



## **GOA UNIVERSITY**

Sub P.O. Goa University, Taleigao Plateau, Goa 403 206

### **DEPARTMENT OF WOMEN'S STUDIES**

**M.A. Syllabus following the Choice-based Credit System  
Total credits 64 credits**

#### **About Women's Studies:**

Women's Studies in India, is an interdisciplinary field of feminist scholarship designed to facilitate critical thinking and develop new knowledge. The discipline helps students understand the creation and perpetuation of inequalities with the intention to develop in students the capacity and skills to bring about change, create new areas of service and to ultimately impact policy and the discourse on women's development in the country. The programme also aims at creating research capacities for students to engage with the academic discipline of Women's Studies using a variety of pedagogical tools.

#### **Prerequisites for Admission:**

The prerequisite for admission into the M.A. Women's Studies Programme is the minimum prescribed percentage in a Bachelor's Degree in any subject and as per Goa University Ordinance for admission. The entrance test shall be based on general knowledge, analytical ability, logical reasoning and the specific subject syllabus announced on the website.

#### **Semesters and Courses:**

The Department offers a two year M.A. Programme in the subject of Women's Studies taught over 4 semesters. The M.A. Programme is governed by Goa University Ordinances and comprises of the following courses:

## **CORE COURSES**

<b><u>Sr. No.</u></b>	<b><u>Subject Code Course Title</u></b>	<b><u>Number of Credits</u></b>
1.	WSC - 111 Core Concepts in Women's Studies and Feminist Thought	4
2.	WSC - 112 Mapping the Women's Movement	4
3.	WSC - 113 Gender, Development and the State: Issues in the World, India & Goa	4
4.	WSC - 114 Doing Feminist Research	4
5.	WSC - 115 Field Work Skills and Practice	4
6.	WSC - 116 Gender and Marginality	4
7.	WSC - 117 Gender-Sensitive Interventions for Change	4
8.	WSC - 118 Gender, Human Rights and Law	4

## **OPTIONAL COURSES**

<b><u>Sr. No.</u></b>	<b><u>Subject Code Course Title</u></b>	<b><u>Number of Credits</u></b>
1.	WSO - 111 Women's Health: Critical Debates	4
2.	WSO - 112 Gender and Culture	4
3.	WSO - 113 Re-reading History: Feminist Perspectives	4
4.	WSO - 114 A Gender Review of Literature	4
5.	WSO - 115 Gender and Political Processes	4
6.	WSO -116 Gender and Media	4
7.	WSO - 117 Demography, Labour, Work and Gender	4
8.	WSO - 118 Gender, Environment and Ecology	4
9.	WSO - 119 Gender and Education	4
10.	WSO - 120 Women and Violence	4
11.	WSO - 121 Basic Research-enhancing Skills	2
12.	WSO - 122 Gender Sensitivity and Equity	2
<b>DISSERTATION - WSD - 111</b>		<b>8</b>

# WOMEN'S STUDIES COURSE OUTLINES

## CORE COURSES

Programme: M. A (Women's Studies)

Course Code: WSC-111

Title of the Course: CORE CONCEPTS IN WOMEN'S STUDIES AND FEMINIST THOUGHT

Number of Credits: 4

Effective from Academic Year: 2018-19

<b><u>Prerequisites for the course:</u></b>	Students registered for the MA Women's Studies Programme and as per GU Ordinance	
<b><u>Objective:</u></b>	This course will introduce students to the discipline of Women's Studies and its key concepts as well as the development of feminist thought around the world.	
<b><u>Content:</u></b>	<b>Module 1:</b> About Women's Studies: the history of the academic discipline of Women's Studies, development of Women's Studies and its significance in the Indian context - nomenclature of Women's Studies /Gender Studies/ Family Studies, etc. Key Concepts: Nature/Nurture Debate, Sex and Gender, Stereotyping, Patriarchy, Feminism, Gender Essentialism, Equality and Equity, Intersectionality (caste, class, sexual orientation, disability, etc.), Power, Strategic needs vs. Practical needs of women, Access and Control, Levels of Gender Consciousness.	20 hours
	<b>Module 2:</b> Early developments in feminist thought: Liberal, Radical, Socialist, Marxist feminism. Parallels and points of difference.	14 hours
	<b>Module 3:</b> Contemporary developments in feminist thought: Post-modern feminism, black feminist thought, dalit feminism and related areas of scholarship such as queer theory.	14 hours
<b><u>Pedagogy:</u></b>	lectures/assignments/self-study/ games/ films and discussion/ group readings and discussions/ presentations	
<b><u>References/Readings</u></b>	Bhagwat Vidyut. 2004. <i>Feminist Social Thought</i> . Jaipur: Rawat Publications. Bhasin Kamla. 1993. <i>What is Patriarchy?</i> New Delhi: Kali for Women. Bhasin Kamla Online Course: <a href="https://gender-equality-school.teachable.com/p/from-patriarchy-to-equality-be-the-change/">https://gender-equality-school.teachable.com/p/from-patriarchy-to-equality-be-the-change/</a> Bhasin Kamla and Nighat Said Khan. 1986. <i>Some Questions</i>	

	<p><i>on Feminism and its Relevance in South Asia</i>. New Delhi: Kali for Women.</p> <p>Bhavnani Kumkum et. al. 2006. <i>Feminist Futures</i>. New Delhi: Zubaan.</p> <p>Butler Judith. 1990. <i>Gender Trouble: Feminism and subversion of an Identity</i>. Routledge</p> <p>Chakravarty Radha. 2008. <i>Feminism and contemporary women writers</i>. New Delhi: Routledge.</p> <p>Chaudhuri Maitrayee. 2004. <i>Feminism in India</i>. New Delhi: Kali for Women</p> <p>Clough P. 1994. <i>Feminist Thought</i>. Oxford: Blackwell.</p> <p>Connel R. 2009. <i>Gender</i>. Cambridge: Polity Press</p> <p>Davis Kathy. 2006. <i>Handbook of Gender and Women's Studies</i>. London: Sage.</p> <p>Eagleton Mary. 2003. <i>A Concise Companion to Feminist Theory</i>. Malden, MA: Blackwell.</p> <p>Engels F. Origins of Family, Private Property and the State- <a href="https://readingfromtheleft.com/PDF/EngelsOrigin.pdf">https://readingfromtheleft.com/PDF/EngelsOrigin.pdf</a></p> <p>Freedman Jane. 2002. <i>Feminism</i>. New Delhi: Viva Books .</p> <p>Gould Carol C. 1999. <i>Gender: Key Concepts in Critical Theory</i>. New York: Humanity Books.</p> <p>Heckman Susan. 1990. <i>Gender and Knowledge: Elements of Postmodern Feminism</i>, Polity Press: Cambridge.</p> <p>John Mary. 1996. <i>Discrepant Dislocations: Feminism, Theory and Postcolonial Histories</i>. Delhi: Oxford University Press.</p> <p>Lorber Judith. 1991. <i>The Social Construction of Gender</i>. London: Sage</p> <p>McCann Carole Ruth, Kim Seung-Kyung. 2012. <i>Feminist Theory Reader</i>. New York: Routledge.</p> <p>McHugh Nancy Arden. 2007. <i>Feminist Philosophies A-Z</i>. Edinburgh: Edinburgh University Press.</p> <p>Pilcher Jane. 2005. <i>Fifty concepts in Gender Studies</i>. London: Sage.</p> <p>Ray Raka. 2012. <i>Handbook of Gender</i>. New Delhi: Oxford University Press.</p> <p>Shukla Bhaskar A. 2007. <i>Feminism from Mary Wollstonecraft to Betty Friedan</i>. New Delhi: Sarup &amp; Sons</p> <p>Tong Rosemary &amp; Tina Fernandes B. 2018. <i>Contemporary Feminist Thought: A More Comprehensive Introduction</i>. New York: Westview Press</p> <p>V. Geetha. 2002. <i>Gender</i>. Kolkata: Stree.</p> <p>V. Geetha. 2007. <i>Patriarchy</i>. Kolkata: Stree</p>	
<b><u>Learning Outcomes</u></b>	<ol style="list-style-type: none"> <li>1. Students will understand basic concepts in women's studies.</li> <li>2. They will have an understanding of the relevance of women's studies as an academic discipline.</li> <li>3. Students will understand feminism, feminist theories, recent developments in feminist thought and will explore the future of feminism.</li> </ol>	

**Programme:** M. A (Women's Studies)

**Course Code:** WSC-112

**Title of the Course:** MAPPING THE WOMEN'S MOVEMENT

**Number of Credits:** 4

**Effective from Academic Year:** 2018-19

<b><u>Prerequisites for the course:</u></b>	Students registered for the MA Women's Studies Programme and as per GU Ordinance.	
<b><u>Objective:</u></b>	This course will introduce students to the history of liberty, equality, freedom and justice and take the students through the trajectory of the women's movement in the west and will focus on mapping the different phases of the Indian Women's Movement (IWM). Beginning with the emergence of the women's question in colonial India, to issues raised during the Independence movement and women's involvement in the Nationalist struggle for independence, this course will take students through the journey of the IWM post-Independence to the birth of the Autonomous Women's Movement from individual achievements of women to women's issues and movements.	
<b><u>Content:</u></b>	<b>Module 1:</b> Tracing the history of liberty, equality, freedom and justice. Waves of the Feminist Movement in west; (First Wave, Second Wave and Third Wave).	12 hours
	<b>Module 2:</b> Women as beneficiaries and in need of protection. Women's issues in colonial India: sati, bride price, child marriage and the concerns brought about with teenaged mothers, education, plight of widows, religious dedication and prostitution, etc. Social reform movement and women in colonial India (Abbaka Rani, Rani of Jhansi, Anandi bai Joshi, Rasundari Devi, Rukmabai, Pandita Ramabai, Durgabai Deshmukh, Savitribai Phule, etc.)	12 hours
	<b>Module 3:</b> Gender and the Nation. Gandhi and Women. Participation in Nationalist movement. Women leaders. Post-Independence and the birth of the Autonomous Women's Movement. Women's issues, movements and growth of NGOisation.	12 hours
	<b>Module 4:</b> History of Women's Movement in Goa: Issues and Concerns. Contemporary women's movements. Social media: movements and challenges.	12 hours

<b><u>Pedagogy:</u></b>	lectures/assignments/self-study/Role Play/poster and album making/presentations/ group readings and discussions	
<b><u>References/Readings</u></b>	<p>Agnihotri Indu and Vina Mazumdar. 1995.'Changing terms of Political Discourse: Women's Movement in India 1970s - 1990s' EPW, Vol. XXX, No.29, July 22.</p> <p>Alvares Claude. 2002. <i>Fish curry and rice: A sourcebook on Goa, its ecology and life-style</i>. Goa: The Goa Foundation.</p> <p>Bailancho Saad. Issues of the SAAD Newsletters</p> <p>Bassentt Susan. 1986. <i>Feminist Experience: The Women s Movement in Four Cultures</i>. London: Allen and Unwin.</p> <p>Bystydzinski Jill M and Sekhon Joti (eds.) <i>Democratization and Women's Grassroots Movements</i>. 2002. New Delhi: Kali for Women.</p> <p>Desouza Shaila. 2005. <i>A Situational Analysis of Women and Girls in Goa</i>, (Monograph) New Delhi: National Commission for Women. (This document is available online on the NCW website and has been included as there is no other document containing similar information about Goa)</p> <p>Faganis Sondra. 1994. <i>Situating Feminism: From Thought to Action</i>. London: Sage.</p> <p>Forbes Geraldine. 1999. <i>Women in Modern India</i>. Cambridge University Press.</p> <p>Forbes Geraldine. 2005. <i>Women in Colonial India: Essays on Politics, Medicines and Historiography</i>. New Delhi: Chronicle Books.</p> <p>Gandhi Nandita and Nandita Shah. 1992. <i>The Issues at Stake : Theory and Practice in the Contemporary Women s Movement in India</i>. New Delhi: Kali for Women.</p> <p>Government of India. 2011. <i>Goa State Development Report, 2011</i>, Planning Commission of India.</p> <p>Jayawardena Kumari. 2016. <i>Feminism and Nationalism in the Third World</i>. Verso Books.</p> <p>Kannabiran K. 1995. The Judiciary, Social Reform and Debate on Religious Prostitution in Colonial India, in <i>Economic and Political Weekly</i>, Vol.30 (43) 59-61.</p> <p>Khullar Mala. 2005. <i>Writing the Women's Movement a Reader</i>. New Delhi: Zubaan.</p> <p>Krishnraj Maitreyi.2012. The Women's Movement in India: A 100 year History. India: <i>Social Change</i> Vol. 42 (3) Sage, 325-333.</p> <p>Kumar Radha. 1993. <i>The History of Doing 1800 - 1990</i>. New Delhi: Kali for Women.</p> <p>Murthy Laxmi &amp; Rajashri Dasgupta. 2013. <i>Our Pictures, Our Words: A Visual Journey through the Women's Movement</i>. New Delhi: Zubaan</p> <p>Sarkar S.&amp; Tanika Sarkar (eds.).2008. <i>Women and Social Reform in Modern India: A Reader</i>, Indiana University Press</p> <p>Spender Dale.1983.<i>There's Always Been a Women's Movement this Century</i>. London: Pandora Press.</p> <p><i>State of Goa's Health: A Report</i>, 2001. Sangath, Goa, New</p>	

	<p>Delhi: Voluntary Health Association of India.  <i>The State and the Women s Movement in India: A Report.</i>  1995. New Delhi: Indian Association of Women's  Studies.</p> <p>Wilson Elizabeth.1986. <i>Hidden Agendas: Theory, Politics and  Experience in the Women's Movement.</i> London:  Tavistock Publications.</p> <p>Zubaan Archive. 2006. <i>Poster Women: A Visual History of  the Women's Movements in India.</i> New Delhi: Zubaan</p>	
<b><u>Learning Outcomes</u></b>	<ol style="list-style-type: none"> <li>1. The course will help students to understand the current  scenario in India and to trace transitions within the  women's movement.</li> <li>2. Through the course, students will be enabled to develop  a critical understanding of present society from a  gendered lens and understand the growth of the  women's movement in India and Goa in particular.</li> </ol>	

**Programme:** M. A (Women's Studies)

**Course Code:** WSC-113

**Title of the Course:** GENDER, DEVELOPMENT AND THE STATE: ISSUES IN THE WORLD, INDIA AND GOA

**Number of Credits:** 4

**Effective from Academic Year:** 2018-19

<b><u>Prerequisites for the course:</u></b>	Students registered for the MA Women's Studies Programme and as per GU Ordinance.	
<b><u>Objective:</u></b>	This course will introduce students to development concepts and debates and the perspective of engendering development. Students will be introduced to the politics of development in India, gender analysis frameworks, (gender blind, gender neutral and gender redistributive policies), gender mainstreaming and gender budgeting. This course will also introduce the students to a critical understanding of gender issues in Goa in particular as well as the response of the state and women's organisations to these issues. The course will also aim to develop in the students the capacity to identify linkages between social issues, needs, policies and programmes. Case studies of tourism and mining and other local development projects in Goa will be analysed.	
<b><u>Content:</u></b>	<b>Module 1:</b> The 4 <sup>th</sup> World Conference on Women held in Beijing, China in 1995, Platform for Action and the emergence of the empowerment approach to women's development- Women in/and Development (WID and WAD), Gender and Development (GAD), Structural Adjustment Programme, Women Empowerment: Meaning, concepts and objectives of women empowerment. Theories of Development. Globalization and Women in India. National Policy for Women.	12 hours
	<b>Module 2:</b> Women and land rights, feminization of labour: formal and informal labour, issues of livelihood and gender, feminization of poverty, female headed household. MDGs, Gender and Sustainable Development Goals, and its critique.	12 hours
	<b>Module 3:</b> Gender analysis frameworks, gender mainstreaming and gender budgeting. Analysing policy and programme: Gender blind, gender neutral and gender redistributive policies. Development Policy in India: Five year plans, NITI Aayog, National	12 hours



	<p>Commission for Women, Ministry of Women and Child Development, Mahila Shakti Kendra, State Policies and Programmes for Women. Women and micro-finance policies, Self-Help Groups - a critique.</p> <p><b>Module 4:</b> Analysing Goa's budget, Gender and Development Policy in Goa: Analysing tourism policy, mining, construction, casinos, alcohol, SEZ, Regional Plan, Nylon 66, Mopa airport, etc.</p>	12 hours
<b><u>Pedagogy:</u></b>	lectures/assignments/self-study/ group reading and discussions/ audio-visuals.	
<b><u>References/Readings</u></b>	<p>Afshar Haleh.1991.<i>Women, Development and Survival in the Third World</i>. London: Longman.</p> <p>Agarwal Bina et.al. 2007.<i>Capabilities, Freedom &amp; Equality: Amartya Sen's work from a Gender Perspective</i>. Oxford University Press.</p> <p>Alvares Claude. 2002. <i>Fish curry and rice: A sourcebook on Goa, its ecology and life-style</i>. Goa: The Goa Foundation.</p> <p>Baviskar Amita.2004. <i>In the Belly of the River: Tribal Conflicts over Development in the Narmada River</i>. Oxford University Press.</p> <p>Boserup Ester. 2007(Reprint). <i>Women's Role in Economic Development</i>. USA: Earthscan.</p> <p>Das Bhaswati. 2009. <i>Gender Issues in Development</i>. Jaipur: Rawat Publications.</p> <p>Department of Women's Studies, Goa University. 2018. Course pack on Development</p> <p>Eswaran Mukesh.2014. <i>Why Gender Matters in Economics</i>. Princeton University Press.</p> <p>Golombok Susan. 1994. <i>Gender Development</i>. Cambridge: Cambridge University Press.</p> <p>Gupta Amit. 1986.<i>Women and Society: The Developmental Perspective</i>. New Delhi: Criterion Publications.</p> <p>Heptulla Najma. 1992. <i>Reforms for Women: Future Options</i>. New Delhi: Oxford &amp; IBH.</p> <p>Kalpagam U. 2011.<i>Gender and Development in India</i>. Jaipur: Rawat Publications.</p> <p>Kapadia Karin. 2003. <i>The Violence of Development</i>. New Delhi : Zubaan.</p> <p>Kelkar Govind. 2005. Development Effectiveness through Gender Mainstreaming. <i>EPW</i> Vol. XL No.44-45.</p> <p>Krishna Sumi. 2003. <i>Livelihood and Gender: Equity in Community Resource Management</i>. New Delhi: Sage.</p> <p>Phadke Shilpa et.al. 2011. <i>Why Loiter? Women and Risk on Mumbai Streets</i>. New Delhi: Penguin.</p> <p>Rai Shirin. 2008. <i>The Gender Politics of Development</i>. New Delhi: Zubaan.</p> <p>Samyukta A Journal of Women's Studies 2005, Vol. 5(1)</p> <p>Singh Navsharan and Maitrayee Mukhopadhyay. 2007. <i>Gender Justice, Citizenship Development</i>. New Delhi: Zubaan.</p> <p>Tsikata Dzodzi and Pamela Golah. 2010. <i>Land Tenure</i>,</p>	

	<p><i>Gender and Globalisation</i>. New Delhi: Zubaan and IDRC.</p> <p>UNDP 2016. <i>How to Conduct a Gender Analysis</i>.</p> <p>Vishvanathan Nalini et. al. (eds.) 1998. <i>The Women, Gender and Development Reader</i>. London: Zed Books.</p> <p>World Bank. 2002. <i>Engendering Development</i>. Oxford: Oxford University Press.</p>	
<b><u>Learning Outcomes</u></b>	<ol style="list-style-type: none"> <li>1. Students will develop a critical perspective on development, understand Policy making and its impacts for women.</li> <li>2. Students will understand the politics of development issues in Goa and will develop skills to conduct gender analyses of policy and programme.</li> </ol>	

Programme: M. A (Women's Studies)

Course Code: WSC-114

Title of the Course: DOING FEMINIST RESEARCH

Number of Credits: 4

Effective from Academic Year: 2018-19

<b><u>Prerequisites for the course:</u></b>	Students registered for the M.A. Women's Studies Programme and as per GU Ordinance	
<b><u>Objective:</u></b>	This course will aim at equipping students with knowledge of research methods and techniques. The student will be introduced to the nature and purpose of doing feminist research, the politics of knowledge and knowledge creation and the different ways of knowing. They will be taken through the theoretical foundations of feminist research and a critique of conventional research. Feminist research positions both epistemological and methodological will be discussed.	
<b><u>Content:</u></b>	Module 1: What is research ? A critique of conventional research, limitations of methodology of social science, feminist empiricism vs positivism (qualitative vs quantitative research), feminist ethnography, standpoint feminism, situated knowledge, narratives, oral history, discourse analysis, participatory and action research, focus group discussions, grounded theory, self-reflexivity, etc. Reviewing literature on a selected topic.	24 hours
	<b>Module 2:</b> Using unconventional data sources. Research designs and methods (case studies, survey, exploratory studies, diagnostic, experimental and action research). Proposal writing, conducting a pilot study and writing a report.	24 hours
<b><u>Pedagogy:</u></b>	lectures/assignments/self-study/ documentaries and discussion/ group readings and discussions/ presentations	
<b><u>References/Readings</u></b>	Biber Sharlene, Nagy Hesse.2007, <i>Feminist Research Practice</i> . Thousand Oaks: Sage. Brooks Abigail. 2007. <i>Feminist Standpoint Epistemology: Building knowledge and empowerment through women's lived experience</i> , in Sharlene J. Nagy Hesse-Biber and Patricia Lina Leavy (eds.) <i>Feminist Research Practice: A Primer</i> , London: Sage Pub. Code Lorraine. 1995. <i>How do we know? : Questions of method in feminist practice</i> , in Sandra Burt and	

	<p>Lorraine Code (eds.) <i>Changing Methods: Feminist Transforming Practice</i>, 13-44, Canada: Broadview Press.</p> <p>Delamont Sara, Paul Atkinson.2008.<i>Gender and Research</i>. Los Angeles: Sage.</p> <p>Denscombe Martyn. 2003. <i>The Good Research Guide for small scale Social Research Projects</i>. Second Edition. Philadelphia: Open University Press.</p> <p>Haraway Donna J. 1988. <i>Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective</i>. Feminist Studies, Vol.14, No.3 (Autumn), 575-599.</p> <p>Harding Sandra. 1987. Is there a Feminist Method? In <i>Feminism and Methodology</i>. Bloomington and Indianapolis: Indiana University Press. p 1-14</p> <p>Hughes Christina. 2002. <i>Key Concepts in Feminist Theory and Research</i>. London: Sage.</p> <p>Jarvlluoma Helmi.2003. <i>Gender and Qualitative Methods</i>. London: Sage.</p> <p>Kannabiran K., Padmini Swaminathan (eds.). 2017. <i>Re-Presenting Feminist Methodologies: Inter-Disciplinary Explorations</i>. NY: Routledge.</p> <p>Kleinman, Sherryl. 2007. <i>Feminist Fieldwork Analysis</i>. Los Angeles: Sage Publications.</p> <p>Reinharz Shulamit &amp; Lynn Davidman.1992. <i>Feminist Methods in Social Research</i>. Oxford University Press</p> <p>Robert Helen.1986. <i>Doing Feminist Research</i>. London: Routledge.</p> <p>Stanley L. and Sue Wise.1993. <i>Breaking Out Again: Feminist Ontology and Epistemology</i>. London: Routledge.</p> <p>Tannen Deborah.1994.<i>Gender and Discourse</i>. New York: OUP.</p>	
<b><u>Learning Outcomes</u></b>	<p>Students at the end of the course will understand the research process and will develop skills in:</p> <ol style="list-style-type: none"> <li>1. Doing a review of literature and</li> <li>2. Developing a research proposal which will be implemented in the following semester.</li> <li>3. Conducting a pilot study.</li> </ol>	

Programme: M. A. (Women's Studies)

Course Code: WSC-115

Title of the Course: FIELDWORK SKILLS AND PRACTICE

Number of Credits: 4

Effective from Academic Year: 2018-19

<b><u>Prerequisites for the course:</u></b>	Students registered for the M.A. Women's Studies Programme and as per GU Ordinance	
<b><u>Objective:</u></b>	This course will include a component of a minimum of 10 days of field attachment (5 hours per day) as the development of skills and practice in the field is an important aspect of this course. The field experience of each student will be required to be presented to the class through a seminar or other form of presentation so that the students get the opportunity to bring their learning in the field into the classroom. This paper is an integration of theory, field realities and actual field work practice. The development of the necessary knowledge, skills, values and attitudes appropriate to field work practice will be an integral part of this course.	
<b><u>Content:</u></b>	<p><b>Module 1:</b> Social organizations and their administration (Government, NGO and others), National and International funding agencies. Field work techniques: Basics of case work, group work and community organization.</p> <p><b>Module 2:</b> Introduction to psychology: Erikson's theory of psychological development, Sigmund Freud's theory of personality, system's theory, and defense mechanisms. Group dynamics, communication skills, life skill training and values.</p> <p><b>Module 3:</b> Development of skills through field work practice. Maintaining field work diaries and submission of weekly reports.</p>	10 hours  14 hours  Minimum 11 days equivalent to 24 hours
<b><u>Pedagogy:</u></b>	Field work/lectures/assignments/self-study/presentations	
<b><u>References/Readings</u></b>	Bhanti. 1996. <i>Field Work in Social Work Perspective</i> . Udaipur: Raj Publications. DuBois Brenda. 2002. <i>Social Work</i> . Boston: Allyn and Bacon Publication. Garvin Charles D. 2007. <i>Handbook of Social Work with Groups</i> . Jaipur: Rawat Publications Government of India. 1987. <i>Encyclopedia in Social Work</i> .	

	<p>New Delhi: Publication Division (Social Welfare Ministry).</p> <p>Pritchard Colin.1978. <i>Social Work: Reform or Revolution</i>. London: Routledge and Kegan Paul.</p> <p>Singh Anilkumar.1985. <i>Women and Development: Promise and Realities</i>. New Delhi: CWDS.</p> <p>Stroup Herbert. 1960. <i>Social Work: An Introduction to the Field</i>. New York: American Book Company.</p> <p>Subhedar I.S. 2001. <i>Fieldwork Training in Social Work</i>. Jaipur: Rawat Publications.</p> <p>Vishwanathan Maithili.1994. <i>Social Framework and Strategies in Women's Development</i>. Jaipur: Printwell.</p> <p>Wadia A. 1968. <i>History and Philosophy of Social Work in India</i>. Bombay: Allied Publishers.</p>	
<b><u>Learning Outcomes</u></b>	<ol style="list-style-type: none"> <li>1. Field work will provide the student an exposure to ground realities and will provide an opportunity to learn hands on, as also by observation and active participation.</li> <li>2. Field work will help the students to integrate the classroom learning with actual practice. Students under the guidance of field contacts as supervisors will be given the opportunity to experience field situations that may be complex and challenging.</li> <li>3. The course will enable student's self-development and the realization of personal limitations and capabilities.</li> </ol>	

**Programme:** M. A. (Women's Studies)

**Course Code:** WSC-116

**Title of the Course:** GENDER AND MARGINALITY

**Number of Credits:** 4

**Effective from Academic Year:** 2018-19

<b><u>Prerequisites for the course:</u></b>	Students registered for the M.A. Women's Studies Programme and as per GU Ordinance	
<b><u>Objective:</u></b>	The course will discuss identity politics, exclusion and state affirmative action/initiatives for inclusion. Theories of power politics and collective action. Students will be given an exposure to the work of Ambedkar, Phule as well as the lesser heard voices of women in history and contemporary Dalit feminist writings. The course covers the canvas of cultural oppression, ethnic conflict and violence, class exploitation, poverty and disabled persons rights from a gendered lens.	
<b><u>Content:</u></b>	<b>Module 1:</b> Class and Religion: Identity politics, Recognition vs Redistribution. Women factory workers, Domestic Labour: Issues, challenges and lacunae in the law (Domestic Labour Act 2010), class exploitation, poverty and vulnerability, Case studies of gender and religious conflicts in India, Women as targets, Women as custodians of community identity and honor. Politics of food.	12 hours
	<b>Module 2:</b> Intersectionality revisited. Caste and Tribes: Historical roots of caste: Work of Ambedkar and Phule. Caste and Gender. Contemporary Dalit voices. Issues of tribal women, Forest and Wildlife Acts vs Livelihood. Field Trip.	20 hours
	<b>Module 3:</b> Sex: Transgender Rights, <i>Hijra</i> Community in India, Lesbian, Gay, Bi-sexual Transgender, Queer, Inter-sexed A-sexual (LGBTQIA): Recent debates and trends. National Legal Services Authority of India (NALSA) Act.	6 hours
	<b>Module 4:</b> Disability and Senior Citizens: Contemporary debates on rights, inclusion. Disability and gender, State response to disabled persons issues, National Policy for Persons with Disability 2006, Disability Act 2016, Senior Citizen 2010.	10 hours
<b><u>Pedagogy:</u></b>	lectures/assignments/self-study/ documentaries, films and discussion/ group readings and discussions/ presentations/ field trip	

<p><b><u>References/Readings</u></b></p>	<p>Ambedkar B.R. 1917. <i>Castes in India: Their Mechanism, Genesis and Development</i>. New Delhi: Critical Quest.</p> <p>Ambedkar B.R. 1944. <i>Annihilation of Caste</i>. New Delhi: Critical Quest.</p> <p>Ambedkar BR. 1945. <i>What the Congress and Gandhi have done to the Untouchables</i>. New Delhi: Critical Quest.</p> <p>Baghel Indu. 2009. <i>Dalit Women in Panchayati Raj</i>. New Delhi: Jnanada Prakashan.</p> <p>Chakravarti Uma. 2003. <i>Gendering Caste: Through a Feminist lens</i>. Kolkata: Stree</p> <p>D. Das and S B Agnihotri. 1998. Physical Disability: Is there a gender dimension. <i>EPW</i> Vol - XXXIII No. 52, Sept. 26.</p> <p>Fraser Nancy. 1997. Recognition from Redistribution to Recognition? : Dilemmas of Justice in a "Post-socialist" Age. Chapter I in <i>Justice Interruptus</i>. New York: Routledge. <a href="http://ethicalpolitics.org/blackwood/fraser.htm">http://ethicalpolitics.org/blackwood/fraser.htm</a></p> <p>Ghai Anita. 2015. <i>Rethinking Disability in India</i>. New Delhi: Routledge.</p> <p>Ghai Anita. 2003 <i>(Dis)embodied Form: Issues of Disabled Women</i>. New Delhi: Har- Anand Publications.</p> <p>Gore, M.S. 1993. <i>The Social Context of Ideology: Ambedkar's Social and Political Thought</i>. New Delhi: Sage Publication</p> <p>Gupta Charu.2016.<i>Gender of Caste: Representing Dalits in Print</i>. University of Washington Press.</p> <p>Guru Gopal. 2004. <i>Dalit Cultural Movement and Dalit Politics in Maharashtra</i>. Mumbai: Vikas Adhyayan Kendra.</p> <p>Hans Asha. 2015. <i>Disability. Gender and the Trajectories of Power</i>. India: SAGE Publications.</p> <p>Kelkar Govind. 1991. <i>Gender and Tribe: Women, Land and Forests in Jharkhand</i>. New Delhi: Kali for Women.</p> <p>Majeed Akhtar. 2002. <i>Nation And Minorities India's Plural Society and Its Constituents</i>, New Delhi: Kanishka Publishers.</p> <p>Mani Kumar Kalanand &amp; Fredrick Noronha.2008. <i>Picture-Post Card Poverty, Unheard Voices Forgotten Issues from Rural Goa</i>. Goa 1556.</p> <p>Manju Subhash. 1988. <i>Rights of Religious Minorities in India</i>, New Delhi: National Book Organisation.</p> <p>Massey I.P. 2002. <i>Minority Right Discourse</i>, Shimla: Indian Institute of Advanced Study.</p> <p>Mehrotra Nilika. 2004. Women, Disability and Social Support in Rural Harayana. <i>EPW</i>. Vol. XXXIX No. 52, December 25.</p> <p>Meyerowitz Joanne. 1980. <i>How Sex Changed: A History of Trans-sexuality in the United States</i>. New Delhi: Kanishka.</p> <p>Nongbri Tiplut. 2003. <i>Development, Ethnicity and Gender: Select essays on Tribes in India</i>. Jaipur: Rawat.</p> <p>Rajan, Nalini. 2002. <i>Democracy and the Limits of Minority Rights</i>, New Delhi: SAGE Publications.</p> <p>Raju Saraswati.2011.<i>Gendered Geographies: Space and Place in South Asia</i>. Oxford University Press</p> <p>Rao Anupama. 2003. <i>Gender and Caste</i>, New Delhi: Kali for</p>	
--	---	--



	<p>Women and Book Review Literary Trust.</p> <p>Rege Sharmila.2013. <i>writing caste/writing gender: narrating dalit women testimonies</i>. New Delhi: Zubaan.</p> <p>S Mitra and Usha Sambamoorthi. 2006. Employment of persons with Disabilities. <i>EPW</i> Vol- XLI No. 03 Jan 21.</p> <p>Sathyamurthy T. 1996. <i>Region, Religion, Caste, Gender and Culture in Contemporary India</i>. Oxford: Oxford University Press.</p> <p>Shah Ghanshyam. 2001. <i>Dalit Identity and Politics</i>. New Delhi: Sage Publication.</p> <p>Teich Nicholas.2012. Transgender 101: A Simple Guide to the Complex Issue. Columbia University Press</p> <p>Thakur R.N. 1999. <i>Plight of the Minorities Problems and Grievances in their Education</i>. New Delhi: Gyan Publishing House.</p> <p>Vempeny Sebastian. 2003. <i>Minorities in Contemporary India</i>. India: Kanishka Publishing House.</p> <p>WHO. 2001. <i>International Classification of Functioning, Disability and Health</i>.</p>	
<b><u>Learning Outcomes</u></b>	<ol style="list-style-type: none"> <li>1. The students will be introduced to theories on gender, intersectionality and difference with a focus on marginalized sections based on class, religion, caste, tribe, sex, age, and disability in particular.</li> <li>2. The field trip will sensitize students to the socio-economic realities faced by marginalized people.</li> </ol>	

Programme: M. A. (Women's Studies)

Course Code: WSC-117

Title of the Course: GENDER-SENSITIVE INTERVENTIONS FOR CHANGE

Number of Credits: 4

Effective from Academic Year: 2018-19

<b><u>Prerequisites for the course:</u></b>	Students registered for the M.A. Women's Studies Programme and as per GU Ordinance	
<b><u>Objective:</u></b>	This course will introduce students to participatory methods and tools (including participatory reflection and action: PRA) to bring about change and the objective of this course is to encourage students to create campaigns, group dynamic games and other gender sensitization and gender analytical tools, as well as programmes for gender equality that can be used with various groups of stakeholders. Students will work on group projects as well as individual assignments. The students will be encouraged to use various media, address different target groups. This course is completely project based. Students will be expected to use the tools created for the target audience during their Gender-Sensitive Interventions for Change (GSIC) projects. In the final month of the course, the students will self-assess the impact of the intervention created with guidelines followed for the assessment.	
<b><u>Content:</u></b>	<b>Module 1:</b> Participatory Workshops to learn the use of different participatory tools: Social Mapping, Simulation games, group dynamic sessions, skits and songs, flexi flans, 3 pile sorting cards, story with a gap. Modelling tools to match target group. What is Corporate Social Responsibility (CSR)? Project creation for CSR activities.	24 hours
	<b>Module 2:</b> Intervention for Change and Tool Creation	24 hours
<b><u>Pedagogy:</u></b>	Participatory Tools and Workshop Planning/ designing games for participatory learning/ Project implementation in the field /assignments/self-study/ group discussions/ presentations	
<b><u>References/Readings</u></b>	<i>Gender Analysis Framework:</i> <a href="http://socialtransitions.kdid.org/sites/socialtransitions/files/resource/files/bk-gender-analysis-frameworks-010199-en.pdf">http://socialtransitions.kdid.org/sites/socialtransitions/files/resource/files/bk-gender-analysis-frameworks-010199-en.pdf</a> Grambs Jean. 1976. <i>Teaching About Women in the Social Studies : Concepts, Methods and Materials</i> . Virginia: National Council for the Social Studies. <a href="http://hcfp.gov.in/downloads/manuals/Training_Manual_on_Gender_Sensitization.pdf">http://hcfp.gov.in/downloads/manuals/Training_Manual_on_Gender_Sensitization.pdf</a> <a href="http://ncw.nic.in/pdfreports/gender%20sensitization%20of%20police%20officers.pdf">http://ncw.nic.in/pdfreports/gender%20sensitization%20of%20police%20officers.pdf</a> <a href="http://timesfoundation.indiatimes.com/articleshow/1254836.cms">http://timesfoundation.indiatimes.com/articleshow/1254836.cms</a> Murthy Ranjani K. 2001. <i>Building Women's Capacities</i> . New Delhi: Sage	

	<p>Publications.</p> <p><a href="http://www.dfggmoi.gov.kh/documents/Learning-Theme-01/1-Handout/Module4-SA-Tools/Module4-8-SA-Tool-En/M4-1-Participatory-Planning-6-Handout-En.pdf">http://www.dfggmoi.gov.kh/documents/Learning-Theme-01/1-Handout/Module4-SA-Tools/Module4-8-SA-Tool-En/M4-1-Participatory-Planning-6-Handout-En.pdf</a></p> <p>Srinivasan Lyra. 1990. Tools for Community Participation: A Manual for Training Trainers in Participatory Techniques. UNDP PROWESS.</p> <p>Srinivasan Lyra. 1992. A Monograph for Decision Makers on Alternative Participatory Strategies. UNDP PROWESS</p>	
<b><u>Learning Outcomes</u></b>	<ol style="list-style-type: none"> <li>1. The students will develop confidence to implement gender sensitive projects of their own creations in a variety of settings to bring about change.</li> <li>2. Students will be able to develop projects of their choice which they can propose for CSR activities.</li> <li>3. Students will develop creative and innovative games to translate and facilitate participatory learning.</li> </ol>	

**Programme:** M. A. (Women's Studies)

**Course Code:** WSC-118

**Title of the Course:** GENDER, HUMAN RIGHTS AND LAW

**Number of Credits:** 4

**Effective from Academic Year:** 2018-19

<b><u>Prerequisites for the course:</u></b>	Students registered for the M.A. Women's Studies Programme and as per GU Ordinance	
<b><u>Objective:</u></b>	In this course students will be introduced to the international discourse on human rights and will focus specifically on the Convention on the Elimination of Discrimination against Women (CEDAW), Vienna Declaration and the Beijing Platform for Action (BPFA, 1995) and initiatives for 'gender mainstreaming' while also looking at the principles of equality and non-discrimination as reflected in the Universal Declaration of Human Rights (UDHR), International Convention for Economic, Social and Cultural Rights (ICESCR) and International Convention on Civil and Political Rights (ICCPR). Issues related to enforcement of existing international approaches to advancing women's rights. Within the Indian context, students will be introduced to the law (sections of the Indian Penal Code specifically dealing with women's rights, various acts for the prevention of crime and protection of women's rights as well as landmark judgments). Some of the other issues that this course will address are: history and culture of silence related to crimes against women, need for anonymity of the victim, substantive equality and politics of affirmative action and positive discrimination through women specific laws and supreme court guidelines such as: the Protection of women from Domestic Violence Act 2005, ITPA, Vishaka Judgment, etc. Landmark cases of human rights violations. The family law in Goa will also be critically analysed.	
<b><u>Content:</u></b>	<b>Module 1:</b> Understanding Law - substance, structure and culture of law; women's experiences and conceptualization of human rights including rights under the Constitution of India. Principles of substantive equality and non-discrimination, progressive realization of rights. Interrogating the public-private divide. Intersectionality and law.	12 hours
	<b>Module 2:</b> The UN system, International discourse on	12 hours

	<p>human rights: UN Declaration of Human Rights, ICESCR, ICCPR Convention on the Elimination of Discrimination against Women (CEDAW), Vienna Declaration. Critical debates around universalism and cultural relativism. Reports, alternate reports and shadow reports</p> <p><b>Module 3:</b> Access to justice: National Human Rights Institutions - Paris Principles, Constitution of India and legal systems, women specific legislation such as Protection of Women from Domestic Violence Act, 2005, and Sexual Harassment of Women at the Workplace (Prevention, Prohibition and Redressal) Act, 2013, or even general legislation (such as the Food Security Act, etc.).</p> <p><b>Module 4:</b> Critical assessment of law from a rights perspective. Family Laws of Goa, Indian Penal Code, The Immoral Traffic (Prevention) Act 1956, Dowry Prohibition Act 1961, Indecent Representation of Women (Prohibition) Act 1986. The Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act 1989.</p>	<p>12 hours</p> <p>12 hours</p>
<b><u>Pedagogy:</u></b>	lectures/assignments/self-study/ films, documentaries and discussion/ group readings and discussions/ presentations/ human rights café/role play	
<b><u>References/Readings</u></b>	<p>Agnes Flavia, Shoba Venkatesh Ghosh. 2012. Negotiating Spaces. New Delhi: Oxford University Press</p> <p>Agnes Flavia. 1999. <i>Law and Gender inequality: The politics of women s rights in India</i>. New Delhi: Oxford University Press.</p> <p>Haksar Nandita. 1986. <i>Demystification of Law for Women</i>. New Delhi: Lancer Press.</p> <p>International Dalit Solidarity Network - Cordaid, National Campaign on Dalit Human Rights. 2007. Note prepared for 11<sup>th</sup> Session of the Human Rights Council.</p> <p>Kannabiran Kalpana, 2012. Tools of Justice: Non-discrimination and the Indian Constitution. New Delhi: Routledge.</p> <p>Kannabiran Kalpana (ed.). 2013. Women and Law: Critical Feminist Perspectives. New Delhi: Sage.</p> <p>Mackinnon Catherine and Anne C. Herrmann. 2000. <i>Sex Equality: On Difference and Dominance in Theorizing Feminism: Parallel Trends in Humanities and Social Sciences</i>, Westview Press</p> <p>Mapp Susan C. 2008. <i>Human Rights and social Justice in a Global Perspective</i>. New York: Oxford University Press.</p> <p>National Law School. Vols. I to IV Gender, Human Rights and the Law.</p> <p>Parashar Archana &amp; Amita Dhanda (ed.), 1999. <i>Engendering Law: Essays in Honour of Lotika Sarkar</i>. New Delhi:</p>	

	<p>Eastern Book Company  PLD. 2017. Rape Law and Constructions of Sexuality.  Reilly Niamh. 2009. Women's Human Rights: Seeking Gender Justice in a Globalising Age. UK: Polity Press.  Sathe S. 1993. <i>Towards Gender Justice</i>. Bombay: Research Centre for Women s Studies.  Seth Leila. 2014. Talking of Justice: People's Rights in Modern India. New Delhi: Aleph Book Company</p>	
<b><u>Learning Outcomes</u></b>	<ol style="list-style-type: none"> <li>1. Students will understand the concepts of human rights in terms of equal opportunities and result equality for women.</li> <li>2. Students will develop the skills to analyse the existing laws and the legal system for substance, structure and culture of the law, so as to appreciate empowering characteristics of the law, while also locating the lacunae in the the law and legal systems, in order to monitor and lobby for advancing women's rights.</li> </ol>	

## OPTIONAL COURSES

**Programme:** M. A. (Women's Studies)

**Course Code: WS0-111**

**Title of the Course:** WOMEN'S HEALTH - CRITICAL DEBATES

**Number of Credits: 4**

**Effective from Academic Year: 2018-19**

<b><u>Prerequisites for the course:</u></b>	Student should be registered with Goa University Post-Graduate Programme	
<b><u>Objective:</u></b>	The course discusses the debates around health policy and programme in India and stresses the potential for women's agency and autonomy with respect to improving their health and environments.	
<b><u>Content:</u></b>	<b>Module 1:</b> Health, Gender and Power: Discrimination, Food access and Health. Traditional medicine: women and the power of knowledge over traditional health systems, family kitchens, pregnancy and childbirth etc. Harmful traditional practices and women's health. Women's bodies as sites of control -menstruation, family planning and contraceptive technology. The gender of health care providers.	12 Hours
	<b>Module 2:</b> Health Policy in India: Welfare to Empowerment, Family Planning, Surrogacy Laws, Maternity Benefit Act. Reproductive health and health care. Debates around Pre-Conception and Pre-Natal Diagnostic Test (PCPNDT) Act, abortion and medical termination of pregnancy. Women's health and the global environment. Medicalization of women's health concerns. Women as consumers of health care and health insurance.	12 Hours  14 Hours
	<b>Module 3:</b> Women's Experience and Health: Health and Violence: Psychological concerns and women coping with stress (pre-menstrual syndrome, post-natal depression and other mental health concerns): Alcoholism, drug abuse. Lifestyle and health including sterility. Special issues in women's health (menopause, cervical and breast cancer, hysterectomy, violence, AIDS and aging). Occupational health concerns (women in construction, mining etc.) and health issues of marginalized women (commercial sex workers, women living in remote locations, etc.)	10 Hours

	<b>Module 4:</b> Understanding health from available data sources (sex ratio, mortality, morbidity, hygiene and sanitation, etc.): WHO, NFHS, DLHS, State Health Intelligence Bureaus etc. State health related schemes and programmes.	
<b><u>Pedagogy:</u></b>	lectures/brain-storming sessions/assignments/self-study/ documentaries and discussion/ group readings and discussions/ poster making/presentations	
<b><u>References/Readings</u></b>	<p>Andrist Linda. 1997. A Feminist Model for Women's Health Care in <i>Nursing Inquiry</i>. Vol. 4. Pp. 268-277</p> <p>Conrad Peter. 2001. <i>The Sociology of Health &amp; Illness</i>. New York: Worth Publishers.</p> <p>Desouza Shaila (ed.) 2006. <i>Women's Health in Goa: A Holistic Approach</i>. New Delhi: Concept Publishers.</p> <p>Desouza Shaila. 2005. <i>A Situational Analysis of Women and Girls in Goa</i> (Monograph) New Delhi: National Commission for Women. (This document is available online on the NCW website and has been included as there is no other document containing similar information about Goa)</p> <p>Dubriwny Tasha N. 2013. <i>The Vulnerable Empowered Woman: Feminism, Postfeminism, and Women's Health</i>. USA: Rutgers University Press.</p> <p>Hankivsky Olena. 2012. Women's Health, Men's Health, and Gender and Health: Implications of Intersectionality in <i>Social Science &amp; Medicine</i>. Elsevier. Vol. 74 (12), pp. 1712-1720.</p> <p>Inhorn Marcia C. 2006. Defining Women's Health: A Dozen Messages from More than 150 Ethnographies in <i>Medical Anthropology Quarterly</i>. New Series. Vol. 20 (3) pp. 345-378.</p> <p>Karkal Malini (ed.) 1995. <i>Our health: How does it count? In Our Lives Our Health</i>. Coordination Unit. World Conference on Women - Beijing 95.</p> <p>Lingam Lakshmi. 2002. Towards understanding women's health: Critical Overview of Women's Studies. <i>Samyukta</i>. Vol.2 No.1. pp. 51-68.</p> <p>Malwande Alaka Basu. 1995. Women's roles and the gender Gap in Health and Survival in Monica Das Gupta, Lincoln Chen and T.N Krishnan (eds.) <i>Women's Health in India: Risk &amp; Vulnerability</i>. New Delhi: Oxfam.</p> <p>Mathur Kanchan. 2008. Gender Hierarchies and Inequalities: Taking Stock of Women's Sexual and Reproductive Health in <i>Economic and Political Weekly</i>, Vol. 43(49) (Dec. 6 - 12, 2008), pp. 54-61</p> <p>Narayanan Harini. 2011. 'Women's Health, Population Control and Collective Action' in <i>EPW</i>, 46(8).pp.39-47.</p> <p>Poirier Suzanne. 2003. 'Bringing Activism Inside the Academy: Teaching Women's Health to Health Professionals' in <i>Women's Studies Quarterly</i>, Women, Health, and Medicine: Transforming Perspectives and Practice Vol. 31(1/2) (Spring - Summer, 2003), pp. 194-207.</p> <p>Sagar Alpana, Qadeer Imrana. 2004. 'Review: Women's Health in India' in <i>Economic and Political Weekly</i>, Vol. 39,</p>	



	<p>No. 46/47 (Nov. 20-26, 2004), pp. 4994-4995</p> <p>Sangath. 2001. <i>State of Goa's Health: A Report</i>, 2001. New Delhi: Voluntary Health Association of India.</p> <p>Sen Geetha et. al. (ed.) 1994. <i>Population Policies Reconsidered: Health, Empowerment and Rights</i>. Boston: Harvard School of Public Health.</p> <p>Sherwin Susan et. al. 1998. <i>The Politics of Women's Health: Exploring Agency and Autonomy</i>. Philadelphia: Temple University Press</p> <p>White Kevin. 2009. <i>An Introduction to the Sociology of Health and Illness</i>. Los Angeles: Sage Publications</p> <p>WHO Gender and Health:  <a href="http://whqlibdoc.who.int/publications/2009/9789241563857_eng.pdf">http://whqlibdoc.who.int/publications/2009/9789241563857_eng.pdf</a></p>	
<b><u>Learning Outcomes</u></b>	<ol style="list-style-type: none"> <li>1. This course will help students get a better understanding of the politics of gender and health of women as well as the politics of health care.</li> </ol>	

Programme: M. A (Women's Studies)

Course Code: WSO-112

Title of the Course: Gender and Culture

Number of Credits: 4

Effective from Academic Year: 2018-19

<b><u>Prerequisites for the course:</u></b>	Student should be registered with Goa University Post-Graduate Programme	
<b><u>Objective:</u></b>	Students will be introduced to theoretical positions on the understanding of culture and the methods for a gender analysis of cultural practices. Students will traverse the canvas of a variety of dimensions within custom and tradition and community identity such as the gender politics of language, dress, beauty, practices around menstruation, folklore, entertainment and festivals etc.	
<b><u>Content:</u></b>	<b>Module 1:</b> What is Culture? Diverse understandings of culture. Raymond William's uses of culture. Definitions of culture in Anthropology. Culture in conventional and critical theory. An Introduction to Cultural Theory: a) Socio-biological, b) Psychoanalytical and c) Sociological Theories.	12 hours
	<b>Module 2:</b> Doing a gender analysis of culture: Understanding Culture from studying one's own - Tradition, Cultural Practices and Gender. The politics of exclusion. Folklore, gender and culture.	12 hours
	<b>Module 3:</b> Cultural Theory: Durkheim, Karl Marx, Max Weber, George Simmel - Action and Human Agency Theories on Culture.	12 hours
	<b>Module 4:</b> Gender politics of language. Dress, Beauty, Sport, Entertainment, other gender discriminatory practices that continue around the world - a critical perspective.	12 hours
<b><u>Pedagogy:</u></b>	lectures/individual assignments/self-study/films and discussions/ group projects/public presentations and campaigns	
<b><u>References/Readings</u></b>	Arnot Madeleine. 2002. <i>Reproducing Gender</i> . London: Routledge. Coates Jennifer. 1986. <i>Women, Men and Language: A Sociolinguistic Account of Sex Differences in Language</i> . London: Longman. Flueckiger Joyce. 1996. <i>Gender and Genre in the Folklore of Middle India</i> . New Delhi: Oxford University Press.	

	<p>Gilman Charlotte P. 2002. <i>The Dress of Women: A Critical Introduction to the Symbolism and Sociology of Clothing</i>. Westport, Connecticut, London: Greenwood Press.</p> <p>Goddard Angela. 2009. <i>Language and Gender</i>. London: Routledge.</p> <p>Handoo Lalita. 1999. <i>Folklore and Gender</i>. Mysore: Zooni Publications.</p> <p>Kauffman Linda. 1989. <i>Gender and Theory: Dialogues on Feminist Criticism</i>. Oxford: Basil Blackwell.</p> <p>Leslie Julia. 2002. <i>Invented Identities: The interplay of gender, religion and politics in India</i>. New Delhi: Oxford University Press.</p> <p>Madan T. N. 2011. <i>Sociological Traditions</i>. New Delhi: Sage Publications.</p> <p>N Jayaram (ed.) 2011. <i>Diversities in the Indian diaspora</i>. New Delhi : Oxford University Press</p> <p>Palriwala Rajni. 1996. <i>Shifting Circles of Support: Contextualising Gender and Kinship in South Asia and Sub-Saharan Africa</i>. New Delhi: Sage Publications.</p> <p>Poynton Cate. 1989. <i>Language and Gender: Making the Difference</i>. Oxford: Oxford University Press.</p> <p>Rajan Rajeswari. 1993. <i>Real and Imagined Women: Gender, Culture and Post-colonialism</i>. London Routledge.</p> <p>Smith Philip, 2000, <i>Cultural Theory: An Introduction</i>. NY:Blackwell (Introduction and Chapter 1 pp 1-21)</p> <p>Thapan Meenakshi. <i>Embodiment: Essay on Gender and Identity</i>. New Delhi: Oxford University Press.</p>	
<b><u>Learning Outcomes</u></b>	<p>1. This course will enable the students to have a critical understanding of culture and will equip them with skills for the methodological analysis of cultural practices from a gendered perspective.</p>	

**Programme:** M. A. (Women's Studies)

**Course Code:** WS0-113

**Title of the Course:** RE-READING HISTORY: FEMINIST PERSPECTIVES

**Number of Credits:** 4

**Effective from Academic Year:** 2018-19

<b><u>Prerequisites for the course:</u></b>	Student should be registered with Goa University Post Graduate Programme	
<b><u>Objective:</u></b>	This course will introduce students to feminist social history. The course aims to enable students to further develop their skills in critical analysis and understand the role that this exclusion of women from history has played in shaping the understanding of society.	
<b><u>Content:</u></b>	<b>Module 1:</b> In search of our past: Gender as a critical category in historical analysis. Debates in Feminist Historiography.	12 hours
	<b>Module 2:</b> Understanding history from unconventional sources (photos, diaries, recipe books, clothes, jewelry and other personal objects)	12 hours
	<b>Module 3:</b> Re-writing History: Contributions of feminists to the rediscovery of women's voice in history: Indian feminist contributions to rewriting history.	12 hours
	<b>Module 4:</b> Selection of texts and analytical skill development. Gender Analysis of school history text	12 hours
<b><u>Pedagogy:</u></b>	lectures/assignments/self-study/ documentaries and discussion/ group readings and discussions/ presentations	
<b><u>References/Readings</u></b>	Chakravati Uma. 2006. <i>Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient' India</i> . New Delhi: Tulika Books. V. Geetha, S Rajdurai. 1998 . <i>Towards Non -brahmin Millenium</i> . Culcutta, Samay,. Lerner Gerda.1986. 'The Creation of Patriarchy'. In <i>Women and History</i> . New York: Oxford University Press. Moon M., Pawar Urmila. <i>We also made history</i> . New Delhi, Zubaan Morgan S. (ed) 2006. <i>The Feminist History Reader</i> , London, Routledge. Omvedt Gail. 2004. <i>Dalits and Democratic Revolution: Dr. Ambedkar and Dalit Movements in Colonial India</i> . New Delhi: Sage. Ray Bharati. 1995. <i>From the seams of History: Essays on</i>	

	<p><i>Indian Women</i>. New Delhi: Oxford University Press.</p> <p>Roy Kumkum. 2010. <i>The Power of Gender and the Gender of Power: Explorations in Early Indian History</i>. New Delhi: Oxford University Press.</p> <p>Sangari K. 1990. Mirabai and the Spiritual Economy of the Bhakti. <i>Economic and Political Weekly</i>, July 7, 1464-1475 and July 14, 1537-1552</p> <p>Sangari Kumkum and Sudesh Vaid (eds.). 1989. <i>Recasting Women: Essays in Colonial History</i>. New Delhi: Kali for Women.</p> <p>Scott Joan Wallach (ed). 1996. <i>Feminism and History</i>. New York: Oxford University Press.</p> <p>Spivak Gayatri C. 1985. 'Subaltern Studies: Deconstructing Historiography', in <i>Writings on South Asian History and society</i>, Ranajit Guha (ed). New Delhi: Oxford University Press. pp. 330-363.</p> <p>Stearns Peter N. 2010. <i>Gender in World History</i>. New York: Routledge.</p> <p>Thapar R. 1999. <i>Sakuntala: Texts, Readings, Histories</i>. New Delhi: Kali for Women/Women Unlimited.</p>	
<b><u>Learning Outcomes</u></b>	<ol style="list-style-type: none"> <li>1. Students will learn about the women's contribution to Indian history.</li> <li>2. Students will learn to analyse critically the process of writing history.</li> <li>3. They will develop the skills to use unconventional research tools to understand women's contribution in the society.</li> </ol>	

Programme: M. A. (Women's Studies)

Course Code: WSO-114

Title of the Course: A GENDER REVIEW OF LITERATURE

Number of Credits: 4

Effective from Academic Year: 2018-19

<b><u>Prerequisites for the course:</u></b>	Student should be registered with Goa University Post Graduate Programme	
<b><u>Objective:</u></b>	This course aims to develop in students the understanding of how to read any literary text from a gender perspective. Highlighting the politics of exclusion of women, the male dominant narratives, students will explore the cultural, social, economic, political and psychological biases inherent in the field of literature. The course will analyse and interpret the various kinds of writings and oral narratives of women across time.	
<b><u>Content:</u></b>	<b>Module 1:</b> Women in Literature: Feminist literary criticism, the history of feminist literary criticism, different phases of feminist literary criticism (men's treatment of women, 'gyno-criticism', the 'mad' woman, etc.) with reference to selected texts.	12 hours
	<b>Module 2:</b> Women and Literature: The oral tradition and women's voice of resistance. Women in Bhakti Period: (Mirabai, Akka Mahadevi, Andal, Bahinabai). Women's writings as a form of protest. Women's autobiography.	12 hours
	<b>Module 3:</b> Understanding South Asian society through women's writings (Selected women's writings from - Bangladesh, Pakistan, Sri Lanka, Nepal).	12 hours
	<b>Module 4:</b> Women's contemporary writings as voices of resistance to caste, colour, class and gender. Women's writings from Goa	12 hours
<b><u>Pedagogy:</u></b>	Lectures/group discussions/assignments/self-study/book reviews/ creative writing	
<b><u>References/Readings</u></b>	Bhattacharjee Jaya. 2017. <i>India's Women Writers from the Early Twentieth Century to Today</i> . <a href="https://www.bookwitty.com/text/indias-women-writers-from-the-early-20th-century/5983367350cef73de6339899">https://www.bookwitty.com/text/indias-women-writers-from-the-early-20th-century/5983367350cef73de6339899</a> Butalia Urvashi.2000. <i>The Other Side of Silence: Voices from Partition of India</i> . U.S.A: Duke University Press Morris Pam.1993. <i>Literature and Feminism: An Introduction</i> . New Jersey: Wiley Blackwell. Mullati Leela.1989. <i>The Bhakti Movement and the status of</i>	

	<p><i>Women: A Case Study of Virasaivism</i>. New Delhi: Abhinav Publication.</p> <p>Perreault Jeanne. 1995. <i>Writing Selves: Contemporary Feminist Autography</i>. Minnesota: University of Minnesota Press.</p> <p>Showalter Elaine. 1977. <i>A Literature of their own: British Women from Bronte to Lessing</i>. USA: Princeton University Press.</p> <p>Smith Sidonie, Julia Watson (eds.). 1992. <i>De/Colonizing the Subject: The Politics of Gender in Women's Autobiography</i>. Minnesota: University of Minnesota Press.</p> <p>Tharu Susie, K. Lalitha (eds.) 1991. <i>Women Writing in India: 600 B.C to early Twentieth Century</i>. New York: Feminist Press.</p>	
<b><u>Learning Outcomes</u></b>	<ol style="list-style-type: none"> <li>1. Students will develop the understanding of why gender is relevant in literature.</li> <li>2. Students will understand the use of literature in self-expression.</li> </ol>	

**Programme:** M. A. (Women's Studies)

**Course Code:** WS0-115

**Title of the Course:** GENDER AND POLITICAL PROCESSES

**Number of Credits:** 4

**Effective from Academic Year:** 2018-19

<b><u>Prerequisites for the course:</u></b>	Student should be registered with Goa University Post Graduate Programme	
<b><u>Objective:</u></b>	This course will introduce students to the perspectives and challenges around Panchayati Raj Institutions in India and will help students understand the key determinants and barriers to women's political participation in India. The course will cover issues of women's agency, autonomy and political empowerment. The politics of reservation (the 73 <sup>rd</sup> and 74 <sup>th</sup> Constitutional Amendments) and current debates around the Women's Reservation Bill including the Quota Campaign. The course will also introduce students to the role of civil society and the role women play in governance through participation in social movements, activist groups and NGO's. The concept of leadership through women's collective action will be discussed. The Kerala <i>Kudumbashree</i> experience will be discussed.	
<b><u>Content:</u></b>	<b>Module 1:</b> Concept of Democracy. Politics and political participation. Relationship between democracy and citizenship (historical exploration). Women's struggle for political participation; women's suffrage movement and importance of women voters. Women in Indian Nationalist Movement.	12 hours
	<b>Module 2:</b> Indian Constitution and provisions for women. Women's political participation and Indian democracy. A history of local self-government in India. Women in local self-government: Prospects and challenges. Politics of Reservation. Quota campaign. Analytical reflections on case studies of women in panchayats.	12 hours
	<b>Module 3:</b> Governance through civil society movements and organisations. The <i>Kudumbashree</i> experience in Kerala	12 hours
	<b>Module 4:</b> Women in politics in Goa. Experiences from the field.	12 hours
<b><u>Pedagogy:</u></b>	lectures/assignments/self-study/quiz/documentaries/	



	discussion/ group readings and discussions/ presentations/ framing policies and schemes/ interviews with women in politics	
<b><u>References/Readings</u></b>	<p>Dasarathi Bhuyan (ed.) 2008. <i>Women in Politics</i>. New Delhi: Discovery Publishing House.</p> <p>Gill Rajesh. 2009. <i>Contemporary Indian Urban Society: Ethnicity, Gender and Governance</i>. Delhi: Bookwell.</p> <p>Kapoor Mudit, Shamika Ravi. 2014. Women Voters in Indian Democracy: A Silent Revolution. <i>EPW</i> Vol. XLIX (12).</p> <p>Krook Mona Lena, 2009. <i>Quotas for Women in Politics</i>. Oxford: Oxford University Press.</p> <p>Meehan Elizabeth. 1991. <i>Equality Politics and Gender</i>. London: Sage Publications.</p> <p>Menon Nivedita. 1999. <i>Gender and Politics in India</i>. New Delhi: Oxford University Press.</p> <p>Monro Surya. 2005. <i>Gender Politics</i>. London: Pluto Press.</p> <p>Raman Vasanthi. 2001. The Women's Question in Contemporary Indian Politics in <i>Asian Journal of Women's Studies</i> Vol. 7 No.2 pp. 39 -71.</p> <p>Stacey Margaret. 1981. <i>Women, Power and Politics</i>. London: Tavistock Publications.</p>	
<b><u>Learning Outcome</u></b>	1. Students will develop a basic political awareness from a gendered perspective.	

**Programme:** M. A. (Women's Studies)

**Course Code:** WS0-116

**Title of the Course:** GENDER AND MEDIA

**Number of Credits:** 4

**Effective from Academic Year:** 2018-19

<b><u>Prerequisites for the course:</u></b>	Student should be registered with Goa University Post Graduate Programme	
<b><u>Objective:</u></b>	The media (film, television, magazines, newspapers and the internet) plays a major role in "constructing" gender, and "popular" views of what appropriate behaviour is. The course will examine various images of gender in media with examples from the late 20 <sup>th</sup> century to the present. Using theories from cultural studies, film and gender studies, and communication studies, students will explore different processes and practices of gender, specifically in terms of media representations of femininity and masculinity.	
<b><u>Content:</u></b>	<b>Module 1:</b> Theories from cultural studies, film and gender studies, and communication studies: media and representation of femininity and masculinity. Male gaze. Media and construction of gender norms and stereotypes: Film screenings and discussion on Stereotypes: Portrayals of the rural woman, woman in paid employment, morality and the bad woman, popular culture and interpretation of gender.	12 hours
	<b>Module 2:</b> Critical analysis of Gender in Magazines and Newspapers. Advertising and the image of women. Women's magazines. Politics of paid news.	12 hours
	<b>Module 3:</b> Internet and its social impacts. Internet and women: empowering or a tool for disempowerment. Role of Information Communication Technology in women empowerment.	12 hours
	<b>Module 4:</b> Media, gender - its intersections with caste, class and religion. Enactment and representation of social norm about gender - its impact on identity formations and communication. Media as a socio-cultural mechanism that shapes individual and collective notions of identity: essentially what it means to be male or female.	12 hours

<b><u>Pedagogy:</u></b>	lectures/assignments/self-study/ films, documentaries and discussions/ group readings and discussions/ presentations/ short film making	
<b><u>References/Readings</u></b>	<p>Bhasin Kamla, Beena Agarwal (eds.) 1984. <i>Women and Media: Analysis, Alternatives and Action</i>. ISIS International</p> <p>Berger John. 1972. <i>Ways of Seeing</i>. UK: Penguin.</p> <p>Creedon Pamela. 1994. <i>Women, Media and Sport: Challenging Gender Values</i>. Thousand Oaks: Sage</p> <p>Das Mallika. 2000. <i>Men and Women in Indian Magazine Advertisements: A Preliminary Report</i>. November.</p> <p>Joseph Ammu. 1994. <i>Whose News? : The Media and Women s Issues</i>. New Delhi: Sage.</p> <p>Kosambi Meera.1994. <i>Women's Oppression in the Public Gaze: An Analysis of Newspaper Coverage, State Action and Activist Response</i>. Bombay: Research Centre for Women s University.</p> <p>Mulvey Laura. 1999. 'Visual Pleasure and Narrative Cinema' .in <i>Film Theory and Criticism: Introductory Readings</i>. Leo Braudy and Marshall Cohen. New York: Oxford University Press. pp. 833-844.</p> <p>Prasad Kiran (ed.) 2005. <i>Women and Media, Challenging Feminist Discourse</i>. New Delhi: The Women Press.</p> <p>Tannen Deborah. 1994. <i>Gender and Discourse</i>. New York: Oxford University Press.</p> <p>Valdivia Angharad. 1995. <i>Feminism, Multiculturalism &amp; the Media Global Diversities</i>. London: Sage Publications.</p>	
<b><u>Learning Outcomes</u></b>	1. Students will develop a critical understanding of how gender is constructed, contested and subverted in different forms of media.	

**Programme:** M. A. (Women's Studies)

**Course Code:** WS0-117

**Title of the Course:** DEMOGRAPHY, LABOUR, WORK AND GENDER

**Number of Credits:** 4

**Effective from Academic Year:** 2018-19

<b><u>Prerequisites for the course:</u></b>	Student should be registered with Goa University Post Graduate Programme	
<b><u>Objective:</u></b>	Census, NFHS and NSS sources of data will be used to enable students to understand their society from available demographic data. Goa gender-disaggregated data wherever possible will be used to understand issues and concerns for women in the State. The goal of the course is to introduce students to concepts of gender relations which are imbedded and manifested in various aspects of paid, unpaid, formal and informal work.	
<b><u>Content:</u></b>	<b>Module 1:</b> What numbers say: Analysing women's position from existing demographic sources, Understanding Goa from existing demographic data, Feminist analyses of the global political economy, Globalization, exploitation and empowerment of women.	14 hours
	<b>Module 2:</b> Politics of women's work: paid and unpaid work, the gendered nature of work, the devaluation of women's work, domestic work, inequalities in the workplace, and employment equity, issues of invisibility of the domestic/caring work of women: issues of paid domestic workers: the debates around legalization of prostitution: Trafficking and commercial sex work. Engels and Marx theoretical perspectives on work and labour. Women, the informal sector and home based work, SHG's: empowerment/disempowerment debate. Girl child in society. child labour, changing role of women and transformations in the concept of family, single parent families and same sex families, challenges faced by widows.	20 hours
	<b>Module 3:</b> Women Entrepreneurship schemes. Gender based problems in the workplace: sexual Harassment, the glass ceiling, maternity leave, work and child care. Government programmes related to work. Institutional and individual attempts to manage gender in the family and in the workplace.	14 hours

<b><u>Pedagogy:</u></b>	lectures/field study/assignments/self-study/ documentaries and discussion/ group readings and discussions/presentations	
<b><u>References/Readings</u></b>	<p>Banerjee Nirmala. 1991. <i>Indian Women in a Changing Industrial Scenario</i>. New Delhi: Sage.</p> <p>Beechey Veronica. <i>The Changing Experience of Women: Units 10 and 11: Women and Employment</i>. Milton Keynes: The Open University Press.</p> <p>Day Rosemary. 1985. <i>The Changing experience of Women: Unit 7: Women in the Household and Unit 8: Development of Family and Work in Capitalist Society</i>. Milton Keynes: Open University Press.</p> <p>Dube Leela. 1990. <i>Structures and Strategies: Women, Work &amp; Family</i>. New Delhi: Sage.</p> <p>Epstein T. 1981. <i>The Endless Day: Some Case Material on Asian Rural Women</i>. Oxford: Pergamon Press.</p> <p>Grint Keith. 2005. <i>The Sociology of Work</i>. Cambridge, MA, USA: Polity Press.</p> <p>Hall Richard. 1994. <i>Sociology of Work: Perspectives, Analysis and Issues</i>. California: Pine Forge Press.</p> <p>Hamel Christelle et. al. 2014. A Demographic Perspective on Gender Inequality in <i>Population and Societies</i>. December 2014, no. 517, pp. 1-4</p> <p>Jain Devaki. 1985. <i>Women in Poverty: Tyranny of the Household: Investigative Essays on Women s Work</i>. New Delhi: Shakti Books.</p> <p>Leonard Diana. 1985. <i>The Changing Experience of Women : Unit 9 -The Family : Daughters, Wives and Mothers</i>. Keynes: The Open University Press.</p> <p>Mahadevan K. 1989. <i>Women and Population Dynamics: Perspectives from Asian Countries</i>. New Delhi: Sage Publications.</p> <p>Purushottham Sangeetha. 1998. <i>The Empowerment of Women in India</i>. New Delhi: Sage.</p> <p>Sahay Sushma. 1998. <i>Women and Empowerment: Approaches and Strategies</i>. New Delhi: Discovery Publication House.</p> <p>Sharma Aradhana. 2010. <i>Paradoxes of Empowerment</i>. New Delhi: Zubaan.</p> <p>Singh Andrea. 1987. <i>Invisible Hands: Women in Home-Based Production</i>. New Delhi: Sage.</p> <p>Srivastava Sushama. 2008. <i>Women's Empowerment</i>. New Delhi: Commonwealth Publishers.</p>	
<b><u>Learning Outcomes</u></b>	<ol style="list-style-type: none"> <li>1. Students will be able to interpret data and analyse the demographic situation from a gender perspective.</li> <li>2. Students will understand work and workplace and be able to critically assess various government schemes and programmes on work for women.</li> </ol>	

**Programme:** M. A. (Women's Studies)

**Course Code:** WSO-118

**Title of the Course:** GENDER, ENVIRONMENT AND ECOLOGY

**Number of Credits:** 4

**Effective from Academic Year:** 2018-19

<b><u>Prerequisites for the course:</u></b>	Student should be registered with Goa University Post Graduate Programme	
<b><u>Objective:</u></b>	This course looks at the relationship between society, gender and the environment and will draw from literature from the growing field of feminist political ecology and ecofeminism. Women's role in various Environmental conflicts and environment movements such as the Chipko, Narmada Bachao Andolan, and other such cases will be used to aid the understanding of the relationship between political economy, society, gender and the environment. This course will introduce students to some of the key environmental issues and what is meant by ecofeminism. Questions of sustainable use of natural resources, environment management practices and grassroots level conservation, eco-consciousness, relationship between women and nature, livelihood vs environment conflicts, environment and women's agency, knowledge of traditional healing systems, gender and water, women's role as farmers, environmental stewards, activists and women's contributions to scientific research will be studied.	
<b><u>Content:</u></b>	<b>Module 1:</b> Feminist Political Ecology. Ecofeminism. Theories and debates on gender and environment	4 Hours
	<b>Module 2:</b> Mapping Environment Movements across the country: Development, Environment, Livelihoods and Conflict: Chipko, Narmada Bachao Andolan, Silent Valley - A People's Movement that saved a forest, Nagaland and Amur Falcons- Bano Haralu, Stork lady of Assam-Purnima Barman, Female forest Guards of Gir, Goa Bachao Abhiyan, SEZ Movement, Agitations against mining, tourism, etc.	14 hours
	<b>Module 3:</b> Environment and Women's Agency: Relationship of Women with Environment. Women, Land and Agriculture. Women's Knowledge of Traditional Health Care and Practices	10 hours

	<b>Module 4:</b> Women and nature conservation in India - workshops on Solid Waste Management: Segregation, Vermi-compost, Recycling/ Outreach Programmes: Street play, Awareness sessions in schools and villages / campus walk for basics of natural history: flora and Fauna and rain water harvesting. Case studies of movements (Traditional knowledge systems for biodiversity conservation: Vegetation management, Sacred Groves, Agriculture, cultivation of medicinal plants, traditional ethos, water and biodiversity). Women and Environmental activism: Finding and supporting passion for change, Online Activism/Media Journalism, Informed Activist, Pursuing a career in activism, Challenges for women wildlifers /Environment activist Environment NGO's in India: Greenpeace, Ashoka Trust for Research in Ecology and the Environment, Nature Conservation Foundation, Wildlife Conservation Society, Wildlife Conservation Trust, Bombay Natural History Society, World Wide Fund for Nature, International Union for conservation of Nature and Natural Resources, Wetlands International, Convention on International Trade in Endangered Species, etc.	20 hours
<b><u>Pedagogy:</u></b>	lectures/assignments/workshops/ street play/brain storming sessions/outreach programmes/campus walks/documentaries and discussion/ presentations	
<b><u>References/Readings</u></b>	Agarwal Bina. 2010. Gender and Green Governance: Political Economy of Women's Presence within and beyond Community Forestry. NY: Oxford University Press Alvares Claude 2002. <i>Fish curry and rice: A sourcebook on Goa, its ecology and life-style</i> . Goa: The Goa Foundation. Biswal Tapan. 2006. <i>Human Rights, Gender and Environment</i> . New Delhi: Viva books. Biswal Tapan. 2006. <i>Human rights, Gender and Environment</i> . New Delhi: Viva books Buckingham-Hatfield Susan. 2006. <i>Gender and Environment</i> . London, New York: Routledge. Krishna Summi.2003. <i>Livelihood and Gender: Equity in Community Resource Management</i> . New Delhi: Sage. Krishna Summi, De Arprita. 2013. <i>Women Water Professionals</i> . New Delhi: Zubaan. McCully Patrick. 1998. <i>Silences rivers: The ecology and politics of large dams</i> . Hyderabad: Orient Longmans. Rocheleau D., B. Thomas Slayter and E. Wangari (eds.).1996. <i>Feminist Political Ecology: Global Issues and Local Experiences</i> . London: Routledge. Shiva Vandana. 1992. <i>The Violence of the Green Revolution: Third World Agriculture Ecology and Politics</i> . Mapusa: The Other India Press. Shiva Vandana.1998. <i>Staying Alive: Women, Ecology and Survival in India</i> . New Delhi: Kali for Women.	
<b><u>Learning Outcomes</u></b>	1. Students will understand the impact of the political economy on the local realities affecting the	

	<p>environment.</p> <ol style="list-style-type: none"> <li>2. Students will understand the vital role that women play in conservation of nature, sustainable use of natural resource, mitigating environmental conflicts and addressing environmental issues through activism.</li> <li>3. Hands-on training in solid waste and water management practices while building their capacities to conduct outreach programmes and environmental activism.</li> </ol>	
--	--	--



**Programme:** M. A. (Women's Studies)

**Course Code:** WSO-119

**Title of the Course:** GENDER AND EDUCATION

**Number of Credits:** 4

**Effective from Academic Year:** 2018-19

<b><u>Prerequisites for the course:</u></b>	Student should be registered with Goa University Post Graduate Programme	
<b><u>Objective:</u></b>	Students will be exposed to Paulo Freire's ideas on the inadequacies of the 'banking system' in education and his ideas on a non-formal system of learning and bell hooks method of 'engaged pedagogy'. To give the students an opportunity to get a hands on experience with 'connected teaching', this course will be a project based course where students will be given an opportunity to experience what Mary Field Belenky calls 'connected' learning and the Krishnamurthy philosophy of education.	
<b><u>Content</u></b>	<b>Module 1:</b> Debates around importance of education and education as a SDG. Role of education and women's status. Paulo Freire: NFE and 'banking system' in education. bell hooks engaged pedagogy. The Belenky's 'connected teaching' and the teaching/learning ideas of Krishnamurthy.	14 hours
	<b>Module 2:</b> Critique of Government Programmes and Policies to improve Education for Women in India: Female literacy & non - formal education for women development, National Literacy Mission (NLM). Sarva Shiksha Abhiyan, Kasturba Gandhi Ballika Vidhyalaya, Mahila Samakya, NPEGEL, District Primary Education Programme, NEP, RTE, NFE, Beti Bachao Beti Padhao, Swachh Bharat Swachh Vidyalaya.	20 hours
	<b>Module 3:</b> Gender critique of education and gender audit of education in India: focus on Goa.	14 hours
<b><u>Pedagogy:</u></b>	lectures/assignments/self-study/ documentaries and discussion/ group readings and discussions/ presentations/ text interpretations/workshops/ field projects	
<b><u>References/Readings</u></b>	Apple. M. 1990. <i>Ideology and Curriculum</i> . New York: Routledge Apple. M. 2000. <i>Democratic Education in a Conservative Age</i> . New York: Routledge Belenky, Mary Field, Blyth McVicker Clinchy, Nancy Rule	

	<p>Goldberger, and Jill Mattuck Tarule.1986. <i>Women's Ways of Knowing: The Development of Self, Voice, and Mind</i>. New York: Basic Books.</p> <p>Chanana Karuna. 1988. <i>Socialisation Education and Women: Explorations in Gender Identity</i>. New Delhi: Orient Longman.</p> <p>Dodd Anne, Wescott.2000. <i>Syllabus: Gender Issues in Education</i>. Women's Studies Quarterly Vol. 28. No.3/4. pp. 336 -346. The Feminist Press.</p> <p>Freire Paulo. 1970. <i>Pedagogy of the Oppressed</i>. USA: Bloomsbury.</p> <p>Freire Paulo. 2014. <i>Pedagogy of Hope: Reliving Pedagogy of Oppressed</i>. USA: Bloomsbury.</p> <p>hooks bell. 1994. <i>Teaching To Transgress: Education as the Practice of Freedom</i>. New York: Routledge.</p> <p>Jha Jyotsna, Dhir Jhingran.2002. Nature, Nurture or Culture? Gender in Education in Jha and Jhingran (eds.) <i>Elementary Education for the Poorest and Other Deprived Groups: The Real Challenge of Universalization</i>. New Delhi: Centre for Policy Research.</p> <p>Kumar Krishna. 1986. Growing up Male. <i>Seminar</i> No.387. February.pp53-55.</p> <p>Kumar Krishna. 1989. <i>Social Character of Learning</i>, New Delhi: Sage</p> <p>Kumar Krishna. 2008. <i>Reflections on Schooling</i>, New Delhi: Oxford University Press</p> <p>Martin Jane Roland. 1983. "The Ideal of the Educated Person." In <i>Philosophy of Education</i>, eds. Daniel R. De Nicola and Thomas W. Nelson, 3-20. Normal, 111: Philosophy of Education Society and Illinois State University.</p> <p>Mills Sara. 2011. <i>Language, gender and feminism</i>. New York: Routledge.</p> <p>Minnich Elizabeth Karmarck.1990. <i>Transforming Knowledge</i>. Philadelphia: Temple University Press.</p> <p>Nirantar.2010.<i>Textbook Regimes: A feminist critique of Nation and Identity. An Overall Analysis</i>. New Delhi: Nirantar.</p> <p>Salisbury Jane, Riddell Sheila (eds.) 2000. <i>Gender, Policy &amp; Educational Change: Shifting Agendas in the UK and Europe</i>. London: Routledge.</p> <p>Sharma S. 1995. <i>Women s Education: A Conceptual Framework</i>. New Delhi: Discovery.</p> <p>Sharma Rashmi, Vimala Ramachandran. 2009. <i>The elementary education system in India</i>. New Delhi: Routledge.</p> <p>Skelton Christine, Francis Becky &amp; Smulyan Lisa (eds.) 2006.<i>The Sage Handbook of Gender and Education</i>. London: Sage Publications.</p>	
<b><u>Learning Outcomes</u></b>	<ol style="list-style-type: none"> <li>1. Students will be able to critique education and existing school curriculum from a gendered perspective.</li> <li>2. Students will be able to conduct workshops based on alternate pedagogical tools.</li> </ol>	

**Programme:** M. A. (Women's Studies)

**Course Code:** WSO-120

**Title of the Course:** WOMEN AND VIOLENCE

**Number of Credits:** 4

**Effective from Academic Year:** 2018-19

<b><u>Prerequisites for the course:</u></b>	Student should be registered with Goa University Post Graduate Programme	
<b><u>Objective:</u></b>	This course will introduce to issues of violence, masculinity and male identity and how forms of violence get legalized by social custom and tradition. The course will give an overview of different forms of violence from both a historical as well as global perspective. The different forms of violence, the evolution of society's response to that form of violence, the laws, programmes and services to address that form of violence will be discussed. The course will include concerns around domestic violence, rape, including custodial rape, intimate partner violence, honour related violence, violence against women as a weapon in war, paedophilia and child abuse, self-inflicted violence and suicide, female genital mutilation, molestation and teasing, trafficking and forms of violence that are not covered by the law. The aim of the course is to explore and problematize the connection between gender, sexuality, culture and violence.	
<b><u>Content:</u></b>	<b>Module 1:</b> Violence, masculinity and male identity and how forms of violence get legalized by social custom and tradition, subtle forms of gendered violence and cultural sanction. Crimes against women as under the IPC, understanding the status from Statistics	12 hours
	<b>Module 2:</b> Different forms of Violence: dowry, domestic violence, rape, including custodial rape (Mathura Rape Case), intimate partner violence (Marital rape debate), honour related violence, violence against women as a weapon in war, paedophilia and child abuse, self-inflicted violence and suicide, female genital mutilation, molestation and teasing, trafficking.	18 hours
	<b>Module 3:</b> Nirbhaya and after: Legal Interventions, Criminal Amendment Act 2013, society's response,	10 hours

	<p>role of media, services and programmes</p> <p><b>Module 4:</b> Violence and media reporting, various case studies (National and Local) Indecent Representation of Women and trolling.</p>	8 hours
<b><u>Pedagogy:</u></b>	lectures/assignments/self-study/ documentaries and discussion/ group readings and discussions/ presentations	
<b><u>References/Readings</u></b>	<p>Agnes Flavia. 2008. <i>My Story... Our story of rebuilding broken lives</i>. Forum Against Oppression of Women (F.A.O.W)</p> <p>Butalia, Urvashi. 1998. <i>Other side of Silence: Voices from Partition</i>. New Delhi: Penguin.</p> <p>Butalia, Urvashi. 2002. Confrontations and Negotiation: The Women's Movement Responses to Violence against Women in Kiran Kapadia (ed.) <i>The Violence of Development</i>. New Delhi: Palgrave, Macmillan.</p> <p>Chandiramani Radhika, Geetanjali Misra. 2008. <i>Sexuality, Gender and Rights</i>. New Delhi: Sage.</p> <p>Chatterjee Partha. 2002. <i>Community, Gender and Violence</i>. Delhi: Permanent Black.</p> <p>Chowdhry Prem. 2007. <i>Contentious Marriage, Eloping Couples: Gender Caste and Patriarchy in Northern India</i>. New Delhi, OUP.</p> <p>Connell R. 1995. <i>Gender and Power: Society, the Person and Sexual Politics</i>. Cambridge: Polity Press.</p> <p>D'cruze Shani, Anupama Rao. 2005. <i>Violence, vulnerability and embodiment</i>. Oxford: Blackwell.</p> <p>Datar Chhaya (ed.). 1993. <i>Struggle Against Violence</i>, Kolkata: Stree.</p> <p>Hossain Sara. 2006. <i>Honour</i>. New Delhi: Zubaan.</p> <p>Kannabiran Kalpana. 2005. <i>Violence of Normal Times</i>, New Delhi: Women Unlimited.</p> <p>Menon Nivedita. 2004. <i>Recovering Subversion: Feminist Politics Beyond the Law</i>. New Delhi: Sage.</p> <p>Meyers Marian. 1996. <i>News Coverage of Violence Against Women: Engendering Blame</i>. New Delhi: Sage</p> <p>Renzetti Claire M., Edleson, Jeffrey L., Bergen, Raquel Kennedy. 2012. <i>Companion reader on Violence against Women</i>. New Delhi: Sage.</p> <p>Ruehl Sonja. 1983. <i>The Changing Experience of Women: Unit 4 - Sexuality</i>. Milton Keynes: The Open University Press.</p> <p>Teltumde A. 2008. <i>Khairlanji: A Bitter Crop</i>. New Delhi: Navyana.</p>	
<b><u>Learning Outcomes</u></b>	<ol style="list-style-type: none"> <li>1. The students will be able to explore the relationship between cultural construction of masculinity and the perpetuation of violence against women and other sexual minorities.</li> <li>2. Students will be informed about the various forms of violence against women and the politics of its normalization in a patriarchal society.</li> <li>3. Students will be able to critique of media in handling of</li> </ol>	

	<p>issues of crimes against women.</p> <p>4. Students will also be able to critically assess the responses of state to the violence against women.</p>	
--	--	--

**Programme:** M.A Women's Studies

**Course Code:** WSO 121

**Title of the Course:** Basic Research-enhancing Skills

**Number of Credits:** 2

**Effective from AY:** 2018-19

<b><u>Prerequisites for the course:</u></b>	Any student registered for a Master's Programme in Goa University can apply for this course	
<b><u>Objective:</u></b>	This course aims to enhance the research skills, sampling techniques, methods of data collection, particularly referencing using software and quantitative methods for social science research.	
<b><u>Content:</u></b>	<b>Module 1:</b> Meaning and scope of statistics, representation of statistical data. What numbers can tell. Using secondary data quantitative sources to make inferences about society. Graphical representation . Sources of data	8 hours
	<b>Module 2:</b> Basic quantitative research methods and sampling techniques . administering standardized questionnaire , data collection , data entry and using computer programmes for analysis and data presentation Practical sessions	8 hours
	<b>Module 3:</b> Manual of style, using Zotero for referencing ,endnote, adding references to the research project or report practical.	8 hours
<b><u>Pedagogy:</u></b>	lectures/ practical sessions / hands on training in collecting data/ entering and interpreting	
<b><u>References/Readings</u></b>	Bhattacharjee, Anol.(2012). "Social Science Research: Principles, Methods, and Practices" Textbooks Collection. 3 <a href="http://scholarcommons.usf.edu/oa_textbooks/3">http://scholarcommons.usf.edu/oa_textbooks/3</a> Kothari ,C.R. (2012) Research Methodology .New Delhi:New Age International Pvt. Ltd. Kothari C.(1985). Research Methodology: Methods and Techniques.New Delhi: Wiley Eastern Limited. MLA Handbook for Writers Of Research Papers 7th Edition. New Delhi: Affiliated East-West Press Pvt. Ltd. Thamilarasan M.(2014). Research Methodology for Social Sciences , New Century Publication Zotero software link : <a href="https://www.zotero.org/download/">https://www.zotero.org/download/</a>	
<b><u>Learning Outcomes</u></b>	1. Students' research skills will be enhanced 2. Students will learn styles of referencing 3. Students will be able to apply the learning in conducting future research like in dissertation, project work	

**Programme:** M.A Women's Studies

**Course Code:** WSO- 122

**Title of the Course:** Gender Sensitivity and Equity

**Number of Credits:** 2

**Effective from AY:** 2018-19

<b><u>Prerequisites for the course:</u></b>	This course is a mandatory course for all MA students of the Faculty of Social Sciences in Goa University other than students of the Department of Women's Studies	
<b><u>Objective:</u></b>	This course aims to develop the basic understanding of gender related issues in the society among students with multidisciplinary approach.	
<b><u>Content:</u></b>	<b>Module 1:</b> The universal commitment to Gender Equality and Social Equity - SDGs, Provisions in the Indian Constitution, Towards Equality Report and the creation of the discipline of Women's Studies in India. Sex and Gender: Non-duality of these terms. Nature vs Nurture debate, socialisation, stereotyping.	8 hours
	<b>Module 2:</b> Social Equity. Power, Intersectionality. Marginalised sections based on caste, class, abilities, religion etc. Women's rights as human rights. Women's issues in Goa.	8 hours
	<b>Module 3:</b> Introduction to Laws: Sexual Harassment at Work Place (Protection, Prohibition, and Re-dressal Act of 2013) and Protection of Women from Domestic Violence Act of 2005. Forms of violence against women: a review.	8 hours
<b><u>Pedagogy:</u></b>	This course will be taught through workshops of 6 hours each conducted over 4 Saturdays in the conference hall of Goa University/lectures/ group discussions/ assignment/quiz games/tutorials/assignments/films/documentaries/group	
<b><u>References/Readings</u></b>	Government of India. 2005. DV Act 2005 <a href="http://ncw.nic.in/acts/TheProtectionofWomenfromDomesticViolenceAct2005.pdf">http://ncw.nic.in/acts/TheProtectionofWomenfromDomesticViolenceAct2005.pdf</a> Government of India, 2013, Sexual Harassment of Women at the Workplace (Prevention, Prohibition and Redressal) Act of 2013. <a href="http://www.iitbbs.ac.in/notice/sexual-harrassment-of-women-act-and-rules-2013.pdf">http://www.iitbbs.ac.in/notice/sexual-harrassment-of-women-act-and-rules-2013.pdf</a> Pilcher Jane and Imelda Whelehan. 2005. 50 Key Concepts in Gender Studies. New Delhi: Sage Publications. UNDP. 2014. Women's Rights are Human Rights. <a href="file:///C:/Users/admin/Desktop/WomenRightsAreHR.pdf">file:///C:/Users/admin/Desktop/WomenRightsAreHR.pdf</a>	
<b><u>Learning Outcomes</u></b>	1. Students will be enabled to develop the sensitive approach towards gender issues. 2. Students will have an understanding of equity, its importance in our society.	

**Programme:** M. A. (Women's Studies)

**Course Code:** WSD-111

**Title of the Course:** DISSERTATION

**Number of Credits:** 8

**Effective from Academic Year:** 2018-19

<b><u>Prerequisites for the course:</u></b>	Student should be registered for the MA Women's Studies Programme	
<b><u>Objective:</u></b>	Although this course can be in lieu of two Optional Courses, all students of Women's Studies are encouraged to undertake research. Through the research project and dissertation the research, reading and writing skills of the student will be sharpened.	
<b><u>Content:</u></b>	Every student will have a guide from within the Department of Women's Studies who will mentor the student through this completely independent project.	
<b><u>Pedagogy:</u></b>	Research proposal writing, self-study for literature review, drawing up methods appropriate for the study, data collection, analysis and report writing.	
<b><u>References/Readings</u></b>	As per the topic selected by the student	
<b><u>Learning Outcomes</u></b>	Students will develop confidence to write project proposals and undertake independent research.	