

MODULE CODE:	CSEN7037
TITLE:	Critical Theory: From Structuralism on
DATED:	28/04/2014
LEVEL:	7
CREDITS:	20
JACS CODE:	Q320

AIM(S)

- To provide a detailed overview of the development of critical theories of interpretation and literary production.
- To develop to a high degree students' awareness of the implications and possibilities of a wide range of theoretical positions and methodologies for their own reading and critical practice.

LEARNING OUTCOMES

By the end of this module students should be able to:

- demonstrate a detailed knowledge and understanding of developments in critical theories of interpretation and literary production;
- demonstrate a detailed knowledge and understanding of the ways in which a wide variety of theoretical approaches both build on and challenge pre-existing approaches;
- apply these critical and theoretical concepts independently in the analysis of a range literary texts;
- show a sophisticated awareness of the ways in which the authority of theory may be interrogated and challenged by considering its literary origins, ongoing formation, development and re-interpretation.

INDICATIVE CONTENT

- This module aims to introduce students to the advanced study of a wide range of comparative critical and theoretical approaches to literature. It will serve the dual purpose of introducing such study to students who may not have encountered critical and cultural theory at undergraduate level, and of enhancing the understanding of students who have studied literary theory at undergraduate level. The latter may have encountered the adoption of critical approaches in which literature is relegated to the position of foil for its more abstract counterpart; that is, approaches in which literature is seen as a mere body of language that needs to be explained through the authority of theory, which is by contrast considered as a body of knowledge whose masterly competence is called upon to interpret it. Rather this module is designed to encourage an appreciation of the relationship between literature and theory as one in which neither discipline need dominate the other, and in which the subjects traverse each other's boundaries and interrogate and criticise each other in a real dialogue, as between two different bodies of language and between different modes of knowledge. One of the ways in which this is done is to consider the ongoing formation, development and re-interpretation of critical and cultural theories and the historical contexts and conditions from which they emerge and by which they are partly determined, just as we do with literature. Another is to consider seriously the historical and other objections to modern theoretical formulations.

- Through a range of primary and secondary texts and readings, the module will explore all or some of the following:
 - Theory of Metaphor
 - Stylistics
 - Narratology
 - New Criticism
 - Reader Response Theory
 - Psychoanalytic Theory
 - Marxist Theory
 - Feminist Theory
 - Post-Structuralism and Deconstruction
 - Gender
 - Dialogics
 - Post-colonialism, Race and Ethnicity
 - New Historicism and Cultural Materialism

LEARNING AND TEACHING STRATEGY

Tutorials and **seminars** are used to support the discussion and critical evaluation of what has been learned, normally in a smaller group size than a lecture.

Guided independent study allows students to further their independent learning skills with appropriate support provided by the module tutor(s) (e.g. preparation for lectures and seminars, follow-up work, background reading, revision, completion of assessment tasks).

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	20	10%
Independent learning	180	90%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 30%

10 minute oral presentation accompanied by written paper of 1500 words.

The topic of the presentation is chosen by the student in consultation with the module tutor but must be related to the content of the module.

Exemplar: A stylistic analysis of F. Scott Fitzgerald's *The Great Gatsby*

Assessment Component 2 – 70%

4000 word assignment

The topic of the assignment is chosen by the student in consultation with the module tutor, but must be related to the content of the module.

Exemplar: Critically analyse firstly Jacques Lacan’s psychoanalytic reading of Edgar Allan Poe’s ‘The Purloined Letter’, in his Seminar on that text, secondly Jacques Derrida’s subsequent ‘The Purveyor of Truth’, where he criticises both Poe’s text and Lacan’s reading of it, and thirdly Barbara Johnson’s ‘The Frame of Reference: Poe, Lacan, Derrida’.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	70%
Practical	30%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
<p>If yes please provide brief details (no more than 100 words):</p> <p>This module is designed in line with 2 of the 5 pedagogic approaches to sustainable development identified by UNESCO:</p> <ul style="list-style-type: none"> • Critical and Creative thinking Critical and creative thinking enables people to explore new ways of thinking and acting, make informed decisions, and create alternatives to present choices. It involves reflecting on how people interrelate with one other, understanding cultural differences and creating alternative ways to live together. • Systemic thinking Thinking systemically is essential to sustainable development, as piecemeal approaches have proved not to work - instead resolving one issue while creating other problems. Sustainable development requires approaches which go beyond analysis in terms of ‘problem-solving’ and/or ‘cause-effect’. 	