**Course Specification for American Novel and Drama**

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| **College** | Zulfi College of Education | | |
| **Department** | English Language Department | | |
| **Course Name:** | **American Novel and Drama** | Course Code | ENGL 311 |
| **Level** | 6 | Credit Hours | 3hrs |
| **Course Objectives** | Develop students' competence in critically reading literature, also their thinking, and analytical skills via reading and criticizing the assigned texts.  2- Identifying the universal thematic value of the literary works studied and their relevance to the specific era of their production and to our own time.  3- Enhance students' ability to understand and consequently produce well-structured literary analysis. | | |
| **Course Contents** | The Novel during the Colonial & Revolutionary periods (1700-1830s)   * William Bradford: his autobiography *Of Plymouth Plantation* as a narrative about the settlement of the first puritans in the New World, the hardships they encountered and the help they received from Native Americans. * James Fennimore Cooper: *The Spy* (1821) a first novel set during the American Revolution, *The Last of the Mohicans* depicting the decline and disappearance of Native Americans from the nation. The theme of the vanishing native American as a dominant feature of the American novel of the 1820s & 1830s, then later in *Black Hawk* (1833). * The revolutionary thoughts in Nathaniel Hawthorne's Novel The *Scarlet Letter*, the theme of hypocrisy of the Puritan society. | | |
| The background of slavery and realism in the novel of the late 19th century   * The background of slavery, westward expansion and the abolition movement leading to the Civil War:   Mark Twain: *The Adventures of Huckleberry Finn*. | | |
| 3 The Novel and drama in the Age of Modernism, the two World Wars and the Great Depression (1900-1945)   * Background: The scientific development, industrialization, the appearance of the working class, realism, and modernism. * The pioneering drama of Eugene O'Neill: *The Hairy Ape, Desire Under the Elms, A Long Day’s Journey Into Night* * Chief novelists the so-called ‘lost generation’ of the 1920s: F. Scott Fitzgerald: *The Great Gatsby* & Ernest Hemingway *The Old man and the Sea, A Farewell to Arms* * John Steinbeck: *The Grapes of Wrath, Of Mice and Men* (1937): extensive, detailed study of the novel (plot, setting, characterization, diction and imagery, themes) | | |
| Post-World War II Period:   * The multiplicity of writing styles and schools and the tremendous popularity of drama after WWII      * Two major post war playwrights: Arthur Miller *Death of a Salesman* (1949) & Tennessee William’s *A Streetcar Named Desire (1951)*      * Edward Albee *The American Dream* , *The Sandbox* (1959), *Who’s Afraid of Virginia Woolf (1966)* | | |
| Minority Novel and Drama   * The background of the struggle of blacks to gain their full rights. More general background of multi-ethnicity (the American melting pot).      * Some of the greatest of American novels and plays produced by African  American writers      * Lorraine Hansberry *A Raisin in the Sun* (1959). African American drama.      * The novels of Toni Morrison: *The Bluest Eye (1970), Beloved (1987), Jazz* (1992)    The Asian American novel, the Arab American novel. | | |
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| **Required Textbook** | 1. Gray, Richard. (2011). A Brief History of American Literature. UK: Willey-Blackwell. | | |

