**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 |