



Universitat de Lleida

DEGREE CURRICULUM
**CRITICAL THEORY AND
ENGLISH LITERATURE**

Coordination: DOMINGUEZ RUE, EMMA

Academic year 2022-23

Subject's general information

Subject name	CRITICAL THEORY AND ENGLISH LITERATURE			
Code	101272			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in English Studies	4	COMPULSORY	Attendance-based
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	5	COMPULSORY	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	3.3		2.7
	Number of groups	1		1
Coordination	DOMINGUEZ RUE, EMMA			
Department	ENGLISH AND LINGUISTICS			
Teaching load distribution between lectures and independent student work	60h in-class teaching			
	60h autonomous work			
Important information on data processing	Consult this link for more information.			
Language	English			
Distribution of credits	theory - 2.7 ECTS practice - 3.3 ECTS			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
DOMINGUEZ RUE, EMMA	emma.dominguez@udl.cat	6	Monday and Tuesday from 13h to 14h

Subject's extra information

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Plagiarism is severely penalized in accordance with the regulations of the Faculty of Arts

Learning objectives

OBJECTIVES

Be able to understand and associate abstract concepts and extract logical conclusions.

Be able to work and interact in an oral or written way with other classmates.

Understand the basic characteristics of the main currents in literary theory and be able to summarize the contents in a clear and understandable way.

Apply in writing and orally the basic concepts of each literary discourse in order to analyze concrete works in a coherent way.

RESULTS

- Demonstrate command of analysis, synthesis and management tools from different documentary sources.
- Apply basic concepts and methodologies to be able to propose a scientific research exercise
- Understand and rigorously analyze texts of different genres and literary movements in the English language.
- Acquire own tools of literary theory for its application in the critical analysis of texts in English.
- Know how to use gender and sexuality as categories of analysis of the representations of subjectivity inscribed in literary texts.

Competences

Competences

- **General Competences:**
 - CG5: show ability for independent work
 - CG16: develop academic work by using the terminology and methodology appropriate to the field
 - CG2: analyse and synthesise data from different documentary sources

- **Specific Competences:**

- CE6: undertake academic research in the field of literary studies
- CE12: identify critical approaches to literature in English
- CE14: analyse the interaction between history, society and cultural production in English

- **Cross-disciplinary Competences:**

CT6 Apply a gender perspective to tasks related to specific professional settings

Subject contents

TEXT-ORIENTED CRITICISM

- 1. The Formalist Approach

Practice Session: Andrew Marvell, "To His Coy Mistress"

- 2. The Structuralist Approach

Practice Session: D. H. Lawrence, "Second Best" (1914)

- 3. The Mythological-Archetypal Approach

Practice Session: Anne Sexton, "The Frog Prince" (1971)

- 4. Semiotics and Deconstruction

Practice Session: Toni Morrison, "Recitatif" (1983)

AUTHOR-ORIENTED CRITICISM

- 5. The Psychoanalytical Approach

Practice Session: Joyce Carol Oates, "Where Are You Going, Where Have You Been" (1966)

READER-ORIENTED CRITICISM

- 6. Reader Response

Practice Session: William Faulkner, "A Rose for Emily" (1930)

CONTEXT-ORIENTED CRITICISM

- 7. The Marxist Approach

Practice Session: Francis Scott Fitzgerald, "Winter Dreams" (1926)

- 8. New Historicism

Practice Session: Alice Walker, "Everyday Use" (1973)

- 9. Feminism

Practice Session: Ellen Glasgow, "The Shadowy Third" (1923)

- 10. The Post-colonial Approach

Practice Session: Jean Rhys, "Let Them Call it Jazz" (1962)

- 11. Postmodernism

Practice Session: Angela Carter, "The Tiger's Bride" (1979)

Methodology

The methodology for this course will combine theoretical sessions, tutorials, independent work, tutorials and oral presentations. The course involves a workload of 150 hours distributed as follows:

- Contact Hours: 60h (including lectures, oral presentations and tutorials).

- Independent Study: 90h (including preparation for exams, reading of primary and secondary sources, essay writing, and preparation for oral presentation).

The online session will be devoted to explaining each literary approach. This will be carried out by means of materials uploaded in Campus Virtual and videoconference sessions.

The session in class will be devoted to textual analysis of examples of literary texts. Students will be expected to read the texts provided for each unit in Campus Virtual. Moreover, students will be expected to lead the discussion in one of these texts. Units will be allocated to students alphabetically.

If possible, sessions will take place in class.

Teaching and Learning Activities:

- Lectures provide an introduction and overview of the critical approach under discussion.
- Practice sessions explore the critical approach in greater detail through analysis and discussion of selected works.
- The written assignment and the oral presentation will help students to put into practice the formal and research conventions of academic work in a literary context.
- Tutorials are intended to guide and supervise students' work during the course, where the teacher is available at the times specified for individual guidance.

Development plan

The Monday session will be devoted to explaining each literary approach.

The Tuesday session will be devoted to textual analysis of examples of literary texts. Students will be expected to read the texts provided for each unit in Campus Virtual. Moreover, students will be expected to lead the discussion in one of these texts.

If possible, sessions will take place in class. In case of a new lockdown, sessions will take place online.

Evaluation

Evaluation procedures will consist of four parts, each of which will amount to 25% of the final mark. All parts are designed to provide evidence of the competences expressed by the study plan as well as to offer students the possibility to display their different abilities and talents.

- **Discussion: Theory in Practice – 15 points**

Students will be assigned one of the texts in the course and will be required to take the lead of the discussion during the practice session. They will have to decide which issues are relevant in terms of analysis according to the critical approach in question, while they will have to think about appropriate questions to prompt discussion among their peers. More than one student may be assigned each text, which means students may have to work in pairs.

This part of the assessment, which should be based on the material analysed during the semester, is intended to evaluate students' comprehension of the literary approaches, their creativity and ability to articulate and synthesise ideas. At the same time, the essay is intended at familiarising students with research tools and methods while assessing their ability to articulate and synthesise ideas in academic English.

Assessment Criteria for the discussion:

The following criteria will be taken into account, all of them amounting to 15 points:

- The student shows s/he has understood the concepts dealt with in class: up to 3 points
- The student shows capacity to interpret ideas explained in class and is able to apply them to the chosen literary work / critical approach: up to 3 points
- The student is able to make critical judgements about main concepts in literary criticism: up to 3 points
- The student is able to prompt appropriate discussion among peers: up to 3 points
- The student can express him/herself clearly, fluidly and coherently, with an acceptable command of grammar and vocabulary: up to 3 points

- **Written Exam – 20 points**

This short written exercise is intended to assess students' knowledge and understanding of the main critical approaches to literature that have been discussed in class.

- **Essay 2: Theory in Practice – 25 points**

Students are required to write an individual essay one of the texts discussed during the practice sessions so far by applying any critical approach to the text ***other than the one discussed in class*** - i.e. analyzing Walker's "Everyday Use" not from a New Historicist but from a Postcolonial point of view. This essay, which should be based on the material analysed during the semester, is intended to evaluate students' comprehension of the literary approaches, their creativity and ability to articulate and synthesise ideas. At the same time, the essay is intended at familiarising students with research tools and methods while assessing their ability to articulate and synthesise ideas in academic English.

Assessment Criteria for the Essay:

The following criteria will be taken into account, all of them amounting to 25 points:

- The student shows s/he has understood the concepts dealt with in class: up to 5 points
- The student shows capacity to interpret ideas explained in class and is able to apply them to the chosen literary work / critical approach: up to 5 points
- The student can express his / her ideas in a clear and coherent way: up to 5 points
- The student is able to make critical judgements about main concepts in literary criticism: up to 5 points
- The student can express him/herself fluidly, with an acceptable command of grammar and vocabulary: up to 5 points

- **Oral presentation – 25 points**

This oral presentation will consist of a 10 to 15-minute talk in which students are intended to analyse any literary work of their choice in pairs and discuss it according to one of the approaches to criticism explained in class. Students should be able to describe and interpret aspects of their chosen literary work and make a critical judgement of its relevance. While assessing the students' ability to articulate and synthesise ideas in spoken English, the presentation also allows students to share the results of their research with the rest of the class.

Assessment Criteria for the Oral Presentation:

The following criteria will be taken into account, all of them amounting to 25 points:

- The student shows s/he has understood the concepts dealt with in class: up to 5 points
- The student shows capacity to interpret ideas explained in class and is able to apply them to the chosen literary work / critical approach: up to 5 points
- The student can describe the literary work / critical approach and its relevance in a clear and coherent way: up to 5 points
- The student can express him/herself fluidly without excessive hesitation, without the need to read from a text: up to 5 points
- The student has an acceptable command of grammar and vocabulary: up to 5 points

Poster - 15 points

This academic year the course will be part of the Teaching Innovation Project "Nobel Prizes for Literature in English: A traveling exhibition". For this reason there will be three sessions in which students will participate in the preparation of two posters based on two Nobel Prize winning authors we have discussed in class: Toni Morrison and William Faulkner. After being evaluated, two of these posters will be included in a traveling exhibition as part of the teaching innovation project.

Assessment criteria

The following criteria will be taken into account, which add up to 15 points:

- Content: up to 5 points
- Design: up to 5 points
- Presentation: up to 5 points

If plagiarised material is detected, the teaching staff will apply what is established in the 'Regulations for the Assessment and Grading of Student Learning in UdL Bachelor's and Master's Degrees'.

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The course is evaluated through continuous assessment. Students who combine their studies with a full-time job or a part-time job that coincides with class schedules are entitled to request an alternative assessment within 5 days from the beginning of the semester. For information, send an email to academic@lletres.udl.cat or speak to the staff at Secretaria de Lletres.

Bibliography

BIBLIOGRAPHY

Eagleton, Mary, ed. *Feminist Literary Theory: A Reader*. Oxford: Blackwell, 1986.

Eagleton, Terry. *Literary Theory: An Introduction*. Oxford: Blackwell, 1983.

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Hawthorn, Jeremy. *A Concise Glossary of Contemporary Literary Theory*. London: Arnold, 1998.

Klages, Mary. *Literary Theory: A Guide for the Perplexed*. London: Continuum, 2006.

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