



UNIVERSITÀ  
DEGLI STUDI DI BARI  
ALDO MORO

DIPARTIMENTO DI  
RICERCA E  
INNOVAZIONE  
UMANISTICA

**COURSE OF STUDY:** L-12 Languages and Cultures for Tourism and international Mediation (Lingue e Culture per il Turismo e la Mediazione internazionale)

**ACADEMIC YEAR:** 2023-2024

**ACADEMIC SUBJECT:** English Culture and Literature (F-O)

General information	
Year of the course	I
Academic calendar (starting and ending date)	Second semester (26/02/2024-15/05/2024)
Credits (CFU/ETCS):	6
SSD	L-LIN/10 (English Literature)
Language	Italian and English
Mode of attendance	See art. 4 of the Academic Regulations (Regolamento didattico)

Professor/Lecturer	
Name and Surname	Laura Chiara Spinelli
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Telephone	
Department and address	Dipartimento di Ricerca e Innovazione Umanistica. Palazzo Ateneo, Piazza Umberto I, 70122 Bari
Virtual room	Microsoft Teams. Team code: n1ft7zk
Office Hours (and modalities: e.g., by appointment, on line, etc.)	Office hours and all relevant information will be available on the teacher's webpage: <a href="https://www.uniba.it/it/docenti/spinelli-laura-chiara">https://www.uniba.it/it/docenti/spinelli-laura-chiara</a>

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			

<b>Learning objectives</b>	The course aims to make the students acquire competence on some specific aspects of British literary and non-literary culture (possibly extending the analysis to the English speaking countries), by reading a selection of representative texts in the original language. Furthermore, the course aims to make the students develop awareness of the historicity of the cultural and literary texts selected.
<b>Course prerequisites</b>	It is highly desirable that students attending the course possess adequate

	language competence, as the course is mainly taught in English (Italian will be resorted to when necessary) and primary and secondary sources are mostly in the original language. It is highly desirable that students possess adequate linguistic and cultural competence acquired in Secondary Schools.
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<b>Teaching strategy</b>	Lectures enhanced by the use of multimedia tools and digital resources (PowerPoint presentations and, possibly, audiovisual material)
<b>Expected learning outcomes in terms of</b>	
<b>Knowledge and understanding on:</b>	On completion of the programme the successful student will be able to: <ul style="list-style-type: none"> <li>○ identify different aspects of British literary and non-literary culture and related contexts, including contemporary issues in the cultures of the UK and of the English speaking countries;</li> <li>○ analyse primary sources and identify the main features of different text types and literary genres in different cultural contexts;</li> <li>○ identify the main methodologies for text analysis.</li> </ul>
<b>Applying knowledge and understanding on:</b>	On completion of the programme the successful student will be able to: <ul style="list-style-type: none"> <li>○ read and contextualise a cultural and literary text, identifying its key features;</li> <li>○ critically analyse the primary sources;</li> <li>○ apply the basic methods of inquiry and multimedia tools.</li> </ul>
<b>Soft skills</b>	<ul style="list-style-type: none"> <li>• <i>Making informed judgments and choices</i> On completion of the programme the successful student will be able to: <ul style="list-style-type: none"> <li>○ identify the main cultural issues and text types in their historical evolution;</li> <li>○ identify the difference between primary and secondary sources and ways of relating them;</li> <li>○ identify the relevance and correct use of IT resources as research instruments.</li> </ul> </li> <li>• <i>Communicating knowledge and understanding</i> On completion of the programme the successful student will be able to: <ul style="list-style-type: none"> <li>○ communicate in English in a range of specific themes and issues in English culture, using both the primary and secondary sources correctly.</li> </ul> </li> <li>• <i>Capacities to continue learning</i> On completion of the programme the successful student will be able to: <ul style="list-style-type: none"> <li>○ recognise and critically reflect on the constant historical evolution of texts and forms;</li> <li>○ apply different tools and methods of inquiry and use the critical material provided to explore the socio-cultural processes at issue.</li> </ul> </li> </ul>
<b>Syllabus</b>	
<b>Content knowledge</b>	<p>“Identity and otherness in <i>Jane Eyre</i> and <i>Wide Sargasso Sea</i>”</p> <p>Starting from the analysis of the Victorian novel <i>Jane Eyre</i> by Charlotte Brontë, the course aims to explore the themes and issues the text raises – in particular, the notions of identity and otherness across gender, class, and cultural differences – also in the light of relevant adaptations, actualizations and rewritings of such text in the contemporary age. Among these works, the course will focus on <i>Wide Sargasso Sea</i> by Jean Rhys. The two novels will be analyzed within their relevant cultural, historical and literary contexts: special attention will be paid to colonial discourse, also with the contribution of methodologies and approaches including Cultural Studies and Postcolonial Studies.</p>
<b>Texts and readings</b>	<ul style="list-style-type: none"> <li>• Primary sources: <ul style="list-style-type: none"> <li>- C. Brontë, <i>Jane Eyre: An Authoritative Text, Contexts, Criticism</i>, edited by</li> </ul> </li> </ul>

	<p>Deborah Lutz, New York; London, Norton, 2016 (A Norton Critical Edition).</p> <p>- J. Rhys, <i>Wide Sargasso Sea: Backgrounds, Criticism</i>, edited by Judith L. Raiskin. 1st ed. - New York, W.W. Norton &amp; Co., c1999 (A Norton Critical Edition)</p> <ul style="list-style-type: none"> <li>• Secondary sources (extracts):</li> <li>- R. Williams, 'Culture', in <i>Keywords</i>, OUP, 1976, pp. 87-93.</li> <li>- S. L. Steinbach, <i>Ruling the World: Imperialism</i>, in <i>Understanding the Victorians: Politics, Culture and Society in Nineteenth-century Britain</i>, Routledge, 2016, pp. 65-83.</li> <li>- S. M. Gilbert and S. Gubar, <i>A Dialogue of Self and Soul: Plain Jane's Progress</i>, in <i>The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination</i>, Yale University Press, 1979, pp. 336-371.</li> <li>- S. Meyer, "Indian Ink". <i>Colonialism and the Figurative Strategy in Jane Eyre</i>, in <i>Victorian Studies</i>, Vol. 33, No. 2 (Winter, 1990), pp. 247-268.</li> <li>- W. G. Müller, <i>The Intertextual Status of Jean Rhys's Wide Sargasso Sea: Dependence on a Victorian Classic and Independence as a Colonial Novel</i>, in M. Rubik, E. Mettinger-Schartmann (eds.), <i>A Breath of Fresh Eyre</i>, Brill, 2007, pp. 63-80.</li> <li>- G. C. Spivak, <i>Three Women's Texts and a Critique of Imperialism</i>, in <i>Critical Inquiry</i>, Vol. 12, No. 1, "Race", Writing, and Difference (Autumn, 1985), pp. 243-261.</li> <li>- M. L. Emery, <i>Wide Sargasso Sea: Obeah Nights</i>, in <i>Jean Rhys at "World's End"</i>, University of Texas Press, 1990, pp. 35-62.</li> </ul>
<b>Notes, additional materials</b>	A detailed list of further secondary sources will be provided during the course.
<b>Repository</b>	Secondary sources will be available on Microsoft Teams. Team code: 6d6rjne

<b>Assessment</b>	
Assessment methods	Oral examination in English on the course contents. Any material provided in Italian may be discussed in either Italian or English.
Assessment criteria	<ul style="list-style-type: none"> <li>• <i>Knowledge and understanding</i> <ul style="list-style-type: none"> <li>○ 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;</li> </ul> </li> <li>• <i>Applying knowledge and understanding</i> <ul style="list-style-type: none"> <li>○ 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;</li> <li>○ the student's ability to read the primary sources, making use of the critical material and the multimedia tools provided;</li> </ul> </li> <li>• <i>Autonomy of judgment</i> <ul style="list-style-type: none"> <li>○ the student's ability to analyse and interpret the cultural issues under examination as represented in a variety of cultural institutions and products in contemporary society;</li> </ul> </li> <li>• <i>Communication skills</i> <ul style="list-style-type: none"> <li>○ the student's ability to communicate in English correctly and use appropriate vocabulary;</li> </ul> </li> <li>• <i>Capacities to continue learning</i> <ul style="list-style-type: none"> <li>○ the student's ability to apply different methods and critical tools to other contexts of analysis.</li> </ul> </li> </ul>
Final exam and grading criteria	The oral examination involves an evaluation which is expressed as a grade of out of 30. The exam is deemed to be passed successfully if the grade is equal to or higher than 18/30. Such grade is awarded on the basis of the level of knowledge of the course contents, ability in critical analysis, and

	<p>communication skills, also in terms of fluency in English (18-21: basic; 22-24: satisfactory; 25-26: good; 27-29: very good; 30-30 with honors: excellent). In the event of a full grade (30/30), the Examination Board may grant honors (<i>lode</i>) to students who can create significant intertextual links.</p> <p>Students will fail the exam if they lack the basic knowledge of the topics included in the programme and do not have proper communication skills.</p>
<b>Further information</b>	
	<p>Please, visit the teacher's webpage for updated information:  <a href="https://www.uniba.it/it/docenti/spinelli-laura-chiara">https://www.uniba.it/it/docenti/spinelli-laura-chiara</a></p>