

DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES

HSS 101: English for Communication (2)

Learning Objectives

In this course, students will learn the importance of and strategies for effective communication. The course is aimed at giving students basic English skills and to improve their existing skills to enable them to communicate effectively in their professional lives. It will give them an overview of the importance of good communication, processes and the different kinds of communications used. It will help students to develop and improve the four communication activities: listening, speaking, reading and writing, teaching them skills and strategies for effective communication through these different modes. Language skills, common grammatical mistakes etc will also be addressed. The course is aimed at giving students an understanding of the processes and challenges of communication, while simultaneously offering opportunities for an application and practice based learning, which will help them to practically implement their theoretical knowledge in communication studies in practical situations.

Course Contents

Communication Skills: Process of communication; Different types of communication: Formal and Informal, Oral and Written, Verbal and Nonverbal Communication; Body language and its significance in communication

Reading Skills: Process of reading; Ways to improve reading skills; Reading comprehension skills: Practice exercises

Language Skills: Common grammatical mistakes: Sentence fragments, Comma splice, Run-together fused sentences; Faulty agreement and reference of pronouns; Errors of number and structure, Shifts in point of view; Mixed constructions; Articles; Identifying grammatically incorrect sentences and correcting them: Exercises

Speaking Skills: Importance of speaking in professional life; Common mistakes while speaking; Strategies for effective speaking; Types of speaking; Different speaking activities: Oral presentations: Different types of presentations, Planning and delivering effective presentations; Group discussion: Strategies and mistakes; Interview; Speaking practice and activities

Listening Skills: Importance of good listening skills; Process of listening; Barriers to listening; Effective listening, Listening practice: Note-taking, answering questions after listening.

Writing Skills: Formal writing; Paragraph writing; Summary writing; Technical writing: Qualities and aims; Letter Writing: Qualities and goals, Types of letters; Resume and Job application; Emails and Netiquette; Combination of different communication skills like reading and writing, and listening and writing: Summarising main ideas/arguments after reading and listening.

Selected Readings:

1. Meenakshi Raman & Sangeeta Sharma, *Technical Communication: Principles and Practice* (Oxford University Press, 2011)
2. Matthukutty M Monippally, *Business Communication Strategies* (Oxford University Press, 2011)
3. Andrea J. Rutherford, *Basic Communication Skills for Technology* (Pearson Education, 2010)
4. M Ashraf Rizvi, *Effective Technical Communication* (Tata McGraw- Hill, 2005)

HSS 103: Basics of Communication Skills (1)

Course Contents

Communication Skills: Process of Communication, Principles of Communication, Barriers to Communication, Ways to avoid barriers, Oral and Written Communication, Verbal and Nonverbal Communication

Reading Skills: Process of Reading, ways to improve reading skills, Reading Comprehension Skills: Discovering structure; identifying themes and sub-themes; understanding and interpreting facts; distinguishing facts from opinions and specific from general statements; searching for information; drawing information and making generalizations.

Language Skills:

- a. Common Grammatical Mistakes: Sentence fragments, Comma splice, Run-together-fused sentences; Faulty agreement and reference of

pronouns; Shifts in point of view; Mixed constructions; Omissions; Incomplete and illogical comparisons

b. Diction: Denotation and connotation; Exactness, appropriateness and effectiveness; Idiomatic usage; Colloquialisms

c. Strategies: Economy, emphasis, Clarity, concreteness, unity and coherence

Spoken Language Skills: Descriptive, narrative, argumentative and expository techniques in spoken language use

Listening Skills: Importance and Process of Listening, Types of Listening, Barriers to Listening

Role Plays

Suggested Books

1. Andrea J. Rutherford, *Basic Communication Skills for Technology*, Pearson Education. Inc., Eleventh edition, 2010
2. Matthukutty M Monippally, *Business Communication Strategies*, Oxford University Press, Sixth Edition 2011
3. Meenakshi Raman & Sangeeta Sharma, *Technical Communication*, Oxford University Press, Sixth Edition 2011

HSS 104: Oral and Written Communication (1)

Course Contents

Writing Skills: Developing a composition using various techniques like definition, classification, analogy, etc.; Descriptive narrative, argumentative and expository techniques in writing; Technical writing

Report Writing: Types of report, Writing Techniques and Guidelines, Drafting, preparation, analysis and interpretation of reports.

Letter Writing: Body, Language of a letter, and types of letters, Resume and Job application Netiquettes, Review Writing, Writing Notices, Circulars and Proposals

Speaking Skills: Oral Presentation, Interview Skills, Public Speaking, Kinds of Group Discussion, Debate

Suggested Books

1. Meenakshi Raman and Sangeeta Sharma, *Technical Communication*, Oxford University Press, Sixth Edition 2011
2. M Ashraf Rizvi, *Effective Technical Communication*, TMH, 2005
3. R C Sharma and Krishna Mohan, *Business Correspondence and Report Writing*, TMH, 2002

HSS 206: Introduction to Psychology (1)

Course Contents

What Psychology is about - fields and applications of Psychology; Perspectives and approaches; Methods of psychology; Perception: Attention; Perceptual organization; Pattern and object perception; Psychophysics; Learning: the major theories and models of learning; Memory: the main models. Forgetting. Applications of memory-related concepts; Emotions - physiological and cognitive theories; Individual differences: Personality - major theories and personality assessment. Intelligence - main models and ability assessment; Genetic and environmental bases.

Suggested Books:

1. Baron, R.A. (2001) *Psychology* (5th edition). Pearson Education, New Delhi
2. Nolen-Hoeksema, S., Fredrickson, B.L., Wagenaar, W.A. & Lofus, G. R. (2009) *Atkinson & Hilgard's Introduction to Psychology*. (15th edition) Cengage (Indian edition)

HSS 209: Technical Writing (2)

Learning Objectives

- Introduction to Technical Writing
- The Process of Writing
- Elements of Style
- Technical Writing (Report, Proposal, Review & Research Paper)

Course Contents

Introduction to Technical Writing: Definition of technical writing; Basic principles in technical writing; characteristics of effective technical writing and other types of writing

The Process of Writing: Four-step process for technical writing: analyse, organize, write, and revise. Understanding audience/readers, collecting and organizing information and drafting information verbally and visually. Techniques of paragraph development. Using Illustrations-purpose and qualities of visuals.

Elements of Style: Identifying and avoiding common grammatical errors, use of proper punctuation, word choice, words and expression commonly misused and words often misspelled. Formal academic writing style-Clarity, precise, familiar and forthright. Avoiding impediments to writing and academic dishonesty /plagiarism.

Technical Writing (Report, Proposal, Review & Research Paper): Formal Technical Reports and Informal Reports: Front Matter, Main body and Back Matter. Citation/Referencing style (APA/Chicago/ Harvard) Writing a procedure, describing machines/processes and writing instructions. Types of review and edit; review and editing methodology, Format: Typography and layout of documents Writing research proposals, research papers, abstracts and smart e-mails.

Writing Assignment/ Activity – Summary / report / review writing

Suggested Books:

1. *The Elements of Style*-William Strunk Jr. and E. B. White. (Pearson Education, Inc.)
2. *Technical Communication: A Practical Approach* - William Sanborn Pfeiffer and T.V.S Padmaja (Pearson Education, Inc.)
3. *Technical Communication: Principles and Practice* - Meenakshi Raman and Sangeeta Sharma (Oxford University Press).

HSS 302: Literature of the Indian Diaspora (3)

Learning Objectives

This course will examine the work of some recent authors of the Indian diaspora in Britain and North America to uncover the changing historical, political, socioeconomic, and cultural contexts of migration from the Indian subcontinent, from the nineteenth century to the present day. The course aims to study, in relation to some contemporary Indian diasporic writing, the postcolonial thematics of diaspora literature, the relation between geography and form, between location and representation, and how these various factors determine the writing and reception of literature. After doing this course, students will have an understanding of issues of diaspora, location, history and geography in literature, and an awareness of the relationship between literary texts and their historical, political and cultural contexts. They will also gain an insight into the complex, traumatic and fragmented history of South Asia, which led to territorial, national and cultural reformulations, which in turn shaped modern South Asian cultural imaginaries of home, identity and belonging.

Course Contents

In this course, we will study the fiction of some recent and contemporary Indian diasporic writers like Salman Rushdie, Rohinton Mistry, Amitav Ghosh, Jhumpa Lahiri and Kiran Desai. The following issues and concerns will be examined in relation to their fiction:

- Issues of diaspora, location, history and memory in literature
- The relationship between literary texts and their historical, political and cultural contexts
- The relationship between geography and form, between location and representation
- The experiences of dislocation, relocation, acculturation and marginalization as explored and addressed in their works
- These writers' configurations of the notions of home, cultural identity and belonging
- Changing notions of home and cultural identity across generations of diasporic writers

- How postcolonial migrancy has radically reformulated and redefined earlier dynamics of migration, creating new relations between cultures of origin and adoption
- How the nature and scale of subcontinental migration changed, since the mid twentieth century, due to the effects of decolonization, transnationalism, and rapid globalization, from the earlier nineteenth century model of diaspora, which had its origins in the colonial history of indenture, and how the desire for economic and professional advancement in the West, especially in Britain and North America, became the dominant impulse behind subcontinental migration, in the latter half of the twentieth century, in comparison with the earlier nineteenth century diasporic imaginary characterised predominantly by loss and disempowerment.

Selected Readings

- **Primary Reading:**

1. Salman Rushdie, *Midnight's Children* (1980)
2. Rohinton Mistry, *Family Matters* (2003)
3. Amitav Ghosh, *Sea of Poppies* (2008)
4. Kiran Desai, *The Inheritance of Loss* (2006)
5. Jhumpa Lahiri, *Unaccustomed Earth* (2008)

- **Critical Reading:**

1. Vijay Mishra, *Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*
2. Avtar Brah, *Cartographies of Diaspora: Contesting Identities*

HSS 306: Socratic Method (1)

Learning Objectives

In this course, students will be exposed to various aspects of the process of discussion with a special focus on those aspects that determine the effectiveness of a discussion.

Course Contents

Importance of discussion in our personal and professional life, Difference between discussion and interactive session, Measure of effectiveness of a discussion, Role of the moderator, Skillset of an effective moderator, Aspects of discussion in large groups, Teaching through discussions, Pros and cons of the Socratic Method.

Selected Text Books

1. D. Willingham, *Why don't students like school?* (Jossey-Bass, New York, 2010)
2. D. Bohm, *On Dialogue* (Routledge, New York, 1996)

Papers

1. K. Shah, "Methods for teaching traditional physics". *Physics Today* 69, 12 (2016)

HSS 307/607: Indian Writing in English (4)

Learning Objectives

This course will introduce students to the wide and rich array of literature written in English in India, and to the major movements and figures of Indian writing in the English language. Through studying representative literary texts spanning from the last century to the present one, spread across diverse literary genres like novel, short story, graphic novel and poetry, the course will offer students a flavour of the varied, vibrant and multi-faceted domain of Indian literature in English. The course will aim to read the literary texts within the cultural and historical contexts of India in its colonial and postcolonial phases, and within the theoretical contexts offered by postcolonial literary and cultural theory. It will thereby engage critically with issues and questions of nation, region, identity, history, culture, language, gender, caste, conflict etc, through exploring their literary representations in the selected texts. This will thus offer students the opportunity to examine and think critically about these issues, which have been crucial in negotiating India's encounter with modernity, and of paramount significance in shaping the social, political and cultural trajectories of modern India over the last century. After doing this course, students would be acquainted with a cross-section of representative Indian writing in English across diverse

time periods and genres, giving them an insight into the history, variety and vitality of this body of literature. They would also gain analytical and critical thinking and writing skills and be trained to engage critically with ideas of history, nation, identity, gender etc as represented in literary texts. They would be equipped to read and appreciate the nuanced and multi-dimensional expression of these issues in cultural texts like literature.

Course Contents

This course will comprise critically reading selected literary texts from Indian literature in the English language. The course will cover fiction (novel and short story), poetry and a graphic novel and acquaint students with noted Indian writers in English over the last century like R. K Narayan, Salman Rushdie, Arundhati Roy, Vikram Seth and Nissim Ezekiel, as well as introduce them to less canonical writers like Begum Rokeya Sakhawat Hossain and Vishwajyoti Ghosh.

Selected Text Books

Primary:

- Fiction:
 - Begum Rokeya Sakhawat Hossain, Sultana's Dream (1905)
 - R. K Narayan, Swami and Friends (1935)
 - Salman Rushdie, Midnight's Children (1981)
 - Arundhati Roy, The God of Small Things (1997)
- Graphic Novel: Vishwajyoti Ghosh, Delhi Calm (2010)
- Selected poems by Nissim Ezekiel, Jayanta Mahapatra, Vikram Seth and others.

Secondary:

- Meenakshi Mukherjee, The Perishable Empire: Essays in Indian Writing in English (2000)
- Rumina Sethi, Myths of the Nation: National Identity and Literary Representation (1999)
- Makarand Paranjape, Another Canon: Indian Texts and Traditions in English (2009)

HSS 309/609: Logic (4)

Learning Objectives

Logic, broadly speaking, is the science of reasoning, with the specific aim of differentiating good from bad arguments. This course will cover various deductive techniques which will help students develop the ability to think critically by recognizing and evaluating different kinds of arguments and using logic to solve a variety of problems. It will develop their analytical, quantitative, linguistic, and critical skills. After completion of the course, students will

- gain an appreciation for the complexities and nuances of language, be able to use formal languages to express the logical structure of English sentences, and be able to reduce ordinary language to symbolic structures that can be mechanically manipulated.
- be able to analyze arguments by breaking them down into their simplest components and discerning whether and how these components relate to each other. They will understand the construction of arguments, how and why one thing follows from another, and thus gain the capability of clearly articulating various arguments as well as conveying the process by which certain conclusions are reached.
- be able to identify common fallacies in arguments. They will develop a set of skills that allow them to analyze and assess a variety of arguments and be able to discern whether the arguments are properly supported, fallacious, valid or invalid. In addition, students will learn how to employ various strategies for proving the deductive validity of arguments.

Course Contents

This course will comprise a basic introduction to logical concepts, analysis of arguments, deductive techniques for proving arguments (truth tables and formal proofs), quantification theory, and basics of inductive logic and scientific method.

Selected Text Books

Primary:

- Copi I., Cohen C., and McMahon K. Introduction to Logic (London: Routledge, 2016)

Secondary:

- Priest, Graham, *Logic: A Very Short Introduction* (Oxford: Oxford University Press, 2000)
- Smith, Peter, *An Introduction to Formal Logic* (Cambridge: Cambridge University Press, 2009)
- Cohen M. and Nagel E., *An Introduction to Logic and Scientific Method* (Delhi: Allied Publishers, 1998)
- Magnus, P. D., *forall x: an introduction to formal logic* (2005)

HSS 311/611: An Introduction to the Study of Language (4)

Learning Objectives

1. Primary objective: How can we describe varied aspects of linguistic organization, including structures of sounds, words and sentences?
2. Secondary objective: How is language processed by the mind/brain of native speakers?

Course Contents

- Introduction: Nature of human language, Types of grammars (descriptive and prescriptive grammars)
- Language and the Brain: Brain structure and functions, Lateralization and Contralateralization, Autonomy and Modularity of language, Language and brain development, Types of aphasias (Broca's and Wernicke's aphasia), Critical period of language acquisition and brain plasticity, Wolf children
- Origin of language: Main debates about the origin and evolution of language: Adaptationist vs Nonadaptationist views
- Sociolinguistics: Language and society, Language vs dialect distinction
- Sounds and sound patterns: Basics of articulatory phonetics, Basics of consonant and vowel sounds using the IPA chart, study of sound patterns (phonological analysis,) Fundamentals of acoustic phonetics (physics of sound waves and spectral analysis of speech sounds)
- Structure of words: Inflectional and derivational morphology, Morphological analysis problems
- Structure of sentences: Basics of sentence structure, Creating sentence structure using grammar rules, Ambiguity in natural language

- Language processing: Speech perception, Lexical access and Processing lexical ambiguity, Psychological reality of syntactic structure, Information sources in structures building and Models of sentence processing.
- Languages of the Indian sub-continent: Indo-Aryan, Dravidian, Tibeto-Burman, Austro-Asiatic and Andamanese language families in South Asia

Selected Text Books

- An Introduction to Language, 9th Edition by Victoria Fromkin, Robert Rodman and Nina Hymns, 2010
- Fundamentals of Psycholinguistics, Eva Fernandez and Helen Smith Cairns, WileyBlackwell, 2012
- Introduction to Psycholinguistics: Understanding Language Science, Matthew J. Traxler. John Wiley and Sons Ltd., 2012
- The Language Instinct: How the mind creates language. Pinker, Steven. First Perennial Classics Edition. Harper Collins. 2000.
- The Atoms of Language: The Mind's Hidden Rules of Grammar. Baker, Mark. First Edition. Basic Books. 2001.

HSS 313/613: Introduction to Culture Studies (4)

Learning Objectives

The course will attempt to familiarize students with the following:

1. What is culture and how do our everyday understanding of culture emerge from particular historical and theoretical contexts?
2. What is popular culture, mass culture and culture industry?
3. How are perceptions regarding gender (masculinity/femininity and beyond), race, class, family etc dictated by popular culture mechanisms?
4. How have images of gender, race, class etc evolved within the dominant Indian popular culture machinery in the past three decades? What, (if at all) are the major noticeable changes in the dynamics of the popular post 1993?
5. How do we decode the implicit agenda of the culture industry in literature, film and other media products like advertising?

Course Contents

“Culture is one of the two or three most complicated words in the English language”

Raymond Williams: Keywords.

This course will try to provide a basic introduction to the multiple connotations of the term culture. The course will try to introduce basic theoretical approaches which helps us understand culture as a consumable commodity and also as an industry governing the way we live and think, focusing also on the diverse aspects of the material cultural cosmos of post-independence modern India. Comprising different segments, combining theory, literature, films and contemporary media, the course will try to decode why and precisely how the dynamics of culture shapes our perceptions of class, gender/sexuality, ethnicity, multiculturalism/globalization.

Selected Text Books

Selected extracts from:

- The Cultural Studies Reader. Ed. Simon During.
- Cultural Theory and Popular Culture: An Introduction. John Storey
- Introduction to Communication Studies. John Fiske.

Selected Cultural Texts:

- *Chirangada*. (film) Dir.: Rituparno Ghosh
- *Dostana* (Film) Dir.: Karan Johar
- *Nadia Ke Par* (Film) Dir.: Govind Moonis
- *Hum Apke Hain Kaun* (Film) Dir.: Sooraj Barjatya
- *Safar* (Film) Dir.: Asit Sen.
- *Deewar* (Film) Dir.: Yash Chopra
- *Choti si Baat* (Film) Dir.: Basu Chatterjee
- *Dilwale Dulhaniya Le Jayenge* (Film) Dir.: Aditya Chopra and Others

HSS 314/614: Conflict and the Nation: Post-Independence India in Literature and Cinema (4)

Learning Objectives

Trajectories and experiences of nationhood in post-1947 India have often been shaped by experiences and episodes of conflict, in different parts of the country, and the subcontinent at large. These experiences of conflict, and consequent collective trauma, are intimately connected with constructions and articulations of collective identity and belonging in different communities across the country, revealing the extremely fraught and contested nature of the experience of nationhood in modern South Asia. These conflicts and contestations, political, territorial and cultural, sometimes crystallised in particular epochal moments signalling foundational shifts in national and cultural identity construction in South Asia like the 1947 Partition of the subcontinent, have shaped the history and national trajectory of India since independence. This course aims to look at a range of cultural texts spanning fiction, poetry, cinema, graphic novel, and memoir, which have emerged from different parts of the country that have experienced conflict and collective trauma, from post-Partition Punjab and Bengal, to Kashmir and different parts of North East India in the current millennium, to examine how cultural products like literature and cinema negotiate conflict, violence, trauma and collective memory. After doing this course, students would have a nuanced understanding of how situations of conflict have shaped the Indian national trajectory since 1947, have an awareness about the deeply fraught and contested nature of the experience of nationhood in independent India, and be equipped to read and appreciate the cultural expression of conflict, violence and collective trauma through cultural texts from different parts of the country.

Course Contents

In this course, we will study some cultural productions, which have emerged out of situations of conflict and collective trauma, in post-independence India, ranging from the partition of the subcontinent in 1947, to more recent and contemporary experiences of conflict and contestation, like the Kashmir conflict and various conflicts in North East India. We will examine a range of cultural texts from fiction, poetry to cinema and graphic novel, to have an understanding of the affective and cultural repercussions of political conflict. We aim to study

literary works by authors like Sadat Hasan Manto, Amitav Ghosh, Agha Shahid Ali, Malik Sajad and Temsula Ao, and examine cinematic texts by M.S Sathyu, Ritwik Ghatak and Vishal Bhardwaj. In our reading of these different kinds of cultural texts of conflict, our focus, in particular, will be on the following issues and questions:

- Negotiations of experiences of conflict and collective violence through cultural forms like literature and cinema
- Conflict and nationhood: Contested national imaginaries
- Violence and trauma in the production of collective consciousness and cultural memory
- Historical narratives and the counter-narratives of cultural texts like literature and cinema
- Historical memory and cultural memory: Remembering and forgetting
- Public and private memory: Convergences and divergences
- National narratives: Ruptures and interruptions

Selected Text Books

Literary texts:

1. Sadat Hasan Manto, 'Toba Tek Singh' (translated from Urdu, 1955)
2. Amitav Ghosh, *The Shadow Lines* (1988)
3. Agha Shahid Ali, selected poems
4. Malik Sajad, *Munnu: A Boy from Kashmir* (2015)
5. Aruni Kashyap, *The House with a Thousand Stories* (2013)
6. Temsula Ao, *These Hills Called Home: Stories from a War Zone* (2006)

Films:

1. *Garam Hawa* (Hindi), dir. M.S Sathyu (1972)
2. *Meghe Dhaka Tara* (Bengali), dir. Ritwik Ghatak (1960)
3. *Haider* (Hindi), dir. Vishal Bhardwaj (2014)

HSS 316/616: Philosophical Beginnings: Matter, Motion, and the Cosmos (4)

Learning Objectives

1. After completion of the course students will have an understanding of some of the most ancient conceptions of the origin and the structure of the cosmos. They will have a basic knowledge of the most important figures of the ancient period, their central questions and methods, the connections among them, and their relevance to the present age.
2. Students will be able to understand the beginnings of western philosophy and its relationship to science and religion.
3. The course will develop students' abilities to identify philosophical questions and to reason philosophically about issues of universal significance.
4. Students will gain a deeper understanding of the methods and subject matter of philosophy.
5. Students will be able to demonstrate improved critical reading, thinking, and writing skills.

Course Contents

Around 6th Century BC a new kind of thinking appeared in Greece, dedicated to finding the origins of the world and its constituents, its structure, and its alterations, using observation and reason rather than tradition and myth. The philosophers that inaugurated this new brand of thought are considered the first philosophers of the Western tradition, as well as the forerunners of scientific thinking. This course will trace the coeval emergence of philosophy and science in the ancient world, from the early reflections on matter and motion by the Milesians to the development of a nascent atomic theory by Democritus. We will study multiple original sources in translation, with the help of modern commentaries, in order to arrive at a nuanced understanding of the varied hypotheses about the formation and the constitution of the universe. We will cover the following thinkers:

1. The Milesians (Thales, Anaximander, and Anaximenes)
2. Heraclitus
3. The Eleatics (Parmenides and Zeno)
4. Pythagoras
5. Empedocles

6. Anaxagoras
7. The Atomists (Leucippus and Democritus)

Selected Text Books

Primary:

- Waterfield, R. (2009). *The First Philosophers: The Presocratics and Sophists*. Oxford: Oxford University Press.
- Guthrie, W. K. C. (1962). *A History of Greek Philosophy*. Cambridge: University Press, Vol. I
- Guthrie, W. K. C. (1965). *A History of Greek Philosophy*. Cambridge: University Press, Vol. II

Secondary:

- Curd, P., & Graham, D.(Eds.). (2208). *The Oxford Handbook of Presocratic Philosophy*. Oxford: Oxford University Press.
- Long, A. (Ed.). (1999). *The Cambridge Companion to Early Greek Philosophy*. Cambridge: Cambridge University Press
- Furley, D. J. (2006). *The Greek Cosmologists: Vol. 1*. Cambridge: Cambridge University Press.