UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Contemporary Italian Literature - A-L

2122-1-E1901R014-AL

Course title

Arturo and Manuel. Morante's parentless children

Topics and course structure

The object of the course is an approach to texts that highlights the educational dimension of literature. This takes pace through three main ways.

1) On the thematic level, the significance given to the literary representation of educational processes, for example the traditions of the Bildungsroman, stories of formation, images of childhood, adolescence, school, the family, disability and educational contexts in general.

2) On the aesthetic level, the development of the idea of literature as simulation and artistic projection of experiences, and therefore as an exceptionally rich and varied repertoire of human models, or of psychological constellations, paradigms of behaviour, social and cultural contexts.

3) On the linguistic level, attention to the ways in which the subjects (narrators, characters, poetic voices) speak of themselves and of others, of interior and exterior events, of private and public issues, of facts and ideas; the recognition of the different communicative contexts represented, of the adequacy and effectiveness of the expressive choices made, of the existential and social meaning of the various verbal interactions.

The course approaches subjects of a theoretical-methodological and historic-cultural nature, necessary for monographic in-depth study, chosen each year and dedicated to reading and the interpretation of works by one or more authors, including foreign.

Objectives

With this course, with a constant and participated attendance of the lectures, the intention is to promote the following, in terms of :

Knowledge and comprehension

The objective of the course is in the first place to promote and consolidate the ability to read texts. Through the exercise of interpretation, the student will learn to understand the formal and thematic aspects of the works, the characters of the experiences represented, their organization; and also to question themselves on the relative motivations and implications, including in relation to their personal experience. In addition, the student will have an opportunity to study in depth questions of great significance, the object of the literary works approached each time: historical events, psychological problems, moral problems, relation and communicative situations.

Ability to apply learning and comprehension

Through the exercise of interpreting the texts, students will learn to measure the depth and the complexity of the universe of the discourse and therefore to appreciate the potential of a conscious use of the word. This way they can corroborate both their communication skills and their autonomy of judgement. A conscious and trained reading skill allows transforming the aesthetic experience into a way of extending one's own existential experience, improving and refining the comprehension of speech, of choices, of the point of view of those similar to oneself. In the final analysis, literature is an instrument which aims at increasing of responses (emotional, intellectual pragmatic) to new situations and, consequently, to intensity the skills of social interaction.

Methodologies

Prerequisites:

A good high-school level in humanities.

Italian and European history of the 20th century.

Good expressive ability.

Methodologies:

Lectures, video projections, readings exercises, discussion, textual commentary: linguistic, stylistic and rethorical features, narrative modes, cultural patterns.

Online and offline teaching materials

Texts, video.

Programme and references for attending students

Institutional part:

Mario Barenghi, *Cosa possiamo fare con il fuoco? Letteratura e altri ambienti*, Macerata, Quodlibet, 2013; only the chapters: *Cosa possiamo fare con il fuoco? Un'ipotesi sulle origini della letteratura*, pp. 11-24; *Perché si legge? Pretesto calviniano sulla funzione educativa della letteratura*, pp. 35-44; *Silenzi in aula. Breve riflessione sul mestiere dell'insegnante*, pp. 53-58.

Mario Barenghi, *Perché insegnare letteratura (e non solo agli studenti di lettere)*, «Doppiozero», 13 marzo 2018, http://www.doppiozero.com/materiali/perche-insegnare-letteratura-e-non-solo-agli-studenti-di-lettere

Monographic part:

Elsa Morante, *L'isola di Arturo*, Einaudi 1957.

Elsa Morante, *Aracoeli*, Einaudi 1982 (ma va bene qualsiasi edizione successiva purché integrale)

Critical bibliography:

Giovanna Rosa, *Elsa Morante*, Il Mulino, Bologna, 2013.

Giacomo Debenedetti, *L'isola della Morante*[1957], in Idem, *Saggi*, «I Meridiani» Mondadori, Milano 1999, pp. 1118-1138.The text will be available on the e-learning didactic platform.

Cesare Garboli, *L'isola di Arturo*, in Idem, *Il gioco segreto*, Adelphi, Milano 1995, pp. 67-88. The text will be available on the e-learning didactic platform.

F. Fortini, *Aracoeli,* in *Saggi Italiani*, Garzanti, Milano ....The text will be available on the e-learning didactic platform

NB: An integral part of the examination bibliography will be a series of brief texts available to students of the e-learning didactic platform, in particular poetic texts, critical readings, images, drawings, declarations and interviews. To access the services, the students must be enrolled on the course.

Programme and references for non-attending students

Bibliography for non-attending students:

In addition, complete reading of Giovanna Rosa, *Elsa Morante*, Il Mulino, Bologna, 2013.

NB: The Contemporary Italian literature course (A-L) will have its online extension of the Moodle didactic platform (elearning. unimib. it). To access the service, students must be enrolled on the course.

Assessment methods

Type of examination: oral

Criteria of assessment: The oral consists of checking knowledge of the subjects dealt with during the lectures and all the items (books, articles, document) present in the bibliography. Students must show that they can answer questions in a pertinent, clear, correct and reasoned way, with an appropriate use of critical terminology. One part of the oral consists of commenting an extract of the works in the programme. As comprehension of reading the text represents a fundamental condition for literary interpretation, the use of a good dictionary (naturally including online) is recommended during preparation for the examination.

NB:The oral examinations will follow the order of enrolment. On average in one day, there will be about 16 orals. The Lecturer does not interfere in the order of enrolment. In the event of requirements of time or calendar for problems of work please notify this in good time by email to: angela.borghesi@unimib.it

Office hours

Second term: wednesday, 10:00-12:00 in U6 4098

Programme validity

Two academic years.

Course tutors and assistants

Dr. ssa Benedetta Centovalli

Dr. ssa Laura Vallortigara