

# **St. Joseph's College of Commerce**

## **(Autonomous)**

#163, Brigade Road, Bangalore – 560025



## **Department of English**

Syllabus Document for the Academic Year 2023-2024

BBA

## **BBA General English – Semester I**

### **Caste and Nation**

**Course Description:** Nation and nationalism are exclusionary ideas based on territory, identity and ethnicity which are forced on a set of people. Though many opposed the idea of nationalism, nevertheless it is the dominant idea in the world and we are forced to follow it. In this course we aim to explore the questions on identity/identities in both rural and urban India. Through a wide range of intriguing texts, students will be engaging on issues like caste-based discrimination, class struggle, and gender biases. The course will hinge on the question: what does the nation mean to its people, especially the ones at the margins?

#### **Course Objectives:**

- to introduce the concept of nation and nationhood
- to familiarize the students with rural and urban India
- to critically interrogate the idea of nationhood
- to introduce various forms of social movements against oppression

#### **Course Outcomes:**

At the end of the course students will be able to

- construct arguments and evaluate the premises of nationhood and nationalism
- differentiate between ideas of nation, nation-state, and nationalism
- identify how ideas of nation and nationhood are represented in literary texts and personal narratives

#### **Module 1: What is a Nation?**

**15 hrs**

1. Ambedkar against Nationalism - Christophe Jaffrelot
2. What kind of Nationalism do we need today? Exploring Tagore on Nationalism – EPW Engage
3. Nation and Village – Surinder S Jodhka (Excerpts)

**Module 2: Rural Society: An Epitome of Tradition?****15 hrs**

4. Raw Wound - Gogu Shyamala
5. The Classmate - P Lankesh
6. Fandry – Nagraj Manjule (Film)

**Module 3: Urban Society: An Embodiment of Modernity****15 hrs**

7. Unseen: The Truth about India's Manual Scavengers – Bhasha Singh  
(Excerpts)
8. My Birth is My Fatal Accident - Rohit Vemula's Letter
9. Pi (Shit)- A documentary by Amudhan RP

**Activities:** The course will imbibe skills like writing personal narratives producing structured arguments, precis writing, group discussions and conducting interviews.

**Additional Readings:**

1. Why I am not a Hindu? - Kancha Iliah
2. *India Untouched* - K Stalin (Film)
3. "Whatever happened to the Vedic Dasi?" - Uma Chakravarti (Excerpt)
4. "Nationalism and the Resolution of the Woman Question" - Partha Chatterjee
5. Caste: Nation within a Nation – VT Rajshekar
6. Herder on Nationalism
7. Nationalism - Tagore

## BBA General English – Semester II

### Media Literacy

**Course Description:** The term ‘media’ has an expansive meaning in today’s context. It may refer to a piece of paper on which news is printed or to a political advertisement that pops up while browsing for the latest TV show on the internet. Media often acts as a tool to manufacture consent, and at the same time it is also a space where such ‘manufacturing’ can be resisted. Hence, understanding media is critical to understanding the modern world that is saturated with information.

The Media Literacy course aims to support students in developing the much-needed aptitude to assess socio-political, economic and cultural developments. The syllabus of the course has been conceptualized to make it a foundation for developing informed perspective by engaging in evidence-based discussions. The activities designed aim to facilitate the fostering of skills needed to fact-check, source materials for research, and navigate through the online space.

### Course Objectives

The course aims to help the students to:

- navigate through the digital world
- understand the news media ecosystem
- learn how to look for information in digital spaces, organize them, and validate the credibility of the information collected for academic and everyday needs
- analyse and interpret media discourses to understand the society and study how they shape individual experiences

### Course Outcomes

Students who successfully complete the course will be able to:

- source and organize information from reliable resources and figure out the credibility of news reports, articles, stories, and other information available on diverse media outlets
- display an understanding of the ways in which media platforms influence perceptions and shape experiences

- display an ability to critique media generated socio-political and cultural discourses
- articulate issues/ideas with greater clarity and communicate effectively

## **Module 1: News Analysis and Interpretation**

**12 hours**

- a) **Evaluating news articles:** Read articles and opinion pieces published in various newspapers, web-portals, and magazines to evaluate their authenticity, bias – if any, and the perspective from which the news is reported or the opinion is stated.
- b) **Analysing television news and debates:** Watch television news debates and discuss the authenticity, bias – if any, and the perspective from which the news is presented or reported. Also discuss both common and exclusive aspects of news reported on television and print media. The activities in this module will study the impact created through both television and print media on individuals and the society at large.

The activities will focus on developing and refining the LSRW skills. The course instructor is free to select news article/report/TV shows/documentaries/videos of his/her choice for the activity other than those prescribed in the syllabus.

### **Readings:**

1. The Propaganda Model – Extract from *Manufacturing Consent* by Edward Herman and Noam Chomsky
2. “Why so many people believe fake news – and how to get them to see through conspiracy theories” by Mark Lorch, *The Conversation*
3. The Indian Tale of Lost Credibility of Journalism: Who to Blame? – Sidhant Dubey
4. Private Interest Journalism – Hartosh Singh Bal
5. Open Letter to the Chief Justice of India – P Sainath

## **Module 2: Digital Media and the Internet**

**12 hrs**

- a) **Information gathering in online spaces:** Select a topic and search online to find in-depth information about the topic. Students may speak about the processes that they underwent while collecting the information, including the websites they visited and how they got to know about the sources.

- b) **Video analysis:** Watch well-researched YouTube videos and engage in discussions based on select themes. Give chance to each student to briefly express their experience of selecting and watching the video.
- c) **Producing content for the online spaces:** Discuss various ways of producing content for the internet. Encourage students to come up with content for a media platform of their choice, and conduct peer review sessions. Encourage students to go through the content assigned to them and use the skills learnt in the semester to analyse the content and share feedback.

### **Readings and Viewings**

1. Youtube Channels: Ted Talks, Big Think, Kurzgesagt
2. Case Study: People's Archive of Rural India ([ruralindiaonline.org](http://ruralindiaonline.org))
  - a) In Haveri, Ratnavva's Life of Hopes and Seeds – S. Senthilir
  - b) I Never Got a Chance to Play for India Again – Riya Behl
  - c) The Headmaster of Dabli Chapori – Priti David
  - d) Rita Akka's Life is Going to the Dogs – M Palani Kumar

### **Module 3: Understanding Social Media**

**12 hrs**

This module includes a set of activities related to how experiences are represented in social media. The course instructor may conduct any two activities from the list given below in class.

- Discuss the students' relation with social media. Ask students to write how social media spaces influence their everyday experiences
- Imagine a month without social media and write about the possible impacts
- Ask students to identify an important change they discovered within themselves after engaging with social media
- Discuss the impact of social media on society and individuals by discussing an essay

### **Readings and Viewings:**

1. "I type, therefore I am" by Tom Chatfield, Aeon Magazine
2. The Social Dilemma (2020)

## BBA General English – Semester III

### Ways of Storytelling

**Course Description:** Storytelling is an ancient art. There have been different forms of storytelling in the past and there are newer forms that are joining the list. In the current times, we need more storytellers, in diverse ways possible. At this point in history people are using stories in gaming, advertisements, and various other platforms. This reinstates the need to get familiarised with different ways of storytelling. This course introduces students to songs, speeches, photographs, and retellings as ways of storytelling. The stories of the self and the collective are equally necessary, this paper brings these two together through the select texts.

#### Course Objectives:

- to introduce various forms of storytelling through songs, speeches, retellings, and visual narratives
- to understand how countercultures are produced through various mediums
- to engage with the personal and the collective in storytelling

#### Course Outcomes:

At the end of the course, the students will be able to

- demonstrate the ability to identify narrative aspects in musical texts
- engage with oral, written, and visual forms of storytelling
- demonstrate an understanding of the value of storytelling for the self and the collective

#### Module 1: Music and Stories

10 hrs

1. Blowin` in the Wind – Bob Dylan
2. Redemption Song - Bob Marley
3. Enjoy Enjaami – Arivu and Dhee
4. Yellama Songs – Shilpa Mudbi (Urban Folk Project)

**Module 2: Retellings****15 hrs**

5. The Art of Rewriting Indian Epics – Rohit Sharma (Essay)
6. From the Bhilli Mahabharat – Documented by Bhagvandas Patel (From Painted Words edited by G. N. Devy)
7. Shoorpanak – Koodiyatam Performance by Kapila Venu
8. The Reunion from The Liberation of Sita by Volga (Short Story)

**Module 3: Speech as stories of communities****15 hrs**

9. Martin Luther King Jr.'s 'I Have a Dream.'
10. Malcolm X's Ballot or Bullet
11. Dr. B. R. Ambedkar's Speech introducing the Draft Constitution in the Constituent Assembly on Nov, 04, 1948

**Module 4: Visual Storytelling****5 hrs**

12. Mumbai ke kinare - Instagram
13. Myself Mona Ahmed – Dayanita Singh

**Required Reading:**

1. Music is not for Ears - [Elizabeth Hellmuth Margulis](https://aeon.co/essays/music-is-in-your-brain-and-your-body-and-your-life)  
(<https://aeon.co/essays/music-is-in-your-brain-and-your-body-and-your-life>)
2. On Photography – Susan Sontag



## **BBA General English Semester IV**

### **Development Matters**

#### **Course Objective**

- a) To critically analyze the perceived idea of development in the contexts of neo-liberal capitalistic societies.
- b) To compare the ideas of development and destruction pertaining to environment
- c) To assess the politics of development, specifically focussing on the intersections of development vs environment, development vs society, and development vs privacy.

#### **Course Outcomes**

At the end of the course students will be able

- a) To critique the prevailing attitude towards development and recognise its implication on marginalised communities
- b) To demonstrate the ability to put forth arguments about society, nature and the rights of people
- c) To locate the intersection of development and digital world's impact on present and future societies

#### **Module 1: Development and Society**

**15 hours**

- 1. Carnival For Science - Shiv Viswanathan
- 2. Caste, Class and Eggs - Jean Dreze
- 3. The Adivasi will not dance - Hansda Sowvendra Shekhar

#### **Module 2: Development and Ecology**

**15 hours**

- 1. Resources - Vandana Shiva
- 2. Environment - Wolfgang Sachs
- 3. Princess Mononoke - Hayao Miyazaki (Film)

#### **Module 3: Development and Digitalization**

**15 hours**

1. Digital Tools - George C. Caffentzis
2. Digital India on Steroids: How Aadhaar Infra Enables the NPR and the NRC  
- Srinivas Kodali
3. The Bureau of Digital Sabotage – Documentary