

Department of Sociology
B.A. (Honors) Sociology
Scheme of Courses and Syllabus

Under Choice Based Credit System (CBCS)
(Revised with LOCF)

2019



दिल्ली विश्वविद्यालय

University of Delhi

BA (Honors) Sociology under CBCS
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Details of courses under B.A (Honours)

| Course | *Credits | |
|--|-------------------|-------------------|
| | Theory+ Practical | Theory + Tutorial |
| <hr style="border-top: 1px dashed black;"/> | | |
| <u>I. Core Course</u> (14 Papers) | 14X4= 56 | 14X5=70 |
| Core Course Practical / Tutorial* (14 Papers) | 14X2=28 | 14X1=14 |
| | | |
| <u>II. Elective Course</u> (8 Papers) | | |
| A.1. Discipline Specific Elective (4 Papers) | 4X4=16 | 4X5=20 |
| A.2. Discipline Specific Elective Practical / Tutorials* (4 Papers) | 4 X 2=8 | 4X1=4 |
| B.1. Generic Elective/Interdisciplinary (4 Papers) | 4X4=16 | 4X5=20 |
| B.2. Generic Elective Practical / Tutorials* (4 Papers) | 4 X 2=8 | 4X1=4 |
| <ul style="list-style-type: none"> • Optional Dissertation or project work in place of one Discipline Specific elective paper (6 credits) in 6th Semester | | |
| | | |
| <u>III. Ability Enhancement Courses</u> | | |
| 1. Ability Enhancement Compulsory (2 Papers of 2 credits each) Environmental Science English Communication/MIL | 2 X 2=4 | 2 X 2=4 |
| 2. Ability Enhancement Elective (Skill Based) (Minimum 2, Max. 4) (2 Papers of 2 credits each) | 2 X 2=4 | 2 X 2=4 |

Total credit= 140

Total credit= 140

Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.

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

PROPOSED SCHEME FOR CHOICE BASED CREDIT
SYSTEM IN B.A./B.Com. Honours

| | CORE COURSE (14) | Ability Enhancement Compulsory Course (AECC) (2) | Skill Enhancement Course (SEC) (2) | Elective: Discipline Specific DSE (4) | Elective: Generic (GE) (4) |
|-----|-------------------------|---|---|--|-----------------------------------|
| I | C 1 | (English/ MIL Communication)/ Environmental Science | | | GE-1 |
| | C 2 | | | | |
| II | C 3 | Environmental Science/(English/ MIL Communication) | | | GE-2 |
| | C 4 | | | | |
| III | C 5 | | SEC -1 | | GE-3 |
| | C 6 | | | | |
| | C 7 | | | | |
| IV | C 8 | | SEC -2 | | GE-4 |
| | C 9 | | | | |
| | C 10 | | | | |
| V | C 11 | | | DSE-1 | |
| | C 12 | | | DSE -2 | |
| VI | C 13 | | | DSE -3 | |
| | C 14 | | | DSE -4 | |

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):** The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement; i. Environmental Science and ii. English/MIL Communication. These are mandatory for all disciplines. SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
 - 3.1 Ability Enhancement Compulsory Courses (AECC): Environmental Science, English Communication/MIL Communication.
 - 3.2 Skill Enhancement Courses (SEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

*** Introducing Research Component in Under-Graduate Courses**

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.

Implementation:

1. The CBCS may be implemented in Central/State Universities subject to the condition that all the stakeholders agree to common minimum syllabi of the core papers and at least follow common minimum curriculum as fixed by the UGC. The allowed deviation from the syllabi being 20 % at the maximum.
2. The universities may be allowed to finally design their own syllabi for the core and elective papers subject to point no. 1. UGC may prepare a list of elective papers but the universities may further add to the list of elective papers they want to offer as per the facilities available.
3. Number of Core papers for all Universities has to be same for both UG Honors as well as UG Program.
4. Credit score earned by a student for any elective paper has to be included in the student's overall score tally irrespective of whether the paper is offered by the parent university (degree awarding university/institute) or not.
5. For the introduction of AE Courses, they may be divided into two categories:
 - a) AE Compulsory Courses: The universities participating in CBCS system may have common curriculum for these papers. There may be one paper each in the 1st two semesters viz. (i) English/MIL Communication, (ii) Environmental Science.
 - b) Skill Enhancement Courses: The universities may decide the papers they may want to offer from a common pool of papers decided by UGC or the universities may choose such papers themselves in addition to the list suggested by UGC. The universities may offer one paper per semester for these courses.
6. The university/Institute may plan the number of seats per elective paper as per the facility and infrastructure available.
7. An undergraduate degree with Honours in a discipline may be awarded if a student completes 14 core papers in that discipline, 2 Ability Enhancement Compulsory Courses (AECC), minimum 2 Skill Enhancement Courses (SEC) and 4 papers each from a list of Discipline Specific Elective and Generic Elective papers respectively.
8. An undergraduate Program degree in Science disciplines may be awarded if a student completes 4 core papers each in three disciplines of choice, 2 Ability Enhancement Compulsory Courses (AECC), minimum 4 Skill Enhancement Courses (SEC) and 2 papers each from a list of Discipline Specific Elective papers based on three disciplines of choice selected above, respectively.
9. An Undergraduate program degree in Humanities/ Social Sciences/ Commerce may be awarded if a student completes 4 core papers each in two disciplines of choice, 2 core papers each in English and MIL respectively, 2 Ability Enhancement Compulsory Courses (AECC), minimum 4 Skill Enhancement Courses (SEC), 2 papers each from a list of Discipline Specific Elective papers based on the two disciplines of choice selected above, respectively, and two papers from the list of Generic Electives papers.
10. The credit(s) for each theory paper/practical/tutorial/project/dissertation will be as per the details given in A, B, C, D for B.Sc. Honours, B.A./B.Com. Honours, B.Sc. Program and B.A./B.Com. Program, respectively.
11. Wherever a University requires that an applicant for a particular M.A./M.Sc. /Technical/Professional course should have studied a specific discipline at the undergraduate level, it is suggested that obtaining 24 credits in the concerned discipline at the undergraduate level may be deemed sufficient to satisfy such a requirement for admission to the M.A./M.Sc./Technical/Professional course.

Delhi University
BA (Hons.) Sociology
(CBCS with LOCF)
Note

Sociology is the most contemporary and versatile of the Social Sciences. It trains students to grasp social structures, understand social processes, map the dynamics of social change, decipher social interactions and make sense of individual and collective experiences in their social, historical and cultural context. Sociology is at once critical and constructive; conceptual and applied; theoretical and empirical. It is a science that cohabits comfortably with literary flair, speculative sensibility, historical imagination and statistical rigour. It is incessantly reflexive about its methods, exacting about its research techniques and standards of evidence. Sociology is ever so subtle about the conceptual distinctions it draws and ardent about its disciplinary boundaries and identity. At the same time, Sociology is the most open and interdisciplinary of social sciences. The pursuit of Sociology is a systematic effort at recovering, mapping and making sense of our kaleidoscopic collective self under the sign of modernity. It is both historical and comparative. Sociology as an academic discipline is committed to the ideal of generating public knowledge and fostering public reason. It embodies the best of enlightenment virtues: scientific reason, tolerance of diversity, humanistic empathy and celebration of democratic ideals. It is the science of our times.

Sociology in India is more than hundred years old with rich, entrenched, ongoing and evolving scholarly legacies. University of Delhi has been a premier centre of sociological learning and research in India for the last 60 years. The scholarly and institutional foundations of the discipline were laid by eminent sociologist late Prof M. N. Srinivas in 1959. It was a response to a widely recognized need for a discipline that addressed the broad concerns of a heterogeneous society where aspects of social life were rapidly changing yet traditional institutions still held sway. The Sociology Department at the Delhi School of Economics recognized the importance of disseminating the findings of sociological research and train the next generation of sociologists and decided to introduce undergraduate courses in sociology quite early on. Over the decades, the Post Graduate department thrived and Under Graduate departments grew in number under the mentorship of illustrious sociologists such as, M.S.A. Rao, Andre Beteille, A.M. Shah, B. S. Baviskar, J.P.S Uberoi and Veena Das, all of whom took keen interest in curriculum design. At the moment, Sociology is offered in ten colleges across Delhi University as an Honours programme.

The Sociology syllabus at University of Delhi has always embodied the department's commitment to rigorous imparting of disciplinary fundamentals, comparative intent and a general preference to concern oneself with deeper and enduring attributes of the social than over narrow and shallow concerns of topical interest. Interdisciplinarity has always been an article of faith for Sociology under the auspices of Delhi School of Economics. The Department constantly endeavoured to introduce sub-disciplines and special areas of study in response to a dynamic intellectual climate, shifting social concerns and novel professional demands. This spirit continues to inform the undergraduate syllabus even today and our students find fulfilling careers in a broad range of professions that require sensitivity to social issues, independent thinking and analytical ability. You may find how this legacy is lived and the vision actualized in the following pages that elucidate the learning outcome framework for the Under-Graduate curriculum for Sociology at University of Delhi.

1. Structure, Program Itinerary and Disciplinary Content of BA (Hons.) Sociology

To graduate with Honours in Sociology from University of Delhi a student has to successfully complete fourteen Core Courses (CC), four Discipline Specific Electives (DSE), two Skill Enhancement Courses (SEC), two Ability Enhancement Courses and Four Generic Elective courses (GE) spread across six semesters. CCs, DSEs and SECs are the primary responsibility of the department and we offer GEs in Sociology to students from other departments. At the moment there are eight DSEs and GEs listed respectively.

The fourteen CCs are divided into four introductory courses (Semesters one and two), six courses on social institutions and features (Semesters three and four), four courses on theories and research methods (Semesters five and six). The two SECs (semesters three and four) train students in academic writing and ethnographic film making. Students have to select two DSEs per semester during fifth and sixth semesters. The list of DSEs and SECs is an open list to which the university may add new courses as per the changing disciplinary trends and dynamic graduate outcomes demanded by various stake holders.

All the courses are designed to impart disciplinary fundamentals of sociology through a curated reading list that draws amply from the rich and diverse tradition of sociological writing –classical as well as contemporary. These courses also feature vibrant illustrative material in the form of case studies meant to make the concepts and theories vivid, learning process engaging and illustrate the discipline in action in terms of empirical investigations.

The courses are designed to draw micro-itineraries across the syllabus to form complex inter-connections.

2. Graduate Attributes, Qualification Descriptors and Program Learning Outcomes

The Honours program in Sociology is premised on an axiom that a graduate is not the mere product of a system. On the contrary, the graduate attributes are the most concrete manifestation of the spirit of the entire program, its operationalization through institutions and collective and concerted efforts of all stake holders. Every other feature of the programme is fused into this. Hence graduate attributes, qualification descriptors and programme learning outcomes may not be described separately since they are innately interconnected.

A Sociology graduate from University of Delhi would be a person with a thorough grounding in the fundamentals of Sociology and infused with the '*Sociological Imagination*'. They can see the connections between biographies and history, personal problems and historical currents, pierce the seamless fabric of common sense that envelopes the everyday life of societies, draw connections between seemingly independent social factors, processes and institutions using observation and analysis.

Being trained in a highly context-sensitive discipline, a Sociology graduate is alert to social, cultural and historical context of all issues. In the Indian context, that implies an ingrained post-colonial sensibility that critically engages constitutions of self and engagement with the other.

Sociology is a deeply self-reflexive discipline with an inter-disciplinary orientation. A graduate would be capable of describing and embodying the mandate and perspective of Sociology as a discipline, how it differs from cognate social sciences and be able to engage productively with them without losing disciplinary perspective.

A Sociology graduate is exposed to a significant quantum of concepts, conceptual writing, theories and theoretical reasoning throughout the three years across all the courses. Hence she/ he has an ability to grasp and generate a conceptual conversation in general and within the discipline of Sociology in particular.

She/he is also familiar with well-defined, critical and evolving multiplicity of theoretical perspectives. A Sociology graduate would be well versed with the basic tenets of these perspectives and capable of generating versions of social world from these perspectives.

Endowed with this awareness of multiple perspectives on any significant issue a Sociology graduate is able to reason it out and weigh the various operational options in any given context.

Rigorous empirical investigation of the social being an inalienable aspect of graduate training, Sociology graduates are well trained to engage in research. They are familiar with the elementary techniques of social investigation via a thorough two semester long training in sociological research methods.

A chief graduate attribute of Sociology students is a demonstrable ability to constitute a significant sociological problem to investigate, design research, choose appropriate techniques of social investigation, gather data from a scientifically determined sample, make sense of the data after due analysis, render the results in appropriate conceptual context and draw viable theoretical conclusions. Sociology graduates are an embodiment of highly desirable combination of keen observation, deep empathy, rigorous reason, hard nosed empiricism and scholarly detachment. They have abilities to read diverse kinds of material ranging from statistics, theoretical tracts, official reports, research reports, visual material, imaginative literature, cultural artefacts and social gestures and synthesise and generalize from them to draw viable conclusions. They are keenly aware of social context of knowledge production itself.

Substantively, Sociology graduates possess specialized knowledge of a range of social institutions and processes. Through courses on Indian society, polity, economy, religion, kinship and family, gender and social stratification they have a fine grasp of social structures, processes, institutions, cultural diversities and dynamics of social change along with attendant conceptual tool- kit of the discipline.

The courses around these themes are constructed inter-textually and indexed to the courses on theories and methods. Hence a key graduate attribute in terms of disciplinary knowledge is an ability to access substantive stock of existing research on these areas of sociological knowledge and invoke it strategically to draw conclusions, throw light on emerging issues, and generate insights and research agendas.

Sociology graduates are instinctually comparative across and within the cultures. They are trained to spot social patterns and trends and seek causation at the level of social and cultural collectives to explain the observed social regularities. They are averse to attaching undue

causal weight to individual subjective understandings and are resistant to unfounded ethnocentric assumptions.

They can seamlessly redefine and reconstitute a range of social issues at multiple scales from diverse perspectives simultaneously to produce optimal solutions. Most students find this new found ability not only transformative but almost therapeutic.

A Sociology graduate from Delhi University is likely to have a specialized understanding of sociological conversation around Sociology of Gender; Social Stratification; Urban Sociology; Agrarian Sociology; Environmental Sociology; Sociology of Work and Industry; Health and Medicine; Visual Cultures; Indian Sociological Traditions and Reading Ethnographic Monographs.

Sociology is both precise and evocative in the representation of the results of its scholarly labours. It is also keenly aware of its role in educating the public and dispelling common misconceptions and prejudices. Hence good communication skills are imperative for a Sociology graduate. Sociological communication takes three principal forms: oral, written and visual. A DU graduate in Sociology is trained to be conversant with all these modes via dedicated Skill Enhancement Courses on 'Reading, Writing and Reasoning for Sociology' and 'Techniques of Ethnographic Film Making'.

Given the range of these core graduate attributes, Sociology graduates are well equipped to mobilize their sociological knowledge and generic skills for a variety of purposes apart from academic pursuit of the discipline. Sociology graduates are equipped to grasp vast quantities of diversely textured complex material and synthesise it into coherent and cogent arguments backed by evidence. Its class room practices inculcates an ability to engage in collaborative work and constructive, purposive and democratic conversations. They are well trained for critical thinking that matches their research skills which enables them to evaluate strengths and weaknesses of arguments in a scientific fashion.

Sociology is a worldly science that incessantly draws students beyond class rooms and harnesses the productive tension between library work, field work and a call to interventionist action. A Sociology graduate is ideal for employment needs where a graduate from liberal arts would fit in for this rare blend. They are a perfect fit for the areas (but not limited to them alone) such as law, development studies, development practice, social work, bureaucracy and public institutions, women's studies, gender studies, area studies, international relations, policy studies, policy implementation, advocacy, management, marketing, social psychology,

industrial organization, election studies, data sciences, journalism, criminology, and careers in fine and performing arts.

Sociology is both a profession and a vocation. A lifelong commitment to learning, critical thinking and to the cause of the collective well-being rather than narcissistic self-indulgence. It is a cosmopolitan science that is positive and normative at once. A Sociology graduate would make an enlightened leader and an informed follower.

The chief attribute of a Sociology graduate from Delhi University is that she is well prepared in discharging her responsibilities as a conscious citizen while having a productive career and leading a meaningful life.

3. Teaching Learning Process

Multiple pedagogic techniques are used in imparting the knowledge both within and outside the classrooms. Listed below are some such techniques:

- Lectures
- Tutorials
- Power-point presentations
- Project work
- Documentary Films on relevant topics
- Debates, Discussions, Quiz
- Talks /workshops
- Interaction with experts
- Academic festivals
- Classics and other sociologically meaningful films
- Excursions and walks within the city
- Visit to the museums
- Outstation field trips
- Surveys designs
- Internships

4. A note on Assessment Methods

Besides the formal sytem of University examinations held at the end of each semester as well as mid-semester and class tests that are held regularly, the students are also assessed on the basis of the following:

- Written assignments

- Project Reports
- Presentations
- Participation in class discussions
- Ability to think critically and creatively to solve problems
- Application of sociological concepts during fieldwork
- Reflexive Thinking
- Engagement with peers
- Participation in extra and co-curricular activities
- Critical assessment of Films /Books etc.

5. A note on career trajectories for Sociology Graduates and (for)

Prospective employers:

Students with a grounding in Sociology have contributed immensely to the following fields :

- Academics
- Bureaucracy
- Social Work
- Law
- Journalism both print and visual
- Management
- Policy Making
- Developmental Issues
- Designing and Conducting surveys
- Human Resource Development
- Advocacy
- Performing Arts
- Research in contemporary issues of Gender, Development, Health, Urban Studies, Criminology etc.

Scheme For Courses For BA (Honors) Sociology under CBCS

For Honors in Sociology: A+(B)+C+D+ (E)=140 Credits (Credits in the Parenthesis could be Earned Outside the Department)

| Semester | (A) CORE COURSES (14 Courses) (5 Lectures+ 1 Tutorial per Course) 6 Credits per Course 14x6=84 Credits | (B) Ability Enhancement Courses (AECC) (2 Courses) 2 Credits per Course 2x2=4 Credits | (C) Skill Enhancement Course (SEC) (2 Courses) (2 Lectures) (2 Credits per Course) 2x2=4 Credits | (D)* Elective: Discipline Specific DSE (4 Courses) (5 Lectures+1 Tutorial Per Course) 4x6=24 Credits | (E) Elective: Generic Elective (GE) (4 Courses) (5 Lectures+1 Tutorial Per Course) 4x6=24 Credits |
|----------|---|---|---|---|---|
| I | Core 1 Introduction to Sociology I | (English/ MIL Communication)/ Environmental Science | | | From GE List |
| | Core 2 Sociology of India I | | | | |
| II | Core 3 Introduction to Sociology II | (English/ MIL Communication)/ Environmental Science | | | From GE List |
| | Core 4 Sociology of India II | | | | |
| III | Core 5 Political Sociology | | SEC 01 Reading, Writing and Reasoning for Sociology | | From GE List |
| | Core 6 Sociology of Religion | | | | |
| | Core 7 Sociology of Gender | | | | |
| IV | Core 8 Economic Sociology | | SEC 02 Techniques of Ethnographic Film Making | | From GE List |
| | Core 9 Sociology of Kinship | | | | |
| | Core 10 Social Stratification | | | | |
| V | Core 11 Sociological Thinkers I | | | DSE 01. Urban Sociology | |
| | Core 12 Sociological Research Methods I | | | DSE 02. Agrarian Sociology | |
| VI | Core 13 Sociological Thinkers II | | | DSE 04. Sociology of Work | |
| | | | | DSE 05. Sociology of Health and Medicine | |
| | Core 14 Sociological Research Methods II | | | DSE 06. Indian Sociological Traditions | |
| | | | | DSE 07. Visual Cultures | |
| | | | DSE 08. Reading Ethnographies | | |

*(a) Students have to choose any two of these 4 courses on offer in each semester. (b) Any Student may opt to do Independent research essay in the VI semester for 6 credits instead of a DSE course.

B.A. (Honours) Sociology
Under Choice Based Credit System (CBCS)

(Revised with LOCF)

Core Courses

(CC)

B.A. (Honours) Sociology
Introduction to Sociology – I
Core Course 01

Course Objectives

1. The mandate of the course is to introduce the discipline to students from diverse academic and social backgrounds, trainings and capabilities. The course is intended to introduce the students to a sociological ways of thinking. They learn how to apply sociological concepts to the everyday life.
2. Illustrations through popular stories for instance help students understand more cogently how even children’s literature and fiction is a reflection of the times. The student by the end of the course realises that the individual choices are impacted by the social structure of which we are a part. A person’s individual biography is a reflection of the times in which they live. They develop reflective thinking skills of both self and society. They develop a sense of how common sense is actually limited to those who share the same spatial- geographical, social and cultural location.
3. The students are able to demonstrate the ability to apply the theoretical concepts learned to all kinds of societies whether simple or complex. They understand various aspects of society and how these are interlinked with each other. These include understanding the relationship of individuals with groups. By understanding these relationships the student develops a sense of how closely the lives of individuals are intertwined and impact each other.
4. The course also introduces the students to the emergence of Sociology as a systematic and scientific field of study. The emergence of sociology as a science also helps them understand the changing conceptualisation of what it means to be scientific. They are also for the first time exposed to the interdisciplinary nature of the social sciences like social anthropology, history and psychology. They learn how these relate to each other while maintain their disciplinary boundaries.
5. The students also learn about the basics of doing field work. This is important since field work based projects are often assigned in various papers across the semesters. By doing projects the students learn to apply sociological concepts to understand various aspects of society.
6. The course is designed in a manner that for each topic there are multiple readings. The students learn how to read complex texts and to express thoughts and ideas effectively in writing. They also learn how to frame arguments cogently. The course also provides a foundation for the other more detailed and specialized courses in sociology.

Course Learning Outcomes

1. The students learn to apply the sociological perspective in understanding how society shapes our individual lives.

2. It also provides a foundation for the other more detailed and specialized courses in sociology.
3. The students also learn about the basics of doing field work and use it for doing field work based projects. They also learn to write project reports.
4. The students learn how to read and interpret complex ideas and texts and to present them in a cogent manner.

Course Outline

Unit 1 Sociology: Discipline and Perspective

1.1 Thinking Sociologically

1.2 Emergence of Sociology and Social Anthropology

Unit 2 Sociology and Other Social Sciences

Unit 3 Sociological Investigation

Unit 4 Basic Concepts

4.1 Individual and Group

4.2 Associations and Institutions

4.3 Culture and Society

4.4 Social Change

Course Content:

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

1.1 Thinking Sociologically

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

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

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

1.2 Emergence of Sociology

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

Unit 2. Sociology and Other Social Sciences (4-5 Weeks)

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

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

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

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

Unit 3. Sociological Investigation (6th week)

Macionis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology*, 17 Edition. Chapter 2. Sociological Investigation. Pearson. New Delhi.

Unit 4. Basic Concepts (7-14 Weeks)

4.1. Individual and Group

Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw-Hill, Chapter 4. Pp 83-94; Chapter 5. Pp 104-115; Chapter 8, Pp. 185-209.

4.2 Associations and Institutions

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

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

4.3 Society and Culture

Macionis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology*, 17 Edition. Chapter 3, Culture, Pp 70-95. Pearson. New Delhi.

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. *approaches*.

4.4 Social Change

Macionis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology*, 17 Edition. Chapter 25. Social Change. Pearson. New Delhi.

References:

Compulsory Readings:

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

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

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

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

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

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

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

Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw-Hill, Chapter 4. Pp 83-94; Chapter 5. Pp 104-115; Chapter 8, Pp. 185-209.

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

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

Macionis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology*, 17 Edition. Chapter 2. Sociological Investigation. Pearson. New Delhi.

Macionis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology*, 17 Edition. Chapter 3, Culture, Pp 70-95. Pearson. New Delhi.

Macionis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology*, 17 Edition. Chapter 25. Social Change. Pearson. New Delhi.

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. *approaches*.

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

Additional Resources

Giddens, Anthony. 2009. *Sociology*, 6 Edition. Polity Press. Cambridge. UK.

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

Films and documentaries

Teaching Learning Process:

1. Lectures supported by group tutorial work
2. Field-based learning through group projects
3. Seminars
4. Writing Workshops
5. Invited Lectures

Assessment Methods:

1. Time-constrained Examinations
2. Class tests
3. Assignments
4. Project reports
5. Presentations

Keywords:

Thinking Sociologically, Sociology and Social Anthropology, Sociological Investigation, Individual and Group, Culture and Society, Social Change

BA (H) Sociology
Core Course 02
Sociology of India I

Course Objectives:

1. Introduction to images and ideas of India.
2. Understanding key concepts and institutions of Indian society.

Course Learning Outcomes:

1. The course lays the foundation of viewing images and ideas of India through a sociological lens. It further investigates sociological concepts and institutions in the Indian context.
2. Through informed interrogation of images, ideas, concepts and institutions of India, the course contributes to the development of critical and analytical thinking.
3. The course, supported by an inter-disciplinary approach, facilitates learning and reflecting about the multiple – and contextual – socio-cultural registers of Indian society.
4. Given the high standard/quality of the syllabus and use of innovative teaching-learning methods, the course prepares students to successfully compete in global academia.

Course Outline:

Unit 1: Images and Ideas of India [Weeks 1-3]

1.1 India: Pre-Colonial and Colonial Images

1.2 Idea of India I: M.K. Gandhi

1.3 Idea of India II: B.R. Ambedkar

Unit 2: Indian Society: Concepts and Institutions [Weeks 4-14]

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 Content

Unit 1: Images and Ideas of India [Weeks 1-4]

1.1. India: The Colonial Image

Dube, S.C. 1990, *Indian Society*. Delhi: National Book Trust, Pp. 1-28

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

1.2. Idea of India I: M.K. Gandhi

Gandhi, M.K., 1938, *Hind Swaraj*. Ahmedabad: Navjivan Publishing House.

1.3. Idea of India II: B.R. Ambedkar

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

Unit 2: Indian Society: Concepts and Institutions [Weeks 5-14]

2.1. Caste: Concept and Critique

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

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

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

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

Xaxa, V., 2011, Tribes and Social Exclusion (*Occasional Paper*, No. 2). Calcutta: CSSSC-UNICEF, Pp. 1-18.

2.5. Village: Structure and Change

Madan, V., 2002, "Introduction" in V. Madan (ed.), *The Village in India*. Delhi: Oxford University Press, Pp. 1-26.

2.6. Kinship: Principle and Pattern

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

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.

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

Uberoi, J.P.S., 1991, "Five Symbols of Sikh Identity", in T.N. Madan (ed.), *Religion in India*. Delhi: Oxford University Press, Pp. 320- 332.

References

Compulsory Readings:

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

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

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

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

Dube, S.C. 1990, *Indian Society*. Delhi: National Book Trust, Pp. 1-28

Gandhi, M.K., 1938, *Hind Swaraj*. Ahmedabad: Navjivan Publishing House.

Karve, I., 1994, "The Kinship Map of India", in P. Uberoi (ed.), *Family, Kinship and Marriage in India*. Delhi: Oxford University Press.

Madan, V., 2002, "Introduction" in V. Madan (ed.), *The Village in India*. Delhi: Oxford University Press.

Mencher, J., 1991, "The Caste System Upside Down", in D. Gupta (ed.), *Social Stratification*. Delhi: Oxford University Press.

Momin, A.R., 1977, "The Indo Islamic Tradition", *Sociological Bulletin*, 26.

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.

Srinivas, M.N., 1969, "The Caste System in India", in A. Beteille (ed.), *Social Inequality: Selected Readings*. Harmondsworth: Penguin Books.

Uberoi, J.P.S., 1991, "Five Symbols of Sikh Identity", in T.N. Madan (ed.), *Religion in India*. Delhi: Oxford University Press.

Xaxa, V., 2011, Tribes and Social Exclusion (*Occasional Paper, No. 2*). Calcutta: CSSSC-UNICEF.

Additional Resources:

Books and Articles:

Caplan, L., 1991, "Christian Fundamentalism as Counter-Culture", in T.N. Madan (ed.), *Religion in India*. Delhi: Oxford University Press.

Dube, L., 1988, "On the Construction of Gender: Hindu Girls in Patrilineal India", in K. Chanana (ed.), *Socialization, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman, Pp.166-192.

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.

Nehru, J.L., 1945, *The Discovery of India*. Bombay: Asia Publishing House.

Srinivas, M.N., 1987, *The Dominant Caste and Other Essays*. Delhi: Oxford University Press.

Audio-Visual Material:

Select Films (any three):

Pather Panchali (1955; Dir: Satyajit Ray)

Sadgati (1984; Dir: Satyajit Ray)

Do Bigha Zameen (1953; Dir: Bimal Roy)

Mother India (1957; Dir: Mehboob Khan)

Mrigaya (1976; Dir: Mrinal Sen)

Dr. Babasaheb Ambedkar (2000; Dir: Jabbar Patel)

Gandhi (1982; Dir: Richard Attenborough)

Teaching Learning Process:

This course has been designed keeping the student at the centre of teaching-learning process. The readings are exciting to young students, for they are able to connect these and the subjects examined therein with reality. Students are encouraged to read and the teacher participates in

the reading process and the discussion which follows. The teacher, therefore, engages in active rather than passive pedagogy. Collective/team reading helps in understanding conceptual questions plus details present in the essays. The value of ethical awareness and responsibility, which is one of the important elements of lifelong learning, is treated as pivotal to the teaching-learning process. The use of digital aids contributes further to classroom interaction and excitement for learning.

Assessment Methods:

Assessment in this course, both internal and external, will include mid-semester tests, written assignments/term papers, team/individual projects, class presentations and University of Delhi conducted end-semester examination.

Keywords:

Images and ideas of India, Indology, orientalism, census, construction of communities, modernity, caste, class, rural, urban, village, tribe, kinship, marriage and family, religion, gender.

B.A. (Honours) Sociology

Introduction to Sociology II

Core Course 03

Course Objectives

1. 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 flavour 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. The course teaches the students how to read the original works by the various thinkers.
2. The course is designed in a manner that for each topic there are multiple readings. The students learn how to read original works of various thinkers and to understand the central argument. They also learn how to present complex ideas of a particular thinker effectively in writing. They also learn how to frame arguments cogently.
3. The sequence in which the theoretical perspectives are introduced to the students reflects the way in which sociological thought has evolved and emerged. The focus is also on understanding how the development of theory is not in vacuum but is an outcome of the changing times. For example the theories of Marx, Weber and Durkheim are all in some ways related to the Industrial Revolution and the emergence of capitalism. Their theories also reflect the impact of large scale urbanization and industrialization on the lives of individuals. The impact is not just limited to individuals but is also reflected in the emergence of a new way of life and new institutions. They also learn about industrialization as a social phenomenon and the emergence of modern society as an outcome of industrialization.
4. The students will be able to understand since theories are a reflection of changes taking place in society thus each subsequent set of theoretical approaches will either support, critique identify logical flaws and gaps in the preceding arguments.
5. A student learns that social theories are inherently multicultural in nature. They cannot be limited by the boundaries of any one society or culture. They learn how to use theory for the other courses that they will be doing in the subsequent semesters. The course intends to equip students with tools to understand and appreciate the impact of globalization in an overall perspective instead of specific instances. The study of theory helps the students realize the impact of social, political, economic and technological processes on the world as a whole and their responsibility as global citizens.

Course Learning Outcomes:

1. The students are introduced to the relationship between theory and perspectives.
2. The students are introduced to sociological theories which they learn in greater detail during the later semesters.
3. This paper also provides a foundation for sociological theories that are a part of papers in the subsequent semesters.

4. The students learn critical thinking skills. They learn how to read, interpret and critique original works of various thinkers.

Course Outline:

Unit 1. On the Plurality of Sociological Perspective

Unit 2. Functionalism

Unit 3. Interpretive Sociology

Unit 4. Conflict Perspective

Unit 5. Structuralism

Unit 6. Interactionism

Unit 7. Feminist Perspective

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Course Content

Unit 1. On the Plurality of Sociological Perspective (1-2 Weeks)

Willis, Evan, 1996, *The Sociological Quest: An Introduction to the Study of Social Life*. New Jersey: Rutgers University Press. Ch. 7. Theory and Method, Ch. 8. Sociology as a Vocation. PP- 107-138.

Unit 2 Functionalism (3-4 Weeks)

Durkheim, Emile. 1982, *The Rules of Sociological Method*, New York: Free Press. Chapter 1, What is a Social Fact? Pp. 50 – 59.

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

Unit 3. Interpretive Sociology (4-6 Weeks)

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

Unit 4. Conflict Perspective (7-8 Weeks)

Marx, Karl and Fredrick Engels. 2008. *The Manifesto of the Communist Party*. London: Pluto Press. Pp. 31- 66

Unit 5 Structuralism (8-9 Weeks)

Deliege, Robert, Translated by Nora Scott. 2004, *Levi Strauss Today: An Introduction to Structural Anthropology*. New York: Oxford Burke. Pp 1-40.

Unit 6. Interactionism (9-11 Weeks)

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

Giddens, Anthony, 2010, *Sociology*, 6th edition, Polity, Chapter 7, ‘Social Interaction in Everyday Life’, Pp. 247-280.

Unit 7. Feminist Perspective (12-14)

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

References:

Compulsory Readings:

Deliege, Robert, Translated by Nora Scott. 2004, *Levi Strauss Today: An Introduction to Structural Anthropology*. New York: Oxford Burke. Pp 1-40.

Durkheim, Emile. 1982, *The Rules of Sociological Method*, New York: Free Press. Chapter 1, What is a Social Fact? Pp. 50 – 59.

Giddens, Anthony, 2010, *Sociology*, 6th edition, Polity, Chapter 7, ‘Social Interaction in Everyday Life’, Pp. 247-280.

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

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

Marx, Karl and Fredrick Engels. 2008. *The Manifesto of the Communist Party*. London: Pluto Press. Pp. 31- 66

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

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

Willis, Evan, 1996, *The Sociological Quest: An Introduction to the Study of Social Life*. New Jersey: Rutgers University Press. Ch. 7. Theory and Method, Ch. 8. Sociology as a Vocation. PP- 107-138.

Additional Resources

Blumer, Herbert. 2002 'Symbolic Interactionism' from Craig Calhoun (ed.) *Contemporary Sociological Theory*. Oxford: Blackwell. Pp. 66 - 77

Giddens, Anthony. 2009. *Sociology*, 6 Edition. Polity Press. Cambridge. UK.

Smith, Dorothy E. 1987, *The Everyday World as Problematic*. Boston: North West University Press. Chapter 2. A Sociology for Women. Pp. 49-69

Films

E learning Resources

Teaching Learning Process

1. Lectures supported by group tutorial work
2. Field-based learning through group projects
3. Seminars
4. Invited Lectures

Assessment Methods

1. Time-constrained Examinations
2. Class tests
3. Assignments
4. Project reports
5. Presentations

Keywords

Plurality of Sociological Perspective, Functionalism, Interpretive Sociology, Conflict Perspective, Structuralism, Interactionism, Feminist Perspective

BA (H) Sociology
Core Course 04
Sociology of India II

Course Objectives:

1. To understand the modes of knowledge-construction of Indian history, society, Culture and politics.
2. To examine how multiple social processes, forces and ideologies shaped the terrain of the nation.

Course Learning Outcomes:

1. The course adds to the sociological interpretation of Indian history and society. The India-specific themes of the course – discourse/knowledge-making, mobilization, transformation, ideology, identity and politics, for example – are treated, moreover, by drawing from sociological concepts and theories. The course connects the practical and conceptual in terms of both substance and relevance.
2. By focusing on the nuanced character of historical and social ideas and processes, the course sharpens the faculties of critical and analytical thinking and doing.
3. The adoption of an inter-disciplinary framework, without losing sight of the sociological, makes the course wider in scope and scale. It broadens viewpoints and encourages students to reflect deeply on the multicultural reality which is the defining feature of India.
4. The course, in terms of both high quality syllabus-content and innovative teaching-learning techniques, matches global standards. Consequently, it adequately trains students to compete in global academia.

Course Outline:

Unit 1: India as an Object of Knowledge [Weeks 1-3]

- 1.1. The Nationalist Discourse
- 1.2. The Subaltern Critique
- 1.3. Indological and Ethnographic Perspectives

Unit 2: Resistance, Mobilization, Change [Weeks 4-10]

- 1.1. Dalit Politics
- 1.2. Mobility and Change
- 1.3. Women's Movement
- 1.4. Peasant Movements
- 1.5. Ethnic Movements
- 1.6. Middle Class Phenomenon

Unit 3: Crises of Civilization, State and Society [Weeks 11-14]

- 3.1. Communalism
- 3.2. Secularism
- 3.3. Citizenship and Identity

Course Content:

Unit 1: India as an Object of Knowledge [Weeks 1-4]

1.1. The Nationalist Discourse

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

Srinivas, M.N., 2002, "Nation-Building in Independent India", in M.N. Srinivas, *Collected Works*. New Delhi: Oxford University Press. Pp. 388-413.

1.2. The Subaltern Critique

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

1.3 Indological and Ethnographic Perspectives

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

Unit 2: Resistance, Mobilization, Change [Weeks 5-10]

2.1. Dalit Politics

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

2.2 Mobility and Change

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

2.3. Women's Movement

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

2.4. Peasant Movements

Poucheпадass, 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

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

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

Unit 3: Crises of Civilization, State and Society [Weeks 11-14]

3.1. Communalism

Dumont, L., 1997, *Religion, Politics and History in India*. Paris: Mouton, Pp. 89-110.

3.2. Secularism

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

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

3.3. Citizenship and Identity

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

References:

Compulsory Readings:

Baruah, S., 2010, "The Assam Movement" in T.K. Oommen (ed.), *Social Movements I: Issues of Identity*. Delhi: Oxford University Press.

Datta, A., 2016, "Dealing with Dislocation: Migration, Place and Home among Displaced Kashmiri Pandits in Jammu and Kashmir", *Contributions to Indian Sociology*, 50 (1).

Deshpande, S., 2003, *Contemporary India: A Sociological View*. New Delhi: Penguin Books.

Dumont, L. and D. Pocock, 1957, "For a Sociology of India", *Contributions to Indian Sociology*, 1.

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

Guha, R., 1982, *Subaltern Studies, Volume I*. Delhi: Oxford University Press.

Kaviraj, S., 2010, *The Imaginary Institution of India*. Ranikhet: Permanent Black.

Kumar, R., 1986, "The Varieties of Secular Experience", in *Essays in the Social History of Modern India*. Calcutta: Oxford University Press.

Madan, T.N., 1997, *Modern Myths, Locked Minds*. Delhi: Oxford University Press.

Menon, N., (ed.), 1999, *Gender and Politics in India*. Delhi: Oxford University Press.

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

Poucheпадass, J., 1980, "Peasant Classes in Twentieth Century Agrarian Movements in India", in E. Hobsbawm (ed.), *Peasants in History*. Delhi: Oxford University Press.

Shah, G., 2001, *Dalit Identity and Politics*. New Delhi: Sage Publications.

Srinivas, M.N., 1956, "A Note on Sanskritization and Westernization", *The Far Eastern Quarterly*, 15(4).

Srinivas, M.N., 2002, "Nation-Building in Independent India", in M.N. Srinivas, *Collected Works*. New Delhi: Oxford University Press. Pp. 388-413.

Additional Resources:

Books and Articles:

Cohn, B.S., 1971, *The Social Anthropology of a Civilization*. Delhi: Oxford University Press.

Das, V., 2004, "Social Sciences and the Publics", in V. Das (ed.) *Handbook of Indian Sociology*. Delhi: Oxford University Press.

Datta, A., 2016, "Dealing with Dislocation: Migration, Place and Home among Displaced Kashmiri Pandits in Jammu and Kashmir", *Contributions to Indian Sociology*, 50 (1), Pp. 52-79.

Omvedt, G., 1994, "Peasants, Dalits and Women: Democracy and India's New Social Movements", *Journal of Contemporary Asia*, 24.

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

Srinivas, M.N., 1952, "Sociology and Social Anthropology", *Sociological Bulletin*, 1(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.

Audio-Visual Materials:

Select Films/Documentaries (any three):

Ghare Baire (The Home and the World) [1985; Dir: Satyajit Ray]

Komal Gandhar [1961; Dir: Ritwik Ghatak]

Ankur [1974; Dir: Shyam Benegal]

Father, Son, and Holy War [1994; Dir: Anand Patwardhan]

Bombay [1995; Dir: Mani Ratnam]

Mirch Masala [1987; Dir: Ketan Mehta]

Jashn e Azadi: How we Celebrate Freedom [2007; Dir: Sanjay Kak]

Teaching Learning Process:

This course has been designed keeping the student at the centre of teaching-learning process. The readings are exciting to young students, for they are able to connect these and the subjects examined therein with reality. Students are encouraged to read and the teacher participates in the reading process and the discussion which follows. The teacher, therefore, engages in active rather than passive pedagogy. Collective/team reading helps in understanding conceptual questions plus details present in the essays. The value of ethical awareness and responsibility, which is one of the important elements of lifelong learning, is treated as pivotal to the teaching-learning process. The use of digital aids contributes further to classroom interaction and excitement for learning.

Assessment Methods:

Assessment in this course, both internal and external, will include mid-semester tests, written assignments/term papers, team/individual projects, class presentations and University of Delhi conducted end-semester examination.

Keywords:

Knowledge-making, discourses on India, nation, state, politics, historiography, subaltern, Indology, ethnography, culture, resistance, movements, social transformation, Dalit, peasant, women, ethnicity, middle class, migration, communalism, secularism and citizenship.

B. A. (H) Sociology
Core Course 05
Political Sociology

Course Objectives:

1. Political Sociology is one of the core areas of sociology. It is a thriving subfield of sociology with important theoretical and practical consequences. The endeavor in this course is to render it compact, contemporaneous and make it contextual for Indian students, while familiarizing them with enduring conceptual and theoretical concerns. It is rigorously theoretical yet relatable.
2. The course offers a judicious mix of classical and contemporary texts in political sociology that examines the bases of social power and the relationship between politics and society both analytically as well as in specific empirical contexts. The course is an intensive introduction to the theoretical debates extant in the sub-field and equips students to learn both classical and contemporary arguments about age old questions of power, authority and resistance and their manifestations in political institutions and political systems.
3. The course equips students to grasp the essential historicity of political processes, political institutions and political change to facilitate an understanding of the dynamic nature of political phenomena. The first two sections of the course deals with theoretical and analytical aspects of examining the interface between politics and society, while the third section seeks to provide an understanding of political processes in India.

Course Learning Outcomes:

1. An ability to comprehend the embeddedness of political and the social in each other.
2. Familiarity with different theoretical and conceptual issues in political sociology and a capacity to use them to grasp political phenomena in a cross-cultural and comparative perspective
3. Be able to understand and appreciate the diversity of ways in which politics operates historically and spatially to generate a more expansive notion of the realm of the political.
4. Be able to understand the relationship between state and society in shaping politics in India both historically and analytically.

5. Be able to generate hypotheses and research questions within the theoretical perspectives and ethnographic contexts in political sociology.

Course Content:

Unit 1. Introducing Political Sociology (3 Weeks)

Unit 2. Conceptual Moorings (6 Weeks)

1.1 Power, Authority and Resistance

1.2 Classes and Elites

1.3 State, Democracy and Citizenship

Unit 3. Politics and Society in India (5 Weeks)

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Unit 1: Introducing Political Sociology (Weeks 1-3)

Nash, Kate. 2010. Changing definitions of politics and power, in *Contemporary Political Sociology*, 2nd edition, UK: Wiley-Blackwell, pp. 1-42

Wolf, Eric. 1990. 'Facing Power- Old Insights, New Questions', *American Anthropologist*, New Series, Vol.92, No. 3, pp. 586-596

Spencer, Jonathan. 1997. 'Post-colonialism and the Political Imagination', *The Journal of the Royal Anthropological Institute*, Vol. 3, No. 1, pp. 1-19

Unit 2. Conceptual Moorings (Weeks 4-9)

2.1 Power, Authority and Resistance

Weber, Max. 1978. *Economy and Society: An Outline of Interpretive Sociology*, Berkeley: University of California Press, pp. 212-254; 262-266

Lukes, Steven. 2005. *Power: A Radical View*, 2nd edition, Hampshire: Palgrave, pp.14-49

Foucault, Michel. 2002. 'The Subject and Power', in *Power: Essential Works of Foucault*, Vol. 3, ed. James D. Faubion, London: Penguin Books, pp. 326-348

Young, Iris Marion (2014). Five faces of oppression, *Philosophical Forum*. 19. 270-290.

2.2. Classes and Elites

Bottomore, Tom. 1964. *Elites and Society*, Harmondsworth: Penguin Books, Chs 1, 2 & 3

2.3 State, Democracy and Citizenship

Mitchell, Timothy. 1991. 'The limits of the State: Beyond Statist approaches and their critics', *The American Political Science Review*, Vol. 85, No.1, pp. 77-96.

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

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

Tilly, Charles. 1999. 'Where Do Rights Come From?', in Theda Skocpol (ed). *Democracy, Revolution and History*, Ithaca: Cornell University Press, pp.55-72

Unit 3. Politics and Society in India (Weeks 10-14)

Bailey, F. G. 1968. 'Para-political Systems', in M.J. Schwartz (ed). *Local Level Politics: Social and Cultural Perspectives*, London: University of London Press, pp.281-94

Gupta, Akhil & K. Sivaramakrishnan (eds). 2011. *The State in India after Liberalization: Interdisciplinary Perspectives*, London & New York: Routledge, Introduction, pp. 1-27

Corbridge, Stuart and John Harriss. 2003. 'Transfer of Power? Subaltern Politics, Sites of Empowerment and the Reshaping of India's Democracy', in *Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy*. Delhi: OUP. Pp. 200 - 230

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

References:

Compulsory Readings:

Bailey, F. G. 1968. 'Para-political Systems', in M.J. Schwartz (ed). *Local Level Politics: Social and Cultural Perspectives*, London: University of London Press, pp.281-94

Bottomore, Tom. 1964. *Elites and Society*, Harmondsworth: Penguin Books, Chs 1, 2 & 3

Corbridge, Stuart and John Harriss. 2003. 'Transfer of Power? Subaltern Politics, Sites of Empowerment and the Reshaping of India's Democracy', in *Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy*. Delhi: OUP. Pp. 200 - 230

Foucault, Michel. 2002. 'The Subject and Power', in *Power: Essential Works of Foucault*, Vol. 3, ed. James D. Faubion, London: Penguin Books, pp. 326-348

Gupta, Akhil & K. Sivaramakrishnan (eds). 2011. *The State in India after Liberalization: Interdisciplinary Perspectives*, London & New York: Routledge, Introduction, pp. 1-27

Lukes, Steven. 2005. *Power: A Radical View*, 2nd edition, Hampshire: Palgrave, pp.14-49

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

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

Mitchell, Timothy. 1991. 'The limits of the State: Beyond Statist approaches and their critics', *The American Political Science Review*, Vol. 85, No.1, pp. 77-96.

Nash, Kate. 2010. Changing definitions of politics and power, in *Contemporary Political Sociology*, 2nd edition, UK: Wiley-Blackwell, pp. 1-42

Spencer, Jonathan. 1997. 'Post-colonialism and the Political Imagination', *The Journal of the Royal Anthropological Institute*, Vol. 3, No. 1, pp. 1-19

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

Tilly, Charles. 1999. 'Where Do Rights Come From?', in Theda Skocpol (ed). *Democracy, Revolution and History*, Ithaca: Cornell University Press, pp.55-72

Weber, Max. 1978. *Economy and Society: An Outline of Interpretive Sociology*, Berkeley: University of California Press, pp. 212-254; 262-266

Wolf, Eric. 1990. 'Facing Power- Old Insights, New Questions', *American Anthropologist*, New Series, Vol.92, No. 3, pp. 586-596

Young, Iris Marion (2014). Five faces of oppression, *Philosophical Forum*. 19. 270-290.

Additional Resources:

a. Books & Articles:

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

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

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

b. Audio Visual Resources:

1. Documentaries: Why Democracy
(<http://whydemocracy.net/>)

2. TV Series: Yes, Minister, Yes, Prime Minister,
(<http://www.imdb.com/title/tt0080306/>)

3. Films and TV Series from India:

Tamas , Neem ka Pedh, Kissa Kursi ka, Garam Hawa, Jaane Bhi Do Yaaron, New Delhi Times, Gulaal, Soldiers in Sarong.

Teaching-Learning Process:

Teaching learning process in this paper has to be interactive and reflective as majority of students are more often disinterested in questions concerning the political. Teachers should encourage students to read the daily newspaper and peruse electronic journals which would animate the conceptual and analytical aspects of the course with real socio-political events from the students' immediate contexts. Use of audio-visual resources, mainly documentaries will be made an integral part of learning in this course.

Assessment Methods:

Assessment in this paper will be in the form of written assignments, book reviews, film reviews, class presentations, projects, and class test.

Keywords:

Power, Authority, Resistance, Politics, Elite, State, Democracy, Citizenship, Rights, Para-Political Systems, Post-Colonialism.

BA (H) SOCIOLOGY
CORE COURSE -06
SOCIOLOGY OF RELIGION

COURSE OBJECTIVE

1. This course exposes students to the distinctiveness of the sociological approach to the study of religion.
2. The individual and the group encounter religion and/or religious phenomenon in myriad ways be it through custom, ritual, beliefs or other practices. Students will be familiarized with the basic theoretical and methodological perspectives on the study of religion and also exposed to ethnographic texts on various aspects of religious phenomenon.
3. The last section of the course touches upon some aspects of religion in contemporary times such as secularization and multiculturalism.

COURSE LEARNING OUTCOMES:

1. Students will be acquainted with representative texts that symbolize the development of knowledge in the field of Sociology of Religion. They will be able to identify different theories, approaches and concepts that make up the study of religion, distinguish between them and also use terms specific to the field in specific context.
2. Students will be able to make a link between texts and paraphrase their arguments and use these to communicate their ideas in research papers, projects and presentations.
3. By encompassing contemporary developments the course enables students to think about linkages between religion and society at various levels.

COURSE CONTENT

Unit 1: Theorising Religion and Society (Weeks 1-5)

- 1.1 Religion and Sociology**
- 1.2 Formulating a Theory of Religion**

Unit 2: Rationality (Weeks 6-8)

Unit 3: Elements of religion (Weeks 9-11)

- 3.1 Ritual**
- 3.2 Myth**
- 3.3 Body**
- 3.4 Time**

Unit 4: Religion and the State (Weeks 12-14)

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COURSE CONTENTS

Unit 1. Theorising Religion and Society (Weeks 1-5)

1.1 Religion and Sociology

Béteille, André. 2002. "Religion as a Subject for Sociology", in *Sociology Essays on Approach and Method*. New Delhi: Oxford University Press. pp 184-200.

1.2 Formulating a Theory of Religion

Durkheim, Emile. 1995. *The Elementary Forms of Religious Life*. Translated by Karen E. Fields. New York: The Free Press. Book one and Conclusion, pp. 21-44, 418-448.

Weber, Max. 2001. *The Protestant Ethic and the Spirit of Capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp. 103-126.

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. Rationality (Weeks 6-8)

Tambiah, Stanley Jeyaraja. 1990. *Magic, Science, Religion and the Scope of Rationality*. Cambridge: Cambridge University Press, pp. 1-41.

Smith, Jonathan Z. 1998. "Religion, Religions, Religious." *Critical terms for religious studies* pp. 269-284

3. Elements of religion (Weeks 9-11)

3.1 Ritual

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

Emile Durkheim. 1995. *The Elementary Forms of Religious Life*. Translated by Karen E. Fields. New York: The Free Press. Book three, pp. 303-412.

3.2 Myth

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.

3.3 Body

Hertz, Robert. 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.

3.4 Time

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

4. Religion and The State (Weeks 12-14)

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

Smith, Donald, E. 1963. *India as a Secular State* Princeton University Press, Princeton. Pp.1-40.

REFERENCES

COMPULSORY READINGS

Bèteille, André. 2002. "Religion as a Subject for Sociology", in *Sociology Essays on Approach and Method*. New Delhi: Oxford University Press. pp 184-2

Durkheim, mile. 1995. *The Elementary Forms of Religious Life*. Translated by Karen E. Fields. New York: The Free Press. Book one and Conclusion, pp. 21-44, 303-412, 418-448.

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

Hertz, Robert. 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.

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, pp. 119-124.

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

Smith, Donald, E. 1963. *India as a Secular State* Princeton University Press, Princeton. Pp.1-40.

Smith, Jonathan Z. 1998. "Religion, Religions, Religious." Critical terms for religious studies pp. 269-284.

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

Tambiah, Stanley Jeyaraja. 1990. *Magic, Science, Religion and the Scope of Rationality*. Cambridge: Cambridge University Press, pp. 1-41.

Weber, Max. 2001. *The Protestant Ethic and the Spirit of Capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp. 103-126.

ADDITIONAL RESOURCES

Berger, P.L. 1990. *The Sacred Canopy: Elements of a Sociological Theory of Religion*, 2nd Edition, New York: Anchor.

Geertz, Clifford. *The Interpretation of Cultures. Selected Essays. Basic Books, 1973, Religion as a Cultural System*, pp.87-125.

Van Gennep, A. 1960. *The Rites of Passage*. London: Routledge and Kegan Paul.

TEACHING LEARNING PROCESS

- a. The course is primarily a lecture course with a healthy dose of discussion based on the readings listed. Students are expected to read the required material each week and come prepared for discussion in class.
- b. The instructor will draw attention to details that are likely to be missed by the students and encourage them to expand the area of application of themes, concepts and issues covered by the course.
- c. Interactive classroom sessions are designed to help students develop group skills including listening, brainstorming, communicating and negotiating with peers.
- d. Teaching based on the syllabus will be supplemented with audio-visual resources, field visits and other contemporary media.

ASSESSMENT METHODS

Assessment will be in the form of written assignments, experience papers, projects and presentations.

KEY WORDS

Religion, sociology of religion, church, sacred, profane, belief, ritual, religion and social structure, Protestant Ethic, magic, myth, rationality, secular, secularization.

B.A (H) Sociology
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 Learning Outcomes:

1. An understanding of concepts such as sex and gender by problematising common-sensical notions of gender.
2. Raising key issues of power and subordination within the purview of gender and the need for and solutions resorted to as measures to initiate change through gender-based movements.
3. Understanding issues relating to gender both at a national and global level.
4. Places gender in juxtaposition with other forms of stratification and identity such as caste, class, family and work.

Course Content:

Unit 1. Gendering Sociology

Unit 2. Gender as a Social Construct

- 2.1. Gender, Sex, Sexuality
- 2.2. Production of Masculinity and Femininity

Unit 3. Gender: Differences and Inequalities

- 3.1. Class, Caste
- 3.2. Family, Work

Unit 4. Gender, Power and Resistance

- 4.1. Power and Subordination
- 4.2. Resistance and Movements

*

Unit 1. Gendering Sociology: [Week 1]

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

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)

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

Menon, Nivedita .2012. *Seeing like a Feminist*. India: Penguin. Introduction.

Unit 2. Gender as a Social Construct

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

Black Brian. 2007. “Brahmins and Women: Subjectivity and Gender Construction in the Upanishads” in *The Character of Self in Ancient India*. State University of New York Press. Albany. Chapter 4.

Dube, Leela.1988. “On the Construction of Gender: Hindu Girls in Patrilineal India.” *Economic and Political Weekly*. 23(18). WS11-WS19.

Ortner, Sherry. 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).

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).

Narrain, Arvind and Vinay Chandra. (eds). 2015. *Nothing to Fix: Medicalization of Sexual Orientation and Gender Identity*. New Delhi Sage Publications. Chapter 3.

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

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).

Cornwall, Andrea and Nancy Lindisfarne (ed.). 1994 *Dislocating Masculinity: Comparative Ethnographies*. Routledge. Chapter 1.

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).

Unit 3. Differences and Inequalities

3.1 Class, Caste [Weeks 7-8]

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).

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

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]

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).

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]

Unit 4. Gender, Power and Resistance

4.1. Power and Subordination [Weeks 11-12]

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].

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].

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)

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].

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].

References:

Compulsory Readings

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].

Black Brian. 2007. "Brahmins and Women: Subjectivity and Gender Construction in the Upanishads" in *The Character of Self in Ancient India*. State University of New York Press. Albany. Chapter 4.

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].

Dube, Leela.1988. "On the Construction of Gender: Hindu Girls in Patrilineal India." *Economic and Political Weekly*. 23(18). WS11-WS19.

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].

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

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].

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

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).

Menon, Nivedita .2012. *Seeing like a Feminist*. India: Penguin. Introduction. Ortner, Sherry. 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).

Narrain, Arvind and Vinay Chandra. (eds). 2015. *Nothing to Fix: Medicalization of Sexual Orientation and Gender Identity*. New Delhi Sage Publications. Chapter 3. 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).

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].

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).

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).

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].

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

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).

Additional Resources:

a) Books

Barrett, Michele. (1980). *Women's Oppression Today*. London. Verso.

Beauvoir, S. de (1992). *The Second Sex*. trans. H.M. Parshley. Harmondsworth. Penguin.

Butler, Judith. (1990). *Gender Trouble: Feminism and the Subversion of Identity*. New York. Routledge.

Connell, R. W. (1987) *Gender and Power*. Cambridge. Polity.

Delphy, Christine and Diana Leonard. (1992). *Familiar Exploitation: A New Analysis of Marriage in Contemporary Western Societies*. Cambridge. Polity.

Lerner Gerda. 1988. *The Creation of Patriarchy: The Origins of Women's Subordination. Women and History, Volume 1*. USA. OUP.

Sangari, Kumkum. and Sudesh Vaid, (ed). 1989. *Recasting Women: Essays in Colonial History*. India. Kali for Women/ Zuban Books

Mead, Margret. (1935). *Sex and Temperament in Three Primitive Societies*. London. Routledge.

Mohanty, Chandra Talpade, Ann Russo and Lourdes Torres. (1991). *Third World Women and the Politics of Feminism*. Bloomington. Indiana University Press.

Newton, Esther. (2000). *Margret Mead Made Me Gay: Personal Essays, Public Ideas*. London. Duke University Press.

Oakley, Ann. (1972). *Sex, Gender and Society*. London. Temple Smith.

b. Audio Visual Material:

‘Bol’, Shoaib Mansoor

‘Fire’, Deepa Mehta

‘The Danish Girl’, Tom Hooper

‘Born into Brothels’, Zana Briski, Ross Kauffman

‘Period. End of Sentence’, Rayka Zehtabchi

Teaching Learning Process:

This paper would enable to students to understand how gender relations inform our experience and realities. This would enable them to identify problematic links which perpetuates gender inequality and justice.

Students are introduced to the concept of gender as a social structure thereby not limiting gender injustice to individual events and agents but part of a systematic process.

The students will be engaging with different types of texts and documents which represent various subjectivities within several contexts like caste, class and race, thus promoting a gender just perspective which is objective and open to multicultural realities and concepts

Assessment Methods:

Assessment for this paper would be in the form of tests, written assignments, projects reports and presentations and field-work oriented tasks.

Key Words:

Sex and gender, sexuality, inequalities, power, subordination, social construction of masculinity and femininity, resistance, movements, family, caste, class, work.

B.A (H) Sociology
Core Course 08
ECONOMIC SOCIOLOGY

Course Objective:

The linkages between the economy and its socio-cultural environment are so many and so complex that it has become almost an imperative need of the hour as to understand the ways in which the key elements of economy are situated and conditioned in a socio-cultural context. This course offers an introduction to the key concepts and theoretical foundations of Economic Sociology as a specialized branch of Sociology. Students learn socio-cultural bases of various dimensions of economy such as production, distribution, exchange, consumption and markets while emphasizing the impact of norms, social structure, and institutions on economy. It also highlights the significance of sociological analysis for the study of economic processes and institutions in local and global contexts by drawing insights from both theoretically and empirically grounded studies.

Learning Outcomes:

1. Develops familiarity with different theoretical and conceptual aspects of economic sociology as a specialized branch of knowledge.
2. Develops background knowledge about the diverse ways in which economy is interlinked with other aspects of society and culture.
3. Acquire capacities to understand and analyse the transformations of economy and its key processes in a historical and comparative perspective.
4. Develops abilities to generate research questions and arguments about the intersections of economy and society.

Course Outline

Unit 1. Perspectives in Economic Sociology

1.1 Formalism and Substantivism

1.2 New Economic Sociology

Unit 2. Forms of Exchange

- 2.1 Reciprocity and Gift**
- 2.2 Exchange and Money**

Unit 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**

Unit 4. Some Contemporary Issues in Economic Sociology

- 4.1 Development**
- 4.2 Globalisation**

Course Content

Unit 1. Perspectives in Economic Sociology (Weeks 1-4)

1.1 Formalism and Substantivism

Polanyi, K. 1958. "Economy as an Instituted Process" in M. Granovetter and R. Swedberg (eds.) 1992 *The Sociology of Economic Life* Boulder Colorado, West View Press. pp. 27-50

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)

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

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

Unit 2. Forms of Exchange (Weeks 5-7)

2.1. Reciprocity and Gift

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.

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

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

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

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

3.1. Hunting and Gathering

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

3.2 Domestic Mode of Production

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

3.3 Peasant

George Dalton, H. Russell Bernhard, Beverly Chiñas, Beverly Chiñas, S. H. Franklin, David Kaplan and Eric R. Wolf (1972) Peasantries in Anthropology and History [and Comments and Replies], *Current Anthropology*. 13, No. 3/4 (Jun. - Oct., 1972), pp. 385-415

3.4 Capitalism

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

3.5 Socialism

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

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

4.1 Development

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

4.2 Globalisation

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

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

References:

Compulsory Readings:

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

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

George Dalton, H. Russell Bernhard, Beverly Chiñas, Beverly Chiñas, S. H. Franklin, David Kaplan and Eric R. Wolf (1972) Peasantries in Anthropology and History [and Comments and Replies], *Current Anthropology*. 13, No. 3/4 (Jun. - Oct., 1972), pp. 385-415

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

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

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

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.

Polanyi, K. 1958. "Economy as an Instituted Process" in M. Granovetter and R. Swedberg (eds.) 1992 *The Sociology of Economic Life* Boulder Colorado, West View Press. pp. 27-50

Sahlins, M. *Stone Age Economics*. London, Tavistock, 1974. Ch. 1, 2 and 3

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

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

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

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

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

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

Additional Resources:

Books and Articles:

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.

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

Teaching Learning:

1. This student centric course enables students to attend the above defined learning outcomes through a rigorous process of teaching and learning process. Classroom based dialogical teaching and learning method coupled with seminar presentations, field-based excursions, team-based projects provides a training-based learning ambiance to the students. This participatory and active learning process is deeply inbuilt in the above course structure.
2. Course planning also emphasizes on the use of e-learning materials in the form of documentaries, movies, online available lectures and interviews by eminent thinkers/researchers on the subjects to keep away students from monotonous and habitual ways of learning.

Assessment:

Periodic tutorials, seminar presentations, close or open book tests as continuous modes of students' assessment over the themes covered through interactive sessions in class further adds to the strength of this course making it a student/learner-centric course.

Keywords:

Economy, society, culture, business, money, trade, capitalism, socialism, production, consumption, globalization, development, primitive society, informal economy, proletarianization, world systems, market, embeddedness, peasant economy, exchange, formalism, substantives.

BA (H) Sociology
Core Course 09
Sociology of Kinship

Course Objectives

1. Impart a comprehensive study of the concepts relevant for understanding kinship, marriage and family.
2. Evolve a better understanding of family, marriage and kinship both in historical and evolutionary perspective.
3. Look beyond the surface of issues to discover the "why" and "how" of kinship.
4. Explores the new possibilities and critical insights offered by reproductive technologies in revisiting kinship.

Course Learning Outcomes

1. Grasp the historical evolution of kinship theories from a biological deterministic approach to culture of relatedness
2. Develop an analytical perspectives on concepts relevant for understanding kinship
3. Comprehend the coexistence of multiple perspectives in the study of family, marriage and kinship
4. Acknowledge the significance of the emergence of new reproductive technologies on recasting kinship

Course Outline:

Unit 1. Introduction:

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

1.2 Approaches

1.2.1 Descent

1.2.2 Alliance

1.2.3 Cultural

Unit 2. Family, Household and Marriage

Unit 3. Re-casting Kinship

3.1 Relatedness

3.2 Kinship and Gender

3.3 Re-imagining Families

3.4 New Reproductive Technologies

3.5. Surrogacy

*

Course Content:

Unit 1. Key terms and approaches (Weeks 1-5)

Radcliffe-Brown, A. R. and D. Forde (eds.), 1950, *African Systems of Kinship and Marriage*, London: Oxford University Press, Introduction, PP.1-39

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

Fortes, M., 1970, *Time and Social Structure and Other Essays*, University of London: The Athlone Press, Chapter 3, Pp. 67-95

Leach, Edmund, 1962, 'On Certain Unconsidered Aspects of Double Descent Systems', *Man*, Vol. 62, Pp. 130-134

Lévi-Strauss, Claude, 1969, *The Elementary Structures of Kinship*, London: Eyre and Spottiswoode, Chapters 1 & 2, Pp. 3-25

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

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

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

* Shah A.M., 1964, 'Basic Terms and Concepts in the study of family in India', *The Indian Economy and Social History Review*, vol. 1(3), pp 1-36

* Vatuk Sylvia, *Household Form and Formation: Variability and Social Change among South Indian Muslims* In Great, John N. & David J. Mearns (1989). *Society from the Inside Out: Anthropological Perspectives on the South Asian Household*. New Delhi: Sage. (Pp. 107-137).

*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 Unit 2]

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

Vatuk, Sylvia, Household Form and Formation: Variability and Social Change among South Indian Muslims In Great, John N. & David J. Mearns (1989). *Society from the Inside Out: Anthropological Perspectives on the South Asian Household*. New Delhi: Sage. (Pp. 107-137).

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

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

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

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

Unit 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

3.5 Surrogacy

Ragone Helena (2004). Surrogate Motherhood and American Kinship in R. Parkin and L. Stone(ed) *Kinship and Family: An Anthropological Reader*. Oxford: Blackwell Publishing Ltd, (pp. 342-361).

References:

Compulsory Readings:

* Vatuk Sylvia, Household Form and Formation: Variability and Social Change among South Indian Muslims In Great, John N. & David J. Mearns (1989). *Society from the Inside Out: Anthropological Perspectives on the South Asian Household*. New Delhi: Sage. (Pp. 107-137).

*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

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

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

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

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

Fortes, M., 1970, *Time and Social Structure and Other Essays*, University of London: The Athlone Press, Chapter 3, Pp. 67-95

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

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

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

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

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

Leach, Edmund, 1962, 'On Certain Unconsidered Aspects of Double Descent Systems', *Man*, Vol. 62, Pp. 130-134

Lévi-Strauss, Claude, 1969, *The Elementary Structures of Kinship*, London: Eyre and Spottiswoode, Chapters 1 & 2, Pp. 3-25

Radcliffe-Brown, A. R. and D. Forde (eds.), 1950, *African Systems of Kinship and Marriage*, London: Oxford University Press, Introduction, PP. 1-39

Ragone Helena (2004). Surrogate Motherhood and American Kinship in R. Parkin and L. Stone(ed) *Kinship and Family: An Anthropological Reader*. Oxford: Blackwell Publishing Ltd, (pp. 342-361).

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

* Shah A.M., 1964, 'Basic Terms and Concepts in the study of family in India', *The Indian Economy and Social History Review*, vol. 1(3), pp 1-36

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

Vatuk, Sylvia, Household Form and Formation: Variability and Social Change among South Indian Muslims In Great, John N. & David J. Mearns (1989). *Society from the Inside Out: Anthropological Perspectives on the South Asian Household*. New Delhi: Sage. (Pp. 107-137).

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

Teaching Learning Process

1. Interactive session with students to enable them to broaden their understanding of family, marriage and kinship.
2. Reading classical theories and ethnographies and apply them to understand what's happening around.
3. Movie screening on issues related to reproductive technologies, surrogacy, divorce etc.
4. Project work in which students get a chance to use their understanding of theories and approaches to their surroundings.

Assessment Methods

1. Internal assessment through regular assignments and class test
2. Project assessment through field work, writing report and presentation
3. Final end term assessment through external examination

Key Words:

Kinship, Family, Marriage, Biology, Culture, Relatedness, Assisted Reproduction, Maternity And Motherhood.

BA (H) Sociology
Core Course 10
Social Stratification

Course Objectives:

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

Course Learning Outcomes:

1. Students will learn about the socio-historical context of stratification theoretical concerns and problems and contemporary issues related to inequalities and its forms.
2. Inculcate in them a truly inter-disciplinary approach in the study of society especially stratification in all its manifestations.
3. Understanding of stratification and theories would sensitize students to its various sociological aspects, providing ample scope for applied learning and application.
4. Examining forms of stratification, understanding the relevance of caste, race and ethnic identities in contemporary world.

Course Outline:

Unit 1. Introducing Stratification (2 Weeks)

Unit 2. Theories of Stratification (5 Weeks)

2.1. Marx, Weber and Class

2.2. Functionalism

Unit 3. Identities and Inequalities (5 Weeks)

3.1. Caste, Race and Ethnicity

3.2. Feminism and Gendered Stratification

Unit 4. Social Mobility: Forms and Patterns (2 Weeks)

Unit 1. Introducing Stratification (2 weeks)

Beteille, Andre *Inequality among Men*. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22

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

Unit 2. Theories of Stratification (5 Weeks)

2.1. Marx, Weber and Class

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

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

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

2.2. Functionalism

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

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

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

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

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

Unit 3. Identities and Inequalities(5 Weeks)

3.1. Caste, Race and Ethnicity

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

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

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

Pitt-Rivers, Julian 'Race Colour 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

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

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

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

Unit 4. Social Mobility: Forms and Patterns (2 Weeks)

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

Goldthorpe, J. H. *The Constant Flux; A Study of Class Mobility in Industrial Societies*, Oxford: Clarendon Press.

References:

Compulsory Readings:

Acker, Joan. 'Women and Social Stratification: A Case of Intellectual Sexism'. *American Journal*

of Sociology 78.4, 1973. Pp. 936-944

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

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

Beteille, Andre *Inequality among Men*. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22

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

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

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

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

Goldthorpe , J. H. *The Constant Flux; A Study of Class Mobility in Industrial Societies*, .Oxford; Clarendon press.

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

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

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

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

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

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

Tawney, R. H. *Equality*. London: Unwin Books, 1964. Chapter 1. The Religion of Inequality,

Pp. 33-56

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

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

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

1.4 Teaching-learning process

1. As the course revolves around important aspects of stratification , which involves placement and identities of individuals within society thus the concepts and ,theories require active participation and involvement of students in interactive sessions.
2. Lectures would have to be supported by active group tutorial sessions around the issues raised in the course , which would further raise debates and discussions.
3. The course would allow for screening of films and documentaries related to different aspects of inequalities and identities , followed by talks by eminent researchers in the field and interactive discussions.
4. The key issues relating to stratification raised in the course, would encourage students to pursue these beyond the syllabus readings through library material and e-resources.
5. Students can be encouraged to take up projects in various areas suggested by the course, using secondary sources as well as by conducting modest field-work individually or in teams.
6. The course also offers immense scope for conducting field visits where concepts of stratification and inequalities can be observed.

Assesment:

Exams, Tests, Projects, Assignments

Key words: Inequality, Natural inequality, Social inequality, Race, Caste, class, Gender, Identity, Social mobility.

B.A. (H) Sociology
Core Course 11
Sociological Thinkers –I

Course Objectives

Objective of teaching sociological Thinkers to undergraduate students is to enable them to apply theory to their own everyday life experiences.

This requires that students develop their sociological imagination and the capacity to read each situation sociologically and then to think about it theoretically.

To this end, it is imperative that sociological theory courses demonstrate the applicability of theory to students.

Course Learning Outcome

1. Understanding the grand foundational themes of sociology.
2. Application of theories and concepts from classical sociological theories to develop intellectual openness and curiosity.
3. Appreciation of the classical concepts and theories to develop awareness of the limits of current knowledge.

Course Outline

Unit 1. Karl Marx

- 1.1. Dialectics and Historical Materialism.
- 1.2. Capitalist Mode of Production

Unit 2. Max Weber

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

Unit 3. Emile Durkheim

- 3.1. Social Fact
- 3.2. Nature of Solidarity

Course Content

Unit 1. Karl Marx (Weeks 1-5)

Marx, K. and F. Engels. 1969. *Selected Works Vol. 1*. Moscow: Progress Publishers. pp. 13-15 ([Theses on Feuerbach](#)), pp. 16-80 ([A Critique of the German Ideology](#)), pp.98-137

([Manifesto of the Communist Party](#)) , pp. 142-173 ([Wage Labour and Capital](#)), pp. 502-506 ([Abstract of Preface from A Contribution to the Critique of Political Economy](#)).

Unit 2. Max Weber (Weeks 6-9)

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

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

Weber , Max. 'Science as a Vocation' in David Owen and Tracy Strong eds. Max Weber : The Vocation Lectures. 2004. Indianapolis/ Cambridge, Hachette Publishing Company. pp. 1-31.

Unit 3. Emile Durkheim (Weeks 10-14)

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

Durkheim, E. 1951. *Suicide: A Study in Sociology*. New York: The Free Press, pp. 41-56, 145- 151.

Durkheim, E. 1964. *The Division of Labour in Society*, New York, The Free Press. Ch 2 & 3 pp. 70-133.

References:

Compulsory

Marx, K. and F. Engels. 1969. *Selected Works Vol. 1*. Moscow: Progress Publishers. pp. 13-15 ([Theses on Feuerbach](#)), pp. 16-80 ([A Critique of the German Ideology](#)) pp.98-137 ([Manifesto of the Communist Party](#)) , pp. 142-173 ([Wage Labour and Capital](#)), pp. 502-506 ([Abstract of Preface from A Contribution to the Critique of Political Economy](#)).

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

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

Weber , Max. 'Science as a Vocation' in David Owen and Tracy Strong eds. Max Weber : The Vocation Lectures. 2004. Indianapolis/ Cambridge, Hachette Publishing Company. pp. 1-31

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

Durkheim, E. 1951. *Suicide: A Study in Sociology*. New York: The Free Press, pp. 41-56, 145- 151.

Durkheim, E. 1964. *The Division of Labour in Society*, New York, The Free Press. Ch 2 & 3 pp. 70-133.

Additional Reading

Turner, J. N., Beeghley, Leonard, Powers, Charles. *The Emergence of Sociological Theory*.

Teaching Learning Process:

- a. The students are encouraged to read the original texts and the teacher often participates in the reading process. Thereby the teacher engages in active, rather than passive, pedagogy.
- b. It is important that the classroom sessions, initiated either by the student or the teacher, would encourage teamwork and draw students towards learning, yet there are other means available now which add to that. The use of digital/ICT generated techniques (audio-visual aids).

Assessment Methods:

1. Class assignments/term papers, theme(s) of which are chosen following teacher-student discussion, is one of the ways of assessing the subject and writing skill of the students.
2. Tutorial discussion oral presentations and viva-voce, short individual/team led field studies/projects and seminars/workshops are other modes of assessment. These are included in the Internal Assessment (IA) system.
3. Mid-semester examination is another mode of assessment. Here again, the topic(s) on which the students are to be examined are chosen through teacher-student consultation. Mid-semester examination tests the students on the grasp of the topic(s) in particular and the discipline in general.
4. The end-semester examination is conducted by the university and the student is tested and evaluated on the basis of the entire paper (syllabus). S/he is expected to have a full knowledge of the paper and prescribed readings.

Keywords

Materialism, Idealism, Dialectics, Surplus Value, Labour, Commodity, Class Social Action, Ideal Type, Value-free, Value-relevance, Verstehen, Calling, Protestant Ethics, Calvinism, Social Fact, Explanation, Solidarity

BA (H) Sociology
Core Course 12
Sociological Research Methods-I

Course Objective:

1. The course is a general introduction to the methodologies of sociological research. It will provide the student with elementary knowledge of the complexities and philosophical underpinnings of research.

COURSE LEARNING OUTCOMES

1. Students are introduced to sociological research both from a theoretical and methodological perspective. They understand the importance of research in social science.
2. Students develop the ability to evaluate the methodological validity of the claims made by theory.
3. The course enables students to evaluate a piece of research and move towards designing a simple research project.
4. Identify the difference between quantitative and qualitative methods.
5. Students will learn to identify ethical and practical issues in research. They also engage with the ideals of objectivity and reflexivity.
6. Students learn that research methods are universal and not bound by cultural location.

COURSE CONTENT

Unit 1. The Logic of Social Research

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

Unit 2. Methodological Perspectives

- 2.1 The Comparative Method
- 2.2 Feminist Method

Unit 3. Modes of Enquiry

- 3.1 Theory and Research
- 3.2 Analyzing Data: Quantitative and Qualitative
- 3.3 Ethical Issues In Data Collection and Analysis

COURSE CONTENTS

Unit 1. The Logic of Social Research (Weeks 1 and 2)

1.1 What is Sociological Research?

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

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)

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

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

1.3 Reflexivity

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

Unit 2 Methodological Perspectives (Weeks 8-11)

2.1 Comparative Method

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

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

2.2 Feminist Method

Hammersley, Martyn, "On Feminist Methodology" in *Sociology*, Vol. 26, No.2 (May 1992), pp. 187-206, Sage Publications, Ltd.

3. Modes of Enquiry (Weeks 12-14)

3.1 Theory and Research

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

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

3.3 Ethical Issues in Data Collection and Analysis

Creswell, J W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 3rd ed. Sage Publications, California, pp. 87-93.

REFERENCES:

COMPULSORY READINGS

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

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

Creswell, J W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 3rd ed. Sage Publications, California, pp. 87-93.

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

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

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

Hammersley, Martyn, "On Feminist Methodology" in *Sociology*, Vol. 26, No.2 (May 1992), pp. 187-206, Sage Publications, Ltd.

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

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

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

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

Teaching - learning process

- a. A research methods course will require a robust class room discussion on various aspects of the course leading to a clearer understanding of concepts and research methods and the production of knowledge.
- b. Interactive classroom sessions contribute to the development of group skills including listening, brainstorming, communicating and negotiating with peers.

ASSESSMENT METHODS

Assessment for this course will be based on written assignments, projects, project designs and presentations.

KEY WORDS

Research, objectivity, subjectivity, reflexivity, comparative method, feminist methodology, quantitative and qualitative data, mixed methods, ethics in research.

B.A. (H) Sociology
Core Course 13
Sociological Thinkers –II

Course Objectives:

Objective of teaching Sociological Thinkers to undergraduate students is to enable them to apply theory to their own everyday life experiences. This requires that students develop their sociological imagination and the capacity to read each situation sociologically and then to think about it theoretically. To this end, it is imperative that sociological theory courses demonstrate the applicability of theory to students.

Learning Outcomes:

Understanding the characteristics and dynamics of the social world, and how post-classical sociologists attempt to understand the social world.

1. Appreciating the relevance and limits of the contemporary theories or theoretical approaches to make sense of social reality.
2. Understanding the basic methodological approaches of the thinkers, through some original texts and their role in building sociological knowledge.

Course Content

Unit 1. Talcott Parsons

Action Systems and Pattern Variables

Unit 2. G. H. Mead and Erving Goffman

Interactional Self

Unit 3. Peter L. Berger and Thomas Luckmann

Social Construction of Reality

Unit 4. Max Horkheimer, T.W. Adorno and Herbert Marcuse

Critical Social Theory

Unit 5. Pierre Bourdieu

A Theory of Practice

Course Content:

Unit 1 Talcott Parsons (Weeks 1-3)

Parsons, T. 1951. (New edition first published 1991) *The Social System*. London : Routledge. Ch. 1 & 2. Pp. 1-44.

Unit 2. G. H. Mead and Erving Goffman (Weeks 4-6)

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

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

Unit 3 Peter L. Berger and Thomas Luckmann (Week 7-8)

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

Unit 4 Max Horkheimer, T.W. Adorno and Herbert Marcuse (Weeks 9-12)

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

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

Unit 5. Pierre Bourdieu (Weeks 13-14)

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

References

Compulsory

Parsons, T. 1951. (New edition first published 1991) *The Social System*. London: Routledge. Ch. 1 & 2. Pp. 1-44.

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

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

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

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

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

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

Additional Resources:

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

Black, Max ed . 1961. *Parsons Sociological Theory in The Social Theories of Talcott Parsons: A Critical Examination* .Englewood Cliffs, NJ. Prentice Hall. pp. 1-63

Teaching learning process:

The students are encouraged to read the original texts and the teacher often participates in the reading process. Thereby the teacher engages in active, rather than passive, pedagogy. It is important that the classroom sessions, initiated either by the student or the teacher, would encourage teamwork or draw students towards learning, yet there are other means available now which add to that. The use of digital/ICT generated techniques (audio-visual aids).

Assessment Methods:

1. Class assignments/term papers, theme(s) of which are chosen following teacher-student discussion, is one of the ways of assessing the subject and writing skill of the students.
2. Tutorial discussion oral presentations and viva-voce, short individual/team led field studies/projects and seminars/workshops are other modes of assessment. These are included in the Internal Assessment (IA) system.
3. Mid-semester examination is another mode of assessment. Here again, the topic(s) on which the students are to be examined are chosen through teacher-student consultation. Mid-semester examination tests the students on the grasp of the topic(s) in particular and the discipline in general.
4. The end-semester examination is conducted by the university and the student is tested and evaluated on the basis of the entire paper (syllabus). S/he is expected to have a full knowledge of the paper and prescribed readings.

Keywords:

Social Action, Action Frame of Reference, Pattern Variables, Self, Play stage, Game Stage, Impression Management, Disciplinary Practices, Protective Practices, Dramaturgy, Everyday Reality, Language, Knowledge, Enlightenment, Instrumental Rationality, Forms of Control, Political Universe, Repressive De-sublimation, Habitat, Structure, Practice.

B. A. (H) Sociology
Core Course 14
RESEARCH METHODS II

Course Objectives

1. The course provides an introductory, yet comprehensive engagement with social research.
2. Through theoretical and practical knowledge students are acquainted with the different stages of the research process like creation of research design, methods of data collection and analysis.
3. The imparted knowledge and training will enable students to develop a sound understanding of both quantitative and qualitative research.

Course Learning Outcomes

1. Students are introduced to the concept of conducting research, which is inclusive of formulating research designs, methods and analysis of data. Some knowledge of elementary statistics is also provided to the students to acquaint them with quantification of data.
2. The thrust of the course is on empirical reasoning, understanding and analysis of social reality, which is integral to the concepts of quantitative research. Students learn to differentiate between qualitative and quantitative aspects of research in terms of collection and subsequent analysis of data.
3. Through the competing theoretical perspectives and methodologies, students are able to understand that social reality is multi-faceted, heterogeneous and dynamic in nature.
4. By imparting the knowledge of theory and praxis of research, students are prepared to arrive at a critical understanding of the course. It also equips them with necessary skills for employment in any social research organisation.

Course Outline

Unit 1. Doing Social Research

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

Unit 2. Methods of Data Collection

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

Unit 3. Statistical Methods

3.1 Overview of Statistics in Sociology

3.2 Graphical and Diagrammatic Presentation of Data

(Bar diagram, 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).

Unit 4. Research Projects

Course Content:

Unit 1 Doing Social Research (Weeks 1-4)

1.1 The Process of Social Research

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

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)

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

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.

Unit 2. Methods of Data Collection (Weeks 5-9)

2.1 Survey Methods of Data Collection

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.

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.

Bailey, K. (1994). Interview Studies in *Methods of Social Research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020.Ch8. Pp.173-213.

Creswell, J W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 3rd ed. Sage Publications, California. Ch 8,9,10. Pp. 145-226.

2.2 Observation: Participant and non-Participant

Bailey, K. (1994). Observation in *Methods of Social Research*. Simon and Schuster, 4th ed. The Free Press, New York NY10020.Ch 10.Pp.241-273.

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

Unit 3. Statistical Methods (Weeks 10-13)

3.1 Overview of Statistics in Sociology

Raftery A E. 'Statistics in Sociology, 1950-2000' ,*Journal of the American Statistical Association*, Vol. 95, No. 450, (June 2000), pp. 654-661.

3.2 Graphical and Diagrammatic presentation of data

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

3.3 Measures of Central Tendency

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

3.4 Measures of Dispersion

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

Unit 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.

Teaching-Learning Process:

1. Classroom lectures interlink the sociological theories previously taught with the methods and techniques of data collection. Students are encouraged to construct questionnaires and conduct interviews, use technology like online surveys to develop practical research skills.
2. The use of statistics enables the students to understand both qualitative and quantitative aspects of social research.
3. Alternative pedagogical techniques like outdoor learning through field trips and research projects, audio-visual technology in classrooms provides them with both research related knowledge and experience.

Assessment Methods:

1. Tutorials are given regularly to students after the completion of a topic. The objective is to assess the understanding of the student regarding the covered topic.
2. Students are expected to submit individual/team project reports, along with making oral presentations of the same in class.
3. Periodic tests/mid-semester examination of the covered syllabus is also undertaken by the students during the academic session. End-semester examination is conducted by the University of Delhi.

Keywords:

Research, methods, techniques, quantitative, qualitative, empirical, field, concepts, hypothesis, sample, observation, statistics, survey, questionnaire, interview, graphs, tables, diagrammatic presentation, measures of central tendency, measures of dispersion.

B.A. (Honours) Sociology
Under Choice Based Credit System (CBCS)

(Revised with LOCF)

Discipline Specific Electives

(DSE)

BA (H) Sociology
Discipline Specific Elective 01
Urban Sociology

Course Objectives:

1. Urbanisation is an important aspect of modern society. This course is will provide an exposure to key theoretical perspectives for understanding urban phenomena in historical and contemporary contexts.
2. It also reflects on vital 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 understand and relate to the complexities of urban living.
3. The course seeks to evolve critical thinking and develop a policy perspective on the urban.

Course Learning Outcomes:

1. To appreciate the significance of the city and the process of urbanisation and its consequences across the globe, through cross disciplinary texts and ethnographic studies.
2. To understand the urban in the historical as well as modern contexts - the idea of urbanism and urban space and the intersections in these of institutions, processes and identities. This is to be achieved by exposing students to critical theoretical debates which help them to gain a deeper understanding of city life and urban environment which can also help them understand their own social environment better.
3. To learn about key urban processes such as migration, displacement and urban slums, as well as critical contemporary issues such as resettlement and rehabilitation and also engage in issues of public policy, urban transformation and change. Knowledge of such themes will help students pursue further studies in academic areas such as development and also engage in research on public policy, urban transformation and change.
4. To develop critical thinking and a reflective perspective through exposure to multicultural thought; to enhance disciplinary knowledge, research-related skills and develop a problem-solving competence.

Course Content:

Unit 1: Introducing Urban Sociology: Urban, Urbanism and the City

Unit 2: Perspectives in Urban Sociology

2.1. Ecological

2.2. Political Economy

2.3. Network

2.4. City as Culture

Unit 3: Movements and Settlements

3.1. Migration

3.2. Community

Unit 4: Politics of Urban Space

4.1. Caste, Class and Gender

4.2. Culture and Leisure

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Unit 1: Introducing Urban Sociology: Urban, Urbanism and the City: (3 Weeks)

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

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

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

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

Unit 2: Perspectives in Urban Sociology: (4 Weeks)

2.1. Ecological

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

2.2. Political Economy

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

2.3. Network

Castells, Manuel. 2002, "Local and Global: Cities in the Network Society", in *The Royal Dutch Geographical Society KNAG*, Vol. 93, No. 5, Blackwell Publishers. pp. 548–558

2.4. City as Culture

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

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

Unit 3: Movements and Settlements: (2 Weeks)

3.1. Migration

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

3.2. Community

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

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

Unit 4: Politics of Urban Space: (5 Weeks)

4.1. Caste, Class and Gender

Nair, Janaki "Battles for Bangalore: Reterritorialising the City", Pp 1-21
<http://opencity.in/documents/battles-for-bangalore-reterritorialising-the-city-janaki-nair>

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

Phadke, Shilpa. 2006. "You can be Lonely in a Crowd" in Sujata Patel and Kushal Deb (eds) *Urban Studies*. OUP: Delhi, Pp. 466-483.

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

4.2. Culture and Leisure

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

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

References:

Compulsory Readings:

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

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

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

Castells, Manuel. 2002, "Local and Global: Cities in the Network Society", in *The Royal Dutch Geographical Society KNAG*, Vol. 93, No. 5, Blackwell Publishers. pp. 548–558

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

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

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

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

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

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

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

Nair, Janaki "Battles for Bangalore: Reterritorialising the City", Pp 1-21 <http://opencity.in/documents/battles-for-bangalore-reterritorialising-the-city-janaki-nair>

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

Phadke, Shilpa. 2006. "You can be Lonely in a Crowd" in Sujata Patel and Kushal Deb (eds) *Urban Studies*. OUP: Delhi, Pp. 466-483.

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

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

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

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

Additional Resources:

a. Books & Articles

Eck, Diana, 1983. *Banaras: City of light*, London: Routledge and Kegan Paul.

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

Ringer, Fritz. 1994. "Max Weber on the origins and character of the Western city", *Critical Quarterly*, Volume 36, Issue 4, pp. 12-18

Sassen, Saskia. 1991. *The Global City: New York, London, Tokyo*. Princeton University Press.

Southall, Aidan. 1998. *The City in Time and Space*, Cambridge: Cambridge University Press.

b. Audio Visual Material:

1. Whyte, William H 1980. *Social Life of Small Urban Spaces*
2. Giovanni Vaz Del Bello 2006. *A Convenient Truth: Urban Solutions from Curitiba, Brazil*
3. Anand Patwardhan. 1985 *Bombay: Our City*
4. Sanjiv Shah. *A Place To Live*
5. Gouri Patwadhan. *Bin Savlyanchya Gavati (In a Shadowless Town)*

Teaching Learning Process:

The sociology of the urban is simultaneously theoretical and yet deeply experiential. The teaching learning for this course necessarily has to be deliberative, drawing from the multicultural exposure to city living. There will be an emphasis on blended learning supported by debates and discussions. Classroom lectures shall be supplemented by power

point presentations and film screenings on various contemporary urban issues. Invited lectures by policy makers, activists, practitioners and other stake holders would be integral to the curriculum. Students would be encouraged to set out into the field to grasp issues with greater clarity. City walks will be encouraged to enrich the experiential understanding of the urban. Learning would also involve a multi-disciplinary perspective, collaborating with other social sciences that engage with the urban as well as the disciplines of urban planning and architecture, in order to enhance problem solving and critical thinking ability.

Assessment Methods:

Assessment for this paper would be in the form of tests, written assignments, projects' reports and presentations.

Key Words:

Urban, Urbanism, Urbanisation, City, Migration, Settlement, Space, Ecology.

BA (H) Sociology
Discipline Specific Elective 02
Agrarian Sociology

Course Objectives:

1. To communicate Agriculture as the foundational material and cultural practice at the heart of the formation of social collectivities and make sense of South Asian societies agrarian formations.
2. To familiarize students with agrarian situation past and present with the help of necessary theories and categories.
3. To make sense of agrarian communities, their structure, transformation and trials and tribulations in modern world.
4. To introduce students to the rich legacy of theoretical and empirical work in agrarian sociology and its continued relevance.

Course Learning Outcomes:

1. An empathy for and ability to engage agrarian communities as living societies and understand grasp they condition as human condition.
2. An appreciation of agrarian world and familiarity with the trajectory of theoretical conversation on agrarian issues and their social, political and policy implications.
3. An understating of emerging as well as enduring issues of concern in Indian agrarian scene.
4. To be ready for a range of academic and professional roles that may require a knowledge of agrarian societies.

Course Content:

Unit 1: Agrarian Societies and Agrarian Studies

Unit 2: Perspectives in Agrarian Sociology

- 2.1 The Agrarian Question
- 2.2 The Moral Economy
- 2.3 Agrarian Commodity Systems
- 2.4 The Gandhian Vision

Unit 3: Themes in Agrarian Sociology of India

- 3.1 Land, Labor and Classes
- 3.2 State, Market, Policy and Politics
- 3.3 Caste and Gender

Unit 4: Knowledge and Crisis

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

Ludden, David. (1999), 'Agriculture' from, *An Agrarian History of South Asia*, Cambridge: Cambridge University Press. 1999. Pp. 6-48

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

Unit 2. Perspectives in Agrarian Sociology (Weeks: 3-5)

2.1 The Agrarian Question

Haroon Akram-Lodhi, A. and Cristobal Kay. Back to the future? Modes of Production and the Agrarian Question. From B. B. Mohanty, *Critical Perspectives on Agrarian Transition: India in the Global Debate*. London: Routledge. Pp. 43 - 63

2.2 The Moral Economy

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

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

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

2.4 The Gandhian Vision

Kumarappa, J. C. *Gandhian Economic Thought, Varanasi: Sarva Seva Sangh Prakashan, 1962*. Chapters 2 & 3 'Agrarian Economy and Rural Reconstruction' & Agro and Village Industries. Pp. 18-33

Unit 3. Themes in Agrarian Sociology of India (Weeks 6-12)

3.1 Land, Labor and Classes

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

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

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 State, Markets, Policy and Politics

Gupta, Akhil. *Post-Colonial Developments: Agriculture in the Making of Modern India*. Dunham: Duke University Press, 1998. Chapter 2. Agrarian Populism and Development of Modern Nation. Pp. 33 – 105

Krishnamurthy, Mekhala. 'Reconceiving the grain heap: Margins and movements on the market floor' *Contributions to Indian Sociology* 52, 1 (2018): 28–52.

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.

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

3.3 Caste and Gender

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

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

Unit 4. Knowledge and Crisis

Van der Ploeg, Jan Douwe. 'Potatoes and Knowledge' From Mark Hobart (ed.) *An Anthropological Critique of Development: The Growth of Ignorance*. London: Routledge. 1993. Pp. 209-224

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

References:

Compulsory Readings:

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

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

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.

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

Gupta, Akhil. *Post-Colonial Developments: Agriculture in the Making of Modern India*. Dunham: Duke University Press, 1998. Chapter 2. Agrarian Populism and Development of Modern Nation. Pp. 33 – 105

Haroon Akram-Lodhi, A. and Cristobal Kay. Back to the future? Modes of Production and the Agrarian Question. From B. B. Mohanty, *Critical Perspectives on Agrarian Transition: India in the Global Debate*. London: Routledge. Pp. 43 – 63

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

Krishnamurthy, Mekhala. 'Reconceiving the grain heap: Margins and movements on the market floor' *Contributions to Indian Sociology* 52, 1 (2018): 28–52.

Kumarappa, J. C. *Gandhian Economic Thought, Varanasi: Sarva Seva Sangh Prakashan, 1962* . Chapters 2 & 3 'Agrarian Economy and Rural Reconstruction' & Agro and Village Industries. Pp. 18-33

Ludden, David. (1999), 'Agriculture' from, *An Agrarian History of South Asia*, Cambridge: Cambridge University Press. 1999. Pp. 6-48

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

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

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

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

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

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

Van der Ploeg, Jan Douwe. 'Potatoes and Knowledge' From Mark Hobart (ed.) *An Anthropological Critique of Development: The Growth of Ignorance*. London: Routledge. 1993. Pp. 209-224

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

Additional Resources:

a. Books & Articles

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

Capitalism and Peasant Farming: Agrarian Structure and Ideology in North Tamil Nadu, Delhi: Oxford University Press, 1982. Pp. 149-210

Edelman, Marc. 'Bringing the Moral Economy Back in... to the Study of 21st-Century Transnational Peasant Movements', *American Anthropologist*, New Series, Vol. 107, No. 3 (Sep., 2005), pp. 331- 345.

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

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

Habib, Irfan. 'The Peasant in Indian History' from, *Essays in Indian History: Towards a Marxist*
Hardiman, David. 'Farming the Forrest: The Dangs 1830-1992', from *Histories of the Subordinated*, London: Seagull, 2007. Pp. 362-389.

Harriss, John. 'The Process of Production and the Development of Agrarian Capitalism' from, Hobsbawm, E. J. 'Peasants and Politics', *The Journal of Peasant Studies*, Vol. 1, No. 1, October 1973, 3–20

Mazoyer, Marcel and Laurenc Eroudart. 'Introduction', From, *A History of World Agriculture: From Neolithic Age to the Current Crisis*, New York: Monthly Review Press. 2008.

Scott, James C. 'afterword to 'Moral Economics, State Spaces and Categorical Violence'', *American Anthropologist*, New Series, Vol. 107, No. 3 (Sep., 2005), pp. 395-402

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

Thorner, Daniel. 'Chayanov's Concept of Peasant Economy' from, *A. V. Chayanov on the Theory of Peasant Economy*, Manchester: Manchester University Press. 1966. Pp. xi-xxiii

Teaching Learning Process:

The teaching learning for this course involves lectures, tutorial conversations around contemporary issues of concern for agrarian societies and extensive usage of imaginative literature and films that makes the lived world of peasantry and agrarian communities come alive to the students.

Assessment Methods:

Recommended evaluation would be an assignment that tests the conceptual grasp of the students and a project that prompts students to engage in research about a historical or contemporarily agrarian issue.

Keywords:

Agriculture, Agrarian Question, Moral Economy, Populism, Land, Labour, Technology, Agrarian Markets, Peasantry, Gender, Caste, State, Commodity Chains, Agrarian Crisis, Green Revolution.

BA (H) Sociology
Discipline Specific Elective 03
Environmental Sociology

Course Objectives:

1. This course is designed to allow students to reflect on the 'environment' as an object of sociological inquiry. It would orient them 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.
2. The aim is to convey the fact that since environmental issues in contemporary times have come to assume utmost significance representing a complex interplay of several factors that are material, ideal and social in character; these linkages need to be analyzed from a sociological standpoint as they play out in our societies in varied forms.
3. The themes running throughout this paper highlight the interactive and unfinished character of causality in environmental sociology, the central role of social inequality in environmental conflicts, the important influence of democratic institutions, the connect between the local and the global and finally the role played by the community at large.

Course Learning Outcomes:

1. An understanding of dynamic between natural and social worlds from a sociological perspective.
2. A grasp of fundamental principles and core theoretical debates of the discipline.
3. An ability to contribute from a sociological stand point to any research endeavors or public policy conversations that assess causes, effects and possible solutions of environmental issues and problems.
4. To be alive to the questions of ecology and inequity and sensitive to the questions of environmental justice and ethics.

Course Content:

Unit 1: Envisioning Environmental Sociology

- 1.1. What is Environmental Sociology?
- 1.2. Realist-Constructionist debate.
- 1.3 Indian Environmentalism: Cultural Responses

Unit 2: Theoretical Approaches in Environmental Sociology

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

Unit 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

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Unit 1. Envisioning Environmental Sociology [Weeks 1-3]

1.1 What is Environmental Sociology?

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

Hannigan, J. A. (1995). *Environmental Sociology*. Routledge, London and New York, 2nd ed. Chapters. 1 & 2 pp. 10-15, 16 - 35.

1.2 Realist-Constructionist Debate

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.

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

1.3 Indian Environmentalism: Cultural Responses

Key, C. (1998). Toward an indigenous Indian environmentalism. *Purifying the earthly body of God: Religion and ecology in Hindu India*, pp 13-34.

Unit 2: Theoretical Approaches in Environmental Sociology [Weeks 4-10]

2.1 Treadmill of Production

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.

2.2 Ecological Modernization

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

2.3 Risk

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 Ecofeminism and Feminist Environmentalism

Shiva, V. (1988). Women in nature. In *Staying alive: Women, ecology and development*. Zed Books. Ch 3. pp.38-54.

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 Social Ecology

Mukerjee, Radhakamal. 1932 (reproduced in 1994). 'An Ecological Approach to Sociology' in Ramchandra Guha (ed) *Social Ecology*. Delhi: OUP. Guha, R. (1994). *Social ecology*. Oxford University Press. pp (22-26).

Unit 3: Environmental Movements in India [Weeks 11-14]

3.1 Forest based movement – Chipko

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 Water based movement – Narmada

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 Land based movements – Anti-mining and Seed

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

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

Qaim, M., & Zilberman, D. (2003). Yield effects of genetically modified crops in developing countries. *Science*, 299(5608), 900-902.

References:

Compulsory Readings:

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).

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.

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

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

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.

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.

Hannigan, J. A. (1995). *Environmental Sociology*. Routledge, London and New York, 2nd ed. Chapters. 1 & 2 pp. 10-15, 16 - 35.

Key, C. (1998). Toward an indigenous Indian environmentalism. *Purifying the earthly body of God: Religion and ecology in Hindu India*, pp 13-34.

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.

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.

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

Mukerjee, Radhakamal. 1932 (reproduced in 1994). 'An Ecological Approach to Sociology' in Ramchandra Guha (ed) *Social Ecology*. Delhi: OUP. Guha, R. (1994). *Social ecology*. Oxford University Press. pp (22-26).

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

Qaim, M., & Zilberman, D. (2003). Yield effects of genetically modified crops in developing countries. *Science*, 299(5608), 900-902.

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

Shiva, V. (1988). Women in nature. In *Staying alive: Women, ecology and development*. Zed Books. Ch 3. pp.38-54.

Additional Resources:

a. Books & Articles

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.

b. Audio Visual Material

1. "An Inconvenient Truth" Al Gore.

2. “On The Fence: Chipko Movement Revisited” By Neelima and Pramod Mathur.
3. “Drowned out” (2002) By Franny Armstrong.
4. “The Call of Mother Earth- A Documentary on Niyamgiri” By Saroj Mahapatra
5. “Seed: The Untold story” by Jon Betz and Taggart Seigel

Teaching Learning Process:

Environment and environmental Sociology are deeply contentious, hence the teaching learning for this course necessarily has to be deliberative with an emphasis on debates and discussions. The lecture classes have to be accompanied by movies and documentaries on several contemporary environmental issues. Guest lectures by public servants, activists, NGO workers and various stake holders would be integral to the class. The students would be encouraged to set out into the field and grasp issues concretely. Learning would also involve an attempt at encouraging collaboration with science departments in the college to make it truly interdisciplinary.

Assessment Methods:

Assessment for this paper would be in the form of tests, written assignments, projects reports and Presentations.

Key Words:

Environment, nature, realism, constructionism, ecology, climate change, capitalism, modernization, sustainability, development, economic growth, environmental justice, power, movements, genetically modified crops, clean and green technology.

B.A. (H) Sociology
Discipline Specific Elective 04
Sociology of Work

Course Objectives:

1. 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.
2. 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.
3. In this context, the course addresses various contemporary problems, issues and concerns in a historical perspective, such as formal and informal work, unpaid work, gender, alienation, forced labour and hazardous work.

Course Learning Outcomes:

1. Understanding work in its social aspects such as gendered work and unpaid work, as different from its better known economic dimension.
2. Understanding work in its global dimensions, including the mutual relation between work in underdeveloped societies and that in developed ones, thus bringing out the importance of the comparative perspective in the study of work.
3. Learning about the complexities, disparities and inequalities in the area of work.
4. Learning about the socio-historical context of work, theoretical concerns and problems, and contemporary issues in the area of work and industry.

Course Content:

Unit 1: Work in Historical Perspective

Unit 2: Interlinking Work and Industry

Unit 3: Forms of Industrial Culture and Organization

- 2.1 Industrialism
- 2.2 Post-industrial Society
- 2.3 Information Society

Unit 4: Dimensions of Work

- 4.1 Alienation
- 4.2 Gender
- 4.3 Unpaid Work and Forced Labour

Unit 5: Work in the Informal Sector

Unit 6: Risk, Hazard and Disaster

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Unit 1: Work in Historical Perspective (Week 1)

Volti, Rudi. 2011, "An Introduction to the Sociology of Work and Occupations" Sage Publications, Inc. (second edition), Chs. 1 and 2, Pp. 1-16 and 19-35.

Unit 2: Interlinking Work and Industry (Weeks 2-3)

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

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

Unit 3: Forms of Industrial Culture and Organisation (Weeks 4-6)

3.1 Industrialism

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

3.2 Post-industrial Society

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

Kumar, Krishan.1973, *Prophecy and Progress*, London: Allen Lane, Ch. 6, Pp. 185-240

3.3 Information Society

Kumar, Krishan. 1999, *From Post-Industrial to Post-Modern Society*, Oxford: Blackwell Publishers Ltd., Chapter 2 and 6, Pp 6-35 and 154-163.

Unit 4: Dimensions of Work (Weeks 7-10)

4.1 Alienation

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

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

4.2 Gender

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.

Chowdhry, Prem. 1993, “High Participation, Low Evaluation: Women and Work in Rural Haryana”, *Economic and Political Weekly*, December 25, Pp.136-148.

4.3 Unpaid Work and Forced Labour

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

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

Unit 5: Work in the Informal Sector (Weeks 11-12)

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

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

Unit 6: Risk, Hazard and Disaster (Weeks 13-14)

Visvanathan, Shiv. 1986, "Bhopal: the Imagination of a Disaster", *Alternatives XI*, Pp. 147-165

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

References:

Compulsory Readings:

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

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.

Chowdhry, Prem. 1993, "High Participation, Low Evaluation: Women and Work in Rural Haryana", *Economic and Political Weekly*, December 25, Pp.136-148.

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.

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.

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.

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.

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

Kumar, Krishan. 1973, *Prophecy and Progress*, London: Allen Lane, Ch. 6, Pp. 185-240.

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

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

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

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

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

Volti, Rudi. 2011, "An Introduction to the Sociology of Work and Occupations" Sage Publications, Inc. (second edition), Chs. 1 and 2, Pp. 1-16 and 19-35.

Visvanathan, Shiv. 1986, "Bhopal: the Imagination of a Disaster", *Alternatives XI*, Pp. 147-165.

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.

Additional Resources:

Books and Articles:

Freeman, Carla. 2009, 'Feminity and Flexible labour: Fashioning Class through gender on the global assembly line' in Massimiliano Mollona, Geert De Neev and Jonathan parry (eds.) *Industrial Work and Life: An Anthropological Reader*, London: Berg. pp. 257-268.

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.

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.

Audio Visual Material:

1. 'Modern Times' by Charlie Chaplin
2. '15 Jobs that will disappear in the next 20 years due to Automation' <https://www.alux.com>

Teaching-learning process

As the course revolves around 'work' which is a theme central and innate to humankind, its definition requires active participation and involvement of students and interactive sessions. Lectures would have to be supported by active group tutorial sessions around the issues raised in the course syllabus, which would further connect with many aspects of work in terms of real life experiences, inviting discussion and debate. The course would allow for screening of films and documentaries related to different aspects of work, followed by interactive discussion. The key issues relating to work raised in the course, would encourage students to pursue these beyond the syllabus readings through library material and e-resources. Students can take up projects in various areas suggested by the course, using secondary sources as well as by conducting modest field-work, individually or in teams. The course also offers immense scope for conducting field visits to various work situations, to study work place interaction, gender issues at work, impact of technological innovation on workers, work in informal sector, etc.

Assessment Methods:

This paper would use class tests, written assignments, presentations, project reports, seminars and group discussions as methods of assessment.

Key Words:

Industrialism, work-study, scientific management, industrialization, post-industrialism, information, high technology, alienation, gendered work, emotional labor, informal sector, unpaid work.

BA (H) Sociology
Discipline Specific Elective 05
Sociology of Health and Medicine

Course Objectives:

The course introduces students to the sociology and anthropology of health, illness and medical practice by highlighting the significance of socio-cultural dimensions in the construction of illness and medical knowledge. Individual and group experiences and negotiations of health and illness are explored through case studies and health policies. Theoretical perspectives examine the dynamics of local, regional and global knowledge that shape these constructions.

Course Learning Outcomes:

1. To be able to use the key concepts developed in sociology and anthropology to understand biomedical practices of health and illness
2. To critique biomedicine and have an understanding of medicine as a plurality
3. To analyse the everyday experiences of health and illness as produced through social, economic, political and cultural forces
4. To gain insights on issues of public health in India and arrive at independent analysis

Course Content:

Unit 1. Origins and Development of Health and Medicine

1.1. Conceptualizing Disease, Sickness and Illness

1.2. Social and Cultural Dimensions of Illness and Medicine

Unit 2. Theoretical Orientations on Health & Illness

2.1. Political Economy of Health

2.2. Systems Approach

2.3. Health as a Power Discourse

2.4. Feminist Approach

Unit 3. Negotiating Health and Illness

3.1. Health Behaviours

3.2. Health Systems and Health Policies

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Unit 1. Origins and Development of Health and Medicine

1.1. Conceptualising Disease, Sickness and Illness

Turner, Bryan, S. (1995) *Medical Power and Social Knowledge*. London, Sage, Chapters 1 and 2 Pages (1-17, 24-43).

Fruend, 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)

1.2. Social and Cultural Dimensions of Illness and Medicine

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

Baer, Hans A., Singer, Merrill and Susser, Ida (1994) *Medical Anthropology and the World System*, Westport: Praeger. Chapter 10 Pages (307-328)

Unit 2. Theoretical Orientations in Health and Illness

2.1. Political Economy of Health

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. Systems Approach

Parsons, Talcott. 1951. "Social Structure and Dynamic Process: The Case of Modern Medical Practice." Pp. 428-478 *The Social System*. Glencoe, IL: Free Press.

Turner, Bryan, S. (1995) *Medical Power and Social Knowledge*. London, Sage, Chapter 3 Pages (44-54).

2.3. Health as a Power Discourse

Michel Foucault. 1980. "The Politics of Health in the Eighteenth Century," pp. 166-182 in *Power/Knowledge: Selected Interviews and Other Writings 1972/1977*. Edited by Colin Gordon. New York: Pantheon

Turner, Bryan, S. (1995) *Medical Power and Social Knowledge*. London, Sage, Chapters 1 Pages (17-24).

2.4. Feminist Approach

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

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

Unit 3. Negotiating Health and Illness

3.1. Health Behaviours

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)

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)

Davar, Bhargavi and Madhu Lohokhare 2009. Recovering from Psychological Traumas: The Place of Dargahs in Maharashtra, *Economic and Political Weekly*, Vol 18. No. 24. (Apr 18-24) 2009 pp 60-67

3.2. Health Systems and Health Policies

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

Minocha, Aneeta(1980) Medical Pluralism and Health Services. *Social Science and Medicine*. 14B:217-23.

Bhardwaj, Ruby (2010) ‘Medical Pluralism in India: The Interface of Contemporary and Alternative Therapies with Allopathy’ in Arima Mishra (ed.) *Health, Illness and Medicine: Ethnographic Redings*. Delhi: Orient Black Swan.

Farmer Paul 2001 *Infections and Inequalities: The modern palgues*. University of California. Berkeley. Chapter 10 pages (262-282)

Baru, Rama 2003 Privatisation of Health Services: A South Asian Perspective *Economic and Political Weekly* Vol 38. No. 42 (Oct-18-24) 2003 pp 4433-4437

Qadeer, Imrana 2013 Universal Health Care in India: Panacea for whom? *Indian Journal of Public Health* Volume 57 Issue 4 October-December 2013 pp 225-229

References

Compulsory Readings

Baer, Hans A., Singer, Merrill and Susser, Ida (1994) *Medical Anthropology and the World System*, Westport: Praeger. Chapter 10 Pages (307-328)

Baru, Rama 2003 Privatisation of Health Services: A South Asian Perspective *Economic and Political Weekly* Vol 38. No. 42 (Oct-18-24) 2003 pp 4433-4437

Bhardwaj, Ruby (2010) ‘Medical Pluralism in India: The Interface of Contemporary and Alternative Therapies with Allopathy’ in Arima Mishra (ed.) *Health, Illness and Medicine: Ethnographic Redings*. Delhi: Orient Black Swan.

Davar, Bhargavi and Madhu Lohokhare 2009. Recovering from Psychological Traumas: The Place of Dargahs in Maharashtra, *Economic and Political Weekly*, Vol 18. No. 24. (Apr 18-24) 2009 pp 60-67

Farmer Paul 2001 *Infections and Inequalities: The modern plagues*. University of California. Berkeley. Chapter 10 pages (262-282)

Fruend, 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)

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

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

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

Michel Foucault. 1980. "The Politics of Health in the Eighteenth Century," pp. 166-182 in *Power/Knowledge: Selected Interviews and Other Writings 1972/1977*. Edited by Colin Gordon. New York: Pantheon

Minocha, Aneeta(1980) *Medical Pluralism and Health Services. Social Science and Medicine*. 14B:217-23.

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.

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)

Parsons, Talcott. 1951. "Social Structure and Dynamic Process: The Case of Modern Medical Practice." Pp. 428-478 *The Social System*. Glencoe, IL: Free Press.

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)

Qadeer, Imrana 2013 Universal Health Care in India: Panacea for whom? *Indian Journal*

Turner, Bryan, S. (1995) *Medical Power and Social Knowledge*. London, Sage, Chapters 1, 2, 3, 5 (PP. 1-17, 24-43, 44-54, 86-108).

Additional Resources

Teaching Aids

Unit 1.

Fruend, Peter E.S., McGuire, Meredith B. and Podthurst, Linda S. (2003) *Health, Illness and the Social Body*, New Jersey: Prentice Hall. Chapter 1

Unit 2.

Comanor, William S. 1986 The Political Economy of Pharmaceutical Industry, *Journal of Economic Literature* Vol 4. No. 3 (Sep 1986) pp 1178-1217

Unit 3.

Baer, Hans A., Singer, Merrill and Susser, Ida (1994) *Medical Anthropology and the World System*, Westport: Praeger. Chapter 11

Gangolli Leena, Ravi Duggal, Abhay Shukla 2005 *Review of Health Care in India* CEHAT Mumbai

Films for Screening and Discussion

Euthanasia-Aurelia's Story. BBC Documentary

Ancient Enemy. Documentary on Leprosy.

Teaching Learning Process

Experiences of health and illness are very intense at the personal level and yet requires a certain detachment from which one can interrogate health systems. Hence classroom discussions should start by way of storytelling/experiences of episodes of illness and encounters with health system(s) whereby we bring in discussions of social constructions of health and illness. Theoretical perspectives to be delivered through intensive lectures. Discussions on health seeking behaviours to be done through case study presentations by students. Additional inputs may be given in the form of sessions/lectures with invited speakers like health activists, exposure visits to PHCs to ensure a more grounded understanding of politics of health. Tutorials are a must to encourage students' engagement in the course through debates and discussion on emerging issues of health and illness.

Assessment methods:

Classroom Participation, Tutorial Discussion, One take home assignment for e.g., Reflection paper on encounters with health system/s, or Review of National Health Policy/National Mental Health Policy, One class assignment, One Term paper, End semester examination

Key words:

Illness, sickness, disease, social construction, medical pluralism, health policies, health services

BA (H) Sociology
Discipline Specific Elective 06
Indian Sociological Traditions

Course Objectives

1. Improve sociological understanding of Indian society.
2. Examine how sociologists in India have primarily been engaged with issues of tradition and modernity, caste, tribe and gender.
3. Acquaint the students to the continuities and contradictions in Indian society.
4. Help understand the history of ideas related to the analysis of Indian society.

Course Learning Outcomes

1. Ensure that students have conceptual clarity and can articulate the main debates and arguments with regard to sociology in India.
2. Acquaint the students to the continuities and contradictions in Indian society
3. To ensure that students have understood the formation of the discipline in India and the challenges that it has faced.
4. To help students understand the history of ideas related to the analysis of Indian society.

Course Content

Unit 1 G S Ghurye

- 1.1 Caste and Race

Unit 2 D P Mukerji

- 2.1 Tradition and Modernity
- 2.2 Middle Class

Unit 3 Verrier Elwin

- 3.1. Tribes in India

Unit 4 M.N. Srinivas

- 4.1. Social Change

Unit 5 Irawati Karve

- 5.1. Gender and Kinship

Unit 6 Leela Dube

6.1 Caste and Gender

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Unit 1 G. S. Ghurye (Weeks 1-2)

Upadhyaya, Carol 2010, The Idea of an Indian Society: G.S. Ghurye and the Making of Indian Sociology" in Patricia Uberoi, Satish Deshpande and Nandini Sundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black

Ghurye, G.S. 1969, *Caste and Race in India*, Delhi: Popular Prakashan Pp 114-140,404-460

Unit 2. D. P. Mukerji (Weeks 3-4)

2.1 Tradition and Modernity

Madan, T.N. 2010, Search for Synthesis: The Sociology of D.P Mukerji" in Patricia Uberoi, Satish Deshpande and Nandini Sundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black

Mukerji D.P. (1958 second edition 2002), *Diversities: Essays in Economics, Sociology and Other Social Problems*, Delhi: Manak Publications Pp. 177-225, 261-276

2.2 Middle Class

Chakraborty, D 2010, D P Mukerji and the Middle Class in India, *Sociological Bulletin* 59(2), May-August 235-255

Unit 3. Verrier Elwin (Week 5-7)

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

Elwin, Verrier 1955, *The Religion of an Indian Tribe*, Bombay: OUP Chp 11, 15, 16,

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

Das.Veena,. 2006. *Oxford Handbook of Indian sociology*, OUP: New Delhi, pp 1-18

Unit 4. M. N. Srinivas (Week 8-10)

Srinivas, M.N. 1996, Indian Anthropologists and the study of Indian Society, *Economic and Political Weekly*, 31(11) 656-657

Srinivas, M.N. 1971, *Social Change in Modern India*, University of California Press Berkeley Chp 4-5

Srinivas, M. N.1992, *On Living in a Revolution and Other Essays*, Delhi: OUP. Chap 1, 2, 3&5

Unit 5. Irawati Karve (Week 11-12)

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

Karve, Irawati 1965, *Kinship Organization in India*, Bombay and New York: Asia Publishing House

Unit 6. Leela Dube (Week 13-14)

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

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

References:

Compulsory Readings:

Chakraborty, D 2010, D P Mukerji and the Middle Class in India, *Sociological Bulletin* 59(2), May-August 235-255

Das.Veena,. 2006. Oxford Handbook of Indian sociology, OUP: New Delhi, Pp 1-18

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

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

Elwin, Verrier 1955. *The Religion of an Indian Tribe*, Bombay: OUP Chp 11, 15, 16,

Ghurye, G.S. 1969, *Caste and Race in India*, Delhi: Popular Prakashan Pp 114-140,404-460

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

Karve, Irawati 1965, *Kinship Organization in India*, Bombay and New York: Asia Publishing House

Madan, T.N. 2010, "Search for Synthesis: The Sociology of D.P Mukerji" in Patricia Uberoi, Satish Deshpande and Nandini Sundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black

Mukerji D.P. (1958 second edition 2002), *Diversities: Essays in Economics, Sociology and Other Social Problems*, Delhi: Manak Publications Pg 177-225, 261-276

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

Srinivas, M. N.1992, *On Living in a Revolution and Other Essays*, Delhi: OUP. Chap 1, 2, 3&5

Srinivas, M.N. 1971, *Social Change in Modern India*, University of California Press Berkeley Chp 4-5

Srinivas, M.N. 1996, Indian Anthropologists and the study of Indian Society, *Economic and Political Weekly*, 31(11) 656-657

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

Upadhyaya, Carol 2010, "The Idea of an Indian Society: G.S. Ghurye and the Making of Indian Sociology" in Patricia Uberoi, Satish Deshpande and Nandini Sundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black

B. Suggested Readings

I. The following readings may be referred for debates and history of Indian Sociology

1. Dhanagare, D.N (1999), *Themes and Perspectives in Indian Sociology*, Delhi: Rawat Publications Chp 7
2. Madan T N 2011, *Sociological Traditions: Methods and Perspectives in the Sociology of India*, New Delhi: Sage
3. Uberoi, Patricia Deshpande Satish and Sundar Nandini (ed) 2010, *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black

II. The following readings may be referred for student presentations

1. Mukerji D.P. (1942 republished 2002), *Modern Indian Culture: A Sociological Study*, New Delhi: Rupa & Co.
2. Elwin, Verrier 1952, *Bondo Highlander*, Bombay: OUP
3. Karve, Irawati (1969 reprinted 1991), *Yuganta: The end of an epoch*, Hyderabad: Disha Books
4. Karve, Irawati 1961, *Hindu Society — an interpretation*, Pune: Deshmukh Prakashan

Teaching Learning Process

1. Assignment, Tutorials, presentation and project works
2. Field visit to slums, communities and NGOs
3. Screening of movies followed with discussions
4. Debates, discussion and dialogues by inviting experts and guest lectures

Assessment Methods

1. Internal assessment through regular assignments and class test
2. Project assessment through field work, writing report and presentation
3. Final end term assessment through external examination

Key words:

Tradition, Indian Sociologists, India, Social Change, Class, Caste, Tribes, Religion, Social Change

BA (H) Sociology

Discipline Specific Elective 07

Visual Culture

Course Objectives

1. The objective of this paper is to introduce the students to various perspectives that enable a contextualisation of everyday visual culture within the larger debates around power, politics, identity and resistance.
2. It brings together debates from the field of Art History, Social Sciences and Visual Art Practices to enable the students to understand the processes through which different visual environments can be sociologically analyzed. One of the central arguments of this paper is to understand how the very process of ‘seeing’ can be problematized.

Course Learning Outcomes

1. Developing the techniques to understand and appreciate visuals; working with visuals as potential representations of matters of sociological interest.
2. Understanding ‘visuality’/‘visualization’ as a technique of asserting power and dominance in society; simultaneously locating the subversive potential of alternative or ‘counter-visualities’.
3. Discovering the strength of ‘visuals’ in an age dominated by techniques of mass production and dissemination of images.

Course Content:

Unit 1 Introduction

1.1 Introducing Visual Cultures and the Process of ‘Seeing’

1.2 The Spectacles of Modernity

Unit 2 Visual Environments and Representations

2.1 Power, Knowledge and gaze of the State

2.2 Visual Contestations

2.3 Visual Practices and Identity formation

2.4 Visual Cultures of Everyday Life

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Unit 1. Introduction (Weeks 1-4)

1.1 Introducing Visual Culture and the process of 'seeing' (Weeks 1-2)

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

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

1.2 The Spectacles of Modernity (Weeks 3-4)

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

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

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.

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)

Unit 2. Visual Environments and Representations (Weeks 5-14)

2.1 Power, Knowledge and gaze of the State (Weeks 5-7)

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

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.

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

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

2.2 Visual Contestations (Weeks 8-10)

Eco, Umberto. *On Ugliness*. New York: Rizzoli, 2007. Print. pp. 8-20.

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

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

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 (Weeks 11-12)

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

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

2.4 Visual Culture of the everyday life (Weeks 13-14)

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

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

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

References:

Compulsory Readings:

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

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

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

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

- Debord, Guy. *Society of the Spectacle*. Detroit: Black & Red, 1983. (p. 7- 17)
- Eco, Umberto. *On Ugliness*. New York: Rizzoli, 2007. Print. pp. 8-20.
- 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.
- Foucault, Michel. 'Panopticism' In *Discipline and Punish: The Birth of the Prison*. New York: Pantheon, 1977. (p. 195-203)
- MacDougall, David. 'Photo Hierarchicus: Signs and Mirrors in Indian Photography' in *Visual Anthropology*, 1992, 5 (2): 103-29.
- Mally, Lynn. *Revolutionary Acts: Amateur Theater and the Soviet State, 1917-1938*. Ithaca: Cornell UP, 2000. p. 147-169
- 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.
- Mitchell, W.J.T. 'Showing Seeing: A Critique of Visual Culture' In *Journal of Visual Culture*, August 2002 vol. 1 no. 2 165-180
- 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
- Ranciere, Jacques. 'Problems and Transformations of Critical Art' In *Aesthetics and Its Discontents*. Cambridge, UK: Polity, 2009.
- 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)
- Shohat, Ella & Robert Stam 'Narrativizing Visual Culture', In Nicholas Mirzoeff (ed) *The Visual Culture Reader*. 2nd ed. London: Routledge, 2002. (p. 37-41)
- 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
- Tagg, John. 'Evidence, Truth and Order: Photographic Records and the Growth of the State' In *Essays on Photographies and Histories*. Amherst: University of Massachusetts, 1988
- 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.

Additional Resources:

Books & Articles:

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.

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

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

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

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

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

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

Teaching-Learning Process

a. The teaching-learning process for this course is centered on idea that students develop the capacity to connect concepts and debates from different visual art and social science fields, thereby understanding the interdisciplinary premise of this paper.

b. The role of the teacher is demanding here since this interdisciplinary aspect requires the students to be continually engaging with past and present artistic approaches, architectural developments, and advances in film, photographic and other visual practices.

c. This is not a course that can be transacted purely within the limits of a classroom. Accordingly, the pedagogic approach for this paper encourages visits to museums and art exhibitions along with regular conversations with artists and producers of various visual materials. It is expected that this course be transacted keeping in mind the constant encounter that the students have with the visual, thus enabling them to receive this data not as passive observers but with keen and analytical minds.

Assessment:

Given the interdisciplinary nature of the course and its requirement to move beyond the classroom and text books, assessment methods would involve tutorial and seminar presentations, guided term papers, group discussions and periodic class tests (closed or open book depending on the topic addressed).

Keywords:

Visual, Visuality, Seeing, Folk Art, Panopticon, Authority, Modernity, Countervisuality, Grotesque, Amateur Art, Camera, Photographic Representation, Photography, Critical Art, Identity, Representation, Everyday Life.

B.A. (H) Sociology
Discipline Specific Elective 08
Reading Ethnographies

Course Objectives:

1. 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.
2. 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 Course content.
3. A brief rationale before the four sets of ethnographies has been provided in the form of a reading to familiarize the students with the essence of the paper and to outline what is intended in the process of ‘reading ‘ an ethnography.
4. The committee of courses at the Department of Sociology may prescribe these or any other pairs of texts for any given academic year.

Course Learning Outcomes

1. At the end of the course students should be able to identify the expanse of social scientific knowledge and be proficient with the technique and have the patience to read, understand and critically analyze full-length texts that are often about another, unfamiliar culture.
2. The course aims to encourage interdisciplinary thinking between sociology, anthropology directly but also with philosophy and literature, through reading of ethnographies. It also seeks to bring the student to a global standard of familiarity with different types of classics within the combined disciplines of sociology, anthropology and ethnology.
3. The Course will enable students to not only come to terms with the making of human knowledge but also identifying limits of enquiry by learning and engaging in critical thinking about the research presented in the ethnographies. They are also expected to be able to work with ethnographic description as a unit of knowledge at par with numbers in quantitative studies.
4. Doing this Course will help the student discover the strength of small details and to identify what matters to people. They would also be able to engage with the community and understand the significant role of subjective and objective knowledge systems through the exercises in participant observation

Course Content

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

Course Units with Readings

(Given the Nature of the Paper there is only **one** compulsory reading 1.0.

Other than this each college can choose which set of readings they would like to teach in each Semester)

Week 1- Compulsory Reading

1.0. 'How to Read Ethnography' by Paloma Gay y Blasco and Huon Wardle, London: Routledge, 2007.

1. Weeks 2-14

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.

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

Or

2. Weeks 2-14

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 2-14

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.

References:

Compulsory Readings:

Compulsory Reading:

‘How to Read Ethnography’ by Paloma Gay Blasco and Huon Wardle, London: Routledge, 2007.

Additional Resources:

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.

Audio Visual Material:

Screenings of ethnographic films will complement the teaching.

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

Teaching - Learning process

The subject is designed to be reader-student centric. It is believed that the student would follow a rigorous regime of reading the texts and participating in the class room discussions. That is the reason why barring the key texts, other texts have been kept outside the mandatory reading list.

However the teacher's role is significant in two ways:

1. Bringing on board perspectives on how to read ethnographies.
2. Drawing attention to details that are likely to be missed by the students.

Assessment Method

Interactive classroom sessions keep the full-length text fresh in the memories of both students and teachers. The modes of assessment which include assignments, enactments, presentations etc, are designed to test the critical skills of reading ethnographies and not so much as reproducing the descriptions of the texts.

Key Words

Fieldwork, Participant Observation, Enquiry, Data Gathering, Ethnography, Perspectives Questionnaire, Interview, Social scientific knowledge, Description, Documentation, Diary, Other cultures, Subjective and Objective Knowledge.

B.A. (Honours) Sociology
Under Choice Based Credit System (CBCS)

(Revised with LOCF)

Skill Enhancement Courses
(SEC)

B. A. (H) Sociology
Skill Enhancement Course 01
Reading, Writing and Reasoning for Sociology

Course Objectives:

...an institution officially entrusted with the transmission of the instruments of appropriation of the dominant culture which neglects methodically to transmit the instruments indispensable to the success of its undertaking is bound to become the monopoly of those social classes capable of transmitting by their own means... the instruments necessary for the reception of messages...

- Pierre Bourdieu

1. To enhance the skills of Reading, Writing and Reasoning for Sociology so that students may have the means to realize learning outcomes of all the other courses in the program optimally.
2. To bring about a realization among the students that reading, writing, reasoning and critical thinking are interrelated skills.
3. To teach students to harness the creative tension in the process of reading, writing and reasoning.
4. The course seeks to teach elements of good academic writing and form habits that go with it.
5. An ability to avoid and spot plagiarism.

Course Learning Outcomes

1. Reading:

- (a) At the end of the course, students will be equipped to move from reading rudimentarily to advanced reading of texts extensively
- (b) Read academic texts and identify the central argument(s) and grasp the content of the texts
- (c) Read texts to identify the organization of ideas, structure of the arguments, style and tone of the author and author biases
- (d) Identify general conclusions from specific details in texts

2. Writing:

- (a) Identify standard elements of writing and different genres of writing from personal essay to academic writing.
- (b) Be equipped to express in different genres of writing such as summaries, critical reviews and essays, using:
 - (i) Multi-draft approach: pre-writing, outlining, drafting, revising, and editing

- (ii) Formal academic style
- (iii) Information from several sources and synthesizing into their own writing
- (iv) Internationally accepted methods of citation and referencing
- (c) Be able to treat reading and writing as complementary and synergistic
- (d) Be able to conceptualize and plan a research paper

3. Reasoning:

- (a) Students should be able to approach writing as a form of reasoning, with specific organization of ideas, style and perspective
- (b) Be able to develop critical thinking through reflecting on various texts consciously and not take anything for granted in the analyses of the social world
- (c) Be able to develop scientific reasoning by reading texts for consistency and logic
- (d) As multicultural classrooms, students should be able to relate specific experiences with specific groups and generate multi-cultural competence in understanding social issues. By reading texts from cross-cultural contexts, students will be able to approach a creative synthesis in the classroom and grasp the various ways of sociological reasoning.

Course Content:

Unit 1 Introduction: The virtues of repetition [Week 1]

Unit 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

Unit 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, paragraphs, sentences
- 3.3 Borrowing material: Paraphrasing, quoting, citing

Unit 4 Final sessions: peer reviewing [Week 14]

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Unit 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?)

Unit 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

Unit 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

Unit 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 peers' 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.

References

- Bailey, S. (2005). *Academic Writing*. London: Routledge
- Becker, Howard Saul and Pamela Richards. *Writing For Social Scientists*. Chicago: University of Chicago Press, 2007
- Crene, P. and Lea, M. (2006). *Writing at University*. Berkshire: Open University Press
- Dillard, A. (1995). *The writing life*. New York, NY: HarperPerennial
- Fairbairn, G. and Fairbairn, S. (2010). *Reading at University*. Buckingham: Open University Press.
- Graff, Gerald, (2014) "They Say / I Say" – The Moves That Matter in Academic Writing 3e , New York: W. W. Norton & Company
- Johnson, William A. Et. Al. *The Sociology Student Writer's Manual*. New Jersey: Prentice Hall, 2000.
- Thomson, A. Et. Al. *Critical Reasoning*. London: Routledge. 2001

Additional Resources:

- Axelrod Rise B. and Charles R. Cooper. *The St. Martin's Guide to Writing*. New York: St. Martin's Press. 1991.
- Shrodes, Caroline. Et. Al (Eds.) *The Conscious Reader*. New York: Macmillan, 1988.

Teaching Learning Process:

Reading, Writing and reasoning for sociology classroom by definition has to be interactive, participatory and practice intensive that places huge emphasis on peer learning. The students need to appreciate the virtues of grasping as well as creating structure while at the same time learning to innovate and improvise. Hence the teaching learning tries to generate similar tension. Teaching involves sessions of active reading that breaks the habitual reading that seeks word to word absorption. Exercises of translating, applying, analysing, synthesizing and evaluating concepts encountered in academic texts and practice of comprehension, summary writing, and studying texts for their central argument would be integral to the class room. Teaching also involves teaching rhetoric, ethics and aesthetics of writing through the use of both specialized texts on writing as well as social science texts. Reading and writing are ultimately taught as

modes of reasoning. Virtues of patience and attention to detail are taught through making students produce multiple drafts with variations of intent, content and emphasis on the same theme, and also training them to revise and teaching them to produce better drafts.

Assessment Methods:

Class participation, Class exercises, take home assignments, Class assignments, tasks of essay writing texts of various lengths and intent including a long essay to come at the end of the semester.

Key words:

Reading, Writing, Critical Thinking, Sociological Imagination, Public Sociology

B. A. (H) sociology
Skill enhancement course 02
Techniques of ethnographic filmmaking

Course Objectives

This course is premised on accessing sociology and social anthropology through forms other than the textual; in particular, the aural, the visual – the sensory. It introduces students to techniques of anthropological filmmaking as a form and method of description and argument, along with enabling an understanding of the relationship between film and text as distinct ethnographic practices. One concern that may be perceived in the transaction of this course is regarding its accessibility within the visually challenged encounter. However, this course imparts and highlights the significance of a sensory research practices, rather than being a purely visual exercise.

Course Learning Outcomes

1. The SEC on techniques of ethnographic filmmaking starts by laying groundwork for orienting students to the techniques and methods of using the method of visuals in sociology. As students engage with the course along with other important programmes as part of their B.A (H) in sociology, they also begin to understand the intersection of classroom-based knowledge and practical realm. At this point, the course aims to prepare them for challenges of doing sociological fieldwork and observing real-world spheres through the mode of filmmaking. It enables them to build on the graduate attributes of disciplinary knowledge, critical thinking, research-related skills, scientific reasoning, reflective thinking and multicultural competence.
2. Film screenings, assignments and projects in this course are aimed at broadening the spectrum of engagement through sociology. Through ethnographic filmmaking, students move beyond the textual reading and writing mode. Centered on the means of visual, oral and aural, the programme helps them build on the use of diverse media (and tools) to represent cultures and narratives.
3. A key learning outcome of the course is to introduce students to the skills and sensitivity needed to engage with the social world. Through ethnographic fieldwork and filmmaking, as they grasp the knowledge of technical, the meaning-making of social remains crucial in the SEC programme. An understanding of diversity of gender, culture, class, caste, sexuality, and religion is fundamentally reflected as they produce films on multiple issues.
4. Teamwork: An important aspect of the programme is working in teams/groups for the final filmmaking projects. Through team work and extensive discussions, students encounter and learn the importance of decision-making, ethics, communication skills, and planning. These are core competencies that the SEC orients them about.
5. The experience of producing visual anthropological content as part of the SEC helps students gear up for the specific electives and courses they take up in the later semesters, particular the research methods course. The brush with social research skills, techniques of sociological fieldwork and thematic issues of

representation helps in enriching their engagement with the theoretical framework in final year of BA (H) Sociology.

Course Content:

Unit 1. Introduction to Anthropological Filmmaking

- 1.1. History of Ethnographic Filmmaking
- 1.2. Anthropology and Filmmaking: The Text and the Image
- 1.3. Different Modes of Filmmaking

Unit 2. Understanding the use of Camera in Anthropology

Unit 3. The Filmmaker and the Filmed: Relationship and understanding ‘ethics’

Unit 4. Editing and Construction of Meaning

- 4.1 Understanding multiple shots and camera movement
- 4.2. Tools for Film Editing

Unit 5. Filming Oral testimonies, Interviews and Interactions Final Film Projects

Unit 6. Final Film Projects

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Unit 1. Introduction to Anthropological Filmmaking: [Week 1-3]

1.1. History of Ethnographic Filmmaking

Heider, Karl G. ‘A History of Ethnographic Film.’ In *Ethnographic Film*, Austin: University of Texas Press, 2006. Pp. 15-49.

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.

Suggested Screening of Film Scenes/Sequences, *Trance and Dance in Bali* by Margaret Mead and Gregory Bateson, 22 mins.

1.2. Anthropology and Filmmaking: The Text and the Image

Heider, Karl G. ‘The Attributes of Ethnographic Film’. In *Ethnographic Film*, Austin: University of Texas Press, 2006. Pp. 50-109.

Nichols, Bill. ‘What types of Documentary are there?’ In *Introduction to Documentary*. Bloomington: Indiana University Press, 2001. Pp. 99-137.

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.

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?

Practical Work for Week ½ - Familiarise yourself with your camera. Use your still and video cameras to shoot the same objects from different angles, lighting, and sound spaces.

Unit 2. Understanding the use of Camera in Anthropology: [Week 4]

El Guindi, Fadwa. 'For God's Sake Margaret' In *Visual Anthropology: Essential Method and Theory*, Walnut Creek, CA: AltaMira, 2004. Pp. 61-82

Suggested Screening of Film Scenes/Sequences: *Diyas*, Judith MacDougall, 56 mins, 1997/2000.

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?

Practical Work for Week 3 – Camera mounting on tripod; handheld camera practices.

Unit 3. Filmmaker and the Filmed: Relationship and understanding 'ethics'. [Weeks 5-6]

Spiegel, Pauline, 'The Case of the Well-Mannered Guest' in *The Independent Film and Video Monthly*, April 1984. Pp. 15-17

MacDougall, 'Whose Story is it?' In *Visual Anthropology Review*, Volume 7, Issue 2, Pp. 2–10, September 1991

Suggested topics for discussion: Dimensions of relationship between the filmmaker and the filmed - Gender, Class, Ethnicity.

By this point, students should have finalised their topics and groups for their final film.

Practical Work for Week 5-6: Assignment on Observational Mode; 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.

Viewing of assignments and discussions.

Unit 4. Editing and Construction of Meaning [Weeks 7-9]

4.1 Understanding multiple shots and camera movement

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.

Barbash, Ilisa, et al. 'Reframing Ethnographic Film: A 'Conversation' with David MacDougall and Judith MacDougall.'" *American Anthropologist*, vol. 98, no. 2, 1996, pp. 371–387.

By this time, students should have approached their respondents, acquired permissions and rekeyed possible shoot locations.

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. Tools for Film Editing

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.

Practical Work for Week 7-9: 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.

Viewing of assignments and discussions.

Unit 5. Filming Oral Testimonies, Interviews and Interactions [Weeks 10-11]

Suggested Screening of Film Scenes/Sequences: *Chronicle of a Summer* by Edgar Morin, Jean Rouch, 85 min, 1961.

Suggested topics for technical discussion: Sound and audio equipment.

Practical Work for Week 10-11: Film an oral testimony, with maximum 2 people; Length, no more than 5 minutes; Focus on Interaction; Location is optional

Viewing of assignments and discussions.

Unit 6. Final Film Projects [Weeks 12-14]

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.

References:

Compulsory Readings:

Barbash, Ilisa, et al. 'Reframing Ethnographic Film: A 'Conversation' with David MacDougall and Judith MacDougall.' *American Anthropologist*, vol. 98, no. 2, 1996, pp. 371–387.

El Guindi, Fadwa. 'For God's Sake Margaret' In *Visual Anthropology: Essential Method and Theory*, Walnut Creek, CA: AltaMira, 2004. Pp. 61-82

Spiegel, Pauline, 'The Case of the Well-Mannered Guest' in *The Independent Film and Video Monthly*, April 1984. Pp. 15-17

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.

Heider, Karl G. 'A History of Ethnographic Film.' In *Ethnographic Film*, Austin: University of Texas Press, 2006. Pp. 15-49.

Heider, Karl G. 'The Attributes of Ethnographic Film'. In *Ethnographic Film*, Austin: University of Texas Press, 2006. Pp. 50-109.

MacDougall, 'Whose Story is it?' In *Visual Anthropology Review*, Volume 7, Issue 2, Pp. 2–10, September 1991

Nichols, Bill. 'What types of Documentary are there?' In *Introduction to Documentary*. Bloomington: Indiana University Press, 2001. Pp. 99-137.

Additional Resources:

Books & Articles :

Barnouw, Erik, (1993). *Documentary: A History of the Non-Fiction Film*, Oxford University Press.

Rouch, Jean, 'Conversation between Jean Rouch and Professor Enrico Fulchignoni,' In trans. Steven Feld, *Cine-Ethnography*. University of Minnesota Press, 2003. Pp. 147-187

Audio Visual Material

Battleship Potemkin by Sergei Eisenstein, 69 mins. 1925;

Bowling for Columbine by Roger Moore, 120 mins, 2002.

Chronicle of a Summer by Edgar Morin, Jean Rouch, 85 min, 1961.

Dilli- Mumbai-Dilli by Saba Dewan, 63 mins, 2006;

Diyas, Judith MacDougall, 56 mins, 1997/2000.

Etre et Avoit by Nicholas Philibert's, 105 mins, 2002

New Boys by David MacDougall, 100 mins, 2003;

Strangers on a Train by Alfred Hitchcock, 101 min, 1951.

Teaching Learning Process

1. The primary thrust of this course is to enable students to develop social research skills through the use of camera and film technology. In this exercise, the role of the teacher is to familiarize the students not only with the techniques of ethnographic filmmaking but, to contextualize the practice within the larger theoretical framework in order to bring out the specific nature of anthropological films in comparison with other documentary genres.
2. This course demands a constant and rigorous one-on-one interaction with the students, as the teacher has to continually see and evaluate the visual material produced by the young filmmakers. The inputs provided by the teachers are not merely technical but are meant to guide the students regarding the very ethics of anthropological filmmaking. It is this combination of techniques and ethics that is central to the production of film based ethnographic research material.
3. A particular challenge in the transaction of this course is that students have already been exposed to a certain kind of visual thinking, generated by social media photography and video making. Because of this, the teacher has the crucial responsibility to guide the students to develop an academic bent while thinking visually, so that the latter learn not only to produce research relevant films but are also able to critically evaluate the circulation and exchange of images on various social media platforms.

4. This course allows the students to come out of their comfort zones, interact with people, engage with fieldwork, and in the process develop an understanding about their own abilities, limitations and interests. It allows them to address their own understanding of the world in a practical and experiential manner, thus challenging some of their predetermined ideas about the ‘other’.

Assessment Methods

Since this is a Skill Enhancement Course, the assessment of this paper entails a two-fold evaluation process, pertaining to the gradual competence acquired by the students. *Firstly*, the students will be marked on the series of exercises that they have to complete as mentioned in the syllabus. Along with technical soundness, students are expected to show ethical integrity in their project work. *Secondly*, they will be marked on the final film that they make at the end of the course. Those teaching the paper may invite filmmakers or other faculty members transacting this course to grade these student films. Students may execute their exercises as group projects.

Key Words

Ethnographic Film, Anthropological Filmmaking, making films for fieldwork, Filmmaking Ethics

B.A. (Honours) Sociology
Under Choice Based Credit System (CBCS)

(Revised with LOCF)

Generic Electives

(GE)

BA (H) Sociology

Generic Elective 01

Indian Society: Images and Realities

Course Objectives:

1. *Indian Society: Images and Realities* is an interdisciplinary introductory course on Indian society. It constitutes Indian society as an object of study through delineating the historical processes and ideological tensions that tentatively constitute this object. It proceeds to familiarize the students with constituent institutions and processes of Indian society such as village, town, region, caste, class, religion family, gender and political economy. It concludes with a section that marks the ongoing conversations about Indian society.
2. This generic elective course may serve as a foundational course for any graduate of the University as the disciplinary knowledge it transmits brings reflexivity, criticality, multi-cultural competence and ethical awareness essential for citizenship education of all graduates.
3. It enables the capacity to invoke scientific and analytical attitude towards one's own society and its ongoing workings and evolution. It provides the cultural knowledge and research skills that would be necessary for problem solving in Indian context.
4. The course works with fine and extremely well crafted sociological writing. In doing so it contributes to augmentation of their communication skills. Finally, the course provides the ethos and categories for lifelong learning about Indian society and history and a means to appreciate aspects of its culture in its proper context.

Course Learning Outcomes:

1. A familiarity with ideas of India in their social and historical context.
2. An acquaintance with key institutions and processes of Indian society.
3. An ability to understand social institutions with sociological imagination with a critical and comparative spirit.
4. A preliminary understanding of sociological discourse on Indian society.
5. A capacity to situate contemporary public issues pertaining to Indian society in the context of these enduring institutions, processes and contentions.

Course Outline

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

Unit 2. Institutions and Processes (8 Weeks)

2.1 Village, Town and Region

2.2 Caste, Class and Religion

2.3 Family and Gender

2.4 Political Economy

Unit 3. Critiques (3 Weeks)

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Course Content

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

Eck, Diana L. *India: A Sacred Geography*. New York: Harmony Books, 2012. Chapter 2. What is India? Pp.42 – 105

Unit 2. Institutions and Processes (8 Weeks)

2.1 Village, Town and Region

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

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

2.2 Caste, Class and Religion

Zelliot, Eleanor. 'Caste in Contemporary India', in Robin Rinehart ed. *Contemporary Hinduism: Ritual, Culture, and Practice*, Santa Barbara: ABC-Clio, 2004. Pp. 243 – 268

Alavi, Hamza. And John Harriss. *Sociology of "Developing Societies": South Asia*. London: Macmillan, 1989. Pp. 134-147 & 268 – 275

Diane P. Mines and Sarah Lamb (Eds.) *Everyday Life in South Asia*, Indianapolis: Indiana University Press. Pp. 219 – 248

2.3 Family and Gender

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

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

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

Unit 3. Critiques (3 Weeks)

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

Jayawardena, Kumari. *Feminism and Nationalism in the Third World*, London: Verso, Chapter 6. Women, Social Reform and Nationalism in India. 2016.

Baruah, Sanjib. 'Cultural Politics of Language, Subnationalism and Pan-Indiansim' from *India against Itself: Assam and the politics of Nationalism*, New Delhi: OUP, 2001. Pp. 69-90

References

Compulsory Readings

Alavi, Hamza. And John Harriss. *Sociology of "Developing Societies": South Asia*. London: Macmillan, 1989. Pp. 134-147 & 268 – 275

Baruah, Sanjib. 'Cultural Politics of Language, Subnationalism and Pan-Indiansim' from *India against Itself: Assam and the politics of Nationalism*, New Delhi: OUP, 2001. Pp. 69-90

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

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Mines, Diane P. 'The Hindu Gods in a South Indian Village' in Diane P. Mines and Sarah Lamb (Eds.) *Everyday Life in South Asia*, Indianapolis: Indiana University Press. Pp. 219 – 248

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

Zelliot, Eleanor. 'Caste in Contemporary India', in Robin Rinehart ed. *Contemporary Hinduism: Ritual, Culture, and Practice*, Santa Barbara: ABC-Clio, 2004. Pp. 243 – 268

Additional Resources

Chandavarkar, Rajnarayan. *History, Culture and the Indian City*, Cambridge: Cambridge University press, 2009. Chapter 2. Bombay's perennial modernities. Pp. 12 – 30

Fruzzetti, Lina. 'Muslim Rituals: Household Rites vs. Public Festivals in Rural India', from Imtiaz Ahmad (Ed.) *Ritual and Religion among Muslims in India*. Delhi: Manohar, 1984. Pp. 91 – 112 (22)

Metcalf, Barbara D. and Thomas R. Metcalf. *A Concise History of Modern India*. Cambridge: Cambridge University Press. 2006. Pp. 231 – 296

Mines, Diane P. and Sarah Lamb (Eds.) *Everyday Life in South Asia*, Indianapolis: Indiana University Press. Pp. 11 – 22

Mines, Diane P. *Caste in India*. Ann Arbor, Mich.: Association for Asian Studies, 2009.

Robb, Peter G. *A History of India*, London: MacMillan, 2011. (2nd Edition) Chapter 1. Region and Civilization. Pp. 1-27

Teaching-Learning Process:

The teaching, learning process for this paper involves lectures, presentations, projects and film screenings. The diversity and multi-cultural ecosystem of Delhi university classrooms would be mobilized to maximize peer learning through sharing of the lived knowledge of many Indias and its institutions.

Assessment Methods:

Recommended evaluation is one assignment that tests the conceptual grasp based on prescribed readings and one project that demonstrates competence to grasp a contemporary social issue, cultural feature or a trend in India

Keywords:

India, Civilization, Colony, Society, Village, Town, Region, Caste, Class, Religion, Family, Gender, Economy, Politics.

BA (H) Sociology
Generic Elective 02
Family and Intimacy

Course Objectives

1. To introduce students to a range of contemporary concerns pertaining to family as a social institution from a sociological perspective and with an interdisciplinary orientation.
2. To situate family in its historical, cultural, social and comparative contexts and alert students to widely prevalent misunderstandings about it and make them aware of the sheer diversity of family forms and reconstitute it as a possible arena of justice.
3. To familiarize students with different phases and facets of family and intimate life using ethnographic accounts from different regions of India.
4. To examine institution of family and experience of intimacy with empathy and detachment.

Course Learning Outcomes

1. An ability to examine the institution of family and reality of intimate experiences from a sociological perspective.
2. Knowledge of diverse forms of the family within their appropriate historical contexts and comparative appreciation of their features.
3. Ability and disposition to constitute quotidian space of family and intimacy as an arena of democracy, gender justice and empowerment.
4. Awareness of symbiotic relationship between conceptual, ethnographic and critical literatures in social sciences and demonstrate how they work in close tandem.
5. To alert next generation policy makers to take the questions of the intimate sphere of the family with appropriate seriousness and make them integral to public reason and conversation.

Course Outline

Unit 1: What is Family? (4 Weeks)

Unit 2: Family and Intimacy: Themes and Accounts (6 Weeks)

Unit 3: Family and Intimacy: Critiques and Transformations (4 Weeks)

Course Content:

Unit 1. What is Family? (4 Weeks)

Mitterauer, Michael, and Reinhard Sieder. *The European Family*. Chicago: University of Chicago Press, 1982. Chapters 1 & 4. Family as a Historical Social Form & Has Family Lost its Functions? Pp. 1-21, 71-90.

Worsley, Peter. *Introducing Sociology*. Harmondsworth: Penguin Books, 1984. Chapter 4. The Family. Pp. 165-209.

Lévi-Strauss, Claude. 'The Family' in Harry L Shapiro (ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp. 261 – 285.

Okin, Susan Moller. *Justice, Gender, and the Family*. New York: Basic Books, 1989. Chapter 2. The Family: Beyond Justice? Pp. 25 – 40.

Weston, Kath. *Families We Choose*. New York: Columbia University Press, 1991. Chapter 2. Exiles from Kinship. Pp. 21 – 42.

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

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.

Goody, Jack. *The Oriental, the Ancient and the Primitive: Systems of Marriage and the Family in the Preindustrial Societies of Eurasia*. Cambridge: Cambridge University Press. (With Esther Goody) Chapter 6. Marriage and the Family in Gujarat. Pp.157-178.

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.

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.

Lynch, Owen M. (Ed.) *Divine Passions: The Social Construction of Emotion in India*. Delhi: Oxford University Press, 1990. (Sylvia Vatuk) Chapter 3. "To be a Burden on Others": Dependency Anxiety among the Elderly in India. Pp. 64 – 88.

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

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

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.

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

Shah, A. M. *The Writings of A. M. Shah: The Household and Family in India*. Hyderabad: Orient Blackswan. 2014. "Changes in the Indian Family: An Examination of some Assumptions". Pp. 329 – 341

Uberoi, Patricia. (Ed.) *Social Reform, Sexuality and the State*. New Delhi: Sage Publications, 1996. Chapter 14. When is a Marriage not a Marriage? Sex, Sacrament and Contract in Hindu Marriage. Pp.319 – 345.

Hochschild, Arlie Russell. *So how's the Family? And other Essays*. Berkley: University of California Press, 2013. Chapter 4. So how's family? Pp. 47- 60.

References

Compulsory Readings:

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

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.

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

Goody, Jack. *The Oriental, the Ancient and the Primitive: Systems of Marriage and the Family in the Preindustrial Societies of Eurasia*. Cambridge: Cambridge University Press. (With Esther Goody) Chapter 6. Marriage and the Family in Gujarat. Pp.157-178.

Hochschild, Arlie Russell. *So how's the Family? And other Essays*. Berkeley: University of California Press, 2013. Chapter 4. So how's family? Pp. 47- 60.

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.

Lévi-Strauss, Claude. 'The Family' in Harry L Shapiro (ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp. 261 – 285.

Lynch, Owen M. (Ed.) *Divine Passions: The Social Construction of Emotion in India*. Delhi: Oxford University Press, 1990. (Sylvia Vatuk) Chapter 3. "To be a Burden on Others": Dependency Anxiety among the Elderly in India. Pp. 64 – 88.

Mitterauer, Michael, and Reinhard Sieder. *The European Family*. Chicago: University of Chicago Press, 1982. Chapters 1 & 4. Family as a Historical Social Form & Has Family lost its Functions? Pp. 1-21, 71-90.

Okin, Susan Moller. *Justice, Gender, and the Family*. New York: Basic Books, 1989. Chapter 2. The Family: Beyond Justice? Pp. 25 – 40.

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.

Shah, A. M. *The Writings of A. M. Shah: The Household and Family in India*. Hyderabad: Orient Blackswan. 2014. "Changes in the Indian Family: An Examination of some Assumptions". Pp. 329 – 341

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.

Uberoi, Patrica. (Ed.) *Social Reform, Sexuality and the State*. New Delhi: Sage Publications, 1996. Chapter 14. When is a Marriage not a Marriage? Sex, Sacrament and Contract in Hindu Marriage. Pp.319 – 345.

Weston, Kath. *Families We Choose*. New York: Columbia University Press, 1991. Chapter 2. Exiles from Kinship. Pp. 21 – 42.

Worsley, Peter. *Introducing Sociology*. Harmondsworth: Penguin Books, 1984. Chapter 4. The Family. Pp. 165-209.

Additional Resources:

Books & Articles

Ahmad, Imtiaz. *Family, Kinship, and Marriage among Muslims in India*. Delhi: Manohar Press. 1976.

Beck, Ulrich and Elisabeth Beck-Gernsheim. *The Normal Chaos of Love*. Oxford: Polity Press. 1995.

Becker, Gary S. *A Treatise on the Family*. Harvard: Harvard University Press.

Dasgupta, Sanjukta. *The Indian Family in Transition: Reading Literary and Cultural Texts*, Delhi: Sage. 2007.

Engels, Frederick. *The Origin of the Family, Private Property and the State*. New York: Penguin. 2012.

Goody, Jack. *Development of the Family and Marriage in Europe*. Cambridge: Cambridge University Press. 1983.

Laslett, Peter. *Family Life and Illicit Love in Earlier Generations: Essays in Historical Sociology*. Cambridge: Cambridge University Press. 1977.

Madan, T. N. *Family and Kinship: A Study of the Pandits of Rural Kashmir*. Delhi: Oxford University Press, 1989.

Ross, Aileen D. *The Hindu Family in its Urban Setting*. Toronto: University of Toronto Press. 1967.

Stone, Lawrence. *The Family, Sex and Marriage in England 1500 – 1800* (Abridged Edition), Harmondsworth: Penguin.

Teaching-Learning Process:

Besides conventional lecturing for communicating concepts, the teaching-learning process for this paper seeks to draw extensively on the diverse cultural competences, observations and experiences of the class to make the issues involved more vivid. Group discussions providing a space for students to voluntarily share their observations and experiences of family life are integral part of the teaching-learning process. Given that family and intimate experiences are also a staple of popular culture, teaching - learning seeks to mobilize those resources to make classes more engaging.

Assessment Methods:

Recommended evaluation is one assignment that tests the conceptual competence and one project that puts the conceptual learning into empirical practice.

Keywords:

Family, Intimacy, Life Cycle, Childhood, Marriage, Old Age, Gender, Emotions, Sexuality, Love, Law, Justice, Democracy

BA (H) Sociology
Generic Elective 03
Rethinking Development

Course Objectives

1. This course invites students to explore issues relating to development, one of the key ideas, concepts, and animating forces of our societies and lives. It offers sociological modes to investigate the bewildering, often contradictory, ways in which development comes to mean a promise or desire, an inevitable consequence or persuasive project, and how it is closely connected to notions of progress and modernity.
2. It introduces students from various disciplines to the scholarship on development from a sociological vantage point. It aims to familiarise students with ideas, theories, and practices of development. The course also acquaints them with the trajectory of development in post-colonial India.
3. Drawing from disciplines such as sociology, anthropology, economics, political studies, and development studies, it shall help students analyse different approaches to, and practices and experiences of, development. With its emphasis on the role and interplay of institutions, apparatus, policies, practices, and social relations, this course shall also aid in the critical analysis of development's diverse manifestations across locations and moments.

Course Learning Outcomes

1. Understand different ideas of, and approaches to, development.
2. Explain the dynamics between developmental institutions, actors, policies, theories, approaches, and ideas and the implementation, consequences, and experiences of development.
3. Critically analyse the key features of developmental processes in postcolonial India.
4. Undertake a sociological examination of developmental practices in different locations, moments, and fields, and to interpret different outcomes and experiences of development.

Course Outline

1. **Unpacking Development (3 Weeks)**
2. **Theorizing Development (5 Weeks)**
3. **Developmental Regimes in India (3 Weeks)**
4. **Practices and Experiences of Development (3 Weeks)**

Course Content

Unit 1. Unpacking Development (Weeks 1-3)

Rist, Gilbert. 2008. *The History of Development: From Western Origins to Global Faith*. London: Zed Books, pp. 1-24.

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

Dirlik, Arif. 2014. 'Developmentalism: A Critique,' *Intervention* 16 (1), pp 30-48.

Unit 2. Theorizing Development (Weeks 4-8)

Leys, Colin. 2005. 'The Rise and Fall of Development Theory,' in M. Edelman and A. Haugerud (eds.) *The Anthropology of Development and Globalization*. Oxford: Blackwell Publishing, pp 109-125.

Sen, Amartya. 1999. *Development as Freedom*. New Delhi: Oxford University Press, pp. 3-11, 35-54.

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

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

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

Escobar, Arturo. 1995. *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press, pp. 3-54.

Unit 3. Developmental Regimes in India (Weeks 9-11)

Chatterjee, Partha. 2008. 'Democracy and Economic Transformation in India,' *Economic and Political Weekly* 43 (16), pp. 53-62.

Harriss, John. 2006. *Power Matters: Essays on Institutions, Politics and Society in India*. Delhi: Oxford University Press, pp. 75-102.

Gupta, Akhil and Sharma, Aradhana. 2006. 'Globalization and Postcolonial States,' *Current Anthropology* 47 (2), pp. 277-293.

Unit 4. Practices and Experiences of Development (Weeks 12-14)

Elyachar, Julia. 2002. 'Empowerment Money: The World Bank, Non-Governmental Organizations, and the Value of Culture in Egypt,' *Public Culture* 14 (3), pp. 493-513.

Pigg, Stacy. 1992. 'Inventing Social Categories through Place: Social Representations and Development in Nepal,' *Comparative Studies in Society and History* 34 (3), pp. 491-513.

Srivastava, Aseem and Kothari, Ashish. 2012. *Churning the Earth: Making of Global India*. Delhi: Penguin, pp. 193-230, 254-292.

References

Compulsory Readings

Chatterjee, Partha. 2008. 'Democracy and Economic Transformation in India,' *Economic and Political Weekly* 43 (16), pp. 53-62.

Dirlik, Arif. 2014. 'Developmentalism: A Critique,' *Intervention* 16 (1), pp 30-48.

Elyachar, Julia. 2002. 'Empowerment Money: The World Bank, Non-Governmental Organizations, and the Value of Culture in Egypt,' *Public Culture* 14 (3), pp. 493-513.

Escobar, Arturo. 1995. *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press, pp. 3-54.

Gupta, Akhil and Sharma, Aradhana. 2006. 'Globalization and Postcolonial States,' *Current Anthropology* 47 (2), pp. 277-293.

Harriss, John. 2006. *Power Matters: Essays on Institutions, Politics and Society in India*. Delhi: Oxford University Press, pp. 75-102.

Leys, Colin. 2005. 'The Rise and Fall of Development Theory,' in M. Edelman and A. Haugerud (eds.) *The Anthropology of Development and Globalization*. Oxford: Blackwell Publishing, pp 109-125.

Pigg, Stacy. 1992. 'Inventing Social Categories through Place: Social Representations and Development in Nepal,' *Comparative Studies in Society and History* 34 (3), pp. 491-513.

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

Rist, Gilbert. 2008. *The History of Development: From Western Origins to Global Faith*. London: Zed Books, pp. 1-24.

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

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

Sen, Amartya. 1999. *Development as Freedom*. New Delhi: Oxford University Press, pp. 3-11, 35-54.

Srivastava, Aseem and Kothari, Ashish. 2012. *Churning the Earth: Making of Global India*. Delhi: Penguin, pp. 193-230, 254 -292.

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

Additional Resources

Amanor, Kojo Sebastian. 2009. 'Global Food Chains, African Smallholders and World Bank Governance,' *Journal of Agrarian Change* 9 (2), pp. 247-262.

Bardhan, Pranab. 1992. *The Political Economy of Development in India*. Delhi: Oxford University Press.

Bhaduri, Amit. 2009. *The Face You Were Afraid To See*. New Delhi: Penguin Books.

Crewe, Emma and Elizabeth Harrison. 1998. *Whose Development?* London: Zed Books.

Davis, Mike. 2006. *Planet of Slums*. London: Verso.

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

Galeano, Eduardo. 1997. *Open Veins Of Latin America*. New York: Monthly Review Press.

George, Susan. 1976. *How the Other Half Dies: The Real Reasons for World Hunger*. Harmondsworth: Penguin Books.

- Harvey, David. 2007. 'Neoliberalism as Creative Destruction,' *The ANNALS of the American Academy of Political and Social Science* 610 (1), pp. 21-44.
- Hill, Polly. 1995. *Development Economics on Trial*. Cambridge: Cambridge University Press.
- Kiernan, Victor. 2015. *The Lords of Human Kind: European Attitudes to Other Cultures in the Imperial Age*. London: Zed Books.
- Mies, Maria. 2014. *Patriarchy and Accumulation on a World Scale: Women in the International Division of Labour*. London: Zed Books.
- Mosse, David. 2005. *Cultivating Development*. London: Pluto Press.
- Rodney, Walter. 1982. *How Europe Underdeveloped Africa*. Washington, D.C.: Howard University Press.
- Schumacher, E. F. 1973. *Small is Beautiful*. New York: Harper & Row.
- Seabrook, Jeremy. 1993. *Victims of Development*. London: Verso.
- Wolf, Eric R. 2010 [2nd edition]. *Europe and the People without History*. Berkeley, Calif.: University of California Press.

Teaching Learning Process

The teaching learning for this course shall involve classroom lectures and student presentations of case studies, and critical evaluation of developmental epochs, initiatives, and projects. It shall also utilise diverse documents and visual material such as promotional literature, institutional and media reports, and feature and documentary films. This process shall help concretise the conceptual and theoretical debates and facilitate a tactile knowledge of the themes explored in this course.

Assessment Methods

Course assessment could involve an essay-based examination that evaluates students' conceptual and theoretical grasp and a take-home assignment in which students critically analyse development practices, consequences, or resistance as these unfold in and through specific themes, moments, locations, policies, or programmes.

Key Words

Backwardness, progress, colonialism, development, economy, environment, freedom, gender, modernity, modernization, neoliberalism, poverty, progress, tradition, underdevelopment

BA (H) Sociology
Generic Elective 04
Gender and Violence

Course Objective:

Gender violence is routine and spectacular, structural, symbolic as well as situated. This course attempts to provide an understanding of the logic of gendered violence and its varied expressions and ramifications across historical and contemporary contexts. Through theoretically informed intersectional debates that does not equate gender to women only but rather explores experiences of violence on masculine as well as queer bodies students would be sensitized to varied locations of violence. The course will provide awareness about the numerous institutionalised-legal struggles as well as everyday resistances against gender violence to equip the students for making pragmatic, ethical and effective choices while resisting or intervening in the context of gendered violence.

Course Learning Outcomes:

1. Analyze how the social construction of gender across cultures is fundamental to several experiences of violence.
2. Engage with different theoretical perspectives and their critiques in the comprehending- individual, social, cultural, political, or economic experiences of violence.
3. Critique the dominant western white feminist theories and articulations of liberation, freedom, emancipation and justice through critically informed ideas and responses from non-western contexts.
4. Re-think and re-formulate ideas on various structures of struggles and strategies to counter gendered violence.

Course Outline:

Unit 1. Conceptual Frameworks for understanding Gender and Violence: Theories & Critiques (6 weeks)

- 1.1. Deconstructing Gender and Gendered Violence**
- 1.2. Embodiments of Violence: Multiplicities & Responses**

Unit 2. Intersectional Debates (6 weeks)

- 2.1. Power & Violence: Individuals & Community**
- 2.2. Nation-States, (In) Security & Sexual Violence**
- 2.3. Invisibilized Vulnerabilities**

Unit 3. Human Rights & Legal Discourses on Gender Violence: Local and Global Experiences (3 weeks)

Course Content:

Unit 1. Conceptual Frameworks for understanding Gender and Violence: Theories & Critiques (6 weeks)

1.1. Deconstructing Gender and Gendered Violence

Sally Engle Merry. 2009. *Gender Violence: Cultural Perspective*. Wiley-Blackwell. (Chapter-1-Introduction)

Ann J. Canhill. 2001. *Rethinking Rape*. Cornell University Press. (Chapter-3)

1.2 Embodiments of Violence: Multiplicities & Responses

Thapar-Björkert, Suruchi, Lotta Samelius, and Gurchathen S. Sanghera. "Exploring Symbolic Violence in the Everyday: Misrecognition, Condescension, Consent and Complicity." *Feminist Review* 112, no. 1 (February 2016): 144–62.

Gwen Hunnicutt. *Varieties of Patriarchy and Violence Against Women: Resurrecting "Patriarchy" as a Theoretical Tool*. *Violence Against Women*. Volume 15 (5) May 2009. pp 553-573.

Lila Abu-Lughod. 2015. *Do Muslim Women need Saving?* Harvard University Press. Introduction

Unit 2. Exploring intersectional debates: (5 weeks)

2.1. Power & Violence: Individuals & Community

Vasanth Kannabiran 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.

Durfee, Alesha. 2011. "I'm Not a Victim, She's an Abuser": *Masculinity, Victimization, and Protection Orders*." *Gender & Society* 25 (3): 316–34.

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.

2.2. Nation-States, (In) Security & Sexual Violence

Nayanika Mookherjee. 2015. *The Spectral Wound: Sexual Violence, Public Memories, and the Bangladesh War of 1971*. Durham University Press. Introduction & Chapter-5

Namrata Gaikwad. 2009. *Revolting bodies, hysterical state: women protesting the Armed Forces Special Powers Act (1958)*. Contemporary South Asia. Vol. 17, No. 3, September 2009, 299–311

2.3. Invisibilized Vulnerabilities

Sumit Dutta, Shamshad Khan & Robert Lorway (2019). *Following the divine: An ethnographic study of structural violence among transgender jogappas in South India*, Culture, Health & Sexuality.

Gear, S. (2007). Behind the bars of masculinity: Male rape and homophobia in and about South African men's prisons. *Sexualities*, 10(2), 209–227

Unit 3. Human Rights & Legal Discourses on Gender Violence: Local and Global Experiences (3 weeks)

Merry, Sally Engle. 2003. Rights talk and Experience of Law: Implementing Women's Human Rights to Protection from Violence. *Human Rights Quarterly*. 25. Pp 343-381

Naqvi, 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.

References

Compulsory Readings:

Ann J. Canhill. 2001. *Rethinking Rape*. Cornell University Press. (Chapter-3)

Durfee, Alesha. 2011. "I'm Not a Victim, She's an Abuser": Masculinity, Victimization, and Protection Orders." *Gender & Society* 25 (3): 316–34.

Gear, S. (2007). Behind the bars of masculinity: Male rape and homophobia in and about South African men's prisons. *Sexualities*, 10(2), 209–227

Merry, Sally Engle. 2003. Rights talk and Experience of Law: Implementing Women's Human Rights to Protection from Violence. *Human Rights Quarterly*. 25. Pp 343-381

Gwen Hunnicutt. *Varieties of Patriarchy and Violence Against Women: Resurrecting "Patriarchy" as a Theoretical Tool*. *Violence Against Women*. Volume 15 (5) May 2009. pp 553-573.

Lila Abu-Lughod. 2015. *Do Muslim Women need Saving?* Harvard University Press. Introduction

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.

Namrata Gaikwad. 2009. *Revolting bodies, hysterical state: women protesting the Armed Forces Special Powers Act (1958)*. Contemporary South Asia. Vol. 17, No. 3, September 2009, 299–311

Naqvi, 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.

Nayanika Mookherjee. 2015. *The Spectral Wound: Sexual Violence, Public Memories, and the Bangladesh War of 1971*. Durham University Press. Introduction & Chapter-5

Sally Engle Merry. 2009. *Gender Violence: Cultural Perspective*. Wiley-Blackwell. (Chapter-1-Introduction)

Sumit Dutta, Shamshad Khan & Robert Lorway (2019). *Following the divine: An ethnographic study of structural violence among transgender jogappas in South India*, Culture, Health & Sexuality.

Thapar-Björkert, Suruchi, Lotta Samelius, and Gurchathen S. Sanghera. “*Exploring Symbolic Violence in the Everyday: Misrecognition, Condescension, Consent and Complicity*.” *Feminist Review* 112, no. 1 (February 2016): 144–62.

Vasanth Kannabiran 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.

Additional Reading List:

Testimonies of Gendered violence: Recommended for student presentations

Agnes, Flavia, *'My Story, Our Story: Building Broken Lives' Mumbai: Majlis*. 1984.

Butalia, Urvashi. *The Other Side of Silence*. Durham, NC: Duke University Press, 2000. Chapter 4, Pp. 104 - 171

Sharma, Kriti. *Mapping Violence in the lives of Adivasi Women: A Study from Jharkhand*. Economic and Political Weekly. Vol. 53, Issue No. 42, 20 Oct, 2018

AIDMM Report 2018. *Voices Against Caste Impunity: Narratives of Dalit Women in India*. pp 21-26.

Patton, Tracey Owens. *Hey girl, am I more than my hair?: African American women and their struggles with beauty, body image, and hair*. NWSA journal, 24-51, 2006

Wood, E. J. *'Variation in Sexual Violence during War'*. *Politics & Society*. 34.3 (2006): 307-342.

Audio-Visual Material:

Recommended Films & Documentary Movies to be screened and discussed

Izzatnagri Ki Asabhya Betiyan (India)

Lisa Jackson's The Greatest Silence: Rape in the Congo (DR Congo)

Jasmila Zbani's Esmā's Secret (Bosnia)

A Girl in the River: The Price for Forgiveness (Pakistan)

Anne Aghion My Neighbour, My Killer (Rwanda)

Emmanuel Jal War Child (Sudan)

Callum Macrae The Killing Fields of Sri Lanka (Sri Lanka)

Teaching-Learning Process:

1. The course will be imparted through classroom lectures, discussion and students presentation mode.
2. A number of ethnographic studies and cross-cultural case studies have been specifically incorporated in the syllabus in order to facilitate students presentations that encourages a dialogic pedagogy of learning and practice amongst students and the teacher.
3. Acknowledging the impossibility of offering an exhaustive reading list of various historical, contemporary and empirical sites of gendered violence, the course strongly recommends screening, discussion and analysis of visuals in the class in the form of movies, documentaries, photographs or videos.

Assessment Methods:

Assessment of this paper can be done through class tests, class presentations, assignments and appropriate project works.

Key words:

Gender, Gendered Violence, Violence against Women, Freedom, Dignity, Justice, Everyday Resistance, Rape Culture, Patriarchy, Power, Domination, Vulnerable Masculinities, Queer bodies, Culture of Silence, Structural Violence, Human Rights, Law.

B. A (H) Sociology

Generic Elective 05

Sociology of Social Movements

Course Objectives:

1. The course seeks to introduce students to one of the most urgent and prolific areas of sociological research that has direct bearing on the course of social, political, cultural and economic changes. It explores how, when and why groups mobilize with what results.
2. This course is designed to equip students with diverse disciplinary trainings to understand the conceptual, theoretical and methodological issues involved in the study of social movements, as well as the historical and descriptive analyses of collective action. It also draws attention to an important aspect of the analysis of social movements: their articulation with states, societies and cultures.
3. Through case studies drawn from comparative contexts, this course demonstrates the vital connectedness between collective action in social movements and other forms of institutional and cultural contexts. Particular case studies will be used as illustrations to understand more general patterns of social movements.
4. The course will also equip students to visualize the transition from traditional to contemporary social movements. The course envisages that studying social movements would ultimately foster an understanding of the dynamics of power, justice and human agency in transforming societies and cultures. To that extent it is a course that has a universal relevance and appeal.

Course Learning Outcomes:

1. At the end of the course, students should be able to distinguish the central principles of different theoretical perspectives in the sociology of social movements and relate them to specific historical and empirical contexts.
2. Learn to use sociological theories on social movements to identify a phenomenon as one. Further, students should be able to distinguish a phenomenon as social movement from other cognate political phenomena.
3. Understand the dynamics and motivations of individuals and groups participating in social movements and identify reasons for success (or failure) of social movements.
4. Discuss and ask questions about social movement theories and methodologies with insight and precision.

Course Content

Unit 1. Social Movements: Concepts, Theories and Methods of Study (Weeks 1-5)

Unit 2. States, Social Movements and Politics (Weeks 6 -8)

Unit 3. Society, Culture and Social Movements (Weeks 9-11)

Unit 4. Contemporary Social Movements (Weeks 12-14)

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Unit 1. Social Movements: Concepts, Theories and Methods of Study (Weeks 1-5)

Goodwin, J. & J. Jasper (eds.). 2015. *The Social Movements Reader: Cases and Concepts*, 3rd Edition, MA: Wiley Blackwell, p. 3-7

Tilly, Charles. 1978. 'Theories and Descriptions of Collective Action', in *From Mobilization to Revolution*, New York: Random House, p. 12-51

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, p. 109-139.

McAdam, Doug. 2003. 'Beyond Structural Analysis: Toward a More Dynamic Understanding of Social movements', in *Social Movements and Networks*, Mario Diani and Doug McAdam (eds.), p. 281-298.

Unit 2. States, Social Movements and Politics (Weeks 6 -8)

Tarrow, Sidney. 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, p. 41-61.

Desai, Manali. 2003. 'From Movement to Party to Government: Why Social Policies in Kerala and West Bengal Are So Different', in Jack A. Goldstone (ed). *States, Parties and Social Movements*, Cambridge: Cambridge University Press, p. 170-196

Nilsen, Alf Gunvald. 2011. 'Not Suspended in Mid-Air: Critical Reflections on Subaltern Encounters with the Indian State', in Sara C. Motta & Alf Gunvald Nilsen (eds). *Social Movements in the Global South*, Palgrave Macmillan, p. 104-130

Unit 3. Society, Culture and Social Movements (Weeks 9-11)

McAdam, Doug. 2000. 'Culture and Social Movements', in Lane Crothers & Charles Lockhart (eds). *Culture and Politics*, Palgrave Macmillan, p. 253-268

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.

Eyerman, Ron & Andrew Jamison. 1998. 'Politics and Music in the 1960s', in *Music and Social Movements: Mobilizing Traditions in the Twentieth Century*, Cambridge: Cambridge University Press.

Unit 4. Contemporary Social Movements (Weeks 12-14)

Melucci, Alberto. 1985. 'The Symbolic Challenge of Contemporary Movements', *Social Research*, Vol. 52, No. 4, pp. 789-816

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.

Earl, Jennifer, Jayson Hunt, R. Kelly Garrett & Aysenur Dal. 2015. 'New Technologies and Social Movements', in Donatella Della Porta & Mario Diani (eds) *The Oxford Handbook of Social Movements*, Oxford: Oxford University Press, p. 355-366

References:

Compulsory Readings:

Desai, Manali. 2003. 'From Movement to Party to Government: Why Social Policies in Kerala and West Bengal Are So Different', in Jack A. Goldstone (ed). *States, Parties and Social Movements*, Cambridge: Cambridge University Press, p. 170-196

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.

Earl, Jennifer, Jayson Hunt, R. Kelly Garrett & Aysenur Dal. 2015. 'New Technologies and Social Movements', in Donatella Della Porta & Mario Diani (eds) *The Oxford Handbook of Social Movements*, Oxford: Oxford University Press, p. 355-366

Eyerman, Ron & Andrew Jamison. 1998. 'Politics and Music in the 1960s', in *Music and Social Movements: Mobilizing Traditions in the Twentieth Century*, Cambridge: Cambridge University Press

Goodwin, J. & J. Jasper (eds.). 2015. *The Social Movements Reader: Cases and Concepts*, 3rd Edition, MA: Wiley Blackwell, p. 3-7

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.

McAdam, Doug. 2000. 'Culture and Social Movements', in Lane Crothers & Charles Lockhart (eds). *Culture and Politics*, Palgrave Macmillan, p. 253-268

McAdam, Doug. 2003. 'Beyond Structural Analysis: Toward a More Dynamic Understanding of Social movements', in *Social Movements and Networks*, Mario Diani and Doug McAdam (eds.), p. 281-298.

Melucci, Alberto. 1985. 'The Symbolic Challenge of Contemporary Movements', *Social Research*, Vol. 52, No. 4, pp. 789-816

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, p. 109-139.

Nilsen, Alf Gunvald. 2011. 'Not Suspended in Mid-Air: Critical Reflections on Subaltern Encounters with the Indian State', in Sara C. Motta & Alf Gunvald Nilsen (eds). *Social Movements in the Global South*, Palgrave Macmillan, p. 104-130

Tarrow, Sidney. 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, p. 41-61.

Tilly, Charles. 1978. 'Theories and Descriptions of Collective Action', in *From Mobilization to Revolution*, New York: Random House, p. 12-51

Additional Resources:

a. Books & Articles:

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

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

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

b. Audio Visual Resources:

Documentary Series 'Eyes on the Prize'

'The Factory', by Rahul Roy

Teaching-Learning Process:

Apart from lectures, teaching learning process in this course has to be primarily interactive. It is a course that lends enormously for self-learning and coming into awareness and action research. The teaching learning could deploy the wide range of cultural resources mobilized by social movements worldwide to make the classes more interesting and engaging.

Assessment Methods:

Evaluation for this paper will consist of one assignment that tests the conceptual grasp of the issues involved and a class presentation of detailed case study of a movement or a theme emerging out of social movements.

Keywords:

Social Movements, Collective Action, Subaltern Politics, Resource Mobilization, Political Process, Social Policies, Political Parties

B.A. (H) SOCIOLOGY
GENERAL ELECTIVE 06
THE SOCIOLOGY OF EDUCATION

COURSE OBJECTIVE

1. The course aims to present the familiar discourses, sites and practices of education in a new light by locating them in a historical and political relationship to the class, gender, caste and ethnic composition of society. In the process, the learner is enabled to critically reflect on education and its evolving and multiple meanings.
2. Learners will have opportunities to examine the aims of education and the complex interface between the levels of institutional and everyday practices from a variety of theoretical paradigms and specific case studies. In the process, they will learn to assess the strengths and weakness of each position using relevant evidence.
3. The course gives significant importance to deconstructing the idea of 'learning' as restricted to certain sites like schools or colleges as well as to rituals of attestation and accreditation like examinations. The selection of texts and organization of topics is meant to enable students to examine their personal journey with respect to 'learning' and to gain both the skills and confidence in their ability to pursue topics of interest to them and relevant for their work.

COURSE LEARNING OUTCOMES

1. An understanding of the social dimensions of education and its dialectical relationship to the production and reproduction of various social structures, categories and identities. (This includes exposure to the ideas and practices of education which have been critical in the development of modern ideas of childhood, individuality, citizenship and work).
2. An exposure to the historical trajectories of educational practices and cultures at various levels in India
3. The ability to make connections between the political economy of global educational regimes and the consequent transformation of institutional structures and practices.
4. An appreciation of the importance of cross cultural and historical comparisons as well as micro and macro perspectives in apprehending any aspect of education.
5. The course enables students to reflect on their own educational trajectories and analyse its intersections with larger socio-cultural developments.

COURSE CONTENT

Unit 1. Socialization: Conceptions, Sites, Practices

Unit 2. Social Reproduction, Schooling and Work cultures

Unit 3. Pedagogical Contexts and Discursive Practices

Unit 4. Agency and Resistance in Teaching and Learning

Unit 5. Higher Education: Conceptions, Transformations, Practices

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Unit 1. Socialization: Conceptions, Sites, Practices (Week1-5)

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

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).

Kumar, Krishna. 2009. *What is Worth Teaching?* New Delhi: Orient Blackswan. Chapters 1 ('What is Worth Teaching') &2 ('Origins of India's Textbook Culture'). pp. 1-22; 23-41.

Sarangapani, Padma. 2003. 'The End of Childhood' in *Construction of School Knowledge*. New Delhi: Sage. Pp 72-101.

Froerer, Peggy. 2007. Disciplining the saffron way: Moral Education and the Hindu Rashttra. *Modern Asian Studies*. 41 (5). pp. 1033-1071

Chanana, Karuna. 2006. Educate Girls. Prepare them for Life? In Ravi Kumar ed. *The Crisis of Elementary Education in India*. New Delhi: Sage. pp. 200-223

Unit 2. Social Reproduction, Schooling and Work Cultures (Week 6-7)

Macleod, Jay. 2009. *Ain't No Making It: Aspirations and Attainment in a Low Income Neighbourhood*. 3rd ed. USA: WestView Press. Chapters 2, 3, 7. pp. 11-24, 25-50, 113-135

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

Unit 3. Pedagogical Contexts and Discursive Practices (Week 8-10)

Woods, Peter. 1983. *Sociology and the School. An Interactionist Perspective*. London: Routledge and Kegan Paul. Chapter 1. pp. 1-17

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*. London: Routledge Falmer. pp. 128-139

Gupta, Latika. 2014. 'Ethos as a Gendering Device: Muslim Girls in a Minority School' *Economic and Political Weekly*. Vol. 49. No. 32. pp.65-72

Kumar, Krishna.1989. 'Learning to be Backward' in *Social Character of Learning*. New Delhi: Sage. pp. 59-77

Dharampal. 2002. *The Beautiful Tree: Indigenous Education in the Eighteenth Century*. Dharmapal Collected Writings. Volume III. Goa: Other India Press. Pp 7-21, 81-86

Unit 4. Agency and Resistance in Teaching and Learning (Week 11-12)

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

hapan, Meenakshi. 2006. ' 'Docile' bodies, 'good' citizens or 'agential' subjects? Pedagogy and Citizenship in Contemporary Society' in *Economic and Political Weekly*. Vol. 41, No. 39. pp.4195-4203

Unit 5. Higher Education: Transformations and Challenges (Week 13-14)

Barnett, Ronald. 1990. 'A Contested Concept' in *Idea of Higher Education*. Buckingham: The Society for Research into Higher Education and Open University Press. pp. 16-29

Deshpande, Satish and Apoorvanand. 2018 . 'Exclusion in Indian Higher Education Today' in *India Exclusion Report*. New Delhi: Yoda Press. pp. 191-218

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

REFERENCES

Compulsory Readings

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

Barnett, Ronald. 1990. 'A Contested Concept' in *Idea of Higher Education*. Buckingham: The Society for Research into Higher Education and Open University Press. pp. 16-29

- Chanana, Karuna. 2006. Educate Girls. Prepare them for Life? In Ravi Kumar ed. *The Crisis of Elementary Education in India*. New Delhi: Sage. pp. 200-223
- 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*. London: Routledge Falmer. pp. 128-139
- Deshpande, Satish and Apoorvanand. 2018. 'Exclusion in Indian Higher Education Today' in *India Exclusion Report*. New Delhi: Yoda Press. pp. 191-218
- 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
- Freire, Paulo. (1970/1993). *Pedagogy of the Oppressed*. (Trans. Myra Bergman Ramos). London: Penguin Books. Chapter 2. pp. 52-67
- Froerer, Peggy. 2007. Disciplining the saffron way: Moral Education and the Hindu Rashttra. *Modern Asian Studies*. 41 (5). pp. 1033-1071
- Gupta, Latika. 2014. 'Ethos as a Gendering Device: Muslim Girls in a Minority School' *Economic and Political Weekly*. Vol. 49. No. 32. pp.65-72
- Jeffrey, Craig. 2011. 'Great Expectations: Youth in Contemporary India' in Clark Deces, Isabelle. ed. *A Companion to Anthropology in India*. UK: Blackwell. pp. 62-79
- Kumar, Krishna.1989. 'Learning to be Backward' in *Social Character of Learning*. New Delhi: Sage. pp. 59-77
- Kumar, Krishna . 2009. *What is Worth Teaching?* New Delhi: Orient Blackswan. Chapters 1 ('What is Worth Teaching') &2 ('Origins of India's Textbook Culture'). pp. 1-22; 23-41.
- Macleod, Jay. 2009. *Ain't No Making It: Aspirations and Attainment in a Low Income Neighbourhood*. 3rd ed. USA: WestView Press. Chapters 2, 3, 7. pp. 11-24, 25-50, 113-135
- 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).
- Sarangapani, Padma. 2003. 'The End of Childhood' in *Construction of School Knowledge*. New Delhi: Sage. Pp 72-101.
- Thapan, Meenakshi. 2006. ' 'Docile' bodies, 'good' citizens or 'agential' subjects? Pedagogy and Citizenship in Contemporary Society' in *Economic and Political Weekly*. Vol. 41, No. 39. pp.4195-4203

Woods, Peter. 1983. *Sociology and the School. An Interactionist Perspective*. London: Routledge and Kegan Paul. Chapter 1. pp. 1-17

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

Lukose, Ritty. 2009. *Liberalization's Children: Gender, Youth, and Consumer Citizenship in Globalizing India*. USA: Duke University.

Additional Resources

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

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

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

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

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.

Lukose, Ritty. 2009. *Liberalization's Children: Gender, Youth, and Consumer Citizenship in Globalizing India*. USA: Duke University.

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

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

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

TEACHING LEARNING PROCESS

As the content of this paper deals with educational practices including pedagogy and the production of knowledge, the perspectives it seeks to familiarize students with must be supplemented with classroom practices that demonstrate a practical application of them.

While there would be lectures and group tutorials, the classroom would be learner centric and discussion oriented with the teacher and learners reflecting on their personal experiences as a counterpoint to the readings they are required to do.

The interdisciplinary space of the General Elective class would be strategically used so that perspectives from other disciplines are used in relation to the sociological perspective, thereby helping students understand and deconstruct disciplinary boundaries.

The course also offers opportunities for the screening of select documentaries or films that add further dimensions to the topics being explored.

Students would be encouraged to take projects or small scale research based on topics that they find interesting from within the course. They would also be facilitated in using different methods including autoethnographic writing, classroom observations, interviews, content analysis of textbooks and other education material etc.

ASSESSMENT METHODS

Among the modes of assessment that will be used to evaluate progress towards the learning outcomes will be the following: Class discussions and participation, including student presentations; a project/ research based assignment; the creative interpretation of texts; an open or closed book examination etc.

KEYWORDS

Schooling, pedagogy, teachers and learners, socialization, social reproduction, knowledge, discursive practices, agency, resistance, work cultures, education policy, higher education, history of education in India, global education, citizenship, childhood.

BA (H) Sociology
Generic Elective 07
Sociology Of Media

Course Objectives

1. To introduce the students to certain major themes of outlining the interconnections between media and society.
2. To familiarize students with important theories in the sociology of media.
3. To understand the process of *production, control* and *reception* of media and its *representations* critically from a sociological perspective.

Course Learning Outcomes

1. An appreciation of mediatized character of social existence and its history.
2. An acquaintance with history, concepts and various theoretical strands in sociology of media.
3. An understanding of social, political, economic and cultural processes that underpin the operations of our mediatized ecosystem and their effects.

Course Outline:

Unit 1. Mass Society and Mass Media

Unit 2. Theoretical Approaches

2.1 Neo-Marxist

2.2 Feminist

2.3 Semiotic

2.4 Interactionist

Unit 3. Media Processes

3.1 Production, Control, Challenges by New Media

3.2 Media Representation

3.3 Audience Reception

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Course Content:

Unit 1. Mass Society and Mass Media

McLuhan, Marshall. 1964, *Understanding Media: Extensions of Man*. Cambridge: The MIT Press. Pp. 07-21.

Jacobs, Norman. 1960, 'Mass Culture and Mass Media' & 'Culture and Society' In *Daedalus* Vol. 89, No. 2, Spring, 1960. Pp. 273-287.

Unit 2. Theoretical Approaches

2.1 Neo-Marxist

Adorno, Theodor. 1991. 'Culture Industry Reconsidered', In *The Culture Industry: Selected Essays in Mass Culture*. London: Routledge. Pp. 98-106.

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

Mulvey, Laura. 'Visual Pleasure and Narrative Cinema' In *Film Theory and Criticism: Introductory Readings*. Eds. Leo Braudy and Marshall Cohen. New York: Oxford UP, 1999: 833-44.

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

Barthes, Roland. 'The Photographic Message' In *Image, Music and Text* Ed. And Trans. Stephen Heath. New York: Hill, 1977. 15-31.

Hall, Stuart. "Encoding/Decoding," In *Critical Visions in Film Theory*. Ed. Timothy Corrigan, P. White, M. Mazaj. Boston: Bedford St. Martins 2011. 77-87.

2.4 Interactionist

Thompson, John B. 'The Rise of Mediated Interaction' In *The Media and Modernity: A Social Theory of the Media*. Stanford, CA: Stanford UP, 1995.

Unit 3. Media Processes

3.1 Production and Control in Old and New Media

Herman, Edward S., and Noam Chomsky. 'A Propaganda Model' In *Manufacturing Consent: The Political Economy of the Mass Media*. New York: Pantheon, 1988. Pp. 1-35.

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.

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' In *New Media, Old Regimes: Case Studies in Comparative Communication Law and Policy*. Boulder: Lexington Books. Pp. 129-160.

3.2 Media Representations

Dyer, Richard. 2012, 'Stereotyping', In Meenakshi Durham and Douglas M. Kellner (eds.) *Media and Cultural Studies: Keywords*, Oxford: Blackwell. Pp. 275-282.

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

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.

Bourdieu, Pierre. 1996, 'The Invisible Structures and Their Effects' In *On Television*. New York: The New Press. Pp. 39-67.

Naficy, Hamid. 'Ideological and Spectatorial Formations' In *A Social History of*

Iranian Cinema. Durham [N.C.]: Duke UP, 2011. pp. 71-140.

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Compulsory Readings

Adorno, Theodor. 1991. 'Culture Industry Reconsidered', In *The Culture Industry: Selected Essays in Mass Culture*. London: Routledge. Pp. 98-106.

Barthes, Roland. 'The Photographic Message' In *Image, Music and Text* Ed. And Trans. Stephen Heath. New York: Hill, 1977. 15-31.

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.

Bourdieu, Pierre. 1996, 'The Invisible Structures and Their Effects' In *On Television*. New York: The New Press. Pp. 39-67.

Dyer, Richard. 2012, 'Stereotyping', In Meenakshi Durham and Douglas M. Kellner (eds.) *Media and Cultural Studies: Keywords*, Oxford: Blackwell. Pp. 275-282.

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' In *New Media, Old Regimes: Case Studies in Comparative Communication Law and Policy*. Boulder: Lexington Books. Pp. 129-160.

Hall, Stuart "Encoding/Decoding," In *Critical Visions in Film Theory*. Ed. Timothy Corrigan, P. White, M. Mazaj. Boston: Bedford St. Martins 2011. 77-87.

Herman, Edward S., and Noam Chomsky. 'A Propaganda Model' In *Manufacturing Consent: The Political Economy of the Mass Media*. New York: Pantheon, 1988. Pp. 1-35.

Jacobs, Norman. 1960, 'Mass Culture and Mass Media' & 'Culture and Society' In *Daedalus* Vol. 89, No. 2, Spring, 1960. Pp. 273-287.

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.

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.

McLuhan, Marshall. 1964, *Understanding Media: Extensions of Man*. Cambridge: The MIT Press. Pp. 07-21.

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.

Mulvey, Laura. 'Visual Pleasure and Narrative Cinema' In *Film Theory and Criticism: Introductory Readings*. Eds. Leo Braudy and Marshall Cohen. New York: Oxford UP, 1999: 833-44.

Naficy, Hamid. 'Ideological and Spectatorial Formations' In *A Social History of Iranian Cinema*. Durham [N.C.]: Duke UP, 2011. Pp. 71-140.

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.

Thompson, John B. 'The Rise of Mediated Interaction' In *The Media and Modernity: A Social Theory of the Media*, Stanford, CA: Stanford UP, 1995.

Additional Resources

Briggs, Asa & Peter Burke. *A Social History of the Media: From Gutenberg to the Internet*. Cambridge: Polity. 2002.

Rajagopal, Arvind. *Politics after Television: Religious Nationalism and the Reshaping of the Indian Public*. Cambridge, UK: Cambridge UP, 2001.

Said, Edward W. 1997, *Covering Islam: How the Media and Experts Determine How We See the Rest of the World*. New York: Vintage.

Teaching Learning Process

Lectures, presentations, Film screenings, Critical readings of media, projects on making short films.

Assessment Methods

Tests, Essays, Thematic Reviews of Various forms of Media, Short Position Papers, Case Studies

Keywords

Media, Mass Media, Culture, Culture Industry, Feminism, Semiotics, Representation, Ideology, Censorship, Audience, Regulation, Information, Propaganda

B.A. (Hon) Sociology
Generic Elective 08
POPULATION AND SOCIETY

Course 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.

Course Learning Outcomes

On successful completion of this course, students will be able to

1. Demonstrate a knowledge of key concepts in and different approaches to population studies.
2. Recognise the relations between population and social groups and processes by linking population size, composition, and growth with fertility, reproduction, and mortality.
3. Explain the dynamics between population, gender, and migration in terms of the role of institutions, policies and programmes, and social relations and groups.
4. Undertake a sociological analysis of international and national population dynamics and population policies.

Course Outline

Unit 1. Introducing Population Studies

- 1.1. Sociology and Demography**
- 1.2. Concepts and Approaches**

Unit 2. Population, Social Structure and Processes

- 2.1. Age and Sex Structure, Population Size and Growth**
- 2.2. Fertility, Reproduction and Mortality**

Unit 3. Population, Gender and Migration

- 3.1. Population and Gender**

3.2. Politics of Migration

Unit 4. Population Dynamics and Development

4.1. Population as Constraints and Resources for Development

4.2. Population Programmes and Policies

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Course Content:

Unit 1. Introducing Population Studies [Weeks 1-3]

1.1. Sociology and Demography

Durkheim, Emile. 1982 (1895). *The Rules of Sociological Method*. (trans. W. D. Halls). New York: The Free Press, pp. 136-137; 188, 203.

Cox, Peter Richmond. 1950. *Demography*. University of California Press, pp. 01-08.

Davis, Kingsley. 1951. 'Caste and Demography', *Population of India and Pakistan*, Princeton, NJ: Princeton University Press, pp. 52-60.

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. Concepts and Approaches

Malthus, Thomas Robert. 1986. *An Essay on the Principle of Population*. London: William Pickering, Chapters 1-2, pp. 01-11.

Dudley, Kirk. 1996. 'Demographic Transition Theory', *Population Studies*, 50(3): 361-387.

Unit 2. Population, Social Structure and Processes [Weeks 4-6]

2.1. Age and Sex Structure, Population Size and Growth

Premi, Mahendra K. 2006. 'Population Composition (Age and Sex)', *Population of India: In the New Millennium*. New Delhi: National Book Trust, pp. 103-127.

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. Fertility, Reproduction and Mortality

Heer, David M. and Grigsby, Jill S. 1992. 'Fertility', *Society and Population*. New Delhi: Prentice-Hall, pp. 46-61.

Haq, Ehsanul. 2007. 'Sociology of Infant Mortality in India', *Think India Quarterly*, July-September, 10(3): 14-57.

Unit 3. Population, Gender and Migration [Weeks 7-10]

3.1. Population and Gender

Jeffrey, Roger and Jeffrey, Patricia. 1997. *Population, Gender and Politics: Demographic Change in Rural North India*. Cambridge: Cambridge University Press, pp. 117-164.

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. Politics of Migration

Kaur, Ravinder. 2004. 'Across Region Marriages: Poverty, Female Migration and the Sex Ratio', *Economic & Political Weekly*, XXXIX (25): 2595-2603.

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.

Unit 4. Population Dynamics and Development: [Weeks 11-14]

4.1. Population as Constraints and Resources for Development

Furedi, Frank. 1997. *Population and Development: A Critical Introduction*. Oxford: Polity Press, Chapters 4&5, pp. 40-55.

Visaria, P. 1976. 'Recent Trends in Indian Population Policy', *Economic and Political Weekly*, August, 2: 31-34.

4.2. Population Programmes and Policies

Government of India. 2000. National Population Policy. New Delhi
(<http://www.populationcommission.nic.in/facts1.htm>).

References

Compulsory Readings

Cox, Peter Richmond. 1950. *Demography*. University of California Press, pp. 01-08.

Davis, Kingsley. 1951. 'Caste and Demography', *Population of India and Pakistan*, Princeton, NJ: Princeton University Press, pp. 52-60.

Dudley, Kirk. 1996. 'Demographic Transition Theory', *Population Studies*, 50(3): 361-387.

Durkheim, Emile. 1982 (1895). *The Rules of Sociological Method*. (trans. W. D. Halls). New York: The Free Press, pp. 136-137; 188, 203.

Furedi, Frank. 1997. *Population and Development: A Critical Introduction*. Oxford: Polity Press, Chapters 4&5, pp. 40-55.

Visaria, P. 1976. 'Recent Trends in Indian Population Policy', *Economic and Political Weekly*, August, 2: 31-34.

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Haq, Ehsanul. 2007. 'Sociology of Infant Mortality in India', *Think India Quarterly*, July-September, 10(3): 14-57.

Heer, David M. and Grigsby, Jill S. 1992. 'Fertility', *Society and Population*. New Delhi: Prentice-Hall, pp. 46-61.

Jeffrey, Roger and Jeffrey, Patricia. 1997. *Population, Gender and Politics: Demographic Change in Rural North India*. Cambridge: Cambridge University Press, pp. 117-164.

Kaur, Ravinder. 2004. 'Across Region Marriages: Poverty, Female Migration and the Sex Ratio', *Economic & Political Weekly*, XXXIX (25): 2595-2603.

Malthus, Thomas Robert. 1986. *An Essay on the Principle of Population*. London: William Pickering, Chapters 1-2, pp. 01-11.

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.

Premi, Mahendra K. 2006. 'Population Composition (Age and Sex)', *Population of India: In the New Millennium*. New Delhi: National Book Trust, pp. 103-127.

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.

Xaxa, Virginius. 2004. 'Women and Gender in the Study of Tribes in India', *Indian Journal of Gender Studies*, 11(3): 345-367.

Chopra, Radhika. 2011. *Militant and Migrant: The Politics and Social History of Punjab*. Routledge Publications, pp. 88-134.

Additional Resources

Bose, Ashish. (ed.). 1974. *Population in India's Development (1947-2000)*. Delhi: Vikas Publishing House.

Castles, Stephen. 2003. 'The International Politics of Forced Migration', *Development*, 46(3): 11-20.

Census of India

Dyson, Tim and Moore, Michael. 1983. 'On Kinship Structure: Female Autonomy and Demographic Behaviour in India', *Population and Development Review*, 9(1): 35-60.

Gazetteers

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.

Teaching Learning Process

1. Lectures supported by group tutorial work
2. Field-based learning through group projects
3. Seminars
4. Invited Lectures
5. Analysis of Census data
6. Films and documentary screenings
7. Field visits

Assessment Methods

Time-constrained Examinations, Class tests, Assignments, Project reports, Presentations

Key Words

Sociology and Demography, Population, Social Structure and Processes, Fertility, Reproduction, Mortality, Gender, Migration, Development, Resources, Programmes, Policies