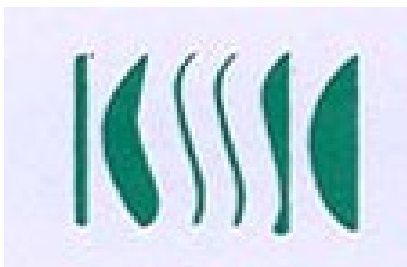


**CENTRE FOR STUDIES IN SOCIAL SCIENCES, CALCUTTA**



**M. Phil. in Social Sciences**  
(Affiliated to Jadavpur University, Kolkata)

**HANDBOOK**  
**2018-2020**

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## ABOUT THE CENTRE

The Centre for Studies in Social Sciences, Calcutta (CSSSC), was founded in 1973 by the Government of India and the Government of West Bengal to conduct and coordinate research in the social sciences. The Centre's faculty is drawn from a wide range of disciplines: Economics, History, Sociology, Political Science, Cultural Studies [Literature, Film Studies, Philosophy etc.], Development Studies, Gender Studies, Environmental Studies, Geography, Social Anthropology, Education. The emphasis is on multidisciplinary research.

### M. Phil. in SOCIAL SCIENCES

(Affiliated to Jadavpur University, Kolkata)

#### Objectives

**M. Phil. in Social Sciences 2018-20** will run from July 2018 June 2020. This interdisciplinary Programme is affiliated to Jadavpur University, Kolkata. After the completion of the Programme, students will obtain Jadavpur University's degree, M. Phil. in Social Sciences. The programme is meant for research students in India who wish to pursue doctoral research but have not enrolled in any doctoral programme or in any other full-time taught course.

The first year is split in two semesters. Semesters I and II will be devoted to course work. The course work consists of a compulsory course that is multidisciplinary and a choice of specialized advanced courses in particular disciplines or thematic areas. The objective is to equip young researchers with a general grasp of the main intellectual concerns of social science research, the most important recent trends in the social sciences and a strong grounding in interdisciplinary methods.

At the end of each semester there will be end-semester examinations as part of **M. Phil. Qualifying Examination**. Only if students pass the Qualifying Examination will they be admitted to the Second year. Semesters I and II will jointly be termed *Research Training Programme*.

The second year is also split in two semesters. Semesters III and IV will be devoted to dissertation work. Students will make two presentations in the course of the second year and then give a pre-submission seminar and submit their dissertations at the end of Semester IV.

#### Eligibility

Candidates shall have a Master's degree or a professional degree declared equivalent to the Master's degree by the corresponding statutory regulatory body, with at least 55% marks in aggregate or its equivalent grade 'B' in the UGC 7-point scale (or an equivalent grade in a point scale wherever grading system is followed). The Masters degree (or equivalent) may be in any of the social science disciplines (e.g., Economics, History, Sociology, Political Science, Cultural Studies [Literature, Film Studies, Philosophy etc.], Development Studies, Environmental Studies, Geography, Social Anthropology, Education) or from non-Social Science disciplines.

A relaxation of 5% of marks, from 55% to 50%, or an equivalent relaxation of grade, may be allowed for those belonging to SC / ST / OBC(A) (non-creamy layer) / OBC(B) (non-creamy layer) / Differently abled candidates or for those who had obtained their Master's degree prior to 19 September, 1991.

### **Application Process and Selection Procedure**

The maximum number of students that may be admitted to the MPhil in Social Sciences Programme 2018-20 batch (including the number of reserved candidates as per West Bengal state government rules) is **eighteen**.

Applications should be sent to the Registrar in the prescribed application form along with a research proposal of not more than 1000 words and other relevant documents.

All eligible candidates will have to appear in a one-hour written 'Entrance Test'. Candidates will be called for Interview only if they qualify the Entrance Test. The final selection will be made on the basis of the student's performance in the Interview.

***For full details on all of the above and the schedule of the application and admission process, please see the Information and Instructions sheet for MPhil 2018-20.***

### **Attendance**

In case a student misses more than five classes in any course, the course coordinator would inform the M.Phil. coordinator and ask the student to discontinue in the course and give her/him a grade of 'F', except in case of mitigating circumstances (such as medical reasons or bereavement). A warning would be given by the course coordinator after a student has missed three classes.

### **Auditors**

Students not registered as regular participants of the M. Phil. Programme may join it as auditors. Currently, the maximum number of courses that any one may audit in any given semester is **one**.

The procedure for admittance to the Programme as auditors is as stated below:

- Those applying to be an auditor typically must have a masters degree but may also include those with professional degrees or equivalent. The academic background would be verified by the respective course coordinators.
- The auditor-candidates will have to send in their applications along with a copy of their last degree certificate at least *fifteen* days prior to the start of the semester in which the course(s) they are interested in is/are going to be offered.
- In addition, all candidates are required to contact the Coordinator(s) of the course(s) they wish to audit – the city-students personally and the out-station students via e-mail – just after they send in their applications to the M.Phil Office.
- The respective course-coordinators will take the decision on all applications for auditing.
- Ultimate discretion as to the number of auditors lies with course-coordinators. It is however expected that the coordinators would take the decision in consultation with the other course-instructors.

- Auditors are required to pay a fee of Rs. 500 per course.

Auditors cannot miss more than *five* classes in any *one* course. Auditors are required to fulfill all academic obligations, including, writing papers as part of Assignments. Only if auditors comply with all the conditions specified above will they be given official certificates by the CSSSC.

## **Fees and deposits**

At the time of application:

The downloaded form is to be submitted along with a payment of Rs. 200 for candidates in the general category; the application fee for those in the SC / ST / OBC (A) (non-creamy layer) / OBC (B) (non-creamy layer) / PD is Rs. 100. Payment is to be made via a draft payable in favor of **Centre for Studies in Social Sciences, Calcutta**.

At the time of admission:

Admission Fee: Rs. 500 (non-refundable; to be paid at the time of admission)

Registration Fee: Rs. 25 (non-refundable; to be paid at the time of admission)

Semester Fee: Rs. 2000 per semester (first installment of Rs. 2000 to be paid at the time of admission and the other three installments to be paid at the beginning of Semesters II, III and IV; semester fee once paid is non-refundable)

A library deposit of Rs. 2000 (refundable after 2 years) is to be paid by each student for availing borrowing facilities in the Centre's library for the duration of the course.

Semester fees may be waived for deserving students; students desiring to avail of such waiver should apply to the M.Phil Office for consideration.

In addition Students will have to pay to Jadavpur University, Kolkata:

Examination Fees: Rs. 225/- per semester

Dissertation Submission Fees: Rs. 195/-

Convocation Fees: Rs. 300/-

## **Library facilities**

The library of the Centre will be open to all participants in the M. Phil. Programme on all working days of the Centre from 10.30 a.m. to 5.30 p.m. Each participant will be subject to the general rules and procedures of readership of the library.

## **Gender Sensitization and Sexual Harassment**

CSSSC has a formally adopted policy on gender sensitization against sexual harassment as well as a Committee on Gender Sensitization against Sexual Harassment (COGSASH), which consists of representatives from students, administrative staff, project staff, and faculty along with an external member. COGSASH has the mandate of gender sensitization and awareness generation as well as dealing with complaints about sexual harassment. The full policy and current list of members of COGSASH are available on CSSSC's website.

## Other information

The Centre does not have any provision for hostel or other accommodation facilities for students.

## Course Work

The first year of M. Phil. in Social Sciences is split in two semesters and Semesters I and II is jointly termed *Research Training Programme* (hereafter, **RTP**). Each semester is divided into **two** courses. In all, each participant is required to take **one** compulsory course and **three** optional courses.

Compulsory course: The compulsory course (called Research Methods in Social Sciences) will be offered in Semester I.

Optional courses: Optional courses are distributed in *three* clusters:

Cluster A: *History / Cultural Studies / Feminism*

Cluster B: *Sociology / Political Theory / Geography*

Cluster C: *Development Studies / Environmental Studies / Economics*

***Please see the course outline for a description of the courses that may be offered.***

NOTE: The optional courses that would be offered (from the total number of courses included in the course outlines) will depend on (i) availability of faculty and (ii) a minimum number of enrollees to be stipulated later.

**TEACHING HOURS**  
**FIRST YEAR: RTP: JULY '18 TO JUNE '19**  
**Semester I**

<b>Course</b>	<b>Number of Hours</b>	<b>Number of Credits per Course</b>
<b>Course I</b> Compulsory	56	4
<b>Course II</b> Optional	56	4
	<b>112</b>	<b>8</b>

## Semester II

Course	Number of Hours	Number of Credits per Course
Course III Optional	56	4
Course IV Optional	56	4
	<b>112</b>	<b>8</b>

Total number of Teaching hours:  $112 + 112 = 224$

Total number of Credits:  $8 + 8 = 16$

### Calendar (RTP: 2018 to 2019)

The Course-Work (RTP) will be spread over **July 2018 to June 2019**. There will be periods of Study-Love to facilitate students to prepare for Examinations.

### M. Phil. Qualifying Examination

- a) All examinations will be conducted under the directive of the Controller of Examinations, Jadavpur University. The Controller will issue all examination notifications, appoint all examiners and release the results. CSSSC and Jadavpur University will maintain regular contact with each other.

#### b) Semesters I and II (Course-work)

##### *Internal Assessments*

- There will be **Two** 'Internal Assessments' per course. Course-Coordinators may adopt different modes—e.g., tutorial / assignment / class-test / practical / and /or participation in group-discussions—for Internal Assessments.
- The First Internal Assessment will take place at the middle and the Second Internal Assessment at the end of Semesters.
- Total number of Internal Assessments:  
Semester I (2 courses x 2 =) **4** + Semester II (2 courses x 2 =) **4** = **8**
- The grade-value of each Internal Assessment will be  $1/5^{\text{th}}$  of the total grade-value of the course.  
Internal Assessments, thus, contribute  $2/5^{\text{th}}$  of the total grade-value per course.
- **Plagiarism:** CSSC takes a very serious view of plagiarism and the Centre reserves the right to take suitable disciplinary action (including expulsion) in case were students are proved to have used someone else's material without acknowledging its source.

##### *End-Semester Examinations*

- **Two** different modes will be followed for the two End-Semester Examinations after the completion of Semester I and Semester II.

### **End-Semester Examination I**

- For 'End-Semester Examination I' students will be required to sit for two papers, one covering the compulsory course and one covering the optional course. The time allotted for each paper will be two hours
- The grade-value of each of the groups will be 3/5 of the total grade-value of the course.

### **End-Semester Examination II**

- 'Term Papers' and their 'Defence' will constitute the 'End-Semester Examination II'.
- Each student will submit **One** Term Paper of approximately 3000 to 4000 words per course and will be required to present a 'Defence' of the same.  
(Since there are two courses, the total number of Term Papers to be submitted by each student will be **two**).
- The 'Defence' for each course will have to be completed within thirty minutes and will be conducted by course-coordinators in the presence of course-instructors (and other faculty members).  
One primary objective for conducting the Defence will be to ensure that students have not adopted unfair means in writing the Term Paper.  
**Term Papers will be graded only after the Defense.**
- The grade-value of the Term Paper will be 3/5<sup>th</sup> of the total grade-value of the course.
- The Controller of Examinations, Jadavpur University will appoint course-coordinators to act as Examiners for the two papers of End-Semester I Examination as well as for the two Term Papers and their Defence which constitute the End-Semester II Examination.
- The Controller of Examinations, Jadavpur University, will officially announce the Schedule for 'End-Semester Examination I' as well as for the 'Defence of Term Papers'.

### *Grading System*

- 'Internal Assessments' as well as 'Term Papers' will be graded.  
Following the 'Ten Point Lettering Grade Scale', numerical values corresponding to the grades will be:  
A+ = 9; A = 8; A— = 7; B+ = 6; B = 5; B— = 4; C+ = 3; C = 2; C— = 1; F = 0
- The Controller of Examinations, Jadavpur University, will compute the final numerical value for each course in accordance with the formula:  
Internal Assessment 1: Internal assessment 2: Term Paper :: **1:1:3** (of numerical values). For example, if a student obtains A+ and B+ in the two Assessments and C in Term Paper the final numerical value will be:  
(9 + 6 + {2 x 3}) divided by 5 = 4.2  
The Numerical Value will not be rounded off.
- The Final grade for each course will be determined in accordance with the following scheme:

Final Numerical Value	Final Grade
8.5 and above	A +
7.5 and above but less than 8.5	A

6.5 and above but less than 7.5	A –
5.5 and above but less than 6.5	B +
4.5 and above but less than 5.5	B
3.5 and above but less than 4.5	B—
2.5 and above but less than 3.5	C+
1.5 and above but less than 2.5	C
0.5 and above but less than 1.5	C—
Less than 0.5	F

- Students will be automatically promoted to Semester II.
- Semester Grade Point Average (**SGPA**) for each of the two Semesters will be determined by adding the Numerical Values obtained in the four Courses. The Numerical Value of the SGPA will not be rounded off.
- Grade-sheet  
**Semester I:** Grade-sheet will show grades obtained in individual courses and the (First) Semester Grade Point Average (SGPA). It will not state any consolidated grade.  
**Semester II:** Grade-sheet will show grades obtained in individual courses, the (Second) Semester Grade Point Average (SGPA) as well as the Cumulative Grade Point Average (**CGPA**) and the Final Consolidated Grade.  
CGPA will be calculated by taking the average of the SGPA for Semester I and SGPA for Semester II.  
There will be no rounding off of the CGPA.  
The Final Consolidated Grade will be determined in accordance with the following scheme:

CGPA	Grade
8.5 and above	A +
7.5 and above but less than 8.5	A
6.5 and above but less than 7.5	A –
5.5 and above but less than 6.5	B +

Students are required to obtain a grade of at least **B in each course** in order to be declared as passed. Further, students have to obtain a minimum CGPA of 5.5 or **B+ in the coursework in aggregate** in order to be eligible to continue in the programme and submit the MPhil. Dissertation. For further details, please see the MPhil Regulations 2017 of Jadavpur University.



## **Semesters III and IV (Dissertation) [2019 to 2020]**

- Semesters III and IV will be spread over July 2019 to June 2020.
- Each student will be allotted a Supervisor and a Research Advisory Committee convened by the Supervisor.
- The Research Advisory Committee will periodically review the progress of the research work.
- Each student will be required to make two presentations: (a) at the beginning of Semester III and (b) at the beginning of Semester IV.
- Towards the end of Semester IV, each student will give a pre-submission seminar.
- A student must have made one paper presentation in conferences/seminars out of her/his M.Phil. dissertation prior to submission.
- Once submitted, each dissertation will be examined by an External Examiner. Only after a favourable evaluation report from the External Examiner will the viva-voce be held.
- The degree of M.Phil shall be awarded to the student concerned only after the viva voce examination and recommendation of the award of M.Phil degree by the viva voce examiner.
- Dissertations will not be graded.

**Note: For further details, please see the MPhil Regulations 2017 of Jadavpur University.**

## **COURSE OUTLINES**

**[The compulsory course will be taught in Semester I. The three optional courses will be distributed across Semester I and II. The list below gives the descriptions of the compulsory courses as well as *all* the optional courses that could be offered. PLEASE NOTE THAT ALL OPTIONAL COURSES MAY NOT BE OFFERED EVERY YEAR. The exact placement of the optional courses will be announced later.]**

### **COMPULSORY**

#### RESEARCH METHODS IN SOCIAL SCIENCES

This course offers an overview of selected quantitative and qualitative field research methods used in the social sciences. Wide in compass, its aim is to introduce students to methods in sociological or anthropological or economic analyses or in historical research and cultural analyses. The course will concentrate on varied topics, for instance, (a) designing research proposals and quantitative surveys, (b) qualitative surveys, participant observation, case studies/life histories and content analysis, (c) quantitative methods such as sampling techniques, generation of random numbers, correlation and ordinary least squares regression, (d) modes of reading documents, ranging from personal papers, autobiographies, memoirs, newspapers or case law, (e) archival research, based primarily on official documents, (f) the

realm of unconventional archival material and non-written sources, such as architecture, photography or popular prints.

In addition, the course would also study in detail the theoretical and historical contexts within which a set of key-terms crucial to any kind of Social Sciences analysis emerged. The set may include concepts, such as, *class, gender, caste, culture, market, development* etc. Of these, *four* will be selected for rigorous interrogation.

## OPTIONAL

### THEORIES OF DEVELOPMENT

The course is an introduction to different theories of development. Along with discussions on mainstream Economics the course will cover alternative perspectives of development, such as, those provided by Marxist, Neo-Marxist and other schools.

### PROBLEMS OF HISTORICAL WRITING AND METHOD

This course will not be a standard survey of historiography but will instead explore some of the critical conceptual and methodological issues concerning the nature of the historical discipline and its modes of writing and enquiry. This year, the course will focus particularly on different traditions of historical knowledge and writing about the past, juxtaposing the pre-modern with the modern, the Western with the ancient Indian and Islamic, the academic professional discipline with its popular and public variants.

### READINGS IN PHILOSOPHY: TEXTS, CONCEPTS, CONTEXTS

This course will explore such critical concepts and significant themes in different traditions of philosophy as are often useful for the social sciences. This aims to make students conversant with some of the founding categories and narratives of philosophical discourse (for example, *mimesis, universal and particular, being, ideology, atman*).

### CONTEMPORARY SOCIOLOGICAL THEORY

This course will deal with developments in sociological theory since World War II. It will commence with a discussion of the positivist dispute in sociology and go on to discuss some of the alternatives like structuralism, critical theory, practice theory, post-structuralist theory. It will conclude with a discussion of structuration theory and neo-functionalism in view of the question, does conditions for grand theory exist anymore?

### ENVIRONMENTAL THEORY AND PRACTICE

This course would start by presenting an overview of different conceptualizations of 'the environment' and discuss the implications of viewing the environment as a 'natural' entity. The course would then discuss different schools of thought about the environment. Finally, the emergence of environmental concerns in the twentieth century will be discussed, with a focus on important moments in the history of environmentalism as well as on different kinds of environmentalisms.

### FEMINISM AND THE SOCIAL SCIENCES

This course will explore the success with which feminist theory has recast or challenged the social sciences, with special emphasis on developments in India over the past three decades. In particular, reference will be to developments – conceptual, methodological, and empirical – within the realms of history, political science, sociology/anthropology, sexuality studies and development studies.

One set of questions within this course will address the question of female absence from the paradigms of the social sciences. How have feminists raised new questions about historical certainties and existing historical archives? How have they unmasked the norming of the subject of politics as male, upper class and upper caste (the last in the Indian case?) The other set of questions will be raised about disciplines such as sociology/anthropology, within which women may have had a foundational presence though in ways that objectify or naturalise gender inequalities. Finally, the course will consider the ambiguous or contradictory consequences of the institutionalization of "women's studies."

The second part of the course will discuss the question of sexuality and how it has been thematised (and at times normalized) in discourses ranging from the Greek and Indian Classical traditions, Marxism, and Freud. The third part of the course will discuss the question of feminism's challenge to political theory, and will address issues of family justice and rights.

### ENVISIONING THE CITY

The first part of the course will trace the ways in which the modern city has been conceptualized, in both its physical-material and mental-imaginative senses, by a variety of social theorists and historians, as well as practitioners such as planners, architects and technologists. The development of ideas about the modern city, and particularly the cities of the global south, will be studied on a number of different registers. In particular, we will look at histories of planning since the late 19<sup>th</sup> century; the colonial "divided city" and the post colonial city as the site of new norms of citizenship and democracy; and finally the meanings of identities, such as gender, caste or ethnicity, in city space.

### FINANCIAL SYSTEMS: HISTORY, THEORY AND POLICY

This course demonstrates the relationship between history, theory and policy in the world of finance. It characterizes the idea of financial history and the monetary interpretation of history. The dynamics of financial capitalism is captured through the tools of inductive argumentation as well as axiomatic theoretical premises, reductionist conjectures and deductive propositions. The theory of the household, the firm and the financial intermediary is developed individually as well as collectively in the form of the theory of financial transactions. The lectures on policy are grounded on different problems of financial systems over cross section as well as time. A

review on financial system design and management of International Finance completes the description of policy.

### INTRODUCTION TO MODERN SOCIAL THOUGHT

This course will focus on five selected themes that are central to modern social life. This year, the focus will be on the philosophy of modernity, modern forms of power, governmental techniques, nationalism and globalization. The lectures will be built around the texts of Bruno Latour, Michel Foucault, Ian Hacking, Benedict Anderson, Hardt and Negri.

### THE FIELD OF VISUAL CULTURE

This course sets out to explore the burgeoning field of study of visual culture in the west and in India, as it has emerged both within and outside the older disciplinary domains of art history and film and media studies. It will examine the interdisciplinary dimensions and theoretical outlay of the visual field in its central engagement with the shifting nature and function of visual imagery in the modern and contemporary era, the changing technologies of production and reproduction, and the different circuits of reception, dissemination and circulation of images. The first section of the course, called 'Conceptualizing Visual Studies' will span a range of visual genres—from painting, photography and popular prints to archeological relics, religious icons, public architecture and monumental statuary—and sites of display and spectatorship—from museums and exhibitions to temples and urban spaces, from worlds of scholarship to those of devotion or tourism. It will look at the way the field of visual studies pushes at the boundaries between 'art' and 'non-art', the 'high' and the 'popular', the exceptional and the everyday. The second section of the course will concentrate on Media Studies.

### RETHINKING POLITICAL THEORY

Contemporary political theory has been preoccupied with new forms of political and cultural transformations advocated by representatives of the new social movements. Consequently, political theory has reoriented itself, forging new links between the state and society. In this course, we make an attempt, albeit in a limited manner, to grasp the forms political theory has taken in recent times, by selecting a few themes for discussion. These include liberalism and communitarianism; social justice, justice and gender, and environmental justice; identity, diversity and citizenship rights; and democracy and globalization: a perspective from the South.

### THE LAND QUESTION IN DEVELOPMENT

From the enclosure of the 'commons' in western Europe in the eighteenth century to the various land reform initiatives (including land redistribution) in many parts of the world in the twentieth century as well as more recent attempts to 'acquire' land for a variety of developmental purposes (industrial growth, urban renewal, and so on), land has been a central issue in debates about growth and development. This course would start with an overview of the different ways in which the land question has come into play, followed by a discussion of some of the theoretical perspectives that deal with the land question (e.g., the classical

concerns about diminishing marginal productivity of land, recent fears about ‘accumulation by dispossession’). The bulk of the course would, however, use the land question as an entry point to deal with some important questions underlying discourses of development today: the kind of industrial growth that is ‘necessary’ for development, the tribal relationship with land, and the importance of rights-based approaches, among others.

### CULTURES OF POSTCOLONIALITY

This is an advanced course in Postcolonial theory and practice. It commences by investigating whether postcolonialism is a useful concept. It proceeds by mapping out a possible genealogy. It aims to interrogate some of the positions on race, reason and history in Enlightenment thinking and goes on to consider critiques of colonialism, which have emanated from Africa, Latin America, India and Australia. The final section of the course introduces the students to a range of contemporary critical insights into the aims of the most important postcolonial theorists. The course will address issues such as colonisation, decolonisation and neo-colonisation.

### GEOGRAPHICAL PERSPECTIVES ON SOCIETY

The course intends to provide a geographical interpretation of the social phenomena, such as tribe, caste, religion and language in India. A systematic, or even a chronological study of the parts does not encompass the whole, which expresses itself in elements not as individual entities but in their integration in space and time. Elements such as tribe, caste, dialect or language, or even religion-based communal identity, have always manifested themselves in a regional/spatial frame. The focus of the course will be on the mapped statistical surfaces of measurable social phenomena that record the variation in society over space.

### THE SUBJECT AND THE BODY: A FEMINIST APPROACH

Responding to the growing interest in ethics, subjectivity and biopolitics, the course introduces some philosophical and conceptual issues on thinking the embodied subject. In the first section the idea of subject is traced in liberal philosophy following the works of Isaiah Berlin and Charles Taylor, and in recent anti-liberal thought following Foucault and Agamben looking at the historical process of modern identity formations. Finally, the course takes up the idea of self-fashioning in various forms of political practice, with special reference to Indian cases. Select readings are pursued that question how specific regimens of the body are implicated in both the Gandhian practices and shades of radical politics. The second section questions the category of experience based on a body-mind distinction. It interrogates the body constructed with markers of identity like sex, caste or class through reading key-texts on empiricist, phenomenological and psychoanalytic perspectives. Writings of theorists like Freud, Foucault, Butler, Derrida and Irigaray are brought into productive conjunctions with select literary texts.

### LABOUR ECONOMICS

This course draws strongly from graduate level microeconomics. Basic knowledge of econometrics is necessary among other things. It is expected that, in developing a perspective

on labour economics, students will establish acquaintance with journals like *American Economic Review*, *Economic Journal*, *Review of Economic Studies*, *Journal of Labor Economics*, *Industrial Labor Relations Review* and *Quarterly Journal of Economics*.

#### SITUATING 'SCIENCE': TRANSACTIONS ACROSS DISCIPLINES

This course will address the history, sociology and philosophy of the sciences and will trace the contours of the changing paradigms—both in the western tradition and the Indic space—in thinking about 'nature'. Students will be introduced to a set of debates regarding methodology for the study of science (for example, Popper, Kuhn, Feyerabend, Lakatos on the one hand and Bachelard, Canguillhem, Foucault on the other). Discussions will centre around (a) perspectival conflicts between realism and relativism (b) tensions between sociological and anthropological analyses of the sciences (c) the Marxian and the poststructuralist turns that induced, in opposition or in unison, the multiple forms of questioning the authority of Science (d) the political implications of terms like 'scientific spirit' or 'scientific temperament' in the context of colonization and decolonisation (e) science's relation with technology on the one hand and with the social sciences on the other (f) the Feminist interventions in the study of science, and other related issues. The course will lay an especial emphasis on the self-definition of 'modern science' and subject it to a critical scrutiny.

#### INSTITUTIONS AND IDENTITIES IN CONTEMPORARY INDIA

This course adopts the 'culture and power' perspective to enquire into the intersection of institutions and identities. Democratic development has led to the institutionalization of identities within the rubric of the state in contemporary India. Which identities have been visibilized and how they have been institutionalized is the question. The course will take up particular identities like caste, religion, region and language and examine them in three phases. First, how these identities have been articulated in post-colonial India; second how they have been institutionalized either through legislation or the setting up of monitoring or channelizing institutions; and third what kind of effect they have had on people and the debates they may have generated. In emphasizing the identity question in the context of post-colonial India's development of democratic institutions, the course will expand the idea into some related debates on development, both in India and in the global context, in connection with the politics of welfare, entitlement, discrimination, and industrialization.

#### INTERROGATING POLITICAL ECONOMY: AN INTERDISCIPLINARY APPROACH

Is economics any more 'real' than its neighbouring disciplines? Has the recent theoretical turn in history, anthropology, literary criticism, postcolonial studies and philosophy completely escaped economics? Can there be a creative conversation between these fields and the economic discipline? This course will try to address these and related questions through a broad, interdisciplinary and non-technical introduction to the central concerns of political economy. While the students with non-economics background are frequently scared and put off by the economists' increasing use of models, data-sets and mathematical equations, the students of economics often find the theories and jargons of 'soft' social sciences vague and difficult to make sense of. The primary objective of this course is to gently allay this mutual distrust and introduce each group to the secret pleasures of the other.

## BIOPOLITICS, ETHICS, AND SUBJECTIVATION

“For millennia,” observes Foucault “man remained what he was for Aristotle: a living animal with the additional capacity for a unique political existence; modern man is an animal whose politics places his existence as a living being in question.” Shifting the focus from ratiocination and justice, Foucault argues that modern politics is targeted on human kind’s existence as living being, engendering the subjection of bodies and the control of population through practices of public health, regulation of heredity, and risk management. Known as biopolitics, it is a preeminent mode of liberal governmental power. Foucault’s analytics of liberalism shows that liberalism’s famed agenda of limited government is actually a call for pervasive governance, promoting at once a self-monitoring, ethical citizenry and a mode of permanent governmental intervention to produce, multiply and guarantee the security of the social body. The collectivity thus becomes the corner stone of the protective ability of the new state. In the post-9/11 world, the emphasis on governable bio-populace has increased. The social body too is increasingly portrayed as a juncture of all kinds of risk – from ‘illegal immigrants’ to drug peddlers to terrorists to viruses known or unknown. Both developments may be taken as signs of crisis of the traditional understanding of deliberative, liberal democracy. This is also the time when the discourse of biopolitics as a tool of critical analysis has witnessed a massive boom. The course seeks to understand the dynamics of governmental logic mentioned above: the organization of a game between liberty and security, and an ethical and moral technology that builds upon the notion of danger. It is this technology that sets the standards of normalcy and governs the behaviour of individuals and populations. Situated at the interface of contemporary political and cultural theory, the course deals centrally with the writings and lectures of Foucault but also tries to venture outside a strictly Foucauldian matrix and engage with the ideas of Agamben, with issues of law and with the caring, terminating nature of contemporary state.

## DEBATING DEVELOPMENT: PERSPECTIVES AND PRACTICE

Development has long been a subject of contestation and debate. Differences have arisen from the multiple disciplines and theoretical approaches that have dwelled on the meaning of and paths to development, as also from the messy, often contradictory trajectories that the practice of development has taken on in different sites. While this makes the area of development studies exciting and provocative, it also means that unpacking development becomes that much more difficult since one has to deal with equally convincing but contending perspectives. This course would seek to provide an introduction to divergent discourses on some of the concepts and themes that have been central to development since the twentieth century such as: the making of underdevelopment; the idea of development as freedom; the idea of regional and multiple modernities; the government of poverty, inequality, and welfare; market reasoning and its limits; the engineering and capitalization of nature; and the role of community, civil society, and democratic politics. In each case, theoretical debates would be supplemented with case studies of specific development policies and projects, so that students can think through and arrive at their own positions.

## MODERNITY AND THE MAKING OF THE SOCIAL

The aim of the course is to engage with certain key conceptual and theoretical issues in understanding the social in the modern world, especially since the advent of post-structuralism and cultural studies. Through considerations such as enlightenment legacies, powers of the critique and the secular modern, the subject as a philosophical and social category, the move from social history to the history of the social, and such topics as ethnography and the archive, diaspora and displacement, popular culture, reality television, and violence, memory and the ordinary, the course explores how social experience is shaped by the material world, and made meaningful through culture and the media.

## CHILDHOOD AND PEDAGOGY IN PRINT AND IMAGE

The course will explore and interrogate the category of 'Children's Literature' as it has evolved in the west from the nineteenth-century onwards, its interaction with and impact on India. We begin by engaging with the construction of childhood in European history, with particular reference to philosophers and writers from among the Romantics such as Rousseau, Blake and Wordsworth. Based on this historical overview and with the focus on English-language children's literature, three areas may be selected for close study from a variety of genres and modes (e.g. rhymes; folk/fairy tales; adventure tales). The focus will be on author as illustrator as well as the artist as author. In the third section, working with the assumption that colonialism marks an entry into 'a new state of childhood', we look at the production of tracts, chapbooks, primers and other pedagogic material produced by the British and the Indians. Workshops are envisaged for at least five of the sessions.

Students are encouraged (as groups) to take up as one of the class

Projects, a focused and in-depth study of contemporary children's literature in English in India or elsewhere (globally) or any other Indian language in India, supplementing the latter with a working translation, as and when necessary.

## NATURE, ENVIRONMENT AND REPRESENTATIONS

The course will deal with cultural representations of nature and environment across various print, media and expressive forms. For example, we may look at the various ways in which the 'jungle' has entered the late nineteenth century imagination in writings from different genres, as well as in the literature of anthropological and other surveys in colonial and postcolonial India. This survey will be contextualised by tracking diverse contexts—mythic, historical and philosophical, as well as painterly traditions.

Contemporary perceptions of 'nature'—of those who live and work with it or in its peripheries, will emerge in relation to environmental issues in post-Independent India.

## THEMES IN HISTORY: CONTEMPORARY PERSPECTIVES

This course seeks to initiate a conversation on the state of contemporary historiography through engaged discussions of some of the seminal thematic interventions that has happened within the discipline in the past few decades. It departs from the more usual practice of understanding the state of discipline in terms of the evolution of the various ideological and



methodological schools of history-writing. Rather, it identifies for in-depth study some of the most topical themes of contemporary research and a few energized disciplinary sub-fields which have been conceptualized, critiqued, and researched by historians from across the ideological spectrum in the recent past. By doing so, it seeks to understand how the contemporary impacts the processes of historiographical knowledge formation, how political events and social movements inflect or transform the research agenda of historians, and how intellectual struggles enable historians from across the spectrum to reconceptualise the question of the archive.

This course is intended to familiarize students with a number of important themes that have characterized historical scholarship. The emphasis will not be so much on debates (arising out of questions of method and philosophical interpretation) as on new themes that have expanded and extended the borders of conventional historical research. The themes and sub-fields that will be taken up for discussion include but are not limited to: law and legalism, piracy, sensory cultures, history of sports, politics of language, slavery, queer history, history of the book and the cultures of reading, peasants, working class, history of science, etc. Mapping the evolution of these particular themes of historical research and situating the emergence of specific disciplinary sub-fields in the broader register of social transformation, this course not only seeks to learn from the creative strategies of cutting edge scholarship but also tries to thematize the politics of the professional historiography itself.

### THEORISING PERFORMANCE

This course will attempt to look at the phenomena of 'performance' in the broadest scope from multiple perspectives, adopting a historical as well as a genealogical approach. Examining performance in a number of geo-temporal locations, this course shall introduce students to texts and traditions, even while unpacking their theoretical underpinnings, as they have been understood, read and 'produced' over time. In this regard, certain key traditions, movements and theorists will remain central to the course; for example: Aristotle and Greek performance, the tradition of the *Natya Shastra*, Noh drama, Chinese and Indonesian performance, African performance, Comedia de'l arte, Elizabethan theatre, Latin American performance, twentieth century performance (including the work of Stanislavski and Brecht, and developments like the avant garde, performance art and the disciplinary field of Performance Studies), and contemporary performance in the globalised world.