

## HUMANITIES

The Humanities course as part of the Undergraduate Programme offered at the Indian Institute of Science is an opportunity to bring about synergy between the Humanities and Social Sciences (or 'Human Sciences') with the Natural Sciences. With this aim in mind, IISc offers a wide variety of courses in Humanities for students to choose from. These courses are not designed to teach Humanities as a series of distinct disciplines but are designed to create an intellectual milieu in which the students learn science.

**The following are the rules that govern the Humanities part of the curriculum.**

- Nine credits from the Humanities pool must be completed within the first six semesters. Any additional Humanities credits accrued will be counted towards elective credits.
- Students can choose from the wide variety of courses listed in the Humanities pool for each semester
- Students have an option not to take a Humanities course in either semester 2 or 3 (but not both). Likewise, students can choose not to take a Humanities course in either semesters 4 or 5 (but not both). All courses in the Humanities pool are two or three credits, so the requirements can be completed in fewer than six semesters.
- Students are allowed to credit at most one course from the Humanities pool each semester.

### Courses offered in August-December Term

Sl. No.	Code	Title	Credits	Semester
1	UHS 102	Introduction to Music Appreciation	2:0	I/III/V
2	UHS 111	Designing Sustainably	2:0	I/III/V
3	UHS 112	Practical English Communication	2:0	I/III/V
4	UHS 121	Legal System Fundamentals	2:0	I/III/V
5	UHS 130	Principles of Anthropology	2:0	I/III/V
6	UHS 132	Basic Economics	2:0	I/III/V
7	UHS 134	Methods of History	2:0	I/III/V
8	UHS 136	Foundations of Political Science	2:0	I/III/V
9	UHS 137	Introduction to Psychology	2:0	I/III/V
10	CO 201	Art of Communication for Leaders	2:0	III/V
11	CO 204	Science Communication	2:0	III/V
12	CO 301	Introduction to History and Philosophy of Science	2:0	III/V
13	MG 201	Managerial Economics	3:0	V
14	MG 212	Behavioural Science	2:1	V
15	MG 251	Finance and Accounts	3:0	V

### Courses offered in January-April Term

Sl. No.	Code	Title	Credits	Semester
1	UHS 100	Understanding India	2:0	II/IV/VI
2	UHS 101	Literary Theories & Appreciation	2:0	II/IV/VI
3	UHS 103	Explorations into Theatre & Visual Art	2:0	II/IV/VI
4	UHS 110	Concepts of Archaeology	2:0	II/IV/VI
5	UHS 133	Economic Life in Contemporary India	2:0	II/IV/VI
6	UHS 135	Perspectives from Philosophy	2:0	II/IV/VI
7	UHS 220	India: Dialogues that Matter	2:0	IV/VI
8	UHS 231	Essentials of Critical Thinking	2:0	IV/VI
9	CO 201	Art of Communication for Leaders	2:0	IV/VI
10	CO 203	Stars, Optics and Fun	3:0	III/V
11	MG 281	Management of Technology for Sustainability	3:0	IV/VI
12	MG 298	Entrepreneurship for Tech Startups	2:1	IV/VI
13	PS 301	Science and Technology Policy Discussions	3:0	IV/VI
14	PS 303	Communicating Science to Non-experts	3:0	IV/VI
15	ST 206	Environmental and Natural Resource Management	2:1	IV/VI

## Course Details

### SEMESTERS 1,3 and 5

#### UHS 102 (2:0): Introduction to Music Appreciation

Instructor: Ritwik Kaikini

Music is a universal language distilled by cultural, societal and personal experiences, having gone through a series of changes over time. Listening to music is a highly active process involving a variety of thought-provoking moments that explore memory, emotion and intuitive conjectures. Some of us use music to relax, some of us use it during physical fitness sessions, some of us use it to meditate and some of us also use it as an occasion to make new friendships. As music forms a significant portion of our daily lives in society, we owe it the critical attention and study its needs for it to evolve further. Research also shows that music helps with human cognitive functioning and overall well-being. This course will cover preliminary concepts of music theory and move towards appreciating music of different styles. The course will have the following aspects:

#### 1) Basics of Music Theory

Introduction to Musical Notation

Concept of Rhythms, Beats, Time Signatures

Key signatures and Scales

#### 2) Music Appreciation: Western Music

Exploring the music of Bach, Mozart and Beethoven.

#### 3) Music Appreciation: Music of India and South Asia

Exploring the musical traditions of Sufi, Hindustani, Folk and Carnatic Music

#### 4) Music Appreciation: Popular Music

Exploring Indian Cinema, English Pop and English Rock.

#### Readings:

- Music: Appreciation by Roger Kamien
- Listening and Voice: Phenomenologies of Sound by Don Ihde
- The Third Ear: On Listening to the World by Joachim-Ernst Berendt

#### UHS 111 (2:0): Designing Sustainably

Instructor: Kruthika Ganesh, Narmada Khare

Humans have historically taken inspiration from nature to design their tools and develop their technologies. The Japanese bullet train (based on a kingfisher's beak) and complex urban transportation network (based on growing slime mould) are two of the more popular examples. But humans aren't the only organisms to build things – there are several other skilled architects and builders in the animal world. Human or animal – what drives the design of the structures they build? In this transdisciplinary course, we will focus on natural and

nature-inspired designs of shelters and habitats built by organisms. Our specific stress will be on the role climate has played in the evolution of these designs. Keeping this in mind, we aim to induce discussions about the specific behaviours of builders, impact of the materials used and how shapes and sizes affect the essence of a structure. More specifically, we would like to discuss experiments in building sustainable structures to battle the drastic climate change that is already upon us.

### **Readings:**

Essays and research papers, thesis chapters etc:

- Size and Shape, Stephen Jay Gould
- Animal architecture Mark E. Laidre, *Current Biology* 31, R1449–R1466, November 22, 2021 © 2021 Elsevier Inc.
- Bonachela, J.A., Pringle, R.M., Sheffer, E., Coverdale, T.C., Guyton, J.A., Caylor, K.K., Levin, S.A., and Tarnita, C.E. (2015). Termite mounds can increase the robustness of dryland ecosystems to climatic change. *Science* 347, 651–655
- The Concepts of Animal Architecture, Dr-Parag Govardhan Narkhede, Ar. Gautami Bura, August 2021, *Compliance Engineering* 12(8):38

### **Books:**

- Hansell, M. (2007). *Built by Animals: The Natural History of Animal Architecture* (Oxford University Press).
- Hölldobler, B., and Wilson, E.O. (2016). *Auf den Spuren der Ameisen (In the Footsteps of the Ants)* (Heidelberg: Springer Verlag).
- Martin, A.J. (2017). *The Evolution Underground: Burrows, Bunkers, and the Marvelous Subterranean World Beneath Our Feet* (New York: Pegasus Books).
- Tschinkel, W.R. (2021). *Ant Architecture: The Wonder, Beauty, and Science of Underground Nests* (Princeton University Press).
- William, Myers. (2012). *Bio Design: nature, science and creativity* (Thames and Hudson)
- Beatriz, Colomina., Wigley, Mark. (2016). *Are we human? Notes on archaeology of design* (Lars Müller Publishers: Zurich)
- Rob, Thompson. (2013). *Sustainable Materials, Processes and Production* (Thames and Hudson)
- Anuradha, Mathur., Da Cunha, Dilip (2014). *Design in the terrain of water.*
- Maibritt Pedersen Zari (2018). *Regenerative Urban Design and Ecosystem Biomimicry* (Taylore and Francis)

## **UHS 112 (2:0): Practical English Communication**

**Instructor: Sarah Talat**

In a globalised world, proficiency in English is not only essential for effective communication but also for academic and professional success. It is also a major part of interpersonal communication in and

outside the academic arena. In the context of higher education, undergraduate studies often require students to engage with complex ideas, conduct research, communicate, and present their findings effectively.

The course is designed for learners of ESL (English as a Second Language), as they must navigate academic discourse, engage in critical thinking, and profess communicative abilities in a second language. Each session covers a fundamental approach to the English language based on the discussions in class, small writing tasks, as well as group activities.

Session-wise topic:

1. Listening skills - Introducing the self, course expectations
2. Introduction to reading strategies, and genres- Reading an academic text
3. Approaches to critical reading and thinking in English
4. Writing- editing, paraphrasing, and summarization, and Cornell notes
5. Writing an analytical essay and reading an argumentative paper
6. Persuasive writing techniques, rhetoric, syntax, and elements of style
7. Fundamentals of communication skills-phatic communication - interpersonal communication
8. Communicative and cultural competence- contextual speaking skills, public speaking, presenting yourself
9. Language immersion and speaking skills

**Readings:**

1. A Psalm of Life by H.W. Longfellow
2. Excerpt from- Why I want a wife by Judy Brady
3. Growing up male by Krishna Kumar
4. Win Every Argument by Mehdi Hasan
5. The ones who walk away from Omelas by Ursula Le Guin
6. Listening Audio: British Council Vocabulary exercises
7. Dream Children by Charles Lamb
8. On Study by Francis Bacon
9. An Introduction by Kamla Das
10. Healing the Earth by Aravind Gupta

**Assessment:**

1. In-class written assignment - Reflective Essay
2. Graded Presentations

## **UHS 121 (2:0): Legal System Fundamentals**

**Instructor: Shobana V**

The course will cover the following topics: Indian Constitution & Legal Framework, Criminal Law, Procedures, Civil Procedure, Law of Evidence, Law of Contracts, Family Law, Law of Torts (Including Consumer Protection), Environmental Law, Cyber Law, Intellectual Property Rights (IPR), and Introduction to International Law.

### **Readings:**

Textbooks:

- Basu, D.D., Introduction to the Constitution of India, LexisNexis, Latest Edit
- Singh, Avtar, Law of Contract and Specific Relief, Eastern Book Company, Latest Edition.
- Pillai, P.S.A., Law of Tort, Eastern Book Company, Latest Edition., Ratanlal & Dhirajlal The Law of Torts (26<sup>th</sup> Edition)
- Narayanan, P. – Intellectual Property Law (Eastern Law House)

Bare Acts:

- The Constitution of India
- Bharatiya Nyaya Sanhita (BNS)
- Indian Contract Act, 1872
- Consumer Protection Act, 2019
- Information Technology Act, 2000
- Transfer of Property Act 1882
- The Environment (Protection) Act, 1986
- The Patents Act, 1970 (as amended)
- The Trade Marks Act, 1999
- The Copyright Act, 1957 (as amended)
- The Information Technology Act, 2000 (for Cyber IPR provisions)

## **UHS 130 (2:0): Principles of Anthropology**

**Instructor: Bitasta Das**

This is an activity-based introductory course on Anthropology. It facilitates students' exploration of cultural diversity through hands-on learning and real-world applications. Blending the four fields of anthropology—cultural, biological, linguistic, and archaeological—it emphasizes the practical utility of anthropological premises in everyday life. Through interactive activities and observation exercises, students will engage with key concepts like culture, identity, communication, belief systems, and social structures. The course fosters critical thinking, cross-cultural understanding, and respect for difference.

**Readings:**

- Asad, Talal (ed.) (1973), *Anthropology and the Colonial Encounter*, Ithaca Press.
- Fanon, Frantz (1961), *The Wretched of the Earth* by Frantz Fanon, Penguin UK.
- Geertz Clifford (1973), *The Interpretation of Cultures*, Basic Books, Inc., Publishers.
- Guest, Kenneth J (2015), *Cultural Anthropology: A Toolkit for a Global Age*, W. W. Norton & Company.
- Lavenda, Robert H and Schultz Emily A (2017), *Anthropology: What Does It Mean to Be Human?* Oxford University Press.

**UHS 132 (2:0): Basic Economics****Instructor: Anant Kamath**

This course introduces students to the basics of economics. Students opting for this course will understand the basics issues that define the discipline and become familiarised with themes in microeconomics (such as supply/demand, consumer, and producer behaviour, competition and monopoly), macroeconomics (national economy, trade, and development), as well as market failure, technology, and global economy. The course departs from a mainstream economics course in both textbook material and pedagogy, by drawing from modern, interdisciplinary, context-specific, and more 'realistic' thematic engagement. Any student opting for this course will have the basic tools in hand to understand their own economic decision-making, the functioning of the world around them, and broad trends in the national and global economy.

**Readings:**

- Goodwin, N., Harris., J.M., Rajkarnikar, P.J., Roach, B., and Thornton, T.B. *Essentials of Economics in Context*, Routledge, London and New York, 2021
- Core, *The Economy: Economics for a Changing World*, Oxford University Press, 2017
- Adam Szirmai, *Socio-Economic Development*, Second Edition, Oxford Univ. Press, 2015

**UHS 134 (2:0): Methods of History****Instructor: Nithin M**

An introductory course in methods of historical inquiry, the course will start from the colonial project of history and then move back and forward in time to look at some key debates in history and historiography. Primarily, the course hopes to speak to some dominant contemporary debates and anxieties that students find themselves in conversation with — to challenge common sense discourse on the same and build capacities for a more complex engagement. We will especially look at the history of science, religion, sexuality, gender and mental health and the potentialities and problems with historicism therein.

**Readings:**

- E.H. Carr, "The Historian and His Facts," in Carr, *What is History?* (New York: Vintage, 1967), 7-30.
- Ashis Nandy, "History's Forgotten Doubles" in *History and Theory* (34 (2), 1995), 44-66.

- Elizabeth Lambourn, *Abraham's Luggage: A Social Life of Things in the Medieval Indian Ocean World*, Cambridge University Press, 2018.
- Gayatri Chakravorty Spivak, & Sarah Harasym, *The Post-Colonial Critic: Interviews, Strategies, Dialogues* (1st ed., Routledge, 1990)
- Hayden White, "The Value of Narrativity in the Representation of Reality" in *The Content of the Form*, pp. 1-25.
- Indira Chowdhury, "Speaking of the Past: Perspectives on Oral History" in *Economic and Political Weekly*, Vol. 49, No. 30 (JULY 26, 2014), pp. 39-42.
- Michel Foucault, *History of Sexuality*, Volume I to IV, (Penguin, NY, 2021)
- Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History* (Beacon Press, 1995)
- Popper, K, *The Poverty of Historicism*, (Ark Paperbacks, London, 1957).
- Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India*, (Duke University Press, 1999)
- Romila Thapar, *Time as a Metaphor of History: Early India* (OUP, Delhi, 1996).
- S N Balagangadhara, *What Do Indians Need, a History or the Past? A challenge or two to Indian historians, Parts I and II*. (Text written for the 7th Maulana Abul Kalam Azad Memorial Lecture organised by the Indian Council for Historical Research and delivered on 11 November 2014 in Delhi)
- Thomas S Kuhn, *The Structure of Scientific Revolutions*, 50th ed. (University of Chicago Press, 2012)

## UHS 136 (2:0): Foundations of Political Science

Instructor: Geetisha Dasgupta

Essential concepts and ideas: defining the scope and methods of the discipline; nation, state, and government—key components like the territory, population, and constitution; political theory including key thinkers such as Plato, Aristotle, Locke, Hobbes and Rousseau and their ideas; prominent political ideologies like liberalism, conservatism, socialism and communism, political systems like democracy, dictatorship and federalism; political behaviour in different social contexts with specific reference to voting behaviour and political participation; public policy as process and its social impact; political movements including movement for decolonisation of India; modern Indian political thought including Gandhi, Ambedkar, Phule, Nehru, and MN Roy; Constitution of India; international relations.

### Readings:

- Gauba, O.P. Introduction to Political Theory. 9th Edition. National Paperback
- Bhargava, Rajeev & Ashok Acharya. Political Theory: An Introduction. Pearson Longman
- DD Basu. Introduction to the Constitution of India. 22nd Edition. Lexis Nexis
- Goodin, Robert E. The Oxford Handbook of Political Science. September 2011
- Chakraborty, B. Modern Indian Political Thought: Text and Context, Taylor & Francis 2024

## UHS 137 (2:0): Introduction to Psychology

Instructor: Sudhir Udayakanth

This course introduces students to the foundational principles of Psychology. The students will explore major psychological concepts, theories, and methods. Topics include the biological basis of behavior, learning and memory, personality, psychiatric disorders, and social dynamics. The course emphasizes critical thinking, real-life applications, and appreciation for human diversity and development.

### Readings:

Core Textbooks:

- "Psychology" by David G. Myers – A classic, engaging text that covers all foundational concepts clearly.
- "Introduction to Psychology" by James W. Kalat – Very student-friendly, with real-life examples and focus on biological and behavioural aspects.
- "Discovering Psychology" by Don Hockenbury and Sandra E. Hockenbury – Great for visual learners, with a strong emphasis on diversity and real-world application.

### Supplementary Readings:

- "The Man Who Mistook His Wife for a Hat" by Oliver Sacks – Fascinating case studies in neurological disorders, perfect for biological basis of behaviour and psychiatric disorders topics.
- "Thinking, Fast and Slow" by Daniel Kahneman – Brilliant insight into decision-making, cognition, and critical thinking.
- "The Psychology of Everyday Things" by Donald Norman – Explores how psychology applies to everyday design and behaviour – real-life application of psychological principles.

## SEMESTERS 2, 4 and 6

## UHS 100 (2:0) Understanding India

Instructor: Bitasta Das

This course introduces students to contemporary India through folk and vernacular art; oral literature, song, dance, theatre, paintings etc. It aims to broaden their understanding by exploring the deep, often overlooked connections between social life and scientific and technological development. By treating the arts as windows into the worldviews of diverse communities, the course emphasises how traditional knowledge can offer valuable insights that complement scientific understanding, without conflating the two. In doing so, it reorients the study of the nation from top-down narratives to lived experiences, encouraging future leaders to engage more thoughtfully with India's plural realities.

**Readings:**

- Dundes, Alan (1989), *Folklore Matters*, University of Tennessee.
- Bhabha, Homi K (2004), *The Location of Culture*, Routledge Classics
- Basham, A L (ed.) (1994), *A Cultural History of India*, Oxford University Press
- Snow, CP (1959), *The Two Cultures*, Cambridge University Press

**UHS 101 (2:0): Literary Theories & Appreciation****Instructor: Anchitha Krishna**

This introductory course explores the basic concepts in literature through a survey of the major developments in literary theory and criticism and aims to hone critical reading skills through practical reading sessions.

*Literary Genres*

Early developments of poetry, drama and novels.

*Literary Theory: An Introduction*

Formalism; Structuralism; Poststructuralism; Postcolonialism; Posthumanism; Literature and Science - Leavis and Snow

*Reading and the Reader*

Reading and Writing in the contemporary era; Frankenstein; "The Minority Report;" Malgudi Days

**Readings:**

- Dick, Philip K. "The Minority Report", *The Minority Report*, Citadel Twilight, 1991.
- Eagleton, Terry. *Literary Theory: An Introduction*. John Wiley & Sons, 2011.
- Leavis, Frank Raymond. *The Two Cultures?* Cambridge University Press, 2013.
- Narayan, R.K. *Malgudi Days*. Penguin Books, 2006.
- Shelley, Mary. *Frankenstein*. David S. Lake Publishers, 1986.
- Snow, Charles Percy. *The Two Cultures*. Cambridge University Press, 2012.

**UHS 103 (2:0): Explorations into Theatre & Visual Art****Instructor: Sharath Parvathavani and Mahesh Pattar****Theatre**

*Introduction to Theatre Theory:* The idea of theatre, definition, purpose, function, uniqueness, relevance, the uninterrupted gaze, differences between theatre and cinema

*Drama:* Story, foundations, representation of the world and human experience, mechanics and structure, characters, psychology and emotions

*Classical Drama:* Elements of Aristotle's Poetics, Bharatha's Natya Shastra basics, Navarasa, comparison of both genres

*Units of a Play:* Acting, scenery & setting, properties, music & sound, lighting, costumes, makeup, direction

*Playwriting:* Process & techniques basics

*In Class:* Watching and analysis of a short play, theatre activities

## **Visual Art**

This module offers an introductory exploration into the world of visual art, focusing on how we see, interpret, and create images. Through a combination of visual studies, studio practice, discussions, and observations, students will engage with core concepts of visual language such as line, form, color, space, and composition. The course encourages students to explore their creative voice while understanding the cultural, social, and historical contexts of visual art. The module will involve:

Introduction to basic principles and elements of visual art.

Engage the students in hands-on art-making and observational practices.

Develop an appreciation of visual aesthetics, creativity, and personal expression.

Connect visual art to broader cultural, environmental, and interdisciplinary contexts.

### **Readings:**

- *Ways of Seeing* by John Berger
- *The Elements of Graphic Design* by Alex W. White
- *Drawing on the Right Side of the Brain* by Betty Edwards (selected chapters)
- Selected articles on Indian and contemporary art (provided in class)

## **UHS 110 (2:0): Concepts of Archaeology**

**Instructor: Srikumar Menon**

This course is a primer into archaeological techniques – especially archaeoastronomy. Conventional archaeology offers information about the material culture of societies in the past. However, it is possible to glean insights into the knowledge systems possessed by bygone cultures from examining the monuments and artefacts they left behind. For instance, an understanding of the knowledge of geometry, engineering, astronomy etc. of a given culture is embedded in the design and layout of the monuments they created. The emphasis in this course will be on knowledge of astronomy prevalent in ancient cultures. The main aspects covered in this course will be: basics of archaeology, an introduction to the archaeology of the Indian subcontinent, prehistoric and later monuments in the Indian subcontinent – megaliths, stupas, temples of different periods and regions, case studies of selected monuments, introduction to astronomy, astronomy and ritual in history, megalithic astronomy, Stonehenge, Newgrange and other examples of deliberate astronomical alignments, Indian examples – Nilaskal, Byse, Sun-facing monuments like temples, field-observation techniques and surveys, summing up.

### **Reading:**

- Atkinson, R. J. C. (1956) *Stonehenge*, Penguin Books, New York.

- Cornell, J. (1981) *The First Stargazers: An Introduction to the Origins of Astronomy*, The Athlone Press, London.
- Hawkins, G. S. (1965) *Stonehenge Decoded*, Dorset Press, New York.
- Hawkins, G. S. (1973) *Beyond Stonehenge: From Ancient Egypt to the Peruvian Desert Lines*, Hubert Allen and Associates, USA.
- Hoskin, M. (2001) *Tombs, Temples and their Orientations: A New Perspective on Mediterranean Prehistory*, Ocarina Books, United Kingdom.
- Hoyle, F. (1977) *On Stonehenge*, W. H. Freeman and Company, San Francisco.
- Koestler, A. (1959) *The Sleepwalkers: A History of Man's Changing Vision of the Universe*, Penguin Books, New York.
- Krupp, E. C. (Ed.) (1979) *In Search of Ancient Astronomies*, McGraw Hill, USA.
- Krupp, E. C. (1983) *Echoes of the Ancient Skies – the Astronomy of Lost Civilizations*, Courier Corporation Publishing, Massachusetts.
- Krupp, E. C. (1999) *Skywatchers, Shamans and Kings – Astronomy and the Archaeology of Power*, Wiley, New York.
- Lockyer, N. (2006: originally published 1894) *The Dawn of Astronomy: A Study of Temple Worship and Mythology of the Ancient Egyptians*, Dover Publications, New York.
- Magli, G. (2009) *Mysteries and Discoveries of Archaeoastronomy: From Giza to Easter Island*, Springer, New York.
- Magli, G. (2013) *Architecture, Astronomy and Sacred Landscape in Ancient Egypt*, Cambridge University Press, Cambridge.
- Magli, G. (2015) *Archaeoastronomy: Introduction to the Science of Stars and Stones*, Springer, New York.
- Ridpath, I. (2003) *Norton's Star Atlas and Reference Handbook*, Addison Wesley, Boston.
- Ruggles, C. (1999) *Astronomy in Prehistoric Britain and Ireland*, Yale University Press, Bellevue.
- Ruggles, C. (2005) *Ancient Astronomy*, ABC-Clio Publishing, Santa Barbara.
- Sewell, R. and Dikshit, S. B. (1995) *The Indian Calendar – with Tables for the Conversion of Hindu and Muhammadan into AD dates and Vice Versa*, Motilal Banarsidass Publishers Private Limited, Delhi.
- Sharma, V. N. (1995) *Sawai Jai Singh and his Astronomy*, Motilal Banarsidass Publishers Private Limited, Delhi.
- Subbarayappa, B. V. and Sarma, K. V. (1985) *Indian Astronomy: A Source-Book*, Nehru Centre, Bombay.

### **UHS 133 (2:0): Economic Life in Contemporary India**

**Instructor: Anant Kamath**

This course introduces students to the essentials of economics in the context of life and livelihood in contemporary India. The course begins with introducing some concerns in everyday economic life and in human well-being and development. We then move on to analysing and interpreting critical issues of contemporary

relevance via the application of a few interesting concepts. We dive into understanding the nature of the state, market, development, caste and gender, urbanity, and inequality. Any student opting for this course will become better informed and intellectually more equipped to understand the trends in economic life our era; they will discover how economics can help them understand subtle and inescapable realities about their individual selves and of the world around them.

#### **Readings:**

- Sukhadeo Thorat and Katherine Newman *Blocked by Caste*, Oxford University Press, 2012
- Jean Dreze and Amartya Sen *An Uncertain Glory*, Princeton University Press, 2013
- Nitin Kumar Bharti, Lucas Chancel, Thomas Piketty, Anmol Somanchi. *Income and Wealth Inequality in India, 1922-2023: The Rise of the Billionaire Raj*, 2024.
- Carol Upadhyaya *Caste and Capital*, in Jodhka and Naudet (eds.) *The Oxford Handbook of Caste*, Oxford University Press, 2023

#### **UHS 135 (2:0): Perspectives from Philosophy**

**Instructor: Dunkin Jalki**

Understood broadly, 'philosophy' is an inquiry into issues like existence, knowledge, values, reason, mind, language, etc. However, if you take this route, you will soon realise that we can only question and criticise Indians and their culture. Consider the way the West has characterised India for centuries: irrational, corrupt, lazy, oppressive, and so on. But can a culture survive for millennia if it is plagued by so many problems? When our ISRO scientists perform pooja, are they being unscientific and superstitious? When your mother insists that you wear a bindi, is she being communal? We will learn to address such questions in this course. This course explores Indian culture and our daily lives, aiming to provide a perspective that is both scientific and relatable to our experiences.

#### **Readings:**

- Articles available on the website: <https://www.hipkapi.com/>
- Balagangadhara, S. N., and Sarika Rao. 2021. *What Does It Mean to Be 'Indian'?* Chennai: Notion Press.

#### **SEMESTERS 4 and 6**

#### **UHS 220 (2:0): India: Dialogues that Matter**

**Instructor: Uday Balakrishnan**

*Integration:* The creation of the Indian State

*From Unitary to Federal:* The evolution of the Indian Republic

*Electoral democracy in India*

*Public policy making in India:* The changing relationships between the executive, legislative and judicial branches of the Government.

*Let us talk demography:* The demographic dividend, it's there but we have to work to make it transformative.

*The role of science and technology in policy making in India*

*Challenges and Response:* India in the world - a close look at the evolution of India's foreign policy -1947 -2025

*Is climate change the greatest challenge the Indian state has ever faced?* An inquiry

*Social Justice in India:* A deep look

*India's North- East:* An examination

*Is there a North-South, East-West divide?:* We'll check the number!

*How is India defended?* An inquiry.

### **UHS 231 (2:0): Essentials of Critical Thinking**

**Instructor: Vandana Goswami**

This introductory course is designed to help students practice some key critical thinking skills and capabilities -- ability to analyse and find connections between topics and ideas, look at data and information from multiple perspectives, synthesize ideas and communicate them to others effectively. A key objective of this course is to give students some of the tools that will help them think independently, evaluate situations from all perspectives, come up with informed opinions on issues and ideas, sharpen questioning skills and make balanced decisions. All these are twenty-first century life skills that students will use in different contexts, both personal and professional. These abilities will be honed in through critical examination of content material selected from things we see around us --- media reports, social media forwards, songs, poetry and various other sources. Classes will be predominantly activity and discussion-oriented, where students will be encouraged to critique their own thinking, identify biases, and express their thoughts in a reasoned manner.

#### **Readings:**

The course will not have a textbook. Readings will be assigned as handouts or web pages as and when necessary.

\*\*\*\*