AIM AND OBJECTIVES: The aim of this course is to present you with a social-scientific framework for the understanding of South Asian subcontinent with particular reference to social organization, politics, religion and symbolism illustrated within India as a nation-state and as a civilization. This course is designed to provide you with the means to apply basic social science understanding of society, history and culture for the critical analysis of meanings, actions and explanations that is the basis for cultural diversity and unity of “India”. You will be expected to reflective and critical about the Indian society utilizing the readings and lectures. Upon passing the course you should have a basic critical and analytical understanding of how social and cultural diversity of India could be approached and how the diversity of culture, is to be understood. As individuals living in the so called “Indian Society” the range of approaches presented in this course are expected to prepare you as a practitioner of technology that is successful and effective in communication of ideas and information from and for the India and India in relation to changing world. The assumption is that what we intend to act upon as agents in a society are contextualized by culture, history and society that conditions the very ‘transmission’ and ‘reception’ of meanings. Teaching design of this course intends to expose you to range of readings of different types and encourage you to undertake team learning, individualized research, presentation of ideas and critical / reflexive thinking.

PARTICULAR FOCAL THEME: Modernization & Modernity.
ABOUT LECTURES & CLASS SESSIONS.

Do not expect that the material presented by the instructor in the lecture be all in the reading. Lectures will complement or will be based on the readings. Readings are basically for you to acquire an understanding of the ideas presented in the lecture. Each unit will first introduce you to the general theoretical and conceptual ideas invoked by the segment and then mesh the readings provided for you to reflect upon and develop your own understanding and analysis.

You are advised to do the readings before coming to the lecture. Readings and lectures together make up the ideas and concepts that each individual student is to acquire and develop. Some lecture session will be reserved for students to raise questions and participate in a discussion. Instructor will assign students (as group) to lead certain discussion sessions, or make presentations. This is a course requirement and each group would be graded that would constitute **25%** of your final grade. The assigned presentations to be made by a group must reflect that the understanding, related researched background readings have been done, what is the central point made by the provided piece of writing and how it relates to the understanding you have in relation to the course and world around you. Generally I will arrange a film that would be connected to the group assignment **and all students** will be expected to see it- not for thrill but for analysis and deriving implications to social reality, history and changes. These films are to be approached as case material and the group presentation must include a basic understanding of the film (not just seen but read as a text). In course of the group presentation the group will have to engage with question and answer sessions and the concerned film, issues and themes will be included in the exams.

CLASS ORGANIZATION

- Entire class will be randomly broken up into ten groups and each one assigned to the group identified by number will continue to be in the assigned group. You cannot change for any reason from the group to which you have been assigned. The randomly created group details will be circulated for all. It will be each group’s responsibility to identify an individual as a group representative. The individual (either elected or volunteered) must provide the name, ID Number and @mail address by the third week of the course.

- It will be the responsibility of the selected individual to interface with the faculty on behalf of the group, make sure the assigned tasks are undertaken efficiently and
on time.

- Each group of students will be assigned to lead and make in class presentations. The group will be expected to make use of range of material (printed media, internet sites, popular films, music, literature) for the presentation. Units 2 to 6 of the course outline would be assigned to two groups per unit. Each group will make presentations during two lecture sessions. (Four lecture sessions would be organized between the two groups. You will be informed in advance about the thrust of your presentations based on the readings outlined, films mentioned and the course lectures. The group leader and group members must consult with the faculty.

- Each group must work as a team and would be responsible for each one to pull their own weight and contribute. I will assess the team at large as well as examine individual’s role in the team-work. Groups’ presentation would be followed by discussions and questions open to the floor. On finding an individual not exhibiting participation in the team-work. I will grade the individual down. So do not expect some individuals to work in a group for the others to have a comfortable time. It is expected that you work as a team, learn as a group and be responsible. All sessions for all students are essential. Do not assume that you can be only present when and if you desire. You will benefit from hearing what other students have said as the exams would cover the material that may not be assigned to you or your group specifically.

EXAMS

Objective type exam, multiple choice type questions worth 75% of your final grade will be administered during the mid-term and end-term exams, in accordance with the Institutional Exam Schedule. Entire course material, readings lectures, and class presentations will be covered in the exams. Most of the questions will test your understanding of the ideas, concepts and critical thinking. It will be not just questions to test what you may have memorized from the reading. Remembering this through out the course duration will help you to be better prepared to take the exams.

TEXT/READINGS/WORKLOAD: A set of readings, especially selected for this course, will be available through the institute library. This is a compilation of the basic readings that you are expected to study for this course. The readings are assigned on a “Unit” basis to back up lectures and to provide additional background information. Please follow the Reading Guide below. In order to do further research you will be expected to use the Library of the institute, particularly literature on Indian society and culture. You will be expected to come to the lectures prepared, by doing the readings before hand.

A note on readings:

Most of the readings are available at the library from reserve desk. Readings listed as case studies are of particular relevance to presentations made during the course. Some readings have been listed for individuals to develop on their own in deep understanding of concepts and ideas. The readings that are to be utilized for the regular lectures will be
mentioned during each module’s teaching duration, that would approximately run for three weeks. PLEASE NOTE THAT SOME READINGS COULD BE ADDED OR DELETED DEPENDING ON THE AVAILABILITY AND CHANGING REQUIREMENT OF THE COURSE. FROM TIME TO TIME YOU WILL BE INFORMED ABOUT THIS IN THE LECTURES.

COURSE OUTLINE

Unit 1. INTRODUCTION: Reading Indian Culture and issue of Modernity.

1. General Introduction.
2. Approaches on and from India.
3. Conceptualizing and interpretability
4. Classifying, categories, and process
5. Modernity and Tradition; Assumptions and questions.

READINGS.

Geertz, Clifford. 1973 Deep play: notes on the Balinese cockfight.
Pletsch, Carl E. 1981 The three worlds, or the division of social scientific labour, circa 1950-1975.
Ramanujan A.K “Some thoughts on ‘Non-Western’ Classics:With Indian Examples”
Srinivas MN “Unity and Diversity in India”


CASE STUDY


[RECOMMENDED]
Edward Said Orientalism (Introduction and Chapter 1)

FILMS:
Bharat ki Chaap- (First two and the last two in the series) Bharat ek Khoj
UNIT 2: Indian society, Village, Tradition and Civilization; Historical Ideas and concepts?

1. Whose history and who is historicized? Implication on change?
2. Indian category of tradition and civilization- reflexivity
3. Notion of village and contained unit of study
4. Transformation of colonialism.

READINGS.
Srinivas MN “Indian Village: Myth and Reality” pp 3-39
Cohn, B . 1987 “The Census, Social Structure an Objectification in South Asia” An Anthropologist among the Historians and other Essays pp224-254

[RECOMMENDED]
Srinivas MN “Nation Building in Independent India” pp 388-413
- “Science Technology and rural development in India” pp 414- 428
- “Changing institutions and values in modern India” pp 443-456.

CASE STUDIES

FILMS
Shatranj ke Khiladdee, Ashanee Sanket, Bhuvon Shom
Unit 3. Religion: Social Structure and Social Organization of South Asian Society

1. What is the purpose of religion?
2. India and its positioning and assumptions.
3. Change in interpretation of belief and practice.
4. History of religious organization in India, change and ‘Bhakti’
5. Issue of identity and contestation- religion and politics.
6. Modern realizations and Indian middle class.

READINGS

“The Rush Hour of Gods:Globalization and the Middle Class reliiocity” In The God Market; How Globalization is making India more Hindu.

[CASE STUDIES]


Unit 4. Caste text and context

1. Text and context, ideal and real, varna and jati.
2. Fundamentals of Caste as a system and organization.
3. Caste and the role it plays in social organization: Conflict versus Integration.
4. Caste mobility and class assertion; In modern times.

READINGS
Srinivas M N “Varna and Caste” pp166-172
“A note on Sanskritization and Westernization” pp 200-220
“The cohesive role of Sanskritization” pp221-235”
“Caste in Modern India” pp 251-276.

[RECOMMENDED]
Amin,S 1984 “Gandhi as Mahatma: Gorakhpur District, Eastern UP 1921-2” In Subaltern
Studies III pp1-61.

FILM
_Samskara, Bandit Queen_

_Unit 5.Gender and the Family._

1. **Stratification: Age & gender, Role and Status.**
2. **Construct of woman in India and shifting meanings.**
3. **Portrayal and signification.**
4. **Problems**
5. **Masculinity as an issue and subtexts.**

**READINGS**
Moreno, Manue. “A bride for Raman. Are marriages in India made in heaven?” Natural History;March 1988, Vol. 97 Issue 3,

Uberoi,P .2003 “Chicks, Kids, and Couples”
Uberoi,P 2006 “Beeautiful Wife, Denger Life, Engaging with Popular Culture”
"Women to Burn: Suttee as a Normative Institution"
Deepti Misri “Are you a man?”: Performing Naked Protest in India. _Signs_, Vol. 36, No. 3 (Spring 2011), pp. 603-625.

**FILM**
_Nishant, Ankur, Fire_
Unit 6. The rituals of Nationhood and identity in changing contexts: India in the age of globalization.

1. Language, religion, territory and identity: Concordance and Discordance in S. Asian community.
2. Ritualized image of India in post independence- Our songs and integrated expressions.
3. Art and design: Of India from India and in India; Outside in India.
4. Diaspora and NRI’s- India outside of India.
5. Conclusion/Confusion

READINGS

BACKGROUND RECOMMENDED READINGS
Sumathy Ramaswamy- Passions of the Tongue.
Nandini Chandra 1999 “The Cultural Logic of Amar Chitra Katha”
Ajanta Sircar 1999 “Stars and signs” of Bombay”
Tapati Guha-Thakurta 2004 “Art history and the nude”
Dusenbery, V 1990 “On the Moral Sensitivities of Sikhs in North America” In Devine Passions
Tyrrell, H 1999 “Bollywood versus Hollywood: Battle of the dream factories”
Uberoi,P 2006 “The Diaspora Comes Home:Disciplining Desire in DDLJ”


CASE STUDIES


FILMS

*Upkar, Hare Krishna Hare Rama, Manthan, Namesake, Japanese Bride, Swadesh, East of West, My beautiful Launderette, Loins of Punjab*