

Centre for Women's Studies

Cotton University

Framework Syllabus for Enabler Course

Gender and Society

(U.G. 3rd Semester) BLA Program

Credit – 4 Lecture Classes (45 lectures including tutorials/assignment): 3 lectures / tutorial @ weekly

Intake: 35

Objectives of the Course

The Gender Studies Enabler Course called ***Gender and Society*** aims to educate and equip the UG students of BLA Program with **an interdisciplinary knowledge framework** where they would be introduced to different gender theories and concepts from a humanistic perspective. The course design will draw from the interface of gender and society and shall be grounded in multidisciplinary fields such as community, culture, art, environment and people's everyday lives where the emphasis would be on imparting knowledge to the students based on empirical study materials and practical training methods observed at locations of field based study.

Learning Outcomes of the course

This course on **Gender and Society** would help the students to enhance their abilities to critically think on social and gendered experiences that affect the lives of everyone and would enable them to constructively frame their ideas about and responses to the development of society and community. Gendered perspectives will allow for a fair, equal and just approach to living in the community and also enhance the students' participation and engagement with a conscient knowledge. This enabler course will provide more clarity in dealing with other disciplinary knowledge forms as gender and its relations underpin most lived situations in society and the world, thus providing holistic approaches to life and experiences.

Description

Semester	Course Title- GENDER and SOCIETY (Elective Paper)	L+T+P
SEMESTER III	Module 1 Introduction to Gender and Women's Studies	1+0+0
	Module 2 Readings and Responses: Debates, Conversations and Evolving Perspectives in Gender Studies	0+1+0
	Module 3 Gender, Society and North- East India	1+0+0
	Module 4 Practising Gender	0+0+1
Total Credits		4

Syllabus

Description of modules and contents:

Module 1-

Introduction to Gender and Women's Studies

1. This module would make enquiries into *What is Gender?* and look into **various gender concepts and terminology** such as *Gender Equality, Identity, Intersectionality, Gender Mainstreaming, Gender Budgeting, Glass ceilings, Cisgender, Normativity, Gender bias, Gender Neutral, LGBTQ I, Gender Binary, Masculinities*, etc., and their usages and impact in everyday lives
2. Origin of Gender Studies as academic discipline (World and India); Feminist Discourse / Gender Studies, Centre for Women's Studies, AIWA, IAWS, VAW, WPS, Gender and Sexuality Studies
3. Development and Gender; Different Commissions advocating Women's Rights in India; and Women leaders, Histories of Women, Women in Science and Research

Module 2-

Readings and Responses: Debates, Conversations and Evolving Perspectives in Gender Studies

This module would introduce the students to issues relating to Gender and Environment, Gender and Violence, and Gender and Urban Spaces as a global engagement with the various aspects relating to these.

1. *Gender and Environment* would look into ongoing discussion of ecology, climate change and its impact on different Genders and their lives.
2. *Gender and Violence* would take up contemporary debates on violence, specifically violence against women, and the different laws that are used as a protective measures for women and their safety and security e.g. – Domestic Violence, Dowry Deaths, Human Trafficking, Molestation, Rape, Sexual Harassment at Workplace, CEDAW, UN Protocols etc.,.
3. *Gender and Society* would offer students with multidimensional perspectives and understanding about *Culture, Society, Spaces, and Human Lives* and their gendered implications in everyday lives. Some *representations from literature and art* will be used as examples here in classroom conversations.

Module 3

Gender, Society and North-East India

This module would primarily look into the matrix of ideas and thought relating to society and North-East India. The gendered matrix and the understanding of North-East society, which mostly and mistakenly considered its 8 states as homogenized communities will bring new knowledge via personal narratives, testimonios and North-East literatures. This module would therefore introduce the students and enable them to identify the varying degree of difference and Gendered relations. E.g-

1. *Conflict (Armed and Ethnic) and its Gendered effect; Armed Force Special Power Act (AFSPA) and its repercussions on North-East India and its People.* (Read through literature, media and reports)
2. *Matriarchy and Matrilineal society, Patriarchy and patrilineal society in North-East India; Tribal and Indigenous Women, Status of North- East Women in family and society*
3. *Women leaders of North-east India, Women's organizations of North East India, Migrancy, Indigenous representations, Women's movements*

Module 4

Practising Gender

One compulsory week of doing 'Gender in the City': this is an *experiential school* aimed at developing skills and knowledge of the experiences of gendered communities of people in everyday settings. The pedagogy to be used here is walks / conversation/ participation/ dialogue and observation-based learning which will introduce new elements unavailable in traditional text-books. Learning from the field will be undertaken with group mentors who will introduce and lead the session first for students to absorb the local knowledge and practices and then allow them to discover things on their own. The post-site learning and reflections will be dedicated to the writing of a report on the findings and new learnings to be submitted as

an assignment for the semester. (The methodology is a new pedagogy and has been adopted from HaB's model of learning from participatory, situated and immersed knowledge.

See <https://humanitiesacrossborders.org>)

This would be supplemented by practice classes with the students where the above 4 modules would be tested and verified by the teachers along with the students in forms of Quizzes, Movie screening and discussions, enactment of short plays or skits, poster-making and student symposia on various issues of gender and society, facilitated by regular tutorials and feedback sessions.

Suggested Readings (only indicative)

Aparna Basu and Bharati Rao. 1996. *Women's Struggle*. Manohar, New Delhi.

Ashild Kolas. 2014. Mothers and Activists in the Hills of Assam. *Economic and Political Weekly*. 49 (43/44). 41-48

Flavia Agnes. 2001. *Law and Gender Inequality: the politics of Women's rights in India*.

Oxford University Press.

Flavia Agnes. 2003. *Feminist Jurisprudence: Contemporary Concerns*. Majlis, Mumbai.

Jean Chapman. 2014. Violence Against Women in Democratic India: Let's talk Misogyny. *Social Scientist*. 42 (9/10). 49-61.

Kalpana Kannaviran. 2006. Three-dimensional Family: Remapping a Multidisciplinary Approach to Family Studies. *Economic and Political Weekly*. 41(42). 4427-4433.

Preeti Gill. 2010. *The Peripheral Centre: Voices from India's North-east*. Zubaan: New Delhi.

Rakhee Kalita Moral. 2014. The Woman Rebel and the State: Making War, Making Peace in Assam. *Economic and Political Weekly*. 49 (43/44). 66-73.

Rakhee Kalita Moral. 2020. *Once Upon the Hills: A Handbook of Naga Women's Voices and Visions*. Heritage Publishing House. Dimapur.

Rekha Pappu. 2002. 'Constituting a Field: Women's Studies in Higher Education', *Indian Journal of Gender Studies*. 9. 221-34

