

American Studies In India

DIPLOMA AND CERTIFICATE COURSES

2012

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AMERICAN STUDIES CONTENT & PEDAGOGY DEVELOPMENT

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WELCOME TO AMERICAN STUDIES IN INDIA

American Studies as an integrated and interdisciplinary academic area of inquiry emerged in the 1930s as a result of Americanists observing and critiquing the political and cultural history of their nation in the period of the Great Depression and resultant New Deal Policies. For an understanding of the uniqueness of American Culture and experience the study includes elements from history, sociology, literature, political science, economics, film studies, cultural studies, anthropology, music, art history, gender and ethnic studies among others. The politics and liberal thought of the 1930s America that resonated with the interdisciplinary openness so integral to American Studies persisted in the discipline in the 1940s too.

The decades of the 1950s and 1960s saw critical shifts in American life and culture which was reflected in the academia too. American studies struggled and attained academic legitimacy by the early 1960s. The Civil Rights movement too impacted the field of American Studies and led to an increased interest of the academics in the histories and voices of minority groups and by the 1970s women and women's issues, African American, immigrant American, Native Americans, Poor Americans and so on emerged as areas of study / research for an understanding of the American experience. The mid 1970s saw the recognition of the role of multiculturalism, material artifacts and non-traditional "texts", with a growing emphasis on popular culture within the scope of American Studies.

New inclusiveness became the major concern of American Studies scholars at the turn of the twenty first century. Barbara Schwarz Wachal in an article, reviewing the growth of American Studies writes.

By 2002, the emphasis had truly shifted toward the combination of the most usable aspects of various methodologies and away from dogmatic reliance on narrow definitions of how American identity should be approached; with practitioners engaging in a celebration of diversity and disavowing the former myth of homogeneity. Obviously, the reductionism and certainty of the myth – symbol school no longer applied to modern American Studies, but this very inquiry and uncertainty are what have made the field one of the most interesting and dynamic areas within the humanities ... By the beginning of the twenty-first century, many American universities and a growing number of Universities outside of the United States offered graduate degrees in American Studies. Many American Schools also offered undergraduate degree programs in the field and numerous overseas American Studies Associations had been established.

The origin of American Studies in India can be traced to the early 1960s with the establishment of the American Studies Research Center, Hyderabad in 1963. Funded by American agencies like the Ford Foundation and USEFI the Centre aimed at promoting the teaching of American Literature and History in Indian Universities. Till date University departments of history, literature, political science, international relations and others teach American literature, history or politics as a compulsory or optional component of their under graduate / post graduate courses. American Studies as an interdisciplinary field incorporating elements from literature, history, economics, political science, sociology among others is not offered as a standalone course at any Indian University.

Mukesh Williams in his article “Redrawing the Boundaries of American Studies” says

The Globalization of American Studies will involve a new partnership between American and non-American scholars enriching the very nature and scope of American Studies. Popular perceptions and cultural caveats about the U.S. that seemed immutable during the Cold War era have surprisingly altered today. The United States and countries such as China, Japan, Korea and India have understood the need to cooperate with each other in the area of e-commerce, information technology, nuclear non-proliferation, ecology and intellectual property rights.

Therefore in India, the human resource requirement for working in these areas has sharply increased and Universities and Colleges will have to evolve courses that can bring a better understanding of the American Civilization to the Indian Student.

In this context and with the intention to strengthen and promote American Studies in India the Public Affairs Section of the American Embassy, New Delhi and its consulates across India took the initiative in 2009 to brain storm with American Studies professionals / academicians across India through regional workshops. These workshops culminated in a **National Conference on “American Studies in the 21st Century”** in March 2010 at the Osmania University Center for International Program in Hyderabad organized by the Public Affairs Section of the American Embassy, New Delhi. With all American consulates across India participating the Conference was steered by the Counselor for Cultural Affairs at the American Embassy, New Delhi who had long been the guiding force behind the American Studies initiative in India. Eminent American Studies professionals / scholars / academicians from across the country, drawn from various disciplines came together for the deliberations.

Professor Donald Pease, Director of the “Futures of American Studies Institute” Dartmouth College and Professor of English Avalon Foundation Chair of the Humanities and Chair of the Dartmouth Liberal Studies Programme was invited to speak at the Inaugural Session on “The Prospects and Challenges of Transnational American Studies in the 21st century”.

Professor Martin Hallivell, Head of the School of English & Chair of American Studies, University of Leicester UK and Vice Chair of the British Association for American Studies spoke on “Historicizing and Mapping American Studies in the 21st century” in the inaugural session. He also shared his experiences on how American Studies is promoted outside the United States as he lead a session on “Role of Associations in Promoting American Studies”.

Spread over two days, March 29-30, 2010, the following sessions were held.

- Session I - American Studies: Present Status – Challenges and Opportunities**
- Session II - Representation of US System of Democratic Governance, Development and Diversity in Contemporary American Studies**
- Session III - Representation of American Culture, Media and Education in Contemporary American Studies**
- Session IV - American Studies Association – Role and Effectiveness**
- Session V - Innovations in Pedagogy**
- Session VI - Challenge of Promoting American Studies amongst non English speaking students**
- Concluding Session VII - Moving forward: Recommendations to promote a holistic concept of American Studies**

At the concluding session it was strongly recommended that to promote a holistic and interdisciplinary concept of American Studies in India a core group of American Studies professionals / academicians from across India and specialists from the US come together to develop a model curriculum for an American Studies Programme / Course which could be delivered in Indian Universities and Colleges. The need for suggesting Innovative pedagogy for delivery of the course content, so that student interest could be sustained, was another recommendation.

The Director of the UGC Academic Staff College, University of Lucknow, Professor Nishi Pandey, offered to organize a **Senior Academicians Curriculum Development Workshop** and the Counselor for Cultural Affairs at the American Embassy New Delhi committed to bring in an American Studies Specialist from the US to participate in the Workshop. The Workshop was organized at the UGC- Academic Staff College, University of Lucknow from 29-31 August, 2010 Professor Shelley Fisher Fishkin, Professor of English and Director of the American Studies Program, Stanford University, with her expertise on-Challenges of doing Transnational American Studies, Mr. Michael Macy Counselor for Cultural Affairs, who had been pursuing the American Studies initiative in India and Ms. Mandeep Kaur, Cultural Affairs Specialist, US Embassy New Delhi attended the Workshop. A select and representative number of American Studies professionals / academicians from India were invited, from among those who had attended the Workshops in 2009 and the National Conference in Hyderabad, to constitute the American Studies Content & Pedagogy Development Core Group. At the end of a very intensive and interactive three day workshop a curriculum for a Certificate and Diploma Course in American Studies was developed and approved.

Valuable inputs from Prof. Fishkin and Mr. Michael Macy were made and during discussions that followed it was decided that the core group would meet in Delhi before the end of the year to fine tune the curriculum and restructure the contents on the suggested framework. It was also decided that since the course required a special / innovative pedagogy / methodology for delivering the course – sometimes using

collaborative teaching etc – a workshop be organized to evolve this. The cultural Counselor offered to organize the workshop for the core group in New Delhi.

The Workshop on “Innovative Pedagogy for American Studies in India” was organized at the American Center, New Delhi on December 13-14, 2010.

The contents of this booklet are the outcome and product of this challenging exercise undertaken by American Studies professionals / academicians in India supported by the Public Affairs Section, American Embassy, New Delhi to help develop a truly interdisciplinary Course curriculum for American Studies in India. The Certificate and Diploma Courses can be introduced as add-on Courses for undergraduate students and as a Self Financed Short Term Course for postgraduate students / research scholars / any person with a class XII qualification who is interested in America.

This is a pioneering piece of work which can provide the broad framework for the introduction of an American Studies Course in Indian Universities and College and we, who have worked towards developing it, hope that it will change the way India will study America in the future.

Certificate Course in American Studies

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Basic / Foundational Course on American Studies (40 hours)

- 1. Literature (6 Hours)**
- 2. Social Sciences – (16 Hours)**
 - i. History / Geography (6)
 - ii. Political Developments (6)
 - iii. Economy (4)
- 3. Feminism / Gender Issues (2 Hours)**
- 4. Culture / Popular culture (8 Hours)**
 - i. Films
 - ii. TV
 - iii. Music
 - iv. Media / photography

Festivals /celebrations / customs –race relations / ethnicity/multiculturalism, popular culture

- 5. Foreign Policy and International Relations and understanding issues of Peace and Conflict (8 Hours)**

Evaluation/ Student Assessment

- 1. End Semester Exam: 50 Marks**

Three essay type questions from Literature, Social Science and IR/CR with extensive choice- 10 marks each. (30 marks)

Four short notes from Literature, Social Science and IR/CR with extensive choice- 5 marks each (20 marks)

- 2. Internal Assessment: 50 Marks**

Class Participation: 10 Marks

Creative Assessment: 40 Marks

Through film/ book/ article review, poster presentation, journal assessment, group discussion, PPT presentation, collage, film making through digital camera term paper, project work, skit/drama presentation etc. **Innovative methods for assessment are encouraged .**

Course Content and Pedagogy for Certificate Course in American Studies

SOCIAL SCIENCES COMPONENT

1. *History* :

Pedagogy: Suggested Movie Clips from Birth of a Nation, Grapes of Wrath, Gone with the Wind, Mississippi Burning and Wild West Movies

- a. Colonial America
- b. Emergence of a Nation: Revolution, Independence and the Formative Years
- c. Slavery, Civil War and Reconstruction

Pedagogy: Race Mapping, Photos, Films

- d. Industrial Revolution
- e. Inter War period: Depression and New Deal

Pedagogy: Movie clips, Excerpts from radio speeches

- f. Post-World War II Historical Developments

Pedagogy: Discussion and film excerpts

4. **Political Developments** :

Pedagogy: Photos/Films/ maps

4. The American Constitution and Development of Civil Liberties:
Historical and Contemporary
- b. Principles of Politics: Federalism, Separation of Powers and Checks and Balances
- c. The Party System

Pedagogy: Simulation

- d. The Three Branches of the Government
- e. Interest Groups

Pedagogy: DVC or Guest Speaker, Demonstration Clips

3. Economy :

Pedagogy: Documentaries, PPT (Statistics), Guest Lectures (CII, FICCI, IIMs, Management and Labour Institutions and Corporate Sector to be involved)

- a. American Capitalism: State and Markets
- b. Multinational Corporations,
- c. Contemporary Trends in Business
- d. Military Industrial Complex
- e. Post-Industrial Economy

Common Pedagogy for Social Science Component

Direct Teaching, Use of Maps, Use of Photos, Films and Documentary Clips followed by interactive and panel discussions, use of PPT and audio visual presentations by teachers, using portions of narratives and diaries as examples

4. Foreign Policy and International Relations:

Pedagogy: Sesssion I-IV – Interactive Lectures, One on each topic. Rest have to be taught through Group Discussion/ Tutorials/ Film Shows/ DVC/ panel discussions and round tables/ Guest Lectures

- a. Rise of the U.S. as a World Power
- b. Cold War, Detente, New Cold War
- c. Post-Cold War American Foreign Policy: Issues and Challenges
- d. U.S. -India Relations

Literature Component

1. Literature (6 hours)

Pedagogy: Session-I/ Interactive Lecture

1. Introduction: Beginning, Pilgrim Fathers and Puritan Literature
2. Colonial Literature
3. First American Novels
4. Early American Poetry

Pedagogy: Session-II/ Interactive Lecture

5. The Rise of American Drama
6. Realism: Twain and James
7. Depression era Literature

Pedagogy: Session-III/ Interactive Lecture

8. The Post war Literature
9. Short Fiction
10. 20th Century poetry
11. Contemporary American Literature – Drama and the Novel

Pedagogy: Session-IV/ Interactive Lecture

12. Minority Literatures: Asian American, Chicano, Jewish-American, etc.

Pedagogy: Session-V/ Interactive Lecture

13. Literary theory and Criticism

Pedagogy: Session VI/ Quiz (For Student Evaluation)

2. Feminism / Gender Issues (2 Hours)

Pedagogy: Collaborative Teaching with Social Sciences/IR/CR

- History / background / suffragette movement.
- First, Second Wave and Third Wave Feminisms
- Gender and sexuality
- Femininity and Masculinity

- Sexual stereotypes and Homophobia
- Women's writing
- Women's film
- Riot grrrl movement
- Sexuality and pornography
- Pro-feminism, Post Feminism, Ecofeminism, black feminism, Antifeminism

3. Culture and Popular Culture (8 Hours)

Pedagogy: Film Viewing/ Performances/ Educational Visits/ Discussions/ Guest Speakers/ Specialists Digital Video Conferencing in collaboration with American Centers can be organized to access American experts. Invited faculty from other institutions/ Audio Visual Formats/ Audio CDs/ Online Archives/ Electronic Discussion lists/ Web Conferencing Programs

i. Films:

- a. The Four periods
 - i. Silent Era
 - ii. Classical Hollywood
 - iii. New Hollywood
 - iv. Contemporary Period (After 1980)
- b. Major Film Studios
- c. Hollywood and Politics
- d. Rise of Home Video Market

ii. TV:

- a. History of TV in America
- b. Three Basic Types of TV in the US – Broadcast or 'Over the Air' TV, Cable TV and Satellite TV
- c. Various Television shows and their effects on American Society: Prime Time Comedies, Reality TV, American Soap Operas, Game Shows, Talk Shows and Children TV Programmes
- d. The Oprah Phenomenon
- e. Role of Television in American Politics and Policy Formulation (Presidential Poll Debates)

iii. Music

- Folk music
- Blues and Spiritual
- Classical Music
- Popular Music
- Blues and Gospel
- Jazz
- Country Music
- R&B and Soul
- Rock, Metal and punk
- hip hop

iv. Festivals/ celebrations/ customs : 4th of July, Labor Day, Thanksgiving, Halloween, Easter and Christmas.

4. **Film Shows (2 hours) - Gone with the Wind, Citizen Kane, A Streetcar named Desire, The Color Purple, Beloved, Amistaad, Dances with the Wolves etc.**
Pedagogy: Film Viewing and Analysis/ Discussions/ Panel Discussions
Students have to maintain a daily journal through the course (mandatory). It could be used for student evaluation.

Areas to be considered for Collaborative Teaching across disciplines

1. *Slavery*
2. *Movements: Civil Rights, Women's Rights and Labor etc.*
3. *Gender and Transgender Issues*
4. *Multiculturalism/ Pluralism/ Inter faith/ Inter religious/ Inter racial issues*
5. *9/11 and its impact and Challenges to Security*
6. *Diaspora Literature*
7. *Art/ Culture/ Popular Culture*
8. *Social Conflicts and Peace Building*

Diploma Course in American Studies



Advanced Course on American Studies (80 hours)

1. **Literature (12 Hours)**

2. **Social Science: (30 Hours)**
 - i. Heritage (2)
 - ii. History (9)
 - iii. Politics (10)
 - iv. Economy, Business and Business Management (9)

3. **Emerging Gender and Trans gender Issues (2 Hours)**

4. **Culture / Popular Culture (16 Hours)**
 - i. Internet – cyber culture, blogs, twitter, etc
 - ii. Performance / theatre / dance
 - ii. Art and architecture

5. **Foreign Policy & International Relations (15 Hours)**
6. **Understanding Violence/ Non-Violence and Strategies for Conflict Resolution and Peace Building (3 Hours)**
7. **Education, Health, Science and Environment: Issues and Policy (2 Hours)**

Evaluation/ Student Assessment

3. End Semester Exam: 50 Marks

Three essay type questions from Literature, Social Science and IR/CR with extensive choice- 10 marks each. (30 marks)

Four short notes from Literature, Social Science and IR/CR with extensive choice- 5 marks each (20 marks)

4. **Internal Assessment: 50 Marks**

Class Participation: 10 Marks

Creative Assessment: 40 Marks

Through film/ book/ article review, poster presentation, journal assessment, group discussion, PPT presentation, collage, film making through digital camera, term paper, project work, skit/drama presentation etc. **Innovative methods for assessment are encouraged**

Course Content and Pedagogy for a Diploma Course in American Studies – Social Sciences Component

1. **Heritage:**

Pedagogy: Maps/ Films/ Photos/ Paintings/ Diaries

- a. Immigration, colonial governance
- b. Impact of Europe

2. **History :**

Pedagogy: Suggested Movie Clips from Birth of a Nation, Grapes of Wrath, Gone with the Wind and Mississippi Burning and Wild West Movies

- a. Emergence of a Nation: Revolution, Independence and the Formative Years
- b. Westward Expansion and Frontiers in American History
- c. Slavery, Civil War and Race Relations

Pedagogy: Race Mapping, Photos, Films

- d. Depression and New Deal

Pedagogy: Movie clips, Excerpts from radio speeches

- e. Cold War and Anti-Communism

Pedagogy: Discussion and film excerpts

- f. Civil Rights Movement and Black Radicalism

Pedagogy: Role Play and Film clips

- g. Social Protest Movements: Gender and Counter-Culture

Pedagogy: Radio Talks

3. Politics :

Pedagogy: Photos/Films/ maps

a. American Values, Beliefs and Institutions

b. Party System, Elections, Campaigns and Voting

Pedagogy: Simulation

c. Public Opinion, Mass Media and the New Media

Pedagogy: Use of Collage (can be used for Student Assessment)

d. Interest Groups and Lobbies

Pedagogy: DVC or Guest Speaker, Demonstration Clips

e. Indian Diaspora in the US

Pedagogy: PPT, DVD Clips, Urban mapping and DVC/ Guest Speakers

f. Rights, Liberties and the Politics of Inequality

Pedagogy: Lectures

4. Economy:

Pedagogy: Documentaries, PPT (Statistics), Guest Lectures (CII, FICCI, IIMs, Management and Labour Institutions and Corporate Sector to be involved) For Knowledge Economy Component Project work may be given (For Student Assessment)

a. American Capitalism: State and Markets

b. Multinational Corporations,

c. Trade and Investment

d. Contemporary Trends in Business

e. Military Industrial Complex

f. Knowledge Economy

Common Pedagogy for Social Science Component

Direct Teaching, Use of Maps, Use of Photos, Films and Documentary Clips followed by interactive discussions, use of PPT and audio visual presentations by teachers,

using portions of narratives and diaries as examples, Online Digital Archival Sources, Panel Discussions etc.

5. Foreign Policy and International Relations:

Pedagogy: Session I- VIII – Interactive Lectures, One on each topic. Rest have to be taught through Group Discussion/ Tutorials/ Film Shows/ DVC

- a. National Security Policy, Strategies and New Security Agendas
- b. Arms Control, Non-Proliferation and Disarmament
- c. American Approaches to International Peace and Conflict Resolution
- d. America and Changes in the Global Political Economy
- e. Terrorism and Counter-Terrorism Issues
- f. Energy and Climate Change
- g. U.S. -India Relations
- h. US Relations with Major Powers

6. Understanding Violence and Non-Violence and Strategies for Conflict Resolution and Peace Building

Pedagogy: Elicitive Teaching Methodology combining Case Studies, Simulations, Small Group Discussions, Role Play

- a. **Understanding Violence: Structural, Physical and Cultural**
- b. **Understanding Non-Violence: Philosophy and Strategy**
- c. **Understanding Conflict Resolution and Peace Building- Mapping the core issues in the field.**

Diploma Course in American Studies – Literature Component

1. Literature (12 Hours)

A: Literary Trends and Movements

Pedagogy: Session I to IV – Interactive Lectures

- › American Renaissance (1876-1914)
- › Puritanism

- › Frontier Consciousness
- › Transcendentalism
- › Regionalism and Local Color
- › Harlem Renaissance /The Blues
- › Modernism / Post-modernism
- › The Beats
- › Imagism / Impressionism
- › The American Dream
- › Confessional Poetry
- › American Naturalism: Stephen Crane, Theodore Dreiser and Frank Norris
- › Black Mountain and Projective Verse
- › Asian American writers

B. Suggested readings from specific author :

Pedagogy: Session V-VIII Interactive Lectures

Session IX-XII *Film Viewing/Group Discussions/ Student Presentation/ Role Play/ Enactment/ Poetry Readings- can be used for student evaluation*

Novelists: Henry James, Mark Twain, Steinbeck, Toni Morrison

Drama: Eugene O'Neil, Arthur Miller, Tennessee Williams

Poetry: Dickinson, Frost, Whitman, Roethke, T.S. Eliot, Langston Hughes, Adrienne Rich

3. Emerging Gender and Trans gender Issues (2 Hours)

Pedagogy: Collaborative Teaching with Social Sciences and Guest faculty

1. Etymology and usage (Terminology of homosexuality)

2. Sexuality and gender identity

Sexual orientation, identity, behavior

Sexual identity development: "coming-out process"

Gender identity

Social construct

Same-sex relationships

Transgender Identities

Transsexual

Cross-dresser

Transvestite

Drag kings and queens

Gender queer

Androgyne

Law, politics, society and sociology

Legality (Sexual orientation and the law, Decriminalization of homosexuality)

Political activism (LGBT social movements)

Heterosexism and homophobia

Violence against gay and lesbian people

Recommended Reading:

- › Eve Kosofsky Sedgwick – The Epistemology of the Closet
- › Adrienne Rich – Compulsory Heterosexuality and Lesbian Existence
in Mary Eagleton (ed.) – Feminist Literary Theory
- › Monique Wittig – One Is Not Born a Woman
- › Henry Abelove, Michele Alina Barale, David M. Halperin - The Lesbian
and Gay Studies Reader
- › Bonnie Zimmerman – What Has Never Been: An Overview of Lesbian
Feminist Literary Criticism in Roby R. Warhol and Diane Price Herndl
(eds.) - Feminisms
- › Joan Nestle, Clare Howell, Riki Wilchins -Gender Queer. Voices From
Beyond the Sexual Binary, (2002) Alyson Books, New York.
- › Susan Stryker, Stephen Whittle -The Transgender Studies Reader (2006)
Routledge, New York.

4. Art / Culture / Popular Culture (16 hours)

*Pedagogy: Film Viewing/ Performances/ Educational Visits/ Discussions/
Guest Speakers/ Specialists Digital Video Conferencing in collaboration*

with American Centers can be organized to access American experts. Invited faculty from other institutions/ Audio Visual Formats/ Audio CDs/ Online Archives/ Electronic Discussion lists/ Web Conferencing Programs

- ***Visual Arts:***

- a. Colonial Period
- b. Eighteenth Century with special reference to History paintings & Portraits
- c. Nineteenth Century with special reference to Naturalism & Hudson River School
- d. Twentieth Century with special reference to Realism, Harlem Renaissance (Ashcan School), New Deal Arts (Nationalism, Regionalism & Social Realism) & Abstract Expressionism.
- e. Modern Art Movements
 - i. Mixed Media “Pop” art, “Op” art
 - ii. Earth Art, Conceptual Art.

- ***Suggested Readings:***

- 1. American Art since 1945 – Ashton Dore
- . 2. American Art: Painting, Sculpture, Architecture, Decorative Arts, Photography – Brown Milton W & Others

Dance in America:

- A. History of dance in America with special reference to New York and the Harlem Renaissance
- B. Performance and Social Dance Spaces
- C. Jazz & Tap Dances.
- D. African-American Modern Dance

Suggested Readings:

America Dances – de Mille, Agnes

Dancing Many Drums: Excavation in African American Dance – de Frantz,
Thomas

Theatre in America:

Early History / Birth of American Theatre

The 19th Century

- i. I Pre -War Theatre
- ii. Ii Post War Theatre

The 20th Century

- i. Theatre
- ii. Drama
- iii. American Theatre Today with special reference to Asian American Theatre

Suggested Readings:

1. An outline History of American Drama – Me serve Walter J.

• Architecture in America:

- Pre - Colonial
- Colonial – (with special reference to Spanish & English influences)
- Federal Architecture
- Neoclassical
- Revival Styles – Gothic Revival, Classical Revival, Colonial Revival & Cultural Revival
- Modernism

• Special Readings:

1. **New World Architecture – Chaney, Sheldon**

- Counterculture to cyberculture
- Birth of Cyberculture
- Manifestations of Cyberculture: Virtual World, E-Commerce, Social Networking, Blogs, Chat,
- Peer to Peer Networks
- Identity in Cyberculture

- Cyberculture Studies: Virtual Novel, Cyber Law, Information Technology & Society

4. Suggested Reading:

- Cyberculture: The Key Concepts – David John Bell, Brian D Loader, Nicholas Pleace
- Film Shows - Birth of a Nation, Dancing with the Wolves, Forrest Gump.

7. Education, Health, Science and Environment: Issues and Policy (2 Hours)

- a. Primary, Secondary, Higher Education**
- b. Health Care, Insurance**
- c. Social Security etc.**
- d. Environment**

Pedagogy: Session I and II Lecture/ Film Based Discussion/ Experience Sharing and Interface with visitors back from America, Panel Discussion

Areas to be considered for Collaborative Teaching Across Disciplines

- 1) Slavery*
- 2) Movements: Civil Rights, Women's Rights and Labor etc.*
- 3) Gender and Transgender Issues*
- 4) Multiculturalism/ Pluralism/ Inter faith/ Inter religious/ Inter racial issues*
- 5) 9/11 and its impact and Challenges to Security*
- 6) Diaspora Literature*
- 7) Art/ Culture/ Popular Culture*
- 8) Social Conflicts and Peace Building*

AMERICAN STUDIES CURRICULUM PEDAGOGY RECOMMENDED FOR DELIVERY OF COURSE CONTENT



1. *Maps / Charts / Photos / Paintings*
2. *Race Mapping / Urban Mapping*
3. *Use of Collage*
4. *Radio Speeches / Other Audio Material*
5. *Films (full length) Commercial / Documentary Film Clips / DVD clips.*
6. *Film Based Discussion / Analyses / Panel Discussion*
7. *Using Portions of Narratives and Diaries*
8. *Power Point Presentation*
9. *DVC - Digital Virtual Content*
10. *Online Digital Archival Sources*
11. *Specialists Digital Video Conferencing*
12. *Electronic Discussion Lists*
13. *Web Conferencing Programmes (Webnar)*
14. *Plays / Enactment / Performances*
15. *Book / Poetry Readings*
16. *Simulation*
17. *Role Playing*
18. *Interactive Discussion*
19. *Group Discussion*
20. *Panel Discussion*
21. *Interactive Lectures*
22. *Elicitive Teaching Methodology (Combining Case Studies, Simulations, Small Group Discussion, Role Play)*
23. *Guest Lecture*
24. *Experience Sharing and Interface with Visitors*
25. *Student Presentation.*
26. *Educational Visits*
27. *Collaborative Teaching*

Areas to be considered for Collaborative Teaching across disciplines

1. *Slavery*
2. *Movements: Civil Rights, Women's Rights and Labor etc.*
3. *Gender and Transgender Issues*
4. *Multiculturalism / Pluralism / Interfaith / Inter-religious / Inter-racial issues*
5. *9/11 and its impact and Challenges to Security*
6. *Diaspora Literature*
7. *Art / Culture / Popular Culture*
8. *Social Conflicts and Peace Building*