



UNIVERSITÀ
DEGLI STUDI DI BARI
ALDO MORO

DIPARTIMENTO DI
RICERCA E
INNOVAZIONE
UMANISTICA

COURSE OF STUDY Modern Languages, Cultures and Literatures/Culture e Letterature
Moderne L-11

ACADEMIC YEAR 2023-2024

ACADEMIC SUBJECT English Literature 1

General information	
Year of the course	second
Academic calendar (starting and ending date)	Second semester (26.02.24-15.05.24)
Credits (CFU/ETCS):	6 cfu
SSD	L-Lin 10
Language	English and Italian
Mode of attendance	Attendance is highly recommended - See article 4 of the "Course Guidelines" available on the Course webpage

Professor/ Lecturer	
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Department and address	Palazzo di Lingue - Via Garruba 6/B – 70122 Bari 3rd floor
Virtual room	The course Teams code will be provided at the beginning of the course
Office Hours (and modalities: e.g., by appointment, on line, etc.)	Office hours available on the web page http://www.uniba.it/docenti/squeo-maddalena-alessandra

Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class

			study hours/ Self-study hours
150	48		102
CFU/ETCS			

Learning Objectives	The course of English Literature 1 (second year) focuses on literary history through the analysis of some representative texts. The aim of the course is to enhance the students' ability to analyse and contextualise key issues in a specific period of English literature, identifying different textual typologies and literary genres.
Course prerequisites	The students attending the course are required to possess adequate language competence, as the course is taught in English and both primary and secondary sources are in the original language. Students are also required to possess the knowledge and skills acquired in the first year Course of English Culture

Teaching strategie	Lectures and Seminars involving lecturers in other disciplines in order to enhance an interdisciplinary approach to the course topics. Seminar activities with the possible active involvement of students in the presentation, also with the aid of multimedia tools, of in-depth studies on specific aspects of the course topics
Expected learning outcomes in terms of	On completion of this module the successful student will have reached the following:
Knowledge and understanding on:	<p><u>Knowledge and understanding</u></p> <ul style="list-style-type: none"> • a solid competence in British literary culture and history, related to the specific time span under examination; • ability to locate literary texts and related contexts within their appropriate literary background and time; • a solid competence and ability to recognise different text types and literary genres in different cultural contexts.
Applying knowledge and understanding on:	<p><u>Applying knowledge and understanding</u></p> <ul style="list-style-type: none"> • ability to read and contextualise a literary text, in its more complex facets; • ability to identify and analyse different text types and literary genres; • ability to critically analyse the primary sources and apply the basic methods of inquiry and multimedia tools and to explore socio-cultural processes;
Soft skills	<p><u>Making informed judgements and choices</u></p> <ul style="list-style-type: none"> • ability to identify the main text types and literary genres in their historical evolution; • ability to recognise the intercultural dimension in literary culture and history; • enhanced ability to use IT resources as research instruments; <p><u>Communicating knowledge and understanding</u></p> <ul style="list-style-type: none"> • enhanced ability to communicate in English in a range of specific topics and issues in English literature and culture, using both the primary and secondary sources correctly; <p><u>Capacities to continue learning</u></p> <ul style="list-style-type: none"> • enhanced ability to recognise and critically reflect on the constant historical evolution of text and forms; • enhanced ability to apply different tools and methods of inquiry and use the critical material provided.
Syllabus	

Content knowledge	<p>After an introductory module, which aims to outline the historical, social, and cultural context of the second half of the 19th century, identifying the most relevant voices on the English literary scene, the first part of the course focuses on one of the central texts of the Victorian canon: Charles Dickens' <i>Great Expectations</i>. By highlighting its main thematic, stylistic and structural aspects, light will be shed on how the novel provides a unique example of a <i>Bildungsroman</i> raising complex issues such as the definition of individual and social 'identity' in relation to notions of class, nation and culture against the backdrop of the rapidly changing Victorian universe. The second part of the course will examine two contemporary rewritings that re-read the text from different perspectives: <i>Jack Maggs</i> (1997) by Australian novelist Peter Carey, and <i>Mister Pip</i> by Lloyd Jones. The course will also introduce the students to the potential of digital tools and resources in the analysis of the Dickensian universe.</p>
Texts and readings	<p>History of English Literature</p> <ul style="list-style-type: none"> – Alexander M., A History of English Literature, Palgrave 2007, pp. 257-317; Rocco Coronato, Letteratura Inglese. Da Beowulf a Brexit, 2022, pp. 468-588 <p>Primary sources</p> <ul style="list-style-type: none"> – Charles Dickens, <i>Great Expectations</i>, Penguin, Harmondsworth 1996 – Peter Carey, <i>Jack Maggs</i>, Faber and Faber, London 1997 – Lloyd Jones, <i>Mister Pip</i>, 2006 <p>Secondary Sources</p> <ul style="list-style-type: none"> – Beverly Taylor, "Discovering New Pasts: Victorian Legacies in the Postcolonial Worlds of Jack Maggs and Mister Pip", <i>Victorian Studies</i>, Volume 52, N.1, pp. 95-105. – Chimamanda Ngozi Adichie, "The Danger of a Single Story", Ted Talk (July 2009) – Said E., <i>Culture and Imperialism</i>, London, Vintage, 1993 (selected parts) – Mahlberg, M., Stockwell, P., de Joode, J., Smith, C., & O'Donnell, M. B. (2016). CLiC Dickens: Novel uses of concordances for the integration of corpus stylistics and cognitive poetics. <i>Corpora</i>, 11(3), 433–463. – Squeo A. "Mending Fragments of the Self. Bildungsroman as Kinstugi in Jack Maggs and Mister Pip", <i>Prospero</i>, 2021, pp. 71-101. – Thieme J., "Turned Upside down? Dickens's Australia and Peter Carey's Jack Maggs" <i>Postcolonial Contexts</i>, <i>Contiuuum</i> 2001, pp. 102-126
Notes, additional materials	<p>Further digital resources:</p> <p>M. Mahlberg, P. Stockwell et. al. CLiC Dickens https://www.birmingham.ac.uk/schools/edacs/departments/englishlanguage/research/projects/clic/index.aspx</p> <p>https://www.bl.uk/people/charles-dickens</p> <p>https://www.bl.uk/works/great-expectations</p> <p>https://www.telegraph.co.uk/culture/charles-dickens/9018185/Dickens-London-in-pictures.html</p> <p>https://www.telegraph.co.uk/culture/culturepicturegalleries/10580182/Charles-Dickens-in-pictures.html</p> <p>https://www.djo.org.uk/</p>
Repository	<p>The "secondary resources" will be made available in the teams virtual class (the team code will be indicated at the beginning of the course)</p>

Assessment	
Assessment methods	Oral exam in English. The exam aims to test: the student's knowledge of the literary history of the reference period; the ability to read and interpret the literary texts in the syllabus in light of the critical-theoretical debate on the basis of the critical materials indicated; the student's expressive and argumentative skills in the exposition of the contents in English.
Assessment criteria	<ul style="list-style-type: none"> • As regards <i>knowledge and understanding</i>, assessment will consider the student's ability to contextualize the key topics under examination within the relevant cultural, literary and historical backgrounds, and discuss their significance in contemporary culture; • as regards <i>applying knowledge and understanding</i>, assessment will consider the student's ability to analyse the literary and non-literary texts under examination, and recognise their generic and linguistic features, as well as discuss their content and ideology; • as regards <i>making informed judgments and choices</i>, assessment will consider the student's ability to analyse and interpret the literary issues under examination as represented in a variety of text types in contemporary society; • as regards <i>communicating knowledge and understanding</i> assessment, the student's ability to communicate in English correctly and use appropriate vocabulary. • As regards the <i>capacities to continue learning</i> assessment will consider the student's ability to read the primary sources, making use of different methods and critical tools;
Final exam and grading criteria	A final mark will be attributed to the oral exam according to the abovementioned evaluation criteria including the student's knowledge of the English language and his/her expressive and argumentative skills in the exposition of the contents.
Further information	