

Maximum Marks: 35

Part I Each question is for 10 marks; first two are compulsory. There is choice in the 3rd one.

1. The Prime Minister of India demonetized high value Indian currency notes. We are all seeing, hearing and experiencing the effects of this demonetization. Discuss what effect this sudden step might have on the suicide rate in India. Would it go up or down? Will it be different in rural and urban areas or for different classes? How would we explain a change in the suicide rate in terms of Durkheim's theory? What is the context in which Durkheim discusses such events and their effects on the suicide rate?

2. How can we understand lower caste status as a stigmatized identity in view of Goffman's theory? In what way is caste stigma similar to or different from that which might attach with physical disability or homosexuality or some other feature that might be seen as a defiling attribute? Discuss through concepts used by Goffman.

later in life phy disabilities sympathy

direct influence
status, honour
name, background

3. We see a correlation between suicide and what Durkheim calls "the spirit of free inquiry", as seen in better educational indicators and the general advancement of society. In India, Kerala has the highest rate of suicide and among Christians, Protestants have the highest rate, both groups being highly educated. Explain the type of suicide being discussed here and the paradox of the relationship between knowledge and suicide.

Or

"The Jew has all the intelligence of modern man without sharing his despair." Discuss this statement in the context of the suicide rate among the Jews. Which type of suicide is being discussed here? Who does Durkheim compare Jews with?

Part II (5 marks)

Seppuku

Write a short note on any one of the following topics: 1) suicide of farmers, or youth, or women or on ritualistic suicide (one of these); 2) Indian or American middle class 3) French or Industrial Revolution; The French Revolution and women 4) Disability 5) Changing work and intimacies 6) Caste and Class