



Gyanmanjari
Innovative University

Course Syllabus
Gyanmanjari Institute of Arts
Semester-3

Subject: American Literature -BATEN13309

Type of course: Major (Core)

Prerequisite: NA

Rationale:

This course explores the evolution of American literature within its social and historical contexts. It will examine key literary movements, including colonial writings, transcendentalism, and post-war literature. Through the analysis of influential works such as "Fahrenheit 451" and works of transcendental writers, it will delve into themes such as censorship, technology, morality, and the American Dream. Active learning activities will enhance comprehension and critical thinking skills. By the end of the course, students will have gained a deeper understanding of how literature reflects and shapes societal values and beliefs.

Teaching and Examination Scheme:

Teaching Scheme			Credits	Examination Marks			Total Marks
CI	T	P		C	SEE	CCE	
			MSE			ALA	
4	0	0	4	100	30	70	200

Legends: CI-Classroom Instructions; T – Tutorial; P - Practical; C – Credit; SEE - Semester End Evaluation; MSE- Mid Semester Examination; V – Viva; CCE-Continuous and Comprehensive Evaluation; ALA- Active Learning Activities.

4 Credits * 25 Marks = 100 Marks (each credit carries 25 Marks)

SEE 50 Marks will be converted in to 25 Marks

CCE 50 Marks will be converted in to 25 Marks

It is compulsory to pass in each individual component.



Course Content:

Sr. No	Course content	Hrs.	% Weightage
1	Foundation of American Literature: American Revolution, Westward expansion, Indigenous perspectives, Cultural encounters, Puritan settlers, Native American voices, African American authors, Historical events shaping literature, Socio-historical context, Ideological underpinnings, Thematic concerns, Stylistic innovations, Post-war America, Literary movements, Modernism, Postmodernism, Historical narratives.	15	25 %
2	Transcendentalism and Reform Movements Exploration of social reform movements and their influence on literature, Study of Transcendentalist writers like Ralph Waldo Emerson and Henry David Thoreau: The Raven by Edgar Allan Poe.	15	25 %
3	Fahrenheit 451 by Ray Bradbury: Close reading and analysis of Fahrenheit 451, examination of its narrative structure, symbolism, and study of themes such as knowledge vs ignorance, reliance on technology, mass media influence, individual vs community, life vs death, and violence and happiness.	15	25 %
4	Alice Walker – “Everyday Use” Impact of the Black Arts Movement on identity. Exploring the complexities of heritage, identity, and the Black American experience, Clash between traditional and modern values, Themes of cultural pride, familial bonds, and the significance of understanding and preserving one's heritage.	15	25 %



Continuous Assessment:

Sr. No	Active Learning Activities	Marks
1.	Literary Snapshot Adventure: Students have to think about the literary symbols which are generally used in Literature and then need to take photos of those symbolic things existing in their surroundings. At last with minimum 3 pictures which they have captured, at the bottom of every snap they need to add caption, write the symbolic meaning and upload the final pdf on GMIU Web Portal.	10
2	Literary Community Engagement: Students have to organize a literary event or project that involves hosting a book fest, creating a public art installation inspired by books, and upload the photograph or reel of the event on GMIU Web Portal.	10
3	Scene Redesign: Students have to select a pivotal scene from the play/film and redesign the set, considering how the physical space reflects the characters' emotions, relationships, and conflicts, ideas and upload the 2 minute Video on GMIU Web Portal.	10
4	Character Collage: Students have to create collage in a group of 4 and represent the image created by any App (Text to Image App) with the help of key characteristics of any character from then text of their choice using images, quotes, and symbols to capture their personalities, motivations, and relationships. They will present their collages to the class and discuss their interpretations and upload the chart paper on GMIU Web Portal.	10
5	Character Monologues: Students have to select a character of their choice and write a monologue from their perspective, exploring their inner thoughts, motivations, and emotions. They can perform these monologues in class or record them as audio and upload it on GMIU web portal	10
6	Nature Walk and Poetry Reflection: Students have to go on a nature walk, observing the natural world and reflecting on transcendentalist themes such as the beauty of nature, the interconnectedness of all living things. They write transcendentalist-inspired poems inspired by their observations, sharing on GMIU Web Portal.	10
7	Attendance:	10
Total		70



Suggested Specification table with Marks (Theory):100

Distribution of Theory Marks (Revised Bloom's Taxonomy)						
Level	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weightage	20%	40%	40%	00	00	00

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcome:

After learning the course, the students should be able to:	
CO1	Understand the historical and cultural factors that influenced literary works from the colonial period to the 19th century.
CO2	Gain the insight of transcendentalism and reform movements and analyze the ways in which literature reflects and responds to social change.
CO3	Critically explore narrative structure, symbolism, and key themes including knowledge, technology, media influence, individuality, societal dynamics, life, death, violence, and happiness.
CO4	Examine the impact of the Black Arts Movement on identity, heritage complexities, clashes between tradition and modernity, and heritage preservation.

Instructional Method:

The course delivery method will depend upon the requirement of content and the needs of students. The teacher, in addition to conventional teaching methods by black board, may also use any tools such as demonstration, role play, Quiz, brainstorming, MOOCs etc.

From the content 10% topics are suggested for flipped mode instruction. Students will use supplementary resources such as online videos, NPTEL/SWAYAM videos, e-courses, Virtual Laboratory

The internal evaluation will be done on the basis of Active Learning Assignment Practical/Viva examination will be conducted at the end of semester for evaluation of performance of students in the laboratory.



Reference Books:

- [1] "Self-Reliance." Essays: First Series by Ralph Waldo Emerson.
- [2] "Fahrenheit 451" by Ray Bradbury.
- [3] "All My Sons" Arthur Miller.
- [4] "The Norton Anthology of American Literature" Nina Baym.
- [5] "The Harper American Literature" Donald McQuade.

