



# Course Specification

— (Bachelor)

**Course Title:** American Drama

**Course Code:** ENG 3321

**Program:** BA in English Language

**Department:** Department of English

**College:** College of Social Sciences

**Institution:** Umm Al-Qura University

**Version:** 2

**Last Revision Date:** 2023



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## A. General information about the course:

### 1. Course Identification

<b>1. Credit hours:</b>					
3					
<b>2. Course type</b>					
A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input checked="" type="checkbox"/> Required		<input type="checkbox"/> Elective		
<b>3. Level/year at which this course is offered:</b>					
The course can be taken at any level in the last two years of the program after passing the requirements					
<b>4. Course general Description:</b>					
<p>This course explores the development of American drama. It begins by explaining the social, historical, philosophical and cultural contexts of Post-war America, including the concept of modernism and post-modernism. The course discusses this turbulent period of the 1960's and 1970's in America as playwrights sought novel tools to represent the tensions of modern life. References will be made to the original theatrical conventions and to those of contemporary productions. The first five weeks will be dedicated to tackling a number of topics in relation to at least four dramatic texts which can be organized chronologically or thematically. The second part of the course will focus on analyzing in detail a representative play of the instructor's choice that exemplifies the features of American drama, the literary movement to which it belongs, its themes and dramatic genres.</p> <p><b>Note:</b> Students will focus only on one of the key texts suggested in the list of topics. Other texts may be mentioned, but they will not be discussed in detail.</p>					
<b>5. Pre-requirements for this course (if any):</b>					
Literary Criticism in Practice					
<b>6. Co-requirements for this course (if any):</b>					
None					
<b>7. Course Main Objective(s):</b>					
This course aims to provide students with the conceptual skills needed to describe, analyze, and discuss a range of American plays, their dramatic forms, the literary movements to which they belong, and the social/historical contexts in which they were written.					

### 2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	3 hours per week	100%



No	Mode of Instruction	Contact Hours	Percentage
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>		
4	Distance learning		

### 3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	<b>Lectures</b>	28 hours
2.	<b>Laboratory/Studio</b>	
3.	<b>Field</b>	
4.	<b>Tutorial</b>	
5.	<b>Others: Exams</b>	2 hours
<b>Total</b>		<b>30 hours</b>

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Critique the forms, modes and key texts associated with American Drama.	K2	-Traditional lecturing. -Reading critical articles. -Seminars.	Quizzes and exams.
1.2	Examine the political, scientific, historical and cultural contexts that shaped the assigned texts.	K2	-Traditional lecturing. -Reading critical articles. -Seminars.	-Quizzes and exams. - Class discussion.
1.3	Evaluate possible interrelationships between the selected	K3	<ul style="list-style-type: none"> <li>• Traditional lecturing.</li> </ul>	- Quizzes and exams. - Class discussion. - Online discussion.



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	texts and works of visual culture such as theatre, film and other art forms.		<ul style="list-style-type: none"> <li>Engaging with other art forms in class and online.</li> <li>Reading critical articles.</li> </ul>	
<b>2.0</b>	<b>Skills</b>			
2.1	Interpret texts critically and analytically.	S2	-Traditional lecturing. -Class discussion. -Online discussion. -Reading analytical essays. - Seminars. -Interactive workshops.	-Open-book quizzes. -Analytical exam questions. -Analytical essay assignment. -Class discussion.
2.2	Demonstrate research and analytical skills.	S5	-Traditional lecturing. -Reading analytical essays. - Research seminars. - Interactive workshops.	Analytical essay assignment.
2.3	Build well-constructed responses (creative or academic) that reflect independent and personal understanding of the selected texts.	S3	-Class discussion. -Exposure to creative content online or in class. -Reading analytical essays. - Reading creative content. - Interactive workshops.	-Analytical essay assignment. -Analytical exam questions. -Creative assignment.
2.4	Analyze possible interrelationships between the selected texts and visual	S2	-Analyzing or engaging with other	-Class discussion. -Online discussion.





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	artworks (theater, film and art forms) both local and international.		art forms in class or online. -Reading critical articles. -Watching documentaries and critical content. -Interactive workshops.	-Analytical assignment. -Creative assignment.
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Demonstrate ethical behavior in all professional, personal and academic contexts.	V1	-Traditional lecturing -Reading scholarly articles.	-Class discussion. -Projects -Assignments
	Work responsibly and autonomously when performing a task individually or within a team.	V2	-Traditional lecturing -Class discussion. -Watching documentaries.	-Class discussion. -Projects -Assignments

### C. Course Content

No	List of Topics	Contact Hours
1.	<p><b>Introduction:</b> A brief overview of the history of American drama. Beginnings of American Drama Puritan hostility to theatrical activity Theatre in early 18<sup>th</sup> century colleges Colonial Drama Drama of the American Revolution Nationalistic Drama Romantic and Popular Drama The American Melodrama The American Drama: The Actorly tradition The Beginning of theatrical realism in America The rise of realistic Drama <b>Suggested Text:</b> <a href="#">Unit 1 of American Drama: An Introduction.</a></p>	3
2.	<p><b>Early history of American Drama</b> <b>Suggested Texts:</b> Robert Hunter's <i>Androboros</i>, Godfrey's <i>The Prince of Parthia, Ponteach; or, the Savages of America</i> by Robert Rogers.</p>	3





3.	<b>The Revolutionary Period</b> <b>Suggested Texts:</b> the works of Mercy Otis Warren, the works of Colonel Robert Munford, the works of Hugh Henry Brackenridge, and finally the works of William Dunlap, the "Father of American Drama".	3
4.	<b>The 19<sup>th</sup> Century</b> <b>Suggested Texts:</b> <i>An Outline History of American Drama</i> by Walter Meserve. The focus should be on the development of drama and the common trends that flourished in the pre-war and post-war eras. These include: the building of the oldest American theater, the African American theater, the minstrel show, hedonism, Victorian burlesque, and the continuation of some of the trends that were popular in Europe.	3
5.	<b>The 20<sup>th</sup> Century: A Brief Overview</b> The Prewar Years The Great Depression The Post-WW2 Years <b>Suggested Names:</b> Ethel Barrymore, John Barrymore, and Lionel Barrymore, Laurette Taylor, Jeanne Eagels, Eva Le Gallienne, Sinclair Lewis, Marc Blitzstein, Eugene O'Neill, Frederick O'Neal, Arthur Miller and Tennessee Williams among others. <i>The Hairy Ape</i> , Eugene O'Neil. <i>All My Sons</i> , Arthur Miller. <i>Death of a Salesman</i> , Arthur Miller. <i>The Glass Menagerie</i> , Tennessee Williams.	3
6.	Detailed Discussion of a play from the suggested works in the 'Required Textbooks' section.	1
6.	Midterm	2
7.	Detailed Discussion of a play from the suggested works in the 'Required Textbooks' section.	3
8.	Detailed Discussion of a play from the suggested works in the 'Required Textbooks' section.	3
9.	Detailed Discussion of a play from the suggested works in the 'Required Textbooks' section.	3
10	Detailed Discussion of a play from the suggested works in the 'Required Textbooks' section.	3
<b>Total</b>		<b>30</b>

#### D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterms or Quizzes:	Week 6	30%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	<p>The exam should contain at least 10% subjective questions dedicated to measuring the students' ability to analyze and think critically.</p> <p>Students should be held responsible for language mistakes. A "reasonable" percentage of the grade should be allocated to language and punctuation problems.</p> <p>A clear rubric should be followed.</p>		
2.	<p><b>Assignments or Quizzes:</b></p> <ul style="list-style-type: none"> <li>- Teachers have a choice between implementing quizzes and exams such as open-book exams and reading quizzes or assignments.</li> <li>- Assignments can include annotations, short written responses or analytical essays.</li> <li>- Topics, guidelines and deadlines should be specified at the beginning of the course.</li> </ul> <p>Assignments should be marked for structure, punctuation, content and proper citation of sources. A clear rubric should be followed.</p>	Weeks 9	10%
3.	<p><b>Discussion in class and online:</b></p> <p>Students should be encouraged to speak up and express their opinion on a variety of topics and issues related to the course</p>	Weekly	10%
4.	<p><b>Final Exam</b></p> <p>The exam should contain at least 20% subjective questions dedicated to measuring the students' ability to analyze and think critically.</p> <p>Students should be held responsible for language mistakes. A "reasonable" percentage of the grade should be allocated to language and punctuation problems. A clear rubric should be followed.</p>	13	50%

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

## E. Learning Resources and Facilities

### 1. References and Learning Resources

#### Essential References

*The Norton Anthology of American Literature: 1865-1914, 1914-1945 and Literature Since 1945*, vols. C, D & E, 9<sup>th</sup> edition, eds. Robert S Levine, Michael A Elliott, Lisa Siraganian, Amy Hungerford, Gershun Avilez (Norton & Company, 2022).

*The Broadview Anthology of Drama, Volume 2: The Nineteenth and Twentieth Centuries*, eds. Craig S. Walker and Jennifer Wise (Broadview Press, 2003).





*The Norton Anthology of Drama*, vol. 2, 3<sup>rd</sup> edition, eds. J. Ellen Gainor, Stanton B Garner Jr., Martin Puchner (W. W. Norton & Company, 2017).

**Suggested Plays for Detailed Discussion:**

Suzanne Glaspell, *Trifles* (1916).

Eugene O'Neill, *A Long Day's Journey into Night* (1956), *Beyond the Horizon* (1918).

Arthur Miller, *The Crucible* (1953), and *A View from the Bridge* (1955-6).

**Supportive References**

Richards, Jeffrey H. and Heather S. Nathans. *The Oxford Handbook of American Drama*. Oxford: Oxford University Press, 2014.

Bloom, Harold. *The Modern American Drama*. Chelsea House Publications, 2005.

Krasner, David. *A Companion to Twentieth-century American Drama*. Wiley-Blackwell, 2005.

Bigsby, C. W. E. *Modern American Drama, 1945-2000*. Cambridge: Cambridge University Press, 2004.

Hamalian, Leo and James V. Hatch. *The Roots of African American Drama: An Anthology of Early Plays, 1858-1938*. Wayne State University Press, 1990.

Stephen Watt, and Gary A. Richardson, *American Drama: Colonial to Contemporary* (1994).

Rubin, Don; Solórzano, Carlos, eds. (2000). *The World Encyclopedia of Contemporary Theatre: The Americas*. New York City: Routledge.

Meserve, Walter J. *An Outline History of American Drama*, New York: Feedback/Prospero, 1994.

Botto, Louis. *At this Theatre: 100 years of Broadway shows, stories and stars* (2002).

Brockett, Oscar G., and Robert R. Findlay. "Century of Innovation: A History of European and American Theatre and Drama Since 1870." (1973).

Burke, Sally. *American Feminist Playwrights* (1996).

Krasner, David. *American Drama 1945 – 2000: An Introduction* (2006).

Krasner, David. *A beautiful Pageant : African American Theatre, Drama, and Performance in the Harlem Renaissance, 1910-1927* (2002).

Miller, Jordan Yale and Winifred L. Frazer. *American Drama between the Wars* (1991).

Palmer, David, ed. *Visions of Tragedy in Modern American Drama* (Bloomsbury, 2018).

Richardson, Gary A. *American Drama through World War I* (1997).

Roudane, Matthew C. *American Drama Since 1960: A Critical History* (1996).

Shiach, Don. *American Drama 1900–1990* (2000).

Vacha, John. *From Broadway to Cleveland : a history of the Hanna Theatre* (2007) in Cleveland Ohio online.

Watt, Stephen, and Gary A. Richardson. *American Drama: Colonial to Contemporary* (1994).

Weales, Gerald Clifford. *American drama since World War II* (1962).

Brown, Gene. *Show time: a chronology of Broadway and the theatre from its beginnings to the present* (1997).

**Electronic Materials**

<https://www.digitaltheatre.com/>





## Other Learning Materials

### 2. Required Facilities and equipment

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms
<b>Technology equipment</b> (projector, smart board, software)	Projectors
<b>Other equipment</b> (depending on the nature of the specialty)	NA

### F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	Survey (Indirect)
Effectiveness of Students assessment	Peer Reviewer	Sample of exam papers and Peer review form (Indirect)
Quality of learning resources	Students	Survey (Indirect)
The extent to which CLOs have been achieved	Course Instructor	Exams and Assignments (Direct)
Other		

**Assessors** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

### G. Specification Approval

<b>COUNCIL /COMMITTEE</b>	<b>DEPARTMENT COUNCIL</b>
<b>REFERENCE NO.</b>	<b>424040414453 / 132022</b>
<b>DATE</b>	<b>2023 - 1445</b>

