



NAAC Re-accredited by 'A' grade

**Dr. Babasaheb Ambedkar Marathwada University,  
Aurangabad.**

**TARABAI SHINDE  
WOMEN'S STUDIES CENTRE**

**M.A. (Women's Studies)**

**SYLLABUS**

M.A. Women's Studies  
Course Title with Course Code

<b>I<sup>st</sup> Semester</b>		
<b>Sr.No.</b>	<b>Course Code</b>	<b>Course Title</b>
01	IC-001	Constitution of India भारतीय संविधान (Compulsory for University Departments)
02	WS-101	Feminist Critique of Knowledge Production ज्ञाननिर्मितीची स्त्रीवादी चिकीत्सा
03	WS-102	Gender & Social History लिंगभाव आणि सामाजिक इतिहास
04	WS-103	Women's Movements I: Europe & America स्त्री चळवळ : युरोप आणि अमेरिका
05	WS-104	Women and Work स्त्रिया आणि काम
06	WS-105	Theorizing Patriarchy
<b>II<sup>nd</sup> Semester</b>		
<b>Sr.No.</b>	<b>Course Code</b>	<b>Course Title</b>
01	WS-201	Feminist Theory स्त्रीवादी सिध्दांत
02	WS-202	Women's Movements II : India स्त्री चळवळ : भारत
03	WS-203	Caste, Class and Gender जात, वर्ग आणि लिंगभाव
04	WS-204	Women, Citizenship and the Law स्त्रिया, नागरिकत्व आणि कायदा
05	WS-205	Nationalism, colonialism and gender
<b>III<sup>rd</sup> Semester</b>		
<b>Sr.No.</b>	<b>Course Code</b>	<b>Course Title</b>
01	WS-301	Gender & Development I लिंगभाव आणि विकास- १
02	WS-302	Gender & Culture लिंगभाव आणि संस्कृती
03	WS-303	Violence Against Women स्त्रियांवरील हिंसा
04	WS-304	Feminist Research Methodology स्त्रीवादी संशोधन पध्दती
05	WS-305	Gender and Health
<b>IV<sup>th</sup> Semester</b>		
<b>Sr.No.</b>	<b>Course Code</b>	<b>Course Title</b>
01	WS-401	Gender & Development-II लिंगभाव आणि विकास-२
02	WS-402	Gender & Social Exclusion: Dalit & Adivasi Women लिंगभाव आणि सामाजिक बहिष्कृतता दलित आणि आदिवासी स्त्रिया
<b>03</b>	<b>WS-403</b>	<b>Dissertation</b> लघुप्रबंध
04	WS-404	Gender Perspective in the Social Sciences सामाजिक शास्त्रातील लिंगभावी दृष्टीकोण
05	WS-405	South Asia: Gender Perspectives

<b>Course Code No.: WS-101</b>	<b>No. of Credits: 4</b>	<b>Semester: I</b>
<b>Course Title</b>	<b>Feminist Critique of Knowledge Production</b>	
<p><b>Introduction:</b> Women have been excluded from the process of knowledge making, rather they were not considered worthy to be knowledge producers, and feminists questioned the whole discourse of knowledge and knowledge making.</p> <p><b>Course Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ To acquaint the students with the gendered conventions about knowledge, knowledge producers, and knowledge making and how feminists have challenged it.</li> <li>▪ Enable the students to critically look at the major disciplines from feminist point of view and understand the concept of interdisciplinary.</li> <li>▪ To make the students know about the various issues raised by the women's movement and how it has led towards the foundation of women's studies.</li> <li>▪ Learn about the beginning and journey of women's studies and what are the challenges women's studies has to face in present time.</li> </ul>		
<b>Unit</b>	<b>Course Content</b>	<b>Periods</b>
I	<b>Gender and Knowledge Production</b> <ul style="list-style-type: none"> <li>▪ Exclusion of women from knowledge</li> <li>▪ Study of school and college textbooks</li> <li>▪ Gender in practice of education</li> </ul>	12
II	<b>The Question of Interdisciplinary</b> <ul style="list-style-type: none"> <li>▪ Critique of any <b>two</b> major disciplines (from economics, sociology, political science, psychology)</li> <li>▪ Interdisciplinary: problems and possibilities</li> </ul>	12
III	<b>Women's Movement and Women's Studies</b> Key issues of women's movement and their theorization:- <ul style="list-style-type: none"> <li>▪ Suffrage--- women and citizenship</li> <li>▪ Women's work within and outside the home</li> <li>▪ Social security, welfare payments ---gender and reproduction</li> <li>▪ Sexuality, abortion</li> </ul>	12
IV	<b>Women's Studies as an academic discipline</b> <ul style="list-style-type: none"> <li>▪ Women's Studies as an academic discipline</li> <li>▪ Integration and autonomy issues</li> </ul>	12
V	<b>Institutionalisation of Women's Studies</b> <ul style="list-style-type: none"> <li>▪ Experiences of women's studies departments and challenges</li> <li>▪ Women's Studies and other interdisciplinary areas: Dalit studies, regional studies, social exclusion</li> </ul>	12

**Suggested Readings**

- Mary J. (ed.), *Women's Studies in India: A Reader*, Penguin Books India, New Delhi, 2008
- Robinson V. and Richardson (eds.), *Introducing Women's Studies*, Hound Mills, Macmillan Press, 1993.

**Additional Readings**

- Bhagwat V., *Gender Equality: Text and Context*, New Delhi, IGNOU
- Bhog D., *Textbook Regimes, A Feminist Critique of Nation and Identity, An Overall Analysis*, Nirantar, New Delhi, 2010
- Scott J., (ed.) *Feminism and History*, New York, Oxford University Press, 1996.

<b>Course Code No.:</b> WS-102	<b>No. of Credits:</b> 4	<b>Semester:</b> I
<b>Course Title</b>	<b>Gender and Social History</b>	
<b><u>Introduction:</u></b> When we want to take an account of women's subordinations, exploitation and patriarchal power relations social history helps us. Because of this in the women's studies discourse social history and women's history is very important.		
<b><u>Course Outcomes:</u></b>		
<ul style="list-style-type: none"> <li>▪ Introduce students to theoretical debates in feminist history and social history.</li> <li>▪ Examine the Gender Issues in Indian History</li> <li>▪ Discuss the Problems of mainstream historiography</li> <li>▪ Study the Importance of women's consciousness in understanding social history</li> </ul>		
<b>Unit</b>	<b>Course Content</b>	<b>Periods</b>
I	<b>What is social history?</b> <ul style="list-style-type: none"> <li>▪ Origin of 'new' social history in 1960's</li> <li>▪ Problems of mainstream historiography: exclusion and 'visibility'</li> <li>▪ Women and social history</li> </ul>	14
II	<b>Feminist Historiography</b> <ul style="list-style-type: none"> <li>▪ Why a feminist rewriting of history?</li> <li>▪ Debates in feminist historiography</li> <li>▪ Critique of school history textbooks</li> </ul>	14
III	<b>Gender Issues in Indian History</b> <ul style="list-style-type: none"> <li>▪ Property rights in early India</li> <li>▪ Child marriage and Sati</li> <li>▪ Education of women</li> <li>▪ Widow remarriage</li> </ul>	12
IV	<b>Caste, Class and Gender in History</b> <ul style="list-style-type: none"> <li>▪ Historical materialism and its feminist critique</li> <li>▪ Re-'casting' women: (a) ancient India (b) colonial India</li> </ul>	10
V	<b>Roots of Feminist Consciousness and Oral Traditions</b> <ul style="list-style-type: none"> <li>▪ Importance of women's consciousness in understanding social history</li> <li>▪ Women's consciousness in oral history</li> </ul>	10

**Suggested Readings:**

- Scott, J. (ed.), *Feminism and History*, New York: Oxford University Press, 1996
- Morgan, S. (ed.), *The Feminist History Reader*, London: Routledge, 2006

**Additional Readings:**

- Vaid S and K. Sangari, *Recasting Women*, New Delhi: Kali for Women, 1989.
- Chakravarti, U., *Rewriting History: Life and Times of Pandita Ramabai*, New Delhi, Kali for Women, 1994.
- Forbes, G., *The New Cambridge History of India: Women in Modern India*, Cambridge University Press, New Delhi.
- Roy, K. (ed.), *Women in Early Indian Societies*, New Delhi: Oxford University Press, 2001.
- Sarkar, S, *Writing Social History*

<b>Course Code No.: WS-103</b>	<b>No. of Credits: 4</b>	<b>Semester: I</b>
<b>Course Title</b>	<b>Women's Movements I :Europe and America</b>	
<b>Introduction :</b> Although oppression of women and resistance to this oppression has existed from ancient times, the term "women's movement" can be situated only in the modern age, when ideas of equality and universal rights begin to emerge.		
<b>Course Outcomes:</b>		
<ul style="list-style-type: none"> <li>▪ This paper gives the student a background of women's movements in the west from the eighteenth century, through the "second wave" of the 1960's and 1970's, down to recent times.</li> <li>▪ The student also has to understand how the course of the women's movement threw up certain demands and ideological and theoretical issues that form the core of Women's Studies</li> </ul>		
<b>Unit</b>	<b>Course Content</b>	<b>Periods</b>
I	<b>The Rise of the Women's Movement</b> <ul style="list-style-type: none"> <li>▪ Modern Liberalism and Consciousness of Women's Rights</li> <li>▪ Suffragette Movement</li> <li>▪ Women and Anti-Slavery Movement in the US</li> </ul>	12
II	<b>Women's Movements (1900-1950)</b> <ul style="list-style-type: none"> <li>▪ Movements of working-class women</li> <li>▪ Women and the Russian Revolution</li> <li>▪ Women and the Chinese Revolution</li> </ul>	12
III	<b>Women's Movement: "Second Wave"</b> <ul style="list-style-type: none"> <li>▪ Women's movement and other movements of 1960's</li> <li>▪ Consciousness-raising: "The personal is political"</li> <li>▪ Wages for Housework</li> </ul>	12
IV	<b>Further Issues of the Second Wave</b> <ul style="list-style-type: none"> <li>▪ Women in the Socialist Movement</li> <li>▪ Rejection of patriarchal family</li> <li>▪ Abortion</li> </ul>	12
V	<b>Recent Trends</b> <ul style="list-style-type: none"> <li>▪ Challenges from black feminists</li> <li>▪ Sexuality</li> <li>▪ Question of unity versus diversity</li> </ul>	12

**Suggested Readings:**

- Basu A. (ed.) *The Challenge of Local Feminism: Women's Movement in Global Perspective*, Boulder co, West View Press, 1995.
- Wing, A, K, (ed.) *Feminism: An International Reader*, New York, University Press, 2000

**Additional Readings:**

- Heywood L., L., (ed.), *The women's Movement Today: An Encyclopaedia of Third Wave Feminism*, Rawat Publications, Jaipur, 2007.
- Mies M, *Patriarchy, and Accumulation on a World Scale: Women in the International Division of Labour*, Zed Press, London, 1986.
- Nelson B., and N. Chowdhury.,(eds.), *Women and Politics-Worldwide*, Oxford University Press, Delhi, 1997.
- Nicholson L. (ed.) *The Second Wave: A Reader in Feminist Theory*, New York, Routledge, 1997.

<b>Course Code No.: WS-104</b>	<b>No. of Credits: 4</b>	<b>Semester: I</b>
<b>Course Title</b>	<b>Women and Work</b>	
<p><b>Introduction:</b> Right from the hunting- gathering stage of human society, there has been a division of labour between women and men. While this division is partly a result of women's biological role as mothers, over time it has been socially constructed in different ways, with ideological justifications.</p> <p><b>Course Outcome:</b></p> <ul style="list-style-type: none"> <li>• This course equips the student to analyse the nature of women's work in different social contexts, and to critically examine how society understands and values (or undervalues) women's work</li> <li>• To explore women's work in organised as well as unorganised sector</li> </ul>		
<b>Unit</b>	<b>Course Content</b>	<b>Periods</b>
I	<b>Gender and Division of Labour</b> <ul style="list-style-type: none"> <li>▪ What is work?</li> <li>▪ Men's and women's work: different traditions</li> <li>▪ Caste, gender and division of labour</li> </ul>	12
II	<b>Production and Reproduction</b> <ul style="list-style-type: none"> <li>▪ Concept of productive work</li> <li>▪ Women's work in production and its conceptualisation</li> <li>▪ Women's work in reproduction, biological and social</li> </ul>	12
III	<b>Political economy of housework</b> <ul style="list-style-type: none"> <li>▪ Marxist theory of housework: Wally Secombe, Jean Gardiner</li> <li>▪ Gary Becker: view of housework in neo-classical economics</li> <li>▪ Feminist views on housework</li> </ul>	14
IV	<b>Women's Work in the Modern Economy: 1</b> <ul style="list-style-type: none"> <li>▪ Women's work participation: concepts and measurement</li> <li>▪ Women's work in Indian Census</li> </ul>	12
V	<b>Women's Work in the Modern Economy: 2</b> <ul style="list-style-type: none"> <li>▪ Changing trends in women's work participation (a) Globally (b) in India</li> </ul>	10

**Suggested Readings:**

- Cair M. Etal (eds.) *Speaking out: Women's Economic Empowerment in South Asia*, New Delhi, Vistaar, 1996.
- Dube L., and Parliwala, R., (eds.) *Structure and Strategy: Women, Work and - Family*, New Delhi, Sage, 1990.

**Additional Readings:**

- Agarwal B., (eds.), *Structures of Patriarchy: State, community and Household in Modernising Asia*, New Delhi, Kali for Women, 1988.
- Chanana K. and Krishnaraj M., (eds.) *Gender and the Household Domain*, Sage, New Delhi, 1989.
- Deshmukh-Randive J., (ed.) *Shifting Stands: Women's Lives and Globalisation*, Calcutta, Stree, 2000.
- Gandhi N., N. Shah, *Issues At Stake*, New Delhi, Kali for Women, 1992 s

<b>Course Code No.: WS-105</b>	<b>No. of Credits: 4</b>	<b>Semester: I</b>
<b>Course Title</b>	<b>Theorising Patriarchy</b>	
<p><b>Introduction:</b> The term ‘patriarchy’ borrowed from anthropology and sociology, has become a key concept in the discipline of Women’s Studies.</p> <p><b>Course Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ This paper explores various aspects of the concept of patriarchy, and enables the student to fit it into different theoretical frameworks.</li> <li>▪ The course is pedagogically important not just in relation to one concept, but in learning how theories are formed and how they are useful in research and exposition of a subject</li> </ul>		
<b>Unit</b>	<b>Course Content</b>	<b>Periods</b>
I	<ul style="list-style-type: none"> <li>▪ Meaning of the concept of patriarchy</li> <li>▪ History of the term Patriarchy</li> </ul>	12
II	<ul style="list-style-type: none"> <li>▪ Various groups’ understanding of Patriarchy</li> <li>▪ Production, Reproduction and Patriarchy</li> </ul>	12
III	<ul style="list-style-type: none"> <li>▪ Caste, Class and Patriarchy</li> <li>▪ Economic Subordination of Women and Patriarchy</li> <li>▪ State and Patriarchy</li> <li>▪ Violence and Patriarchy</li> </ul>	12
IV	<ul style="list-style-type: none"> <li>▪ Culture, Religion and Patriarchy</li> <li>▪ Sexuality and Patriarchy</li> <li>▪ Private and Public Patriarchy</li> </ul>	12
V	<ul style="list-style-type: none"> <li>▪ Role of patriarchy in <ul style="list-style-type: none"> <li>(a) Family</li> <li>(b) Education</li> <li>(c) Media</li> </ul> </li> </ul>	12

### **Basic Readings**

- Gerda Lerner- Creation of Patriarchy, Oxford University Press, New New York, 1986.
- Walbee Sylvia, Theorizing Patriarchy, Oxford University Press, New New York,1983.

### **Additional Readings**

- Uberoi, P. (ed), State, Sexuality and Social Reform, New Delhi: Sage, 1996.
- Geetha V., Patriarchy
- Thosar Sangita, Bhartiya Pitrusatta: Siddhant Aani Wyawahar, Tarabai Shinde Women’s Studies Centre, dr BAMU, Aurangabad
- Sonalkar Wandana, Rege Sharmila, Pitrusatta, Krantisinha Nana Patil Akademi,Ahmadnagar,1997

<b>Course Code No.: WS-201</b>	<b>No. of Credits: 4</b>	<b>Semester: II</b>
<b>Course Title</b>	<b>Feminist Theory</b>	
<b>Course Outcomes:</b>		
<ul style="list-style-type: none"> <li>▪ Understand the contours of feminism</li> <li>▪ State the major streams of feminist theory</li> <li>▪ Enable the students to understand events and phenomenon with the help of feminist streams</li> <li>▪ Examine the stream of feminist thought in its local and global contexts</li> </ul>		
<b>Unit</b>	<b>Course Content</b>	<b>Periods</b>
I	<b>Feminist Theory: Major Streams</b> <ul style="list-style-type: none"> <li>▪ Liberal feminism</li> <li>▪ Radical feminism</li> <li>▪ Marxist feminism and socialist feminism</li> <li>▪ Black feminism and Dalit Feminism</li> </ul>	14
II	<b>Study of Classic Feminist Texts</b> <ul style="list-style-type: none"> <li>▪ Tarabai Shinde: <i>Stree Purush Tulana</i></li> <li>▪ Betty Friedan: <i>The Feminine Mystique</i></li> <li>▪ Germaine Greer: <i>The Female Eunuch</i></li> <li>▪ Sheila Rowbotham: <i>Women's Consciousness, Men's World</i></li> </ul>	14
III	<b>Psychoanalysis and Feminism - I</b> <ul style="list-style-type: none"> <li>▪ Basic Freudian theory: theory of the unconscious, Oedipus complex, formation of the psyche in boys and girls</li> <li>▪ Feminist critiques of Freud: Karen Horney, Juliet Mitchell, Nancy Chodorow</li> </ul>	12
IV	<b>Psychoanalysis and Feminism – II</b> <ul style="list-style-type: none"> <li>▪ French feminists and psychoanalysis</li> <li>▪ Psychoanalysis in India: feminist critique</li> <li>▪ <i>Neniv</i> and the unconscious</li> </ul>	10
V	<b>Feminism and Postmodernism/Post-structuralism</b> <ul style="list-style-type: none"> <li>▪ Feminism and Postmodernism</li> <li>▪ Feminism and Post-structuralism</li> <li>▪ Feminism and post colonialism</li> </ul>	10

**Suggested Readings:**

- Nicholson L., (ed.) *The Second Wave: A Reader in Feminist Theory*, New York, Rutledge, 1997.
- Schneir M., *The Vintage Book of Historical Feminism*, London, Vintage, 1972.

**Additional Readings:**

- Collins P.H., *Black Feminist Thought*, London, Routledge, 2000.
- Learner G., *The Creation of Patriarchy*, Oxford University Press, New York, 1986.
- Mohanty C., T., *Feminism Without Borders: Decolonising Theory*, Practising Solidarity, New delhi, Zubaan, 2003.
- Weedon C, *Feminism, Theory, and Politics of Difference*, London, Blackwell, 1999.



<b>Course Code No.: 202</b>	<b>No. of Credits: 4</b>	<b>Semester: II</b>
<b>Course Title</b>	<b>Women's Movements II: India</b>	
<b>Introduction :</b>		
<p>The Women's Movement in India has its own history and links with other movements, such as the nationalist movement, the nineteenth- and early twentieth-century social reform movements, etc. This course tries to introduce the student to the distinct features of the Women's Movement in India and how it led to the emergence of Women's Studies. The new economic policy and the changing socio economic conditions in globalization have made a deep impact on women's movement. The rise and of NGOs and the rise of Dalit women's organizations have been a significant characteristic of women's movement after 1990s.</p>		
<b>Course Outcomes:</b>		
<ul style="list-style-type: none"> <li>▪ Learn about the women's participation in nationalist movement and the feminist critique of nationalist movement.</li> <li>▪ Study the participation of women in Satyashodhak, non-Brahmin, Ambedkarite, and left movements to understand their position on women's question in India and their contribution to the feminist point of view.</li> <li>▪ Study the various issues and stands taken by the women's movement in India after 1970s in detail and critically make an evaluation of its contributions and limitations.</li> <li>▪ To understand the changed characteristics of women's movement after 1990s and critically evaluate the questions raised by Dalit women's organizations and the challenges put forth by the Negotiation of women's movement.</li> </ul>		
<b>Unit</b>	<b>Course Content</b>	<b>Periods</b>
I	<b>Women and the Nationalist Movement</b> <ul style="list-style-type: none"> <li>▪ Social construction of gender in relation to nation</li> <li>▪ Women's participation in nationalist movement</li> <li>▪ Gandhi, Women and Nationalism</li> <li>▪ Feminist critique of nationalist movement</li> </ul>	12
II	<b>Women and Movements for Equality</b> <ul style="list-style-type: none"> <li>▪ Satyashodhak and Non-Brahmin Movements</li> <li>▪ Ambedkar Movement</li> <li>▪ 'Self-respect' Movement Left Movement</li> </ul>	12
III	<b>Women's Movement after 1975 (a)</b> <ul style="list-style-type: none"> <li>▪ Rise of autonomous women's movement</li> <li>▪ Issues: dowry, rape, domestic violence</li> </ul>	12
IV	<b>Women's Movement after 1975 (b)</b> <ul style="list-style-type: none"> <li>▪ Issues: Shah Bano case and its implications</li> <li>▪ Anti-Arrack movement</li> </ul>	12
V	<b>Women's Movement after 1990</b> <ul style="list-style-type: none"> <li>▪ Rise of autonomous dalit women's organizations</li> <li>▪ Rise of communalism and anti-women backlash</li> </ul>	12

**Suggested Readings:**

- Kumar R., **History of Doing**, Kali for Women, New Delhi 1993.
- Khullar, M., **Writing the Women's Movement: A Reader**, Zubaan, An Imprnt of Kali for Women, New Delhi, 2005.
- Gandhi N., Gandhi S., **Issues At Stake**, New Delhi, Kali for Women, 1992
- Omvedt G., **Cultural Revolt in a Colonial Society**, Scientific Social Education Trust, Bombay, 1976.
- Sen I., (ed.), **A Space within the Struggle**, Kali for Women, New Delhi, 1990.
- Chaudhari M., **Feminism in India**, New Delhi, Women Unlimited, 2003.

<b>Course Code No.:</b> WS-203	<b>No. of Credits:</b> 4	<b>Semester:</b> II
<b>Course Title</b>	<b>Caste, Class &amp; Gender</b>	
<p><b><u>Introduction :</u></b> Introduce students to the concepts of caste, class, gender through studying basic works of Fredric Engels, Gerda Lerner, Joan Scott and Dr. B.R. Ambedkar</p> <p><b><u>Course Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>▪ Introduce students to the concepts of caste, class, gender through studying basic works of Engels, Gerda Lerner, Joan Scott and Ambedkar.</li> <li>▪ Examine the theoretical debates on caste, class and gender in the context of women's studies.</li> <li>▪ Discuss the relation between caste, class, and gender in the contemporary Indian context.</li> </ul>		
<b>Unit</b>	<b>Course Content</b>	<b>Periods</b>
I	<p><b>Introduction to caste, class and gender</b></p> <ul style="list-style-type: none"> <li>▪ Engels: Origin of the Family</li> <li>▪ Gerda Lerner, Joan Scott: patriarchy and gender</li> <li>▪ Ambedkar: Gender and caste</li> </ul>	14
II	<p><b>Theories of Caste</b></p> <ul style="list-style-type: none"> <li>▪ Structuralist analyses of caste</li> <li>▪ Materialist analysis of caste</li> <li>▪ Dalit perspectives</li> </ul>	14
III	<p><b>Caste and Gender</b></p> <ul style="list-style-type: none"> <li>▪ Marriage and the Reproduction of Caste</li> <li>▪ Endogamy and exogamy, matriliney and matriarchy</li> <li>▪ Caste panchayats and the reinforcing of marriage structures</li> <li>▪ State institutions and inter-caste marriage</li> </ul>	12
IV	<p><b>What is Class?</b></p> <ul style="list-style-type: none"> <li>▪ Class categorization of Indian society(agrarian relations)</li> <li>▪ Relation between caste and class</li> <li>▪ Relation between class and gender</li> </ul>	10
V	<p><b>Caste, Class, Gender</b></p> <ul style="list-style-type: none"> <li>▪ Relation between caste, class and gender</li> </ul>	10

**Suggested Readings:**

- Thorat S, and Umakant (eds.), *Caste, Race and Discrimination*, Rawat Publication, Jaipur, 2004
- Sarkar, T., and Butalia, U., (eds.) *Women and the Hindu Right: A Collection of Essays*, Delhi, Kali for Women, 2005

**Additional Readings:**

- Acker J., *Class Questions: Feminist Answers*, Maryland, Rowman and Littlefield, 2006.
- Bhandopadhyaya S., *Caste, Culture and Hegemony*, Sage, New Delhi, 2003.
- Geetha V., and S.V. Rajdurai, *Towards Non-Brahmin Millennium*, Samya, Calcutta,
- Gopal G., *Atrophy in Dalit Politics*, VAK, Bombay, 2005.
- Omvedt G., *Dalits and the Democratic Revolution*, Sage, New Delhi, 1994.

<b>Course Code No.:</b> WS-204	<b>No. of Credits:</b> 4	<b>Semester:</b> II
<b>Course Title:</b>	<b>Women, Citizenship and The Law</b>	
<b>Introduction:</b> Women are recognized as equal citizens in most modern democracies, but feminist scholars have pointed out that laws are often biased against women. This bias can be traced back to the fundamental concepts of liberal democracy.		
<b>Course Outcomes:</b>		
<ul style="list-style-type: none"> <li>▪ In this course, the student will learn to raise questions about citizenship and the law from a feminist viewpoint, and then apply this critical viewpoint to the Indian Constitution and Indian Law.</li> <li>▪ The Indian women's movement has been most active, and partly successful, in demanding changes in law. This course is essential for the student if she is to evaluate the gains and limitations of this activity.</li> </ul>		
<b>Unit</b>	<b>Course Content</b>	<b>Periods</b>
I	<b>Concept of Citizenship</b> <ul style="list-style-type: none"> <li>▪ Citizenship and rights--- civil, political and social, "Public" and "private" spheres: feminist view</li> <li>▪ State and citizen: External and internal exclusion</li> <li>Differentiated universalism</li> </ul>	12
II	<b>Gender and Citizenship in the Indian Context</b> <ul style="list-style-type: none"> <li>▪ Women as citizens in the Indian Constitution</li> <li>▪ Differentiated universalism and Dalit women</li> <li>▪ Citizenship issues of women from minority communities</li> <li>▪ Partition and the nature of Indian citizenship</li> </ul>	14
III	<b>Gender Perspective on Law</b> <ul style="list-style-type: none"> <li>▪ Hindu Code Bill and laws on marriage, property and inheritance</li> <li>▪ Gendered nature of laws: rape, domestic violence, equal pay for equal work</li> <li>▪ Feminist Debate on Uniform Civil Code</li> </ul>	12
IV	<b>Pro-women Legislations and their Limitations</b> <ul style="list-style-type: none"> <li>▪ Social Legislation on women and its Limitations</li> <li>(a) Protective laws: dowry, domestic violence</li> <li>(b) Enabling laws: economic, capability-related, political.</li> </ul>	12
V	<b>Feminist Perspectives on Law</b> <ul style="list-style-type: none"> <li>▪ Does law reform help women?</li> <li>▪ Law as a subversive site: feminist perspectives</li> </ul>	10

**Suggested Readings:**

- Ruth Lister, *Citizenship: Towards a Feminist, Feminist Review*, 1997, Palgrave Macmillan
- Ruth Lister, *Citizenship: Towards a Feminist Synthesis*, *Feminist Review*, No. 57, *Citizenship: Pushing the Boundaries* (Autumn, 1997), pp. 28-48

**Additional Readings:**

- Sunder Rajan, R., *The Scandal of the State: Women, Law and Citizenship in Postcolonial India*, New Delhi: Permanent Black, 2004.
- Menon, N., *Recovering Subversion: Feminist Politics Beyond the Law*, New Delhi, Permanent Black, 2004.
- Cossman, B. and R. Kapur (eds.), *Subversive Sites*, New Delhi: Sage, 1996.
- Hasan, Z. (ed.), *Forging Identities: Gender, Communities and the State*, New Delhi: Kali for Women, 1994

<b>Course Code No.: WS-205</b>	<b>No. of Credits: 4</b>	<b>Semester: II</b>
<b>Course Title:</b>	<b>Nationalism, colonialism and Gender</b>	
<b>Introduction :</b> To understand in the Colonial period, what issues were raised in Social, Reform Movement through caste gender perspective.		
<b>Course Outcomes:</b>		
<ul style="list-style-type: none"> <li>▪ To understand women's role in independence struggle.</li> <li>▪ To examine interconnection between Nationalism, Colonialism and Gender through Feminist Perspective.</li> </ul>		
<b>Unit</b>	<b>Course Content</b>	<b>Periods</b>
I	<b>Concept of nation:</b> Emergence of Nation-States in Europe and India. Nations and nationalism, colonialism. Gender in the construction of 'nation'.	12
II	<b>Nation and Gender in India Under Colonialism:</b> British View of the 'Woman Question': social reform, utilitarianism, missionaries. Indian response: 'renaissance', the notion of domesticity, domesticity as civilizing women. Feminist critique: Studies in the works of Savitribai Phule, Ramabai Ranade, Pandita Ramabai, Tarabai Shinde and the case of Rakamabai.	12
III	<b>Gender and Education in Colonial India:</b> Pedagogy, Culture and Society, Critical Pedagogy / Critical Curriculum Theory, Education and ideology Social reformism and the politics of women's education, curriculum and gender, the purpose of women's education: the colonial, nationalist and Phule-Ambedkarite views; the ideal of the Victorian woman, the idea of women's university	12
IV	<b>The Moment of Independence:</b> Women in the independence struggle: issues raised. Women's issues in the Congress Party programme, Gender and partition narratives; the legacy of partition conflicts: caste, gender and communal aspects.	12
V	<b>Gender in the Construction of the Indian Nation after Independence:</b> The Indian Nation and the Indian State: hegemonic conception of nationalism and secularism. Place of women, minorities, Dalits, adivasis, border states in the national identity	12

**Suggested Readings:**

- G.Aloysius- Nationalism Without A Nation
- Omvedt Gail - Reinventing Revolution: New Social Movement in India.

**Additional Readings:**

- *Pedagogy of the Oppressed* by Paulo Freire, Translated by Myra Bergman Ramos, New York: Continuum
- *The Curriculum: Problems, Politics and Possibilities* – Landon E. Beyer and Michael Apple, New York: The State University of New York Press, 1998.
- Butalia Urvashi - The Other Side of Silence.
- Chavhan Pravin- Rashtra ani Rashtrawad (Marathi Book)- (Nation & Nationalism)

<b>Course Code No.: WS-301</b>	<b>No. of Credits: 4</b>	<b>Semester: III</b>
<b>Course Title:</b>	<b>Gender and Development I</b>	
<p><b>Introduction :</b> Explore the concept of Development from feminist perspective and take a review of changes in the discourse of development over the years, including the different feminist approaches to development (WID, WAD, GAD, WED)</p> <p><b>Course Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ Critically examine the role of United Nations in the development of women and the impact of UN policies on the development of women in the various regions of the world.</li> <li>▪ Understand the phenomenon of globalization and its implications for women - role of NGOs, environment, biotechnology, women's health etc.</li> </ul>		
<b>Unit</b>	<b>Course Content</b>	<b>Periods</b>
I	Concept of development in the changing times; discourse of development from 1950's; impact of neo-liberal consensus	12
II	Different approaches to development- WID, WAD, GAD, WED	12
III	United Nations and its role in development with special focus on gender-related conventions, agreements, conferences; role of UNDP.	12
IV	Globalisation and development: emerging issues (a)—, environment, climate change, , eco-feminism (b) global policies on education	12
V	Globalisation and development: emerging issues (b) role of NGO's (c) biotechnology and health, especially women's health.	12

### **Basic Readings**

- Visvanathan N., Duggan L., Nisonoff L. and N. Wiegiersma (eds.), The Women, Gender and Development Reader, New Delhi: Zubaan, 1997.
- Rao, N., Rurup, L and R Sudarshan (eds), Sites of Changes, New Delhi: UNDP and Friedrich Ebert Stiftung, 1995.

### **Additional Readings**

- Rai S., Gender and the Political Economy of Development, UK: Polity Press, 2002.
- Rao, N., Rurup, L and R Sudarshan (eds), Sites of Changes, New Delhi: UNDP and Friedrich Ebert Stiftung, 1995.
- Ghosh J., Never Done and Poorly Paid: Women's Work in Globalizing India, New Delhi: Women Unlimited, 2009.
- Kabeer N., Reversed Realities, London: Verso, 1995.

<b>Course Code No.: 302</b>	<b>No. of Credits:</b>	<b>Semester: III</b>
<b>Course Title:</b>	<b><i>Gender and Culture</i></b>	
<p><b>Introduction:</b> Explore what is culture, and its impact on women. And how women's are engaged in mainstream culture. The role of media is also shaping mainstream culture. In this background this paper focuses on the role of counter culture in feminist perspective.</p> <p><b>Course Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ To criticize the role of gender in construction of culture.</li> <li>▪ To introduce relation between Violence, culture and media.</li> <li>▪ Casle, class aspects of culture-cultural stereotype in education.</li> </ul>		
<b>Unit</b>	<b>Course Content</b>	<b>Periods</b>
I	<p><b>Gender and culture : Basic Concepts</b></p> <ul style="list-style-type: none"> <li>▪ The definition and meaning of culture/ mainstream culture/ counter culture/ sub-culture</li> <li>▪ The role of gender in construction of culture</li> <li>▪ Feminist perspective on gender and culture</li> </ul>	14
II	<p><b>Sites of culture - I</b></p> <ul style="list-style-type: none"> <li>▪ Gender in Media : <ul style="list-style-type: none"> <li>1) Entertainment Media (a)Television (b) Cinema</li> <li>2) News Channels 3) Print Media</li> </ul> </li> <li>▪ Literature: Vaicharik Sahitya and Lalit Sahitya</li> </ul>	12
III	<p><b>Sites of culture – II</b></p> <ul style="list-style-type: none"> <li>▪ Role of Education in shaping of culture - gender and state's agenda in education –Cultural stereotypes in Primary education Higher Education – cultural aspects of impact of globalisation</li> </ul>	12
IV	<p><b>Gender &amp; Culture</b></p> <ul style="list-style-type: none"> <li>▪ Caste- cultural differences between caste groups</li> <li>▪ Class / Capitalism changing practices, Ambedkari songs</li> <li>▪ Popular culture culture of resistance</li> </ul>	12
V	<p><b>Women's Studies and Cultural Studies</b></p> <ul style="list-style-type: none"> <li>▪ Why Cultural Studies? Why has it become important now?</li> <li>▪ Women's Studies and Cultural Studies</li> </ul>	10

### **Basic Readings**

- Das, V., Critical Events: An Anthropological Perspective on Contemporary India, New Delhi: Oxford University Press, 1995.
- Joseph, S., Interrogating Culture: Critical Perspectives on Contemporary Social Theory, New Delhi: Sage, 1998.

### **Additional Readings**

- Mankekar, P., Screening Culture, Viewing Politics: Television, Womanhood and Nation in Modern India, New Delhi: Duke University Press, 1999
- Niranjana, T, V. Dhareshwar (eds), Interrogating Modernity: Culture and Colonialismn India, Calcutta: Seagull, 1993.
- Tharu, S, and K Lalitha, Women Writing in India (600 BC to the Present), New Delhi: Oxford University Press, 1991.
- Uberoi, P., Freedom and Destiny. Gender, Family and Popular Culture in India, NewDelhi: Oxford University Press, 2006.

<b>Course Code No.: WS- 304</b>	<b>No. of Credits:</b>	<b>Semester: III</b>
<b>Course Title:</b>	<b>Feminist Research Methodology</b>	
<p><b>Introduction :</b> From the 1980's in India and abroad, feminists have adopted a gender-sensitive approach to research , not only on 'problems' of women, but on a wide range of areas where male-centred 'mainstream' approaches need to be countered. This approach has raised issues of method, questioned positivist methodologies and evolved its own ethical codes. This course in the third semester introduces the student to critical questioning. It is a prepare the student's for dissertation and may also be of interest to students of other disciplines pursuing research on gender-related topics.</p> <p><b>Course Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ Introduce the discourse of critical thinking</li> <li>▪ Enabling the students for their dissertations</li> <li>▪ Study the qualitative &amp; quantitative research methods.</li> <li>▪ Point out the characteristics of feminist research.</li> </ul>		
<b>Unit</b>	<b>Course Content</b>	<b>Periods</b>
I	What is research methodology? Why a feminist research methodology? Methods of feminist research: why feminist research cannot be value-free. Subjectivity and objectivity in research. Positivist methodology and its limitations	14
II	Quantitative and qualitative research and their importance for feminist research. Qualitative research methods: oral history (expand), experiential analysis, textual analysis, ethnography. Use of quantitative methods in feminist research	14
III	Feminist research as interdisciplinary research. Problem-centred research. Need for theoretical framework for research	12
IV	Participatory research, action research. Ethics in social science research	10
V	Classroom Discussion of Dissertation Proposals	10

### **Basic Readings**

- Denzin, N. and Y. Lincoln (eds.), Handbook of Qualitative Research, California: Sage Publications, 2000.
- Harding, S. (ed.), Feminism and Methodology, Bloomington, Indiana University Press, 1987

### **Additional Readings**

- Hesse-Biber S. (ed.), Handbook in Feminist Research: Theory and Praxis, California: Sage Publications, 2006.
- Keller, E.F. and H. Longino, Feminism and Science, Oxford: Oxford University Press, 1996.
- Stanley, L. (ed.), Feminist Praxis: Research Theory and Epistemology in Feminist Sociology, Routledge, 1990.
- Visvesaran, K., Fictions of Feminist Ethnography, New Delhi: Oxford University Press, 1999

<b>Course Code No.: 303</b>	<b>No. of Credits: 4</b>	<b>Semester: III</b>
<b>Course Title:</b>	<b>Violence Against Women</b>	
<p><b><u>Introduction :</u></b> Violence against women needs special study because certain kinds of violence are sanctioned in patriarchal societies in order to keep women subjugated and to preserve the identity of clan/country/caste etc. Domestic violence is considered to be outside the purview of the laws even in modern societies.</p> <p><b><u>Course Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>• Introduce students to what is violence, and to the relation between caste, class, patriarchy and violence against women.</li> <li>• Introduce students to different approaches to violence against women</li> <li>• Discuss the Women's movement and issue of violence against women</li> </ul>		
<b>Unit</b>	<b>Course Content</b>	<b>Periods</b>
I	What is violence? <ul style="list-style-type: none"> <li>▪ Caste, class, patriarchy and violence against women</li> <li>▪ The era of globalization and violence against women</li> </ul>	12
II	Approaches to violence against women <ul style="list-style-type: none"> <li>A) Marxist</li> <li>B) Phule- Ambedkarite</li> <li>C) Feminist</li> </ul>	12
III	Issues related to violence against women <ul style="list-style-type: none"> <li>▪ Rape, dowry, domestic violence, violence in the public sphere, violence at working place education , media, migration, Public health</li> </ul>	14
IV	Violence against women <ul style="list-style-type: none"> <li>▪ Violence against dalit, adivasi and and NT women</li> <li>▪ Communalism and violence</li> </ul>	12
V	<ul style="list-style-type: none"> <li>▪ Provisions to protect women against violence</li> <li>▪ Women's movement and the issue of violence against women</li> </ul>	10

### **Basic Readings**

- Omvedt Gail, violence against women new movement and new theories in india, kali for women,new delhi,1990
- Kannabiran kalpana (ed), the violence of normal times, kali for women, new delhi,2005

### **Additional Readings**

- Kannabiran, K, Kannabiran V, De-Eroticizing Assault essays on Modesty, honour and power, stree,
- Jati Pitrusatta Hinsa Khairalanjichya Nimittane in *Khairlanji Nirnayanantar Dalit Hatya- Stree Hatya: Marekari Kon?Krantisinh Nana patil Academy, pune.*
- Gandhi Nandita, Shaha Nandita, Stree Sanghrshachi navee rupe,popular prakashan, Mumbai,
- Menon Ritu, Bhasin Kamla,Borders and Boundaries: Women in India's Partition, Kali For women,New Delhi, 1998



<b>Course Code No.: WS-305</b>	<b>No. of Credits: 4</b>	<b>Semester: III</b>
<b>Course Title:</b>	<b>Gender and Health</b>	
<b><u>Introduction :</u></b> Women in India, and to evaluate state policy on population and health. To acquaint students with the contribution of women's movements in developing a gender-sensitive understanding of health		
<b><u>Course Outcomes:</u></b>		
<ul style="list-style-type: none"> <li>▪ To discuss the relation between gender and health, taking into account women;'s role in production and reproduction</li> <li>▪ Women's status in the family and society.</li> <li>▪ To teach students to apply these analytical tools to study of health issues of women</li> </ul>		
<b>Unit</b>	<b>Course Content</b>	<b>Periods</b>
I	<ul style="list-style-type: none"> <li>▪ Meaning of the concept of Health</li> <li>▪ Feminist movement's contribution to concept of health "Our Bodies, Our Selves"</li> </ul>	12
II	<ul style="list-style-type: none"> <li>▪ Women's health in Indian context</li> <li>▪ FMR and Girl child issue in India</li> <li>▪ Rural/urban, work-related, cultural and caste aspects of women's health</li> </ul>	12
III	<ul style="list-style-type: none"> <li>▪ State policy and women's health</li> <li>▪ Reproductive Health and population policy</li> <li>▪ Women's health is not only reproductive health</li> <li>▪ NGO's and women's health</li> </ul>	14
IV	<ul style="list-style-type: none"> <li>▪ New reproductive technologies and women: sex-determination tests, testing of drugs and contraceptives on women in developing countries</li> <li>▪ Infertility treatments, in vitro fertilisation, surrogate motherhood, stem cell research and their implications</li> </ul>	12
V	<ul style="list-style-type: none"> <li>▪ Women's movement and women's health issues</li> </ul>	10

### **Basic Readings**

- Mary J. (ed.), Women's Studies in India: A Reader, Penguin Books India, New Delhi, 2008
- Lakshmi Lingam, Understanding Women's Health Issues A Reader, Kali for women

### **Additional Readings**

- Nandita Gandhi & Nandita Shah (ed), The Issues at Stake, Kali for women  
Boston Women's Health Collective, Our Bodies, Ourselves, Boston: Boston Women's Health Collective, 1970
- Rowbotham, Sheila, Woman's Consciousness, Man's World, Harmondsworth, Penguin Books, 1973
- Gupte Manisha, Aamchya Sharirawar Aamcha Hakka, sehat, Mumbai, 1997

<b>Course Code No.: WS-401</b>	<b>No. of Credits: 4</b>	<b>Semester: IV</b>
<b>Course Title:</b>	<b>Gender and Development II</b>	
<b><u>Introduction:</u></b> To Introduce feminist critique and alternative perspective of development.		
<b><u>Course Outcomes:</u></b>		
<ul style="list-style-type: none"> <li>▪ Explore the concept of Development from feminist perspective and take a review of changes in the discourse of development.</li> <li>▪ Explore the discussion of development from a gender perspective. There is a detailed study of the gender impact of globalization, including its cultural aspects.</li> </ul>		
<b>Unit</b>	<b>Course Content</b>	<b>Periods</b>
I	<b>Globalization, culture &amp; its impact on gender</b> Role of culture in development –hegemony of western cultural norms gender, culture and modernity in the era of globalisation	12
II	Commodification of women’s body : advertisements, news media, films, tourism. Trafficking in women; new reproductive technologies	12
III	Changing global patterns of employment and their gender aspects -- Feminization of labour force (Guy Standing) – Changing role of women in agriculture	12
IV	Feminist critiques of development: Nussbaum, Shiva, Dietrich, Agarwal and Nanda	12
V	Alternative approaches to development: sustainable development, dissident third world views on development	12

### **Basic Readings**

- Cornwall, A., Harrison E., Whitehead A. (Eds.), *Feminisms in Development: Contradictions, Contestations and Challenges*, New Delhi: Zubaan, 2008.
- Pieterse, J. N., *Development Theory: Deconstructions/Reconstructions*, New Delhi: Vistaar, 2001.

### **Additional Readings**

- Escobar and Harcourt, *Place Politics and Justice: Women Negotiating Globalization*, Development Vol. 45.1, 2002.
- Deshmukh-Ranadive J. (ed.), *Shifting Sands: Women's Lives and Globalization*. Calcutta: Stree, 2000
- Desai, V and R. B. Potter. *Companion to Development Studies*, London: Routledge, 2000

<b>Course Code No.: 402</b>	<b>No. of Credits: 4</b>	<b>Semester: IV</b>
<b>Course Title</b>	<b>Gender and Social Exclusion: Dalit and Adivasi Women</b>	
<b><u>Introduction :</u></b> Women suffer social exclusion in India through the operation of caste and patriarchy. In particular, Dalit, nomadic and adivasi women bear the brunt of this.		
<b><u>Course Outcomes:</u></b>		
<ul style="list-style-type: none"> <li>▪ Introduce students to what is Social Exclusion from gender perspective.</li> <li>▪ Examine the State and its role in social exclusion of women.</li> <li>▪ Examine the NGO's role in opposing the social exclusion of women.</li> </ul>		
<b>Unit</b>	<b>Course Content</b>	<b>Periods</b>
I	<ul style="list-style-type: none"> <li>▪ What is social Exclusion?</li> <li>▪ Forms about social exclusion <ul style="list-style-type: none"> <li>a) Education</li> <li>b) Health</li> <li>c) employment</li> </ul> </li> </ul>	12
II	<ul style="list-style-type: none"> <li>▪ Social exclusion of upper caste women</li> <li>▪ Social exclusion and dalit, nomadic and adivasi women</li> </ul>	12
III	<ul style="list-style-type: none"> <li>▪ State and its role in social exclusion of women</li> <li>▪ Measures and its evaluation</li> <li>▪ NGO's role in abolishing the social exclusion of women</li> <li>▪ Critical evaluation of NGO's role</li> </ul>	12
IV	<ul style="list-style-type: none"> <li>▪ Development and social exclusion</li> <li>▪ Urbanization and social exclusion</li> </ul>	12
V	<ul style="list-style-type: none"> <li>▪ Public sphere / life and social exclusion</li> <li>▪ Political process and social exclusion</li> </ul>	12

### **Basic Readings**

- Arjan de Haan, Kabeer Naila, Social Exclusion Two Essays, Critical Quest, New Delhi, 2008
- Ann Taket, Beth R. Crisp, Annemarie Nevill, Greer Lamaro, Melissa Graham, Sarah Barter-Godfrey (ed), Theorising Social Exclusion, Routledge, 2009

### **Additional Readings.**

- Karin Kapadia (ed), The Violence of Development the politics of identity, gender and social inequalities in India, Kali for Women, New Delhi, 2002
- Sukhdeo Thorat, Narebder Kumar (ed), B.R. Ambedkar perspectives on Social Exclusion and Inclusive Politics, Oxford university Press, 2008
- John Hills, Julian Le Grand, David, Piachaud (ed), Understanding Social Exclusion, Oxford University Press, 2002
- Thorat, Sukhdeo and Umakant (eds), Caste, Race and Discrimination, Jaipur: Rawat,

<b>Course Code No.: WS-403</b>	<b>No. of Credits: 4</b>	<b>Semester: IV</b>
<b>Course Title:</b>	<b>Dissertation</b>	
<p><b><u>Course Outcome:</u></b></p> <ul style="list-style-type: none"> <li>• Each student is expected to complete a dissertation during the fourth semester. The topic will be selected and approved at the beginning of the third semester and discussions will be held in class in the course on Feminist research methodology</li> </ul>		

<b>Course Code No.: 404</b>	<b>No. of Credits: 4</b>	<b>Semester: IV</b>
<b>Course Title:</b>	<b>Gender Perspective in the Social Sciences</b>	
<b>Course Outcomes:</b>		
<ul style="list-style-type: none"> <li>▪ Opens up contemporary theoretical debates and discourses related to the field of social sciences, and beyond.</li> <li>▪ Learn a range of epistemological approaches from various schools of Marxism to Freud, Lacan, Foucault and the post-moderns will be introduced and their relevance to the interdisciplinary perspective of Women's Studies</li> <li>▪ Engage with debates in this subject anywhere in the world</li> </ul>		
<b>Unit</b>	<b>Course Content</b>	<b>Periods</b>
I	<b>Feminism and Critical Theory</b> What is critical theory? Critical social theory and Critical theory in literature studies. Marx ( <i>Grundrisse, Theses on Feuerbach</i> ); Marxism and critical theory: Lukacs, Frankfurt school, Gramsci and Freud. Hermeneutics, Lacanian psychoanalysis, structuralism and poststructuralism. Why does feminism need critical theory?	14
II	<b>Interdisciplinary Perspectives in Social Sciences</b> Rise of Women's Studies in 1980's. Comparison with other new disciplines like Area Studies, Culture Studies, Media Studies. Importance of disciplines like geography, art history, linguistics, architecture for women's studies. Feminism and science, feminist epistemology	14
III	<b>Feminist Perspectives in History and Political Science</b> <ul style="list-style-type: none"> <li>• History and political science as mainstream or 'malestream' disciplines, their relation to state power and colonialism.</li> <li>• Postcolonial and subaltern studies, their relation to feminist historiography.</li> </ul>	12
IV	<b>Feminist Perspectives in Sociology and Anthropology</b> Foucault's views on relation between knowledge and power. Sociological and anthropological approaches to the family	10
V	<b>Gender Perspectives in Natural Sciences</b> Feminism and science, feminist epistemology	10

### **Basic Readings**

- Mary J. (ed.), *Women's Studies in India: A Reader*, Penguin Books India, New Delhi, 2008
- Robinson V. and Richardson (eds.), *Introducing Women's Studies*, Hound Mills, Macmillan Press, 1993.

### **Additional Readings**

- CWDS, Collection of Papers on 'Engendering Disciplines: Disciplining Gender, February 2001
- Guha, Thakurtha M., *Contemporary Feminist Perspectives*, Dhaka: University Press Limited, 199
- Brooke, Ackerly, *Political Theory and Feminist Social Criticism*, London: Cambridge University Press, 2000.

<b>Course Code No.: WS-405</b>	<b>No. of Credits: 4</b>	<b>Semester: IV</b>
<b>Course Title:</b>	<b>South Asia: Gender Perspectives</b>	<b>I</b>
<p><b>Introduction:</b> There are different countries (Bangladesh, Sri Lanka, Pakistan, India, Nepal etc), in the region of South Asia but there is a common demographic culture and identity which binds these countries together. There has also been a similar colonial history, which characterizes the Region.</p> <p><b>Course Outcomes:</b></p> <ul style="list-style-type: none"> <li>It is significant to study and understand the colonial and post-colonial legacy and the changing paradigms of the region in the era of privatization and Globalization and its gender implications. This will bring a fresh insight into gender issues in India also.</li> </ul>		
<b>Unit</b>	<b>Course Content</b>	<b>Periods</b>
I	<p><b>Demographic Profile of South Asia:</b> Population, sex ratio, fertility, age structure ; health parameters, literacy and education Landownership, inheritance and kinship structures</p>	12
II	<p><b>Ethnic Issues and Identity Politics:</b> Ethnic minorities, linguistic issues and identity; ethnic politics and the identity issue, its gender dynamics in India, Pakistan, Sri Lanka, Bangladesh</p>	12
III	<p><b>Partition, Conflict and Gender:</b> Women in Partition Narratives. Conflict in border states and impact on women: Kashmir, north-eastern states, Afghan-Pakistan border. Women and the civil war in Sri Lanka</p>	12
IV	<p><b>Migration , Employment, Impact of globalisation :</b> Employment in South Asian region in era of globalization. Growth Employment in South Asia in the age of globalization, gender aspects. Growth of service sector, its implications for South Asian women. Migration and trafficking.</p>	12
V	<p><b>Women’s Writing and Writing on Women in S. Asia</b> Detailed study of two texts by to be selected by the teacher in consultation with the Departmental Committee at the beginning of the semester</p>	12

**Suggested Readings:**

- Agarwal B., ed. (1998) Structures *of Patriarchy: State, community and household in modernising Asia*, Zed Books, London.
- Chatterjee I., *Unfamiliar relations: Family and Household in South Asia*, Permanent Black, 2004

**Additional Readings:**

- Agarwal B., *A Field of One’s Own: Women and Land Rights in South Asia*, Cambridge University Press, 1994.
- Butalia Urvashi, *The Other Side of Silence: Voices from the partition of India*, , Duke University Press Book, 2000
- Cair, Metal (eds.), *Speaking Out: Women’s Economic Empowerment in South Asia*, New Delhi: Vistaar, 1996
- Raju S. And Bagchi D. (eds), *Women and Work in South Asia*, London, Routledge, 2004
- Guha Thakurtha M., *Contemporary Feminist perspectives*, Dhaka, University Press Limited, 1997.