

Language & Self: Structuralism to Postmodernism

7.1 Module Overview									
Module Number		Module Title	Language and Self: Structuralism to Postmodernism						
Stage of Principal Programme			3	Semester	2	Duration. (Weeks F/T)	12	ECTS	5
Mandatory / Elective (M/E)	E	Hours of Learner Effort / Week	2						
Analysis of required hours of learning effort									
Teaching and Learning Modalities					✓if relevant to this module	Approx. proportion of total (hours)			
Contact Hours									
In person face-to-face					✓	24			
Synchronous									
Indirect/Non-Contact Hours									
Asynchronous									
Work Based									
Other					✓	101			
<ul style="list-style-type: none"> Independent reading, engagement with VLE, research and preparation of assessments 									
Total							125		

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	120
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required
Lecturer	A minimum level 9 qualification in Philosophy or closely cognate area
	Staff - Learner Ratio X:Y
	1:120

Assessment Techniques – percentage contribution				
Continuous Assessment	100%	Proctored Exam – in person		Practical Skills Based
Project		Proctored Exam - online		Work Based
Capstone (Y/N)?	N	If Yes, describe		

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO	Related MIPLO #
On completion of this module a learner will be able to:	
1. Identify the main issues in Critical and Cultural theory as they are addressed by each thinker and to critically and constructively assess these issues within the context from which they emerge.	1, 2, 3, 4, 5, 6, 8

2. Be able to critically assess the contribution of each philosopher to the progression of those key themes within the subject area and their place in the larger context of the history of ideas.	1, 2, 3, 4, 5, 7, 8
3. Understand the relationship between the thought of an individual philosopher as emerging from its relationship to other thinkers of the period and its engagement with and effect on that thought.	1, 2, 3, 4, 7, 8

7.3 Indicative Module Content, Organisation and Structure

This module aims to introduce learners to the key thinkers, concepts and ideas associated French critical and cultural theory in the second semester. It will investigate the significant influence this strand of critical theory has had on literary criticism. It will examine the role of language theory in relation to the increased decentering of the enlightenment humanist notion of the sovereign self, leading to post-structuralist and postmodern questionings of those assumptions of self and knowledge. The module critically engages with the concepts of subjective knowledge and encourages the learner to understand current identify politics and competing claims to truth as grounded in these theories. This module explores the relationship between language and self as it traverses from the radical subjectivity of existentialism to the decentering of the self in Marx, Hegel and Freud. The module seeks to open the questions of self, self-identity and language through the prisms of post-structuralist and post-modern questions of race, gender and identity. Where appropriate, each thinker's relationship to gender and identity will be explored.

Below is an indicative structure of the module content:

- Introduction: Decentering the Subject: Hegel, Marx and Freud
- Saussure and Structuralist Linguistics
- Lacan: 'The Unconscious structured like a language'
- Kristeva: The 'Open' Subject
- Foucault: The self-produced through Discourse
- Derrida: The self-differed and deferred.

The structure of the module allows the learner to engage with some of the key themes of the relationship between language and self as it develops through the period from structuralism to post-structuralism and deconstruction. The underlying theoretical assumptions that underpin the concepts of the enlightenment humanist notion of the relationship between language and self will be questioned. In the process the learner is introduced to the key themes of the module; the increasing insistence of critical and cultural theory that the idea of self is complicated by its inscription through language.

This process of learning will be delivered in weekly, two-hour lectures over a twelve-week period.

7.4 Work-based learning and practice-placement *(if applicable)*

N/A

7.5 Specific module resources required *(if applicable)*

N/A

7.6 Application of programme teaching, learning and assessment strategies to this module

The content of the module is delivered through the format of lectures. The lecturer focuses on the delivery of material through critical analysis and dialogue, drawing out the implications of central ideas and through text, video, PowerPoint, and dedicated Q&A end of lecture sessions. In line with the principles of UDL, all material relevant to the learner will be available at the appropriate time on the Moodle module page. The

final essay assessment will offer the learner the opportunity to demonstrate learning across the module both in terms of individual thinkers and also overall themes.

7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
1-4	Major essay: This major essay title will ask the learner convey their understanding of the overall theme(s) of the module. The essay title will be constructed in such a manner that allows the learner to indicate their understanding of individual thinkers within the overall theme(s) of the module material	90%
N/A	Attendance	10%

7.8 Sample Assessment Materials

Essay Title:

In this module we traced the notions of radical subjectivity in Kierkegaard and Nietzsche along with the de-centring of the self in Hegel, Freud and Marx. We argued that these two strands of thinking laid the foundations for the expression of post-structuralist and post-modern thought in subsequent thinkers. Taking ONE of these philosophers, critically assess how their thought reflects this accumulation of ideas. Word count: 2,000- 2,500 words.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

7.9 Indicative reading lists and other information resources

Indicative Core Reading:

Essential Reading:

Derrida, Jacques, *'Speech and Phenomena' and Other Essays on Husserl's Theory of Signs*, trans. by D. B. Allison (Evanston, IL: Northwestern University Press, 1967)

Easthope, Anthony and Kate McGowan, (eds), *Critical and Cultural Theory Reader*, 2nd edn (Maidenhead: Open University Press, 2004)

Foucault, M. *The Foucault Reader: An Introduction to Foucault's Thought* (London: Penguin Books, 1991)

Kristeva, J., *The Kristeva Reader* (London: Wiley-Blackwell, 1991)

Lacan, J., *Ecrits: The First Complete Edition in English*, 1st edn (New York: W. W. Norton and Company, 2007).

Saussure, F., *Course in General Linguistics* (London: Bloomsbury Academic, 2013)

Other Reading:

Hite, Christian, *Derrida and Queer Theory* (Punctum Books, 2017)

McNay, Lois, *Foucault and Feminism: Power, Gender and the Self* (London: Polity, 2013).

Extensive readings are provided topic by topic on the module Moodle site available to learners from the beginning of the module.