



**ST. JOHN'S**  
COLLEGE, ANCHAL

Affiliated to the University of Kerala  
Re-accredited with A Grade by NAAC  
Recognised for STAR College by DBT, Govt. of India

LET YOUR  
LIGHT  
SHINE BEFORE  
MEN

## Environment Syllabus

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## SEMESTER II

### Career Related First Degree Programme 2(a) in English

#### &Communicative English (CBCSS)

#### Vocational Course II CG 1271 Narratives of Social Justice and Restitution

**No. of credits: 3**

**Instructional hours: 4 per week [total 72 Hours]**

**Aim:** To cultivate social sensitivity and identify the modes of addressing the areas concerned through specific skill development and career.

**Objectives:**

1. To create awareness of the language usage in understanding criminal justice, child welfare, mental health, agencies for the elderly, research organizations, advocacy, human rights, community development, international social work and substance abuse programs.
2. To sensitize the students to social needs and problems and find out the appropriate means of resilience and resistance.
3. To understand and practice Literature and Language to deal with social problems.

**Course Outcome**

CO 1: Make students cognizant regarding pressing social issues and to apply language skills, knowledge, and social skills to identify and defend human rights violations.

CO 2: Acquire skills of social work intervention in human needs and societal issues.

CO 3: Consider the importance of law and imbibe a clear set of values which informs the social work practice.

**COURSE OUTLINE**

**Module 1**

Background

Defining trauma- narratives of struggle,-bearing witness-silence,-testimony- post-traumatic stress disorder- post memory- intergenerational trauma- Recovery pattern- laws- The Impact and Implications of Trauma and Abuse- Child sexual abuse

1. "A Lifetime of Anger and Pain": Kali Tal and the Literatures of Trauma (Review) David J. DeRose, *Postmodern Culture* (7:1) January 1997  
[https://worldsofhurt.com/derose\\_review/](https://worldsofhurt.com/derose_review/)
2. Sonia Falerio's *The Good Girls* (novel) Black Cat, February 2021

3. *Rugmini* (Film) Directed by K.P Kumaran

## Module 2

Background

Refugee crisis- UNHCR- land rights-internal displacement- dislocation-land acquisition.

1. Siddhartha Sarma: *Year of the Weeds* (Novel) Duckbill Books and Publications Pvt Ltd, 2018.)
2. Hansda Sowvendra Shekhar; ‘The Adivasi Will Not Dance’ by Hansda Sowvendra Shekhar (Short story from the collection *The Adivasi Will Not Dance: Stories*, Tiger Publishing Private Limited; 2011th edition (10 January 2017)
3. Brazil’s Supreme Court to rule soon on Indigenous land rights ( News paper report)  
<https://www.aljazeera.com/news/2021/8/25/brazils-supreme-court-to-rule-soon-on-indigenous-land-rights>

## Module 3

Background

Privilege- Power- Protest and Politics- Disabled-differently-abled-disabled friendly- politics of inclusion and exclusion-Transgender-Intersex-Transvestite- SRS- Preferred Pronouns- Trauma induced by various diseases

1. *Njan Avanalla Aval* (movie)
2. Malini Chib: *One Little Finger* (Autobiography) Sage Publications Pvt. Ltd; 1st edition April 2017)
3. Megha Rao: *Teething* Harper Collins India December 2021

## Module 4

Practice- Writing trauma narratives- short projects- Interviewing, transcribing and editing testimonies of trauma survivors- Building community with trauma survivors (within the classroom and beyond) -Organizing Group projects on Social issues and problems of their choice and are expected to submit a report- Observation visits to various NGOs/Hospitals/Industries and Social welfare agencies to expose the students to the activities of various agencies.

## Suggested Reading

Herman, Judith Lewis: *Trauma and Recovery*, Basic Books, 1997

Jacques, Juliet, *Trans: A Memoir*, Verso 2015

Kalli Tal. *Worlds of Hurt: Reading the Literatures of Trauma*. CUP, 1995

Mibang, Tamo , M.C. Behera. *Tribal Studies: Emerging Frontiers of Knowledge*, Mittal Publications, 2007.

Vickroy, Laurie. *Trauma and Survival in Contemporary Fiction* University of Virginia Press, 2002.

Wong, Alice, *Disability Visibility: First Person Stories from the twenty-first Century*, Vintage Books, 2020

### **Instruction to Teachers**

- 1) The movies Article 15 and Pinjar are to be shown
- 2) Make the students explore how contemporary fiction narratives represent trauma--that response to events so overwhelmingly intense that normal responses become impaired.
- 3) Investigate the complex relationship between sociocultural influences and intimate personal relations portrayed through narratives
- 4) Examine how contemporary trauma narratives are indeed personalized responses to this century's emerging awareness of the catastrophic effects on the individual psyche of wars, climate catastrophe, poverty, colonization, sexual abuse, and domestic abuse.

### **Instruction to Question Paper Setters**

Questions shall focus more on the practice of writing on issues and causes related to social justice. It should reflect how the paper sensitized the students on the issues discussed.