

General Information	
Department	Lettere, lingue, arti. Italianistica e culture comparate/ Literature, Foreign Languages, Art. Italian Studies and Comparative Cultures University of Bari Aldo Moro
Academic Year	2020-2021
Academic subject	English Culture
Degree course	<i>Traduzione Specialistica LM94</i> /Specialized Translation
ECTS credits	6
Compulsory attendance	As stated in the Didactic Regulations, attendance is not compulsory but highly recommended
Language	Italian and English

Subject teacher	Name Surname	Mail address
	Alessandra Squeo	alessandra.squeo@uniba.it

ECTS credits details	SSD (Academic Discipline)	ECTS
Basic teaching activities	<i>L-LIN/10</i>	6

Class schedule	
Period	First semester
Year	First or second year
Type of class	Lectures, workshops. The course is enhanced by the use of multimedia tools

Time management	
Hours	150
In-class study hours	48
Out-of-class study hours	102

Academic calendar	
Class begins	28.09.2020
Class ends	22.12.2020

Syllabus	
Prerequisites requirements	Good language competence is required to attend the course. Adequate knowledge of the main categories of European cultural history and of the tools for text analysis taught in undergraduate courses.
Expected learning outcomes	On completion of the programme the successful student will be able to: <p>Knowledge and understanding</p> <ul style="list-style-type: none"> - understand and identify a variety of historical, social, economic, political, cultural, literary and linguistic phenomena that have contributed to the definition and spread of English culture. <p>Applying knowledge and understanding</p> <ul style="list-style-type: none"> - Systematically analyze and synthesize a range of cultural and historical phenomena from a and transnational perspective - Systematically contextualize cultural processes starting from their

	<p>textual traces in a variety of genres and text types (economic and political essays, literature, journalism, mass media) within the field of English Culture.</p> <p>Making informed judgements and choices</p> <ul style="list-style-type: none"> - Critically reflect on and analyze the interaction between linguistic and cultural phenomena that are inextricably related to the development of discursive practices in diverse disciplinary fields. <p>Communicating knowledge and understanding</p> <ul style="list-style-type: none"> - Use accurate language and appropriate and specialized vocabulary in different areas of cultural enquiry - Persuasively communicate and systematically manage ideas and information about specific themes and crucial issues of English culture/cultures <p>Capacities to continue learning</p> <ul style="list-style-type: none"> - Critically evaluate and creatively apply the best tools and methods of inquiry to explore the socio-cultural processes at issue. - Research new critical materials to further explore specific aspects of the problems at issue within the field of English Culture.
Contents	<p>The course of English culture mainly focuses on the historical, social, economic, political, cultural, literary and linguistic phenomena that have contributed to the definition and spread of English culture. Light will be shed on the deep relationship between cultural processes and the development of discursive practices in diverse disciplinary fields. Such processes will be investigated in a variety of texts and genres ranging from economic and political essays to literature, journalism and mass media.</p>
Course program	<p>The Culture of Credit: Merchants and Usurers on the Early Modern Stage</p> <p>In the light of the multifaceted network of social, ethical, cultural, and linguistic issues underlying the deep economic changes of early modern England, the course aims at exploring how the theatre and the market shared a crucial role in epitomizing the social changes and anxieties. Combining different theoretical and critical approaches, and largely bearing on the methodology of new historicism (Greenblatt 1988) and new economic criticism (Woodbridge 2003), the course explores the debate on credit, money-lending and usury in early modern England, where the moral and legal justification of interest was a vital issue in the transition from feudal economy to modern capitalism and where the idea of ‘risk’ became increasingly associated to income.</p> <p>Owing to the specific features of the Degree Course, attention will be called to the pre-eminently linguistic nature of such transitions by investigating the polysemic status of such words as ‘credit’, ‘obligation’, ‘bond’, ‘interest’, ‘good’, that were still bearing a strong moral significance,</p>

but increasingly acquired an economic meaning. In this perspective, selected parts of Thomas Wilson's *A Discourse Upon Usury* and Miles Mosse's *Arraignment Upon Usury* will be analyzed along with such crucial plays as Shakespeare's *The Merchant of Venice*.

Bibliography

Primary Sources

- 1576 Thomas Wilson, *A Discourse Upon Usury* (selected pages)
- 1584 Robert Wilson, *The Three Ladies of London* (selected scenes)
- 1595 Miles Mosse, *Arraignment and Conviction of Usurie* (selected pages)
- 1596 William Shakespeare, *The Merchant of Venice* (one of the following editions: New Cambridge, Oxford, Arden, Penguin)

Secondary Sources

Books:

- Bruster D. *Drama and the Market in the Age of Shakespeare*, CUP 1992 (selected pages)
- Hawles David, *Shakespeare and Economic Theory*, Bloomsbury 2015 (selected pages)
- Squeo A., *Shakespeare's Textual Traces. Patterns of Exchange in 'The Merchant of Venice'*, Edizioni dal Sud, Bari, 2012.

Articles and Essays:

- Lawrence S., "To give and to receive": Performing Exchanges in *The Merchant of Venice*" in P. Yachnin (ed.), *Shakespeare and the Culture of Performance*, Ashgate 1999, pp. 41-51.
- MacInnes I., "Ill Luck, Ill Luck? Risk and Hazard in *The Merchant of Venice*" in B. Sebek and S. Deng (eds.), *Global Traffic. Discourses of Trade in English Literature and Culture from 1550 to 1700*, Palgrave MacMillan 2008, pp. 39-55.
- Muldrew C., *The Economy of Obligation: The Culture of Credit and Social Relations in Early Modern England*, Early Modern History: Society and Culture, St. Martin's Press, New York 1998, pp. 123-195.
- Pettet C., "The Merchant of Venice and the Problem of Usury" (1945) in J. Wilders, *The Merchant of Venice. A Casebook*, MacMillan 1969.
- Ryan Kiernan, "Re-reading the Merchant of Venice", Martin Coyle (ed.), *The Merchant of Venice. New Casebook*, MacMillan 1998, pp. 36-44;
- Serpieri A., "Bonds of Love and Death in *The Merchant of Venice*" in M-Marrapodi-G. Melchiori (eds) *Italian Studies in Shakespeare and His Contemporaries*, pp. 44-56.
- Shapiro James, "Shakespeare and the Jews" in Martin Coyle (ed.), *The Merchant of Venice. New Casebook*, MacMillan 1998, pp. 73-91.
- Shell M., "The Wether and Ewe. Verbal Usury in *the Merchant of Venice*" in *Money, Language and Thought. Literary and Philosophical Economics from the Medieval to the Modern Age*, John Hopkins University Press 1994.
- Williams R., "The analysis of Culture" in John Storey (ed.), *Cultural*

	<i>Theory and Popular Culture. A Reader</i> , The University of Georgia Press, 1998, pp. 48-56.
Notes	Further details on the texts will be provided during the course
Teaching methods	Lectures and seminars with the active involvement of students who will be offered the opportunity to explore specific aspects of the problems at issue, in the light of a selected bibliography, and to present the results of their inquiries. Multimedia material will be used and uploaded on the Department e-learning platform.
Assessment	Oral exam.
Evaluation criteria	<p>Assessment will consider the following criteria:</p> <ul style="list-style-type: none"> • as regards <i>knowledge and understanding</i>, assessment will consider the student's ability to contextualize the specific moral, religious, economic and social issues related to money-lending and usury in the cultural background of early Modern England. • as regards <i>applying knowledge and understanding</i>, assessment will consider the student's ability to illustrate the relevance of the primary sources in this perspective, identifying the different features of text types (plays, sermons, mercantile manuals, essays on economic issues...). • as regards <i>making informed judgments and choices</i>, assessment will consider the student's ability to apply different methodologies and critical tools to the analysis of the primary sources. With specific reference to lexical aspects, assessment will consider the student's ability to examine the phenomenon of semantic shift and the polysemic status of key words in the primary sources from a synchronic and diachronic perspective. • as regards <i>Communicating knowledge and understanding</i> assessment will consider the student's ability to use accurate language and appropriate and specialized vocabulary. Also the student's ability to present the results of their inquiries will be part of the evaluation criteria. • As regards the <i>capacities to continue learning</i> assessment will consider the student's ability to apply the methods of analysis and critical tools to the analysis of other texts and contexts.
Further information	Email: alessandra.squeo@uniba.it Office hours available on the web page http://www.uniba.it/docenti/squeo-maddalena-alessandra