

Unit 1. Pre-critical response to the selected literary work(s). Critical approaches: overview and classifications.

Definitions of practical criticism: applied criticism as opposed to literary theory; as a form of 'close reading' or *explication de texte*

Precritical response: notes from Guerin, 1-15, in "[Studying Literature](#)" web page ("Approaching literature" section)

In-class practice on Marvell's poem "To His Coy Mistress" [35334Mat011]: plot, theme, structure, setting, atmosphere

Critical approaches: definition in "[A Glossary](#)". Example of a mythological and archetypal approach applied to "Coy Mistress" in Guerin 199-201.

In-class practice: comparison of precritical approach and archetypal criticism of "Coy Mistress"

Importance of recognizing critical approaches: Hawthorn, *Studying the Novel*, 134-143 [35334Mat012]

Classification and chronology of critical approaches: Klarer, 73 [35334Mat012]

Classification problems: genre studies as both text-oriented, contextual and intertextual; Bakhtin's dialogic criticism as both text-oriented and contextual (Marxist).

TASK: Write down your own precritical responses to *Hamlet*; discern one of the archetypal patterns described by Guerin, pages 184-191, in *Hamlet* and write a brief paragraph explaining your view

Unit 2. Text-oriented approaches: close reading as a critical tool in the study of language, form and structure in literary works in English.

Description: practising criticism as informed by formalist approaches (New Criticism, Bakhtin's dialogic criticism), structuralist and semiotic literary criticism, and by poststructuralism (deconstruction)

Formalism and New Criticism: theory review in Guerin, chapter 5 "The Formalist Approach"; Pope, 83-85

Applied to *Hamlet*: C. Spurgeon's analysis of imagery in "[An Anthology of criticism on Hamlet](#)" at www.uv.es/tronch/stu/ham_anth_crit.html

Bakhtin's dialogic criticism: review in Guerin (362-3) and Pope 93

Structuralism and semiotic literary criticism: theory review in Guerin 368-374, and Hébert

Applied to *Hamlet*: TASK : draw a diagram of actants applied to *Hamlet* (consider Laertes also) and compare yours with that in Ubersfeld, *Reading Theatre*

Deconstruction: theory review in Guerin 377-80 and Pope 127-134

Applied to *Hamlet*: Calderwood in "[An Anthology of criticism on Hamlet](#)"

Unit 3. Contextual approaches: criticising a work as representing extrinsic realities (psychological, social, economic, political, cultural), and as reproducing ideological, moral, philosophical and religious world-views.

Description: moral and philosophical, psychological, feminist, Marxist and cultural (including neo-historicist and postcolonial) approaches applied to a literary work.

Moral and philosophical: review in Guerin 77-81 (including comments on "To His Coy Mistress" and *Hamlet*)

Applied to *Hamlet*: Goethe and Bradley in "[An Anthology of criticism on Hamlet](#)"

Psychological: review in Guerin 152-161; Pope 101-102

Applied to *Hamlet*: Freud in anthology of criticism "[An Anthology of criticism on Hamlet](#)". Lacan in Selden, *Practising*, 85-7

Feminist: theory review in Pope 114-124 (also in in Guerin 222-240)

Applied to *Hamlet*: Smith and Showalter in "[An Anthology of criticism on Hamlet](#)"

Marxist literary criticism: theory review in Pope 105-112

Applied to *Hamlet*: read Smirnov, Williams, Cohen and Bristol in Anthology at www.uv.es/tronch/stu/ham_anth_crit.html

Historicist and new historicist: theory review in Guerin 51-54 and 282-287

Applied to *Hamlet*: Winstanley (historical) and Greenblatt (new historicist) in "[An Anthology of criticism on Hamlet](#)"

Cultural: Guerin 275-280; Murphy and Ray, *Bedford Glossary* (For Postcolonial criticism, Pope 138-151)

Applied to *Hamlet*:

The notion of "Hamletism", see Foakes, *Hamlet vs. Lear*, 12-44.

Analysis of 3.3.11-23 in Guerin 305-311.

Kott in "[An Anthology of criticism on Hamlet](#)"

Unit 4. Intertextual approaches: source studies, genre criticism, relations to other literary works and media.

Description: source studies, genre, performance criticism, comparative approach with other literary works (adaptations) and media (theatre, film, TV)

Source studies: notes on the sources of *Hamlet* [35334Mat041]

Genre: notes on the genre of *Hamlet* [35334Mat042]

Performance: Gibson, *Hamlet: Cambridge Student Guide*, 99-102

Intermedial adaptation: for Olivier's 1948 film *Hamlet*, see Kliman, *Hamlet: Film*, 22-36; for Almereyda's 2000 film *Hamlet*, see Burnett "To Hear".

Unit 5. Reception-oriented approaches: criticising a work in relation to readers' interpretive strategies, competence, codes, conventions and identity, and its reception in home and foreign cultures.

Reader-response criticism: theory in Guerin 350-362; Culler and Barthes, Iser, Jauss in Selden, *Practising*, 115-120, 121-125, and 126-132 respectively.

Applied to *Hamlet*: Booth and Litvin in Anthology; abstracts in "[Audience Response](#)" and "[Reception Theory](#)" sections in *Hamlet Haven* (see especially Holland, McGuire and Wagner; and Dawson, de Grazia, Hapgood, Wiggins)

Unit 6. 'Practical criticism' and stylistic explication of short literary works or fragments.

Description: explaining the interaction of meaning and linguistic and formal choices in a short text. 'Practical criticism' as an integrated approach.

See [Guide to Stylistic Commentary](#)

Applied to "To His Coy Mistress", see Guerin, 111-116

Applied to excerpts from *Hamlet*, see Gibson, *Hamlet: Cambridge Student Guide*, 107-118; and Kahn

Further practice : in Peck and Coyle *Practical Criticism*, and Miller *Mastering Practical Criticism*.

Unit 7. Access to primary and secondary sources.

Description: Questioning and ascertaining the text being read: theory and practice of textual criticism. Questioning and ascertaining the secondary sources: indexes for the quality and reliability of information sources.

A short introduction to [Textual Criticism](#) .

TASK: comparing a critical, modern-spelling edition of *Hamlet* with the early quartos and folio texts [35334Pract070]

Finding sources in the library: TASK [35334Pract072]

Accessing academic journals: read "[Accessing journals](#)" [web page](#)

Quality and reliability of information sources: read "[Evaluating Sources](#)" in Purdue Online Writing Lab; and for internet sources, "[Research using the internet](#)" Univ. Toronto

Unit 8. A guide to scholarly writing.

Description: Reading strategies. Planning and outlining an essay. Conventional words and phrases. Logic and argument. Documentation: referencing sources of information following standard styles in the Humanities. Avoiding plagiarism.

For reading strategies, see "[Reading and Researching](#)" Univ. Toronto. For planning and outlining an essay, see "[Organizing an Essay](#)" Univ. Toronto.

Conventional words and phrases: consult "Academic [Phrasebank](#)" Univ. Manchester

Logic and argument: consult "[Presenting Arguments Logically](#)" Univ. Victoria

Documentation and referencing styles: see "Writing" section in "[Studying Literature](#)" (MLA style, Chicago style)

TASK : convert parenthetical citations into Chicago style [35334Pract082]

Read "[Avoiding plagiarism](#)"

Other sources: Oshima, and Hogue, *Writing Academic English*; McCormack, and Slight *English for Academic Study*; and Young, *Studying English Literature*

Unit 9. New technologies of information and communication applied to English Studies.

Description: introduction to computational tools such as reference management, databases, concordances and audiovisual presentations.

Read "Technologies of Information and Communication Applied to English Studies" [web page](#)

TASK: open an account with RefWorks, insert several references (books, chapters, articles, web page, etc.), build a short bibliography

TASK: use an electronic text of "To His Coy Mistress" to experiment with a concordance programme