



**Optional English G-3  
Dealing With Strife  
[Core Course]**

<b>Semester: V</b>	<b>Credits: 3</b>	<b>Subject Code: A52214</b>	<b>Lectures: 48</b>
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**Course Outcomes:**

At the end of this course, the learner will be able to:

- Identify and explain various literary texts, their various genres, techniques and treatment of issues like partition, migration, refugees, homelessness and rootlessness
- Analyse different genres which evolved out of different periods of history to understand the effect of the context on the text and the form it takes
- Compare various texts for their themes, subtexts, to read the grain as well as against the grain of the text especially with respect to economic disparity and the consequent conflict and strife
- Assess concepts like ecofeminism and the role art plays in environment awareness
- Critically and sensitively evaluate social issues like war and the devastation that it causes mentally, emotionally and physically to people and the landscape
- Develop an ability/skill of thinking, performing, writing creatively and interviewing whether it be for fiction, letters, analytical essays or answers
- Formulate a hypothesis in order to research and write for academic papers

<b>Unit 1: Environmental and Spiritual Wastelands</b>	<b>12</b>
<ul style="list-style-type: none"> <li>● "Nutting" William Wordsworth</li> <li>● <i>The Wasteland</i>, Part V: "What the Thunder Said" T.S. Eliot <ul style="list-style-type: none"> <li>○ Understanding the characteristic features of Romantic poetry versus Modern poetry</li> <li>○ Advanced understanding of formal features, allusions, ecofeminism etc</li> <li>○ Impact of the environment, revolutions and war</li> </ul> </li> </ul>	

<b>Unit 2: Displacement and Division</b>	<b>12</b>
<ul style="list-style-type: none"> <li>● "Rabeya Apa" Ashraf Siddiqui</li> <li>● <i>Ghashiram Kotwal</i> Vijay Tendulkar <ul style="list-style-type: none"> <li>○ fiction and drama as literary forms - history and fundamental features, analysis by theme, character, conflict, setting, point of view, language, and tone</li> <li>○ exploring the theme of displacement, partition, division and the triumph or destruction of the human spirit</li> </ul> </li> </ul>	

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<b>Unit 3: Economic Disparity</b>	<b>12</b>
<ul style="list-style-type: none"><li>● <i>White Tiger</i> Arvinda Adiga<ul style="list-style-type: none"><li>○ novel as literary forms and social form - history and fundamental features, analysis by theme, character, conflict, setting, point of view, language, and tone</li><li>○ exploring the theme of economic disparity, discrimination, conflict and its consequences,</li></ul></li></ul>	

<b>Unit 4: Application, Skills, Projects and Library Hours: Understanding Global Conflict and dealing with strife</b>	<b>12</b>
<ul style="list-style-type: none"><li>● Group Discussions (Evaluative skills)<ul style="list-style-type: none"><li>○ interpret and justify main themes, ideas and issues in the text through group discussions</li></ul></li><li>● Creative and critical essays (Writing skills)<ul style="list-style-type: none"><li>○ construct creative and critical responses to prompts through essays and presentations</li></ul></li><li>● Presentations (Communication Skills)<ul style="list-style-type: none"><li>○ recognize and express meaningful ideas through presentations, group discussions and readings of select text</li></ul></li><li>● Group Activities (Collaborative skills)<ul style="list-style-type: none"><li>○ plan and prepare activities, working in pairs or groups through a range of spoken and written activities e.g., think-pair-share, dialogue writing, building stories</li></ul></li><li>● Assignments (Research skills)<ul style="list-style-type: none"><li>○ collect, organize and prepare assignments on historical, social, political, and economic context</li><li>○ comparison of main literary texts with other texts and media e.g., films, audio recordings</li></ul></li></ul>	

**#12 contact hours for Assignments, Visits, Research, Field Studies, etc.**

**Recommended Basic Reading:**

- Adiga, Aravind. *The White Tiger: A Novel*. New York: Free Press, 2008. Print.
- Eliot, T S. "The Waste Land." *Dial (Chicago, Ill.)*. (1922). Print.
- Mardini, Yasra. *Butterfly: From Refugee to Olympian, My Story of Rescue, Hope and Triumph*. London: Bluebird. (2018). Print.
- Tendulkar, Vijay. Ghashiram Kotwal. New Delhi: World Critical Editions, 2015.

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**Recommended Reference Books:**

- Abrams, M.H. *A Glossary of Literary Terms*. Prism: Bangalore; 2004.
- Madge V. M. *The Knight and the Saint: A Study of T. S. Eliot's Development*. Jaipur: Book Enclave, 2004.
- Kenner, Hugh. *The Invisible Poet: T. S. Eliot*. (1969)
- Maxwell, D. E. S. *The Poetry of T. S. Eliot*. Routledge and Keagan Paul. (1960).
- North, Michael (ed.) *The Waste Land* (Norton Critical Editions). New York: W.W. Norton, 2000.
- Raine, Craig. *T. S. Eliot*. Oxford University Press (2006)

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**Optional English G-3  
Against Discrimination  
[Core Course]**

<b>Semester: VI</b>	<b>Credits: 3</b>	<b>Subject Code: A62214</b>	<b>Lectures: 48</b>
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**Course Outcomes:**

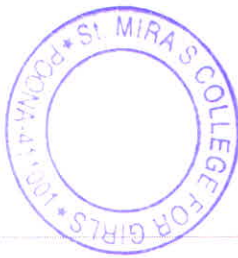
At the end of this course, the learner will be able to:

- Explain various literary texts, their various genres, techniques and treatment of issues like partition, migration, refugees, homelessness and rootlessness
- Illustrate themes, subtexts, read the grain as well as against the grain of the text especially with respect to economic disparity and the consequent conflict and strife
- Identify emerging literary genres like the graphic novel and semiotics
- Indicate concepts like human rights and discrimination in literature
- Analyse different genres which evolved out of different periods of history to understand the effect of the context on the text and the form it takes
- Critically and sensitively evaluate social issues like war and the devastation that it causes mentally, emotionally and physically to people and the landscape
- Develop an ability/skill of thinking, performing, writing creatively and interviewing whether it be for fiction, letters, analytical essays or answers
- Formulate a hypothesis in order to research and write for academic papers

<b>Unit 1: Short Stories: Gender and Discrimination</b>	<b>12</b>
<ul style="list-style-type: none"> <li>● "Moving On" Diane Cook</li> <li>● "Kavitha and Mustafa" Shobha Rao</li> <li>● "The Shining Houses" Alice Munro <ul style="list-style-type: none"> <li>○ Short story as a genre: elements of plot, character, theme, setting, point of view</li> <li>○ Science fiction as a genre: utopias and dystopias</li> </ul> </li> </ul>	

<b>Unit 2: Graphic Novel: Religion and Discrimination</b>	<b>12</b>
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<ul style="list-style-type: none"> <li>● <i>This Side, that Side: Restorying Partition : Graphic Narratives from Pakistan, India, Bangladesh</i> Vishwajyoti Ghosh             <ul style="list-style-type: none"> <li>○ “An Old Fable “ Tabish Khair, Priya Kuriyan</li> <li>○ “I too Have Seen Lahore” Salman Rashid, Mohit Suneja</li> </ul> </li> <li>● <i>Maus</i> (excerpt) Art Spiegelman</li> <li>● <i>Palestine</i> (excerpt Chp2) Joe Sacco             <ul style="list-style-type: none"> <li>○ Graphic novel as a form</li> <li>○ semiotic analysis of the images</li> <li>○ Graphic human rights</li> </ul> </li> </ul>	
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<b>Unit 3: The Novel and Drama: Displacement and Discrimination</b>	<b>12</b>
<ul style="list-style-type: none"> <li>● <i>Butterfly: From Refugee to Olympian, My Story of Rescue, Hope and Triumph</i> Chp 9+10 Yasra Mardini             <ul style="list-style-type: none"> <li>○ Novel and autobiographies as a form</li> <li>○ Refugee literature</li> <li>○ themes of borders, homes and displacement</li> </ul> </li> <li>● <i>Taming of the Shrew</i> William Shakespeare             <ul style="list-style-type: none"> <li>○ Drama as a form</li> <li>○ Comedy of errors and manners</li> <li>○ Subversion and containment in the play based on gender, class etc</li> <li>○ The death of theatre</li> <li>○ Problems of performance, budget and staging</li> </ul> </li> </ul>	

<b>Unit 4: Application, Skills, Projects and Library Hours: Taking a Stance Against Discrimination</b>	<b>12</b>
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- Group Discussions (Evaluative skills)
  - interpret and justify main themes, ideas and issues in the text through group discussions
- Creative and critical essays (Writing skills)
  - construct creative and critical responses to prompts through essays and presentations
- Presentations (Communication Skills)
  - recognize and express meaningful ideas through presentations, group discussions and readings of select text
- Group Activities (Collaborative skills)
  - plan and prepare activities, working in pairs or groups through a range of spoken and written activities e.g., think-pair-share, dialogue writing, building stories
- Assignments (Research skills)
  - collect, organize and prepare assignments on historical, social, political, and economic context
  - comparison of main literary texts with other texts and media e.g., films, audio recordings

**#12 contact hours for Assignments, Visits, Research, Field Studies, etc.**

**Recommended Basic Reading:**

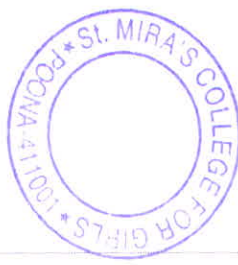
- Ghosh, Vishwajyoti. *This Side, that Side: Restorying Partition : Graphic Narratives from Pakistan, India, Bangladesh*. Delhi: Yoda Press, 2013.
- Mardini, Yasra. *Butterfly: From Refugee to Olympian, My Story of Rescue, Hope and Triumph*. NY: St Martin's Press, 2018.
- Munro, Alice. *Dance of the Happy Shades*. NY: Vintage Books, 1998.
- Shakespeare, William, and Barbara Hodgdon. *The Taming of the Shrew*. London: Arden Shakespeare, 2010. Print.
- Sacco, Joe, Edward W. Said, Joe Sacco, and Joe Sacco. *Palestine*. , 2001.
- Spiegelman, Art. *Maus*. NY: Pantheon Books, 2011.

**Recommended Reference Books:**

- Bloom, Harold. *William Shakespeare: Comedies and Romances*. New York : Chelsea House, 1986.
- Butalia, Urvashi. *The Other Side of Silence*. New Delhi: Penguin, 1998.
- Gay, Penny. *The Cambridge Introduction to Shakespeare's Comedies*. Cambridge, UK ; New York : Cambridge University Press, 2008.

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**Journals:**

- Stein, Daniel and and Jan- Noël Thon. *From Comic Strips to Graphic Novels: Contributions to the Theory and History of Graphic Narrative*. Volume 37 in the series *Narratologia*. <https://doi.org/10.1515/9783110282023>

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