UNIVERSITÀ DEGLI STUDI DI BARI ALDO MORO

DIPARTIMENTO DI RICERCA E INNOVAZIONE UMANISTICA

COURSE OF STUDY	L-11 Modern Languages, Cultures, and Literatures ["Lingue, Culture e Letterature Moderne"]
ACADEMIC YEAR	2024-2025
ACADEMIC SUBJECT	English Literature 2 (3rd year)

General information	
Year of the course	Third
Academic calendar (starting and ending date)	Semester 1 (23-09-2024 – 10-12-2024)
Credits (CFU/ETCS):	6
SSD [Academic Discipline]	English Literature
Language	English/Italian
Mode of attendance	*See article 4 of the "Course Guidelines" available on the Course webpage*

Professor/ Lecturer	
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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 and all information available @ http://www.uniba.it/docenti/dellarosa-franca/attivita-didattica Teams Code for office hours: gjo3fxn

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			
6			

Learning Objectives	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.
Course prerequisites	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 expected to possess the competence and skills as furnished by the propaedeutic second-year module in English Literature.

Teaching strategy	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, and take active part in the reading activities.
Expected learning outcomes in terms of	
Knowledge and understanding on:	• 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; • 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.
Applying knowledge and understanding on:	• 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;
Soft skills	*Making informed judgements and choices* • 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; *Communicating knowledge and understanding* • 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. *Capacities to continue learning* • 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	In Shakespeare's Lab and Beyond. *Othello*: The Drama and Its Source, Performance History, and Legacy This course examines a key text of the Shakespeare canon from a variety of perspectives, engaging with its manifold intertextual relations and complex performance history. The aim is to engage students in approaching literature using a flexible, historically conscious, and text-sensitive method. A preliminary unit on theatrical communication paves the way for a close

	reading of *Othello*, which is identified as the 'master narrative' of interracial love and tragedy. The text is subsequently examined in relation to Shakespeare's use of his main Italian narrative source, a novella from Giraldi Cinthio's *Hecatommithi*. A segment of the play's reception and performance history is also considered, including a focus on Romantic-era Shakespearean actors and actresses. The final part of the course will consider a present-day text engaging with the legacy of *Othello* for today. This is a short essay by Caryl Phillips (2008), which projects *Othello's* interracial dynamics onto the predicament of modern migrants. A film seminar on Oliver Parker's 1995 version of Shakespeare's tragedy will be offered as a final extra-activity.
Texts and readings	Primary Sources 1. "Haply for I am black": *Othello* - W. Shakespeare, *Othello*, ed. Michael Neill, Oxford World's Classics 2006; - *Otello*, ed. it. con testo a fronte a c. di Nemi D'Agostino (Milano: Garzanti, 2000) [o altra ed. critica con testo a fronte] Electronic Edition: Internet Shakespeare Edition: *Othello* (modern) (ed. by Jessica Slights) https://internetshakespeare.uvic.ca/Library/Texts/Oth/ 2.Performing *Othello* in the Romantic Era: Edmund Kean, Ira Aldridge (1814-1833) [Select images and passages from digitized documentary sources] S. T. Coleridge, "Lecture V", On *Othello* [1819, Extract] 3. Still with Us: *Othello* Today C. Phillips, "Rude am I in my speech" (2008), in *Colour Me English: Migration and Belonging After 9/11* (2011), 132-138. Secondary Sources [extracts] R. McDonald, *The Bedford Companion to Shakespeare: An Introduction with Documents* (Boston-New York: Bedford/St. Martin's, 2001) G. Melchiori, *Shakespeare: Genesi e struttura delle opere* (Roma-Bari: Laterza, 1994) E. Fischer-Lichte, *The Routledge Introduction to Theatre and Performance Studies* (London-New York: Routledge, 2014) Reference Texts A. Petrina, *Shakespeare: guida ad Otello* (Roma: Carocci, 2022) L. M. Crisafulli, K. Elam, a cura di, *Manuale di Letteratura e Cultura Inglese*, a c. di (Bologna: Bononia University Press, 2010) [parti scelte] P. Powplawski, ed., *English Literature in Context* (Cambridge: Cambridge University Press, 2008) [parti scelte] Websites https://shakespeare.folger.edu/ https://sens.skene.univr.it/ http://www.carylphillips.com
Notes, additional materials	A detailed reading list will be made available during the course. Information available@ http://www.uniba.it/docenti/dellarosa-franca/attivita-didattica

Repository	A dedicated course Teams classroom will be set up by the beginning of the course.

Assessment	
Assessment methods	Oral presentation and discussion in English. Any material provided in Italian may be discussed in either Italian or English.
Assessment criteria	Assessment will consider the following: • *Knowledge and understanding* • 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. • *Applying knowledge and understanding* • 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. • *Autonomy of judgment* • The student's general advancement in research abilities and handling of advanced research tools. • *Communication skills/Capacities to continue learning* • 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.
Final exam and grading criteria	Assessment will consider and evaluate the above-mentioned activities and skills in relation to the expected learning outcomes. The grading criteria include evaluation of the language performance and communication skills.
Further information	=================
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