

**Choice Based Credit System (CBCS)**

# UNIVERSITY OF DELHI

**DEPARTMENT OF SOCIOLOGY**

**UNDERGRADUATE PROGRAMME  
(Courses effective from Academic Year 2015-16)**



## **SYLLABUS OF COURSES TO BE OFFERED** **Core Courses, Elective Courses & Ability Enhancement Courses**

**Disclaimer:** The CBCS syllabus is uploaded as given by the Faculty concerned to the Academic Council. The same has been approved as it is by the Academic Council on 13.7.2015 and Executive Council on 14.7.2015. Any query may kindly be addressed to the concerned Faculty.

**Undergraduate Programme Secretariat**

## **Preamble**

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

## **CHOICE BASED CREDIT SYSTEM (CBCS):**

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

### **Outline of Choice Based Credit System:**

- 1. Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
- 2. Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
  - 2.1 Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
  - 2.2 Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
  - 2.3 Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
- 3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
  - 3.1 AE Compulsory Course (AECC):** Environmental Science, English Communication/MIL Communication.
  - 3.2 AE Elective Course (AEEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

**Project work/Dissertation** is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

**Details of courses under B.A (Honors), B.Com (Honors) & B.Sc. (Honors)**

Course	*Credits	
	Theory+ Practical	Theory + Tutorial
<b><u>I. Core Course</u></b>		
(14 Papers)	14X4= 56	14X5=70
<b>Core Course Practical / Tutorial*</b>		
(14 Papers)	14X2=28	14X1=14
<b><u>II. Elective Course</u></b>		
<b>(8 Papers)</b>		
A.1. Discipline Specific Elective	4X4=16	4X5=20
<b>(4 Papers)</b>		
A.2. Discipline Specific Elective		
Practical/ Tutorial*	4 X 2=8	4X1=4
<b>(4 Papers)</b>		
B.1. Generic Elective/		
Interdisciplinary	4X4=16	4X5=20
<b>(4 Papers)</b>		
B.2. Generic Elective		
Practical/ Tutorial*	4 X 2=8	4X1=4
<b>(4 Papers)</b>		
<ul style="list-style-type: none"> <li>• <b>Optional Dissertation or project work in place of one Discipline Specific Elective paper (6 credits) in 6<sup>th</sup> Semester</b></li> </ul>		
<b><u>III. Ability Enhancement Courses</u></b>		
<b>1. Ability Enhancement Compulsory</b>		
<b>(2 Papers of 2 credit each)</b>	2 X 2=4	2 X 2=4
Environmental Science		
English/MIL Communication		
<b>2. Ability Enhancement Elective (Skill Based)</b>		
(Minimum 2)	2 X 2=4	2 X 2=4
<b>(2 Papers of 2 credit each)</b>		
<b>Total credit</b>	<b>140</b>	<b>140</b>
<b>Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.</b>		

\* wherever there is a practical there will be no tutorial and vice-versa

**BA (Honors) Sociology under CBCS****Contents**

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**CORE COURSE 1**  
**INTRODUCTION TO SOCIOLOGY - I**

**Course Objective:**

The mandate of the course is to introduce the discipline to students from diverse trainings and capabilities. The course is intended to introduce the students to a sociological way of thinking. It also provides a foundation for the other more detailed and specialized courses in sociology.

- Outline:**
- 1. Sociology: Discipline and Perspective**
    - 1.1 Thinking Sociologically
    - 1.2 Emergence of Sociology and Social Anthropology
  - 2. Sociology and Other Social Sciences**
    - 2.1 Sociology and Social Anthropology
    - 2.2 Sociology & Psychology
    - 2.3 Sociology & History
  - 3. Basic Concepts**
    - 3.1 Individual and Group
    - 3.2 Associations and Institutions
    - 3.3 Culture and Society
    - 3.4 Social Change

**COURSE CONTENTS AND ITINERARY**

**1. Sociology: Discipline and Perspective (1-3 Weeks)**

**1.1 Thinking Sociologically**

1.1.1 Johnson, Allan G. 2008, *The Forest and the Trees: Sociology as Life Practice and Promise*, Philadelphia: Temple University Press, Introduction and Chapter 1, 'The Forest, the Trees and One Thing', Pp. 1-36

1.1.2 Beteille, Andre, 2009, *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense', Pp. 13-27

1.1.3 Garner, James Finn, 1994, *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*, New Jersey: John Wiley & Sons Inc., Chapters, 'Little Red Riding Hood' & 'Rumpelstiltskin'

## **1.2 Emergence of Sociology**

1.2.1 Ritzer, George, 1996, *Classical Sociological Theory*, New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46

## **2. Sociology and Other Social Sciences ( 4-6 Weeks)**

### **2.1 Sociology and Social Anthropology**

2.1.1 Béteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology', Pp. 1-20

2.1.2 Beteille, André, 2002, *Sociology: Essays in Approach & Method*, Oxford University Press, Chapter 2, 'Sociology and Social Anthropology', Pp. 28-54

### **2.2 Sociology & Psychology**

2.2.1 Bottomore, T. B. 1971, *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin. Chapter 4, 'The Social Sciences, History and Philosophy', Pp. 65-80

2.2.2 Beattie, J., 1966, *Other Cultures*, London R.K.P., Chapter 2, 'Social Anthropology and Some Other Sciences of Man', Pp. 25- 29

## **2.3 Sociology & History**

2.3.1 Burke, Peter, 1980, *Sociology and History*, George Allen and Unwin, Chapter 1, 'Sociologists and Historians', Pp. 13-30

## **3. Basic Concepts (7-14 Weeks)**

### **3.1. Individual and Group**

3.1.1 MacIver, Robert M, and Charles Hunt Page. 1949. *Society*, New York: Rinehart. Chapter 10, 'Types of Social Groups', Pp. 213-237

3.1.2 Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw-Hill, Chapter 8, Pp. 185-209

### **3.2 Associations and Institutions**

3.2.1. Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210- 229

3.2.2 Firth, Raymond, 1956, *Human Types*, Thomas Nelson & Sons, Chapter 3, 'Work and Wealth of Primitive Communities', Pp. 71-97

### **3.3 Culture and Society**

3.3.1 Bierstedt, Robert, 1974, *The Social Order*, New York: McGraw Hill Book Company Part 3, Chapter 5, 'The Meaning of Culture', p. 125-151, Chapter 6, 'The Content of Culture' Pp. 152-187, Chapter 7, 'The Acquisition of Culture', Pp. 188-212

3.3.2 Redfield, Robert 1956, Chapter 16, 'How Human Society Operates', in Harry L Shapiro (ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp. 345-368

### **3.4 Social Change**

3.4.1 Bierstedt, Robert 1974, *The Social Order*, McGraw Hill, Chapter 20, 'The Problem of Social Change' Pp. 527-567

3.4.2 Ritzer, George, 2004, *The McDonaldisation of Society*, Pine Forge Press, Chapter 1, 'An Introduction to McDonaldisation', Pp. 1-20, Chapter 2, 'McDonaldisation and Its Precursors' Pp. 21-39, Chapter 9, 'McDonaldisation In a Changing World', Pp. 167-199

## **Core Course 02**

### **Sociology of India – I**

#### **Course Objective:**

This paper introduces the processes and modes of construction of knowledge of India. Further, it aims to draw attention to the key concepts and institutions which are useful for the understanding of Indian society.

#### **Outline:**

- 1. India: An Object of Knowledge**
  - 1.1 The Colonial Discourse**
  - 1.2 The Nationalist Discourse**
  - 1.3 The Subaltern Critique**
- 2. Indian Society: Concepts and Institutions**
  - 2.1. Caste: Concept and Critique**
  - 2.2. Agrarian Classes**
  - 2.3. Industry and Labour**
  - 2.4. Tribe: Profile and Location**
  - 2.5. Village: Structure and Change**
  - 2.6. Kinship: Principle and Pattern**
  - 2.7. Religion and Society**

#### **COURSE CONTENTS AND ITINERARY**

##### **1.1. The Colonial Discourse (Week 1)**

1.1.1. Cohn, B.S., 1990, *An Anthropologist among the Historians and Other Essays*, Delhi: Oxford University Press, Pp.136-171

## **1.2. The Nationalist Discourse (Week 2-3)**

1.2.1. Kaviraj, S., 2010, *The Imaginary Institution of India*, Ranikhet: Permanent Black, Pp.85-126

## **1.3. The Subaltern Critique (Week 4)**

1.3.1. Guha, R., 1982, *Subaltern Studies, Volume I*. Delhi: Oxford University Press, Pp.1-8

## **2.1. Caste: Concept and Critique (Weeks 5-6)**

2.1.1. Srinivas, M.N., 1969, 'The Caste System in India', in A. Béteille (ed.) *Social Inequality: Selected Readings*, Harmondsworth: Penguin Books, Pp.265-272

2.1.2. Mencher, J., 1991, 'The Caste System Upside Down', in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp.93-109

## **2.2. Agrarian Classes (Week 7)**

2.2.1. Dhanagare, D.N., 1991, "The Model of Agrarian Classes in India", in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp. 271-275

## **2.3. Industry and Labour (Week 8)**

2.3.1. Breman, J., 1999, "The Study of Industrial Labour in Post Colonial India: The Formal Sector", *Contributions to Indian Sociology*, 33(1&2), Pp.1-41

## **2.4. Tribe: Profile and Location (Week 9)**

2.4.1. Haimendorf, C. V. F., 1967, 'The Position of Tribal Population in India', in P. Mason *India and Ceylon: Unity and Diversity*, New York: Oxford University Press, Chapter 9

## **2.5. Village: Structure and Change (Week 10)**

2.5.1. Srinivas, M. N., 1987, *The Dominant Caste and Other Essays*, Delhi: Oxford University Press, Pp.20-59

## 2.6. Kinship: Principle and Pattern (Week 11)

2.6.1. Karve, I., 1994, 'The Kinship Map of India', in P. Uberoi (ed.) *Family, Kinship and Marriage in India*. Delhi: Oxford University Press, Pp.50-73

## 2.7. Religion and Society (Weeks 12-14)

2.7.1. Srinivas, M.N. and A. M. Shah, 1968, 'Hinduism', in D. L. Sills (ed.) *The International Encyclopaedia of Social Sciences*, Volume 6, New York: Macmillan, Pp.358-366

2.7.2. Momin, A.R., 1977, 'The Indo Islamic Tradition', *Sociological Bulletin*, 26, Pp.242-258

2.7.3. Uberoi, J.P.S., 1997, 'The Five Symbols of Sikhism', in T.N. Madan (ed.) *Religion in India*, Delhi: Oxford University Press, Pp. 320-332

Note:

The students are required to explore the contemporary sources on social institutions. With the aid of visual, oral and other kinds of narratives/representations students, advised and guided by teachers, are expected to arrange discussion sessions, work on assignments, undertake projects and fieldwork, and make presentations week-wise from the onset to the end of the semester.

## Core Course 03

### Introduction to Sociology II

#### **Course Objective:**

The course aims to provide a general introduction to sociological thought. The focus is on studying from the original texts to give the students a flavor of how over a period of time thinkers have conceptualized various aspects of society. This paper also provides a foundation for thinkers in the other papers.

#### **Outline:**

- 1. On the Plurality of Sociological Perspective**
- 2. Functionalism**
- 3. Interpretive Sociology**
- 4. Conflict Perspective**
- 5. Structuralism**
- 6. Interactionism**
- 7. Feminist Perspective**

### *COURSE CONTENTS AND ITINERARY*

#### **1. On the Plurality of Sociological Perspective (1-2 Week)**

- 1.1.1 Bottomore, T. B. 1971. *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin, Chapter 2, Pp. 29-47
- 1.1.2 Gouldner, Alvin, 1977, 'Sociology's Basic Assumptions' in Thompson, Kenneth and Jeremy Tunstall, *Sociological Perspectives*, New York: Penguin Books Ltd, Pp. 13-17

#### **2. Functionalism (3-4 Weeks)**

Durkheim, Émile, 1984, *The Division of Labour in Society*, Basingstoke: Macmillan. Pp. 149-174

Radcliffe Brown, A.R., 1976, *Structure and Function in Primitive Society*, Free Press Chapter 9 & 10, Pp. 178-204

### **3. Interpretive Sociology (4-6 Weeks)**

Weber, Max, 1978, *Economy & Society: An outline of Interpretive Sociology*, Vol. 1, University of California Press, Basic Concepts, Pages 4-26

### **4. Conflict Perspective (7-8 Weeks)**

Marx, Karl, 1990, *Selected writings in Sociology and Social Philosophy*, Penguin Books Limited, Pp. 88-101

Dahrendorf, Ralf, 1968, *Essays in the Theory of Society*, Stanford: Stanford University Press, Chapters 4 & 5, Pp. 107-150

### **5. Structuralism (8-9 Weeks)**

#### **6.**

Leach, Edmund, 1973, 'Structuralism in Social Anthropology', In Robey, David *Structuralism: An Introduction*, 1st ed., Oxford: Clarendon Press, 37-56

### **7. Interactionism (9-11 Weeks)**

Magill, Frank N., 1996, *International Encyclopedia of Sociology*, Volume 1, Routledge, Pp. 690-693

Giddens, Anthony, 2010, *Sociology*, 6<sup>th</sup> edition, Polity, Chapter 7, 'Social Interaction in Everyday Life', Pp. 247-280

### **8. Feminist Perspective (12-14)**

Jackson, S. and S. Scott (eds.), 2002, *Gender: A Sociological Reader*, London: Routledge, Introduction, Pp. 1-26

## **Core Course 04**

### **Sociology of India – II**

#### **Course Objective:**

This paper aims to draw attention to the variety of ideas and debates about India. Further, it critically engages with the multiple socio-political forces and ideologies which shape the terrain of the nation.

#### **Outline: 1. Ideas of India**

- 1.1. Gandhi and Ambedkar
- 1.2. Indological and Ethnographic Approaches

#### **2. Resistance, Mobilization, Change**

- 2.1. Dalit Politics
- 2.2. Mobility and Change
- 2.3. Women's Movement
- 2.4. Peasant Movements
- 2.5. Ethnic Movements
- 2.6. Middle Class Phenomenon

#### **3. Challenges to Civilization, State and Society**

- 3.1. Communalism
- 3.2. Secularism
- 3.3. Nationalism

### ***COURSE CONTENTS AND ITINERARY***

#### **1.1. Gandhi and Ambedkar (Weeks 1-2)**

- 1.1.1. Ambedkar, B. R., 1971 [1936], *Annihilation of Caste*, Jullunder: Bheem Patrika

#### **1.2. Indological and Ethnographic Approaches (Weeks 3-4)**

1.2.1. Uberoi, P. et al., 2007, 'Introduction: The Professionalization of Indian Anthropology and Sociology: Peoples, Places and Institutions' in P. Uberoi et al (eds.) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black, Pp. 1-63

1.2.2. Dumont, L. and D. Pocock, 1957, 'For a Sociology of India', *Contributions to Indian Sociology*, 1, Pp.7-22

## **2.1. Dalit Politics (Week 5)**

2.1.1. Shah, G., 2001, *Dalit Identity and Politics*, New Delhi: Sage Publications, Pp.17-43

## **2.2. Mobility and Change (Week 6)**

2.2.1. Srinivas, M.N., 1956, 'A Note on Sanskritization and Westernization', *The Far Eastern Quarterly*, 15(4), Pp. 481-496

## **2.3. Women's Movement (Week 7)**

2.3.1. Menon, N., (ed.) 1999, *Gender and Politics in India*, Delhi: Oxford University Press, pp.342-369.

## **2.4. Peasant Movements (Week 8)**

2.4.1. Pouchepadass, J., 1980, 'Peasant Classes in Twentieth Century Agrarian Movements in India', in E. Hobsbawm (ed.) *Peasants in History*, Delhi: Oxford University Press, Pp.136-155

## **2.5. Ethnic Movements (Week 9)**

2.5.1. Baruah, S., 2010, 'The Assam Movement' in T.K. Oommen (ed.) *Social Movements I: Issues of Identity*. Delhi: Oxford University Press, Pp.191-208

## **2.6. Middle Class Phenomenon (Week 10)**

2.6.1. Deshpande, S., 2003, *Contemporary India: A Sociological View*, New Delhi: Penguin Books, Pp.125-150

## **3.1. Communalism (Week 11)**

3.1.1. Dumont, L., 1997, *Religion, Politics and History in India*, Paris: Mouton,

Pp.89-110

### **3.2. Secularism (Weeks 12-13)**

3.2.1. Kumar, R., 1986, 'The Varieties of Secular Experience', in *Essays in the Social History of Modern India*, Calcutta: Oxford University Press, Pp.31-46

3.2.2. Madan, T.N., 1997, *Modern Myths, Locked Minds*, Delhi: Oxford University Press, Pp.233-265

### **3.3. Nationalism (Week 14)**

3.3.1. Oommen, T. K., 1997, *Citizenship and National identity: From Colonialism to Globalism*. New Delhi: Sage Publications, pp.143-172.

#### **Additional Instruction:**

The students are required to explore the contemporary sources on social institutions. With the aid of visual, oral and other kinds of narratives/representations students, advised and guided by teachers, are expected to arrange discussion sessions, work on assignments, undertake projects and fieldwork, and make presentations week-wise from the onset to the end of the semester.

#### **Additional Reading:**

Ray, N. R., 1973, *Nationalism in India: A Historical Analysis of its Stresses and Strains*, Aligarh: Aligarh Muslim University Press.

## Core Course 05

### POLITICAL SOCIOLOGY

#### **Course Objective:**

This course introduces the students to some major theoretical debates and concepts in Political Sociology, while situating these within contemporary political issues. A key thrust of the paper is towards developing a comparative understanding of political relationships through themes such as power, governance and state and society relationships.

- 1. Contextualising the study of Politics**
- 2. Basic Concepts**
  - 2.1 Power and Authority
  - 2.2 State, Governance and Citizenship
  - 2.3 Elites and the Ruling Classes
- 3. Political Systems : Segmentary, Totalitarian and Democratic**
- 4. Everyday State and Local Structures of Power**

#### *COURSE CONTENTS AND ITINERARY*

#### **1. Contextualising the study of Politics (Weeks 1-2)**

- 1.1.1 Eisenstadt, S. N. '1971, 'General Introduction : The Scope and Development of Political Sociology' in *Political Sociology: A Reader* Basic Books, New Your Publication, pp 3-24.
- 1.1.2 Lewellen, Ted. 2003, 'The Development of Political Anthropology' in *Political Anthropology: An Introduction (Third Edition)*, Praeger, pp. 1- 14.

#### **2. Basic Concepts (Weeks 3 – 8)**

##### **2.1 Power and Authority**

2.1.1 Weber, Max. 1978, *Economy and Society: An Outline of Interpretative Sociology*, Berkeley: University of California Press, pp. 53-54; 941-54; 212-30; 241-54.

2.1.2 Lukes, Steven. 2005, *Power: A Radical View*, 2<sup>nd</sup> Ed., Hampshire : Palgrave, pp. 14-49.

## **2.2 State, Governance and Citizenship**

2.2.1 Mitchell, Timothy. ‘Society, Economy, and the State Effect’, in A. Sharma and A. Gupta (Ed.), *The Anthropology of the State: A Reader*, Oxford: Blackwell, 2006, pp. 169-85

2.2.2 Burchell, Graham et al (Eds),1991, *The Foucault Effect: Studies in Governmentality*, The University of Chicago Press, Chapter 1, pp. 1-51

2.2.3 Marshall, T.H. 1950, *Citizenship and Social Class and Other Essays*, Cambridge University Press, pp. 10-27

2.2.4 Tilly, Charles. 1999, ‘Where Do Rights Come From?’ in Theda Skocpol (Ed) *Democracy, Revolution and History*, Cornell University Press, pp 55-72

## **2.3 Elites and the Ruling Classes**

2.3.1 Mills, C. Wright, 1956. *The Power Elite, New Edition*, OUP, pp. 269-297.

2.3.2 Bottomore, T.B. 1993, *Elites and Society, 2<sup>nd</sup> Edition*, Routledge, pp. 15-34

## **3. Political Systems : Segmentary, Totalitarian and Democratic (Weeks 9 – 11)**

3.1.1 Fortes, M. and E.E. Evans Pritchard (Eds), 1940. *African Political Systems*. London: Oxford University Press, Chapter 8.

3.1.2 Tapper, Richard, 1990. ‘Anthropologists, Historians, and Tribespeople’ in Philip Shukry and Joseph Kostiner (Ed) *Tribes*

*and State Formation in the Middle East*, University of California Press, pp. 48-71

3.1.3 Schapiro, L. 1972. *Totalitarianism*, The Pall Mall Press, Chaps 2,3

3.1.4 Macpherson, C. B. 1966. *The Real World of Democracy*, Oxford Clarendon Press, pp. 1-45

3.1.5 Chomsky, N. 1999. *Profit over People: Neoliberalism and Global Order*. Severn Stories Press, pp. 7-18, 43-64

#### **4. Everyday State and Local Structures of Power: State and Politics in India (Weeks 12 -14)**

4.1.1 Fuller, C.J. and V. Beni (Eds.), 2000. *The Everyday State and Society in Modern India*. Social Science Press, pp. 1-30

4.1.2 Tarlo, Emma, 2003 *Unsettling Memories: Narratives of the Emergency in Delhi*, University of California Press, pp. 62-93

4.1.3 Swartz, M.J (Ed), 1968. *Local Level Politics: Social and Cultural Perspectives*, University of London Press, pp. 281-94

## Core Course 06

### Sociology of Religion

#### **Course Objective**

The course lays primacy to the understanding of religious over individual religions. Drawing heavily from classical writings on the subject it reinforces importance of the positions developed in these texts. Implicitly numerous interconnections can be attempted between various themes, manifestly the overarching concern of the paper is to follow up the linkage between social and religious through different registers mentioned in the outline.

#### **Outline:**

##### **1. Social and Religious**

1.1 Formulating Religious

1.2 Asceticism and Accumulation

1.3 Theodicy and Eschatology

1.4 State, Religion and Emancipation

1.5 Religious and Solitude

##### **2. Elements of Religious**

2.1 Sacred, Myth, Ritual

2.2 Time-Space

2.3 Rationality

##### **3. Techniques of Religious**

3.1 Prayer

3.2 Craft

3.3 Body

## *Course Contents and Itinerary*

### **1. Social and Religious (Weeks 1-5)**

#### **1.1 Formulating Religious**

1.1.1 Emile Durkheim. 1995. *The elementary forms of religious life*. Translated by Karen E. Fields. New York: The Free Press. Book one and Conclusion, pp. 21-39, 418-440.

#### **1.2 Asceticism and Accumulation**

1.2.1. Max Weber. 2001. *The Protestant ethic and the spirit of capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp. 103-126.

#### **1.3 Theodicy and Eschatology**

1.3.1 Max Weber. 1978. *Economy and society*. Edited by Guenther Roth and Claus Wittich. California: University of California Press. Volume Two, pp.518-521.

#### **1.4 State, Religion and Emancipation**

1.4.1 Marx, Karl. 2008/9 [1843] . “On the Jewish Question” in *Deutsch-Französische Jahrbücher*. Proofed and Corrected: by Andy Blunden, Matthew Grant and Matthew Carmody. [www.marxists.org](http://www.marxists.org)

#### **1.5 Religious and Solitude**

1.5.1 Malinowski, Bronislaw. 1948. *Magic, science and religion and other essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 37-50.

### **2. Elements of religious (Weeks 6-11)**

#### **2.1 Sacred, Myth, Ritual**

2.1.1 Emile Durkheim. 1995. *The elementary forms of religious life*. Translated by Karen E. Fields. New York: The Free Press, Book one, pp. 27-33.

2.1.2 Srinivas, M. N. 1952. *Religion and society among the Coorgs of south India*. Clarendon : Oxford, pp100-122.

2.1.3 Malinowski, Bronislaw. 1948. *Magic, science and religion and other essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 119-124.

2.1.4 Emile Durkheim. 1995. *The elementary forms of religious life*. Translated by Karen E. Fields. New York: The Free Press. Book three, pp. 303-412.

## **2.2 Time-Space**

2.2.1. E. E. Evans-Pritchard. 1963 (1940). "Time and Space." In *The Nuer*. Oxford: Clarendon Press, pp. 94-98, 100-108.

## **2.3 Rationality**

2.3.1 Tambiah, Stanley Jeyaraja. 1990. *Magic, science, religion and the scope of rationality*. Cambridge: Cambridge University Press, pp. 1-41.

## **3. Techniques of religious (Weeks 12-14)**

### **3.1 Prayer**

3.1.1. Mauss, Marcel. 2008 (2003). *On prayer*. USA: Berghahn Books, pp. 19-58.

### **3.2 Craft**

3.2.1. Ginzburg, Carlo. 1991. *Ecstasies*. Translated by Raymond Rosenthal. New York: Pantheon Press, pp. 1-32.

### **3.3 Body**

3.3.1 Robert, Hertz. 1973 (1909). "The Pre-eminence of the Right Hand." In *Right and Left: Essays on Dual Symbolic Classification*, edited by R. Needham. Chicago: University of Chicago Press, pp. 3-10, 13-14, 16-17, 19-21.

## Core Course 07

### Sociology of Gender

#### **Course Objective:**

The course introduces gender as a critical sociological lens of enquiry in relation to various social fields. It also interrogates the categories of gender, sex, and sexuality.

#### **Course Outline:**

##### **1. Gendering Sociology**

##### **2. Gender as a Social Construct**

2.1. Gender, Sex, Sexuality

2.2. Production of Masculinity and Femininity

##### **3. Gender: Differences and Inequalities**

3.1. Class, Caste

3.2. Family, Work

##### **4. Gender, Power and Resistance**

4.1. Power and Subordination

4.2. Resistance and Movements

### *COURSE CONTENTS AND ITINERARY*

#### **1. Gendering Sociology: [Week 1]**

1. 1 S. Jackson and S. Scott (eds.) 2002 *Gender: A Sociological Reader*, London: Routledge. Introduction, (pp. 1-26).

1.2 Liz Stanley. 2002. 'Should Sex Really be Gender or Gender Really be Sex' in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*, London: Routledge (pp. 31-41)

1.3 Strathern, Marilyn. 1987. "An Awkward Relationship: The Case of Feminism and Anthropology." *Signs* 12(2):276-292.

## **2. Gender as a Social Construct**

### **2.1 Gender, Sex, Sexuality [Weeks 2-3]**

2.1.1 Sherry Ortner. 1974. "Is male to female as nature is to culture?" M.Z. Rosaldo and L. Lamphere (eds.) *Women, culture and society*. Stanford: Stanford University Press (pp. 67- 87).

2.1.2 Rubin, Gayle. 1984. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality" in Carole Vance, ed., *Pleasure and anger*. London: Routledge (pp 143-179).

2.1.3 Newton, Esther. 2000. "Of Yams, Grinders and Gays: The Anthropology of Homosexuality" in *Margaret Mead Made Me Gay: Personal Essays, Public Ideas*. London: Duke University Press (pp 229- 237).

### **2.2 Production of Masculinity and Femininity [Weeks 4-6]**

2.2.1 Halberstam, Judith. 1998. "An Introduction to Female Masculinity: Masculinity without Men" in *Female Masculinity*. London: Duke University Press (Also Delhi: Zubaan 2012 Reprint) (pp 1-43).

2.2.2 Alter, Joseph. 1992. *The Wrestler's Body: Identity and Ideology in North India*. California : University of California: California (pp 163-194).

2.2.3 Uberoi, Patricia “Feminine Identity and National Ethos in Indian Calendar Art” In *Economic and Political Weekly* Vol. 25, No. 17 (Apr. 28, 1990), (pp. WS41-WS48).

### **3. Differences and Inequalities**

#### **3.1 Class, Caste [Weeks 7-8]**

3.1.1 Walby, Sylvia. 2002. “Gender, Class and Stratification: Towards a new approach” in S. Jackson and S. Scott (eds.) *Gender: A Sociological reader*. London: Routledge (pp 93-96).

3.1.2 Leela Dube 1996 “Caste and Women” in M.N.Srinivas (ed.) *Caste: Its twentieth century avatar*, New Delhi: Penguin (pp 1-27).

3.1.3 Rege, S. 1998. “Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position.” *Economic and Political Weekly*, Vol. 33, No. 44 (Oct.31-Nov. 6, 1998)(pp 39-48)

#### **3.2 Family, Work [Weeks 9-10]**

3.2.1 Whitehead, A. 1981, “‘I’m Hungry Mum’: The Politics of Domestic Budgeting” in K. Young et al. (eds.) *Of Marriage and the Market: Women’s Subordination Internationally and its Lessons*. London: Routledge and Kegan Paul (pp. 93-116).

3.2.2 Palriwala, Rajni. 1999. “Negotiating Patriliney: Intra-household Consumption and Authority in Rajasthan (India)”, in Rajni Palriwala and Carla Risseuw (eds.), *Shifting Circles of Support: Contextualising kinship and gender relations in South Asia and Sub-Saharan Africa*. Delhi: Sage Publications [pp.190-220]

## **4. Gender, Power and Resistance**

### **4.1. Power and Subordination [Weeks 11-12]**

4.1.1 Candace West and Don H. Zimmerman. 2002. “Doing Gender” in S.Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge [pp 42-47].

4.1.2 Susie, Tharu and Tejaswini Niranjana. 1999. ‘Problems for a contemporary theory of gender’ in Nivedita Menon (ed.) *Gender and Politics in India*, New Delhi: Oxford University Press [pp 494-525].

4.1.3 Abu-Lughod, Lila. 2002. “Do Muslim Women Really Need Saving?: Anthropological Reflections on Cultural Relativism and its Others.” *American Anthropologist* 104 (3) [pp 783-790].

### **4.2. Resistance and Movements (Weeks 13-14)**

4.2.1 Kandiyoti, Deniz. 1991 “Bargaining with Patriarchy” in Judith Lorber and Susan A. Farrell (eds.) *The Social Construction of Gender*, New Delhi: Sage Publications [pp.104-118].

4.2.2 Hill-Collins, Patricia. 2002. “Learning from the outsider within” in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge [pp 69-78].

4.2.3 Kumar, Radha. 1999. “From Chipko to Sati: The Contemporary Indian Women’s Movement” In Nivedita Menon (ed.) *Gender and Politics in India*. New Delhi: Oxford University Press [pp342-369].

[Projects, feature films and documentaries screenings, field-work oriented tasks will be the integral part of the course].

## Core Course 08

### ECONOMIC SOCIOLOGY

#### **Course Objective:**

The course provides an understanding of the social and cultural bases of economic activity. It highlights the significance of sociological analysis for the study of economic processes in local and global contexts.

#### **Outline: 1. Perspectives in Economic Sociology**

1.1 Formalism and Substantivism

1.2 New Economic Sociology

#### **2. Forms of Exchange**

2.1 Reciprocity and Gift

2.2 Exchange and Money

#### **3. Systems of Production, Circulation and Consumption**

3.1 Hunting and Gathering

3.2 Domestic Mode of Production

3.3 Peasant

3.4 Capitalism

3.5 Socialism

#### **4. Some Contemporary Issues in Economic Sociology**

4.1 Development

4.2 Globalisation

### *COURSE CONTENTS AND ITINERARY*

#### **1. Perspectives in Economic Sociology (Weeks 1-4)**

## **1.1 Formalism and Substantivism**

1.1.1 Hann, Chris. and Keith Hart. *Economic Anthropology*. Cambridge, UK: Polity Press, 2011. . Chapter 5. “After the Formalist-Substantivist Debate”, pp. 72 – 99; Chapter 2.” Economy from the Ancient World to the Age of Internet.” Pp. 18 – 36.

1.1.2 Karl, Polanyi. *The Livelihood of Man*. New York: Academic Press, 1977. Chapters 1 & 2, “The Economistic Fallacy & Two meanings of Economic”, Pp. 5-34

1.1.3 Wilk, Richard R. *Economies and Cultures*. Boulder, Colo.: Westview Press, 1996. Ch. 1,”Economic Anthropology: An Undisciplined Discipline”, pp. 1-18.

## **1.2. New Economic Sociology (Weeks 3-6)**

1.2.1. Granovetter, M., “Economic Action and Social Structure: The Problem of Embeddedness”, *American Journal of Sociology*, Vol.91, No.3 (Nov), 1985, pp. 481 - 507.

1.2.2. Swedberg,R., “Major Traditions of Economic Sociology”, in *Annual Sociological Review*, Vol.17, 1991, pp 251-276.

## **2. Forms of Exchange (Weeks 5-7)**

### **2.1. Reciprocity and Gift**

2.1.1. Mauss, M., *The Gift: Forms and Functions of Exchange in Archaic Societies*, London: Cohen and West, 1924, Introduction, Chapters.1 & 2, The Exchange of Gifts and the Obligation to Reciprocate (Polynesia) & The Extension of this System: Liberality, Honour, Money. Pp. 1 - 46.

2.1.2. Carrier, James G. *Gifts and Commodities*, London, Routledge, 1995. Ch. 1. Gifts and Commodities, People and Things. Pp. 19-39.

## **2.2. Exchange and Money**

2.2.1. Bohannan, P. and G. Dalton (eds.). 1962. *Markets in Africa*. Evanston, Illinois, North western University. pp. 1-26.

2.2.2 Zelizer, Viviana A. 1989. “The Social Meaning of Money: ‘Special Monies’” in *American Journal of Sociology*, Vol.95. (Sept.) pp. 342-377.

## **3. Systems of Production, Circulation and Consumption (Weeks 8-11)**

### **3.1. Hunting and Gathering**

3.1.1 Sahlins, M. *Stone Age Economics*. London, Tavistock, 1974. Ch. 1.

### **3.2 Domestic Mode of Production**

3.2.1 Sahlins, M. *Stone Age Economics*. London, Tavistock, 1974. Ch. 2, 3.

### **3.3 Peasant**

3.3.1 Wolf, Eric R. *Peasants*. New Jersey, Prentice Hall. 1966 Ch. 1.

### **3.4 Capitalism**

3.4.1 Wallerstein, Immanuel Maurice. *Historical Capitalism*. London: Verso, 1983. 1. Commodification of Everything: Production of Capital. Pp. 13 – 43.

### **3.5 Socialism**

3.5.1 Verdery, Katherine. *What Was Socialism, And What Comes Next?* Princeton, N.J.: Princeton University Press, 1996. Chapter 1. pp. 19 – 38.

## **4. Some Contemporary Issues in Economic Sociology (Weeks 12-14)**

### **4.1 Development**

4.1.1 Hann, Chris. and Keith Hart. *Economic Anthropology*. Cambridge, UK: Polity Press, 2011. Pp. 100-119

### **4.2 Globalisation**

4.2.1 Tonkiss, Fran. *Contemporary Economic Sociology*. London: Routledge, 2006. Chapter 1, Capitalism and Globalization. Pp. 3-28.

4.2.2 Howes , D. (ed) , *Cross-Cultural Consumption: Global Markets and Local Realities*, Routledge, London, 1996, pp. 1-16.

### **SUGGESTED READINGS:**

Smelser, Neil. J. and Richard Swedberg. 1994. "The Sociological Perspective on the Economy" in N.J. Smelser and Richard Swedberg (eds).1994.*The Handbook of Economic Sociology*

Velthuis, Olav. 'The Changing Relationship between Economic Sociology and Institutional Economics: From Parsons to Mark Granovetter' 1999. *American Journal of Economics and Sociology*, Vol. 58, No.4. pp. 629-649

Zelizer, Viviana A. 'Human Values and the Market: The Case of Life Insurance and Death in 19th Century America'.1978. *American Journal of Sociology* Vol.84, No.3. pp. 591-610

Zelizer, Viviana A. 'Payments and Social Ties'.1996. *Sociological Forum*, Vol.11, No. 3. Special Issue: Lumping and Splitting. pp. 481-495.

Sahlins, M. 1974. *Stone Age Economics*. London, Tavistock. Ch. 4. pp 149-183

Hilton, Rodney.1973. *Bond Men Made Free*. London. Methern. Ch.1. pp. 25-40

Appadurai, A. 1986.*The Social Life of Things: Commodities in Cultural Perspective*. Cambridge, Cambridge University Press. pp. 3-63

Nancy,A. 'Bodies, Borders,and Sex Tourism in a Globalized World: A Tale of Two Cities—Amsterdam and Havana.' 2001. *Social Problems*, Vol. 48. No. 4. pp. 545-571

Sassen, Saskia . 2007. *A Sociology of Globalization*. W.W. Norton & Co. NY. London

Hirst, Paul & G Thompson 1999. *Globalization in Question*. 2nd Edition. Polity Press. Cambridge, Oxford.

## Core Course 09

### SOCIOLOGY OF KINSHIP

#### **Course Objective:**

This course aims to introduce general principles of kinship and marriage by reference to key terms and theoretical statements substantiated by ethnographies. The course looks at the trajectories and new directions in kinship studies.

#### **Outline: 1.Introduction:**

1.1 *Key Terms*: Descent, Consanguinity, Filiation, Incest Taboo, Affinity, Family, Residence

#### 1.2 *Approaches*:

1.2.1 Descent

1.2.2 Alliance

1.2.3 Cultural

#### **2. Family, Household and Marriage**

#### **3. Re-casting Kinship**

3.1 Relatedness

3.2 Kinship and Gender

3.3 Re-imagining Families

3.4 New Reproductive Technologies

Representations of Kinship and Marriage in Biographies, Popular Culture and Films would be examined by students through weekly presentations and term papers.

#### *COURSE CONTENTS AND ITINERARY*

#### **1. Key terms and approaches (Weeks 1-5)**

- 1.1 Radcliffe-Brown, A. R. and D. Forde (eds.), 1950, *African Systems of Kinship and Marriage*, London: Oxford University Press, Introduction, Pp.1-39
- 1.2 Evans-Pritchard, E.E., 2004 (1940), 'The Nuer of Southern Sudan', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 64-78
- 1.3 Fortes, M., 1970, *Time and Social Structure and Other Essays*, University of London: The Athlone Press, Chapter 3, Pp. 67-95
- 1.4 Leach, Edmund, 1962, 'On Certain Unconsidered Aspects of Double Descent Systems', *Man*, Vol. 62, Pp. 130-134
- 1.5 Lévi-Strauss, Claude, 1969, *The Elementary Structures of Kinship*, London: Eyre and Spottiswoode, Chapters 1 & 2, Pp. 3-25
- 1.6 Dumont, L., 1968, 'Marriage Alliance', in D. Shills (ed.), *International Encyclopedia of the Social Sciences*, U.S.A.: Macmillan and Free Press, Pp. 19-23
- 1.7 Schneider, D., 2004, 'What is Kinship All About?', in R. Parkin and L. Stone (eds.) *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 257-274
- 1.8 Das, V., 1994, 'Masks and Faces: An Essay on Punjabi Kinship', in Patricia Uberoi (ed.), *Family, Kinship and Marriage in India*, Delhi: Oxford University Press, Pp.198-222
- 1.9 \*Shah, A.M., 1998, 'Changes in the Indian Family: An Examination of Some Assumptions', in *The Family in India: Critical Essays*, New Delhi: Orient Longman, Pp.52-63
- 1.10 \*Freeman, J. D., 1958, 'The Family Systems of the Iban of Borneo', in J. Goody (ed.), *The Developmental Cycle in Domestic Groups*, Cambridge: Cambridge University Press, Pp. 15-52

[Readings marked \* are repeated in Section 2]

## **2. Family, Household and Marriage (Weeks 6-10)**

2.1 Shah, A.M., 1998, 'Changes in the Indian Family: An Examination of Some Assumptions', in *The Family in India: Critical Essays*, New Delhi: Orient Longman, Pp.52-63

2.2 Freeman, J. D., 1958, 'The Family Systems of the Iban of Borneo', in J. Goody (ed.), *The Developmental Cycle in Domestic Groups*, Cambridge: Cambridge University Press, Pp. 15-52

2.3 Leach, E.R., 1961, 'Polyandry, Inheritance and the Definition of Marriage with Particular Reference to Sinhalese Customary Law', in E. R. Leach (ed.), *Rethinking Anthropology*, London: The Athlone Press, Pp. 105-113

2.4 Gough, Kathleen E., 1959, 'The Nayars and the Definition of Marriage', in *The Journal of the Royal Anthropological Institute of Great Britain and Ireland*, 89: 23-34

2.5 Uberoi, Patricia, 1995, 'When is a Marriage not a Marriage? Sex, Sacrament and Contract in Hindu Marriage', *Contributions to Indian Sociology*, n.s. 29, 1&2: 319-45

### **3. Re-casting Kinship (Weeks 11-14)**

#### 3.1 Relatedness

Carsten, Janet, 1995, 'The Substance of Kinship and the Heat of the Hearth: Feeding, Personhood, and Relatedness among Malays in Pulau Langkawi' *American Ethnologist*, 22 (2): 223-24.1

#### 3.2 Kinship and Gender

Gold, Ann Grodzins, 1994, 'Sexuality, Fertility, and Erotic Imagination in Rajasthani Women's Songs', in *Listen to the Heron's Words: Re-imagining Gender and Kinship in North India* by Gloria Goodwin Raheja and Ann Grodzins Gold, Delhi: OUP, Pp 30-72

#### 3.3 Re-imagining Families

Weston, Kath, 1991, *Families We Choose: Lesbians, Gays, Kinship*, New York: Columbia University Press, Pp. 103-136

#### 3.4 New Reproductive Technologies

Kahn, Susan Martha, 2004, 'Eggs and Wombs: The Origins of Jewishness', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 362-77

**Core Course 10**  
**Social Stratification**

**Course Objective:**

This course introduces students to Sociological Study of Social Inequalities. It acquaints students with principal theoretical perspectives on and diverse forms of Social inequality in articulation with each other.

**Outline:**

- 1. Introducing Stratification (2 weeks)**
- 2. Theories of Stratification (5 Weeks)**
  - 2.1. Marx, Weber and Class
  - 2.2. Functionalism
- 3. Identities and Inequalities(5 Weeks)**
  - 3.1. Caste, Race and Ethnicity
  - 3.2. Feminism and Gendered Stratification
- 4. Mobility and Reproduction (2 Weeks)**

*COURSE CONTENTS AND ITINERARY*

**1. Introducing Stratification (2 weeks)**

1.1 Worsley, Peter. *Introducing Sociology*. 2<sup>nd</sup> ed. Harmondsworth: Penguin Books, 1970. Chapter 8, Social Stratification: Class, Status and Power, pp. 395 – 408

1.2 Béteille, André. *Inequality among Men*. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22

1.3 Tawney, R. H. *Equality*. London: Unwin Books, 1964. Chapter 1. The Religion of Inequality, Pp. 33-56

## **2. Theories of Stratification (5 Weeks)**

### **2.1 Marx, Weber and Class**

2.1.1 McLellan, David. *The Thought of Karl Marx*. London: Papermac, 1995. Part 2. Chapter 6. Class, pp. 182-194

2.1.2 Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. *From Max Weber*. New York: Oxford University Press, 1946. Chapter VII, Class, Status, Party. Pp. 180 – 195

2.1.3 Bendix, Reinhard. 'Inequality and Social Structure: A Comparison of Marx and Weber', *American Sociological Review*, Vol. 39, No. 2 (Apr., 1974), pp. 149-161

2.1.4 Bottomore, T. B. *Classes in Modern Society*. New York: Pantheon Books, 1966. Chapters. 2 & 3 The Nature of Social Class & Classes in Industrial Societies. 9-75

### **2.2 Functionalism**

2.2.1 Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. *American Sociological Review* 10.2 (1945): pp. 242-249

2.2.2 Tumin, Melvin M. 'Some Principles of Stratification: A Critical Analysis'. *American Sociological Review* 18.4 (1953): 387-394

2.2.3 Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification: A Critical Analysis: Reply'. *American Sociological Review* Vol. 18, No. 4 (Aug., 1953), pp. 394-397

2.2.4 Wrong, Dennis H. 'The Functional Theory of Stratification: Some Neglected Considerations', *American Sociological Review*, Vol. 24, No. 6 (Dec., 1959), pp. 772-782

2.2.5 Stinchcombe, Arthur L. 'Some Empirical Consequences of the Davis-Moore Theory of Stratification'. *American Sociological Review* 28.5 (1963), pp. 805-808

## **3. Identities and Inequalities (5 Weeks)**

### **3.1 Caste, Race and Ethnicity**

3.1.1 Bailey, F. G. 'Closed Social Stratification in India', *European Journal of Sociology* Vol. 4, No. 1 (1963) pp. 107-124

3.1.2 Jain, Ravindra K. 'Hierarchy, Hegemony and Dominance: Politics of Ethnicity in Uttar Pradesh, 1995' *Economic and Political Weekly*, Vol. 31, No. 4 (Jan. 27, 1996), pp. 215-223

3.1.3 Omi, Michael, and Howard Winant. *Racial Formation in the United States*. New York: Routledge & Kegan Paul, 1986. Chapters 1 & 4 , pp. 14-24 and 57-69

3.1.4 Pitt-Rivers, Julian 'Race, Color, and Class in Central America and the Andes', *Daedalus*, Vol. 96, No. 2, Color and Race (Spring, 1967), pp. 542-559

### **3.2. Feminism and Gendered Stratification (2 Weeks)**

3.2.1 Mitchell, Juliet. *Woman's Estate*. Harmondsworth: Penguin, 1971. Chapter 5, Position of Women 1. Pp. 99-122

3.2.2 Acker, Joan. 'Women and Social Stratification: A Case of Intellectual Sexism'. *American Journal of Sociology* 78.4, 1973. Pp. 936-944

3.2.3 Collins, Patricia Hill. 'Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection' *Race, Sex & Class*, Vol. 1, No. 1 (Fall 1993), pp. 25-45

### **4. Mobility and Reproduction (2 Weeks)**

4.1 Bottero, Wendy. *Stratification*. London: Routledge, 2005. Chapters 12 & 14 pp. 205-223 & 246-258

4.2 Bourdieu, Pierre. 'Cultural Reproduction and Social Reproduction'. *In The Structure of Schooling: Readings in the Sociology of Education*. Richard Arum and Irene Beattie, Editors. NY: McGraw Hill. 1973: 56-68.

## Core Course 11

### Sociological Thinkers –I

#### **Objectives:**

The course introduces the students to the classics in the making of the discipline of sociology through selected texts by the major thinkers.

#### **Outline: 1. Karl Marx**

- 1.1. Materialist Conception of History
- 1.2. Capitalist Mode of Production

#### **2. Max Weber**

- 2.1. Social Action and Ideal Types
- 2.2. Religion and Economy

#### **3. Emile Durkheim**

- 3.1. Social Fact
- 3.2. Individual and Society

### *COURSE CONTENTS AND ITINERARY*

#### **1. Karl Marx (Weeks 1-5)**

1.1. Intro : McLellan, David. 1975. *Marx*. London: Fontana Press. Pages: 7-23 (16)

1.2. Marx, K. and F. Engels. 1969. *Selected Works Vol. 1*. Moscow: Progress Publishers. pp. 13-15, 16-80, 98-106, 142-174, 502-506

1.3. Marx, K. and F. Engels. 1969. *Selected Works Vol. 1*. Moscow: Progress Publishers. pp. 13-15, 16-80, 98-106, 142-174, 502-506.

#### **2. Max Weber (Weeks 6-9)**

2.1 Poggi, Gianfranco. 2006. *Weber*. Cambridge, UK: Polity. Pages: 1-16 (16)

2.2. Weber, Max. 1947. *The Theory of Social and Economic Organization*. New York: The Free Press, pp. 87-123

2.3. Weber, Max. 2002. *The Protestant Ethic and the Spirit of Capitalism* (translated by Stephen Kalberg). London: Blackwell Publishers, pp. 3-54, 103-126, Chapters I, II, III, IV & V

### 3. Emile Durkheim (Weeks 10-14)

3.1 Gane, Mike. 1992. *The Radical Sociology of Durkheim and Mauss*. London: Routledge. Pages: 1-10

3.2. Durkheim, E. 1958. *The Rules of Sociological Method*. New York: The Free Press. pp. 48-107, 119-144

3.3. Durkheim, E. 1951. *Suicide: A Study in Sociology*. New York: The Free Press, pp. 41-56, 145-276

### *SUGGESTED READINGS*

Ritzer, G. 1996. *Sociological Theory*. New York: McGraw Hill Companies.

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

## Core Course 12

### Sociological Research Methods – I

**Course Objective:** The course is a general introduction to the methodologies of sociological research methods. It will provide the student with some elementary knowledge of the complexities and philosophical underpinnings of research.

**Outline: 1.The Logic of Social Research**

- 1.1 What is Sociological Research?
- 1.2 Objectivity in the Social Sciences
- 1.3 Reflexivity

**2. Methodological Perspectives**

- 2.1 The Comparative Method
- 2.2 Feminist Method

**3. Modes of Enquiry**

- 3.1 Theory and Research
- 3.2 Analyzing Data: Quantitative and Qualitative

### *COURSE CONTENTS AND ITINERARY*

#### **1.1 The Logic of Social Research (Weeks 1 and 2)**

1.1.1 Mills, C. W. 1959, *The Sociological Imagination*, London: OUP Chapter 1  
Pp. 3-24

1.1.2 Gluckman, M. 1978, 'Introduction', in A. L. Epstein (ed.), *The Craft of Social Anthropology*, Delhi: Hindustan Publishing Corporation, Pp. xv-xxiv

#### **1.2. Objectivity in the Social Sciences (Weeks 3-7)**

1.2.1. Durkheim, E. 1958, *The Rules of Sociological Method*, New York: The Free Press, Chapter 1, 2 & 6 Pp. 1-46, 125-140

1.2.2. Weber, Max. 1949, *The Methodology of the Social Sciences*, New York: The Free Press, Foreward and Chapter 2 Pp. 49-112

### **1.3. Reflexivity**

1.3.1 Gouldner, Alvin. 1970, *The Coming Crisis of Western Sociology*, New York: Basic Books, Chapter 13 Pp. 481-511

## **2. Methodological Perspectives (Weeks 8-11)**

### **2.1. Comparative Method**

2.1.1. Radcliffe-Brown, A.R. 1958, *Methods in Social Anthropology*, Delhi: Asia Publishing Corporation, Chapter 5 Pp. 91-108

2.1.2. Beiteille, A. 2002, *Sociology: Essays on Approach and Method*, New Delhi: OUP, Chapter 4 Pp. 72-94

### **2.3. Feminist Method**

2.3.1. Harding, Sandra 1987, "Introduction: Is there a Feminist Method?" in Sandra Harding (ed.) *Feminism & Methodology: Social Science Issues*, Bloomington: Indiana University Press, Pp. 1-14

## **3. Modes of Enquiry (Weeks 12-14)**

### **3.1. Theory and Research**

3.1.1 Merton, R.K. 1972, *Social Theory & Social Structure*, Delhi: Arvind Publishing House, Chapters 4 & 5 Pp. 139-171

### **3.2 Analyzing Data: Quantitative and Qualitative**

3.2.1 Bryman, Alan. 2004, *Quantity and Quality in Social Research*, New York: Routledge, Chapter 2 & 3 Pp. 11-70

## **Core Course 13**

### **Sociological Thinkers II**

Objective: To introduce students to post-classical sociological thinking through some original texts.

#### Outline:

##### **1. Talcott Parsons**

###### 1.1. Action Systems

##### **2. Claude Levi-Strauss**

###### 2.1. Structuralism

##### **3. G. H. Mead and Erving Goffman**

###### 3.1. Interactional Self

##### **4. Peter L. Berger and Thomas Luckmann**

###### 4.1. Social Construction of Reality

##### **5. Max Horkheimer, T.W. Adorno and Herbert Marcuse**

###### 5.1. Critical Social Theory

##### **6. Pierre Bourdieu**

###### 6.1. A Theory of Practice

## COURSE CONTENTS AND ITINERARY

### Orientation to Post-Classical Theories/ Schools in Sociology ( Week I )

#### 1. Talcott Parsons (Weeks 2-3 )

Parsons, T. and E. Shils (eds). 1951. *Towards a General Theory of Action*. New York: Harper and Row Publishers, pp. 3-29

#### 2. Levi-Strauss (Week 4 )

Levi-Strauss, C. 1993. "Structure and Dialectics", in *Structural Anthropology Volume I*. Harmondsworth: Penguin, pp. 232-242

#### 3. G. H. Mead and Erving Goffman (Weeks 5-7)

3.1 Mead, G.H. 1934 (Fourteenth Impression 1967 ) *Mind Self and Society*. Chicago: University of Chicago Press. Part III, pp 135-226

3.2 Goffman, E. 1956. *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 1-9, 132-151, 152-162

#### 4. Peter L. Berger and Thomas Luckmann (Week 8)

Berger, P. L. and T. Luckmann. 1991. *The Social Construction of Reality*. London: Penguin Books, pp. 31-62

#### 5. Max Horkheimer, T.W. Adorno and Herbert Marcuse (Weeks 9-12)

5.1 Horkheimer, M and Adorno, T.W. *The Dialectic of Enlightenment*. 2002. Stanford University Press. Stanford: California. pp 1-34. Chapter 1, The Concept of Enlightenment

5.2 Marcuse, H. 1964. *One Dimensional Man: Studies in the Ideology of Advanced Industrial Society*. Boston: Boston Press, pp. 7-92

#### 6. Pierre Bourdieu (Weeks 13-14)

Bourdieu, P. 1977. *Outline of a Theory of Practice*. Cambridge: Cambridge University Press, pp. 72-95

[Projects, feature films and documentary screenings will be an integral part of the coursework]

*SUGGESTED READING :*

Ritzer, G. 1996. *Sociological Theory*. New York: McGraw Hill Companies.

## Core Course 14

### RESEARCH METHODS II

**Objective:** The course is an introductory course on how research is actually done. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research.

**Outline:**        **1. Doing Social Research**

- 1.1 The Process of Social Research
- 1.2 Concepts and Hypothesis
- 1.3 Field (Issues and Context)

**2. Methods of Data Collection**

- 2.1 Survey Methods: Sampling, Questionnaire and Interview
- 2.2 Observation: Participant and non-participant

**3. Statistical Methods**

- 3.1 Graphical and Diagrammatic Presentation of Data  
(Bar diagrams, Pie-diagram, Histogram, Frequency Polygon, Smoothed frequency curve and Ogives).
- 3.2 Measures of Central Tendency  
(Simple Arithmetic Mean, Median and Mode).
- 3.3 Measures of Dispersion  
(Standard Deviation, Variance and Covariance).

**4. Research Projects**

### *COURSE CONTENTS AND ITINERARY*

#### **1.1 Doing Social Research (Weeks 1-4)**

1.1.1 Bailey, K. (1994). The Research Process in *Methods of social research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Pp.3-19.

## **1.2 Concepts and Hypothesis**

1.2.1 Goode, W. E. and P. K. Hatt. 1952. *Methods in Social Research*. New York: McGraw Hill. Chapters 5 and 6. Pp. 41-73.

## **1.3 Field (Issues and Contexts)**

1.3.1 Gupta, Akhil and James Ferguson. 1997. *Anthropological Locations*. Berkeley: University of California Press. Pp.1-46.

1.3.2 Srinivas, M.N. et al 2002(reprint), *The Fieldworker and the Field:Problems and Challenges in Sociological Investigation*, New Delhi: OUP, Introduction Pp. 1-14.

## **2.1 Survey Methods of Data Collection (Weeks 5-9)**

2.1.1 Bailey, K. (1994). Survey Sampling in *Methods of social research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Ch-5. Pp. 81-104.

2.1.2 Bailey, K. (1994). Questionnaire Construction and The Mailed Questionnaire in *Methods of social research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Chs-6 and 7. Pp. 105-172.

2.1.3 Bailey, K. (1994). Interview Studies in *Methods of social research*. Simon and Schuster, 4<sup>th</sup> ed. The Free Press, New York NY 10020. Ch8. Pp.173-213.

## **2.2 Observation : Participant and non-Participant**

2.2.1 Bailey, K. (1994). Observation in *Methods of social research*. Simon and Schuster, 4<sup>th</sup> ed. The Free Press, New York NY10020. Ch 10. Pp.241-273.

2.2.2 Whyte, W. F. 1955. *Street Corner Society*. Chicago: University of Chicago Press. Appendix.

### **3. Statistical Methods**

#### **3.1 Graphical and Diagrammatic presentation of data (Weeks 10-13)**

3.1.1 Gupta, S. P. (2007). Elementary Statistical Methods. Sultan Chand & Sons. Pp.101-108, 115-118, 131-137.

#### **3.2 Measures of Central Tendency**

3.2.1 Gupta, S. P. (2007). Elementary Statistical Methods. Sultan Chand & Sons. Pp. 155-168, 173-180, 187-197.

#### **3.3 Measures of Dispersion**

3.3.1 Gupta, S. P. (2007). Elementary Statistical Methods. Sultan Chand & Sons. Pp. 263-277.

### **4. Research Projects (Week 14)**

No Specific readings for this section. Research Projects at the discretion of the teacher.

Note: Numericals to be taught for individual, discrete and continuous series for the topics mentioned above. No specific method for calculating the same be specified

## **Discipline Specific Elective 01**

### **Urban Sociology**

#### **Course Objective:**

This course provides an exposure to key theoretical perspectives for understanding urban life in historical and contemporary contexts. It also reflects on some concerns of urban living while narrating the subjective experiences of urban communities. With case studies from India and other parts of the world this course will help students relate to the complexities of urban living.

#### **Outline:**

##### **1. Introducing Urban Sociology: Urban, Urbanism and the City**

##### **2. Perspectives in Urban Sociology**

- 2.1. Ecological**
- 2.2. Political Economy**
- 2.3. Network**
- 2.4. City as Culture**

##### **3. Movements and Settlements**

- 3.1. Migration**
- 3.2. Community**

##### **4. Politics of Urban Space**

- 4.1. Culture and Leisure**
- 4.2. Caste, Class and Gender**

#### ***Course Contents and Itinerary***

##### **1. Introducing Urban Sociology: Urban, Urbanism and the City: (3 Weeks)**

1.1 Mumford, Lewis 1961. *The City in History: its origins and transformations and its prospects*. Mariner Books: Pp 3-29, 94-118

1.2 Holton, R. J. *Cities, Capitalism and Civilization*, London: Allan and Unwin, Chapters. 1 & 2. Pp. 1 – 32

1.3 Parker, Simon. *Urban Theory and Urban Experience: Encountering the City*, London: Routledge. Chapter 2. Foundations of Urban Theory Pp. 8 - 26

## **2. Perspectives in Urban Sociology: (4 Weeks)**

2.1. Hannerz, Ulf 1980. *Exploring the City: Toward an Urban Anthropology*, NY: Columbia University Press. Chapter 2. Pp 19-58

2.2 Lewis, Wirth 1938 “Urbanism as a way of Life” in *American Journal of Sociology*, Vol. 44, No.1 (July), Pp. 1-24

2.3 Harvey, David 1985 *The Urban Experience*, Baltimore: Johns Hopkins University Press, Chapter 1. Money, Time, Space and the City. Pp. 1-35

2.4 Manuel, Castells 2002, “Conceptualising the city in the information age”, in I.Susser (ed.) *The Castells Reader on Cities and Social Theory*, Blackwell Publishers, Malden, Ma, Pp. 1-13

2.5 Weber, Max 1978. *The City*. The Free Press: New York. Pp 65-89

2.6 Simmel, George, 1903, “Metropolis and the Mental Life” in Gary Bridge and Sophie Watson, eds. *The Blackwell City Reader*. Oxford and Malden, MA: Wiley-Blackwell, 2002.

## **3. Movements and Settlements: (2 Weeks)**

3.1 Rao, M.S.A, 1981, “Some aspects of the sociology of migration”, *Sociological Bulletin*, Vol. 30, 1. Pp21-38

3.2 Anand, Inbanathan. 2003, "Migration and Adaptation: Lower Caste Tamils in a Delhi Resettlement Colony" in Ranvinder Singh Sandhu (ed.) *Urbanization in India*. Sage: New Delhi. Pp. 232-246

3.3 Benjamin S, 2004, "Urban Land Transformation for Pro-Poor Economies", *Geoforum*, Volume 35, Issue 2, March 2004, Pp. 177-197

#### **4. Politics of Urban Space (5 Weeks)**

4.1 Katznelson, Ira, 1981, *City Trenches: Urban Politics and Patterning of Class in United States*, Chicago: University of Chicago Press. Chapter 8. Social Theory, Urban Movements and Social Change. Pp. 193 - 215

4.2 Ayyar, Varsha ,2013. "Caste and Gender in a Mumbai resettlement site", *Economic & Political Weekly*, May 4, Vol. XLVIII, No 18, Pp 44-55

4.3 Kamath, Lalitha and Vijayabaskar, M, 2009 "Limits and possibilities of Middle Class Associations as Urban collective actors", *Economic & Political Weekly*, June 27, 2009 vol XLIV No. 26 & 27, Pp 368 -376

4.4 Grazian, David, 2009, "Urban Nightlife, Social Capital, and the Public Life of Cities" *Sociological Forum*, Vol. 24, No. 4 (Dec., 2009), pp. 908-917

4.5 Manuel Castells, 1983, "Cultural Identity, Sexual Liberation and Urban Structure: The Gay Community" in *San Francisco in City and the Grassroots*, Pp. 138-170

4.6 Crawford, Margaret. 'The World is a Shopping Mall', From Malcom Miles and Tim Hall (Eds.) *City Cultures Reader*, London: Routledge. Pp. 125-139

#### ***SUGGESTED READINGS:***

Kumar, Nita, 1988. *The Artisans of Banaras. Popular Culture and Identity, 1880—1986*, Princeton: Princeton University Press.

Eck, Diana, 1983. *Banaras: City of light*, London: Routledge and Kegan Paul. Naidu, Ratna. 1990. *Old cities and New predicaments: A Study of Hyderabad*. New Delhi: Sage

## **Discipline Specific Elective 02**

### **Agrarian Sociology**

#### **Course Objective:**

This course explores the traditions of enquiry and key substantive issues in agrarian sociology. It is comparative in nature, but pays attention to Indian themes. It also introduces emerging global agrarian concerns.

#### **Outline:**

- 1. Agrarian Societies and Agrarian Studies**
  - 1.1 Agrarian Societies
  - 1.2 Agrarian Studies
- 2. Key Issues in Agrarian Sociology**
  - 2.1 The Agrarian Question
  - 2.2 The Moral Economy
  - 2.3 Agrarian Commodity Systems
- 3. Themes in Agrarian Sociology of India**
  - 3.1 Labor and Agrarian Class Structure
  - 3.2 Markets, Land Reforms and Green Revolution
  - 3.3 Agrarian Movements
  - 3.4 Caste, Gender and Agrarian Realities
- 4. Agrarian Futures**
  - 4.1 Agrarian Crisis
  - 4.2 The Global Agrarian Order

#### **Course Contents and Itinerary**

##### **1. Agrarian Societies and Agrarian Studies (Weeks: 1-2)**

###### **1.1 Agrarian Societies**

**1.1.1.** Dumont, Rene. 'Agriculture as Man's Transformation of the Rural Environment', in Teodor Shanin (ed.) *Peasants and Peasant Societies*, Hamondsworth: Penguin. 1971. Pp. 141-149

**1.1.2.** Ludden, David. (1999), 'Agriculture' from, *An Agrarian History of South Asia*, Cambridge: Cambridge University Press. 1999, Pp . 6-35

## **1.2 Agrarian Studies**

**1.2.1.** Beteille, Andre. 'The Study of Agrarian Systems: An Anthropological Approach', from *Marxism and Class Analysis*, New Delhi: Oxford. 2007. Pp. 84-93

**1.2.2.** Thorner, Daniel and Alice Thorner. 'The Agrarian Problem in India Today', from, *Land and Labour in India*, Bombay: Asia Publishing House. 1962. Pp. 3-13

## **2. Key Issues in Agrarian Sociology (Weeks: 3-6)**

### **2.1 The Agrarian Question**

**2.1.1.** Haroon Akram-Lodhi, A. and Cristobal Kay. 'Surveying the Agrarian Question: Part 1, Unearthing Foundations, Exploring Diversity; Part 2, Current Debates and Beyond'. *The Journal of Peasant Studies*, Vol. 37, No. 1 &2, January/April 2010, 177–199 & 255–280

### **2.2 The Moral Economy**

**2.2.1.** Scott, James C. 'The Economic and Sociology of Subsistence Ethic', From, *The Moral Economy of the Peasant: Rebellion and Subsistence in South East Asia*, New Haven: Yale University Press. 1976. Pp 13-34

**2.2.2.** Popkin, Samuel L. 'The Rational Peasant', from, *The Rational Peasant: The Political Economy of Rural Society in Vietnam*, Berkley: University of California Press. 1979. Pp. 1-31

### **2.3 Agrarian Commodity Systems**

**2.3.1.** Friedland, William. 1984. "Commodity Systems Analysis: An Approach to the Sociology of Agriculture". *Research in Rural Sociology and Development* 1: 221–235

## **3. Themes in Agrarian Sociology of India (Weeks 7-12)**

### **3.1 Labour and Agrarian Class Structure**

**3.1.1.** Patel, S. J. 'Agricultural Laborers in Modern India and Pakistan' from Gyan Prakash (ed.) *Worlds of Rural Labourer in Colonial India*, Dehi: Oxford University Press. 1992. Pp. 47-74

**3.1.2.** Thorner, Alice. 'Semi-Feudalism or Capitalism? Contemporary Debate on Classes and Modes of Production in India', Parts: 1-3, *Economic and Political Weekly*, Vol. 17, No. 49 (Dec. 4, 1982), pp. 1961-1968; No. 50 (Dec. 11, 1982), pp. 1993-1999; No. 51 (Dec. 18, 1982), pp. 2061-2064

**3.1.3.** Mencher, Joan P. 'Problems in Analyzing Rural Class Structure', *Economic and Political Weekly*, Vol. 9, No. 35 (Aug. 31, 1974), pp. 1495+1497+1499-1503

## **3.2 Markets, Land Reforms and Green Revolution**

**3.2.1.** Amin, Shahid. 'Unequal Antagonists: Peasants and Capitalists in Eastern UP in 1930s', *Economic and Political Weekly*, Vol. 16, No. 42/43 (Oct. 17-24, 1981), pp. PE 19-25, 28, 29

**3.2.2.** Bandopadhyay, D. 'Reflections on Land Reform in India since Independence' from T. V. Satyamurthy (Ed.) *Industry and Agriculture in India Since Independence*, Delhi: Oxford University Press. Pp. 301-327

**3.2.3.** Baker, Christopher J. 'Frogs and Farmers: The Green Revolution in India, and its Murky Past' from, Tim P. Bayliss-Smith and Sudhir Wanmali (Ed.) *Understanding Green Revolutions: Agrarian Change and Development Planning in South Asia*, Cambridge: Cambridge University Press. 1984. Pp. 37-51

**3.2.4.** Dhanagare, D. N. 'Green Revolution and Social Inequalities in Rural India' from, *Economic and Political Weekly*, Vol. 22, No. 19/21, Annual Number (May, 1987), pp. AN: 137-139, 141-144.

## **3.3 Agrarian Movements**

**3.3.1.** Gough, Kathleen. 'Indian Peasant Uprisings' *Economic and Political Weekly*, Vol. 9, No. 32/34, Special Number (Aug., 1974), 1391-1393+1395-1397+1399+1401-1403+1405-1406

**3.3.2.** Brass, Tom. 'The New Farmer's Movements in India', from, Tom Brass (ed.), *The New farmer's Movemnts in India*, Essex: Frank Cass. (1995). Pp.1-20

## **3.4 Caste, Gender and Agrarian Realities**

**3.4.1.** Jackson, Cecile. 'Gender Analysis of Land: Beyond Land Rights for Women?', *Journal of Agrarian Change*, Volume 3 (4) (October, 2003) Pp. 453-478.

**3.4.2.** Omvedt, Gail. 'The Downtrodden among the Downtrodden: An Interview with a Dalit Agricultural Laborer' *Signs*, Vol. 4, No. 4, The Labor of Women: Work and Family (Summer, 1979), pp. 763-774

## **4. Agrarian Futures (Weeks: 12-14)**

### **4.1. Agrarian Crisis (16)**

**4.1.1** Feder, Ernest. 'The New World Bank Programme for the Self-Liquidation of the Third World Peasantry', *Journal of Peasant Studies*, Volume 3, Issue 3, 1976. Pp. 343-352

**4.1.2** Vasavi. A. R. 'Agrarian Distress in Bidar: Market, State and Suicides', *Economic and Political Weekly*, Volume 34, Number 32. (1999). Pp. 2263-2268

### **4.2. The Global Agrarian Order (32)**

**4.2.1** Buttel, Frederick H. Some Reflections on Late Twentieth Century Agrarian Political Economy. *Cadernos de Ciência & Tecnologia*, Brasília, v.18, n.2, p.11-36, maio/ago. 2001

Note:

A. The suggested readings may be used for student presentations.

B. Students may be encouraged to review and make presentations of significant body of literary work depicting agrarian realities that has emerged from world literature as well as *Bhasha* literatures of India.

### **Suggested Readings**

Dalton, George. 'Modern Transformation of European Peasantries' in R. P. Mishra and Nguyen Dung (Ed.) *Third World Peasantry: A continuing Saga of Deprivation, Volume II*, New Delhi: Sterling. 1986, Pp.25-46

Patnaik, Utsa. (ed.) *The Agrarian Question in Marx and His Successors Volume I*, New Delhi: Left Word, 2007.

Breman, Jan. (1974), *Patronage and Exploitation: Changing Agrarian Relations in South Gujarat, India*, Berkley: University of California Press. Pp. 36-80.

Gough, Kathleen. 'Rural Change in Southeast India, 1950s to 1980s. Delhi: Oxford University Press. 1989.

Harriss, John. *Capitalism and Peasant Farming: Agrarian Structure and Ideology in North Tamil Nadu*, Delhi: Oxford University Press, 1982.

Byres, T. J. 'The New Technology, Class Formation, and Class Action in the Indian Countryside', *Journal of Peasant studies*, Volume 8, Issue 4, 1981, Pp 405-454.

Hobsbawm, E. J. 'Peasants and Politics', *The Journal of Peasant Studies*, Vol. 1, No. 1, October 1973, 3–20

Zamosc, Leon. *The Agrarian Question and Peasant Movement in Columbia: Struggles of National Peasant Association, 1967-81*, Cambridge: Cambridge University Press, 1986.

Agarwal, Beena. *A Field of One's Own: Gender and Land Rights In south Asia*, Cambridge: Cambridge University Press, 1996.

Bernstein, Henry. *Class Dynamics of Agrarian Change*. Halifax: Fernwood Publishing, 2010.

## **Discipline Specific Elective 03**

### **Environmental Sociology**

#### **Course Objective:**

This course is designed to introduce students to the core debates of environmental sociology, different approaches within the sub-discipline and how these approaches may be used to understand environmental issues and movements in India.

#### **Outline:**

##### **1. Envisioning Environmental Sociology**

- 1.1. What is Environmental Sociology?
- 1.2. Realist-Constructionist Debate.

##### **2. Approaches**

- 2.1 Treadmill of Production
- 2.2 Ecological Modernization
- 2.3 Risk
- 2.4 Ecofeminism and Feminist Environmentalism
- 2.5 Political Ecology

##### **3. Environmental Movements in India**

- 3.1 Forest based movement – Chipko
- 3.2 Water based movement – Narmada
- 3.3 Land based movements – Anti-mining and Seed

#### ***C O U R S E CONTENTS AND ITINERARY***

##### **1. Envisioning Environmental Sociology [Weeks 1-3]**

1.1.1. Bell, MM. (2008). *An Invitation to Environmental Sociology*. Thousand Oaks, CA: Sage 3rd ed. Ch 1.( pp. 1-5).

1.1.2. Hannigan, J. A. (1995). *Environmental Sociology*. Routledge, London and New York, 2nd ed. Ch1 and 2. (pp. 10-15,16 - 35).

1.2.1. Leahy, T. (2007). *Sociology and the Environment*. Public Sociology: An Introduction to Australian Society. Eds. Germov, John and Marilyn, Poole. NSW: Allen & Unwin, Ch 21 (pp. 431-442).

1.2.2. Evanoff, R. J. (2005). Reconciling realism and constructivism in environmental ethics. *Environmental Values*, 61-81.

## **2. Approaches [Weeks 4-10]**

2.1.1. Gould, K. A., Pellow, D. N., & Schnaiberg, A. (2004). Interrogating the Treadmill of Production: Everything You Wanted to Know about the Treadmill but Were Afraid to Ask. *Organization & Environment*, 17(3), 296-316.

2.1.2. Wright, E. O. (2004). Interrogating the Treadmill of Production: Some Questions I Still Want to Know about and Am Not Afraid to Ask. *Organization & Environment*, 17(3), 317-322.

2.2.1. Mol, A. P. (2002). Ecological modernization and the global economy. *Global Environmental Politics*, 2(2), 92-115.

2.2.2. Buttel, F. H. (2000). Ecological modernization as social theory. *Geoforum*, 31(1), 57-65.

2.2.3. O'Connor, J. (1994). Is sustainable capitalism possible. Is capitalism sustainable? *Political Economy and the Politics of Ecology*. The Guilford Press. Ch . (pp.152-175).

2.3.1. Beck, U. (2006). Living in the world risk society: A Hobhouse Memorial Public Lecture given on Wednesday 15 February 2006 at the London School of Economics. *Economy and Society*, 35(3), 329- 345.

2.4.1. Shiva, V. (1988). Women in Nature. In *Staying Alive: Women, Ecology and Development*. Zed Books. Ch 3.(pp.38-54).

2.4.2. Agarwal, Bina, 2007. The Gender and Environment Debate: Lessons from India. In Mahesh Rangarajan. (ed.) 2007. *Environmental Issues in India : A Reader*. New Delhi: Pearson, Longman, Ch 19.(pp. 316-324, 342-352).

2.5.1. Robbins, P. (2011). *Political Ecology: A Critical Introduction* (Vol. 16). Wiley and Sons Ltd. East Sussex, U.K. Ch 1 (pp.10-25).

### **3. Environmental Movements in India [Weeks 11-14]**

3.1.1. Guha, R. Chipko : Social history of an environmental movement. In Ghanshyam Shah ed.(2002). *Social Movements and the State* (Vol. 4). Sage Publications Pvt. Ltd., Ch. 16 (pp.423-454).

3.2.1. Khagram, S., Riker, J. V., & Sikkink, K. (2002).Restructuring the global politics of development: The Case of India's Narmada Valley Dams. *Restructuring World Politics: Transnational Social Movements, Networks, and Norms* (Vol. 14). U of Minnesota Press. (pp.206-30).

3.3.1. Padel, F., & Das, S. (2008). Orissa's highland clearances: The reality gap in R & R. *Social Change*, 38(4), 576-608.

3.3.2. Scoones, I. (2008). Mobilizing against GM crops in India, South Africa and Brazil. *Journal of Agrarian Change*, 8(2-3), 315-344.

[Projects, feature films and documentary screenings and field visits will be undertaken by students through the course]

## *SUGGESTED READINGS*

Students will not be examined on the suggested readings but may use them for projects, and presentations that will be woven into the course.

Guha, R., & Alier, J. M. (1998). The environmentalism of the poor. In *Varieties of environmentalism: Essays North and South*. New Delhi: Oxford University Press.

Osofsky, H. M. (2003). Defining Sustainable Development after Earth Summit 2002. *Loy. LA Int'l & Comp. L. Rev.*, 26, 111.

Baviskar, A. (1999). *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Oxford University Press.

## **Discipline Specific Elective 04**

### **SOCIOLOGY OF WORK**

#### **Course Objective:**

The course introduces the idea that though work and production have been integral to societies through time, the origin and spread of industrialisation made a distinct rupture to that link. This rupture can also be seen mirrored in the coming of sociology as a discipline that considered work as central to the study of society. Based on this premise, the paper goes on to provide an outline as to how values and ideals of pluralised industrialism(s) have caused and absorbed multiple transformative shifts to the local and global social networks of the contemporary world.

- Outline:**
- 1. Interlinking Work and Industry**
  - 2. Forms of Industrial Culture and Organisation**
    - 2.1 Industrialism
    - 2.2 Post-industrial Society
    - 2.3 Information Society
  - 3. Dimensions of Work**
    - 3.1 Alienation
    - 3.2 Gender
    - 3.3 Unpaid Work and Forced Labour
  - 4. Work in the Informal Sector**
  - 5. Risk, Hazard and Disaster**

#### ***COURSE CONTENTS AND ITINERARY***

##### **1. Interlinking Work and Industry (Weeks 1-3)**

1.1 Grint, Keith. 2005, 'Classical Approaches to Work: Marx, Durkheim and Weber' in *The Sociology of Work: An Introduction*. Polity Press. Cambridge. Pp. 90-112

1.2 Uberoi, J.P.S. 1970, 'Work, Study and Industrial worker in England' in *Man, Science and Society*. IIAS: Simla. Pp 34-45

## **2. Forms of Industrial Culture and Organisation (Weeks 4-6)**

### **2.1 Industrialism**

2.1.1 Ramaswamy E. A. and Uma Ramaswamy. 1981, *Industry and Labour*, New Delhi:Oxford University Press, Chapter 3, Pp.33-65

### **2.2 Post-industrial Society**

2.2.1 Bell, Daniel. 1976, *The Coming of Post-Industrial Society*, London: Heineman, Introduction, Pp.12-45

2.2.2 Etzioni, A. and P.A. Jargowsky. 1990, "The false choice between high technology and basic industry" in K. Erikson and P. Vallas (eds.) *The Nature of Work: Sociological Perspectives*, New Haven and London:Yale University Press, Pp. 304-317

### **2.3 Information Society**

2.3.1 Kumar, Krishan. 1999, *From Post-industrial to Post-modern society*, Oxford: Blackwell Publishers Ltd., Chapter 2 and 6, Pp 6-35 and 154-163

## **3. Dimensions of Work (Weeks 7-10)**

### **3.1 Alienation**

3.1.1 Erikson, Kai. 1990. 'On Work and Alienation' in Erikson, K. and S.P. Vallas (eds)*The Nature of Work: Sociological Perspectives*. New Haven and London:American Sociological Association, Presidential Series and Yale University Press, Pp. 19-33

3.1.2 Taylor, Steve. 1998, 'Emotional Labour and the new Workplace' in Thompson and Walhurst (eds.) *Workplace of the Future*. London:Macmillan, Pp. 84-100

### **3.2 Gender**

3.2.1 Devine, Fiona. 1992, 'Gender Segregation in the Engineering and Science Professions: A case of continuity and change' in *Work, Employment and Society*, 6 (4) Pp.557-75.

3.2.2 Freeman, Carla. 2009, 'Femininity and Flexible Labour: Fashioning Class through Gender on the global assembly line' in Massimiliano Mollona, Geert De Neve and Jonathan Parry (eds.) *Industrial Work and Life: An Anthropological Reader*, London:Berg, Pp.257-268

### **3.3 Unpaid Work and Forced Labour**

3.3.1 Edgell, Stephen. 2006, 'Unpaid Work-Domestic and Voluntary work' in *The Sociology of Work: Continuity and Change in Unpaid Work*. New Delhi:Sage, Pp.153-181

3.3.2 Coser, 1990, 'Forced Labour in Concentration Camps' in Erikson, K. and S.P.Vallas (eds.) *The Nature of Work: Sociological Perspectives*, New Haven and London: American Sociological Association, Presidential Series and Yale University Press, Pp. 162-69

## **4. Work in the Informal sector (Weeks 11-12)**

4.1 Breman, Jan. 2003, "The Informal Sector" in Veena Das, (ed.) *The Oxford India Companion to Sociology and Social Anthropology*, New Delhi: OUP, Pp. 1287-1312

4.2 Talib, Mohammad. 2010, *Writing Labour- Stone Quarry workers in Delhi*. New Delhi:OUP, Chapter 1, Pp. 23-54

## **5. Risk, Hazard and Disaster (Weeks 13-14)**

5.1 Laughlin, Kim. 1995, Rehabilitating Science, Imagining "Bhopal" in George E. Marcus (ed.) *Techno scientific Imaginaries: Conversations, Profiles and Memoirs*, Chicago: University of Chicago Press, Pp. 277-302

5.2 Zonabend, Françoise. 2009, 'The Nuclear Everyday' in Massimiliano Mollona, Geert De Neve and Jonathan Parry (ed.) *Industrial Work and Life: An Anthropological Reader*, London: Berg, Pp 167-185

## **Discipline Specific Elective 05**

### **Sociology of Health and Medicine**

Objectives: The course introduces students to the sociology of health, illness and medical practice by highlighting the significance of socio-cultural dimensions in the construction of illness and medical knowledge. Theoretical perspectives examine the dynamics shaping these constructions. Negotiations of health and illness are explored through ethnographies.

Outline:

#### **1. Introduction to the Sociology of Health and Medicine**

1.1 Origins and Development

1.2 Conceptualising Disease, Sickness and Illness

1.3 Social and Cultural Dimensions of Illness and Medicine

#### **2. Theoretical Orientations in Health and Illness**

2.1 Political Economy

2.2 Systems Approach

2.3 Discourse and Power

2.4 Feminist Approach

#### **3. Negotiating Health and Illness**

3.1 Medical Practices

3.2 Health Policy in India

## *COURSE CONTENTS AND ITINERARY*

### **1. Introduction to the Sociology of Health and Medicine (Week 1-4)**

1.1 Turner, Bryan, S. (1995) *Medical Power and Social Knowledge*. London, Sage, Chapters 1 and 2 and 3. Pages (1-54).

1.2 Boorse, Christopher (1999) On the distinction between Disease and Illness. In (eds.) James Lindermann Nelson and Hilde Lindermann Nelson, *Meaning and Medicine: A Reader in the Philosophy of Healthcare*, New York: Routledge. (Pages 16-27)

1.3 Kleinman, Arthur (1988) *The Illness Narratives: Suffering, Healing and the Human Condition*. New York : Basic Books Inc. Publishers. Chapter 1. (Pages 3-30).

1.4 Freund, Peter E.S., McGuire, Meredith B. and Podthurst, Linda S. (2003) *Health, Illness and the Social Body*, New Jersey: Prentice Hall. Chapter 9 (Pages 195-223)

### **2. Theoretical Orientations in Health and Illness (Week 5-10)**

2.1 Morgan, Lynn. Morgan (1987) Dependency Theory and the Political Economy of Health: An Anthropological Critique. *Medical Anthropology Quarterly*, New Series, Vol.1, No.2 ( June, 1987) pp. 131-154.

2.2 Talcott Parsons (1951) *The Social System*, London: Routledge & Kegan Paul Ltd. Chapter 10, (Pages 428-479).

2.3 Foucault, Michel (1994) *The Birth of the Clinic: An Archaeology of Medical Perception*, New York: Vintage Books. Chapter 1 and Conclusion. (Pages 3-20 and 194-199).

2.4 Turner, Bryan, S. (1995) *Medical Power and Social Knowledge*, London: Sage. Chapter 5. (Pages.86-108).

2.5 Patel, Tulsi (2012) *Global Standards in Childbirth Practices*. In (eds.) V. Sujatha and Leena Abraham *Medical Pluralism in Contemporary India*. New Delhi: Orient BlackSwan. (Pages 232-254 ).

### **3. Negotiating Health and Illness (Week 11-14)**

3.1 Evans- Pritchard, E.E. (2010) *The Notion of Witchcraft Explains Unfortunate Events*. In (eds.) Byron J.Good, Micheal M. J. Fischer, Sarah S. Willen and Mary-Jo Del Vecchio Good *A Reader in Medical Anthropology: Theoretical Trajectories , Emergent Realities*, Oxford: Wiley- Blackwell, Chapter 2 (Pages 18-25).

3.2 Baer, Hans A., Singer, Merrill and Susser, Ida (1994) *Medical Anthropology and the World System*, Westport: Praeger. Chapters 10 and 11 (Pages 307-348)

3.3 Gould, Harold A. (1965) *Modern Medicine and Folk Cognition in Rural India in Human Organization*, No. 24. pp. 201- 208.

3.4 Leslie, Charles (1976) *Asian Medical Systems: A Comparative Study*, London: University of California Press, Introduction. (Pages 1-12) .

3.5 Inhorn, Marcia (2000). *Defining Women's health: Lessons from a Dozen Ethnographies*, *Medical Anthropology Quarterly*, Vol. 20(3): 345-378.

3.6 Nichter, Mark and Mimi Nichter (1996) Popular Perceptions of Medicine: A South Indian Case Study. In *Anthropology and International Health*. Amsterdam : OPA. Chapter7 (Pages 203-237)

3.7 Das, Veena, R.K. Das and Lester Coutinho (2000) Disease Control and Immunization: A Sociological Enquiry. In *Economic and Political Weekly*, Feb. 19-26. Pages 625-632.

3.8 Qadeer, Imrana (2011) Public Health In India, Delhi: Danish Publishers, Part III, (Pages 221-252).

Suggested Reading:

Good, Byron (1994) *Medicine, Rationality and Experience: An Anthropological Perspective*. Cambridge: Cambridge University Press. Chapter 6. (Pages 135- 165).

Annandale, Ellen (1988) *The Sociology of Health and Medicine*. Cambridge: Polity Press.

Banerji, Debabar (1984) The Political Economy of Western Medicine in Third World Countries. In (ed.) John McKinlay *Issues in the Political Economy of Healthcare*. New York: Tavistock.

**Discipline Specific Elective 06**  
**Indian Sociological Traditions**

**Course Objective:**

Traditions in Indian sociology can be traced with the formal teaching of sociology as a subject in Bombay university way back in 1914. While the existence of a “Sociology in India” and “Sociology of India” have been largely debated in terms of whether it has been influenced by western philosophy, is there a need of indigenization etc., sociologists in India have primarily been engaged with issues of tradition and modernity, caste, tribe and gender. This paper primarily provides perspectives of key Indian sociologists on some of these issues.

**Outline: 1. G S Ghurye**

- 1.1 Caste and Race
- 1.2 City and Civilization

**2. Radhakamal Mukerjee**

- 2.1 Personality, Society, Values
- 2.2 Social Ecology

**3. D P Mukerji**

- 3.1 Tradition and Modernity
- 3.2 Middle Class

**4. Verrier Elwin**

- 4.1. Tribes in India

**5. M.N. Srinivas**

- 5.1. Social Change

**6. Irawati Karve**

- 6.1. Gender and Kinship

**7. Leela Dube**

- 7.1 Caste and Gender

## *COURSE CONTENTS AND ITINERARY*

### **1. G.S.Ghurye (Weeks 1-2)**

- 1.1.1. Upadhya, Carol 2010, 'The Idea of an Indian Society: G.S. Ghurye and the Making of Indian Sociology' in Patricia Uberoi, Satish Despande and Nandini Sundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology* New Delhi: Permanent Black
- 1.1.2. Ghurye, G.S. 1969, *Caste and Race in India*, Delhi: Popular Prakashan Pp 114-140,404-460 (82 pages)
- 1.2.1. Ghurye, G.S. 1962, *Cities and Civilization*, Delhi: Popular Prakashan

### **2. Radhakamal Mukerjee (Weeks 3-4)**

- 2.1.1. Mukerjee, Radhakamal 1950, *The Social Structure of Values*, London: George Allen and Unwin Chp 2,3, 5, 6 & 9
- 2.2.1. Mukerjee, Radhakamal 1932, (reproduced in1994) 'An Ecological Approach to Sociology' in Ramchandra Guha (ed) *Social Ecology* Delhi: OUP
- 2.2.2. Mukerjee, Radhakamal 1932, The concepts of balance and organization in Social Ecology *Sociology and Social Research* 16 (July-August 1932) 503-516
- 2.2.3. Venugopal, C.N. 1988, *Ideology and Society in India: Sociological Essays*, New Delhi: Criterion Publications Chp 7

### **3. D.P. Mukerji (Weeks 5-6)**

- 3.1.1. Madan, T.N. 2010, 'Search for Synthesis: The Sociology of D.P Mukerji' in Patricia Uberoi, Satish Despande and Nandini Sundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black
- 3.1.2. Mukerji D.P. (1958 second edition 2002), *Diversities: Essays in Economics, Sociology and Other Social Problems*, Delhi: Manak Publications Pg 177-225, 261-276
- 3.2.1. Chakraborty, D 2010, D P Mukerji and the Middle Class in India, *Sociological Bulletin* 59(2), May-August 235-255

#### **4. Verrier Elwin (Week 7-8)**

- 4.1.1. Guha, Ramchandra 2010, 'Between Anthropology and Literature: The Ethnographies of Verrier Elwin' in Patricia Uberoi, Satish Deshpande and Nandini Sundar (eds) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black
- 4.1.2. Elwin, Verrier 1955, *The Religion of an Indian Tribe*, Bombay: OUP  
Chp 11, 15, 16, 17
- 4.1.3. Munshi, Indra 2004, 'Verrier Elwin and Tribal Development' in T.B. Subba and Sujit Som (eds) *Between Ethnography and Fiction: Verrier Elwin and the Tribal Question in India*, New Delhi: Orient Longman

#### **5. M.N. Srinivas (Week 9-10)**

- 5.1.1. Srinivas, M.N. 1996, Indian Anthropologists and the study of Indian Society EPW 31(11) 656-657
- 5.1.2. Srinivas, M.N. 1971, *Social Change in Modern India* University of California Press Berkeley Chp 4-5
- 5.1.3. Srinivas, M. N.1992, *On Living in a Revolution and Other Essays*, Delhi: OUP Chp 1,2,3,5&7

#### **6. Irawati Karve (Week 11-12)**

- 6.1.1. Sundar, Nandini 2010 'In the Cause of Anthropology: The Life and Work of Irawati Karve' in Patricia Uberoi, Satish Deshpande and Nandini Sundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology* Permanent Black New Delhi
- 6.1.2. Karve, Irawati 1965, *Kinship Organization in India*, Bombay and New York: Asia Publishing House

#### **7. Leela Dube (Week 13-14)**

- 7.1.1. Dube, Leela 1967, Caste, Class and Power: *Eastern Anthropologist* Lucknow 20(2) 215-225

7.1.2. Dube, Leela 2001, *Anthropological Explorations in Gender: Intersecting Fields*, New Delhi: Sage Chp 3,5 & 6

### **Further Readings:**

*The following readings may be referred for debates and history of Indian Sociology:*  
Dhanagare, D.N (1999), *Themes and Perspectives in Indian Sociology*, Delhi: Rawat Publications Chp 7

Madan T N 2011, *Sociological Traditions: Methods and Perspectives in the Sociology of India*, New Delhi: Sage

Uberoi, Patricia Despande Satish and Sundar Nandini (ed) 2010, *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black

*The following readings may be referred for student presentations:*

Mukerjee, Radhakamal 1951, *The Dynamics of Morals*, London: Macmillan & Co

Mukerji D.P. (1942 republished 2002), *Modern Indian Culture: A Sociological Study*, New Delhi: Rupa & Co.

Elwin, Verrier 1952, *Bondo Highlander*, Bombay: OUP

Karve, Irawati (1969 reprinted 1991), *Yuganta: The end of an epoch*, Hyderabad: Disha Books

Karve, Irawati 1961, *Hindu Society — an interpretation*, Pune: Deshmukh Prakashan

## Discipline Specific Elective 07

### Visual Culture

**Course Objective:** This paper introduces the students to the construction of seeing as a social process. Through case studies covering various visual environments, the paper allows a scope to contextualise everyday visual culture within larger social debates around power, politics, identity and resistance.

#### **Outline:**

##### **1. Introduction**

- 1.1 Introducing Visual Cultures and the Process of 'Seeing'
- 1.2 The Spectacles of Modernity

##### **2. Visual Environments and Representations**

- 2.1 Power, Knowledge and gaze of the State
- 2.2 Counter Politics and the Art of resistance
- 2.3 Visual Practices and Identity formation
- 2.4 Visual Cultures of Everyday Life

#### **1. INTRODUCTION (Wk 1-2)**

##### **1.1 Introducing Visual Culture and the process of 'seeing'**

1.1.1 Mitchell, W.J.T. 'Showing Seeing: A Critique of Visual Culture' In *Journal of Visual Culture* August 2002 vol. 1 no. 2 165-180

1.1.2 Berger, John. *Ways of Seeing*. London: British Broadcasting, 1972. (p. 7-33)

##### **1.2 *The Spectacles of Modernity* (Wk 3-4)**

1.2.1 Debord, Guy. *Society of the Spectacle*. Detroit: Black & Red, 1983. (p. 7-17)

1.2.2 Shohat, Ella & Robert Stam 'Narrativizing Visual Culture', In Nicholas Mirzoeff (ed) *The Visual Culture Reader*. 2nd ed. London: Routledge, 2002. (p. 37-41)

1.2.3 Fenske, Gail & Deryck Holdsworth, 'Corporate Identity and the New York Office Building: 1895-1915' In David Ward and Olivier Zunz (ed) *The Landscape of Modernity: New York City, 1900-1940*. Baltimore: Johns Hopkins UP, 1997.

1.2.4. Roma Chatterji 'Global Events and Local Narratives: 9/11 and the Chitrakaars' In *Speaking with Pictures: Folk Art and Narrative Tradition in India* (p 62-103) (Total number of pages w/o pictures - 20)

## **2. VISUAL ENVIRONMENTS and REPRESENTATIONS**

### **2.1 Power, Knowledge and gaze of the State (Wk 5-7)**

2.1.1 Foucault, Michel. 'Panopticism' In *Discipline and Punish: The Birth of the Prison*. New York: Pantheon, 1977. (p. 195-203)

2.1.2 Mirzoeff, Nicholas. 'The Right to Look, or, How to Think With and Against Visuality' In *The Right to Look: A Counterhistory of Visuality*. Durham, NC: Duke UP, 2011.

2.1.3 Cohn, Bernard, 1987 (1983), " Representing Authority in Colonial India", in *An Anthropologist Among the Historians and Other Essays*, Delhi: OUP, pp. 632-650

2.1.4 Tagg, John. 'Evidence, Truth and Order: Photographic Records and the Growth of the State' In *The Burden of Representation: Essays on Photographies and Histories*. Amherst: University of Massachusetts, 1988

### **2.2 Counter-politics and the Art of Resistance (Wk 8-10)**

2.2.1 Ranciere, Jacques. 'Problems and Transformations of Critical Art' In *Aesthetics and Its Discontents*. Cambridge, UK: Polity, 2009.

2.2.2 Bakhtin, Mikhail. 'The Grotesque Image of the Body and Its Sources' In Mariam Fraser & Monica Greco (ed) *The Body: A Reader*. London: Routledge, 2005.

2.2.3 Mally, Lynn. *Revolutionary Acts: Amateur Theater and the Soviet State, 1917-1938*. Ithaca: Cornell UP, 2000. (p. 147-169)

### **2.3 Visual Practices and Identity Formation (wk 11-12)**

2.3.1 Bourdieu, Pierre. 'Identity and Representation: Elements for a Critical Reflection on the Idea of Region' In John B. Thompson (ed) *Language and Symbolic Power*. Cambridge: Polity, 1991. pp. 220- 228

2.3.2 Srivastava, Sanjay. 'Urban spaces, Disney-Divinity and Moral Middle classes in Delhi' In *Economic and Political Weekly* Vol. XLIV, Nos. 26 & 27 (June 27, 2009), pp. 338-345

2.3.3 MacDougall, David. 'Photo Hierarchicus: Signs and Mirrors in Indian Photography' in Indian Photography" *Visual Anthropology*, 1992, 5 (2): 103-29.

### **2.4 Visual Culture of the everyday life (Wk 13-14)**

2.4.1 Certeau, Michel De. *The Practice of Everyday Life*. (Trans) Steven Rendall, Berkeley: University of California, 1984 (p. xi-xxiv)

2.4.2 Pinney, Christopher. 'What do Pictures Want Now: Rural Consumers of Images, 1980-2000' In *Photos of the Gods: The Printed Image and Political Struggle in India*. London: Reaktion, 2004. Pp. 181-200

2.4.3 Thomas de la Peña, Carolyn. 'Ready-to-Wear Globalism: Mediating Materials and Prada's GPS' In *Winterthur Portfolio*. Vol. 38, No. 2/3 (Summer/Autumn 2003), pp. 109-129

### **Suggested Readings:**

Weinbaum, Alys Eve. *The Modern Girl around the World: Consumption, Modernity, and Globalization*. Durham: Duke UP, 2008. Print.

Pinney, Christopher. *Camera Indica: The Social Life of Indian Photographs*. Chicago: University of Chicago, 1997.

Babb, Lawrence A., and Susan Snow Wadley. *Media and the Transformation of Religion in South Asia*. Philadelphia: University of Pennsylvania, 1995.

Sciorra, Joseph. 'Religious Processions as Ethnic and Territorial Markers in a Multi-ethnic Brooklyn Neighborhood' In Robert A. Orsi (ed) *Gods of the City*. Indiana University Press: 1999

Rappoport, Erika D. 'A New Era of Shopping: The Promotion of Women's Pleasure', Leo Charney and Vanessa R. Schwartz (ed) *Cinema and the Invention of Modern Life*. Berkeley & Los Angeles: University of California Press, 1995

Mazumdar, Ranjani. *Bombay Cinema: An Archive of the City*. Minneapolis: University of Minnesota, 2007

Appadurai, Arjun, and Carol A. Breckenridge. 'Museums are Good to Think: Heritage on View in India.' *Representing the Nation: A Reader: Histories, Heritage, and Museums*. (Eds.) David Boswell and Jessica Evans .New York: Routledge, 1999.

## **Discipline Specific Elective 08**

### **Reading Ethnographies**

Objective:

This course encourages the student to read ethnographic texts in their entirety. Any one set of texts from the four pairs are to be chosen. Readers are relatively free to interpret the texts within the parameters mentioned below. Suggested readings can be utilized to frame specific questions while reading the ethnographic texts and writing about them. The examination, however, will be patterned on the parameters mentioned in the outline.

(The committee of courses at the Department of Sociology may prescribe these or any other pairs of texts for any given academic year.)

Outline:

- 1. Ethnographic Mode of Enquiry**
- 2. Constructing the Ethnographic Object**
- 3. Ethnographic Practices and Styles**

#### *COURSE CONTENTS AND ITINERARY*

#### **1. [Weeks 1-14]**

1.1. Malinowski, Bronislaw. 1922. *Argonauts of the Western Pacific: An Account of Native Enterprise and Adventure in the Archipelagoes of Melanesian New Guinea*. Studies in Economics and Political Science, no. 65. London: Routledge and Kegan Paul.

1.2. Srinivas, M. N. 1976. *The Remembered Village*. Delhi: OUP.

**Or**

**2. [Weeks 1-14]**

2.1. Evans-Pritchard, E. E. 1937. *Witchcraft, Oracles and Magic among the Azande*. London: Oxford University Press.

2.2. Taussig, Michael. 2010 (1980). *The Devil and Commodity Fetishism in South America*. Chapel Hill: University of Carolina Press.

**Or**

**3. [Weeks 1-14]**

3.1. Lewis, Oscar. 1961. *The Children of Sánchez: Autobiography of a Mexican family*. New York: Random House.

3.2. Cohen, Lawrence 1998. *No Aging in India: Alzheimer's, The Bad Family, and Other Modern Things*. London: University of California Press.

**Or**

**4. [Weeks 1-14]**

4.1. Mead, Margaret. 1928. *Coming of Age in Samoa: A Psychological Study of Primitive Youth for Western Civilization*. New York: Harper Collins.

4.2. Willis, Paul. 1977. *Learning to Labour: How Working Class Kids Get Working Class Jobs*. Columbia: Columbia University Press.

## **SUGGESTED READINGS:**

Clifford, James and George Marcus . 1986. *Writing Culture: The Poetics and Politics of Ethnography*. London: University of California Press.

Kumar, Nita. 1992. *Friends, Brothers and Informants: Fieldwork memoirs of Banaras*. Berkeley: University of California Press.

Levi-Strauss, Claude. 1973. *Tristes Tropiques*. London: Penguin.

Rabinow, Paul. 1977 [2007]. *Reflections on Fieldwork in Morocco*. Berkeley: University of California Press.

Rosaldo, Renato. 1989. *Culture and Truth: The Remaking of Social Analyses*. Boston: Beacon Press.

Screenings of ethnographic films will complement the teaching.

Video documentation around the ethnographies could also be used concurrently while reading texts.

**Generic Elective 01**  
**Indian Society: Images and Realities**

**Course Objective:**

This course seeks to provide an interdisciplinary introduction to Indian society.

**Outline:**

- 1. Ideas of India: Civilization, Colony, Nation and Society (3 Weeks)**
- 2. Institutions and Processes (9 Weeks)**
  - 2.1 Village, Town and Region**
  - 2.2 Caste, Religion and Ethnicity**
  - 2.3 Family and Gender**
  - 2.4 Political Economy**
- 3. Critiques (2 Weeks)**

**COURSE CONTENTS AND ITINERARY**

**1. Ideas of India: Civilization, Colony, Nation and Society (3 Weeks)**

1.1 Embree, Ainslie Thomas., *Imagining India*. Delhi: Oxford University Press, 1989. Chapter 1- Brahmanical Ideology and Regional Identities. Pp. 9 – 27

1.2 Cohn, Bernard. *India: Social Anthropology of a Civilization*, Delhi: OUP. Chapters 1, 3, 5 & 8 (1-7, 24-31, 51-59, 79-97)

## **2. Institutions and Processes (9 Weeks)**

### **2.1 Village, Town and Region**

2.1.1 Breman, Jan. 'The Village in Focus' from the *Village Asia Revisited*, Delhi: OUP 1997. Pp. 15-64

2.1.2 Cohn, Bernard, *An Anthropologist Among Historians and Other Essays*, Delhi: OUP, 1987, Chapters. 4 and 6. Pp.78-85 & 100 – 135

### **2.2 Caste, Religion and Ethnicity**

2.2.1 Mines, Diane P. *Caste in India*. Ann Arbor, Mich.: Association for Asian Studies, 2009. Pp. 1-35

2.2.2 Fuller, C. J. *The Camphor Flame: Popular Hinduism and Society in India*. Delhi: Viking, 1992. Chapter 1. Pp. 3 – 28.

2.2.3 Ahmad, Imtiaz et.al (eds). *Pluralism and Equality: Values in Indian Society and Politics*, Sage : New Delhi, 2000. Chapter: 'Basic Conflict of 'we' and 'they'' Between religious traditions, between Hindus, Muslims and Christians'. Pp.

### **2.3 Family and Gender**

2.3.1 Dube, Leela. 'On the Construction of Gender: Hindu Girls in Patrilineal India', *Economic and Political Weekly*, Vol. 23, No. 18 (Apr. 30, 1988), pp. WS11-WS19

2.3.2 Gray, John N. & David J. Mearns. *Society from the Inside Out: Anthropological Perspectives on the South Asian Household*. New Delhi: Sage,

1989. Chapter 3. (Sylvia Vatuk) Household Form and Formation: Variability and Social Change among South Indian Muslims. Pp. 107-137

## **2.4 Political Economy**

2.4.1 Chatterjee, Partha. *State and Politics in India*. Delhi: Oxford University Press, 1997. Introduction: A Political History of Independent India. Pp. 1-39

## **3. Critiques (2 Weeks)**

3.1 Omvedt, Gail. *Understanding Caste*. New Delhi: Orient Black Swan, 2011. Chapters. 5, 9, 11 and Conclusion. Pp. 30-38, 67 – 73, 83 – 90, 97 – 105

3.2 Sangari, Kumkum and Sudesh Vaid. *Recasting Women: Essays in Indian Colonial History*. New Brunswick: Rutgers University Press. Introduction, Pp. 1 – 25

## Generic Elective 02

### Family and Intimacy

#### **Course Objective:**

Family is one of the vital institutions of human society. It is experienced intimately and debated keenly. This course attempts to introduce students to a range of contemporary concerns pertaining to this institution from a sociological perspective and with an interdisciplinary orientation.

#### **Course Outline:**

- 1. What is Family? (4 Weeks)**
- 2. Family and Intimacy: Themes and Accounts (6 Weeks)**
- 3. Family and Intimacy: Critiques and Transformations (4 Weeks)**

### Course Contents and Itinerary

#### **1. What is Family? (4 Weeks)**

- 1.1 Mitterauer, Michael, and Reinhard Sieder. *The European Family*. Chicago: University of Chicago Press, 1982. Chapter 1. Family as an Historical Social Form. Pp. 1-21
- 1.2 Worsley, Peter. *Introducing Sociology*. Harmondsworth: Penguin Books, 1984. Chapter 4. The Family. Pp. 165-209
- 1.3 Levi-Strauss, Claude. 'The Family' in Harry L Shapiro (ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp. 261 - 285
- 1.4 Okin, Susan Moller. *Justice, Gender, and the Family*. New York: Basic Books, 1989. Chapter 2. The Family: Beyond Justice? Pp. 25 – 40.
- 1.5 Weston, Kath. *Families We Choose*. New York: Columbia University Press, 1991. Chapter 2. Exiles from Kinship. Pp. 21 – 42.

## **2. Family and Intimacy: Themes and Accounts (6 Weeks)**

2.1 Lannoy, Richard. *The Speaking Tree*. London: Oxford University Press, 1974. Part Two, Chapters. 1, 2 & 4 The Child, Family Relationships & Change in the Family System. Pp. 83 – 112 & 124 - 131

2.2 Madan, T. N. *Family and Kinship: A study of the Pandits of Rural Kashmir*. Delhi: Oxford University Press, 1989. Chapters, 5 & 6. Pp. 64 – 108

2.3 Fruzzetti, Lina M. *The Gift of a Virgin: Women, Marriage, and Ritual in a Bengali Society*. Delhi: OUP. 1993. Introduction and Chapter 1. Sampradan: The Gift of Women and Status of Men. Pp. 1 – 28

2.4 Trawick, Margaret. *Notes on Love in a Tamil Family*. Delhi: Oxford University Press, 1996. Chapters. 3 & 5 The Ideology of Love & Siblings and Spouses. Pp. 89 – 116 & 187 – 204.

2.5 Raheja, Gloria Goodwin, and Ann Grodzins Gold. *Listen To The Heron's Words: Reimagining Gender and Kinship in North India*. Delhi: Oxford University Press, 1996. Chapter 2. Sexuality, Fertility, and Erotic Imagination in Rajasthani Women's Songs. Pp. 30 – 72

## **3. Family and Intimacy: Critiques Transformations (4 Weeks)**

3.1 Barrett, Michèle, and Mary McIntosh. *The Anti-Social Family*. London: Verso, 1991. Chapter 2. The Anti-Social Family. Pp. 43 – 80

3.2 Cartledge, Sue, and Joanna Ryan. *Sex & Love: New Thoughts on Old Contradictions*. London: Women's Press, 1983. Chapter 7 'Is a Feminist Heterosexuality Possible?' Pp. 105 – 123

3.3 Coontz, Stephanie. *Marriage, A History*. New York: Viking, 2005. Pp. 15 – 49

3.4 Therborn, Göran. *Between Sex and Power: Family in the World, 1900- 2000*. London: Routledge, 2004. Introduction, Chapter 2 and Conclusion. Pp. 1- 12, 73 – 106 & 295 – 315

**Generic Elective 03**  
**Rethinking Development**

**Objective:**

This paper examines the ideas of development from a sociological perspective. It introduces students to different approaches to understanding development and traces the trajectory of Indian experience with development from an interdisciplinary perspective.

**Outline:**

- 1. Unpacking Development**
- 2. Theorizing Development**
- 3. Developmental Regimes in India**
- 4. Issues in Developmental Praxis**

*Course Contents and Itinerary*

**1. Unpacking Development (4 Weeks)**

1.1 Bernstein, Henry. *Underdevelopment and Development*. Harmondsworth: Penguin, 1973. Introduction: Development and the Social Sciences. Pp. 13 – 28.

1.2 Wolfgang, Sachs (ed.) *The Development Dictionary: A Guide to Knowledge and Power*. London: Zed Books. 1992. pp. 1-21.

1.3 Rist, Gilbert. *The History of Development*. London: Zed, 2008. Pp. 8 – 46

1.4 Ferguson, J. 2005. ‘Anthropology and its Evil Twin; ‘Development’ in the Constitution of a Discipline’, in M. Edelman and A. Haugerud (eds.) *The Anthropology of Development and Globalization*. Blackwell Publishing. pp 140-151.

**2. Theorizing Development (5 Weeks)**

2.1 Harrison, David. *The Sociology Of Modernization And Development*. London: Routledge, 1991. Chapters 1 &2. Pp. 1 – 54

2.2 Frank, Andre Gunder. 1966. 'The Development of Underdevelopment', *Monthly Review*. 18 (4) September 17-31

2.3 Redclift, Michael. 1984. *Development and the Environmental Crisis. Red or Green alternatives?* New York: Methuen & Co. Chapter 1 and 7, pp 5-19, 122-130

2.4 Visvanathan, Nalini, Lynn Duggan, Laura Nisonoff & Nan Wiegersma (eds). 1997. *The Women, Gender and Development Reader*. Delhi: Zubaan, pp 33-54

2.5 Sanyal. Kalyan. 2007. *Rethinking Capitalist Development: Primitive Accumulation, Governmentality and Post-Colonial Capitalism*. New Delhi: Routledge, pp 168-189

2.6 Sen, A. 1999. *Development as Freedom*. New Delhi : Oxford University Press, pp. 3-11

### **3. Developmental Regimes in India (3 Weeks)**

3.1 Bardhan, Pranab. *The Political Economy of Development In India*. Delhi: Oxford, 1992. Pp. 1-60

3.2 Chatterjee, Partha. Democracy and Economic Transformation in India, *Economic and Political Weekly*, Vol. 43, No. 16 (Apr. 19 - 25, 2008), pp. 53-62

### **4. Issues in Developmental Praxis (2 Weeks)**

4.1 Scudder. T. 1996. 'Induced Impoverishment, Resistance and River Basin Development' in Christopher McDowell (ed.) *Understanding Impoverishment: The Consequences of Development Induced Displacement*. Oxford: Berghahn books. Pp. 49-78.

4.2 Sharma, Aradhana. *Logics of Empowerment: Development, Gender and Governance in Neoliberal India*. Minneapolis: University of Minnesota Press, 2008. Chapters. Introduction, Chapter 4 and Conclusion

## **Generic Elective 04**

### **Gender and Violence**

#### **Course Objective:**

Gendered violence is routine and spectacular, structural as well as situated. This course attempts to provide an understanding of the logic of that violence, awareness of its most common forms and tries to equip the students with a sociologically informed basis for making pragmatic, ethical and effective choices while resisting or intervening in the context of gendered violence.

#### **Course Outline:**

- 1. What is Gendered Violence? (2 Weeks)**
- 2. Structural and Situated Violence (7 Weeks)**
  - 2.1 Caste, Gender and Violence**
  - 2.2 Domestic and Familial Violence**
  - 2.3 Gender and the Conflict Situation**
  - 2.4 Violence, Harassment and the Workplace**
- 3. Sexual Violence (3 Weeks)**
- 4. Addressing Gendered Violence: Politics and Public Policy (2 Weeks)**

### ***COURSE CONTENTS AND ITINERARY***

#### **1. What is Gendered Violence? (2 Weeks)**

- 1.1.1 Kimmel, Michael S. *The Gendered Society*. New York: Oxford University Press, 2011. Chapter 13. Gender of Violence, Pp. 381-407
- 1.1.2 Wies, Jennifer R. *Anthropology at the Front Lines of Gender-Based Violence*. Nashville, Tenn.: Vanderbilt Univ. Press, 2011. Chapter 1. Ethnographic Notes from the Frontlines of Gender Based Violence, Pp. 1-18

#### **2. Structural and Situated Violence (7 Weeks)**

## **2.1 Caste, Gender and Violence**

- 2.1.1 Kannabiran, Vasanth and Kalpana Kannabiran, Caste and Gender: Understanding Dynamics of Power and Violence, *Economic and Political Weekly*, Vol. 26, No. 37 (Sep. 14, 1991), pp. 2130-2133.
- 2.1.2 Irudayam, Aloysius, Jayshree P Mangubhai, and Joel G Lee. *Dalit Women Speak Out*. Chapters. 1, 3, 4, 13 and 14.

## **2.2 Domestic and Familial Violence**

- 2.2.1 Karlekar, Malavika. Domestic Violence, *Economic and Political Weekly*, Vol. 33, No. 27 (Jul. 4-10, 1998), pp. 1741-1751
- 2.2.2 Agnes, Flavia, *'My Story, Our Story: Building Broken Lives'* Mumbai: Majlis. 1984.
- 2.2.3 Chowdhry, Prem. Enforcing Cultural Codes: Gender and Violence in Northern India, *Economic and Political Weekly*, Vol. 32, No. 19 (May 10-16, 1997), pp. 1019-1028

## **2.3 Gender and the Conflict Situation**

- 2.3.1 Wood, E. J. 'Variation in Sexual Violence during War'. *Politics & Society* 34.3 (2006): 307-342.
- 2.3.2 Butalia, Urvashi. *The Other Side of Silence*. Durham, NC: Duke University Press, 2000. Chapter 4, Pp. 104 - 171

## **2.4 Violence, Harassment and the Workplace**

- 2.4.1 MacKinnon, Catharine A. *Only Words*. Cambridge, Mass.: Harvard University Press, 1993. Chapter II Racial and Sexual Harassment. Pp. 43 – 68.
- 2.4.2 Tejani, Sheba. Sexual Harassment at the Workplace: Emerging Problems and Debates, *Economic and Political Weekly*, Vol. 39, No. 41 (Oct. 9-15, 2004), pp. 4491-4494

## **3. Sexual Violence (3 Weeks)**

- 3.1.1 Box, Steven. *Power, Crime, and Mystification*. London: Routledge, 1989. Chapter 4. Rape and Sexual Assaults on Women Pp. 120 - 165

- 3.1.2 Scully, Diana and Joseph Marolla. "Riding the Bull at Gilley's": Convicted Rapists Describe the Rewards of Rape, *Social Problems*, Vol. 32, No. 3 (Feb., 1985), pp. 251-263
- 3.1.3 Menon, Nivedita. *Recovering Subversion: Feminist Politics beyond the Law*. Ranikhet: Permanent Black. 2004. Chapter 3. Sexual Violence: Escaping the Body. Pp. 106 - 156

#### **4. Addressing Gendered Violence: Politics and Public Policy (2 Weeks)**

- 4.1.1 Omvedt, Gail, *Violence Against Women: New Movements and New Theories in India*. Delhi: Kali for Women, 1990. Pp. 1-40
- 4.1.2 Das, Veena & Kim Turcot DiFruscia. Listening to Voices: An Interview with Veena Das, *Altérités*, vol. 7, no 1, 2010 : 136-145.
- 4.1.3 Naquvi, Farah. This Thing called Justice: Engaging Laws on Violence against Women In India, in Bishakha Dutta (ed.), *Nine Degrees of Justice: New Perspectives on Violence Against Women in India*. Delhi: Zuban, 2010.

#### **Additional Resources:**

Wall, Liz. 'Gender equality and violence against women what's the connection?' The Australian Center for the study of Sexual Assault Research Summary. 2014.

Welchman, Lynn, and Sara Hossain. "*Honour*". London: Zed Books, 2005. Chapter 2. 'Crimes of Honour': Value and Meaning Pp. 42-64

Loy, Pamela Hewitt, and Lea P. Stewart. 'The Extent and Effects of the Sexual Harassment of Working Women'. *Sociological Focus* 17.1 (1984): 31-43.

Pickup, Francine, *Ending Violence against Women: A Challenge for Development and Humanitarian Work*, London: Oxfam, 2001. Chapter 5. Direct support to the survivors of violence & Chapter 8. Challenging the State.

United Nations Division for the Advancement of Women, 'Good Practices in Legislation on Violence against Women' 2008. Part III, Framework for Legislation on Violence against Women.

Puri, Jyoti. 'Sodomy, Civil Liberties, and the Indian Penal Code' in Chatterji, Angana P, and Lubna Nazir Chaudhry. *Contesting Nation*. Delhi: Zuban. Pp. 100-132

## Generic Electives 05

### Sociology of Social Movements

**Objectives:** This course looks at social movements from a sociological perspective. It introduces the contexts and concepts of social movements and attempts to theoretically locate them through concrete case studies.

**Outline:**

- 1. Contextualizing Social Movements**
- 2. Theories of Social Movements**
- 3. Ideology, Participation and Mobilization: Case Studies.**
- 4. Contemporary Social Movements**

#### *C O U R S E CONTENTS AND ITINERARY*

##### **1. Contextualizing Social Movements [Weeks 1-2]**

1.1. David Snow, Sarah A. Soule and Hanspeter Kriesi, ed. 2008. *Blackwell Companion to Social Movements*. 'Mapping the Terrain' New York: Wiley-Blackwell. pp. 3-16.

1.2. Della Porta, Donatella and Mario Diani, 2006. *Social Movements: An Introduction*. Oxford: Blackwell Publishing. pp. 1-29.

##### **2. Theories of Social Movements [Weeks 3-8]**

2.1. Le Bon, Gustave. 2007. "The Minds of Crowds". In Jeff Goodwin and James, M. Jasper, eds, *Social Movements: Critical Concepts in Sociology, Vol I*. London: Routledge, pp.7-17

2.2. Crossley, Nick. 2009. *Making Sense of Social Movements*. Jaipur: Rawat Publication, pp. 17-55.

2.3. Nilsen, Gunvald Alf. 2009. "The Author and the Actors of their own Drama: Notes towards a Marxist Theory of Social Movements", *Capital and Class*, 33:3, pp. 109-139.

2.4. McCarthy, John. D and Mayer, N. Zald. 1977. "Resource Mobilization and Social Movements: A Partial Theory", *American Journal of Sociology*, 82 (6), pp. 1212-1241.

2.5. Sidney Tarrow. 1996. "States and Opportunities: the Political Structuring of Social Movements". In Doug McAdam, John D. McCarthy and Mayer N. Zald, eds, *Comparative Perspectives on Social Movements*, MA: Cambridge University Press, pp. 41-61.

2.6. Pichardo Nelson A. 1997. "New Social Movements: A Critical Review", *Annual Review of Sociology*, 23, pp. 411-430

2.7. Snow, David. A, Burke Rochford, Jr and Steven K. Worden; Robert D. Benford ., 1986. "Frame Alignment Processes, Micromobilization, and Movement Participation", *American Sociological Review*, 51(4), pp. 464-481

### **3. Ideology, Participation and Mobilization: Case Studies [Weeks 9-14]**

3.1. Omvedt, Gail. 2005. "Farmer's Movements and the Debate on Poverty and Economic Reforms in India". In Raka Ray and Fainsod Katzenstein, eds, *Social Movements in India Poverty, Power and Politics*. London: Rowman and Littlefield Publishers, pp. 179-202.

3.2. Hardtman, Eva-Maria. 2009. "Dalit Activities in Lucknow: Buddhism and Party Politics in Local Practice". In Eva-Maria, Hardtman, *The Dalit*

*Movement in India: Local Practices, Global Connections*. Delhi: Oxford University Press, pp. 124-158.

3.3. Dwivedi, Ranjit. 2010. Parks, People and Protest: The Mediating Role of Environmental Action Groups". In T. K. Oommen, ed., *Social Movements: Concerns of Equity and Security*. Delhi: Oxford University Press, pp. 297-316.

3.4. McCormick, Sabrina. 2007. Democratizing Science Movements: A New Framework for Mobilization and Contestation. *Social Studies of Science*, Vol. 37, No. 4, pp. 609-623.

3.5. Lalitha, K. and Susie Tharu. 1989. *We Were Making History: Life Stories of Women in Telangana People's Struggle*. Delhi: Kali for Women, pp. 19-32.

#### **4. Contemporary Social Movements**

No readings and examinations on this section. The section will be based on visual programmes and interactive sessions at the teacher's discretion, centered on the topics explored in section 1, 2 and 3.

## **Generic Elective 06**

### **Sociology of Education**

**Course Objectives:** This course intends to familiarize the students with perspectives on the social meaning of education and the relationship between education and society. This includes issues of knowledge, comprehension, empowerment and contestation to sites and practices of education.

#### **Course outline:**

##### **1. Perspectives in the Sociology of Education**

- 1.1. Education as Socialisation
- 1.2. Education as Social Reproduction
- 1.3. Education and Resistance
- 1.4. The New Sociology of Education
- 1.5. Education and Gendered Identities

##### **2. Sites of Reproduction and Negotiations of Social Identities**

- 2.1. Contexts of Discrimination
- 2.2. Pedagogical Discourses
- 2.3. Texts and Learning

##### **3. Contemporary Issues in Higher Education**

#### *COURSE CONTENTS AND ITINERARY*

##### **1. Perspectives in the Sociology of Education [Week 1-8 ]**

###### **1.1. Education as Socialisation**

1.1.1. Durkheim, Emile, 1977. 'On Education and Society', in Karabel, J. and Halsey A.H. (eds.) *Power and Ideology in Education*. New York: Oxford University Press. (pp. 92-104).

1.1.2. Parsons, Talcott, 1959/2008. 'The School Class as a Social System', in Ballantine, J.H. and Spade, J.Z.(eds.) *Schools and Society: A Sociological Approach to Education*. 3rd ed. California: Pine Forge Press. (pp. 80-85).

## **1.2. Education as Social Reproduction**

1.2.1. Bowles, S. and Gintis, H. 1976/2011. *Schooling in Capitalist America: Educational Reform and the Contradictions of Economic Life*. Chicago: Haymarket Books. Ch.1 (pp. 3-17).

1.2.2. Bourdieu, Pierre. 1977. 'Cultural Reproduction and Social Reproduction', in Karabel, J. and Halsey, A.H. (eds.) *Power and Ideology in Education*. New York: Oxford University Press. (pp. 487- 510).

1.2.3. Macleod, Jay. 2009. 'Social Reproduction in Theoretical Perspective', in *in't No Makin It: Aspirations and Attainment in a Low Income Neighbourhood*. 3rd ed. USA: Westview Press. (pp. 11- 24).

## **1.3. Education and Resistance**

1.3.1. Apple, Michael. 2013. 'The Other Side of the Hidden Curriculum: Culture as Lived-I' Knowledge, Power and Education: The Selected Works of Michael W. Apple. New York: Routledge. Ch.7 (pp. 132-151).

1.3.2. Freire, Paulo. (1970/ 1993) *Pedagogy of the Oppressed*. (Tr. Myra Bergman Ramos). London: Penguin Books. Ch. 2. (pp. 52-67).

## **1.4. The New Sociology of Education**

1.4.1. Woods, Peter. 1983. *Sociology and the School: An Interactionist Perspective* London: Routledge and Kegan Paul. Ch.1 and 2 (pp. 1- 41).

1.4.2. Hammersley, Martyn. (ed.) 1999. *Researching School Experience: Ethnographic Studies of Teaching and Learning*. London: Falmer Press. Introduction(pp.1-12).

## **1.5. Education and Gendered Identities**

1.5.1. Youdell, Deborah. 2010. 'Recognizing the Subjects of Education: Engagements with Judith Butler' in Apple et al. (eds.) *The Routledge International Handbook of the Sociology of Education*. Routledge. London and New York. (pp. 132-141).

1.5.2. Davies, Bronwyn. 2004. 'The Discursive Production of the Male/Female Dualism in School Settings' in Ball, S. J. (ed.) *The Routledge Falmer Reader in Sociology of Education*. Routledge Falmer London. (pp. 128- 139).

## **2. Sites of Reproduction and Negotiations of Social Identities[Weeks 9-12]**

### **2.1. Contexts of Discrimination**

2.1.1. Macleod, Jay. 1987. 'Leveled Aspirations: Social Reproduction Takes its Toll', in *'Ain't No Makin It': Aspirations and Attainment in a Low Income Neighborhood*. USA: Westview Press. (pp. 112-136).

2.1.2. Nambissan, Geetha. 2000. 'Dealing with Deprivation' in *Seminar*, Sept. 2000.

### **2.2. Pedagogical Discourses**

2.2.1. Froerer, Peggy. 2007. Disciplining the saffron way: Moral education and the Hindu rashtra. *Modern Asian Studies*, 41, 5, 1033-1071.

2.2.2. Thapan, Meenakshi. 2006. 'Docile' bodies, 'good' citizens or 'agential' subjects? Pedagogy and Citizenship in Contemporary Society. In *Economic and Political Weekly*, Sept 30, 4195 - 4203.

2.2.3. Benei, Veronique. 2005. 'Serving the Nation: Gender and Family Values in Military Schools.' In Jeffery, P. and Chopra, R. (eds.) *Educational Regimes in Contemporary India*. Sage Publications. London - Thousand Oaks - New Delhi. (pp.141-159).

2.2.4. Nambissan, Geetha, B. 2004. 'Integrating Gender Concerns', in *Seminar* April 2004,

### **2.3 Texts and Learning**

2.3.1. Kumar, Krishna. 2004. *What is Worth Teaching?* Orient Longman.Ch.2, 7 and 8.

### **3. Contemporary Issues in Higher Education: [Weeks 13-14]**

3.1. Deshpande, Satish. 2011. 'Revisiting the Basics', in *Seminar*, August 2011

3.2. Lukose, Ritty, . 2009. 'Politics, Privatization and Citizenship', in *Liberalization's Children: Gender, Youth, and Consumer Citizenship in Globalizing India*. USA: Duke University. Ch. 4 pp. 132-162.

3.3. Jeffrey, Craig. 2011. 'Great Expectations: Youth in Contemporary India', in Clark Deces, Isabelle (ed.) *A Companion to the Anthropology of India*. UK: Blackwell. pp. 62-79.

#### **SUGGESTED READINGS:**

Willis, Paul. 1977. *Learning to Labor: How Working Class Kids Get Working Class Jobs*. New York: Columbia University Press.

Thapan, Meenakshi. 1991. *Life at School: An Ethnographic study*. Delhi: Oxford University Press.

Ball, Stephen J. 1981. *Beachside Comprehensive: A Case Study of Comprehensive Schooling*. Cambridge: Cambridge University Press.

Everhart, R. B. 1983. *Reading, Writing and Resistance*. Boston: Routledge and Kegan Paul.

McLaren, P. 1986. *Schooling as a Ritual Performance*. Boston and London. Routledge and Kegan Paul.

Jeffrey, Roger et.al. 2006. 'Parhai Ka Mahaul ? An Educational Environment in Bijnor , Uttar Pradesh', in Neve, G. De and Donner, H. (eds.) *The Meaning of the Local : Politics of Place in Urban India*. Abingdon, Oxon: UCL Press.

Jeffrey,Craig. 2010. *Timepass: Youth, Class and the Politics of Waiting in India*. Stanford, California: Stanford University Press

Bettie, Julie. 2003. *Women Without Class: Girls, Race, and Identity*.California: University of California Press

**Generic Elective 07**  
**SOCIOLOGY OF MEDIA**

The purpose of this paper is to introduce the students to certain major themes of outlining the interconnections between media and society. The focus specifically is on the transmission and reception of media content and thus the various sections in this paper study the *production*, *control* and *reception* of media and its *representations*.

**Outline:**

**1. Introduction**

**2. Theoretical Approaches**

- 2.1 Neo-Marxist
- 2.2 Feminist
- 2.3 Semiotic
- 2.4 Interactionist

**3. Old and New Media**

- 3.1 Production, Control, challenges by New Media
- 3.2 Media Representation
- 3.3 Audience Reception

***COURSE CONTENTS AND ITINERARY***

**1. INTRODUCTION: *The 'idea' of communication and Social embeddedness of Media***

- 1.1 McLuhan, Marshall. 1964, 'Roads and Paper Routes' In *Understanding Media: Extensions of Man*. New York: McGraw- Hill Book Co.
- 1.2 Silverstone, Roger. 'The Sociology of Mediation and Communication' in Craig Calhoun, Chris Rojek & Bryan S Turner (ed) *Sage Handbook of Sociology* London: Sage Publications, 2005 (p. 188-203)

**2. THEORETICAL APPROACHES: *From Mass media to interactive media***

**2.1 Neo-Marxist**

- 2.1.1 Adorno, T. & Horkheimer, M., 1944. 'The Culture Industry: Enlightenment

as Mass Deception' In T. Adorno and M. Horkheimer. *Dialectics of Enlightenment*. Translated by John Cumming. New York: Herder and Herder, 1972.

2.1.2. Benjamin, W. 1968, 'The work of art in the age of mechanical reproduction' In H. Zohn (Trans.), *Illuminations: Essays and reflections* (pp. 217-252). New York: Schocken.

## **2.2 Feminist**

2.2.1 Mulvey, Laura. 'Visual Pleasure and Narrative Cinema.' *Film Theory and Criticism : Introductory Readings*. Eds. Leo Braudy and Marshall Cohen. New York: Oxford UP, 1999: 833-44.

2.2.2 McRobbie, Angela, 'Post-Feminism and Popular Culture: Bridget Jones and the New Gender Regime' In *The Aftermath of Feminism: Gender, Culture and Social Change*, Sage Publication Ltd. 2009:11-22.

## **2.3 Semiotic**

2.3.1 Barthes, Roland. 'The Photographic Message' in *Image, Music and Text* Ed. and trans. Stephen Heath. New York: Hill, 1977. 15-31.

2.3.2 Hall, Stuart "Encoding/Decoding," *Critical Visions In Film Theory*. Ed. Timothy Corrigan P. White, M. Mazaj. Boston: Bedford St. Martins 2011. 77-87. Print.

## **2.4 Interactionist**

2.4.1 Thompson, John B. 'The Rise of Mediated Interaction' in *The Media and Modernity: A Social Theory of the Media* Stanford, CA: Stanford UP, 1995.

## **3. Old and New MEDIA**

### **3.1 Media Production, Control and challenges by New Media**

3.1.1 Herman, Edward S., and Noam Chomsky. 'A Propaganda Model' In *Manufacturing Consent: The Political Economy of the Mass Media*. New York: Pantheon, 1988. Print.

3.1.2. Kaur, Raminder, and William Mazzarella. 'Between sedition and seduction thinking Censorship in south Asia' In *Censorship in South Asia: Cultural Regulation from Sedition to Seduction*. Bloomington: Indiana UP, 2009.

3.1.3. Williams, Raymond. 'Alternative Technology, Alternative Uses' In *Television: Technology and Cultural Form*. (139-157) New York: Schocken, 1975.

3.1.4. Eko, Lyombe, 2012. 'New Media, Old Authoritative Regimes: Instrumentalization of the Internet and Networked Social Media in the "Arab Spring" of 2011 in North Africa' p. 129-160

### **3.2 Media Representations**

3.2.1 Hall, Stuart, 'Foucault: Power, Knowledge and Discourse' In Margaret Wetherell, Stephanie Taylor, Simeon J Yates (ed) *Discourse Theory and Practice: A Reader* 2001 Wetherell, Taylor and Yates

3.2.2 Sorenson, John. 1991, 'Mass Media and Discourse on Famine in the Horn of Africa' In *Discourse & Society*, Sage: London 1991; Vol 2(2); 223-242

### **3.3 Audience Reception**

3.3.1 Livingstone, Soia. 2003, 'The Changing Nature of Audiences: From the Mass Audience to the Interactive Media User' In Angharad N. Valdivia (ed) *A Companion to Media Studies*. Malden, MA: Blackwell Pub.

3.3.2 Bourdieu, Pierre. 1984, 'Supply and Demand' In Richard Nice (Trans) *Distinction: A Social Critique of the Judgment of Taste*. Harvard Univ. Press: Cambridge

3.3.3 Naficy, Hamid. 'Ideological and Spectatorial Formations' In *A Social History of Iranian Cinema*. Durham [N.C.: Duke UP, 2011. pp. 115-140

### **Some suggested readings for Class Projects and Presentations**

Said, Edward W. 1997, *Covering Islam: How the Media and the Experts Determine How We See the Rest of the World*. New York: Vintage. Print. p 105-126

Abraham, Janaki. 'Wedding Videos in North Kerala: Technologies, Rituals, and Ideas about Love and Conjugalality' In *Visual Anthropology Review* Volume 26, Issue 2, pages 116–127, Fall 2010

Spitulnik, Debra. 2002, 'Mobile Machines and Fluid Audiences: Rethinking Reception through Zambian Radio Culture' In Faye D. Ginsburg, Lila Abu-Lughod, Brian Larkin (ed). *Media Worlds: Anthropology on a New Terrain*, UCL Press.

Mankekar, Purnima . 2002, 'Epic Contests: Television and Religious Identity in India' In Faye D. Ginsburg, Lila Abu-Lughod, Brian Larkin (ed). *Media Worlds: Anthropology on a New Terrain*, UCL Press.

Doron, Assa and Robin Jeffrey. 2013, 'For Women and Household' In *The Great Indian Phone Book: How the Cheap Cell Phone Changes Business, Politics and Daily Life*. C Hurst & Co (Publishers) Ltd: London

Rajagopal, Arvind. *Politics after Television: Religious Nationalism and the Reshaping of the Indian Public*. Cambridge, UK: Cambridge UP, 2001

## **Generic Elective 08**

### **POPULATION AND SOCIETY**

Objectives: This course provides a critical understanding of the interface between population and society. It analyses the role of fertility, mortality and migration on the composition, size, and structure of population. The course addresses the issue of domestic and international population movements and their economic, political and social implications.

Outline:

#### **1. Introducing Population Studies**

- 1.1. Sociology and Demography
- 1.2. Concepts and Approaches

#### **2. Population, Social Structure and Processes**

- 2.1. Age and Sex Structure, Population Size and Growth
- 2.2. Fertility, Reproduction and Mortality

#### **3. Population, Gender and Migration**

- 3.1. Population and Gender
- 3.2. Politics of Migration

#### **4. Population Dynamics and Development**

- 4.1. Population as Constraints and Resources for Development
- 4.2. Population Programmes and Policies

### *COURSE CONTENTS AND READINGS*

## **1. Introducing Population Studies [Weeks 1-3]**

1.1.1 Durkheim, Emile. 1982 (1895). *The Rules of Sociological Method*. (trans. W. D. Halls). New York: The Free Press, pp. 136-137; 188, 203.

1.1.2 Cox, Peter Richmond. 1950. *Demography*. University of California Press, pp. 01-08.

1.1.3 Davis, Kingsley. 1951. 'Caste and Demography', *Population of India and Pakistan*, Princeton, NJ: Princeton University Press, pp. 52-60.

1.1.4 Guilmoto, Christophe Z. 2011. 'Demography for Anthropologists: Populations, Castes, and Classes'. In Isabelle Clark-Decès (ed.). *A Companion to the Anthropology of India*, Blackwell Publishing Ltd. pp. 25-41.

1.2.1 Malthus, Thomas Robert. 1986. *An Essay on the Principle of Population*. London: William Pickering, Chapters 1-2, pp. 01-11.

1.2.2 Dudley, Kirk. 1996. 'Demographic Transition Theory', *Population Studies*, 50(3): 361-387.

## **2. Population, Social Structure and Processes [Weeks 4-6]**

2.1.1 Premi, Mahendra K. 2006. 'Population Composition (Age and Sex)', *Population of India: In the New Millennium*. New Delhi: National Book Trust, pp.103-127.

2.1.2 Visaria, Pravin and Visaria, Leela. 2006. 'India's Population: Its Growth and Key Characteristics'. In Veena Das (ed.). *Handbook of Indian Sociology*, New Delhi: Oxford University Press, pp. 61-77.

2.2.1 Heer, David M. and Grigsby, Jill S. 1992. 'Fertility', *Society and Population*. New Delhi: Prentice-Hall, pp. 46-61.

2.2.2 Haq, Ehsanul. 2007. 'Sociology of Infant Mortality in India', *Think India Quarterly*, July-September, 10(3): 14-57.

### **3. Population, Gender and Migration [Weeks 7-10]**

3.1.1 Jeffrey, Roger and Jeffrey, Patricia. 1997. *Population, Gender and Politics: Demographic Change in Rural North India*. Cambridge: Cambridge University Press, pp. 117-164.

3.1.2 Patel, Tulsi. 2007. 'Female Foeticide: Family Planning and State-Society Intersection in India'. In T. Patel (ed.). *Sex-selective Abortion in India: Gender, Society and New Reproductive Technologies*. New Delhi: Sage Publications, pp. 316-356.

3.2.1 Kaur, Ravinder. 2004. 'Across Region Marriages: Poverty, Female Migration and the Sex Ratio', *Economic & Political Weekly*, XXXIX (25): 2595-2603.

3.2.2 Xaxa, Virginius. 2004. 'Women and Gender in the Study of Tribes in India', *Indian Journal of Gender Studies*, 11(3): 345-367.

3.2.3 Chopra, Radhika. 2011. *Militant and Migrant: The Politics and Social History of Punjab*. Routledge Publications, pp. 88-134.

### **4. Population Dynamics and Development: [Weeks 11-13]**

4.1 Furedi, Frank. 1997. *Population and Development: A Critical Introduction*. Oxford: Polity Press, Chapters 4&5, pp. 40-55.

4.2.1 Visaria, P. 1976. 'Recent Trends in Indian Population Policy', *Economic and Political Weekly*, August, 2: 31-34.

4.2.3 Government of India. 2000. National Population Policy. New Delhi (<http://www.populationcommission.nic.in/facts1.htm>).

[Projects, presentations, feature films and documentary screenings and field visits will be an integral part of the coursework]

### *SUGGESTED READINGS*

Students will not be examined on the suggested readings, but they may use them for presentations and projects.

Mukherjee, Radhakamal. 1934. 'On the Criterion of Optimum Population', *American Journal of Sociology*, 40(3): 344-348.

Sen, Amartya, 2003. 'Population: Delusion and Reality', *Asian Affairs*  
Caldwell, John C. 2001. 'Demographers and the Study of Mortality: Scope, Perspectives and Theory', *Annals of the New York Academy of Sciences*, 954: 19-34.

Castles, Stephen. 2003. 'The International Politics of Forced Migration', *Development*, 46(3): 11-20.

Dyson, Tim and Moore, Michael. 1983. 'On Kinship Structure: Female Autonomy and Demographic Behaviour in India', *Population and Development Review*, 9(1): 35-60.

Bose, Ashish. (ed.). 1974. *Population in India's Development (1947-2000)*. Delhi: Vikas Publishing House.

## **Skill Enhancement Course 01**

### **Reading, Writing and Reasoning for Sociology**

#### **Course Objective:**

Reading and writing academic prose is not the same as the performance of these activities in ordinary language, yet these are the skills that are never taught, except perhaps in tutorial systems (where they exist). Unlike most language courses that lean towards literature or functional skills, this is a crash course in survival techniques for developing literacy in academic language. It consists of a graded series of reading and writing exercises using ‘real’ texts from the social sciences that will enable students to tackle text-related tasks with confidence. There is a conscious attempt to generate synergies by mirroring the reading and writing exercises.

#### **Course Outline:**

- 1. Introduction: The virtues of repetition [Week 1]**
- 2. Techniques for reading academic texts [Weeks 2–7]**
  - 2.1 Grasping the whole: How to get an overview
  - 2.2 Divide and conquer: Taking texts apart
  - 2.3 Getting outside help: Recruiting extra resources
- 3. How to begin writing academic prose [Weeks 8–13]**
  - 3.1 Building a structure: What do you want to say?
  - 3.2 Working with blocks: Sections, paras, sentences
  - 3.3 Borrowing material: Paraphrasing, quoting, citing
- 4. Final sessions: peer reviewing [Week 14]**

## *COURSE CONTENTS AND ITINERARY*

### **1. Introduction: The virtues of repetition [Week 1]**

Academic reading and writing is really all about re-reading and rewriting – about repeatedly re-working a text until some provisional goal is achieved.

1.1 Assignment, Day 1: Read a short (1-2 page) academic text of moderate difficulty and summarize it in one paragraph (3-4 sentences). (This is without prior guidance by the instructor).

1.2 Assignment, Day 2: Re-read the same text and re-write the summary after a brief discussion of CONTENT (does the summary contain most of the most important points made in the text?)

1.3 Assignment, Day 3: Re-read the same text and re-write the summary again after a brief discussion of FORM (is the summary well structured, clear and effective?)

### **2. Techniques for reading academic texts [Weeks 2–7]**

#### **2.1 Grasping the whole: How to get an overview**

- 2.1.2 Titles as the shortest summary of a text
- 2.1.3 Good and bad titles
- 2.1.4 Section headings (where present)
- 2.1.5 Introductions and Conclusions
- 2.1.6 Identifying important passages and sentences

#### **2.2 Divide and conquer: Taking texts apart**

- 2.2.1 Beginning, middle and conclusion – stages of argument
- 2.2.2 The architecture of arguments: main, subsidiary, minor
- 2.2.3 Everything is not equally important: Distribution of emphasis

#### **2.3 Getting outside help: Recruiting extra resources**

- 2.3.1 Isolating words & terms: Dictionaries, Encyclopedias

- 2.3.2 Contextualising texts with quick background research
- 2.3.3 Productive ways of asking for help from teachers/tutors

### **3. Techniques for writing academic prose [Weeks 8–13]**

#### **3.1 Building a structure: What do you want to say?**

- 3.1.1 Beginning, middle and conclusion – stages of argument
- 3.1.2 The architecture of arguments: main, subsidiary, minor
- 3.1.3 Everything is not equally important: Distribution of emphasis

#### **3.2 Working with blocks: Sections, Paragraphs, Sentences**

- 3.2.1 How many sections? Job descriptions for each section
- 3.2.2 Paragraphs as key building blocks of academic prose
- 3.2.3 Sentences and punctuation; length, balance, continuity

#### **3.3 Borrowing material: Paraphrasing, Quoting, Citing**

- 3.3.1 The difference between paraphrasing and plagiarism
- 3.3.2 Quotations: When? Why? How?
- 3.3.3 Citation styles
- 3.3.4 Productive ways of asking for help from teachers/tutors

### **4. Final sessions: peer reviewing [Week 14]**

The ability to judge and evaluate is a crucial skill, particularly when applied to oneself. Students will practice evaluating each other's work throughout the semester, but the last week can be formalized and stepped up into a more elaborate exercise.

4.1 Assignment, Day 1: The whole class does an individualized, two-part composite reading and writing exercise designed by the instructor based on semester long experience of student abilities and interests.

4.2 Assignment, Day 2: The reading part of the individual assignment is randomly distributed for

students to evaluate and comment on their colleagues' work. The instructor moderates discussion of strengths and weaknesses, highlighting techniques for recognizing quality (or its lack).

4.3 Assignment, Day 3: The writing part of the assignment is similarly distributed and evaluated through interactive, moderated discussion.

**Note:**

Through this course, students should learn how to recognize good or bad writing and should be equipped with the elementary techniques for 'repairing' bad or damaged prose. The course will be preceded by a workshop for teachers. Short extracts for class exercises will be culled from classic and contemporary social science texts of varying levels of difficulty and of different genres and styles. The actual set of texts will be decided at the preparatory workshop. Examples could include:

Keynes, John Maynard (1936) *The general theory of employment, interest and money*, Palgrave Macmillan, United Kingdom

Parsons, Talcott (1951): *The social system*, Glencoe III, Free Press

Douglas, Mary (1986) *How institutions think*, Syracuse University Press, Syracuse, New York.

Romila Thapar (2004) *Somanatha: The many voices of history*, Penguin Books, India

Sunil Khilnani (1997) *The idea of India*, Penguin Books.

Louis Dumont (1980) *Homo Hierarchicus*, University of Chicago Press.

Well-known guides to academic writing (such as Howard Becker's *Writing for Social Scientists*) will also be used where appropriate.

## Skill Enhancement Course 02

### ETHNOGRAPHIC FILMMAKING

Objectives: This course focuses on doing sociology and social anthropology through forms other than the written; , in particular, the oral, aural, and the visual.. It introduces students to film techniques as a form and method of description and argument and enables a comparison between film and the written mode as ethnography. One concern that may be pursued is how the visually challenged encounter, experience and represent the field. The course will be conducted through group work enabling a learning process between the visually challenged and the non-visually challenged.

Outline:

- 1. Introduction to Anthropological Filmmaking**
  - 1.1. Anthropology and Filmmaking: The Text and the Image
  - 1.2. Different Modes of Filmmaking
- 2. Understanding the use of Camera in Anthropology**
- 3. The Filmmaker and the Filmed: Relationship and understanding ‘ethics’**
- 4. Editing and Construction of Meaning**
  - 4.1 Understanding multiple shots and camera movement
  - 4.2. Tools for Film Editing
- 5. Filming Oral testimonies, Interviews and Interactions**
- 6. Final Film Projects**

#### *C O U R S E CONTENTS AND ITINERARY*

##### **1. I n t r o d u c t i o n to Anthropological Filmmaking: [Week 1-2]**

1.1.1. Rouch, Jean, ‘Conversation between Jean Rouch and Professor Enrico Fulchignoni,’ In trans. Steven Feld, *Cine-Ethnography*. University of Minnesota Press, 2003. Pp. 147-187

1.1.2. Hastrup, Kirsten. ‘Anthropological Visions: Some Notes on Visual and Textual Authority’ In *Film as Ethnography*. Peter Ian Crawford, and David Turton, eds. Manchester and New York: Manchester University Press, 1993. Pp. 8–25.

1.1.3. Suggested Screening of Film Scenes/Sequences, *Trance and Dance in Bali* by Margaret Mead and Gregory Bateson, 22 mins.

1.2.1. Nichols, Bill. 'What types of Documentary are there?' In *Introduction to Documentary*. Bloomington: Indiana University Press, 2001. Pp. 99-137.

1.2.2. Suggested Screening of Film Scenes/Sequences: *Etre et Avoit* by Nicholas Philibert's, 105 mins, 2002; *New Boys* by David MacDougall, 100 mins, 2003; *Dilli-Mumbai-Dilli* by Saba Dewan, 63 mins, 2006; *Bowling for Columbine* by Roger Moore, 120 mins, 2002.

1.2.3. Suggested topics for technical discussion - Understanding the Camera – still, moving, digital, analog; Shot Vs Scene; Image Vs Sound; Camera angles; How to store your data?; How to take care of equipment?

1.2.4. *Practical Work for Week 1/2* - Familiarise yourself with your camera. Use your still camera to click photos of the same objects from different angles.

## **2. Understanding the use of Camera in Anthropology: [Week 3]**

2.0.1 El Guindi, Fadwa. 'For God's Sake Margaret' In *Visual Anthropology: Essential Method and Theory*, Walnut Creek, CA: AltaMira, 2004. Pp. 61-82

2.0.2. Suggested Screening of Film Scenes/Sequences: *Diyas*, Judith MacDougall, 56 mins, 1997/2000.

2.0.3 Suggested topics for technical discussion – Small and big cameras, tripod and hand held cameras, Understanding light; F i l m m a k e r ' s Dilemma – where to place the camera?; Filmmaking – Working Single or in a Team?

2.0.4. *Practical Work for Week 3* – Camera mounting on tripod; handheld camera practices.

## **3. Filmmaker and the Filmed: Relationship and understanding 'ethics'. [Weeks 4-5]**

3.0.1 Spiegel, Pauline, 'The Case of the Well-Mannered Guest' in *The Independent Film and Video Monthly* April 1984. Pp. 15-17

3.0.2. MacDougall, 'Whose Story is it?' In *Visual Anthropology Review*, Volume 7, Issue 2, Pp. 2–10, September 1991

3.0.3. Suggested topics for discussion: Dimensions of relationship between the filmmaker and the filmed - Gender, Class, Ethnicity.

3.0.4. By this point, students should start thinking about topics and groups for their final film.

3.0.5. *Practical Work for Week 4-5:* Assignment on Observational Mode; Choose your partners and make filmmaking teams; Make one shot of something of your interest. Not more than 2 mins. Fixed frame, without movement. No speech/dialogues. Tripod is optional. Camera type is optional, as long as the resolution allows viewing on a classroom projector.

3.0.6. Viewing of assignments and discussions.

#### **4. Editing and Construction of Meaning [Weeks 6-8]**

4.1.1 Suggested topics for technical discussion: Multiple shots, understanding point-of-view; narrative building, filming a process, types of editing; Understanding space and material objects – vis-à-vis the character; Types of camera movement; Motivations behind Camera movement; Movement within the shot.

4.1.2. By this time, students should have decided upon their final film projects. They should start approaching respondents and rekeying locations.

4.1.3. Suggested Screening of Film Scenes/Sequences: *Battleship Potemkin* by Sergei Eisenstein, 69 mins. 1925; *Strangers on a Train* by Alfred Hitchcock, 101 min, 1951.

4.2.1 Suggested topics for technical discussion: Understanding editing software (Suggested software: Avid/Final Cut Pro/Windows Movie M a k e r ) ; Transferring and sequencing of data; Data Backup before editing; Viewing footage; Transcription and Paper Edits.

4.2.4. *Practical Work for Week 6-9:* Assignment on Process film; 3 mins; Film an activity; Include camera movement; Break it down in stages - beginning, middle and end; Understand the cause and effect; Focus only on (i) the person (ii) the activity; editing the process film.

4.2.3. Viewing of assignments and discussions.

## **5. Filming Oral Testimonies, Interviews and Interactions [Weeks 9-10]**

5.0.1. Suggested Screening of Film Scenes/Sequences: *Chronicle of a Summer* by Edgar Morin, Jean Rouch, 85 min, 1961.

5.0.2. Suggested topics for technical discussion: Sound and audio equipment.

5.0.3. Practical Work for Week 9-10: Film an oral testimony, with maximum 2 people; Length, no more than 5 minutes; Focus on Interaction; Location is optional

5.0.4. Viewing of assignments and discussions.

## **6. Final Film Projects [Weeks 11-14]**

6.0.1. Film length limited to 5 - 8 mins.

6.0.2. Viewing of projects and discussion.

**Note:** This course will require a special budget for the purchase/hiring of equipment and for honorarium to technical resource persons.

### **Suggested Readings:**

Heider, Karl G. *Ethnographic Film*, Austin: University of Texas Press, 2006

MacDougall, David. 'Ethnographic Film: Failure and Promise', *Annual Review of Anthropology* Vol. 7, pp. 405-425