

Course 101 - Philosophical Methods (4 credits - 60 hours)
Course Designers - Srajana Kaikini, Assistant Professor, KREA University; K. Sridhar, Professor, Azim Premji University

Course Description

This course is designed to introduce learners to methods used in philosophical thinking and practice. Philosophy, both practical and theoretical, has a history spanning diverse historical and cultural contexts. These philosophical methods eventually have played a major role in shaping the established methodologies at work in disciplines of the sciences and the arts. Some key methodologies that run across these philosophical traditions include active exercise of reasoning skills, engaging in argumentation and dialogue as a way of understanding more about the world, nuanced skills of reading and writing and exercising analytical as well as sensible strategies to negotiate the experiences and knowledges we encounter in our worlds. A methodological grounding equips students across disciplines in reflecting on the work being done in their respective disciplines in a foundational way. A study of philosophical methods is also a critical step in the pursuit of any research oriented learning track.

The course can be presented in four modules addressing reasoning, cultures of reasoning, historical positions and application of philosophical methodology across various domains.

Course Objectives

1. To introduce students to critical reasoning methods, logical frameworks at work in communication - reading, writing, speaking, argumentation
2. To expose them to prominent historical philosophical positions and the kind of philosophical questions and problems that these cultures throw up
3. To present to them some key philosophical methods that have been developed in the history of philosophy
4. To demonstrate through case studies how these methods work in dealing with questions which are not just academic questions but also have a bearing on deeply human issues.

Course Outcomes

1. Have an understanding of concepts at play in philosophical methods
2. Be able to critically analyse and engage with philosophical texts and discussions
3. Be able to offer sound arguments concisely in both expressive and written form
4. Be able to apply critical reasoning skills to real world scenarios

Course Outline

Unit I: Logic and Language

Foundations of

1. Informal Logic
2. Formal Logic
3. Argumentation and Fallacies
4. Communicative Reasoning

Unit II: Historical Cultures of Reasoning

Introduction to history of

1. Realism and Idealism
2. Transcendentalism, Empiricism, Positivism
3. Phenomenological Method
4. Hermeneutical Method

Unit III: Philosophical Analysis

Study of Methods of

1. Conceptual Analysis
2. Doubt
3. Dialectical Reasoning
4. Experimentation.

Unit IV: Discussions and Application

Case Studies that interrogate application of philosophical methods in debates on

1. Certainty/Uncertainty
2. Determinism/Freedom
3. Belief/Scepticism
4. Truth/ Belief

Reading List

1. Baggini, Julian, and Peter S. Fosl. 2010. *The philosopher's toolkit: a compendium of philosophical concepts and methods*. Oxford: Wiley-Blackwell.
2. Daly, Chris. 2010. *An Introduction to Philosophical Methods*. Ontario: Broadview Press.
3. Hospers, John. 1997 (4th ed.). *An Introduction to Philosophical Analysis*, London and New York: Routledge. (Indian edition available).
4. Hurley, Patrick J. 2015. *A Concise Introduction to Logic*. California: Wadsworth Publishing
5. Irving Copi, Carl Cohen, Kenneth Cohen. 2016. *Introduction to Logic*. New York: Routledge.
6. J. N. Mohanty, *Classical Indian Philosophy* (Rowman and Littlefield, 2002).
7. Karl Potter and Sibajiban Bhattacharyya eds. *Indian Philosophical Analysis – Nyaya-Vaisesika from Gangesa to Raghunatha Siromani* in *Encyclopedia of Indian Philosophies*, vol. 6 (Delhi: Motilal Banarsidass, 1993), pp. 85–311.
8. Linda Fisher. "Hermeneutics of Suspicion and Postmodern Paranoia: Psychologies of Interpretation," *Philosophy and Literature*, 16 (1992): 106-114
9. Linda Fisher. "Feminist phenomenological voices," *Continental Philosophy Review*, Vol. 43, No. 1, 2010: 83-95.
10. Lloyd, D. (1992). Toward an identity theory of consciousness. *Behavioral and Brain Sciences*, 15(2), 215-216. doi:10.1017/S0140525X00068369
11. Sandra Harding. 1987. "The Method Question," *Hypatia: A Journal of Feminist Philosophy* 2, 19–35
12. Sandra Harding. 1995. "'Strong Objectivity': A Response to the New Objectivity Question," *Synthese*, Vol. 104, No. 3, pp. 331-349
13. Sandra Harding. *Whose Science? Whose Knowledge?: Thinking from Women's Lives*, 1991.
14. Silvia Stoller (2009), *Phenomenology and the Poststructural Critique of Experience*. In *International Journal of Philosophical Studies*. Vol 17, issue 5
15. Stoller, S. Expressivity and performativity: Merleau-Ponty and Butler. *Cont Philos Rev* 43, 97–110 (2010)
16. Stoller, S. (2018) *Laughter and Intentionality*. In *Proceedings of the XXIII World Congress of Philosophy*. Vol 27
17. Stoller, S. (2005). *Asymmetrical Genders: Phenomenological Reflections on Sexual Difference*. *Hypatia*, 20(2), 7-26.

Course 102 - Scientific Methods (4 credits - 60 hours)
Course Designer - Chayanika Shah, Physicist, Queer Feminist Activist

Course Description

The course is an introduction to the methodological practices of knowing in science encompassing its dominance and range. This course intends to address disciplinary boundaries of learners from sciences and non-science backgrounds. Designed in a manner to benefit learners from across disciplines, a learner from sciences (pure and applied) will assess their existing knowledge and critically engage with the nature and history of science in the making of modern science. On the other hand, a learner who is not from a science background will engage with this paper with more confidence and possibility as to the usual fear of sciences. The course brings together the philosophy of science in terms of time, space, claims, objectivity, predictability, proof, evidence, experimentation, reliability and more.

Course Objectives

1. Acquaint students with breadth and depth of the subject of study in science
2. It aims to appreciate the scales of science but also on the method of scaling
3. Help students appreciate the fact that science attempts to use material methods to study and talk about parts of the universe which are invisible to our senses in many ways
4. To introduce historically different ways of understanding the universe, nature and material

Course Outcomes

1. To be able to analyse, critically engage with science and scientific knowledge
2. To be able to observe, identify and interpret scenes and issues around us through scientific methods and beyond
3. Learners will be able to identify and challenge foundations and history of science and scientific methods
4. With an interdisciplinary and transdisciplinary approach, learners will be able to work through disciplines in modern society

Course Outline

Unit I: Nature and History of Science

1. Nature: Materiality, Time and Space
2. History of Modern Science
3. Claims of Science
4. History of Science and Technology in India

Unit II: Concepts and Methods of Knowing

1. Possibilities and Limitations of Knowing
2. Different Disciplines, Different Methods?
3. Categorisation, Classification and Binary
4. Mathematical Modelling and Experimentation

Unit III: Hierarchy of Knowledge

1. Objectivity, Predictability and Replicability
2. Proof and Reliability
3. Transparency and Scientific Collaboration
4. Transience of Scientific Knowledge

Unit IV: Science in Praxis

1. Integrity and Ethics
2. Science as a co-operative exercise
3. Consensus Making in the times of complex techno-science
4. Pure and Applied Sciences: Interdependency and Disciplinary boundaries

Reading List

1. Levin, J. (2002). *How the universe got its spots: Diary of a finite time in a finite space*. Princeton, N.J: Princeton University Press.
2. Maria Popova: *The Marginalian* themarginalian.org (earlier Brain Pickings)
3. Mazzolini, R. G., Roe, S. A., Bonnet, C., Needham, J. T., & Voltaire Foundation. (1986). *Science against the unbelievers: The correspondence of Bonnet and Needham, 1760-1780*. Oxford: Voltaire Foundation at the Taylor Institution.
4. Needham, J. T. (1745). *An Account of some new microscopical discoveries*. London.
5. Philip, K. (2017). *English mud: Towards a critical cultural studies of colonial science*. In *Cultural Studies* (pp. 300-331). Routledge
6. Prakash, G. (1999). *Another reason: Science and the imagination of modern India*. Princeton, N.J: Princeton University Press.
7. Snow, C. P., (1969). *The two cultures*.

8. Some of the writings of Stephen Jay Gould and Bill Bryson
9. Young adult fiction from Frances Hardinge "The Lie Tree".

Course 103 - Social Science Method (4 credits, 60 hours)
Course Designer - Akansha Tyagi, Visiting Faculty, NMIMS, Mumbai

Course Description

The course is designed for learners to understand social science as a field of study. It traces the origins and history of the methodological assumptions by examining the question in the discourse of the enlightenment modernity within which the disciplines originated. Parallely, it examines the relationship between knowledge production, disciplinarity, and power. As a foundation course, it introduces the learners to different paradigm shifts and the possibilities they foregrounded in academic inquiry. The course will introduce the learners to diverse methodological landscapes by opening up critical debates across disciplinary canons enabling them to work with inter/transdisciplinary practices. The last part of the course allows for engagement with diverse methods in social science that will equip students to explore social science research

Course Objectives

1. Familiarize learners with the context, history, and philosophical underpinnings that lead to the development of ‘social’ as a site of ‘scientific’ knowledge production and its relationship with ‘disciplinarity’ and power
2. Conceptually understand the major paradigm shift that has contributed to rethinking ontological and epistemological premises across social sciences
3. Explore key debates across disciplines to identify and analyze the ontological and epistemological premises that underpin them
4. Introduce different methods and tools relevant to social science research

Course Outcomes

1. Identify and conceptualize foundational methodological concerns in social science research
2. Understand the original contexts and paradigm shifts within the social sciences
3. Foreground interdisciplinary/transdisciplinary framework by exploring key ideas across disciplinary lines.
4. Explore critical research methods in social sciences

Course Outline

Unit I: Philosophical foundation of 'social sciences'

1. Introduction to Ontology, Epistemology and Axiology' - Unpacking knowledge production
2. Contextualizing enlightenment modernity and (Kantian) reason
3. Disciplining knowledge
4. Knowledge and Power

Unit II: Changes and challenges - unpacking and conceptual mapping of the paradigm shifts

1. Introduction to post-structuralism
2. Introduction to post-modernism
3. Introduction to post-colonialism
4. Introduction to posthumanism and non-representational theory

Unit III: Exploring Key disciplinary debates

1. Geography: Space and Place
2. History: Event and Everyday
3. Social anthropology: Agency and Structure, Spectacular and Mundane
4. Psychology: Nature and Nurture

Unit IV: Tools and Methods

1. Relationship between researcher and research(ed)- Standpoint theory
2. Ethnography+Autoethnography
3. Narrative/Visual/Textual Analysis
4. Contextualizing 'quantitative' data

Reading List

Essential Readings

1. Butler, Judith. "Performative agency." *Journal of cultural economy* 3.2 (2010): 147-161.
2. Davar, Bhargavi V. "Mental illness among Indian women." *Economic and Political Weekly* (1995): 2879-2886
3. Ellis, Carolyn, Tony E. Adams, and Arthur P. Bochner. "Autoethnography: an overview." *Historical social research/Historische sozialforschung* (2011): 273-290.

4. Gannon, Linda. "A critique of evolutionary psychology." *Psychology, Evolution & Gender* 4.2 (2002): 173-218.
5. Harding, Sandra G., ed. *Feminism and methodology: Social science issues*. Indiana University Press, 1987.
6. Kant, Immanuel. *What is Enlightenment?[1784]*”, in *Immanuel Kant*. Indianapolis: Bobbs-Merrill, 1963.
7. Mahmood, Saba. "Agency, performativity, and the feminist subject." *Pieties and gender*. Brill, 2009. 11-45.
8. Moran, Joe. "History, memory and the everyday." *Rethinking history* 8.1 (2004): 51-68.
9. Palmer, Gary B., and William R. Jankowiak. "Performance and Imagination: Toward an Anthropology of the Spectacular and the Mundane." *Cultural anthropology* 11.2 (1996): 225-258.
10. Rege, Sharmila. "Dalit women talk differently: A critique of'difference'and towards a Dalit feminist standpoint position." *Economic and Political Weekly* (1998): WS39-WS46.
11. Roberts, Marc. "The production of the psychiatric subject: power, knowledge and Michel Foucault." *Nursing Philosophy* 6.1 (2005): 33-42.
12. Said, Edward W. "Orientalism reconsidered." *Race & class* 27.2 (1985): 1-15.
13. Thrift, Nigel. *Non-representational theory: Space, politics, affect*. Routledge, 2008.
14. Thrift, Nigel. "Non-representational theory." *The dictionary of human geography* 4 (2000).
15. Tuan, Yi-Fu. "Space and place: humanistic perspective." *Philosophy in geography*. Springer, Dordrecht, 1979. 387-427.
16. Wallerstein, Immanuel, and Ilya PRIGOGINE. "Open the social sciences." *Report of the Gulbenkian* (1996)

Additional Readings

1. Addlakha, Renu. (2008). *Deconstructing mental illness: An ethnography of psychiatry women and the family*. New Delhi. Zubaan Books
2. Addlakha, Renu. (2013) (edited). *Disability Studies in India: Global Discourses, Local Realities*, Routledge
3. Ghosh, Nandini (2016) (ed.). *Impaired Bodies, Gendered Lives: Everyday Realities of Disabled Women*, New Delhi: Primus Publishers, 2016
4. Ghosh, Nandini (2016). *Interrogating Disability in India: Theory and Practice*, Springer
5. Latour, B. (1987). *Science in action: How to follow scientists and engineers through society*. Cambridge, Mass: Harvard University Press.
6. Lepenies, W., & Wolf, L. (1988). *Between literature and science: The rise of sociology* (Vol. 10). Cambridge University Press.
7. Longino, H. E. (2020). *Science as Social Knowledge: Values and Objectivity in Scientific Inquiry*
8. Philip, K. (2017). *English mud: Towards a critical cultural studies of colonial science*. In *Cultural Studies* (pp. 300-331). Routledge

9. Prakash, G. (1999). *Another reason: Science and the imagination of modern India*. Princeton, N.J: Princeton University Press.
10. Tremain, Shelley. "On the Government of Disability." *Social Theory and Practice*, vol. 27, no. 4, 2001, pp. 617–36. JSTOR, <http://www.jstor.org/stable/23559193>. Accessed 21 May 2022.
11. Wendell, S. (1996). *The rejected body: Feminist philosophical reflections on disability*. New York: Routledge

Course 104 - Literary Methods (4 credits - 60 hours)
Course Designer- Prof. (Retd.) Mitra Mukherjee-Parikh (ex-SNDT University)

Course Description

The course is designed to present to students coming from a wide range of disciplines, formative ideas, thoughts and practices in literary criticism that have widely influenced evaluation and interpretation of creative texts from the early decades of the twentieth century. The key essays and extracts prescribed for study from the New Critics to the present are central articulations of thinkers/writers/poets/critics whose innovative articulations, analytical strategies and vital interventions brought in paradigm shifts in literary appreciation and critical thinking of their time and continue to generate new discourses even today.

Course Objectives

1. To introduce students to some significant literary critical theories like New Criticism, Structuralism and Poststructuralism among others which influenced and transformed literary studies.
2. To enable students to examine the critical tenets, analytical methods and ideological politics of Marxist, Feminist and Postcolonial writers and critics that has influenced and shaped contemporary literature studies.
3. To equip them to apply the theoretical perspectives to literary texts as well as evaluate existing critical readings of such texts.
4. To facilitate students from different disciplinary backgrounds to connect these ideas and concepts with larger epistemological and praxis histories of the social and physical sciences for a broader and nuanced understanding of complex realities.

Course Outcomes

1. The course will help students to understand the plural approaches and methods used to read/interpret literature.
2. The course will equip them to make nuanced and intersectional reading of literary texts which reflect subjective, collective, emotional, ideological and political lives of individuals and cultures across the globe, thereby widening their experiential and critical understanding.
3. The course will enable them to comprehend the interconnectedness and intertextual nature of the world they inhabit and the need for multi-dimensional approaches to address and redress global issues.
4. The course will add to the multiple perspectives and skills required for placements in wide-ranging service fields and professions.

Course Outline

Unit I: Introduction to New Critical, Formalist and Structuralist literary criticism.

1. New Criticism - T.S.Eliot
2. Russian Formalism - Mikhail Bakhtin
3. Structuralism - Ferdinand de Saussure
4. Structuralism: critical response - Roland Barthes

Unit II: Poststructuralism

1. Deconstruction - Jacques Derrida
2. Deconstruction: A critical response - M.H.Abrams
3. Foucault and Discourse: Michel Foucault
4. Foucauldian Discourse: A critical response - Catherine Belsey

Unit III: Psychoanalytical Method

1. Freud and Literature - Lionel Trilling
2. Lacanian psychoanalysis - Jacques Lacan
3. Marxist Perspective and Methods - Terry Eagleton
4. Marxist Perspective and Methods - Aijaz Ahmad

Unit IV: Feminist and Gender Perspectives and Methods

1. Feminist Criticism - Elaine Showalter
2. Feminist Voices: some examples - bell hooks & Adrienne Rich
3. Postcolonial perspectives and methods - Edward Said
4. Voices from the Global South - Chinua Achebe & Trinh T. Minha

Reading List

1. Ashcroft, Bill and Ahluwalia, Pal, *Edward Said* (Routledge,2001).
2. Ashcroft, Bill, *et al.*, *The Empire Writes Back Theory and Practice in Post-colonial Literature* (Routledge,2nd edn, 2002)
3. Barry, Peter, *Beginning Theory: An Introduction to Literary and Cultural Theory* (Viva Books,2010).
4. Barthes Roland, *A Roland Barthes Reader* ed. Susan Sontag (Vintage,1993)
5. Belsey, Catherine and Moore, Jane, eds, *The Feminist Reader: Essays in Gender and the Politics of Literary Criticism* (Palgrave, 2nd edn, 1997).
6. Belsey, Catherine, *Poststructuralism: A Very Short Introduction* (OUP).
7. Bhaba, Homi K, ed. *Nation and Narration* (Routledge, 1990).
8. Césaire, Aimé, *Return to my Native Land* (Penguin Poets,1969).
9. Culler, Jonathan, i) *Structuralist poetics* (Routledge, 1975)
10. Culler, Jonathan, ii) *Barthes: A Very Short Introduction* (Oxford Paperbacks 2002)

11. Culler, Jonathan, *On deconstruction: Theory And criticism after Structuralism* (Routledge, 25th anniversary edn,2007).
12. Dowling, William C., *Jameson, Althusser, Marx: An Introduction to the Political Unconscious* (Metheun, 1994)
13. Eagleton, Terry, 'The rise of English', chapter one in *Literary Theory: An Introduction* Blackwell, Anniversary Edition 2008
14. F.R.Leavis: *The Great Tradition* (1948)
15. Fanon, Frantz, *The Wretched of the Earth* (Penguin,1961).
16. Gilbert, Sandra and Gubar, Susan, *The Madwoman in the Attic: The Woman Writer and the Nineteenth Century Literary Imagination* (Yale university Press, 2nd edn.,2000).
17. Gutting, Gary, *Foucault: A Very Short introduction* (OUP0
18. Homer,Sean, *Jacques Lacan* Routledge. Critical Thinkers,2005.
19. Hoy, David, (ed.) *Foucault: A Critical Reader* (Oxford: Blackwell,1986)
20. I.A.Richards: *Practical Criticism* (1929)
21. I.A.Richards: *Principles of Literary Criticism* (1924)
22. Irigaray, Luce (1996), "This sex which is not one", in Jackson, Stevi; Scott, Sue (eds.), *Feminism and sexuality: a reader*, New York: Columbia University Press, pp. 79–83, ISBN 9780231107082.
23. Loomba, Ania, *Colonialism/Post-Colonialism* (Routledge, New Critical Idiom series, 2 nd edn, 2005).
24. Moi, Toril, *Sexual/Textual Politics* (Metheun, 1985)
25. Mulhern, Francis, ed. *Contemporary Marxist Literary Criticism* (Longman,1992)
26. Norris, Christopher, i) *Derrida* (Fontana 1987).
27. Norris, Christopher, ii) *Deconstruction: Theory and Practice* (Routledge 2nd edn,1991).
28. Rabate, Jean-Michel, ed *The Cambridge Companion to Lacan*. Cambridge Companions to Literature,2003.
29. Rooney, Ellen, ed. *The Cambridge Companion to Feminist Literary Theory* (Cambridge Companions to Literature, 2006)
30. Singer, Peter, *Marx: A Very Short Introduction* (OUP)
31. The Collected Writings of Melanie Klein. Volume 1-4. London: Hogarth Press
32. Thurschwell, Pamela, *Sigmund Freud*. Routledge,2000.
33. William Empson: *Seven Types of Ambiguity* (1930)
34. Williams, Raymond, *Marxism and Literature* (Oxford University Press, 1977)
35. Wolfreys, Julian, ed. *Introducing Literary Theories: A guide and glossary* (Edinburgh University Press,2001)

Course 105 - Mathematical Reasoning (2 credits, 30 hours)
Course Designer - K. Sridhar, Professor, Azim Premji University

Course Description

An understanding of mathematical reasoning is a crucial component of a liberal studies curriculum and is something every student, irrespective of disciplinary orientation, should be given a grounding in. On the one hand, this course intends to expose students from the arts, humanities and social sciences who may have little or no mathematical training to understand how mathematics works and to be able to appreciate this not as performers but as an audience with a developed understanding. For the students of mathematics and the sciences, this course should allow them to be able move just that distance away from the actual mathematical work that they may be doing in their respective subject domains so as to be able to see the structure and the working of the larger system of mathematics. Because of this double-pronged approach that will need to be taken in teaching this course, this course, more than any other, will really get spelt out in the classroom much more than on the paper that this curriculum is being written upon. It is with this understanding that we proceed to put down the structure of this course.

Course Objectives

1. To develop an ease with mathematics as a way of thinking
2. Engage learners in the understanding of what mathematics engages with
3. To get a cogent picture about the philosophical issues in mathematics
4. To bridge the disciplinary distance and fear of mathematics

Course Outcomes

1. Have a foundational understanding of mathematics
2. Think and analyse through mathematical models
3. With interdisciplinary and transdisciplinary approaches, be able to critically engage with mathematics
4. Find comfort with the idea of numbers and statistics

Course Outline

Unit I: Arithmetics, algebra and beyond

1. Power of quantitative reasoning
2. From arithmetic to simple algebra
3. Introduction to Euclid's geometry and beyond.
4. Introduction to Statistics

Unit II: Philosophical aspects of Mathematics

1. Deductive systems and parallel postulates
2. Path to non-Euclidean geometries
3. Nature of numbers and infinities
4. Nature of probability

Reading List

1. Bennett, Jeffrey and Briggs, William: *Using and Understanding Mathematics: A Quantitative Reasoning Approach* (2008) Pearson, New York.
2. Davis, Phillip and Hersh, Reuben: *The Mathematical Experience* (1981) Penguin, London.
3. Eastaway, Rob: *Maths on the Back of an Envelope* (2019) Harper Collins, London.
4. Russell, Bertrand: *An Introduction to Mathematical Philosophy* (1918) Dover, London.
5. Stein, Sherman: *How the Other Half Thinks: Adventures in Mathematical Reasoning*, (2001) McGraw Hill, New York.

Course 106 - Discursive Writing (2 credits, 30 hours)
Course Designer - Vijeta Kumar, Assistant Professor, St Joseph College (Autonomous), Bangalore

Course Description

At the core of this paper is the idea of close reading to develop narrative competence. That discursive writing is as much personal as it is anything else, and as much cultural as it is personal. The course aims to equip the student with skills in close reading as an everyday practice and as the most essential requirement in any kind of writing.

Course Objectives

1. To equip the student with an independent way of reimagining a problem and using writing to know what one is thinking.
2. To introduce close-reading as a way of persuasive writing.
3. To craft a writing voice that is sharp, and stylish.
4. To learn how to rely on an instinctual voice and give it the language of writing.
5. To remain open yet immune to the language of social media as jury.
6. Avoiding the obvious, the overstated, and to learn how to think through the virus of echo chambers.

Course Outcomes

1. Being able to look at close reading as a practice not just within the world of reading and writing but also in measuring one's relationship with events, relationships, and the world at large -- outside of reading and writing.
2. Engaging with films and books beyond conclusive remarks of good and bad, beyond reviewing.
3. Rescuing your voice from English-language speaking echo chambers and social media commentary.

Course Outline

Unit I: Introduction to Discursive Writing

1. Beyond 'for and against' viewpoints
2. Writing as a way of thinking, writing to arrive at an opinion, writing to know what you are thinking
3. Understanding discursive writing
4. What is lazy writing? How do you identify a well-thought out argument? How do you write about things you aren't sure of?

Unit II: Reading, Comprehension and Writing

1. What can we learn about discursive writing from other forms I: poetry, fiction, memoir
2. What can we learn about discursive writing from other forms II: journalism, the personal essay
3. Understanding the economy of words
4. Lessons in close-reading and paying attention

Reading List

1. Batuman, Elif. "The Head Scarf, Modern Turkey, and Me." *The New Yorker*, 31 January 2016.
2. Habib, Shahnaz. "Economy Class" in *Creative Nonfiction Marriage*. Issue 59. Spring 2016.
3. Rajamani, Rajesh. 2020. "The Discreet Charm of Savarnas". *Neelam Social*.
4. Vohra, Paromita. 2016. "Tracking SRK's film journey is to map the growth of the Indian middle class". *Indian Express* 24 July 2016.
5. García Márquez, Gabriel. 2015. *Gabriel García Márquez: the last interview and other conversations ; introduction by David Streitfeld*.
6. Garcia Marquez, Gabriel. 1981. "Gabriel Garcia Marquez, The Art of Fiction No. 69" in *The Paris Review* No. 82. Winter 1981.
7. Wallace, David Foster. 2009. *This is water*. New York: Little, Brown.
8. Tolentino, Jia. 2020. "The I in the Internet". *Centre de Cultura Contemporania de Barcelona*.
9. Mani, Arul. 2016. "The Many Times She Said Yes: A Teacher's Note on a Young Suicide". *The Wire*, 7 April.
10. Susan, Nisha. (2011). "Well Played, Zoya". Thechasinglamb.blogspot.com.
11. Joyce, Eddie. 2020. "Last Laugh". nplusonemag.com. May 19.
12. Vish, K. 2015. "One Incident which they three had". fikshvish.wordpress.com. August 16.

x END OF SEMESTER ONE x

Course 201 - Science, Technology and Society Studies (4 credits, 60 hours)
Course Designer - Gita Chadha, Sociologist, University of Mumbai; Shiju Sam Varughese, Assistant Professor, Central University of Gujarat

Course Description

The course introduces the interdisciplinary field of Science, Technology and Society (STS) Studies to the learners and the basic theoretical trends, methods and sub-fields will be explained. The course gives the learners a basic exposure to philosophical, historical and sociological perspectives on science and technology. The course will help students understand the socially embodied characteristics of modern science and technology in a variety of contexts with a special emphasis on India.

Course Objectives

1. To introduce the learners to the basic concepts, methods and debates in the interdisciplinary field of Science, Technology and Society (STS) Studies.
2. To provide a basic training in analysing the social relations of science and technology with a special focus on the Indian context.
3. To help students develop a critical perspective about the role played by science and technology in social processes and vice versa
4. To equip the learners to make appropriate and contextual interventions to make science and technology more inclusive and democratic.

Course Outcomes

1. Unit 1 will help the learners understand how science and technology are deeply linked to the origin and development of modernity.
2. From Unit 2 learners will be able to get a general understanding of the development of the interdisciplinary field of STS and its basic methodological trajectories.
3. Unit 3 will develop a critical view on the debates on democratization of knowledge in connection with social exclusion and marginalization
4. Science in the public domain will be the focus of Unit 4. This unit will give an introductory exposure to the fields of Public Engagement with S&T, and Cultural Studies of S&T. Learners will develop analytical capabilities to examine science and technology's political and cultural entanglements in Indian context(s).

Course Outline

Unit I: Science and Modernity

1. Origin(s) of modern science and technology-scientific revolution in Europe-science and the Enlightenment values
2. From natural philosophy to natural science in the nineteenth century
3. Science and colonialism: the Indian context—from ‘little science’ to ‘big science’ in the twentieth century
4. Science and the nation state in India—science movements and the critique of science

Unit II: Critical Perspectives

1. Logical positivism (internalist view) and Marxist perspective (externalist view)
2. Sociology of Knowledge (Eclectic view)
3. ‘Kuhnian Turn’—Sociology of Scientific Knowledge (SSK)
4. Postcolonial and feminist studies of science and technology—coproduction of natural and social orders-social shaping of technology.

Unit III: Exclusions

1. Women in science—gender and science
2. Race, caste and disability and science
3. Queer perspectives
4. Science and other knowledges (local, indigenous and traditional)—‘epistemicide’ and cognitive justice—plurality of knowledge

Unit IV: Science in the Public Domain

1. Public Engagement with Science and Technology—deficit and contextualist models—
2. Lay and expert knowledges
3. Public controversies of science— science and media
4. Science in popular culture—science fiction literature and cinema

Reading List

Essential Readings

1. Chadha, Gita. (2020). "Nature, Nation, Science and Gender in Reframing the Environment: Resources, Risk and Resistance in Neoliberal India", in Rao M. (ed.), Routledge, New Delhi.
2. Ghai, Anita and Johri, Rachana (2015). "Science, Gender and Reproductive Technologies: A Case of Disability", pp. 96–121 in Krishna, Sumi. and Chadha, Gita (Eds.). *Feminists and Science: Critiques and Perspectives in India (Vol 1.)*. Stree Publishers, Kolkata.
3. Gopal, Meena. (2017). "Traditional Knowledge and Feminist Dilemmas: Experience of the Midwives of the Barber Case in South Tamil Nadu", pp. 23–45 in Krishna, Sumi. and Chadha, Gita. (Eds.). *Feminists and Science: Critiques and Perspectives in India (Vol 2.)*. Stree Publishers, Kolkata and Sage Publications, New Delhi.
4. Heidegger, M., & Lovitt, W. (1977). The question concerning technology, and other essays.
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Additional Readings

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2. Banerjee, Suparno. (2020). *Indian Science Fiction: Patterns, History and Hybridity*. University of Wales Press.
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16. Krishna, Sumi. and Chadha, Gita. (Eds.) (2017). *Feminists and Science: Critiques and Perspectives in India (Vol 2.)*. Stree Publishers, Kolkata and Sage Publications, New Delhi.
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25. Prakash, Gyan. (1999). *Another Reason: Science and the Imagination of Modern India*. New Jersey: Princeton University Press.
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28. Raina, Rajeswari S. (Eds.). (2015). *Science, Technology and Development in India: Encountering Values*. Hyderabad: Orient Blackswan.
29. Santos, Boaventura de Sousa (ed.). (2007). *Another Knowledge is Possible*. London and New York: Verso.
30. Sarukkai, Sundar. (2012). *What is Science?* New Delhi: National Book Trust, India.
31. Schiebinger, Londa. (1989). *The Mind Has No Sex? Women in the Origins of Modern Science*. Cambridge, Mass.: Harvard Univ. Press.
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33. Shiva, Vandana. (1988). *Staying Alive: Women, Ecology and Survival in India*. New Delhi: Kali for Women.
34. Sur, Abha. (2011). *Dispersed Radiance: Caste Gender and Modern Science in India*. New Delhi: Navayana.
35. Varughese, Shiju Sam. (2017). "Cities of Neoliberal Future: Urban Utopia in Indian Science Fiction Cinema", Pp. 97–115 in Tereza Kuldova and Mathew Akkanad

Varghese (eds.). *Urban Utopias: Excess and Expulsion in Neoliberal South Asia*. New York: Palgrave Macmillan.

36. Varughese, Shiju Sam. (2017). *Contested Knowledge: Science, Media and Democracy in India*. New Delhi: Oxford University Press.
37. Visvanathan, Shiv (1985). *Organising for Science*. New Delhi: Oxford University Press.
38. Visvanathan, Shiv (1997). *A Carnival for Science*. New Delhi: Oxford University Press.

Course 202 - Cultural Studies (4 credits, 60 hours)
Course Designer - Suraj Harsha, Independent researcher and Consultant

Course Description

The course starts with an introduction to studies of culture and Cultural Studies, differentiating between the two and establishing the idea of multiple origins. Historically, culture has been studied by various disciplines and also before disciplines and universities existed. Why then an inquiry: Cultural Studies?

The course then takes the learners through various approaches or fields within Cultural Studies, geography, ecology, science and history to offer an idea of the possibilities in Cultural Studies. This is intended to produce transdisciplinary imaginations. Various modules in this course are informed by movements like the anti-caste, anti-colonial, anti-racist, feminist and queer movements, indigenous and more.

Course Objectives

1. To explore culture as ordinary and everyday
2. To introduce anti-disciplinarity as a way forward while navigating various fields, studies and issues simultaneously
3. To pre-empt the possibility of reducing Cultural Studies into a discipline thus allowing infiniteness rather than being limiting to learners.
4. To grasp certain theoretical concepts and frameworks in order to expand their critical and analytical skills
5. To explore the authority/influence of science/scientific over culture

Course Outcomes

1. Use cultural studies as an approach to their existing disciplinary knowledge.
2. Gain a holistic perspective of the cultural-political world making
3. Hone their observational and reflective skills

Course Outline

Unit I: Introduction to studies of culture & Cultural Studies

1. What is culture? Early meditations
2. Studying Culture and Cultural Studies: Multiple Origins
3. Theories in Cultural Studies
4. Approaches to Cultural Studies

Unit II: Scientism

1. Somatocentrism
2. Myths and Logic (Mythos and Logos)
3. Positivism and the Math of a human
4. Rhetoric of Science

Unit III: Cultural Geography

1. Colonialism, Slavery and Cartography
2. Human and Animal Geography
3. Caste, Sexuality and Space
4. Ecology, Environment and Behavioural Geography

Unit IV: Cultural History

This module is specific to the societies and history of Indian subcontinent

1. Aryan Invasion, Race and Caste
2. Indigeneity and Movements
3. Cultures of Cure, Care and Medicine
4. History in Popular Culture

Reading List

Essential Readings

1. Agamben, G., Kishik, D., & Pedatella, S. (2020). "What Is an Apparatus?" and Other Essays.
2. Ahmed, S. (2015). The cultural politics of emotion.
3. Ambika, A., 2021. "Tigers are our Brothers: Anthropology of Wildlife Conservation in Northeast India"
4. Appadurai, Arjun. 2010. Modernity at large: cultural dimensions of globalization.
5. Barthes, Roland (1957). "Myth Today".
6. Bourdieu, Pierre. 1986. "The Forms of Capital."
7. De Certeau, Michel. "Walking in the city." The Cultural Studies Reader. Simon During (ed). New York, London: Routledge, 1993, 151-160.

8. Du Bois, W.E.B.(1898), *The Study of the Negro Problem*
9. Du Bois, W.E.B.(1903), *Souls of Black Folk*
10. Durgahee, R. (2021). *The Indentured Archipelago: Experiences of Indian Labour in Mauritius and Fiji, 1871-1916*. Cambridge, UNITED KINGDOM: University of Cambridge ESOL Examinations.
11. Fanon, Frantz. 2021. *Black skin, white masks*. [S.l.]: Penguin Classics.
12. Fanon, Frantz. 2021. *The Wretched of the Earth*. New York, USA: Grove Press.
13. Foucault, M. (1980). *Power / knowledge: Selected interviews and*. Brighton, Sussex: The Harvester press.
14. Freire, P. (1970). *Pedagogy of the Oppressed*. New York, Continuum
15. Gopal, M. (2012). Caste, sexuality and labour: The troubled connection. *Current Sociology*, 60(2), 222–238. <https://doi.org/10.1177/0011392111429223>
16. Gramsci, A., In Buttigieg, J. A., & Callari, A. (2011). *Prison notebooks*.
17. Guru, G. (2009) “Archaeology of Untouchability“, *Economic & Political Weekly*, Vol. 44, No. 37(2009): 49–56.
18. Hall, Stuart (1980). "Cultural Studies: two paradigms". *Media, Culture and Society*. 2 (1): 57–72. [doi:10.1177/016344378000200106](https://doi.org/10.1177/016344378000200106). [S2CID 143637900](https://doi.org/10.1177/016344378000200106)
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20. Hall, Stuart. *There Ain't No Black in the Union Jack: The Cultural Politics of Race and Nation*, London: Hutchinson
21. hooks, bell (2000) *All About Love: New Visions*. New York: William Morrow.
22. hooks, bell (1981) *Ain't I a Woman?: Black women and feminism*. Boston, Massachusetts: South End Press.
23. Katherine McKittrick. (2014). *Mathematics Black Life*. *The Black Scholar*, 44(2), 16–28. <http://www.jstor.org/stable/10.5816/blackscholar.44.2.0016>
24. Kikon, D., & Barbora, S. (2021). The rehabilitation zone: Living with lemons and elephants in Assam. *Environment and Planning E: Nature and Space*, 4(3), 1121–1138
25. Mbembe, J.-A., Corcoran, S., & Duke University Press. (2019). *Necropolitics: Achille Mbembe ; translated by Steven Corcoran*. Durham: Duke University Press.
26. Oyewum, O. (2016). *The invention of women: Making an African sense of Western gender discourses*. Minneapolis: University of Minnesota Press.
27. Paik, S. (2022). *The vulgarity of caste: Dalits, sexuality, and humanity in modern India*.
28. Sedgwick, Eve Kosofosky. “The Beast in the Closet: James and the Writing of Homosexual Panic”. *Epistemology of the Closet*. U of California Press, 1990.
29. *Selected writings of Dr Bhimrao Ambedkar as published by the Government of Maharashtra*
30. Sen, Jai. “Other Worlds, Other maps: Mapping the Unintended City”. *An Atlas of Radical Cartography*. Los Angeles: Journal of Aesthetics and Protest Press, 2007.
31. Shohat, E., & Stam, R. (1994). *Unthinking Eurocentrism: Multiculturalism and the media*. London: Routledge.

32. Soja, Edward. "History: geography: modernity." *The Cultural Studies Reader*. Simon During (ed). New York, London: Routledge, 1993, 135-150.
33. Tejaswini Niranjana. "Interrogating Whose Nation: Tourists and Terrorists in Roja"
34. Thapar, R. (2004). *Early India: From the origins to AD 1300*. Berkeley, Calif: University of California Press.
35. Thongchai, W. (1994). *Siam mapped: A history of the geo-body of a nation*. Honolulu: University of Hawaii Press.
36. Walter Benjamin (1968) "The Work of Art in the Age of Mechanical Reproduction," in Hannah Arendt (ed) *Illuminations*
37. Williams, Raymond, (1958) "Culture is Ordinary" from *The Everyday Life Reader*.
38. Wilson Gilmore., Ruth (2022). "Abolition Geography: Essays Towards Liberation", Verso Books

Additional Readings

1. Bhardwaj, A., & Misrahi-Barak, J. (2022). *Kala Pani crossings: Revisiting 19th century migrations from India's perspective*.
2. Chandra, Shefali. "Whiteness on the Margins of Native Patriarchy: Race, Caste, Sexuality, and the Agenda of Transnational Studies." *Feminist Studies*, vol. 37, no. 1, 2011, pp. 127–53,
3. Hinchy, J. (2020). *Governing gender and sexuality in colonial India: The Hijra, c.1850-1900*.
4. Jung, C. G., & Kerényi, C. (2002). *Science of Mythology*. London: Routledge.
5. Kareem Khubchandani, "Caste, Queerness, Migration and the Erotics of Activism", *South Asia Multidisciplinary Academic Journal* [Online], 20
6. Kumar, A. (2018). *Coolies of the Empire : Indentured Indians in the Sugar Colonies, 1830?1920*. Cambridge, UNITED KINGDOM: Cambridge University Press.
7. Living, S. V. (2013). *I am Vidya: A transgender's journey*. New Delhi: Rupa Publications India.
8. Look, L. W., (2004). *Indentured labor, Caribbean sugar: Chinese and Indian migrants to the British West Indies, 1838-1918*.
9. Madhwi, . (2020). *Health, medicine and migration: The formation of indentured labour c.1834-1920*.
10. Mesthrie, R. (2019). *Language in indenture: A sociolinguistic history of Bhojpuri-Hindi in South Africa*. London: Routledge.
11. Paik, S. (2021). *Dr Ambedkar and the 'Prostitute': Caste, Sexuality and Humanity in Modern India*
12. Revati,. (2010). *The truth about me: A hijra life story*.

Course 203 - Women and Gender Studies (4 credits, 60 hours)
Course Designer - Suraj Harsha, Independent researcher and Consultant

Course Description

Often graduates from various disciplines have difficulty grappling with the fundamentals of gender. This may be due to the objective distance created by various disciplines between self and gender. This course begins by *staying* with gender. In order for students to arrive at an understanding that gender is a critical and analytical framework which can be used to reflect on their everyday lives and to deconstruct existing disciplinary learnings of gender.

This course is designed to help learners understand the socio-political and cultural context of gender. The course will examine different approaches and perspectives in understanding gender relations, and also it aims to introduce students to feminist theory and methodology. Informed by movements, the course will explore gender inequalities in various institutional contexts; women's movement in India and contemporary gender issues.

Course Objectives

1. The course aims to allow students to *stay* with gender which would help them rearrange their thoughts and experiences around gender in their everyday.
2. To deconstruct the existing understanding of gender and to debunk the universalisation of gender
3. It will expose students to various disciplinary constructions of gender
4. It aims to develop emotional capacity of learners to grapple the developments of feminist movements
5. Equip students with feminist theoretical frameworks in order to put theory to use

Course Outcomes

1. The learners will be able to weave and move through various disciplinary constructions of gender
2. The course will reorient learners to think through feminist lenses – streams of thought informed by social, cultural and political movements
3. The learners will be able to infuse gender as an analytical framework in their everyday lives and elsewhere
4. The course will enable the learners to engage in theory and praxis closely

Course Outline

Unit I: Construction and Deconstruction of gender

1. Exploring social in 'gender is a social construct'
2. Biological determinism/essentialization of sex and gender
3. Psycho/Experimentative/pathological production of gender
4. Deconstructing the production of gender (in societies in India)

Unit II: Gender Assignments, Roles, Responsibilities and Subjecthood

1. Exploring 'man' as a gender and their everyday lives
2. Servitude and Services of women
3. Domestic, Public & Private: Assigned Spaces and Environment
4. Irresponsible, rage and queer

Unit III: Movements, Contestations and Oppositions

1. Sisterhood, Collectivity and the Limits of Feminist Altruism
2. Feminisms - I
3. Feminisms - II (India)
4. From Woman to Women to Gender

Unit IV: Feminist Epistemes and Theories

1. Feminism, Marxism and Theorising Labour
2. Gender as Performance
3. Intersectionality, Anti-caste theories and Critical Race Theories
4. Radical Feminism, Postmodernism & Queer Theory

Reading List

Essential Readings

1. Adrienne Rich, "Compulsory Heterosexuality & Lesbian Existence", 1980.
2. AIAW Collective. (n.d.). *The life of Sojourner Truth: Ain't I a woman?*. Chicago, IL: Empak Pub. Co.
3. Alexander Kollontai, "Working Woman and Mother," 1914
4. Angela Davis, "Outcast Mothers and Surrogates: Racism and Reproductive Politics in the Nineties" 1991
5. Ann Fausto Sterling, "Should There Be Only Two Sexes?" In *Sexing the Body* 2000.
6. Audre Lorde. "Age, Race, Class, and Sex: Women Redefining Difference" 1984.
7. bell hooks, "Feminism and Militarism: A Comment" *Women's Studies Quarterly* 23(3/4): 58-64, 1995.
8. bell hooks, "Theory as Liberatory Practice" *Yale Journal of Law & Feminism* 4:1, 1991-1992.
9. bell hooks. *Sisterhood is Still Powerful*.
10. Chandra Mohanty, "Under Western Eyes" Revisited: Feminist Solidarity through Anticapitalist Struggles" 2003.
11. Charlotte Bunch. "Not by Degrees: Feminist Theory and Education"
12. Donna Haraway, "Situated knowledges: The science question in feminism and the privilege of partial perspective" *Feminist Studies* 14(3): 575-599, 1998.
13. Elizabeth Lloyd, "Pre-theoretical Assumptions in Evolutionary Explanations of Female Sexuality" *Philosophical Studies* 69 (2-3), 1993, pp. 139-153.
14. Emily Martin, "The Egg and the Sperm: How Science and Has Constructed a Romance Based on Stereotypical Male-Female Roles" *Signs* 16(3): 485-501, 1991.
15. Eve Sedgwick, "Epistemology of the Closet" *Epistemology of the Closet*, 67-90. 1990
16. Friedrich Engels, "Origins of the Family, Private Property and the State," *The Essential Feminist Reader* (ed.) Estelle Freedman, Modern Library: 2007, 104-11.
17. Gill-Peterson, J. (2018). *Histories of the transgender child*.
18. Grillo, Trina and Stephanie Wildman. "Sexism, Racism, and the Analogy Problem in
19. Halberstam, J. (2011). *The queer art of failure*. Durham: Duke University Press.
20. Heidi Hartmann, "The Unhappy Marriage of Marxism and Feminism" 1981
21. Heidi I. Hartmann, "The Family as the Locus of Gender, Class, and Political Struggle: The Example of Housework" *Signs*, Vol. 6, No. 3 (Spring, 1981), pp. 366-394
22. Hull, G. T., Bell-Scott, P., & Smith, B. (1982). *But some of us are brave: Black women's studies*. New York: The Feminist Press.
23. Judith Butler, "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory" *Theatre Journal* 40(4): 1998, pp. 519-531.
24. Kimberle Crenshaw, "Intersectionality and Identity Politics: Learning from Violence against Women of Color" 1997
25. Lahey, Kathleen. 1987. 'Feminist Theories of (In) Equality', *Wisconsin Women's Law Journal*, (3): 5-28.
26. Leila Ahmed, "The Veil Debate Again" 2005

27. Leslie Feinberg, "Transgender Liberation: A Movement Whose Time Has Come" 1992.
28. Lorde, A. (1984). *Sister outsider: Essays and speeches*.
29. Mahasveta Devi, "The Breast Giver" and "Behind the Bodice" *Breast Stories*, Seagull Books: 1997
30. Maria C. Lugones and Elizabeth V. Spelman, "Have We Got a Theory for You!" *Women's Studies International Forum*, 1983.
31. Mohanty, Chandra Talpade, Ann Russo and LourderTorress (eds.) 1991. *Third World Women and the Politics of Feminism*. Bloomington: Indiana University Press.
32. Mrinalini Sinha. "Gender and Nation." 2004
33. Nash, J. C. (2019). *Black feminism reimagined: After intersectionality*.
34. Oyěwùmí, Oyèrónkẹ́. 1997. *The invention of women: making an African sense of Western gender discourses*. Minneapolis: University of Minnesota Press.
35. Patricia Hill Collins, "The Politics of Black Feminist Thought" *Feminist Theory: A Reader* 1990
36. Pawar, U., & Moon, M., (2008), *We also made History: Women in the Ambedkarite Movement* (translated by Wandana Sonalkar). New Delhi: Zubaan
37. Rhacel Salazar Parrenas, "Servants of Globalization: Women, Migration, and Domestic Work" 2001
38. Rosemarie Garland-Thomson, "Integrating Disability, Transforming Feminist Theory" 2001.
39. Sandra Harding, "The Woman Question in Science to the Science Question in Feminism", 1986.
40. Selected works on women's rights of Dr Ambedkar from the volumes published by Maharashtra Government
41. Simone de Beauvoir, *The Second Sex*: "Introduction" and excerpts of "Childhood" 1949. & Chapter 1, Vintage: 1989 [1949].
42. Smith, Dorothy E. 1987. *The Everyday World as Problematic: A Feminist Sociology*. Boston: Northwestern University Press.
43. Sojourner Truth. *Ain't I a Woman?* 1851.
44. Weeks, K. (1998). *Constituting feminist subjects*. Ithaca, NY: Cornell University Press.
45. *Writings and Works of Savitribai Phule*

Additional Reading

1. Ann Koedt, "The Myth of Vaginal Orgasm" 1970
2. Audre Lorde, "A woman Speaks" ; "A Litany for Survival" ; "Meet"
3. Audre Lorde, "The Master's Tools Will Never Dismantle the Master's House" 1979.
4. Carole Vance, "Pleasure and Danger: Toward a Politics of Sexuality" 1984.
5. Emma Goldman, "The Traffic in Women," from *Anarchism and Other Essays*, 1910.
6. Esther Newton. *Mother Camp: Female Impersonators in America*. University of Chicago Press, 1972. Chapter 1, pp. 1-21.
7. "Feminist Thought," in Jeanne Adleman and Gloria M. Enguidanos, (eds.) *Racism in the lives of women*

8. Gayatri Spivak, "Introduction", *Breast Stories* Seagull Books: 1997
9. Gayle Rubin, "The Traffic in Women: Notes on the 'Political Economy' of Sex" in Rayna Reiter, ed., *Toward an Anthropology of Women*, 157-210.
10. J. Halberstam, "An Introduction to Female Masculinity" In *Female Masculinity* 1998.
11. Judith Butler, "Sex and Gender in Simone de Beauvoir's *Second Sex*"
12. Judith Butler (2006) *Precarious Life* (2nd ed) (New York: Routledge)
13. Judith Butler (2009) *Frames of War: When Is Life Grievable?* (London: Verso)
14. Julia Serano, "Trans woman Manifesto." 2007.
15. Katherine MacKinnon, "Sexuality" from *Toward a Feminist Theory of the State* 1989.
16. Kathy Davis, "Reclaiming Women's Bodies: Colonialist Trope or Critical Epistemology?" 2007
17. Nancy Hartsock. *The Feminist Standpoint: Toward a Specific Feminist Historical Materialism*. 1983.
18. Pascoe, Cheri J. *Dude You are a Fag: Masculinity and Sexuality in High School*. University of California Press, 2007. Introduction.
19. Rosalind Delmar, "What is Feminism?" 1986.
20. Sandra Harding, "The Instability of the Analytical Categories of Feminist Theory" *Signs*
21. Shildrick, M., (1994). *Leaky bodies and boundaries: Feminism, deconstruction and bioethics*. University of Warwick.
22. Shildrick, M. (2009). *Dangerous discourses of disability, subjectivity and sexuality*. Basingstoke: Palgrave Macmillan.
23. Shulamith Firestone, "The Culture of Romance" 1970
24. Susan Bordo, "The Body and the Reproduction of Femininity" from *Unbearable Weight: Feminism, Western Culture, and the Body* 1994.
25. Suzanna Danuta Walters, "From Here to Queer: Radical Feminism, Postmodernism and the Lesbian Menace" 1996
26. The Combahee River Collective, "A Black Feminist Statement" *Feminist Theory: A Reader* 1977
27. Uma Narayan, "Contesting Cultures: "Westernization," Respect for Cultures, and Third-World Feminists. In *Dislocating Cultures: Identities, Traditions, and Third World Feminisms*" 1997. Vol. 11, No. 4 (Summer, 1986), pp. 645-664.
28. *Yale French Studies* No. 72, Simone de Beauvoir: Witness to a Century (1986), pp. 35-49.
29. "Bicentennial Poem"; "Walking our Boundaries"; "Sister Outsider" from *The Black Unicorn*

Course 204 - Development Studies (4 credits, 60 hours)
Course Designer - Raile Rocky Ziipao, Assistant Professor, Indian Institute of Technology, Bombay

Course Description

Over the past decades, development studies have advanced interdisciplinary approaches that critically examine state, markets, civil society, social institutions, and developmental concerns of the global south. Development studies aim to engage the gap between pure theoretical thought processes and their intersections with the applied, interdisciplinary imperatives of development practice. Transcending the rigidities of classical theories, this course offers a blend of core social theoretical paradigms and the multiple possibilities of their application in contemporary issues that confront the twenty first century.

Course Objectives

1. To build an embedded theoretical approach for understanding development in all its complexities
2. To understand the effects of development on marginalized and vulnerable societies such as tribes and Dalit by situating the foundational values on the lived experiences of the developmental subjects
3. To engage in the concerns of the affected people themselves – including their culture, collective aspirations and anxieties about development and visions of future.
4. To foster the contours of an engaged developmental praxis that is both responsive to and constitutive of their diverse imaginations in terms of justice, reconciliation and development.

Course Outcomes

1. Will equip students with development theories and alternative approaches to development.
2. Students would build the nuances of development theories and contextualize development needs and issues.
3. Hone students' critical analytical skills on development issues.
4. To produce pro-poor/marginalize/vulnerable and people centric students on development planning.

Course Outline

Unit I: Emergence of development studies

1. Origin and growth of development studies
2. Development: Concepts, meanings and perspectives
3. Developmental state
4. Why do we need development? How do we achieve development?

Unit II: Development theories in post war period

1. Modernization Theory
2. Underdevelopment and dependency
3. World system theory
4. Neoliberalism

Unit III: Development in South Asia

1. State and markets
2. Development planning
3. Globalization and development
4. Gender, caste, tribes, class and development

Unit IV: Alternative approaches to development

1. Capability approach
2. (Post)Sustainable development
3. Sustainable Development Goals
4. Development with justice

Reading List

1. Béteille, A. 2002. *Caste, inequality and affirmative action*. Geneva: International Institute for Labour Studies.
2. Chatterjee, E., & McCartney, M. 2019 (ed.). *Class and Conflict: Revisiting Pranab Bardhan's Political Economy of India*. Oxford University Press.
3. Cowen, M.P and Shenton, R.W. 1996. *Doctrines of Development*. Routledge: London and New York.
4. Dreze, Jean, and Amartya Sen. 2002. *India: Development and Participation*. Oxford University Press.
5. Escobar, Arturo.1995. *Encountering Development: The Making and Unmaking of the Third World*. Princeton University Press.
6. Frank, Andre Gunder. 1971. *Capitalism and Underdevelopment in Latin America*. Penguin Books.
7. Haynes, Jeffrey. 2008. *Development Studies*. Polity Press. Cambridge.
8. Haq, Mahbub ul and Haq, Khadija, 1999. *Human Development in South Asia*. Dhaka, University Press.
9. Hettne, B and Blomstrom, M.1984. *Development Theory in Transition*. Zed.
10. Kohli, Atul. 2004. *State-Directed Development: Political Power and Industrialization in the Global Periphery*. Cambridge University Press: New Delhi.
11. Kothari, Uma 2005 (ed.). *Radical History of Development Studies: Individuals, Institutions and Ideologies*. Bloomsbury.
12. Kohli, Atul. 1987. *The State and Poverty in India: The Politics of Reform*. Cambridge University Press
13. Nathan, D., & Xaxa, V. (2012). *Social exclusion and adverse inclusion: Development and deprivation of Adivasis in India*. Oxford University Press.
14. Sen, Amartya. 1999. *Development as Freedom*. Oxford University Press: New Delhi.
15. Scott, C. James. 1998. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven: Yale University Press.
16. Spary, C., 2019. *Gender, development, and the state in India*. Routledge: London and New York.
17. Xaxa, V. 2008. *State, Society, and Tribes: Issues in Post-Colonial India*. Pearson: New Delhi.
18. Nussbaum, M. C. (2000). *Women and human development: The capabilities approach*.

Course 205 - Audio/Visual (2 credits, 30 hours)
Course Designer - Samina Mishra, Filmmaker, Writer, Teacher

Course Description

The course is designed to provide students a fundamental understanding of film language along with practical skills in the use of camera, sound and editing techniques to create films. It combines conceptual understanding, textual analysis and creative reflection, leading to practical work created by the students as a demonstration of their learning. Students will learn how ideas and emotions can be translated into film through visual and audio techniques, and learn to reflect on their creative choices to hone their practice. Unit 1 is an introductory unit with the various elements focussed upon in depth in Unit 2.

The course is designed to allow facilitators to use a variety of film texts and cinematic approaches to enable learning, drawing from the facilitator's individual interests and strengths. The 30-hours of contact time are envisaged as classroom interactions including lectures, demonstrations and simple practical exercises as designed by the individual facilitators. Facilitators are free to design assignments for each unit and these are envisaged as being done outside of class. Once the fundamental concepts have been covered in class, contact time is to be used to discuss student ideas for assignments and provide feedback at different stages of the work, depending upon the facilitator's design of the assignments. The final film for the course can be a group project with 3-4 students in one group, taking in different roles, to gain an understanding of real-world film production processes. It is essential that contact time is also used by the facilitator to enable students to brainstorm as well as to provide feedback at key stages of the project such as script, rough cut and final cut.

Course Objectives

1. Familiarise learners with the language of film and the different film elements that can be used to create meaning
2. Explore a variety of stylistic approaches in the creation of film
3. Enable learners to gain practical knowledge in handling film equipment and editing software
4. Facilitate an understanding of real-world film production processes

Course Outcomes

1. Understand the use of different film elements in creating cinematic meaning
2. Explore a variety of stylistic approaches in creating film
3. Gain practical skills in the fundamentals of making a film
4. Learn to create a short film

Course Outline

Unit I: Fundamentals of Art and Ideas

1. Creativity, Ideas, Observation
2. The Language of Film / Mise en scene & Cinematography
3. The Language of Film / Sound
4. The Language of Film / Editing

Unit II: Tools and Methods

1. Cinematography
2. Sound
3. Scripting
4. Editing

Reading List

1. Understanding Film Art by David Bordwell and Kristin Thompson
2. Studiobinder - <https://www.studiobinder.com/blog/>
3. Every Frame a Painting on youtube:
<https://www.youtube.com/channel/UCjFqcJQXGZ6T6sxyFB-5i6A>
4. Lessons from the Screenplay on youtube:
<https://www.youtube.com/c/lessonsfromthescreenplay>
5. DSLR guide on youtube: https://www.youtube.com/channel/UCzQ1L-wzA_1qmLf49ey9iTQ
6. Screenplay: the Foundations of Screenwriting by Syd Field
7. Syd Field's Paradigm Worksheet: https://sydfield.com/syd_resources/the-paradigm-worksheet/
8. No Film School: <https://nofilmschool.com/>

Course 206 - Representation of Knowledge (2 credits, 30 hours)

Course Designer - Suraj Harsha, Independent Researcher and Consultant (mentored by Chayanika Shah, Physicist, Queer Feminist Activist)

Course Description

This course is designed to address critical concerns over the authority of text as knowledge source and production. A course addressing knowledge outside the realm of texts is an important method to inculcate in students which enables them to absorb knowledge in other ways. Especially in a programme of interdisciplinary and transdisciplinary approaches, this course intends to invite students from across disciplines who remain dependent on texts and sight i.e. invoking senses other than visual/sight.

This course will explore all five senses through map making, graphs, designs and imagination, images, art and expressions, anatomy and touch, geometry and space, sound, cognition, and more. This course also intends to engage students in appreciating various ways knowledge is presented, represented, absorbed, interpreted and translated and how in many other ways knowledge could be imagined outside the text.

The course will find its strength in-person — in and out of the classroom.

Course Objectives

1. Address preconceived notions in reading and presenting information and knowledge
2. Raise consciousness of senses and non-textual representations and to develop skills to absorb, interpret and translate
3. Skilling learners with various methods to represent existing and any form of knowledge
4. Aim to present learners with the making of knowledge — subjectivities of presenter and receiver
5. With the help of technology and communication, learners to communicate their ideas beyond text

Course Outcomes

1. By inviting various senses of the learners along with building a holistic and rounded perception of information and knowledge, the learners will be skilled to grasp more than before
2. The course will hone their observation and research abilities
3. The course will also introduce learners to communicate their ideas in ways more than text

Course Outline

Unit I: Senses, Truth and Representation

1. Invoking Senses: Olfactory - smell; Gustatory - taste; Tactile - touch; Visual - sight; Auditory - sound
2. Exploring “Seeing is Believing” & Photography as ‘evidence’ making
3. Body: Explorations and Anatomy
4. Absorb, Interpret and Translate

Unit II: Graphs, Designs and Cartography: Visualisation and Representation

1. Representation and visualisation: What does visualisation facilitate?; Reflections on representation and visibility; Data representation vs data visualisation
2. Graphs: Statistical representation of data
3. Geometrical designs and Cross Sections: Dimensions and Depth
4. Space around us: Map Making and Cartographic methods - Occidental imaginations and orientations

Reading List:

1. Gould SJ. The median isn't the message. *Virtual Mentor*. 2013 Jan 1;15(1):77-81.
2. Shah, Chayanika (2021). *Space, Segregation, Discrimination*. Yoda Press.
3. Analyses of the design of IIM-Ahmedabad by architecture Louis Kahn
4. (Hindi book) Shareer Ki Jaankari (a book on reproductive health by rural women from Rajasthan) published by Kali
5. Sarah Maslen (2015) *Researching the Senses as Knowledge, The Senses and Society*, 10:1, 52-70
6. Spolin, V. (1986). *Theater games for the classroom: A teacher's handbook*. Evanston, Ill: Northwestern University Press.
7. *Venti Journal*. “Atmosphere”. Volume One, Issue One, Fall 2020 (<https://www.venti-journal.com/atmosphere-table-of-contents>)
8. *Venti Journal*. “Senses”. Volume Two, Issue Two, Winter 2022 (<https://www.venti-journal.com/senses-table-of-contents>)

Activities:

1. Food walks & potluck meals (touch, smell, affect)
2. Screening of a movie in an unknown language without subtitles
3. Screening of silent films followed by interpretations and discussions
4. Smell & odour walks

5. To send learners for a walk without informing them what they are supposed to do. After returning they can be prompted about what they remember from the walk. Each will have a different memory
6. To take learners on a field trip and ask them to make a (subjective) map of an area
7. Assignments will be encompassing all senses and must ensure creative abilities to register non-textual knowledge forms
8. To explore anatomy through sexual and reproductive health
9. To impart lessons on Indian Sign Language and meditative exercises on feeling the 'sound' from vocal chords (vocal folds)
10. Prompting words for images. Learners to take pictures of a prompted word.
11. Learners to interpret statistical representation of data (graphs)
12. Learners to explore innovative ways to present data
13. Nature walk

x END OF SEMESTER TWO x