

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



Programme	BS English Literature	Course Code	ELL-206	Credit Hours	3
Course Title	American Literature				
Course Introduction					
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. 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					
On the completion of the course, the students will be able to:					
<div><div>1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.</div><div>2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.</div><div>3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods in different regions.</div><div>4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.</div><div>5. Produce research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.</div></div>					
Course Content			Assignments/Readings		
Week 1	Unit-I Foundations and Romanticism 1.1 Introduction		Overview of Realism, Naturalism, Romanticism, Transcendentalism, Modernism		
Week 2	Unit-II Realism and Humor 2.1 Mark Twain		Mark Twain: "The Story of a Good Little Boy" & "The Story of a Bad Little Boy"		
Week 3	Unit-III Romanticism and American Renaissance 3.1 Walt Whitman		Walt Whitman: <i>Leaves of Grass</i> – "Song of Myself" (Lines: 1-139)		
Week 4	Unit-III Romanticism and American Renaissance 3.1 Walt Whitman		Walt Whitman: <i>Leaves of Grass</i> – "Song of Myself" (Lines: 1-139)		

Week 5	Unit-IV Modernist Fiction and Southern Gothic 4.1 William Faulkner 4.2 Flannery O'Connor	William Faulkner: "A Rose for Emily" Flannery O'Connor: "A Good Man is Hard to Find"
Week 6	Unit-V Romanticism and American Renaissance 5.1 Emily Dickinson	Emily Dickinson: "Poem 448 This was a poet – It is that.", "Poem 435 Much Madness is divinest sense."
Week 7	Unit-VI 20th Century Fiction Race and Identity 6.1 Alice Walker 6.2 Toni Morrison	Alice Walker: "Everyday Use" Toni Morrison: <i>Jazz</i>
Week 8	MID TERM EXAMINATION	
Week 9	Unit-VII Romanticism/Modernist Tensions 7.1 (Wrap-up)	Write a review of key themes and transition to drama.
Week 10	Unit-VIII Modern American Drama I 8.1 Arthur Miller	Arthur Miller: <i>Death of a Salesman</i>
Week 11	Unit-VIII Modern American Drama I 8.1 Arthur Miller	Arthur Miller: <i>Death of a Salesman</i>
Week 12	Unit-IX Modern American Drama II 9.1 Eugene O'Neill	Eugene O'Neill: <i>Long Day's Journey into Night</i>
Week 13	Unit-IX Modern American Drama II 9.1 Eugene O'Neill	Eugene O'Neill: <i>Long Day's Journey into Night</i>
Week 14	Unit-X Post-War American Poetry I 10.1 Robert Frost 10.2 Richard Wilbur	Robert Frost: "Mending Walls," "The Road Not Taken" Richard Richard Wilbur: "The Writer," "The Death of a Toad"
Week 15	Unit-XI Post-War American Poetry II 11.1 Sylvia Plath 11.2 Elizabeth Bishop	Sylvia Plath: "Daddy," "Lady Lazarus" Elizabeth Bishop: "Filling Station," "In the Waiting Room"
Week 16	END TERM EXAMINATION	
Textbooks and Reading Material		
1. Textbooks. 1. Bigsby, C. W. E. (1982). <i>A critical introduction to twentieth century American drama: Vol 1, 2, & 3.</i> Cambridge University Press.		
2. Suggested Readings 1. Bigsby, C. W. E. (2000). <i>Modern American drama 1945-2000.</i> Cambridge University Press. 2. Bigsby, C. (1999). <i>Contemporary American playwrights.</i> Cambridge University Press.		

3. Bloom, H. (Ed.). (n.d.). *Modern critical interpretation on each dramatist and work*.
4. Pfister, M. (1993). *The theory and analysis of drama*. Cambridge University Press.

3. Journal Articles/Reports

- Almaarroof, A. A., & Jubair, A. M. (2024). Alienation and capitalist society in Arthur Miller's 'Death of a Salesman': A Marxist reading. *Journal of Language Studies*, 8(9).
- Ismaiel, S. H., Hammoudi, Z. S., & Jaf, S. R. R. (2024). Escapism in Eugene O'Neill's Long day's journey into night. *Journal Unhas*, 7(1).
- Jamil, H., Liaqat, S., & Zafar, M. (2024). A systematic investigation of Sylvia Plath's poem Daddy under the lens of feministic stylistic approach. *Annals of Human and Social Sciences*, 5(2), 746–751.
- John Paul, V., & Mayilraj, R. (2021). Racial identity and gender oppression in Toni Morrison's Jazz. *Journal of Language and Linguistic Studies*, 17(4), 3325–3327.
- Khair, B. B., Al Badarneh, A. F., & Abdullah, K. (2022). A psychological and philosophical reading of human discourse in Walt Whitman's 'Song of Myself'. *World Journal of English Language*, 12(1), 294–301.
- Muqheet, A., Ahmad, I., & Ghufuran, F. (2023). Challenging the time-honored: A multi-layer study of Robert Frost's 'Mending Wall'. *International Journal of Contemporary Issues in Social Sciences*, 2(4), 106–111.
- Nazki, S. H. (2024). Daddy-daughter, Hitler-Jews in Sylvia Plath's poetry: Exploring paternal influence and holocaust imagery. *Journal of Psychology and Political Science*, 4(4), 1–11.
- Nuerjiang, D. (2023). Unveiling patriarchal authority: Exploring the elements of fiction in Faulkner's 'A Rose for Emily'. *International Journal of Education and Humanities*, 11(3), 480–482.
- Qadri, M. A., & Amin, S. N. U. (2024). Afro-American diaspora in Alice Walker's The third life of Grange Copeland. *Journal of Research in Social Sciences and Humanities*, 34(1), 30–36.
- Zhou, F. (2023). Exploring the nature of life in Emily Dickinson's poems. *International Journal of Education and Humanities*, 9(1), 48–50.

Teaching Learning Strategies

Active Reading and Discussion: Encouraging students to engage in readings and classroom participation through Socratic seminars, close-reading workshops, and group analysis of literary texts (poetry, fiction, drama).

Presentations and Viva Voce: Incorporating presentations and oral examinations (viva voce) to develop students' articulation skills and knowledge of key ideas and representative works.

Research and Critical Writing: Utilizing assignments and projects that specifically target the learning outcome of writing research-based critical papers.

Quizzes: Employing short tests and quizzes for continuous formative assessment to check comprehension of weekly readings and concepts.

Reflective Practice: Implementing reflections (e.g., response journals or short essays) to encourage students to articulate the aesthetic principles of the works and demonstrate knowledge of developing characteristic literary forms.

Assignments: Types and Number with Calendar

One assignment is to be submitted before midterm examinations.

One assignment is to be submitted after midterm examinations.

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.