

SYLLABUS(CBCSasper NEP2020)forF.Y.B.A.

(w. e. from June

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| 2023)Name of the Programme | :B.A.English |
| ProgramCode | :UAENG |
| Class | :F.Y.B.A. |
| Semester | I |
| CourseType | :VEC |
| CourseName | :Gender Studies-I |
| CourseCode | :ENG-135-VEC |
| No.ofLectures | : 30 |
| No.ofCredits | : 02 |

A) CourseObjectives:

1. To familiarize students with key concepts related to gender studies, including sex, gender, and sexuality.
2. To provide a historical overview of gender as a social construct, highlighting its evolution over time.
3. To explore the concept of intersectionality and its significance in understanding the intersections of gender with race, class, and other social categories.
4. To analyze and interpret selected poems as literary texts that explore themes of gender, identity, and empowerment.
5. To critically examine and discuss the societal messages and expectations surrounding femininity and beauty through the analysis of selected poems.
6. To engage students in the analysis and interpretation of short stories that challenge traditional gender roles and norms.
7. To analyze the representation of gender in film through the screening and discussion of the movie "Pink."

B) Course Outcomes:

1. Students will have a clear understanding of the key concepts of sex, gender, and sexuality, and be able to differentiate between them.
2. Students will gain knowledge of the historical development of gender as a social construct and recognize its impact on society.
3. Students will develop an understanding of intersectionality and its application in examining the interconnectedness of gender with other social categories.

4. Students will be able to analyze and interpret poems, recognizing the themes related to gender, identity, and empowerment.
5. Students will critically evaluate societal expectations of femininity and beauty through the exploration of selected poems.
6. Students will demonstrate the ability to analyze and interpret short stories that challenge traditional gender roles and norms, and engage in thoughtful discussions about them.
7. Students will analyze and critique the representation of gender in film through the screening and discussion of the movie "Pink," demonstrating an understanding of the complexities of gender portrayal in media.

TOPICS/CONTENTS:

Unit 1: Introduction to Gender Studies(8 lectures)

- Understanding key concepts: sex, gender, and sexuality
- Historical overview of gender as a social construct
- Intersectionality: exploring the intersections of gender with race, class, and other social categories

Unit 2: Poems

(8 lectures)

1. Still I Rise by Maya Angelou
2. Poppies in July by Sylvia Plath
3. Barbie Doll by Marge Piercy

Unit 3: Short Stories(8lectures)

1. The Woman on Platform No. 8 by Ruskin Bond
2. Sultana's Dream by RokeyaSakhawat Hossain

Unit 4: Gender and Film(6 lectures)

- Screening of the movie 'Lipstick under My Burkha'
- Discussion and analysis of the film

References:

1. Butler, Judith. Gender Trouble: Feminism and the Subversion of Identity. Routledge, 1999.
2. Fausto-Sterling, Anne. Sexing the Body: Gender Politics and the Construction of Sexuality. Basic Books, 2000.
3. Crenshaw, Kimberlé. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics." University of Chicago Legal Forum, vol. 1989, no. 1, 1989, pp. 139-167.
4. Angelou, Maya. "Still I Rise." And Still I Rise. Random House, 1978.
5. Plath, Sylvia. "Poppies in July." Ariel. Harper & Row, 1965.
6. Piercy, Marge. "Barbie Doll." To Be of Use. Anchor Press, 1973
7. Bond, Ruskin. "The Woman on Platform No. 8." The Woman on Platform No. 8 and Other Stories. Penguin India, 2012.
8. Sakhawat Hossain, Rokeya. "Sultana's Dream." Sultana's Dream and Padmarag. Oxford University Press, 2005.
9. Movie: Pink. Directed by Aniruddha Roy Chowdhury, performances by Amitabh Bachchan, TaapseePannu, Kirti Kulhari, and Andrea Tariang, Rashmi Sharma Films, 2016.

Mapping of Programme Outcomes with Course Outcomes

Class: FYBA (SEM II)

Subject: English

Course: Gender Studies -I

Course Code: ENG-135-VEC

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

| | Programme Outcomes (Pos) | | | | | | | |
|------------------------|---------------------------------|-----|-----|-----|-----|-----|-----|-----|
| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 |
| CO1 | 2 | | | 3 | | | | |

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|-----|---|--|--|---|---|---|--|---|
| CO2 | | | | | 2 | | | 2 |
| CO3 | | | | 3 | | 2 | | |
| CO4 | | | | 3 | 3 | | | |
| CO5 | 2 | | | | 2 | | | |
| CO6 | 2 | | | | | | | 2 |
| CO7 | | | | 2 | | | | 2 |

Justification for the mapping

PO1: Research-Related Skills

CO1: This course will take students into the most formal of all writing, thus, enabling them to acquire the basic skills to go through any research writing in the future.

CO5: The syllabus will introduce students with the professional writing practices, thus, transmitting them with research-related skills.

CO6: The course will help students to organize their ideas coherently while they learn to write coherently and with precision, thus, girding them with research-related skills.

PO4: Disciplinary Knowledge

CO1: This course will lead the students into very formal writing, thus, imparting much required disciplinary knowledge that they need the most.

CO3: The course will sharpen the basics principles of writing of students, thus, definitely increasing the knowledge of the discipline.

CO4: The syllabus will equip students with writing job applications, and basics of letter writing, thus, imparting disciplinary knowledge.

CO7: The course will develop descriptive and analytical skills of students based on verbal inputs, which is a huge part of the disciplinary knowledge.

PO5: Personal and Professional Competence

CO2: Learning writing skills will enable the students to spot mistakes in writing and do editing by themselves, thus, transforming them for better in their personal and professional life.

CO4: The syllabus will equip students with writing job applications, and basics of letter writing, which will give the personal and professional competence.

CO5: The syllabus will introduce students with the professional writing practices, thus, transmitting them with personal and professional competence.

PO6: Self Directed and Lifelong Learning

CO3: The course will sharpen the basics principles of writing of students, which in its course will reshape the students into self-directed and thirsty lifelong learners.

PO8: Critical Thinking and Problem Solving

CO2: The syllabus will enable students to spot mistakes in writing and do editing by themselves, thus, enabling them acquire critical thinking and problem-solving skills.

CO6: The course will help students to organize their ideas coherently while they learn to write coherently, thus, acquiring critical thinking and problem-solving skills.

CO7: The syllabus will develop descriptive and analytical skills of students based on verbal inputs, which in turn, will further develop critical thinking and problem solving skills.

