

Spring 2025 Courses

Course Title	LS Code	Course Description	SDG
[CLA-0053] Kashmiri through Literature	CLA-0053-1	<p>This course is an introduction to the Kashmiri language and its abundant yet dust-ridden literary corpus with an aim to inspire the next generation of readers – this is a longshot – and future translators. Students will gain a rudimentary knowledge of speaking, reading, and writing Kashmiri, while becoming familiar with the historical and cultural contexts that have shaped its literature. By engaging with literary texts, music, and popular media, we will start with questioning the very need for this course and proceed to cultivate an appreciation for the language and its literature by engaging with texts (in English translation) ranging from the poetry of Habba Khatoon to contemporary poets like Meem Hai Zaffar as well as modernist short stories by writers like Hari Krishna Kaul, Akhtar Mohiuddin, Habib Kamran, and Amin Kamil.</p> <p>We will also briefly talk about Kashmiri Marsiya – a performative literary genre – exploring the themes of mourning and loss. Alongside this, we will examine how this foreign literary genre has evolved within Kashmiri cultural and literary context, reflecting both its adaptation and transformation over time. No prior knowledge of Kashmiri language is required – just a curiosity for languages, literature, and storytelling.</p>	SDG 4
[CPA-0099] Weaving Stories in Odissi	CPA-0099-1	<p>This module under the Spring 2025 CC teaches students the basics of Odissi - an old Indian traditional dance form, classically reimagined and reconstructed in the 1950's by eminent Gurus, scholars and researchers under 'Jayantika'.</p> <p>Over the period of the 3 months in the semester, we learn the principles of Odissi - grounding postures, language of gestures, rhythm (taala), expressions (nava rasa), still and dynamic movements, body isolation and footwork. Drawing from the rich history of the form to locating it in the present socio-cultural context, we learn to embody the dance form in a new way.</p> <p>All along, we learn to devise, choreograph and perform our personal & collective stories in Odissi, located in the contemporary body(s).</p>	SDG 4
[CPA-0101] Punjab de Rang: Regional Dances	CPA-0101-1	<p>In this course there will be an emphasis on learning the basic movement vocabulary of Bhangra dance form from Punjab. The movements, said to be based on general farming activities, body gestures during the ploughing, sowing and harvesting activities. These skills are strength, fluidity, hand gestures, rhythmic patterns, communicative expressions. The course will introduce the students to all five of these aspects in equal measure. After the exploration of comparatively small units of dance, these units will also be tried out in longer sequences. In addition to the physical practice of the dance, social and historical aspects of the dance and how they influenced the particular aesthetic of Bhangra will also be discussed.</p>	SDG 4, SDG 5

<p>[CPA-0103] Bharatanatyam: A Glimpse</p>	<p>CPA-0103-1</p>	<p>This course seeks to develop the skill and understanding of Bharatanatyam at the same time building a sound technique by developing the physical ability to communicate through movements. It aims to provide a structured and comprehensive introduction to the foundational skills required for Bharatanatyam by focusing on physical technique, alignment, rhythm, footwork and musical coordination. During this course, students will focus on refining their physical abilities, developing proper body alignment, and gaining a deeper understanding of the significance and purpose of each movement, along with engaging in discussions on the historical context.</p>	<p>SDG 3, SDG 4</p>
<p>[CVA-0042] Art-making through the prism of Collage</p>	<p>CVA-0042-1</p>	<p>By cutting pasting layering, we quickly arrive at fresh ways of seeing, of creating. In this course we shall explore the worlds of form, colour, tone, space,...the integral components of any work of art, via the exciting process of Collage. We shall gain an understanding of negative-positive space, of composition, balance, ...using 'paper as paint', as it were. By working with many other aspects of what the medium of Collage can offer, such as a rich variety of added content and texture, and including the use of 'found' materials, we begin to understand how chance is critical to the creative process, through the introduction of the 'unexpected'. We shall also learn about the importance of Collage in the history of Art, and how it informs art-making practices today.</p>	<p>SDG 4</p>
<p>[BIO-4203] Human genetic disorders: From rare diseases to cancer</p>	<p>BIO-4203-1</p>	<p>It has become very clear that genetic structure and organization of an individual plays an important role in the well-being of a person. Though we do not understand the phenotypic (or functional) implications of all variations in one's genome, our understanding of the human genome has seen great strides in the last two decades and we are now in a position to predict functional consequences of many changes that are seen in our genome. Genetic disorders are caused by changes in our genome and have been implicated in almost every disease known to man. It is said that "if one goes into details, all diseases are likely to be genetic disorders". In this course we will recapitulate basic principles of genetics and introduce the concepts of human genetics. It is now clear that thousands of rare diseases are caused by genetic alterations and cancers are thought to be a form of genetic disorders. You will learn about the genetic basis of these diseases, how to diagnose and treat these diseases including some of the newer therapeutic approaches. Finally, you will learn how to analyse human genomic data and identify disease alleles.</p>	<p>SDG 3, SDG 4, SDG 9</p>
<p>[ECO-3301/ PUB-3301] International Trade</p>	<p>ECO-3301/ PUB-3301-1</p>	<p>Why do countries trade? Who gains and who loses from international trade? How have the global trade patterns evolved in the last three decades? What is the relation between international trade and Economic growth? We will study these questions both empirically and theoretically. In particular, we will cover the Ricardian theory of comparative advantage, the Heckscher-Ohlin Model of factor endowments, and trade driven by Economies of scale. Next, we will study the welfare consequences of trade, including empirical literature from the last decade and the role of trade policy. Finally, we will study the relationship between trade and economic development.</p>	<p>SDG 8, SDG 17</p>

<p>[ECO-3301/ PUB-3301] International Trade</p>	<p>ECO-3301/ PUB-3301-2</p>	<p>Why do countries trade? Who gains and who loses from international trade? How have the global trade patterns evolved in the last three decades? What is the relation between international trade and Economic growth? We will study these questions both empirically and theoretically. In particular, we will cover the Ricardian theory of comparative advantage, the Heckscher-Ohlin Model of factor endowments, and trade driven by Economies of scale. Next, we will study the welfare consequences of trade, including empirical literature from the last decade and the role of trade policy. Finally, we will study the relationship between trade and economic development.</p>	<p>SDG 8, SDG 17</p>
<p>[ECO-3519/ PUB-3519] Resource Economics</p>	<p>ECO-3519/ PUB-3519-1</p>	<p>The objective of this course is to equip students to develop an understanding and capability to analyze important economic issues in resource economics. We will review recent empirical evidence on the various causes of natural resource exploitation. We will also discuss the social and economic impacts of resource exploitation and environmental degradation. The subject will focus extensively on developing the ability to think about issues and problems in resource economics through empirical models. Students must be comfortable with mathematics for economists, basic statistics, and econometrics.</p> <p>Learning Outcomes</p> <ol style="list-style-type: none"> 1. The objective of this course is to equip students to develop an understanding and capability to analyze important economic issues in resource economics. 2. The subject will focus extensively on developing the ability to think about issues and problems in resource economics through empirical models. 	<p>SDG 8, SDG 12, SDG 13, SDG 15</p>

<p>[ECO-3523/ PUB-3523] Global Supply Chains</p>	<p>ECO-3523/ PUB-3523-1</p>	<p>In recent times, a series of technological, institutional, and political developments have fueled a significant globalization of production processes across countries (Antras, 2020). Firms are organized on a global scale (for example, in the production of iPhones and bicycles) and choose to offshore parts, components, or services to producers in different countries. Global Supply Chain (GSC) and Global Value Chain (GVC) analysis have been the leading frameworks for analyzing and understanding market integration and the linkages between globalization and development.</p> <p>This course is designed to equip students with the essential tools used in GSC and GVC analysis, and to apply these tools and knowledge across various countries and industries. The course will cover the theories, methodology and case studies across different contexts. The course will utilize a wide variety of readings on theoretical frameworks from international trade, and then deal with empirical developments, focusing on participation and positioning in GVCs (both at backward and forward GVC).</p> <p>The course will also explore some specific governance issues within transnational supply chains, and assess the economic, social and environmental effects of globalized supply and value chains across agriculture, manufacturing and services. Students will be required to prepare papers on country-based or industry-specific GVCs, with at least one case relating to developing countries or emerging nations, and one to developed or emerged economies. As part of the policy role in specific GVC integration, we expect students to produce a set of policy briefs and studies, mainly to ensure the participation and positioning of different groups and regions in moving up the value chains.</p>	<p>SDG 1, SDG 8, SDG 9, SDG 10, SDG 12, SDG 13, SDG 17</p>
<p>[ECO-6518] Economics of Agricultural Transformation</p>	<p>ECO-6518-1</p>	<p>This course looks at economic development primarily through the lens of food and agriculture. As we shall see, such a view can offer a powerful framework for understanding economic development outcomes. It is also productive in suggesting new lines of enquiry. The main theoretical framework is drawn from models of structural transformation. While these are macro models, the empirical analysis uses the techniques of micro-econometrics. The course is heavily based on research papers - mostly published in recent years.</p> <p>To appreciate the research questions and to think of new questions, it is important to have the background knowledge in terms of institutions, technologies, endowments, preferences, policies and history. This is best acquired by self-reading.</p>	<p>SDG 1, SDG 2, SDG 8</p>

<p>[ENG-3304/ ENG-4344] Studies in World Literature: African Modernities</p>	<p>ENG-3304/ ENG-4344-1</p>	<p>"Whether it be in the urban dystopias of Wakanda in the Black Panther films or in the sinister brooding forest landscapes of Ghana that become the mise-en-scene for staging the brutal violence of West African armed insurgencies in Beasts of No Nation, representations of "Africa" in contemporary "global" media often tend to reduce the complex and diverse lived realities of the peoples of this continent to mythic binaries of victimhood and resilience. This course attempts to unpack such an "Image of Africa", as Chinua Achebe famously described it, through a closer examination of African literary modernities and the larger colonial and postcolonial histories of African nations around the time of their formations as independent sovereign states. Focusing primarily on the novel as a marker of and vehicle for the "modern" in African literary cultures, with the example of writers such as Ayi Kwei Armah, Assia Djebar, Camara Laye and Ama Ata Aidoo, we will be working towards understanding the experiential pluralities of colonization and postcoloniality that underscore African literary modernities."</p>	<p>SDG 4, SDG 10, SDG 16</p>
<p>[ENT-2032/ POL-2120] Technology Law and Policy: A New Frontier for Business and Society</p>	<p>ENT-2032/ POL-2120-1</p>	<p>Myth: "This course is heavy on tech. Expertise/interest in tech is necessary." Reality: Not at all. Tech is just the context. The course is about policy issues on the internet platforms we all use constantly – issues that affect us all, such as privacy; censorship; competition and choice; and others. This course (cross-listed with Political Science) will draw from the first-hand experience of a seasoned global tech lawyer and policy practitioner to explore the following questions: around the world, how are businesses, governments, and others thinking about new "rules" for the internet – and how should they be thinking, and how can one help shape this thinking? The course will explore emerging law and policy issues in the context of the internet and technology – in India and key foreign contexts including the U.S. and Europe. Given the increasingly pervasive nature of the internet and technology, these issues bring new and critical implications for a wide variety of professionals and businesses including but not only startups and other entrepreneurial initiatives; for society at large; and for the roles that businesses can play in society. These issues also transcend national boundaries, and routinely reflect and influence complex interactions between different nations. The course will address issues including data privacy; free speech and content moderation; competition; Artificial Intelligence; and others – and also distill practical skills and insights that cut across the various substantive issues discussed in the course. In doing so, the course will help prepare students to navigate, critically evaluate, and shape tech law and policy as part of the business world and more broadly – in India and globally – drawing from the instructor's first-hand leadership experience in crafting and executing innovative, high-impact strategies in the field.</p>	<p>SDG 8, SDG 9, SDG 16, SDG 17</p>

<p>[ES-2002/ POL-2069/ SOA-2226] Conservation Policy in the Developing World</p>	<p>ES-2002/ POL-2069/ SOA-2226-1</p>	<p>This course delves into the policies relating to biodiversity conservation in developing countries with reference to its ecological, historical and socio-political contexts. The primary intent of this course is to enable students to integrate biodiversity concerns with sustainable development and socio-economic imperatives. The course will begin with giving an understanding of the ecological processes underlying extinction and ecosystem degradation as well as its consequences for society. The historical and political dimensions of species loss/extinction will also be discussed. The course will then turn to critically exploring past and prevalent paradigms and strategies for biodiversity conservation such as strict nature protection, Integrated Conservation and Development (ICDP), community-based conservation, crop certification, Payment for Ecosystem Services (PES) and ecotourism, with the aid of key international case studies. In addition, current debates on Indian wildlife laws and policies will be discussed using case studies. The aim of this course is to use perspectives from a variety of disciplines, including ecology, history, political science, economics and sociology, to develop a holistic view of today's biodiversity crisis and its solutions. Students will be taken on a field trip to Mandothi wetlands, Haryana where they will apply their course learning to the issue of wetland conservation in production landscapes.</p>	<p>SDG 15, SDG 16</p>
<p>[ES-2110] Mapping Environmental Change: Concepts and Skills</p>	<p>ES-2110-1</p>	<p>Discover the dynamic stories of our changing planet in this elective course, where science meets technology to unravel environmental shifts. This course dives into the conceptual challenges of monitoring environmental change, alongside imparting practical skills in geospatial analysis and remote sensing. It combines hands-on lab sessions involving data exploration with critical discussions on the causes and consequences of land and water transformations. By the end of the semester, students will grasp the essential concepts and perspectives, and gain an insight into tools and skills needed to analyse environmental changes and tell their compelling, data-driven stories of our changing planet. While the course is proposed in the context of environmental changes, the concepts and skills are agnostic to disciplines and can be used for mapping changes in various other fields across social sciences.</p>	<p>SDG 4, SDG 9, SDG 11, SDG 13, SDG 15</p>

<p>[ES-2370] Ecological Methods and their Applications</p>	<p>ES-2370-1</p>	<p>This course bridges theory with practical fieldwork, equipping students with the skills to apply environmental science research methods in real-world settings. Students will explore both observational and experimental techniques, learn how to collect and analyze field data to address environmental problems. The course is organized into six modules focused on learning important research methods and practices for nature conservation. Measuring tree diversity in Asawarpur using transect- and quadrat-based sampling techniques Estimating butterfly population size in the Ashoka nursery using mark-recapture theory Quantifying Neelgai behaviour using automated behaviour recorders Recording bat activity using passive acoustic data recorders Measuring microbial diversity in Asawarpur lake Designing a children’s game based on bird behaviour for an outreach activity in Asawarpur.</p>	<p>SDG 4, SDG 15</p>
<p>[ES-2402] Understanding Conflict and Cooperation over Natural Resources</p>	<p>ES-2402-1</p>	<p>This course lies at the intersection of economics and natural resource conservation, attempting to provide students a way to critically think through interdisciplinary problems. It will provide a background understanding about our natural environment and how issues related to resource depletion are being tackled. This class will provide students with the tools to critically examine global environmental issues, problems and their solutions. Students will also be able to understand the impacts of these issues on social justice at multiple scales. This course will cover topics including the basics of capitalism, socialism and how they may overlap for natural resource governance. We discuss game theory and strategies used with specific examples. We also examine how common property theory can be applied to real world examples of struggles and cooperative solutions.</p>	<p>SDG 10, SDG 13, SDG 15, SDG 16</p>

<p>[ES-3306/ BIO-3308/ BIO-6308/ ECO-3704] Statistical Models: It's elementary, dear Ashokan</p>	<p>ES-3306/ BIO-3308/ BIO-6308/ ECO-3704-1</p>	<p>Research problems often present themselves in the form of broken pieces of information. A modern biologist can use multiple tools to make sense of data and uncover signals that help describe how the world works. This course is aimed at providing a toolkit to help research students design field and laboratory studies and link data to models (a description of how the world works). The discussion topics include replication and pseudoreplication, randomisation, sample size and degrees of freedom, orthogonal design, and non-orthogonal observational data. The topics on statistical modelling include parameter estimation, model prediction, overfitting, collinearity, missing data, approaches to choosing models, and model simplification. This course will be taught through lectures and worksheets using the R programming language. The example datasets used in the worksheets will be from ecological, biomedical, and social sciences.</p> <p>Statistical modelling is as much art as it is a craft. Students will be encouraged to think about creative ways to model seemingly disparate datasets. For example, modelling the occupancy of snow leopards in the Himalayan landscapes might be very similar to modelling the occupancy patterns of tuberculosis in Delhi.</p> <p>Course topics: The scientific process in brief with introduction to Popper, Kuhn, Polanyi, and Lakatos Elements of study design (including replication and pseudoreplication, interspersion, randomisation, some common experimental designs, sample size and power analyses, interactions, controls) Confronting ecological hypotheses with data, and statistical inference (probability and probability models, null hypothesis significance testing, steps during the statistical modelling process, methods based on Sums of Squares, SSQ and hypothesis testing, Analysis of variance in regression, multiple regression, one-way ANOVA, Likelihood based approaches, generalized linear models (binomial and poisson GLMs) Statistical modeling strategies (hypothesis testing, parameter estimation, prediction, overfitting, phantom degrees of freedom, model specification, constructing the maximal model, selection of variables for the maximal model, model simplification)</p>	<p>SDG 4, SDG 9</p>
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<p>[ES-3435/ POL-3049/ SOA-3114] Environment and Social Exclusion</p>	<p>ES-3435/ POL-3049/ SOA-3114-1</p>	<p>This elective course focusses on questions of social exclusion and social justice in environment, with a particular emphasis on race, caste and class. The concept of social exclusion as an analytical framework has become increasingly relevant for an understanding of the notions of environmental inequality, conflicts, rights and justice. The course will capture the social exclusion structures and processes which restrict the access of certain social groups to environmental resources and entitlements. It will explain the different forms of social disadvantage – in village and community, in land and water, in space and commons, in wilderness and conservation – that persist, in multiple variants and with different intensity, across societies and nations. It will locate the agency to groups that either guard their domain of privilege or challenge the system of social inequalities and segmentation. Thus, understanding social exclusion as a condition/outcome as well as a dynamic process, the course will also examine some environmental justice movements. The course will also be contextually and temporally embedded. In the north, for example, along with African-Americans, Latino and indigenous people, the focus has been the changing nature of social exclusion in environment. Accordingly, the relevant focus groups are the new social groups, including the immigrants and ethnic groups. By contrast, in the Indian context, the problem is one of the persistent, multiple exclusion of certain social groups like Dalit affecting their basic environmental access and rights.</p>	<p>SDG 10, SDG 16</p>
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<p>[HIS-3034/ ES-3020/ POL-3042/ SOA-3058] Nature and Nation</p>	<p>HIS-3034/ ES-3020/ POL-3042/ SOA-3058-1</p>	<p>Nature and nation explores the changing relationships of nature and nationalisms mainly in the 20th century world. Even though nation states are modern entities they often claim ancient lineage not only in language or culture but also with reference to a mountain, a tree, a river or an animal. The symbolic importance of natural entities apart, these are also subject of contest nowhere perhaps as evident as in the way around 1900 the very classes that had almost hunted the bison to extinction in the US became its protectors. Why did this change occur and was it a sign of a new kind of nationalism. The latter could include as well as exclude and it is no coincidence that the bison parks and the Indian reservations came about within the same decade.</p> <p>Nature also is important for nation states to generate more wealth and this competition between them is a major driving force of environmental change in today's world. Yet as with previous empires, Ottoman, French or British empires do attempt also to regulate nature and its use and abuse. Who speaks for nature how and why is itself worth careful study. This paper offers opportunity to look in comparative ways for instance at how capitalist and communist states, dictatorships and democracies have approached the problem of nature. Often as in post-apartheid South Africa, the legacies of the past and the racial divide remain important as parks game and wildlife mattered hugely to the white minority who governed till 1994. How does nature confer legitimacy and in what ways?</p> <p>This course takes special effort to look at societies often outside our gaze but subject to in depth research, such as Russia, China and Vietnam, Brazil as well as Scotland, Germany and France. An individual book review by each student with a short class talk is a must though it bear emphasis there will be due consideration we will use the particular case to approach general themes.</p> <p>By the end of term each of you will be able to think about this question in an original way. Why wne and how nature comes to matter to what a nation means and to whom is a critical issue in today's world: in this sense this course could be of value to any student today.</p>	<p>SDG 13, SDG 15, SDG 16</p>
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<p>[HIS-3222/ SOA-3153] Gendering South Asian History, 1200-1800</p>	<p>HIS-3222/ SOA-3153-1</p>	<p>The present course uses gender as a lens for looking into the history of medieval and early-modern South Asia. It especially looks at the categories of ‘masculinity’ and ‘ femininity’, how these were constructed and mapped during the period, in relation to one another. In doing so, it considers how evolving ideals of manliness came to inform kingship and domesticity in the Sultanate and the Mughal period. To what extent was the courtly and domestic spaces segregated? What were the ways in which the royal women responded and negotiated with the prescribed norms and participate in politics and court society ? How had art and architectural productions served as sites of gendered patronage, aesthetics, labour and performance ? These are some of the questions that we will address in this course. The course will also explore the non-royal social and political groups, the concubines, dancing girls, women slaves and labourers as well as the gender-liminal figure of the eunuch. The processes of gender marginalisation and defiance of gender normativity will also be taken up, particularly through a study of some of the women saints who challenged societal hierarchies in their pursuit of spirituality. The course will culminate with a discussion on how the medieval notions of gender normativity were reoriented and subverted at the wake of colonialism in the eighteenth century.</p>	<p>SDG 4, SDG 5, SDG 10, SDG 16</p>
<p>[HIS-3526/ ES-3223/ SOA-3154] Eat Like a Human: A Glimpse into Ancient Foodways</p>	<p>HIS-3526/ ES-3223/ SOA-3154-1</p>	<p>‘You are what you eat’ is a well-known truism, but what we are and what we ate both have undergone a major transformation during the course of human evolution and recent history. The study of ancient foodways is not merely an understanding of what people ate in the past rather it’s a process of understanding the interrelation between human diet and ecological, biological, social and ideological processes. Therefore, the study of foodways can potentially provide us with sufficient evidence to reconstruct the social, cultural, political, economic, technological, and ecological aspects of ancient societies. Once regarded as a rather unexciting field of studies associated with basic subsistence, paleodietary studies have been rejuvenated in recent years by both recent advances in scientific methods and new theoretical perspectives. In this course, we aim to first understand the major shifts in human food practices, and the major theoretical and methodological advancements to reconstruct ancient diets and then how the information gathered can potentially be used to reconstruct social, political, climatic, and economic aspects of past societies and the health and wellbeing of the indigenous population practicing traditional diet.</p>	<p>SDG 2, SDG 3, SDG 4, SDG 11, SDG 13, SDG 15</p>

<p>[IR-2010/ POL-2048] What Makes the World Hang Together?: Culture, Norms and Identity in International Politics</p>	<p>IR-2010/ POL-2048-1</p>	<p>World politics is full of dramatic events: wars, financial crises, terrorist attacks, peace talks, revolutions, popular campaigns for human rights etc. Beyond materialist explanations, this course delves into the socio-cultural dimensions of global politics, exploring the profound interplay between culture, norms and identity in explaining and understanding those events. It underscores the importance of interdisciplinarity in comprehending the complexities of an increasingly interconnected and culturally diverse global landscape. By integrating theory with practice, it equips students to critically analyze the cultural, normative and ideational dimensions of real world events, providing a nuanced understanding of how the triad of culture, norms and identities not only reflect but actively shape global events.</p>	<p>SDG 16, SDG 17</p>
<p>[IR-2044/ POL-2098] Refugees, Migrants, Citizens: A Global History of Human Rights in the Twentieth Century</p>	<p>IR-2044/ POL-2098-1</p>	<p>In this course, we will examine the interlinkages between national sovereignty, the idea of universal human rights and the shaping of a discourse on the rights of refugees. Over the semester, we will examine the historical context in which the basis of these distinctions was established and explore how the methods of resolving these questions was also linked to the foundational assumptions of the modern international system.</p> <p>Secondly, the course will also examine how the process of establishing these distinctions impacted on the treatment of refugees, particularly in the context of the shaping of interstate relations between neighboring states within regional settings, as well as by the international community. We will thus examine different contexts of “refugee- making” including situations of ethnic strife and civil war in different locations around the world. We will then attempt to contextualize how these situations, in Asia, the Middle East and Eastern Europe, formed important precedents in the shaping of the international understanding of the extent to which rights ought to be accorded to stateless populations.</p> <p>Ultimately, we will show, the necessity of the modern state to impose control and regulation over travel and migration across modern borders, produced an international regime that understood human populations as the recipients of differentiated rights according to nationality. Yet, as the experiences of different communities of migrants, refugees and stateless populations also testify, the urge to classify communities as ‘migrants’ or ‘aliens’ is a relatively recent intervention and attempts by modern states to regulate and control the timeless habit of human travel do not always produce successful results.</p>	<p>SDG 10, SDG 16</p>

<p>[IR-3024/ POL-3118] Social Theory and International Politics</p>	<p>IR-3024/ POL-3118-1</p>	<p>This course explores several social theorists and their application by IR theorists. The central objective of the course is to provoke students to consider how international politics might be understood from the perspectives of various social theories. The readings combine some limited taste of the theorist herself, as well as some applications of that theory in the IR literature.</p> <p>The course requirements entail a very close reading of the texts, and animated discussion of them. The latter includes weekly presentations of the readings, as well as memos on the readings distributed to class by 6pm the evening before class. A final written paper is required, its topic to be determined in conversation between the instructor and student. One model would be to choose a particular theorist and generate some theory of world politics based upon it, drawing, if necessary, from already executed efforts. On the other hand, for those students already into pre/prospectus territory, the final paper should contribute to that achievement in some way.</p>	<p>SDG 16</p>
<p>[MS-3090/ SOA-3152] Digitality: Ethnographic Approaches</p>	<p>MS-3090/ SOA-3152-1</p>	<p>Ethnography provides an irreplaceable lens to study the lived relationships of digital technologies with human life and cultures, and their constitutive linkages with what it means to be human. While the idea of the digital may be used to refer to binary connections, the computational, electronic, or anything that is internet mediated, ethnographers are interested in the imbrications of these technologies in everyday life and the consequences of the digital for the human condition- in online worlds and in their entanglements with lived realities in physical places. Ethnographic approaches in other words help us explore human interactions with digital devices, the making of human connections in cyberspace, coproduction of notions of the real and the virtual, or the conditions of living and being in a digital culture- that might be called `digitality`. We will examine possibilities of these human engagements in diverse sites and contexts.</p> <p>The course will be taught over three sections.</p> <p>We first chart some of the conceptual dilemmas in the terrain. How do we approach understandings of `digitality`? In what ways may the digital mediate human life and culture? Are they any different from prior mediations?</p> <p>The second section engages with methodological contestations that ethnographers of digital media grapple with. These include existent questions of power, subjectivity, or reflexivity in ethnography in general, but also those that address specific dilemmas in digital ethnography. What does it mean to do ethnography in digital worlds? What may be its analytic advantage to study sociality or politics? Can virtual worlds be studied on their own terms- without ethnographic engagement in the physical worlds that actors in digital places also belong to? What does it mean to conduct multi-sited or multi-timed fieldwork on specific congeries of media practices, forms and agents? How does ethnography help us approach closer towards understandings of digital media in everyday life that is `non-media-centric`? Can the study of media beyond media content, as part of the sensory, embodied and affective routines of everyday life, help us arrive at thicker understandings of the possible role of media in social life and change?</p>	<p>SDG 4, SDG 5, SDG 9, SDG 10, SDG 16</p>

		<p>Finally, we engage with a range of ethnographic studies of lived histories and vernacular cultures of digital media, exploring local meanings to digital genres of work, gaming, dating, memes, blogging, or hacking for instance, but also their intersections with existing cultures of class, difference, disability, gender and sexuality etc.</p>	
<p>[MS-3452/ ENG-3416] Cinemas of India: A Feminist Gaze</p>	<p>MS-3452/ ENG-3416-1</p>	<p>This course is inspired by feminist production studies scholarship which goes beyond debates on representation of women in film and media texts and focuses instead on the gendering of work. We will work on developing an understanding of the craft of a range of on-screen and off-screen film practitioners. We will pay close attention to work that is otherwise undervalued and invisibilized in a collaborative medium like cinema.</p> <p>The course is divided into three blocs - Stardom, Work and Feminist gaze. Some of the topics include: Stardom, performance and the figure of the “actress”, TV, Middle cinema and the "women filmmaker" of 1980s, film editor Renu Saluja and Parallel cinema, and the feminist documentary. We will also discuss the work of filmmakers in mainstream and alternative Indian cinema who experiment with a 'female gaze', as well as the work of groups like Yugantar collective and Ektara collective that challenge notions of auteur-centric authorship.</p>	<p>SDG 4, SDG 5</p>

<p>[POL-2088/ IR-2043] Women, War, and Politics: Gender in Politics and in Violence</p>	<p>POL-2088/ IR-2043-1</p>	<p>This course makes a semester-long case for using gender as an effective lens to understand (a) political participation and representation, and (b) contexts affected by political violence. While it is well-established that male bodies make up the vast majority of decision-makers and participants in quotidian electoral politics, the same logic applies to contexts affected by conflict and war. Conventionally, male bodies are considered to be at the forefront of decision-making about whether to go to war, and on the frontlines of said wars as fighters. In the last few decades, however, these constructions of masculinity and femininity have come to be questioned. Instead, the understanding that gender affects the way in which we see and make sense of the world around us – and that men and women experience and affect wartime and electoral dynamics differently – has come front and center. In the same spirit, we will focus on the role of women in political decision-making and participation; their role both as perpetrators of violence as combatants (and terrorists), as victims and as survivors of male-victimizing atrocities; the militarization of gendered bodies and the impact of gender-based violence in armed conflict.</p> <p>Finally, we will reflect on the gendered aspects of women’s restructuring of economies in male absence, their resistance to political violence, and their role in peacekeeping and rebuilding societies after war. As we cover each theme, we will pay particular attention to what feminists have described as intersectionality and the continuum of violence, from the “private” to the “public” sphere, from the militarization of everyday living to overt violent conflict. In addition, we will pay attention to whether different approaches to tackling gender inequality in South Asian contexts have been effective.</p> <p>Assignments for the course include submissions that identify, assess, and integrate arguments based on the week’s readings; an in-class midterm assignment; in class pop quizzes; and a final paper. Additionally, students will be assessed on their preparation for the week’s class through attendance, participation and in-class presentations.</p>	<p>SDG 5, SDG 16</p>
<p>[POL-3074/ IR-3021] Democratization and Foreign Aid</p>	<p>POL-3074/ IR-3021-1</p>	<p>The core concern of the course is to analyse the ways foreign aid might or might not work when it comes to democracy promotion. Since this concern links two concept groups, this course doubles as a stylized and brief introduction to the literature on foreign aid and democratization. In democratization (Part I), we will consider the type of foreign interventions, the drivers of democratization, the special role of elections and the varieties of authoritarianism. In Foreign aid (Part II), we will cover the types of foreign aid, the efficacy debate, the modalities of democracy aid, the incentive of aid donors and recipients and donor switching. After the theoretical overview, we consider a practical approach to existing political constraints (Part III), as articulated in my book, <i>Liberalization at the Margins</i>. We skim the empirics and put more emphasis on the case studies of the aid-democratization dynamic for Egypt, Fiji, and Myanmar. We conclude by considering the policy implications of such strategies with an emphasis on the authoritarian backlash (and authoritarian strategies for international law.)</p>	<p>SDG 16, SDG 17</p>

<p>[POL-3097] Ties that Bind: Communities and Collective Action</p>	<p>POL-3097-1</p>	<p>How do communities organise collective action to advance their demands and grievances? The course will offer a sweeping review of collective action by communities – villages caught between rebels and military as they collectively deliberate over whom to support, economic migrants in foreign soil who use informal networks to send money ‘back home’, neighbourhood groups who organise collective petitions to force the government to hear their demands, ethnic groups in conflict who mobilise for peace and reconciliation.</p> <p>Consider the following examples. In rural China, Lilly Tsai tells us, state officials embedded into temple networks of their home villages refrain from demanding bribes. In the absence of democratic institutions of accountability, temple leaders, on behalf of the community, reward upright officials with higher social standing. In Afghanistan, villages with strong councils (jirga) organise more successfully to ward off predatory behaviour from distant state officials. Similarly, communities organise for, but also against, rebel groups. In Mizoram, regions where villages were strongly interconnected through rotating church pastors witnessed greater rebel recruitment; the frequent exchange of information between well-connected villages reassured rebels that their secrets will not be leaked to security forces. In Colombia, in contrast, indigenous communities mobilised against FARC rebels. The ability of a community to organise collectively affects outcomes as varied as riots, prison violence, and the inner workings of the Sicilian Mafia. At the broadest scale, to echo Robert Putnam’s celebrated work on Italy, robust connections across otherwise disparate communities enhances social capital, which in turn, ‘makes democracy work’.</p> <p>These anecdotes barely touch the surface of the critical role of community ties and networks in a diverse range of political phenomena – accountability, economic exchange (we will study how Hawala transactions work), civil war resistance, democracy, riots, and organised crime.</p> <p>In order to understand communities and collective action, the course will survey both classical and contemporary exemplars from across the social science (admittedly with a strong focus on political science). We will begin with a thorough baseline understanding of the concept of collective action – why do groups struggle to organise toward a goal that each member desires and will benefit from? What are some of the well-known solutions to collective action problem?</p> <p>Building upon this foundation, we will delve deeper into specific instances of collective action. To cite a few, we will study how closely-knit social networks (imagine a village where ‘everyone knows everyone’) can monitor their members (peer monitoring, in-group policing). We will uncover the nebulous concept of ‘trust’, that allows individuals to anticipate that their peers will honour their word when rational calculations should suggest otherwise. Of course, a course like this will remain incomplete without engaging with norms of reciprocity, solidarity and altruism.</p>	<p>SDG 10, SDG 16</p>
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<p>[SOA-2243/ ES-2006/ POL-2130] Rethinking Development and Sustainability</p>	<p>SOA-2243/ ES-2006/ POL-2130-1</p>	<p>This course critically examines the processes of “development” and “sustainability,” and the ways in which they interact with each other. The course provides a critical overview of development theories, including classical political economy, modernization theory, dependency theory, postdevelopmentalism, feminist theories of development, sustainable development, and so on. It traces the ideas of development from the 19th century onward, with a particular focus on development thinking in the post-World War II period. At the same time, the course examines certain development projects for a more grounded understanding of how “development” occurs, to whose benefit, and why there is little consensus on what development entails. The course also engages with the multiple ways in which development processes interact with and reshape the environment, thereby affecting the realities of people around the world, and the Global South in particular. To this end, the course specifically focuses on debates and theories around sustainability. It problematizes the idea of sustainability in a world governed by neoliberal development paradigm and faced with both environmental crises and injustices. Upon completing this course, students are expected to learn:</p> <ul style="list-style-type: none"> ● A set of theoretical tools and analytical lenses by which to understand the processes, relationships, and phenomena involved in what we call “development” and “sustainability.” ● The distinct implications that different theories of development have for policy, academic work, and social activism and change. ● The environment-development relations across geographic scales and their planetary and local impacts. <p>Some of themes will include:</p> <ul style="list-style-type: none"> ● Theorizing development ● Histories and institutions of development The Marxist impasse and the rise of post dependency, and grassroots approaches ● Power, knowledge and development ● Gender, environment and development ● Sustainable development ● Agriculture and development ● The gift of Chinese development ● “Smart city” and India’s developmental environmental challenges 	<p>SDG 1, SDG 4, SDG 5, SDG 8, SDG 9, SDG 10, SDG 11, SDG 12, SDG 13, SDG 16</p>
<p>[SOA-2244/ ES-2200] Where Does Our Food Come From?: A History of Food and Commodity Capitalism</p>	<p>SOA-2244/ ES-2200-1</p>	<p>Is eating sugar or drinking tea a political act? Our eating habits and consumer choices shape our identities and ethical views. This course explores the journey of food and consumer goods from production to consumption, offering insights into our current economy. Can consumption be used to change our collective futures?</p>	<p>SDG 2, SDG 12</p>

<p>[SOA-2245/ POL-2131] Gender and the Social Arena</p>	<p>SOA-2245/ POL-2131-1</p>	<p>Encountering gender can be affective, liberatory, and intellectually eye-opening. Whichever way you pursue it, in text, image, or action, the study of gender disrupts traditional social science models. In this course, we will journey with incisive canonical and contemporary essays that have reshaped our thinking. Ranging from long-duration and everyday gender-and-kinship concerns, to mulling over the portrayal of the female in Bollywood's item numbers and current queer issues, we will run the gamut in this collective exploration of gender in the social arena.</p>	<p>SDG 4, SDG 5, SDG 10, SDG 16</p>
<p>[SOA-3131/ ES-3408/ POL-3109] The Social Life of Water</p>	<p>SOA-3131/ ES-3408/ POL-3109-1</p>	<p>What is water? How does water shape and is being shaped by social relations and cultural practices, and how do these interactions vary across societies and geographic scales? In what ways does power mediate people's access to and control over water? This course dives deep into various epistemological and ontological questions surrounding water. Water is life-giving and non-substitutable. A decade and a half ago, in July 2010, the UN General Assembly adopted a resolution that recognized the right to safe and clean drinking water and sanitation as a human right. Yet nearly a billion people in the world still lack access to safe drinking water, and water-related diseases and deaths remain pervasive, especially in the Global South. At the same time, water – and mega hydraulic projects in particular – remains a central preoccupation for most modern states. The recent years have also witnessed increased instances of water grabbing and privatization at a global scale, giving rise to water conflicts as well as processes of accumulation by dispossession.</p> <p>Drawing on a set of interdisciplinary literature, this course will provide students an in-depth cultural and political ecological understanding of water, with a special focus on South Asia. Students will also get to interact with some of the experts in the field who will be invited as guest speakers. Besides, field visits will be conducted within Delhi-NCR to help student with a firsthand understanding of issues related to urban water, sanitation, and water justice. At the end of this course, students are expected to have a grasp of:</p> <ol style="list-style-type: none"> a. Conceptual tools and analytical lenses by which to understand the relations between water and society, embedded in relations of power and cultural practices. b. Historical processes of how different states – from the medieval empires to the neoliberal states of our time – have tried to control and govern water, and the socio-ecological implications of these interventions. c. The importance of water's materiality, with a special focus on the South Asian Monsoon. d. Situated understanding of struggles over water and water justice in the contemporary world. 	<p>SDG 5, SDG 6, SDG 10, SDG 16</p>

<p>[SOA-3151/ SOA-6126] Language and Society</p>	<p>SOA-3151/ SOA-6126-1</p>	<p>All humans use language, and of course, we often use language to describe the world. But is that all we do with language? In this course we will examine language as a dynamic social phenomenon, fully embedded in the world of human activity. Language emerges, is maintained, and changes through its use, but language also shapes and alters the very social world it is part of. We must look at language in use, empirically, in order to understand how this works.</p> <p>To do so, we will learn and use the tools of linguistic and semiotic anthropology in order to carefully question: what is language? How do we draw lines between languages? How does language function in society? How does it shape politics, history, literature? We will be concerned with classic questions posed in the empirical study of language, from the seeming stability of “codes” versus their dynamism and change; modes of interaction and communication; language ideologies and language differentiation; referentiality and indexicality; register formation and social value. We will also approach questions around multilingualism, language politics, and “mother tongue,” as well as any other topics pertaining to the research of the course participants (in any discipline). As we will see, language is always political, and questions about politics (and history, and literature, and society in general) are always also questions about language.</p> <p>This course is intended for interested graduate students in any discipline and advanced undergraduates with permission of the professor. No previous training in linguistic anthropology is necessary — we will build our technical vocabulary and repertoire of concepts from the ground up.</p>	<p>SDG 4, SDG 10, SDG 16</p>
<p>[SOA-3207/ ES-3404/ POL-3117] Cities, Ecology and Equity</p>	<p>SOA-3207/ ES-3404/ POL-3117-1</p>	<p>Since 2007, more people in the world live in urban than in rural areas. Between slums and smart cities, they inhabit a world of social conflict, ecological crisis, and contending visions of the future. As cities become even more central to social experience and aspiration, we need to understand their place in history and in human imagination. This course looks at cities through three thematic lenses: accumulation, order, and identity. It studies cities in relation to the countryside, tracing flows of people and goods that create wealth and poverty. It examines the spatial politics of managing urban populations, from planning to securitisation. It analyses cities as places where cultural identities – parochial and progressive – are formed and defended. It uses these themes to illuminate the political ecology of cities in the Global South, particularly issues around land, water, waste, and climate change.</p>	<p>SDG 1, SDG 6, SDG 10, SDG 11, SDG 13, SDG 15</p>

<p>[VA-2345/ HIS-2800/ SOA-2246] Built Environments, Design and the Architectural Imagination of Sultanate and Mughal Cities from the 13th to the 17th centuries</p>	<p>VA-2345/ HIS-2800/ SOA-2246-1</p>	<p>This course examines the making of cities during the Sultanate and early Mughal periods. Students will learn to interpret architecture as both cultural expression and technical accomplishment. The creation of a city reflects a society's power, wealth, knowledge, and imagination, often embodying its aspirations through the built environment, spatial organization, and ecological relationships. In Islamicate cultures moreover, oral narratives, Sufi lyric traditions, and illustrated manuscripts are crucial in defining cities. They shape the discourses through which cities are perceived and remembered. This course integrates architectural, visual, poetic, and narrative materials that inform the spatial imagination of early modern South Asian cities.</p>	<p>SDG 4, SDG 9, SDG 11</p>
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