# English Language and Literature (Year 2, Three-year Course Students on the Foreign Languages and Literatures Profile)

## Prof. Enrico Reggiani

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

This course aims to help students acquire a “specialised” textual competence, also known as literary competence. During the course, students will analyse a certain number of texts from the point of view of their main features, adopting methodologies based on an interdisciplinary approach (the concept of “context in the text”) and relevant for their field of study. In particular, the course will focus on poetry analysis, which is perfect to allow students to reach the objectives mentioned above.

At the end of the course, students will be able to identify and understand the different processes of textualisation/literalisation; in addition, they will develop their ability to carry out an independent analysis of the main features that characterise that historical period (e.g. from a linguistic-translational, literary, cultural, analytical-hermeneutic, theoretical, historical, social, political, and institutional point of view), as well as discuss about them; furthermore, students will improve their self-learning and meta-learning skills.

***COURSE CONTENT***

Semester 1 (30 hours)

*Survey course*: *Literature in English in the Very Long Nineteenth Century (1740-1914).* Choice of reading: the complete list of texts on the syllabus is available in the file *Letteratura Inglese 2: links a testi online*, which can be found in the MATERIALI section on Blackboard.

The course will be structured as a *survey course*, aimed at presenting “core authors, thinkers, concepts, or skills” in order to help students achieve these complementary targets: (a) to give non-majors a basic familiarity with a field they may never encounter again, or (b) to prepare potential majors to succeed in upper-level courses in [this] discipline”.

Semester 2 (30 hours)

*Single-subject course:* Irish poetry in English. A case study: Thomas Moore (1779-1852) and his Irish Melodies (1808-1834).

What Thomas Moore called a “collection of political songs to Irish Airs” – of which he had chosen melodies, vocal weaving, rhythmic profiles, before entrusting the "arrangement" to composer John Stevenson (1761–1833) – served as a model for a new conception of the relationship between literature and music. However, as Harry White pointed out, the main purpose of the *Irish Melodies* project remains largely unexplored: “Reshaping the history and culture of Ireland into new literary forms, especially those involving music in general and the relationship between music and speech in particular."

Semester 2 will be structured as a *single-subject course*, meaning a course “focusing on a single issue and/or writer”, “examining a particular period in some depth”, and conceived as a “problem course” during which “students are taught ‘how to think’ rather than ‘what happened’” and whose “contents are usually determined by the scholarly interests of the staff”.

***READING LIST***

Theoretical foundations

E. Reggiani, *La letteratura tra lingua, testo e culture: una cassetta degli attrezzi: 24 slide*s, 2023 (ppt available from the MATERIALI section of the course Blackboard page)

E. Reggiani, *Per una scienza della letteratura realistica e integrale. Brevi note introduttive*, (**version 2023)** (PDF available from the MATERIALI section of the course Blackboard page)

Semester 1

R. Coronato, *Letteratura inglese. Da Beowulf a Brexit*, Firenze, Le Monnier, 2022, pp. 404-618 (suggested)

E. Reggiani, *Letteratura Inglese 2: links a testi online* (Blackboard: file in sezione MATERIALI)

AA.VV, *The Norton Anthology of English Literature: The Romantic Period; The Victorian Age,* ed. by Stephen Greenblatt, Norton & Company, New York and London, vol. 2 (for an introduction to the periods and authors, background, etc.)

Semester 2

T. Moore, *Irish Melodies. A selection*, ed. by R. J. Walsh, transl. By F. R. Paci, Educatt, Milan, 2019 (reprint)

E. Reggiani, *Materials on Thomas Moore's Irish Melodies* (Word file available from the MATERIALI section on Blackboard).

K. Tongson, “The Cultural Transnationalism of Thomas Moore’s *Irish Melodies*”, *Repercussions* 9 (2001), pp. 5-31 (PDF available from the MATERIALI section on Blackboard).

T. M. Love, Gender and the Nationalistic Ballad: Thomas Davis, Thomas Moore, and Their Songs, *New Hibernia Review*, 21 (2017), pp. 68-85 (PDF available from the MATERIALI section on Blackboard).

B. Boydell, The Female Harp: The Irish Harp in 18th- and Early-19th-Century Romantic Nationalism, *RIdIM/RCMI Newsletter*, 2 (1995), pp. 10-17 (PDF available from the MATERIALI section on Blackboard).

***TEACHING METHOD***

This is a year-long course.

Lectures will be delivered in the most appropriate language for the learning objectives and expected outcomes, and, while predominantly frontal in format, will aim to promote as much engagement as possible between the lecturer and students.

Active participation in class is therefore guaranteed, also thanks to activities like the reading, translation, and analysis of the texts included in the syllabus. During the course, students will learn to interpret and contextualise the texts from a historical, sociocultural, and institutional perspective. Further teaching material will be indicated in class and made available on Blackboard by the end of the course.

Students may also be invited to participate in seminars/workshops relevant with the course syllabus, to produce critical studies (written and/or oral) on individual texts within the framework of the course and in collaboration with the lecturer, and then present these to their colleagues and/or to a wider audience.

***ASSESSMENT METHOD AND CRITERIA***

Students will be allowed to take the English Language and Literature (year 2, Three-year Course Students on the Foreign Languages and Literatures Profile) final exam only after having successfully passed the English Language (2nd year of the three-year course, LCM profile) written and oral assessments (according to the current regulation). The mark obtained in this assessment will be calculated in the weighted average for the final mark.

The assessment method includes oral examinations on ALL required reading for the course, including the educational materials provided on Blackboard. The oral exam will be held in the most appropriate language for the learning objectives and expected outcomes and focuses on assessing students’ analytical and interpretative skills, as well as testing the critical autonomy and skills acquired in at least three characteristic fields of the study of literary communication processes: linguistic-translational, analytical-hermeneutical and socio-cultural.

***NOTES AND PREREQUISITES***

Prerequisites for the course: in terms of the content, students require good knowledge of English literature during the historical and cultural stages preceding the “Very Long Nineteenth Century” examined in the first year of the course; in terms of method, students must be willing to experiment with new ways of acquiring and/or enhancing real and effective critical autonomy, with a view to developing a more mature interpretation of the texts examined and being able to contextualise them accurately on a historical, socio-cultural and institutional level.

In order to facilitate educational interaction and the consolidation of critical autonomy, students are encouraged to consult Prof. Enrico Reggiani’s social media accounts and blog (*enricoreggianiblog. A blog on literature, music and other crossings*, <https://enricoreggiani.wordpress.com/>), which contain materials and input for learning the course content, some of which has been contributed by students and graduates from previous academic years.

The information herein is to be considered preliminary and subject to possible changes during the course. To prepare for the exam, students should refer to the syllabus published on the lecturer’s Blackboard page in good time and in any case before the end of the course. Students are required to check all sections of this page regularly and familiarise themselves with the contents. Students must also respect the Code of Ethics of Università Cattolica, to which they agreed upon registration.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.