

Subject name/code:	BDI-DK-0020A Literary Critical Theory
Subject coordinator:	Head of the Doctoral School
Lecturer(s) of the subject:	Dr. habil. Michael McAteer, Dr. Anikó Sohár, Dr. János Barcsák
Credits:	5
Lesson type:	lecture
Brief subject description:	<p>This lecture course surveys the most influential tendencies in literary theory from the 1960s to the present. We take our departure from French structuralism and its effects on the Anglophone critical tradition and then focus on the “age of theory,” the 1970s and 1980s, when deconstruction exercised a profound impact on English Literary Studies. We discuss the influence of “theory” on traditional critical discourses, such as Marxism and feminism, and examine how “theory” contributed to the emergence of new tendencies in critical thought either by providing inspiration or by provoking criticism. Among other approaches we will discuss, for example, reader-response criticism, cultural studies, new historicism, postcolonialism, psychoanalysis, narratology, gender studies, performance studies, and ethical criticism. Finally, we will examine some recent tendencies in critical thought which attempt to transcend the legacy of “theory” by advocating a more pragmatic approach to literature (postcritique and new formalism).</p> <p>The course is designed to accommodate students’ needs. After discussing the foundations of “theory,” we will focus on those approaches which seem to be most useful for the given group of students.</p>
Theoretical knowledge to be acquired:	Students acquire a thorough understanding of the theoretical outlook, as well as familiarity with theoretical terminology.
Practical knowledge to be acquired:	Students learn how to implement theoretical notions and strategies in their research.
List of the most important required literature (2–4 pieces) with bibliographical details (author, title, edition or specific pages, ISBN)	<p>Leitch, Vincent B., ed. <i>The Norton Anthology of Theory and Criticism</i>. 2<sup>nd</sup> edition. New York: Norton, 2010. ISBN 978-0393932928</p> <p>Lodge, David and Nigel Wood, eds. <i>Modern Criticism and Theory: A Reader</i>. 3<sup>rd</sup> edition. New York: Norton, 2013. ISBN 978-0582784543</p>
List of the most important recommended literature (2–4 pieces) with bibliographical details (author, title, edition or specific pages, ISBN)	<p>Barry, Peter. <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i>. 2<sup>nd</sup> edition. Manchester: Manchester University Press, 2002. ISBN: 9780719062681</p> <p>Davies, Todd F., Kenneth Womack. <i>Mapping the Ethical Turn</i>. Charlottesville, London: UP of Virginia, 2001. ISBN 0813920558</p> <p>Morley, David, Kevin Robins. <i>British Cultural Studies: Geography, Nationality, and Identity</i>. Oxford: OUP, 2001. ISBN 0198742061</p> <p>Phelan, James. <i>A Companion to Narrative Theory</i>. Malden, Oxford: Blackwell Publishing, 2005. ISBN 9781405114769</p>

Theory to practice ratio:	Number of theoretical contact hours: 26	Number of practical contact hours: 100 per cent theory
Applied teaching methods:	lecture-based learning, inquiry-based learning, critical reading, differentiated instruction	
Method of assessment:	written examination	
Assessment criteria:	familiarity with source materials, ability to compare and combine ideas, critical assessment of ideas, logical structure	
<p>How the subject contributes to the achievement of the learning outcomes at level 8 of the MKKR, as identified as learning outcomes in the doctoral school's training programme?</p> <p>Elaborate on the way in which competence elements specified in the Training and Outcome Requirements are/may be achieved <i>(Note: do not simply copy the competence elements from the Training and Outcome Requirements)</i></p>	<p>Students acquire thorough knowledge of the different theoretical approaches that have impacted Anglophone literary studies since the 1970s. They understand the special perspective that poststructuralist theory lends to the study of literature, as well as the fundamental assumptions that it involves. On this basis, they become able to identify the similarities and differences between the individual approaches and schools.</p> <p>Students understand theoretical concepts and can confidently use theoretical terminology. They can independently read theoretical texts and engage with the ideas discussed in them. They can critically evaluate the theoretical foundations of the secondary literature they encounter in the course of their own research. They can creatively employ theoretical approaches to identify new problems and areas of enquiry within their field. They can develop new theoretical frameworks to address these new issues and to convey their solutions to the problems posed.</p> <p>Theory teaches an open-minded attitude. Students become capable of noticing and critically examining the hidden assumptions behind any literary critical project. The ability to identify the blind spots, gaps, weaknesses in others' works, however, does not lead to a dismissive attitude. On the contrary, students learn to face the inevitable weaknesses of their own approach, too, and this provides motivation for handling these problems creatively and for constant innovation.</p> <p>By adopting a self-conscious attitude towards their own research, students become capable of engaging in professional discussions related to their own field as well as to general theoretical issues. They become capable of noticing the ethical issues pertaining to their own work, and they learn to assume responsibility for their own research work, as well as for their broader area of research.</p>	