

<p>PROGRAM          Letterature angloamericane T          American literatures T  <i>"Introduction to the Indian Novel: the Early Republic"</i></p>		
<p><b>DQ0096, ELECTIVE within a set of selected courses</b>  <b>First Cycle Degree in HUMANITIES, 2<sup>nd</sup> year, 1<sup>st</sup> semester</b></p>		
<p><b>Number of ECTS credits: 6 (workload is 150 hours, 1 credit = 25 hours)</b></p>		
<p>Teacher: <b>Anna SCANNAVINI</b></p>		
<b>1</b>	<b>Course objectives</b>	Centering on Indian novels in the Early Republic, the course will introduce students to the representation of encounters in the Americas.
<b>2</b>	<b>Course content and Learning outcomes (Dublin descriptors)</b>	<p><b>Topics of the Module:</b>          Working on the "Indian novels" published in the US at the time of the Early Republic (1789 to 1830) the course will investigate the paradigms that govern narrations of cultural and linguistic contact between Europeans and Indian populations of the Northeast. Attention will be given to trans-national and trans-cultural communication and to cross-cultural passages. Special attention will be given also to issues of authorial positioning in the context of race and trans-cultural contact.          Required readings:</p> <p><u>Primary sources:</u>          - Lydia Maria Child, <i>Hobomok</i> (1824), Rutgers Univ Press 1986, with an introduction by Carolyn Karcher – as of June 24, 2016, AVAILABLE in the "biblioteca del polo centro"          - Catharine Maria Sedgwick, <i>Hope Leslie</i> (1827), Rutgers Univ Press 1987, with an introduction by Mary Kelley – as of June 24, 2016, AVAILABLE in the "biblioteca del polo centro"          - James Fenimore Cooper, <i>The Last of the Mohicans</i> (1826) – various editions are AVAILABLE in the "biblioteca del polo centro"</p> <p><u>Secondary sources:</u>          - Lora Romero (1997), <i>Home Fronts</i>, Duke UP, Durham and London (chs. 1, 2)          - Eric Sundquist, "The Frontier and American Indians", in <i>The Cambridge History of American Literature</i>, Vol. Two pp. 175-238          - Daniel Peck (1992), <i>New Essays on the Last of the Mohicans</i>, CUP, Cambridge.</p> <p>As of June 24, 2016, all secondary sources are AVAILABLE in the "biblioteca del polo centro."</p> <p>Supplementary materials will be presented in class.</p> <p>Texts must be studied in English. The secondary sources are inherently part of the syllabus and must be studied.</p> <p>Upon successful completion of the course, students should be provided with such analytical tools as are necessary to produce <b>informed readings and interpretations</b> of the intercultural "encounter" as represented in the Early Republic, and most particularly in the "Indian novels" sub-genre.          They will be able to <b>read and interpret</b> the primary texts in the original language, and will have a <b>good understanding</b> of Early America contact between European and Indian agents. They should be able to:</p> <ul style="list-style-type: none"> <li>o <b>Identify</b> ethical issues in the assigned primary sources (literary texts)</li> <li>o <b>understand</b> the interrelationships and differences between works of literature and historical sources</li> <li>o <b>identify and tackle</b> at least some of the critical issues raised by literary texts</li> <li>o <b>be aware</b> that authoriality and canons are historically determined</li> <li>o <b>understand</b> the cultural issues connected to contact (contact zones).</li> </ul>
<b>3</b>	<b>Prerequisites and learning activities</b>	Prerequisites: B1 level in English (intermediate); full mastery of written and oral expression in mother tongue. The ability to differentiate between primary and secondary sources will be

		<p>also required as a course prerequisite. Students will be asked to actively express themselves in the classroom, reading in advance the texts under examination.</p>
4	<b>Teaching methods and language</b>	<p>Lectures, class discussion <b>Language:</b> Italian and/or English <b>Ref. Text books :</b> Richard Sennett, <i>The Conscience of the Eye</i>, Norton, New York 1990.</p>
5	<b>Assessment methods and criteria</b>	<p>Oral exam. The exam will move from one of the texts of the syllabus to assess the student's knowledge and understanding of the assigned readings. The number of questions is somewhat difficult to determine, but the students will be given space to express their knowledge. In any case, the questions will not be less than two. <u>Formative assessment:</u> the students are encouraged to actively participate to the class, by making questions and discussing the presented text. Assigned homework and presentations will provide an opportunity for students to work with the teacher and their colleagues developing their ability to produce critical analysis and interpretation of particular texts. <u>Summative assessment:</u> Oral examination. The oral examination will start from the analysis of one of the texts that integrate the course syllabus. It will consist of questions aimed at evaluating the achieved level of knowledge and understanding of the authors considered in the course (30%); the ability to identify and discuss the major ethical and critical issues raised by the texts (30%); c. the ability to compare the texts, describing and accounting for continuities and differences (30%); the ability to explain and critically apply the learned techniques to the explanation of problems associated with the construction of inter-cultural encounters (10%).</p>