

Sarojini Naidu Centre for Women's Studies

MA-Gender Studies: 2026-27

Semester-I

	Nature of Course	Credits	Faculty assigned to design the course
Semester-1	Core Course-1 Key Concepts in Gender Studies	4	MFH Meher F. Hussain
	Core Course-2 Gendering History in India	4	FAS Firdous A. Siddiqui
	Core Course-3 Women, Work and Development	4	ST Suraiya Tabassum
	Core Course-4 Gender, Social Structure & Institution	4	AJ Ambreen Jamali
	Research Methodology-1	4	ST
	Seminar Paper Feminist Ethnographies/ Gender Culture and Media	4	VB/AH Vijay Lakshmi Brara Amina Hussain
	Total Credit	24	
NEP-2026-27			

Semester-1

Core Course-1

Key Concepts in Gender Studies

Equivalent
Credit: 04
Max. Mark:
100 (40/60)

Evaluation Criteria:

Internal Assessment: 40 Marks

End Term Examination-60.

Objectives:

- To educate the students on the concepts of gender indoctrination.
- To make students understand the concepts of masculinity and femininity as analytical categories.
- To elaborate the concept of patriarchy and power relations leading to feminist resistance and movements.

Course Outcome:

- Students shall be able to engage with complex concepts as analytical categories.
- Able to identify nuances in gender relations and identity constructions.
- Able to reflect on feminist discourse as a growing discipline.

Course Outline:

Unit I: Understanding Basic Concepts-I

- a. Sex, Gender, Sexuality (Ann Oakley, Ruth Hartley, Rubin Gayle)
- b. Gender & Power, Gender Performativity (Angela King, Naomi Wolf, Judith Butler)
- c. Patriarchy (Sylvia Walby, Kamla Bhasin)

Essential Readings:

Butler, J. (1988). Performative acts and gender constitution: An essay in phenomenology and feminist theory. *Theatre Journal*, 40(4), 519–531.

Kent, S. K. (2016). One is not born a woman: The feminist challenge. In *Gender and history* (pp. 28–46). Palgrave Macmillan.

King, A. (2004). The prisoner of gender: Foucault and the disciplining of the female body. *Journal of International Women's Studies*, 5(2), 29–39.

Koester, D. (2015, May). *Gender and power* (pp. 1–7). Development Leadership Program.

Lerner, G. (1986). *The creation of patriarchy*. Oxford University Press.

Phadke, S. (2013). But I can't carry a condom! Young women, risk, and sexuality in the time of globalisation. In S. Srivastava (Ed.), *Sexuality studies* (pp. 287–306). Oxford University Press.

Rubin, G. S. (2007). Thinking sex: Notes for a radical theory of the politics of sexuality. In R. Parker & P. Aggleton (Eds.), *Culture, society and sexuality* (pp. 150–187). Routledge.
<https://chairoflogicphilosculpt.wordpress.com/wp-content/uploads/2013/02/culture-society-and-sexuality.pdf>

Singh, M. (2022). Judith Butler's theory of performativity. *International Journal of Research, Publication and Reviews*, 3(8), 1981–1984.
<https://ijrpr.com/uploads/V3ISSUE8/IJRPR6666.pdf>

Walby, S. (1996). *Key concepts in feminist theory* (pp. 1–25). Aalborg Universitet.

Unit II: Understanding Basic Concepts-II

- a. Femininities (Simone De Beauvoir, Chris Beasley)
- b. Masculinities (R.W. Connell, Jeff Hearn)
- c. Beyond Binaries :LGBTQI, Cyborg, Trans-corporeality (Stacy Alaimo, Donna J. Haraway, Rinchin)

Essential Readings:

Alaimo, S. (2008). Trans-corporeal feminisms and the ethical space of nature. In S. Alaimo & S. Hekman (Eds.), *Material feminisms* (pp. 237–264). Indiana University Press.
https://www.vfw.or.at/wp-content/uploads/2016/03/Alaimo_Trans-Corporeal-Feminisms.pdf

Bajpayi, A. (2021). Study of third gender in transgender historical enquiry. *International Journal of Applied Research*, 7(6), 425–428.
<https://www.allresearchjournal.com/archives/2021/vol7issue6/PartF/9-5-25-418.pdf>

Bayon, C. C., & Guerrero Garcia, B. (2024). Donna J. Haraway's cyborg: A feminist lens for translation in the era of technological turn. *Bridge: Trends and Traditions in Translation and Interpreting Studies*, 5(2), 103–122.

Beasley, C. (1999). Starters on the feminist menu: Liberal, radical and Marxist/socialist feminisms. In C. Beasley (Ed.), *What is feminism?* (pp. 51–64). SAGE Publications.

Connell, R. W. (2003). *The role of men and boys in achieving gender equality* (EGM/Men-Boys-GE-2003/BP.1, pp. 1–39). United Nations Division for the Advancement of Women.

Connell, R. W., & Messerschmidt, J. W. (2005). Hegemonic masculinity: Rethinking the concept. *Gender and Society*, 19(6), 829–859.

Hearn, J. (2020). Men, masculinity and masculinities. In M. Evans & C. H. Williams (Eds.), *Gender: The key concepts* (pp. 149–156). Routledge.

Rinchin. (2008). Querying marriage and family. In M. E. John (Ed.), *Women's studies in India: A reader* (pp. 573–579). Penguin.

Unit III: Women and Gender Studies

- a) Growth of Women Studies in India (Neera Desai, Geraldine Forbes)
- b) Growth of Women Studies in the Western Context (Gerda Lerner, Kimberle W. Crenshaw, Gloria Steinem)
- c) Evolution of Women's Studies as an Academic Discipline (Mary. E. John)

Essential Readings:

Crenshaw, K. W. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241–1299.

Desai, N. (2008). From accommodation to articulation: Women's movement in India. In M. E. John (Ed.), *Women's studies in India: A reader* (pp. 23–26). Penguin.

Forbes, G. (2003). Reflections on South Asian women's/gender history: Past and future. *Journal of Colonialism and Colonial History*, 4(1), 1–18.

John, M. E. (2008). Introduction. In M. E. John (Ed.), *Women's studies in India: A reader* (pp. 1–19). Penguin.

Omvedt, G. (2008). 'Socialist feminist' organisations and the women's movement. In M. E. John (Ed.), *Women's studies in India: A reader* (pp. 62–67). Penguin.

Patel, V. (2023). Journey of women's studies in India (1974–2023). *Synergy*, 19(1), 22–38.
<https://oaji.net/articles/2023/2062-1685901766.pdf>

Steinem, G. (1970). Essay: What it would be like if women win. *Time*.
<https://time.com/archive/6814493/essay-what-it-would-be-like-if-women-win/>

Unit IV: Women and Gender in Development Discourse

- a. WID & WAD (Ester Boserup, Sylvia H. Chant, Martha Nussbaum)
- b. GAD (Eva M. Rathgeber, Esther Duflo)
- c. MDGs to SDGs (Jan Vandemoortel)

Essential Readings:

Boserup, E. (1996). Development theory: An analytical framework and selected application. *Population and Development Review*, 22(3), 505–515.

Chant, S. H. (2006). Re-thinking the "feminisation of poverty" in relation to aggregate gender indices. *Journal of Human Development*, 7(2), 201–220.

Duflo, E. (2012). Women empowerment and economic development. *Journal of Economic Literature*, 50(4), 1051–1079.

Mwije, S. (2014). *A paradigm shift from Women in Development (WID) to Gender and Development (GAD)* (pp. 1–21). <https://share.google/pE3hfByBs5ALShY4J>

Nussbaum, M. (1999). Women and equality: The capabilities approach. *International Labour Review*, 138(3), 227–245.

Rathgeber, E. M. (1990). WID, WAD, GAD: Trends in research and practice. *The Journal of Developing Areas*, 24(4), 489–502.

Vandemoortel, J. (2018). From simple minded MDGs to muddle headed SDGs. *Development Studies Journal*, 5, 83–89.
<https://www.tandfonline.com/doi/full/10.1080/21665095.2018.1479647>

Suggested Readings:

Adams, R., & Savran, D. (Eds.). (2002). *The masculinity studies reader*. Blackwell.

Allen, A. (2021). Feminist perspectives on power. In E. N. Zalta (Ed.), *Stanford encyclopedia of philosophy*. <https://plato.stanford.edu/entries/feminist-power/>

Beauvoir, S. de. (2015). *Extracts from The second sex* (C. Borde & S. M. Chevallier, Trans.). Vintage Books. (Original work published 1949)

Beasley, C. (1999). *What is feminism?* SAGE Publications.

Bishara, H. (2022). Gender and sex in the structure of feminist theories: A concept and a development. *International Journal of Language, Literature and Culture*, 2(4), 8–25.

Bhasin, K. (2003). *Understanding gender*. Women Unlimited.

Bhasin, K. (2014). *What is patriarchy*. Women Unlimited.

- Bowden, P., & Mummery, J. (2012). *Understanding feminism*. Rawat Publications.
- Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. Routledge.
- Connell, R. W. (2005). *Masculinities* (2nd ed.). University of California Press.
<https://genderandmasculinities.wordpress.com/wp-content/uploads/2017/02/robert-w-connell-masculinities-second-edition-3.pdf>
- Desai, A. R. (1985, June 8). Women's movement in India: An assessment. *Economic and Political Weekly*, 992–995.
- Evans, M., & Williams, C. (Eds.). (2020). *Gender: The key concepts*. Routledge.
- Geetha, V. (2006). *Gender*. Stree.
- Haraway, D. (1991). A cyborg manifesto: Science, technology, and socialist-feminism in the late twentieth century. In *Simians, cyborgs and women: The reinvention of nature* (pp. 149–181). Routledge. <https://www.sfu.ca/~decaste/OISE/page2/files/HarawayCyborg.pdf>
- Mazumdar, V., & Sharma, K. (1979). Women's studies: New perceptions and the challenges. *Economic and Political Weekly*, 14(3), 113–120.
- Menon, N. (2012). *Seeing like a feminist*. Zubaan/Penguin Books.
- Nongmaithem, B. (2024). Feminist re-visions of the cyborg: Theory and praxis. *Educational Administration: Theory and Practice*, 30(4), 1–9.
- Oakley, A. (1985). *Sex, gender and society*. Arena.
- Pilcher, J., & Whelehan, I. (2004). Cyborg. In *50 key concepts in gender studies* (pp. 20–24). SAGE Publications.
- Sabanci, G. (2009). Charlotte Perkins Gilman's re-creation of masculinity. *Epiphany: Journal of the Faculty of Arts and Social Sciences, International University of Sarajevo*, (3), 31–65.
- Squires, J. (2008). *Gender in political theory*. Polity Press.
- Srivastava, S. (2019). Masculinity, sexuality and culture: Entangled narratives. In A. Aneja (Ed.), *Women's and gender studies in India*. Taylor and Francis.
- Tharu, S., & Lalita, K. (Eds.). (1997). Tarabai Shinde and Stri-Purush Tulna. In *Women writing in India* (Vol. 1, pp. 221–235). Oxford University Press.
- Towards equality: Report of the Committee on the Status of Women in India. (1974). Government of India.
- Vanita, R., & Kidwai, S. (Eds.). (2001). *Same sex love in India: Readings from literature and history*. Macmillan.

Walby, S. (1990). *Theorising patriarchy*. Basil Blackwell.
<https://files.libcom.org/files/Theorizing%20Patriarchy%20-%20Sylvia%20Walby.pdf>

Wollstonecraft, M. (1792). *A vindication of the rights of woman*. (Original work published 1792)

Yin, H., & Zhang, Q. (2024). Digital feminism: The role of social media in shaping feminist movements in Asian cultural contexts. *Advances in Humanities Research*, 10.

Core Course-2

Gendering History in India

**Equivalent
Credit-04
Max.Marks
:100 (40/60)**

Evaluation Criteria:

Internal Assessment: 40 Marks,

End Term Examination-60.

Course Objective:

- Recovering the lives of women from the neglect of historians was the goal of women's history from its inception.
- Its methodology and interests have evolved as it has become established as an academic discipline to understand the interdisciplinary approach of Gender Studies.
- From its early origins in cataloguing great women in history, in the 1970s it turned to recording ordinary women's expectations, aspirations, and status.

Course Outcome:

- It will equip students with a critical review of the theoretical and methodological developments in the field of women's and gender history.
- The course will therefore acquaint students with the major developments of the history from a gender perspective from ancient India to Modern India and consider the texts of Bonnie Smith, Joan Scott, Tanikia Sarkar, Uma Chakrawarty and Indrani Sinha.
- The course will acquaint students with tracing the indigenous knowledge system from a gender lens.

Course Outline:

Unit I: Gender Historiography

a. Women's History/GenderHistory:

(Key Concept of Gender History, Dichotomy of Gender & Gender as a Useful Category of Historical Analysis)

b. Recovering women's histories: Limits of historical knowledge

(Historical Sources: Archive, memoir, Diary, Private Papers, and Oral Narratives)

- c. Race, Gender & Representation: Colonial, Nationalist Writings and Feminist Writing
(Altekarian Paradigm and its Critic, Katherine Mayo & Partha Chatterjee)

Essential Readings:

Chakravarty, U. (1988). Beyond the Altekarian paradigm: Towards a new understanding of gender relations in early Indian history. *Social Scientist*, 16(8), 44–52.

Chatterjee, P. (1989). Colonialism, nationalism and colonized women: The contest in India. *American Ethnologist*, 16(4), 622–633.

Corfield, P. J. (1997). History and the challenge of gender history. *Rethinking History*, 1(3), 1–25.

Lewis, R. (1996). Race, femininity and representation. In *Gendering orientalism* (pp. 12–52). Routledge.

Mayo, K. (2000). *Mother India* (pp. 1–62). University of Michigan Press. (Original work published 1927)

Nair, J. (2008). The troubled relationship between feminism and history. *Economic and Political Weekly*, 43(43).

Rose, S. O. (2010). *What is gender history?* (pp. 1–17). Polity Press.

Scott, J. W. (1986). Gender: A useful category of historical analysis. *The American Historical Review*, 91(5), 1053–1075.

Singh, L. (2007). 1857: Visibilising the 'other' in history. *Economic and Political Weekly*, 42(16).

Smith, B. G. (2005). *Women's history in global perspective* (pp. 1–9). University of Illinois Press.

Unit-II-Gender, Agency and Patriarchy-1

- a. Women in Early India (Uma Chakravarti & Kumkum Roy)
- b. Women's Agency in Smriti, Puranic and Jataka Tradition (Sophie Tharakan, Jaya Tayagi & Preeti Gill)
- c. Widows Ordeal and Vedic Dasi (Uma and Preeti Gill)

Essential Readings:

Bai, P. R. (1901). *The high caste Hindu woman* (pp. 30–166). Fleming H. Revell Company.

Boesche, R. (2003). Women in Kautilya's Arthashastra: Persons, addictions and weapons. *South Asian Studies*, 1, 35–42.

Chakravarti, U., & Gill, P. (Eds.). (2001). *Shadow lives: Writings on widowhood* (pp. 1–31, 35–53). Zubaan.

Chakravarty, U. (n.d.). Whatever happened to Vedic Dasi? Orientalism, nationalism and a script for a past. In K. Sangari & S. Vaid (Eds.), *Recasting women: Essays in colonial history* (pp. 27–87). Rutgers University Press.

Chakravarty, U., & Roy, K. (1988). In search of our past: A review of the limitations and possibilities of the historiography of women in early India. *Economic and Political Weekly*, 23(18).

Tharakan, S., & Tharakan, M. (1975). Status of women in India: A historical perspective. *Social Scientist*, 4(4/5), 115–123.

Tyagi, J. (2014). *Contestation and compliance: Retrieving women's agency from Puranic traditions*. Oxford University Press and Indian Institute of Advanced Study.

Unit III: Gender, Agency and Patriarchy-2

- a. Women from 12th to 18th century India
- b. Middle Class Women (Angbin Yasmin & Shadab Bano)
- c. History of Patriarchy: Brahmanical and Shorfa

Essential Readings:

Angbin, Y. (2014). Middle class women in Mughal India. *Indian History Congress Proceedings*, 75, 295–306.

Bano, S. (2007). Women and property in Mughal India. *Indian History Congress Proceedings*, 68(1), 406–415.

Chakravarty, U. (1993). Conceptualising Brahmanical patriarchy in early India: Caste, class and state. *Economic and Political Weekly*, 28(14), 579–585.

Hasan, F. (2004). Women, kin and Shari'a. In *State and locality in Mughal India: Power relations in western India* (pp. 71–90). Cambridge University Press.

Lal, R. (2003). Rethinking Mughal India: Challenge of a princess's memoir. *Economic and Political Weekly*, 38(1), 53–65.

Siddiqui, F. A. (2014). Social stratifications among Muslims of India. In *A struggle for identity: Muslim women in United Province* (Chap. 1). Cambridge University Press.

Unit IV: Women's Question and Colonial Modernity

- a. Demography and Women's Question (Census Report, Colonial Writings, Courtesans & Victorian Morality)
- b. Social Reform Movement in Colonial India (Women's Question in Men Reform Agenda & Women Reformer: Rama Bai & Rokeya Sakhawat Hossain)
- c. Women in Freedom Struggle: Women's Participation in first war of Independence (1857) and Gandhi and Women.

Essential Readings:

Dally Metcalf, B. (1992). *Perfecting women: Maulana Ashraf Ali Thanawi's Bihishti Zewar* [Introduction]. University of California Press.

Forbes, G. (1999). *The new Cambridge history of India: Women in modern India* (pp. 121–156). Cambridge University Press.

Hossain, R. S. (2015). The degradation of women. In *Motichur* (R. Ray & P. Bandyopadhyay, Trans., pp. 14–37). Oxford University Press. (Original work published in Bengali)

Morvell, L. (1997). Gandhi and the Indian women's movement. *Spring*, 23(1), 12–27.

Sarkar, S. (2015). Vidyasagar and Brahmanical society. In *Women and social reform in modern India* (pp. 172–214). Permanent Black.

Siddiqui, F. A. (2014a). British perception of Muslim women: Question of fecundity and health. In *A struggle for identity: Muslim women in United Province* (pp. 35–55). Cambridge University Press.

Siddiqui, F. A. (2014b). Socio-religious reform movement and the Muslim women's issue. In *A struggle for identity: Muslim women in United Province* (pp. 18–34). Cambridge University Press.

Siddiqui, F. A. (2020). Demography, Muslim women and electoral politics in India in the Gandhian era. In A. N. Khan (Ed.), *Islam and the modern age*, 47(3). Zakir Husain Institute of Islamic Studies, Jamia Millia Islamia.

Sinha, M. (2001). Refashioning Mother India: Feminism and nationalism in late colonial India. *Feminist Studies*, 26(3).

Suggested Readings:

- Altekar, A. S. (2011). The position of women in Hindu civilization. In K. Roy (Ed.), *Women in early Indian societies* (pp. 49–71). Manohar.
- Chakravarty, U. (1998). *Rewriting history: The life and times of Pandita Ramabai* [Introduction]. Zubaan.
- Cott, N. (2005). *What is gender history?* [Annual speech, American Historical Association]. College Board. <https://apcentral.collegeboard.org/courses/ap-united-states-history/classroom-resources/what-is-gender-history>
- Dally Metcalf, B. (1992). *Perfecting women: Maulana Ashraf Ali Thanawi's Bihishti Zewar* [Introduction]. University of California Press.
- de Souza, E. (Ed.). (2004). *Purdah: An anthology* (pp. 66–77). Oxford University Press.
- Hossain, R. S. (2015). The degradation of women. In *Motichur* (R. Ray & P. Bandyopadhyay, Trans., pp. 14–37). Oxford University Press. (Original work published in Bengali)
- Iacovetta, F., & Kealey, L. (1996). Women's history, gender history and debating dichotomies. *Left History: An International Journal of Historical Enquiry*, 4(1), 221–237.
- Khan, S. N. S. (2004). *Gulbadan Bano Begum: First woman historian of the subcontinent* (pp. 1–37). ICCTS Publication.
- Kosambi, M. (1988). Women, emancipation and equality: Pandita Ramabai's contribution to women's cause. *Economic and Political Weekly*, 23(44), WS38–WS49.
- Sarkar, S., & Sarkar, T. (Eds.). (2011). *Women and social reform in modern India: A reader*. Permanent Black.
- Sen, I. (2008). *Woman and empire: Representations in the writings of British India, 1858–1900* (pp. 1–38). Orient BlackSwan.
- Siddiqui, F. A. (2020). Muslim women resilience in non-Islamic societies: Understanding the historical nuances of ongoing hijab row in India. *Islam and the Modern Age*, 47(4). Zakir Husain Institute of Islamic Studies, Jamia Millia Islamia.
- Smith, B. G. (2005). *Women's history in global perspective* (pp. 1–9). University of Illinois Press.

Core Course-3

Women, Work and Development

Equivalent
Credit-04
Max.Marks
:100 (40/60)

Evaluation Criteria:

Internal Assessment: 40 Marks,

End Term Examination-60.

Course Objectives:

1. To understand the gender dimension of work and development
2. To learn about Neo-Liberal Economy and Changing Gender Equations
3. To know about gender mainstreaming

Course Outcome:

Having completed this course, a student should be able to:

- Learn about scholars who contributed to the women and work debate
- Develop an understanding of women's role in development
- Enhanced skills in undertaking the task of gender mainstreaming

Unit I: Perspectives and Debates on Women's Work

- a) Feminist Perspectives on Development: Prominent Scholars
- b) Understanding women's work using Time-Use Statistics
- c) Capability Approach and Women's Development

Essential Readings:

Boserup, E. (1975). The changing role of women in developing countries. *India International Centre Quarterly*, 2(3), 199–203.

Dang, A. T. (2014). Amartya Sen's capability approach: A framework for well-being evaluation and policy analysis? *Review of Social Economy*, 72(4), 460–484.

Hirway, I., & Jose, S. (2011). Understanding women's work using time-use statistics: The case of India. *Feminist Economics*, 17(4), 67–92.

Nussbaum, M. (2000). *Women and human development: The capabilities approach* (pp. 1–31). Cambridge University Press.

Strober, M. H. (1988). Review of Patriarchy at work: Patriarchal and capitalist relations in employment by Sylvia Walby. *American Journal of Sociology*, 94(1), 194–196.

Walby, S. (1987). *Patriarchy at work: Patriarchal and capitalist relations in employment* (pp. 1–70). University of Minnesota Press.

Unit II: Women in Planning in Contemporary India

- a) Five Year Plans in India
- b) Women's Access and Control of Assets and Resources
- c) Domestic Labour Debate

Essential Readings:

Bhattacharya, T. (Ed.). (2017). *Social reproduction theory: Remapping class, recentering oppression* [Introduction chapter]. Pluto Press.

Kandiyoti, D. (1998). Gender, power and contestation: Rethinking bargaining with patriarchy. In C. Jackson & R. Pearson (Eds.), *Feminist visions of development: Gender analysis and policy* (pp. 138–154). Routledge.

Krishnaraj, M. (1999). Globalisation and women in India. *Development in Practice*, 9(5), 587–592.

Mitra, S. (2019). Planning and budgeting for women's empowerment in India: A historical process. *ANTYAJAA: Indian Journal of Women and Social Change*, 1–19.

Vogel, L. (2000). Domestic labour revisited. *Science and Society*, 64(2), 151–170.

Unit III: Women and Work

- a) Women's work in the Formal and Informal Sectors
- b) Feminization of Poverty and Feminization of Labour
- c) Migration for Work

Essential Readings:

Ghosh, J. (2007). Informalization, migration and women: Recent trends in Asia. In D. Banerjee & M. Goldfield (Eds.), *Labour, globalization and the state: Workers, women and migrants confront neo-liberalism*. Routledge.

Ghosh, J. (2020). Time, poverty and women's work. In P. Jha, A. Kumar, & Y. Mishra (Eds.), *Issues and challenges in contemporary India* (Chap. 2). Orient BlackSwan.

Hartmann, H. (1976). Capitalism, patriarchy, and job segregation by sex. *Signs: Journal of Women in Culture and Society*, 1(3), 137–169.

Mazumdar, I., Neetha, N., & Agnihotri, I. (2013). Migration and gender in India. *Economic and Political Weekly*, 48(10), 54–64.

Sen, A. (1989). Cooperation, inequality, and the family. *Population and Development Review*, 15(Suppl.), 61–76.

Teodorescu, L. (2024). Women on the move: Understanding the female face of migration to develop targeted policies. *European View*, 23(1), 55–63.

Unit IV: Globalization, Women's Work and Development

- a. Neo Liberal Economy and Changing Gender Equations
- b. Role of Women in Environment Protection and Energy Conservation
- c. Gender Budgeting and Mainstreaming

Essential Readings:

Agarwal, B. (1992). The gender and environment debate: Lessons from India. *Feminist Studies*, 18(1), 119–158.

Agarwal, B. (2001). Participatory exclusions, community forestry, and gender: An analysis for South Asia and a conceptual framework. *World Development*, 29(10), 1623–1648.

Beneria, L. (2003). *Gender, development and globalization: Economics as if all people mattered* (pp. 1–28). Routledge.

Naidu, Y. G. (2006). Globalisation and its impact on Indian society. *The Indian Journal of Political Science*, 67(1), 65–76.

Omvedt, G. (2005). Capitalism and globalization, Dalits and Adivasis. *Economic and Political Weekly*, 40(47), 4881–4885.

Patel, V. (2009). Gender mainstreaming in social protection. *Economic and Political Weekly*, 44(16), 32–34.

Suggested Readings:

Afshar, H. (Ed.). (1991). *Women, development and survival in the third world*. Longman.

Baltiwalla, S. (2013). *Engaging with empowerment*. Women Unlimited.

Banerjee, N. (2001). Analysing women's work under patriarchy. In K. Sangari & U. Chakravarti (Eds.), *From myths to markets: Essays on gender*. IIAS/Manohar.

Boserup, E. (1970). *Women's role in economic development* (Chap. 5). George Allen & Unwin.

Boserup, E. (1975). The impact of population growth on agricultural output. *The Quarterly Journal of Economics*, 89(2), 257–270. <https://doi.org/10.2307/1884430>

Boserup, E. (1989). Population, the status of women, and rural development. *Population and Development Review*, 15(Suppl.), 45–60.

Ghosh, J. (2009). *Never done and poorly paid: Women's work in globalizing India*. Women Unlimited.

Goodman, J. (Ed.). (2010). *Global perspectives on gender and work: Readings and interpretations*. Rowman & Littlefield.

Kabeer, N. (2008). *Mainstreaming gender in social protection for the informal economy*. Commonwealth Secretariat.

Mahapatro, S. R. (2010). *Patterns and determinants of female migration in India: Insights from census* (Working Paper No. 246). Institute for Social and Economic Change.

Mazumdar, I. (2007). *Women workers and globalization: Emergent contradictions in India*. Centre for Women's Development Studies.

Pearson, R. (1998). Nimble fingers revisited: Reflections on women and third world industrialisation in the late twentieth century. In C. Jackson & R. Pearson (Eds.), *Feminist visions of development* (pp. 1–18). Routledge.

Powell, G. N. (Ed.). (1999). *Handbook of gender and work*. SAGE Publications.

Razavi, S., & Staab, S. (2008). *The social and political economy of care: Contesting gender and class inequalities*. Division for the Advancement of Women, United Nations Department of Economic and Social Affairs.

Resurreccion, B. P., & Elmhirst, R. (Eds.). (2008). *Gender and natural resource management: Livelihoods, mobility and interventions*. Earthscan.

Sachs, C. E. (2019). *Gender, agriculture and agrarian transformations: Changing relations in Africa, Latin America and Asia*. Routledge.

Sen, A. (1990). Gender and cooperative conflicts. In I. Tinker (Ed.), *Persistent inequalities* (pp. 123–149). Oxford University Press.

Shiva, V. (1988). *Staying alive: Women, ecology and development*. Zed Books.

Standing, G. (1999). Global feminization through flexible labor: A theme revisited. *World Development*, 27(3), 583–602.

Swiebel, J. (1999). *Unpaid work and policy-making: Towards a broader perspective of work and employment*. United Nations.

Vishvanathan, N., Duggan, L., Nisonoff, L., & Wiegersma, N. (Eds.). (1997). *The women, gender and development reader*. Zed Books.

Core Course-4

Gender and Social Structure

Equivalent

Credit-04

Max.Marks

:100

(40/60)

Evaluation Criteria:

Internal Assessment: 40 Marks

End Term Examination:60 Marks

Course Objectives:

- To develop an understanding of Social Structure and institutions.
- To explore how femininity and masculinity are socially constructed and negotiated within institutions.
- To examine the intersection of gender with caste, class, religion, race, and power.

Course Outcome:

Having completed this course, students will be able to:

- Analyse how social institutions are gendered.
- Critically engage with the intersections of caste, class, and ethnicity through a gendered lens.
- Reflect on how gender operates in everyday structures such as family, religion, and the state.

Course Outline:

UNIT I: Social Institutions

- a) Family as a social institution (Talcott Parson and Friedrich Engels)
- b) Marriage as a social institution (Talcott Parson and Friedrich Engels)
- d) Religious Institutions: (Emile Durkheim, Leela Dube and Simone de Beauvoir)

Essential Readings:

Parsons, T. (1959). The social structure of the family. In R. Anshen (Ed.), *The family: Its function and destiny* (rev. ed., pp. 241–274). Harper. (Original work published 1949)

Engels, F. (2010). The family. In *The origin of the family, private property and the state* (pp. 45–87). Penguin Classics. (Original work published 1884)

Dube, L. (1988). On the construction of gender: Hindu girls in patrilineal India. *Economic and Political Weekly*, 23(18), WS11–WS19.

Benokraitis, N. V. (2015). The Family in a Changing Society. In *Marriages and families: Changes, Choices, and Constraints* (8th ed.). Pearson, pp. 27–55.

Sharma, K. L. (2019). Indian Social Structure and Change (2nd ed.). New Delhi, Rawat Publications. Pp. 63-84, 85-106, 107-123.

UNIT II: Social Structure

a) Social Stratification: Caste and Class. (Sharmila Rege and Sylvia Walby)

b) Power, Race and Ethnicity (by Andersen, M. L., & Collins, P. H)

c) Community: (Robert Morrison MacIver)

Essential Readings:

Rege, S. (2006). Writing caste, writing gender: Reading Dalit women's testimonios. Zubaan.

Walby, S. (2002). Gender, class and stratification: Towards a new approach. In S. Jackson & S. Scott (Eds.), *Gender: A sociological reader* (pp. 93–96). Routledge.

Andersen, M. L., & Collins, P. H. (2019). *Race, class, and gender: Intersections and inequalities* (10th ed.). Cengage Learning.

Sharma, K. L. (2019). Caste and class in India. In *Social stratification and mobility* (pp. 17–39, 67–91). Rawat Publications.

MacIver, R. M. (1917). *Community: A sociological study: Being an attempt to set out the nature and fundamental laws of social life*. New York, NY: Macmillan.

UNIT III: State and Social Institutions

- a) State
- b) Education
- c) Labour market and Work Place (Neetha, N.).

Essential Readings:

Mazumdar, V. (1994). Women, state and politics. In N. Menon (Ed.), *Gender and politics in India* (pp. 58–69). Oxford University Press.

Nambissan, G. B., & Rao, S. (Eds.). (2013). *Sociology of education in India: Changing contours and emerging concerns* (pp. 102–128). Oxford University Press.

Neetha, N. (2010). *Women, work and employment in India: A study of employment trends, labour laws and women's entitlements* (pp. 1–34). Centre for Women's Development Studies.

UNIT IV: Social Change and Social Order

- a) Social Change: Types, Causes and Consequences
- b) Social Order: Domination, Authority and Law, Crime and Violence (by Kamla Bhasin)
- c) Gendered Violence, Law, and Protest Movements.(Mehta & Tiwari)

Essential Readings:

Bhasin, K. (2006). *What is patriarchy?* (pp. 1–55). Women Unlimited.

Bottomore, T. (1993). Social change. In *Sociology: A guide to problems and literature* (2nd ed., pp. 280–305). Blackwell.

Mehta, K., & Tiwari, A. (2021). *Between sexual violence and autonomy: Rethinking the engagement of the Indian women's movement with criminal law*. German Law Journal, 22, 860–877.

Connell, R. W. (2005). *Masculinities* (2nd ed., pp. 29–120, 213–250). Polity Press.

Suggested Readings:

Acker, J. (1973). Women and social stratification: A case of intellectual sexism. *American Journal of Sociology*, 78(4), 936–944.

- Arnot, M. (2002). *Reproducing gender? Essays on educational theory and feminist politics*. RoutledgeFalmer.
- Benokraitis, N. V. (2015). *Marriages and families: Changes, choices, and constraints* (8th ed.). Pearson.
- Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity* (pp. 1–34). Routledge.
- Chanana, K. (2001). *Interrogating women's education: Bounded visions, expanding horizons* (pp. 15–45). Rawat Publications.
- Chowdhry, P. (1997). Enforcing cultural codes: Gender and violence in northern India. *Economic and Political Weekly*, 32(19), 1019–1028.
- Collier, J. F., & Rosaldo, M. (1981). Politics and gender in simple societies. In S. B. Ortner & H. Whitehead (Eds.), *Sexual meanings: The cultural construction of gender and sexuality* (Chap. 8). Cambridge University Press.
- Deshpande, A. (2011). *The grammar of caste: Economic discrimination in contemporary India*. Oxford University Press.
- Dube, L. (1993). Who gains from matriliney? Men, women and change on a Lakshadweep island. *Sociological Bulletin*, 42, 15–36.
- Dube, L. (1996). Caste and women. In M. N. Srinivas (Ed.), *Caste: Its twentieth century avatar* (pp. 1–27). Penguin.
- Kumar, K. (2005). *Political agenda of education: A study of colonialist and nationalist ideas* (2nd ed.). SAGE Publications India.
- Lindsey, L. L. (2015). *Gender roles: A sociological perspective* (6th ed.). Routledge.
- Madan, T. N. (1991). *Religion in India* (pp. 1–30, 191–214). Oxford University Press.
- Mies, M. (1981). Dynamics of sexual division of labour and capital accumulation: Women lace workers of Narsapur. *Economic and Political Weekly*, 16(10/12), 487–500.
- Rubin, G. (1975). The traffic in women: Notes on the political economy of sex. In R. R. Reiter (Ed.), *Toward an anthropology of women* (pp. 157–210). Monthly Review Press.
- Sharma, K. L. (2019). *Indian social structure and change* (2nd ed., pp. 63–84, 85–106, 107–123). Rawat Publications.
- Tharu, S., & Niranjana, T. (1999). Problems for a contemporary theory of gender. In N. Menon (Ed.), *Gender and politics in India* (pp. 494–525). Oxford University Press.
- Uberoi, P. (Ed.). (1996). *Social reform, sexuality and the state*. SAGE Publications.

Walby, S. (1990). *Theorizing patriarchy* (pp. 1–70). Basil Blackwell.

West, C., & Zimmerman, D. H. (2002). Doing gender. In S. Jackson & S. Scott (Eds.), *Gender: A sociological reader* (pp. 42–47). Routledge.

Semester I

Research Methodology-I

Equivalent Credits: 4

Marks: 100

Evaluation Criteria: Internal Assessment- 40- Test -10 Marks, Term Paper/Research Proposal (3000 words): 15 marks (submission and presentation), Class participation – 15 marks

End Term Examination – 60

Course Objectives:

The course, at the end, would enable the student to:

- To make students understand social research, its importance and limitations
- To make students learn about research design and methodology
- To make students learn about feminist research

Course Outcome:

Having completed this course, a student should be able to:

- Design a research proposal
- Learn about research methodology and methods
- Understand basic features of feminist research

UNIT I: Introduction to Social Research

- (a) Social Research, Significance and Limitations
- (b) Debates on Subjectivity/Objectivity in Social Science Research
- (c) Steps for Formulation of a Research Proposal

Essential Readings:

Alcoff, L. M. (2001). Objectivity and its politics. *New Literary History*, 32(4), 835–848.

Kothari, C. R. (2004). *Research methodology: Methods and techniques* (pp. 1–21). New Age International Publishers.

Letherby, G., Scott, J., & Williams, M. (2014). *Objectivity and subjectivity in social research* (pp. 1–48). SAGE Publications.

UNIT II: Research Design and Methodology

- (a) Research Design -Quantitative and Qualitative Research
- (b) Logic and Types of Sampling
- (c) Hypothesis and Variables

Essential Readings:

Bhattacharjee, A. (2012). *Social science research: Principles, methods, and practices* (pp. 1–35, 73–103). University of South Florida.

Kothari, C. R. (2004). *Research methodology: Methods and techniques* (pp. 31–68, 152–232). New Age International Publishers.

Neuman, W. L. (2007). *Basics of social research: Qualitative and quantitative approaches* (pp. 1–21). Pearson/Allyn & Bacon.

UNIT III: Different Methods of Data Collection, Citation, Report Writing

- a) Survey (NFHS 5 -large-scale, multi-round survey) and Questionnaires/Gender Sensitive Data
- b) In-depth Interview Schedule, Case Study, Focus Group Discussion (FGDs), Participant and Non-Participant Observation
- c) Bibliography, Citation and Report Writing

Essential Readings

Bhattacharjee, A. (2012). *Social science research: Principles, methods, and practices* (pp. 1–35, 73–103). University of South Florida.

Briggs, C. (2000). Interview. *Journal of Linguistic Anthropology*, 9(1–2), 137–140.

International Institute for Population Sciences. (2021). *National Family Health Survey-5 (NFHS-5)*. <https://www.nfhsiips.in/nfhsuser/index.php>

Ramesh, B. (2018). Social science research in India: Issues and challenges. *International Journal of Research Culture Society*, 2(5), 178–181.

UNIT IV: Feminist Research

- (a) Feminist Critique of Positivist Research
- (b) Feminist Interdisciplinary Approach to Knowledge Building and Core Feminist Insights
- (c) Feminist Research Methodology: Challenges

Essential Readings:

Haraway, D. (1988). Situated knowledges: The science question in feminism and the privilege of partial perspective. *Feminist Studies*, 14(3), 575–599.

Harding, S. (1987). Introduction: Is there a feminist method? In S. Harding (Ed.), *Feminism and methodology* (pp. 1–14). Indiana University Press.

Harding, S. (2004). Introduction: Standpoint theory as a site of political, philosophic, and scientific debate. In S. Harding (Ed.), *The feminist standpoint theory reader: Intellectual and political controversies* (pp. 1–15). Routledge.

Jayarathne, T. (1983). The value of quantitative methodology for feminist research. In G. Bowles & R. D. Klein (Eds.), *Theories of women's studies* (pp. 140–162). Routledge & Kegan Paul.

Kiguwa, P. (2019). Feminist approaches: An exploration of women's gendered experiences. In S. Laher, A. Fynn, & S. Kramer (Eds.), *Transforming research methods in the social sciences: Case studies from South Africa* (pp. 220–235). Wits University Press.

Suggested Readings:

Adkins, L., & Lury, C. (2009). What is the empirical? *European Journal of Social Theory*, 12(1), 5–20.

Allen, T. H. (1978). *New methods in social science research*. Praeger Publishers.

Bowen, D. R. (1977). Objectivity as a normative standard. *The Journal of Politics*, 39(1), 201–210.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

Delve, Ho, L., & Limpaecher, A. (2024, February 5). *In-depth interviews for qualitative analysis*. Delve. <https://delvetool.com/blog/in-depth-interviews>

Ghosh, B. N. (1982). *Scientific methods and social research*. Sterling Publishers.

Kothari, C. R. (2004). *Research methodology: Methods and techniques* (pp. 24–30, 95–121, 344–360). New Age International Publishers.

McRobbie, A. (1982). The politics of feminist research: Between talk, text and action. *Feminist Review*, 12, 46–57.

Seminar Paper-1

Feminist Ethnographies

Equivalent
Credit-04
Max.Marks
:100 (40/60)

Evaluation Criteria:

Internal Assessment: 40 Marks

End Term Examination: 60

Course Objectives:

- It is to make students understand that women are not the same everywhere
- They have different histories, different cultures and different paradigms through which they evolve.
- Understanding the diversity will broaden their perspectives which will help to collate their research from a wider canvas.

Couse outcome:

Having completed this course, the students will be able to:

- Reject the unilinear path of women's movement
- Incorporate wide spectrum of women in their ethnos to their research.
- It will relate them to the present discourses in the world.

Unit I: Introduction

- a) What is Feminist Ethnography: Origin, Evolution
- b) The indigenous Space: a. Women of South East Asia and North East India
- c) 2 spirited Native Americans and the Mauri Women in New Zealand

Essential Readings:

Abu-Lughod, L. (1991). Writing against culture. In R. G. Fox (Ed.), *Recapturing anthropology: Working in the present* (pp. 137–162). School of American Research Press.

Brara, V. (2017). Culture and indigeneity: Women in Northeast India. *Explorations: E-Journal of the All India Sociological Society*, 1. <http://www.insoso.org/ejournal/vol.1>

Devasahayam, T. W. (2019). *Women and politics in Southeast Asia: Navigating a man's world*. Liverpool University Press.

Friedrich Naumann Foundation. (2025). *More than just numbers: Filipino women speak up their truth*. <http://www.freiheit.org>

Joshua, M. K. (2024). Twelve famous Native American women. *World History Encyclopedia*. <https://study.com/academy/lesson/video/iroquois-social-structure-gender-roles.html>

Stacey, J. (1988). Can there be a feminist ethnography? *Women's Studies International Forum*, 11(1), 21–27.

Williams, W. L. (2010, October 11). The two-spirit people of indigenous North Americans. *The Guardian*.

Unit 2: Changing Paradigms

- a. Japan's Feminization of Masculinity
- b. 4B Movement of Korea
- c. Transsexual Discourse

Essential Readings:

Ida, Y. (2006). Beyond the feminisation of masculinity: Transforming patriarchy with the feminine in contemporary Japanese youth culture. *Inter-Asia Cultural Studies*, 7(1). <https://doi.org/10.1080/1462394042000326905>

Lee, Y. I. (2026). 4B movement: History, context, critiques and impact. *Britannica*. <http://www.britannica.com>

Patnaik, D. (2014). *Shikhandi and other tales they don't tell you*. Zubaan Books and Penguin Books India.

Windsor, R. (2025). 4B movement: What is it and how it has evolved. *The Week*.

Unit 3: Kashmir Discourses

- a. 2 women poets
- b. 2 Queens
- c. Women's Voices

Essential Readings:

Kar, S. (2019). Negotiating the female identity in times of conflict: A study of two Kashmiri women's narratives. *Pratidhwani: The Echo*, 8(1). https://youtu.be/S-_sLUirHqY?si=ema_wuBDtG6EtW2x

Kaul, J. (2018). *Lal Ded*. Sahitya Akademi.

Vaid, A., & Sharma, S. (2022). *Queens of Kashmir: A glimpse of Kashmir's women rulers*. Notion Press.

Wakhlou, S. N. (2009). *Habba Khatoon: Nightingale of Kashmir*. South Asian Publications.

Wanaan, Z. (2023). Kashmiri feminist manifesto. *English Language Notes*, 61(2), 19–22. <https://muse.jhu.edu/article/915528>

Unit 4: Matrilineal and Polyandrous Societies

- a. Khasi, Jaintia and Garo
- b. Nairs
- c. Draupadi Prath/Pandev prath

Essential Readings:

Lekha, N. B. (2021). Sexuality, property and matriliney: Transformation of marriage and female sexuality among the Nayars in Kerala. *Loyola Journal of Social Sciences*, 35(1).

Nongbri, T. (2011). *Deconstructing masculinity: Fatherhood, matrilineality and social change*. <https://www.scribd.com/document/56567156/nongbri>

<https://youtu.be/61ToDZnUjM4?si=NOHc9cj4zwK62Pei> ·
<https://youtu.be/tUy585qfwXY?si=EjLbkZnMkDgnnoYZ> ·
https://youtu.be/Y6_NjVooySA?si=g4Dj_gciKM_ngxwd

Seminar Paper-2

Gender, Culture and Media

Semester-I

Marks: 100

Evaluation: Internal Assessment-40

End Term Examination-60

Course Objectives:

- Critically examine gender, race, and sexuality representations across film, television, social media, and advertising.
- Introduce and apply feminist, queer, and intersectional media theories to real-world media contexts.
- Analyze the cultural, technological, and social factors shaping media production and reception.
- Explore Indian and global media case studies to understand diverse gendered narratives and audiences.

Course Outcome:

- Analyze media texts for gendered, racialized, and sexualized representations using feminist and queer theoretical frameworks.
- Apply concepts such as Male Gaze, Oppositional Gaze, Standpoint Theory, Symbolic Annihilation, and Gender Performativity in media critique.
- Compare Indian and global media, identifying intersectional influences of class, caste, race, and sexuality.
- Demonstrate the ability to produce or critically evaluate media narratives informed by feminist and queer perspectives.

Unit I- Male Gaze, Race and Spectatorship

- a) Laura Mulvey: Visual Pleasure and Narrative Cinema.
- b) Bell hooks: The Oppositional Gaze: Black Female Spectators
- c) Rosalind Gill: Gender and the Media (Extracts)

Essential Readings:

Gill, R. (2007). *Gender and the media* (pp. 7-34). Polity Press.

Hooks, b. (1992). The oppositional gaze: Black female spectators. In *Black looks: Race and representation* (pp. 115–131). South End Press.

Mulvey, L. (1975). Visual Pleasure and Narrative Cinema. *Screen*, 16(3), 6–18.

Unit II- Media and Culture

- a) Walter Benjamin: “The work of art in the age of mechanical reproduction”.
- b) Stuart Hall: “Encoding and decoding in the television discourse”.
- c) Douglas Kellner: “Cultural Studies, Multiculturalism and Media Culture”

Benjamin, W. (2008). The work of Art in the Age of Mechanical Reproduction. In M. W. Jennings, B. Doherty, & T. Y. Levin (Eds.), *The work of art in the age of its technological reproducibility and other writings on media* (pp. 19–55). Harvard University Press.

Hall, S. (1973/2007). Encoding and decoding in the television discourse. In S. During (Ed.), *The Cultural Studies Reader* (pp. 90–103). London: Routledge.

Kellner, D. (2003). Cultural Studies, Multiculturalism and Media culture. In G. Dines & J. M. Humez (Eds.), *Gender, race, and class in media: A text-reader* (2nd ed., pp. 9–20). SAGE Publications

Unit III- Feminist Media and Communication Theories

- a) Muted Group Theory - Shirley and Edwin Ardener
- b) Stand Point Theory -Sandra Harding
- c) Symbolic Annihilation Theory- Gerbner & Touchman

Essential Readings:

Hartsock, N. C. M. (1983). The feminist standpoint: Developing the ground for a specifically feminist historical materialism. In S. Harding & M. Hintikka (Eds.), *Discovering reality: Feminist perspectives on epistemology, metaphysics, methodology, and philosophy of science* (pp. 283–310). D. Reidel Publishing Co.

Kramarae, C. (1981). *Women and men speaking: Frameworks for analysis* (pp 1-32). Newbury House Publishers.

Tuchman, G. (1978). The symbolic annihilation of women by the mass media. In G. Tuchman, A. K. Daniels, & J. Benét (Eds.), *Hearth and home: Images of women in the mass media* (pp. 3–38). Oxford University Press.

Unit IV -Case Studies in Gendered Media Representation

Students are expected to present case studies on the gendered media representation from the following units:

- a) Social Media Platforms, OTT & Reality Shows
- b) News Media, #MeToo & use of Artificial Intelligence
- c) Advertising & Visual Culture

Essential Readings:

Fileborn, B., & Loney-Howes, R. (2019). #MeToo and the politics of backlash. *Feminist Media Studies*, 19(4), 473–485.

Rangan, B. (2021). Streaming feminism? Gender, class and intimacy in Indian OTT originals. *Feminist Media Studies*, 21(6), 1024–1040.

Banet-Weiser, S., Gill, R., & Rottenberg, C. (2020). Postfeminism, popular feminism and neoliberal feminism. *Feminist Media Studies*, 20(1), 1–20.

Suggested Readings

Banet-Weiser, S. (2018). *Empowered: Popular feminism and popular misogyny*. Duke University Press.

Benjamin, J. (1995). *Like subjects, love objects: Essays on recognition and sexual difference*. Yale University Press.

Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. Routledge.

Couldry, N. (2012). *Media, society, world: Social theory and digital media practice*. Polity Press.

Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241–1299.

Dines, G., & Humez, J. M. (Eds.). (2011). *Gender, race, and class in media: A critical reader* (3rd ed.). SAGE Publications.

Doty, A. (1993). *Making things perfectly queer: Interpreting mass culture*. University of Minnesota Press.

Ghosh, S. (2021). Documentary disclosures: The emergence of queer independent filmmaking in India. In P. Mascarenhas & R. Vasudevan (Eds.), *The Oxford handbook of queer cinema* (pp. 655–674). Oxford University Press.

Gill, R. (2016). Post-postfeminism? New feminist visibilities in postfeminist times. *Feminist Media Studies*, 16(4), 610–630.

Halberstam, J. (2005). *In a queer time and place: Transgender bodies, subcultural lives*. New York University Press.

Hall, S. (1997). *Representation: Cultural representations and signifying practices*. SAGE Publications.

hooks, b. (2000). *Feminism is for everybody: Passionate politics*. South End Press.

Lind, R. (2017). *Digital media and gender: Feminist interventions in the age of social media*. Routledge.

Lind, R. (2018). *Feminism, media, and the cultural politics of online spaces*. Palgrave Macmillan.

Lind, R. A. (Ed.). (2026). *Race/gender/class/media: Considering diversity across audiences, content, and producers* (6th ed.). Routledge.

Tufekci, Z. (2017). *Twitter and tear gas: The power and fragility of networked protest*. Yale University Press.

Van Zoonen, L. (1994). *Feminist media studies*. SAGE Publications.

Viswamohan, A. I. (Ed.). (2025). *Women in contemporary Indian films and media: Representations and responses*. Routledge.

Warner, M. (1993). *Fear of a queer planet: Queer politics and social theory*. University of Minnesota Press.