

SEMESTER – VI

DSC-16 : Discipline Specific Core - 16 Social Movements in India

B.A. (Hons.) Humanities & Social Sciences - Semester VI Cluster Innovation Centre, University of Delhi

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Social Movements in India (UPC: 3122103601)	4	3	1	0	Class XII Pass	NIL
<i>L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code</i>						

Learning Objectives

The learning objectives of this course are as follows:

- Examine the historical, political, and socio-cultural factors that have shaped social movements in India.
- Develop an awareness of the ethical and moral dimensions of social movements and their implications for social justice and equality.
- Explore the diversity of social movements in India, including their goals, strategies, and impact on society.

Learning Outcomes

On completion of this course, students will be able to:

- Identify and analyse different types of social movements in India.
- Assess the impact of social movements on policy changes, social norms, and institutional transformations in India.
- Engage in interdisciplinary thinking by drawing on insights from sociology, political science, history, and other relevant disciplines.

SYLLABUS

Unit I: Conceptualising Social Movements (12 Hours)

- Concept of Social Movements
- Elements of Social Movements
- Social Movements and Social Change
- Methods of classification of Social Movements

Unit II: Social Movements in Ancient and Medieval India (12 Hours)

- Socio-religious Movements: Buddhism and Jainism (Equality and Social Justice, Compassion and Ethical Conduct, Non-violence, Asteya, Aparigraha)
- Bhakti Movement: Rejection of Social Hierarchies, Inclusivity and Syncretism, Social Reforms

Unit III: Social Movements in Modern India (12 Hours)

- Brahmo Samaj: Emancipation of Women
- Arya Samaj: Emphasis on Education
- Satya Shodhak Samaj: Social Equality
- Prarthana Samaj: Emphasis on Bhakti and Karma Yoga
- Ezhava Movement: Political Engagement and Representation

Unit IV: Contemporary Social Movements (09 Hours)

- Tribal Movements and Nation Building
- Environment Movements: Chipko, Bishnoi, Silent Valley, Appiko
- Disability Rights Movement
- Gender Minority Groups Rights Movements

Readings

1. Shah, Ghanshyam, Social movements in India: A Review of the Literature, Sage, 1997
2. Dhanagare D.N., Peasant Movements in India 1920-1950, Oxford University Press, 1983
3. Zelliot Eleanor, From Untouchable to Dalit: Essays on the Ambedkar Movement, Manohar , 1995
4. Crossely, Nick., Making Sense of Social Movements., Open University Press, 2002
5. Ray, Raka and Katzenstein, Mary Fainsod. Social Movements in India: Poverty, Power, and Politics. Oxford University Press, 2005.
6. Rao, M. Raghavendra. Social Reform Movements in India: A Historical Perspective. Rawat Publications, 2002.
7. Roy, Himanshu and Tuteja, K. L. (Eds.). Social Movements in Modern India: A Reader. Oxford University Press, 2018.
8. Pathak, R. D., & Mishra, M. (Eds.). (2011). Indigenous Environmental Movements and Activism: Theory and Practice. Rawat Publications.
9. Singh, Nandita. (2019). "Adivasi Movements and Environmental Politics in India." In
10. N. Singh & T. H. Teh (Eds.), Environment, Development, and Politics in India: A Reader. Cambridge University Press.
11. Lorenzen, David N. (2006). Bhakti Religion in North India: Community Identity and Political Action. State University of New York Press.
12. Dr Nagendra. 2009. Bhartiya Sahitya Ka Smekitik Itihas, Delhi University

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DSC-17 : Discipline Specific Core - 17
Philosophical Debates: Modern and Post-Modern

B.A. (Hons.) Humanities & Social Sciences - Semester VI
Cluster Innovation Centre, University of Delhi

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Philosophical Debates: Modern and Post-Modern (UPC: 3122103602)	4	3	1	0	Class XII Pass	NIL
<i>L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code</i>						

Learning Objectives

The learning objectives of this course are as follows -

- The course will focus on the intersections of power, ideology, and representation in various social and historical contexts.
- The course will introduce students to debates with regard to the marginalised groups.
- The students will develop analytical thinking for academic and research writing amongst the students.

Learning Outcomes

Upon completion of this course, students -

- will be able to engage in constructive and informed discussions on issues related to power, ideology and representation.
- will become more aware of the ethical and political implications of critical theory and its application to real-world situations.
- will develop analytical thinking for academic and research writing.

SYLLABUS

Unit I: Socialist Philosophy (12 Hours)

- Historical Materialism, Alienation
- Ideology and Hegemony, Organic Intellectuals

Unit II: Gender Debates (9 Hours)

- Feminist Critique of Patriarchy
- Performativity, Gender, Subversion

Unit III: Critical Theory (12 Hours)

- Power and Authorship, Discourse, Intertextuality
- Cultural Capital, Social Reproduction

Unit IV: Postcolonial Turn (12 Hours)

- Ethical Representation in the context of Subaltern: Epistemic Violence, Subalternity, Representation
- Orientalism, Colonialism, Essentialism, Othering, Hegemony, Stereotyping

Readings

1. Lohia, R. (1960) *Marx, Gandhi and Socialism*. Hyderabad, India: Navhindi.
2. Said, E.W. (2021) *Orientalism*. London, UK: Penguin.
3. Spivak, G.C. *et al.* (2020) *Can the subaltern speak?* London: Afterall Books.
4. Butler, J. (2015) *Gender trouble: Feminism and the subversion of identity*. New York: Routledge.
5. Foucault, M. (2012) "What is an Author?" London: The Open University.
6. Bourdieu, P. (1993) *The field of cultural production*. New York: Columbia University Press.
7. Woolf, Virginia (2022) *Room of one's own*. S.I.: Indo European Publishing Co.
8. Gramsci, A., Hoare, Q. and Nowell-Smith, G. (2014) *Selections from the prison notebooks of Antonio Gramsci*. New York, NY: International Publishers.
9. Russell, Bertrand (2020) *History of western philosophy*. S.I.: Routledge.
10. Beauvoir, S.de *et al.* (2015) *The second sex*. London: Vintage Books.
11. Bhasin, K. (2009) *Understanding gender*. New Delhi: Women Unlimited.
12. Held, D. (2010) *Introduction to critical theory: Horkheimer to Habermas*. Cambridge: Polity Press.
13. Said, E.W. (2014) *Culture and Imperialism*. London: Vintage Digital.
14. Gutting, G. *Foucault: A very short introduction* (2005). Oxford: Oxford University Press

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DSC-18 : Discipline Specific Core - 18
Human-Digital Interaction

B.A. (Hons.) Humanities & Social Sciences - Semester VI
Cluster Innovation Centre, University of Delhi

Credit Distribution, Eligibility and Pre-requisites of the Course						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Human-Digital Interaction (UPC: 3122103603)	4	3	1	0	Class XII Pass	NIL

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Learning Objectives

This course is designed to help students to:

- Acquire a critical understanding of human-technology interface.
- Examine the impact of human-technology interface on individuals and society.

Learning Outcomes

- Students will be able to develop research skills and methods for studying and evaluating human-digital interaction..
- Students will be able to apply the knowledge and skills gained to improve human-digital interaction experiences.
- Students will be able to explore the legal and ethical issues associated with human-technology interaction.

SYLLABUS

Unit I: Conceptualising Human-Digital Interaction (9 Hours)

Overview of human-digital interaction

Theoretical Foundations - Information Processing Theory, Activity Theory, Social Presence

Key Concepts - user experience, interface design, accessibility

Unit II: Emerging Trends (12 Hours)

Debates and Discussions on the following:

Virtual and Augmented Reality

Natural Language Processing

Artificial Intelligence

Internet of Things

Unit III: Socio-Cultural Impact (12 Hours)

Impacts on Relationships, Communication, Identity, Social
Norms Computer-mediated Habitats and Virtual Communities
Culture in Virtual Spaces
Art and Creativity in Cyberspace

Unit IV: Ethics and Human-Digital Interaction (12 Hours)

Algorithmic Bias
Responsible Design
Accessibility Concerns
Laws and Regulations

Readings

1. Julie A. Jacko, 2012. *The Human-Computer Interaction Handbook: Fundamentals, Evolving Technologies and Emerging Applications*. Taylor & Francis
2. Rogers, Y., Sharp, H., & Preece, J. (2019). *Interaction Design: Beyond Human-Computer Interaction* (5th ed.). Wiley.
3. Norman, D. A. (2013). *The Design of Everyday Things* (Revised and Expanded Edition). Basic Books.
4. Milgram, P., & Kishino, F. (1994). "A taxonomy of mixed reality visual displays." *IEICE Transactions on Information and Systems*, E77-D(12), 1321–1329.
5. Russell, S., & Norvig, P. (2021). *Artificial Intelligence: A Modern Approach* (4th ed.). Pearson.
6. Turkle, S. (2011). *Alone Together: Why We Expect More from Technology and Less from Each Other*. Basic Books.
7. Rheingold, H. (2000). *The Virtual Community: Homesteading on the Electronic Frontier* (Revised Edition). MIT Press.
8. O’Neil, C. (2016). *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy*. Crown Publishing Group.
9. Floridi, L. (2013). *The Ethics of Information*. Oxford University Press.
10. Cipolla-Ficarra, F., Ficarra, M.V., et al. 2017. *Technology-Enhanced Human Interaction in Modern Society*. IGI London

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