India: Culture, Traditions, & Globalization
India through a Gendered Lens
Fall semester

Instructor
Dr. Anurekha Chari Wagh

Credits
Elective course; 4 semester credits

Course Description
This course seeks to introduce students to the diverse Indian culture and society through a gendered lens. It will explore gender relations that are rooted in tradition and culture and the intersectionality of gender with religion and caste so specific to India. Though these are rooted in tradition a slow process of change is taking place by the opening up of the Indian society. In other words, globalization has stirred up not only the Indian economy but also the cultural practices and traditions. In short, the course seeks to explore the connections between gender, changing cultural norms and globalization.

Course Objectives
- To introduce basic concepts of gender and inequality
- To introduce intersectionality of gender, caste and culture
- To introduce the ways in which processes of globalization are culture specific

Required Texts
These texts have been listed in each module and would be provided in the beginning of the course. Classroom sessions will be 20 in number, which will include lecture and discussion.

Course Schedule

Module 1: Doing Gender and Thinking Gender (2 sessions)
Doing Gender in India
Men Doing Feminism

Module 2: The Social Construction of Gender (3 sessions)
Socialization in India: Construction of Femininity and Masculinity

Gender, Caste and Patriarchy

Cultural Reproduction in India

Module 3: Nationalism, Gender, and Ideology (3 sessions)
The Indian Nation, Contending Voices: Women Too as Serious Contenders to the Making of Modern India

Woman as Subject of Social Reform and Nation Building
Reading: Radha Kumar, The History of Doing, pp. 1-30

Bharat Mata: India as a Mother & Being a Mother in India
Readings: Charu Gupta, “The Icon of Mother in late Colonial North India,” Economic & Political Weekly, November 10, 2001; and Radha Kumar, The History of Doing, Chapter 3 "Towards Becoming the Mothers of the Nation," pp 32-52

Module 4: Gender and Violence (3 Sessions)
Violence of Normal Times: Family & Ideas of "Izzat" (honour)

Public Spaces and Sexual Violence

Violence at Workplace – Sexual Harassment
Reading: Sheba Tejani, “Sexual Harassment at the Workplace: Emerging Problems and Debate,” Economic & Political Weekly, October 9, 2004
Module 5: Gender, Health, and Globalization (3 Sessions)

Women's Role and Reproductive Health Policies

Increasing Medicalization of Reproduction

Debate on Surrogacy

Module 6: Media and Gender (2 Sessions)

Culture Identity and Women in Indian Cinema

Caste, Gender and Globalization – Case of Bar Dancers in Mumbai

Module 7: Gender: Emerging Concerns (4 sessions)

Gender, Disability and Rights

Challenges to Women’s Movement: Globalization and Communalism

Queer Politics and State

Rethinking Doing Gender in India: Taking Stock of the Semester
Visit to: Saheli, Sex Workers Organization, Budhwar Peth, Pune
Guest lecture: Bindhumadhav Khire, Queer Activist, Founder Trustee, Samapathik Trust, Pune
Assessment

Evaluation Structure: Four assignments of 25 marks each spread over the semester (total of 100 marks).

Assignment 1 - Journal: Reflections on Exploring India
Highlight interlinkages with race, nationality, gender, religion, and class.

Assignment 2 - Individual Presentation
A current issue as the topic. Essay to be submitted (10 marks) plus presentation using either PPT, chart, or any other means of expression.

Assignment 3 - Research Paper
Topic: Gender Studies in India and United States (2500 words)

Assignment 4 - Choose one:
- Photo Blog: Create a photo blog with 5-10 photos and accompanying narrative describing why the photo is meaningful. The photos explore a theme or issue coherently and should not be a random collection of photos.
- Documentary: Create a short (10-15 minutes) documentary film. The film could include discussions with your family in India, staff, and experts in Pune and/or your own narration of a specific issue.

ACM Policies on Academics

A complete listing of ACM policies can be found in your student handbook.

Class attendance and participation
You are expected to attend and participate fully in all classroom sessions, site visits, and field trips. All lectures will be interactive. Participation of students in every class is encouraged. Readings provided on different topics should be perused before classes so that discussions in class are more informed, critical and interesting. It is essential that students participate fully in coursework and all required academic activities. Excused absences may only be approved by the director, and students are expected to make up any missed work. Unexcused absences will adversely affect your grades.

Expectations from the students
The students should be motivated, and approach learning with responsibility. They should engage critically with their own self and the community (based on classroom lectures, readings, discussion, visits, interaction with people) to be done continuously through the semester. The students are expected to:
- Reflect, question and analyze their own perception of the community and examine the community’s perception of them.
• Reflect on the socio-economic-political issues framing gender concerns in India and US.
• Analyze the ramifications of global gender debates on local gender issues.
• Reflect on learning gender studies in India and US.

**Academic honesty**

Actions of dishonesty are destructive to the well-being of the academic community, and ACM staff respond to them vigorously. Cheating, plagiarism, and other forms of academic theft will result in a failing grade for that assignment and may result in failure for the course.

**ACM Policy on Non-Discrimination**

The Associated Colleges of the Midwest does not discriminate in the operation of its educational programs, activities, or employment on the basis of sex, sexual orientation, gender identity, race, color, religion, national origin, age, veteran status, marital status, or disability.