

1. Looking at a common habit of unreflective borrowing of theories, concepts, and paradigms of creating knowledge, Alatas describes them as people with Captive Minds. What could be possible ways of breaking free from the hegemony of Eurocentrism in social science? Write an essay.
2. "A good scholar is not necessarily a good teacher", argued Max Weber. In this light, write an essay discussing the possibility and limitations of a teacher's art and craft of teaching, the dialectic between scholarship and teaching, and your own imagination of the vocation of teaching.
3. What did Benedict Anderson mean by the 'synchronic novelty' of time and place? Discuss how this helps construct selective memories shaping the narratives on nationalism.
4. Discuss the relevance of the idea of 'taste' as explained by Pierre Bourdieu when studying the consumption patterns of contemporary art in South Asia.
5. Describe the nature of the shift in discourse from Old Social Movements to New Social Movements.
6. Critically examine Durkheim's use of repressive and restitutive law as the basis of understanding mechanical and organic solidarity.
7. "... in a village, all men can be divided into those who shave themselves, and those who are shaved by the barber. But what of the barber himself? Is he a self-shaver, or one of the barber-shaved?" Discuss this excerpt to examine Ernest Gellner's theory on modern nationalism in industrialized societies.
8. "All fixed, fast-frozen relations, with their train of ancient and venerable prejudices and opinions, are swept away, all new-formed ones become antiquated before they can ossify. All that is solid melts into air, all that is holy is profaned, and man is at last compelled to face with sober senses, his real conditions of life, and his relations with his kind." Discuss the context in which Karl Marx was writing this.