Universidad de Alcalá

GUÍA DOCENTE

El mal en la ficción narrativa

Evil in narrative fiction

Grado en *Estudios Ingleses* / Grado en *Lenguas Modernas y Traducción*

Universidad de Alcalá

Curso Académico 2019/20

3º y 4º – 2º Cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	**Evil in narrative fiction**
Código:	**251046**
Titulación en la que se imparte:	**Estudios Ingleses / Lenguas Modernas y Traducción**
Departamento y Área de Conocimiento:	**Filología Moderna Filología Inglesa**
Carácter:	**Optativa**
Créditos ECTS:	**8**
Curso y cuatrimestre:	**3º / 4º, 2º cuatrimestre**
Profesorado:	**Daniel Candel Bormann**
Horario de Tutoría:	**Will be published at the beginning of the course**
Idioma en el que se imparte:	English

1. MODULE DESCRIPTION

Evil is one of those aspects of our existence which are fundamental, but about which little is known for sure. This course aims to invite students to reflect on evil, articulate various possibilities of conceptualizing evil, and look at the way in which it is presented in literature, and fiction in general. Literary and fictional examples will be analyzed to exemplify and display the variety of possibilities of giving expression to evil in literature. The course will alternate the presentation and discussion of models about evil – scientific, theological, anthropological, Darwinian, semantic, etc. – with their application to a variety of texts (including comics and movies). Narratological tools will also be included as needed.

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Prerequisites:

Following the guidelines issued by the Department of Modern Philology, students are expected to have acquired a level C1 in all four skills at the end of their 4th year. Students in their 3rd year, for their part, will be expected to be well on their way to achieving this advanced level of English in all four communicative skills.

2. AIMS

Generic competences:

1. Development of independent critical thinking based on supportive evidence.
2. Improvement of language skills (reading, writing, speaking and listening).
3. Enhancement of language competence in the communication of information, ideas, opinions, problems and solutions.
4. Development of the abilities to analyse and synthesize information.
5. Development of students' abilities for independent and co-operative learning.
6. Improvement of abilities to communicate and work in groups.
7. To make efficient use of library and research skills in order to find and organise information.

Subject specific competences:

Knowledge

1. Identify different conceptualizations of evil in narrative fiction.
2. Appreciate the ways in which authors' choices of form, structure and language shape meanings.
3. Be acquainted with a selection of acknowledged narrative fictions which illustrate different conceptions of evil.
4. Know some of the main developments in literary theory which make it possible to work with evil in fiction.

Skills

1. Show proficiency in descriptive and analytic skills as readers of narrative fiction in English.
2. Respond to texts critically, sensitively and in detail, using textual evidence as appropriate, with and without the use of secondary sources.
3. Apply appropriate theoretical frameworks and critical approaches to analyse a selection of fictional works.
4. Relate evil and fiction to their own experience and to the world around them.

3. MODULE CONTENTS

Units
1. Introduction & dictionary definitions;
2. Evil & original sin & application to narrative fiction
3. Evil in past & present: Neiman, Midgley, Ricoeur & Leibniz & application to narrative fiction
4. 5-factor theory and Carrol & application to narrative fiction
5. Sternberg & Kukkonen & application to narrative fiction
6. Cole's & Midgley & application to narrative fiction
7. Baron-Cohen and Stone & application to narrative fiction
8. Time to discuss the essays & application to narrative fiction
9. Riemann and Candel & application to narrative fiction
10. Shen & application to narrative fiction
11. MacIntyre and Eagleton & application to narrative fiction
12. Science, magic & religion & application to narrative fiction
13. Evil in literature: Gothic evil & application to narrative fiction

Each unit demands a relatively similar amount of work. A week-by-week schedule of lecture and seminar topics, set readings, workshops and tutorials will be provided at the start of the course

4. TEACHING AND LEARNING METHODS

Module time is devoted to lectures, seminars and tutorials, which include group work, class discussions, critical reading, critical writing and oral presentations. Students are greatly encouraged towards independence, and project work figures large in this module, so they acquire not only academic skills, but learn how to manage time and decision making effectively. During the tutorials students will be involved in writing a "research paper".

Students are expected to read the set texts before they are discussed in the seminars. There can be no substitute for reading the original work and it is the student's response to and knowledge of those works that mainly matter.

Attendance and participation

Faithful attendance and regular participation in class are expected. Additionally, this class will often involve students working in small groups. Each student is expected to participate as a group member, neither dominating participation nor failing to participate.

Student workload: 200 hours	
Class-contact hours: 48	45 (& 3 hours of voluntary supervised project work)
Independent learning: 152	

Learning activities

Face-to-face hours	There is no formal separation of lecture time and seminar time. Both may take place during the same class: • Lecture time provides an introduction and overview of the topic under discussion. • Seminar time deepens theoretical issues through discussions of readings, and applies the theoretical issues through analysis and discussion of selected works.
Tutorials / workshops	• In order to guide and supervise students' work during the course, the teacher is available at the times specified for individual / group guidance.

Materials and resources

A wide range of theoretical texts, literary texts and other fictional works in English will form the basis of the analysis and discussion in seminars and tutorials.

Students will be supported through an e-learning platform (Blackboard), where as many materials as possible will be uploaded

5. ASSESSMENT

Continuous assessment
Assessment criteria

Evaluation will measure students'
- understanding of the main issues around evil
- ability to think critically and apply theoretical knowledge to texts
- ability to locate resources and use them successfully
- ability to understand theoretical texts and provide a systematic step-by-step account of the main ideas
- work in pairs or groups to complete a self-chosen project
- ability and willingness to be pro-active in taking charge of their own learning.

Marking criteria

Assessment is continuous and based on the following components:

Criterion	Descriptor	Evidence
Understanding of the main models of evil	• Students are able to use the technical terminology correctly • Students contribute to debates • Students relate their own observations to the theoretical concepts dealt with • Students are able to (re-)create conceptual frameworks for analysis	• Class participation • Final essay
Ability to understand theoretical models and their significance, and apply them to texts	• Students understand and systematically develop the main ideas of a theoretical text about evil • Students question theoretical understandings when and where necessaryStudents can use the models to analyse evil in fiction	• Class participation • Theory assignments • Final essay
Where necessary, ability to locate resources and use them successfully	• Students use a variety of resources • Readings have been well-chosen	• Tutorials • Final essay
Work in pairs or groups to complete a self-chosen project	• Students are able to organize and structure their work • The group project shows clearly that all the students have participated • All students have their part in the production of the essay	• Tutorials • Final essay
Ability and willingness to be pro-active in taking charge of their own learning	• Students forward class learning through questions, comments, reports on observation, etc. • Students come to tutorials well-prepared • Students carry out their research independently and approach the teacher to ask for guidance of support	• Class participation • Tutorials

Details about the marking of the theory assignments and the research paper will be provided by the teacher.

Students are warned that plagiarism will not be tolerated. The ideas from other sources, regardless of whether they are quoted, summarized or paraphrased, must be documented adequately. According to article 34 of the University regulation on evaluation, any plagiarism found in the final version of a paper will be penalised and could result in the failure of the module. The teacher will provide students with assessment cover sheets for written work, which certifies that their submitted work is entirely their own or appropriately referenced.

Grading descriptors

- **Outstanding (MH)**: Students display an outstanding grasp of the aims and contents of the module. All assessment criteria have been fulfilled to an exceptionally high level. The written assignment shows that students have read and thought at a level well beyond what is expected in the module. Students attend lectures and are always well-prepared for discussion in seminars.
- **Excellent (Sobresaliente)**: Students display an excellent grasp of the aims and contents of the module. All assessment criteria have been fulfilled to a very high standard and most at an exceptionally high level. The written assignment shows all or most of the appropriate characteristics expected for this type of work. Students attend lectures are practically always well-prepared for discussion in seminars, with almost no absences.
- **Very Good (Notable)**: Students display a very good grasp of the aims and contents of the module. All assessment criteria have been met fully and many have been fulfilled at a good or very good standard. The written assignment shows a good knowledge of the primary texts and the relevant context; they have a good foundation in the prescribed reading and build on ideas put forward in lectures and seminars. Students attend lectures and seminars, with few absences, and have done most of the preparation.
- **Satisfactory (Aprobado)**: Students show a satisfactory grasp of the aims and contents of the module. All assessment criteria have been met, but some barely exceed the threshold standard to pass the module. The written assignment shows some of the appropriate characteristics in relation to content, illustration, organisation and expression. Students are present in lectures and seminars, with few absences, and occasionally contribute to discussions.
- **Fail (Suspenso)**: Students show an unsatisfactory grasp of the aims and contents of the module. Some assessment criteria do not reach the threshold standard to pass the module. The written assignment shows limited understanding of the primary texts and/or minimal research. Students have multiple absences and when they come, they are often not prepared or they do not say much.

Final exam

In accordance with the University regulation on evaluation, for those students who are not able to follow the continuous assessment scheme there will be one final summative two-hour written exam over the material covered during the module. This exam may include objective test questions, short answer questions and discussion questions.

There will be a resit opportunity at the end of the second semester. This will also take the form of a two-hour written exam, with a similar format to the above-mentioned final examination, which will constitute 100% of the resit mark.

6. BIBLIOGRAPHY

In addition to the books recommended here, a detailed bibliography of literary histories, reference books, anthologies and literary criticism on the authors discussed could also be provided.

Studying literature

On evil

Arendt, Hannah. 1976. *Eichmann in Jerusalem: A Report on the Banality of Evil*. New York: Penguin.
Baron-Cohen, Simon. *The Science of Evil. On Empathy and the Origins of Cruelty*. New York: Basic Books.
Cole, Phillip. 2006. *The Myth of Evil*. Edinburgh: Edinburgh UP.
Eagleton, Terry. 2010. *On Evil*. New Haven: Yale UP.
Grant, Ruth W. (ed.) 2006. *Naming Evil, Judging Evil*. Chicago: Chicago UP.
Midgley, Mary. 1984. *Wickedness*. London: Routledge.
Neimann, Susan. 2004. *Evil in Modern Thought: An Alternative history of Philosophy*. Princeton: Princeton UP.
Ricoeur, Paul. 1969. *The Symbolism of Evil*. Boston: Beacon P.
Stone, Michael H. 2009. *The Anatomy of Evil*. Prometheus Books: Amherst, New York.

On the Gothic

Botting, Fred. 1996. *Gothic*. London: Routledge.
Punter, David. Ed. 2000. *A Companion to the Gothic*. Oxford: Blackwell.

Websites

Tooley, Michael. Summer 2013. "The Problem of Evil", *The Stanford Encyclopedia of Philosophy*, Edward N. Zalta (ed.), http://plato.stanford.edu/archives/sum2013/entries/evil