Critical Theory: Language and Self

Section A: Headline Information	
Module title	Critical Theory: Language and Self: from Structuralism to Post-Structuralism and Deconstruction
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Dr Noel Kavanagh
Parent programme(s)	BA (Honours) in English and History
Stage of parent programme	4
Semester (semester1/semester2 if applicable)	2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 3 of the programme or equivalent is required.
Pre-requisite module titles	N/A
Co-requisite module titles	Leaners intending to take this module must also take 'Postmodern Literature'.
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in Philosophy
Maximum number of learners per module	35
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	2
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall
Analysis of required learning effort	
***Effort while in contact with staff**	

Classroom and demon-strations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:15						101: Self directed reading and study 71 Assessment/ exam preparation and writing 30			125 hours

Allocation of marks (within the module)

	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	100%				**100%**

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	While Philosophy at Carlow College has a particular emphasis on Social, Political and Ethical Philosophy in stages 3 and 4 of the programme, it has also endeavoured to present a multidisciplinary approach to other mainstream cognate disciplines that responds to programme objectives. The Critical Theory module is a reflection of these aims, addressing the relationship between language and self through the period from structuralism to post-structuralism and Deconstruction. The module is designed to appeal not only learners who are concentrating their focus on Philosophy as a pathway through the BA Arts and Humanities programme, but specifically to leaners who are pursuing English Literature. PLO's 2,5,7,8.
Module Aims and Objectives	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 decentring of the enlightenment humanist notion of the sovereign self, leading to

	post-structuralist and postmodern questionings of those assumptions of self and knowledge.
Minimum Module Learning Outcomes	On successful completion of this module, learners should 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. (MIPLO 1 2, 5, 7 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. (MIPLO 2, 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. (MIPLO 2, 5, 7, 8)
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTS. College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms. Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources. Diploma Supplement contains module name, code, stage and ECTS.
Module Content, Organisation and Structure	• Introduction: Decentring 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.
Module Teaching and Learning Strategy	The teaching and learning strategy will utilise formal lectures with PowerPoint slides and guided topic readings. Lectures will be constructed to consciously set up debate questions that will allow interrupted QandA throughout the lecture delivery time and facilitate a dedicated end session to provide recapping and clarification of issues raised.

Work-Based Learning and Practice-Placement	N/A
E-Learning	N/A
Specifications for Module Staffing Requirements	Staff:Learner ratio is typical of the overall programme approach with a maximum of 35 learners Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area. However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.
Module Summative and Formative Assessment Strategy	**Essay:** learners will complete an essay (100%) of 2,500-3,000 words. The essay title will be thematic and broad, necessitating the inclusion of two or more thinkers across the module. This will encourage the learner to critically assess the overall themes of the module and avoid the possibility of regurgitated, philosopher specific responses. This will assess MIMLO's 1, 2, 3.
Sample Assessment Materials	**Sample essay:** Taking two or more thinkers we have discussed on the module outline, assess the extent to which their theoretical positions have contributed to the move from the decentring of the self we see in Marx, Hegel and Freud to the fundamental questioning of the very nature of self and the role language plays in this.
Reading Lists and Other Information Resources	**Essential Reading:** Derrida, Jacques, *'Speech and Phenomena' and Other Essays on Husserl's Theory of Signs,* trans. by D.B. Allison (Evanston IL: North-western University Press, 1967) Easthope, Anthony and Kate McGowan, eds, *Critical and Cultural Theory Reader*, 2nd edn (Open University Press, 2004) Foucault, M. *The Foucault Reader: An Introduction to Foucault's Thought*, (Penguin Social Sciences) (Penguin; New edition, 1991) Kristeva, J. *The Kristeva Reader* (Wiley Blackwell Readers), (London: Wiley-Blackwell, 1991) Lacan, J. Ecrits: *The First Complete Edition in English***,** 1st edn (W. W. Norton and Company, 2007) Saussure, F. *Course in General Linguistics*, new edn, (UK: AandC Black, 2013) **Other Reading:** Extensive readings are provided topic by topic on the module Moodle site available to learners from the beginning of the module.
Module Physical Resource Requirements	Lecture Hall with PowerPoint, DVD and internet access