

**UNIVERSITY COLLEGE LONDON**

University of London

**EXAMINATION FOR INTERNAL STUDENTS**

For The Following Qualification:–

*B.A.*

**Italian X450A: Cultures of Tradition and Modernity in Postwar Italy**

**COURSE CODE : ITAL450A**

**UNIT VALUE : 0.50**

**DATE : 11-MAY-06**

**TIME : 10.00**

**TIME ALLOWED : 3 Hours**

Answer TWO questions

1. Vittorio De Sica's *Ladri di biciclette* asks the viewer to judge as well as observe. Discuss.
2. To what extent can *Cristo si è fermato a Eboli* be described as a text that confirmed rather than challenged stereotypes of the Mezzogiorno?
3. Why was poverty such a focus for inquiry and debate in Italy in the 1950s?
4. Show how Ermanno Olmi uses a number of cinematic devices to describe the world of the clerical worker in *Il posto*.
5. In what ways is Luciano Bianciardi's *L'integrazione* a critique of the 'culture industry' of his day?
6. How effectively does Ugo Gregotti's *Il pollo ruspante* satirise consumer society in Italy during the Economic Miracle?
7. Examine the link between political ideas and cinematic practice in Pasolini's work with reference to EITHER *Il vangelo secondo Matteo* OR *Comizi d'amore*.

(TURN OVER)

8. The characters and stories of Giovanni Guareschi's *Don Camillo - Mondo Piccolo* are difficult to understand without reference to the Cold War'. Discuss.
9. Why was anti-communism such a powerful force in Italy at the height of the Cold War?
10. What is meant by the term 'Americanization' and how adequate is it for developing an analysis of cultural change in Italy from 1945 to 1968?
11. How and why did the Catholic Church seek to reform itself as a result of the Second Vatican Council?
12. Assess the strengths and limitations of feminist attempts to eliminate 'sexism' in Italian culture with specific reference to language.
13. How did Umberto Eco address the phenomenon of 'mass culture' and what was significant about his approach?
14. How useful is the concept of kitsch in analysing Federico Fellini's *Ginger e Fred*?

END OF PAPER