

FIFTH SEMESTER

COURSE CODE: 50100

COURSE 11: WOMEN'S WRITING

(CORE)

CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: Unarguably the truest fact about human society is domination of women by men. Patriarchy believes in the superiority of man over women in all walks of life. Therefore, women were denied agency to air their views publicly or in writings. The fact that women had to resort to male pseudonyms in order to find readership is merely one instance to prove how patriarchal ideology has a stranglehold over the society at large. Since women have been systematically silenced by 'phallogocentric' ideology, they find it rather difficult to articulate their views. Privileging women's writing is a way by means of which the thought, anxieties, fears, desires, emotions of the 'second sex' can be addressed. The objective of this course is to introduce learners to women's writing, and in doing so attempting to underline the manner in which power operates to silence women from articulating their views. Apart from that, the course would also try to situate women's writing in a space that transcends or upends the male writing tradition through various (subversive) ways.

UNIT I: POETRY

Emily Dickinson 'I cannot live with you' 'I'm wife; I've finished that'
Sylvia Plath 'Daddy' 'Lady Lazarus'
Eunice De Souza 'Advice to Women' 'Bequest'

UNIT II: NOVEL

AS Alice Walker *The Color Purple*

UNIT III: SHORT STORY

Charlotte Perkins Gilman 'The Yellow Wallpaper'
Katherine Mansfield 'Bliss'
Mahashweta Devi 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull,
2002)

UNIT IV: ESSAY/MEMOIR

Mary Wollstonecraft *A Vindication of the Rights of Woman* (New York: Norton,
1988) chap. 1, pp. 11-19; chap. 2, pp. 19-38.

AS Ramabai Ranade 'A Testimony of our Inexhaustible Treasures', in Pandita Ramabai
Through Her Own Words: Selected Works, tr. Meera Kosambi (New Delhi: OUP,
2000) pp. 295-324.

Rassundari Debi Excerpts from *Amar Jiban* in Susie Tharu and K. Lalita, eds.,
Women's Writing in India, vol. 1 (New Delhi: OUP, 1989) pp. 191-2.

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS

The Confessional Mode in Women's Writing
Sexual Politics
Race, Caste and Gender
Social Reform and Women's Rights

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion:
5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05)=20 marks
Unit 2: 1 long answer question+ 1 short note /analysis (15+05)=20 marks
Unit 3: 1 long answer question+ 1 short note/analysis (15+05)=20 marks
Unit 4: 1 long answer question+ 1 short note/analysis (15+05)=20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME

It is hoped that the learners after completing this course, would be sensitised to gender-related issues, and would be able to see things from the perspective of the Other.

RECOMMENDED READINGS

1. Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
2. Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3-18.

Core Course 07
Sociology of Gender

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Course Objective:

The course introduces gender as a critical sociological lens of enquiry in relation to various social fields. It also interrogates the categories of gender, sex, and sexuality.

		Classes	Tutorials	Marks
1. Gendering Sociology		9	1	15
1.1	Sociology of Gender: An Introduction			
1.2	Gender, Sex, Sexuality			
1.3	Concept of Masculinity and Femininity			
2. Gender Theories		11	2	25
2.1	Feminism (Liberal feminism, radical feminism and social feminism)			
2.2	Marxian theory of gender			
2.3	Queer theory of Gender			
3. Gender: Differences and inequalities		9	2	20
1.1				
3.1	Gender discrimination (family, caste, class and work)			
3.2	Gender and development			
3.3	Gender budgeting			
4. Gender, Power and resistance		6	2	20

4.1	Power and subordination (Patriarchy)			
4.2	Resisting and movements(LGBT movements)			

COURSE CONTENTS AND ITINERARY

Gendering Sociology: [Week 1]

S. Jackson and S. Scott (eds.) 2002 *Gender: A Sociological Reader*, London: Routledge. Introduction, (pp. 1-26).

Liz Stanley. 2002. „Should Sex Really be Gender or Gender Really be Sex” in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*, London: Routledge (pp. 31-41)

Strathern, Marilyn. 1987. “An Awkward Relationship: The Case of Feminism and Anthropology.” *Signs* 12(2):276-292.

Saikia, J.P, (2016): “ Gender : Themes and Issues”, Concept Publishing Company (P) Ltd, New Delhi.Pp-01-46.

Sherry Ortner. 1974. “Is male to female as nature is to culture?” M.Z. Rosaldo and L. Lamphere (eds.) *Women, culture and society*.Stanford: Stanford University Press (pp. 67- 87).

Rubin, Gayle. 1984. “Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality” in Carole Vance, ed., *Pleasure and anger*.London: Routledge (pp 143-179).

Newton, Esther. 2000. “Of Yams, Grinders and Gays: The Anthropology of Homosexuality” in *Margaret Mead Made Me Gay:Personal Essays, Public Ideas*. London: Duke University Press (pp 229- 237).

Weeks, J,(2012): *Sexuality* Third Edition, Routledge, London and New York.

Gender, Sex, Sexuality [Weeks 2-3]

Singh. S, (2009): “ Feminism: Theory, Criticism and Analysis”., Pencraft International., New Delhi

Kuumba Bahati. M, (2003): *Gender and Social Movements.*, Rawat Publications, Jaipur and New Delhi.

Saikia, J.P, (2016): “ Gender : Themes and Issues”, Concept Publishing Company (P) Ltd, New Delhi.Pp-65-82.

2.2 Production of Masculinity and Femininity [Weeks 4-6]

Halberstam, Judith. 1998. “An Introduction to Female Masculinity: Masculinity without Men” in *Female Masculinity*. London: Duke University Press (Also Delhi: Zubaan 2012 Reprint) (pp 1-43).

Alter, Joseph. 1992. *The Wrestler's Body: Identity and Ideology in North India*. California : University of California: California (pp 163-194).

2.2.3 Uberoi, Patricia "Feminine Identity and National Ethos in Indian Calendar Art" In *Economic and Political Weekly* Vol. 25, No. 17 (Apr. 28, 1990), (pp. WS41-WS48).

Differences and Inequalities Class, Caste [Weeks 7-8]

Walby, Sylvia. 2002. "Gender, Class and Stratification: Towards a new approach" in S. Jackson and S. Scott (eds.) *Gender: A Sociological reader*. London: Routledge (pp 93-96).

Leela Dube 1996 "Caste and Women" in M.N.Srinivas (ed.) *Caste: Its twentieth century avatar*, New Delhi: Penguin (pp 1-27).

Rege, S. 1998. "Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position." *Economic and Political Weekly*, Vol. 33, No. 44 (Oct.31-Nov. 6, 1998)(pp 39-48)

3.2 Family, Work [Weeks 9-10]

Whitehead, A. 1981, "„I'm Hungry Mum": The Politics of Domestic Budgeting" in K. Young et al. (eds.) *Of Marriage and the Market: Women's Subordination Internationally and its Lessons*. London: Routledge and Kegan Paul (pp. 93-116).

Palriwala, Rajni. 1999. "Negotiating Patriliney: Intra-household Consumption and Authority in Rajasthan (India)", in Rajni Palriwala and Carla Risseuw (eds.), *Shifting Circles of Support: Contextualising kinship and gender relations in South Asia and Sub-Saharan Africa*. Delhi: Sage Publications [pp.190-220]

4. Gender, Power and Resistance

4.1. Power and Subordination [Weeks 11-12]

4.1.1 Candace West and Don H. Zimmerman. 2002. "Doing Gender" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge [pp 42-47].

Susie, Tharu and Tejaswini Niranjana. 1999. „Problems for a contemporary theory of gender" in Nivedita Menon (ed.) *Gender and Politics in India*, New Delhi: Oxford University Press [pp 494-525].

Abu-Lughod, Lila. 2002. "Do Muslim Women Really Need Saving?: Anthropological Reflections on Cultural Relativism and its Others."

American Anthropologist 104 (3) [pp 783-790].

4.2. Resistance and Movements (Weeks 13-14)

Kandiyoti, Deniz. 1991 "Bargaining with Patriarchy" in Judith Lorber and Susan A. Farrell (eds.) *The Social Construction of Gender*, New Delhi: Sage Publications [pp.104-118].

Hill-Collins, Patricia. 2002. "Learning from the outsider within" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge [pp 69-78].

4.2.3 Kumar, Radha. 1999. "From Chipko to Sati: The Contemporary Indian Women's Movement" In Nivedita Menon (ed.) *Gender and Politics in India*. New Delhi: Oxford University Press [pp342-369].

[Projects, feature films and documentaries screenings, field-work oriented tasks will be the integral part of the course].

Generic Elective 04

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Gender and Violence

Course Objective: Gendered violence is routine and spectacular, structural as well as situated. This course attempts to provide an understanding of the logic of that violence, awareness of its most common forms and tries to equip the students with a sociologically

	Classes	Tutorials	Marks
1. Gender and Violence	8	1	20
1.1 Defining Gender Based Violence			
1.2 Perspectives of gendered violence (Individualistic, Social perspective and Functionalist Perspective)			
2. Structural and Situated Violence	12	2	20
2.1 Caste, Gender and Violence			
2.2 Domestic and Familial Violence			
2.3 Gender and the Conflict Situation			
2.4 Violence, Harassment and Workplace			
3. Sexual Violence	9	2	20
3.1 Nature of Sexual Harassment (legal Perspective)			
3.2 Sexually Transmitted Disease, female foeticide, Spousal violence			
3.3 Gendered Violence and Media			
4. Addressing Gendered Violence: Politics and Public Policy	9	2	20
4.1 Legislative measures in India for curbing sexual violence			
4.2 Domestic Violence Act 2005			
4.3 Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013			

COURSE CONTENTS AND ITINERARY

1. What is Gendered Violence? (2 Weeks)

Kimmel, Michael S. *The Gendered Society*. New York: Oxford University Press, 2011.
Chapter 13. Gender of Violence, Pp. 381-407

Saikia, J.P. (2016): "Gender : Themes and Issues", Concept Publishing Company (P) Ltd, New Delhi. Pp-101-159

Wies, Jennifer R. *Anthropology at the Front Lines of Gender-Based Violence*. Nashville, Tenn.: Vanderbilt Univ. Press, 2011. Chapter 1. Ethnographic Notes from the Frontlines of Gender Based Violence, Pp. 1-18

2. Structural and Situated Violence (7 Weeks)

2.1 Caste, Gender and Violence

Kannabiran, Vasanth and Kalpana Kannabiran, Caste and Gender: Understanding Dynamics of Power and Violence, *Economic and Political Weekly*, Vol. 26, No. 37 (Sep. 14, 1991), pp. 2130-2133.

Irudayam, Aloysius, Jayshree P Mangubhai, and Joel G Lee. *Dalit Women Speak Out*. Chapters. 1, 3, 4, 13 and 14.

Ivekovic. R, Mostov. J, (2006): " From Gender to Nation", Published by Zubaann, New Delhi. Pp-81-89.

Mohanty Manoranjan (ed), (2004): " Class, Caste, Gender", Sage Publications, New Delhi.

2.2 Domestic and Familial Violence

Karlekar, Malavika. Domestic Violence, *Economic and Political Weekly*, Vol. 33, No. 27 (Jul. 4-10, 1998), pp. 1741-1751

Agnes, Flavia, *'My Story, Our Story: Building Broken Lives'* Mumbai: Majlis. 1984.

Chowdhry, Prem. Enforcing Cultural Codes: Gender and Violence in Northern India, *Economic and Political Weekly*, Vol. 32, No. 19 (May 10-16, 1997), pp. 1019-1028

2.3 Gender and the Conflict Situation

Wood, E. J. 'Variation in Sexual Violence during War'. *Politics & Society* 34.3 (2006): 307-342.

Butalia, Urvashi. *The Other Side of Silence*. Durham, NC: Duke University Press, 2000. Chapter 4, Pp. 104 - 171

2.4 Violence, Harassment and the Workplace

MacKinnon, Catharine A. *Only Words*. Cambridge, Mass.: Harvard University Press, 1993. Chapter II Racial and Sexual Harassment. Pp. 43 – 68.

Tejani, Sheba. Sexual Harassment at the Workplace: Emerging Problems and Debates, *Economic and Political Weekly*, Vol. 39, No. 41 (Oct. 9-15, 2004), pp. 4491-4494

3. Sexual Violence (3 Weeks)

Box, Steven. *Power, Crime, and Mystification*. London: Routledge, 1989. Chapter 4. Rape and Sexual Assaults on Women Pp. 120 - 165

Scully, Diana and Joseph Marolla. "Riding the Bull at Gilley's": Convicted Rapists Describe the Rewards of Rape, *Social Problems*, Vol. 32, No. 3 (Feb., 1985), pp. 251-263

Menon, Nivedita. *Recovering Subversion: Feminist Politics beyond the Law*. Ranikhet: Permanent Black. 2004. Chapter 3. Sexual Violence: Escaping the Body. Pp. 106 - 156

Saikia, J.P. (2016): "Gender : Themes and Issues", Concept Publishing Company (P) Ltd, New Delhi. Pp-101-159

Chatterjee P., Jeganathan.P., (2009): " Community, Gender and Violence", Ravi Dayal Publishers, New Delhi.

4. Addressing Gendered Violence: Politics and Public Policy (2 Weeks)

Omvedt, Gail, *Violence Against Women: New Movements and New Theories in India*. Delhi: Kali for Women, 1990. Pp. 1-40

Das, Veena & Kim Turcot DiFruscia. *Listening to Voices: An Interview with Veena Das*, *Altérités*, vol. 7, no 1, 2010 : 136-145.

Naquvi, Farah. *This Thing called Justice: Engaging Laws on Violence against Women In India*, in Bishakha Dutta (ed.), *Nine Degrees of Justice: New Perspectives on Violence Against Women in India*. Delhi: Zuban, 2010.

Additional Resources:

Wall, Liz. 'Gender equality and violence against women what's the connection?' The Australian Center for the study of Sexual Assault Research Summary. 2014.

Welchman, Lynn, and Sara Hossain. *"Honour"*. London: Zed Books, 2005. Chapter 2. 'Crimes of Honour': Value and Meaning Pp. 42-64

Loy, Pamela Hewitt, and Lea P. Stewart. 'The Extent and Effects of the Sexual Harassment of Working Women'. *Sociological Focus* 17.1 (1984): 31-43.

Pickup, Francine, *Ending Violence against Women: A Challenge for Development and Humanitarian Work*, London: Oxfam, 2001. Chapter 5. Direct support to the survivors of violence & Chapter 8. Challenging the State.

United Nations Division for the Advancement of Women, 'Good Practices in Legislation on Violence against Women' 2008. Part III, Framework for Legislation on Violence against Women.

Puri, Jyoti. 'Sodomy, Civil Liberties, and the Indian Penal Code' in Chatterji, Angana P, and Lubna Nazir

Chaudhry. *Contesting Nation*. Delhi: Zuban. Pp. 100-132

Core Course 10 Social Stratification

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Course Objective:

This course introduces students to Sociological Study of Social Inequalities. It acquaints students with principal theoretical perspectives on and diverse forms of Social inequality in articulation with each other.

	Classes	Tutorials	Marks
1.Introducing Stratification (2 weeks)	12	2	25
1.1 Definition of Social stratification			
1.2 Idea of Inequality, Equality, Difference and hierarchy			
1.3 Patterns of Social Stratification- Closed and Open			
2.Theories of Stratification (5 Weeks)	8	1	15
2.1 Marx, Weber and Class			
2.2 Functionalism			
3.Identities and Inequalities(5 Weeks)	8	1	15
3.1 Caste, Race and Ethnicity			
3.2 Feminism and Gendered Stratification	10	3	25
4.Mobility and Reproduction (2 Weeks)			
4.1 Definition and types of social mobility			
4.2 Concept of Social reproduction			
4.3 Social Reproduction of- class and occupational categories			

COURSE CONTENTS AND ITINERARY

1. Introducing Stratification (2 weeks)

1.1 Worsley, Peter. *Introducing Sociology*. 2nd ed. Harmondsworth: Penguin Books, 1970. Chapter 8, Social Stratification: Class, Status and Power, pp. 395 – 408

1.2 Beteille Andre *Inequality among Men*. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22

1.3 Tawney, R. H. *Equality*. London: Unwin Books, 1964. Chapter 1. The Religion of Inequality, Pp. 33-56

2. Theories of Stratification (5 Weeks)

2.1 Marx, Weber and Class

2.1.1 McLellan, David. *The Thought of Karl Marx*. London: Papermac, 1995. Part 2. Chapter 6. Class, pp. 182-194

2.1.2 Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. *From Max Weber*. New York: Oxford University Press, 1946. Chapter VII, Class, Status, Party. Pp. 180– 195

2.1.3 Bendix Reinhard 'Inequality and Social Structure: Comparison of Marx and Weber' *American Sociological Review*, Vol. 39, No. 2 (Apr., 1974), pp. 149-161

2.1.3 Bottomore, T. B. *Classes in Modern Society*. New York: Pantheon Books, 1966. Chapters. 2 & 3 The Nature of Social Class & Classes in Industrial Societies. 9-75

2.2 Functionalism

2.2.1 Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'.

American Sociological Review 10.2 (1945): pp. 242-249

2.2.2 Tumin, Melvin M. 'Some Principles of Stratification: A Critical Analysis'.

American Sociological Review 18.4 (1953): 387-394

2.2.3 Davis Kingsley and Wilbert E Moore 'Some Principles of Stratification : Critical Analysis: Reply'. *American Sociological Review* Vol. 18, No. 4 (Aug., 1953), pp. 394-397

2.2.4 Wrong Den nis H 'The Functional Theory of Stratification: Some Neglected Consideratio s' *American Sociological Review*, Vol. 24, No. 6 (Dec., 1959), pp. 772-782

2.2.5 Stinchcombe Arthur L 'Some Empirical Consequences of the Davis-Moore Theory of Stratification'. *American Sociological Review* 28.5 (1963), pp. 805-808

3. Identities and Inequalities (5 Weeks)

3.1 Caste, Race and Ethnicity

3.1.1 Bailey F G 'Closed Social Stratification in India', *European Journal of Sociology* Vol. 4, No. 1 (1963) pp. 107-124

3.1.2 Jain, Ravindra K. 'Hierarchy, Hegemony and Dominance: Politics of Ethnicity in Uttar Pradesh, 1995' *Economic and Political Weekly*, Vol. 31, No. 4 (Jan. 27, 1996), pp. 215-223

3.1.3 Omi, Michael, and Howard Winant. *Racial Formation in the United States*. New York: Routledge & Kegan Paul, 1986. Chapters 1 & 4 , pp. 14-24 and 57-69

3.1.4 Pitt-Rivers Julia 'Race Color and Class in Central America and the des' *Daedalus*, Vol. 96, No. 2, Color and Race (Spring, 1967), pp. 542-559

3.2. Feminism and Gendered Stratification (2 Weeks)

3.2.1 Mitchell, Juliet. *Woman's Estate*. Harmondsworth: Penguin, 1971. Chapter 5, Position of Women 1. Pp. 99-122

3.2.2 Acker, Joan. 'Women and Social Stratification: A Case of Intellectual Sexism'. *American Journal of Sociology* 78.4, 1973. Pp. 936-944

3.2.3 Collin Patricia Hill. 'Towards a New Vision : Race, Claa and Gender as Categories of Analysis and Connection' *Race, Sex and Class*, Vol.1,No.1 (Fall 1993),Pp.25-45.

4. Mobility and Reproduction (2 Weeks)

4.1 Bottero, Wendy. *Stratification*. London: Routledge, 2005. Chapters 12 & 14 pp. 205-223 & 246-258

4.2 Bourdieu Pierre 'Cu tura Reproductio a d Socia Reproductio ' *In The Structure of Schooling: Readings in the Sociology of Education*. Richard Arum and Irene Beattie, Editors. NY: McGraw Hill. 1973: 56-68.

Suggested Readings:

1. Gupta, Dipankar. 1991. *Social Stratification*. New Delhi. Oxford University Press.
2. Pakem, B. 1990. *Nationality, ethnicity and Cultural Identity*. New Delhi. Omsons Publications . pp. 1-21
3. Ghurye, G.S. 1932. *Caste and Race in India*. London. Kegan Paul.
4. Dumont, Louis . 1972. *Homo Hierarchicus: An Essay on the Caste System*. Chicago. University of Chicago Press.
5. Mohanty, Chandra Talpade. 2003. "Under Western Eyes: Feminist Scholarship and Colonial discourses" in *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*" by Chandra Talpade Mohanty. 2003. Durham. Duke University Press.
6. Sorokin, Pitrim. 1927. *Social Mobility*. New York. Harper and Brothers.

Generic Elective 02

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Family and Intimacy

Course Objective:

Family is one of the vital institutions of human society. It is experienced intimately and debated keenly. This course attempts to introduce students to a range of contemporary concerns pertaining to this institution from a sociological perspective and with an interdisciplinary orientation.

		Classes	Tutorials	Marks
1.	What is Family? Definition, Meaning, Characteristics , Types and Functions (4 Weeks)	10	2	20
2.	Family and Intimacy: Themes and Accounts- Types of Marriage and Kinship (6 Weeks)	10	2	20
3.	Family and Intimacy: Critiques and Transformations- Emerging trends of Intimacy as-	28	3	40
3.1	Political belonging (Membership, inclusion/exclusion criteria)			
3.2	Economic belonging(Work and Organizational life)			
3.3	Cultural belonging (Diverse cultural symbol)			
3.4	Personal belonging (kinship bondage) (4 Weeks)			

Course Contents and Itinerary

1. What is Family? (4 Weeks)

Mitterauer, Michael, and Reinhard Sieder. *The European Family*. Chicago: University of Chicago Press, 1982. Chapter 1. Family as an Historical Social Form. Pp. 1-21

Worsley, Peter. *Introducing Sociology*. Harmondsworth: Penguin Books, 1984. Chapter 4. The Family. Pp. 165-209

Levi-Strauss, Claude. 'The Family' in Harry L Shapiro (ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp. 261 - 285

Okin, Susan Moller. *Justice, Gender, and the Family*. New York: Basic Books, 1989. Chapter 2. The Family: Beyond Justice? Pp. 25 – 40.

Weston, Kath. *Families We Choose*. New York: Columbia University Press, 1991. Chapter 2. Exiles from Kinship. Pp. 21 – 42.

2. Family and Intimacy: Themes and Accounts (6 Weeks)

Lannoy, Richard. *The Speaking Tree*. London: Oxford University Press, 1974. Part Two, Chapters. 1, 2 & 4 The Child, Family Relationships & Change in the Family System. Pp. 83 – 112 & 124 - 131

Madan, T. N. Family and Kinship: A study of the Pandits of Rural Kashmir. Delhi: Oxford University Press, 1989. Chapters, 5 & 6. Pp. 64 – 108

Fruzzetti, Lina M. *The Gift of a Virgin: Women, Marriage, and Ritual in a Bengali Society*. Delhi: OUP. 1993. Introduction and Chapter 1. Sampradan: The Gift of Women and Status of Men. Pp. 1 – 28

Trawick, Margaret. *Notes on Love in a Tamil Family*. Delhi: Oxford University Press, 1996. Chapters. 3 & 5 The Ideology of Love & Siblings and Spouses. Pp. 89– 116 & 187 – 204.

Raheja, Gloria Goodwin, and Ann Grodzins Gold. *Listen To The Heron's Words: Reimagining Gender and Kinship in North India*. Delhi: Oxford University Press, 1996. Chapter 2. Sexuality, Fertility, and Erotic Imagination in Rajasthani Women's Songs. Pp. 30 – 72

3. Family and Intimacy: Critiques Transformations (4 Weeks)

3.1 arrett, ich le, and ary c ntosh. *The Anti-Social Family*. London: Verso, 1991. Chapter 2. The Anti-Social Family. Pp. 43 – 80

Cartledge, Sue, and Joanna Ryan. *Sex & Love: New Thoughts on Old Contradictions*. London: Women's Press, 1983. Chapter 7 ' s a Feminist Heterosexuality Possible?' Pp. 105 – 123

Coontz, Stephanie. *Marriage, A History*. New York: Viking, 2005. Pp. 15 – 49
3.4 Therborn, ran. *Between Sex and Power: Family in the World, 1900- 2000*. London: Routledge, 2004. Introduction, Chapter 2 and Conclusion. Pp. 1- 12, 73 – 106 & 295 – 315

Semester-II
GE-2A: Feminism: Theory and Practice

Course Objective: The aim of the course is to explain contemporary debates on feminism and the history of feminist struggles. The course begins with a discussion on construction of gender and an understanding of complexity of patriarchy and goes on to analyze theoretical debates within feminism. The paper also covers the history of feminism in the west, socialist societies and in anti-colonial struggles. Further a gendered analysis of Indian society, economy and polity with a view to understanding the structures of gender inequalities.

Total Lectures and Tutorials – 84

Unit-I: Concepts in Feminism- Sex/Gender distinction, Patriarchy, Gender Socialisation, Sexual Division of Labour, Private-Public Dichotomy, Biologism versus social constructivism, Feminism

13 Lectures and 4 Tutorials

Unit-II: Approaches to the study of Feminism

Liberal, Socialist, Marxist, Radical feminism and Third World Approach

13 Lectures and 4 Tutorials

Unit-III Genesis of Feminist Movements in the West:

Seneca Falls Convention; Black Feminist Movement, Suffragist Movement in USA, Britain and France; the French Revolution and the Declaration of the Rights of Women and Female Citizen

13 Lectures and 4 Tutorials

Unit-IV: Genesis of Feminist Movement in the East:

Feminism and the Communist Revolution in China-Issues and Debates
Movement for Women's Emancipation-Rosa Luxemburg, Alexandra Kollontai
Feminist issues and women's participation in anti-colonial and national liberation movements in India

13 Lectures and 4 Tutorials

Unit-V: The Indian Experience:

Contemporary issues in Feminism: Environment, Domestic Violence, Rape, Dowry, Sexual Harassment at Workplace, Right to Property and Customary versus Constitutional Law; Gender Relations in India: Family- Matrilineal and Patrilineal; Women and Work

12 Lectures and 4 Tutorials

Reading List:

- Geetha, V. (2002) *Gender*. Calcutta: Stree.
- Geetha, V. (2007) *Patriarchy*. Calcutta: Stree.
- Jagger, Alison. (1983) *Feminist Politics and Human Nature*. U.K.: Harvester Press, pp. 25-350.
- Lerner, Gerda. (1986) *The Creation of Patriarchy*. New York: Oxford University Press.

- Rowbotham, Sheila. (1993) *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218.
- Jayawardene, Kumari. (1986) *Feminism and Nationalism in the Third World*. London: Zed Books, pp. 1-24, 71-108, and Conclusion.
- Forbes, Geraldine (1998) *Women in Modern India*. Cambridge: Cambridge University Press, pp. 1-150.
- Eisentein, Zillah. (1979) *Capitalist Patriarchy and the Case for Socialist Feminism*. New York: Monthly Review Press, pp. 271-353.
- Funk, Nanette & Mueller, Magda. (1993) *Gender, Politics and Post-Communism*. New York and London: Routledge, Introduction and Chapter 28.
- Chaudhuri, Maiyatee. (2003) 'Gender in the Making of the Indian Nation State', in Rege, Sharmila. (ed.) *The Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage.
- Banarjee, Sikata. (2007) 'Gender and Nationalism: The Masculinisation of Hinduism and Female Political Participation', in Ghadially, Rehana. (ed.) *Urban Women in Contemporary India: A Reader*. New Delhi: Sage.
- Roy, Kumkum. (1995) 'Where Women are Worshipped, Their Gods Rejoice: The Mirage of the Ancestress of the Hindu Women', in Sarkar, Tanika & Butalia, Urvashi. (eds.) *Women and the Hindu Right*. Delhi: Kali for Women, pp. 10-28.
- Chakravarti, Uma. (1988) 'Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early Indian History', *Social Scientist*, Volume 16, No. 8.
- Banerjee, Nirmala. (1999) 'Analysing Women's work under Patriarchy' in Sangari, Kumkum & Chakravarty, Uma. (eds.) *From Myths to Markets: Essays on Gender*. Delhi: Manohar.
- Gandhi, Nandita & Shah, Nandita. (1991) *The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India*. Delhi: Zubaan, pp. 7-72.
- Shinde, Tarabai (1993) 'Stri-Purush Tulna', in Tharu, Susie & Lalita, K. (eds.) *Women Writing in India, 600 BC to the Present. Vol. I*. New York: Feminist Press.
- Desai, Neera & Thakkar, Usha. (2001) *Women in Indian Society*. New Delhi: National Book Trust.

SEMESTER SIX (ANY TWO)

COURSE CODE: 60110

DSE 5: LITERARY THEORY

CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: Literary theory is a field which is presently in great academic demand. It involves reading texts by deploying discourse/s. These discourses have political, social, economic, gendered, cultural values, and when one reads literature through such discursive lenses, interpretation of texts tend to be multiple and heterogeneous. The objective of this course is to acquaint learners with four relevant discourses or theories. These are Marxism, Feminism, Poststructuralism, and Postcolonial Studies.

UNIT I: MARXISM

- a. Antonio Gramsci, 'The Formation of the Intellectuals' and 'Hegemony (Civil Society) and Separation of Powers', in *Selections from the Prison Notebooks*, ed. and tr. Quentin Hoare and Geoffrey Novell Smith (London: Lawrence and Wishart, 1971) pp. 5, 245–6.
- b. Louis Althusser, 'Ideology and Ideological State Apparatuses', in *Lenin and Philosophy and Other Essays* (New Delhi: Aakar Books, 2006) pp. 85–126.

UNIT II: FEMINISM

- a. Elaine Showalter, 'Twenty Years on: *A Literature of Their Own* Revisited', in *A Literature of Their Own: British Women Novelists from Bronte to Lessing* (1977. Rpt. London: Virago, 2003) pp. xi–xxxiii.
- b. Luce Irigaray, 'When the Goods Get Together' (from *This Sex Which is Not One*), in *New French Feminisms*, ed. Elaine Marks and Isabelle de Courtivron (New York: Schocken Books, 1981) pp. 107–10.

UNIT III: POSTSTRUCTURALISM

- a. Jacques Derrida, 'Structure, Sign and Play in the Discourse of the Human Science', tr. Alan Bass, in *Modern Criticism and Theory: A Reader*, ed. David Lodge (London: Longman, 1988) pp. 108–23.
- b. Michel Foucault, 'Truth and Power', in *Power and Knowledge*, tr. Alessandro Fontana and Pasquale Pasquino (New York: Pantheon, 1977) pp. 109–33.

UNIT IV: POSTCOLONIAL STUDIES

- a. Mahatma Gandhi, 'Passive Resistance' and 'Education', in *Hind Swaraj and Other Writings*, ed. Anthony J Parel (Delhi: CUP, 1997) pp. 88–106.
- b. Edward Said, 'The Scope of Orientalism' in *Orientalism* (Harmondsworth: Penguin, 1978) pp. 29–110.
- c. Aijaz Ahmad, "'Indian Literature": Notes towards the Definition of a Category', in *Theory: Classes, Nations, Literatures* (London: Verso, 1992) pp. 243–285.

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS TOPICS

The East and the West
Questions of Alterity
Power, Language, and Representation
The State and Culture

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05)=20 marks

Unit 2: 1 long answer question+ 1 short note /analysis (15+05)=20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (15+05)=20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (15+05)=20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME

By the end of this course, the learners shall be in a position to know some of the significant texts of discourses revolving around class, gender, power, language, race, identity and so forth. They will be able to relate their reading of literature through such theories, which would in turn facilitate their interpretive strategies.

RECOMMENDED READINGS

1. Terry Eagleton, *Literary Theory: An Introduction* (Oxford: Blackwell, 2008).
2. Peter Barry, *Beginning Theory* (Manchester: Manchester University Press, 2002).

SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
DSEED603 / GEED202: GENDER AND EDUCATION
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: On completion of the course, the students will be able to:

1. explain the meaning and nature of gender and its related terms.
2. describe the gender biases and gender inequality in family, school and society.
3. describe the gender issues related to school education.
4. analyse the laws and policies related to gender equality.

Course Content:

Unit	Content	Marks	L	P	T
I	INTRODUCTION TO GENDER AND ITS	20	20		4

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	RELATED TERMS: 1.1. Sex and Gender: meaning and concept 1.2. Difference between sex and gender. 1.3. Gender role: Concept and nature. 1.3.1. Types of gender role. 1.4. Patriarchal and Matriarchal: Concept and nature. • Gender role in patriarchal and matriarchal society 1.5. Social construct of Gender. 1.6. Gender Segregation: concept and nature • Types of gender Segregation: Horizontal & vertical 1.6.1. Gender segregation and education. 1.7. Gender marginalisation in education • Meaning, concept and nature • Causes of gender marginalisation in education • Measures for inclusion in education 1.8 Gender stereotyping: Meaning and concept • Issues and concern related to gender stereotyping in Indian society • Gender stereotyping and education. 1.9 Self silencing: concept and nature				
II	GENDER AND SOCIETY 2.1 Gender biases: Meaning and concept 2.1.1 Gender biases in • The family • The school environment • The society. 2.2. Gender socialization: Meaning and concept. 2.2.1. Gender socialization • Role of the family • Role of the school • Role of the society • Role media and popular culture (film and advertisement) 2.3 Gender inequality in education in terms of • Caste • Religion • Region 2.4 Issues related to women/girl child: A. Female foeticide and infanticide B. Sex ratio C. Honour killing D. Dowry E. Child marriage	20	15		4
III	GENDER INEQUALITY IN THE SCHOOL: 3.1 Gender discrimination in the	20	20		3

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	<ul style="list-style-type: none"> • Construction and dissemination of knowledge. • Text books • Hidden curriculum. <p>3.2 Gender inequality and school</p> <ul style="list-style-type: none"> • Infrastructure • Curricular and co-curricular activities. <p>3.3 Gender issues in school education: Problem of Access, Retention, Stagnation and Drop-out.</p> <p>3.4 Gender and equality:</p> <ul style="list-style-type: none"> • Role of the school, peer, teacher, curriculum and textbooks in reinforcing equality. <p>3.5 Gender inclusive approach</p> <ul style="list-style-type: none"> • Single sex school • Child friendly school • Girl friendly school <p>Their significance in inclusive education.</p>		4		
			2		
			2		
			4		
			4		
			4		
IV	<p>LAWS, ARTICLES AND POLICIES TO BRING GENDER EQUALITY:</p> <p>4.1 Introduction to laws related to women and social justice</p> <ul style="list-style-type: none"> • Dowry • Remarriage • Divorce • Property rights • Trafficking. <p>4.2 Women reservation bills: History and current status.</p> <p>4.3 Articles of Indian constitution related to education from gender equality perspective.</p> <p>4.4 Educational policies and programmes from gender equality perspective.</p>	20	15		3
			4		
			2		
			3		
			6		
		80	70		14

In-semester Assessment:

Marks 20

A. Sessional Activity (Any one of the following)

Marks 5

- Reports on gender discrimination. (on the basis of events occurred in their surrounding)
- Analysis and interpretation of census. (sex ratio, literacy rate, gender gap etc..)
- Project (Analysis of the advertisements of electronic media from gender perspective)
- Seminar on gender issues related to education.
- Text Book (Secondary Level) analysis from Gender Perspective

B. Sessional Tests:

Marks 10

C. Attendance:

Marks 5