

Nottingham Trent University

Module Specification

	Basic module information	
1	Module Title:	Literature in Theory
2	Module Code:	ENGL29612
3	Credit Points:	20
4	Duration:	Second Half Year
5	School:	Arts and Humanities
6	Campus:	Clifton
7	Date this version first approved to run:	February 2016

8 Pre, post and co-requisites:

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

<u>Pre, Co, Post</u>	<u>Module Code</u>	<u>Module Title</u>
Pre	ENGL11411	Foundations of Literary Studies

9 Courses containing the module

<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
		FT	ENGL001	BA (H) English
		FT	ENGL015	BA (H) English with Creative Writing
		FT	HUMA002	BA (H) Communication & Society and English
		FT	HUMA009	BA (H) English and European Studies
		FT	HUMA010	BA (H) English and Film & TV
		FT	HUMA011	BA (H) English and Global Studies
		FT	HUMA012	BA (H) English and History
		FT	HUMA013	BA (H) English and International Relations
		FT	HUMA014	BA (H) English and Linguistics
		FT	HUMA015	BA (H) English and Media
		FT	HUMA016	BA (H) English and Philosophy
		FT	HUMA017	BA (H) English and TESOL
		SW	MODL003	BA (H) French and English
		SW	MODL017	BA (H) German and English

SW	MODL030	BA (H) Italian and English
SW	MODL041	BA (H) Mandarin Chinese and English
SW	MODL048	BA (H) Spanish and English
FT	EURX002	European Exchange (Second Half Year)
FT	EURX003	European Exchange (Full Year)
FT	INTX002	International Exchange (Second Half Year)
FT	INTX003	International Exchange (Full Year)

10 **Overview and aims**

'Literature in Theory' will offer an in-depth engagement with one of the theoretical approaches introduced at level 1 and will study its role in reshaping our encounter with literary texts. Developing students' understanding of what it means to read critically, the module will explore the impact of a particular approach on literary production and analysis. We will examine the development of this perspective from its origins to its application by contemporary literary critics, and students will consider how that theory has been employed by different readers and writers in different places and at different times. Attention will be paid to the ways that the critical framework under analysis intersects with or challenges other theoretical perspectives.

Depending on the requirements of the specific programme running in any given year, the module may focus on a particular thinker or group of thinkers; approaches may include, but are not limited to, feminism, Marxism, psychoanalysis or ecocriticism.

11 **Module content**

The module will be organised thematically and/or historically. Within this structure, students will examine the development of a theoretical approach, its application by different theorists, and its impact on key terms such as subjectivity, history, the 'other', desire, or place.

For example, focusing on psychoanalytic literary criticism, students undertaking this module will examine concepts/questions such as:

- The unconscious
- Dreams
- Sexuality
- Hysteria
- Trauma
- Repetition
- The uncanny
- 'What does woman want'?

- Psychoanalysis and race
- Psychoanalysis today

12 Indicative reading

STUDENTS: WARNING

Please do not use the indicative reading list as a preliminary reading list. The preliminary reading lists will be posted at the end of the preceding academic year.

Indicative critical texts [psychoanalysis]:

Easthope, Anthony, *The Unconscious* (London and New York: Routledge, 1999)

Ellmann, Maud, *Psychoanalytic Literary Criticism* (London: Longman, 1994)

Felman, Shoshana (ed.), *Literature and Psychoanalysis - The Question of Reading: Otherwise* (Baltimore and London: John Hopkins University Press, 1982)

Freud, Sigmund, 'The "Uncanny"' [1919], in *PFL* 14 (London: Penguin 1990), 335-76

Freud, Sigmund, 'The Interpretation of Dreams' [1900], in *PFL* 4 (London: Penguin, 1991) [extracts]

Freud, Sigmund, 'Fragment of an Analysis of A Case of Hysteria ("Dora")' [1901], in *PFL* 8 (London: Penguin, 1991), pp.29-164

Freud, Sigmund, 'Beyond the Pleasure Principle' [1920], in *PFL* 11 (London: Penguin, 1991), 269-338 [extracts]

Mitchell, Juliet, *Psychoanalysis and Feminism: with a new introduction* (London: Penguin, 2000)

Thurschwell, Pamela, *Sigmund Freud* (Abingdon: Routledge, 2000)

Wright, Elizabeth, *Psychoanalytic Criticism: A Reappraisal*, 2nd edition (Cambridge: Polity Press, 1998)

Indicative literary texts [psychoanalysis]:

Dangarembga, Tsitsi, *Nervous Conditions* (Oxford: Ayebia Clarke, 2004)

Hoffmann, E.T.A., 'The Sandman', in *Tales of Hoffmann*, trans. R.J.

Hollingdale (Harmondsworth: Penguin, 1982), pp.85-125

Hustvedt, Siri, *The Shaking Woman or a History of My Nerves* (London: Sceptre, 2011)

Schnitzler, Arthur, *Dream Story* (London: Penguin, 1999)

Plath, Sylvia, 'Daddy' in *Collected Poems* (London: HarperCollins, 1981)

13 Learning outcomes

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

- A5 compare, evaluate and debate theoretical viewpoints
- A6 originate well-informed and substantiated literary arguments
- A4 have knowledge of past and current literary and theoretical approaches to

text
Skills, qualities and attributes. After studying this module you should be able to:
<ul style="list-style-type: none"> • B1 perform close textual analysis with confidence • B6 formulate logical and critical arguments based on a range of ideas and present cogent written and oral arguments in formal and peer group situations • B5 write clearly and logically • B7 to reason critically • B9 demonstrate independence of thought and judgement • B15 demonstrate research skills in printed and internet sources

<p>14 Teaching and learning</p> <p><i>Range of modes of direct contact</i></p> <p>This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars</p>
<p>This is indicative only: the precise balance between lectures, seminars and workshops will vary from year to year depending on the requirements of the specific programme running in any given year, as well as feedback from students in previous years.</p> <p>Lecture/workshops: 13 x 2hrs Seminars: 13 x 1 hr</p> <p>Total contact hours: 39</p>
<p><i>Range of other learning methods</i></p> <p>This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research</p>
<p>Students will engage with the literary and critical module material in a number of different ways to encourage preparation, constructive follow-up of class discussion and independent reading and research.</p> <p>This is indicative only: the precise balance between lectures, seminars and workshops will vary from year to year depending on the requirements of the specific programme running in any given year, as well as feedback from students in previous years.</p> <p>Directed reading Directed learning Task-based research project preparation Independent study Total non-contact hours: 161</p>

15	Assessment methods		
This indicates the type and weighting of assessment elements in the module			
<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description</u>
1	100%	CWK	Essay (2000 words)
Diagnostic/formative assessment			
This indicates if there are any assessments that do not contribute directly to the final module mark			
Students will be asked to prepare seminar presentations and to lead class discussions.			
Further information on assessment			
This section provides further information on the module's assessment where appropriate			

Document management										
16	Module Title:	Literature in Theory								
17	Module Code:	ENGL29612								
18	Subject (JACS) Code	Q300								
19	Cost Centre	138								
20	School:	AAH								
21	Academic Team	ECM								
22	Campus	2 (Clifton)								
23	Other institutions providing teaching	<i>Please complete in box 23 a-d - if applicable</i>								
		<table border="1"> <thead> <tr> <th>Institution</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>23a Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23b Other public organisation in the UK- Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23c Other private organisation in the UK - Percentage not taught by NTU</td> <td></td> </tr> </tbody> </table>	Institution	%	23a Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		23b Other public organisation in the UK- Percentage not taught by NTU		23c Other private organisation in the UK - Percentage not taught by NTU	
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23b Other public organisation in the UK- Percentage not taught by NTU										
23c Other private organisation in the UK - Percentage not taught by NTU										

23d Any other Non-UK organisation -
Percentage not taught by NTU

24 Date this version was formally
approved by SASQC/DAG: