

**Institute of English Studies
Faculty of Arts and Humanities
University of the Punjab, Lahore.
Course Outline**



Programme	BS English Literature	Course Code	ELL- 102	Credit Hours	3
Course Title	Literary Forms and Movements				
Course Introduction					
<p>This course covers two foundational schemes regarding the study of Literature: Forms, and Movements. The term <i>forms</i> refers to the study of literary genres and their subtypes in such a way as to introduce students to their structures and styles with its focus on the following: Poetry, Fiction, Drama, Prose/Non-fiction and Short Story. The term <i>movement</i> characterizes literary texts produced in different cultures under the influence of or for the propagation of certain ideas as their hallmarks. The course has been designed to intellectually groom the students for broad understanding of major literary movements in the history of world literature, especially British and American.</p>					
Learning Outcomes					
<p>On the completion of the course, the students will be able to:</p> <ol style="list-style-type: none">1. Identify key historical periods and dominant ideas reflected in major literary works.2. Describe how social, political, and cultural forces influence literary production.3. Explain the relationship between a literary text and its historical moment.4. Compare literary movements across different time periods to trace continuities and shifts in thought.5. Assess how understanding historical context enriches the interpretation of a literary text.					
Course Content			Assignments/Readings		
Week 1	Unit–I: Renaissance 1.1 Introduction 1.2 Excerpt from <i>Hamlet</i>		Reading from Galens, D. (2002). Renaissance, <i>Literary movements for students: Presenting Analysis, Context, and Criticism on Literary Movements</i> . Gale.		
Week 2	Unit–II: Neoclassicism 2.1 Introduction 2.2 Excerpt from <i>The Rape of the Lock</i> (Canto I, lines 1–28) – Alexander Pope		Reading from Galens, D. (2002). Neoclassicism, <i>Literary movements for students: Presenting Analysis, Context, and Criticism on Literary Movements</i> . Gale.		
Week 3	Unit–III: Enlightenment 3.1 Introduction 3.2 Reading: “The Story of the Good Brahman” – Voltaire		Reading from Galens, D. (2002). Enlightenment, <i>Literary movements for students: Presenting Analysis, Context, and Criticism on Literary Movements</i> . Gale.		
Week 4	Unit–IV: Romanticism 4.1 Introduction 4.2 Reading: “Lines Written in Early Spring” – William Wordsworth		Reading from Galens, D. (2002). Romanticism, <i>Literary movements for students: Presenting Analysis, Context, and Criticism on Literary Movements</i> . Gale.		

Week 5	Unit–V: Transcendentalism 5.1 Introduction 5.2 Reading: “The Rhodora” – <i>Ralph Waldo Emerson</i>	Reading from Galens, D. (2002). Transcendentalism, <i>Literary movements for students: Presenting Analysis, Context, and Criticism on Literary Movements</i> . Gale.
Week 6	Unit–VI: Victorianism 6.1 Introduction 6.2 Excerpt from “The Cry of the Children” – <i>Elizabeth Barrett Browning</i>	Assignment: Short paragraph on Neoclassicism versus Romanticism
Week 7	Unit–VII: Realism 7.1 Introduction 7.2 Reading: “The Necklace” – <i>Guy de Maupassant</i>	Reading from Galens, D. (2002). Realism, <i>Literary movements for students: Presenting Analysis, Context, and Criticism on Literary Movements</i> . Gale.
Week 8	MID TERM EXAMINATION	
Week 9	Unit–VIII: Raphaelitism 8.1 Introduction 8.2 “The Blessed Damozel” (first 3 stanzas) – <i>Dante Gabriel Rossetti</i>	Assignment: Choose one literary movement. List its themes and historical backgrounds
Week 10	Unit–IX: Symbolism 9.1 Introduction 9.2 Reading: “Correspondences” – <i>Charles Baudelaire</i>	Reading from Galens, D. (2002). Symbolism, <i>Literary movements for students: Presenting Analysis, Context, and Criticism on Literary Movements</i> . Gale.
Week 11	Unit–X: Modernism 10.1 Introduction 10.2 Excerpt from <i>The Hairy Ape</i> – <i>Eugene O’Neill</i>	Reading from Galens, D. (2002). Modernism, <i>Literary movements for students: Presenting Analysis, Context, and Criticism on Literary Movements</i> . Gale.
Week 12	Unit–XI: Imagism 11.1 Introduction 11.2 Reading: “In a Station of the Metro” – <i>Ezra Pound</i>	Reading from Galens, D. (2002). Imagism, <i>Literary movements for students: Presenting Analysis, Context, and Criticism on Literary Movements</i> . Gale.
Week 13	Unit–XII: Colonialism 12.1 Introduction 12.2 Excerpt from <i>Heart of Darkness</i> (opening description of the Congo) – <i>Joseph Conrad</i>	Reading from Galens, D. (2002). Colonialism, <i>Literary movements for students: Presenting Analysis, Context, and Criticism on Literary Movements</i> . Gale.
Week 14	Unit–XIII: Post-Colonialism 13.1 Introduction 13.2 <i>White Man’s Burden</i> – <i>Rudyard Kipling</i>	Reading from Galens, D. (2002). Neoclassicism, <i>Literary movements for students: Presenting Analysis, Context, and Criticism on Literary Movements</i> . Gale.

Week 15	Unit–XIV: Feminism and Post-Feminism 14.1 Introduction 14.2 <i>Woman Work</i> – Maya Angelou	Reading “ <i>What is Feminism?</i> ” by Rosalind Delmar	
Week 16	END TERM EXAMINATION		
Textbooks and Reading Material			
1. Textbook <ul style="list-style-type: none">Galens, D. (2002). <i>Literary movements for students: Presenting Analysis, Context, and Criticism on Literary Movements</i>. Gale.			
2. Suggested Readings <ul style="list-style-type: none">Dirks, B. N. (1992). <i>Colonialism and Culture</i>. Michigan: Michigan University Press.Fowler, A. (2002). <i>Kinds of Literature: An Introduction to the Theory of Genres and Modes</i>. Oxford: Clarendon.Galea, I. (2008). <i>Victorianism and Literature</i>. California. Dacia.Gura, F. P. (2008). <i>American Transcendentalism: A History</i>. NP: Farrar.Hooks, B. (2000). <i>Feminist Theory</i>. London: Pluto Press.Hudson, W. H. (2015). <i>An Introduction to the Study of Literature</i>. New Delhi: Rupa.Ladd, A., Meyers K. H., & Philips, J., (2010). <i>Romanticism and Transcendentalism</i>. New York: DWJ Books.Marcuse, M. J. (1990). <i>A Reference Guide for English Studies</i>. Los Angeles: University of California Press.Osborne, S. (2001). <i>Feminism</i>. NP: Product Essentials.Tandon, N. (2008). <i>Feminism: A Paradigm Shift</i>. New Delhi: Atlantic.			
Teaching Learning Strategies			
Following teaching strategies are to be adopted: <ul style="list-style-type: none">1. Class Discussion2. Reading and analyzing the text through interactive sessions.3. Class presentations.4. Lectures, seminars and tutorials.			
Assignments: Types and Number with Calendar			
<ul style="list-style-type: none">1. One Quiz and assignment pre-midterm examination.2. One Quiz and assignment post-midterm examination.3. Student presentations in groups each week.			
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	25%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	15%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	60%	Written Examination 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.