**Paper name: Literature and Human Rights**

**Class type: Lecture (2L+1T)**

**Paper shared with: No One**

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| **Unit to be taken** | **Month wise schedule to be followed** | **Tests/Assignments/ Revision/Presentations etc.** |
| **Unit 1: George Orwell – *1984***   * **Topics to Cover:**   + **Introduction to dystopian literature**   + **Historical context of *1984*: Totalitarianism, surveillance, and propaganda**   + **Key characters (Winston, Julia, Big Brother, O’Brien) and their significance**   + **Major themes: Power, control, truth, freedom, and rebellion**   + **Symbolism: Newspeak, Doublethink, Room 101**   + **Orwell’s writing style and narrative structure** | August | Assignment |
| **Unit 2: Harper Lee – *To Kill a Mockingbird***   * **Topics to Cover:**   + **Introduction to Southern Gothic literature**   + **Social and historical context: Racism and segregation in the American South**   + **Character study: Scout, Atticus Finch, Tom Robinson, Boo Radley**   + **Major themes: Racial injustice, moral growth, empathy, and courage**   + **Symbolism: The mockingbird, the mad dog, the courtroom**   + **Lee’s use of narrative perspective (Scout’s point of view)** | September | Group presentations |
| **Unit 3: Short Stories and Poems**   1. **Short Stories:**    * **“In the Prison of Repose”**    * **“Amnesty”**    * **“ABC Antidote”** 2. **Poems:**    * **“I Know Why the Caged Bird Sings” by Maya Angelou**    * **“Poem About My Rights” by June Jordan**  * **Topics to Cover:**   + **Short Stories:**     - **Theme of political and social repression**     - **Psychological trauma and resilience**     - **Narrative techniques in short fiction**   + **Poems:**     - **Personal and collective struggles with oppression and identity**     - **Themes of freedom, resistance, and empowerment**     - **Analysis of imagery, tone, and poetic devices** | Oct- Mid November | Class test and Review sessions for all units |