

Course Title: American Literature

Semester: BS 4th

Course Code: ELL 206

Course Description

The course focuses on connecting diverse Western movements such as Realism, Naturalism, Romanticism, Transcendentalism, Modernism, as they influence multiple trends in American Literary heritage and nationalism. It will highlight emerging trends as they culminate in the opening of democratic vistas along with repercussions of industrial and scientific expansion. Race, gender and class equations reinterpreted the central meaning of America and of the changing social and economic values. Whether we follow a simple chronology or draw connections through themes and genres, the final objective of this course is to look for the sense of democratic diversity amid the constituted unity of the US.

This part of the course surveys the origins of American literary movements with reference to the representative writers chosen. It wets some direction to the study of specific trends in the American Novel. It stresses the diversity and uniqueness of the American character and experience, and its foundational voices of self-acclaimed Puritan holiness along with the revolutionary expansions of the so called patriots. It also highlights various phases of the American Renaissance, Romantic awareness and Transcendentalism, the Civil War, scientific progress, dreams of American success, and several voices of social protest.

Learning Outcomes

Students will be able to get a comprehensive view of those greats of American Literature and gain knowledge about the popular themes, forms and language concerns.

Course Contents

Poetry

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| • Walt Whitman | Leaves of Grass – Song of Myself (Lines:1-139) |
| • Emily Dickinson | Poem 448 This was a poet. It is that. Poem 435 Much Madness is Divinest sense |
| • Robert Frost | Mending Walls, The Road Not Taken |
| • Sylvia Plath | Daddy, Lady Lazarus |
| • Elizabeth Bishop | Filling Station, In the Waiting Room |
| • Richard Wilbur | The Writer, The Death of a Toad. |

Fiction

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| • Mark Twain | The Story of a good Little Boy & The Story of a Bad Little Boy |
| • Faulkner | A Rose for Emily |
| • Alice Walker | Everyday Use |
| • Morrison | Jazz |

Drama

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| • Eugene O'Neill | Long Days Journey into Night |
| • Arthur Miller | Death of a Salesman |

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
58.	Midterm Assessment		It takes place at the mid-point of the semester.
59.	Formative Assessment		It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
60.	Final Assessment		It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Recommended Readings

- Bigsby, C.W.E. *A Critical Introduction to Twentieth Century American Drama*: Vol 1,2,3. Cambridge: Cambridge University Press, 1982.
- Modern Critical Interpretation on each dramatist and work. Edited by Harold Bloom, 1980s editions.
- Bigsby, C.W.E. *Modern American Drama 1945-2000*. Cambridge: Cambridge University Press, 2000.
- Bigsby, Christopher. *Contemporary American Playwrights*. Cambridge: Cambridge University Press, 1999.
- Pfister, Manfred. *The Theory and Analysis of Drama*. Cambridge: Cambridge University Press, 1993.