

LINGUA e CIVILTÀ' INGLESE

Anno Scolastico 2020-2021

Prof. AGATINO VECCHIO

Classe 5AS - Programma svolto

ETÀ ROMANTICA

- Francesco Orlando: Introduzione al saggio di Mario Praz, "*La carne, la morte e il diavolo nella letteratura romantica*". (materiale reso disponibile sulla piattaforma Spaggiari, nella sezione 'Didattica')
- Mario Praz: "Le metamorfosi di Satana" (in "*La carne, la morte e il diavolo - nella letteratura romantica*". pp. 57-84. ('Didattica')
- Mary Shelley: "Author's introduction to the Standard Novels Edition (1831)" – Penguin, pp.5-10.
- Notes on Mary Shelley and *Frankenstein* (1818): *Amazing Minds*, pp. 240-242 and *Performer*, pp. 183-185.
- Mary Shelley: *Frankenstein* (extract, "The Creation of a Monster") in *Amazing Minds*, Longman Pearson, pp. 243-244 and *Performer*, pp. 186-187.

THE VICTORIAN AGE

- Notes on The Victorian Age and "The Victorian Compromise": *Amazing Minds*, pp. 256-257; 262-263; *Performer* (Zanichelli), pp. 227-229.
- The Brontë Sisters: notes on her life and introduction to *Wuthering Heights* (1847), *Amazing Minds*, pp. 275-276 and *Performer*, pp. 252-254.
- Emily Brontë: *Wuthering Heights*, chapter 10 (extract: "Heathcliff", in *Insights into Literature*, DeA Scuola, pp. 225-227, on 'Didattica'); *Performer*, pp. 257-258).
- Kate Bush: "Wuthering Heights" (1977) – lyrics uploaded on 'Didattica'
- Charlotte Brontë, notes on her life and introduction to *Jane Eyre*: *Amazing Minds*, pp. 284-286.
- Franco Zeffirelli, *Jane Eyre* (film, 1996).
- Edgar Allan Poe: notes on his life and the short story "The Oval Portrait" (in *Insights into Literature*, pp. 229-234 - material uploaded on 'Didattica'.
- Edgar Allan Poe: "The Philosophy of Composition" (1846) – pdf file uploaded on 'Didattica'.
- Nathaniel Hawthorne: notes on his life, in *Insights into Literature*, p. 266 ('Didattica') and *Performer*, pp. 284-285. Life and characters in Puritan Colonial times in America (teacher's notes).
- Nathaniel Hawthorne: "The Sunshine Doesn't Love You" (extract from *The Scarlet Letter*, 1850, in *Insights into Literature*, pp. 267-269. ('Didattica')
- Nathaniel Hawthorne: "Young Goodman Brown" (full short story uploaded on 'Didattica' – Feltrinelli, pp. 250-261).
- Herman Melville: notes on his life (*Insights into Literature*, p. 270 – material uploaded on 'Didattica' – and *Performer*, p. 289-290).

- Herman Melville: *Moby Dick* - Chapter 1 (text downloaded from “The Gutenberg Project” and uploaded on ‘Didattica’) and chapter 105 (text downloaded from “The Gutenberg Project” and uploaded on ‘Didattica’).
- Charles Dickens: notes on his life (*Amazing Minds*, pp. 290-293 and *Performer*, pp. 242-244): characters of his realism and comparisons with Italian Verismo; the role of Dickens’ *Deus-ex-Machina* in his early literary production (teacher’s notes).
- Charles Dickens: “A Man of Reality” (extract from *Hard Times*, 1854: material from *Insights into Literature*, teacher’s book; plus “Coketown”, extract from *Hard Times*, in *Insights into Literature*, pp. 258-260).

THE AGE OF AESTHETICISM and DECADENCE

- Oscar Wilde: notes on his life (*Amazing Minds*, pp. 321-323 and *Performer*, pp. 274-275).
- Oscar Wilde: “The Preface” (from *The Picture of Dorian Gray*, 1890), *Amazing Minds*, pp. 323-324 and *Performer*, p. 276.
- Robert Louis Stevenson: notes on his life and introduction to *The Strange Case of Dr Jekyll and Mr Hyde* (*Amazing Minds*, pp. 316-318 and *Performer*, pp. 270-271) – characters, setting and themes.
- Robert Louis Stevenson: *The Strange Case of Dr Jekyll and Mr Hyde*, extract taken from Chapter 10 (“The Duality of Man”; “The Transformation”, from *Insights into Literature*, pp. 297-302) – ‘Didattica’.
- Maurice Phillips, *Dr Jekyll and Mr Hyde* (film, 2002).

THE MODERN AGE – THE AGE OF ANXIETY

- Introduction to the XX century: the loss of certainties and the factors that produce great changes in the life and in the mind of people (*Amazing Minds*, pp. 346-347; 352-357 and *Performer*, pp. 304-309).
- Pre-Modernist Writers and the emergence of the “New Woman” (teacher’s notes).
- Kate Chopin: notes on her life (teacher’s notes) + two short stories (“The Story of an Hour” and “The Father of Désirée’s Baby: from Penguin Edition, in ‘Didattica’).
- The War Poets: Robert Brooke and “The Soldier”, 1915 (*Amazing Minds*, pp. 363-364 and *Performer*, pp. 330-331); Sigfried Sassoon and “Suicide in the Trenches” (*Amazing Minds*, pp. 368-369); Wilfred Owen and “Dulce et Decorum Est” (*Performer*, pp. 332-333).
- Edith Wharton: notes on her life and literary production (teacher’s notes); *The House of Mirth* (1905) and *The Age of Innocence* (1920) – main features of both novels (teacher’s notes).
- Terence Davies, *The House of Mirth* (film, 2000).
- Imagism (*Performer*, p.320), Ezra Pound and a few of most representative imagist poems by Ezra Pound, William Carlos William, Amy Lowell, and Thomas Ernest Hulme: “In a Station of the Metro” (1913); “This is just to Say” (1914); “Above the Deck”; “A Year Passes” (material provided and uploaded on ‘Didattica’).

- Introduction to Modernism (teacher's notes).
- Thomas Stearns Eliot and the characters of his poetry (*Amazing Minds*, pp. 371-372 and *Performer*, pp. 342-343; "The Burial of the Dead" and Dante Alighieri (extract from *The Waste Land*, 1922, *Insights into Literature*, pp. 326-327 and *Performer*, p. 344): "the mythical method" and a multi-dimensional/multi-vocal poetic narration; the 'objective correlative' (*Amazing Minds*, p. 376); Eliot's debt with the French symbolist poets and Ezra Pound
- Introduction to James Joyce: notes on his life and his relationship with Ireland (*Amazing Minds*, p. 394).
- James Joyce: notes on his life and his relationship with Ireland (and *Performer*, pp. 372-374); *Dubliners* (1914), *Amazing Minds*, pp. 395-396 + "Eveline" (EBD digital publication, pp. 25-29) and *Performer*, pp. 375-379: the use of "epiphany" and "paralysis".
- James Joyce: *Ulysses* (1922), schema and characters and experimentalism in this novel; "Yes I said Yes I Will Yes" (*Amazing Minds*, pp. 400-401).
- Virginia Woolf: notes on her life and literary characters (*Amazing Minds*, pp. 402-404 and *Performer*, pp. 383-386), including "Mrs Dalloway said she would buy the flowers" (extract from *Mrs Dalloway*, 1925).
- George Orwell: The dystopic novel (*1984*, an anti-totalitarian novel), *Amazing Minds*, pp. 417-419 and *Performer*, pp. 390-393; the role and the safeguard of memory; "Big Brother is Watching You" (*Performer*, pp. 394-395).
- Michael Cunningham: the recuperation of literary values of the past, the life and the problems of XXI-century people – *The Hours* (1998)
- Steven Daldry, *The Hours* (film, 2002).

Programma svolto di Educazione Civica

Nucleo concettuale: "Costituzione" – punto 1, Approfondimento sulla genesi storico-ideale della Costituzione – nel particolare, il caso degli USA (primo quadrimestre):

- "The Declaration of Independence" (1776) and the American Constitution (1787): sources of law and rights, but also mirrors of the conflict which will break in 1861 (The Civil War). ref. *Amazing Minds*, pp. 178-179 and teacher's notes.
- The American Civil War and its motivations; the presidential speech at Gettysburg (Lincoln's "Gettysburg Address"). Ref. *Performer*, p. 232.
- The preamble of the American Constitution, the XIII Amendment and the XXV Amendment.

Nucleo concettuale: "Costituzione" – punto 3, I diritti umani nel mondo contemporaneo e la loro protezione (secondo quadrimestre):

- The aftermaths of the abolition of slavery and the emergence of two different policies among black people: the figures of Booker T. Washington and William E.B. Du Bois (teacher's notes).

- Segregationism and Maccartism: black authors denounce the disrespect of Constitutional laws and form the American Civil Rights Movements: the figure of Toni Morrison and her novel *Home* (focus on chapter 2) – material uploaded on 'Didattica'.

Todi, 29 maggio 2021

Il docente

(Prof. Agatino Vecchio)