

General Information	
Academic subject	English Literature 2 (3 rd year)
Academic Year	2021-2022
Degree course	L-11 BA Degree in Modern Languages, Cultures, and Literatures [“Corso di laurea in Lingue, Culture e Letterature Moderne”]
Curriculum	
ECTS credits	6
Department	“Lettere Lingue Arti. Italianistica e culture comparate” Università degli Studi di Bari Aldo Moro
Compulsory attendance	Attendance is not compulsory but highly recommended.
Language	English, Italian

Subject teacher	Name Surname	Mail address	SSD (Academic Discipline)
	Franca Dellarosa	franca.dellarosa@uniba.it	L-LIN/10 “English Literature”

ECTS credits details		SSD (Academic Discipline)	ECTS
Basic teaching activities		L-LIN/10 “English Literature”	6

Class schedule	
Period	I semester
Year	Third year
Type of class	Lectures, workshops

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

Academic calendar	
Class begins	27.09.2021
Class ends	22.12.2021

Syllabus	
Requirements	Students attending the course are required to possess adequate language competence, as the course is taught in English and both primary and most secondary sources are in the original. Students are also expected to possess the competence and skills relating to the previous courses of English Literature in the Programme.
Expected learning outcomes (according to Dublin Descriptors)	On completion of this module the successful student will possess: <i>Knowledge and understanding</i> <ul style="list-style-type: none"> A well founded competence in British literary culture and history, related to the specific time span under examination; a more mature ability to locate literary texts and related contexts within their appropriate literary background and time;

	<ul style="list-style-type: none"> • A refined competence and ability to recognise different text types and literary genres in different cultural contexts. • Awareness of the main trends in literary studies and theory. <p><i>Applying knowledge and understanding</i></p> <ul style="list-style-type: none"> • A refined ability to read and contextualise a literary text, in its more complex facets; • A refined ability to identify and analyse different text types and literary genres; • A refined ability to critically analyse the primary sources and apply the basic methods of inquiry and multimedia tools and to explore socio-cultural processes; <p><i>Making informed judgements and choices</i></p> <ul style="list-style-type: none"> • Well-founded ability to identify the main text types and literary genres in their historical evolution; • A refined ability to recognise the intercultural dimension in literary culture and history; • Enhanced ability to use IT resources as research instruments; <p><i>Communicating knowledge and understanding</i></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><i>Capacities to continue learning</i></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.
Contents	<p>This module aims to enable the students to raise their standard of competence acquisition in the discipline, devising a course that is also intended to take in a trans-historical and trans-national perspective. In this respect, the notion itself of literary canon is open towards a more fluid understanding, as the course brings together both foundational texts of English literature, and a more inclusive extension of the notion itself of literary culture.</p>
Course program	<p>The Page and the Stage: Reading, Performing, and Rewriting Shakespeare Across Time</p> <p>This course examines two key texts of the Shakespeare canon from a variety of perspectives. A preliminary unit on theatrical communication paves the way for the close reading of Shakespeare’s dramas <i>Othello</i> and <i>The Winter’s Tale</i>. <i>Othello</i> is identified as the ‘master narrative’ of interracial love and tragedy; the later mixed drama <i>The Winter’s Tale</i> takes up some of <i>Othello</i>’s key concerns, which are, however, reworked in a new poetic and ethical direction. A historical</p>

	<p>segment of the reception of both plays in Romantic-era culture is also considered, including a focus on Romantic-era Shakespearean actors and actresses. The final part of the course will consider two present-day texts engaging with the Shakespeare legacy: a short essay by Caryl Phillips, which projects <i>Othello's</i> interracial dynamics onto the predicament of modern migrants, and a selection of pages from Jeanette Winterson's "cover version" of <i>The Winter's Tale</i>.</p>
Bibliography	<p>Primary Sources</p> <p><i>Module 1. "Haply for I am black": Othello</i></p> <ul style="list-style-type: none"> - W. Shakespeare, <i>Othello</i>, ed. Michael Neill, Oxford World's Classics 2006; <i>Otello</i>, ed. it. con testo a fronte a c. di Nemi D'Agostino (Milano: Garzanti, 2000) Electronic Edition: Internet Shakespeare Edition: <i>Othello</i> (modern) (ed. by Jessica Slights) https://internetshakespeare.uvic.ca/Library/Texts/Oth/ - Performing <i>Othello</i>: Edmund Kean, Ira Aldridge (1827-1833) [Select images and passages from digitized documentary sources] - C. Phillips, "Rude am I in my speech" (2008), in <i>Colour Me English: Migration and Belonging After 9/11</i> (2011), 132-138. <p><i>Module 2. "Awake your faith": The Winter's Tale</i></p> <ul style="list-style-type: none"> - W. Shakespeare, <i>The Winter's Tale</i>, ed. S. Orgel, Oxford World's Classics, 2008; <i>Il racconto d'inverno</i>, ed. con testo a fronte a c. di A. Lombardo (Milano: Feltrinelli, 2007) Electronic edition Internet Shakespeare Edition: <i>The Winter's Tale</i> (modern) (ed. by Hardin Aasand) https://internetshakespeare.uvic.ca/Library/Texts/WT/ - Performing <i>The Winter's Tale</i>: Sarah Siddons (1802) [Select images and passages from digitized documentary sources] - Jeanette Winterson, <i>The Gap of Time: The Winter's Tale Retold</i> (London: Vintage, 2015) [extracts] <p>Secondary Sources [extracts]</p> <ul style="list-style-type: none"> R. McDonald, <i>The Bedford Companion to Shakespeare: An Introduction with Documents</i> (Boston-New York: Bedford/St. Martin's, 2001) G. Melchiori, <i>Shakespeare: Genesi e struttura delle opere</i> (Roma-Bari: Laterza, 1994) E. Fischer-Lichte, <i>The Routledge Introduction to Theatre and Performance Studies</i> (London-New York: Routledge, 2014) <p>Reference Texts</p> <ul style="list-style-type: none"> F. Burwick, ed., <i>The Encyclopedia of Romantic Literature</i> (Chichester: Wiley-Blackwell, 2012)

	<p>L. M. Crisafulli, K. Elam, a cura di, <i>Manuale di Letteratura e Cultura Inglese</i>, a c. di (Bologna: Bononia University Press, 2010) [parti scelte]</p> <p>Websites https://shakespeare.folger.edu/ http://www.bl.uk/treasures/shakespeare/homepage.html http://www.bl.uk/shakespeare/ http://www.carylphillips.com</p>
Notes	An anthology of primary sources will be made available at the beginning of the course. A detailed reading list will be made available during the course, and the material will be uploaded on the Teams platform.
Teaching methods	The course will consist of lectures and seminars, and will be taught in English. Multimedia material will be used; all ppt presentations will be uploaded on the Teams platform.
Assessment methods (indicate at least the type written, oral, other)	Oral presentation and discussion in English. Any material provided in Italian may be discussed in either Italian or English.
Evaluation criteria	<p>Assessment will consider the following:</p> <ul style="list-style-type: none"> • the student's ability to contextualize the key topics under examination within the relevant cultural, literary and historical backgrounds, and discuss their significance in the broader and varied directions suggested; • the student's ability to analyse the novel and related literary texts under examination; recognise their generic and linguistic features, as well as discuss their content and ideology; • the student's ability to read the primary sources with critical awareness, making use of different methods and critical tools; • the student's ability to communicate in English correctly and use appropriate vocabulary.
Further information	<p>Email: franca.dellarosa@uniba.it Tel: + 39 080 571 7026 Office hours and all information available @ http://www.uniba.it/docenti/dellarosa-franca/attivita-didattica</p>