

General Information	
Academic subject	English Literature (2)
Degree course	LM-37 – Modern Languages and Literatures [“Lingue e Letterature Moderne”]
Academic Year	2021-2022
Department	Lettere Lingue Arti. Italianistica e Culture comparate – Università degli Studi di Bari Aldo Moro
ECTS credits	6
Compulsory attendance	Attendance is not compulsory but is strongly recommended
Language	Italian, English

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
	L-LIN/10 “English Literature”	8

Class schedule	
Period	II semester
Year	Second year
Type of class	Lectures and seminars

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

Academic calendar	
Class begins	21.02.2022
Class ends	27.05.2022

Syllabus	
Prerequisites/requirements	Students are expected to possess the competence as furnished by the propaedeutical first-year module in English Literature.
Expected learning outcomes	<p>On completion of this module the successful student will have acquired:</p> <p><i>Knowledge and understanding</i></p> <ul style="list-style-type: none"> • Metacritical awareness of the specificity of literary studies within the humanities, and of the current critical debate regarding the present condition of crisis in the field; • Advanced knowledge of the historical and cultural dynamics underlying literary discourse, as exemplified in selected itineraries in English Literature, within a potential time range between the Renaissance and the present. • Advanced critical ability to analyse and issues including the notion of canon vs. non- or new canonical literature; the continuities and discontinuities between periods and literary movements; the dynamics of literary genres against the historical dynamics.

	<p><u>Applying knowledge and understanding</u></p> <ul style="list-style-type: none"> • Advanced ability to read and contextualise texts within the selected areas; • Advanced research abilities in the discipline, with special reference to texts and literary genres and their relative historical-cultural contexts; • Refined control of specific vocabulary pertaining to the various areas of literary discourse, both per se and in view of teaching purposes. <p><u>Making informed judgements and choices</u></p> <ul style="list-style-type: none"> • Advanced abilities to formulate critically conscious judgments, as based on advanced analytical skills which can be applied to complex literary and cultural phenomena; • Ability in the critical and comparative use of literary translation. <p><u>Communicating knowledge and understanding</u></p> <ul style="list-style-type: none"> • Advanced ability to discuss complex topics with full critical awareness and control of academic English; • Possession of abilities and tools to write an extended piece of writing (dissertation) in correct academic English. <p><u>Capacities to continue learning</u></p> <ul style="list-style-type: none"> • Ability to reflect on issues of literary periodization, and critically use literary histories; • Ability to use research methodologies and tools in areas other than those dealt with in the module with full autonomy and critical awareness.
<p>Contents</p>	<p>The module in English Literature II for the Programme in Modern Languages and Literatures (LM-37) aims to provide students with advanced research skills in the area, with an eye to teaching as well. While the current debate on the crisis of the humanities provides a critically relevant frame, the module considers a number of specific topics, focusing on the defining traits of literary culture and texts within the historical and cultural contexts in which they are produced. In terms of contents, the modes of representing reality and genre experimentation are given special attention, alongside the acquisition of advanced theoretical and critical/meta-critical tools that are necessary for students to enhance their analytical and critical abilities, which may be also applied to teaching.</p>
<p>Course program</p>	<p>‘Literature Matters’: Teaching and Researching English Literature in the 21st Century</p> <p>The course aims to enhance students’ researching and teaching skills in the subject. It investigates the dynamic tension between the specificity of the literary fact – the formal and generic traits that identify a piece of writing as literature – and its inherent and inescapable historicity. To this purpose, a number of primary texts from across different genres and times are proposed for examination, each epitomizing one core focus within a definite historical segment. The expected outcome is the construction of</p>

	<p>critical map of literature in a cross-historical context that may also account for the transformations of form and genre. An introductory unit will consider a selection of the current debate on the nature and specific location of the humanities and literature in modern curricula as well as society at large.</p>
<p>Bibliography</p>	<p>I. Introduction: Literature Matters M. Nussbaum, <i>Not for Profit: Why Democracy Needs the Humanities</i> (Princeton: Princeton University Press, 2010) [selected parts] J. Hillis Miller, 'Literature Matters Today', <i>SubStance</i> 42, 2 (2013): 12-32. 2.</p> <p>2. Across Genres and History: A Selection of Primary Sources</p> <p>2.1. War (I), Revolution and Empire <i>Paul and Virginia. Translated from the French of Bernardin Saint-Pierre; By Helen Maria Williams, Author of Letters on the French Revolution, Julia A Novel, Poems, &c</i> (London: Vernor & Hood: 1796). George Gordon, Lord Byron, <i>Manfred</i> (1817), Ed. con testo a fronte, a cura di Diego Saglia (Venezia: Marsilio, 2019)</p> <p>2.2. 'The Age of Machinery' George Eliot, <i>Silas Marner</i> (1861), ed. D. Carroll (Penguin Classics, 2003)</p> <p>2.3. Language and Silence Samuel Beckett, <i>All That Fall: A Play for Radio</i> (1956), in <i>Collected Shorter Plays</i> (London: Faber & Faber, 1984)</p> <p>Reference Texts [selected parts] D. Higgins, S. Ruston, eds., <i>Teaching Romanticism</i> (New York: Palgrave Macmillan 2010) J. Cadwallader, L. W. Mazzeno, eds., <i>Teaching Victorian Literature in the 21st Century: A Guide to Pedagogy</i> (New York: Palgrave Macmillan 2017) E. M. Hinnov, L. Harris and L.M. Rosenblum, <i>Communal Modernisms: Teaching Twentieth-Century Literature and Culture in the Twentieth-First Century Classroom</i> (Basingstoke: Palgrave Macmillan, 2013) J. Chandler, ed., <i>The Cambridge History of English Romantic Literature</i> (Cambridge: Cambridge University Press, 2008) L. Marcus, P. Nicholls, eds., <i>The Cambridge History of Twentieth-Century English Literature</i> (Cambridge: Cambridge University Press, 2004) F. Dellarosa ed., <i>Poetic and Dramatic Forms in British Romanticism</i>, with an Introduction by A. Sportelli (Roma-Bari: Laterza/Università degli Studi di Bari, University Press Online, 2006)</p> <p>Websites https://romantic-circles.org/ http://www.nines.org/ http://www.victorianweb.org https://modernism.coursepress.yale.edu/ http://www.bl.uk</p>

Notes	An anthology of primary sources and a detailed reading list will be made available during the course @ http://www.uniba.it/docenti/dellarosa-franca/attivita-didattica
Teaching methods	The course will be taught in English. Multimedia material will be used; extra material and ppt presentations will be uploaded on the Teams platform. Students will be encouraged to carry out research autonomously, both individually and in groups, on topics dealt with in the course, which may be evaluated as partial exam.
Assessment methods	Oral presentation and discussion in English.
Evaluation criteria	Assessment will consider the following: <ul style="list-style-type: none"> • The student's ability to contextualize literary discourse and the texts selected for specific study within the relevant cultural, literary and historical dynamics; their theoretical and critical awareness, as well as their ability to discuss complex literary phenomena; their awareness of the current debate on literature and the humanities. • The student's analytical and critical abilities, with reference to literary genre, and their accuracy in the use of the specific language in the field. • The student's general advancement in research abilities and handling of advanced research tools. • The student's communication abilities in general, in relation to the expected development in language competence as per the course year, with special reference to the use of the academic register.
Further information	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