

Programma di Lingua e Cultura Inglese - Docente: Caterina Galione

Libro di testo: A. Cattaneo, D. De Flaviis, *Literary Journeys*, vol.2, Signorelli Scuola.
Espansioni e approfondimenti: testi e appunti preparati dalla docente, riadattati dal sito Sparknotes e/o da altre fonti su internet e condivisi su classroom; video crash course e Ted-ed.

Tutti i testi e i materiali sono stati letti e/o visti e analizzati in classe.

THE NINETEENTH CENTURY

THE AMERICAN RENAISSANCE and THE VICTORIAN AGE

US social and historical context, the American Renaissance, Transcendentalism; slavery in the Usa; the American Dream and the myth of the Frontier.

Walt Whitman (appunti su classroom riadattati dalla docente dal sito sparknotes e da *The Cambridge Companion to Walt Whitman* di Ezra Greenspan, Cambridge UP, 1995):

From Leaves of Grass (1855)

- *I Hear America Singing*
- *O Me! O Life!*
- *When I Heard the Learn'd Astronomer*

Themes: the American Dream, language and style, self and society, individual and collective/national identity, democracy and expansion.

Herman Melville (brani selezionati dalla docente e condivisi su classroom)

From Moby Dick (1851):

- *Loomings*
- *The Spouter-Inn*
- *The Chase: Third Day*

Themes: cultural differences and prejudices, individual and community, democracy and equality, masks and reality, truth and knowledge.

Film: *In the Heart of the Sea* (2015) diretto da Ron Howard

Nathaniel Hawthorne (brani selezionati dalla docente e appunti tratti da Sparknotes su classroom)

From: The Scarlet Letter (1850)

- The prison door
- A flood of sunshine
- Conclusion

Themes: the letter A as a sign and symbol, identity, unreliable narrator, Puritan culture, natural laws vs human laws, wilderness and civilization.

The British Empire, the Industrial Revolution, the Factory Acts and the Reform Bills (appunti su classroom), the world of workhouses, the Victorian Compromise, the Victorian novel.

Charles Dickens (breve estratto dal film di Roman Polanski *Oliver Twist*):

From *Oliver Twist* (1837-39)

- *Oliver wants some more* (short video from Roman Polanski's movie)
- *Oliver is taken to the workhouse*

Themes: individualism, poverty and charity, moralizing aim of literature, workhouse, Victorian values.

From *Hard Times* (1854)

- *A Classroom Definition of an Horse*
- *Coketown*

Focus on: the industrial revolution, dehumanization and alienation, facts and fancy, social condition during the industrial revolution.

Emily Bronte (appunti rielaborati da Sparknotes su classroom):

From *Wuthering Heights* (1847)

- *Catherine Marries Linton But is in love with Heathcliff*

Themes: conflict between nature and culture, love and social constraints, the dark romantic hero.

Oscar Wilde (brani selezionati su classroom):

From *The Picture of Dorian Gray* (1890)

- *Preface*
- *Basil's studio (chapter 1)*
- *Lord Henry's speech on youth and beauty (chapter 2)*
- *Dorian stabs the Portrait (chapter 20)*

From *The Importance of Being Ernest* (1895)

- *When the Girls Realize They Are Both Engaged to Ernest*

Focus on: Victorian Compromise, aestheticism, narrative technique, art and the role of the artist, the dandy, timeless beauty, hypocrisy and rebellion, social criticism.

THE TWENTIETH CENTURY

DUBLIN-LONDON-NEW YORK

Modernism: social and historical context, William James; Freud and Bergson, the stream of consciousness (presentazioni ppt e altro materiale condivisi su classroom).

James Joyce (presentazioni ppt condivise su classroom; appunti rielaborati da Sparknotes su classroom)

From: *A portrait of the Artist as a Young Man* (1916)

- *The uncreated Conscience of my Race* (final paragraphs, appunti)

Themes: the Case of Ireland, plot, narrative technique, Stephen Dedalus, rebellion against family, religion and state, the role of the artist, the development of a mind, epiphanies.

From: *Ulysses* (1922)

- *The funeral*
- *I said yes I will*

Themes: censorship and publication, literary technique, stream of consciousness and interior monologue, relation to Odyssey, structure, characters and points of view, national identity.

Francis Scott Fitzgerald (appunti rielaborati dai siti *academia.it* ed *enotes* su classroom, interactive map: <https://www.thinglink.com/scene/754751131162247170>)

Form *The Great Gatsby* (1925)

- *Gatsby fabulous parties*
- *Gatsby and Tom fight for Daisy*
- *Boats against the current* (final paragraphs)

Themes: the Roaring Twenties, the decay of the American Dream, materialism, old and new riches, the loss of values, East vs West, retrospective narration, symbolic images.

Film: *The Great Gatsby* by Baz Luhrmann

Langston Hughes and the Harlem Renaissance (ppt condivisi su classroom e Crash Course video)

<https://thecrashcourse.com/courses/langston-hughes-the-harlem-renaissance-crash-course-literature-215>

Cenni al saggio di Loic Wacquant "From Slavery to Mass Incarceration":

<https://newleftreview.org/issues/ii13/articles/loic-wacquant-from-slavery-to-mass-incarceration?authuser=1>

- *I, too, Sing America* (1926)
- *The weary Blues* (1926)
- *Harlem* (1951)

Themes: Whitman's heritage, language and style, the Black Mecca, pride and black identity, American dream, race riots.

THE GREAT DEPRESSION

Crash Course video:

<https://thecrashcourse.com/courses/the-great-depression-crash-course-us-history-33/>

Walker Evans and Dorothea Lange: selection of FSA photos (1935-40)

<https://www.loc.gov/pictures/collection/fsa/docchap4.html>

John Steinbeck (brani selezionati dall'insegnante su classroom):

From *The Grapes of Wrath* (1939)

- Spring is beautiful in California (chapter 25)
- I'll be there (chapter 27)
- No work, no money, no food (chapter 29)

Themes: the Great Depression, the New Deal and the WPA, the social protest novel, dialect and identity, social realism, Midwest and the Garden of Eden, the crash of the American Dream, misery and solidarity.

Woody Guthrie: *The Ballad of Tom Joad* (1940)

<https://www.antiwarsongs.org/canzone.php?id=33488&lang=it>

Bruce Springsteen: *The Ghost of Tom Joad* (1995)

<https://www.antiwarsongs.org/canzone.php?id=5204>

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Per le studentesse e gli studenti
