



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Culture e società
ACADEMIC YEAR	2022/2023
MASTER'S DEGREE (MSC)	COMMUNICATION OF CULTURAL HERITAGE
SUBJECT	ALBANIAN CIVILISATION
TYPE OF EDUCATIONAL ACTIVITY	C
AMBIT	21051-Attività formative affini o integrative
CODE	13360
SCIENTIFIC SECTOR(S)	L-LIN/18
HEAD PROFESSOR(S)	MANDALA' MATTEO Professore Ordinario Univ. di PALERMO
OTHER PROFESSOR(S)	
CREDITS	9
INDIVIDUAL STUDY (Hrs)	165
COURSE ACTIVITY (Hrs)	60
PROPAEDEUTICAL SUBJECTS	
MUTUALIZATION	
YEAR	2
TERM (SEMESTER)	2° semester
ATTENDANCE	Not mandatory
EVALUATION	Out of 30
TEACHER OFFICE HOURS	MANDALA' MATTEO Tuesday 09:00 10:30 edificio 15, piano V, studio nr. 502 Friday 09:00 10:30 edificio 15, piano V, studio nr. 502

PREREQUISITES	basic knowledge of the discipline
LEARNING OUTCOMES	<p>Knowledge and capacities for comprehension; Learning the principal topics and periods of Albanian Literature with special focus on its specific historical context; comprehension and interpretation of texts studied and analysed during the course in order to spot differences and continuity in the evolution of Albanian literature and its geo-cultural expressions; capacity to apply store of knowledge and comprehension; capacity to recognise synchronic and diachronic features of the themes of Romantic and Awakening Albanian literature; autonomous thinking; use of methodologies of analysis and notions of theory of literature in order to enable autonomous analysis of texts in a comparative framework; communication capabilities; building up communication strategies useful for the comprehension of literary data and the presentation of results; comprehension abilities. Teaching principles and tools of structuring scientific research. (proofreading, editing and consultation of bibliographies; finding of written and oral information; application of historical and comparative methods.)</p>
ASSESSMENT METHODS	<p>Oral test: aims to assess the knowledge, notions and concepts acquired over the course. Taking heed of the results of the teaching process, open- and half-open stimuli are forwarded to the student, structured in order to allow the student to reply autonomously and reflect over the theoretical tools and the method used in the study.</p> <p>The oral test consists in a talk testing the knowledge of topics discussed on during the course and individual capabilities for synthesis. The highest mark is 30. The student will reply as a minimum to two or three oral questions, covering all parts of the programme and referring to the additional literature. Questions will assess:</p> <ul style="list-style-type: none"> a) knowledge and comprehension; b) absorbing capabilities c) expounding capabilities d) autonomous thinking <p>Marks</p> <p>Highest mark 30 / 30 cum laude are assigned when students show:</p> <ul style="list-style-type: none"> a) deep knowledge of topics and critical comprehension of theories and of principles of discipline. b) advanced capabilities to use knowledge and problem-solving principles forwarded with innovation. c) Use of appropriate vocabulary. d) Capacity for organising autonomous and innovative studies. <p>Marks: 26 – 29 are assigned when students show:</p> <ul style="list-style-type: none"> a) Sufficient specific knowledge accompanied by critical capabilities. b) Full capability to use knowledge and develop creative solutions to abstract problems. c) Good mastery of specific language. d) Capacity to organise work autonomously <p>22-25</p> <ul style="list-style-type: none"> a) Knowledge of facts, principles, processes and general concepts of learning. b) basics capacities to apply methods and tools, and information learned over the course. c) Basic knowledge of specific language d) Basic capacities to organise work autonomously. <p>18-21</p> <ul style="list-style-type: none"> a) Minimum knowledge of main topics taught during the course. b) Minimum capacity to apply knowledge autonomously. c) Minimum mastery of technical language. d) Minimum capacity to organise work autonomously.
EDUCATIONAL OBJECTIVES	<p>Stimulate knowledge of Albanian literature set against the backdrop of its historic evolution and its multiple cultural relations. Develop and refine comparative research in order to focus on diachronic affinities and divergences, and survival and developments of literary institutions in the Balkans at a synchronic level; acquisition of analysing methods and communication strategies to, respectively, direct autonomous research and communicate findings.</p>
TEACHING METHODS	Frontal teaching; collective and individual classwork.
SUGGESTED BIBLIOGRAPHY	<p>Gaetano Petrotta, Popolo lingua e letteratura albanese, (Albanica, 18/1), A.C. Mirror, 2003</p> <p>Gaetano Petrotta, Svolgimento storico della letteratura albanese, (Albanica, 18/2), A.C. Mirror, 2003</p> <p>Matteo Mandala, Profilo storico-antologico della letteratura degli Albanesi di Sicilia, Palermo, vol. I-III, 2005-2012 (parti scelte)</p> <p>Abidin Preza, La poesia albanese nelle pagine di un'antologia, Ideart, Tirane,</p>

	<p>2006. Matteo Mandala, <i>Mundus vult decipi. I miti della storiografia arberëshe</i>, Cosenza-Rende, 2009. Altri materiali didattici (anche audiovisivi) saranno indicati e/o distribuiti durante le lezioni.</p>
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SYLLABUS

Hrs	Frontal teaching
2	Introduction to the course
2	Oral literature in the Balkans and Albanian.
4	Romantic and Awakening literature: periodisation. Awakening (1836-1887) in Italy, in Albania, and in the Albanian diaspora (De Rada, Dara, Schirò; Frashëri, Çajupi, Asdreni)
6	Awakening literature (Nationalist movements: the two literary schools in Shkodra)
6	Albanian literature between the two World Wars (Fishta, Mjedja, Migjeni, Koliqi, Kuteli, Spasse)
6	Albanian literature of Socialist Realism (D. Agolli, F. Arapi, N. Jorgaqi, etc.)
6	Albanian contemporary prose and Ismail Kadare's works.
6	Albanian contemporary literature from the post-communist period
Hrs	Practice
4	Romantic and Awakening literature: periodisation. Awakening (1836-1887) in Italy, in Albania, and in the Albanian diaspora (De Rada, Dara, Schirò; Frashëri, Çajupi, Asdreni)
2	Awakening literature (Nationalist movements: the two literary schools in Shkodra)
4	Albanian literature between the two World Wars (Fishta, Mjedja, Migjeni, Koliqi, Kuteli, Spasse)
4	Albanian literature of Socialist Realism (D. Agolli, F. Arapi, N. Jorgaqi, etc.)
4	Albanian contemporary prose and Ismail Kadare's works.
4	Albanian contemporary literature from the post-communist period