



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.

D974 - Webinar - Staging Desire. Teaching Tennessee Williams's *A Streetcar Named Desire* (set text, IGCSE Literature 2024)

Dates: 12 June 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 *A Streetcar Named Desire*, in particular. Literature lovers interested in discussing this dramatic piece from a critical perspective

Please enrol before: **2024, Jun 7th**

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 studying *A Streetcar Named Desire*
 - To account for the main conflict(s) in the play
 - To explain how the construction of characters and the setting contributes to the main conflict(s) in *A Streetcar Named Desire*
 - To analyse the cultural and political implications of the play
 - To discuss possible strategies, activities, resources and dynamics to tackle *A Streetcar Named Desire* in class

- Contents:**
- Contextual aspects: society, politics, economy and gender in post-war USA.
 - Staging the past and inner subjectivities. Dramatic innovations in the use of light and shadows, sounds and stage directions.
 - The importance of the setting.
 - The constructions of characters and their relationships in terms of class and gender. Metaliterary aspects: Blanche as an actress.
 - The tragic dimension of the play.

Bibliography: Source text

Williams, T. (1947). *A Streetcar Named Desire*. New York: New Directions.
Critical and theoretical material

Bloom, H. (ed.) (2005). *Bloom's Guides to Tennessee Williams's A Streetcar Named Desire*. Philadelphia: Chelsea House Publishers.

• (2009). *Bloom's Modern Critical Interpretations. Tennessee Williams's A Streetcar Named Desire*. New York: Infobase Publishing.

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 play and its author

- Discussion of the problems related to the context of production

- Introduction to Tennessee Williams's dramatic world and the importance of this play

- Exploration of specific features of the play –stage directions, characters, setting, conflict, etc.

- Guided group analysis of the play.