

SPECIAL COURSES FOR B.Com & BBA

III Semester: Around the World of Work

This course is offered to students of the B.Com/BBA combinations who have successfully completed two semesters of General English Studies in the Communication Skills-3 (CS-3) Stream. This course is also open to students who have completed their Communication Skills 1 and 2 and will include students who are willing to undertake a more challenging General English course.

COURSE DESCRIPTION:

The course aims at introducing students to a variety of different perspectives and debates that define working life. Through the readings, it is hoped that the students will develop an active interest in writing for the layman, a sense of the boundaries that the worlds of commerce and management share with the Humanities and the Social Sciences, and a nuanced awareness of some of the key debates about work, and justice in the workplace.

TASKS VISUALIZED:

The course aims to generate writing responses from students through a series of classroom and independent writing activities. Interested students may also curate an exhibition on an idea that they find stimulating, or maintain an online journal that details the discoveries they have made through further reading or seek out other forms of public engagement.

SKILLS:

The two key writing skills that will be elicited from the student are those of exposition and argumentation. Some writing tasks will thus require them to research an idea or an experience, and to compile information from several sources before writing it up in a coherent essay. They will also be required to learn to separate good evidence from bad in the essays that they read, and to draw from their own experiences and from their reading while responding to the debates that they encounter.

Modes of Evaluation: Two pieces of independent writing, one expository in nature and one requiring a coherent argument towards Internal Assessment. The mid-term test will use unseen passages sourced from debates introduced in the classroom to test the same skills. The end-semester exam will assess the progress the student has made with these two writing skills.

COURSE CONTENT

MODULE 1 – Working (06 hrs)

1. Three oral history excerpts from Studs Terkel
 - a. Delores Dante, b. Nancy Rogers, c. Lucky Miller
2. Hiding Out In The Forests Of Assam-Burma-East Bengal Border
<https://www.indianmemoryproject.com/169/>
3. Harteerat Singh--Humans of Bombay
4. The secular philosophy of Mysore librarian Syed Isaaq
<https://www.sabrangindia.in/article/exclusive-secular-philosophy-mysore-librarian-syed-isaaq>

MODULE II—Strikes! (12 hours)

1. *Girl Strikers Occupy Chain Store, Win Big: The Detroit Woolworth's Strike of 1937*. By Dana Frank, from *Three Strikes*, ed. Howard Zinn
2. Shahi Exports' Sonam Kapoor Connection is New but their Horrific Treatment of Workers Isn't--Ila Ananya
3. Garment Workers Won You (Yes, You) Your PF with Their Strike but What about the Police Brutalities They Faced?--Ila Ananya
4. Labels from a Global City--documentary by Surabhi Sharma

MODULE III -- Whose side are you on? (15 hours)

1. The McJobs Controversy

- a. The Fast-Food Factories: McJobs Are Bad for Kids--Amitai Etzioni
- b. Coupland Joins McJob debate--Globe and Mail News
- c. McDonald's seeks 'McJob' rewrite--BBC
- d. McJobs is here to stay-CNN

2. Reservations in the Private Sector

- a. Reservation in private sector will barricade India's march into future--Somik Dhar
<https://theprint.in/campus-voice/reservation-in-private-sector-will-barricade-indias-march-into-future/623054/>
- b. Reservation in the private sector: a necessity whose time has come?-- Seema Chishti
<https://indianexpress.com/article/explained/reservation-in-the-private-sector/-->

MODULE IV -- Business Cultures (06 hrs)

1. The United States of Japan—Matt Alt
<https://www.newyorker.com/culture/culture-desk/the-united-states-of-japan>
2. Indians talk while Chinese do.—TN Ninan.
<https://www.indiatoday.in/magazine/books/story/20151019-not-twins-and-not-alike-820593-2015-10-07>
3. The Family Way-The Economist
<https://www.economist.com/special-report/2015/04/16/the-family-way>
4. Karaoke with colleagues is no longer compulsory in South Korea
<https://www.economist.com/asia/2019/08/22/karaoke-with-colleagues-is-no-longer-compulsory-in-south-korea>

MODULE V -- Questions of Responsibility (15 hours)

1. 30 years of Bhopal gas tragedy: a continuing disaster—Sunita Narain and Chandra Bhushan
<https://www.downtoearth.org.in/coverage/environment/30-years-of-bhopal-gas-tragedy-a-continuing-disaster-47634>
2. Excerpts from *Voices from Chernobyl* by Svetlana Alexievich
3. The Hindu Explains: Sterlite Protests
<https://www.thehindu.com/news/national/tamil-nadu/the-hindu-explains-sterlite-protests/article23969542.ece>
4. Nero's Guests— P.Sainath on the Farmers' Protests
<https://www.youtube.com/watch?v=4q6m5NgrCJs>
5. P.Sainath in conversation with Faye D'Souza
<https://www.youtube.com/watch?v=wDDUdkA2Cjk>

MODULE VI – Taking Work Very Lightly (6 hrs)

1. Dilbert, Dogbert, Topper and the Motivation Fairy-12 panels from the Scott Adams comic strip, 2001.

TESTING

Continuous Internal Assessment: 30 marks

One Test (15), Written Assignment /Oral Presentation (10), and attendance: 5 marks

End Semester Examination (70 marks)

Based on unseen passages that test abilities with expository writing and argumentation

IV Semester: Around the World of Work

This course is offered to students of the B.Com/BBA combinations who have successfully completed three semesters of General English Studies. Students who had opted for the Regular Course can shift to this Special Course if they so desire.

COURSE DESCRIPTION:

The course aims at continuing the conversation around perspectives and debates that define working life with students. Through the readings, it is hoped that the student's engagement with argumentation will deepen, even as they continue exploring writing for the layman, a sense of the boundaries that the worlds of commerce and management share with the Humanities and the Social Sciences, and a nuanced awareness of some of the key debates about work, and justice in the workplace.

TASKS VISUALIZED:

The course aims to generate writing responses from students through a series of classroom and independent writing activities. Interested students may also curate an exhibition on an idea that they find stimulating, or maintain an online journal that details the discoveries they have made through further reading or seek out other forms of public engagement.

SKILLS:

The two key writing skills that will be elicited from the student are those of exposition and argumentation. Some writing tasks will thus require them to research an idea or an experience, and to compile information from several sources before writing it up in a coherent essay. They will also be required to learn to separate good evidence from bad in the essays that they read, and to draw from their own experiences and from their reading while responding to the debates that they encounter.

Modes of Evaluation: Two pieces of independent writing, one expository in nature and one requiring a coherent argument towards Internal Assessment. The mid-term test will use unseen passages sourced from debates introduced in the classroom to test the same skills. The end-semester exam will assess the progress the student has made with these two writing skills.

COURSE CONTENT

Module I: Playing with Intent (20 hours)

1. All My Sons—Arthur Miller

Module II: Organisational Laughter (08 hours)

1. The Dilbert Principle and Business Communication (two chapters)—The Dilbert Principle by Scott Adams.
2. The Dumbest Moments in Business--Adam Horowitz
 - a. Chapter VI--Sales and Marketing
 - b. Chapter VII--Accounting

Module III: Ideas of Success/ the Success of Ideas (15 hours)

1. The Origin Story of Marie Kondo's Decluttering Empire--Barry Yourgrau--The New Yorker
<https://www.newyorker.com/books/page-turner/the-origin-story-of-marie-kondos-decluttering-empire>
2. The bricks in India's edtech wall
<https://the-ken.com/story/the-bricks-in-indias-edtech-wall>
3. The COVID Catch 22 for vernacular apps--Prasannata Patwa
<https://the-ken.com/story/the-covid-catch-22-for-vernacular-apps-kuku-fm-pratilipi-vokal/>
4. Lillian Gilbreth profile: Learn Who We Have to Thank for the Term Work-Life Balance
<https://spectrum.ieee.org/the-institute/ieee-history/learn-who-we-have-to-thank-for-the-term-worklife-balance>
5. Two Economist Obituaries
 - a. Just one big lie--Bernard Madoff
 - b. Sweet secrets--Michele Ferrero

Module IV: Work and the Changing World (06 hours)

1. In a Corner of India, Two Professions on the Verge of Extinction—Joshua Karunakaran
[In a Corner of India, Two Professions on the Verge of Extinction \(thewire.in\)](https://thewire.in/in-a-corner-of-india-two-professions-on-the-verge-of-extinction)
2. Photographer captures death of old professions in Indian cities—Scroll
[Photographer captures death of old professions in Indian cities \(scroll.in\)](https://scroll.in/photo/2020/07/14/photographer-captures-death-of-old-professions-in-indian-cities)
3. AI and the future of work: Will our jobs disappear?—Frida Polli
[AI And the Future of Work: Will Our Jobs Disappear? \(forbes.com\)](https://forbes.com/sites/frida-polli/2020/07/14/ai-and-the-future-of-work-will-our-jobs-disappear/)

Module V: Work on Screen (12 hours)

1. Two episodes of The Office
2. [The Thing That Made The Office Great Is the Same Thing That Killed It - The Atlantic](https://theatlantic.com/entertainment/archive/2016/07/the-office-great-is-the-same-thing-that-killed-it/498111/)
3. Wall Street (1987) and Wall Street: Money Never Sleeps (2010)
4. The IT Crowd: The Red Door and The Speech (Episodes from S1 and S3)

III Semester: Leisure, Identity and Writing: Food

This course is offered to students of the B.Com/BBA combinations who have successfully completed two semesters of General English Studies in the Communication Skills-3 (CS-3) Stream. This course is also open to students who have completed their Communication Skills 1 and 2 and will include students who are willing to undertake a more challenging General English course.

COURSE DESCRIPTION:

The course aims at introducing students to writing that probes the intricate social histories that circulate around the notion of food.. Through the readings, it is hoped that the students will develop an active interest in writing for the layman, a sense of the boundaries that the worlds of commerce and management share with the Humanities and the Social Sciences, and a nuanced awareness of some of the key debates around food and identity in the social sphere.

TASKS VISUALIZED:

The course aims to generate writing responses from students through a series of classroom and independent writing activities. Interested students may also curate an exhibition on an idea that they find stimulating, or maintain an online journal that details the discoveries they have made through further reading or seek out other forms of public engagement.

SKILLS:

The two key writing skills that will be elicited from the student are those of exposition and argumentation. Some writing tasks will thus require them to research an idea or an experience, and to compile information from several sources before writing it up in a coherent essay. They will also be required to learn to separate good evidence from bad in the essays that they read, and to draw from their own experiences and from their reading while responding to the debates that they encounter.

Modes of Evaluation: Two pieces of independent writing, one expository in nature and one requiring a coherent argument towards Internal Assessment. The mid-term test will use unseen passages sourced from debates introduced in the classroom to test the same skills. The end-semester exam will assess the progress the student has made with these two writing skills.

COURSE CONTENT

Module I – Food Writing (15 hours)

1. In Defence of Shite Food—Bryce Elder
2. The Future of Restaurants—Vir Sanghvi
3. Boiled Vs. Roasted—Claude Levi-Strauss
4. On Rice--Shizuo Tsuji
5. An Evening Market in Nigeria—Excerpt from Ake: Years of Childhood—Wole Soyinka
6. The Mother of all Ice-Creams—Jeffrey Steingarten

Module II—Food and Identity (15 hours)

- 1) [Roasted Winged Termites Are My Favourite Monsoon Snack, Even If Others Might Not Find it 'Appropriate, Jahnvi Uppuleti.](#)
- 2) [I Like My Beef and I Cannot Lie, Jahnvi Uppuleti.](#)
- 3) [I could never feel that way about Kanji, Nisha Susan](#)
- 4) [A kitchen of my own, LJ Violet](#)

Module III – Food and the City (15 hours)

- 1) [OD at Yellamma Dasappa, Shalom Sanjay](#)
- 2) [Mission Road's Akki rotti uncle and the famous red chutney, Magdaline Kiruba](#)

Module IV – Food, Fiction, Film (15 hours)

- 1) [Luda and Milena, Lara Vapnyar](#)
- 2) [Real Food, Chimamanda Adichie](#)
- 3) [Eat, Memory: A life without food, David Wong Louie](#)
- 4) [Film Text - Cosmopolis: Two Tales Of A City, Paromita Vohra](#)
- 5) [Finding Indian Love: Food habits of the lovelorn, Paromita Vohra](#)
- 6) The Great Indian Kitchen—film

III Semester: Leisure, Identity and Writing: Sport

This course is offered to students of the B.Com/BBA combinations who have successfully completed three semesters of General English Studies. Students who had opted for the Regular Course can shift to this Special Course if they so desire.

COURSE DESCRIPTION:

The course aims at introducing students to writing that draws out the multiple meanings inscribed around sports and games.. Through the readings, it is hoped that the students will develop an active interest in writing for the layman, a sense of the boundaries that the worlds of commerce and management share with the Humanities and the Social Sciences, and a nuanced awareness of some of the key debates around sports and politics in the social sphere.

TASKS VISUALIZED:

The course aims to generate writing responses from students through a series of classroom and independent writing activities. Interested students may also curate an exhibition on an idea that they find stimulating, or maintain an online journal that details the discoveries they have made through further reading or seek out other forms of public engagement.

SKILLS:

The two key writing skills that will be elicited from the student are those of exposition and argumentation. Some writing tasks will thus require them to research an idea or an experience, and to compile information from several sources before writing it up in a coherent essay. They will also be required to learn to separate good evidence from bad in the essays that they read, and to draw from their own experiences and from their reading while responding to the debates that they encounter.

Modes of Evaluation: Two pieces of independent writing, one expository in nature and one requiring a coherent argument towards Internal Assessment. The mid-term test will use unseen passages sourced from debates introduced in the classroom to test the same skills. The end-semester exam will assess the progress the student has made with these two writing skills.

COURSE CONTENT

Module 1--The Sporting Spirit (15 hours)

1. Vitai Lampada—Henry Newbolt
2. Orwell on Sports ([George Orwell: The Sporting Spirit](#))
3. Three excerpts from War Minus the Shooting—Mike Marqusee
4. Trudy's Big Splash from Yes, She Can by Glenn Stout

Module II -- The Bollywood Biopic meets Sports (15 hours)

1. Mary Kom
2. Bhaag Milkha Bhaag
3. Paan Singh Tomar

Module III – Not Quite Cricket (15 hours)

1. Caste—Up from Serfdom by Ramachandra Guha
2. The Mohali Fix—Shahryar Khan
3. Excerpt from Chinaman—Shehan Karunatilaka
4. Two excerpts from Cricket in the Fiji Islands by Philip Snow
5. Kanyaon ki Cricket hogi, zaroor aaiye—excerpt from Free Hit by Suprita Das

Module IV—Sports in the Local (15 hours)

1. Tennikoit rally in Bengaluru brings back fond memories
[Tennikoit rally in Bengaluru brings back fond memories | Bengaluru News - Times of India \(indiatimes.com\)](#)
2. Once upon a time, tikki, goli, lagori, chinni-daandu
[churumuriOnce upon a time, tikki, goli, lagori, chinni-daanduchurumuri](#)
3. BFC Fans give Bangalore football an ultra flavout—Maxin Mathew
[BFC fans give Bangalore football an 'ultra' flavour \(archive.org\)](#)
4. Mariappa Kempaiah—India's legendary midfielder—Novy Kapadia
[Mariappa Kempaiah - India's legendary midfielder \(sportskeeda.com\)](#)
5. What is Kamabla race, that shot Srinivasa Gida to fame?—The Weeek
[What is Kambala race, that shot Srinivasa Gowda to fame?](#)

