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 12 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 and or TA, on behalf of the group, make sure the assigned tasks are undertaken

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.
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 will make two presentations one in the course of term and one at the end of the lectures for the course. Each presentation (two in all are worth 15+20)=35% of your grade.

- 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 65% 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.

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.

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?

**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.*
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

(In class presentation Topic 1 and 2)

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 Khiladee, Ashanee Sanket, Bhuvon Shom

(In class presentation Topic 3 and 4)

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

“On Bhakti Movement.

[CASE STUDIES]


(In class presentation Topic 5 and 6)

**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
(In class presentation Topic 7 and 8)

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
Srinivas MN “The changing position of Indian Women” pp 279-300
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 “Beautiful Wife, Danger Life, Engaging with Popular Culture”
"Women to Burn: Suttee as a Normative Institution”

Third gender

FILM
Nishant, Ankur, Fire
(In class presentation Topic 9 and 10)

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.

Idea of nation in Ambedkar and Tagore
Food
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 DDL”
Sudipta Kaviraj. “Modernity and Politics in India.”: Daedalus, Vol. 129, No. 1, (Winter,


**CASE STUDIES**


**FILMS**

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

(In class presentation Topic 11 and 12)