**UNIT OUTLINE**

Unit Code: **LIT233**

Unit Title:

**Literature and Theology in C. S. Lewis**

Semester: **2**

Year: **2020**



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| **Unit code** | LIT233 | |
| **Unit name** | Literature and Theology in C. S. Lewis | |
| **Associated higher education awards** | Undergraduate Certificate of Literature  Diploma in the Liberal Arts: Foundations of Wisdom  Bachelor of Arts in the Liberal Arts  Bachelor of Education (Secondary)  Bachelor of Education (Primary)  Bachelor of Arts/Bachelor of Education (Secondary) | |
| **Duration** | One semester | |
| **Level** | Intermediate | |
| **Unit Coordinator** | Ben Myers | |
| **Lecturer** | Kenneth Crowther | |
| **Core/Elective** | UG Elective | |
| **Weighting** | Unit credit points: 10 | Total course credit points:  40 – Undergraduate Certificate of Literature  80 – Diploma in the Liberal Arts: Foundations of Wisdom  240 – Bachelor of Arts in the Liberal Arts  320 – Bachelor of Education (Secondary)  320 – Bachelor of Education (Primary)  320 – Bachelor of Arts/Bachelor of Education (Secondary) |
| **Student workload** | **Face-to-face on-site:** | **External:** |
| Timetabled hours per semester: 39  Personal study hours per semester: 111  Total hours per semester: 150 | Timetabled hours per semester: 39  Personal study hours per semester: 111  Total hours per semester: 150 |
| Students requiring additional English language support are expected to undertake an additional 1 hour per week | |
| **Delivery mode** | External | |
| **Pre-requisites/ Co-requisites/ Restrictions** | Nil | |
| **Rationale** | C. S. Lewis was a major figure in mid-20th-century literary criticism, fiction, and apologetics. Clyde Kilby has observed that Lewis’s work comprises two main qualities, “a deep and vivid imagination” and “a profoundly analytical mind.” These two qualities combine in Lewis’s passionate advocacy for a Christian worldview – in literary theory, in poetry, in the study of medieval and Renaissance literature, in fictional experiments with science fiction and fantasy, and more. Lewis’s imagination was particularly shaped by medieval cosmology as well as by the darker side of Christian doctrine (ideas of hell, Satan, demons, etc). In this unit, students will encounter a wide range of Lewis’s texts, from writings on apologetics and literature to works of science fiction and a Christian re-telling of an ancient myth. Lewis’s central religious ideas – his “mere Christianity” – will be explored in connection with his diverse literary output. The unit encourages students to reflect on the way Christian belief nourishes imaginative vision. In that way, it aims to shed light on the whole Literature curriculum and on the relation between Christian faith and the literary imagination. | |
| **Prescribed text(s)** | *Note: Students are expected to purchase or have access to the prescribed text(s).*  Lewis, C.S. *The Great Divorce*  Lewis, C.S. *Mere Christianity*  Lewis, C.S. *That Hideous Strength*  Lewis, C.S. *Till We Have Faces* | |
| **Recommended readings** | Baggett, D. J. and others. *C.S. Lewis as philosopher (2008)*  Clark, David. *C. S. Lewis: A Guide to His Theology (2009)*  Como, James. *C. S. Lewis: A Very Short Introduction (2019)*  Daigle-Williamson, Marsha. *Reflecting the Eternal: Dante’s Divine Comedy in the Novels of C. S. Lewis. (2015)*  King, D. W., ed., *The Collected Poems of C. S. Lewis (2015)*  Lewis, C. S. *The pilgrim’s regress (1943)*  ——, *The discarded image (1964)*  ——, *An experiment in criticism (1961)*  ——, *The allegory of love (1958)*  ——, *Collected letters, ed W. Hooper, 3 vols (2000–6)*  ——, *Essay collection: faith, Christianity and the church,* ed. L. Walmsley (2002)  MacSwain, R. and M. Ward, eds., *The Cambridge companion to C.S. Lewis (2010)*  McGrath, Alister. *The intellectual world of C. S. Lewis (2013)*  McGrath, Alister. *C. S. Lewis: a life (2013)*  Rigney, Joe. *Lewis on the Christian Life*  Williams, Rowan.*The Lion’s World: A Journey into the Heart of Narnia (2013)* | |
| **Specialist resource requirements** | Nil | |
| **Content** | Readings need to be completed before the class session for which they are assigned.  **Topic I. Fiction and Theology: The Great Divorce**  • Lewis as a novelist  • The importance of hell in Lewis’s thought  • Lewis and Dante on hell, purgatory, and heaven  **Topic II. Literature and Imagination: Preface to Paradise Lost**  • Lewis as a literary critic  • Milton’s Satan and the uses of Satan in Lewis’s work  **Topic III. Faith and Rationality: Mere Christianity**  • Lewis as a Christian apologist  • Objective moral order in Mere Christianity and Abolition of Man  • Lewis on Christian ethics, doctrine, and modern worldviews  **Topic IV. Science and Science Fiction: That Hideous Strength**  • Dystopian fiction and the historical context of That Hideous Strength  • Lewis’s medieval and biblical sources  • The critique of science and social progress  **Topic V. Myth and Fiction: Till We Have Faces**  • Lewis’s mythic sources  • The narrator and the two parts of Till We Have Faces  • Sacrifice and redemption in Lewis’s fiction | |
| **Learning outcomes** | On completion of this unit, students will be able to:  1. Understand the diverse genres and literary styles in the works of C. S. Lewis;  2. Interpret C. S. Lewis’s theological ideas in the context of their time;  3. Analyse the way theological ideas are impacted by literary form and genre;  4. Critically evaluate C. S. Lewis’s contribution to the literature and Christian thought of the 20th century;  5. Communicate at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation. | |
| **Assessment tasks** | **Task 1: Forum Posts**  Duration: Weekly  Weighting: 20%  Learning Outcomes: 1-4  Assessed: Week 1-13  You must write one forum post for each week of semester. This could be an idea or a critical question about the reading, or a response to someone else’s forum post. All posts must be on the forum before each week’s scheduled class session.  These posts will form the basis of further class discussion. You will be assessed on (a) whether you have posted to the forum each week (weeks 1-13), and (b) the quality of your comments and the evidence of careful, reflective reading of the set texts.  **Task 2: Seminar Presentation**  Word Length/Duration: 10 minutes of pre-recorded video content  Weighting: 30%  Learning Outcomes: 1-3, 5  Assessed: Week 3-13 (each student will be allocated one of these weeks)  Record and upload a 10-minute seminar presentation that covers the following topics:  • A brief synopsis of the assigned reading.  • Discuss 2 or 3 main themes or ideas from the reading, with evidence of some further research in secondary sources.  • Articulate 2 or 3 key questions to spark class discussion.  • Written notes for your seminar should also be submitted.  **Task 3: Essay**  Word Length/Duration: 2000 words  Weighting: 50%  Learning Outcomes: 1-3, 5  Assessed: Week 14  Write a 2,000 word paper on either The Great Divorce or That Hideous Strength or Till We Have Faces. Your paper should refer to at least 3 other texts by C. S. Lewis, as well as at least 4 secondary sources (books or journal articles). | |
| **Unit Summary** | The unit encourages students to reflect on the way Christian belief nourishes imaginative vision in the work of C. S. Lewis. | |

**LIT233 Rubric |Task 2: Seminar Presentation**

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| **CRITERIA** | **High Distinction** | **Distinction** | **Credit** | **Pass** | **Fail** |
| **Analysis of the reading** | Deep engagement with the text evidenced in sophistication of analysis and understanding of the argument. Main points/key ideas are dealt with judiciously and comprehensively. | Thorough engagement with the text evidenced in accurate analysis and understanding of the argument. Main points/key ideas are well considered and explained. | Engagement with the text evidenced in competent analysis and understanding of the argument. Main points/key ideas are explained coherently and with some insight. | Engagement with the text evidenced in mostly correct analysis and understanding of the argument. Main points/key ideas are identified. | No evidence of adequate engagement with the reading.  Main points/key ideas are not identified. |
| **Research** | Evidence of insightful engagement with key, scholarly sources that are central to the intellectual development of this topic is seamlessly integrated into the explanation and contextualisation of the reading’s main argument. | Evidence of extra research from highly relevant scholarly sources is referenced to enhance the explanation and give contextualisation of the main points of the reading. | Evidence of extra research from scholarly sources is referenced to enhance the explanation and give some contextualisation of the main points of the reading. | Some relevant use of secondary sources in explanation and analysis. | No relevant research, or using inappropriate sources (e.g. websites, non-scholarly online materials). |
| **Questions** | 2-3 very insightful and provocative questions were posed that sparked a robust discussion and got to the core of the reading’s argument. | 2-3 provocative questions were posed that lead to an engaging conversation about the core of the reading’s argument. | 2-3 thoughtful questions were posed that lead to a conversation about the reading’s main points. | 2 questions posed that touched on the main ideas of the reading. | Less than 2 or no questions posed. |
| **Communication** | Confident, well-spoken and polished delivery. No ‘umms’; not read verbatim but showing evidence of rehearsal; delivered engagingly and with understanding of rhetorical devices. Notes show a clear organisation of thought, engagement with the reading and insightful synthesis of ideas. | Confident and well-spoken delivery. No ‘umms’; not read verbatim but delivered with liveliness. Notes show a clear thought process, engagement with the reading and synthesis of ideas. | Well-spoken delivery. One or two ‘umms’; not read verbatim but with some reading/reference to notes. Notes are organised, and show understanding of the reading and some synthesis of ideas. | Coherent delivery, several ‘umms’; some reading verbatim and continual reference to notes. Notes show adequate engagement with text and identification of main points in the argument. | Mumbles; unclear delivery; lots of ‘umms’. Notes are not coherent and show minimal to no engagement with the reading. |

**LIT233 Rubric | Task 3: Essay**

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| **CRITERIA** | **High Distinction** | **Distinction** | **Credit** | **Pass** | **Fail** |
| **Engagement with the text(s)** | An informed, balanced, and insightful interpretation of the text, with exceptionally judicious use of quotations. | An accurate and somewhat insightful interpretation of the text, with apt quotations. | An accurate interpretation of the text, with relevant quotations. | A mostly accurate interpretation of the text with somewhat relevant quotations. | An inaccurate interpretation of the text with no quotations, or no relevant quotations. |
| **Research** | Judicious selection and skilful integration of high-quality scholarly sources (journal articles and books only). | Good selection and integration of high-quality scholarly sources (journal articles and books only). | Appropriate selection and sound integration of high-quality scholarly sources (journal articles and books only). | Some relevant use of high-quality scholarly sources (journal articles and books only). | No relevant research, or using inappropriate sources (e.g. websites, non-scholarly online materials). |
| **Argument** | An insightful and well-reasoned answer to the question with evidence of consistent independent thinking. | A well-reasoned and logically structured answer to the question, with some independent thinking. | A sound answer to the question, backed up by adequate reasoning. | A mostly sound answer to the question with some evidence of adequate reasoning. | An inaccurate or incoherent response to the question. |
| **Communication** | Consistently clear and controlled prose style with precise word choice and very minimal grammatical errors. Flawless referencing (Chicago or APA). | Clear and controlled prose style with accurate word choice and a mostly accurate use of grammar. Nearly flawless referencing (Chicago or APA). | Mostly clear prose style with mostly sound word choice and some grammatical problem areas. Basic referencing information provided. | Adequate but limited prose style, some inaccurate word choice, some grammatical problem areas. Basic referencing information provided. | Inadequate prose style, poor word choice, systemic grammatical problems. No referencing provided. |