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|  **UNIVERSITY OF NIŠ** |
| **Course Unit Descriptor** | **Faculty** | **Faculty of Philosophy** |
| **GENERAL INFORMATION** |
| Study program  | **English Language and Literature** |
| Study Module (if applicable) |  |
| Course title | XX Century Literary Theory and Criticism |
| Level of study | ☐Bachelor **☐** Master’s ☐ Doctoral |
| Type of course | ☐ Obligatory**☐** Elective |
| Semester  | **☐** Autumn ☐Spring |
| Year of study  | Fifth |
| Number of ECTS allocated | 4 |
| Name of lecturer/lecturers |  |
| Teaching mode | **☐**Lectures ☐Group tutorials **☐** Individual tutorials☐Laboratory work ☐ Project work ☐ Seminar☐Distance learning ☐ Blended learning ☐ Other |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** |
| - The purpose of the course is to provide a chronological survey of major trends, or ’schools’ in the XX Century literary theory, and by close examination and class discussion of the seminal texts of the representative authors to initiate the students’ critical understanding of the key assumptions and often obscure terminology and formulations of most poststructuralist and postmodern theory. Insead of passive assimilation and reproduction, the focus is on the critical re-examination of some notorious axioms of late XX century , the criterion of their validity being the amount of insight into the cultural or literary phenomenon provided by a particular theoretical position or critical encounter with the text, rather than the more fashinable ’cleverness’. It is expected therefore that upon a successful completion of the course, the sudents will be capable of justifying their own theoretical preferences and choices and the practical approaches to concrete texts deriving them.  |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** |
| The syllabus comprises the most prominent theories that have replaced the so-called non-methodological or humanist literary criticism of F. R. Leavis, L. Trilling and E. Wilson, The New Criticism, Archetypal Criticism of N. Frye, and the cultural criticism of the first generation of the Frankfurt School (Fromm, Marcuse). In the critical focus of the course are the changing conceptions of the relationship literature-culture-identity which this takeover initiated , especially the anti-humanist assumption about the inescapable ideological/liguistic determination of the subject and literary text (Althusser, Foucault, Lacan), but also the postmodern contention about epistemological anarchy and ethical relativism, i.e. about ‘freeplay’ as the only form of resistance (Late Barthes, Derrida, Lyotard, some French feminists) . Both these positions, scientific determinism and antiscientific, or ludic, anti-humanism will be set, for comparison and evaluation, against the highly original insights, by the practising writers and activists, into the nature of art, culture and the self (A. Rich, E. Bond, M. Ravenhill, H. Sheehan, Malcolm X, E. Cesaire, F. Fanon). On the basis of these changing and contending positions the texts for close examination are organized into four major segments: I Etical, or Non-methodical criticism; II Versions of Formalist Criticism (The New Criticism and Russian formalism), III Deep Structures ( Structuralism, (Neo)Marxism, Psychoanalysis), IV Subverting discourses of power ( Deconstruction, Feminism, new Historicism, Multiculturalism) each of which covers a relevant version of the ongoing humanist/anti-humanist controversy.  |
| **LANGUAGE OF INSTRUCTION** |
| ☐Serbian (complete course) **☐** English (complete course) ☐ Other \_\_\_\_\_\_\_\_\_\_\_\_\_ (complete course)☐Serbian with English mentoring ☐Serbian with other mentoring \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **ASSESSMENT METHODS AND CRITERIA** |
| **Pre exam duties** | **Points** | **Final exam** | **points** |
| **Activity during lectures** | **30** | **Written examination** | **70** |
| **Practical teaching** |  | **Oral examination** |  |
| **Teaching colloquia** |  | **OVERALL SUM** | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** |