



# UNIVERSITÀ DEGLI STUDI DI PALERMO

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| DEPARTMENT                   | Scienze Umanistiche  |
| ACADEMIC YEAR                | 2017/2018  |
| MASTER'S DEGREE (MSC)        | MODERN LANGUAGES AND LITERATURES IN THE WEST AND IN THE EAST   |
| SUBJECT                      | ANGLO-AMERICAN LITERATURES - II ADVANCED LEVEL   |
| TYPE OF EDUCATIONAL ACTIVITY | B  |
| AMBIT                        | 50381-Lingue e Letterature moderne   |
| CODE                         | 16396  |
| SCIENTIFIC SECTOR(S)         | L-LIN/11   |
| HEAD PROFESSOR(S)            | CACIOPPO MARINA      Ricercatore      Univ. di PALERMO   |
| OTHER PROFESSOR(S)           |  |
| CREDITS                      | 9  |
| INDIVIDUAL STUDY (Hrs)       | 180  |
| COURSE ACTIVITY (Hrs)        | 45   |
| PROPAEDEUTICAL SUBJECTS      | 16386 - ANGLO-AMERICAN LITERATURES - I ADVANCED LEVEL<br>17849 - ANGLO-AMERICAN LITERATURES 1 - ADVANCED LEVEL |
| MUTUALIZATION                |  |
| YEAR                         | 2  |
| TERM (SEMESTER)              | 1° semester  |
| ATTENDANCE                   | Not mandatory  |
| EVALUATION                   | Out of 30  |
| TEACHER OFFICE HOURS         | <b>CACIOPPO MARINA</b><br>Wednesday 10:00 - 11:00    ed 12 settimo piano                                       |

DOCENTE: Prof.ssa MARINA CACIOPPO

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| <b>PREREQUISITES</b>          | none   |
| <b>LEARNING OUTCOMES</b>      | <p>The course is explicitly designed to encourage the development of higher-level abilities. Specifically:</p> <ul style="list-style-type: none"> <li>• Develop the students' ability to read primary texts critically.</li> <li>• Encourage students to relate texts to historical and cultural contexts.</li> <li>• Show correct understanding of and apply the conventions of academic essay writing in the discipline.</li> <li>• Develop the students' intellectual independence and try to free them from dogmatic acceptance of authoritative critical interpretations. <ul style="list-style-type: none"> <li>• Foster students' ability to identify and question assumptions in the relevant secondary literature.</li> </ul> </li> <li>• Show correct understanding of and apply the conventions of academic essay writing in the discipline. <ul style="list-style-type: none"> <li>• Encourage students to participate in class discussion and develop a clear line of argument supported by literary and critical texts.</li> </ul> </li> <li>• Promote students' familiarity with the process of researching and writing a paper and acquisition of related skills. <ul style="list-style-type: none"> <li>• Encourage and facilitate students' ability to locate, access, and use online resources in the field and use electronic tools to communicate</li> </ul> </li> </ul>  |
| <b>ASSESSMENT METHODS</b>     | <p>Oral exam (50%) + essay paper (50%)</p> <p><b>CRITERIA</b></p> <ol style="list-style-type: none"> <li>1. ability to read primary texts critically and to relate them to historical and cultural contexts.</li> <li>2. ability to apply the conventions of academic essay writing in the discipline and to develop and support a clear line of argument</li> <li>3. Ability to work independently</li> <li>4. research skills: <ul style="list-style-type: none"> <li>ability to locate, access, and use online resources in the field</li> <li>ability to identify and question assumptions in the relevant secondary literature</li> </ul> </li> <li>5. Show originality and intellectual independence moving away from dogmatic acceptance of authoritative secondary literature</li> </ol> <p>18-21 adequate for criteria 1-4<br/> 22-25 fair for criteria 1-4<br/> 26-29 good for criteria 1-4<br/> 30 and 30 e lode excellent for criteria 1-5</p>   |
| <b>EDUCATIONAL OBJECTIVES</b> | <ol style="list-style-type: none"> <li>1. Demonstrate appreciation and understanding of literary, historical or visual primary texts in the reading list.</li> <li>2. Understand how these works are influenced by Puritanism, Illuminism and Transcendentalism.</li> <li>3. Demonstrate knowledge of the historical and cultural context in which American Literature began and of the ideologies and mechanisms involved in the construction of the American literary canon.</li> <li>4. Relate /connect the literary texts in the syllabus to the main ideas circulating in the American culture of the time: the centrality of individualism, the relationship between freedom and equality, the myth of American Exceptionalism, the ideas of democracy and cosmopolitanism, the dialectic between freedom and slavery, the ideology of domesticity, the aesthetics of the American "romance", the nature of the "American Renaissance" and others</li> <li>5 Interpret literary history in terms of Raymond Williams concepts of "dominant", "emergent", and "residual".</li> <li>6. Independently research (using the library or the web resources identified in class), identify, and negotiate with the tutor a topic or text for the final written assignment, showing the ability to choose and apply appropriate critical perspectives.</li> <li>7. Show correct understanding of and apply the conventions of academic essay writing in the discipline</li> </ol> |
| <b>TEACHING METHODS</b>       | Face to face lessons, lab  |
| <b>SUGGESTED BIBLIOGRAPHY</b> | <ul style="list-style-type: none"> <li>•The Norton Anthology of American Literature, Seventh Edition, Nina Baym, 2007, Volume A (ISBN-10: 0393927393, ISBN-13: 978-0393927399) &amp; Volume B (ISBN-13: 9780393927405) (SELEZIONE ANTOLOGICA)</li> <li>•Moby-Dick, 2nd edition, Herman Melville, 2002, ISBN 0393972836</li> <li>•Uncle Tom's Cabin, Harriet Beecher Stowe, 1982, ISBN-10: 0140390030, ISBN-13: 978-0140390032 <a href="http://utc.iath.virginia.edu/uncletom/uthp.html">http://utc.iath.virginia.edu/uncletom/uthp.html</a> (Chapters 9, 12, 38, 39, 40.)</li> <li>•The Case for Contamination, Kwame Anthony Appiah, New York Times Magazine, January 1, 2006 <a href="http://www.nytimes.com/2006/01/01/magazine/01cosmopolitan.html?r=1&amp;">http://www.nytimes.com/2006/01/01/magazine/01cosmopolitan.html?r=1&amp;</a></li> <li>• "English Literature at the American Moment", Barbara Lewalski in Columbia Literary History of the United States pp.24-32</li> <li>• Marxism and Literature, Raymond Williams, 1978, ISBN-10: 0198760612, ISBN-13: 978-0198760610 LETTURA OBBLIGATORIA p. 120-127 <a href="http://www.mediafire.com/download/a6ox8ozun3anb1f/RaymondWilliams-">http://www.mediafire.com/download/a6ox8ozun3anb1f/RaymondWilliams-</a></li> </ul>  |

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|  | <p>Marxism and Literature%28Marxist Introductions%29%281978%29.pdf</p> <ul style="list-style-type: none"> <li>• Ideas, Chapter 1 "Of Ideas in General and their Original" in An Essay on Human Understanding, Book II, John Locke, 2010, ISBN-10: 1154696863, ISBN-13: 978-1154696868</li> <li>• Frank Lentricchia Cultural Terms for Literary Studies, Chicago: University of Chicago Press 1995 (La voce "Cultura")</li> <li>• Emory Elliott, The Columbia Literary History of the United States (SELEZIONE di articoli)</li> <li>• Sollors e Marcus, A New Literary History of America (SELEZIONE di articoli)</li> </ul> |
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## SYLLABUS

| Hrs | Frontal teaching                            |
|-----|---|
| 1   | Introduction                                |
| 2   | Moby Dick                                   |
| 4   | LITERATURE OF SETTLEMENT                    |
| 4   | AMERICAN PURITANISM                         |
| 2   | AMERICAN NEOCLASSICISM                      |
| 4   | EDWARDS AND THE TRANSITION TO ENLIGHTENMENT |
| 4   | AMERICAN ENLIGHTENMENT                      |
| 3   | AMERICAN GOTHIC                             |
| 3   | AMERICAN TRANSCENDENTALISM                  |
| 2   | FREDRICK DOUGLASS                           |
| 2   | UNCLE TOM'S CABIN                           |
| 4   | NATHANIEL HAWTHORNE                         |
| 6   | MOBY DICK                                   |
| Hrs | Practice                                    |
| 4   | How to write an essay                       |