



# UNIVERSITÀ DEGLI STUDI DI PALERMO

<b>DEPARTMENT</b>	Scienze Umanistiche
<b>ACADEMIC YEAR</b>	2021/2022
<b>MASTER'S DEGREE (MSC)</b>	LANGUAGES AND LITERATURES: INTERCULTURALITY AND EDUCATION
<b>SUBJECT</b>	ANGLO-AMERICAN LITERATURES: THEMES AND INTERACTIONS
<b>TYPE OF EDUCATIONAL ACTIVITY</b>	B
<b>AMBIT</b>	50381-Lingue e Letterature moderne
<b>CODE</b>	19542
<b>SCIENTIFIC SECTOR(S)</b>	L-LIN/11
<b>HEAD PROFESSOR(S)</b>	CACIOPPO MARINA      Ricercatore      Univ. di PALERMO
<b>OTHER PROFESSOR(S)</b>	
<b>CREDITS</b>	6
<b>INDIVIDUAL STUDY (Hrs)</b>	120
<b>COURSE ACTIVITY (Hrs)</b>	30
<b>PROPAEDEUTICAL SUBJECTS</b>	
<b>MUTUALIZATION</b>	
<b>YEAR</b>	2
<b>TERM (SEMESTER)</b>	1° semester
<b>ATTENDANCE</b>	Not mandatory
<b>EVALUATION</b>	Out of 30
<b>TEACHER OFFICE HOURS</b>	<b>CACIOPPO MARINA</b> Wednesday 10:00 - 11:00 ed 12 settimo piano

DOCENTE: Prof.ssa MARINA CACIOPPO

<b>PREREQUISITES</b>	English language level B2 or higher
<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>• Foster the students' understanding of and ability to apply the conventions of academic essay writing in the discipline</li><li>• Develop the students' ability to use sources correctly avoiding plagiarism.</li><li>• Develop the students' intellectual independence and try to free them from dogmatic acceptance of authoritative critical interpretations.</li><li>• Foster students' ability to identify and question assumptions in the relevant secondary literature.</li><li>• Show correct understanding of and apply the conventions of academic essay writing in the discipline.</li><li>• Encourage students to participate in class discussion and develop a clear line of argument supported by literary and critical texts.</li><li>• Promote students' familiarity with the process of researching and writing a paper and acquisition of related skills.</li><li>• Encourage and facilitate students' ability to locate, access, and use online resources in the field and use electronic tools to communicate</li></ul> <p>With reference to the interdisciplinary seminar "Literature, Arts and identity", the learning outcomes will include the ability to identify and analyse transcultural networks.</p>
<b>ASSESSMENT METHODS</b>	<p>Oral exam (50%) + essay paper (50%) for student who attend classes and writing workshops Oral exam for students who don't attend classes. (Criteria 1,3,4 and 5) CRITERIA</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, to develop and support a clear line of argument and to use sources correctly avoiding plagiarism.</li><li>3. Ability to work independently</li><li>4. research skills: ability to locate, access, and use online resources in the field ability to identify and question assumptions in the relevant secondary literature</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 22-25 fair for criteria 1-4 26-29 good for criteria 1-4 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 using sources correctly</li><li>8. Develop thematic connections across literary disciplines of different cultural and linguistic areas through an interdisciplinary seminar entitled "Literature, Art and Identity" consisting of activities which will take place within each single course and between different courses.</li></ol>
<b>TEACHING METHODS</b>	face-to-face teaching + writing workshop
<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></ul>

	<ul style="list-style-type: none"> <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>Bruce Kuklick "Calvinism in America" ( <a href="https://archive.org/details/churchmenphiloso0000kukl/page/n29/mode/2up">https://archive.org/details/churchmenphiloso0000kukl/page/n29/mode/2up</a> )</li> <li>Bercovitch, Sacvan. "The Puritan Vision of the New World." The Columbia Literary History. Ed. Emory Elliott. New York: Columbia University Press, 1988. 33-44. ISBN 0-231-05812-8</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-MarxismandLiterature%28MarxistIntroductions%29%281978%29.pdf">http://www.mediafire.com/download/a6ox8ozun3anb1f/RaymondWilliams-MarxismandLiterature%28MarxistIntroductions%29%281978%29.pdf</a></li> <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") ISBN 0-226-47203-5</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	Native American creation stories; Columbus, "Letters"; Bartolomé de las Casas, "Devastation of the Indies"; Sacvan Bercovitch, "The Puritan Vision of the New World"
4	Mourt's Relation; William Bradford, "Of Plymouth Plantation"; John Winthrop, "A Model of Christian Charity"; Mary Rowlandson, "A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson"; Anne Bradstreet poems
2	AMERICAN ENLIGHTENMENT: John Locke, Excerpts from An Essay Concerning Human Understanding; Jonathan Edwards,
2	Benjamin Franklin, "The Autobiography"; Thomas Jefferson, "The Declaration of Independence"
2	American Transcendentalism; E.A. Poe and American Gothic
2	E.A. Poe and American Gothic
2	Frederick Douglass, "Narrative of the Life of Frederick Douglass"
2	UNCLE TOM'S CABIN
4	The Scarlet Letter (N. Hawthorne)
5	MOBY DICK