Playing Satan: Dramatizing Evil engages the dramatization of radical (as opposed to natural) evil on stage throughout Western history. In some cases, the plays are theodicies, offering to explain the existence of evil. In other cases, the plays use the devil as a metaphor. Over the course of the semester, the students will read a variety of plays from within the western tradition with a focus on the representation of evil especially through the metaphor of the devil. The overall purpose is both integrative and exploratory. The survey of texts will introduce students to a variety of different plays from a variety of different cultures: ancient Athens, medieval Europe, Renaissance England, twentieth century America, and representing a variety of forms: tragedy, comedy, musical, adaptation, satire, farce, historical, etc. The course will also ask the student to approach evil and the idea of the devil from a variety of disciplines: theological, philosophical, literary, cultural and performative. By approaching the texts in different ways, it is the hope that the course will demonstrate to students how to integrate knowledge from different disciplines in order to understand how theatre functions within a society and how it represents the thoughts, ideas and fears of that society. And there will be a lot of writing.

Learning Objectives:
After completing the course the student will:
* understand how the dramatic arts are used to embody and explore theological and philosophical issues and how a play can be a theodicy.
* engage dramatic texts from a variety of periods and cultures and learn to distinguish between genres, styles and contexts.
* understand the difference between dramatic texts and other forms.
* see theatre as a cultural mirror.
* understand the different constructions of radical evil, how they are represented and to what end cultures have put them.
* engage the link between theatre, theology and philosophy.
* acquire a number of methodologies for analyzing dramatic texts.
* understand and appreciate the intellectual rigor and academic excellence that defines an LMU education.
* engage critically and reflectively in scholarly discourse.
* exercise critical thinking in oral discussion and writing.
* discriminate between scholarly and popular modes of knowledge through an understanding of the peer-review process.
* acquire library skills including use of the library catalog and electronic databases to retrieve books or articles, whether in print or online.
**Required Books:**
These volumes are available in the bookstore and/or may also be purchased online. Students must have the texts by the time we begin reading them.

- Russell, Jeffrey Burton, *Prince of Darkness* (*POD*)
- Euripides, *Medea*
- Marlowe, Christopher, *Doctor Faustus*
- Shakespeare, William, *Macbeth*
- Jonson, Ben, *The Devil Is an Ass*
- Aguerre-Sacasa, Robert, *Say You Love Satan*
- Taylor, C.P., *Good*
- MacLeish, Archibald, *J.B*
- Weisel, Elie, *The Trial of God*
- Hochhuth, Rolf, *The Deputy*
- Havel, Vaclav, *Temptation*

There will also be several photocopies of plays, essays and book chapters distributed during the semester via email and on MYLMUConnect. These readings are marked below with an asterisk (*). It is the student’s responsibility to ensure that s/he has the readings due that day in advance.

**Changes, Material and Academic Honesty:**

The instructors reserve the right to make changes and corrections to the syllabus at any point in the semester at his discretion. Students will be given appropriate notification of any changes in writing.

The student is responsible for any missed assignments or acquiring handouts distributed on days the student is absent from class. Students aware of upcoming absences should solicit any necessary materials before the absence.

**ACADEMIC HONESTY:** Loyola Marymount University expects high standards of honesty and integrity from all members of its community. Students who plagiarize or cheat on any assignment will fail that assignment. A second instance of academic dishonesty will result in failing the course without the possibility of withdrawal and the reporting of the student to the Dean and the Academic Vice President.

**SPECIAL ACCOMMODATIONS:** Students with special needs who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services Office. Any student who currently has a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Services Office (Daum Hall # 224, x84535) as early in the semester as possible. All discussions will remain confidential. Please visit <http://www.lmu.edu/dss> for additional information.
Course Requirements

1. Prompt Attendance & Participation: Class begins at 1:35 and will last until 2:50. We will not keep you late if you will arrive on time. Attendance is mandatory, as is participation. You are expected to have done all the reading due for the class on the day it is due. Participation is only possible if you can join the discussion by virtue of having done the readings. Cell phones and pagers must be turned off before class begins. We WILL answer any phone that rings, so be sure to turn yours off. Computers may be used for note-taking, but if abused (i.e. you’re on Facebook in class, or Googling unrelated subjects) then the instructors reserve the right to no longer allow their use.

2. Reading and Reading Journals: Paper topics will emerge from your readings. Therefore, you will be required to keep a record of your thoughts, questions and reactions as you read. We may also do a number of writing exercises to help you develop paper topics and develop your revision skills. Reading journals will be due every Thursday and should be a minimum of 2 pages.

3. Information Literacy Modules
Students must complete four online modules by the due dates specified below. The modules may be found on the MyLMUConnect site for this course. Each module lasts approximately one hour and is followed by an online quiz. Your grades for the quizzes will be tabulated and sent to your instructors. The modules concern starting research (module 1, due by September 10), types of information (module 2, due by September 19), locating and evaluating information (module 3, due by October 15), and the ethical use of information (module 4, due by November 5. The scores from these modules count for ten percent of your final grade.

4. Writing Assignments: Throughout the course of the semester each student will work towards producing one (1) or two (2) polished essays. Polished essays emerge from your readings and drafts. Polished essays should be your best writing, revision, and editing. At midterm you will turn in a polished essay of 6-10 pages. Your final polished essay, due at the end of the semester, will be 10-15 pages. The polished essays must make use of at least 3 external sources. No essay will be accepted as a polished essay without evidence of it being revised.

You will also be responsible for an Annotated Bibliography which will be due during week 12.

5. Presentations
Over the course of the semester, students will give two presentations. The first is a presentation to the class on a topic relevant to the day. A list of topics will be circulated at the beginning of the semester along with a guide for the presentations. Students will also have 3-5 minutes on the second to last day of class to present on their research for the course.
Grading

Attendance  10%
Information Literacy  10%
Presentations  15%
Reading Journal  15%
Writing Assignments  50%

Schedule

Part One: The Problem of Evil

August 27  Introduction

29  A Brief History of Satan and Grammar
   Discuss Invention and Rhetoric.
   Reading Journal Instructions

Sept.  3  Pre-Christian Evil

Part Two: Med-Evil

5  Evil & the Medieval Stage
   Discuss Creating a Thesis, Audience, Message, and Purpose and Research Questions.
   Draft #1 Instructions

10  Evil & the Medieval Church

12  Evil in the Renaissance/Reformation
   Discuss Plagiarism and Responsible Sourcing.
   Source Paper Instructions

17  Devil Clowns

19  Are we still medieval?
   Library and other sources

Part Three: Deals with the Devil

24  Faust
26 Faust’s Children
Discuss Premises, Conclusions, and Hidden Assumptions
Draft #2-Source paper due
Reading Journal #4 Due

Oct. 1 He Who Hates Light
POD chaps 10-15

3 “The Numbing of the Moral Sense”
Discuss Refutation, Concession, and Counter Arguments
Draft #3 Instructions
Macbeth
Reading Journal #5 Due

8 Modern Mephistopheles I
Temptation

10 Writing Deals with the Devil
Discuss the Symbolic Nature of Language and Meaning (Defining Terms and Hidden Agendas)
Draft #3 due
Reading Journal #6 Due

15 Modern Mephistopheles II
Say You Love Satan
Information Literacy Module 3 Due

17 Midterm Polished Essay Due

Part Four: The Silence of G_d

22 Evil in the Face of the Holocaust & Hiroshima
The Deputy

24 The Banality of Evil
Discuss Logical Fallacies
Draft #4 Instructions
Good
Reading Journal #7 Due

29 Hiroshima Rages, Nagasaki Prays
The Bells of Nagasaki*

31 Closing in on the end
Discuss MLA Citation
Draft #4 due
Reading Journal #8 Due

Nov. 5 In Honor of Guy Fawkes, Postmodern Evil
Essays*
Information Literacy Module 4 Due

Part Five: The Voice from the Whirlwind

7 Scripture on Evil
Discuss Integrating Quotations
Discuss Assignment Sheet for Annotated Bibliography
Read the Book of Job
Reading Journal #9 Due
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<tr>
<th>Date</th>
<th>Assignment</th>
<th>Notes</th>
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<tr>
<td>12</td>
<td>Job on Stage</td>
<td>J.B.</td>
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<tr>
<td>14</td>
<td>Good?</td>
<td>Annotated Bibliography due</td>
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<td>Discuss Grammar/Punctuation</td>
<td>Reading Journal # 10 Due</td>
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<td>19</td>
<td>Responses to Evil</td>
<td>&quot;Overcoming Evil&quot;</td>
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<td>21</td>
<td>Conferences</td>
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<td>26</td>
<td>Satan Today</td>
<td>Draft #6 due</td>
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<td>28</td>
<td>NO CLASS - THANKSGIVING</td>
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<tr>
<td>Dec. 3</td>
<td>Sharing is Caring! (Report on your work to your peers)</td>
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<td>5</td>
<td>Conclusions</td>
<td>Final Polished Essay Due</td>
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Please note there is no final exam and this course does not meet during exam week.

There will be one or two opportunities for extra credit. One of which will involve the first year book, Fr. Gregory Boyles’s *Tattoos on the Heart* (New York: Free Press, 2010), writing an essay about the book as it relates to the subject of our course. The other of which will involve seeing one or more theatrical productions on campus that involve the subject matter of the course and writing a review of it/them. More information will follow.