SAVITRIBAI PHULE PUNE UNIVERSITY
(formerly University of Pune)

DIPLOMA IN GENDER, CULTURE AND DEVELOPMENT STUDIES
(One year/ full time) SYLLABUS

Revised syllabus will be implemented with effect from the academic year 2019-2020
DIPLOMA IN GENDER, CULTURE AND DEVELOPMENT STUDIES
(One year/ full time)

Eligibility
• Graduate degree
• The candidates will be selected through an Entrance Test conducted by the Krantijyoti Savitribai Phule Women’s Studies Centre.

Course Description
This Diploma (32 credits) is spread over two semesters including four papers of 100 marks each (4 credits) in each semester. For each paper, there will be internal evaluation for 50 marks and the external evaluation for 50 marks. Special workshops, films and visits will be organized as part of the course. In each semester, students can opt for 4 credits outside the Department.
• Total marks for evaluation are 1600.

Objectives
This Diploma is launched with the following aims:
It seeks to introduce the participants to the knowledge, skills and information in the field of gender, culture and development so as to enable them-
• to engage in research nationally and internationally in gender studies at the levels of policy and practice,
• to work as gender experts in the fields of media-print and electronic- and that of information and communication technology,
• to work in the development sector in various capacities, and to pursue career in the area of Corporate Social Responsibility.

This Course intends to engage participants in the following:
• Mapping and analyzing perspectives, issues and debates in the field of development from gender perspectives,
• Examining through a gender lens, the inter-linkages between cultural practices, social processes and development approaches,
• Understanding feminisms in global and local contexts and mapping feminist interventions in knowledge,

Special Features
This course seeks to address the question of relevance and ‘employability’ of education in social sciences and humanities on one hand, and that of inclusiveness of teaching learning methods for diverse student constituency on the other. It is committed to curricula and pedagogies that integrate critical knowledge with skill development for ‘employability’. The skills include those required in the academia and the expanding sectors of development and culture. It also tries to
decentre power in the classroom, challenging the binaries of theory v/s field and employs participatory, bi-lingual, research oriented, audio-visual pedagogies with use of diverse resources.

- **Special Lectures/ Sessions for Bridging Gaps**
The Centre organizes special lectures and workshops by renowned scholars, activists and field practitioners for introducing students to the new debates in the area of gender, culture and development. Special sessions are organized for addressing gaps in UG training and also in monolingual education by enabling students to work with diversity and to develop academic skills of critical thinking, reading, writing, arguing, responding, presenting, documenting (audio/visual), and researching. Along with this, co-curricular activities such as discussion forum, film festival, wiki workshop etc. are also organized for the enrichment of students.

- **Block Placement**
This programme aims to prepare students to work in a variety of sectors like research, media, development & corporate social responsibility. It allows students to interact with their ‘potential employers’ in a non-recruiting scenario to practice the skills they possess, identify gaps in skills and work on those. It places students for a period of 4 to 6 weeks with various organizations working in diverse fields, with a view of matching the requirements of the organizations and the interests of the students. It is located in the summer after the Diploma examination. The Centre has developed mutually beneficial partnerships with diverse organizations across India in the State, Non- Governmental and corporate sector.

- **Assignments for Developing Skills and Practice**
The Centre conducts innovative and critical assignments to enhance academic skills of students, recognizing them not just as knowledge seekers but enables them to be knowledge makers. Some of the assignments towards these goals include mock panel discussion, mock UN conference, group research, photo-essay, film/radio clippings, web-based research, glossary making, class discussion, family history, response note, research essay, seminar presentation etc. The course also involves the field work component including study tours and campaign building to work for community.

Along with this, the course also focuses on students’ feedback through end-semester forms and open meetings for revising curriculum and pedagogies, and academic advising for engaging with the reflexive field of gender.
SEMESTER I

Core Courses
WS 1: Feminisms: Global and Local
WS 2: Development: Gender Perspectives
WS 3: Gendering Social History

Optional Courses
WS 5: Course (Thematic)
WS 21: Development and Research: Practice and Skills
WS 23: Inequalities and Exclusions: Gender Perspectives
WS 29: Women's Movement in India: Struggles and Transitions

SEMESTER II

Core Courses
WS 6: Feminist Thought and Feminist Theory
WS 8: Culture: Gender Perspectives
WS 4: Women’s Studies: Concepts and Contexts

Optional Courses
WS 9: Gender and Dalit Studies
WS 10: Course (Thematic)
WS 24: Conceptualizing Violence
WS 28: Legal Terrains: Gender Concerns
SYLLABUS

Semester I

WS 1: Feminisms: Global and Local

Objectives:
This course will
• Seek to internationalize the understanding of Feminism
• Guide students to understanding the linkages between global distribution of power and ‘difference’ in feminisms

Module I
Global distribution of power, European modernity and feminist thought in the late nineteenth century. An Introduction to Vintage Feminisms in Europe and USA, Latin America, West Asia, South Asia, Africa and Far East

Module II
Beyond Feminist Classics in Europe and USA: Reading ‘Difference’, ‘White-washing’ of feminism and comparing diverse feminist movements

Module III
The Colonial Heritage and Feminisms- Africa, the Middle East/West Asia, the Caribbean, Islamic feminism and beyond return to tradition

Module IV
Colonialism, Empire and War: Feminisms in South Asia and South East Asia, Sameness and difference between feminisms, Borders, conflict and struggles,

Module V
Authoritarianism and Feminisms in Latin America, the Dilemmas of Post-Communist States of Central and Eastern Europe, Legacies of revolution

Readings:


• Kaxemzadeh, Masoud (2002). *Islamic Fundamentalism, Feminism, and Gender Inequality in Iran under Khomeini*, University Press of America: Oxford.


**WS 2: Development: Gender Perspectives**

**Objectives:**
This course will

- Introduce students to the concepts / Debates on development and engendering of development studies

- Build a theoretical and issue based understanding of the different sites of development in India

**Module I**
Tracing the history of the concept of Development: Mapping Gender Critiques of Development

**Module II**
Indian Nation State and Woman Question: Gender, Development and the making of Modern Indian Woman
Module III
Recognizing the unrecognized and legitimizing the illegitimate: Production and Reproduction and Gender and work

Module IV
Gender and Citizenship: Issues of access and content, debates on substantive vs. formal

Module V
Women Organizing for Social Transformation: Shifts in Forms and Strategies

Readings:
- Mukhopadhyay and Singh (Ed) Gender Justice, Citizenship and Development. Zubaan and International Development research Centre: New Delhi
- Rao, N., Rurup, L and R Sudarshan (eds), Sites of Changes, New Delhi, UNDP and Friedrich Ebert Stiftung, 1995.

**WS 3: Gendering Social History**

**Objectives:**
This course will

- Introduce students to theoretical debates in feminist social history
- Enable students to understand how recasting of gender relations is central to the making of modern India

**Module I**
In Search of Our Pasts: Social history - its meaning and relevance, Gender perspectives to social history, Theoretical Debates in Feminist Historiography

**Module II**

**Module III**
Recasting of Women and Making of Modern India: Controversies and Debates on Gender in Modern Indian History, Reformulation of marriage, work, education, vote

**Module IV**
Routes of Feminist Consciousness: Reading from Women’s Voices and Writings of dissent on the Woman Question from social reform, nationalist, peasant and anti-caste movements

**Module V**
Doing Feminist History: Methodological and Conceptual Tools for rewriting history, Rereading archive, memoir, myth, oral history

**Readings:**
• Thapar R., Sakuntala: Texts, Readings, Histories, New Delhi, Kali for Women/ Women Unlimited, 2005.
• Omvedt g., Dalits and the Democratic Revolution : Dr. Ambedkar and the Dalit Movement in Colonial India, New Delhi, Sage, 2004.

**WS 5: Course (Thematic)**

Course (Thematic) would focus on themes outlined as priority areas under the Women’s Studies Programme sanctioned by the University Grants Commission and themes of applied knowledge. The theme would be decided by the Departmental Committee in consultation with students and the course would have the following structure:
• Background, concepts and theoretical perspectives
• Debates on the theme at the global level: Issues and perspectives
• Debates at the national and regional levels: Comparisons and reflections
• Issues in practice
• Working on the theme through field work, archival work, audio-visual materials

**WS 21: Development and Research: Practice and Skills**
Objectives:
This course will

- Introduce students to important Policy documents, Reports –both state and non- state in different sectors.
- Introduce skills to read and analyse these documents.

Module I
Landmark State Reports/Policies on the Women’s Question in India: Understanding social, cultural and political context

Module II
Reports by Non- State Actors: Significance of Shadow Reports/Alternate reports by UN commissions, Ngo’s and social organizations

Module III
Reports/Policies Significant for Indicators of Development: Underlining conceptualization of indicators and measuring of development

Module IV
International Reports and Instruments: Debates around Questions of Gender, Race, International Law and human rights discourse

Module V
Towards policy making and campaign building: Understanding the process of building up of campaign and writing policy recommendations

Readings:

- Aloysius Irudayam S.J., Jayshree P. Mangubhai, Joel G. Lee , 2006, Dalit Women Speak Out: Violence against Dalit Women in India’ New Delhi,NCDHR.
- Bhatt, E. 2006. We are Poor but So Many. New Delhi, Oxford University Press.
• Towards Equality Report, 1975: Introduction, Recommendations and Chapter on Women in the Organized Sector (Published by Government of India)
• Shramshakti Report, 1988: Introduction, Chapter 4 (Published by Government of India)

**WS 23: Inequalities and Exclusions: Gender Perspectives**

*Objectives:*

This course will

• Outline the links between economic, political and social resource control and other manifestations of power that create exclusions
• Map gender as a focal point linking all other exclusions as patriarchal domination creates hierarchies and exclusions within class, caste community and nation.

**Module I**

Structural Inequalities in Indian Society: An introduction to Gender, Caste, Religion and Ethnicity as significant structures

**Module II**

What is Social Exclusion: Understanding it as a concept and process, Key concepts: difference, stigma and notions of othering, intersectionality

**Module III**

Understanding Stigma and Violence: Caste Based Exclusions and its relationship with gender, Denotified and Nomadic communities and historic inequalities

**Module IV**

Understanding Nation and excluded categories: Marginalized and threatened within borders and boundaries, creating the disabled by social and civil invisibilisation, Sexual preference as basis of difference
Module V
Organizing against Exclusion: Claiming Citizenship and Right to live with dignity

Readings:
- Addlakha Renu (2007) *Gender, Subjectivity, and Sexual Identity*: How Young People with Disabilities conceptualise the body, sex, and marriage in urban India, New Delhi, CWDS.
**WS 29: Women's Movement in India: Struggles and Transitions**

**Objectives:** This course seeks to introduce students to the women's movements in India. It tries to understand the centrality of feminist politics in doing women’s studies.

**Module I**
Women’s Movements: Theories and Frameworks: Theories of social movements, new social movements and women’s movements, Women’s studies and women’s movements

**Module II**
Tracing the Routes and Roots of Women's Movement in India: Challenging the waves approach, Mapping historical locations, differential routes and its exclusions

**Module III**
Women's Movement in India: Debates and Campaigns: Issues at stake - violence, work and politics, Engagement with the state and community, Changing modes and strategies

**Module IV**
Women's Movement in India: Challenges and Redefinitions: Difference and dissent- Dalit women talking differently, Women’s movements in the transnational era

**Module V**
Studying Women's Movement in India: Methodological tools for studying movement, Diverse sources and campaign building

**Readings:**


Semester II

WS 6: Feminist Thought and Feminist Theory

Objectives:
This course will
• Introduce students to Feminist thought in different locations
• Equip students with an understanding of feminist social and political theory

Module I
Doing Feminists Theory: Understanding Gender: An Introduction, Questions for mapping feminist theory, Theorizing Sex and Gender: Different Locations and Feminists Debates

Module II
Rights, Violence and Sexuality and Difference: Feminists Debates in Liberalism and Radical and Dominance Approaches, Post structuralism

Module III
Why Class Matters: Feminist Debates in Marxist and Materialist Feminisms, Analyses of class and patriarchy, Debate on gendered division of labour and social reproduction

Module IV
Why Race Matters: Feminist Debates on race, class and nation, Interrogation of ‘whiteness’ of feminist theorization, Conceptualization of intersectionality

Module V
Why region matters: Feminist Debates in Postcolonial Theory, Gendering Colonialism and Redefining Third world, Interrogation of solidarity

Readings:
• Mohanty Chandra Talpade, Feminism Without Borders: Declonizing Theory, Practising Solidarity, New Delhi, Zubaan 2003
• Bhavnani Kumkum, (ed) Feminism and Race, New York, Oxford University Press, 2003

**WS 8: Culture: Gender Perspectives**

**Objectives:**

This course will

- Introduce students to gender perspectives on culture
- Explore the gendered contours of modernity in India by placing within historical and cultural context the production and consumption of popular cultural practices
- Examinediverse approaches to thinking about and analyzing popular cultural phenomena

**Module I**

Interrogating Culture: Basic concepts, approaches to the study of culture, ‘emergence of culture’ in gender studies.

**Module II**

Culture, Gender and Modernity in India: Mapping distinctive meaning of culture in the Indian context and how it laid down the foundation for conceptualizing the Indian nation.

**Module III**

Studying Cultural Practices to understand construction of meaning: Construction of Nation, Nation-state and Gender, Democracy, Modernity and Gender

**Module IV**
Studying Cultural Practices: Consumption, Community, Class and Sexual Economies
Understanding provincial and metropolitan culture, commodity culture and fantasy culture

Module V
Studying Cultural Practices: Understanding the process of building Resistance and Identity formation. Reviewing the challenges by the women’s movement and anti-caste movement to dominant forms of discrimination and cultural practices

Readings:
- Ninan, Sevanti (2007) Overview: Reinventing the Public Sphere in Headlines from the Heartland, Sage: New Delhi, pp 13 to 32 and 290 to 299.

WS 4: Women’s Studies: Concepts and Contexts

Objectives:
This course will
• Develop an understanding that concepts are socially constructed and explore the emergence of concepts in the context of links between women’s movements and Women’s Studies
• Equip students to use the key concepts

Module I
Emergence and Development of Concepts in Women’s Studies: Contexts and Construction, Complex linkages with Social Movements, Feminist concepts across space and time

Module II
Concepts and Contexts: Patriarchy and Gender- Femininities and Masculinities

Module III
Concepts and Contexts: Sexual Division of labour, Public/Private

Module IV
Concepts and Contexts: Caste, Class and Gender, Intersectionality

Module V
Concepts and Contexts: Women’s movements/ Social movements

Readings:
• Banerjee N. Sen S. and Dhawan N. (Edts.), Mapping The Field: Gender Relations in Contemporary India Volume 1, 2 and 3, Kolkatta, Stree Publications.
• Bhasin Kamala 2000, Understanding Gender, New Delhi: Zubaan.
• Chakravarti Uma, 2003,Gendering Caste: Through a Feminist Lens, Kolkatta, Stree Publications.
• Chakravarti Uma (Edt.), 2016, Thinking Gender, Doing Gender: Feminist Scholarship and Practice Today, Hyderabad, Orient BlackSwan.
• John Mary, 2008. Women’s Studies Reader in India: A Reader, New Delhi, Penguin India.
• Khullar M. (Edt.). 2005. Writing the Women’s Movement: A Reader. New Delhi, Zuban

**WS 9: Gender and Dalit Studies**

**Objectives:**
This course will
• Introduce students to the ‘new’ field of dalit studies and its significance for doing gender studies.
• Equip students to understand debates on caste and gender through materials from the dalit public sphere

**Module I**
Emergence of Dalit Studies: New perspectives on history and society in India, Its Relationship to Gender Studies in India

**Module II**
Nation, Caste and Gender: Reviewing Classics on Woman’s Question and Caste Question in Colonial India

**Module III**
Caste, Class and Community (Debates on Violence of Brahmanical Patriarchy, Caste and Marxism, Caste and Hindutva, Conversion, Caste and Woman’s Question)

**Module IV**
Gender, Caste and the Public Sphere: Reading Dalit Literatures, Researching Jalsas, Gayan Parties, Testimonials, Pamphlets, Manifestos, Blogs, Performance Cultures.

Module V
Caste, Gender and Democracy in India
Questions of Citizenship, Political Representation, Internationalization of the Caste Question, Reservation Debate

Readings:
- Bandopadhyaya S., Caste, Culture and Hegemony, Sage, New Delhi, 2003.
- Narayan Badri, Documenting Dissent, IIAS, Shimla.
- Rao Anupama(ed.), 2003, Gender and Caste, New Delhi, Kali for Women
- Rege Shrmila (2013). Against the Madness of Manu, New Delhi : Navayana

WS 10: Course (Thematic)

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- Background, concepts and theoretical perspectives
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- Debates at the national and regional levels: Comparisons and reflections
• Issues in practice
• Working on the theme through field work, archival work, audio-visual materials

**WS 24: Conceptualizing Violence**

**Objectives:**
This course will
• Introduce students to a historical view of violence
• Examine the experiences of violence from the point of view of the idea of ‘bodily integrity’ and demands for justice and dignity.
• Bring to the classroom contingent as well as long-term discussions on violence, from within the women’s movement, women’s studies, and more generally the work of feminist scholars.

**Module I**
Introduction to Forms of Violence: Mapping Perspectives on Violence and understanding issues of consent, agency and victimhood.

**Module II**
Gendered Violence: Mapping violence as tool to maintain patriarchal structures and controlling marginalised and exploited through Caste, Tribe, Religion and Class structures

**Module III**
State and Violence against women: Mapping gendered forms of violence in Post-Independent India, Developmental violence of state and gendered basis of nationhood- focus on North East and Kashmir

**Module IV**
Responding to Violence: Mapping legal campaigns and provisions to combat violence and understanding women’s participation in violence

**Module V**
Languages and discourses of Violence: Metaphoric / symbolic meaning of violence, debate on consent vs. agency, recourse to violence as a tool for transformation, combating state violence

**Readings:**
• Bhasin Kamla and Menon Ritu (2000) *Borders and Boundaries: Women in India’s Partition*, New Delhi, Kali for Women.

**WS 28: Legal Terrains: Gender Concerns**

**Objectives:**
This course will
• Introduce students to feminist debates on legal terrains
• Equip students with a gendered understanding of major legal events and cases in India

**Module I**
Introduction to Feminist Theory and Their Perspectives on Law, Turning the Gaze back on Itself: Race and Gender in International Human Rights Law

Module II
Feminist Terrains in Legal Domain: Introduction to Legal Campaigns and Legal Studies in India, Law as a Subversive Site: Feminist Perspectives

Module III
Women and Law in Colonial India: A Feminist Social History (Labour Legislation, Personal Laws), Social Reform, Sexuality and the State

Module IV
Sexual Violence and the Binary Logic of Law- Rape, Sexual Harassment, Women, Citizenship, Law and the Indian State, Outlaw Women

Module V
Enforcing Cultural Codes - Case of ‘Honour Killings’, Women between Community and the State: Uniform Civil Code Debate

Readings:
- Sangari, K., Politics of the Possible, New Delhi, Tulika, 1999.