



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Umanistiche		
ACADEMIC YEAR	2023/2024		
MASTER'S DEGREE (MSC)	LANGUAGES AND LITERATURES: INTERCULTURALITY AND EDUCATION		
SUBJECT	ANGLO-AMERICAN LITERATURES: THEMES AND INTERACTIONS		
TYPE OF EDUCATIONAL ACTIVITY	B		
AMBIT	50381-Lingue e Letterature moderne		
CODE	19542		
SCIENTIFIC SECTOR(S)	L-LIN/11		
HEAD PROFESSOR(S)	CACIOPPO MARINA	Ricercatore	Univ. di PALERMO
OTHER PROFESSOR(S)			
CREDITS	6		
INDIVIDUAL STUDY (Hrs)	120		
COURSE ACTIVITY (Hrs)	30		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	2		
TERM (SEMESTER)	1° semester		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	CACIOPPO MARINA Wednesday 10:00 - 11:00 ed 12 settimo piano		

PREREQUISITES	A basic knowledge of American Literature and of the conventions of the academic essay is preferred but not required
LEARNING OUTCOMES	<p>(Knowledge and understanding) The course is explicitly designed to encourage the development of higher-level abilities. Specifically:</p> <ul style="list-style-type: none"> • Strengthen the students' ability to read primary texts critically. • Encourage students to relate texts to historical and cultural contexts. <p>(applying knowledge and understanding) 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"> • Develop the students' intellectual independence and try to free them from dogmatic acceptance of authoritative critical interpretations. • Foster students' ability to identify and question assumptions in the relevant secondary literature. <p>(communication skills) <ul style="list-style-type: none"> • Show correct understanding of and apply the conventions of academic essay writing in the discipline. • Encourage students to participate in class discussion and develop a clear line of argument supported by literary and critical texts. <p>(learning skills) <ul style="list-style-type: none"> • Promote students' familiarity with the process of researching and writing a paper and acquisition of related skills. • Encourage and facilitate students' ability to locate, access, and use online resources in the field and use electronic tools to communicate </p></p>
ASSESSMENT METHODS	<p>Oral exam (50%) + essay paper (50% optional) for student who attend classes and writing workshops Oral exam for students who don't attend classes. (Criteria 1,3,4 and 5) CRITERIA 1. ability to read primary texts critically and to relate them to historical and cultural contexts. 2. ability to apply the conventions of academic essay writing in the discipline and to develop and support a clear line of argument 3. Ability to work independently 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 5. Show originality and intellectual independence moving away from dogmatic acceptance of authoritative secondary literature 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 Student who don't attend classes will not be required to write a paper and will be evaluated on criteria 1,3,4,5.</p>
EDUCATIONAL OBJECTIVES	<ol style="list-style-type: none"> 1. Demonstrate appreciation and understanding of literary, historical or visual primary texts in the reading list. 2. Explain how these works belong to, or are influenced by, the literary movement of Modernism. <ul style="list-style-type: none"> - Identify the elements that show the rise of an american ethnic identity in the works of Abrahm Cahan, Anzia Yezierska and John Fante 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 4 Interpret texts in terms of threefold analytical paradigm consisting of macrohistory, modernist experimentation and the language of expressing sensory details 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. 7. Show correct understanding of and apply the conventions of academic essay writing in the discipline
TEACHING METHODS	face-to-face lessons
SUGGESTED BIBLIOGRAPHY	<p>Faulkner, William. The Sound and the Fury. Knopf Doubleday, 1991. Faulkner, William, As I Lay Dying, 1930 Fitzgerald, F. Scott. The Great Gatsby. Scribner, 2004. Fitzgerald, F. Scott. The Short Stories of F. Scott Fitzgerald: A New Collection. Scribner, 1995. (Una selezione di racconti) Hemingway, Ernest. For Whom the Bell Tolls. Scribner, 1995.</p>

	<p>Hemingway, Ernest. In Our Time. Scribner, 1996. (Una selezione di racconti)</p> <p>Gli studenti non frequentanti possono scrivere a marina.cacioppo@unipa.it per ricevere eventuali materiali aggiuntivi</p> <p>Student who don't attend classes should write to marina.cacioppo@unipa.it to receive additional materials</p>
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SYLLABUS

Hrs	Frontal teaching
2	Introduction
3	Hemingway,. In Our Time
6	Fitzgerald, The Great Gatsby
6	Faulkner, The Sound and the Fury
4	As I Lay Dying
3	Fitzgerald , Short Stories.
6	Hemingway , For Whom the Bell Tolls