

LESSON PLAN
SOCIOLOGY – UG SYLLABUS

SEMESTER : 1

SOCL : 0101

SOCIOLOGY OF EVERYDAY LIFE

Course description:

When mundane spaces of everyday life become subject matter of academic enquiry, it requires learning to see the same everyday differently, that challenges familiar spaces and familiar ways of looking at them. The course aims to develop in students this critical sociological eye to look anew. It introduces students to the basic tools, grammar and concepts required to grasp and read the 'social' in everyday spaces, to think sociologically and critique common sense perceptions, to develop a sociological imagination in order to link the personal with the social. The course focuses on the ways in which even the most informal of verbal and non-verbal interactions are, in fact, socially ordered and culturally mediated. It illustrates and problematises the processes of socialisation, and brings out the cultural production and reproduction of social inequalities in the most mundane spaces of our existence. The everyday structure of role, status, community, association and their institutionalisation is examined in the context. The course outlines a brief history of everyday life and emphasises its analytical departure in the study of social relations within sociology itself. It introduces sociological perspectives of looking at the trivial as extraordinary, the ordinary man as the hero and the anonymous heroes as the voices of societies. Dramaturgy, ethnomethodology, phenomenology and critical theory, as theoretical approaches to studying the everyday, are introduced. Having established the subject matter of everyday sociology, of 'what' to study, the course focusses on 'how' to study the everyday, the methodological tools of analysing the everyday. Methods of narratives and storytelling are introduced in the context. The course emphasises links between the self and the social, the personal and the political, structure and agency and illustrates everyday processes of negotiating structures through compliance, subversion, resistance, circumvention and interrogation. It finally aims to bring together the tools, concepts, grammar and theories of everyday in order to apply them to analyse a very familiar space of ordinary life such as friendship, of the structures of inequality it generates and is embedded within, its class and gender character and the everyday spaces of narrating and performing it through the cultural discourse of *adda*.

Modules: Course duration is 16 weeks. Each module will extend for up to 4 weeks approximately.

1. The basic grammar of everyday life

Readings:

Berger, P. L (1966) *Invitation to Sociology*. Great Britain: Penguin Books.

Giddens, A (1991) *Introduction to Sociology*. New York: W. W. Norton and Company.

Mills, C.W (1959) *Sociological Imagination*. New York: Oxford University Press.

Highmore, B (2002) *The Everyday Life Reader*. London: Routledge

Scott, S. (2009) *Making Sense of Everyday Life*. Cambridge: Polity Press.

2. The 'what' and 'how' of everyday

Readings:

Weigert, J.A (1981) *Sociology of Everyday Life*. New York: Longman

Certeau, M.D (1988) *The Practice of Everyday Life*. Berkeley: University of California Press

Lefebvre, H (1991) *Critique of Everyday Life Vol: 1*. London: Verso

Ludtke, A (1995) *The History of Everyday Life: Reconstructing Historical Experiences and Ways of Life*. New Jersey: Princeton University Press

Somers, M.R. (1994) *The Narrative Constitution of Identity: A Relation and Network Approach*. *Theory and Society*. 23:605-649.

Riessman, C.K. (2002) "Analysis of personal narratives". In: J.F. Gubrium and J.A. Holstein (eds.) *Handbook of Interview Research*. London: Sage. pp. 695–710.

3. Everyday as processes of negotiation:

Readings:

Emirbayer, M & Mischea, A (1998) What is agency? *The American Journal of Sociology*, Vol 103 (4), pp.962 – 1023

Giddens, A (1984) *The Constitution of Society: Outline of the Theory of Structuration*. Berkeley: University of California Press

4. Everyday Friendships

Readings:

Allan, G. A. (1989) *Friendship: Developing a Sociological Perspective*. New York: Harvester Wheatsheaf.

Chakrabarty, D. (2000) *Provincializing Europe: Postcolonial Thoughts and Historical Difference* (Chapter-7). New Jersey: Princeton University Press.

Chowdhury, R (2013) Bengalis, but not Men? *Bhadralok* Masculinities in *Adda*. *Sub Versions* Vol 1(1), pp. 146-170

Internal Assignment (15 marks): A term paper of (2500) words has to be submitted and presented in class based on the field study of any chosen aspect of everyday life in contemporary Bengal.

SOCL : 0102

GENEOLOGIES OF THE SOCIAL

Course description:

This course intends to track genealogies, or philosophical lineages, of the object of study of the social sciences, namely, the 'social'. It leads us to interrogate the thoughts with which we make sense of the complex form of collective existence of human beings on earth today. We identify the eighteenth century in Europe as the moment where these thoughts, through a great range of diversity took shape, and the nineteenth century as the time when they elaborated themselves by generating world-historical processes. As we move from Europe to the world, mainly through a critical scrutiny of the phenomenon of imperialism, we examine the linkage between these thoughts and the establishment of a variety of institutions. Ideas about the modern society, we argue, were produced out of these linkages. In the final section of the course, we study briefly the parallel formations of concepts of society in non-European parts of the world. We examine what kind of changes these ideas underwent, as many of these societies came under the control of European powers.

The course begins with Enlightenment ideas of the centrality of the human being in the world, and pursues some influential explanations of the basis of 'society', or collective human life. In the process it dwells on the idea of 'science', and the way it informed thoughts about society. It then focuses on conceptualizations of the wide-spread socio-economic transformations that take place in nineteenth century Europe, which changes the understanding of the nature of human society. This takes us to an explanation of the intellectual basis of imperialism, which was the imagination of the 'social' of non-European populations in and through European ideas. Finally, multiple careers of ideas of society are tracked in these parts of the world, before and after colonization.

Modules

1. Enlightenment ideas of 'science', 'man', and 'society' (3-4 weeks)

Readings:

Peter Hamilton, 'The Enlightenment and the Birth of Social Science' in S. Hall & B. Gieben (eds.) *Formations of Modernity* (Polity Press: Cambridge, 1992)

Keith Baker, 'Enlightenment and the Institution of Society: Notes for a conceptual history' in S. Kaviraj & S. Khilnani (eds.) *Civil Society: History and Possibilities*, (Cambridge University press: Cambridge, 2001)

Bertrand Russell, *The History of Western Philosophy*,

(Chapters: Hobbes's Leviathan, Descartes, Locke's theory of knowledge, Hume, Rousseau)

Peter Gay, *The Enlightenment: An Interpretation (Volume 2: The Science of Freedom)* (New York, 1969) (pp 167-186, 319-343)

2. Utilitarianism and political economy

Readings

F. Rosen, *Classical Utilitarianism from Hume to Mill* (Routledge: London, 2003) (Ch. 13, 'Individual sacrifice and the greatest happiness')

Albert Hirschman, *The Passions and the Interests: Political Arguments for Capitalism before its Triumph*, (Princeton University Press: Princeton, 1977) (Parts 1 and 2)

3. Empire and the 'social'

Readings:

Stuart Hall, 'The West and the Rest' in S. Hall & B. Gieben (eds.) *Formations of Modernity* (Polity Press: Cambridge, 1992)

Bernard Cohn, *Colonialism and its Forms of Knowledge*, (Princeton University Press: Princeton, 2001) (select chapters)

Uday Mehta, *Liberalism and Empire: A Study in Nineteenth Century British Liberal Thought* (University of Chicago Press: Chicago, 1999) (Select chapters)

4. Other ideas of society

Sheldon Pollock (ed.) *Forms of Knowledge in Early Modern South Asia*, (Duke University Press: 2011) (Select chapters)

Sudipta Kaviraj, 'An Outline of a Revisionist Theory of Modernity', *European Journal of Sociology*, 46:3, 2005

Internal Assessment (15 marks): Students will be asked to write a term paper (2000 words), and present it in class as their internal assignment. The topic for the I.A. will be announced in class at the beginning of the course.

SEMESTER 2

SOCIOLOGICAL THEORY 1: CLASSICAL SOCIOLOGICAL THOUGHT

SOCL : 0201

A theory course in second semester BA Sociology would primarily introduce the western sociological thinkers. Sociology in India came as a western import and western sociological thought is specifically relevant in terms of intellectual history. Classical thought in the ideas of Marx, Weber, Durkheim, Simmel paved way for later development in functionalism, structuralism and conflict school of theoretical orientation. The course tries to initiate students to the ideas of these thinkers, allows them to connect to later theory building and also gives them the academic liberty to contextualize these concepts to Indian situation and thus critically assess them.

Week wise distribution of lesson plan according to module: (Classes per week 4) Total week 16

Introduction: 1week

Module 1

Karl Marx:

Historical Materialism: 1week

Dialectical Materialism: 1 week

Class and class struggle: 1 week

Overview: 1 week

Readings:

Aron, R. (1998) Main Currents in Sociological Thoughts Vol-1 & 2. Transaction Publishers

Bottomore, T. (Ed) (1983) A Dictionary of Marxist Thought. Cambridge: Harvard University Press

Hughes, J.A, Sharrock, W. and Martin P, J. (2003) Understanding Classical Sociology: Marx, Weber, Durkheim 2nd Edition. Sage

Module 2

Emile Durkheim:

Rules of Sociological Method : 1 week

Suicide : 1 week

Overview of other works and summary: 1 week

Readings:

Hughes, J.A, Sharrock, W. and Martin P, J. (2003) Understanding Classical Sociology: Marx, Weber, Durkheim 2nd Edition. Sage

Durkheim, E. (1982) The Rules of Sociological Method. Free Press

Thompson, K. (2003) Emile Durkheim. Routledge

Module 3

Simmel:

Formal Sociology : 1 week

Money: 1 week

Culture: 1 week

Readings:

Frisby, D and Featherstone, M. (1998) Simmel on Culture: Selected Writings. Sage Publications.

Simmel, G. (1907). Philosophy of Money, second edition.. London: Routledge

Module 4

Weber:

Verstehen and Ideal Type : 1 week

Protestant Ethic and Spirit of Capitalism : 1 week

Bureaucracy : 1 week

Readings:

Hans, G., C.W, Mills (1964) From Max Weber: Essays in Sociology, New York: Oxford

Hughes, J.A, Sharrock, W. and Martin P, J. (2003) Understanding Classical Sociology: Marx, Weber, Durkheim 2nd Edition. Sage

Shils, E. Finch, H.A. (eds) (2011) Methodology of Social Sciences. Transaction Publishers

Internal assessment : 2 weeks

Individual class presentations by students.

SOCL : 0202

SOCIOLOGICAL THEORY 2 : STRUCTURALISM AND FUNCTIONALISM

Credit: 4 (50 Marks)

Internal Assessment: 15 Marks

End Semester Exam: 35 Marks

Sociological theory part 2 will introduce two major theoretical perspectives applied for sociological and anthropological understanding social phenomena. These two perspectives are structuralism and functionalism which uncovers the relationship between structural and functional dimensions of various social institutions. Functionalist theory looks at society from its utilitarian point and borrows heavily from biological and natural scientific understanding of an organism where each organ has a functional role to preserve the whole. This theory looks at society as a body with institutions as its organs which function to maintain order and thereby sustain normativity. An understanding of the functionalist school of theory would not only trace its genealogy in positivism of Auguste Comte, Herbert Spencer, and Emile Durkheim but will look at fallacies and limitations of the theory from within. In order to strive for a comprehensive analysis of this theory Radcliff Brown's text *Structure and Function in Primitive Societies* would be discussed in detail as this text is seminal in terms of the application of functionalist theory .

Structuralism emerged as an intellectual movement and approach to understand society in the 20th century. Its effect is quite profound in linguistics, sociology and anthropology. Basic premise of this theoretical paradigm is that social action and its consequences including thought and perception are constructed and they cannot be taken as naturally given. Any phenomena in society entails a deep structure which is within the reach of comprehension. It is this structure which determines the position of each element in the social whole and structures are real things that lie beneath the surface or the appearance of meaning. Structuralism is considered to bring a major turn in the way society was understood till 19th century. Structuralism brought back individual in strong opposition to society. Various aspects of this theory would be discussed which would include its development as theory in the works of Ferdinand De Saussure and Claude Levi Strauss.

Modules

1. Foundation of functionalist theory and its critique
2. Reading Radcliffe Brown's text Structure and Function in Primitive Societies
3. Foundation of Structuralist movement
4. Reading Levi Strauss's text The Savage Mind

Core Readings

1. Brown, Radcliffe. Structure and Function in Primitive Societies
2. Levi-Strauss, Claude. 1962. The Savage Mind. Weidenfeld and Nicolson, Paris.
3. Thibault, Paul, J. 1997. Re-reading Saussure. Routledge, New York. (selected Chapters)
4. Ritzer, George and Jeff, Stepnisky. 2013. Sociological Theory. Mac Graw Hill Education.

SEMESTER – 3

SOCL : 0301

CRITICAL SCHOOL OF SOCIOLOGY

This is an undergraduate course which introduces students to some of the basic debates within Critical Social Theory, particularly those which emerged within what is called the Frankfurt School. The course charts out the historical and political impulses behind the development of critical social theory and introduces students to some of the key theoretical debates of the Frankfurt School eg. Adorno and Horkheimer's theory of the culture industry, Marcuse's conceptualisation of liberation in contemporary society. The course has also been designed to encourage students to critically look at art and popular culture and their relationship to human freedom by exploring the works of Adorno, Horkheimer, Benjamin and Marcuse.

Module 1

Critical Theory before and after the Frankfurt School (Week 1-4)

Readings:

Wiggerhaus, Rolf. (1995). The Frankfurt School: Its History, Theories, and Political Significance (Studies in Contemporary German Social Thought). MIT Press.

Module 2

Theodor Adorno and Max Horkheimer's theory of the Culture Industry (Week 5-8)

Readings:

Adorno, Theodor W.; Bernstein, J. M. 2001. The Culture industry. Selected essays on mass culture. London. Routledge. (Selected Chapters)

Module 3

Walter Benjamin and the debate about Art in the Age of Mechanical Reproduction (Week 9-12)

Readings:

Benjamin, Walter 2013. Illuminations. [essaysandreflections]. Reprint. Edited by Hannah Arendt. New York. Schocken Books (Selected Chapters).

Module 4

Herbert Marcuse: One Dimensional Society; Art and Liberation (Week 13-16)

Readings:

Marcuse, Herbert. (1964). One-Dimensional Man: Studies in the Ideology of Advanced Industrial Society. Boston: Beacon Press (Selected Chapters)

Marcuse, Herbert (2006). Art and Liberation: Collected Papers of Herbert Marcuse, Volume 4. London: Routledge (Selected Chapters)

Internal Assessment: Midterm Presentation on two Frankfurt School Thinkers and End semester examination.

SOCL : 0302

STRUCTURALISM AND AFTER: DISCOURSE, EMBODIMENT & AFFECT

This course aims at introducing students to critical theoretical developments in the social sciences, primarily pertaining to the structuralist school of thought, and critiques that followed. It rethinks key everyday sociological concepts such as structure, individual, meaning, agency, body, and creativity, through ideational trajectories of critical concepts like the human mind, semiology, signification, language, surface, depth, langue, parole, suspension, synchronicity, diachronicity, origin, change, genealogy, essence, sign, identity, difference, deference, syntagmatic and paradigmatic relations, proto-mathematical approach, bricoleur, engineer, reality, representation, operation, metaphor, metonym, repetition, inversion, analogy, homology, binary, form, content, code, the conscious, unconscious, transformation, convertibility, myth, primitive, civilized, logic, possibility, analytical thinking, habitus, practice, resistance, subject, ethics, and truth.

Modules: each extending for approximately four weeks

1: **The problem of the sign:** Ferdinand De Saussure.

Key Reading:

Culler, Jonathan. 1976. *Ferdinand de Saussure*. Fontana. Great Britain.

2: **Structuralism in anthropology:** Claude Levi-Strauss

Key Reading:

Lévi-Strauss, Claude. 1963. *Totemism*. trans. Rodney Needham. Penguin Books, London.

3: **Debates on the idea of the structure:**

Select Readings:

Levi-Strauss, Claude. A Jivaro Version of Totem and Taboo. In *A Reader in the Anthropology of Religion* (ed.) Michael Lambek. Wiley.

Derrida, Jacques. 1978. Structure, Sign and Play in the Discourse of the Human Sciences. In *Writing and Difference*, trans. Alan Bass. Routledge and Kegan Paul, London and New York.

Young, Robert (ed.). 2006. *Untying the Text: A Post-Structuralist Reader*, Routledge and Kegan Paul, London and New York.

4. **Discursive Practice:** Michel Foucault and Pierre Bourdieu

Select Readings:

Foucault, Michel. 1994. The Hermeneutic of the Subject. In *Michel Foucault: Ethics, Subjectivity and Truth* (ed.) Paul Rabinow. The New Press. New York.

Bourdieu, Pierre. 2007. Structures, *Habitus*, Practices. In *Contemporary Sociological Theory* (eds.) by C. Calhoun, J. Gerteis, J. Moody, S. Pfaff, and I. Virk. Blackwell, USA, UK, Australia

Assessment: A 15 mark presentation on any text related to the course.

SOCL : 0303

GENDER AND SOCIETY

Course description:

The module will introduce students to the basic concepts of sex, gender, sexuality and their interconnections from feminist perspectives and theories of gender relations. The discourses of naturalising the normal will be continuously interrogated in this context. The history, tenets, contexts

and critiques of liberal, radical, Marxist and socialist feminist thoughts will be emphasised upon. Postcolonial feminism, ecofeminism and post-modern third wave feminism will also be introduced. Gender difference and the translation of difference into inequality will be addressed. Theory will be applied to a range of substantive areas within the private and the public domain such as education, economy, politics, culture, home and the household in order to bring out the relationship between gender and power in everyday interactions and institutional arrangements. A critical appreciation of the processes of being and becoming a man or a woman and the cultural mandates of femininity and masculinity will be undertaken. The course will draw upon theories of power and body to illustrate how female and masculine bodies come to be normatively disciplined. It will also invoke perspectives from masculinity studies in order to bring out tensions associated with the construction of masculinities amidst various gender movements. Feminist critique of the public private dichotomy will be invoked throughout the course in order to help students critique a related binary of the personal and the political. In this context, feminist methodological tools of researching gender that critique mainstream male-stream sociological methods of exploring social relations, will be taught. The significance of intersectional analysis will be emphasised to show how gender operates not single handedly but in conjunction with class, caste, race and ethnicity. In this regard the course will use examples from the south Asian and African context in order to critically appreciate the feminist theories that originated in the western part of the world, sprang from and contributed to interlocking sources of gender oppression but fell short of addressing multicultural politics of gendering and gendered spaces. While the course's disciplinary focus is sociology, it will draw substantially from gender studies, feminist theory and cultural studies.

Modules

Select readings

1. Conceptualising sex and gender: feminist theories and epistemology

Readings:

Alsop, R. F. and Lennnon, K. (2002) *Theorizing Gender*. Cambridge: Polity.

Bulbeck, C. (1998) *Re-orienting Western Feminisms: Women's Diversity in a Post-Colonial World*. Cambridge: Cambridge University Press.

Tong, R. (1998) *Feminist Thought* 2nd Ed. Boulder: Westview Press.

West, C. and Zimmerman, D. (1987) *Doing gender*. *Gender and Society*. 1(2): 121–151.

Hesse-Biber, S, N (2011) *The Handbook of Feminist Research: Theory and Praxis*. New York: Sage

2. Gendered society: Gendering the private and the public domain

Select readings:

John, E, M. (ed) (2008) *Women's Studies in India: A Reader*. New Delhi: Penguin Books

Kimmel, M, S.(2004) *The Gendered Society*, 2nd Ed. New York: Oxford University Press

Menon, N (2012) *Seeing Like a Feminist*. UK: Penguin

Forbes, G (1999) *Women in Modern India*. Cambridge: Cambridge University Press

Kandiyoti, D. (1988) Bargaining with Patriarchy. *Gender and Society*. 2(3): 274-290.

Jackson, S. and Scott, S. (eds.) *Gender: A Sociological Reader*. London: Routledge.

3. Gendered identities and relations: femininities and masculinities

Select readings:

Connell, R. (1995) *Masculinities*. Berkeley: University of California Press.

Gough, B. (2001) 'Biting your Tongue': Negotiating Masculinities in Contemporary Britain. *Journal of Gender Studies*. 10(2): 169-185.

Gough, B. and Edwards, G. (1998) The Beer Talking: 4 Lads, a Carryout and the Reproduction of Masculinities. *The Editorial Board of the Sociological Review*. 46(3): 409-435.

Bartky, S. (1990) *Femininity and Domination*. New York: Routledge.

Jagger, A. and Bordo, S. (eds.) (1989) *Gender/Body/Knowledge: Feminist Reconstructions of Being and Knowing*. New Brunswick: Rutgers University Press.

Harris, A (ed) (2004) *All about the Girl*. London: Routledge

4. Intersections and challenges: gender, class, caste, race, religion, ethnicity and sexuality

Select readings:

Mohanty, C.T. (1991) "Under Western Eyes: Feminist Scholarship and Colonial Discourses". In: C.T. Mohanty, A. Russo, and L.Torres. (eds.) *Third World Women and the Politics of Feminism*. Bloomington: Indiana University Press.

Ghosh, A. (ed) (2007) *Behind the Veil: Resistance, Women and the Everyday in Colonial South Asia*. Ranikhet: Permanent Black

Lawler, S. (1999) 'Getting out and Getting Away': Women's Narrative on Class Mobility. *Feminist Review*. 63: 3-24.

Irudayam A et al (2012), *Dalit Women Speak Out: Caste, Class and Gender Violence in India*, Zubaan Publishers.

Hooks, B. (1981) *Ain't I A Woman?*. London: Pluto Press.

Anthias, F & Yuval- Davis, M (1992) 'Connecting Race and Gender' In: Racialised Boundaries - Race, Nation, Gender, Colour and Class and the Anti-racist Struggle. London: Routledge

Rege, S (2013) Writing Caste/ Writing Gender: Narrating Dalit Women's Testimonies, Zubaan Publisher.

Internal Assignment (15 marks): A term paper of (2500) words has to be submitted and presented in class based on the application of feminist theory/theories of their choice to any gendered aspect within the field of contemporary Bengal.

SEMESTER 4

SOCL : 0401

SOCIETY IN INDIA : THE LONG 19TH CENTURY

This course aims to prepare students for the study of Indian society through historical sociology. We propose that social structures all over the world are produced out of layers of sedimentation of critical transformations over time of the ways in which complex collectives of human beings build relationships between themselves, and strive to represent them in specific abstractions. In this course we will make sense of Indian society by revisiting, along some directions, one such profound moment of its restructuring—namely, the nineteenth century, or the advent and crystallization of European rule in this part of the world. Our choice of this period is informed by the argument that the specific interrelationship we witness and inhabit today, between both the keywords in the title of this course, i.e., 'society' and 'India', was irreversibly shaped during this period through intricate processes. In a certain sense, therefore, the 'long' nineteenth century is contemporaneous with our present existence. We must, therefore, scrutinize it, if we are to know ourselves better, and the latter is essentially what we will call, *critique*.

The course is ostensibly divided into four sections which do not claim to offer a summary of all that happened over the nineteenth century in people's lives in India. Instead, they try to document crystallizations of different forms of relationships between people, and their own with themselves. To put it loosely, these sections talk about the formation of complex collective identities, all the while re-telling them as part of a general process of the emergence of 'society'. This general process, in turn, will be analysed as an ensemble of European ideas, modes of representation, and techniques of governance being introduced to life-worlds very different from European societies, thereby generating dynamic fields of encounters. Empirically, we are going to focus on some of these fields, while conceptually we will try to reflect on the nature of the encounter. We wish to begin with the different waves of 'socio-religious' reform movements, which developed in different parts of the country amongst different groups of people right from the beginning of the nineteenth century. These movements continued, changing their vocabulary and agenda throughout the century, determining in the process the self-characterization of several communities, and forging durable relationships between them. For traditional ways of living, they put together newly-defined codes of conduct and defined new ways of relating to, and acting in, the world. They enabled the formation of new communities. This process was,

however, not a simple story of change from tradition to modernity. All these movements, even when they were re-casting, or breaking away from pre-existing forms of collective living, heavily used different languages of indigenous tradition to identify themselves. Ideas and practices of community-formation were, moreover, always structured by discursive forms of European liberalism. From the complexity of these movements, we shall move towards the India's rural interiors, where European governance had possibly its greatest impact. Here we will examine methods of revenue-extraction, regimes of commodity-cultivation, acts of insurrection, and formation of multiple subjectivities, like 'ryots', 'zemindars', 'mahajans', and 'jotedars', and others. We will look at intellectual frameworks which framed governance strategies, and generated a layered and conflict-ridden topography of social relations on land.

Following the same trail, we will now turn towards that critical moment in imperial intervention where, informed by the anthropological imperative, massive projects of enumeration, classification, and fixation of identities were unleashed across India. These created preconditions for the forms in which we find identities like 'caste', 'linguistic groups', and 'tribe' acting in the present. As these processes went on inside the country, huge armies of labourers were sent to different parts of the globe, as part of the indenture system. We will therefore, try to locate the dynamics of both global discourses of political economy, anthropology, and social theory, and local practices of governance in this moment of colonialism. Finally, moving towards an analysis of the formations of the 'society' in 'India' over the 'long nineteenth century', we will ask questions about modernity, colonialism, identity, and violence. As a theoretical afterword to the course, we will briefly explore critiques of colonialism, embracing, if possible, critical engagements with European thought and philosophy.

Modules:

1. Liberalism, Religion and Reform

Readings:

Tanika Sarkar and Sumit Sarkar (ed.) *Women and Social Reform in Modern India: A Reader* (Two volumes), Permanent Black, New Delhi: 2010 (select articles)

Rachel Sturman, *The Government of Social Life in Colonial India: Liberalism, Religious Law and Women's rights*, CUP, Cambridge: 2012 (select chapters)

Bernard Cohn, *Colonialism and its forms of Knowledge: The British in India*, Princeton University Press, Princeton: 1996 (select chapters)

David N. Lorenzen, 'Who Invented Hinduism', *Comparative Studies in Society and History*, 41, 4, 1999, pp 630-59

Francis Robinson, 'Religious Change and the self in Muslim South Asia since 1800' (pp 13-27)

2. Agrarian Formations

Readings:

Eric Stokes, *English Utilitarians and India*, OUP, 1989 (Select chapters)

Sabyasachi Bhattacharya, *Ouponibeshik Bharoter Arthaniti*, Ananda Publishers (select chapters)

Andrew Sartori, 'A Liberal Discourse of Custom in Colonial Bengal', *Past and Present*, 212, 1, 2011, pp 163-197

David Arnold & Ramchandra Guha (ed.) *Nature, Culture and Imperialism: Essays on the Environmental History of South Asia*, OUP, 1996 (select chapters)

Ranajit Guha, 'Chandra's Death', in Ranajit Guha (ed.) *Subaltern Studies V*, OUP, 1988

Vinay Gidwani, *Capital Interrupted: Agrarian Development and the Politics of Work in India*, University of Minnesota Press, 2008 (chapter on 'Waste')

3.The Ethnographic State

Readings:

Prathama Banerjee, *Politics of Time: 'Primitives' and History-Writing in a colonial Society*, OUP, 2006 (chapter on money)

Karuna Mantena, *Alibis of Empire: Henry Maine and the Ends of Liberal Imperialism*, Princeton University Press, 2010 (select chapters)

Nicholas Dirks, *Castes of Minds: Colonialism and the Making of Modern India*, Princeton University Press, 2001 (Introduction)

Gyan Prakash, *Bonded Histories: Genealogies of Labor Servitude in Modern India*, CUP, 2003 (select chapters)

Lisa Mitchell, *Language, Emotion and Politics in South India: The Making of a Mother Tongue*, Indiana University Press, 2009 (Introduction)

4.(Colonial) Modernity: a theoretical afterword

Readings:

Ania Loomba, *Colonialism/Postcolonialism*, Routledge, 1998 (select chapters)

Dipesh Chakrabarti, *Provincialising Europe: Postcolonial Thought and Historical Difference*, Princeton University Press, 2000 ('The Two Histories of Capital')

Aijaz Ahmad, *In Theory: Classes, Nations and Literatures*, Verso, 1992 ('Orientalism and After')

Gayatri Chakrabarti Spivak, *A Critique of Postcolonial Reason: Towards a History of the Vanishing Present*, Harvard University Press, 1999 (select portions from the chapter 'Philosophy')

Internal Assignment (15 marks): Students are asked to write a term paper (2500 words) focusing on any document from the nineteenth century—novels, memoirs, government reports, a set of photographs, newspapers, or any other form of text.

SOCL : 0402

QUANTITATIVE RESEARCH METHODS

Quantitative method mainly focuses upon the survey research method and its application part. The first module is coined as Competing Epistemologies, Positivism, Constructionism, Critical Turn which intends to focus upon the methodological history and thereby open the course with a debate on quantitative versus qualitative research methodology. In the following modules (module 2 and 3) the course intends to concentrate on the basic concepts of social statistics, and learn about the relationship between the constructs. It also attempts to equip the students with data collection and organization, analysis and dissertation. One final module (module 4) is very important for it focuses upon the internal and external validity of the data. It would teach them the basics of quantitative research design and about the variables that are used to test theories and hypotheses, about multivariate/regression and descriptive statistics.

The course also intends to teach the students the risk of misreporting and make them capable to avoid any bias in their research work. The course has been developed with the aim of letting the students substantiate their research works with valid facts that they would learn to extract at the end of the course, and present it in a way so that it can help future research works as well.

This course is offered at the UG level and its primary objective is to develop the methodological skills of the students. The aim is to equip the students so much so that they are able to assess the research projects of others for example in the field of media, education, etc. The main idea of the course is to enable the students with quantitative methodological concepts so that they can use them in their sessional papers and dissertation and other research works.

Credit: 4

A. Competing Epistemologies: Positivism, Constructionism, Critical Turn

Bryman, Alan (2015), Social Research Methods, Oxford University Press.

Competing Epistemologies--Daniel M. Ogilvie Psychological Inquiry, Vol. 3, No. 1 (1992), Pp. 50-53.

"Epistemology" (Pp. 339-346) From: Native Studies Keywords. Dian Million University Of Arizona Press (2015).

The Limits Of Positivism In Social Work Research David Smith, The British Journal Of Social Work, Vol. 17, No. 4 (August 1987), Pp. 401-416.

"Subjectivity In Social Research" (Pp. 140-154) From: The Political Context Of Sociology Leon Bramson, Princeton University Press (1961).

"Social Constructionism Contra Deconstructionism And Postmodernism" (Pp. 60-80) From: Contemporary Social Constructionism Darin Weinberg, Temple University Press (2014)

"What Is Social Constructionism?" (Pp. 1-22) From: Contemporary Social Constructionism Darin Weinberg Temple University Press (2014)

The 'Cultural Turn' In Social Theory: Towards A Theory Of Cultural Politics Kate Nash Sociology, Vol. 35, No. 1 (February 2001), Pp. 77-92.

Time taken to cover: 3 weeks

B. Introduction To Statistics: Basic Concepts, Terminologies, Types (Descriptive And Inferential); Measurement; Place Of Statistics In Social Research.

Elifson, K (1990), The Fundamentals Of Social Statistics, Singapore, Mcgraw-Hill Publishing Company.

Statistics In Social Research--Dorothy Swaine Thomas, American Journal Of Sociology, Vol. 35, No. 1 (Jul., 1929), Pp. 1-17.

Babbie, R Earl (2015), The Practice of Social Research, Cengage Learning.

Levin, J, Fox A James, Forde David (2016), Elementary Statistics in Social Research, Pearson Education.

Time taken to cover: 3 weeks

C.Computation Techniques: Sampling, Frequency Distribution, Central Tendency, Concept Of Skewness And Dispersion, Graphical Techniques

Elifson,K (1990), The Fundamentals Of Social Statistics, Singapore, Mcgraw-Hill Publishing Company. Chapter—5-9.

Blalock, H (1979), Social Statistics, Ny, Mcgraw-Hill Publishing Company

Das, G N (2008), Statistical Methods, Tata McGraw-Hill Education.

Vaus De David (2002), Surveys in Social Research, Taylor & Francis.

Time taken to cover: 3 weeks

D. Statistics And Politics: Politicization Of Data, Authenticity Of Research Findings And The Question Of Ethics.

Davidson P, Reynolds And Frankel S M, Codes Of Ethics In The Social Sciences: Two Recent Surveys, Newsletter on Science, Technology, & Human Values, No. 18 (Jan., 1977), pp. 15-19.

Holden C, Ethics In Social Science Research, Science, New Series, Vol. 206, No. 4418 (Nov. 2, 1979), pp. 537-538+540.

Diniz D, Research Ethics In Social Sciences: The Severina's Story Documentary, International Journal of Feminist Approaches to Bioethics, Vol. 1, No. 2, Research Ethics : Women, Sex, and Gender in Biomedical Research (Fall, 2008), pp. 23-35

Ghosh N, Research In Engaged Social Sciences: A Few Concerns, Economic and Political Weekly, Vol. 43, No. 4 (Jan. 26 - Feb. 1, 2008), pp. 77-79.

Ghosh A, Research In Social Science, Economic and Political Weekly, Vol. 39, No. 9 (Feb. 28 - Mar. 5, 2004), p. 896 .

Upender M, Research In Social Sciences, Economic and Political Weekly, Vol. 38, No. 2 (Jan. 11-17, 2003), pp. 86+164.

Horowitz L I & Garn M S, Social Science Research Ethics, Science, New Series, Vol. 206, No. 4422 (Nov. 30, 1979), p. 1022.

Vaus De David (2002), Surveys in Social Research, Taylor & Francis.

Time taken to cover: 3 weeks

IA: Class Test on 15 marks

SOCL : 0403

QUALITATIVE RESEARCH METHODS

This course has been designed to teach students the use of qualitative research methods and their various utilities. In addition to teaching methods of qualitative research like interviews and participant observation, the course acquaints students with the theoretical and political premises of the usage of various research methods. Students are also trained to use various qualitative research methods in Sociology during the course as well as the ways of transcribing verbal interactions. In order to bring to the fore questions of subjective disposition, prejudice, representation as well as the implications of the fieldworker's own identity for the research and writing –students are also taught excerpts from certain key ethnographies like M.N.Srinivas' The Remembered Village, as well as commentaries discussing the political intellectual contexts of these works.

Topics Covered	Weeks	
An Introduction to Qualitative Research: I. Basic Concepts and terminologies : Developing a research question, Operationalising, Sampling, Roles in the "Field" II. Historical background of various Qualitative research Methods	Week 1-4	Bernard, H. Russell, (Ed.) (1998). Handbook of Methods in Cultural Anthropology. Landham, MD: AltaMira Press BabbieEarl(1979), The Practice of Social Research, USA, Wadsworth Clengage Learning. Stocking Jr, George. (1985).Observers Observed Essays on Ethnographic Fieldwork. Wisconsin: University of Wisconsin Press. (Selected Chapters)
Methods of Qualitative Research I. Field Research Ethnography and its relation with Phenomenology II. Roles and Representations in Fieldwork	Week 5-8	Atkinson, Paul (1992). Understanding Ethnographic Texts. Qualitative research Methods, Vol. 25. London: Sage Publications Stocking Jr, George. (1985).Observers Observed Essays on Ethnographic Fieldwork. Wisconsin: University of Wisconsin Press. (Selected Chapters)

<p>Tools and Techniques of Social Research</p> <p>I. Developing a Questionnaire</p> <p>I. Structured, Semi Structured and Narrative Interviews.</p> <p>I. Dialogue as a method</p> <p>/ . Transcription and Fieldnotes</p>	<p>Week 9-12</p>	<p>Riessman, Catherine Kohler (2000). Analysis of Personal Narratives. Accessed from http://www.citeseerx.ist.psu.edu/viewdoc on 1.06.2015</p> <p>Sacks, Harvey (1995). Lectures on Conversation, Vol. I and II. Malden, Blackwell Publishing.</p> <p>Emerson, Robert M.; Fretz, Rachel I. and Shaw, Linda L. (Eds.) (2011). Writing Ethnographic Fieldnotes. Chicago: University of Chicago Press.</p>
<p>Contesting issues in Qualitative Research</p> <p>I. Value and Ethics; Problems of Bias</p> <p>I. The Ethnographer as Author</p> <p>I. Self Reflexivity and its Use in Qualitative Sociological Research</p> <p>/ . The Native and Outsider Debate</p>	<p>Week 13-16</p>	<p>Stocking Jr, George. (1985).Observers Observed Essays on Ethnographic Fieldwork. Wisconsin: University of Wisconsin Press. (Selected Chapters)</p> <p>Marcus, George and Clifford, James. (Eds.) (1986) Writing Culture: The Poetics and Politics of Ethnography. California: University of California Press.(Selected Chapters)</p> <p>Srinivas, M.N. (1976). <i>The Remembered Village</i>. By M. N. Srinivas. Berkeley: University of California Press, 1976.</p> <p>Patel, Sujata. (1998). The nostalgia for the village: M. N. Srinivas and the making of Indian social anthropology. <i>South Asia: The Journal of South Asian Studies</i>, Vol.28 (1).p.49-61.</p>

Internal Assessment: Research projects using qualitative research methods and End semester examination

SEMESTER 5

SOCIETY IN INDIA 2 : INSTITUTIONALIZATION OF SOCIOLOGY

SOCL 0501

This is the second course on Society in India. From the historical moorings this course facilitates the students to move to the social bearings in the society. First of all it discusses all the major events and processes in the nationalist milieu namely colonialism, nationalism and emergence of formal sociology as a response to both colonial and nationalist history writing. Social imagining of the nation by Indian intellectual thinkers, defining the Indian body social on the basis of caste trajectories as in the writings of Dumont, Srinivas, Ghurye, etc forms the basis of this paper. Finally the paper initiates students into the debate of nation building by comparing the main ideas and policy formulations of Gandhi and Ambedkar. This paper is a gradual and nuanced journey from the realm of ideas to the arena of real politik, both equally contested.

Week wise Lesson Plan :16 weeks(4 classes per week)

Module 1

Events and Processes

L. Dumont & D. Pocock, 'For a sociology of India', Contributions to Indian Sociology, 1957, 1

M.N. Srinivas & M.N. Panini, 'The development of sociology and social anthropology in India', Sociological Bulletin, 1973, 22, 2

N. Dirks, Castes of Mind: Colonialism and the making of modern India, Princeton University Press, 2001

P. Uberoi, N. Sundar & S. Deshpande (ed.) Anthropology in the East: Founders of Indian Sociology and Anthropology, Permanent Black, 2007

S. Patel, Doing Sociology in India: Locations, Genealogies & Practices, OUP, Delhi, 2011

S. Kaviraj, 'Writing, speaking, being: Language and the historical formation of identities in India', in The Imaginary Institution of India: Politics and ideas, Columbia University Press, 2010

Module 2

Imagining India:

D P Mukherjee: 1 week

Benoy Kumar Sarkar: 1 week

Radha Kamal Mukherjee: 1 week

N K Bose: 1 week

Readings

S. Patel, Doing Sociology in India: Locations, Genealogies & Practices, OUP, Delhi, 2011

N.K. Bose, The Structure of Hindu Society, 1976 (1949), New Delhi, Sangam Books

P. Uberoi, N. Sundar & S. Deshpande (ed.) Anthropology in the East: Founders of Indian Sociology and Anthropology, Permanent Black, 2007

Module 3

Defining India:

Dumont: 1 week

Ghurye: 1 week

Srinivas : 1 week

Redfield: 1 week

Readings:

S.C. Dube, Indian village, Routledge, London, 1955

S.C. Roy, 'An Indian outlook on anthropology', Man, 1938

Veena Das (ed.) The Oxford India companion to sociology and social anthropology (2 vols.), New Delhi, OUP, 2003

M.N. Srinivas, 'The Indian village: myth and reality' in The Dominant Caste & other essays, OUP, Delhi, 1994

Ronald Inden, Imagining India, Hurst & Co, London, 2000

Module 4

Nation Building:

Gandhi: 1 week

Ambedkar : 1 week

Readings:

Hardiman,D.(2003) Gandhi: In His Time and Ours, New Delhi: Permanent Black

Ambedkar, B. (1936) reprint (2014). Annihilation of Caste, London:Verso

Overview: 1 week

Internal Assessment: 2 weeks

Individual Paper presentations by students.

SOCL : 0502

SOCIAL STRATIFICATION

This course aims at introducing students to the various theoretical approaches to the area of social stratification. It critically engages them into the various theoretical paradigms. The course extensively deals with numerous and diverse theories that deal with social stratification and discusses its applicability in the contemporary scenario. It furthermore critically engages the students with the bases of stratification that is Caste, Class, Status, Race, Ethnicity and Tribe and how they have transformed in contemporary times.

Modules: Each extending for approximately four weeks

1: Approaches to the Study of Social Stratification: Theories, Concepts (4 weeks)

Key Readings:

Parsons, Talcott. (1940), 'An Analytical Approach to the Theory of Social Stratification', American Journal of Sociology, Vol. 45, No. 6 (May, 1940)

Parsons, Talcott (1954), 'Equality and Inequality in Modern Society, or Social Stratification Revisited', Sociological Inquiry.

Davis, Kingsley (1942), 'A Conceptual Analysis of Stratification', American Sociological Review, Vol. 7, No. 3 (Jun., 1942).

Davis. Kingsley and Wilbert E. Moore (1945), 'Some Principles of Stratification', American Sociological Review, 10 April.

Tumin, Melvin (1953), 'Some Principles of Stratification: A Critical Analysis', American Sociological Review, Vol. 18, No. 4 (Aug., 1953)

Weber, Max, 'Class, Status and Party' in H.H. Gerth and C. Wright Mills (Translated and edited) (1946), 'From Max Weber: Essays in Sociology', New York: OUP.

Bourdieu, Pierre (1986), 'Forms of Capital' in J. Richardson's Handbook of Theory and Research for the Sociology of Education, Westport, CT: Greenwood.

2: Caste: Features, Varna, Mobility. (4 Weeks)

Key Readings:

Srinivas, M.N., 'Caste in Modern India'

Dube, S.C., 'Indian Society'

Gould, A. Harold (Jan., 1964), 'A Jajmani System of North India: Its Structure, Magnitude and Meaning' in *Ethnology*, Vol.3, No.1 .

Bose, Nirmal Kumar, 'Some Aspects of Caste in Bengal' in *The Journal of American Folklore*, Vol. 71, No. 281, *Traditional India: Structure and Change* (Jul. – Sep., 1958).

Gupta, Dipankar, ed (1991), 'Social Stratification', New Delhi:OUP

Sharma, K.L. (2016), 'Social Stratification and Mobility', New Delhi: Rawat Publications

Weber, Max, 'India: The Brahman and the Castes', in H.H. Gerth and C. Wright Mills (Translated and edited) (1946), 'From Max Weber: Essays in Sociology', New York: OUP.

3: Class, Status, Power: Contemporary Representations (4 weeks)

Key Readings:

Beteille, Andre (2005), 'Caste, Class and Power', in Dipankar Gupta (ed), *Anti-Utopia*, New Delhi: OUP

Sharma, K.L. (2016), 'Social Stratification and Mobility', New Delhi: Rawat Publications

Singh, Yogendra (), 'Social Stratification'

4: Race, Ethnicity, Tribe: Questions of Minority, Prejudice, Antagonism, Discrimination (4 weeks)

Key Readings:

Xaxa, Virginius (2005), 'Politics of Language, Religion and Identity: Tribes in India', *Economic and Political Weekly*, Vol. 40, Issue No. 13, 26 March, 2005.

Xaxa, Virginius (1999), 'Tribes as Indigenous People in India', *Economic and Political Weekly*, Vol. 34, No. 51 (Dec. 18-24, 1999).

Xaxa, Virginius (1999), 'Transformation of Tribes in India: Terms of Discourse', in *Economic and Political Weekly*, Vol. 34, No.24 (Jun. 12-18, 1999).

Thapar, Romesh (ed) (1996), 'Tribe, Caste and Religion in India', New Delhi: Macmillan India Limited.

Robb, Peter (1997), 'The Concept of Race in South Asia', New Delhi: OUP

INTERNAL ASSESSMENT: Individual students are asked to present an article in the class and write a critical appreciation of a book based on the area of social stratification.

SOCL : 0503

POPULAR CULTURE

This course tries to explore the ways in which each of us is both a user of and is used by popular culture. Popular culture which is all around us, influence our cognition, thoughts, opinions, values, moralities, how we vote, our religiosity, idea of leisure, concept of pain and how we live our lives in countless ways. This course uses our own know-how as consumers of popular culture products as a launching pad to study the various roles played by mass-mediated popular culture in constructing our world view. This course takes a multidisciplinary approach as popular culture analysis follows a numeral different fields, including Cultural Studies, Media studies, Sociology, Mass communications, Anthropology, History, Language studies, Gender studies, Ethnic studies, and many other related fields. One essential task of this course is to enable the aptitude to study, analyse, and synthesize texts from these diverse fields of specialisation into a comprehensive interdisciplinary analyses. Texts from folktales, lore, literature, television, film, advertising, music, and online cyber culture, and other types of pop culture are analysed using theoretical and analytical tools from all these related disciplines. For example, we examine how such critical elements as age, gender, sexuality, class, ethnicity, race are shaped by and reshaped by those texts in popular culture.

Modules

Module 1: Introduction to Popular Culture: What is Popular Culture? (4 weeks)

Reading List:

Storey, J. 1998. *Cultural Theory and Popular Culture: A Reader*. Athens: University of Georgia Press

Strinati, Dominic. 2004. *An introduction to theories of popular culture*. London New York: Routledge.

Module 2: Theorising Popular Culture (4 weeks)

Reading List:

Benjamin, Walter. 1969. 'The work of Art in the Age of Mechanical Reproduction' in *Illuminations*. New York: Schocken.

Bourdieu, Pierre. 1984. *Distinction: A Social Critique of the Judgment of Taste*. Oxon: Routledge

Eco, Umberto. 1988 (1964, 1978). *The Structure of Bad Taste*. Amsterdam: Bert Bakker.

O'Brien S. and Szeman, Imre. 2004. 'The Culture Industry Thesis' in *Popular Culture: A Reader* (2005). Eds. Raiford A Guins and Omayra Zaragoza Cruz, London: Sage Publications.

Prasad, Madhava, M. 1998. *Ideology of Hindi Film: A Historical Construction*. New Delhi: Oxford University Press.

Raymond William. 2005. 'Culture and Masses' in *Popular Culture: A Reader* Eds. Raiford A Guins and Omayra Zaragoza Cruz. London: Sage Publications.

Strinati, Dominic. 2004. *An introduction to theories of popular culture*. London New York: Routledge.

Module 3: The Production of Popular Culture: The Media, News, Sports, Mass Marketing, Infotainment, Street Literature (4 weeks)

Reading List:

O'Brien S. and Szeman, Imre. 2004. 'The Culture Industry Thesis' in *Popular Culture: A Reader* (2005). Eds. Raiford A Guins and Omayra Zaragoza Cruz, London: Sage Publications.

Prasad, Madhava, M. 1998. *Ideology of Hindi Film: A Historical Construction*. New Delhi: Oxford University Press.

Raymond William. 2005. 'Culture and Masses' in *Popular Culture: A Reader* Eds. Raiford A Guins and Omayra Zaragoza Cruz. London: Sage Publications.

Storey, J. 1998. *Cultural Theory and Popular Culture: A Reader*. Athens: University of Georgia Press

Sturken, M. and Cartwright, L. 2009. *Practices of Looking: An Introduction to Visual Culture*. New York: Oxford University Press

Module 4: The Consumption of Popular Culture: Seeing vs. Looking, Global consumerism, Entertainment as Art and Commerce, Social media and social change (4 weeks)

Reading List:

Veblen, Thorstein. 1899. "Conspicuous Consumption" in *Theory of the Leisure Class*. New York: Dover Publication (1994).

Banash, David. 2013. *Collage culture: readymades, meaning, and the age of consumption*. Amsterdam: Editions Rodopi

Ransome, Paul. 2005. *Work, consumption and culture: affluence and social change in the twenty-first century*. London Thousand Oaks: Sage Publications.

Storey, J. 1998. *Cultural Theory and Popular Culture: A Reader*. Athens: University of Georgia Press

Internal Assessment:

1 Presentations: One after the second module.

1 Article: Students are asked to write a well-researched article (8-12 pages) on an existing popular culture topic of their choice. They will be encouraged to theorise their findings from the readings.

SEMESTER 6

SOCL : 0601

SOCIETY IN INDIA : NEHRU AND AFTER

In this course, students are taken through a quick tour of the various complex processes which shaped contemporary Indian society since the time of the formal independence of the nation-state. We begin with the ideas and practices of planned development, looking into the ways in which they shaped social identities. At the level of political changes, we track the course of rise and fall of the Congress, and the emergence of the region. In terms of economic shifts, we examine the early focus on heavy industrialization, and its relationship to the formation of the laboring classes. From here we move to agrarian relations, to understand the workings of class, caste, and gender in rural India, as they changed from the times of planning to those of liberalization. Simultaneously, we try to map the emergence of multiple questionings of an unified 'national society', in the form of social movements rooted in caste, and ethnicity. These are analysed in the context of the resurgence of a new Hindu nationalism, and the debates on secularism they give rise to. The women's movement is studied as a critique of the essentially patriarchal forms that nationalism, regionalism, and dalit struggles remain rooted in. The changing forms of popular culture are studied in the light of new economic policies and their impact on political expression, a paradigmatic case being that of political change in south India. Questions of sovereignty, law, violence, and their relationship with changing forms of governance are looked into keeping in mind the conflict at the frontiers of India. While studying these particular issues, and forms of identity-formation, the various scholarly assessments of the nature of 'modernity' in India are debated and discussed. The course aims at providing students with a holistic conceptual and empirical understanding of the nature of the social in contemporary India.

Modules

1. Planning 'development'

Readings:

Partha Chatterjee (ed.), *State and Politics in India* (OUP: New Delhi, 1999) (select chapters)

L. Rudolph & S. Rudolph, *In Pursuit of Lakshmi: The Political Economy of the Indian State* (University of Chicago Press: Chicago, 1987) (select chapters)

S. Chakraborty, *Development Planning: The Indian Experience* (OUP: New York, 1993) (select chapters)

V. Chibber, *Locked in Place: State-Building and Late Industrialisation in India* (Princeton University Press: Princeton, 2006) (select chapters)

2. Laboring groups

Readings:

Akhil Gupta, *Postcolonial Developments: Agriculture in the making of modern India* (Duke University Press: Durham, 1998) (select chapters)

J. Breman, J. Parry (ed.) *The Worlds of Indian Industrial Labor* (Sage: London, 1999) (select chapters)

Bhrigupati Singh, *Poverty and the Quest for Life: Spiritual and Material Striving in Rural India* (University of Chicago Press: Chicago, 2015) (select chapters)

Anand Pandian, *Crooked Stalks: Cultivating virtue in South India* (Duke University Press: Durham, 1999) (select chapters)

3. New 'social' questions

Readings:

Maitrayee Chaudhuri, *Feminism in India* (Zed books: London, 2005) (select chapters)

S. Deshpande (ed.) *The Problem of Caste*, (Orient Blackswan: Delhi, 2014) (select chapters)

David Ludden (ed.) *Making India Hindu* (OUP: New Delhi, 1996) (select chapters)

T. Blom Hansen, *The Saffron Wave: Democracy and Hindu Nationalism in Modern India* (Princeton University Press: Princeton, 1999) (select chapters)

C. Jaffrelot, *India's Silent Revolution: The Rise of the Lower Castes in North India* (Hurst: London, 2003) (select chapters)

Rajeev Bhargava (ed.) *Secularism and its critics*, (OUP: Delhi, 1999) (select chapters)

4. India 'liberalised'

Readings:

M.S.S. Pandian, *The Image Trap: M.G. Ramachandran in Film and Politics* (Sage: London, 2015) (select chapters)

Knut Jacobsen (ed.) *Routledge Handbook of Contemporary India* (Routledge: London, 2016) (select chapters)

S. Srivastava (ed.) *Sexuality Studies*, (OUP: Oxford, 2015) (select chapters)

N. Menon & A. Nigam, *Power and Contestation: India since 1989*, (Zed: London, 2007) (select chapters)

Internal Assignment (15 marks): Students will write a term paper (2000 words), and present it in class, on the basis of field study of any local aspect of contemporary Indian society.

SOCL : 0602

SOCIAL MOVEMENTS

"The people united will never be defeated" is a famous composition which globally finds in way in many political and social rallies. The pertinent questions here are what influences people to act as a collective? And what motivates them to decide on a common purpose irrespective of their individual aspirations? And, how they become collectively assure that their struggles are believed to be effective? And how we can theorise these collective actions politically, economically, culturally? These collective actions or specifically these social movements need to be analysed through classification, theorization, their conceptual overlaps. For example, agrarian movements require to be theorised through the conceptual overlapping of both the peasant movement and tribal movement. Profit-driven capitalist society gives rise to industrial working class movements which would be studied using the conceptual categories like labour or trade unions. Along with these, some new categories of social movements, i.e. the environmental and ecological movement, civil rights movement for political Identity would also be discussed from cross-cultural perspectives. A special discussion would also be focused on the issues of gender, and associated movement like feminist movements, LGBT movement would be part of this course.

Modules

Module 1: Issues and Theoretical Framework in the Analysis of Social Movements: categorization, Theorization, Conceptual Overlaps. (4 weeks)

Reading List:

Oommen, T.K (1990), Protest and Change: Studies in Social Movements. Sage: New Delhi.

Shah, Ghanshyam (1990), Social Movements in India: A Review of the Literature, New Delhi: Sage.

Singh, R (2001), Social Movements, Old and New: A Post-Modernist Critique, New Delhi: Sage

Module 2: Agrarian Movements: Peasant, Tribal (4 weeks)

Reading List:

Ponna, Wignaraja, ed (1993), *New Social Movements in the South: Empowering the People*, New Delhi: Vistaar.

Oommen, T.K (1990), *Protest and Change: Studies in Social Movements*. Sage: New Delhi.

Shah, Ghanshyam (1990), *Social Movements in India: A Review of the Literature*, New Delhi: Sage.

Module 3: Industrial Working Class Movements: Labour, Trade Unions. (4 weeks)

Reading List:

Joshi, Chitra (2005), *Lost Worlds: Indian Labour and its Forgotten Histories*. London: Anthem Press.

Sen, Sukomal (1979), *Working Class of India: History of Emergence and Movement: 1830-1970*, Kolkata: K.P. Bagchi.

Shah, Ghanshyam (1990), *Social Movements in India: A Review of the Literature*, New Delhi: Sage.

Module 4: New Social Movements: Environment, LGBT, Civil Society and Political Identity, Women (4 weeks)

Reading List:

Singh, R (2001), *Social Movements, Old and New: A Post-Modernist Critique*, New Delhi: Sage

Kumar, Radha (2006), *The History of Doing: An Illustrated Account of Movement for Women's Rights and Feminism in India, 1800-1990*. New Delhi: Zuban, an imprint of Kali for Women. Originally published in 1993.

Singh, R (2001), *Social Movements, Old and New: A Post-Modernist Critique*, New Delhi: Sage.

Internal Assessment:

1 Presentations: One after the second module.

1 Article: Students are asked to write a well-researched article (8-12 pages) on an existing popular culture topic of their choice. They will be encouraged to theorise their findings from the readings.

SOCL : 0603

SOCIOLOGY OF URBAN SPACES

Total Credit: 4 (50 Marks)

End Term: 35 Marks

This course seeks to understand urban spaces in its entirety. Urbanism is a widespread phenomenon, all kinds of societies have a history of the development of urban spaces which are more commonly referred to as city space. In this regard it is observed that western societies exhibit a far more rapid construction of city spaces in comparison to the eastern counterpart. It is also notable that in both contexts trajectory of development or production of urban architecture and spaces is very distinct and nuanced which needs to be analysed in its specificity. Many urban sociologists have come to agree 'that modernity and development split which western urban theory has build upon has led to a representation of the western metropolis as creative, dynamic and modern places whereas developmentalism has functioned to make the experience of cities in developing, underdeveloping and developed countries appear incommensurable.' (Srivastava, Sanjay: 2015). Urban spaces are not a natural given rather it is a space which is produced and reproduced in the modern capitalist society. This course entails a thorough investigation and understanding of the nature of this peculiar production and sustenance of urban spaces.

Module 1

The city in classical sociological theory

3 weeks

This module introduces the works of two classical sociologists Max Weber and Georg Simmel to understand how sociological imagination has informed the idea of city and its life conditions.

Module 2

Critical geography and city space

4 weeks

Urban space is not a harmonious and homogeneous space but it is embedded with multiple layers of social hierarchies. Thus development or expansion of urban space is uneven in nature. Works of Henry Lefebvre, Manuel Castells and David Harvey are discussed to understand broad concept of production of space, ghettoisation, gentrification, politics over space in this module.

Module 3

Cross cultural perspectives

4 weeks

This module will look at different ways in which urban spaces are defined in different spatio-temporal context. Nature of urban spaces differ in significant ways in varied contexts depending on the level of development a society has reached. Cities are made through the act of collective imagination hence we need to look for the city in such media of the collective imagination as literary texts, popular media in daily discursive reality of inhabitants and numerous other forms of the public culture of daily life.

Module 4

Indian cities

3 weeks

In this module Indian Cities are centre of investigation. The process of urbanisation in India is intricately linked with country town nexus, theory of tradition and modernity, and rural urban divide. All these factors would be point of discussion in this module.

Reading Material

1. Harvey, David. (2012). Rebel Cities from the Right to the City to the Urban Revolution. Verso: London and New York.
2. Castells, Manuel. (1976). The Urban Question a Marxist Approach. Edward Arnold: London.
3. Parker, Simone. (2003). Theory of Urban Experience Encountering the City. Routledge: London and New York.
4. Weber, Max. (1924). The City (non- Legitimate Domination) in Economy and Society Chapter XVI.
5. Simmel, Georg. (1903). The Metropolis and the Mental Life.
6. Tonkiss, Fran
7. Sassen, Saskia.(1991). The Global Cities. New York, London , Tokyo. Princeton University Press: Princeton.
8. Nair, Janaki. (2005). The Promise of the Metropolis. OUP: Delhi.
9. Prakash, Gyan.(2010). Mumbai Fables. Princeton University Press: Princeton.
10. Meaghor, Kate and Sharon ed. (2008). Philosophy and the City: Classic to Contemporary Writings. Suny Press: Albany.
11. Davis, Mike. (2006). The Planet of Slums. Verso: London.
12. Harvey, david. (2001). Spaces of Capital. Routledge: London.

13. Chattopadhyay, Swati. (2005). Representing Calcutta. Routledge: USA &Canada.
14. Foucault, Michel. (2009). Security, Territory and Population. Palgrave Macmillon: New York.
15. Lefebvre, Henry. The Production of Space

Internal Assessment : 15 Marks

Students have to appear for a mid term internal assessment examination.

GEN ED SOCIOLOGY

SEMESTER : 1

WHY STUDY SOCIETY?

Nature and Nurture

In the present module, the students are introduced to the debate of nature and nurture and thereby critically discuss the importance of nurture. Various sociological concepts like culture, socialization, interaction, sex and gender etc and various sociological approaches are made aware of so that one can understand the importance of nurture that shapes the individual and the social world and thereby shapes one another.

Readings:

Giddens, A (1991) Introduction to Sociology. New York. W.W. Norton and Company.

Giddens, A Sociology

Berger, Peter L (1966) Invitation to Sociology. Penguin Books. Great Britain.

Sociological Imagination

C. Wright Mills explains sociological imagination as "the vivid awareness of the relationship between personal experience and the wider society", and this module provides a basic idea of this awareness through various example from our surrounding.

Reading:

Mills, C.W (1959) Sociological Imagination. New York. Oxford University Press

Social Stratification

No society can be understood fully without comprehending its multilayered social structure. These layers are significant in delineating the root of various kinds of differences and hierarchies that are characteristics of any society. The strive towards equality and egalitarianism often gets embroiled in debates which surround inequalities based on race, caste, class gender, religion, linguistic and ethnicities. Social stratification module will introduce students to the concept and theory of stratification and its significance to understand society. It will examine why and how people are allocated into different strata which in turn determine their life chances and ability to share valued goods and services in society. It will also explore how certain institutions become agents of distribution of resources which reproduces inequalities from time to time.

Gupta, Dipankar. 1991. Social Stratification. OUP, New Delhi. (Selected Chapters)

Singh, Yogendra. 1997. Social Stratification and Change in India. Manohar Publications, New Delhi. (Selected Chapters)

Weber, Max. 1958. "Class, Status and Party". Pp 180-195 in From Max Weber: Essays in Sociology edited and translated by H.H. Gerth and C. Wright Mills. OUP, New York.

Structure and Agency

Readings:

Giddens, A. (1984), *The Constitution of Society*, Polity Press: Cambridge

Esser, F., Baader, M., Betz, T. & Hungerland, B. (2016). Reconceptualising Agency and Childhood. New Perspectives in Childhood Studies (London: Routledge)

SEMESTER : 2

LOVE

Love: An Unromantic Discussion

The present module deals with the idea of love sociologically by isolating it from the popular discourse of romance.

Select Readings:

Bauman, Z. 2000. Liquid Love, Cambridge: Polity Press.

Johnson, P. 2005. Love, heterosexuality and society. Routledge: USA & Canada.

Giddens, A. 1992. The Transformation of Intimacy: Sexuality, Love and Eroticism in Modern Societies. Cambridge: Polity Press.

Romantic Love: Interrogating the Popular

The present module deals with the portrayal and representation of Love in Popular culture.

Select Readings:

Prasad, Madhava, M. 1998. *Ideology of Hindi Film: A historical Construction*. New Delhi: Oxford University Press.

Virdi, Jyotika. 2003. *The Cinematic Imagination: Indian Popular Films as Social History*. Ranikhet: Permanent Black.

Orsini, F. (ed) 2006. *Love in South Asia: A Cultural History*. Cambridge: Cambridge University Press.

Transcendental and Transgressive Love in Religion

The main aim of the module is to understand how notions of love have been thoroughly infused with religious discourses. In this module the course introduces students to critical debates on questions of immanence and transcendence in understandings of religious love, with an emphasis on Asian contexts. The religious history of love unsettles divisions between otherworldly religion and this-worldly secularism. Alongside theoretical discussions along these themes, specific discussions of bhakti and sufi contexts, notions of penance and catharsis, and renunciation and relationality are analysed.

Select Readings:

Beck, G.L. 2005. *Alternative Krishnas: Regional and Vernacular Variations on a Hindu Deity*. Albany: State University of New York Press.

Lynch, O.M. 1990. *Divine Passions: The Social Construction of Emotion in India*. Berkeley: University of California Press.

Cashin, D. 1995. *The Ocean of Love: Middle Bengali Sufi Literature and the Fakirs of Bengal*. Stockholm: Association of Oriental Studies.

Feminist Critiques

In this module we discuss a feminist critique of love, which identifies the heteronormative investments in love, as tied to the essentialist construction of women as reproductive beings. It is suggested in this form of critique that freeing women of such reproductive roles can change such patriarchal frameworks. We discuss the limits of this critique, moving towards a more complex analysis of heteronormative love, which problematises the universality of the category of women by showing its entanglements with caste, ethnicity, religion, and other social forms.

Readings:

Shulamith Firestone, *The Dialectic of Sex: The Case for Feminist Revolution* (1970) (select portions)

Arvind Narayan and Gautam Bhan (eds.) *Because I Have a Voice: Queer Politics in India* (Yoda, 2006) (select essays)

Beauvoir, Simone de (1989) [1952]. *The Second Sex*. Trans. [H. M. Parshley](#). Vintage Books (Random House).

Modleski, Tania. (1982). *Loving with a Vengeance. Mass Produced Fantasies for Women*. Hamdon: Archon Books.

SEMESTER : 3

MECHANICS OF THE MIND

What is cognitive science?

Cognitive science as a discipline is not much old and developed only three decades back as a distinctly defined discipline. It developed as a result of common research objective which was to find out the representational capacities of mind and discover its computational abilities and then see how it is represented structurally and functionally in the brain.

It is a cross disciplinary science and aim of the course is to see that contributions sociology can make in this discipline. It seeks to bring together different disciplines like anthropology, semiotics, sociology, etc. Mead initiated the approach of Socio-psychological analysis and Goffman's interactionism led to the view that individuals are tied to society. It has helped us to view society from Goffman's dramaturgical perspective. The total paper which is Mechanism of mind intends to focus upon this particular perspective of Goffman and equip the students to find out how human cognition operates at different levels. His frame analysis will let the students know that the presence of basic cognitive structures would help them develop their perception of the reality by building frames which does not depend on conscious efforts, in fact are depended on situations and circumstances. This frame analysis is nothing but the study of organization of cognitive structures which are built around the social experiences.

-
1. What Is Cognitive Science?, William K. Estes, *Psychological Science*, Vol. 2, No. 5 (Sep., 1991), P. 282.
 2. Bennett, M, Dennett, D., Hacker, P., & Searle, J. (2003). *Neuroscience And Philosophy: Brain, Mind & Language*, New York: Columbia University Press.
 3. Bloch, M. 1998. *How We Think They Think: Anthropological Approaches To Cognition, Memory And Literacy*, Colorado: Westview Press.
 4. Burwood, S., Gilbert, P. & Lenon, K. 1998 *Philosophy Of Mind*, London: UCL Press..
 5. Chalmers, D.V. 2002. *Philosophy Of Mind: Classical And Contemporary Readings*, Oxford: Oxford University Press. Chapters—8,9,10.
 6. Heil, J. 2004. *Philosophy Of Mind: A Contemporary Introduction*, New York: Routledge.

Theorizing The Mind:

In this section we try to engage the students with the ideas of Hegel and Freud, the concepts of Geist, pre conscious, unconscious and conscious. The focal points of mind and consciousness according to the thinkers are discussed.

Hegel

S.Freud

Linguistic Structure:

An introduction to linguistic structuralism through Ferdinand de Saussure: In this section the course analyses how the 'mind' and its 'mechanics' were addressed in the field of linguistics during the 20th century. This critical juncture of structuralism would usher new debates and argue that language constructs all of the social and mental world of humans.

Select Reading:

Culler, Jonathan. 1976. *Ferdinand de Saussure*. Fontana. Great Britain.

The linguistic turn:

In this model, we discuss Ferdinand De Saussure's ideas of language, to understand how the traditional opposition between representation and reality in conceptualizing 'mind' was critically transformed, and rejected by this work. Saussure, by explaining language as a system of negative differences, rejected the essentialist investments of older philosophical explanations of mind.

F. Saussure, *Course in General Linguistics* (select chapters)

J. Culler, *Saussure* (select chapters)

IA: Mid Term Evaluation 20 marks

End Sem 30 Marks.

SEMESTER : 4

LABORATORY LIFE

History of Science

This module aims at philosophising and historicising science. It talks of the science and non science binaries, good science bad science debate, science and insularity. What does laboratory mean for social sciences?

T.Kuhn

K.Popper

P.Feyerabend

Science studies

In this module we discuss the tradition of critically analyzing science as a cluster of practices implicated, and constituted by cultural forms, social practices, and political strategies. The seeming value-neutrality and epistemological purity of the category of science is questioned through a discussion of seminal works using this perspective.

Jan Golinski, *Making Natural Knowledge: Constructivism and the history of science* (University of Chicago Press, 1998) (select chapters)

Bruno Latour and Steven Woolgar, *Laboratory Life: The construction of scientific facts* (Sage, 1979) (select chapters)

Statistical Application and Social Sciences

This module deals with the application of statistics in social science. The reliability and validity as well as limitation of statistical use in Sociology. It also opens up the debate between qualitative data and quantitative data.

The mathematical laboratory: Numbers

The course on laboratory life intends to focus upon the methodological practices of social sciences. The module coined as Mathematical Number will equip the students with tools and technologies of survey research method so that they can try to use them in conducting their original research work. It will also help them know about the statistical tools and importance of numbers in social sciences. This course also aims to make the students learn about the various sampling methods- probability sampling and non-probability sampling. It also aims at enabling the students to know about data analysis, ethics of research and strengths and weaknesses of

various methods and about SPSS software. The main is to let the students design their own research projects through use of these concepts and develop their own research design.

1. Badiou, A. 2008 (1990). Number and Numbers. Cambridge: Polity Press.
2. Das, G N (2008), Statistical Methods, Tata McGraw-Hill Education.
3. Vaus De David (2002), Surveys in Social Research, Taylor & Francis.
4. Elifson, K (1990), The Fundamentals Of Social Statistics, Singapore, McGraw-Hill Publishing Company.

Evaluation Mid sem exam 20 marks

End sem Exam 30 marks