

PROGRAM Letterature angloamericane M American literatures M ("Circulation and adaptation: from the ecology of <i>Pioneers</i> to <i>Avatar</i> )		
<ul style="list-style-type: none"> <li>• Code: DQ0097</li> <li>• type of course unit: compulsory</li> <li>• level of course unit: second cycle</li> <li>• year of study: 2nd year – 1<sup>st</sup> semester</li> </ul>		
Number of ECTS credits: 6 (workload is 150 hours, 36 of which in the classroom; 1 credit = 25 hrs)		
Teacher: prof. Anna Scannavini		
1	Course objectives	The course explores the ubiquity and circulation of ideas, images and narrations throughout different media and media languages in the US culture. Circulation will be studied as "process" and "product.," a major mode of the human imagination, from oral to written to visual to the audio-visual.
2	Course content and Learning outcomes (Dublin descriptors)	<p><u>Content:</u> Students will be asked to identify and analyze the multiple relations that obtain in the cultural market between texts and ideas, and their various channels of communication. The focus will be on environmental issues as taken up, reflected and cross-reflected in different texts and media. The course will be based on the kind of inter-semiotic methodology that has found mature expression in ecocriticism. When necessary, we will resort to the study of adaptation as circulation of forms. Students will be required to monitor a set of texts, in order to trace and understand them as interrelated legitimate products.</p> <p>Works to be considered:</p> <ul style="list-style-type: none"> <li>- James Fenimore Cooper, <i>The Pioneers</i> (1823), Oxford Univ Press 1991, with an introduction by James Wallace – as of June 24, 2016, AVAILABLE in the "biblioteca del polo centro"</li> <li>- Aldo Leopold, <i>A Sand County Almanac</i> (1949), Ballantine 1970, with original illustrations – ORDERED through the "biblioteca del polo centro; june 24, 2016</li> <li>- Ursula LeGuin, <i>Il mondo della foresta</i>, Mondadori, Nord, Milano 1999 –ORDERED through the "biblioteca del polo centro; june 24, 2016</li> <li>- <i>Avatar</i>, a movie, director James Cameron, 2009 -- will be made available by the teacher.</li> </ul> <p><u>Reference Texts</u></p> <ul style="list-style-type: none"> <li>- Lawrence Buell (2005), <i>The Future of Environmental Criticism</i>, Malden, Blackwell – as of June 24, 2016, AVAILABLE in the "biblioteca del polo centro"</li> <li>- Linda Hutcheon (2011), <i>Teoria degli adattamenti. I percorsi delle storie tra letteratura, cinema, nuovi media</i>, Armando, Roma, chs. 1,2 (ed. or.: Routledge 2006) – as of June 24, 2016, AVAILABLE in the "biblioteca del polo centro"</li> </ul> <p>All books have Italian translations that can be used as a support for</p>

		<p>reading by Italian speakers. More research and/or study materials will be distributed in class.</p> <p>On successful completion of the course content:</p> <ul style="list-style-type: none"> <li>- students will control the required works with their attendant interpretations</li> <li>- they will have an understanding of how contemporary preoccupation with the environment is thematically and formally interconnected to the US past</li> <li>- they will be better equipped to investigate inter-semiotic circulation, when visual presentation is relevant</li> </ul> <p><u>Expected outcomes in terms of abilities</u></p> <p>Students should be able to process and generate new knowledge and interpretation. More specifically, they should be able to:</p> <ul style="list-style-type: none"> <li>- understand and reflect on the diversity of applied methodologies, evaluating diverse primary and secondary sources of information</li> <li>- reflect on problems of orality, writing, printing press and modern communication media and the changes in the status and life of creative texts</li> <li>- reflect on issues of inter-semiotic translation</li> <li>- discuss the impact of modern varieties of culture (high-brow, popular, mass culture) on the status and value of narrative texts</li> <li>- understand the relation of culture capital to broader ethical questions</li> <li>- present results of individual research in seminars at the level of the classroom, answering questions and objections.</li> </ul>
3	Prerequisites and learning activities	<p>B1 level in English; full mastery of oral and written Italian. The ability to understand the interrelationships and differences between works of literature and historical sources and to differentiate between primary and secondary sources will be required as a course prerequisite.</p>
4	Teaching methods and language	<p>Learning activities will include class lectures, class discussion, and seminar work done under the direction of the teacher.</p> <p>Students will actively contribute to the course with presentations in the classroom; they will answer questions by their fellow students and by the teacher showing: 1. a good understanding of the texts under discussion, with their attendant problems; 2. A good ability to cooperate and share their knowledge and findings.</p> <p>Language: Italian; English when necessary.</p> <p>Further study materials will be distributed in class. Who need a first introduction to film language, a good introductory text is:</p> <ul style="list-style-type: none"> <li>- Antonio Costa (1985), <i>Saper vedere il cinema</i>, Bompiani, Milano</li> </ul>
5	Assessment methods and criteria	<p>Oral exam.</p> <p><u>Formative assessment:</u> as stated in box 4, the students are required to actively participate in the class, by discussing the presented text. Assigned works of presentation will provide an opportunity to work in team with their co-fellows and with the teacher, developing their ability not only to produce critical analyses, but also to cooperate and share their findings.</p> <p><u>Summative assessment:</u> The examination will move from one of the texts</p>

	<p>of the syllabus to assess the student's knowledge and understanding of how adaptations work. The questions, no less than two in number, will be aimed at evaluating the achieved levels of understanding of the major critical issues involved; the ability to compare the texts and their adaptations, describing and accounting for continuities and differences; the ability to present hypotheses and explanations.</p>
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