

## CORE ELECTIVE

### PAPER - 4

#### B. GENDER STUDIES

SEMESTER – IV

CREDITS – 3

CATEGORY – CORE ELECTIVE

NO.OF. HOURS\WEEK – 4

TOTAL HOURS – 52

COURSE CODE: DEEN44B

#### OBJECTIVES

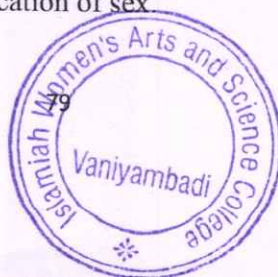
- To make students familiarize themselves with different waves of feminism, demonstrate logical reasoning regarding the perception of the female sex by the male. Beginning of the second wave of feminism.
- A lecture which emphasizes the need for a woman to own a room and money to be able to write. Brings an understanding of women's plight in the male dominated society.
- Women's struggle to succeed amidst the stereotypes, especially that of Virginia Woolf whilst suffering from man's dominance.
- A rewriting of mythological stories. Revisiting myth and presenting them through the feminist eyes.
- A symbolic representation of women trapped in a male body to portray the real.
- Oppression of women at the hands of men through a transgender

#### UNIT PLAN

- ❖ Second wave feminism, treatment of women through history.
- ❖ Money and room as initial needs for women's success
- ❖ Revisit myth, *Draupadi* standing against men.
- ❖ Rewriting myth, *Mahabharata*, Divakaruni's voice of *Panchali*.
- ❖ Struggle of transgender, representing women in the grasp of men.

#### COURSE OUTCOME students will be able to

- Learn as to how the second wave of feminism kick- started its course with the publication of *The Second sex*. Women's struggle throughout history is brought out.
- Distinguish between feminism and womenism. Womenism as a separate entity to bring out the double suppression of black women in the hands of white and black men.
- know the plight of women who are physically harassed to keep them under the control of men. However they are revisited in recorded history to stand against men, despite their physical indifference,
- understand the importance and the role of myth in the control of women throughout history while also learning a need to rewrite the changes in the myth via *Panchali* from *The Mahabharatam*
- explore the struggles of transgender so as to face problems from within and also from the society to find their own identity, an identity crisis marred constantly due to the bias in society towards the classification of sex



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**UNIT 1** **Teaching Hours - 10**

Simone de Beauvoir *Introduction: The Second Sex*  
 Virginia Woolf *A Room of One's Own* (Chapter I & VI)  
 Elaine Showalter extract from *Woolf and the Flight into Androgyny*

**UNIT 2** **Teaching Hours - 10**

David S Gutterman "Postmodernism and the Interrogation of Masculinity" (From *Theorizing Masculinities* ed. Michael Kaufman, Harry Brod)  
 Bell hooks *Black Women: Shaping Feminist Theory*  
 Judith Butler *Interiority to Gender Performatives* (from *Gender Trouble*)

**UNIT 3** **Teaching Hours - 10**

Mahasweta Devi : *Draupadi* (Short Story)  
 Maya Angelou : *Still I Rise Our Grandmothers*  
 Adrienne Rich : *When We Dead Awaken: Writing as Revision*

**UNIT 4** **Teaching Hours - 11**

Chitra Bannerjee Divakaruni : *The Palace of Illusions*  
 Laura Esquivel : *Malinche*

**UNIT 5** **Teaching Hours - 11**

Manobi Bandyopadhyay : *A Gift of Goddess Lakshmi* (trans. Jhimli Mukerjee Pandey & Manobi Bandhopadhyay)  
 Alice Walker : *In Search of Mother's Garden*

**BOOKS FOR REFERENCE**


1. Gilbert, Sandra & Susan Gubar. *Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. Yale Nota Bene, 2000.
2. James, Joy and T Denean Sharpley-Whiting. Eds. *The Black Feminist Reader*. Blackwell, 2000.
3. Rahman, Momin and Stevi Jackson. *Gender and Sexuality: Sociological Approaches*. Polity Press. 2010.
4. Rooney, Ellen. Ed. *The Cambridge Companion to Feminist Literary Theory*. Cambridge UP, 2008.
5. Schneir, Miriam. Ed. *The Vintage Book of Feminism: The Essential Writings of the Contemporary Women's Movement*. Vintage, 1995.
6. Tharu, Susie & K Lalitha. *Women Writing in India*. Oxford UP, 1991

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	M	M	M	S	S	S	S
CO2	M	M	L	S	S	S	S	S	M	M
CO3	S	S	S	S	S	S	S	S	M	M
CO4	M	M	M	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	L	L	M

**PO – Programme Outcome, CO – Course outcome**

**S – Strong , M – Medium, L – Low (may be avoided)**



  
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## OPEN ELECTIVE

### PAPER -3

#### B. THEORISING SEXUALITIES

SEMESTER – III

CREDITS – 3

CATAGORY – OPEN ELECTIVE

NO.OF. HOURS\WEEK – 5

TOTAL HOURS – 65

COURSE CODE: DOEN36B

#### OBJECTIVES

- To demonstrate an awareness of biological, social, and grammatical gender as being three different categories.
- To give a basic awareness of struggles and attainment of people with alternative sexualities in civil rights in various parts of the world
- To help the students view with skepticism the simplistic conflation of biological sex with socially and culturally conditioned gender

#### UNIT PLAN

- ❖ Defining the types of genders.
- ❖ The poetic mysticism of the female.
- ❖ The grace of feminism from the modern writers.
- ❖ Contribution of women writers on uplifting women.

#### COURSE OUTCOMES – Students will be able to

- appreciate, if not accept the viewing of gender as a continuum
- critically analyze different gender self-identification preferences such as transgender and inter-genders rather than seeing the polar genders male and female as the only 'natural' ones
- show sensitivity to the legal and social persecution faced by persons belonging to the LGBTQ or simply, Queer, community in societies across the world and view their rights as human rights
- exercise an enhanced openness and honesty when encountering/ generating discourse on matters of sexuality and gender roles
- understand the genres of theorizing sexualities in different literature.

#### UNIT I: INTRODUCING SEXUALITY

Teaching Hours - 15

Sexological types: Sexual classifications, sexual development, sexual orientation, gender identity, sexual relationship, sexual activities, paraphilias, atypical sexual interests



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**UNIT III: FICTION (SHORT STORY)****Teaching Hours - 8**

O'Henry	-	The Cop and The Anthem
Liam O'Flaherty	-	The Sniper
Tayeb Salih	-	A Handful of Dates
Luigi Pirandello	-	War
Samuel Johnson	-	The Lure of Lottery

**UNIT IV: DRAMA****Teaching Hours - 5**

Anton Chekhov	-	The Cherry Orchard
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**UNIT V: GREAT ORATORIES****Teaching Hours - 8**

Abraham Lincoln	-	Gettysbery Speech
Mahatma Gandhi	-	Women Not The Weaker Sex
Jawaharlal Nehru	-	Tryst with Destiny
William Shakespeare	-	Mark Antony (Julius Ceasar)

**BOOK FOR REFERENCE**

- Rene Wellek - *Literature and Society*
- Malik & Raval, "*Law and Social Transformation in India*:", Allahabad Law Agency.
- Dr. G.P. Tripathi, "*Law and Social Transformation*", Central Law Publications.
- Mark Clapson, "*Suburban Century: Social Change and Urban Growth in England and the United States*".
- David Braybroke Bryson and Brown Peter K. Schotch, "*Logic and the Tragic of Social Change*", Oxford University.

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	M	M	S	S	S	L	L
CO2	S	M	M	M	M	S	S	S	S	L
CO3	S	S	S	S	S	M	M	L	S	S
CO4	S	S	S	S	S	S	M	M	M	M
CO5	S	S	S	S	S	S	M	S	S	L

**PO – Programme Outcome, CO – Course outcome****S – Strong , M – Medium, L – Low (may be avoided)**

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**III YEAR  
FIFTH SEMESTER**

Sl. No	Course Category	Course	Credit Distribution				Credits	Total Contact Hours /Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	PART III CORE 9	WOMEN'S WRITING	3	2			4	525	75	100	
2	PART III CORE 10	INTRODUCTION TO FOLK LITERATURE	3	2			4	525	75	100	
3	PART III CORE 11	INDIAN WRITING IN TRANSLATION	3	2			4	525	75	100	
4	PART III CORE 12	PROJECT/ MYTH AND LITERATURE	3	2			4	525	75	100	
5	PART III ELECTIVE V	LITERARY FORMS	2	2			34	25	75	100	
6	PART III ELECTIVE VI	LITERATURE AND ENVIRONMENT	2	2			34	25	75	100	
7	PART IV	VALUE EDUCATION	1	1			22	25	75	100	
		SUMMER INTERNSHIP/INDUSTRIAL TRAINING	-	-	2		2				
		<b>TOTAL</b>					<b>26</b>	<b>30</b>			

**SIXTH SEMESTER**

Sl. No	Course Category	Course	Credit Distribution				Credits	Total Contact Hours /Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	PART III CORE 13	LITERARY CRITICISM	3	3			46	25	75	100	
2	PART III CORE 14	NEW LITERATURES IN ENGLISH	3	3			46	25	75	100	
3	PART III CORE 15	SHAKESPEARE	3	3			46	25	75	100	
4	PART III ELECTIVE VII	ENGLISH LANGUAGE TEACHING	3	2			35	25	75	100	
5	PART III ELECTIVE VIII	JOURNALISM AND MASS COMMUNICATION	3	2		3	5	25	75	100	
6	PART IV	EXTENSION ACTIVITY	-	-			1	25	75	100	
		PROFESSIONAL COMPETENCY SKILL - ENGLISH FOR	1	1			2				




  
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<b>CO3</b>	Analyse various perspectives of women issues as expressed in the works of women writers representing women's voices.	PO4,PO6
<b>CO4</b>	Identify how the significant others of the society contributed to the clear understanding of womanhood and authorship	PO4,PO5,PO6
<b>CO5</b>	Analyse and examine the major socio cultural and socio economic constraints in defining women as equal human being through the works of women writers	PO3,PO8

To equip them with the ability to use this knowledge to analyze problems in both the academic settings and work contexts.

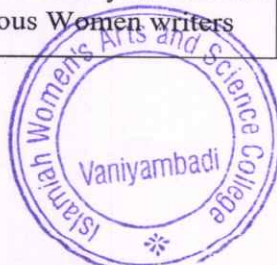
<b>Text Books (Latest Editions)</b>	
1.	Kroløkke, Charlotte and Anne Scott Sørensen. "Three Waves of Feminism: From Suffragettes to Grrls." In Contemporary Gender Communication Theories & Analyses: From Silence to Performance (Thousand Oaks, California: SAGE Publications, 2005) 1-23
2.	Purdah and other poems by Imtaiz Dharker
3.	In a forest, A deer Stories by Ambai translated from Tamil by Lakshmi Holmstrom, Oxford
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Walters, Margaret, Feminism, A very short Introduction
2.	Feminism is for everybody passionate politics by Bell hooks.
3.	Tomalin, Claire. Charles Dickens. Penguin UK, 2012.
<b>Web Resources</b>	
1.	<a href="https://www.jetir.org/papers/JETIRFC06031.pdf">https://www.jetir.org/papers/JETIRFC06031.pdf</a>
2.	<a href="https://www.poemhunter.com/poem/an-introduction-2/">https://www.poemhunter.com/poem/an-introduction-2/</a>



  
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**THIRD YEAR - SEMESTER V**  
**CORE IX -WOMEN'S WRITING**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
<b>Learning Objectives</b>										
LO1	To identify the origin and development of feminism as a genre.									
LO2	To enable them to gain specialized knowledge related to works of authors of national and international acclaim.									
LO3	To familiarize them with the style, diction and coherence of authors and their works.									
LO4	To enable the students to recognize feminism as a social movement and critical tool to express the unspoken female experiences									
LO5	To enhance their ability to think historically and analytically about people, language, literature, culture and society.									
<b>Details</b>										
I	Three Waves of Feminism: From Suffragettes to Grrls."									
II	Kamala Das – Introduction Imtiaz Dharkar - Purdah Maya Angelou – Still I Rise Margaret Atwood – Journey to the Interior Anne Bradstreet – Prologue Judith Wright – Eve to the Daughter									
III	Virginia Woolf – A Room of One's Own Chapter III Shakespeare's Sister Alice Walker – "The Black Writer and the Southern Experience" from <i>In Search of a Mother's Garden</i>									
IV	Mahasweta Devi - Bayen									
V	Doris Lessing – The Grass is Singing or Sandra Cisneros - The House on Mango Street Ambai - In a forest, A deer (Short Story)									
<b>Course Outcomes</b>										
Course Outcomes	On completion of this course, students will;									
CO1	Recognize the background, origin and special features of women's writing with reference to western society							PO1		
CO2	Integrate knowledge of the diversity of cultures through the works of various Women writers							PO1, PO2		



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