



TEACHING PLAN: American Literature

Faculty- Dr. Deepika Mishra

SCHOOL: Humanities and Social Science		ACADEMIC SESSION 2024		FOR STUDENTS' BATCH: M. A. (2023-25)	
1	Course code	MAH 301			
2	Course Title	American Literature			
3	Credits	5			
4	Course Objective	<ol style="list-style-type: none"> 1. This course will examine the roots of American literature by focusing multiple genres—poetry, drama, stories and novel. 2. This course explores literature that reveals and emerges from multiple perspectives such as race, gender, ethnicity, socioeconomic class and historical period. 3. They will have an awareness of the social, historical, literary and cultural elements of the changes in American literature by identifying and describing distinct literary characteristics of American literature and analyze literary works of eminent American writers. 4. This course offers introduction to American Dream, Race, Ethnicity, Multiculturalism and Realism. The students will inculcate a rhetorical approach to the literary study of American texts and also the conceptions, generalizations, myths and beliefs about American cultural history. 			
5	Course Outcomes	<p>After successful completion of this course, students will be able to</p> <ol style="list-style-type: none"> 1. Understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present. 2. Understand the social-cultural-ecological-political, historical, religious and philosophical contexts of the American spirit in literature including the idea of democracy, Millennial Narratives, the Myth of Success, 3. Evaluate the thoughts, beliefs, customs, struggles, and visions of African American writers 4. Critically analyze American literary texts in the light of several movements in literature and understand the changing faces of texts with developments in culture. Students can compare/contrast literary works through an analysis of genre, theme, character, and other literary devices 5. Understand the changing notions of class, gender, ethnicity in a postcolonial, diasporic and neocolonial world order. 			
6	Outline syllabus:				
6.00	Paper Code	Unit	Introduction	References	Teaching methods
6.01	Paper Code. MAH 301	I	Poetry- Wallace Stevens: Thirteen Ways of Looking at a Black Bird, Sunday Morning J.M. Langston Hughes: Harlem, I, Too, Sing America Allen Ginsberg: A Supermarket in California Adrienne Rich: Diving Into the Wreck Sylvia Plath: Daddy, Lady Lazarus	Text, https://www.youtube.com/watch?v=NqsWZIt3IU M	Detailed class room discussion and reading of texts in class, Question and Answers Discussion, Presentations, Assignments, Research Orientation, and

6.02	Paper Code. MAH 301		Wendy Rose: For the White Poets Who Would Be Indian, Women Like Me		Parallel Readings, and clearing of students' doubts in class
		II	Drama- Edward Albee: Who's Afraid of Virginia Woolf? Sam Shepard: Buries Child Marsha Norman: Night, Mother David Henry Hwang: Golden Child	Text, https://onlinenecourses.nptel.ac.in/noc21_hs75/preview	Discussion, Presentations, Assignments, Research Orientation, and Parallel Readings, Revision of full syllabus and clearing of doubts
		III	Fiction/Short Story (Early Writers)- Edgar Allen Poe: From Tales of Mystery and 'Imagination', The Murders in the Rue Morge, The Fall of the House of Usher, The Pit and the Pendulum, Henry James: The American William Faulkner: Absalom! Absalom! Saul Bellow: The Adventures of Augies March	Text, https://onlinenecourses.nptel.ac.in/noc23_hs53/preview	Detailed class room discussion and reading of texts in class, Question and Answers Discussion, Presentations, Assignments, Research Orientation, and Parallel Readings
6.03	Paper Code. MAH 301	IV	Fiction/Memoir (Contemporary Writers) Toni Morrison: Beloved Philip Roth: My Life as a Man Linda Hogan: The Woman Who Watches over the World Amy Tan: The Bonesetter's Daughter	Text, https://onlinenecourses.swayam2.ac.in/nou24_lg37/preview	Detailed class room discussion and reading of texts in class, Question and Answers Discussion, Presentations, Assignments, Research Orientation, and Parallel Readings
6.04	Paper Code. MAH 301				
7	Course Evaluation				
7.10	CA: 20%				
7.1	Attendance	5%			
7.12	Homework	-			
7.13	Quizzes	4 Quizzes, 5%			
7.14	Projects	1 Project, 5%			
7.15	Presentatio n	1 Presentation, 5%			
7.16	Any other	--			
7.2	MTE(IA)	20%			
7.3	End-term examination: 60%				
8	Text Books & References: <ol style="list-style-type: none"> Andrews, William L., Frances Smith Forster and Trudier Harris. editors.(2001). The Concise Oxford Companion to African American Literature. Oxford University Press, New York. Buell, Lawrence. (2014). The Dream of the Great American Novel. Harvard UP, Cambridge, Mass. Mostern, Kenneth. (2004). Autobiography and Black Identity Politics. Cambridge UP, Cambridge and New York. 				

	4. Porter, Joy and Kenneth M. Roemer. editors. (2005). <i>The Cambridge Companion To Native American Literature</i> . Cambridge UP, Cambridge and New York	
8.1	Recommended Reading	
8.2	Online Sources	https://www.youtube.com/watch?v=NqsWZIt3IUM https://www.litcharts.com/poetry/wallace-stevens/thirteen-ways-of-looking-at-a-blackbird

QUESTION BANK

UNIT I

1. Does the poem "*Thirteen Ways of Looking at a Black Bird*" suggest that there is a right way and a wrong way to write about blackbirds? If so, how does it show us what to do, and what not to do?
2. At what points in the poem does the blackbird cause observers to be uncomfortable? What causes this negative reaction, and how do we make peace with it?
3. Explain the stream of consciousness approach in *Sunday Morning* by Wallace Stevens.
4. Explain the main idea of the poem "*Thirteen Ways of Looking at a Black Bird*" by Wallace Stevens.
5. Describe the theme of the poem *Harlem* by J.M. Langston Hughes.
6. Elaborate the theme of the poem *I, Too* by J.M. Langston Hughes.
7. What is the main idea of the poem *A Supermarket in California*?
8. What does the supermarket symbolize in *A Supermarket in California*?
9. How is the American society depicted in the poem "*A supermarket in California*"?
10. How does Adrienne Rich's identity as a lesbian and feminist relate to "*Diving into the Wreck*"? Which parts of "*Diving into the Wreck*" feature poetic devices?
11. Explain how "*Diving into the Wreck*" is an allegory?
12. What do *Aunt Jennifer's Tigers* symbolize?
13. Explain the poem *Aunt Jennifer's Tigers*.
14. Analyze Sylvia Plath's poem "*Daddy*" using feminist theory.
15. Is Sylvia Plath's "*Daddy*" an expression against the voice of patriarchy?
16. What is the symbolism in the poem *Lady Lazarus*?
17. What is the theme of death in *Lady Lazarus*?
18. What does the speaker transform in *Lady Lazarus*?
19. How is *Lady Lazarus* a confessional poem?
20. Summarize the poem *For the white poets who would be Indian*.
21. Describe the poem *Women Like me*.

UNIT II

1. Explain the message of *Who is afraid of Virginia Woolf?* By Edward Albee.
 2. Write the significance of the drama *Who's afraid of Virginia Woolf*.
 3. Elaborate the theme of the play *Who is Afraid of Virginia Woolf*.
 4. Explain the conflict in *Who's Afraid of Virginia Woolf?*
 5. What is the significance of the title *Buried child*?
 6. Was Sam Sheppard ever found innocent?
 7. What is buried child by Sam Shepard about?
 8. What postmodern elements are used in *buried child*?
 9. Is 'night, Mother a musical play?
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10. How would one write a monologue related to "*Night, Mother*" by Marsha Norman, about a misunderstood, depressed girl?
 11. What is the playwright's intention in '*Night, Mother*'?
 12. What elements of determinism are present in Marsha Norman's play '*Night, Mother*'?
 13. Elaborate the theme of the *Golden Child* by David Henry Hwang?
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UNIT III

1. Explain the theme of *Tales of Mystery and Imagination* by Edgar Allen Poe.
2. Write the summary of *The Murders in the Rue Morgue* by Edgar Allen Poe.
3. Describe *The Fall of the House of Usher* by Edgar Allen Poe.
4. Elaborate *The Pit and the Pendulum* by Edgar Allen Poe.
5. Explain theme of *The American* by Henry James.
6. What are the major arguments of Henry James in the art of fiction?
7. Why does Faulkner use three separate narrators?
8. What is meant by saying that Thomas Sutpen's fault was his innocence?
9. What was Sutpen's design? How did Sutpen first conceive of his design?
10. Correlate Sutpen's conception of his design with his refusal to acknowledge his son Charles.
11. Write the significance of the title *Absalom, Absalom*.
12. Explain the theme of the novel *Absalom, Absalom* by William Faulkner?
13. What is Saul Bellow famous for?
14. Why is the *Adventures of Augie March* important?
15. Summarize *The Adventures of Augie March* by Saul Bellow.

UNIT IV

Analyze Denver's transformation throughout the narrative.

1. Compare and contrast Mr. Garner and the schoolteacher. Was Mr. Garner really the lesser of two evils? Why or why not?
2. Write the theme of *Beloved* by Ton Morrison.
3. Explain the theme *My Life as a Man* by Philip Roth.
4. Describe the theme *The Woman Who Watches over the World* by Linda Hogan.
5. What are main themes of women's writing across the world?
6. What is the point of view of the *Bonesetter's daughter*?
7. What is the relationship between the mother daughter in *the Bonesetter's daughter*?
8. What is the historical context of *the Bonesetter's daughter*?
9. Is *The Bonesetter's Daughter* a true story?

PROJECTS (To be given to group of students)

Analyse any text and write a research paper.

Mapping of Outcomes v. Topics

Outcome no. → Syllabus topic↓	1	2	3	4
Paper Code. Unit I.1	√	√	√	√
Paper Code. Unit I.2	√	√	√	√
Paper Code. Unit I.3	√	√	√	√
Paper Code. Unit I.4	√	√	√	√
Paper Code. Unit I.5	√	√	√	√
Paper Code. Unit I.6	√	√	√	√
Paper Code. Unit II.1	√	√	√	√
Paper Code. Unit II.2	√	√	√	√
Paper Code. Unit II.3	√	√	√	√

Paper Code. Unit II.4	√	√	√	√
Paper Code. Unit II.5	√	√	√	√
Paper Code. Unit III.1	√	√	√	√
Paper Code. Unit IV.1	√	√	√	√