



# UNIVERSITÀ DEGLI STUDI DI PALERMO

<b>DEPARTMENT</b>	Scienze Umanistiche
<b>ACADEMIC YEAR</b>	2022/2023
<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>	A basic knowledge of American Literature and of the conventions of the academic essay is preferred but not required
<b>LEARNING OUTCOMES</b>	<p>(Knowledge and understanding)</p> <p>The course is explicitly designed to encourage the development of higher-level abilities. Specifically:</p> <ul style="list-style-type: none"><li>• Strengthen the students' ability to read primary texts critically.</li><li>• Encourage students to relate texts to historical and cultural contexts.</li></ul> <p>(applying knowledge and understanding)</p> <p>In the final assignment, show understanding of and ability to apply to an original essay topic negotiated with the tutor, the conventions of academic essay writing, the appropriate critical perspectives and the ability to conduct research independently (using the library or the web resources identified in class) (making judgements)</p> <ul style="list-style-type: none"><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></ul> <p>(communication skills)</p> <ul style="list-style-type: none"><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></ul> <p>(learning skills)</p> <ul style="list-style-type: none"><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>
<b>ASSESSMENT METHODS</b>	<p>Oral exam (50%) + essay paper (50% optional)</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: 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> <p>Student who don't attend classes will not be required to write a paper</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. Explain how these works belong to, or are influenced by, the literary movement of Modernism.<ul style="list-style-type: none"><li>- Identify the elements that show the rise of an american ethnic identity in the works of Abraham Cahan, Anzia Yezierska and John Fante</li></ul></li><li>3. Demonstrate knowledge of the historical context of the First World War and how it influenced both themes and language in Fitzgerald, Hemingway and Faulkner</li><li>4 Interpret texts in terms of threefold analytical paradigm consisting of macrohistory, modernist experimentation and the language of expressing sensory details</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
<b>SUGGESTED BIBLIOGRAPHY</b>	<p>Faulkner, William. The Sound and the Fury. Knopf Doubleday, 1991.</p> <p>Fitzgerald, F. Scott. The Great Gatsby. Scribner, 2004.</p> <p>Fitzgerald, F. Scott. The Short Stories of F. Scott Fitzgerald: A New Collection. Scribner, 1995.(Una selezione di racconti)</p> <p>Hemingway, Ernest. For Whom the Bell Tolls. Scribner, 1995.</p> <p>Hemingway, Ernest. In Our Time. Scribner, 1996. (Una selezione di racconti)</p> <p>Selezione di racconti di Abraham Cahan, Anzia Yezierska e John Fante</p> <p>Gli studenti non frequentanti possono scrivere a marina.cacioppo@unipa.it per ricevere i materiali aggiuntivi</p>

	Student who don't attend classes should write to <a href="mailto:marina.cacioppo@unipa.it">marina.cacioppo@unipa.it</a> to receive additional materials
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## **SYLLABUS**

<b>Hrs</b>	<b>Frontal teaching</b>
2	Introduction
2	Hemingway,. In Our Time
6	Fitzgerald, The Great Gatsby
4	Faulkner, The Sound and the Fury
2	Fitzgerald , Short Stories.
6	Hemingway , For Whom the Bell Tolls
8	Selection of short stories by Abraham Cahan, Anzia Yeziarska and John Fante