



**COURSE OF STUDY Modern Philology LM 14**

**ACADEMIC YEAR 2023-2024**

**ACADEMIC SUBJECT Comparative Literature**

General information	
Year of the course	Second Year
Academic calendar (starting and ending date)	First Semester → 25th September . 13 <sup>th</sup> December 2023
Credits (CFU/ETCS):	9 CFU
SSD	L-FIL-LET/14
Language	Italian
Mode of attendance	Optional

Professor/ Lecturer	
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Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
225	63		162
CFU/ETCS			
	9		

<b>Learning Objectives</b>	The course is aimed at enhancing a supranational critical interpretation of literary works by adapting the hermeneutical tools of literature and philology for a wide cultural approach.
<b>Course prerequisites</b>	The students should know about periodisation and the principal issues regarding the history of European literature. The students should be able to manage a methodology in literary criticism. The students should be able to read and understand at least a UE language.

<b>Teaching strategie</b>	Front lessons, seminars and panels
<b>Expected learning outcomes in terms of</b>	According to Dublin Descriptors the expected learning outcomes can be described as follows:
<b>Knowledge and understanding on:</b>	During the course in Comparative Literature the students acquire theoretical and methodological skills in at least two literatures (apart



	from Italian literature) and their respective cultures as well as in the reception phenomena of literary works in different contexts.
<b>Applying knowledge and understanding on:</b>	By means of analysis of literary texts the students acquaint themselves with one or more cultures other than the Italian culture and develop critical contextualisation skills useful for understanding and interpreting the phenomena, also more recent ones, that affect and involve other cultural systems and artistic media.
<b>Soft skills</b>	<ul style="list-style-type: none"> <li>• <i>Making informed judgments and choices</i></li> <li>• Literary analysis develops reflection and the line of thought since it requires attention, perspective viewing and knowledge of the linguistic-cultural system in question.</li> <li>• <i>Communicating knowledge and understanding</i></li> <li>• The literary texts selected from several national literatures offer the students the possibility of reflecting on the different cultural contexts. In such a way the students, assisted by a widened knowledge of different cultures, will be able to work out a more aware, correct and efficient communication.</li> <li>• <i>Capacities to continue learning</i></li> <li>• Reading literary works taken from different cultures strengthens the students' ability to summarise and repropose contents by helping them create a line of thought and an argumentation as well as a supervised and efficient use of their language.</li> </ul>
<b>Syllabus</b>	
<b>Content knowledge</b>	The course is divided in a first part that deals with the definition of a literary genre such as the counterfactual novel in a wider theoretical framework. Taking the notion of realism as an aesthetic category into account, the course deals with the relation between the historical world and literary fiction in some counterfactual novels. The questions implied in the counterfactual literary genre – the review of the Aristotelian distinction between history and poetry, the use of Leibnitz's idea of possible worlds and its meaning for literature as heterocosm, the own features compared to those of utopias and dystopias – recognise its analytical and critical functions regarding the present time and shaping the future.
<b>Texts and readings</b>	<p>C. Gallagher, <i>Telling It Like It Wasn't: The Counterfactual Imagination in History and Fiction</i>, Chicago, Chicago University Press, 2018 (selected chapters)</p> <p>T. Pavel, <i>Fictional Worlds</i>, Harvard University Press, Cambridge, Massachusetts and London, England, 1986</p> <p>H. White, <i>Forme di storia. Dalla realtà alla narrazione</i>, Carocci, 2006 (selected chapters)</p> <p>G. Morselli, <i>Contropassato prossimo</i>, Adelphi 2016</p> <p>R. Harris, <i>Fatherland</i>, Mondadori 2017</p> <p>P. Roth, <i>Complotto contro l'America</i>, Einaudi 2014</p> <p>M. Chabon, <i>Il sindacato dei poliziotti yiddish</i>, Rizzoli 2014</p> <p>I. McEwan, <i>Macchine come me</i>, Einaudi 2019</p>



<b>Notes, additional materials</b>	We recommend: F. Bertoni, <i>Realismo e letteratura. Una storia possibile</i> , Einaudi 2007 L. Dolezel, <i>Heterocosmica. Fiction and Possible Worlds</i> , JHUP 2000 M.L. Ryan, <i>Possible Worlds, Artificial Intelligence and Narrative Theory</i> . (Bloomington: Indiana University Press, 1991)
<b>Repository</b>	Some didactic materials will be uploaded on teams class (code 10a17af)

<b>Assessment</b>	
Assessment methods	Oral examination to test if the students have acquainted the expected learning outcomes.
Assessment criteria	<ul style="list-style-type: none"><li>• <i>Knowledge and understanding</i></li><li>• The students' skills in adopting a correct lexicon and appropriate instruments for text analysis in the presentation of the works and the questions raised during the course will be taken into account in order to evaluate the level of <i>knowledge and understanding skills</i></li><li>• <i>Applying knowledge and understanding</i></li><li>• The students' skills in applying acquired knowledge to other historical/literary and cultural areas will be considered in order to evaluate the students' <i>applied knowledge and understanding skills</i>.</li><li>• <i>Autonomy of judgment</i></li><li>• In order to evaluate the level of ability of <i>Making informed judgements and choices</i> the students' perspicacity regarding the use of methods and the formulation of a critique and interpretation will be considered.</li><li>• <i>Communicating knowledge and understanding skills</i> will be evaluated based on how the students reason about complex questions taking into account major contributions of literary criticism.</li><li>• <i>Capacities to continue learning</i> will be evaluated by the students' analytical comprehension of the works and their collocation in their historical and cultural context. Furthermore, the students' ability to apply methodological instruments and acquired knowledge to phenomena and contexts beyond the course's contents will be considered.</li></ul>
Final exam and grading criteria	For the assessment of the students' acquisition of skills specified in the evaluation criteria a thirty point system is applied. The highest final mark is 30. The minimum for passing is 18. The exam is oral and consists in a series of questions concerning the programme. The final mark will be given according to the following measurement criteria:



	<p>18-21: basic knowledge of the programme, not always executed in an adequate language. The line of reasoning is not always satisfying.</p> <p>22-25: basic knowledge of the programme, partially executed in an adequate language. The lines of reasoning are satisfying albeit general and semi-skilled.</p> <p>26-28: good knowledge of the programme, executed in an adequate language. The lines of reasoning are satisfying.</p> <p>28-30: optimal knowledge of the programme, always executed in an adequate language. The lines of reasoning are presented in a cogent and deliberate way.</p> <p>30 with distinction: this mark is only give to those who also show distinct versatility when relating different texts to one another and analysing and interpreting one or more texts respectively phenomena.</p>
<b>Further information</b>	