mimicry); and examples from modern literature, film and philosophy that adapt and respond to biblical narratives, tropes and gods.

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

Assmann, J. (1997). *Moses the Egyptian: The Memory of Egypt in Western Monotheism*. Cambridge, Massachusetts: Harvard University Press

Bal, M. (2008). *Loving Yosuf: Conceptual Travels from Present to Past*. Chicago and London: Chicago University Press

Freud, S. (1955). *Moses and Monotheism*. New York: Penguin Random House

George, A. (2003). *The Epic of Gilgamesh*. London: Penguin Classics

Levenson, J.D. (2012). *Inheriting Abraham: The Legacy of the Patriarch in Judaism, Christianity and Islam*. Princeton: Princeton University Press

Schwarz, R. (2004). *The Curse of Cain*. Chicago and London: Chicago University Press

Smith, M.S. (1999). *The Early History of God: Yahweh and the Other Deities in Ancient Israel*. New York: HarperCollins

Trible, P. and Russell, L.M. (eds.), (2008). *Hagar, Sarah and the Their Children: Jewish, Christian and Muslim Perspectives*. Louisville, KY: Westminster John Knox

1. **Learning and teaching methods**

RSST6300/RSST6310:

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

RSST6320/RSST6330:

Total Contact Hours: 40

Private Study Hours: 260

Total Study Hours:300

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

RSST6300/RSST6310:

* Commentary (2,500 words total) – 80%
* Presentation & Write-up (10 minutes + 1,000 words) – 10%
* Seminar Performance – 10%

RSST6320/RSST6330:

* Essay (3,500 words total) – 50%
* Commentary (2,500 words) – 40%
* Presentation & Write-up (10 minutes + 1,000 words) – 5%
* Seminar Performance – 5%

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)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 | 8.9 | 8.10 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 | 9.8 | 9.9 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Commentary | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Presentation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar Performance | **x** |  |  |  |  |  |  |  |  |  | **x** |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **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**

This module compares material from different cultures in order to promote an awareness of the ways cultural borrowing, translation, and competition functioned to establish a wide array of historical norms or inherited sensibilities. Students will be challenged to consider contemporary analogues to these ancient intercultural interactions, and we will focus together on how we might participate in the emergence of new cross-cultural discussions of the various topics. These challenges are encouraged in lectures, discussions, and assessments.

**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  | Minor | Aut 2019 | 13 | No |
|  |  |  |  |  |