

Monsoon 2025 Courses

Course Title	LS Code	Course Description	SDG
[CLA-0012] Latin for Beginners	CLA-001 2-1	Latin is one of the world's most enduring and important scholarly languages. Knowing Latin grants access to vast amounts of knowledge in many fields. This class approaches the language from several angles. Grammar and other basic elements of language are introduced through games and discussions. Latin has a strong theatre tradition and this will also be explored in the course.	SDG 4
[CLA-0031] Linguistic Multiplicities of Assam	CLA-00 31-1	The course will try to introduce the students to different languages and linguistic cultures found in the state of Assam including, but not limited to, Assamese. Along with standard Assamese, the course will also lay emphasis on understanding and appreciating other variants of the language and the cultural and literary produces in them. In addition to being introduced to the wide array of tribal languages in Assam like Bodo, Mising, Karbi and Tiwa, the students will also be made aware of how these languages are - both linguistically and politically - influenced by and coexist with Assamese, the official and commonly-used language of the state. Cultural and literary forms like folktales, songs and films would be used to demonstrate how, in this story of influence and coexistence, linguistic communities have loaned words, proverbs, tunes and even phones (speech sounds) from one another. The course would be an attempt to give the students a tour and a feel of a heterogeneous, multiethnic and polyphonic Assam living on the edge in India's Northeast.	SDG 4, SDG 10
[CLA-0051] From Amir Khusrau to Delhi Today: A Rhythmic History of the Urdu Verse	CLA-005 1-1	From Amir Khusrau to Mirza Ghalib, Delhi has, time and again, hosted many significant Urdu Ghazal poets. This course will take you through the vibrant soundscapes of Delhi's poetic history. From the courts of the Mughal emperors to the modern-day mushairas, we will explore the history of rhythm, rhyme, and language in the Urdu Ghazal. Beyond its traditional form, the course will explore the Ghazal's modern reinvention through diverse musical adaptations by prominent singers such as Mehdi Hasan and Nusrat Fateh Ali Khan.	SDG 4
[CVA-0067] Wild Aesthetics of Urban Environments	CVA-00 67-1	This course explores plants as a medium of design in public spaces and built environments. The gardens of today are at an intersection of formal beauty and naturalism, while also being answers to tackle climate change and improve the health of cities. The students will explore case studies of modern gardens from similar climates in Mexico, Singapore, Vietnam and Japan. The lectures will physically engage students with playful and scaled down versions of landscaping principles through techniques of horticultural art. Examples like training plants to create bonsai, topiaries, espaliers and arrangements in container planting. Students will identify plants around the university, collect live and dry plant materials for classwork, and work towards horticultural interventions on campus.	SDG 3, SDG 11, SDG 13, SDG 15

<p>[CVA-0073] Understanding Socially Engaged Art (SEA) Through Practice</p>	<p>CVA-00 73-1</p>	<p>The course focuses on understanding the basic concepts of Socially Engaged Art, which involves Public Art, Participatory Art, Site-specific Art, Relational Art, Community Art, and Art & activism through practice. It also explores the practice concerning SEA practices, deploying diverse methodologies connecting interdisciplinary approaches. The course also confirms the generation of intermediate, experimental, innovative, interactive forms that contextualize and expand symbolic expression in daily life. The objective is to shape new art forms within given local nodes and imperatives and to catalyze, release and uncover the aesthetic logic inherent and embedded in the existential matrix of community, each with particular histories, cartographies, demographics, socioeconomic patterns, and cultural affiliations.</p>	<p>SDG 4, SDG 11, SDG 16</p>
<p>[CVA-0094] Anatomy of Visual Documentation</p>	<p>CVA-00 94-1</p>	<p>The primary aim of the course is to break down the process of documenting subjects rich in visual information. The coursework will introduce authentic and sensitive ways to visually document themes of personal interest. Students will be encouraged to find niche subjects of cultural relevance and learn practical approaches to researching, collating, and representing information. Students can choose to work with digital or analog methods of bookmaking, both of which will be introduced. The data can then be translated into zines, maps, guidebooks, postcard books, pamphlets, recipe books, compact coffee table books, photo books, or any other medium the student deems appropriate. Crafts processes, culinary experiences and recipes, heritage and history of objects and people, evolution of places and spaces, and literary explorations are a few examples of themes students can explore and build upon. Collection, curation, interpretation, and creative representation of data will remain the focus of the course. Students can work with photographs, artistic illustrations, creative writing, or well-defined research and curation skills to present their work. The final deliverable is to have a reproducible print product presenting visual data. No prior experience or knowledge of documentation is required but the course will be personal, immersive, and rigorous. Critical thinking and the application of lived experiences are pertinent skills. The course also needs students to do some of their work and research beyond the classroom. Students will be required to learn ways to present their work creatively, the instructor will support each student through the process of making their creatives.</p>	<p>SDG 4</p>
<p>[CT-2416] Queer Bollywood: Screening Desire in Hindi Cinema</p>	<p>CT-2416 -1</p>	<p>How can we tell when a film is queer? While this question has been asked often about films in the West, this course will undertake the novel task of staging a conversation between queer theory and Hindi cinema. How do we look at films and when do we look with desire? Can looking queerly create subjectivities that are uncomfortable? What is the relation between queer representations and queer readings? Is Bollywood's queer orientation unique or is there something queer about the form of film? Entangling ourselves with these and other questions, this course will meditate upon ideas of identity, spectatorship, power, and sexuality in film. We will watch films like Farhan Akhtar's Don, Tarun Mansukhani's Dostana, Nikhil Advani's Kal Ho Naa Ho, Farah Khan's Om Shanti Om, alongside reading theoretical texts by Laura Mulvey, Leo Bersani, Diana Fuss, Jacqueline Rose, Lee Edelman, and Christian Metz, among others.</p>	<p>SDG 4, SDG 5, SDG 10, SDG 16</p>

<p>[CT-2418] English Vinglish</p>	<p>CT-2418 -1</p>	<p>Is English an Indian language? What does it mean to write in English in India? Is it merely an elite, colonial language? What is its relationship with the 'bhashas'? Through these questions and more, this course examines the history and politics of the English language in India. We will probe why English literature was introduced as a subject of study in India long before it was institutionalized in Britain, how gender and caste are inextricably tied to the story of English, why English has come to be seen as a 'neutral' language for translation, and how English crouches silently while India debates over the question of the national language. We will spend time with writers like Vikram Seth, Geetanjali Shree, Chetan Bhagat, Anuja Chauhan, Salman Rushdie, Ajay Navaria, Premchand, Agyeya, Meena Kandasamy, and others. We will also meet theorists like Aamir Mufti, Akshya Saxena, Shefali Chandra, Meenakshi Mukherjee, Harish Trivedi, Gauri Viswanathan, Ulka Anjaria, Rashmi Sadana, Vasudha Dalmia and others. By the end of this course, we will develop a sensitivity to questions of language – literary or otherwise.</p>	<p>SDG 4, SDG 5, SDG 10</p>
<p>[FC-0102] Environmental Studies</p>	<p>FC-0102 -1 (ES)</p>	<p>Environment has become an important area of interactions between society, politics, economy and culture. This foundation course will focus on diverse sets of social, economic and cultural values and political, ideological and religious views expressed through environment. The course will discuss how ecological issues are understood in different political and economic systems, ideologies and institutions. In turn, the political, ideological and social essence of ecological problems is manifested by deeply contrasting visions of what structuring society according to nature might mean. Taking a historical approach, the course will strengthen the interaction of natural and social sciences in understanding contemporary environmental politics. The course will give close attention to some prominent environmental and social movements in India, which will significantly enhance the knowledge about new developments in environment/politics/society interface.</p>	<p>SDG 4, SDG 13, SDG 15, SDG 16</p>
<p>[FC-0102] Environmental Studies</p>	<p>FC-0102 -2 (ES)</p>	<p>This course attempts to provide a holistic understanding of the environment around us, including its biophysical and narrative elements. This class will provide students with the understanding and tools to be able to critically examine environmental problems and their policy solutions in the world today, and understand their impacts on environmental justice.</p>	<p>SDG 4, SDG 5, SDG 13, SDG 15</p>

<p>[FC-0102] Environmental Studies</p>	<p>FC-0102 -3 (ES)</p>	<p>This course is meant to introduce students to nature-society dialectics. We will examine the historical, social, and political processes that shape societal relations with the natural environment. The course has three overarching goals. First, it will help students gain an in-depth understanding of some of the pressing environmental issues of our times, such as the agrarian crisis, climate change, disaster and vulnerability, waste, the industrial food system, struggles over water, and neoliberalization of nature, among others. Second, drawing on a variety of theoretical frameworks, including Marxist, feminist, and post-structuralist perspectives, the course will expose students to a breadth of approaches to environmental questions. Finally, through this course, I hope to be able to cultivate a sense of environmental citizenship in students. The course will be taught using a combination of lectures, discussions, films, and group projects.</p>	<p>SDG 4, SDG 13, SDG 15, SDG 16</p>
<p>[BIO-3012/ ES-3301] Ecology and Evolution (Lab)</p>	<p>BIO-301 2/ ES-3301 -1</p>	<p>Students will be introduced to quantitative methods of research in ecology and evolution including experimental design, data collection, analysis, interpretation and scientific writing using field, laboratory and bioinformatic studies. They will work with plant and animal models from local ecosystems to empirically test concepts in population growth, competition, resource utilization, foraging behavior, communication, ecological parameters on bacterial growth (e.g. pH & temperature), data mining, sequence analyses and phylogenetic reconstruction. The course aims at giving an experience of concepts and methods discussed in theory courses of ecology, evolutionary biology, bioinformatics, and biostatistics. Towards the end of this course, students will be able to design and implement appropriate methods for sampling individuals, populations and communities and ask questions on their diversity, stability, productivity, and evolutionary history. Modules dealing with behavioral experiments will also demonstrate potential errors that arise due to observer bias, the significance of blinded methods, and other potential ways to improve the reliability of the data collected.</p>	<p>SDG 4, SDG 15</p>
<p>[BIO-3012/ ES-3301] Ecology and Evolution (Lab)</p>	<p>BIO-301 2/ ES-3301 -2</p>	<p>Students will be introduced to quantitative methods of research in ecology and evolution including experimental design, data collection, analysis, interpretation and scientific writing using field, laboratory and bioinformatic studies. They will work with plant and animal models from local ecosystems to empirically test concepts in population growth, competition, resource utilization, foraging behavior, communication, ecological parameters on bacterial growth (e.g. pH & temperature), data mining, sequence analyses and phylogenetic reconstruction. The course aims at giving an experience of concepts and methods discussed in theory courses of ecology, evolutionary biology, bioinformatics, and biostatistics. Towards the end of this course, students will be able to design and implement appropriate methods for sampling individuals, populations and communities and ask questions on their diversity, stability, productivity, and evolutionary history. Modules dealing with behavioral experiments will also demonstrate potential errors that arise due to observer bias, the significance of blinded methods, and other potential ways to improve the reliability of the data collected.</p>	<p>SDG 4, SDG 15</p>

<p>[CS-2378/ POL-2070/ MS-3511] The New Geography of the Information Age</p>	<p>CS-2378 / POL-207 0/ MS-3511 -1</p>	<p>This course focuses on socio-technical problems caused by humanity blindly stumbling its way into the Information Age. Our new world has new rules: intellectual property looks different, cyber-crime looms large, cold cyber-warfare persists at a nation-state level, planet-scale surveillance is commonplace, we're all about to lose our jobs to robots, and the list goes on.</p> <p>We shall study the rise of fake news and nation-state propaganda, the nature of sensitive information and the importance of privacy, and the deeper structural issues (such as the nature of the internet, the laws of scale, and the direction of technological progress, especially in AI) that underlie many of our problems. We will also spend significant time understanding how these issues affect our political processes (and how personal autonomy and "consent" are affected). Some background in graph theory will be helpful (though not required).</p> <p>While this course shall be interesting for computer science experts and non-experts alike, we'll hold extra sessions for non-expert students: you should be willing to get their hands dirty! Students will also be expected to do some background reading on the history of the internet, cyber-crime, etc.</p> <p>Note that this will be a HARD course (I will be teaching at a graduate level), and you will be dealing with ill-defined real-world problems with missing information.</p> <p>The syllabus is broken into five "theses":</p> <ol style="list-style-type: none"> 1. Resources: Humans, Money, and Material (includes data) 2. Control: Propaganda, Surveillance, Crimes, War 3. Flow: Structure of the Internet and Sensitive Information 4. Delusion: Presence is Power. Understanding cultural heritage and identity. 5. Robots: Is AI going to take over the world? <p>We will be looking at all of these topics through a technical lens, and it is expected that students will use their own backgrounds and experiences to enrich these conversations. Think about how you might add to the discussion if we discuss how China is using AI in Xinjiang (or the COMPAS system used for bail applications in NY).</p>	<p>SDG 9, SDG 16</p>
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<p>[ECO-3500] Development Economics</p>	<p>ECO-35 00-1</p>	<p>Economic development is about change. It is also uneven across space, time and people. Development economics is a study of patterns and mechanisms in the process of economic development. For a poor country, the importance of this subject is self-evident. What are the constraints to economic growth? What can government policy do about them? Does growth also take care of well-being? If not, how should society address it? Can there be economic regress? When can that happen? Why are some countries richer than others? Why, within a country, some regions lag others? What promotes economic opportunity and mobility?</p> <p>Development economics also asks granular questions about the effectiveness of government interventions. Should governments provide assistance in cash or in kind (e.g., food)? Should such programs be targeted towards the 'needy' or should they be offered to all? How do we know who is 'needy'?</p> <p>This course will pay attention to both the patterns and mechanisms in the process of economic development. The course will draw upon models, causal inference, country case studies and economic history</p>	<p>SDG 1, SDG 8, SDG 10, SDG 17</p>
<p>[ECO-3500] Development Economics</p>	<p>ECO-35 00-2</p>	<p>Economic development is about change. It is also uneven across space, time and people. Development economics is a study of patterns and mechanisms in the process of economic development. For a poor country, the importance of this subject is self-evident. What are the constraints to economic growth? What can government policy do about them? Does growth also take care of well-being? If not, how should society address it? Can there be economic regress? When can that happen? Why are some countries richer than others? Why, within a country, some regions lag others? What promotes economic opportunity and mobility?</p> <p>Development economics also asks granular questions about the effectiveness of government interventions. Should governments provide assistance in cash or in kind (e.g., food)? Should such programs be targeted towards the 'needy' or should they be offered to all? How do we know who is 'needy'?</p> <p>This course will pay attention to both the patterns and mechanisms in the process of economic development. The course will draw upon models, causal inference, country case studies and economic history</p>	<p>SDG 1, SDG 8, SDG 10, SDG 17</p>
<p>[ECO-3500] Development Economics</p>	<p>ECO-35 00-3</p>	<p>Why are some countries so poor and others so rich? Can governments act to eliminate poverty or must the poor remain poor? What sorts of interventions work and how do we evaluate them? Through this course, you will question the meaning of economic development and identify the factors that affect growth, poverty and inequality. You will engage with contemporary research on markets, institutions, education and health. You will analyse these questions by using both theoretical frameworks as well as empirical evidence. In doing so, you will gain an insight into the challenges and constraints faced by developing countries in their quest to improve the quality of human life.</p> <p>The course is designed for undergraduates pursuing a major in economics. Students must have a basic understanding of microeconomics and macroeconomics, as well as the ability to interpret statistical data. As such, students should have completed Microeconomics and Econometrics.</p>	<p>SDG 1, SDG 4, SDG 8, SDG 10</p>

[ECO-3500] Development Economics	ECO-35 00-4	<p>Why are some countries so poor and others so rich? Can governments act to eliminate poverty or must the poor remain poor? What sorts of interventions work and how do we evaluate them? Through this course, you will question the meaning of economic development and identify the factors that affect growth, poverty and inequality. You will engage with contemporary research on markets, institutions, education and health. You will analyse these questions by using both theoretical frameworks as well as empirical evidence. In doing so, you will gain an insight into the challenges and constraints faced by developing countries in their quest to improve the quality of human life.</p> <p>The course is designed for undergraduates pursuing a major in economics. Students must have a basic understanding of microeconomics and macroeconomics, as well as the ability to interpret statistical data. As such, students should have completed Microeconomics and Econometrics.</p>	SDG 1, SDG 4, SDG 8, SDG 10
[ECO-3500] Development Economics	ECO-35 00-5	<p>The course is dedicated to understanding causes and consequences of underdevelopment and how societies can move and have moved from being underdeveloped to being developed. We will explore how governments can intervene in facilitating the development process, as well as how researchers can evaluate government interventions in terms of their effectiveness.</p>	SDG 1, SDG 8, SDG 17
[ECO-3500] Development Economics	ECO-35 00-6	<p>The course is dedicated to understanding causes and consequences of underdevelopment and how societies can move and have moved from being underdeveloped to being developed. We will explore how governments can intervene in facilitating the development process, as well as how researchers can evaluate government interventions in terms of their effectiveness.</p>	SDG 1, SDG 8, SDG 17
[ECO-3509] Spatial Economics	ECO-35 09-1	<p>What forces make some places very productive and attract migrants despite being over-crowded? This course focuses on measuring the forces that influence the rise and fall of cities, especially in developing countries, and on modeling why households and firms move to large cities. We will learn to answer questions such as what are the benefits of building a bullet train, is rural to urban migration good, what are the gains from increasing domestic trade. For policy-relevant questions, we will also quantify the welfare gains from lowering spatial frictions in trading economies.</p>	SDG 8, SDG 9, SDG 11

<p>[ECO-3516/ PUB-3516] Economics of Agri-food System</p>	<p>ECO-351 6/ PUB-351 6-1</p>	<p>In many low- and middle-income countries (LMICs), agri-food systems can be instrumental in not only reducing poverty and hunger, but also ensuring sustainable food and nutrition security; healthy populations and environment; efficient use of resources, and resilience to shocks and crises. The objective of this course is to introduce students to the concept of agri-food systems, their role in economic development, why and how they should/could be transformed to be sustainable, resilient, and inclusive in providing livelihoods and nutritious, safe, accessible, affordable, and sufficient food for current and future generations. The course will focus on topics such as global trends in food demand and supply; the roles of organizations, institutions, policy and technology, as well as shocks and crises (such as climate change and COVID-19) on agri-food systems, and will highlight national, regional and global level opportunities and challenges for LMICs to transform their agri-food systems into one that produces sufficient, affordable, accessible, culturally acceptable, safe and nutritious food for all its citizens. In addition to providing the theoretical framework and the latest literature on each topic, each session may also feature an invited guest speaker, an expert from the field, and where appropriate will feature to make the topics and working thereon more relatable and accessible to those who may want to work in this field. All these themes will be presented and discussed with an equity, sustainability, and social justice lens. In each class students will have opportunities to present, discuss or debate the topics, and in a few of the classes, experts from the field from within Ashoka or outside will be invited to share their points of view and discuss opportunities and challenges of working in their fields.</p>	<p>SDG 1, SDG 2, SDG 3, SDG 6, SDG 8, SDG 10, SDG 12, SDG 13, SDG 15, SDG 17</p>
<p>[ECO-3521] Law and Economics</p>	<p>ECO-35 21-1</p>	<p>Course Objectives: Law and Economics is a fast developing sub-field within applied microeconomics. Using standard concepts like scarcity, choice, preferences, incentives, supply and demand, Law and Economics aims to explain political and legal rules, conventions and social norms, firms and contracts government and other institutions. An understanding of these institutions will be developed with a direct reference to individual choice. A student who takes this course will, by the end of it, be able to view and critique law from an economist's vantage point, understand how legal institutions frame market outcomes and comprehend how law affects individual decision making.</p>	<p>SDG 8, SDG 16</p>

<p>[ECO-3605] Urban Economics</p>	<p>ECO-36 05-1</p>	<p>The decision of where to locate is essential for both business and individuals. It determines the profits of firms through the cost of inputs, market size, the level of competition, and the policy environment they face. It also determines the job opportunities, schooling, and other amenities accessible to individuals. In turn, firm and individual decisions aggregate to determine the performance of cities and regions.</p> <p>This course studies business and individual location decisions and how they determine the main economic forces (agglomeration economies) that lead to the existence and performance of cities and regional agglomerations. The course starts by developing a simple theory of cities (the monocentric city model) and its implications for density, city size and housing prices. We will study the internal structure of cities by introducing the key notion of spatial equilibrium, and then evaluate the effects of land use policies, different means of transportation and infrastructure and housing policies on land and housing values. We shall also consider spatial equilibrium across a region using the framework of Rosen and Roback.</p> <p>We shall also briefly consider the empirical literature that seeks to test some of the theories developed. Other topics that will be covered, time permitting, include urban governance, urban growth and decline and more local aspects such as neighbourhood choice and gentrification. Finally, the course will analyze cities in the developing world, and conclude with recent advances in the field.</p>	<p>SDG 8, SDG 9, SDG 11</p>
<p>[ECO-3650/ PUB-3650] Health Economics</p>	<p>ECO-36 50/ PUB-365 0-1</p>	<p>This course is an introduction to the field of health economics. Health economics is an active field of microeconomics with a large and growing literature and is an important aspect of public policy. The purpose of the course is to understand the microeconomic foundations of health economics and to introduce students to some key research questions and methods in health economics. The course further aims to develop an understanding of a variety of econometric techniques and research designs used by applied microeconomists focusing on causal inference to critically evaluate key research papers in health economics. The course will cover topics such as measurement and determinants of health, health disparities, relationship between health and economic development, the need for financial risk protection against health shocks, the determinants of fertility and demographic change, economics of nutrition and human capital formation, behavioral insights in health, health and gender, economic evaluation of health and health programs.</p>	<p>SDG 3, SDG 5, SDG 8, SDG 10</p>
<p>[ECO-3680] Political Economy</p>	<p>ECO-36 80-1</p>	<p>The course will focus on why and how political institutions and culture affect economic outcomes and how they are shaped by economic development and policy choices. The goal is to understand core theoretical concepts in political economy, understand determinants of voting behaviour and learn how to understand and evaluate empirical evidence. The course starts with the literature on the classical political economy and discusses how contemporary economists study the questions raised by it. Topics will include (but are not limited to) the role of historical circumstances and political leaders in fostering economic development, determinants of voting behaviour, including the role of media, and the political economy of religion.</p>	<p>SDG 8, SDG 16</p>

<p>[ECO-3700/ PUB-3700] Environmental Economics</p>	<p>ECO-37 00/ PUB-37 00-1</p>	<p>The first part of the course will focus on showing how neoclassical welfare theory forms the basis of the normative criteria that are used to distinguish market and policy-influenced outcomes for the provision of environmental goods and services. From a theoretical perspective, most contemporary topics in environmental economics characterize the failure of the first welfare theorem, missing markets, externalities, and the nature of public goods in the provision of environmental goods. In this context, the interventionist approach using the Pigouvian paradigm, in contrast to the non-interventionist Coasian paradigm will be discussed to achieve efficient allocation of resources. Additionally, a simple analytical model describing pollution damages in monetary units, the cost of pollution prevention, and the characteristics of an efficient allocation of pollution emissions will be used to describe the menu of environmental policy instruments (such as tradable permit schemes) and their comparative properties. Lastly, we will focus on the role of uncertainty in terms of regulator's inability to fully observe aggregate pollution damage and abatement cost functions, i.e., these functions are estimated by the regulator (inevitably with error) and its extent to influence the performance of different regulatory approaches. The second part of the course will focus on conceptual and pragmatic understanding in discussing the current dialogue on environmental protection and restoration. Mass movement following the constitution of the United Nations Framework Convention on Climate Change and the formal meeting of the UNFCCC parties (Conference of the Parties, COP) for environmental protection (based on the targets of adaptation and financing) is anchored in the understanding of environmental valuation techniques that provide input into national accounts and policy reforms that are required to channel funds for environmental protection. The focus will be on learning the environmental valuation techniques in general and revealed preference methods and stated preference methods in particular. Practicals in the second part of the course will be conducted with datasets from the field of environmental valuation with the learning objectives and outcomes of making the students adept at using valuation techniques. The analysis will be conducted using STATA software.</p>	<p>SDG 8, SDG 9, SDG 12, SDG 13, SDG 15, SDG 16</p>
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<p>[ECO-3700/ PUB-3700] Environmental Economics</p>	<p>ECO-37 00/ PUB-37 00-2</p>	<p>The first part of the course will focus on showing how neoclassical welfare theory forms the basis of the normative criteria that are used to distinguish market and policy-influenced outcomes for the provision of environmental goods and services. From a theoretical perspective, most contemporary topics in environmental economics characterize the failure of the first welfare theorem, missing markets, externalities, and the nature of public goods in the provision of environmental goods. In this context, the interventionist approach using the Pigouvian paradigm, in contrast to the non-interventionist Coasian paradigm will be discussed to achieve efficient allocation of resources. Additionally, a simple analytical model describing pollution damages in monetary units, the cost of pollution prevention, and the characteristics of an efficient allocation of pollution emissions will be used to describe the menu of environmental policy instruments (such as tradable permit schemes) and their comparative properties. Lastly, we will focus on the role of uncertainty in terms of regulator's inability to fully observe aggregate pollution damage and abatement cost functions, i.e., these functions are estimated by the regulator (inevitably with error) and its extent to influence the performance of different regulatory approaches. The second part of the course will focus on conceptual and pragmatic understanding in discussing the current dialogue on environmental protection and restoration. Mass movement following the constitution of the United Nations Framework Convention on Climate Change and the formal meeting of the UNFCCC parties (Conference of the Parties, COP) for environmental protection (based on the targets of adaptation and financing) is anchored in the understanding of environmental valuation techniques that provide input into national accounts and policy reforms that are required to channel funds for environmental protection. The focus will be on learning the environmental valuation techniques in general and revealed preference methods and stated preference methods in particular. Practicals in the second part of the course will be conducted with datasets from the field of environmental valuation with the learning objectives and outcomes of making the students adept at using valuation techniques. The analysis will be conducted using STATA software.</p>	<p>SDG 8, SDG 9, SDG 12, SDG 13, SDG 15, SDG 16</p>
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<p>[ENG-3038/ ENG-5038/ ES-3701] Introduction to Ecocriticism: Climate Fiction</p>	<p>ENG-30 38/ ENG-50 38/ ES-3701 -1</p>	<p>As if being a serious political and geophysical problem were not enough, the climate crisis is also a cultural problem. "Climate fiction," or "cli-fi," is a term that has emerged in recent decades designating a corpus of literature marked by its engagement with global warming. Defined in this way, the term is not reducible to any single genre, and examples range from the "high-" to "lowbrow." If we understand "cli-fi" as being a literary and cinematic response to the scientific consensus that human activity is warming the planet, then it is a phenomenon of the late 20th and 21st centuries. In this course, however, we will be taking a broader historical approach. For one thing, the history of climate science is almost as old as the fossil fuel economy itself: Svante Arrhenius first described the greenhouse effect in 1896, and he was building on science that goes back at least to the 1850s. But more significantly, pegging climate fiction to atmospheric science implicitly posits a one-way street between scientific discourse and literary production, an assumption that is, put bluntly, wrong. In this course, therefore, we will read not only relatively recent literary texts that dramatize the climate crisis as we understand it today, but also more historical texts that think about the atmosphere both as a geophysical phenomenon as well as an aesthetic one. The course will include literature, theory, and film, with writers and directors ranging from H.G. Wells and Thomas Mann to Alexis Wright, Margaret Atwood, Bong Joon-ho, and Amitav Ghosh. In addition to the big question of representing something as dynamic as the atmospheric system, we will take up related problems such as deep time, the limits of realism and the possibilities of speculative fiction, and questions of environmental justice and ethics.</p>	<p>SDG 4, SDG 13, SDG 16</p>
<p>[ENG-3341/ SOA-3109] At the Margins of Care and Love</p>	<p>ENG-33 41/ SOA-310 9-1</p>	<p>This course seeks to reflect on care and love both conceptually and experientially. What does it mean to care for and love oneself and others? What allows us to love and care? What prevents us from loving and caring for ourselves and others? What forces—personal, interpersonal, or collective and communal—regulate, prescribe and even prohibit experiences and expressions of love. To paraphrase the narrator of <i>The God of Small Things</i>, this course attempts reflections on the "Love Laws" that determine who can be loved, how and how much.</p> <p>The texts chosen for our study have been selected from literature, cinema, and television. In their own unique ways, each text deals with such themes through representations of experiences from subject positions that lie outside of "traditional" and "normative" structures within which love and care are usually understood and experienced. The primary objective of the course then is to develop a critical language towards understanding and addressing care and love as the basis for a relationship with oneself and between oneself and others.</p>	<p>SDG 3, SDG 5, SDG 16</p>

<p>[ENG-3411/ MS-2441] Studies in Film: Bollywood and Gender</p>	<p>ENG-34 11/ MS-2441 -1</p>	<p>Bollywood and Gender aims to provide a brief and schematic history of Bombay cinema, focusing particularly on issues of gender and culture. The course aims to see how particular historical moments stimulate specific ideologies especially of Indianness and awareness of gender identity. As we explore the hidden ideologies of gender, nationalism and sexuality that are embedded in apparently innocent entertainment we will also learn to read a text/film that will empower us to interpret, challenge and change mainstream norms. You will never watch a Bollywood film the same way again!</p>	<p>SDG 4, SDG 5, SDG 10</p>
<p>[ES-1191/ BIO-1191/ PSY-3112/ ES-6013] Animal Behaviour</p>	<p>ES-1191/ BIO-1191 / PSY-311 2/ ES-6013 -1</p>	<p>If you have ever seen the baya weaver bird emerge from its pendulous nest after weaving it, you might wonder how and why this bird builds such a complex home. Why do birds sing complex melodies and rock agamas do push-ups? Do animals have personalities? Through this course, we will peek into the secret lives of animals in the natural world and will provide answers to these fascinating questions about puzzling behaviours around us. This course will build the understanding that natural selection can shape the evolution of animal behaviours. We will examine the cost-benefit approach to explain the function of behaviour. The students will gain a big-picture understanding of the form and function of animal behaviour in the natural world. We will understand how studies on animal behaviour can inform wildlife conservation interventions.</p> <p>This course will help students to appreciate the fascinating diversity in the animal world and learn the quantitative tools to study animal behaviour in the wild. Students will learn the research tools to study animals of conservation importance and appreciate the process of how behavioural research can inform conservation action and policy making.</p>	<p>SDG 4, SDG 15</p>
<p>[ES-2003/ SOA-2242] Coercion to Conviviality: Political Ecology of Conservation</p>	<p>ES-2003 / SOA-224 2-1</p>	<p>Historically, mainstream forest conservation approaches followed the ideological perspective of nature/culture dichotomy and focused on 'fortress conservation' models, which aim to protect nature from people. However, mainstream conservation approaches were found unsuccessful due to their insufficient attention to communities living in the forested areas, root causes of biodiversity loss such as extraction and consumption, and the promotion of economic growth through conservation action. This course provides an overview of the history of conservation action and introduces the political ecological approaches to conservation in the land and water. It will cover topics such as the theoretical foundations of political ecology, critiques of current conservation approaches, and the production of environmental knowledge.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • To understand political ecology approaches to study nature-society interactions • To study dominant approaches and narratives in conservation and their critiques • To appreciate core concepts used in political ecology to make sense of nature-society relations • To learn and apply political ecology concepts and methods to analyze nature-society relations 	<p>SDG 4, SDG 15, SDG 16</p>

<p>[ES-2201/ BIO-2025] The Underwater World: An Introduction</p>	<p>ES-2201 / BIO-202 5-1</p>	<p>This course is designed for beginner-level undergraduate students and offers a fundamental exploration of Earth's oceans, with a special focus on understanding their dynamic nature and the factors driving change. Students will learn about the physical, chemical, biological, and geological aspects of oceanography, providing a foundation in the science of the seas.</p> <p>The course begins with an overview of the history of ocean exploration, followed by a study of the formation and structure of ocean basins. It will also delve into the role of oceans in human history, such as the influence of winds on trade across continents. Students will learn about oceanic circulation patterns, including currents, waves, and tides, and how these physical processes influence global climate and weather systems. The chemical composition of seawater, nutrient cycles, and the role of oceans in carbon sequestration will also be covered, highlighting the oceans' historical significance in regulating Earth's climate. The course will examine the variety of life forms inhabiting different oceanic zones, from the sunlit surface to the deep sea, how organisms over time adapt to their environments, and the complex interactions within marine food webs. Through lectures and discussions, students will explore how oceans shape our planet's climate and support food, livelihoods, and economies of human populations.</p> <p>Emphasis is placed on current research and scientific discoveries, preparing students to analyze and discuss the complexities of our changing oceans. By the end of this course, students will develop a foundational understanding of oceanographic principles and their historical significance. This course will also provide insights into global environmental issues, fostering critical thinking and awareness of the challenges and opportunities in ocean conservation and management.</p>	<p>SDG 4, SDG 13, SDG 14</p>
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<p>[ES-2434/ POL-2062] Environmental Governance: Institutions, Policy, Politics</p>	<p>ES-2434 / POL-20 62-1</p>	<p>This course is designed for beginner-level undergraduate students and offers a fundamental exploration of Earth's oceans, with a special focus on understanding their dynamic nature and the factors driving change. Students will learn about the physical, chemical, biological, and geological aspects of oceanography, providing a foundation in the science of the seas.</p> <p>The course begins with an overview of the history of ocean exploration, followed by a study of the formation and structure of ocean basins. It will also delve into the role of oceans in human history, such as the influence of winds on trade across continents. Students will learn about oceanic circulation patterns, including currents, waves, and tides, and how these physical processes influence global climate and weather systems. The chemical composition of seawater, nutrient cycles, and the role of oceans in carbon sequestration will also be covered, highlighting the oceans' historical significance in regulating Earth's climate. The course will examine the variety of life forms inhabiting different oceanic zones, from the sunlit surface to the deep sea, how organisms over time adapt to their environments, and the complex interactions within marine food webs. Through lectures and discussions, students will explore how oceans shape our planet's climate and support food, livelihoods, and economies of human populations.</p> <p>Emphasis is placed on current research and scientific discoveries, preparing students to analyze and discuss the complexities of our changing oceans. By the end of this course, students will develop a foundational understanding of oceanographic principles and their historical significance. This course will also provide insights into global environmental issues, fostering critical thinking and awareness of the challenges and opportunities in ocean conservation and management.</p>	<p>SDG 4, SDG 13, SDG 14, SDG 16, SDG 17</p>
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<p>[ES-2442/ SOA-2505/ POL-2125] Political Ecology of Food</p>	<p>ES-2442 / SOA-250 5/ POL-212 5-1</p>	<p>In essence, food is a way of fulfilling a biological need—nutrition—within an ecologically and culturally defined context. At the same time, it is a medium for expressing one’s sense of self in relation to a changing world of ideas and institutions. This course examines the political ecology of food from the farm to the plate, looking at the connections between the well-being of land-based resources and human and non-human living beings. It provides an understanding of changing agrarian systems and how access to food intersects with existing structures of social inequality. It explores how ethics and emotions, science and religion, nature and culture, shape contemporary food systems.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> ● to appreciate the diversity and complexity of food ecologies and ideologies ● to understand the long-term political-economic processes shaping food practices ● to analyse contemporary food practices in terms of unequal social causes and impacts <p>to reflect on the connections between personal action and planetary welfare to develop an interpretive frame that can be applied to understand and address issues around food justice and sustainability to carefully read, critically appraise, and concisely write from a social science perspective.</p>	<p>SDG 2, SDG 4, SDG 10, SDG 12, SDG 15</p>
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<p>[ES-3201/ BIO-3021/ ES-6003] Communication Strategies in the Wild</p>	<p>ES-3201 / BIO-3021 / ES-6003 -1</p>	<p>This advanced-level course is designed for students interested in the intersection of physics and biology. This first half of the course delves into the diverse methods by which organisms convey information, from the complex vocalizations of birds and mammals to the chemical signals of plants and insects. Topics include auditory, visual, chemical, and tactile communication, as well as the role of signaling in mating, predator-prey interactions, social organization, and environmental adaptation. The second part of the course takes a deeper dive into bioacoustics. It combines physical concepts of sound to explore the natural world, covering both terrestrial and aquatic environments. Through lectures and discussions, students will discover how animals—from insects to whales—use sound for communication, navigation, and survival. Key topics include the physics of sound propagation, acoustic signaling in animal behavior, and understanding ecology through bioacoustics. Practical aspects, such as field recording techniques and data analysis methods, will also be covered. A short field component within campus will be included. Students will learn to interpret acoustic data to understand species distributions, behavior patterns, and ecosystem health.</p> <p>Emphasis is placed on current research trends and the applications of bioacoustics in conservation and environmental monitoring. By the end of the course, students will have a an understanding of bioacoustics principles and appreciate how different signaling modalities influence the relationships between animals, plants and their environments. They will also be equipped with the skills needed to critically analyze scientific literature and discuss emerging issues in bioacoustics research.</p>	<p>SDG 4, SDG 15</p>
<p>[ES-3306] Economics of Biodiversity</p>	<p>ES-3306 -1</p>	<p>Biodiversity is facing an unprecedented risk of extinction. Nation states are struggling to save biodiversity and the planet's living conditions with global environmental legislation without increasing the cost of industrial production. World leaders today promote the idea of Green Economy. Much like a sales pitch, our leaders tell us that green growth can address multiple crises in one sweep. But can we sell nature to save it? In this course, we focus on financialization of nature, trace the origins of this idea, and discuss both its merits and risks.</p>	<p>SDG 8, SDG 12, SDG 13, SDG 15</p>
<p>[HIS-3218/ ES-3990] The Jungle, the Spade and the Book</p>	<p>HIS-3218 / ES-3990 -1</p>	<p>This course looks at the jungle and the wilderness in the Indian subcontinent from antiquity onwards. In what forms did the jungle enter into ancient Indian imagination? What are the literary images relating to the forests in writings of different genres? How do we 'find' forests through science and archaeology? Is the wilderness an unrecorded archaeological source and what are the various techniques that can be used in studying the forests ? These are some of the issues that the course hopes to explore. Simultaneously, the course will examine the interface between humans and other species at different points in the past and thus, explore the associations and connections between history and natural history.</p>	<p>SDG 4, SDG 15</p>

<p>[HIS-3523] The Indian Ocean World</p>	<p>HIS-352 3-1</p>	<p>The Indian Ocean saw people from East Asia, the Middle East, South East Asia and Europe meet and mix over many centuries. This course will look at the histories of these interactions and what they meant to world history. The many intersecting histories that constitute the Indian Ocean are: maritime studies, weather patterns and the monsoon, religious networks (Buddhist, Christianity and Islam), diasporas, and the patterns of commerce. Through an exploration of these histories the course will offer insights on the making of the Indian Ocean as a textured canvas that sustained Asian and African Sultanates in the high period of imperialism (19th century) which is conventionally viewed as the Ocean's European century. The course will reflect on what these Asian aspirations lent to the making of the modern world and its international relations and diplomacy.</p>	<p>SDG 4, SDG 16, SDG 17</p>
<p>[HIS-3525/ SOA-3091/ POL-3111] Modern Megacities in History and Theory</p>	<p>HIS-352 5/ SOA-3091/ POL-3111-1</p>	<p>The world's largest cities evoke extreme reactions. People either hate them or love them, but they cannot ignore them. Fascinating, bewildering, and thought-provoking, megacities can teach us a lot of about our past, present, and the future. According to the United Nations, there were 33 megacities in 2018— cities with populations exceeding 10 million. What global, regional, national and local forces have combined over time— through history—to produce modern megacities? What explains their resilience, growth, diversity, and dynamism? How have megacities and its people coped with this unprecedented concentration of people and capital? What does it mean to live in such cities? Through this course, students will gain a strong footing into the world of historical, social scientific and humanistic scholarship on modern cities and urbanization. Furthermore, students will learn about the complicated dynamics between capitalism, modernity and cities; and will be encouraged to think about the relationship between history, the social sciences and the humanities.</p>	<p>SDG 4, SDG 11</p>
<p>[IR-2015/ POL-2029] Gender Matters in Global Politics</p>	<p>IR-2015 / POL-2029-1</p>	<p>This course is concerned with gender 'in' International Relations. It is comprehensive introduction to a way of analyzing and researching global politics and international relations that takes gender seriously as a category of analysis. More specifically, it is concerned with how ideas of war, peace, sovereignty, violence, foreign policy, governance and political economy are sustained by specific masculinities and femininities, and how these particular gender constructions impact on the lives of particular groups of men and women. Set against this, the aim of the course is mainly threefold: firstly, to(re)introduce how the discipline has traditionally thought about war and peace; secondly, to reveal the gendered constructions and inequalities that mark the traditional scholarship; and thirdly, to evaluate the specific contribution that feminist critiques have made as part of the so-called 'Critical Turn' in IR. Gender is understood here not as a synonym for 'woman' but as a hierarchical coding of masculinity and femininity that pervades social relations and institutional practices, with systemic (though not deterministic) effects on inequalities. Gender meanings and practices permeate our lives, and a closer look at these processes is more illuminating than many anticipate, with relevance and implications for who we are, how we think, and how we act – as individuals, groups, communities and nation-states.</p>	<p>SDG 5, SDG 16</p>

<p>[MS-2000/ CW-2012] Introduction to Travel Writing</p>	<p>MS-200 0/ CW-201 2-1</p>	<p>his course is a contemporary mix of thinking about how we travel, reading travel accounts on India and media writing skills for travel writing. It centres on ideas of travel, be they thinkers, historical and contemporary travel accounts on India, or the panorama mode on your smartphone. This course will give you a broad exposure into the kind of travel writing you didn't think Indians were writing. Course will include a guest lecture, a field trip & potential internship opportunity for two students who excel in the course. The flow of the classes: Each week, one class will centre on critical thought and practice readings of travel and the other on understanding the fundamentals of media-friendly feature writing on travel. In the first two weeks you will also hear from ex-students of this course and their continuing exposure through organizational internships or interdisciplinary theses linked to travel literature.</p>	<p>SDG 4, SDG 8</p>
<p>[PA-3018/ SOA-3145] Romani Music: Exploring the Intersection of Performance, Identity, History and Cultural Relations</p>	<p>PA-3018 / SOA-314 5-1</p>	<p>Much like the Roma community it is associated with, 'Romani Music' defies being defined and confined within boundaries. Since their exodus from India over a millennium ago, the Roma have reached all corners of the world, both absorbing and influencing music en route. While valued and patronized for their musical skills, many have faced discrimination and exclusion and continue to lead a marginalized existence on the fringes of mainstream society in their new homelands. In this course, we explore the role music has played in forging Roma identity and its potential for harmonizing cultural relations. We follow the musical journey of the Roma from India to Europe and beyond and learn some songs and dances along the way. We delve into many of the genres clubbed under the term 'Gypsy Music'—Romani songs associated with daily life, rites of passage, festivals and political activism, Manouche and Sinti Swing, Gypsy Jazz, Hungarian Ciganyzene, Romanian Lautari, Fanfare and Manele, Bulgarian Chalga, Balkan Pop, and Spain's national treasure—Flamenco. We will also look for vestiges of the Indian origin in the music and explore the impact the 'Gypsy style' has had on composers of western classical music.</p>	<p>SDG 4, SDG 10, SDG 16</p>

<p>[POL-2114] Populism in Comparative Perspective: Theoretical and Empirical Approaches</p>	<p>POL-211 4-1</p>	<p>We live in populist times. Today’s strongmen, such as Trump, Modi, and Orbán, demonstrate the rising popularity of populist leadership around the world. This has resulted in a significant rise in the number of scholars studying populism in the recent years, and it is now considered as one of the most contentious issues in contemporary political science. Whether it is the rise and popularity of right-wing nationalism in countries such as India, Israel, Italy or Turkey, or the turn to "democratic authoritarianism" in several constitutional democracies in the world today, or the role of social media as decisive in electoral politics in linking the leader to the masses, populism is seen as a central concept to understand all these contemporary challenges. In order to understand the concept and the political practice of populism, we not only need to examine it both in contemporary times and in history, but also the different forms it has assumed in societies as diverse as Hungary, India, the UK, the Philippines, Brazil, Turkey, the United States of America etc. These varied experiences with populism have also resulted in a diversity of approaches to study this phenomenon. This course will introduce students to influential theories of populism as well as empirical experiences of populism in countries such as India, the United States of America, as well as countries in Latin America and Europe. Analysing populism in various countries will help ground theoretical discussions to the empirical realities of populist politics.</p> <p>The syllabus is divided in two parts: in Part – I we will study the key approaches and theoretical debates on populism; in Part – II we will study specific case-studies of populism by focussing on countries with a long history and/or recent experience of populism. Throughout the semester, students will be familiarized with the key approaches and theoretical debates on populism, as well as its empirical manifestations in various countries, all the while tracing the conceptual changes and challenges to this concept in its relation to democracy, nationalism and media. For this course please be prepared to read approx. 50-100 pages per week.</p>	<p>SDG 4, SDG 16</p>
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<p>[POL-3110/ PHI-3813/ SOA-3144] Friendship, Fraternity, Solidarity: Theories of Political Sociability</p>	<p>POL-311 0/ PHI-381 3/ SOA-314 4-1</p>	<p>Amongst the three concepts in the French revolutionary slogan "freedom, equality, fraternity", fraternity has been practically ignored compared to the other two. Yet, it seems more relevant than ever to examine political sociability, as hostility, incivility, and social atomisation are proving destructive to democratic politics. In this class, we will examine whether amical ties between political allies and citizenries are necessary to "lubricate" politics. Though we will touch on social relations that make people more likely to accept the rulers and forms of government they live under—by cultivating democratic patience, cross-party trust etc.—we will focus on social preconditions for actively engaging in politics. What this means will, as we will see, vary depending on the political form we consider. We will concentrate on sociability in modern politics where institutional structures are (at least to some extent) reified and political and administrative technologies aim to be regular, rational, and scalable. Yet, we will consider whether ancient and medieval ethics and aesthetics of sociability (civic friendship, love, adab, courtesy) continue to be relevant under modern political conditions. A good number of predominantly Western authors consider that modernity, including its social characteristics and preconditions, is uniform: We will read authors throughout the semester who challenge this belief. To understand how different accounts of sociability philosophically differ, we will be forced to unearth their underlying conceptions of the self and of human nature.</p>	<p>SDG 4, SDG 16</p>
<p>[PSY-2011/ BIO-2103/ BIO-6103] Introduction to Neuroscience/ Biological Psychology</p>	<p>PSY-201 1/ BIO-210 3/ BIO-610 3-1</p>	<p>The goal of this class is to enable students to understand how a biological system mostly composed of salty proteinaceous water bounded by fat is able to signal information, perform complex computations and produce behaviour. We will start by understanding how single neurons can perform computations and can be understood in the same framework as electronic circuitry. We will understand then how complex information processing and calculation can happen as a result of the ways in which multiple neurons signal to and connect to one another. We will then look at how the brain is organized, and study the nervous systems of humans and other animals, approaching this through the lens of the various tools that neuroscientists have historically used to study neuronal connectivity and the brain. We will cover the electrical properties of nerve cells and voltage dependent membrane permeability; channels, transporters, neurotransmitters and their receptors; synaptic transmission; the brain and its development and plasticity. We will also study complex brain functions and the neural basis of complex cognition, learning and information processing. We explore the ways in which the neuronal processes underlying behaviour have been deduced from various animal models of behaviour, and ways in which genetics and the environment shape the systems that produce behaviour during development. We will explore sensory perception and motor movement in depth.</p>	<p>SDG 3, SDG 4</p>

<p>[SOA-2241] Gendered, Sexuality and Culture</p>	<p>SOA-224 1-1</p>	<p>This course is an introduction to gender and sexuality studies from the perspective of cultural anthropology. It gives particular emphasis to South Asian case studies, epistemologies, and theoretical issues, while still surveying important theory and case studied from the West and elsewhere. We will use texts, films, podcasts, guest lectures, in-class discussions, and short written reflections to examine and critique the construction and policing of gender and sexuality that happens through social practice and institutions such as the family and the state. We will deal with themes of ethnographic representation, gender-based violence, gender inequality, embodiment, resistance, and discursive/linguistic practice/performance. These themes run through our weekly meetings which are organized around topics that are vital to contemporary studies of gender and sexuality such as intersectionality, queer and masculinities studies, colonialism, post-structuralism, post-Fordism, and nationalism. The course is designed to highlight the cultural construction and variability of gender and sexuality. Overall, it offers a solid foundation to gender and sexuality studies from an anthropological perspective, and to the notable directions taken by South Asian gender and sexuality studies.</p>	<p>SDG 4, SDG 5, SDG 10, SDG 16</p>
<p>[SOA-4010/ SOA-6123] Science, Technology and Social Change</p>	<p>SOA-401 o/ SOA-612 3-1</p>	<p>This course will address the nexus between science, technology, medicine and social change. It will begin by asking what kind of world making (or social change) presumably ushers in science; and what kind of world is presumably made, unmade, or non-made by the appearance of science. After this 'foundational' move, the course will take stock of the current preoccupation with the non-human in Science and Technology Studies (STS). It will examine why and how the annulled non-human has presumably come back to haunt science studies under the so-called 'ontological turn', and explore the consequences of this for science studies in particular and for ethnographic enquiry and practice in general. It will then attempt to set up a possible conversation between science studies, broadly conceived, and science studies (including medicine) as a discursive practice in South Asia, by using the Contributions to Indian Sociology (CIS) as an archive and index. Here the course will consider what appears to be three possible strands in science studies as a practice in South Asia: the transmutation of scientific disciplines, objects, technologies and agents when they are introduced into South Asia; the transmutation of 'indigenous knowledge' in conversation with science in the crucible of colonialism and thereafter; and finally, the possible methodological and discursive move to enlarge the South Asian canvas to include Europe as a necessary object to understand science/indigenous knowledge in South Asia. Part purpose of the last move is to dwell on why STS appears to be a marginal practice in South Asian Sociology and Anthropology, and the cognate but none too surprising phenomenon of the virtual absence of Anglo-Europeans from this genre.</p>	<p>SDG 4, SDG 9, SDG 16</p>