

**Department of Sociology
Jamia Millia Islamia**

Four Year Undergraduate Course -Sociology

Multidisciplinary Course

**Understanding Gender
Semester – I
Paper Code-SOC-MDC-01**

Total Credits – 3

Marks Breakup:

Internal Assessment: 19

Theory: 56

Total Marks: 75

Course Objectives:

The course is meant to introduce concepts and debates pertaining to gender that students increasingly encounter in their everyday life. Students will learn about the classical debates on patriarchy, sex and gender, while also being oriented to contemporary modes of sensitization and awareness, such as the usage of appropriate pronouns, he/she/they, as expressions of identity. The course will enable students to appreciate the multiple axes of privilege and marginalization that intersect in our experience of gender. It also addresses and critiques practices of representation with regard to gender and the specific forms taken by misogyny in the digital realm.

Learning Outcomes:

Students will be able to articulate the vocabulary of gender and understand the nuances of the concepts they study. They will be able to critically examine the discourse of gender they encounter in popular media. Case studies will be used to initiate discussion and debate on contemporary concerns like menstrual leave, the #MeToo movement and gendered abuse encountered online. After completing the course, students will feel confident to hold forth informed opinions on gender and sexuality, even as we continue to encounter newer challenges in a changing world.

Unit I: Introduction to gender:

- Sex, gender and sexuality
- Gender stereotypes, gender roles and gender socialisation

Unit II: Identity and experience:

- Sexual identities
 - Intersectionality: Issues and challenges
 - **Unit III: Gender: Representation and responsibility**
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- Gender and media
 - Digital spaces and online misogyny

Essential readings:

1. Belliappa, Jyothisna Latha. 2018. 'Menstrual Leave Debate', *Indian Journal of Industrial Relations*, April 2018, Vol. 53, No. 4 (April), pp. 604-617.
2. Bhasin, Kamala. 2003. *Understanding Gender*. New Delhi: Kali for Women.
3. Geetha, V. 2006. *Theorising Feminism*. Calcutta: Mandirasan.
4. Johnson, Alan. 2005. *The Gender Knot: Unravelling Our Patriarchal Legacy*. Revised and updated ed. Philadelphia, PA: Temple University Press.
5. Linda L. Lindsey. 2015. *Gender Roles: A Sociological Perspective* (6th ed.). Routledge, New Jersey.
6. Lucal, Betsy. 1999. What It Means to Be Gendered Me: Life on the Boundaries of a Dichotomous Gender System, *Gender and Society*, Vol. 13, No. 6 (Dec.), pp. 781-797
7. O. Alichie, Bridget. 2022. "'You Don't Talk like a Woman': The Influence of Gender Identity in the Constructions of Online Misogyny." *Feminist Media Studies* 23 (4): 1409–28.
8. Todd, Megan. 2017. 'Virtual Violence: Cyberspace, Misogyny and Online Abuse' In Tim Owen, Wayne Noble and Faye Christabel Speed (eds.), *New Perspectives on Cybercrime*, Palgrave Macmillan
9. Trans Student Educational Resources, 2015. "The Gender Unicorn." <http://www.transstudent.org/gender>.
10. Vicars, Mark. 2013. 'Queerer than Queer!', *Performances of Research: Critical Issues in K-12 Education*. Gabriel, Rachael and Lester, Jessica Nina, eds. *Counterpoints: Studies in the Postmodern Theory of Education* (440). Peter Lang International Academic Publishers, New York, pp. 245-272.
11. West and Zimmerman. 1987. 'Doing Gender', *Gender and Society*, 1, 125-151.

**Department of Sociology
Jamia Millia Islamia**

**Four Year Undergraduate Course -Sociology
Skill Enhancement Course
Learning to Read
Semester –I**

Course Code-BSSEC-01

Total Credits: 3

Marks Breakup:

Internal Assessment: 19

Theory: 56

Total Marks: 75

Course Objectives:

The students at the university are required to do a lot of reading of a variety of materials and texts for their course work. These range from reading the classic works of their subject of study, summaries, critiques and commentaries on these classics; journal articles, edited books, readers, review articles and book reviews etc. Often, they find it challenging to read effectively for the sake of good comprehension, retention and writing good assignments.

This course is visualised to make students appreciate reading as a source of learning. It aims to help students improve their skills of academic reading so that they can cope better with the learning materials in their other courses.

Learning Outcomes: At the end of the course, students are expected to have learnt effective strategies:

- to improve the academic reading;
- to develop the skills of analytical reading
- to enable critical reading of texts
- to discuss and debate important issues in society and culture.

Unit-I: Reading Strategies

Pre-reading: Select materials; locate sources, skimming, background knowledge

Mechanics of Reading: Note taking, annotating, paraphrasing, summarising

Unit- II Analytical Reading

Context: Locating the author/writer, central idea/s, supporting argument/s or data, conclusions or findings

Reviews, Commentaries, Impact

Brief about Learning Activities:

Over the two terms, students will sometimes work alone, sometimes in pairs, and sometimes in groups to engage in various activities. Two main types of activities will be undertaken by the learners:

Classroom based activities and journal based activities, books, news articles, essays, paragraphs, discussion quizzes and class debates.

Homework Outside of class: Students will study the articles, assigned paragraphs, sections of books, etc. them at home by applying the strategies discussed and taught in the class. The list of reading materials will be provided by teacher. Students should read their selected material and then prepare a written report consisting of a summary of the reading material and their assessment of the content. These reports will be submitted in writing, and presented orally in the classroom.

Evaluation: It will involve internal assignment of 25% marks based on classroom exercises and Home assignments around identified texts or selected reading materials, as prescribed by the course instructor, during the semester.

75% of the assessment will be based on an end semester written examination.

Readings:

- * Henderson, Eric. 2015. *The Active Reader: Strategies for academic reading and writing*, Oxford Univ Press, Oxford. <https://www.waikato.ac.nz/students/teaching-and-learning/student/reading/active-reading/>
- *
- * Roberts, Jamie Q., and Caitlin Hamilton. 2020. *Reading at University: How to Improve Your Focus and Be More Critical*. Bloomsbury Study Skills. Bloomsbury Academic. <https://books.google.co.in/books?id=zxm1yAEACAAJ>.
- * Prentice H <https://www.utoronto.ca/ctl/academic-reading-and-writing#:~:text=Academic%20reading%20is%20an%20active,the%20material%20you%2>

**Department of Sociology
Jamia Millia Islamia**

**Four Year Undergraduate Course -Sociology
Constitutional Morality
Value Added Course
Semester-I
Course Code-BSVAC-01**

Total Credits-2

Marks Breakup:

Internal Assessment: 12

Theory: 38

Total Marks: 50

Course Objectives: The constitution is the supreme law of the land, and all citizens, irrespective of their social identity, must respect and follow its provisions. It serves as a pedagogical tool to teach democratic values and public morality to the Indian population. These values are tissues and fibre of democracy, but they are unnatural sentiments in Indian society, and therefore they must be cultivated through various mode of association in society.

Learning Outcomes: This course teaches constitutional principles and universal values to help students become better citizens in a secular democracy, rising above religious and cultural moralities.

Unit-I: The Origin of Human Morality

- **Public Morality**
- **Religion and morality**

Unit-II: Quest for liberty, equality and justice

- **Personal and constitutional law**
- **Morality and Social Justice**

Readings:

1. Ambedkar B.R. (2014), Writings and Speeches of Dr. B.R. Ambedkar, Vol. 13
2. Bêteille, A. (2008). Constitutional Morality. Economic and Political Weekly, 43(40), 35–42.
3. Bickenbach, J. E. (1989). Law and Morality. Law and Philosophy, 8(3), 291–300.
4. Chatterjee, P. C., & Chatterji, P. C. (1995). A New Morality for Secular India. India International Centre Quarterly, 22(1), 177–187.
5. Cristi, M. (2012). Durkheim on Moral Individualism, Social Justice, and Rights: A Gendered Construction of Rights. The Canadian Journal of Sociology, 37(4), 409–438.

6. Flavia Agnes (2011) Family Laws and constitutional morality, Oxford University Press.
7. Guru, G. (2014). Two Conceptions of Morality: A Political Reading. *Economic and Political Weekly*, 49(17), 112–117.
8. Henricson, C. (2016). *Morality and public policy* (1st ed.). Bristol University Press.
9. Jasraman Singh Grewal. (2006). Morality and the Reservation Issue. *Economic and Political Weekly*, 41(39), 4114–4116.
10. Krishnaraj, M. (2008). Between Public and Private Morality. *Economic and Political Weekly*, 43(17), 40–43.
11. Mehta, P.B.(2010). What is constitutional morality? *Seminar*.
12. Michael Tomasello,(2018) How we Learned to put our Fate in One Another's Hand, *The Origins of Morality*, Scientific American.
13. Mooney, C. F. (1983). Public Morality and Law. *Journal of Law and Religion*, 1(1), 45–58.
14. Moore, E. (1995). Moral Reasoning: An Indian Case Study. *Ethos*, 23(3), 286–327.
15. *Moral Foundations of the Constitutional Thought: Current Problems, Augustinian Prospects* (1990).
16. Moses, M. S. (2010). Moral and Instrumental Rationales for Affirmative Action in Five National Contexts. *Educational Researcher*, 39(3), 211–228.
17. Nakul Nayak, *Constitutional Morality: An Indian Framework*, *The American Journal of Comparative Law*, Volume 71, Issue 2, Summer 2023, 354–387.
18. Narain, A. (2017). What Would an Ambedkarite Jurisprudence Look Like? *National Law School of India Review*, 29(1), 1–20.
19. Peffer, R. G. (1990). *Marxism, Morality, and Social Justice*. Princeton University Press.
20. Rajasekh ariah, A. M., & Jayaraj, H. (1991). Political Philosophy of Dr. B. R. Ambedkar. *The Indian Journal of Political Science*, 52(3), 357–375.
21. Reddy, A. R. (2007). Role of Morality in Law-Making: A Critical Study. *Journal of the Indian Law Institute*, 49(2), 194–211.
22. Singh, L. M. (2008). Political Morality and Ethics In Indian Polity. *The Indian Journal of Political Science*, 69(2), 301–312.
23. Weinstein, M. A. (1973). The Sociology of Public Morality: Talcott Parsons and Phenomenology. *Sociological Focus*, 6(2), 10–31.
24. Wheeler, B. R. (1995). Democratic Pluralism or Pluralist Democracy: Jürgen Habermas's Theory of Constitutional Morality and its Institutions. *German Politics & Society*, 13(3 (36)), 66–80.

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