

NATIONAL INSTITUTE OF ADVANCED STUDIES

COURSE OFFERINGS

SECOND SEMESTER (JANUARY- APRIL) 2017

(1) School of Conflict and Security Studies

(1) Course Title: EMERGING THREATS AND NEW SECURITY CHALLENGES IN ASIA

Course Instructor: Dr.M. Mayilvaganan, ISSSP

Level of course: Intermediate

Number of credits: Two (2)

Type: lecture, discussion, etc.

Probable starting date and schedule/ timings: January 16, Thursday 11.00 AM to 1.00 PM

(The students registering for this course can obtain class schedule details from the course instructor)

Brief description:

The changing geopolitics and geoeconomics has altered the character of threats to human, national and international security. The present security discourse challenges the traditional realist understanding of security that prevailed during the Cold War, indeed, today a broader concept of security began to gain acceptance that includes socio-economic and environmental challenges. The aim of this course is to familiarise students with these newly emerging themes in security studies. As new security threats or challenges do not arise from national rivalries or involve geopolitical competition but due to climate change, food insecurity, pandemic disease, terrorism, and cybercrime, etc. that can destabilize a country just as severely as an invading armed forces. The course would examine the causes of these new non-traditional security threats like resource conflict, migration, climate change, food and health security and with a focus on practical measures to address them. However, this course would provide insights into both traditional and emergent perspectives on security studies, so that students would be exposed to a comprehensive overview of the new security discussion. In addition, a number of empirical studies of emerging new threats in this region are presented and analysed.

Objectives:

The course is designed to help students:

- Obtain the necessary empirical knowledge and analytical perspectives on new threats and security challenges
- To investigate the complex interplay between traditional and non-traditional security problems
- Develop an in-depth understanding of the dynamic changes and new trends in South Asia, using approaches rooted in the disciplines of history, political science, international relations, and economics.
- Acquire various analytical tools and historical perspectives to facilitate development of expertise on issues like migration, resource scarcity, environmental degradation, and the rising phenomenon of radicalism, etc. that play a part for regional instability.
- The course places strong emphasis on non traditional security issues in the region.
- To prepare students to embark on research projects which examine themes related to contemporary security problems.

Topics

The course will cover the following topics:

1. Changing Nature of Security Threat, War and Conflict
2. Sub national Ethnic Movements including Identity politics and New Ethnic Assertion
3. Religious Conflict
4. Insurgency, Terrorism and the State
5. Immigration and State Security
6. Piracy, Smuggling (both Human and Materials) and Coastal Security
7. Marine Fisheries in Crisis
8. Cybercrime and Cyber security
9. Border People and Security
10. Intrastate Wars
11. Water Conflict Including the demand for revisiting Indus River Basin
12. Climate Change
13. Energy and Security
14. Poverty and Security
15. Health Security
16. Private Sector Roles and Security, Including ATM Van Robbery
17. Counter-Terrorism and Counter Insurgency and Debates about the Legitimacy of Military Intervention.
18. Non-traditional Security and India's Relations with Neighbours

Method of Assessment:

Assessment Type	Weight	Requirements
Assignment	30	2500-3000 word essay
Presentation	30	
Book Review	20	800 word review report
Class Participation and Quiz	20	

General Reading

Useful textbooks include:

1. Krahmhann, E. (ed.) *New Threats and New Actors in International Security* (London: Palgrave, 2005).
2. Munkler, Herfried. *What's New About New Wars. In The New Wars* (Oxford: Polity., 2005)
3. Pettiford, L. and Curley M. *Changing Security Agendas and the Third World* (London: Pinter, 1999).
4. Spillmann, K. and Krause, J. (eds.) *International Security Challenges in a Changing World* (Berlin: Peter Lang, 1999).
5. Lynn-Jones, S. M. and Miller, S. (eds.) *Global Dangers: Changing Dimensions of International Security* (London: MIT Press, 1995).
6. Michael E. Brown, ed., *Grave New World: Security Challenges in the 21st century* (Washington, D.C. : Georgetown University Press, 2003).
7. Buzan, Barry. "New Patterns of Global Security in the Twenty-First Century," *International Affairs* (Royal Institute of International Affairs 1944-), Vol. 67, No. 3 (Jul., 1991), pp. 431-451.
8. Collins, A. *Contemporary Security Studies* (Oxford: OUP, 2006).
9. Baylis, J. et al., *Strategy in the Contemporary World* (Oxford: OUP, 2002).
10. Booth, K. *Worlds in Collision: Terror and the Future Global Order* (London: Palgrave, 2002).
11. Duffield, Mark. *Global Governance and the New Wars : The Merging of Development and Security* (London: Zed., 2001)
12. Duffield, Mark R. *Development, Security and Unending War: Governing the World of Peoples* (Cambridge: Polity, 2007)
13. Billon, Philippe Le, ed., *The Geopolitics of Resource Wars* (London: Routledge, 2007).
14. Klare, Michael, *Resource Wars: The New Landscape of Global Conflict* (New York: Metropolitan, 2001).
15. Selby, Jan, 'Oil and water: the contrasting anatomies of resource conflicts', *Government and Opposition*, Vol. 40, No. 3 (2005).

16. Juergensmeyer, M. *Terror in the Mind of God: The Global Rise of Religious Violence* (London: University of California Press, 2000).
17. John Arquilla, "The end of war as we knew it? Insurgency, counterinsurgency and lessons from the forgotten history of early terror networks", *Third World Quarterly*, Vol. 28, No. 2 (March 2007), pp 369-386.
18. Daniel Marston & Carter Malkasian (eds.), *Counterinsurgency in Modern Warfare* (Oxford: Osprey, 2008).
19. Dalby, Simon, *Environmental Security* (Minneapolis: Minnesota UP, 2002).
20. Hathaway, Robert (ed.). *New Security Challenges in Asia* (Woodrow Wilson Center Press with Johns Hopkins University Press, 2013).
21. Mely Caballero Anthony, Ralf Emmers, and Amitav Acharya. *Non-Traditional Security In Asia: Dilemmas In Securitization* (Ashgate Publishing, Ltd. 2006).
22. Khan, AR. *Globalization and non-traditional security in South Asia* (Academic Press, 2001).
23. Bhuiya, Abbas. *Non-traditional Security Challenges in South Asia* (The National Bureau of Asian Research, 2012).

(2) School of Humanities

(1) Course Title: Scientific Theories of Consciousness – II: Measures of Consciousness

Course Instructor(s): Dr. Nithin Nagaraj

Number of Credits: Two (Reading course, 2 contact hours/week)

Brief description:

“Scientific Theories of Consciousness-II: Measures of Consciousness” is the second course of a two-part series. In “Part-I: Mathematical Methods”, we had laid the mathematical foundations that form the bedrock of several scientific measures of consciousness. In this course (Part-II), we shall explore several scientific theories of consciousness and in particular measures of consciousness. Understanding (and measuring) ‘consciousness’ remains the final frontier of research and is increasingly becoming an interdisciplinary field of study with ideas and principles borrowed from several mathematical disciplines such as Information Theory, Signal Processing, Time Series Analysis, Chaos Theory, Complexity Measures, Brain Imaging Analysis and Clinical measures, Network & Graph Theory. This course will survey various competing measures of consciousness (based on scientific theories) that are based on behavioural and neurophysiological basis. Measures such as causal density, neural complexity, Integrated Information Theoretic measures, Perturbational Complexity Index, Compression-complexity measures will be emphasized.

Learning Objectives:

The primary objective is to familiarize the student with various scientific theories of consciousness and measures of consciousness that are based on behavioural and neurophysiological basis.

Pre-requisites for registration/auditing:

It is mandatory for the student to have completed the course “Scientific Theories of Consciousness-I: Mathematical Methods” to be eligible for crediting/auditing this course.

Expected Student Workload:

This is a reading course with 2 contact hours/week (discussion and in-class interaction) with remaining 6 hours/week of preparation, reading papers and research project execution. The student will be required to take up a research project (on one or more measures of consciousness) with two presentations and one term paper submission.

Course Duration:

January-May (We will start in the week of January 24, 2017).

Lecture Topics and Discussion

Worldly discrimination theory (including signal detection theory), Integration theories, global workspace theory, recurrent activity, neuronal synchrony, behavioural measures (object, subjective, strategic control), brain-based measures such as Integrated Information Theory (Tononi) and its variations, Causal Density, Neural Complexity, clinical measure: Perturbational Complexity Index, computational and network-based measures such as Compression-complexity, Compressionism. Outstanding questions, conflicts between theories/measures will be discussed. The problem of 'qualia' and how it is treated within these theories/measures will also be investigated.

Basis for Final Grades

In class participation/discussions: 35%

Research Project execution: 35%

Research Project presentation (2 presentations): 10%

Research Project Term paper: 20%

References/Reading Material

The following research papers will be used for the reading course. This is not an exhaustive list and a full list of papers will be given during the start of the course.

1. Seth AK, Dienes Z, Cleeremans A, Overgaard M, Pessoa L. Measuring consciousness: relating behavioural and neurophysiological approaches. *Trends in cognitive sciences*. 2008;12(8):314–321.
2. Tononi G. Integrated information theory of consciousness: an updated account. *Arch Ital Biol*. 2012;150(2-3):56–90.
3. Oizumi M, Albantakis L, Tononi G. From the Phenomenology to the Mechanisms of Consciousness: Integrated Information Theory 3.0. *PLoS Comput Biol*. 2014;10(5):1–25. doi:10.1371/journal.pcbi.1003588.
4. Casali AG, Gosseries O, Rosanova M, Boly M, Sarasso S, Casali KR, et al. A Theoretically Based Index of Consciousness Independent of Sensory Processing and Behavior. *Science Translational Medicine*. 2013;5(198):198ra105–198ra105. doi:10.1126/scitranslmed.3006294.
5. Seth AK, Izhikevich E, Reeke GN, Edelman GM. Theories and measures of consciousness: An extended framework. *Proceedings of the National Academy of Sciences*. 2006;103(28):10799–10804. doi:10.1073/pnas.0604347103.
6. Tononi G. An information integration theory of consciousness. *BMC Neuroscience*. 2004;5(1):1–22. doi:10.1186/1471-2202-5-42.
7. Tononi G, Edelman GM. Consciousness and complexity. *science*. 1998;282(5395):1846–1851.
8. Tononi G, Sporns O, Edelman GM. A measure for brain complexity: relating functional segregation and integration in the nervous system. *Proceedings of the National Academy of Sciences*. 1994;91(11):5033–5037.
9. Seth AK. Causal connectivity of evolved neural networks during behavior. *Network: Computation in Neural Systems*. 2005;16(1):35–54.

10. Maguire P, Moser P, Maguire R, Griffith V. Is consciousness computable? Quantifying integrated information using algorithmic information theory. arXiv preprint arXiv:14050126. 2014.
11. Tononi G. Consciousness as integrated information: a provisional manifesto. *The Biological Bulletin*. 2008;215(3):216–242.
12. Balduzzi D, Tononi G. Integrated Information in Discrete Dynamical Systems: Motivation and Theoretical Framework. *PLoS Comput Biol*. 2008;4(6):1–18. doi:10.1371/journal.pcbi.1000091.
13. Balduzzi D, Tononi G. Qualia: the geometry of integrated information. *PLoS Comput Biol*. 2009;5(8):e1000462.
14. Tononi G. *Phi: A Voyage from the Brain to the Soul*. Pantheon Books; 2012.
15. Maguire P, Maguire R. Consciousness is data compression. In: *Proceedings of the thirty-second conference of the cognitive science society*; 2010. p. 748–753.
16. Maguire P, Mulhall O, Maguire R, Taylor J. *Compressionism: A Theory of Mind Based on Data Compression*.
17. Barrett AB, Seth AK. Practical Measures of Integrated Information for Time-Series Data. *PLoS Comput Biol*. 2011;7(1):1–18. doi:10.1371/journal.pcbi.1001052.
18. Griffith V. A Principled Infotheoretic Φ -like Measure. *CoRR*. 2014;abs/1401.0978.
19. Toker D, Sommer F. Moving Past the Minimum Information Partition: How To Quickly and Accurately Calculate Integrated Information. arXiv preprint arXiv:160501096. 2016.
20. Tegmark M. Improved Measures of Integrated Information. ArXiv e-prints. 2016.
21. Seth AK, Barrett AB, Barnett L. Causal density and integrated information as measures of conscious level. *Philosophical Transactions of the Royal Society of London A: Mathematical, Physical and Engineering Sciences*. 2011;369(1952):3748–3767. doi:10.1098/rsta.2011.0079.
22. Tononi G, Sporns O. Measuring information integration. *BMC Neuroscience*. 2003;4(1):1–20. doi:10.1186/1471-2202-4-31.
23. Tononi G. Consciousness, information integration, and the brain. *Progress in brain research*. 2005;150:109–126.
24. Seth A. Explanatory correlates of consciousness: theoretical and computational challenges. *Cognitive Computation*. 2009;1(1):50–63.
25. Tononi G, Boly M, Massimini M, Koch C. Integrated information theory: from consciousness to its physical substrate. *Nature Reviews Neuroscience*. 2016.
26. Virmani, M., & Nagaraj, N. A Compression-Complexity Measure of Integrated Information. arXiv preprint arXiv:1608.08450. 2016.

(2) Course Title: Archaeological Exploration: field survey methods and practices

Course Instructor(s): Dr. M.B.Rajani and Dr. Srikumar Menon

Guest Instructor: Prof Ravi Korisettar

Number of Credits: Four

Brief description:

This course will familiarise participants on field survey methods and practices of archaeological exploration. Here participants will be made to find answers for “where” archaeological sites are and “how” to find them and how to go about studying them – such as identifying features in satellite images (limited to online resources) and on the ground. The course will be conducted on project mode. Sites will be selected by instructors. Participants will be made to explore traditional methods of archaeological exploration through field work together with using remote sensing and GIS; and integration of data collected in both these methods. The participants will have to do exploration on field and also conduct lab work and correlate the two. Models of ancient human occupation of landscapes will be made based on the analysis of observations on site. The course will include lectures, field visits, lab work and discussion meetings.

Learning Objectives:

- Exposure to archaeological exploration; traditional methods and latest methods aided by technology
- Experience on exploring archaeological sites on field
- Satellite image processing and geospatial analysis on focused site using online resources
- Experience on integrating field information, with textual information together with geospatial data

Pre-requisites for registration/auditing: No

Expected Student Workload: Average 18 hours

Course Duration: Jan-May

Activities and credit distribution

Course		Hours	Credit hours	Instructor*
1	Introduction	1	1	MBR
2	Site familiarisation/lectures	6	6	SM
3	Reconnaissance visit	16	8	RK
4	Field based lectures	4	4	RK
5	Data collection/Literature review	10	5	SM
6	Image analysis/Lab work	20	10	MBR
7	Field visit and validation	30	15	RK
8	Data integration	16	8	MBR
9	Project discussions	8	8	MBR/SM
10	Total credit hours		65	
11	Course credits		4.0625	4
*MBR= M.B.Rajani; SM= Srikumar Menon; RK= Ravi Korisettar				
	Final presentation			

Basis for Final Grades: Final grade will be out of 50 (50-40=A; 40-30=B; 30-20=C; 20-10=D; 10-0=E)

1.	Evaluation-1	Field preparation and participation	10
2.	Evaluation-2	Data collection and preprocessing	10
3.	Evaluation-3	Image Interpretation and Validation	10
4.	Evaluation-4	Class participation / Attendance in session	10
5.	Evaluation-5	Final Presentation	10

Books and References

1. Morrison, K. 2009, Daroji Valley: Landscape History, Place, and the Making of a Dryland Reservoir System, <http://www.kathleenmorrisonlab.com/daroji-valley/>
2. <https://www.academia.edu/7107368/Sanganakallu>
3. More to be added

(3) School of Natural & Engineering Sciences

(1) Course title: Human Animal Studies

Course Instructor(s): Prof. Sindhu Radhakrishna

Number of credits: Two

Type: (lecture, seminar, guided reading, etc): Presentations/discussions and written assignment

Brief description:

Human-Animal Studies refers to a disciplinary approach that studies interactions and relationships between humans and animals. Also called Animal Studies or Anthrozoology, this is an interdisciplinary field where researchers from fields as diverse as literature, anthropology, sociology, history, psychology, philosophy, geography, and feminist studies examine the multiple facets of people's attitudes and behaviour towards animals. The objective of this course is to introduce students to some of the key issues in the area of Human Animal Studies.

The main topics that will be covered in this course are:

- Module 1: Animals and human society
- Module 2: Animals and human culture
- Module 3: Animals and science

Probable starting date and schedule/ timings: January 2017 – April 2017.

(3) School of Social Sciences

(1) Course title: Statistics for Social Sciences

Subject/ discipline: Policy Research Initiative on Inequality and Human Development

Level of course: 200

Number of credits: Two

Type: (lecture, seminar, guided reading, etc): Lecture

Name of instructor(s): Prof. Narendar Pani, Dr. Sumedha Bajar and Dr. Kshitija Joshi

Brief description : The course aims to provide students with a conceptual understanding of the domain of statistics and the role it plays in the process of social science research. Along with an explanation of statistical methods, the course will provide hands-on experience in handling datasets and statistical software.

The course would consist of 11 three-hour sessions spread over 11 weeks. The sessions are

1. **Statistics in everyday life** – Prof.Narendar Pani
2. **Measures of Central Tendency** - Dr.Sumedha Bajar and Dr Kshitija Joshi
3. **Measures of Variation** - Dr.Sumedha Bajar and Dr Kshitija Joshi
4. **Identifying Distributions and Probability** - Dr.Sumedha Bajar and Dr Kshitija Joshi
5. **Sampling** - Dr.Sumedha Bajar and Dr Kshitija Joshi
6. **Types of Hypotheses and Hypotheses Testing** - Dr.Sumedha Bajar and Dr Kshitija Joshi
7. **Measures of Co-variation – Scatterplots, One-way and Two-way ANOVA (Analysis of Variance), F-Tests, Chi-Square and T-Tests** - Dr.Sumedha Bajar and Dr Kshitija Joshi
8. **Introduction to Regression Analysis** - Dr.Sumedha Bajar and Dr Kshitija Joshi
9. **Two- variable and Multiple Regression** - Dr.Sumedha Bajar and Dr Kshitija Joshi
10. **Sessions on SPSS** - Dr.Sumedha Bajar and Dr Kshitija Joshi
11. **Sessions on SPSS** - Dr.Sumedha Bajar and Dr Kshitija Joshi

Probable starting date and schedule/ timings:

(2) Course title: Dimensions of Inclusion

Subject/ discipline: Interdisciplinary Approaches to Economic Issues

Level of course: 200

Number of credits: Three

Type: (lecture, seminar, guided reading, etc): Lecture

Name of instructor(s): Dr. Kshitija Joshi and Prof.Narendar Pani

Brief description: The course will aim to provide students with an understanding of inclusion at the methodological, conceptual and empirical levels. At the methodological level the course will explore the problem of abstraction leading to the exclusion of key factors, and make a case for an inclusive method. At the conceptual level it would develop inclusive concepts of social and economic development. It would also briefly examine the empirical evidence on inclusiveness in India.

The course would consist of 11 three-hour sessions spread over 11 weeks. The sessions are

1. **Inclusion and exclusion in the method of the social sciences:** Narendar Pani
2. **Inclusion and multidisciplinary methods:** Narendar Pani
3. **Exclusion in social processes: caste and social barriers:** Narendar Pani
4. **Social capital, migration, exclusion and inclusion:** Narendar Pani
5. **Exclusion within methods of inclusion: the case of reservations:** Narendar Pani
6. **Income and exclusion:** Dr Kshitija Joshi
7. **Land as an instrument of exclusion:** Dr Kshitija Joshi
8. **Risk and exclusion:** Dr Kshitija Joshi
9. **The exclusion of the formal:** Dr Kshitija Joshi
10. **Informality and financial inclusion:** Dr Kshitija Joshi
11. **Student seminars**

Probable starting date and schedule/ timings: January to April 2017

(3) Course title: Sociology of Education

Subject/ discipline: Education

Level of course: PhD

Number of credits: Two

Type: (lecture, seminar, guided reading, etc): Lecture, Guided Reading and Seminar

Name of instructor: Dr. Jeebanlata Salam

Brief description:

Sociology is a hybrid discipline, rich in concepts and theories. Attempts to understand the complex phenomenon of education requires an understanding of both sociological concepts and theories, which will be introduced at the outset of the course. To avoid trappings from common sense knowledge and status quo, students would be directed to look anew at understanding education, its phenomenon and processes by developing and enriching sociological imagination. The exercise would offer students an increased opportunity of emancipating the self. Pre-requisite for taking the course is critical engagement and reflection.

Lecture Topics and Discussion

1. Sociological Concepts and Theoretical Perspectives

- Social System
- Structure and Function
- Organic Solidarity and Social Order
- Positivism
- Functionalism and Conflict Model
- Action Frame of Reference, Phenomenology and Symbolic Interactionism

2. Theorising the Significance of Education

- Education and Social System
- Education and Social Order
- Education and Social Mobility
- Education and Social Stratification
- Social Exclusion and Education
- Hegemony and Domination, Social and Cultural Reproduction, Habitus and Field
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3. State, Citizenship Rights and Education

- State and Education Policies
- Democracy and Education
- Education and Liberation

Probable starting date and schedule: 9 January, 2017

Timings: 10.30 A.M -12.30A.M

Course Duration: January-April 2017

Basis for Final Grades:

Class Participation: 5%

Take-home Assignments: 15%

Mid-Term Exam: 20%

Class Presentation: 10%

Term Paper: 20%

Final Exam: 30%

Readings:

Apple, M.W.1982. *Education and Power*. Boston: Routledge and Kegan Paul.

Apple, M.W and Jules.1995. 'The State and Educational Reform' in Pink and Noblit (eds), *Continuity and Contradiction: The Futures of The Sociology of Education*. New Jersey: Hampton Press,Inc.

Bourdieu, P. and J.C, Passeron. 1977. *Reproduction in Education, Society and Culture*. London: Sage

Bourdieu, P. 1986. *The Forms of Capital in J.G Richardson'*(ed) *Handbook of Research in the Sociology of Education* . New York: Greenwood Publishers.

_____.1972. *Outline of a Theory of Practice*. London, New York and Melbourne: Cambridge University Press

Byrne, David. 2005. *Social Exclusion*. U.K: OUP

Chapman , Karen.1986. *Sociology of Schools*. London and New York: Travistock publications

Dahrendorf, Ralf.1959. *Class and Class Conflict in an Industrial Society*. London: Routledge and Kegan Paul

Dewey, John. 1966. *Democracy and Education: An Introduction to the Philosophy of Education*. New York: the Free Press

-----1973. *The School and Society*. The University of Chicago Press

Dharammpal, 1983. *The Beautiful Tree: Indigenous Indian education in the Eighteenth Century*. New Delhi: Biblia Impex Private Limited

Durkheim, Emile. 1956. *Education and Sociology*. New York: The Free Press

_____1961. *Moral Education. A Study in the Theory and Application of the Sociology of Education*. New York: The Free Press

Freire, Paulo.1972. *Pedagogy of the Oppressed*. Baltimore, MD: Penguin Books

_____1974. *Education: The Practice of Freedom*. London: Writers and Readers Publishing Cooperative.

Gandhi, M.K. 1951. *Basic Education* . Ahmedabad: Navajivan Publishing House.

Giddens, Anthony.1971. *Capitalism and Modern Social Theory: An Analysis of the writings of Marx, Durkheim and Max Weber*. Cambridge: Cambridge University Press

- Nash, Kate (ed), 2000. *Readings in Contemporary Political Sociology*. Oxford: Blackwell Publications
- Kothari, Rajni. 1988. *State Against Democracy. In Search of Humane Governance*. Delhi: Ajanta Publications.
- Kumar, Krishna. 1991. *Political Agenda of Education: Study of Colonialist and Nationalist Ideas*. New Delhi: Sage
- Manheim, Karl and W.A.C. Stewart. 1962. *An Introduction to The Sociology of Education*, London: Routledge and Kegan Paul
- Marshall, T.H. 1964. *Class, Citizenship and Social Development*. Chicago: University of Chicago Press
- Miliband, Ralph. 1976. *The State in Capitalist Society*. London: Quarter Books
- Parsons, Talcott. 1968. *The School Class as Social System: Some of its Functions in American Society* in Robert, R. Bell and Holger R. Stub (eds), *Sociology of Education*. Homewood, Illinois: The Dorsey Press
- Peters, Michael and James, Marshall (eds). 1996. *Education Policy*. UK: Edward Elgar Publishing Ltd
- Sen, Amartya. 2000. *Social Exclusion: Concept, Application, Scrutiny*. New Delhi: Critical Quest.
- Srinivas, M.N. et al. 2002. *The Field Worker and the Field*. Delhi: OUP
- Torres, Carlos Alberto and Morro Raymond Allen (eds). 1995. *Social Theory and Education: A Critique of Theories and Social and Cultural Reproduction*. New York: State University of New York Press
- Turner, H. Jonathan, 1987 (4th Edition). *The Structure of Sociological Theory*. Dorsey Press.

(4) Course title: Social Exclusion and Education

Number of credits: Two

Name of instructor: Dr. Shivali Tukdeo

Prerequisite:

Course(s) on sociology of education, perspectives in education research

Brief description:

This course is designed around questions of exclusion and the ways in which they relate to education. What is social exclusion? How can it be defined and understood? An evolving body of research over the last few years has identified exclusion in the context of welfare policies, programmes, institutions and has highlighted a range of issues including access, quality and relevance of these mechanisms. The course will begin with readings focusing on conceptual understanding of exclusion and it will move on to discuss case studies. Finally, an assessment of contemporary policies will be part of the readings.

Requirement:

Students will be required to select a case study and develop a comprehensive proposal by end of semester. There will be 3 assignments covering the themes of discussion.