



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.

D969 - Webinar - A Character Approach to Teaching Dracula (set text, AS & A Level Literature 2024)

Dates: 24 April from 17:30 hs. to 19:30 hs. - 2024

Venue: Distance

Sessions: 1

Minimum attendance for certificates: 1

Vacancies per school: 5

For: Language and Literature teachers interested in teaching Literature, in general, and Dracula, in particular.
Literature lovers interested in discussing this novel from a critical perspective

Please enrol before: **2024, Apr 19th**

Facilitator(s): *Cecilia Lasa MA*

Cecilia Lasa is a Teacher of English (IESLV "Juan R. Fernández") and a Teacher of Literature (Facultad de Filosofía y Letras, UBA). She holds a Master's Degree in Literatures in Foreign Languages and in Comparative Literatures (UBA) and a Higher Diploma in Research in Humanities (UBA). She has done a Specialisation in Reading, Writing and Education (FLACSO) and in Writing and Literature (Ministerio de Educación). She has worked as a teacher of Literature and of academic reading and writing in Teacher Training Colleges in Ciudad Autónoma de Buenos Aires and in Universidad Nacional de Avellaneda. She is currently working as a teacher and researcher in English Literature and American Literature (FFyL, UBA) and conducting her Ph. D research at Instituto de Filología "Amado Alonso" (UBA-CONICET). She is the author of Academic Writing and has edited and co-authored *Literatura y formación docente. Proyectos de lectura y de escritura*.

Objectives:

- To identify the main problems and challenges teachers and student may face when analysing Dracula
- To account for the main conflict(s) in the novel
- To explain how the construction of characters and the setting contributes to the main conflict(s) in Dracula
- To analyse the cultural and political implications of the novel
- To discuss possible strategies, activities, resources and dynamics to tackle Dracula in class

Contents:

- Narrative crises by the end of the 19th century.
- The construction of England as an Empire: industrialisation and expansionism.
- The concepts of "reverse imperialism" and "anxiety of reverse colonisation".
- The consolidation of the bourgeoisie.
- Sex and gender. Contesting models for women: "the Angel in the House", "the New Woman", the femme fatale.
- The woman writer: "anxiety of influence" vs. "anxiety of authorship".
- The nature, functions and status of the vampire.

Bibliography: Source text

Stoker B. (2000). *Dracula*. Wordsworth Editions, Hertfordshire.

Critical and theoretical material

Arata S. (1990). The Occidental Tourist: Dracula and the Anxiety of Reverse Colonization. *Victorian Studies* 33(4): 621–645.

Gilbert S., Gubar S. (2000). *The Madwoman in the Attic. The Woman Writer and the Nineteenth-Century Literary Imagination*. Yale University Press, New Haven, London.

Lasa, C. (2018). The vampirisation of the novel: narrative crises in *Dracula*. *Palgrave Commun* 53 (4).
<https://www.nature.com/articles/s41599-018-0108-6>

Senf C. (1979). *Dracula: the Unseen Face in the Mirror*. *The Journal of Narrative Technique* 9(3): 160–170.

Senf C. (1982). *Dracula: Stoker' Response to the New Woman*. *Victorian Studies* 26(1): 33–49

Senf C. (2017). Realism, Horror and the Gothic in *Dracula* and Thomas Hardy's "The fiddler of the reels". *Palgrave Communications* 3:17083. <https://doi.org/10.1057/palcomms.2017.83>.

Cambridge's Bibliography about Literature in English

Cambridge International Examinations (2018). *Learner Guide IGCSE® Literature in English*. Cambridge: Cambridge University Press.

Russell, C (2018). *Cambridge IGCSE® and O Level Literature in English*. Cambridge: Cambridge University Press.

Whitthome, E (2018). *AS & A Level Literature in English*. Cambridge: Cambridge University Press.

- Methodology:**
- Recovery of attendees' main difficulties when teaching literary texts and of their previous knowledge about the novel and its author
 - Discussion of the problems related to the context of production
 - Introduction to the main thematic concerns of *Dracula*
 - Exploration of specific features of the novel –polyphony, characters, setting, conflict, etc.
 - Guided group analysis of *Dracula*