 <p>KEMENTERIAN RISET TEKNOLOGI DAN DIKTI UNIVERSITAS NEGERI SURABAYA FAKULTAS BAHASA DAN SENI JURUSAN BAHASA DAN SASTRA INGGRIS</p>	<p>COURSE SYLLABUS</p>	Revision Date : February 2 nd , 2021
		Revised by : Ali Mustofa
		Doc No. :

Study Program : English Literature
Faculty : Languages and Arts
Course : Extrinsic Approaches to Literature
Course Code :
Semester/Credit Hours : 2 (two credit hours)
Pre-requisite : **Passed the (course/s) Intrinsic Approaches to Literature**
Lecturer(s) : Ali Mustofa

Learning Outcomes (CLO) :

- 1). Being able to apply the basic concepts of various critical theories of literature such as Psychoanalytic Criticism, Sociological Criticism, Feminism, Marxism, Eco-Criticism, Eco-Feminism, Postcolonial Criticism, Magic Realism, Gay and Lesbian (Queer) Criticism (PLO- 2)
- 2). Being able to apply any of the above critical theories in interpreting works of literature and popular culture (PLO-2)

Description

: The subject aims at explaining and discussing some critical theories in literary and cultural studies which confront contextual elements of literature. The subject reveals the nature of the critical theories as well as apply their reading methods in literary and cultural analysis. The subject covers: psychological criticism, sociological criticism: Marxist literary criticism & Feminist literary criticism, Eco-Criticism, Eco-Feminism, Postcolonial Criticism, Magical Realism, Gay and Lesbian (Queer) Criticism

References

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1. Barry, Peter. 2009. *Beginning Theory: An Introduction to Literary and Cultural Theory*, 3rd Edition. Manchester: Manchester University Press
 2. Bertens, Hans. 2001. *Literary Theory: The Basic*. London: Routledge
 3. Leitch, Vincent, ed. 2001. *The Norton Anthology of Theory and Criticism*. Norton
 4. Macey, David. 2001. *Dictionary of Critical Theory*. NY: Penquin
 5. Tyson, Lois. 2006. *Critical Theory Today: A User-Friendly Guide*. London: Garland Publishing

1. Teaching-Learning Activity

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
1-2	By the end the sessions, students will be able to identify the nature of extrinsic approaches in literary analysis	<ol style="list-style-type: none"> To define the nature of extrinsic approaches in literary studies To distinguish some critical lenses under extrinsic approaches in literary analysis To be able to define each critical lenses under extrinsic approaches from many different sources To be able to determine the reading strategies of extrinsic approaches in literary studies 	<ol style="list-style-type: none"> The nature as well as the definition of extrinsic approaches to literature The distinctions of the critical lenses of extrinsic approaches in literary studies The definitions of each critical lenses of extrinsic approaches to literature from different sources The reading strategies of extrinsic approaches to literature 	<ol style="list-style-type: none"> Lecturing Discussion In class reading for providing the gap of definitions and ideas of the topic Problem based approach Q and A 	<ol style="list-style-type: none"> References: 1, 2, 3, 4, 5 LMS PPT Internet sources 	2x50'	<ol style="list-style-type: none"> Engaging in communicative and interactive way, students define the nature of extrinsic approaches in literary studies Engaging in collaborative way, students synthesize some various definitions of extrinsic approaches in literature Doing group discussion, students are able to define each critical lenses under the label of extrinsic approaches in literature Doing sharing and discussion, students are able to determine the reading strategies offered by extrinsic approaches in literature
3-5	By the end of this session, the students will be able to differentiate psychological criticism	<ol style="list-style-type: none"> To review the concepts and ideas of psychological criticism: behavioristic, humanistic, and psychoanalysis To determine the ideas of Freudian psychoanalysis To determine the elements of Jungian Psychoanalysis To determine the nature and conceptual frameworks of Lacanian Psychoanalysis 	<ol style="list-style-type: none"> The Psychological approaches in literature which are applied to works of literature The concept of Freudian Psychoanalysis The Concept of Jungian Psychoanalysis The Concept of Lacanian Psychoanalysis 	<ol style="list-style-type: none"> Lecturing Discussion Group presentation and discussion In class reading 	<ol style="list-style-type: none"> References: 1, 2, 3, 4 LMS Handouts and PPT Internet sources 	2x50'	<ol style="list-style-type: none"> Engaging in communicative and interactive way, students define the concepts of psychological criticism Engaging in discussion and sharing, students determine the definition and the reading strategies of Freudian Psychoanalysis Doing sharing and discussion, students are connect the ideas of Freudian and Jungian Psychoanalysis, and examine their interrelations Doing sharing and discussing the topics of the day, the students

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
							are examining the nature of Lacanian psychoanalysis and how it is applied to reading works of literature
6-7	In the end of the sessions in each meeting, students are able to define and to apply the concept of Sociological Criticism and its reading strategies onto the works of literature.	<ol style="list-style-type: none"> To uncover the nature of sociological criticism which covers Marxism: its historical background, its ideas, its critics, and its weaknesses and strengths in literary analysis To define the reading strategy offered by Marxism Literary Criticism To determine the nature of elements of Marxist Literary Criticism and their application in analysing works of literature 	<ol style="list-style-type: none"> The various definitions of Sociological Criticism from different sources, it's historical background, ideas, critics, as well as its strengths and weaknesses The reading strategy offered by Marxist Literary Criticism The elements of Marxist Literary criticism The reading strategies of Marxist Literary Criticism 	<ol style="list-style-type: none"> Lecturing discussion and sharing In class reading Group discussion and presentation Problem based approach Q and A 	<ol style="list-style-type: none"> Refences 1,2,3,4 PPT Students' handouts Internet sources LMS 	2x50' each session	<ol style="list-style-type: none"> Engaging in communicative way, students are able to uncover the nature of sociological criticism Discussing the reading strategies of Marxist Literary criticism on works of literature Reading and evaluating works of literature, students are engaged in applying the strategies of Marxist literary criticism
8	Mid-term : paper work	<ol style="list-style-type: none"> To apply psychological criticism in their account to read works of literature from different genres To apply the concepts of psychoanalysis in their account of literary criticism To apply the concepts of sociological criticism in their accounts to do 	<ol style="list-style-type: none"> Psychological criticism Freudian, Jungian and Lacanian Psychoanalysis the Sociological criticism 	Take home exam	<ol style="list-style-type: none"> References 1,2,3,4 Handouts PPT LMS Internet sources 	2x50'	<ol style="list-style-type: none"> Students apply psychological criticism in their paper works Students apply psychoanalysis literary criticism in their paper works Students apply sociological criticism in their paper works .

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		literary criticism of various literary works from different genres					
9-10	In the end of the sessions, students are able to define: Feminist Literary Criticism (Including Post-Marxism): its histories, concepts, developments, the philosophers in Feminist literary criticism, and its reading strategies	<ol style="list-style-type: none"> To identify the aims of Feminist literary criticism To determine the histories of feminist literary criticism and its development To determine the reading strategies offered by Feminist literary criticism 	<ol style="list-style-type: none"> The aims of Feminist literary criticism The histories and development of Feminist literary criticism The philosophers included in feminist literary criticism The reading strategies offered by feminist literary criticism 	<ol style="list-style-type: none"> Lecturing Presentation and discussion In class reading Problem based approach Q and A 	<ol style="list-style-type: none"> References: 1, 2, 3, and 4 PPT LMS Internet sources 	2x50' each session	<ol style="list-style-type: none"> Engaging in collaborative exchanges, students identify the aims of feminist literary criticism By doing group discussion and sharing, students determine the history or the development of feminist literary criticism including its role and functions in social studies Engaging in collaborative way, students identify and apply the reading strategies offered by feminist literary criticism
11-12	In the end of the sessions, students are able to define the nature of eco-criticism and eco-feminism: their aims/goals, histories and developments, philosophers, their reading strategies.	<ol style="list-style-type: none"> To identify the nature and aims of eco-criticism and eco-feminism To define the historical backgrounds and developments of eco-criticism and eco-feminism. To identify the philosophers included in eco-criticism and eco-feminism and their political stand points To determine and to apply the reading strategies offered by eco-criticism and eco-feminism on works of literature 	<ol style="list-style-type: none"> The nature and aims of eco-criticism and eco-feminism The historical backgrounds of eco-criticism and eco-feminism The philosophers of eco-criticism and eco-feminism and their ideological stand points The reading strategies/the reading methods offered by eco-criticism and eco-feminism 	<ol style="list-style-type: none"> Lecturing Group discussion In class reading Q and A 	<ol style="list-style-type: none"> Referenes 1,2,3,4 PPT Short Stories LMS Internet Sources 	2x50'	<ol style="list-style-type: none"> Engaging in collaborative way, students discuss the nature and aims of eco-criticism and eco-feminism Doing group discussion, students work cooperatively to define the historical backgrounds and the developments of eco-criticism and eco-feminism Actively engaging in classroom discussion and sharing, students identify the philosophers included in eco-criticism and eco-feminism to determine their ideological stand points. Engaging in group discussion, students determine and apply the

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
							reading methods offered by eco-criticism and eco-feminism to some literary works and films to have better understanding of the ideas
13.	In the end of the session, students are able to identify and to define the nature and aims of postcolonial literary criticism	<ol style="list-style-type: none"> To identify the nature and aims of postcolonial literary criticism To identify the historical background of postcolonial literary criticism To determine the important figures/philosophers in postcolonial literary criticism and their contributions in literary and cultural studies To determine the reading methods offered by postcolonial literary criticism according to their philosophers 	<ol style="list-style-type: none"> The nature and aims of postcolonial literary criticism The historical background of postcolonial literary criticism The important figures/philosophers in postcolonial literary criticism and their contributions in literary and cultural studies The reading methods of postcolonial literary criticism with respect to their philosophers/experts 	<ol style="list-style-type: none"> Lecturing Group discussion In class reading Problem based approach Q and A 	<ol style="list-style-type: none"> References 1,2,3,4 Chinua Achebe's <i>Things Fall Apart</i> PPT LMS Internet sources 	2x50'	<ol style="list-style-type: none"> Engaging in group discussion, students identify the nature and aims of postcolonial literary criticism Exchanging ideas in collaborative way, students identify the historical background of postcolonial literary criticism Doing group discussion and sharing ideas among friends/peers, students determine the important figures/philosophers in postcolonial literary criticism and their special contributions in literary and cultural studies Actively participating in making more sense of the ideas being discussed, students participate to apply the reading strategies/reading methods offered by postcolonial literary criticism according to their philosophers/experts
14	In the end of the session, students are able to distinguish and to define as well as to determine the	<ol style="list-style-type: none"> To define and to determine the meaning of magical realism To identify the aims of 	<ol style="list-style-type: none"> The meaning of magical realism and its relationship with literary and cultural 	<ol style="list-style-type: none"> In class reading Problem based learning Lecturing and 	<ol style="list-style-type: none"> References: 1,2,3,4 Students' handouts 	2x50'	<ol style="list-style-type: none"> Engaging in collaborative way, students define and determine the meaning of magical realism in literary

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
	nature and aims of magical realism in literary and cultural studies.	magical realism by understanding its historical background and development in literary and cultural analysis 3. To determine the philosophers and the important figures in magical realism as well as their ideological stand points in their fields 4. To identity and to apply the reading method offered by magical realism in literary and cultural studies	analysis 2. The purpose/aims of magical realism 3. The reading strategy/methods offered by magical realism	discussing the topics 4. Q and A	3. PPT 4. LMS 5. Internet Sources		and cultural analysis 2. Doing group discussion, students identify the purpose/the aims of magical realism in literary and cultural studies by examining some related terminologies and concepts 3. Exchanging ideas in collaborative way, students determine and identify the philosophers and the important figures in magical realism as well as their ideological stand points in their fields 4. Exchanging ideas in collaborative ways, students identify and apply the reading method offered by magical realism in literary and cultural studies
15	In the end of the sessions, students will be able to Determine and to identify the nature and aims of gay and lesbian (queer) criticism and its application in literary and cultural studies	1. To determine the nature of gay and lesbian (queer) criticism 2. To identify the aims of gay and lesbian (queer) criticism 3. To identify the philosophers/the experts in gay and lesbian criticism 4. To identify the reading method/strategies in gay and lesbian (queer)	1. The nature of gay and lesbian critiism 2. The aims of gay and lesbian criticism 3. The philosophers/the important figures in gay and lesbian criticism 4. The reading strategies of gay and lesbian criticism	- Lecturig, - In class reading - Sharing and Discussion - Problems based learning	1. Some works of literature including novels and films 2. LMS 3. References: 1,2,3,4 4. Students' handouts and PPT 5. Internet sources	2x50' each session	1. Exchanging in mutual way, students determine the nature of gay and lesbian criticism 2. Doing collaborative discussion and sharing ideas, students identify the aims of gay and lesbian criticism 3. Doing problems based learning, students identify the philosophers/the experts and their ideological stand points in gay and lesbian

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
		criticism					criticism 4. Engaging in active participation, students identify the reading methods offered by gay and lesbian criticism and to apply them into literary and cultural analysis
16	Final Term	----	----	----	----	2x50'	----

5. Assessment Blue-Print : Quiz and Home Assignment

Indicators	Assessment			
	Forms	Items	Rubric/scoring	Weight (%)
a) To uncover the nature of sociological criticism which covers Marxist literary criticism: its historical background, its ideas, its critics, and its weaknesses and strengths in literary analysis b) To define the reading strategy offered by Marxist Literary Criticism c) To determine the nature of elements of Marxist Literary Criticism and their application in analysing works of literature	Quiz on George Orwell's <i>Animal Farm</i>	Guiding Questions: 1. What social forces and institutions are represented in the work? 2. How are these forces portrayed? What is the author's attitude toward them? 3. What political economic elements appear in the work? 4. How important are they in determining or influencing the lives of the characters? 5. What economic issues appear in the course of the work? 6. How important are economic facts in influencing the motivation and behavior of the characters?	- Clarity - Language - Grammar - Analytical	25% 25% 25% 25%
a) To identify the nature and aims of postcolonial literary criticism	Quiz on Postcolonial Criticism by reading E.M.	Guiding Questions: 1. What binaries are found in the story?	- Clarity and briefness	25%

Indicators	Assessment			
	Forms	Items	Rubric/scoring	Weight (%)
<p>b) To identify the historical background of postcolonial literary criticism</p> <p>c) To determine the important figures/philosophers in postcolonial literary criticism and their contributions in literary and cultural studies</p> <p>d) To determine the reading methods offered by postcolonial literary criticism according to their philosophers</p>	Foster's <i>Passage to India</i>	<p>Explain!</p> <p>2. Why do those binaries exist? Does the author intentionally put those binaries in opposition? Do those binaries have the relationship with the plot development of the story?</p> <p>3. What is the author's attitude toward east and west in the story? Why does the author feel that way?</p> <p>4. What is the sense of the relationship between Dr. Azis and Fielding in the story toward the paradigm of colonial subject/object?</p> <p>5. Why does Foster take more concern on the places and times in which the events in the story are structured in a way to impose the sense of dichotomy?</p> <p>6. Do you think that Foster sense the idea of east and west to some matters? Why are they different? What qualities in the story affirm them to be different ?</p>	<ul style="list-style-type: none"> - Grammar - Diction - Literariness 	<p>25%</p> <p>25%</p> <p>25%</p>
To write an analytical paper over any literary work(s) or cultural event(s) by using one of the following approaches: psychological criticism, sociological criticism, Marxist literary criticism, and post-marxist literary criticism.	Paper work [mid term]	1) Write a paper about any issue in works of literature [prose, poems, plays, movies, miniseries, songs or videoclips] by encompassing any of the following approach(es): psychological criticism, sociological criticism, Marxist literary criticism, and post-marxist literary criticism.	<ul style="list-style-type: none"> - Content and ideas - Clarity and briefness - Language which includes diction, idiomatic expression, and metaphor as well 	<p>40%</p> <p>20%</p> <p>20%</p>

Indicators	Assessment			
	Forms	Items	Rubric/scoring	Weight (%)
			- Grammar and punctuation	20%
To write a critical analysis over a work of literature using one of the following approaches: Feminism, Eco-criticism/Eco-feminism, Postcolonialism, Magical Realism, and Gay and lesbian criticism	Paper work [final term]	1) Write an analytical paper using Feminism, Eco-criticism/Eco-feminism, Postcolonialism, Magical Realism, and Gay and Lesbian Criticism [prose works, poems, plays, songs, or movies].	- Content and ideas - Clarity and briefness - Language which includes diction, idiomatic expression, and metaphor as well - Grammar and punctuation	40% 20% 20% 20%

Grading Rubric:

The grading should be based on the university standard as in the following:

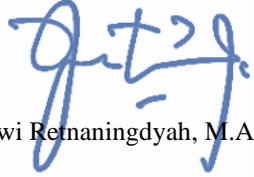
A = 94-100	B+ = 87-89	B- = 80-82	C = 73-76	D+ = 67-69	F = 00-59
A- = 90-93	B = 83-86	C+ = 77-79	C- = 70-72	D = 60-66	

Paper Grading Policies:

Your paper will be scored in accordance with the following policies:

- An **A** paper features exceptional insights and flawless presentation. It reflects original thinking and superior effort. It is well structured, clear, coherent, excellently supported through appropriate examples, and completely free of grammar and usage errors.
- A **B** paper features superior insights and presentation. It reflects a thoughtful, understanding grasp of its subject. It is reasonably structured, well supported, and competently written, with virtually no stylistic errors.
- A **C** paper features average effort and execution. It lacks clear focus and organization, its ideas are weak and/or uninteresting, there is inadequate support, and it contains distracting grammar and usage errors.
- A **D** paper reflects substandard work. It has no identifiable purpose, fails to provide the significance of its thesis, is poorly written, and contains many technical errors.
- An **F** paper reflects plagiarized or unacceptable, fatally flawed work.

Mengetahui,
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Surabaya, 2 Februari 2021

Dosen,



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