B.A. (Honors) Sociology

Scheme of Courses and Syllabus

Under Choice Based Credit System (CBCS)

Delhi University

June 2015
## Details of courses under B.A (Honours)

<table>
<thead>
<tr>
<th>Course</th>
<th>*Credits</th>
<th>Theory + Practical</th>
<th>Theory + Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Core Course (14 Papers)</td>
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<tr>
<td>Core Course Practical / Tutorial* (14 Papers)</td>
<td>14X2=28</td>
<td>14X1=14</td>
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<tr>
<td>II. Elective Course (8 Papers)</td>
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<tr>
<td>A.1. Discipline Specific Elective (4 Papers)</td>
<td>4X4=16</td>
<td>4X5=20</td>
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<tr>
<td>A.2. Discipline Specific Elective Practical / Tutorials* (4 Papers)</td>
<td>4 X 2=8</td>
<td>4X1=4</td>
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<tr>
<td>B.1. Generic Elective/Interdisciplinary (4 Papers)</td>
<td>4X4=16</td>
<td>4X5=20</td>
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<tr>
<td>B.2. Generic Elective Practical / Tutorials* (4 Papers)</td>
<td>4 X 2=8</td>
<td>4X1=4</td>
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<tr>
<td>- Optional Dissertation or project work in place of one Discipline Specific elective paper (6 credits) in 6th Semester</td>
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<tr>
<td>III. Ability Enhancement Courses</td>
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<tr>
<td>1. Ability Enhancement Compulsory (2 Papers of 2 credits each)</td>
<td>2 X 2=4</td>
<td>2 X 2=4</td>
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<tr>
<td>Environmental Science</td>
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<tr>
<td>English Communication/MIL</td>
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<tr>
<td>2. Ability Enhancement Elective (Skill Based) (Minimum 2, Max. 4) (2 Papers of 2 credits each)</td>
<td>2 X 2=4</td>
<td>2 X 2=4</td>
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</table>

Total credit= 140

Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.
*wherever there is a practical there will be no tutorial and vice-versa.
Institute should evolve a system/policy about ECA/General Interest/Hobby/Sports/NCC/NSS/related courses on its own.
*wherever there is a practical there will be no tutorial and vice-versa.

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

<table>
<thead>
<tr>
<th>CORE COURSE (14)</th>
<th>Ability Enhancement Compulsory Course (AECC) (2)</th>
<th>Skill Enhancement Course (SEC) (2)</th>
<th>Elective: Discipline Specific DSE (4)</th>
<th>Elective: Generic (GE) (4)</th>
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<tbody>
<tr>
<td>I C 1</td>
<td>(English/ MIL Communication)/ Environmental Science</td>
<td></td>
<td></td>
<td>GE-1</td>
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<tr>
<td>C 2</td>
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<tr>
<td>II C 3</td>
<td>Environmental Science/(English/ MIL Communication)</td>
<td></td>
<td></td>
<td>GE-2</td>
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<td>C 4</td>
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<tr>
<td>III C 5</td>
<td>SEC -1</td>
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<td></td>
<td>GE-3</td>
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<td>C 6</td>
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<td>C 7</td>
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<tr>
<td>IV C 8</td>
<td>SEC -2</td>
<td></td>
<td></td>
<td>GE-4</td>
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<td>C 9</td>
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<td>C 10</td>
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<td>V C 11</td>
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<td>DSE-1</td>
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<tr>
<td>C 12</td>
<td></td>
<td></td>
<td></td>
<td>DSE -2</td>
</tr>
<tr>
<td>VI C 13</td>
<td></td>
<td></td>
<td></td>
<td>DSE -3</td>
</tr>
<tr>
<td>C 14</td>
<td></td>
<td></td>
<td></td>
<td>DSE -4</td>
</tr>
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</table>
Outline of Choice Based Credit System:

1. **Core Course**: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course**: Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate’s proficiency/skill is called an Elective Course.

   2.1 **Discipline Specific Elective (DSE) Course**: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

   2.2 **Dissertation/Project**: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

   2.3 **Generic Elective (GE) Course**: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

     P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

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

   3.1 **Ability Enhancement Compulsory Courses (AECC)**: Environmental Science, English Communication/MIL Communication.

   3.2 **Skill Enhancement Courses (SEC)**: These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

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

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

1. The CBCS may be implemented in Central/State Universities subject to the condition that all the stakeholders agree to common minimum syllabi of the core papers and at least followcommon minimum curriculum as fixed by the UGC. The allowed deviation from the syllabi being 20 % at the maximum.

2. The universities may be allowed to finally design their own syllabi for the core and elective papers subject to point no. 1. UGC may prepare a list of elective papers but the universities may further add to the list of elective papers they want to offer as per the facilities available.

3. Number of Core papers for all Universities has to be same for both UG Honors as well as UG Program.

4. Credit score earned by a student for any elective paper has to be included in the student’s overall score tally irrespective of whether the paper is offered by the parent university (degree awarding university/institute) or not.

5. For the introduction of AE Courses, they may be divided into two categories:
   a) AE Compulsory Courses: The universities participating in CBCS system may have common curriculum for these papers. There may be one paper each in the 1st two semesters viz. (i) English/MIL Communication, (ii) Environmental Science.
   b) Skill Enhancement Courses: The universities may decide the papers they may want to offer from a common pool of papers decided by UGC or the universities may choose such papers themselves in addition to the list suggested by UGC. The universities may offer one paper per semester for these courses.

6. The university/Institute may plan the number of seats per elective paper as per the facility and infrastructure available.

7. An undergraduate degree with Honours in a discipline may be awarded if a student completes 14 core papers in that discipline, 2 Ability Enhancement Compulsory Courses (AECC), minimum 2 Skill Enhancement Courses (SEC) and 4 papers each from a list of Discipline Specific Elective and Generic Elective papers respectively.

8. An undergraduate Program degree in Science disciplines may be awarded if a student completes 4 core papers each in three disciplines of choice, 2 Ability Enhancement Compulsory Courses (AECC), minimum 4 Skill Enhancement Courses (SEC) and 2 papers each from a list of Discipline Specific Elective papers based on three disciplines of choice selected above, respectively.

9. An Undergraduate program degree in Humanities/ Social Sciences/ Commerce may be awarded if a student completes 4 core papers each in two disciplines of choice, 2 core papers each in English and MIL respectively, 2 Ability Enhancement Compulsory Courses (AECC), minimum 4 Skill Enhancement Courses (SEC), 2 papers each from a list of Discipline Specific Elective papers based on the two disciplines of choice selected above, respectively, and two papers from the list of Generic Electives papers.

10. The credit(s) for each theory paper/practical/tutorial/project/dissertation will be as per the details given in A, B, C, D for B.Sc. Honours, B.A./B.Com. Honours, B.Sc. Program and B.A./B.Com. Program, respectively.

11. Wherever a University requires that an applicant for a particular M.A./M.Sc./Technical/Professional course should have studied a specific discipline at the undergraduate level, it is suggested that obtaining 24 credits in the concerned discipline at the undergraduate level may be deemed sufficient to satisfy such a requirement for admission to the M.A./M.Sc./Technical/Professional course.
<table>
<thead>
<tr>
<th>Semester</th>
<th>(A) CORE COURSES (14 Courses)</th>
<th>(B) Ability Enhancement Courses (AECC)</th>
<th>(C) Skill Enhancement Course (SEC)</th>
<th>(D)* Elective: Discipline Specific DSE</th>
<th>(E)** Elective: Generic Elective (GE)</th>
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<tbody>
<tr>
<td></td>
<td>(5 Lectures+ 1 Tutorial per Course)</td>
<td>(2 Courses)</td>
<td>(2 Courses)</td>
<td>(4 Courses)</td>
<td>(4 Courses)</td>
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<tr>
<td>I</td>
<td>6 Credits per Course 14x6=84 Credits</td>
<td>2 Credits per Course 2x2=4 Credits</td>
<td>2x2=4 Credits</td>
<td>5 Lectures+1 Tutorial Per Course 4x6=24 Credits</td>
<td>5 Lectures+1 Tutorial Per Course 4x6=24 Credits</td>
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<tr>
<td>II</td>
<td>Core 1 Introduction to Sociology I</td>
<td>Core 2 Sociology of India I</td>
<td>(English/ MIL Communication)/ Environmental Science</td>
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<td>GE 01 Indian Society: Images and Realities</td>
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<td></td>
<td>Core 3 Introduction to Sociology II</td>
<td>Core 4 Sociology of India II</td>
<td></td>
<td></td>
<td>GE 02 Family and Intimacy</td>
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<tr>
<td>III</td>
<td>Core 5 Political Sociology</td>
<td>Core 6 Sociology of Religion</td>
<td>Core 7 Sociology of Gender</td>
<td>SEC 01 Reading, Writing and Reasoning for Sociology</td>
<td>GE 03 Rethinking Development</td>
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<td></td>
<td>Core 8 Economic Sociology</td>
<td></td>
<td></td>
<td>SEC 02 Techniques of Ethnographic Film Making</td>
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<td>IV</td>
<td>Core 9 Sociology of Kinship</td>
<td>Core 10 Social Stratification</td>
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<td>GE 04 Gender and Violence</td>
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<tr>
<td>V</td>
<td>Core 11 Sociological Thinkers I</td>
<td>Core 11 Sociological Research Methods I</td>
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<td>DSE 01. Urban Sociology</td>
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<td>DSE 02. Agrarian Sociology</td>
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<td>VI</td>
<td>Core 13 Sociological Thinkers II</td>
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<td>DSE 03. Environmental Sociology</td>
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<td>DSE 06. Indian Sociological Traditions</td>
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<td>DSE 07. Visual Cultures</td>
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<td>DSE 08. Reading Ethnographies</td>
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</table>

*(a) Students have to choose any two of these 4 courses on offer in each semester. (b) Any Student may opt to do Independent research essay in the VI semester for 6 credits instead of a DSE course. ** Departments may offer additional/ alternative Generic Electives from the list of Generic Electives.
# BA (Honors) Sociology under CBCS

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<td>C 02</td>
<td>Sociology of India I</td>
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<td>C 03</td>
<td>Introduction to Sociology II</td>
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<td>Sociology of India II</td>
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<td>C 06</td>
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<td><strong>Discipline Specific Electives (DSE)</strong></td>
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<td>DSE 02</td>
<td>Agrarian Sociology</td>
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<td>DSE 03</td>
<td>Environmental Sociology</td>
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<td>DSE 07</td>
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<td>GE 06</td>
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<tr>
<td>SEC 02</td>
<td>Techniques of Ethnographic Film Making</td>
<td>103-106</td>
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</tbody>
</table>
Course Objective:

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

Outline:

1. Sociology: Discipline and Perspective
   1.1 Thinking Sociologically
   1.2 Emergence of Sociology and Social Anthropology

2. Sociology and Other Social Sciences
   2.1 Sociology and Social Anthropology
   2.2 Sociology & Psychology
   2.3 Sociology & History

3. Basic Concepts
   3.1 Individual and Group
   3.2 Associations and Institutions
   3.3 Culture and Society
   3.4 Social Change

COURSE CONTENTS AND ITINERARY

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

1.1 Thinking Sociologically


1.2 Emergence of Sociology


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

2.1 Sociology and Social Anthropology


2.2 Sociology & Psychology


2.3 Sociology & History

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

3. Basic Concepts (7-14 Weeks)

3.1. Individual and Group


3.2 Associations and Institutions


3.3 Culture and Society


3.4 Social Change


Core Course 02

Sociology of India – I

Course Objective:

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

Outline:

1. India: An Object of Knowledge
   1.1 The Colonial Discourse
   1.2 The Nationalist Discourse
   1.3 The Subaltern Critique

2. Indian Society: Concepts and Institutions
   2.1. Caste: Concept and Critique
   2.2. Agrarian Classes
   2.3. Industry and Labour
   2.4. Tribe: Profile and Location
   2.5. Village: Structure and Change
   2.6. Kinship: Principle and Pattern
   2.7. Religion and Society

COURSE CONTENTS AND ITINERARY

1.1. The Colonial Discourse (Week 1)

1.2. The Nationalist Discourse (Week 2-3)


1.3. The Subaltern Critique (Week 4)


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


2.2. Agrarian Classes (Week 7)


2.3. Industry and Labour (Week 8)


2.4. Tribe: Profile and Location (Week 9)

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


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


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


Note:

The students are required to explore the contemporary sources on social institutions. With the aid of visual, oral and other kinds of narratives/representations students, advised and guided by teachers, are expected to arrange discussion sessions, work on assignments, undertake projects and fieldwork, and make presentations week-wise from the onset to the end of the semester.
Core Course 03

Introduction to Sociology II

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

Outline:

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

COURSE CONTENTS AND ITINERARY

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


2. Functionalism (3-4 Weeks)


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


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


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

6.


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


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

Course Objective:

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

Outline:

1. Ideas of India
   1.1. Gandhi and Ambedkar
   1.2. Indological and Ethnographic Approaches

2. Resistance, Mobilization, Change
   2.1. Dalit Politics
   2.2. Mobility and Change
   2.3. Women’s Movement
   2.4. Peasant Movements
   2.5. Ethnic Movements
   2.6. Middle Class Phenomenon

3. Challenges to Civilization, State and Society
   3.1. Communalism
   3.2. Secularism
   3.3. Nationalism

COURSE CONTENTS AND ITINERARY

1.1. Gandhi and Ambedkar (Weeks 1-2)


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


2.1. Dalit Politics (Week 5)


2.2. Mobility and Change (Week 6)


2.3. Women’s Movement (Week 7)


2.4. Peasant Movements (Week 8)


2.5. Ethnic Movements (Week 9)


2.6. Middle Class Phenomenon (Week 10)


3.1. Communalism (Week 11)

3.2. Secularism (Weeks 12-13)


3.3. Nationalism (Week 14)


Additional Instruction:

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

Additional Reading:

Core Course 05

POLITICAL SOCIOLOGY

Course Objective:

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

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

COURSE CONTENTS AND ITINERARY

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


2. Basic Concepts (Weeks 3 – 8)

2.1 Power and Authority


2.2 State, Governance and Citizenship


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

2.3 Elites and the Ruling Classes


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


3.1.2 Tapper, Richard, 1990. ‘Anthropologists, Historians, and Tribespeople’ in Philip Shukry and Joseph Kostiner (Ed) *Tribes*
and State Formation in the Middle East, University of California Press, pp. 48-71

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


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

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

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

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

4.1.3 Swartz, M.J (Ed), 1968. Local Level Politics: Social and Cultural Perspectives, University of London Press, pp. 281-94
Core Course 06

Sociology of Religion

Course Objective

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

Outline:

1. Social and Religious
   1.1 Formulating Religious
   1.2 Asceticism and Accumulation
   1.3 Theodicy and Eschatology
   1.4 State, Religion and Emancipation
   1.5 Religious and Solitude

2. Elements of Religious
   2.1 Sacred, Myth, Ritual
   2.2 Time-Space
   2.3 Rationality

3. Techniques of Religious
   3.1 Prayer
   3.2 Craft
   3.3 Body
Course Contents and Itinerary

1. Social and Religious (Weeks 1-5)

1.1 Formulating Religious


1.2 Asceticism and Accumulation


1.3 Theodicy and Eschatology


1.4 State, Religion and Emancipation


1.5 Religious and Solitude


2. Elements of religious (Weeks 6-11)

2.1 Sacred, Myth, Ritual


2.2 Time-Space


2.3 Rationality


3. Techniques of religious (Weeks 12-14)

3.1 Prayer


3.2 Craft


3.3 Body

Core Course 07

Sociology of Gender

Course Objective:

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

Course Outline:

1. Gendering Sociology

2. Gender as a Social Construct
   2.1. Gender, Sex, Sexuality
   2.2. Production of Masculinity and Femininity

3. Gender: Differences and Inequalities
   3.1. Class, Caste
   3.2. Family, Work

4. Gender, Power and Resistance
   4.1. Power and Subordination
   4.2. Resistance and Movements

COURSE CONTENTS AND ITINERARY

1. Gendering Sociology: [Week 1]

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


2. Gender as a Social Construct

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


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


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

3. Differences and Inequalities

3.1 Class, Caste [Weeks 7-8]


3.2 Family, Work [Weeks 9-10]


4. Gender, Power and Resistance

4.1. Power and Subordination  [Weeks 11-12]


4.2. Resistance and Movements  (Weeks 13-14)


[Projects, feature films and documentaries screenings, field-work oriented tasks will be the integral part of the course].
Core Course 08
ECONOMIC SOCIOLOGY

Course Objective:

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

Outline: 1. Perspectives in Economic Sociology

1.1 Formalism and Substantivism
1.2 New Economic Sociology

2. Forms of Exchange

2.1 Reciprocity and Gift
2.2 Exchange and Money

3. Systems of Production, Circulation and Consumption

3.1 Hunting and Gathering
3.2 Domestic Mode of Production
3.3 Peasant
3.4 Capitalism
3.5 Socialism

4. Some Contemporary Issues in Economic Sociology

4.1 Development
4.2 Globalisation

COURSE CONTENTS AND ITINERARY

1. Perspectives in Economic Sociology (Weeks 1-4)
1.1 Formalism and Substantivism


1.2. New Economic Sociology (Weeks 3-6)


2. Forms of Exchange (Weeks 5-7)

2.1. Reciprocity and Gift


2.2. Exchange and Money


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

3.1. Hunting and Gathering


3.2 Domestic Mode of Production


3.3 Peasant


3.4 Capitalism


3.5 Socialism

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

4.1 Development


4.2 Globalisation


SUGGESTED READINGS:


Core Course 09

SOCIIOLOGY OF KINSHIP

Course Objective:

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

Outline: 1. Introduction:

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

1.2 Approaches:
1.2.1 Descent
1.2.2 Alliance
1.2.3 Cultural

2. Family, Household and Marriage

3. Re-casting Kinship

3.1 Relatedness
3.2 Kinship and Gender
3.3 Re-imagining Families
3.4 New Reproductive Technologies

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

COURSE CONTENTS AND ITINERARY

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


[Readings marked * are repeated in Section 2]

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


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

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

3.1 Relatedness

3.2 Kinship and Gender

3.3 Re-imagining Families

3.4 New Reproductive Technologies
Core Course 10
Social Stratification

Course Objective:

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

Outline:

1. Introducing Stratification (2 weeks)

2. Theories of Stratification (5 Weeks)
   2.1 Marx, Weber and Class
   2.2 Functionalism

3. Identities and Inequalities (5 Weeks)
   3.1 Caste, Race and Ethnicity
   3.2 Feminism and Gendered Stratification

4. Mobility and Reproduction (2 Weeks)

COURSE CONTENTS AND ITINERARY

1. Introducing Stratification (2 weeks)


2. Theories of Stratification (5 Weeks)

2.1 Marx, Weber and Class


2.2 Functionalism


3. Identities and Inequalities (5 Weeks)
3.1 Caste, Race and Ethnicity


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

3.2. Feminism and Gendered Stratification (2 Weeks)


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

4. Mobility and Reproduction (2 Weeks)


Core Course 11

Sociological Thinkers –I

Objectives:

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

Outline:

1. Karl Marx
   1.1. Materialist Conception of History
   1.2. Capitalist Mode of Production

2. Max Weber
   2.1. Social Action and Ideal Types
   2.2. Religion and Economy

3. Emile Durkheim
   3.1. Social Fact
   3.2. Individual and Society

COURSE CONTENTS AND ITINERARY

1. Karl Marx (Weeks 1-5)


2. Max Weber (Weeks 6-9)


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


**SUGGESTED READINGS**


Core Course 12

Sociological Research Methods – I

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

Outline:

1. The Logic of Social Research
   1.1 What is Sociological Research?
   1.2 Objectivity in the Social Sciences
   1.3 Reflexivity

2. Methodological Perspectives
   2.1 The Comparative Method
   2.2 Feminist Method

3. Modes of Enquiry
   3.1 Theory and Research
   3.2 Analyzing Data: Quantitative and Qualitative

COURSE CONTENTS AND ITINERARY

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


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

1.3. Reflexivity


2. Methodological Perspectives (Weeks 8-11)

2.1. Comparative Method


2.3. Feminist Method


3. Modes of Enquiry (Weeks 12-14)

3.1. Theory and Research


3.2 Analyzing Data: Quantitative and Qualitative

Core Course 13

Sociological Thinkers II

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

Outline:

1. Talcott Parsons
   1.1. Action Systems

2. Claude Levi-Strauss
   2.1. Structuralism

3. G. H. Mead and Erving Goffman
   3.1. Interactional Self

4. Peter L. Berger and Thomas Luckmann
   4.1. Social Construction of Reality

5. Max Horkheimar, T.W. Adorno and Herbert Marcuse
   5.1. Critical Social Theory

6. Pierre Bourdieu
   6.1. A Theory of Practice
COURSE CONTENTS AND ITINERARY

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

1. Talcott Parsons (Weeks 2-3)


2. Levi-Strauss (Week 4)


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


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


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


6. Pierre Bourdieu (Weeks 13-14)

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

*SUGGESTED READING* :

Core Course 14

RESEARCH METHODS II

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

Outline:

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

2. Methods of Data Collection
   2.1 Survey Methods: Sampling, Questionnaire and Interview
   2.2 Observation: Participant and non-participant

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

4. Research Projects

COURSE CONTENTS AND ITINERARY

1.1 Doing Social Research (Weeks 1-4)

1.2 Concepts and Hypothesis


1.3 Field (Issues and Contexts)


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


2.2 Observation : Participant and non-Participant


3. Statistical Methods

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


3.2 Measures of Central Tendency


3.3 Measures of Dispersion


4. Research Projects (Week 14)

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

Note: Numericals to be taught for individual, discrete and continuous series for the topics mentioned above. No specific method for calculating the same be specified
Discipline Specific Elective 01

Urban Sociology

Course Objective:

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

Outline:

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

2. Perspectives in Urban Sociology
   2.1. Ecological
   2.2. Political Economy
   2.3. Network
   2.4 City as Culture

3. Movements and Settlements
   3.1. Migration
   3.2. Community

4. Politics of Urban Space
   4.1. Culture and Leisure
   4.2. Caste, Class and Gender

Course Contents and Itinerary

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


2. Perspectives in Urban Sociology: (4 Weeks)


3. Movements and Settlements: (2 Weeks)


4. Politics of Urban Space (5 Weeks)


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


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

SUGGESTED READINGS:


Discipline Specific Elective 02

Agrarian Sociology

Course Objective:

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

Outline:

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

Course Contents and Itinerary

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

1.1 Agrarian Societies

1.2 Agrarian Studies


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

2.1 The Agrarian Question


2.2 The Moral Economy


2.3 Agrarian Commodity Systems


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

3.1 Labour and Agrarian Class Structure


3.2 Markets, Land Reforms and Green Revolution


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

3.3 Agrarian Movements


3.4 Caste, Gender and Agrarian Realities

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

4. Agrarian Futures (Weeks: 12-14)

4.1. Agrarian Crisis (16)


4.2. The Global Agrarian Order (32)

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

Note:
A. The suggested readings may be used for student presentations.
B. Students may be encouraged to review and make presentations of significant body of literary work depicting agrarian realities that has emerged from world literature as well as Bhasha literatures of India.

**Suggested Readings**


Discipline Specific Elective 03

Environmental Sociology

Course Objective:

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

Outline:

1. Envisioning Environmental Sociology

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

2. Approaches

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

3. Environmental Movements in India

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

COURSE CONTENTS AND ITINERARY

1. Envisioning Environmental Sociology  [Weeks 1-3]


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


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


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

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


Discipline Specific Elective 04

SOCIOLOGY OF WORK

Course Objective:

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

Outline: 1. Interlinking Work and Industry

2. Forms of Industrial Culture and Organisation

2.1 Industrialism
2.2 Post-industrial Society
2.3 Information Society

3. Dimensions of Work

3.1 Alienation
3.2 Gender
3.3 Unpaid Work and Forced Labour

4. Work in the Informal Sector

5. Risk, Hazard and Disaster

COURSE CONTENTS AND ITINERARY

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


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

2.1 Industrialism


2.2 Post-industrial Society


2.3 Information Society

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

3. Dimensions of Work (Weeks 7-10)

3.1 Alienation


3.2 Gender


3.3 Unpaid Work and Forced Labour


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


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

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


**Discipline Specific Elective 05**

**Sociology of Health and Medicine**

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

Outline:

1. **Introduction to the Sociology of Health and Medicine**
   1.1 Origins and Development
   1.2 Conceptualising Disease, Sickness and Illness
   1.3 Social and Cultural Dimensions of Illness and Medicine

2. **Theoretical Orientations in Health and Illness**
   2.1 Political Economy
   2.2 Systems Approach
   2.3 Discourse and Power
   2.4 Feminist Approach

3. **Negotiating Health and Illness**
   3.1 Medical Practices
   3.2 Health Policy in India
COURSE CONTENTS AND ITINERARY

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


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


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


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

Suggested Reading:


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., sociologist in India have primarily been engaged with issues of tradition and modernity, caste, tribe and gender. This paper primarily provides perspectives of key Indian sociologists on some of these issues.

Outline:

1. G S Ghurye
   1.1 Caste and Race
   1.2 City and Civilization

2. Radhakamal Mukerjee
   2.1 Personality, Society, Values
   2.2 Social Ecology

3. D P Mukerji
   3.1 Tradition and Modernity
   3.2 Middle Class

4. Verrier Elwin
   4.1. Tribes in India

5. M.N. Srinivas
   5.1. Social Change

6. Irawati Karve
   6.1. Gender and Kinship

7. Leela Dube
   7.1 Caste and Gender
COURSE CONTENTS AND ITINERARY

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


1.1.2. Ghurye, G.S. 1969, Caste and Race in India, Delhi: Popular Prakashan Pp 114-140, 404-460 (82 pages)


2. Radhakamal Mukerjee (Weeks 3-4)


2.2.2 Mukerjee, Radhakamal 1932, The concepts of balance and organization in Social Ecology Sociology and Social Research 16 (July-August 1932) 503-516


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


3.2.1. Chakraborty, D 2010, D P Mukerji and the Middle Class in India, Sociological Bulletin 59(2), May-August 235-255
4. Verrier Elwin (Week 7-8)


4.1.2. Elwin, Verrier 1955, The Religion of an Indian Tribe, Bombay: OUP Chp 11, 15, 16, 17


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


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

5.1.3. Srinivas, M. N.1992, On Living in a Revolution and Other Essays, Delhi: OUP Chp 1,2,3,5&7

6. Irawati Karve (Week 11-12)


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

7. Leela Dube (Week 13-14)


**Further Readings:**

*The following readings may be referred for debates and history of Indian Sociology:*


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


**Discipline Specific Elective 07**

**Visual Culture**

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

**Outline:**

1. **Introduction**
   1.1 Introducing Visual Cultures and the Process of ‘Seeing’
   1.2 The Spectacles of Modernity

2. **Visual Environments and Representations**
   2.1 Power, Knowledge and gaze of the State
   2.2 Counter Politics and the Art of resistance
   2.3 Visual Practices and Identity formation
   2.4 Visual Cultures of Everyday Life

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

1.1 Introducing Visual Culture and the process of ‘seeing’


1.2 The Spectacles of Modernity  (Wk 3-4)


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

2. VISUAL ENVIRONMENTS and REPRESENTATIONS

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


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


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


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


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

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

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

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


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

Suggested Readings:


Discipline Specific Elective 08

Reading Ethnographies

Objective:

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

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

Outline:

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

COURSE CONTENTS AND ITINERARY

1. [Weeks 1-14]


Or

2. [Weeks 1-14]


Or

3. [Weeks 1-14]


Or

4. [Weeks 1-14]


**SUGGESTED READINGS:**


Screenings of ethnographic films will complement the teaching.

Video documentation around the ethnographies could also be used concurrently while reading texts.
Generic Elective 01
Indian Society: Images and Realities

Course Objective:

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

Outline:

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

2. Institutions and Processes (9 Weeks)
   - 2.1 Village, Town and Region
   - 2.2 Caste, Religion and Ethnicity
   - 2.3 Family and Gender
   - 2.4 Political Economy

3. Critiques (2 Weeks)

COURSE CONTENTS AND ITINERARY

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


   1.2 Cohn, Bernard. India: Social Anthropology of a Civilization, Delhi: OUP. Chapters 1, 3, 5 & 8 (1-7, 24-31, 51-59, 79-97)
2. **Institutions and Processes (9 Weeks)**

2.1 **Village, Town and Region**

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


2.2 **Caste, Religion and Ethnicity**


2.3 **Family and Gender**


2.4 Political Economy


3. Critiques (2 Weeks)


Generic Elective 02

Family and Intimacy

Course Objective:

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

Course Outline:

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

Course Contents and Itinerary

1. What is Family? (4 Weeks)


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


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


Objective:

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

Outline:

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

Course Contents and Itinerary

1. Unpacking Development (4 Weeks)


2. Theorizing Development (5 Weeks)


3. Developmental Regimes in India (3 Weeks)


4. Issues in Developmental Praxis (2 Weeks)


4.2 Sharma, Aradhana. *Logics of Empowerment: Development, Gender and Governance in Neoliberal India*. Minneapolis: University of Minnesota Press, 2008. Chapters. Introduction, Chapter 4 and Conclusion
Generic Elective 04

Gender and Violence

Course Objective:

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

Course Outline:

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

COURSE CONTENTS AND ITINERARY

1. What is Gendered Violence? (2 Weeks)


2. Structural and Situated Violence (7 Weeks)
2.1 Caste, Gender and Violence


2.2 Domestic and Familial Violence


2.2.2 Agnes, Flavia, 'My Story, Our Story: Building Broken Lives' Mumbai: Majlis. 1984.


2.3 Gender and the Conflict Situation


2.4 Violence, Harassment and the Workplace


3. Sexual Violence (3 Weeks)


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


**Additional Resources:**

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


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

Outline:

1. Contextualizing Social Movements
   2. Theories of Social Movements
   4. Contemporary Social Movements

COURSE CONTENTS AND ITINERARY

1. Contextualizing Social Movements [Weeks 1-2]


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


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


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


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


4. **Contemporary Social Movements**

No readings and examinations on this section. The section will be based on visual programmes and interactive sessions at the teacher’s discretion, centered on the topics explored in section 1, 2 and 3.
Course Objectives: This course intends to familiarize the students with perspectives on the social meaning of education and the relationship between education and society. This includes issues of knowledge, comprehension, empowerment and contestation to sites and practices of education.

Course outline:

1. Perspectives in the Sociology of Education
   1.1. Education as Socialisation
   1.2. Education as Social Reproduction
   1.3. Education and Resistance
   1.4. The New Sociology of Education
   1.5. Education and Gendered Identities

2. Sites of Reproduction and Negotiations of Social Identities
   2.1. Contexts of Discrimination
       2.2. Pedagogical Discourses
       2.3. Texts and Learning

3. Contemporary Issues in Higher Education

COURSE CONTENTS AND ITINERARY

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

1.1. Education as Socialisation


**1.2. Education as Social Reproduction**


**1.3. Education and Resistance**


**1.4. The New Sociology of Education**


**1.5. Education and Gendered Identities**


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

2.1. Contexts of Discrimination


2.2. Pedagogical Discourses


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

2.3 Texts and Learning

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


**SUGGESTED READINGS:**


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

Outline:

1. Introduction

2. Theoretical Approaches
   2.1 Neo-Marxist
   2.2 Feminist
   2.3 Semiotic
   2.4 Interactionist

3. Old and New Media
   3.1 Production, Control, challenges by New Media
   3.2 Media Representation
   3.3 Audience Reception

COURSE CONTENTS AND ITINERARY

1. INTRODUCTION: The ‘idea’ of communication and Social embeddedness of Media


2. THEORETICAL APPROACHES: From Mass media to interactive media

   2.1 Neo-Marxist

   2.1.1 Adorno, T. & Horkheimer, M., 1944. ‘The Culture Industry: Enlightenment


2.2 Feminist


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


2.4 Interactionist


3. Old and New MEDIA

3.1 Media Production, Control and challenges by New Media


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


3.3 Audience Reception


Some suggested readings for Class Projects and Presentations


Generic Elective 08

POPULATION AND SOCIETY

Objectives: This course provides a critical understanding of the interface between population and society. It analyses the role of fertility, mortality and migration on the composition, size, and structure of population. The course addresses the issue of domestic and international population movements and their economic, political and social implications.

Outline:

1. Introducing Population Studies
   1.1. Sociology and Demography
   1.2. Concepts and Approaches

2. Population, Social Structure and Processes
   2.1. Age and Sex Structure, Population Size and Growth
   2.2. Fertility, Reproduction and Mortality

3. Population, Gender and Migration
   3.1. Population and Gender
   3.2. Politics of Migration

4. Population Dynamics and Development
   4.1. Population as Constraints and Resources for Development
   4.2. Population Programmes and Policies

COURSE CONTENTS AND READINGS
1. Introducing Population Studies [Weeks 1-3]


2. Population, Social Structure and Processes [Weeks 4-6]


2.2.2 Haq, Ehsanul. 2007. ‘Sociology of Infant Mortality in India’, Think India Quarterly, July-September, 10(3): 14-57.

3. Population, Gender and Migration [Weeks 7-10]


Projects, presentations, feature films and documentary screenings and field visits will be an integral part of the coursework.

**SUGGESTED READINGS**

Students will not be examined on the suggested readings, but they may use them for presentations and projects.


Skill Enhancement Course 01

Reading, Writing and Reasoning for Sociology

Course Objective:

Reading and writing academic prose is not the same as the performance of these activities in ordinary language, yet these are the skills that are never taught, except perhaps in tutorial systems (where they exist). Unlike most language courses that lean towards literature or functional skills, this is a crash course in survival techniques for developing literacy in academic language. It consists of a graded series of reading and writing exercises using ‘real’ texts from the social sciences that will enable students to tackle text-related tasks with confidence. There is a conscious attempt to generate synergies by mirroring the reading and writing exercises.

Course Outline:

1. Introduction: The virtues of repetition [Week 1]

2. Techniques for reading academic texts [Weeks 2–7]
   2.1 Grasping the whole: How to get an overview
   2.2 Divide and conquer: Taking texts apart
   2.3 Getting outside help: Recruiting extra resources

3. How to begin writing academic prose [Weeks 8–13]
   3.1 Building a structure: What do you want to say?
   3.2 Working with blocks: Sections, paras, sentences
   3.3 Borrowing material: Paraphrasing, quoting, citing

4. Final sessions: peer reviewing [Week 14]
1. Introduction: The virtues of repetition [Week 1]

Academic reading and writing is really all about re-reading and rewriting – about repeatedly reworking a text until some provisional goal is achieved.

1.1 Assignment, Day 1: Read a short (1-2 page) academic text of moderate difficulty and summarize it in one paragraph (3-4 sentences). (This is without prior guidance by the instructor).

1.2 Assignment, Day 2: Re-read the same text and re-write the summary after a brief discussion of CONTENT (does the summary contain most of the most important points made in the text?)

1.3 Assignment, Day 3: Re-read the same text and re-write the summary again after a brief discussion of FORM (is the summary well structured, clear and effective?)

2. Techniques for reading academic texts [Weeks 2–7]

2.1 Grasping the whole: How to get an overview

2.1.2 Titles as the shortest summary of a text
2.1.3 Good and bad titles
2.1.4 Section headings (where present)
2.1.5 Introductions and Conclusions
2.1.6 Identifying important passages and sentences

2.2 Divide and conquer: Taking texts apart

2.2.1 Beginning, middle and conclusion – stages of argument
2.2.2 The architecture of arguments: main, subsidiary, minor
2.2.3 Everything is not equally important: Distribution of emphasis

2.3 Getting outside help: Recruiting extra resources

2.3.1 Isolating words & terms: Dictionaries, Encyclopedias
2.3.2 Contextualising texts with quick background research
2.3.3 Productive ways of asking for help from teachers/tutors

3. Techniques for writing academic prose [Weeks 8–13]

3.1 Building a structure: What do you want to say?

3.1.1 Beginning, middle and conclusion – stages of argument
3.1.2 The architecture of arguments: main, subsidiary, minor
3.1.3 Everything is not equally important: Distribution of emphasis

3.2 Working with blocks: Sections, Paragraphs, Sentences

3.2.1 How many sections? Job descriptions for each section
3.2.2 Paragraphs as key building blocks of academic prose
3.2.3 Sentences and punctuation; length, balance, continuity

3.3 Borrowing material: Paraphrasing, Quoting, Citing

3.3.1 The difference between paraphrasing and plagiarism
3.3.2 Quotations: When? Why? How?
3.3.3 Citation styles
3.3.4 Productive ways of asking for help from teachers/tutors

4. Final sessions: peer reviewing [Week 14]

The ability to judge and evaluate is a crucial skill, particularly when applied to oneself. Students will practice evaluating each other’s work throughout the semester, but the last week can be formalized and stepped up into a more elaborate exercise.

4.1 Assignment, Day 1: The whole class does an individualized, two-part composite reading and writing exercise designed by the instructor based on semester long experience of student abilities and interests.

4.2 Assignment, Day 2: The reading part of the individual assignment is randomly distributed for
students to evaluate and comment on their colleagues’ work. The instructor moderates discussion of strengths and weaknesses, highlighting techniques for recognizing quality (or its lack).

4.3 Assignment, Day 3: The writing part of the assignment is similarly distributed and evaluated through interactive, moderated discussion.

Note:

Through this course, students should learn how to recognize good or bad writing and should be equipped with the elementary techniques for ‘repairing’ bad or damaged prose. The course will be preceded by a workshop for teachers. Short extracts for class exercises will be culled from classic and contemporary social science texts of varying levels of difficulty and of different genres and styles. The actual set of texts will be decided at the preparatory workshop. Examples could include:

Keynes, John Maynard (1936) *The general theory of employment, interest and money*, Palgrave Macmillan, United Kingdom
Well-known guides to academic writing (such as Howard Becker’s *Writing for Social Scientists*) will also be used where appropriate.
Skill Enhancement Course 02

ETHNOGRAPHIC FILMMAKING

Objectives: This course focuses on doing sociology and social anthropology through forms other than the written; in particular, the oral, aural, and the visual. It introduces students to film techniques as a form and method of description and argument and enables a comparison between film and the written mode as ethnography. One concern that may be pursued is how the visually challenged encounter, experience and represent the field. The course will be conducted through group work enabling a learning process between the visually challenged and the non-visual challenged.

Outline:

1. Introduction to Anthropological Filmmaking
   - 1.1. Anthropology and Filmmaking: The Text and the Image
   - 1.2. Different Modes of Filmmaking
2. Understanding the Use of Camera in Anthropology
3. The Filmmaker and the Filmed: Relationship and understanding ‘ethics’
4. Editing and Construction of Meaning
   - 4.1 Understanding multiple shots and camera movement
   - 4.2. Tools for Film Editing
5. Filming Oral testimonies, Interviews and Interactions
6. Final Film Projects

COURSE CONTENTS AND ITINERARY

1. Introduction to Anthropological Filmmaking: [Week 1-2]


   1.1.3. Suggested Screening of Film Scenes/Sequences, *Trance and Dance in Bali* by Margaret Mead and Gregory Bateson, 22 mins.

1.2.2. Suggested Screening of Film Scenes/Sequences: *Etre et Avoit* by Nicholas Philibert’s, 105 mins, 2002; *New Boys* by David MacDougall, 100 mins, 2003; *Dilli-Mumbai-Dilli* by Saba Dewan, 63 mins, 2006; *Bowling for Columbine* by Roger Moore, 120 mins, 2002.

1.2.3. Suggested topics for technical discussion - Understanding the Camera – still, moving, digital, analog; Shot Vs Scene; Image Vs Sound; Camera angles; How to store your data?; How to take care of equipment?

1.2.4. *Practical Work for Week 1/2* - Familiarise yourself with your camera. Use your still camera to click photos of the same objects from different angles.

2. **Understanding the use of Camera in Anthropology:** [Week 3]


2.0.3 Suggested topics for technical discussion – Small and big cameras, tripod and hand held cameras, Understanding light; Film maker’s Dilemma – where to place the camera?; Filmmaking – Working Single or in a Team?

2.0.4. *Practical Work for Week 3* – Camera mounting on tripod; handheld camera practices.

3. **Filmmaker and the Filmed: Relationship and understanding ‘ethics’.* [Weeks 4-5]


3.0.3. Suggested topics for discussion: Dimensions of relationship between the filmmaker and the filmed - Gender, Class, Ethnicity.

3.0.4. By this point, students should start thinking about topics and groups for their final film.

3.0.5. Practical Work for Week 4-5: Assignment on Observational Mode; Choose your partners and make filmmaking teams; Make one shot of something of your interest. Not more than 2 mins. Fixed frame, without movement. No speech/dialogues. Tripod is optional. Camera type is optional, as long as the resolution allows viewing on a classroom projector.

3.0.6. Viewing of assignments and discussions.

4. Editing and Construction of Meaning [Weeks 6-8]

4.1.1 Suggested topics for technical discussion: Multiple shots, understanding point-of-view; narrative building, filming a process, types of editing; Understanding space and material objects – vis-à-vis the character; Types of camera movement; Motivations behind Camera movement; Movement within the shot.

4.1.2. By this time, students should have decided upon their final film projects. They should start approaching respondents and rekeying locations.

4.1.3. Suggested Screening of Film Scenes/Sequences: Battleship Potemkin by Sergei Eisenstein, 69 mins. 1925; Strangers on a Train by Alfred Hitchcock, 101 min, 1951.

4.2.1 Suggested topics for technical discussion: Understanding editing software (Suggested software: Avid/Final Cut Pro/Windows Movie Maker); Transferring and sequencing of data; Data Backup before editing; Viewing footage; Transcription and Paper Edits.

4.2.4. Practical Work for Week 6-9: Assignment on Process film; 3 mins; Film an activity; Include camera movement; Break it down in stages - beginning, middle and end; Understand the cause and effect; Focus only on (i) the person (ii) the activity; editing the process film.

4.2.3. Viewing of assignments and discussions.
5. Filming Oral Testimonies, Interviews and Interactions  [Weeks 9-10]


5.0.2. Suggested topics for technical discussion: Sound and audio equipment.

5.0.3. Practical Work for Week 9-10: Film an oral testimony, with maximum 2 people; Length, no more than 5 minutes; Focus on Interaction; Location is optional

5.0.4. Viewing of assignments and discussions.

6. Final Film Projects [Weeks 11-14]

6.0.1. Film length limited to 5 - 8 mins.

6.0.2. Viewing of projects and discussion.

**Note:** This course will require a special budget for the purchase/hiring of equipment and for honorarium to technical resource persons.

**Suggested Readings:**
Heider, Karl G. *Ethnographic Film*, Austin: University of Texas Press, 2006
MacDougall, David. ‘Ethnographic Film: Failure and Promise’, *Annual Review of Anthropology* Vol. 7, pp. 405-425