



**04 Years Bachelor Programme under CHOICE BASED CREDIT
SYSTEM for**

B.A. Honours with Research in Sociology

(Total Credit: 194)

Effective from 2023-2024 Academic Session

SYLLABUS

Department of Sociology

Semester -wise Course Modules ,Evaluation Methods and Marks Distribution for Four Years Undergraduate Course(B.A) in Sociology Honours with Research
Department of Sociology ,Presidency University, Kolkata

Semester	Course Code	Course Name	Course Type	Taught /Sessional	Total Credits	Total Marks	Evaluation Method
I	SOCL 101C01	Sociology of Everyday Life	Major	T	4 (Th) + 2 (Tut)	50	IA :15 & End Sem : 35
	SOCL 102C02	Genealogies of the Social	Major	T	4 (Th) + 2 (Tut)	50	IA :15 & End Sem : 35
	103 AECC 01	English Communication /MIL	AECC	T	4	50	IA :15 & End Sem : 35
	SOCL 104MC 01	Indian Society: Images & Realities	MC	T	4 (Th) + 2 (Tut)	50	IA :10 & End Sem : 40
	SOCL 105 MDC 01	Development & Policy	MDC	T	3	50	IA :15 & End Sem : 35

Semester I Full Credits =25 Total Marks -250

II	SOCL 151C 03	Classical Sociological Thought I	Major	T	4 (Th) + 2 (Tut)	50	IA :15 & End Sem : 35
	SOCL 152C0 4	Colonialism & Society in India: The 19 th Century	Major	T	4 (Th) + 2 (Tut)	50	IA :15 & End Sem : 35
	153 AECC 02	English Communication/MIL	AECC	T	4	50	IA :15 & End Sem : 35
	SOCL 154 MC 02	Family & Intimacy	MC	T	4 (Th) + 2 (Tut)	50	IA :10 & End Sem : 40
	SOCL 155 MDC 02	Historiography	MDC	T	3	50	IA :15 & End Sem : 35
	SOCL 156 MDC 03	Literature & Performance	MDC	T	3	50	IA :15 & End Sem : 35

Semester II Full Credits=28 Total Marks -300

III	SOCL 201C 05	Classical Sociological Thought –II	Major	T	4 (Th) + 2 (Tut)	50	IA :15 & End Sem : 35
	SOCL 202C 06	Research Methods I: Qualitative Methods	Major	T	4 (Th) + 2 (Tut)	50	IA :15 & End Sem : 35
	SOCL 241 SEC -1	Literature Review	SEC	S	4	50	End Sem :50
	ENVS 204 VAC 01	Environmental Science	VAC	T	3	50	IA :15 & End Sem : 35
	SOCL 205 MC 03	Rethinking Development	MC	T	4 (Th) + 2 (Tut)	50	IA :10 & End Sem : 40

Semester III Full Credits =25 Total Marks -250

IV	SOCL 251C0 7	Research Methods II-Quantitative Methods	Major	T	4 (Th) + 2 (Tut)	50	IA :15 & End Sem : 35
	SOCL 252C0 8	Sociological Theory I	Major	T	4 (Th) + 2 (Tut)	50	IA :15 & End Sem : 35
	SOCL 291 SEC 02	Field Visit & Report Writing	SEC	S	5	50	End Sem :50
	SOCL 292 VAC 02	Introduction to Social Statistics: A Multidisciplinary Approach	VAC	S	3	50	End Sem :50
	SOCL 255 MC 04	Sociology of Media	MC	T	4 (Th) + 2 (Tut)	50	IA :10 & End Sem : 40

Semester IV Full Credits =26 Total Marks -250

V	SOCL 301C0 9	Defining Indian Society: The 20 th Century	Major	T	4 (Th) + 2 (Tut)	50	IA :15 & End Sem : 35
	SOCL 302C10	Sociological Theory II	Major	T	4 (Th) + 2 (Tut)	50	IA :15 & End Sem : 35
	SOCL 303C 11	Indian Social Thought	Major	T	4 (Th) + 2 (Tut)	50	IA :15 & End Sem : 35
	SOCL 341 SI 01	Summer Internship	SI	S	4	50	End Sem :50

Semester V Full Credits =22 Total Marks -200

VI	SOCL 351C 12	Environment	Major	T	4 (Th) + 2 (Tut)	50	IA :15 & End Sem : 35
	SOCL 352C 13	Kinship & Family	Major	T	4 (Th) + 2 (Tut)	50	IA :15 & End Sem : 35
	SOCL 353C 14	Politics & Society	Major	T	4 (Th) + 2 (Tut)	50	IA :15 & End Sem : 35
	SOCL354 C 15	Gender & Sexuality	Major	T	4 (Th) + 2 (Tut)	50	IA :15 & End Sem : 35

Semester VI Full Credits =24 Total Marks -200

VII	SOCL 401C 16	Economic Sociology	Major	T	4	50	IA :15 & End Sem : 35
	SOCL 402C 17	Stratification & Inequality	Major	T	4	50	IA :15 & End Sem : 35
	SOCL 403 C 18	Religion	Major	T	4	50	IA :15 & End Sem : 35
	SOCL 441 C 19	Dissertation 1	Major	S	4	50	End Sem :50
	SOCL 442 MC 05	Research Methodology	MC	S	4	50	End Sem:50

Semester VII Full Credits =20 Total Marks -250

VIII	SOCL 451C 20	Indian Sociological Traditions	Major	T	4	50	IA :15 & End Sem : 35
	SOCL 452C 21	Urban Spaces	Major	T	4	50	IA :15 & End Sem : 35
	SOCL 453C 22	Visual Culture	Major	T	4	50	IA :15 & End Sem : 35
	SOCL 491C 23	Dissertation 2	Major	S	8	50	End Sem :50
	SOCL 492 MC 06	Research and Publication Ethics	MC	S	4	50	End Sem: 50

Semester VIII Full Credits =24 Total Marks -250

Total Sem I to Semester VIII Full Credits =194 Total Marks -1950

BA 1st Semester
Sociology of Everyday Life
SOCL101C01
Sociology of Everyday Life
Credits 6

Course Objective:

The course introduces students to the basic tools, grammar and concepts required to read the ‘social’ in everyday spaces, to develop a ‘sociological imagination’ in order to link the personal with the social. It focuses on the ways in which interactions are socially ordered and culturally mediated. It interrogates the normal as natural 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 within sociology itself. It introduces sociological perspectives of looking at the trivial as extraordinary. Dramaturgy, ethnomethodology, phenomenology and critical theory, as theoretical approaches to studying the everyday, are introduced. The methodological tools of analysing the everyday through narratives and storytelling are also taught.

Course Learning Outcome:

1. Develop understanding of the discipline in relation in terms of its history, nature and scope.
2. Problematize commonsensical perceptions, and develop a ‘sociological imagination’ in order to be able to link the personal with the social, and the processes of interaction with institutional structures of operation.
3. Interrogate the normal as natural and critically look into the cultural production and reproduction of social inequalities in everyday spaces.
4. Ability to look at the trivial as the extraordinary and ordinary men as anonymous heroes or voices of societies.
5. Become reflexive, intuitive and empathetic about the concepts of self and other and their relations in the world.
6. Understanding of the everyday as always already philosophical.

Course Outline:

1. Introducing Sociology
2. Thinking Sociologically
3. Theorising the Everyday

4. Methods to Read the Everyday
5. Institutions and Interactions
6. Every day as Processes of Negotiation

Course Content and Itinerary:

1. Introducing Sociology (Week 1-3)

Berger, P. L. 1966. *Invitation to Sociology*. Great Britain: Penguin Books. [L] [SEP]

Bilton, T. et al. 2002. *Introductory Sociology*. New York: Palgrave.

Highmore, B. 2002. *The Everyday Life Reader*. London: Routledge. [L] [SEP]

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

2. Thinking Sociologically (Week 4-6)

Beteille, A. 2009. *Sociology: Essays in Approach and Method*. Delhi: Oxford University Press.

Bauman, Z, and May, T. 2001. *Thinking Sociologically*. Malden, USA: Wiley-Blackwell.

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

3. Theorising the Everyday (Week 7-9)

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 [L] [SEP]

Ludtke, A. 1995. *The History of Everyday Life: Reconstructing Historical Experiences and Ways of Life*. New Jersey: Princeton University Press [L] [SEP]

Bourdieu, P. and Wacquant, L. 1992. *An Invitation to Reflexive Sociology*. Cambridge: Polity Press.

4. Methods to Read the Everyday (Week 10-12)

Somers, M. R. 1994. 'The Narrative Constitution of Identity: A Relation and Network Approach', in *Theory and Society* 23: 605-649. [SEP]

Riessman, C. K. 2002. 'Analysis of personal narratives', in J. F. Gubrium and J.A. Holstein (eds.) *Handbook of Interview Research*. London: Sage. (Pages 695–710) [SEP]

Callaway, H. 1992. 'Ethnography and Experience: Gender Implication in Fieldwork and Texts', in J. Okely and H. Callaway (eds.) *Anthropology and Autobiography*. London: Routledge. (Pages 29-49)

Josselson, R. 1995. 'Imagining the Real: Empathy, Narrative, and the Dialogic Self', in

R. Josselson and A. Leiblich (eds.) *Interpreting experience: The narrative study of lives*.

Thousand Oaks: Sage. (Pages 27-44)

5. Institutions and Interactions (Week 13-14)

Allan, G. A. 1989. *Friendship: Developing a Sociological Perspective*. New York: Harvester Wheatsheaf. [SEP]

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

Davies, K. 2011. 'Friendship and Personal Life', in V. May. (Ed.) *Sociology of Personal Life*. London: Palgrave Macmillan. (Pages 72-84)

6. Every day as Processes of Negotiation: (Week 15-16)

Emirbayer, M., and Mische, A. 1998. 'What is agency?' in *The American Journal of Sociology*, Vol 103 (4), pp. 962 – 1023 [SEP]

Giddens, A. 1984. *The Constitution of Society: Outline of the Theory of Structuration*. Berkeley: University of California Press [SEP]

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

B.A. 1st semester

Course Code: SOCL 102C02

Course Title: Genealogies of the Social

Credits: 6

Course Objective:

The course aims to provide a historical introduction to “sociological” thought. This kind of thinking emerged out of different ways of making sense of “society” as a scientific object of study in enlightenment Europe. The course follows clusters of thinkers to give the students flavors of various conceptualizations of society that congealed over a period of time to become traditions of “Sociological” thought. The course also provides a foundation for a deeper study of these and other traditions of social thought in subsequent courses.

Course Learning Outcome:

1. Exposure to historical thinking.
2. Introduction to foundational ideas of modernity.
3. Awareness of the power of ideas.
4. A broad sense of the nature and scope of the discipline, and its object of inquiry.

Course Outline:

1. Enlightenment and the ‘Social’
2. Social Contract
3. Political Economy
4. The ‘Sociological’ Canon
5. Social Interaction
6. Eurocentrism and Comparative Social Thought

Course Contents and Itinerary

1. Enlightenment and the 'Social' (Week 1-3)

Bertrand Russell. 1945. *History of Western Philosophy*. London: Allen & Unwin (Book III, Chapters 9, 17, 20)

Hamilton, Peter. 1992. 'Enlightenment and the birth of social science' in Hall, Stuart and Bram Gieben (eds.) *Formations of Modernity*. Cambridge: Polity Press, (Pages 17-71)

Baker, Keith. 2001. 'Enlightenment and the institution of society: notes for a conceptual history', in Kaviraj, Sudipta, and Sunil Khilnani (ed), *Civil Society: History and Possibilities*, Cambridge: Cambridge University Press. (Pages 84-104)

2. Social Contract (Week 4-6)

Macpherson, C.B. 1962. *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford: Oxford University Press. (Pages 17-45, and 238-250)

Boucher, David, and Paul Kelly (ed.). 2003. *Political Thinkers: From Socrates to Present*. Oxford: Oxford University Press (Pages 235-52)

3. Political Economy (Week 7-9)

Samuels, Warren, Jeff Biddle and John Davis. 2003. *A Companion to the History of Economic Thought*. Oxford: Blackwell. (Pages 94-129)

BA 1st Semester
SOCL 104 MC 01
Indian Society: Images & Realities
Credit 6

Course Objective

This course seeks to provide an interdisciplinary introduction to Indian society. This course offers them a detailed understanding of the nature of Indian society, the multiple narratives of nationhood, nation building often contested and relentlessly debated. Post-colonial India and its institutions like Family, Marriage, Kinship and Caste are understood as an intertwined complex on the basis of contemporary scholarship. The scope of this paper being very wide, an attempt has been made to initiate students to the existing debates and important ethnographic as well as theoretical works. However, the list is only indicative and not exhaustive.

Course Learning Outcome

1. To introduce conceptual understanding of Indian Society.
2. Understanding the construction of India as a Nation
3. To develop interdisciplinary imagination on various institutions and processes of Indian society
4. The course shall also delve into developing a critical approach towards understanding contemporary Indian society and issues.

Course Outline

1. Ideas of India: Civilization, Colony, Nation and Society (Week 1-4)
2. Institutions (Week 3-6)
 - 2.1 Caste, Religion and Ethnicity
 - 2.2 Family and Gender
3. Processes (Week 6-9)
 - 3.1 Village, Town and Region
 - 3.2 Political Economy
4. Critiques (Week 9-12)

Course Content and Itinerary

1. Ideas of India: Civilization, Colony, Nation and Society(Week 1-4)

Embree, Ainslie Thomas,. *Imagining India*. Delhi: Oxford University Press, 1989.

Chapter 1- Brahmanical Ideology and Regional Identities. Pp. 9 – 27

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

2. Institutions

Caste, Religion and Ethnicity (Week 5-8)

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

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

Ahmad, Imtiaz et.al (eds). Pluralism and Equality: Values in Indian Society and Politics, Sage : New Delhi, 2000.

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

3. Processes (Week 9-12)

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

Gray, John N. & David J. Mearns. Society from the Inside Out: Anthropological Perspectives on the South Asian Household. New Delhi: Sage, 1989.

Political Economy

Chatterjee, Partha. State and Politics in India. Delhi: Oxford University Press, 1997.

Introduction: A Political History of Independent India. Pp. 1-39

5. Critiques (Week 13-16)

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

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

BA 1st Semester SOCL 105 MDC 01

Development and Policy

Credits 3

Course Objective

This paper introduces students to debates in development studies, critically looking at the concept of development. It elaborates on critiques of development focusing on alternatives to development. It looks into related concepts such as a rights to development, and rights-based approaches to development. With a focus on India, the paper looks at the challenges of social

protection programmes in India, and processes of policy making. Drawing from other disciplines, the paper brings together the key ideas associated with development and policy-making.

Course Learning Outcome

1. The paper aims to develop an understanding of the concept of development.
2. Students will get a holistic view of various perspectives on development.
3. Students will be able to understand the relation between development and policies.
4. A knowledge about the concept of 'rights' in the discourse and practice of development.

Course Outline

1. **Development and its Critique**
2. **Rights-based approach to Development**
3. **Social Welfare and Policy- making**

Course Contents and Itinerary

Module 1: Development and its Critique (Week 1-4)

Sen, Amartya. 1999. *Development as Freedom*. New York: Oxford University Press.

Kothari, Rajni 1989. *Rethinking Development: Search for Humane Alternatives*. New York: New Horizons Press.

Demaria F. and Ashish Kothari. 2017. 'The Post Development Dictionary Agenda: paths to the pluriverse'. *Third World Quarterly*. 38(12) pp. 2588-99.

Module 2: Rights-based approach to Development (Week 5-10)

Andrea Cornwall & Celestine Nyamu-Musembi 2004. 'Putting the 'rights-based approach' to development into perspective', *Third World Quarterly*, 25:8, 1415-1437

Sengupta, Arjun 2004. 'The human right to development', *Oxford Development Studies*, 32:2, 179-203

Uvin, Peter 2007. 'From the right to development to the rights-based approach: how 'human rights' entered development', *Development in Practice*, 17:4-5, 597-606

Module 3: Social Welfare and Policy making (Week 11-16)

Deshpande, Rajeshwari, K. K. Kailash & Louise Tillin 2017. 'States as laboratories: The politics of social welfare policies in India', *India Review*, 16:1, 85-105

Khera, R. 2011. 'The UID Project and Welfare Schemes'. *Economic and Political Weekly*, 46(9), 38-43.

Kapur, Devesh & Prakirti Nangia 2015. 'Social Protection in India: A Welfare State Sans Public Goods?', *India Review*, 14:1, 73-90

BA 2nd Semester
SOCL 151 C03
Classical Sociological Thought I
Credits 6

Course Objective:

A theory course in the second semester would primarily introduce the classical western sociological thinkers. Sociology in India came as a western import and thus western sociological thought is specifically relevant in terms of intellectual history. Classical thought in the ideas of Marx, Weber, Durkheim paved the way for later developments in functionalism, structuralism, conflict and interaction schools of theoretical orientation. The thematic structuration of the thinkers' contribution have been broadly and commonly based on method and its application to history. This has been consciously designed so that a student can read the thinkers in a relational spectrum as well in isolation. The course initiates the students to the ideas of these thinkers, allows them to connect to later theory building and also gives them academic liberty to contextualize these ideas to Indian situations and critically assess them.

Course Learning Outcome:

1. Sound theoretical and conceptual grounding.
2. Ability to ask ontological as well epistemological questions.
3. Critically appreciate the ideas of classical thought in the proper perspective of time and space.
4. Look into interconnections with Indian sensibilities.

Course Outline:

1. Introduction to Sociological Thought: 18th and 19th century Europe - the time, the space and the philosophical ideas

2. Karl Marx (1818-1883): Methodology, Historical Stages of Production with emphasis on Capitalist Mode of Production

3. Emile Durkheim (1858-1917): The Rules of Sociological Method, History through Social Facts

4. Max Weber (1864-1920): Methodological Issues, Historical Generals and Particulars

Course Content and Itinerary:

1. Introduction to Sociological Thought (Week 1-3): The Revolutions, Renaissance, Enlightenment, Episteme.

Turner, J. 1986. *The Structure of Sociological Theory*. 4th Edition. Chicago : Dorsey Press. (Introduction).

Zeitlin, I M. 1990. *Ideology and the Development of Sociological Theory*. 4th Edition. Englewood

Cliffs, N. J.: Prentice-Hall (Introduction).

Nisbet, R. 1967. *The Sociological Tradition*. New York: Basic Books (Introduction).

2. Karl Marx (Week 4- 8): Dialectics, Historical Materialism, Socio Economic Stages, Capitalist Mode of Production.

McLellan, D. 1975. *Marx*. London: Fontana Press. (Pages 7-23).

Bottomore, T. (ed.). 1983. *A Dictionary of Marxist Thought*. Cambridge, Massachusetts:

Harvard University Press.

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

3. Emile Durkheim (Week 9-12): Social Fact, Division of Labour, Suicide, Religion.

Thompson, K. 2003. *Emile Durkheim*. London: Routledge

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

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

4. Max Weber (Week 13-16): Verstehen, Ideal Type, Value-neutrality, Causality, Social Action, Religion and Economy.

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

Poggi, G. 2006. *Weber*. Cambridge : Polity. (Pages 1-16).

Weber, Max. 2002. *The Protestant Ethic and the Spirit of Capitalism* (translated by Stephen Kalberg). London: Blackwell Publishers. (Pages 3-54, 103-126).

Suggested Readings:

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

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

Hughes, J. A.; Sharrok, W. and Martin P. J. 2003. *Understanding Classical Sociology: Marx, Weber, Durkheim*, 2nd Edition. London: Sage.

Aron, R. 1990. *Main Currents in Sociological Thought*. Vol. 1 and 2. London: Penguin.

B.A. 2nd Semester

Course Code: SOCL 152C04

Course Title: Colonialism and Society in India: The 19th Century

Credits: 6

Course Objective:

This course discusses the dynamics of colonialism in India in the nineteenth century. It aims to draw attention to the historical development of concepts and institutions which are foundations of Indian society. The course familiarises students with scholarly debates on the nature of Indian modernity, and different interpretations of the making of Indian society during the colonial period. More generally, the paper also attempts to reflect on temporality, and the complex connections between past and present in societies shaped by colonial power.

Course Learning Outcome:

1. Introduction to colonialism.
2. Familiarity with the colonial roots of modern Indian society.
3. Awareness of complexities in the relation between ‘tradition-modernity’ and ‘past-present’ in Indian society.
4. Analysis of the historical evolution of key constituents of Indian society.
5. Introduction to the archives and archival research.

Course Outline:

1. India: An Object of Knowledge

2. Caste: Concept and Critique

3. Tribe: The colonial past

4. Agrarian populations

5. Industry and labour

6. Village

Course Contents and Itinerary

1. India: An Object of Knowledge (Week 1-3)

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

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

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

2. Caste: Concept and Critique (Week 4-6)

Dumont, Louis. 1970. *Homo Hierarchicus*. Chicago: University of Chicago Press. (Introduction)

Dirks, Nicholas. 2001. *Castes of Mind: Colonialism and the Making of Modern India*. Princeton: Princeton University Press. (Pages 1-19)

3. Tribe: Colonial pasts (Week 7-9)

Banerjee, Prathama. 2006. *Politics of Time: 'Primitives' and History-Writing in a Colonial Society*. New Delhi: Oxford University Press. (Introduction)

Guha, Ramachandra. 1996. 'Savaging the Civilised: Verrier Elwin and the Tribal Question in Late Colonial India', *Economic and Political Weekly*, 31, (35-37), pp. 2375-89.

4. Agrarian populations (Week 10-12)

Eric Stokes. 1989. *English Utilitarians and India*. Oxford: Oxford University Press. (Pages 81-139)

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

5. Industry and Labour (Week 13-14)

Chakrabarti, D. 1989. *Rethinking Working-Class History: Bengal 1890-1940*, Princeton: Princeton University Press. (Pages 3-14, and 186-218)

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

6. Village: Structure and Change (Week 15-16)

Dumont, Louis. 1966. 'The 'Village Community' from Munro to Maine', *Contributions to Indian Sociology*, 9, 67-89

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

BA 2nd Semester

Course Code: SOCL154 MC 02

Family and Intimacy

Credits 6

Course Objective:

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

Course Outline:

- 1. What is Family?**

- 2. Family and Intimacy: Themes and Accounts**

- 3. Family and Intimacy: Critiques and Transformations**

Course Learning Outcome

1. Gain an understanding of family as an intimate unit from a sociological perspective.
2. Ability of analysing the functions of family and the challenges concerning it.
3. Ability of critically examining the different types of family and the transformations taking place.

Course Content and Itinerary

1. What is Family? (Week 1-6)

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

2. Family and Intimacy: Themes and Accounts (Week 7-11)

- 2.1. Lannoy, Richard. *The Speaking Tree*. London: Oxford University Press, 1974. Part Two, Chapters. 1, 2 & 4 the Child, Family Relationships & Change in the Family System. Pp. 83 – 112 & 124 – 131
- 2.2. Madan, T. N. *Family and Kinship: A study of the Pandits of Rural Kashmir*. Delhi: Oxford University Press, 1989. Chapters, 5 & 6. Pp. 64 – 108
- 2.3. Fruzzetti, Lina M. *The Gift of a Virgin: Women, Marriage, and Ritual in a Bengali Society*. Delhi: OUP. 1993. Introduction and Chapter 1. Sampradan: The Gift of Women and Status of Men. Pp. 1 – 28
- 2.4. Trawick, Margaret. *Notes on Love in a Tamil Family*. Delhi: Oxford University Press, 1996. Chapters. 3 & 5 the Ideology of Love & Siblings and Spouses. Pp. 89– 116 & 187 – 204.
- 2.5. Raheja, Gloria Goodwin, and Ann Grodzins Gold. *Listen to the Heron's Words: Reimagining Gender and Kinship in North India*. Delhi: Oxford University Press, 1996. Chapter
- 2.6. Sexuality, Fertility, and Erotic Imagination in Rajasthani Women's Songs. Pp. 30 – 72

3. Family and Intimacy: Critiques Transformations (Week 12-16)

- 3.1. Michele Barrett and Mary McIntosh, *the Anti-Social Family*. London: Verso, 1991. Chapter 2. The Anti-Social Family. Pp. 43 – 80
- 3.2. Cartledge, Sue, and Joanna Ryan. *Sex & Love: New Thoughts on Old Contradictions*. London: Women's Press, 1983. Chapter 7, Feminist Heterosexuality Possible? Pp. 105 – 12
- 3.3. Coontz, Stephanie. *Marriage, a History*. New York: Viking, 2005. Pp. 15 – 49
- 3.4. Therborn, Ran. *Between Sex and Power: Family in the World, 1900- 2000*. London: Routledge, 2004. Introduction, Chapter 2 and Conclusion. Pp. 1- 12, 73 – 106 & 295 – 315

**BA 2nd Semester
SOCL 155 MDC02
Historiography
Credits 3**

Course Objective:

High school students coming for graduation in Social Sciences have had some understanding on Indian society. There are many papers at plus 2 level familiarizing them with the history, process of development, theories, ideas and institutions. This course offers them an inter and multidisciplinary understanding on the nature of Indian society. There are multiple narratives of nationhood and nation building that are often contested and relentlessly debated. Exposure in historiography gives them a road map to navigate through this complex pathway. Post-Colonial India and its understanding is methodologically indebted to the various historical

schools and the journey of these schools can be traced back to colonial rule in India. The aim of this paper is to initiate students to critical heuristic methodological positions through which they can attempt to analyse institutions and processes of the real and/or imagined nation/s.

Course Learning Outcome:

1. The paper initiates students into the historiographical journey as well as the debates. It is important to grasp the historical, political and philosophical entanglements that are embedded in each of the historiographies and it is also important to move beyond the often unproblematized, rigid binaries that are made between them in terms of 'archive-field', 'macro-micro', 'objective-subjective' distinctions.
2. Equipped with the above academic insight and being unbiased to any one historiographical school, students could effectively embark upon theory and fact linkage while studying Indian society.
3. The Indian reality/realities can be understood both empathetically and critically.
4. Strong historical foundation develops reflexivity and sensitivity. While studying 'the India' and 'many Indias', a student constantly shapes, reshapes and nuances her/his own standpoint. This is almost therapeutic and thus makes her/him a more responsible stakeholder in society.

Course Outline:

1. Cambridge School
2. Nationalist School
3. Subaltern and Postcolonial
4. Global History

Course Content and Course Itinerary:

1. Cambridge School, Old and New: Thomas Metcalf (Week 1-4)

Metcalf, Thomas (1994), *The New Cambridge History of India: Ideologies of The Raj*, Cambridge: Cambridge University Press.

Said, E. (1978), *Orientalism*, London: Penguin

2. Nationalist School: Bipan Chandra (Week 5-8)

Chandra, B (2001), *History of Modern India*, New Delhi : Orient BlackSwan

Desai, A.R (1948), *Social Background of Indian Nationalism*. New Delhi: Oxford University Press.

3. a. Subaltern School: Ranajit Guha (Week 9-10)

b. Postcolonial Predicament: Partha Chatterjee (Week 11-12)

Guha, R. (1982), *Subaltern Studies*, Vol 1, New Delhi: Oxford.

Chatterjee, P (1997), *The Nation and Its Fragments: Colonial and Postcolonial Histories*, New Delhi: Oxford University Press.

Das, V., D. Gupta, and P. Uberoi (1999), *Tradition, Pluralism and Identity*, New Delhi: Sage.

Sarkar, S (2002), *Beyond Nationalist Frames*, Delhi: Permanent Black.

4. Global History Perspective: Prasannan Parthasarathi (Week 14-16)

Roy, K (2012), *Partition of India: Why 1947?*, New Delhi: Oxford University Press.

Parthasarathi, P (2011), *Why Europe grew Rich and Asia did not: Global Economic Divergence, 1600-1850*, Cambridge: Cambridge University Press

BA 2nd Semester

Course Code: SOCL 156 MDC 03

Literature and Performance

Credits 3

Course Objective:

The course seeks to bring forth the literary debates around the genesis of different art forms and the transformative nature of art in generating newer literary texts. It is organized into three primary modules, each focused on a different aspect of literature and performance. It aims to explore the relationship of literature to cinema; literature to poetry, music, and politics; literature to theatre and dance and movement. The focus of the course is to develop the literary skills of intertextual and interdisciplinary reading, critical writing and understanding the necessity of art- the historical, aesthetic, and symbolic elements of performance. The course seeks to explore how political, cultural, economic, and aesthetic contexts of meaning making, constitute production and reception of literary texts and embodied performances. The specific forms that performance/textual genres and their intertwinement come to take at specific moments in history and their transformations thereafter, is key to understanding this course.

Course Outcome:

- To appreciate the literature of an art form by tracing the beginning and subsequent movement through cultural history, political economy, and aesthetic idioms.
- To chart transformations in art and performance through literature and read literatures as shaped by the power of performing arts; to appreciate the mutual co-constitution of literature and performance.
- To understand the need for interdisciplinary and intertextual reading and thinking.

Course Outline:

1. Introducing the Course: An Interdisciplinary Approach.
2. Literature, Cinema and Narrative
3. Music, Poetry, and Politics
4. Theatre, Dance and Movement

Course Contents and Itinerary:

1. Introducing the Course: An Interdisciplinary Approach. (Week 1-4)

Fischer, E. 1963. *The Necessity of Art: A Marxist Approach*. Translated by Anna Bostock. London: Verso Books

Thomas, R. 2005. *Performance Literature and the Written Word: Lost in Transcription? Oral Tradition* 20(1):1-6. John Hopkins University Press.

2. Literature and Cinema (Week 5-8)

Tarkovsky, A. 1986. *Sculpting in Time: Reflections on the Cinema*. Austin: University of Texas Press

The Ontology of the Photographic Image Bazin, A and Gray, H. 1960. *Film Quarterly* Vol. 13, No. 4. University of California Press.

3. Music, Poetry and Politics (Week 9-12)

Attali, J. 1985. *Noise: The Political Economy of Music*. Translated by Brian Massumi. Minneapolis. University of Minnesota Press.

Dimock, E. C. 1991. *The Place of the Hidden Moon: Erotic Mysticism in the Vaishnava-Sahajiya Cult of Bengal*. Chicago, University of Chicago Press.

Pradhan, S. (ed.) (1979) *Marxist Cultural Movement In India: Cronicles and Documents (1947-1958)*. Kolkata Book Agency Pvt. Ltd. India

3. Theatre, Dance and Movement (Week 13-16)

Boal, A. 1979. Translated by Charles, A. and Maria-Odilia L. M. And Emily, F. *Theatre of the Oppressed*. London: Pluto Press.

Munsi, U. S. and Burrige, S. (Eds.). 2011. *Traversing Tradition: Celebrating Dance in India*. London, Routledge.

Schechner, R. (2002) *Performance Studies—An Introduction*. Routledge: New York

BA 3rd Semester
SOCL 201 CO5
Classical Sociological Thought II
Credit 6

Course Objective:

A paper on Classical Sociological Thought in semester II initiates students to the canonical figures of the discipline in the wake of Enlightenment rationality. The aim of this second level engagement with a few more European sociologists of the same time period is primarily geared towards the idea of further familiarity but with enhanced criticality. The selection of the thinkers has been done on an overlap between representational dominance as well as marginality. While sociologists like Pareto and Simmel are included in many under graduate syllabi of the discipline across the country, Martineau and Mannheim are rarely to be found. Martineau is the first female sociologist and it is on these questions of gender, situationality, time, space, inclusion and omission, that this paper rests its criticality. The main objective of this course is to introduce students to unfamiliarized thinkers and directly expose them to the politics of inclusion, exclusion and mediation. This will help them in understanding original ideas and they would also be able to construct and deconstruct the theoretical and pedagogical systems built by each thinker.

Course Learning Outcome:

1. Advancing the theoretical foundations of disciplinary fundamentals less through mediatory commentaries and more through original text reading.
2. Inculcating the rigour of original text reading and therefore facilitating original thought and interpretation.
3. Reading the theoretical body of knowledge both in isolation and relational approach.
4. While analysing the theoretical canons, one is constantly reminded of not losing sight of the fact that all sociological masters are products of their intellectual time and space. Abstraction and projection of their theoretical contributions should not be delineated from their historicity.
5. Categorically, only in the light of the above, any student should relate classical theory to contemporary issues.

Course Outline:

1. Harriet Martineau (1802-1876): Methodology, Nature of Society
2. Vilfredo Pareto (1848-1923): Methodology, Circulation of Elites
3. Georg Simmel (1858-1918) : Formal Sociology, Philosophy of Money

4. Karl Mannheim (1893-1947): The Sociology of Knowledge, Ideology

Course Content and Itinerary:

1. Harriet Martineau : Methodology: Travelogue, Observing Morals and Manners; Nature of Society (Week 1-4)
Adams, B.N. and R.A. Sydie. 2012. *Sociological Theory*, Vistaar Publications, New Delhi.
Hill, M.R. 1991. Harriet Martineau. In: Deegan, M.J.(ed.), *Women in Sociology: A Bio-Bibliographical Sourcebook*, Greenwood Press, Westport, C.T.
Martineau, H. 1836-37. *Society in America*, 2 vols. Saunders and Otley, New York.
Martineau, H. 1838. *How to Observe Morals and Manners*, Charles Knight and Co, London.
2. Vilfredo Pareto: Logico- experimental Method, Circulation of Elites (Week 5-8)
Adams, B.N. and R.A. Sydie. 2012. *Sociological Theory*, Vistaar Publications, New Delhi.
Aron, R.1965. *Main Currents in Sociological Thought*, Volume 2, Penguin Books, Harmondsworth.
Pareto,V. 1916, reprint 2019, *The Mind and Society*, Volume 1.Alpha Edition, Delhi.
3. Georg Simmel: Formal Sociology: Form and Content; Philosophy of Money (Week 9-12)
Adams, B.N. and R.A. Sydie. 2012. *Sociological Theory*, Vistaar Publications, New Delhi.
Lemert, C.ed. 2013. *Social Theory : The Multicultural and Classic Readings*, Fourth Edition, Rawat, New Delhi.
Simmel, G. 2004 (1900). *The Philosophy of Money*, trns. by D. Frisby and T.Bottomore, Routledge, London.
4. Karl Mannheim: The Sociology of Knowledge, Ideology and Utopia (Week 13-16)
Lemert, C.ed. 2013. *Social Theory : The Multicultural and Classic Readings*, Fourth Edition, Rawat, New Delhi.
Mannheim, Karl; Kecskemeti, Paul.1952. *Essays on the Sociology of Knowledge*, Routledge & Kegan Paul (International library of sociology and social reconstruction), London.
Mannheim, Karl.1936. *Ideology and Utopia: An Introduction to the Sociology of Knowledge*. Routledge & Kegan Paul, London.

BA 3rd Semester
SOCL 202C 06 (Major) Research Methods I
: Qualitative Methods
Credits 6

Course Objective:

This course has been designed to teach students qualitative approaches to sociological research. The course starts with acquainting students with the theoretical-philosophical debates that inform diverse approaches to qualitative research. Students are shown why understanding the positivist and interpretivist approaches are significant when using qualitative research methods, and relevant for studying later approaches like the critical approach among others. This course teaches students a range of research methods and techniques like observation, participant observation, interviews, analysis of various sources – phonographic, textual etc. The course has a thrust on application, and students learn how to produce field-notes, envision a ‘field’, phrase questions, develop questionnaires, transcribe verbal interactions and also innovate where direct interviews are not always possible for the researcher. As the students read select works of research, ethnographic and otherwise, it acquaints students with the theoretical and political premises of the usage of various research methods and modes of analysis. In order to bring to the fore questions of subjectivity, possibilities of prejudice, issues of representation when writing about the field, implications of the fieldworker’s identity for the research and to understand how sociological research itself has to be politically and historically contextualized, students have to discuss excerpts from select ethnographies like M. N. Srinivas’ “The Remembered Village” and more recent research.

Course Learning Outcome:

1. Students are introduced to methods and concepts of sociological research and its philosophical underpinnings.
2. This course develops the ability to conceive of research problems methodologically.
3. The course develops the techniques and skills of doing research in sociology.
4. The course provides an opportunity for the students to carry out their own independent research in selected field sites.
5. Students are introduced to ethical questions and practical challenges of doing research.

Course Outline:

1. An Introduction to Qualitative Research:
 - a) What is Qualitative Research Method?
 - b) Methods in Historical Perspective
 - c) Positivist, Interpretivist and Critical Approaches
 - d) Sources in sociological research
 - e) The connection between theoretical-philosophical premises and specific research methods
2. Methods and Issues of Qualitative Research 1:
 - a) Observation
 - b) Participant Observation
 - c) Ethnography
 - d) Imagining a ‘field’
3. Methods and issues of Qualitative Research 2:
 - a) Interview

- b) Focused Group Discussion and Case Study
- c) Content Analysis/Historical method etc.
- d) Innovating according to the nature of the field – use of digital and other sources.
- 4. Analysis of Secondary Data: Textual/Phonographic or other sources
- 5. Tools and Techniques of Social Research:
 - a) Writing field-notes
 - b) Transcribing conversation
 - c) Tools and techniques to start fieldwork
 - d) Designing a questionnaire/interview schedule
 - e) Developing writing styles for research
- 6. Contentious issues in Qualitative Research:
 - a) Questions of researcher's identity
 - b) The Native/Outsider Debate
 - c) The importance of 'thick description'
 - d) Ethical Concerns
 - e) Issues and reflections emerging from remote data

Course Content and Course Itinerary:

1. Introduction to Qualitative Research (Week 1 -4)

Denzin, N. K., and Lincoln, Y. S. 2000. *Handbook of Qualitative Research (2nd ed.)*. Thousand Oaks: Sage Publications, Inc.

Hammersley, M. 2013. *What is Qualitative Research?* London: Bloomsbury

Stocking Jr, George. 1985. *Observers Observed: Essays on Ethnographic Fieldwork*. Wisconsin: University of Wisconsin Press. (Selected Chapters)

2. Methods and issues in Qualitative Research 1 (Week 5-8)

Atkinson, Paul. 1992. *Understanding Ethnographic Texts: Qualitative Research Methods, Vol. 25*. London: Sage Publications.

Delaney, C. 1988. Participant-observation: The razor's edge. *Dialectical Anthropology* **13**, 291–300.

Vered, A. 2004. *Constructing the Field: Ethnographic Fieldwork in the Contemporary World*. London: Taylor & Francis.

Wiley, J. 1987. 'Reflections. "The Shock of Unrecognition" as a Problem in Participant-Observation', in *Qualitative Sociology* 10 (1), pp.78-83.

3. Methods of Qualitative Research 2 (Week 9-12)

Gubrium, J. F.; Holstein, J. A.; Marvasti, A. B. and McKinney, K. E. 2012. 'Introduction: The Complexity of the Craft', in Gubrium J. F., Holstein J. A., Marvasti A. B., McKinney K. D. (Eds.) *The Sage Handbook of Interview Research*. Los Angeles: Sage Publications, pp.1-6.

Gubrium, J. F., and Holstein, J. A. 2012. 'Narrative Practice and the Transformation of Interview Subjectivity', in Gubrium J. F., Holstein J. A., Marvasti A. B., McKinney K. D. (Eds.) *The Sage Handbook of Interview Research*. Los Angeles: Sage Publications, pp. 27-44.

Riessman, C. K. 2012. 'Analysis of Personal Narratives', in *The Sage Handbook of Interview Research*. Los Angeles: Sage Publications. (Pages 367-380)

Schreier, M. 2014. Qualitative Content Analysis, in Uwe Flick (Ed). *The Sage Handbook of Qualitative Data Analysis*, London: Sage.

Smith, J. A. 1995. 'Semi-Structured Interviewing and Qualitative Analysis', in J.A. Smith, R. Harre and L. Van Langenhove (eds.) *Rethinking Methods in Psychology*. London: Sage.

5. Tools and Techniques of Social Research (Week 13-14)

Emerson, Robert M.; Fretz, Rachel I., and Shaw, Linda L. (eds.). 2011. *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.

Psathas, G. 1995. 'Conversation Analysis: The Study of Talk in Interaction', in *Qualitative Research Methods Vol. 5*. Thousand Oaks: Sage Publications.

Sacks, Harvey. 1995. *Lectures on Conversation, Vol. I and II*. Malden: Blackwell Publishing.

6. Contesting issues in Qualitative Research (Week 15-16)

Stocking Jr, George. 1985. *Observers Observed: Essays on Ethnographic Fieldwork*. Wisconsin: University of Wisconsin Press. (Selected Chapters)

Marcus, George, and Clifford, James (eds.). 1986. *Writing Culture: The Poetics and Politics of Ethnography*. California: University of California Press. (Selected Chapters)

Srinivas, M. N. 1976. *The Remembered Village*. Berkeley: University of California Press.

Patel, Sujata. 1998. 'The Nostalgia for the Village: M. N. Srinivas and the Making of Indian Social Anthropology', in *South Asia: The Journal of South Asian Studies*, Vol. 28 (1). p.49-61.

**BA 3rd Semester
SOCL 241 SEC -1
Literature Review
Credit 4**

Course Objective:

This course will teach students how to identify and read scholarship around select research questions or themes. Students will learn why reviewing literature is important in developing one's own questions. Students will also learn how to cite sources, categorize approaches and positions, and then reflect on

existing scholarship in one's writing. Finally, the course will teach students to develop their arguments and research questions by interacting with existing scholarship. Students will have to learn writing reviews of literature.

Course Learning Outcome:

1. Students will learn how to select academic writing around their selected research question.
2. Students will learn how to cite sources and other techniques of academic references and this would then avoid plagiarism.
3. Students will learn how to categorize strands of scholarship on a specific theme and read strategically.
4. Students will learn writing literature reviews.

Course Outline:

1. **Introduction: The significance of literature review in academic writing.**
2. **Citation styles**
3. **Identifying relevant scholarship and categorizing approaches/arguments**
4. **Writing a review of Literature.**

Course Contents and Itinerary:

1. Introduction (Week 1-4)

Ridley, D. 2012. *The Literature Review: A Step-by-Step Guide for Students*. London: Sage.

2. Citation styles (Week 5-8)

Ridley, D. 2012. *The Literature Review: A Step-by-Step Guide for Students*. London: Sage.

3. Identifying relevant scholarship and categorizing approaches/arguments (Week 9-12)

Ridley, D. 2012. *The Literature Review: A Step-by-Step Guide for Students*. London: Sage.

Scholarship from themes selected by the class

4. Writing a review of Literature (Week 13-16)

BA 3rd Semester

SOCL 205 MC 03

Rethinking Development

Credit 6

Course Objective

This paper examines the different approaches to understanding development and traces the trajectory of Indian experience with development from an interdisciplinary perspective. The paper also looks at the critiques of development. In relation to the critiques of development, the paper elaborates on development induced displacement, the role of the state in a neoliberal economy. The paper critically analyses the concept of 'people's participation' in development programmes, and discusses the ways in which people can actually participate in processes of development. NGOs play a critical role in the implementation and planning of development projects. The paper looks at the role of NGOs and the politics of funding and international aid in the practice of development.

Course Learning Outcome

1. Students will get an understanding of emergence of the discourse of development, its critique and various alternatives to development.
2. An understanding of the relation between the state, NGOs and people in a neoliberal economy.
3. A critical analysis of development induced displacement and development regimes in India.
4. An understanding of the concepts of people's participation in development and the differences between a top-down and bottom-up models of development.
5. An evaluation of the role of NGOs and international aid in development.

Course Outline

1. Unpacking Development
2. Post-Development and Alternatives to Development
3. Developmental Regimes in India
4. Development Induced Displacement
5. People's Participation and Development

6. Development Aid and NGOs

Course Contents and Itinerary

Module 1: Unpacking Development (week 1-3)

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

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

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

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

Module 2: Post-Development and Alternatives to Development (Week 4-6)

Escobar, Arturo. 1992. ‘Imagining a post-development era? Critical thought, development and social movements’, *Third World and Post-Colonial Issues*, Vol. 31 and 32: 20–56.

Pieterse, Jan Nederveen 1998. ‘My Paradigm or Yours? Alternative Development, Post-Development, Reflexive Development’, *Development and Change*. Vol. 29 (2), 343-373

Module 3: Developmental Regimes in India (Week 7-8)

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

Chatterjee, Partha. 2008. Democracy and Economic Transformation in India, *Economic and Political Weekly*, Vol. 43, No. 16, pp. 53-62

Module 4: Development Induced Displacement (Week 9-11)

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

Costa, D. D. 2007. Tensions of neoliberal development: State discourse and dramatic oppositions in West Bengal. *Contributions to Indian Sociology*, 41(3), 287–320

Fernandes, W. 2006. 'Liberalisation and Development-Induced Displacement', *Social Change* 36(1): 109-23

Module 5: People's Participation and Development (Week 12-14)

Cornwall, Andrea. 2004. 'Spaces for transformation? Reflections on issues of power and difference in participation in development', in Samuel Hickey and Giles Mohan (eds.): *Participation: From tyranny to transformation* (75–92). London and New York: Zed Books.

Rafi, Mohammed. 2003. 'Freire and experiments in conscientisation in a Bangladesh village', *Economic and political weekly*, 38 (37): 3908–14.

Rahnema, Majid. 1997. 'Participation', in Wolfgang Sachs (ed.): *The development dictionary* (116–31). New Delhi: Orient Longman.

Module 6: Development Aid and NGOs (Week 15-16)

Mosse, David. 2005. 'Global Governance and Ethnography of International Aid' in David Mosse and David Lewis (eds.) *The Aid Effect: Giving and Governing in International Development*. London: Pluto Press

Dogra, Nandita. 2012. *Representations of Global Poverty: Aid, Development and International NGOs*. London and New York: Bloomsbury

Sheth, D. L., & Sethi, H. 1991. The NGO sector in India: Historical context and current discourse. *Voluntas: International Journal of Voluntary and Nonprofit Organisations*, 2(2), 49–68.

BA 4th Semester
SOCL 251 CO7 (Major)
Research Methods II: Quantitative Methods
Credits 6

Course Objective:

The course has been developed with the aim to introduce the basics of Quantitative Research methodology and their usage in Social Science Research. This course has been divided into six modules, each focussing on a particular aspect of Quantitative Research Methods. Its main areas of focus lie in the Survey research, sampling techniques and the use of statistical tools to help analyse the data. The course is designed to teach the students the basics of quantitative research design and about the variables that are used to test theories and hypotheses, about multivariate/regression and descriptive statistics. This course would also introduce the students to certain works in social science that have made use of quantitative research methods to help interpret the data. Furthermore, this course also intends to allow the students to use the different concepts and methods found in this course in a practical manner by making them design and execute a research project.

Course Learning Outcome:

1. Students are introduced to methods and concepts of quantitative research methods.
2. The course helps develop the skills required for quantitative research methodologies.
3. The course would make the students familiar to basic social statistical tools.
4. Students are made familiar with the use of quantitative research method in the social sciences.
5. The ethical and political considerations of social research are made aware to the students.
6. The students would hone their theoretical engagement in practice by working on a research project of their own.

Course Outline:

1. Introduction to Quantitative Research Method.
 - a) What is Quantitative Research Method?
 - b) Concepts and their Measurement
 - c) Reliability and Validity
 - d) Quantification of Data.
 - e) Univariate Analysis
 - f) Bivariate Analysis
 - g) Introduction to Multivariate Analysis
2. Data collection: Survey research and Sampling methods.
 - a) The Practice of Survey Research
 - b) The Uses of Survey
 - c) Overview of the Survey Process
 - d) Introduction and a Brief History of Survey

- e) Nonprobability Sampling
 - f) The Theory and Logic of Probability Sampling
 - g) Populations and Sampling Frame
 - h) Types of Sampling Designs
3. Social Statistics.
 - a) Introduction to Social Statistics
 - b) Basic Mathematical Concepts
 - c) Frequency Distribution and Graphing Techniques
 - d) Measures of Central Tendency
 - e) Introduction to Contingency Tables
 4. Doing Quantitative Research.
 - a) Quantitative Analysis in Social Science Research
 - b) Usage of Quantitative Research method
 5. Ethics and Politics in Social Research
 - a) Ethical issues in Social Research
 - b) The Politics of Social Research
 - c) Institutional Review Boards
 6. Research Projects

Course Content and Itinerary:

1. Introduction to Quantitative Research Method (Week 1-3)

Babbie, E. 2007. *The Practice of Social Research*. California: Thomson Wadsworth. Pp 404-429.

Balnaves, M. and Caputi, P. 2001. *Introduction to Qualitative Research Methods: An Investigative Approach*. London: Sage publications. Pp 01-08.

Bryman, Alan. 2012. *Social Research Methods*. London: Oxford University Press. Pp 159-182

2. Data collection: Survey research and Sampling methods. (week 4-6)

Czaja, R. and Blair, J. 1995. *Designing Surveys: A Guide to Decision and Procedures*. Pine Forge Press: California. Pp 1-30.

Babbie, E. 2007. *The Practice of Social Research*. California: Thomson Wadsworth. Pp 179-217.

Babbie, E. 2007. *The Practice of Social Research*. California: Thomson Wadsworth. Pp 243-283.

Bryman, Alan. 2012. *Social Research Methods*. London: Oxford University Press. Pp 183-207.

3. **Social Statistics:** (Week 7-11)

a) Introduction:

Elifson, K. 1990. *Fundamentals of Social Statistics*. Singapore: McGraw Hill Publishing Company. Pp 01-21.

b) Basic mathematical concepts:

Elifson, K. 1990. *Fundamentals of Social Statistics*. Singapore: McGraw Hill Publishing Company. Pp 22-51.

c) Frequency Distribution and Graphing Techniques:

Elifson, K. 1990. *Fundamentals of Social Statistics*. Singapore: McGraw Hill Publishing Company. Pp . 54-81.

d) Measures of Central Tendency:

Elifson, K. 1990. *Fundamentals of Social Statistics*. Singapore: McGraw Hill Publishing Company. Pp . 96-121.

e) An Introduction to Contingency Tables:

Elifson, K. 1990. *Fundamentals of Social Statistics*. Singapore: McGraw Hill Publishing Company. Pp . 166-197.

4. **Doing Quantitative Research** (Week 12-14)

Kumar, S. and Rai, P. 2013. *Measuring Voting Behaviour in India*. New Delhi: Sage Publications. Pp 1-12.

Vaid, D. 2009. 'Electoral Participation among the Adivasi Community', in *Economic and Political Weekly*, Vol. 44, No.39 (September 26 – October 2, 2009), pp 102-105.

Vaid, D. 2004. 'Gendered Inequality in Educational Transitions', in *Economic and Political Weekly*, Vol 39, No. 35 (Aug. 28- Sept. 3), pp 3927-3938.

Rai, P. 2014. 'Fallibility of Opinion Polls in India', in *Economic and Political Weekly*, Vol. 49, No. 18 (May 3, 2014), pp 13-17

5. **Ethics and Politics in Social Research** (Week 15-16)

Seiber, Joel. 1992. *Planning Ethically Responsible Research. A Guide for Students and Internal Review Boards*. Newbury Park: Sage. Pp 1-63.

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

Holden, C. 1979. 'Ethics in Social Science Research, Science', in *New Series*, Vol. 206, No. 4418 (Nov. 2, 1979), pp. 537-542.

6. Research Projects

No Specific readings for this section. The students have to develop a research project based on quantitative research methods. The research projects will be at the discretion of the teacher.

BA 4th Semester
SOCL 252C 08 (Major)
Sociological Theory I
Credits 6

Course Objective:

The course aims to provide a comprehensive understanding of various perspectives that have emerged in sociological theory. Sociological theory is herein discussed in reference to the works of thinkers who have played an instrumental role in giving shape to different perspectives. The focus is on understanding the nuances of theory and its engagement with practice. In view of this objective some key sociological theories related to structuralism, functionalism, symbolic interactionism, and ethnomethodology are included in this course.

Course Learning Outcome

1. Introduction to sociological theory
2. Developing a base for sociological thinking
3. Understanding of various perspectives and its implication on the mode of sociological inquiry
4. Awareness about the works of key sociological thinkers in relation to sociological perspectives that have emerged over time.

Course Outline

1. Structuralism
Claude Levi-Strauss
Bronislaw Malinowski

2. Functionalism
Talcott Parsons
Robert Merton
3. Symbolic Interactionism
George Herbert Mead
Ervin Goffman
4. Ethnomethodology
Harold Garfinkel

Course Content and Itinerary

1. Structuralism (Week 1-4)

Levi-Strauss, C. 1966. *The Savage Mind*. University of Chicago Press.

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

Malinowski, B. 1920. Kula; the Circulating Exchange of Valuables in the Archipelagos of Eastern New Guinea. *Royal Anthropological Institute of Great Britain and Ireland*, Vol. 20, pp. 97-105.

2. Functionalism (Week 5-8)

Parsons, T. 1967. *Sociological Theory and Modern Society*. Free Press, New York.

Parsons, T. 1968. *The Structure of Social Action*. Free Press, New York.

Merton, K.R. 1968. *On Theoretical Sociology Five Essays Old and New*. Free Press, New York. (Chapter II and Chapter III)

3. Symbolic Interactionism (Week 9-12)

Mead, G. H. 1934 (1967). *Mind Self and Society*. University of Chicago Press, Chicago.

Goffman, E. 1956. *The Presentation of Self in Everyday Life*. University of Edinburgh, Edinburgh.

4. Ethnomethodology (Week 13-16)

Garfinkel, H. 1984. *Studies in Ethnomethodology*. Polity Press, England.

BA 4th Semester 4
SOCL 291 SEC 02
Field Visit & Report Writing (Qualitative Analysis)
Credit 5

Course Objective:

This course draws on some of the knowledge acquired in the course on research methods. Students are initiated into exercising their knowledge of methods. Students have to design their project, imagine their field and engage in fieldwork. It is a basic research skills course which teaches students to do field-work in sociology and write about their research.

Course Learning Outcome:

1. Students will learn to exercise their research method skills
2. Students will learn how to imagine a field, sample and do fieldwork
3. Students will learn ethical questions, questions of representation etc. through doing.
4. Students will be taught how to produce field-reports.

Course Outline:

1. Introduction
 - a) What is a field?
 - b) Formulating a question
 - c) Researching fields prior to fieldwork
 - d) Choosing a field
2. Field-work
 - a) Visualizing a field
 - b) Choice of methods
 - c) Planning entry into a field
 - d) Conducting fieldwork
3. Writing about field-work
 - a) Writing field-notes
 - b) Recording field-work through other means
 - c) Coding findings
 - d) Analyzing findings

4. Report writing based on fieldwork
 - a) Choosing a style
 - b) Representing one's field
 - c) Categorizing findings
 - d) Taking into account ethical questions when writing a field-report

Course Content and Course Itinerary

1. Introduction (Week 1-4)

Atkinson, Paul. 1992. *Understanding Ethnographic Texts: Qualitative Research Methods, Vol. 25*. London: Sage Publications.

Denzin, N. K., and Lincoln, Y. S. 2000. *Handbook of Qualitative Research (2nd ed.)*. Thousand Oaks: Sage Publications, Inc.

2. Field-work (Week 5-8)

Marcus, George, and Clifford, James (eds.). 1986. *Writing Culture: The Poetics and Politics of Ethnography*. California: University of California Press. (Selected Chapters)

Vered, A. (2004). *Constructing the Field: Ethnographic Fieldwork in the Contemporary World*. London: Taylor & Francis.

3. Writing about Field-work (Week 9-12)

Emerson, Robert M.; Fretz, Rachel I., and Shaw, Linda L. (eds.). 2011. *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.

4. Report writing based on fieldwork (Week 13-16)

**BA 4th Semester
SOCL 292VAC02**

Introduction to Social Statistics: A multi-disciplinary approach

Credits 3

Course Objective:

This course introduces the students to statistical tools and techniques for analysing social science data. Understanding statistics is important for students because many social policy discussions concentrate on the application of statistical data. For people interested in social research, an increasingly important source of job prospects for social scientists, statistics is also important.

For students who want to work in academia, having statistical skills will equip them get into advanced fields, do well there, and have more research opportunities as a sociologist. Second,

statistics can be useful in non-academic occupations since certain roles (such as in government sectors and corporate houses) call for knowledge of data administration and analysis. Most importantly, the student will develop the skills necessary to analyse statistical data used in professional domain.

Course Learning Outcome:

The present paper will enrich students to:

1. Understand when, why, and how social statistics are used;
2. Apply critical thinking in the application of research methods and analysis of research findings;
3. Use practical expertise and theoretical knowledge to conduct scientific investigation and enquiry;
4. Use statistical software (e.g., SPSS, Excel etc.) to conduct basic data analysis: Training on presentation of data analysis (Both primary and Secondary Data); soft skill development.

Course Outline:

1. Introduction to Social Statistics
2. Measures
3. Analysis

Course Content and Course Itinerary:

Module 1: (1-5 weeks)

Introduction to Social Statistics: Basic concepts and terminologies, Variables, Population and Sample, Collection of primary and secondary data, Socio-economic applications
Basics of SPSS: Reading data in SPSS spreadsheet according to the scale of data, Graphical presentation of data, Basic exploratory analysis of data, Socio-economic applications (using software as and when necessary)

References

- Elipson, K. 1990. The Fundamentals of Social Statistics, Singapore: McGraw-Hill Publishing Company
- Vaus, D. A. 1985. Surveys in Social Research, Australia: Allen & Unwin
- Blalock, H. 1979. Social Statistics, New York: McGraw-Hill Publishing Company
- Discovering Statistics Using SPSS by Andy Field, 2000
- Yadav, Y. 2008. Whither Survey Research? Reflections on the State of Survey Research on Politics on Most of the World, Malcolm Adiseshiah Memorial Lecture, Centre for the Study of Developing Studies
- Data Analysis Using Spss: Text and Cases, For Researchers, Teachers and Students, by Dr. Lalit Prasad , Dr. Priyanka Mishra, Nirali Prakashan, 2022.
- SPSS in Simple Steps by Sanjay Sinha Kiran Pandya, Smruti Bulsari, Dreamtech Press
- Fundamentals of Statistics, Vol. I& II, 8th Edn by Goon A.M., Gupta M.K. and Dasgupta B. (2002) The World Press, Kolkata.

Statistical Methods, Vol I and II, by N.G. Das, 2008 Tata McGraw HillPub. Co. Ltd.

Module 2 (6-11 weeks)

Basic summary measures of the data: Central tendency and dispersion and interpretation, sample-size determination, Socio-economic applications (using softwares as and when necessary)

Variety of sample data and associated summary measures: Difference between single-sample data, two-sample data, paired sample or bivariate data, multivariate data, correlation coefficient and correlation matrix, Socio-economic applications (using softwares as and when necessary)

References

Blalock, H. 1979. Social Statistics, New York: McGraw-Hill Publishing Company

Discovering Statistics Using SPSS by Andy Field, 2000

Data Analysis Using Spss: Text and Cases, For Researchers, Teachers and Students, by Dr. Lalit Prasad , Dr. Priyanka Mishra, Nirali Prakashan, 2022

SPSS in Simple Steps by Sanjay Sinha Kiran Pandya, Smruti Bulsari, Dreamtech Press

Fundamentals of Statistics, Vol. I& II, 8th Edn by Goon A.M., Gupta M.K. and Dasgupta B. (2002) The World Press, Kolkata.

Statistical Methods, Vol I and II, by N.G. Das, 2008 Tata McGraw HillPub. Co. Ltd.

Statistics, by Freedman , Purves , Pisani , Viva Norton Student Edition, 2007

Module 3 (12-16 weeks)

Inferential data analysis: Comparison of two means, Nonparametric tests for location, goodness of fit including test for normality, Analysis of variance techniques, Kruskal-Wallis test, Socio-economic applications (using software's as and when necessary)

Causal data analysis: Linear and multiple linear regression model and allied problems, concepts of categorical and count data regression models, Socio-economic applications (using software's as and when necessary)

Reference

Data Analysis Using Spss: Text and Cases, For Researchers, Teachers and Students, by Dr. Lalit Prasad , Dr. Priyanka Mishra, Nirali Prakashan

SPSS in Simple Steps by Sanjay Sinha Kiran Pandya, Smruti Bulsari, Dreamtech Press

Fundamentals of Statistics, Vol. I& II, 8th Edn by Goon A.M., Gupta M.K. and Dasgupta B. (2002) The World Press, Kolkata.

Statistical Methods, Vol I and II, by N.G. Das, Tata McGraw Hill Pub. Co. Ltd.

Statistics, by Freedman , Purves , Pisani , Viva Norton Student Edition, 2007

Applied Regression Analysis, N. R. Draper, and H. Smith, 1966

BA 4th Semester
SOCL 255 MC04
Sociology of Media

Credits 6

Course Objective:

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

Course Learning Outcome:

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:

1. Introduction
2. Theoretical Approaches
 - 2.1 Neo-Marxist
 - 2.2 Feminist
 - 2.3 Semiotic
 - 2.4 Interactionist
3. Old and New Media
 - 3.1 Production, Control, challenges by New Media
 - 3.2 Media Representation
 - 3.3 Audience Reception

Course Content and Itinerary:

1. Introduction: The 'idea' of communication and Social embeddedness of Media (Week 1-6)

1.1 McLuhan, Marshall. 1964, „Roads and Paper Routes“ In Understanding Media: Extensions of Man. New York: McGraw- Hill Book Co.

1.2 Silverstone, Roger. „The Sociology of Mediation and Communication“ in Craig Calhoun, Chris Rojek & Bryan S Turner (ed) Sage Handbook of Sociology London: Sage Publications, 2005 (p. 188-203)

2. Theoretical Approaches: From Mass media to interactive media (Week 7-11)

2.1 Neo-Marxist

2.1.1 Adorno, T. & Horkheimer, M., 1944. „The Culture Industry: Enlightenment as Mass Deception“ In T. Adorno and M. Horkheimer. *Dialectics of Enlightenment*. Translated by John Cumming. New York: Herder and Herder, 1972.

2.1.2. Benjamin, W. 1968, „The work of art in the age of mechanical reproduction“ In H. Zohn (Trans.), *Illuminations: Essays and reflections* (pp. 217- 252). New York: Schocken.

2.2 Feminist

2.2.1 Mulvey, Laura. „Visual Pleasure and Narrative Cinema.“ *Film Theory and Criticism : Introductory Readings*. Eds. Leo Braudy and Marshall Cohen. New York: Oxford UP, 1999: 833-44.

2.2.2 McRobbie, Angela, ‘Post-Feminism and Popular Culture: Bridget Jones and the New Gender Regime“ In *The Aftermath of Feminism: Gender, Culture and Social Change*, Sage Publication Ltd. 2009:11-22.

2.3 Semiotic

2.3.1 Barthes, Roland. „The Photographic Message“ in *Image, Music and Text* Ed. and trans. Stephen Heath. New York: Hill, 1977. 15-31.

2.3.2 Hall, Stuart “Encoding/Decoding,” *Critical Visions In Film Theory*. Ed. Timothy Corrigan P. White, M. Mazaj. Boston: Bedford St. Martins 2011. 77-87. Print.

2.4 Interactionist

2.4.1 Thompson, John B. „The Rise of Mediated Interaction“ in *The Media and Modernity: A Social Theory of the Media* Stanford, CA: Stanford UP, 1995.

3. Old and New Media (Week 12-16)

3.1 Media Production, Control and challenges by New Media

3.1.1 Herman, Edward S., and Noam Chomsky. „A Propaganda Model“ In *Manufacturing Consent: The Political Economy of the Mass Media*. New York: Pantheon, 1988. Print.

3.1.2. Kaur, Raminder, and William Mazzarella. „Between sedition and seduction thinking Censorship in south Asia“ In *Censorship in South Asia: Cultural Regulation from Sedition to Seduction*. Bloomington: Indiana UP, 2009.

3.1.3. Williams, Raymond. „Alternative Technology, Alternative Uses“ In *Television: Technology and Cultural Form*. (139-157) New York: Schocken, 1975.

3.1.4. Eko, Lyombe, 2012. „New Media, Old Authoritative Regimes: Instrumentalization of the Internet and Networked Social Media in the “Arab Spring” of 2011 in North Africa“ p. 129-160

3.2 Media Representations

3.2.1 Hall, Stuart, „Foucault: Power, Knowledge and Discourse“ In Margaret Wetherell, Stephanie Taylor, Simeon J Yates (ed) *Discourse Theory and Practice: A Reader* 2001 Wetherell, Taylor and Yates

3.2.2 Sorenson, John. 1991, „Mass Media and Discourse on Famine in the Horn of Africa“ In *Discourse & Society*, Sage: London 1991; Vol 2(2); 223-242

3.3 Audience Reception

3.3.1 Livingstone, Soina. 2003, „The Changing Nature of Audiences: From the Mass Audience to the Interactive Media User“ In Angharad N. Valdivia (ed) *A Companion to Media Studies*. Malden, MA: Blackwell Pub.

3.3.2 Bourdieu, Pierre. 1984, „Supply and Demand“ In Richard Nice (Trans) *Distinction: A Social Critique of the Judgment of Taste*. Harvard Univ. Press: Cambridge

3.3.3 Naficy, Hamid. „Ideological and Spectatorial Formations“ In *A Social History of Iranian Cinema*. Durham [N.C.: Duke UP, 2011. pp. 115-140

Some suggested readings for Class Projects and Presentations

Said, Edward W. 1997, *Covering Islam: How the Media and the Experts Determine How We See the Rest of the World*. New York: Vintage. Print. p 105-126

Abraham, Janaki. „Wedding Videos in North Kerala: Technologies, Rituals, and Ideas about Love and Conjugality“ In *Visual Anthropology Review* Volume 26, Issue 2, pages 116–127, Fall 2010

Spitulnik, Debra. 2002, „Mobile Machines and Fluid Audiences: Rethinking Reception through Zambian Radio Culture“ In Faye D. Ginsburg, Lila Abu-Lughod, Brian Larkin (ed). *Media Worlds: Anthropology on a New Terrain*, UCL Press.

Mankekar, Purnima . 2002, „Epic Contests: Television and Religious Identity in India“ In Faye D. Ginsburg, Lila Abu-Lughod, Brian Larkin (ed). *Media Worlds: Anthropology on a New Terrain*, UCL Press.

Doron, Assa and Robin Jeffrey. 2013, „For Women and Household“ In *The Great Indian Phone Book: How the Cheap Cell Phone Changes Business, Politics and Daily Life*. C Hurst & Co (Publishers) Ltd: London

Rajagopal, Arvind. *Politics after Television: Religious Nationalism and the Reshaping of the Indian Public*. Cambridge, UK: Cambridge UP, 200

BA 5th Semester
SOCL 301 C09
Defining Indian Society: The 20th Century
Credits 6

Course Objective

This course aims to provide an understanding of sociology of India and sociology in India that took shape with modernity. It traces the development of sociology and social anthropology in India from different sociological traditions. It covers the various approaches to the study of Indian society that became its defining features. This paper will delve into understanding caste in Indian society through the lens of political leaders and thinkers such as Gandhi and Ambedkar. The second half of the paper focuses on various issues of conflict, resistance and social change in India. It looks at the struggles of farmers and the challenges in the agrarian economy, the history of labour and trade unionism focusing on women in the unorganised sector, tribal insurgency in the specific regions of India and the trajectory of women's movements in India. It aims to discuss works of different scholars on communalism, secularism and nationalism in India to understand the significance of religious identities in defining citizenship and nationality.

Course Learning Outcome

1. Students will get an overview of studies on Indian society.
2. An understanding of different perspectives and approaches to the study of Indian Society.
3. An understanding of the significance of caste identities in Indian society.
4. An introduction to the thoughts of political leaders on defining Indian society.

5. Students will get a knowledge about the struggles and conflicts around identities, such as tribe, gender and religion.
6. Students will get a holistic view of the challenges in the agrarian sector and in the unorganised informal sector.

Course Outline:

1. **Indological Approach**
2. **Ethnographic Approach**
3. **Caste in India: Gandhi and Ambedkar**
4. **Social Change and Resistance-Issues: i) Agriculture and ii) Labour**
5. **Social Change and Resistance-Identities: i) Tribes and ii) Gender**
6. **Challenges to Indian State: Communalism, Secularism and Nationalism**

Course Content and Itinerary

1. Indological Approach (Week 1-3)

Srinivas, M.N. and M.N. Panini 1973. 'The Development of Sociology and Social Anthropology in India'. *Sociological Bulletin*. Vol. 22(2), pp. 179-215

Patel, Sujata 2017. 'Colonial Modernity and Methodological Nationalism: The Structuring of Sociological Traditions of India'. *Sociological Bulletin*. Vol. 66(2), pp. 125-44.

Berger, Peter. 2012. 'Theory and Ethnography in the Modern Anthropology of India' HAU: Journal of Ethnographic Theory 2 (2): 325–57

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

Upadhyaya, Carol 2002. 'The Hindu Nationalist Sociology of G.S. Ghurye' *Sociological Bulletin*. Vol. 51, No. 1, pp. 28-57

2. Ethnographic Approach (Week 4-5)

M. N. Srinivas. 1962. 'Caste in Modern India'. in *The Journal of Asian Studies*. Vol. 16, No. 4 (Aug., 1957), pp. 529-548

Beteille, Andre. 2012. *Caste Class and Power: Changing Patterns of Stratification in a Tanjore Village (Third Edition)*. Delhi: OUP.

3. Caste in India: Gandhi and Ambedkar (Week 6-8)

Ambedkar, B. R. 2015. *Annihilation of Caste: The Annotated Critical Edition*. Delhi: Navayana Publication.

Roy, Arundhati. 2017. *The Doctor and the Saint*. Chicago: Haymarket Books.

Palshikar, Suhas. 1996. 'Gandhi-Ambedkar Interface:...When shall the Twain Meet?'. *EPW*. Vol. 31(31): 2070-72

Hardiman, David. 2003. *Gandhi: In His Time and Ours*. New Delhi: Permanent Black. Ch. 1,2,3,4.

4. Social Change and Resistance I: Issues (Agriculture and Labour) (Week 9-11)

Brass, Tom. (ed.) 1995. *New Farmer's Movement in India*. London and New York: Routledge. Introduction (pp. 3-27).

Kumar, Satendra 2021. 'Class, caste and agrarian change: the making of farmers' protests', *The Journal of Peasant Studies*, 48:7, 1371-1379

Rina Agarwala 2006. 'From work to welfare', *Critical Asian Studies*, 38:4, 419-444

RoyChowdhury, Supriya 2005. 'Labour Activism and Women in the Unorganised Sector: Garment Export Industry in Bangalore'. *EPW* Vol. 40 (22/23) pp. 2250-55

5. Social Change and Resistance: Identities (Tribes and Gender) (Week 12-14)

Bates, C. and Alpa Shah (eds.). 2014. *Savage Attack: Tribal Insurgency in India* (eds.) New Delhi: Social Science Press. Introduction.

Xaxa, Virginius. 2014. *State, Society and Tribes Issues in Post-Colonial India*. Delhi: Pearson Longman

Menon, N. 2009. Sexuality, Caste and Governmentality: contests over 'gender' in India. *Feminist Review*. Pp. 94-112

John, Mary. 2009. 'Reframing Globalisation: Perspectives from the Women's Movement'. *EPW*. Vol. 44 (10): 46-49

6. Challenges to Indian State: Communalism, Secularism and Nationalism (Week 15-16)

Chatterjee, Partha. 1993. 'Whose Imagined Community' in *Nation and Its Fragments: Colonial and Post Colonial Histories*. Princeton, New Jersey: Princeton University Press

Nandy, Ashis. 1997. 'A Critique of Modernist Secularism' in Sudipta Kaviraj (ed.) *Politics in India*. New Delhi: Oxford University Press.

David Ludden (ed.). 1996. *Making India Hindu*. New Delhi: Oxford University Press.
(Selected Chapters)

BA 5th Semester
SOCL 302 C10 (Major)
Sociological Theory II-
Credits 6

Course Objective:

This theory course, which is the continuation of the earlier courses on classical sociology and sociological theory will introduce some prominent post-classical thinking through their original writings. This course deals with both macro and micro narratives of sociological perception and relate to thinkers who have written on culture from the middle of the twentieth century as a vehicle of inequality, political co-option as well as resistance against authority. Objective of teaching these theoretical perspectives to students is to enable them to perceive their own everyday life experiences and institutional encounters beyond a commonsensical understanding. This would help them to develop a sociological imagination which can be applied to theoretically process the apparent discrete experiences one encounters. Course intends to familiarise students with new developments in ideas

about, society, culture, and human condition. How these have been impacted by huge technological changes deserves probing in contemporary times.

Course Learning Outcome:

1. More developed theoretical and conceptual understanding of the dynamics of social world
2. A developed perception of post-classical sociologists in relation to the classical theories
3. Evaluating the importance of both macro and micro narratives of sociological perception
4. The ability to understand culture as a vehicle of inequality, political co-option, and resistance.

Course Outline

1. Alfred Schutz, Peter L. Berger and Thomas Luckmann
2. Adorno and Horkheimer
3. Marcuse and Benjamin
4. Jurgen Habermas
5. Pierre Bourdieu
6. Hannah Arendt

Course Content and Itinerary

1. Alfred Schutz, Peter L. Berger and Thomas Luckmann (Week 1-3)

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

Berger, Peter L. 1967. *The Sacred Canopy: Elements of a Sociological Theory of Religion*. New York: Anchor Books. (Selected Chapters)

Luckmann, T. (ed.). 1978. *Phenomenology and Sociology Selected Readings*. Penguin Books. (Selected Chapters)

2. Adorno and Horkheimer (Week 4-6)

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

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

3. Marcuse and Benjamin (Week 7-10)

Benjamin, Walter. 2013. *Illuminations: Essays and Reflections*. Reprint. Edited by Hannah Arendt. New York: Schocken Books (Selected Chapters).

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

4. Jurgen Habermas (11-12)

Jurgen, H. 1984. *The theory of communicative action. Reason and the rationalisation of society*. Vol. I. Polity, London. (Selected Chapters)

Outhwaite, W. 1996. *The Habermas Reader*. Polity, London. (Selected Chapters).

5. Pierre Bourdieu (Week 13-14)

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

6. Hannah Arendt (Week 15-16)

Arendt, H. 1998. **The Human Condition**. The University of Chicago Press, Chicago. (Selected Chapters).

**BA 5th Semester
SOCL 303 C11 (Major)
Indian Social Thought
Credit – 6**

Objective

This paper focuses on the Indian social thought and traces the intellectual history of Nation building through the imagining of ideas and institutions by social and political thinkers. This paper will also try to critically analyze and compare the major ideologies and thoughts in building India as a Nation.

Course Learning Outcome

1. Introduction to the major philosophical and ideological underpinnings of modern India through important political and social figures.
2. Understanding the theoretical viewpoints with regard to nation building in the late colonial period.
3. Rethinking the ideas of nation, nationalism and nation building.
4. Developing critical viewpoints towards the ideas and institutions of India as a nation and its later developments in its construction, evolution and emergence.
5. Critically thinking to the possibilities of thinking beyond major theoretical, philosophical and social discourses.

Course Content

1. M.K. Gandhi: Nation Building, Hind Swaraj
2. B. R. Ambedkar: Social Reconstruction; Caste and Its Critique
3. Jawaharlal Nehru: State Building; Planning Development
4. Rabindranath Tagore: Political Ideas; Nationalism

Course Itinerary

1. M.K. Gandhi (Week 1-3)

Alam, Javeed, and Akeel Bilgrami. 2014. Marx, Gandhi and Modernity: Essays Presented to Javeed Alam. New Delhi: Tulika Books .

Bilgrami, Akeel. 2010. Gandhi's Integrity. New York: Columbia University Press

2. J. Nehru (Week 3-6)

Chatterjee, Partha (ed.). 1999. State and Politics in India. New Delhi: Oxford University Press. (Selected chapters)

Gopal, S. 1984. Jawaharlal Nehru, 3 vols. Cambridge, Massachusetts: Harvard University Press.

Gopal, S., and Uma Iyengar (eds.). 2003. The Essential Writings of Jawaharlal Nehru, 2 vols. Delhi: OUP.

3. B. R. Ambedkar (Week 6-9)

Ambedkar, B. R. 2015. Annihilation of Caste: The Annotated Critical Edition. Delhi: Navayana Publication.

Eleanor, Zelliot. 2013. Ambedkar's World: The Making of Babasaheb and the Dalit Movement. Delhi: Nayavana Publishing.

Kumar, Aishwari. 2015. Radical Equality: Ambedkar, Gandhi and the Role of Democracy. Stanford, Calif: Stanford University Press.

4. Rabindranath Tagore: Political Ideas; Nationalism (Week 9-12)

Tagore, Rabindranath., Selected Essays, Rupa & Co, 2004

K.N.Mukherji., Political Philosophy of Rabindranath Tagore, S. Chand & Company, New Delhi, 1982

Tagore Rabindranath, Nationalism and Macmillan, London, 1950

SOCL 341 SI 01
(Summer Internship)

The students may take up summer internship programme in various research institutes, autonomous body, professional company and others. They may also take internship within the university under different faculties within the same department or across different departments on relevant domain. (16 weeks)

BA 6th Semester
SOCL 351C 12
Environment and Society
Credits 6

Course Objective

This course is designed to introduce students to the different perspectives and approaches to the study of the environment. It traces the roots of environmental sociology by focusing on the relation between ecological crisis and capitalism. This course will discuss varieties of environmentalisms such as sustainability, political ecology and eco-feminism with the aim to understand current environmental challenges. Tracing the environmental history of India, the course will explore contemporary struggles over natural resources that are intertwined with questions of cultural identities and dynamics of power. It will also look at global politics of climate change and climate refugees and its implications for international relations.

Course Learning Outcome

1. The students will learn about the various approaches and perspectives on the relation between humans and the environment.
2. A thorough understanding of varieties of environmentalisms and historical emergence of discourses around environment and sustainability
3. A knowledge about the environmental history of India.
4. A critical analysis of resource struggles in India, and the significance of resources for livelihood for economically and socially marginalised populations.
5. An introduction to the global politics of climate change and implications for international relations.

Course Outline

1. **Introduction to Environmental Sociology**

2. **Varieties of Environmentalism**
3. **Eco-Feminism**
4. **Environmental History of India**
5. **Resource Struggles and Livelihood**
6. **Politics of Climate Change**

Course Content and Itinerary

Module 1: Introduction to Environmental Sociology (Week 1-3)

Foster, John Bellamy. 1999. 'Marx's Theory of Metabolic Rift: Classical Foundations for Environmental Sociology'. *American Journal of Sociology*. Vol. 105(2)

O'Connor, James 1988. 'Capitalism, nature, socialism a theoretical introduction', *Capitalism Nature Socialism*, 1:1, 11-38

Vasan, Sudha. 2018. 'Ecological crisis and the Logic of Capital'. *Sociological Bulletin*. 67(3): 275-89

Baviskar, Amita 1997. 'Ecology and Development in India: A field and its Future'. *Sociological Bulletin*. Vol. 46 (2), pp. 193-207

Module 2: Varieties of Environmentalism (Week 4-6)

Kidd, C.V. 1992. 'The Evolution of Sustainability', in *Journal of Agriculture and Environment Ethics*. 5(1): 1-26

Guha, Ramachandra and Juan Martinez-Alier 1997. 'From Political Economy to Political Ecology' in *Varieties of Environmentalism. Essays North and South* London and New York: Earthscan

Escobar, Arturo. 1996. 'Construction Nature: elements for a post-structuralist political ecology', in *Futures* 28(4): 325-343.

Robbins, Paul. 2012. *Political Ecology: A Critical Introduction*. Sussex: Wiley-Blackwell

Module 3: Eco-Feminism (Week 7-8)

Shiva, V. 1988. 'Women in Nature' in *Staying Alive: Women, Ecology and Development*. New Delhi: Zed Books. (Chapter 3. Pages 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. (Chapter, 19. Pages 316-324, and 342-352).

Module 3: Towards an Environmental History of India (Week 9-11)

Arnold, David and R. Guha (eds.). 1995. *Nature, Culture and Imperialism: Essays in the Environmental History of South Asia*. Delhi: Oxford University Press

Gadgil, M. and R. Guha. 1992. *This Fissured Land: An Ecological History of India*. Delhi: Oxford University Press.

Rangarajan, M. and K. Sivaramakrishnan. 2014. *Shifting Grounds: People, Animals and Mobility in India's Environmental History*. New Delhi: Oxford University Press. Introduction

Module 4: Resource Struggles and Livelihood (Week 12-14)

Gopalakrishnan, Shankar. 2016. 'Drawing on Experiences from the Forests: The Limits and Possibilities of Resource Struggles in India Today' in Uday Chandra and Daniel Taghioff (eds.) *Staking Claims: The Politics of Social Movements in Contemporary Rural India*. New Delhi: Oxford University Press.

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

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

Basu, Madhurilata, Rajat Roy and Ranabir Samaddar. 2018. *Political Ecology of Survival: Life and Labour in the River Lands of East and North-East India*. New Delhi: Orient Blackswan

Module 6: Politics of Climate Change (Week 15-16)

Dubash, N.K. (ed.) 2012. *Handbook of Climate Change in India: Development, Politics and Governance*. New Delhi: Oxford University Press. Introduction.

Chowdhary, N. 2020. 'Environmental Refugees: A Humanitarian Crisis in India and Bangladesh', Das, S.K. and Chowdhary, N. (Ed.) *Refugee Crises and Third-World Economies*, Emerald Publishing Limited, Bingley, pp. 37-43.

Panda, Architesh 2010. 'Climate Refugees: Implications for India'. *Economic and Political Weekly*. Vol. 45, No. 20, pp. 76-79

Underdal, Arild. 2017 'Climate Change and International Relations (After Kyoto)'. *Annual Review of Political Science*. Vol. 20: 169-88

BA 6th Semester
SOCL 352C 13
Kinship and Family
Credit 6

Course Objective:

The course will introduce students to some of the basic concepts and theoretical debates in Sociology and Anthropology around kinship, family and marriage. It will acquaint students with functionalist, structuralist and later approaches to kinship and family as well as the various questions of descent, residence and authority. The objective of this course is to acquaint students with some of the fundamental writings from the anthropology and sociology of kinship. It will also focus on the significance of kinship and belonging in social networks, diasporic community identities, migratory patterns and variegated concepts of relatedness. The course further aims to provoke students to think about the various ways in which political, technological and legal changes have restructured understandings about kinship in everyday life and the debates around belonging and relatedness that emerge from concerns about assisted reproduction techniques, legislative changes like the legalization of gay marriages in some countries, transnational adoption etc. It will encourage students to bring in memorabilia,

genealogies as well as introduce them to films and novels to initiate discussion about kinship and family.

Course Learning Outcome

1. Introduction to some of the basic sociological concepts about kinship, family and marriage, and theoretical grounding in debates about kinship.
2. Knowledge of the intellectual legacy of Kinship Studies and debates around the relevance of studying Kinship in Anthropology and Sociology from the 19th century to the present.
3. Understand the instrumentality of Kinship, especially in the context of Migration and Diasporic Communities.
4. A critical insight about the linkages between kinship relations and broader questions about identity in terms of race, community, class and nation.
5. Locate contemporary issues relating to legal and technological changes within the scholarship on Kinship.
6. Reflect on the representation of the various themes of kinship in Popular Culture.

Course Outline:

1. Basic Concepts in Kinship and Family
2. Theoretical Approaches
3. Kinship, Networks and Migration
4. Kinship and Family in India
5. Contemporary Debates
6. Imaginaries of Kinship in Popular Culture

Course Content and Itinerary

Module 1 (Week 1-2)

Introduction to the Basic Concepts in Kinship and Family

Readings

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.

Dumont, L. 1961. 'Descent, Filiation and Affinity', in *Man* 61, II, pp. 24-25.

Fox, Robin. 1967. *Kinship and Marriage; Anthropological Perspectives*. Cambridge: Cambridge University Press. Pp. (Selected Chapters)

Holy, Ladislav. 1996. *Anthropological Perspectives on Kinship*. London and Chicago: Pluto Press. (Chapters 1 & 2)

Parkin, Robert. 1997. *Kinship: An Introduction to Basic Concepts*. Oxford and Malden. Blackwell Publishers. (Selected Chapters)

Module 2 (Week 3-6)

Theoretical Approaches

Readings

Trautmann, T. R. 1987. *Lewis Henry Morgan and the Invention of Kinship*, Berkeley: University of California Press. (Selected chapters).

Radcliffe-Brown, A.R. 1950. „Introduction“, in A.R. Radcliffe-Brown (ed.) *African Systems of Kinship and Marriage*, U.K.: Oxford University Press. (Introduction and selected chapters)

Morgan, Lewis Henry. 1871. *Systems of Consanguinity and Affinity of the Human Family*, Smithsonian Contributions to Knowledge, Washington DC.

Levi-Strauss, Claude. 1969. *The Elementary Structures of Kinship*, London: Eyre and Spottiswoode. (selected chapters)

Schneider, David M., 1968. *American Kinship: A Cultural account*, N.J.: Prentice-Hall

Carsten, Janet. 2004. *After Kinship*. Cambridge, UK, New York: Cambridge University Press (New departures in anthropology). (Introduction)

Module 3 (Week 7-8)

Kinship, Networks and Migration

Readings

Choldin, H. M. 1973. 'Kinship Networks in the Migration Process', *The International Migration Review*, Vol. 7, No. 2, pp. 163-175.

Clifford, J. 1994. 'Diasporas', *Cultural Anthropology* Vol. 9, pp. 302–338.

Leonard, K.I. 2011. 'Family Firms in Hyderabad: Gujarati, Goswami, and Marwari Patterns of Adoption, Marriage, and Inheritance', *Comparative Studies in Society and History*, Vol. 53, No.4, pp. 827- 854.

Poros, M. V. 2012. *Modern Migrations: Gujarati Indian Networks in New York and London*. New Delhi: Orient Blackswan.

Ramu, G.N. 1986. 'Kinship Structure and Entrepreneurship: An Indian Case', *Journal of Comparative Family Studies*, Vol. 17 Issue 2, pp. 173-184.

Module 4 (Week 9-10)

Kinship and Family in India

Readings

Dube, L. 1999. 'Women and Kinship – Comparative Perspective on Gender in South and South East Asia', in *Journal of Anthropological Research* 55, no. 1 (Spring, 1999): 164-165.

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

Uberoi, Patricia. 1993. *Family, Marriage and Kinship in India*. New Delhi: OUP. (Selected Chapters)

Module 5 (Week 11-12)

Contemporary Debates and Discussions

Readings

Carsten, Janet. 2004. *After Kinship*. Cambridge, UK, New York: Cambridge University Press. (Selected Chapters)

Chowdhry, Prem. 2007. *Contentious Marriages, Eloping Couples: Gender, Caste and Patriarchy in Northern India*. Oxford. Oxford University Press.

Gupta, Charu. 2009. 'Hindu Women, Muslim Men: Love Jihad and Conversions', in *Economic and Political Weekly*, Vol.44, No. 51 (December 2009): pp. 13-15.

Scott, Elizabeth S. 2009. 'Surrogacy and the Politics of Commodification', in *Law and Contemporary Problems*, Vol.72, No.3 (Summer, 2009): pp. 109-146.

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

Module 6 (Week 13-14)

Imaginations of Kinship in Popular Culture

Readings

A selection of films and texts like novels which can be discussed and reviewed by the class dealing with certain themes of kinship.

Semester 6
Politics and Society
SOCL 353C 14 (Major)
Semester 6
Credit 6

Course Objective

This course is designed to introduce students to the major theoretical debates and concepts in political sociology. Key concepts of the state, power and civil society will be discussed by tracing their theoretical genealogies. These concepts will be discussed in the following sections which focus on India. Tracing the historical development of the colonial and the post-colonial state in India, this course will explore the interplay of imaginations of the nation, cultures of politics in the everyday life and diverse identities.

Course Learning Outcome

1. To introduce students the major concepts in Political Sociology.
2. To develop an understanding of various debates and discourses of politics and society.

3. The course will also try to develop analytical understanding towards the colonial and post-colonial interactions of political ideologies and discourses.
4. Finally, the course will try to create a critical approach of the interplay between politics and society in our everyday lives.

Course Outline

1. Contextualising the Study of Politics
2. Theoretical Genealogies
3. Key Concepts
4. Colonial and Post-Colonial State
5. Ethnographies of the State
6. Everyday Politics

Course Contents and Itinerary

1. Contextualising the Study of Politics (Week 1-2)

Eisenstadt, S. N. 1971. 'General Introduction : The Scope and Development of Political Sociology', in *Political Sociology: A Reader*. New York and London: Basic Books. (Pages 3-24)

Vincent, Joan. 2002. *The Anthropology of Politics: a reader in ethnography, theory, and critique*, Blackwell: Oxford. (Pages 15-26)

2. Theoretical Genealogies (Week 3-4)

Gramsci, Antonio. 2006. 'State and Civil Society' in Akhil Gupta and Aradhana Sharma (eds.) *The Anthropology of the State: A Reader*, Blackwell: Oxford

Althusser, L. 2001. 'Ideology and the Ideological State Apparatuses' in *Lenin and Philosophy and other Essays*. New York: Monthly Review Press.

Abrams, Philip. 2006. 'Notes on studying the difficulty of studying the State' in Akhil Gupta and Aradhana Sharma (eds.), *The Anthropology of the State: A Reader*, Blackwell: Oxford

Foucault, M. 2006. 'Governmentality' in Akhil Gupta and Aradhana Sharma (eds.), *The Anthropology of the State: A Reader*. Blackwell: Oxford

3. Key Concepts (Week 5-6)

Lukes, Steven. 2005. *Power: A Radical View*, 2nd Ed. Hampshire: Palgrave. (14-49)

Mitchell, Timothy 2006. 'Society, Economy and the State Effect', in Akhil Gupta and Aradhana Sharma (eds.) *The Anthropology of the State: A Reader*, Blackwell: Oxford. (Pages 169-186)

Kaviraj, Sudipta and Sunil Khilnani. 2001. *Civil society: history and possibilities*. Cambridge: Cambridge University Press.

Mouffe, Chantal. 2000. 'Hegemony and New Political Subjects: Toward a New Concept of Democracy', in K. Nash (ed.) *Readings in Contemporary Political Sociology*. Oxford: Blackwell Publishers. (Pages 295-310)

4. The Colonial and Post-Colonial State (Week 7-8)

Chatterjee, Partha. 1993. *The Nation and its fragments: Colonial and Postcolonial histories*. Princeton: Princeton University Press.

Scott, David. 1995. 'Colonial Governmentality', in *Social Text* 43: 191-220.

Kaviraj, Sudipta. 1997. 'On the construction of colonial power: structure, discourse, hegemony' in Sudipta Kaviraj (ed.) *Politics in India*. New Delhi: Oxford University Press. (Pages 141-158)

5. Ethnographies of the State (Week 9-10)

Gupta, Akhil. 1995. 'Blurred Boundaries: The Discourse of Corruption, the Culture of Politics, and the Imagined State', in *American Ethnologist*, 22(2), pp. 375-402

Das, Veena, and Deborah Poole (eds.). 2004. *Anthropology in the Margins of the State*. New Delhi: Oxford University Press.

Kaviraj, Sudipta. 2011. *The Enchantment of Democracy and India: Politics and Ideas*. Ranikhet: Permanent Black.

Banerjee, Mukulika. 2013. *Why India Votes?!*. New Delhi: Routledge.

6. Everyday Politics (Week 11-12)

Fuller, C.J. and V. Benei (eds.). 2000. *The Everyday State and Society in Modern India*. Social Science Press. (Pages 1-30)

Kothari, Rajni (ed.). 1995. *Caste in Indian politics*. New Delhi: Orient Blackswan.

Chatterjee, Partha. 1989. 'Colonialism, nationalism, and colonized women: The contest in India', in *American Ethnologist* 16(4): 622-633

BA 6th Semester

SOCL354C15

Gender and Sexuality

Credit 6

Course Objective:

The module will introduce students to the basic concepts of sex, gender, sexuality and their interconnections from feminist perspectives and theories of gender relations. It will trace the history of liberal, radical, Marxist and socialist feminist thoughts and critically situate them within South Asian cultural politics of gendering. Postcolonial feminism, ecofeminism, post-modern third wave feminism will also be introduced. The course will draw upon theories of power and body to illustrate how female and masculine bodies and desires come to be normatively shaped and challenged. It will invoke perspectives from masculinity studies in order to bring out tensions associated with the construction of masculinities amidst various

gender movements. Feminist methodological tools of exploring social relations, will be focused upon. The significance of intersectional analysis will be focused on to show how gender operates in conjunction with class, caste, sexuality, religion, race and ethnicity.

Course Learning Outcome:

1. Understand gender as a concept, a method and a practice.
2. Interrogate taken for granted institutions and processes of doing gender.
3. Connect theories of gender to everyday empirical conditions and contextualize them.
4. Develop a process of empathy and self-reflexivity as methods of reading gender in the everyday.
5. Equipped with multidisciplinary ideas and concepts and develop cultural sensibilities to connect sociology of gender with that of gender in arts, culture, literature and cinema.

Course Outline:

1. Conceptualising sex, gender and sexuality: Theoretical Debates
2. Locating, reading and researching gender: Methodological Debates
3. Gendered Society: Gendering the Private and the Public Domain
4. Gendered Identities and Relations: Femininities and Masculinities
5. Intersections and Challenges: Gender, nation, class, caste, race, religion, sexuality
6. Gender and Power: Resistance and Movements

Course Contents and Itinerary:

1. Conceptualising sex, gender and sexuality: Theoretical Debates (Week 1-3)

Zimmerman, D. 1987. 'Doing Gender', in *Gender and Society* 1(2): 121–151.

Jackson, S and Scott, S (Eds.). 2002. *Gender: A Sociological Reader*. London:

Routledge. (Introduction, and Pages 1-26).

Tong, R. 1989. *Feminist Thought: A Comprehensive Introduction*. USA: Westview Press

Weedon, C. 1987. *Feminist Practice and Post Structuralist Theory*. Oxford: Basil Blackwell.

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

2. Locating, reading and researching gender: Methodological Debates (Week 4-6)

Jackson, S. and Scott, S. 2010. 'Rehabilitating Interactionism for a Feminist Sociology of Sexuality', in *Sociology*. 44(5): 811-826.

Jagger, A. 1989. 'Love and Knowledge: Emotion in Feminist Epistemology'. In A.Jagger and S. Bordo (eds.) *Gender/Body/Knowledge: Feminist Reconstructions of Being and Knowing*. New Brunswick: Rutgers University Press. (Pages 145-172)

Jackson, S. 2001. 'Why a Materialist Feminism is (Still) Possible – and Necessary', in *Women's Studies International Forum*. 24(3/4): 283-293.

Jackson, S. 1998. 'Telling Stories: Memory, Narrative and Experience in Feminist

Theory and Research'. In: C. Griffin, K. Henwood and A. Phoenix (eds.) *Standpoints and Differences*. London: Sage. (Pages 45-64)

Strathern, M. 1988. *The Gender of the Gift: Problems with Women and Problems with Society in Melanisia*. Berkeley: University of California Press.

3. Gendered society: Gendering the private and the public domain (Week 7-9)

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', in *Gender and Society*. 2(3): 274-290.

Das, V. 1994. 'Modernity and Biography: Women's Lives in Contemporary India', in *Thesis Eleven*. 39: 52-62.

Duncombe, J. and Marsden, D. 1993. 'Love and Intimacy: The Gender Division of Emotion and 'Emotion Work': A Neglected Aspect of Sociological Discussion of Heterosexual Relationships', in *Sociology*. vol. 27, no. 2:221-241.

Walker, K. 1994. 'Men, Women and Friendship: What They Say, What They Do', in *Gender and Society*. 8(2): 246-265.

4. Gendered identities and relations: femininities and masculinities (Week 10-12)

Connell, R.W. and Messerschmidt, J. W. 2005. Hegemonic Masculinity: Rethinking the Concept, in *Gender and Society*. 19: 829-859.

Flood, M. 2008. 'Men, Sex, and Homosociality: How Bonds between Men Shape their Sexual Relations with Women', in *Men and Masculinities*. 10(3): 339-359.

Gough, B. 2001. 'Biting your Tongue': Negotiating Masculinities in Contemporary Britain', in *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', in *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.

5. Intersections and challenges: gender, nation, class, caste, race, religion and sexuality (Week 13-14)

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.

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

Anthias, F., and 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*. Delhi: Zubaan Publisher.

Mehmood, S. 2005. *Politics of Piety: The Islamic Revival and the Feminist Subject*. Princeton, N. J.: Princeton University Press

Chatterjee, P. 1989. 'Colonialism, Nationalism and Colonized Women: The Contest in India', in *American Ethnologist*, 16(4): 622-633.

Rich, A. 1980. 'Compulsory Heterosexuality and Lesbian Existence', in *Signs*. 5(4):631-660.

6. Gender and Power: Resistance and Movements (Week 15-16)

Susie, T and Tejaswini Niranjana. 1999. 'Problems for a contemporary theory of gender' in N. Menon (ed.) *Gender and Politics in India*. New Delhi: Oxford University Press. (Pages 494-525)

Abu-Lughod, L. 2002. 'Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and its Others', in *American Anthropologist* 104 (3). (Pages 783-790).

Kumar, R. 1999. 'From Chipko to Sati: The Contemporary Indian Women's Movement', in N. Menon (ed.) *Gender and Politics in India*. New Delhi: Oxford University Press. (Pages 342-369)

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

Weeks, J., Donovan, C. and Heaphy, B. 1999. 'Everyday Experiments: Narratives of Non-heterosexual Relationships', in E. B. Silva and C. Smart (eds.) *The New Family?* London: Sage. (Pages 83-99)

BA 7th Semester
SOCL 401C 16(Major)
Economic Sociology
Credit 4

Course Objective

This course will introduce students to the two related and overlapping sub-disciplines of economic sociology and economic anthropology. It will look at the debates, theories and approaches to the study of economy and society. This course is designed keeping in mind three broad categories of production, exchange and consumption in understanding economic processes. Elements of economic processes will be elaborated by looking specifically at commodities, gifts, value, money and markets. It will also explore how consumption is embedded in culture and how ‘things’ produce and reproduce culture.

Course Learning Outcome

1. This course will provide a sociological perspective towards understanding of economic systems.
2. The course will give a theoretical foundation to key economic processes namely, production, exchange and consumption.
3. Students will have an understanding of the interface of economy and society by looking specifically at modes of production, functioning of markets, gift exchange, culture and consumption.
4. Theoretical knowledge is incomplete without practical and empirical emphasis. In this regard great emphasis is placed on striking a balance between empirical and theoretical texts so that students may be able to develop research based questions for further explorations

Course Content

1. Approaches
 - a. Economic Sociology
 - b. Economic anthropology
2. Production
3. Exchange: Gift and Reciprocity
4. Money and Markets
5. Consumption
6. Material Culture

Course Itinerary

1. Approaches (Week 1-3)

Parsons, Talcott and Smelser, N. 2001 (1956). *Economy and Society: A Study in the Integration of Economic and Social Theory*. London and New York: Routledge.

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

Swedberg, R. 1998. Max Weber's Manifesto in Economic Sociology, *European Journal of Sociology*, Vol. 39, No. 2, pp. 379-398.

Firth, Raymond. 2004 (1967). *Themes in Economic Anthropology*. London: Routledge. Hann, Chris. and Keith Hart 2001. *Economic Anthropology*. Cambridge, UK: Polity Press. (Chapter 5, Pages 72-99)

Karl, Polanyi. 1977. *The Livelihood of Man*. New York: Academic Press. (Chapters 1 and 2, Pages 5-34)

Granovetter, M. 1985. Economic action and social structure: The Problem of Embeddedness. *American Journal of Sociology*, 91 (3): 481-510.

2. Production (Week 4-7)

Sahlins, M. 1974. *Stone Age Economics*. London, Tavistock. (Pages 149-183)

Harvey, D. 2010. *A Companion to Marx's Capital*. Verso, New York. (Select Chapters)

Wallerstein, Immanuel Maurice. 1983. *Historical Capitalism*. London: Verso. (Pages 13-43)

Moser, C. O. 1978. Informal sector or petty commodity production: dualism or dependence in urban development?. *World development*, 6(9-10), 1041-1064.

3. Exchange (8-10)

Mauss, Marcel 2002 (1954). *The Gift: The Form and the Reason for Exchange in Archaic Societies*. London and New York: Routledge.

Parry, J. 1986. The Gift, the Indian Gift and the 'Indian Gift', in *Man* 21 (3): 453 – 473.

Laidlaw, James 2000. 'A Free Gift Makes no Friends', in *The Journal of Royal Anthropological Institute*, Vol. 6(4): 617-634.

4. Money and Markets (Week 11-12)

Simmel, G. 2004 (1978). *Philosophy of Money*. London and New York: Routledge.

Carruthers, Bruce G. 2005. 'The Sociology of Money and Credit', in Neil J. Smelser and Richard Swedberg (eds.) *Handbook of Economic Sociology*. UK: Princeton University Press.

Slater, D & Fran, T. 2001. *Market Society: Markets and Modern Social Theory*. Polity, UK.

Zelizer, V. 1979. *Morals and Markets: Development of Life Insurance in the United States*. Columbia University Press, New York (Select Chapters)

Ritzer, G. (ed). 2002. *McDonaldization of Society*. Thousand Oaks CA: Pine Forge Press. Harvey, David. 1982. *Limits to Capital*. Oxford: Basil Blackwell

5. Consumption (Week 13-14)

Douglas, M. & Isherwood, B. 2021. *The World of Goods*. Routledge

Jafferlot Christopher and van der Veer Peter (eds) (2008). *Patterns of middle class consumption in India and China*. New Delhi: Sage Publications.

6. Material Culture (15-16)

Miller, Daniel. 2002. 'Artefacts and the Meaning of Things', in Tim Ingold (ed.) *Companion Encyclopedia of Anthropology: Humanity, Culture and Social Life*. London and New York: Routledge

Appadurai, Arjun. 1988. *The Social Life of Things: Commodities in Cultural Perspective*. Cambridge, UK: Cambridge University Press. (Introduction)

BA 7th Semester SOCL 402C 17 Stratification and Inequality Credits 4

Course Objective

In continuation with earlier semesters, 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.

Course Learning Outcome

1. To familiarize students with the basic concepts of Stratification and Inequality.
2. To introduce the students to the Sociological Theories of Stratification.
3. To build a critical understanding towards the concepts of Caste, Class, Race and Ethnicity.
4. The course will also help the students to analytically understand the issues pertaining to the Indian subcontinent with regard to stratification and inequality.

Course Outline

1. Introducing Stratification and Inequality
2. Class, Status and Power
3. Dominant Theoretical Perspectives and its Critique
4. Caste: Varna and Jati
5. Race and Ethnicity, Tribe
6. Mobility and Reproduction

Course Content and Itinerary

1. Introducing Stratification and Inequality (Week 1-2)

Bottero, Wendy. 2005. Stratification. London: Routledge.

Beteille, Andre. 1977. Inequality among Men. London: Blackwell.

Sharma, K. L. 1997. *Social stratification in India: Issues and Themes*. Sage Publications.

Tawney, R. H. 1964. *Equality*. London: George Allen & Unwin Inc.

2. Class, Status and Power (Week 3-4)

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

Reinhard, Bendix. 1974. 'Inequality and Social Structure: A Comparison of Marx and Weber', in *American Sociological Review*, Vol. 39, No. 2.

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

Bendix, Reinhard and Seymour Martin Lipset (eds.). 1967. *Class, Status and Power*. London: Routledge & Kegan Paul.

Bourdieu, Pierre. 1987. 'What makes a Social Class? On the Theoretical and Practical Existence of Groups', in *Berkeley Journal of Sociology* No. 32, pp. 1-17.

3. Dominant Theoretical Perspectives and its Critique (Week 5-7)

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

Davis, Kingsley. 1942. 'A Conceptual Analysis of Stratification', in *American Sociological Review*, Vol. 7, No. 3.

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

Parsons, Talcott. 1940. 'An Analytical Approach to the Theory of Social Stratification', in *American Journal of Sociology* No. 45.6, pp. 841-862.

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

Lenski, Gerhard E. 2013. *Power and Privilege: A Theory of Social Stratification*. UNC Press Books.

4. Caste: Varna and Jati (Week 8-10)

Dube, S.C. 1990. Indian Society. Delhi: National Book Trust.

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

Gupta, Dipankar (ed.). 1992. Social Stratification. New Delhi: Oxford University Press.

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

Weber, Max. 1946. 'India: The Brahman and the Castes', in H.H. Gerth and C. Wright

Mills (Translated and edited) *From Max Weber: Essays in Sociology*. New York: Oxford University Press.

Sharma, Ursula. 2005. Caste. Delhi; Viva Books Private Limited.

5. Race and Ethnicity, Tribe (Week 11-13)

Xaxa, Virginius. 1999. 'Transformation of Tribes in India: Terms of Discourse', in *Economic and Political Weekly*, Vol. 34, No.24.

Xaxa, Virginius. 1999. 'Tribes as Indigenous People in India', in *Economic and Political Weekly*, Vol. 34, No. 51.

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

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: Oxford University Press.

Jain, Ravindra K. 1996. 'Hierarchy, Hegemony and Dominance: Politics of Ethnicity in Uttar Pradesh, 1995', in *Economic and Political Weekly*, Vol. 31, No. 4.

6. Mobility and Reproduction (Week 14-16)

Bourdieu, Pierre. 1973. *Cultural Reproduction and Social Reproduction*. New York: McGraw Hill. (Pages 56-68)

Bourdieu, Pierre. 1989. 'Social Space and Symbolic Power', in *Sociological Theory* Vol. 7.1, pp. 14-25.

Sharma, K. L. 1994. *Social Stratification and Mobility*. Jaipur: Rawat Publications.

B.A. 7th Semester

Course Name: Religion

Course Code: SOCL 403 C18

Credits 4

Course Objective

The course aims at introducing students to some basic conceptual prisms of understanding the *religious*. Based on both classical and contemporary debates in the sociology and anthropology of religion, it sensitises students to possibilities of relating the social with the transcendental. From questions of myth, prayer, ritual, and rationality, which are relatively more usual apparatuses of understanding and problematising religion, the course shall also address issues of time and body, and their relations with sacrality. Throughout, the course shall make relevant references to the Indian context.

Course Learning Outcome:

1. Introduction to cross-cultural analytics and practices of religion.
2. Introduction to the essentially multi-disciplinary approaches of studying religion.
3. Development of empathy and ethical reflection, in making 'secular' and 'religious' worldviews conversant and mutually transformative.

4. Exposure to Indian popular religious practices through field work amidst sacred sites and practitioners.

Course Outline:

1. **The Social and the Religious**
2. **Religion, Asceticism, and Eschatology**
3. **The Sacred, Myth, and Ritual**
4. **Time-Space and Community**
5. **Rationality and Secularism**
6. **Body**

Course Content and Course Itinerary

1. The Social and the Religious (Week 1-3)

Durkheim, Emile. 1995. *The Elementary Forms of Religious Life*. Translated by Karen E. Fields. New York: The Free Press. (Book one and Conclusion, Pages 21-39, and 418-440)

Geertz, Clifford. 2002. 'Religion as a Cultural System', in Michael Lambek (ed.) *A Reader in the Anthropology of Religion, 2nd edition*. Malden, Massachusetts: Blackwell Publishing.

2. Religion, Asceticism, Eschatology (Week 4-6)

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

Peter van, der Veer. 1989. 'The Power of Detachment: Disciplines of Body and Mind in the Ramanandi Order', in *American Ethnologist*. 16/3, 458-70.

Stanner, W.E.H. *Religion, Totemism, and Symbolism*. In Michael Lambek (ed.) *A Reader in the Anthropology of Religion, 2nd edition*. Malden, Massachusetts: Blackwell Publishing.

Wolf, Eric R. 2002. 'The Virgin of Guadalupe: A Mexican National Symbol', in Michael Lambek (ed.) *A Reader in the Anthropology of Religion, 2nd edition*. Malden, Massachusetts: Blackwell Publishing.

3. The Sacred, Myth, and Ritual (Week 7-9)

Malinowski, Bronislaw. 1948. *Magic, Science and Religion and Other Essays: Selected, and with an introduction by Robert Redfield*. Boston: The Free Press. (Pages 37-50)

Malinowski, Bronislaw. 2002. 'Myth in Primitive Psychology', in Michael Lambek (ed.) *A Reader in the Anthropology of Religion, 2nd edition*. Malden, Massachusetts: Blackwell Publishing.

Fortes, Meyer. 2002. 'Fate in Relation to the Social Structure', in Michael Lambek (ed.) *A Reader in the Anthropology of Religion, 2nd edition*. Malden, Massachusetts: Blackwell Publishing.

Srinivas, M. N. 1952. *Religion and Society among the Coorgs of South India*. Clarendon: Oxford. (Pages 100-122)

4. Time-Space and Community (Week 10-12)

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

Turner, Victor. 2002. 'Liminality and Communitas', in Michael Lambek (ed.) *A Reader in the Anthropology of Religion, 2nd edition*. Malden, Massachusetts: Blackwell Publishing.

Bharati, Agehananda. 1963. 'Pilgrimage in the Indian Tradition', in *History of Religions* 3/1.

Sarbadhikary, Sukanya. 2013. 'Dis-Covering gupta-Vrindavan: Finding Selves and Places in the Storied Landscape', in *Contributions to Indian Sociology* 47/1.

5. Rationality and Secularism (Week 13-14)

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

Taylor, Charles. 2007. *A Secular Age*. Cambridge, Massachusetts: Harvard University Press.

Bhargava, Rajeev (ed.). 1999. *Secularism and its Critics: Themes in Politics*. Delhi, Oxford: Oxford University Press.

Ludden, David (ed.). 2005. *Making India Hindu: Religion, Community, and the Politics of Democracy in India*. Delhi: Oxford University Press.

6. Body (Week 15-16)

Radin, Paul. 2002. 'The Winnebago Trickster Figure', in Michael Lambek (ed.) 2002. *A Reader in the Anthropology of Religion, 2nd edition*. Malden, Massachusetts: Blackwell Publishing.

Hertz, Robert. 1973 (1909). 'The Pre-eminence of the Right Hand', in R. Needham (ed.) *Right and Left: Essays on Dual Symbolic Classification*. Chicago: University of Chicago Press. (Pages 3-10, 13-14, 16-17, and 19-21)

Obeyesekere, Gananath. 2002. 'Medusa's Hair: An Essay on Personal Symbols and Religious Experience', in Michael Lambek (ed.) *A Reader in the Anthropology of Religion, 2nd edition*. Malden, Massachusetts: Blackwell Publishing.

BA 7th Semester
SOCL 441 C19 Dissertation 1
Credits 4

Students have to write a dissertation the supervision on an area of their choice. They also have to present their research.

BA 8th Semester
SOCL 442 MC05
Research Methodology
Credits 4

Course Objective

The course is designed to introduce students to principal debates and issues pertaining to doing research in social sciences. It looks at epistemology and knowledge construction and the philosophies of social sciences. It examines processes of theorizing in social science and philosophical groundings of different methods applied. The course introduces the students to concepts of ‘standpoint’ and ‘situated’ knowledges to better understand the relation between identities and knowing the social world. The course also discusses the various issues that one encounters in locating fields of research and the challenges of doing research.

Course Learning Outcome

1. The paper aims to develop an understanding of the epistemology and social science methods.
2. Students will get an introduction to principal debates in the field of social scientific knowledge construction.
3. Students will be able to understand the relation between ‘standpoints’ and knowledge production.
4. A discussion on locating fields and challenges of doing research will make the students aware of various issues that one may face while doing research.

Course Outline and Itinerary

1. **Philosophy of Social Science**
2. **Social Scientific Knowledge and Practice**
3. **Standpoint Epistemology and Situated Knowledges**

4. Locating Fields and Doing Research

1. Philosophy of Social Science (Week 1-4)

Flyvbjerg, Bent. 2001. *Making Social Science Matter: Why Social Inquiry Fails and How It Can Succeed Again*. New York: Cambridge University Press. [Chs. 5 and 9]

Risjord, Mark. 2014. *Philosophy of Social Science: A Contemporary Introduction*. New York: Routledge. [Ch. 2]

Turner, Stephen P. and Roth, Paul A. Ed. 2003. *The Blackwell Guide to the Philosophy of the Social Sciences*. Oxford: Blackwell Publishing. [Chs. 1, 3 and 13]

2. Social Scientific Knowledge and Practice (Week 5-8)

Swedberg, Richard. Ed. 2014. *Theorizing in Social Science: The Context of Discovery*. Stanford, California: Stanford University Press. [Chs. 1, 4 and 8]

Sayer, Andrew. 2010. *Method in Social Science: A Realist Approach*. New York: Routledge, 2nd revised edn. [Introduction and Ch. 1]

3. Standpoint Epistemology and Situated Knowledges (Week 9-12)

Alcoff, Linda and Potter, Elizabeth. Ed. 1993. *Feminist Epistemologies*. London: Routledge. [Chs. 2-4]

Guru, Gopal and Sarukkai, Sundar. 2012. *The Cracked Mirror: An Indian Debate on Experience and Theory*. Delhi: Oxford University Press. [Chs. 1-2, 5-6]

1. Doing Research and Locating Fields (Week 13-16)

Gupta, Akhil and James Ferguson (eds.). 1997. *Anthropological Locations: Boundaries and Grounds of Field Science*. Berkeley: University of California Press.

Clifford, J & Marcus, G, (eds.) 1986. *Writing Culture: The poetics and politics of Ethnography*. Berkeley: University of California Press. (select articles)

BA 8th Semester
SOCL451C20
Indian Sociological Traditions
Credit 4

Course Objective:

Traditions in Indian sociology can be traced with the formal teaching of sociology as a subject in Bombay University way back in 1914. While the existence of a ‘Sociology in India’ and ‘Sociology of India’ have been largely debated in terms of whether it has been influenced by western philosophy, is there a need of indigenization etc.; this paper focuses on the first league of formal sociologists and traces the intellectual history of sociology and its journey of institutionalisation through their ideas.

Course Learning Outcome:

1. Familiarity with the works and times Indian sociologists
2. Sociological rootedness in indigenous knowledge and theory building
3. Expanding the horizon of intellectual history for a sociology graduate otherwise inclined to western thought and theory
2. Developing a philosophical inclination to complement sociological training

Course Outline:

1. Emergence of Sociology in India: Institutionalisation, Interdisciplinarity, Boundaries
2. Benoy Kumar Sarkar: Methodology, Hindu Sociology, East West Unity
3. Radhakamal Mukerjee: Methodology, Personality, Society, Values, Civilization
4. D. P. Mukerji: Methodology, Tradition and Modernity, Middle Class

Course Content and Itinerary:

- 1 .Emergence of Sociology in India (Week 1-4)

Srinivas, M.N. and M.N. Panini. 1973. ‘The Development of Sociology and Social Anthropology in India’, in Sociological Bulletin, Vol. 22 (2), September, pp. 179-215

Deshpande, S. 1994. ‘The crisis in Sociology: a tired discipline?’, in Economic and Political Weekly, Vol XXIX (10) March 5, pp. 575-576

Deshpande, S. 2001. 'Disciplinary predicaments: sociology and anthropology in postcolonial India', in *Inter-Asian Cultural Studies*, Volume 2 (1), pp.247-260

3. Benoy Kumar Sarkar (Week 5-8)

Chatterji, R. 2010. 'The Nationalist Ideology of Benoy Kumar Sarkar', in Patricia Uberoi, Satish Deshpande and Nandini Sundar (eds.) *Anthropology in the East: Founders of Indian Sociology and Anthropology*. New Delhi: Permanent Black.

Saha, S. 2013. 'Benoy Kumar Sarkar (1887-1949): A Tryst with Destiny', in *Sociological Bulletin* Volume 62(1), January-April, pp. 4-22.

Sarkar, Benoy Kumar. 1937. *The Positive Background of Hindu Sociology*. Delhi: Motilal Banarasidas.

4. Radhakamal Mukerjee (Week 9-12)

Mukerjee, Radhakamal. 1950. *The Social Structure of Values*, London: George Allen and Unwin. (Chapter 2, 3, 5, 6, and 9)

Mukerjee, Radhakamal. 1932. (reprinted in 1994). 'An Ecological Approach to Sociology' in Ramchandra Guha (ed.) *Social Ecology*. Delhi: OUP.

Madan, T. N. (ed). 2013. *Sociology at the University of Lucknow: The First Half Century*. New Delhi: OUP.

5. D. P. Mukerji (Week 13-16)

Madan, T. N. 2010. 'Search for Synthesis: The Sociology of D.P Mukerji', in Patricia Uberoi, Satish Deshpande and Nandini Sundar (eds.) *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 77-225, 261-276.

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

BA 8th Semester
SOCL 452C 21
Urban Spaces
Credit 4

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 the above context urban sociology aims to contextualise ‘urban space’ as a subject matter for sociological exploration. What entails urbanism, its peculiarity and implications on the wider community, culture and institutions are core elements in formation of a critical understanding of the very emergence of urban spaces in any society. 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. In order to explore several aspects of urban sociology the course has been divided into six modules which explores different ideas and concepts that have developed in relation to the study of urban spaces in diverse contexts.

Course Learning Outcome

1. Introduction to the practice of studying urban space using sociological perspective
2. Exploration of concepts that have emerged to study urban phenomena
3. Through the reading of city making processes the aim is to see how urbanism has evolved differently in diverse contexts.
4. Familiarising with methods to study urban politics and spatiality.

Course Outline:

6. Introducing Urban Sociology
7. Perspectives in urban sociology

8. Mobilities and settlements
9. Politics of urban space
10. Urban spaces and its intersections
11. Urbanism in India

Course Content and Itinerary

12. Introducing urban sociology (Week 1-3) Urbanism and city: Concepts

Parker, Simone. 2003. *Theory of Urban Experience Encountering the City*. London and New York: Routledge.

Weber, Max. 1924. 'The City (non-Legitimate Domination)' in *Economy and Society* Chapter XVI.

Wirth, Louis. 1988. 'Urbanism as a way of Life', in *American Journal of Sociology*. Vol. 44, No.1, pp. 1-24.

13. Perspectives in Urban Sociology (Week 4-8)

Ecological, Political Economy, Network, Urbanism in the global North versus global South

Mumford, Lewis. 1961. *The City in History its origin and transformations and its prospects*. Mariner Books

Harvey, David. 1985. *The Urban Experience*. Baltimore: John Hopkins University Press.

Manuel, Castells. 2002. 'Conceptualizing the city in the information age' in I. Susser (ed.) *The Castells Reader*. London: Wiley Blackwell

Simmel, Georg. 2010 (1903) 'Metropolis and Mental Life', in Bridge, G and S. Watson eds. *The Blackwell City Reader*. Oxford: Blackwell. (Pages 103-11)

Tonkiss, Fran. 2005. *Space City and Social Theory*. UK: Polity. (Selected Chapters).

Ong, A & Ananya. R. 2011. *Worlding Cities: Asian Experiments and the Art of Being Global*. Wiley-Blackwell

14. Mobilities and Settlements (Week 9-11)

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

Nair, Janaki. 2005. *The Promise of the Metropolis*. OUP: Delhi.

Prakash, Gyan. 2010. *Mumbai Fables*. Princeton: Princeton University Press.

Davis, Mike. 2006. *Planet of Slums*. London: Verso.

15. Politics of Urban Space (Week 12-13)

Harvey, David. 2001. *Spaces of Capital*. London: Routledge.

Harvey, David. 2012. *Rebel Cities from the Right to the City to the Urban Revolution*. London and New York: Verso.

Foucault, Michel. 2009. *Security, Territory and Population*. New York: Palgrave Macmillan.

Lefebvre, Henri. 1991. *The Production of Space*. (Vol. 142). Oxford: Blackwell

Anjaria, J. S. & Colin, M. (edt). 2020. *Urban Navigations Politics, Space, and the city in South Asia*. Routledge, New Delhi.

16. Urban Spaces and its intersections (Week 13-14)

Culture and Leisure, Caste, Religion, Race and Gender

Srivastava, Sanjay. 2014. *Entangled Urbanism*. New Delhi: OUP.

Anthony, P. and Fukoi, Katsuyoshi (eds.). 1993. *Humanising the City: Social Contexts of Urban Life at the turn of the Millennium*. Edinburgh: Edinburgh University Press.

Sassen, Saskia. 2000. *Cities in a World Economy*. Thousand Oaks: Sage

Graham, S., and Marvin, S. 2001. *Splintering Urbanism: Networked Infrastructures, Technological Mobilities and the Urban Condition*. Psychology Press.

Roy, A. 2002. *City Requiem, Calcutta, Gender and the Politics of Poverty*. Minneapolis: University of Minnesota Press.

Chauncey, G. 1994. *Gay New York: Gender, Urban Culture and the making of Gay New York*. New York: Basic Books.

17. Urbanism in India (Week 15-16)

Shaw, Annapurna. 2007. *Indian Cities*. New Delhi: OUP.

Schindler, S. 2014. 'Producing and contesting the formal/informal divide: Regulating street hawking in Delhi, India', in *Urban Studies*, 51(12), 2596-2612.

Nandy, Ashis. 2001. *An Ambiguous Journey to the City*. New Delhi: Oxford University Press.

Naidu, R. 1990. *Old Cities New Predicaments: A Study of Hyderabad*. Delhi: Sage

Schindler, Seth. 2017. 'Towards a paradigm of Southern urbanism', in *City*, 21(1), pp. 1-18

Aiyar, Varsha. 2013. 'Caste and Gender in a Mumbai Resettlement Site', in *EPW*, Vol. XLVIII, No. 8, pp. 44-55.

Patel, Sujata and Kushal Deb (eds). 2009. *Urban Studies*. New Delhi: OUP

**BA 8th Semester
SOCL 453C 22 (Major)
Visual Culture
Credit 4**

Course Objective:

This paper familiarises students with the process of seeing as a social construct to explore the ways we produce, identify, understand, and consume images by studying visual materials from different historical and cultural. By contextualising everyday visual culture within larger social debates around power, politics, identity and resistance, this course aims to create a consciousness about the communicative power of visual images, and to equip students with interpretive tools for the evaluation of images.

Course Learning Outcome:

18. This course will develop an understanding that the very process of 'seeing' is actively interactive and can be problematised and studied.
19. This will help to apprehend 'visuality' or 'visualization' as a hegemonic tool to normalise 'gaze', which will encourage to scrutinise the resistance through an alternative or 'counter-visualities'.
20. This course will place the student intellectually and theoretically better equipped to objectively make sense of a contemporary everyday life of incessant visuals, and its political-economy
21. This paper will also help and prepare students who want a career in visual media in future.

Course Outline:

1. Visual Cultures and the Process of 'Seeing'
2. The Spectacles of Modernity
3. Power, Knowledge, and the Resistance
4. Visual Culture of the Everyday Life

Course Content and Itinerary:

22. Visual Cultures and the Process of 'Seeing' (Week 1-4)

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

Mitchell, W. J. T. 2000. 'Showing Seeing: A Critique of Visual Culture' in *Journal of Visual Culture*. August vol. 1 no. 2, pp. 165-180

Morozoff, Nicholas. 2009. 'Global Visual Cultures: Paradox and Comparison', in *An Introduction to Visual Culture*, Second Edition. London and New York: Routledge.

Karlekar, Malavika. 2013. *Visual Histories: Photography in the Popular Imagination*. Delhi: OUP India.

23. The Spectacles of Modernity (Week 5-8)

Benjamin, Walter. 1936 (2008). *The Age of Art in the Age of Mechanical Reproduction*. London: Penguin.

Chatterji, Roma. 2012. 'Global Events and Local Narratives: 9/11 and the Chitrakaars'

In *Speaking with Pictures: Folk Art and Narrative Tradition in India*. New Delhi: Routledge. (Pages 62-103)

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

Singer, Ben. 1995. 'Modernity, Hyperstimulus, and the Rise of Popular Sensationalism', in *Cinema and the Invention of Modern Life*. Berkeley: University of California Press. (Pages 72-99)

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

24. Power, Knowledge, and the Resistance (Week 9-12)

Foucault, Michel. 1997. 'Panopticism', in *Discipline and Punish: The Birth of the Prison*. New York: Pantheon. (Pages 195-203)

Mirzoeff, Nicholas. 2011. '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.

Prasad, Madhava M. 1998. *Ideology of the Hindi Film: A Historical Construction*. Delhi: OUP. (Selected Chapters)

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

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

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

25. Visual Culture of the Everyday Life (Week 13-16)

Certeau, Michel De. 1984. *The Practice of Everyday Life*. Translated by Steven Rendall. Berkeley: University of California Press. (Pages xi-xxiv)

Pinney, Christopher. 2004. '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. (Pages 181-200)

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

Murray, Susan. 'Digital Images, Photo Sharing, and Our Shifting Notions of Everyday Aesthetics', in *Journal of Visual Culture*, Volume: 7 issue: 2, pp. 147-163

BA 8th Semester
SOCL 491 C23
Dissertation 2
Credits 8

Students have to write a dissertation the supervision on an area of their choice. They also have to present their research.

BA 8th Semester
SOCL 492 MC06

Research and Publication Ethics

Credit-4

Course Objective

The course intends to study some major concerns with regard to research and publication. Learning the importance of ethics in doing research in social science has become ever more crucial due to the availability of information from several sources. The aim of the course is to introduce different aspects of ethical dilemma that arises not only in the choice of field but also in the methods adopted to collect data. The course will also highlight how to write term papers and research articles by taking due consideration of issues related to plagiarism and duplicity. Technical aspects of plagiarism will be taught so that students understand how to do citation, cross referencing and paraphrasing while writing.

Course Learning Outcome

1. Students will gain understanding of elements of ethics while conducting research.
2. The course will provide technical knowledge of how to use plagiarism software and improve their writing.
3. The course will make students aware of the ethical concerns related to plagiarism and its consequences.
4. The course will sensitise students as what they should or should not do in conducting field work.

Course Outline

1. Introduction to the philosophy of ethics
2. Ethical concerns in sociological research
3. Plagiarism, concepts, usage of plagiarism software
4. Research publication and academic writing: citation, cross referencing, end note, paraphrasing

Course Content and Itinerary

1. **Introduction to the philosophy of ethics (Week 1-4)**

Canterbury Christ Church University. (2014). An Introduction to Ethics Issues and Principles in Research Involving Human Participants. Retrieved from <https://www.canterbury.ac.uk/research-andconsultancy/documents/introduction-to-ethics.pdf>.

2. Ethical concerns in sociological research (Week 5-8)

3. Canterbury Christ Church University. (2014). An Introduction to Ethics Issues and Principles in Research Involving Human Participants. Retrieved from <https://www.canterbury.ac.uk/research-andconsultancy/documents/introduction-to-ethics.pdf>

4. Plagiarism, concepts, usage of plagiarism software (Week 9-12)

Roig, M. (2006). Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing. Office of Research Integrity. www.cse.msu.edu/~alexliu/plagiarism.pdf

5. Research publication and academic writing: citation, cross referencing, end note, paraphrasing (Week 13-16)

Busse, C., August, E. How to Write and Publish a Research Paper for a Peer-Reviewed Journal. *J Canc Educ* **36**, 909–913 (2021). <https://doi.org/10.1007/s13187-020-01751-z>

Winkler, Anthony C. & Jo Ray, M. 2008. *Writing the Research Paper a Handbook (Seventh Edition)*. Wadsworth Cengage Learning, Boston, USA. **2 MC06**