

| General Information | |
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| Academic subject | English Literature 1 |
| Academic Year | 2019-2020 |
| Degree course | Modern Languages, Cultures and Literatures |
| 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 highly recommended |
| Language | Italian and English |

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

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

| Class schedule | |
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| Period | Second semester |
| Year | Second year |
| Type of class | Lectures |

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

| Academic calendar | |
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| Class begins | 24.02.20 |
| Class ends | 27.05.20 |

| Syllabus | |
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| Prerequisites/Requirements | 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. |
| Expected learning outcomes | On completion of this module the successful student will have reached the following: <i>Knowledge and understanding</i> <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 |

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| | <p>within their appropriate literary background and time;</p> <ul style="list-style-type: none"> • a solid competence and ability to recognise different text types and literary genres in different cultural contexts. <p><i>Applying knowledge and understanding</i></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; <p><i>Making informed judgements and choices</i></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><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. |
| <p>Contents</p> | <p>The second year course of English Literature focuses on some specific aspects of 18th and 19th British literary literature, and related contexts.</p> <p>Along with locating literary texts and cultural processes, special attention is devoted to their resonance texts in contemporary literature culture through several forms of rewriting and adaptation also in new media.</p> |
| <p>Course program</p> | <p>Title: Victorian Afterlife: Dickens's Legacy in a Cross-cultural World</p> <p>Within the wider context of 19th century literature, this course focuses on Victorian Legacy and on the far-reaching resonances of Victorian fiction in contemporary culture. In</p> |

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| | <p>particular, the course focuses on <i>Great Expectations</i> by Charles Dickens, which particularly addresses such thorny issues as the negotiation of identity across differences of class, nation and culture. The course will also focus on two one of the most remarkable examples of postcolonial texts ‘writing back’ to the English literary canon: <i>Jack Maggs</i> (1997) by the Australian novelist Peter Carey, and <i>Mister Pip</i> by Lloyd Jones. Both texts explore the notion of cultural identity in the relationship between the British Empire and its colonies.</p> |
| Bibliography | <p>PRIMARY SOURCES</p> <ul style="list-style-type: none"> – Charles Dickens, <i>Great Expectations</i>, edited by C. Mitchell, introduction by D. Trotter, Penguin, Harmondsworth 1996 – Peter Carey, <i>Jack Maggs</i>, Faber and Faber, London 1997 – Lloyd Jones, <i>Mister Pip</i>, John Murray, 2006 <p>SECONDARY SOURCES</p> <p>1) History of English Literature</p> <ul style="list-style-type: none"> – Alexander M., <i>A History of English Literature</i>, Palgrave 2007, pp. 181-319 or Sanders A., “High Victorian Literature 1830-1880” in Pat Rogers (ed.), <i>The Oxford Illustrated History of English Literature</i>, O.U.P., pp. 327-378. – Said E., <i>Culture and Imperialism</i>, London, Vintage, 1993, pp. 1-20; 58-95 <p>2) Critical Essays on <i>Great Expectations</i></p> <ul style="list-style-type: none"> - From Sell R. D. (ed.), <i>Great Expectations. New Casebook</i>, Palgrave 1994: P. Brooks, “Repetition, Repression, and Return: <i>Great Expectations</i> and the Study of Plot” (pp. 98-109); R. Gilmour, “Pip and the Victorian Idea of the Gentleman” (pp. 110-122); S. Connor, “The Imaginary and the Symbolic in <i>Great Expectations</i>” (pp. 166-175) - Squeo A., “La prigione e il labirinto. Percorsi metropolitani in <i>Great Expectations</i>” in <i>Descrivere per raccontare</i>, a cura di E. Siciliani Pensa, Lecce 2003, pp. 147-175. - Stange R., “Expectations Well Lost: Dickens’s Fable for His Time” in I. Watt (ed.), <i>The Victorian Novel. Modern Essays in Criticism</i>, London O.U.P. 1976, pp. 110-122 <p>3) Critical Essays on <i>Jack Maggs</i> and <i>Mister Pip</i></p> |

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| | <ul style="list-style-type: none"> – Maak A. “Peter Carey’s Jack Maggs” in A. Gaile (ed.), <i>Fabulating Beauty. Perspectives on the Fiction of Peter Carey</i> Rodopi 2005, pp. 229-243. – Schmidt-Haberkamp B., <i>The Writign Back Paradigm Revisited</i>, in A. Gaile (ed.), <i>Fabulating Beauty. Perspectives on the Fiction of Peter Carey</i> Rodopi 2005, pp.245-263. – Squeo A., “From the Margin of the City. Rewriting Cultural Identity in Jack Maggs”, “Atti del XXII Convegno Nazionale dell’Associazione Italiana di Anglistica” <i>Cityscapes: Islandsof the Self</i>, Cagliari, CUEC 2007, pp. 345-353. – Hassal A., “A Tale of Two Countries. <i>Jack Maggs and Peter Carey’s Fiction</i>” in <i>AustralianLiterary Studies</i>, 18/2 1997, pp. 128-135 – Thieme J., “Turned Upside down? Dickens’s Australia and Peter Carey’s <i>Jack Maggs</i>” <i>Postcolonial Contexts, Continuum</i> 2001, pp. 102-126 – Beverly Taylor, "Discovering New Pasts: Victorian Legacies in the Postcolonial Worlds of Jack Maggs and MisterPip", <i>Victorian Studies</i>, Volume 52, N.1, pp. 95-105. – Latham M., "Bringing Newness to the World: Lloyd Jones's 'Pacific Version of Great Expectations'", <i>Dickens Quarterly</i>, Vol.28, No.1. March 2011, pp.22-40. <p style="text-align: center;">Further reading</p> <ul style="list-style-type: none"> – The Norton Anthology of English Literature. Norton Topics on line - http://www.wwnorton.com/college/english/nael/ – the Victorian Web - http://www.victorianweb.org |
| Notes | Further materials and/or details will be provided during the course |
| Teaching methods | Lectures and Seminars involving lecturers in other disciplines in order to enhance an interdisciplinary approach of the course topics. Multimedia material will be used; extra material and all ppt presentations will be uploaded on the Department e-learning platform. |
| Assessment | Oral presentation and discussion in English. |
| Evaluation 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>, |

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| | <p>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;</p> <ul style="list-style-type: none"> • 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; |
| Further information | <p>Email: alessandra.squeo@uniba.it Office hours available on the web page http://www.uniba.it/docenti/squeo-maddalena-alessandra</p> |