

## **Courses on Humanities and Social Sciences**

### **1. French Studies (HS 103, 113)**

This course is meant for beginner level students. At the end of the course the students will be capable to communicate effectively. The course will combine elements of language, cross cultural competences and French literature and culture. Through a theme (“telling who you are and where you are from”), a topic is defined for each lessons (“Places names, counting, asking questions, pointing things out”). The objectives for each lesson will combine four domains: expressions, new vocabulary, structures (grammar, syntax) and cultural elements. Several supports are going to be used to reach the lessons objectives: multimedia (audio, video, pictures) and texts, all extract from French culture in order to develop cross cultural competences and to expose the student to meaningful input from the French language.

#### **French Studies Level 2 (HS113):**

At the end of the course the students will be capable to communicate effectively on the following subjects: Talking about personal effects, one’s job, daily routines, telling time and talking about the weather. The course will combine elements of language (vocabulary, structure, listening, pronouncing, speaking, reading, and writing) and cross cultural competences. The students will be exposed to authentic language in spoken and written form. **Methodology:** Through activities students will be inspired to use their skills in French language and will improve them by working on several small projects during the class.

### **2. Ideas of India (HS 407)**

Competing ideas of India: Examining the competing visions of modern India. Readings from primary texts by Gandhi, Nehru, Sir Syed Ahmed Khan, B R Ambedkar, M. S. Golwalkar and Savarkar. *Hind Swaraj* and Gandhi’s idea of India: What is freedom? What is self-rule? What should be the contours of new India? Who belongs in this India? Who are India’s ‘enemies’? The question of minorities. Nehru’s modern India: Indian history as one of syncretism and inclusion. The importance of ‘unity in diversity; and national integration; modernity and industrialization. Sir Syed Ahmed Khan and Indian Muslims: The question of Muslim modernity and backwardness and their place in India. Hindu Nationalist India: The proposal for a ‘two nation theory’; creating a ‘Hindu Rashtra’; fear and exclusion of minorities; the reconfiguration of caste. B R. Ambedkar and the question of Dalits: Destruction of caste system, separate electorates versus reservations, differences and agreements with M.K. Gandhi.

### **3. Imagining India (HS304)**

Myths about India and India in mythology; making of the nation (imaginings of Gandhi, Nehru, Ambedkar); a divided house (Partition and its trauma); the Nehruvian era (Socialism and the secular dream); the License Raj; Emergency; India and its Others ( a discussion on identity politics and marginal sections such as religious minorities, Dalits, tribals); new economic reforms and India’s new self-definitions; the new Indian middle class.

### **4. When you cannot experiment: Social Science methods (HS 333)**

Social status; economic status; poverty; caste; gender; social networks; social support; social capital; income inequality; neighbourhoods; surveys; longitudinal studies; natural experiments; quasi-experiments; interviews; focus groups; propensity score matching; social interventions; social change.

### **5. Mobs, Crowds and Citizens: Democracy and Mass Mobilization in India (HS 629)**

This course will examine India’s distinctive experience with democracy through a focus on mass mobilizations and public opinion formation. What forms of political mobilizations produce mobs, crowds and citizens? What is mass society and how does it differ from democratic participation; tyranny of majority and threats to democracy. Beginning with seminal works on the theorization of

“crowds” and “mass society” from a comparative perspective, we proceed to investigate the historically specific ways in which mass publics have been constituted in India. Democratic mass mobilization to understand the process by which masses become citizens; Crowd participation in ethnic violence in South Asia and its troubling relationship with electoral democracy; Post-liberalization elite mobilizations in India.

## **6. Introduction to Demography: Population measures and social processes HS 322**

Theme 1: Demographic concepts, measures and methodologies

Introduction to Demography: History of world population and Origins of Demography; Age-sex composition structure and population pyramids; Rates and Probabilities: e.g. demographic rates, concepts of period and cohort, age standardization, Lexis-diagrams, age-specific probabilities; Vital processes: e.g. data and measures of mortality, birth interval analysis; Life Tables and Single Decrement Process :will draw case studies from several countries including India and the U.S; Population Projection: Projections and forecasts methodologies, projections in matrix notation; Stable and Stationary Population Models:e.g. Lotka’s equation characterizing the stable population, population doubling time, stationary Population.

Theme 2: Social Demography

Demographic Theories & Perspectives (e.g. Malthus, Marx, Demographic Transition Theory, household economics and anthropo-cultural perspectives of population change); Politics of Reproduction: the politics of contraceptive technology and “unmet need”; Migration: theories, global patterns and consequences of international migration; Family Demography: changing nature of unions, marriage, divorce and cohabitation; Population growth and economic development debates

## **7. Global poverty and Development Aid (HS 323)**

While acknowledging that most transnational development efforts are motivated by a well-intentioned aim to improve lives of impoverished people, this course will critically evaluate the enterprise of international development and aid. Among topics for study are: Development and its discontents: Competing theories on “development” of the Third World; contemporary trends, challenges and “best practices” in the development of the global south; Economic aid and development: are they related?; Debt and aid effectiveness: with special focus on structural adjustments, debt crisis and rise of conditionality; Concept of global social contract, specifically the role of global economic institutions (IMF, World Bank, bilateral aid programs) in addressing unequal opportunity and global market failures.

## **8. Digital Cultures and New Media (HS 631)**

The core focus of the course is to understand the significance of digital cultures and the role of new media in shaping public life and opinion. The discussion will revolve around creative dissent, strife, and the role of new media in the concerns for ‘peace’ and ‘justice’. The course will be conducted through a series of case-studies, field projects, and seminars. Some of the modules proposed to be covered in the course are as follows: (a) The story of the print media (case-studies of The Statesman, The Young India, The Harijan, The Telegraph); (b) The role of television (case-study of Doordarshan, case-study of exit polls and television ad-campaigns, the national debates, and the media trials); (c) Films of peace and strife (Issues of Censorship; case-studies of Judgment at Nuremberg, Rang De Basanti, Mr. and Mrs. Iyer, Firaq); (d) Digital media: (Hyper-text and Blogging; the role of blogs and freedom of expression; photo-journalism and documentaries); (e) Social networks and micro-blogging (case-studies of Jan Lokpal movement, creating a tribe called IIT through social networks and blogs)

## **9. A Multilingual Nation (HS 632)**

Language and statehood; colonial scholarship on language; linguistic reorganization of states; Language : hegemony, culture, economics; language and “dialect” debates; the Eighth Schedule, Linguistic nationalisms in India (Konkani, Bodo, Oriya, Rajasthani, Hindi, Urdu etc); the cultural politics of English; purity vs hybridity debates (“Hinglish,” “Tamlish” etc) and the role of translation in a multilingual society

## **10. Cinema and Society Across Cultures (HS 324)**

Films from around the globe have captured our attention as compelling glimpses of other worlds. Masterworks of cinema, they are firmly anchored in their own societies and histories, yet they have a universal appeal. Are films from distant lands windows to other cultures? What is the relation between cinema and society? Can film esthetics (style and form) engage with anthropological knowledge to deliver the viewer cross-cultural understanding? Taking key films from East Europe, West Africa, (regions where the instructor has extensive expertise) we shall study film production and consumption, social structure and cultural meaning, film esthetics and critical knowledge, and the possibilities for intercultural understanding. We take the period from the 1950's to the 1980's, when (as it shall transpire) film and national culture had a mutually defining relation in both regions.

## **11. Complexity Studies in Economics (HS 410)**

The topics covered in this course are (I) A Philosophical and Methodological approach to Economy using Complexity Sciences (II) The structure of interaction (III) Macroeconomics and Growth (IV) Financial Markets (V) International and Monetary Economy Dynamics (VI) Regional Economic Systems (VII) Evolutionary Economic Dynamics

## **12. Paradox of Indian Democracy (HS 403)**

This course aims to make sense of what political scientist Myron Weiner described as the "Indian paradox", by examining how India's immense diversity and the problems of exclusion (relating to region, caste, religion, class and gender) are negotiated within the framework of a functioning democracy. It will begin by exploring the ideas and contestations surrounding the founding of the modern Indian nation-state through the writings of historical figures such as Gandhi, Nehru, Ambedkar and Savarkar. The course proceeds to critically understand the dominant themes of modernity, secularism, popular participation and communalism that continue to animate post-independence politics in India through the writings of contemporary social scientists. Ultimately, the course seeks to equip students with the intellectual tools and historical grounding necessary to reflect on the central puzzle of the Indian paradox: what makes Indian democracy survive, despite its many challenges? The course uses films and documentaries as an integral part of the syllabus to complement the readings.

## **13. Globalization: Shifting paradigms, processes and implications (HS 501)**

This graduate level course will focus on the competing definitions and paradigms of globalization, drawing from a variety of disciplines including sociology, economics, political science and culture studies. It will include discussions on global production networks, development debates, role of global governance institutions and global inequalities. In addition, the course will analyze sources, consequences and modalities of transnational migrations and related issues of identity, belonging, citizenship and diaspora, with particular attention to how definitions of gender and sexuality are reproduced, deployed and negotiated in these processes. Overall, the course is open to myriad forms of economic, social and cultural globalization in our times.

## **14. Music Traditions of India (HS 307 )**

Comprehensive overview of several important traditions within the Indian musical heritage, including but not limited to Vedic chant, dhrupad, khyal, thumri, Carnatic music, Hindustani music, regional folk genres, qawwali, bhajan and film music; Overview of important musical treatises with a focus on Bharata's Natya Shastra; Fundamentals of rasa theory and Indian aesthetic principles; Introduction to theoretical and aesthetic aspects of raga and tala; Lives and contributions of twentieth century music practitioners; Socio-economic and political aspects of music production, circulation and access.