

**Republic of Yemen**  
**Alandalus University**

Quality Assurance Unit



الجمهورية اليمنية  
جامعة الاندلس  
للعلوم والتقنية  
وحدة ضمان الجودة والاعتماد

**20<sup>th</sup> century American : توصيف مقرر  
Literature**

**University of Alandalus**  
**Faculty of Arts & Humanities**  
**Department: English & Translation**  
**Title of the Program: BA**

Template for Course Specification

<b>I. Course Identification and General Information:</b>					
<b>1</b>	<b>Course Title:</b>	<b>Twentieth Century American Literature</b>			
<b>2</b>	<b>Course Code &amp;Number:</b>	3402459			
<b>3</b>	<b>Credit hours:</b>	C.H			TOTAL
		Th.	Seminar	Pr	
		36	Seminars, exercises..	practical	Field, training
<b>4</b>	<b>Study level/ semester at which this course is offered:</b>	<b>Level Four / First Semester</b>			
<b>5</b>	<b>Pre –requisite (if any):</b>				
<b>6</b>	<b>Co –requisite (if any):</b>				
<b>8</b>	<b>Program (s) in which the course is offered:</b>	<b>BA in English</b>			
<b>9</b>	<b>Language of teaching the course:</b>	<b>English</b>			
<b>10</b>	<b>Location of teaching the course:</b>	<b>Alandalus University</b>			
<b>11</b>	<b>Prepared By:</b>	<b>Dr Mujahid Ahmed Mohammed Alwagaa</b>			
<b>12</b>	<b>Date of Approval</b>				

## II. Course Description:

The purpose of this course is to introduce students to the literary genres of American Literature during the 20th c. It covers the period beginning from early twentieth century up to the first decade of the twenty first century. This course deals with poetry, fiction and drama with representative literary samples taken from different American writers. It is a kind of an overview of American literature spanning the period mentioned above to give students an idea about diverse literary movements, the evolving path of American literary history in the 20th c., its relationship to the social upheavals of the times, themes, techniques, writers and their works. Some of the fundamental issues explored by writers are war and its atrocities, civil rights, racism, feminism, the triumph of capitalism, multiculturalism, urbanism and its discontents, secularism, religion etc. This course is logically an extension of Nineteenth Century American Literature. It encompasses an extraordinarily diverse range of topics and texts as shown below:

1. An introduction to Twentieth Century American Literature.
  - i. Turning-point events (WWI and WWII).
  - ii. Major writers and their important works.
2. The rise of multi-ethnic and multi-cultural American literature.
  - i. The revival of interest in the Native American Literature with some representative writers.
  - ii. Arab-American Literature with some representative writers such as Gibran Khalil Gibran, Ameen Rihani, Samuel John Hazo, D. H. Mehlem etc.
  - iii. African-American Literature OR Black Narrative with some representative writers such as Tony Morrison, Alice Walker, Martin Luther King, Alex Haley etc.
3. American poetry with some selected poets and poems:
  - i. Robert Frost: "Stopping By Woods on A Snowy Evening," OR "Mending Wall"
  - ii. Wallace Stevens: "The Snowman"
  - iii. D. F. Randall: "Ballad of Birmingham"
  - iv. Sylvia Plath: "Mirror"
4. American Fiction with some selected writers and works:
  - i. Analysis of Martin Luther King's famous speech "I Have a Dream"
  - ii. One novel for study from the following: 1. *The Colour Purple* by Alice Walker 2. *The Bluest Eye* by Tony Morison 3. *Roots* by Alex Haley 4. *Grapes of Wrath* by John

Steinbeck 5. *Farewell to Arms* by Earnest Hemingway. 6. *The Ambassador* by Henry James.

5. American Drama with some selected dramatists and plays (at least, two plays by different playwrights should be selected for discussion from the following):
  - i. Arthur Miller's *All My Sons* OR *Death of A Salesman*.
  - ii. Tennessee Williams' *The Glass Menagerie* OR *A Streetcar Named Desire*.
  - iii. Eugene O'Neill's *The Hairy Ape*, *Desire Under the Elms* and *The Emperor Jones*.

### III. Intended learning outcomes (ILOs) of the course:

**By the end of completing the course, students will be able to:**

1. Read, analyze and evaluate American literary texts.
2. Respond to the uniqueness and merits of American literature.
3. Evaluate the impact of an author's decisions regarding word choice, point of view, style and literary elements.
4. Recognize major American Writers (poets, novelists and dramatists)
5. Compare and contrast between American and British literature in terms of theme, style, imagery and literary movements.
6. Analyze, interpret and evaluate the use of figurative language and imagery in fiction and nonfiction selections, including symbolism, tone, irony and satire and analyze and evaluate elements of literature: character, setting, plot, tone, symbolism, rising action, climax, falling action, point of view, theme, conflict, resolution etc.
7. Demonstrate how literary works reflect the historical contexts that shaped them.
8. Synthesize ideas and make thematic connections among literary texts.
9. Read, analyze and critique dramatic selections by comparing and contrasting ways in which character, scene, dialogue, and staging contribute to the theme and dramatic effect.
10. Read from and respond to a variety of American fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.
11. Acquire knowledge of selected texts and genres in 20<sup>th</sup> c. American literature.
12. Gain an understanding of key critical and literary concepts in their American context, including but not limited to: race, class, gender, cultural geography, individualism and democracy, late capitalism and postmodernism, war and violence, trans-nationalism and empire.
13. Develop research skills through writing academic papers.

### **(A) Alignment Course Intended Learning Outcomes of Knowledge and Understanding to Teaching Strategies and Assessment Strategies:**

Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies
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<b>A1-</b> Gain an understanding of key critical and literary concepts in their American context, including but not limited to: race, class, gender, cultural geography, individualism and democracy, late capitalism and postmodernism, war and violence, trans-nationalism and empire.	<ul style="list-style-type: none"> <li>- Class discussion</li> <li>- lecturing</li> <li>- debate</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Exams</li> <li>- Powerpoint presentations</li> </ul>
<b>A2-</b> Acquire knowledge of selected texts and genres in 20 <sup>th</sup> c. American literature.	<ul style="list-style-type: none"> <li>- Class discussion</li> <li>- Lecturing</li> <li>- Debate</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- exams</li> </ul>
<b>A3-</b>		
<b>A4-</b>		
<b>(B) Alignment Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:</b>		
Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies
<b>B1-</b> Analyze, interpret and evaluate the use of figurative language and imagery in fiction and nonfiction selections, including symbolism, tone, irony and satire and analyze and evaluate elements of literature: character, setting, plot, tone, symbolism, rising action, climax, falling action, point of view, theme, conflict, resolution etc.	<ul style="list-style-type: none"> <li>- <b>Class discussion</b></li> <li>- <b>lecturing</b></li> <li>- <b>reflection or critical thinking.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Writing short notes on different elements of literature such as setting, theme etc.</b></li> <li>- <b>Exams.</b></li> <li>- <b>Oral questions</b></li> </ul>
<b>B2-</b> Compare and contrast between American and British literature in terms of theme, style, imagery and literary movements.	<ul style="list-style-type: none"> <li>- <b>Comparison and contrast technique.</b></li> <li>- <b>Group discussion</b></li> <li>- <b>Class discussion</b></li> <li>- <b>Lecturing</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Writing an essay comparing and contrasting American and British literature in terms of theme, style, imagery and literary movements e.g. Romanticism.</b></li> <li>- Exams.</li> </ul>
<b>B3-</b>		
<b>B4-</b>		

**©Alignment Course Intended Learning Outcomes of Professional and Practical Skills to Teaching Strategies and Assessment Strategies:**

Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies
<b>C1-</b> Develop research skills through writing academic papers on a specific topic in 20 <sup>th</sup> c. American literature.	<ul style="list-style-type: none"> <li>- provide students with the basic principles of academic research through discussion and samples of academic papers.</li> <li>- Close textual analysis</li> </ul>	- evaluating students' academic papers.
<b>C2-</b> Synthesize ideas and make thematic connections among literary texts.	<ul style="list-style-type: none"> <li>- class discussion</li> <li>- group discussion</li> <li>- critical thinking and reflection</li> </ul>	<ul style="list-style-type: none"> <li>- assignments</li> <li>- presentations</li> <li>- exams</li> </ul>
<b>C3-</b>		
<b>C4-</b>		
<b>(D) Alignment Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies:</b>		
Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies
<b>D1-</b> Read from and respond to a variety of American fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment, self-education and self-development.	<ul style="list-style-type: none"> <li>- Class discussion</li> <li>- Reflection or critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>- Oral questions</li> <li>- Exams</li> <li>- students' behavior</li> </ul>
<b>D2-</b>		
<b>D3-</b>		
<b>D4-</b>		

<b>IV. Course Content:</b>					
<b>A – Theoretical Aspect:</b>					
Order	Units/Topics List	Learning Outcomes	Sub Topics List	Number of Weeks	contact hours
<b>1</b>	An introduction to 20 <sup>th</sup> c. American Literature.	<ol style="list-style-type: none"> <li>1. Recognize major American Writers (poets, novelists and dramatists)</li> <li>2. Demonstrate how literary works reflect the</li> </ol>	<ol style="list-style-type: none"> <li>i. Turning-point events (WWI and WWII).</li> <li>ii. Major writers and their important works.</li> </ol>	The first week	3hs

		historical contexts that shaped them.			
2	The rise of multi-ethnic and multi-cultural American literature.	1. Gain an understanding of key critical and literary concepts in their American context, including but not limited to: race, class, gender, cultural geography, individualism and democracy, late capitalism and postmodernism, war and violence, transnationalism and empire.	<ul style="list-style-type: none"> <li>i. The revival of interest in the Native American Literature with some representative writers.</li> <li>ii. Arab-American Literature with some representative writers such as Gibran Khalil Gibran, Ameen Rihani, Samuel John Hazo, D. H. Mehlem etc.</li> <li>iii. African-American Literature OR Black Narrative with some representative writers such as Tony Morrison, Alice Walker, Martin Luther King, Alex Haley etc.</li> </ul>	The second week	3hs
3	American poetry with some selected poets and poems:	Evaluate the impact of a poet's decisions regarding word choice, point of view, style, theme, imagery and literary elements.	<ul style="list-style-type: none"> <li>i. Robert Frost: "Stopping By Woods on A Snowy Evening," OR "Mending Wall"</li> <li>ii. Wallace Stevens: "The Snowman"</li> <li>iii. D. F. Randall: "Ballad of Birmingham"</li> <li>iv. Sylvia Plath: "Mirror"</li> </ul>	Third and fourth weeks	6hs
4	American Fiction with some selected	1. Analyze, interpret and evaluate the use of figurative	<ul style="list-style-type: none"> <li>i. Analysis of Martin Luther King's famous speech "I Have a Dream"</li> </ul>	The fifth, sixth, eighth, ninth	12hs

	writers and works:	language and imagery in fiction and nonfiction selections, including symbolism, tone, irony and satire and analyze and evaluate elements of literature: character, setting, plot, tone, symbolism, rising action, climax, falling action, point of view, theme, conflict, resolution etc.	ii. One novel for study from the following: 1. <i>The Colour Purple</i> by Alice Walker 2. <i>The Bluest Eye</i> by Tony Morison 3. <i>Roots</i> by Alex Haley 4. <i>Grapes of Wrath</i> by John Steinbeck 5. <i>Farewell to Arms</i> by Earnest Hemingway. 6. <i>The Ambassador</i> by Henry James.	weeks	
5	Mid-term exam	To assess and evaluate students on what they have studied.	<b>The exam is based on both subjective and objective models.</b>	The seventh week	3hs
6.	American Drama with some selected dramatists and plays (at least, two plays by different playwrights should be selected for discussion from the following):	1. Read, analyze and critique dramatic selections by comparing and contrasting ways in which character, scene, dialogue, and staging contribute to the theme and dramatic effect.	i. Arthur Miller's <i>All My Sons</i> OR <i>Death of A Salesman</i> . ii. Tennessee Williams' <i>The Glass Menagerie</i> OR <i>A Streetcar Named Desire</i> . iii. Eugene O'Neill's <i>The Hairy Ape</i> , <i>Desire Under the Elms</i> and <i>The Emperor Jones</i> .	The tenth, eleventh and twelfth.	9hs
7.	Final term exam	To assess and evaluate students on what they have studied.	The exam is based on both subjective and objective models.	thirteenth	3hs
<b>Number of Weeks /and Units Per Semester : 12 weeks</b>				<b>13</b>	<b>36+3= 39hs</b>

<b>B - Practical Aspect: (if any)</b>				
Order	Tasks/ Experiments	Number of Weeks	contact hours	Learning Outcomes
1				

2				
3				
4				
5				
6				
7				
8				
9				
10				
<b>Number of Weeks /and Units Per Semester</b>				

### V. Teaching strategies of the course:

Teaching strategies and methods can be listed as follows:

1. Lecturing
2. Group work
3. Pair work
4. Open discussion
5. Critical debate
6. Close textual analysis
7. Presentation
8. Seminars
9. powerpoint presentations
10. Critical thinking and reflection

### VI. Assignments:

No	Assignments	Aligned CILOs(symbols)	Week Due	Mark
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1	Writing an essay on the works of a particular writer , which might be an in-depth study of a single text or a thematic exploration OR an essay on the historical background of the age.	To develop students' critical and cognitive abilities as well as writing and analytical skills.	6	5
2	preparing a comparative analysis between two novelists(novels), poets(poems), dramatists (plays).	To evaluate and appreciate different styles, thoughts, movements and outlooks by comparing and contrasting two writers or works.	10	5
3	Each student should prepare at home to make a presentation in class on a particular topic.	To give students a chance to use the language communicatively and to overcome their anxiety, stress and psychological barriers towards a comfortable and effective learning.	8-9-10-11	No marks

<b>VII. Schedule of Assessment Tasks for Students During the Semester:</b>					
No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes
1	Class attendance and students' participation	All weeks	10	10%	Students will be able to engage in the learning process so as to acquire knowledge and skills in an effective way.
2	Writing essays, assignments analyses and delivering presentations	6 <sup>th</sup> , 8 <sup>th</sup> , 9 <sup>th</sup> , 10 <sup>th</sup> and 11 <sup>th</sup>	10	10%	- To make sure that students are learning effectively - to give them an opportunity to practice and

					use the language. - to improve their language skills.
3	Mid-term exam	7 <sup>th</sup> .	20	20%	To assess students knowledge and language skills.
4	Final-term exam	13 <sup>th</sup> .	60	60%	To assess and evaluate students on what they have studied.
5					
6					
7					
8					
9					

## VIII. Learning Resources:

- *Written in the following order: ( Author - Year of publication – Title – Edition – Place of publication – Publisher).*

### 1- Required Textbook(s) ( maximum two ).

- 1- High, Peter, 196. *An Outline of American Literature*. New York: Longman.
- 2- Sharyan, Ayid, 2006. *Twentieth Century American Literature*. Sana'a: Almatafwg Publishers.

### 2- Essential References.

- 1-Scott, Foresman, ed., 1997. *Literature and Integrated Studies: American Literature*. New York: Norton.
- 2- Richard, Gray, 2011. *A Brief History of American Literature*. West Sussex: Wiley Blackwell.

### 3- Electronic Materials and Web Sites etc.

1. [Twentieth-century Poetry in English](#)  
From professor Eiichi Hishikawa at Kobe University, a site containing links to the works of more than 140 poets writing in English and "poet pages" for 11 of these, including T.S. Eliot, Robert Frost, Marianne Moore, and William Carlos Williams.
2. [American Cultural History: The Twentieth Century](#)  
A series of Web guides for the 20th century, the guide for each decade include brief facts about the decade and events defining it, as well as links to the notable "Books & Literature" of the time.
3. [San Antonio College LitWeb, 1865 - Present](#)

	<p>Features a page for each of more than 60 of America's most prominent writers; each page contains listings of and subsequent links to each writer's major works, as well as information about him or her.</p> <p>4. <b>American Dramatists:</b> A brief page that contains biographical information for three American playwrights -- Eugene O'Neill, Tennessee Williams, and Lorraine Hansberry -- along with the dialogue from playwright Lillian Hellman's "The Little Foxes."</p>
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<b>IX. Course Policies:</b>	
<b>1</b>	<b>Class Attendance:</b> Follows the program and the university general policy.
<b>2</b>	<b>Tardy:</b> Subject to the regulations of the program and the general policy of the university.
<b>3</b>	<b>Exam Attendance/Punctuality:</b> Follows the policies of the program and university.
<b>4</b>	<b>Assignments &amp; Projects:</b> Assignments tasks and submission to be assigned by the instructor.
<b>5</b>	<b>Cheating:</b> Subject to the regulations and rules of the university as directed by the systems of the Ministry of Higher Education.
<b>6</b>	<b>Plagiarism:</b> Such matter is ruled by the general regularities of the university and MHE.
<b>7</b>	<b>Other policies:</b> Detailed in the general policy of the program.