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.
LECTURES
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.

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Some lecture sessions 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 40% of your final grade. The assigned presentations to be made by a group must reflect that the 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.

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 second week of the course. It will 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.

TEXT/READINGS/WORKLOAD:

A set of readings, especially prepared for this course, will be available through the institute library. This is a compilation of the basic readings that you are expected to study from for this course. The readings are assigned on a weekly 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 beforehand.

Attending lectures and reading along with preparation for assignments should, at a minimum, involve you in 18 hours of work a week. This includes research and background readings as well as participation in discussions. Some students will find they need to do more than this, and students aiming for high grades will almost certainly need to do more.

Each group of students will be assigned to lead and make in class ONE (end of the course) presentations, which would add up to 30% of your final grade. During the course I may ask a group to present or lead a discussion on some topic and lead time of a week would be provided. This would be the SECOND (in term presentation) and would be worth 10% of the grade.

Student’s group presentation must use range of material (printed media, internet sites, popular films, music, literature etc) around a theme that would be provided to each group. Presentation in class by the group must connect the ideas from the course to the sectors researched into. The presentations must bring in the readings and research along with group’s own analytical as well as reflective thinking.

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 teamwork. 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 final exam would cover the material that may not be assigned to you or your group specifically.

Remaining 60% of your grade will be derived from your exams. This will be mainly an objective type, multiple choice type questions. The intention of the exams would be to test your understanding of the ideas and concepts, presented through lectures and readings. Entire course material, lectures, and class presentations will be covered in the exams. Most of the questions will test your understanding of the ideas, concepts and understanding. It will be not just questions to test what you may have memorized from the reading. Remembering this throughout the course duration will help you to be better prepared to take the final exam at the end of the course.

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IN CLASS PRESENTATIONS (10%)  
Topic for in class presentation to be made by individual groups will be provided by the instructor during the term. They will be held in relation to the sequence of the themes and readings organized in the course outline. Each group would be expected to undertake the related readings and explicate and present the issues that emerge from the readings and contemporary Indian situation. The teamwork presented must show the connection to the course at large. Your group presentation must answer the problem and or issue raised by the topic. It must show that the related given readings have been incorporated. Team will be expected to carry out research on their own and go beyond just the readings provided. Each group will also be asked to review specified readings and present a report on them. The course coordinator will specify this section of the presentation and pertinent readings and the group leader is responsible for getting the details ahead of time.

ABOUT THE FINAL PROJECT  
Each group in the last three weeks will be assigned a specific lecture session to present a 30 to 40 minute presentation. All individuals in the group will take up a specific aspect of the topic given to them and will analyze various dimensions of it. The presentation will be graded on the three distinct criteria (I) Research, (II) Analysis and (III) Capacity to relate ideas from the class and readings. Each member of the team must be involved in doing some part of the research and it’s presentation. It will be up to the team to structure the presentation session and they should try to utilize ‘multimedia’ in making a sleek professional presentation with academic content and quality.  
If a group wants to propose a topic that interests the majority of members in the group the grup leader may propose to the topic/theme that they want to work on. However they must inform the instructor at least by the mid term exam time, and get a prior approval for this work.

TIPS ON RESEARCH AND WRITING  
Think before you write and make revisions before you hand in the essay/report.  
1) Start early, it is always too late to start. Construct a question out of the topic selected. Remember the paper is not to show what you have read and describe it but it must raise a question and have an analysis. (look at the above requirements for one pagers and presentations.  
2) Go through the list and select possible/probable question. Consider the question in light of readings and reduce your options; chose a question.  
3) Analyze the question carefully. What exactly is it asking? Underline key ideas and concepts. Can the question be reduced within the limits of the question? What are its possible constituent parts? Record your thoughts on a separate piece of paper; place to one side.  
4) Start research. Make notes and follow up on possible sources.  
5) Record all the information you will need to complete referencing within your essay and in the essays bibliography.  
6) After you have done, some research and thinking go back to the question and your initial thoughts on its parts. You may well now see the question in a different light.  

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7) Draw up a new set of guidelines, attempting to identify the key points of argument in relation to the question. Sketch out how your research could be utilized in an essay. You may well now realize that you need to do some more research.

8) Firm up the guidelines into a plan. Attempt to identify between two and five major points of argument in the essay, which you can support, with examples/sources. Check that this confirms to the question asked.

9) Check on whether you need all the points; discard minor issues or relegate to conclusion. Check you have the points in a logical order.

10) Start to write your essay. You do not need to start with the introduction. Identify your strongest section; write it up. Complete core of essay in draft first. Check how parts fit together. Is your essay balanced? Have you answered the question? Are you using your sources to full advantage? Do you have the references correct? Once the core is finished, write the introduction and the conclusion. Does your introduction really introduce what you claim you are going to do? Does your conclusion really conclude?

11) Once you are satisfied with the balance of the essay check it through for length and style.

**Tips on how to do the readings for this course.**

- What is the reading about?
- Why and how the reading fits into the course theme and sequence of lecture
- What does the author intend to communicate
- How (methodologically) he does so?
- What are author’s sources and points of reference?
- What is the central argument for and against present in the reading
- How do you reflect upon the reading?

**Honors Code:** Academic dishonesty cheating, plagiarism or any kind of deceit will not be tolerated, and will result in a zero for the assignment. If you have any questions about what constitutes plagiarism, please ask. **All ideas and words that you did not generate yourself must be cited in your papers.** I do not anticipate this scenario for the work required in this class, but in extreme cases I reserve the right to assign a failing grade for the course or a specific assignment.

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COURSE OUTLINE

PLEASE NOTE THAT SOME READINGS WILL 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. Readings listed below include the texts that would form the background to the lectures, some are optional readings for individuals to develop perspectives and analysis. Specifics will be announced during lectures.

Unit 1.

- Geertz, Clifford. 1973 Deep play: notes on the Balinese cockfight.
- Fabian
- 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”
- Barrow, I. 2003 Making history Drawing Territory pp1-34, 182-185
- Srinivas MN “Indian Village: Myth and Reality” pp 3-39
- Srinivas MN “The insider versus the outsider in the study of civilization” pp 533-560
- “Village Study”
- Edward Said Orientalism (Introduction and Chapter 1)
- Inden, R. 1990 Imagining India. 1990 pp7-84
- Cohn, B. 1987 “The Census, Social Structure an Objectification in South Asia” An Anthropologist among the Historians and other Essays pp224-254
- Dirks, N “The Ethnographic State” Postcolonial Passages:Contemporary History-writing on India S.Dube (ed) 2004 pp70-84
- 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.
- Beteille, A.2002 “Sociology and Area Study: The South Asian Experience” In Sociology pp 121-133, (301 BET 0054)

Unit 2. Social Structure and Social Organization of South Asian Society (App week 3 to 6)

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Religion

- Nicholas, R 2003 “The Goddess Sitala and Epidemic Smallpox in Bengal” In Fruits of Worship: Practical Religion in Bengal
- Madan, TN 1987 “The Quest for Hinduism” In Non-Renunciation pp 142-167

Caste

- Dumont, L Homo Hierarchus, The Caste System and its implications. (Introduction, Chapter 1,2,3, and 4)
- 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.

Women and the Family

- Srinivas MN “The changing position of Indian Women” pp 279-300
- Moreno, M. 1988 A bride for Raman. Are marriages in India made in heaven?
- Goldstein, M.C. 1987 When brothers share a wife.
Unit 3. **The rituals of Nationhood: from Colonialism to Nationalism in India** (App. Week 6-8)

- Appadurai, A 1997 “Playing with modernity: the decolonization of Indian Cricket” In Modernity at Large. Pp89-113

- **Sundar Pushpa** 1995 “Where is your dance” In Patrons and Philistines. Pp 236-256
- **Subramaniam, L** 2006 “On the margins of the Classical” In From the Tanjore Court to the Madras Music Academy.
- **Bhattacharya, S** 2003 Vandematram:The Biography of a song.pp 1-95
- **Amin,S** 1984 “Gandhi as Mahatma: Gorakhpur District, Eastern UP 1921-2” In Subaltern Studies III pp1-61
- **Chaterjee, P** 1984 “Gandhi and the Critique of Civil Society” ” In Subaltern Studies III pp 153-195.
- **Chowdhury, I** 1998 *The frail hero and virile History, Gender and the politics of Culture in colonial Bengal*. (selection)
- **Chaterjee, P & Pandey, G** 1992 Subaltern Studies VII (selection)
- **Chaterjee, P** 1999 The Partha Chaterjee Omnibus. (selection)

Unit 4. **LANGUAGE, RELIGION, TERRITORY AND IDENTITY: Concordance and Discordance in S. Asian community** (App week 9-11)

- **Sumathy Ramaswamy- Passions of the Tongue**
- **Charu Gupta**

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• David Washbrook, "Law, State and Agrarian Society in Colonial India," Modern Asian Studies, 15, 3((1981), 649-721

Unit 5. India in the age of globalization: “Phir bhi dil hai Hindustani...”. (App week 11-13)

• India Abroad- Sandhya Sukla
• 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
• Srinivas MN “Unity and Diversity in India”
• Tyrrell, H 1999 “Bollywood versus Hollywood: Battle of the dream factories”
• Uberoi,P 2006 “The Diasora Comes Home:Disciplining Desire in DDL

Last two weeks of the lecture slots will be reserved for the final group presentations

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