

ANSWER KEY: END-SEMESTER EXAM

Section A: Psychology

1. What is stereotyping? Discuss how stereotyping happens by describing unconscious and automatic cognitive processes underlying stereotyping behaviour. You can use the example discussed in class. [5+10]

Answer Key

Stereotype refers to an individual's beliefs or assumptions about someone/individuals based on their affiliation or membership of a group, regardless of their individual traits. It strongly associates with discrimination, which refers to an individual's action based on the belief generated by stereotypical thinking. [5]

Automatic and Unconscious nature of stereotyping: automatic and unconscious processing are involuntary in nature and associated with highly learned behaviour, which could happen without social context like the Simon effect or compatible stimulus-response association. [2.5 marks, it requires them to elaborate on automatic and stereotyping processes]

For instance, the stimulus (red square) presented on the right visual field will be facilitated if it is responded to from the right hand, i.e., the implicit association between the location of the stimulus and response regardless of the stimulus feature. In this case, the location is an implicit feature of the main task, such as using the right hand for Red Square and the left hand for Green Square.

Stereotyping happens due to highly learned social behaviour and similarly demonstrates biased attentional and perceptual processing or decision-making. For instance, the concept of peace and bomb are associated differently with white and coloured American communities. When presented with words like peace and bomb with irrelevant white and coloured American faces, was presented, participants were faster to press the corresponding key for peace when it was presented with faces of white Americans than otherwise. However, the response to the concept bomb was associated with coloured Americans. [7.5 marks]

The answer should highlight the implicit association of stereotyping concepts and their association with the community/group. Mostly, the association, when made, is unconscious, and experiments like the above test such non-conscious association and its relation with perception and decision-making. The experiment that tests the implicit association between two independent concepts like gender and word describing positive/negative feelings/attitudes could be a way to measure the automatic processing of biased perception/ feeling/ or choices an individual makes towards a community or a group.

5 marks 2.5 marks 7.5 marks

2. Discuss the key difference between visual neglect/hemi-neglect and visual agnosia. Discuss the tests used to understand and differentiate between these two neuropsychological conditions. You can use pictorial representation to strengthen your description. [5+10]

Answer key

Visual neglect / hemi-neglect is an attentional problem, and visual agnosia is a perceptual problem. The answer should highlight the difference between the two neuropsychological conditions. The attentional is primarily about the selection of stimuli, and in case of hemineglect, which correlates with posterior parietal lesion, it is associated with spatial selection. Hemi-neglect refers to the loss of information or difficulty in attending to an object from one side of the visual space/field. It is about attention to where the object is rather than what the object is. The latter is associated with visual agnosia, which is a perceptual problem that refers to failure to recognize or identify objects. [5, divide 2.5 each]

The test should examine the selective attention and object identification and recognition processes separately and help dissociate the two neuropsychological conditions. For instance, when patients are shown objects at the contralateral side of the corresponding brain lesion, they fail to attend to the object and, in turn, it appears that they do not identify the objects. However, in case of hemineglect, the identification and recognition could be tested by showing the objects on the other healthy side or ipsilateral side. One of the widely used tests is to ask the patient to reproduce the original drawing, like a flower or clock or similar images that can be divided into two halves. It is seen that patients fail to produce the contralateral side of the lesioned region. [5, please refer to the slide and the chapter]

On the other hand, visual agnosia is related to perceptual processing, in which the patients suffering from it may fail to even form simple precepts, or basic features, like lines or contours. There are two forms of visual agnosia, apperceptive and associative agnosia. Apperceptive agnosia refers to the inability to form basic features, whereas associative agnosia refers to difficulty in semantic labelling or naming of the object. In this case, the patient could describe the features but would not be able to label them. In such a case, using the similar drawing task, patients fail to semantically label/name the object even after imitating the features of the object. [5]

5 marks, 2.5 each. 5 marks 5 marks

3. Describe the following phenomenon, with an example each [5 marks each]:

- 1. Change blindness**
- 2. Inattention blindness**
- 3. Binding problem**
- 4. One-shot illusory correlation**

All are definition based, with an examples. Look at the slides for the reference. [3+2]

- Inattention and Change Blindness is – an attention problem [simple definition with example each].
- Binding problem refers to a problem with how our brain integrates different features and perceives them as a single entity or object when its features are encoded separately in different brain regions. It becomes critical when we process a complex world with multiple objects.
- One-shot illusory correlation refers to illusory correlation in the context of social thinking. The one-shot refers to a specific single instance leading to illusory correlation. [we can give 2.5, even if they miss the second point].

None of these are disorders

Section B: Literature

Overall points for the Literature module:

An answer that gets the basic minimum should get about 5 or 6.

An answer that gets the basic minimum, writes it thoughtfully and thoroughly, should get about 7 or 7.5.

An answer that not only the basic minimum, but additional points mentioned below, should get 8 or 8.5, with 8.5 being an outstanding response.

1. What was Alice Walker seeking that she found in Zora Neale Hurston?

- This is a summary of the basic minimum this answer requires: Alice Walker's search as an African-American woman writer searching for information and insights about Black folklore, esp. voodoo, in the context of her own work; struggle to find anything; all knowledge and frameworks for thinking about Black culture came from white writers and scholars. Her entire essay is preoccupied with the question of models for not only artists in general, but of the importance of models for African-American writers to look up, learn from, emulate etc; this aspect should be described. It is in this context that she discovers the forgotten/neglected/marginalized work of Zora Neale Hurston, a writer and anthropologist, who had rigorously documented and studied Black folklore and other forms of culture. Her thoughts on this experience of (re)discovery should be explored in the response.
- More points for students who do one or more of the following:
 - connect the question of literature and culture to the social and historical context of race and racism and, therefore, the importance of representation of under-represented marginalized or oppressed communities in culture and the study of culture;
 - who mention/discuss the other African-American writers and scholars that Walker mentions/discusses in the context of culture and representation;
 - connect the search for models to the search for a tradition in which an artist can envisage themselves or carve out a career.

2. Why does Terry Eagleton write that reading literature is different from reading "an account of the incidence of soil erosion"? Explain the difference and cite one example from the Eagleton reading or from class discussions. [5+5]

- This is a summary of the basic minimum this answer requires: the difference lies in "literariness" – with literature, how something is said is as or even more importance than what is said – rhetoric – the importance of language, imagery, tone, reading between the lines – any example that Eagleton discusses in detail, e.g. Forster's *A Passage to India*, Jane Austen's *Pride and Prejudice* etc.
- More points for students who some or more of the following:

- Go beyond basic interpretation or context and offer deep/rigorous readings and discussions of either examples from Eagleton or the poetry discussed in class, which demonstrate what “literariness” or literary qualities are.
- Students who connect Amrita Pritam’s poem and the metonym of Punjabiya to this question of “literariness.”

3. a. List three ways of defining Comparative Literature.

- This is a summary of the basic minimum this answer requires: any three of the different ways of defining CompLit that are covered in slides 11-16 of Lecture 4 are acceptable.
- More points for students who mention, in addition to the points above, one or more of the following:
 - Matthew Arnold’s point about connection, Tagore’s concept of vishwasahitya, Goethe’s weltliteratur.
 - Amrita Pritam’s invocation of Waris Shah as an example of how the study of Indian literatures is/should be fundamentally comparative.
 - Aijaz Ahmad’s insights about “Indian literature” as a category, as discussed in class and in slides 18-19.

b. What is the difference between art, crafts, and pop art?

- This is a summary of the basic minimum this answer requires: hierarchy of useful and beautiful knowledge, hierarchy within the idea of art/creativity; the difference between the concept (high/low/elite/mass) and the creators (artists, artisans, performers; lone artist vs. community of artisans).
- More points for students who cover one or more of the following:
 - the role of the market in determining the value of art and what we value in art (artistic qualities, rarity, historical age etc).
 - irony and popular art, its references to mass culture.

Section C:

1. Define the concept of Rights with a focus on difference between positive and negative rights. Also, discuss any five categories of Human Rights with example.

Concept of Rights	1. 5 Marks
Positive Rights and Negative Rights	2. 2.5 + 2.5 = 5 marks
Human Rights categories	3. 2 marks x 5 = 10 marks

Concept of Rights- Simply speaking, a right is to get ‘one’s due’, i.e. to get what is due to someone as a human, citizen, individual or as a member of a group, etc. To have a right, then, is to be entitled to do something or to have something done; for example, to vote, to speak, to avail of healthcare, etc. A right is an entitlement to have or to do something (positive right) or an entitlement not to have something done to you (negative right). Traditionally rights are usually understood as being held by individuals. However in the late 20th century, influential arguments in political philosophy have suggested extending them to groups in certain circumstances. For

example, there have been strong suggestions that indigenous communities may enjoy the right to self-determination which would permit separate governing structures and processes from the broader political community within which they are located.

Negative rights are rights that entail non-interference from the society at large. For example, the right to liberty, life, property, etc. The right to life prevents others from killing me but it does not obligate them to do anything positive to assist me in living my life to the full or to live happily.

Positive rights are rights that impose obligations on other people or the state to do some- thing for a fuller enjoyment of our rights. For example, the right to health, basic subsistence, etc. requires positive interference to do something.

Categories of Human Rights (any 5)

- (i) **security rights** that protect people against crimes such as murder, massacre, torture and rape;
- (ii) **liberty rights** that protect freedom in areas such as belief, expression, association, assembly and movement;
- (iii) **political rights** that protect the liberty to participate in politics through actions such as communicating, assembling, protesting, voting and serving in public office;
- (iv) **due process rights** that protect against abuses of the legal system such as imprisonment without trial, secret trials and excessive punishments;
- (v) **equality rights** that guarantee equal citizenship, equality before the law and non-discrimination; and
- (vi) **welfare rights** (or ‘economic and social rights’) that require the provision of education to all children and protections against severe poverty and starvation.

2. How does the methodology of the Bombay school of sociology differ from the Lucknow school? Discuss using the ideas and the practices of the main proponents of each school.

The Bombay School

Main PROPONENTS: Govind Sadashiv Ghurye (1 mark) and M.N. Srinivas (1 mark)

Main IDEAS:

All those who lived in the territory of ‘India’ possess a **distinct, cohesive ‘Indian’ identity** defined by Hindu religion and Hindu civilisation. Cementing of ‘Hindu’ values and a certain form of cultural nationalism. (1 mark)

Study of Hindu civilisation lead to **empirical studies**. Lack of theoretical perspectives. (1 mark)

Indian society is organised by structures of **caste, kinship and family**. Studying and rationalising ‘traditional structure’ in the village. While Ghurye used Indology to define caste, Srinivas used the field view – the empirical method of ethnography – to study the caste system. Used the village as the setting. Divided the population of the village by castes and by occupation. Examined the relationship of various castes and their occupations in the Indian agricultural system. Result? A ‘harmonious’ village system, which is seen as the ‘defining’ feature of Indian society. (2 marks)

This school **employed Eurocentric categories and conceptual frameworks**. Re-emphasizing the disciplinary identity of sociology as anthropology, using functionalist social anthropology. (2 marks)

Exclusion of tribes, religious, ethnic groups (other than caste), emerging interest groups. (2 marks)

The Lucknow School

Main PROPONENTS: Radhakamal Mukherjee and D.P. Mukherji (1 mark), and later AR Desai (1 mark).

Main IDEAS:

Did not identify sociology as anthropology. Did not emphasize the methods and methodologies which came with colonial modernity (2 marks)

Was analytical, empirical and interdisciplinary. Interdisciplinary approach (1 mark)

Brought the **historical method** (1 mark) and questions of **political economy** (1 mark) into sociology.

Oriented to the present and future unlike the Bombay School which looked at the past. Desai analysed contemporary social change to assess how it benefitted only a few.

Critiqued mainstream 'nationalism' and its political projects. Looked at the nature of the ruling class. Assessed 'nation' and class. Development planning, and emergence of new classes in agricultural and urban industrial sector. Emergence of social movements against these dominant classes. (2 marks)

Included those who were left out by the dominant Savarna, upper class culturist interpretations of society (1 mark).

3. "There is no universal time. Each society, each part of society, lives by their own time". Explain why this is so and how does it impact the study of history. Give examples from your readings and the lectures.

Answer: Main part of the answer has to be from slides 45 to 59, and Vanessa Ogle's Global Transformation of Time, Chapter 4.

1. The answer should talk about how time has been historically controlled by representatives of religion and by the state. These rhythms are different, and aligned with social, economic, and political processes.

2. The answer should also talk about how modern conceptions of time came about in Europe, and in India. What were the struggles over time, and why there were these struggles.

3. A good answer will also mention how time and space are linked, and refer to the struggle to establish the longitude. How universal time is also a social construct.

4. The answer should explain that to understand the past we need to understand how that historical society organised its time. This helps the historian assess older cultures in their own terms without imposing their own categories.

5. If the answer brings examples from the film "Nostalgia for the Light" or from other books and films the student has seen, some extra marks should be given.

An answer which gives only points 1 and 2, should not get more than 10/20 at best.

Additionally, point 4 should get them 10-13/20. If the answer also gets points 3 and 5 then you should consider 14 – 16 range.

Remember no one gets more than 16/16.5. That's for someone who gets everything and writes it well.

4. How do you compare GDP across countries? Why is unemployment not a good indicator of economic distress in a poor country? [12+8]

For the first part check lecture 2, slide 8 of the economics module. Also check the relevant paragraph in the prescribed reading by Callen(2017) that I am pasting below:

Comparing GDP of two countries

GDP is measured in the currency of the country in question. That requires adjustment when trying to compare the value of output in two countries using different currencies. The usual method is to convert the value of GDP of each country into U.S. dollars and then compare them. Conversion to dollars can be done either using market exchange rates—those that prevail in the foreign exchange market—or purchasing power parity (PPP) exchange rates. The PPP exchange rate is the rate at which the currency of one country would have to be converted into that of another to purchase the same amount of goods and services in each country. There is a large gap between market and PPP-based exchange rates in emerging market and developing countries. For most emerging market and developing countries, the ratio of the market and PPP U.S. dollar exchange rates is between 2 and 4. This is because nontraded goods and services tend to be cheaper in low-income than in high-income countries—for example, a haircut in New York is more expensive than in Bishkek—even when the cost of making tradable goods, such as machinery, across two countries is the same. For advanced economies, market and PPP exchange rates tend to be much closer. These differences mean that emerging market and developing countries have a higher estimated dollar GDP when the PPP exchange rate is used.

Grading criteria:

A good answer that explains how the PPP method is used to compare GDP across two countries clearly should get 10 marks. This should ideally include a numerical example.

A less clear but by and large correct answer gets 8 marks

An answer that just talks about currency conversion without PPP gets 4 marks

For the second part: check slide 10 of lecture 2

The basic idea which was discussed very clearly in the lecture (but not given in such detail in the slide) is the following: most people in poor countries cannot afford to stay unemployed in the absence of any state funded social security like unemployment allowance. In countries like India, they must work even in low paying and bad quality jobs for survival. Many may find work for only a few hours a day or a few days a week, but they will still be considered employed. It is only the more privileged educated middle-class individuals who can wait it out (and remain unemployed) until they find something suitable. But this section constitutes a minority.

Given this context in which most people have to work to survive, unemployment is likely to be low in poor countries but that does not imply economic well-being.

Grading criteria: (on the whole, to be graded liberally)

A good answer gets 6-7

A satisfactory answer gets 5

An answer that goes close to the basic idea get a 4

5. Write an essay about the concepts of classic and canon and explain how these developed in the Indian context.

An answer that gets the basic minimum should get about 10-11.

An answer that gets the basic minimum, writes it thoughtfully and thoroughly, should get about 12-13.

An answer that not only the basic minimum, but additional points mentioned below, should get between 14-16, with 16 being an outstanding response.

- Basic minimum: Assumption of intrinsic value (spiritual, moral, artistic/creative) of certain texts, no need for questioning, external factors assumed to not exist, but both classic and canon are historically constituted; Macaulay's Minute and the colonial project and the establishment of English literature departments and canons; the independence struggle and the creation of a canon of Indian literature.
- More points for students who cover one or more of the following:
 - First, this should be an essay, so give more points to students who write in full sentences and paragraphs. Cryptic phrases in bullet points will not do, narrative responses are required.
 - Detailed deliberation about the historical constitution of "classics," including examples covered in class, such as ancient Greek theatre, Shakespeare's plays, Kalidasa's *Meghaduta*.
 - The primacy of print and middle-class values and how that marginalizes other forms of verbal creativity and modes of knowledge that do not fall in that category.