



KIBABII UNIVERSITY COLLEGE

**[A CONSTITUENT COLLEGE OF MASINDE MULIRO UNIVERSITY OF SCIENCE &
TECHNOLOGY]**

SECOND YEAR FIRST SEMESTER EXAMINATIONS (1)

FOR THE DEGREE

OF

BACHELOR OF EDUCATION (ARTS)

COURSE CODE: LIT 300

COURSE TITLE: ADVANCED LITERARY THEORY AND APPLICATION

DATE:

TIME:

INSTRUCTIONS:

Answer FOUR questions. Question ONE is compulsory.

TIME: 3 HOURS

KIBUCO observes ZERO tolerance to examination cheating

QUESTION ONE (COMPULSORY)

What do you understand by the following theories? (18 marks)

- i) Feminism
- ii) Queer Literary Theory
- iii) Freudian Literary Theory

b) With the aid of textual examples, show how deconstructionists go about their critical projects? (6 marks)

QUESTION TWO

By the use of feminism, postmodernism and structuralism, make a critical reading of Buchi Emecheta's *The Joys of motherhood* (1979) or Mariama Ba's *So Long a Letter* (1981). (15 marks)

QUESTION THREE

a) Evaluate the major principles by any **ONE** of the following theories: (8 marks)

- i) Existentialism
- ii) Marxism
- iii) New Criticism

b) "Because of the world's absurdity, at any point in time, anything can happen to anyone, and a tragic event could plummet someone into direct confrontation with the Absurd." With this statement in mind, make an existentialist analysis of "*The Metamorphosis*" (1915) by Frank Kafka. (7 marks)

QUESTION FOUR

a) "Literary theory is the backbone of interpretive criticism and creative writing." What do you understand by this statement? (7 marks)

b) Attempt a Formalist analysis of the following poem: (8 marks)

I MET A THIEF
By Austin Bukenya

On the beach, on the coast,
Under the idle,
Before the growling, foaming, waves,
I met a thief who guessed I had
An innocent heart for her to steal.

She took my hand and led me under
The intimate cashew boughs which shaded
The downy grass and peeping weeds.
She jumped and plucked the nuts for me to suck;
She sang and laughed and pressed close.



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**[A CONSTITUENT COLLEGE OF MASINDE MULIRO UNIVERSITY OF SCIENCE &
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SECOND YEAR FIRST SEMESTER EXAMINATIONS (2)

FOR THE DEGREE

OF

BACHELOR OF EDUCATION (ARTS)

COURSE CODE: LIT 300

COURSE TITLE: ADVANCED LITERARY THEORY AND APPLICATION

DATE:

TIME:

INSTRUCTIONS:

Answer FOUR questions. Question ONE is compulsory.

TIME: 3 HOURS

KIBUCO observes ZERO tolerance to examination cheating

QUESTION ONE (COMPULSORY)

- a) Make a comparative analysis of any **TWO** of the following theories: (10 marks)
- | | |
|---------------------|----------------------|
| i) Postmodernism | iv) Marxism |
| ii) Feminism | iv) Post colonialism |
| iii) Neocolonialism | |
- b) “While Taban Lo Liyong talks of East Africa as a land of ‘literary bareness,’ Chris Wanjala asserts that ‘popular literature is low-brow literature.’ Do you agree? Using relevant textual examples discuss the relevance of the views of these two pioneer literary critics. (15 marks)

QUESTION TWO

“*The Joys of Motherhood* tells the moving story of Nnu Ego, a West African woman devoted to her children, giving them all her life – with the result that she finds herself friendless and alone in middle age. *The Joys of Motherhood* is a powerful commentary on polygamy, patriarchy and women’s changing roles in urban Nigeria.” With the help of relevant literary theories, make an analysis of Buchi Emecheta’s *The Joys of motherhood* (1979). (15 marks)

OR

“*So Long a Letter* is a sequence of reminiscences – some wistful, some bitter – recounted by Senegalese schoolteacher Ramatoulaye, who has recently been widowed. The letter, addressed to a friend, is a record of Ramatoulaye’s emotional struggle for survival after her husband’s abrupt decision to take a second wife. The novel is a perceptive testimony to the plight of those articulate women who live in social milieu dominated by attitudes and values that deny them their proper place.” (15 marks)

QUESTION THREE

Attempt a critical analysis of the following poem: (15 marks)

A PREGANT SCHOOL GIRL

By Everett Standa

He paid for her seat in the matatu
And walked away;
As he disappeared in the city crowd
All her dreams vanished;

One more passenger squeezed in
And lit a cigarette,
She opened the window
And spat cold saliva out,
As the cigarette smoke intensified
She wanted to vomit:

She remembered the warm nights
When she was her man's pet,
She remembered the promises
The gifts, the parties, the dances –

She remembered her classmates at school
Who envied her expensive shoes,
Lipstick, wrist watch, handbag
Which she brought to school
After a weekend with him

The future stood against her
Dark like a night without the moon,
And silent like the end of the world;

As the matatu sped away from the city
She began to tremble with fear
Wondering what her parents would say;

With all hope gone
She felt like a corpse
going home to be buried.

QUESTION FIVE

- a) With the aid of textual examples, show how structuralists go about their critical projects? (4 marks)
- b) Discuss the treatment of female characters in Wahome Mutahi's *Three Days on the Cross* (1991) or Mariama Ba's *So long a Letter* (1981)? (9 marks)
- c) Compare the following theories: (2 marks)
 - i) Structuralism
 - ii) Post-structuraalism

QUESTION SIX

- a) "Queer theory was created with the intention to fight whatever it had been labeled Queer." In reference to some of the non-normative or non-straight sexual behaviours, discuss the validity of this statement. (5 marks)
- b) "Literature is related to truth and reality." Illustrate the validity of this statement. (10 marks)



KIBABII UNIVERSITY COLLEGE
DEPARTMENT OF LANGUAGES, LITERATURE, JOURNALISM & MASS
COMMUNICATION

BACHELOR OF EDUCATION (ARTS) - 1 SEMESTER 2014/2015 ACADEMIC YEAR

Course Code: LIT 300 **Course Outline:** Advanced Literary Theory and Application
Lecturer: Zakayo Amayi **Email:** zakamayi@yahoo.com **Twitter:** @ZakayoAmayi

COURSE OUTLINE

Broad Objective: Learners should be able to demonstrate their understanding of advanced literary theories and their application.

Course Objectives:

- i. Examine in detail the history and philosophy of advanced/contemporary literary theories
- ii. Undertake advanced criticism of literary texts
- iii. Make a comparative study of literary theories

Expected Learning Outcome:

It is expected that at the end of the course, students should be able to:

- i. Use contemporary literary theories in the appreciation of literary works
- ii. Appreciate the place of literary theory in critical undertakings

Course Contents:

Introduction

Week 1: Literary Theory and Criticism

- Meaning of literary theory and criticism
- Theoretical and Practical criticism

Trends in Literary Theory

Week 2: Classical and Contemporary Literary Theories

- Recap of Platonic and Aristotelian views on literature
- Points on interface and departures
- The East African literary tradition

Advanced Literary Criticism

Week 3: Feminism

- Historical background
- Philosophy of feminist literary theory

Week 4: Practical Textual Examples:

- Feminist reading of Mariama Ba's *So Long a Letter* (1980) and Buchi Emecheta's *The Joys of Motherhood* (1979)

Week 5: Freudian Literary Theory

- Definition and historical background of Freudian theory
- A selection of Sigmund Freud's arguments
- Psychoanalytic approaches to literary texts
- Weaknesses of psychoanalytic theory

Practical Textual Example:

- *Three Days On the Cross* (1991) by Wahome Mutahi

Week 6: Post colonialism and Neocolonialism

- Meaning of post colonialism
- Meaning of neocolonialism
- Postcolonial literatures and politics of language in African literature
- Politics of cultural imperialism

Week 7: Queer Literary Theory

- Historical background
- Examples of non-normative/deviant/non-straight sexual behaviours
- The queer literary criticism

Week 8: Deconstruction and New Criticism

- Meaning of deconstruction
- Jacques Derrida's arguments on deconstruction
- The process of deconstruction in literary criticism
- New criticism: What new critics do
- Arguments against new criticism

Week 9: Formalism/Structuralism/Marxism

- Meaning of formalism
- Structuralism and post-structuralism
- Marxist literary theory

Week 10: Postmodernism/Readers Response/Existentialism

- Meaning of postmodernism
- Readers – response criticism
- Politics of existentialism
- Application of existentialism in literature

Practical Textual Examples

- Week 11:** *Decolonizing the Mind* (1981) by Ngũgĩ wa Thiong'o
"The Metamorphosis" (1915) by Frank Kafka

Mode of Delivery:

The course will be conducted through lectures, tutorials and interactive learning sessions.

Course Evaluation:

| | |
|----------------------------|------|
| Continuous Assessment Test | 15% |
| Term Paper | 10% |
| Group Work | 5% |
| Final Examinations | 70% |
| Total Score | 100% |

Grading:

| | |
|---------------|---|
| 70% and Above | A |
| 60% - 69% | B |
| 50% - 59% | C |
| 40% - 49% | D |
| Below 40% | E |

Reading List:

1. Ba, Mariama. *So Long a Letter*. Heinemann Educational Books: Nairobi, 1981
2. Emecheta, B. *The Joys of Motherhood*. Heinemann: London, 1979
3. Mutahi, W. *Three Days on the Cross*. EAEP: Nairobi, 1991
4. Kafka, F. "The Metamorphosis" (1915) – E-Book
5. Waugh, P. & Rice, P. (Eds). *Modern Literary Theory*. (4th ed) Bloomsbury: New York, 2011
6. Eagleton, M. *Feminist Literary Criticism*. Basil Blackwell Ltd: New York, 1986
7. Lodge, D. & Wood, N. *Modern Criticism and Theory*. Pearson: London, 1987
8. Wa Thiong'o, N. *Writers in Politics*. EAEP: Nairobi, 1981
9. Wa Thiong'o, N. *Decolonizing the Mind*. EAEP: Nairobi, 1981
10. Warren, A. & Wellek, R. *The Theory of Literature*. Pegrine Books: London, 1963
11. Ashcroft, B., Griffiths, G. & Tiffin, H. *The Empire Writes Back*. Routledge: USA, 1989
12. Audi, Robert, Ed. *The Cambridge Dictionary of Philosophy*. Cambridge University Press: USA, 1995