



**Please note:**

Enrolment will be made through ESSARP's web page. If you have enrolled for a course and will not be able to attend a single session or the whole course, please advise at the Centre as soon as possible. Please ensure a prompt start by planning to arrive in advance of the beginning of the session.

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### **D1006 - Webinar - Songs of Innocence and Experience: critical analysis at the service of a personal response (AS & A Level)**

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**Dates:** 15 June from 09:30 hs. to 11:30 hs. - 2024

**Venue:** Distance

**Sessions:** 1 **Minimum attendance for certificates:** 1

**Vacancies per school:** 5

**For:** AS & A Level teachers

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Please enrol before: **2024, Jun 12th**

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**Facilitator(s):** *Eugenio López Arriazu PhD*

Eugenio is a Ph. D. in Literature from UBA. He graduated from I. S. P. Joaquín V. González as a teacher of English as a Foreign Language, and from the Facultad de Filosofía y Letras, UBA, as Licenciado en Letras and Profesor de Lengua y Literatura. He currently teaches American Literature and Slavic Literatures at the UBA. He has taught Introduction to Literature, American Literature, and English Literature I and II at several Teacher Training and Translator Training Institutions, as well as Literatures in English and Literary Theory at the Diplomatura Superior en Cs. del Lenguaje, I.S.P.J.V. González.

- Objectives:**
- Acquaint participants with the historical context of the texts.
  - Acquaint participants with the themes, proceedings and style of the poems.
  - Establish relations with our current reality
  - Foster critical thinking
- Guide participants to use bibliography and literary theory to develop personal positions.

**Contents:** William Blake (1757-1827) is considered a precursor of Romanticism, as the movement will be known after the publication of *Lyrical Ballads* (1798) by W. Wordsworth and T. S. Coleridge. But he has also influenced later movements and artists such as the modernism of T. S. Eliot, the beatnik vanguardism of Allen Ginsberg, the rock and roll of Jim Morrison or the hallucinatory world of Aldus Huxley. His deceptively simple poetry, both emotional and critical, has triggered, therefore, many critical interpretations which do not always agree with each other. This webinar aims at acquainting participants with some of these responses, as well as with the formal characteristics of the poems, in order to pose problematizing questions whose answer would lead to a personal and reasoned response.

Set AS & A poems to analyze:

Introduction

The Shepherd

The Lamb

The Little Black Boy

The Chimney Sweeper

The Little Boy Lost

The Little Boy Found

A Cradle Song

The Divine Image

Holy Thursday

Spring

Nurse's Song

A Dream

On Another's Sorrow

Introduction

Earth's Answer

Holy Thursday

The Little Girl Lost

The Little Girl Found

The Chimney Sweeper

Nurses Song

The Fly

The Angel

The Tyger

My Pretty Rose Tree

The Little Vagabond

London

The Human Abstract

A Poison Tree

A Little Boy Lost

The School Boy

**Bibliography:** Bowra, Maurice (1978) *The Romantic Imagination*. Oxford: OUP.  
Eliot, T.S., (1996) "Blake" in *The Sacred Wood*. London: Methuen.  
Tiniánov, I. (2010) *El problema de la lengua poética*. Buenos Aires: Dedalus Editores. Traducción del ruso de E. López Arriazu.  
Young, A. (1974) *Gay Sunshine Interview with Allen Young*. Berkeley, CA: Grey Fox Press. (Interview to Allen Ginsberg).

**Methodology:** Since this will be an on-line course, participants will be provided with material for analysis and discussion of the poems by e-mail. As usual, the coordinator will play the role of facilitator in order to elicit from participants their own criticism of the texts. The analysis of the poems will be, therefore, carried out not only through dialogue with the participants, but by the implementation of group-work, whose conclusions will be debated later with the whole group. Group-work will be carried out on-line in break-out groups monitored by the facilitator.