Pondicherry University
School of Social Sciences & International Studies

Department of Sociology

Bachelor of Arts (Hons.) Sociology
(Effective from Academic Year 2023-24)

CONTENT

Particulars	Page Number
Regulations	2
Structure of the Undergraduate Programme	3
Assessment Methods	4
Letter Grades and Grade Points	4
Semester-wise Distribution of Courses and Credits	6
Course Structure and Syllabus	
Semester I	10
Semester II	21
Semester III	32
Semester IV	44
Semester V	59
Semester VI	72
Semester VII	90
Semester VIII	125
End semester question paper pattern	147

REGULATIONS

B.A. Honours Programme in Sociology
(With effect from the Academic Year 2023-2024 onwards)

Eligibility for the UG Programmes

Senior Secondary School Leaving Certificate or Higher Secondary (12th Grade) Certificate obtained after successful completion of Grade 12 or equivalent stage of education corresponding to Level-4 (Levels in NHEQF).

Duration of the Programme

The duration of the UG programme is 4 years or 8 semesters. Students who desire to undergo a 3-year UG Programme will be allowed to exit after completion of the 3rd year. If a student wants to leave after the completion of the first or second year, the student will be given a UG Certificate or UG Diploma, respectively, provided they secure the prescribed number of credits (as given in table below). Students who exit with a UG certificate or UG diploma are permitted to re-enter within three years and complete the degree programme. Students may be permitted to take a break from the study, they are allowed to re-enter the degree programme within 3 years and complete the programme within the stipulated maximum period of seven years.

AWARDING OF UG CERTIFICATE, UG DIPLOMA, AND DEGREES

UG Certificate: Students who opt to exit after completion of the first year and have earned a minimum of 42 credits will be awarded a **Certificate in Sociology** if, in addition, they complete work based vocational course/internship of 4 credits during the summer vacation of the first year.

UG Diploma: Students who opt to exit after completion of the second year and have earned a minimum of 84 credits will be awarded a **Diploma in Sociology** if, in addition, they complete wok based vocational course/internship of 4 credits during the summer vacation of the second year.

3-year UG Degree: Students who wish to discontinue after the 3-year UG programme will be awarded a **Bachelor of Arts in Sociology** after successful completion of three years, earning a minimum of 124 credits and satisfying the minimum credit requirements as mentioned in the table below.

4-year UG Degree (Honours): A **Bachelor of Arts (Honours) in Sociology** will be awarded to those who complete a four-year degree programme, earning a minimum of 164 credits and have satisfied the credit requirements as mentioned in table below.

4-year UG Degree (Honours with Research): Students who secure a minimum of 7.5 CGPA in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a faculty member of the Department of Sociology. The research project/dissertation will be in the major discipline. The students who secure a minimum of 164 credits, including 12 credits from a research project/dissertation, will be awarded a **Bachelor of Arts (Honours with Research) in Sociology**.

STRUCTURE OF THE UNDERGRADUATE PROGRAMME

The UG Programme offered by the University shall confirm to the structure specified hereunder. A programme must mandate the students to complete 124 credits to complete a basic Bachelor's Degree within first 3 years. With an additional 40 credits of coursework one can pursue 4_{th} Year Honours or Honours with Research Degree. The UG Programme will consist of the following categories of courses and the minimum credit requirements for 3-year UG and 4-year UG(Honours) or UG (Honours with Research)programmes are given below.

Table 1 - Breakup of Credits and Courses- Minimum requirement Outline			
Sl.No.	Component	3 Year UG	4 Year UG (Honours/Honours With research)
1	Major Disciplinary/Interdisciplinary Courses	60 Credits (15 Courses of 4 credits)	80 Credits (20 Courses of 4 credits)
2	Minor Disciplinary/interdisciplinary Courses (Vocational programme included)	24 Credits (6 Courses of 4 Credits)	32 Credits (8 Courses of 4 credits)
3	Multi-Disciplinary Courses	9 Credits (3 courses of 3 credits)	9 Credits (3 courses of 3 credits)
4	Ability Enhancement Courses	12 Credits (4 courses of 3 credits)	12 Credits (4 courses of 3 credits)
5	Skill Enhancement Course	9 Credits (3 courses of 3 credits)	9 Credits (3courses of 3 credits)
6	Value-added courses	8 Credits (4 courses of 2 credits)	8 Credits (4 courses of 2 credits)
7	Summer internship	(4credits- Included inMajor courses of 60 credits)	(4 credits-Included in Major courses of 80 credits)
8	Community engagement and service	2 Credits (1 course)	2 Credits (1 course)
9	Research Dissertation Project	-	12 Credits
10	Total	124	164

Note: Honours students' not undertaking research will do 3 courses for 12 credits in lieu of a researchproject/Dissertation.

ASSESSMENT METHODS

Continuous Assessment and End semester Examination marks and evaluation of skill based/vocational courses/ Internships and other hands on/field-based courses.

All theory courses in a UG programme shall carry a continuous assessment component of 40 marks and end semester assessment component of 60 marks.

The following pattern of evaluation will be applied for skill-based courses, vocational education courses, internships, practical, lab/field/project works, and related skill-based activities, based on the learning outcomes planned for such courses:

1. Domain Knowledge: 35 Marks
2. Data Collection method: 20 Marks
3. Language and comprehension of the report writing   15 Marks
4. Oral Presentation: 30 Marks.
                                          Total   **100 Marks**

Minimum Marks for Pass

A student shall be declared to have passed the course only if she/he gets, a minimum of 40% marks in end semester exam and

A minimum of 50% marks in aggregate when continuous assessment and end semester examination marks are put together.

LETTER GRADES AND GRADE POINTS

Performance of students in each paper will be expressed as marks as well as Letter Grades.

Table II	
Letter Grade	**Grade Point**
O (outstanding)	10
A+ (Excellent)	9
A (Very good)	8
B+ (Good)	7
B (Above average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

In case of fractions the marks shall be rounded off to nearest integer. The class interval K will be calculated by the formula given below:

K = (X-50)/6

where X is the highest mark secured.

According to K value, one of the following grading scheme will be followed.

    (i)   If K ≥ 5, then the grades shall be awarded as given in Table III.

Table III		
Range of Marks in %	Letter Grade Points for	Letter Grade Points for
X to (X-K)+1	O	10
(X-K) to (X-2K)+1	A+	9
(X-2K) to (X-3K)+1	A	8
(X-3K) to (X-4K)+1	B+	7
(X-4K) to (X-5K)+1	B	6
(X-5K) to 50	C	5
40 – 49	P	4
Below 40	F	0
Absent (Lack of Attendance)	Ab	0

    (ii)   If K<5, then the grades shall be awarded as given in Table IV.

Table IV		
Range of Marks in %	Letter Grade Points for	Letter Grade Points for
80-100	O	10
71-79	A+	9
66-70	A	8
61-65	B+	7
56-60	B	6
50-55	C	5
40-49	P	4
Below 40	F	0
Absent (lack of attendance)	Ab	0

SEMESTER WISE DISTRIBUTION OF COURSES AND CREDITS

Certificate in Sociology			
Semester I			
Sl. No	**Course Code**	**Title of the Course**	**Credits**
Major			
1.	SOC 111	Introducing Sociology	4
Minor			
2.	SOC 112	Understanding Society	4
Skill Enhancement Course 1			
3.	SOC 113	Data Collection Skills	3
		Disciplinary Credits - Total	11
Multidisciplinary Course (for other department students)			
4.	SOC 114	Social Problems in India	3
Ability Enhancement Course			
5.		English 1	3
Value Added Course			
6.		VAC 1 - Understanding India	2
7.		VAC 2 - Environmental Science / Edn	2
		Overall Credits - Total	21

Certificate in Sociology			
Semester II			
Sl. No	**Course Code**	**Title of the Course**	**Credits**
Major			
1.	SOC 121	Society in India	4
Minor			
2.	SOC 122	Youth and Society	4
Skill Enhancement Course 2			
3.	SOC 123	Social skills for sustainable water management	3
Multidisciplinary Course (for other department students)			
4.	SOC 124	Social Inequalities and Marginalization	3
		Disciplinary Credits -Total	14
Ability Enhancement Course			
5.		MIL 1	3
Value Added Course			
6.		VAC 3- Health and Well-being	2
7.		VAC 4- Digital Technologies	2
		Overall Credits - Total	21

Diploma in Sociology			
Semester III			
Sl.No	Course Code	Title of the Course	Credits
Major			
1.	SOC 211	Classical Sociological Traditions	4
2.	SOC 212	Rural Sociology	4
Minor			
3.	SOC 213	Kinship and Family	4
Skill Enhancement Course 3			
4.	SOC 214	Digital Sociology	3
Multidisciplinary Course (for other department students)			
5.	SOC 215	Tribal Society in India	3
		Disciplinary Credits -Total	18
Ability Enhancement Course			
6.		English 2	3
		Overall Credits - Total	21

Diploma in Sociology			
Semester IV			
Sl.No	Course Code	Title of the Course	Credits
Major			
1.	SOC 221	Urban Sociology	4
2.	SOC 222	Media and Society	4
3.	SOC 223	Population and Society	4
Minor			
4.	SOC 224	Sociology of Health	4
		(Summer Internship is initiated during holidays and continued in the next semester)	
Disciplinary Credits -Total			16
5.		MIL 2	3
Value Added Course			
6.		VAC 5- Community Engagement and Service	2
		Overall Credits - Total	21

B.A Sociology			
Semester V			
Sl.No	Course Code	Title of the Course	Credits
Major			
1.	SOC 311	Pioneers of Indian Sociology	4
2.	SOC 312	Methods of Sociological Research	4
3.	SOC 313	Social Movements in India	4
4.	SOC 314	Internship	4
Minor			
5.	SOC 315	Social Stratification	4
		Total	20

B.A Sociology			
Semester VI			
Sl.No	Course Code	Title of the Course	Credits
Major			
1.	SOC 321	Modern Sociological Theory	4
2.	SOC 322	Sociology of Development	4
3.	SOC 323	Sociology of Gender	4
4.	SOC 324	Agrarian Social Structure in India	4
Minor			
5.	SOC 325	Sociology of Work	4
		Total	20

B.A. Honours in Sociology			
Semester VII			
Sl.No	Course Code	Title of the Course	Credits
Major			
1.	SOC 411	Contemporary Social Theory	4
2.	SOC 412	Research Methodology	4
3.	SOC 413	Sociology of India	4
Minor			
4.	SOC 414	Minor course 1 *	4
5.	to SOC 419	Minor course 2 *	4
		Total	20

* Basket of Minor Courses (for Semester VII)

BASKET OF MINOR COURSES

Sl. No	Course Code	Title of the Course	Credits
1.	SOC 414	Education and Society	4
2.	SOC 415	Sociology of Migration	4
3.	SOC 416	Sociology of Water	4
4.	SOC 417	Sociology of Disasters	4
5.	SOC 418	Social Capital and Networks	4
6.	SOC 419	Citizenship and Pluralism in India	4

B.A Honours in Sociology			
Semester VIII			
Sl.No	Course Code	Title of the Course	Credits
		Major	
1.	SOC 421	Sociology of Globalization	4
2.	SOC 422	Economic Sociology	4
3.	SOC 423	Political Sociology	4
4.	SOC 424	Historical Sociology	4
5.	SOC 425	Sociology of Culture	4
		Total	20

B.A Honours (With Research) in Sociology			
Semester VIII			
Sl.No	Course Code	Title of the Course	Credits
		Major	
1.	SOC 421	Sociology of Globalization	4
2.	SOC 422	Economic Sociology	4
	SOC 426	Project/Dissertation and Viva-voce	12
		Total	20

COURSE STRUCTURE & SYLLABUS

SEMESTER 1

Sl.No	Course Code	Title of the Course	Credits
Major			
1.	SOC 111	Introducing Sociology	4
Minor			
2.	SOC 112	Understanding Society	4
Skill Enhancement Course 1			
3.	SOC 113	Data Collection Skills	3
		Total	11
		Multidisciplinary Course (for other department students)	
4.	SOC 114	Social Problems in India	3

SOC 111: INTRODUCING SOCIOLOGY

Course Objective:

The course introduces the student to examining society and societal relations through a Sociological lens which is reflexive. Basic concepts, genealogy and trajectory of the discipline would enable the students to relate Sociology with the discourses in other social science disciplines. Society as *Sui generis* and human agency is also highlighted.

Course Outline:

Unit I

What do Sociologists do? Early theorization and positivism, Sociology as a Reflexive Humanistic Discipline

Essential Readings:
- Bottomore. T.B. (1962). *Sociology: A Guide to Problems and Literature*. Barns & Noble. Pp- 15-47
- Berger, Peter. (1963). *Invitation to Sociology: A Humanistic Perspective.* Chapter I Sociology as Individual Pastime. New York: Anchor Books Doubley and co. Pp. 1-24.
- Smelser, Neil. (1993). *Sociology.* Prentice Hall India Ltd. New Delhi. pp 1-21
- Giddens, Anthony. (1996). In Defence of Sociology. Wiley

Unit II

The emergence of Sociology: Historical context –Enlightenment, French Revolution Industrial Capitalism, and modernity, Pioneers of early Sociological thought

Essential Readings:
- Ritzer, George. (2010). *Sociological Theory.* McGraw-Hill. Pp 31-217
- Hozien, Muhammad. (2009). Ibn Khaldun: His Life and Works. Academia
- Fountoulakis, Konstantinos. (2022). The Age of Enlightenment. Research Gate.
- Acemoglu, Daron. (2011). The Consequences of Radical Reform: The French Revolution. *The American Economic Review*. Vol. 101, No. 7. pp. 3286-3307.
- Allen, R. C. (2011). Why the industrial revolution was British: commerce, induced invention, and the scientific revolution. *The Economic History Review* Vol. 64, No. pp. 357-384.
- Locke, Edwin A. (1982). The Ideas of Frederick W. Taylor: An Evaluation. T*he Academy of Management Review*. Vol. 7, No. 1. pp. 14-24.
- Richardson, David. (1987). The Slave Trade, Sugar, and British Economic Growth, 1748-1776. *The Journal of Interdisciplinary History* Vol. 17, No. 4, pp. 739-769.
- Slave House; Goree Island Documentary (Senegal, December 2010) https://www.youtube.com/watch?v=RRSGknxiOgk

Unit III

Locating Sociology in Social science discourse: Relationship with Philosophy, Economics, History, Psychology, Anthropology and Literature,

Essential Readings:
- Abraham, M. Francis. (2004). Contemporary Sociology- An Introduction to Concepts and Theories, Oxford.
- Wallerstein, Immanuel. (1996). Open the Social Sciences; Report of the Gulbenkian Commission on the Restructuring of the Social Sciences.
- Bierstedt, Robert (1963). The Social Order: An Introduction to Sociology. McGraw-Hill.

Unit IV

Essential Concepts: Class, Status-Role, Groups, Community, Institution, Association, Social Mobility, and Nation-State.

Essential Readings:
- Giddens, Anthony and Philip Sutton. (2014). *Essential Concepts in Sociology*, Cambridge: Polity Press.
- Movies of Charlie Chaplin - City Lights and The Kid

Unit V

Perspectives to understand Society and Social Relations: Micro and Macro, Structure-Agency

Essential Readings:
- William H. Sewell, Jr. (1992), A Theory of Structure: Duality, Agency, and Transformation. *American Journal of Sociology*. Vol. 98, No. 1 pp. 1-29.
- https://www.cliffsnotes.com/study-guides/sociology/the-sociological-perspective/three-major-perspectives-in-sociology
- Amzat, Jimoh. & Abdullahi, M. Muhammad. (2021). Macro and Micro Perspectives in SociologyIn book: Introduction to Sociology: African Culture, Context and Complexity. Apex Publishers (pp.82-91)

Course Outcome: Students will be able to grasp everyday reality through sociological lens. They can now comprehend power relations at micro and at macro level.

Teaching Methods: Regular lectures together with discussions. Screening of documentaries and films. Role plays will also be used.

Further Readings:

- Abraham, M. Francis. (2004). Contemporary Sociology- An Introduction to Concepts and Theories, Oxford.
- Berger, Peter. (1963). Invitation to Sociology: A Humanistic Perspective. Chapter I Sociology as Individual Pastime. New York: Anchor Books Doubley and co. Pp. 1-24.
- Bottomore. T.B. (1962). Sociology: A Guide to Problems and Literature. Barns &Noble.
- Inkeles, Alex. (1991). What is Sociology- Prentice Hall India Ltd. New Delhi. (Threepathstoa definition)
- Giddens, Anthony. (1997). Sociology. Third Edition, Polity Press, New York.
- Giddens, Anthony and Philip Sutton. (2014). Essential Concepts in Sociology,

Cambridge: Polity Press.

- Hunt; Chester L and Paul B Horton. (2004). Sociology, New Delhi: McGraw Hill Education
- Mills, C. Wright. (1959). The Sociological Imagination, New York: Oxford University Press.
- Smelser,Neil. (1993). Sociology. Prentice Hall India Ltd. New Delhi.
- Ritzer, George. (2010). Sociological Theory. McGraw-Hill

SOC 112: UNDERSTANDING SOCIETY

Course Objective:

The course is meant to be a formal introduction to the discipline of sociology. It introduces the student to the basic concepts in sociology in order to show how sociology is premised on society as an object of study.

Course Outline:

Unit I

Individual and Society: Society in Individual, Individual in Society

Essential Readings:
- Inkeles, Alex. (1991). What is Sociology? Prentice Hall India Ltd. New Delhi. PP 1-128.
- Berger, Peter. (1963). Invitation to Sociology: A Humanistic Perspective. New York:
- Anchor Books Doubley and Co. PP 1-24.
- Bottomore, T.B. (1962). Sociology: A Guide to Problems and Literature. Barns & Noble. PP 15-28.
- Hunt, Chester L, and Paul B, Horton. (2004). Sociology. New Delhi: McGraw
- Hill Education. PP 51-75.

Unit II
Social Processes: Associative, Dissociative

Essential Readings:
- Gisbert, Pascual. (1991) Fundamentals of Sociology. Oriental Longman. PP 188-217.
- Giddens, Anthony. (3rd Ed.). (1997). Sociology. Polity Press New York. PP 1-640.

Unit III

Elements of Culture: Norms, Values, Folkways, Customs, Mores, Tradition

Essential Readings:
- Johnson, M Harry. (1966). Sociology: A Systematic Introduction. Allied Publishers. PP 86-106, 111- 171.
- Haralambos, Michael and Martin, Holborn. (2013). Sociology Themes and perspectives. Collins. Chapter 11
- Mac Iver, R.M. and Page, Charles H. (1986). Society: An Introductory Analysis, Mac MillanIndia Limited, Madras. PP. 1-22, 213-237, 280-309.
- Ogburn, William F. (1964) On Culture and Social Change. Chicago and London: TheUniversity of Chicago Press PP 3-16.
- Ogburn, William F. Nimkoff, Meyer F. (1979) A Handbook of Sociology. New Delhi: EurasiaPublishing House. PP 27-46.

Unit IV

Social Control and Socialization: Formal and Informal agencies.

14

Essential   Readings:
- Hunt, Chester L, and Paul B, Horton. (2004). Sociology. New Delhi: McGraw Hill Education. PP 154-181.
- Haralambos, Michael and Martin, Holborn. (2013). Sociology Themes and Perspectives. Collins. Chapter 8,6.

Course Outcome: Students can distinguish the basis of different types of societies, can order and sequence the socialization processes and cognitive developments over a life span and can connect evolving institutional participation, roles and moral codes to specific ages and social experiences over a life time. Students can associate the different historical experiences, values, norms, and belief systems and control agencies with specific cultures nationally and globally.

Teaching Methods: Regular lectures together with discussions. Screening of documentaries and films. Role plays will also be used.

Further Readings:
- Abraham, M. Francis. (2004). Contemporary Sociology- An Introduction to Concepts and Theories. Oxford.
- Berger, Peter. (1963). Invitation to Sociology: A Humanistic Perspective. Pp. 24. New York: Anchor Books Doubley and Co.
- Bottomore. T.B. (1962). Sociology: A Guide to Problems and Literature. Barns & Noble.
- Inkeles, Alex. (1991). What is Sociology. Prentice Hall India Ltd. New Delhi.
- Gisbert, Pascual. Fundamentals of Sociology. Oriental Longman.
- Giddens, Anthony. (3rd Ed.). (1997). Sociology. Polity Press New York.
- Johnson, M Harry.(1966). Sociology: A Systematic Introduction. Allied Publishers.
- Haralambos, Michael and Martin, Holborn. (2013). Sociology Themes and Perspectives. Collins.
- Hunt, Chester L and Paul B, Horton. (2004). Sociology. New Delhi: McGraw Hill Education.

SOC 113: DATA COLLECTION SKILLS

Course objective:

This course is designed to impart students with the skills of organizing and conducting surveys in different social settings. They will also be familiarized with the steps, techniques and modalities of collecting quantitative and qualitative data. Field visits and hands on training offered through this course will equip students to be employed as Research investigators in various organizations.

Course Outline:

Unit I

Introduction: Concept of Research and Data Collection- Values and Ethics of Data collection, Understanding the social context: Planning field visit- knowing the Socio- political, cultural, historical and geographical context of the community, Identifying who is who of the community

Essential   Readings:

- Dawson, Catherine. (2009). Introduction to Research Methods: A Practical guide for anyone undertaking a research project. Spring Hill House, Begbroke, Oxford OX5 1RX,UK
- C. Bell & H. Newby (Eds.), Doing Sociological Research (pp. 108-129). London, UK: Allen & Unwin.
- Babbie, Earl. (2008). *Basics of Social Research*. Thomson Wadsworth. PP 1-63.
- Hughes, E.C. (1960). Introduction: The Place of Fieldwork and Social Science. In B.H. Junker (Ed.), Fieldwork: An Introduction to the Social Sciences (pp. iii-xiii). Chicago: University of Chicago Press.
- Junker, B.H. (1960). Fieldwork: An Introduction to the Social Sciences. Chicago: University of Chicago Press.
- Burgess Robert G. (1986). Field Research: a Sourcebook and Field Manual. Routledge

Unit II

Setting out for data collection: Establishing rapport –Identifying key informants, locating the respondents, arranging interaction with individual respondents, arranging interaction with group of respondents

Essential   Readings:

- Wax, R.H. (1952). Field Methods and Techniques: Reciprocity as a Field Technique. Human Organization, 11, 34-37.
- Powdermaker, H. (1968). Fieldwork. In D.L. Sills (Ed.), International Encyclopedia of the Social Sciences (Vol. 5, pp. 418-424). New York: Macmillan.
- Burgess Robert G. (2006). In the Field: An Introduction to Field Research. Routledge.
- Aldine. Geer, B. (1964). First Days in the Field. In P. Hammond (Ed.), Sociologists at Work (pp. 322-344). New York: Basic Books.

Unit III

Familiarizing with tools of data collection – Questionnaire, Interview guide, Interview schedule – Asking questions and recording responses– open ended and closed ended – observation skills, organizing and conducting Focus groups.

Essential   Readings:

- Walliman, Nicholas. (2006). *Social Research Methods*. Sage publication. PP 109-128, 129-146.
- Gans, H. (1968). The Participant Observer as a Human Being: Observations on the Personal Aspects of Fieldwork. In H.S. Becker, B. Greer, D. Reisman, & R. Weiss (Eds.), Institutions and the Person (pp. 300-317). Chicago:
- Douglas, J.D. (1976). Investigating Social Research: Individual and Team Field Research. Beverly Hills, CA: Sage.

Unit IV

Compiling Data: preparing field notes – Critical analyses of information - Documentation – organizing, editing, coding, classification and tabulation of Quantitative data – thematic presentation and writing narratives of qualitative data.

Essential   Readings:

- Miller, L. Robert. & Brewer, D. John. (2003). *The A-Z of Social Research*. Sage Publication. PP 22-24, 44-45.
- Shaffir, William, Marshall, Victor, & Haas, J. (1980). Competing Commitments: Unanticipated Problems of Field Research. Qualitative Sociology, 2, 56-71.
- Moser, Claus. and Kalton, G. (1976)*. Survey Methods in Social Investigation*, New Delhi: Heinmann.
- Young, Pauline V. (1979). *Scientific Social Surveys and Research*, New Delhi: Prentice-Hall.

Course Outcome: The course will equip students to organize and conduct field study and collect quantitative and qualitative data. They also will be trained with necessary skills to carry out interviews, surveys FGD's etc and perform processing and analyses of Data. On the completion of this course students will be equipped to be employed as field investigators in Research projects, conducting baseline surveys, data compilation in Government departments and civil service organizations.

Teaching Methods: Regular lectures, field visits for hands on training, documentaries, hands on training in data collection, handling and processing.

Further Readings:

- Adler, P.A., & Adler, P. (1987). Membership Roles in Field Research. Newbury Park, CA: Sage.
- Cicourel, A.V. (1964). Method and Measurement in Sociology. New York: Free Press.
- Johnson, J.M. (1975). Doing Field Research. New York: Free Press.
- Addison-Wesley. Newby, H. (1977). In the Field: Reflection on the Study of Suffolk

Farm Workers.
- Wax, R. H. (1971). Doing Fieldwork: Warnings and Advice. Chicago: University of Chicago Press.
- Dawson, Catherine. (2009). Introduction to Research Methods: A Practical guide for anyone undertaking a research project. Spring Hill House, Begbroke, Oxford OX5 1RX,UK

SOC 114: SOCIAL PROBLEMS IN INDIA

Course Objective:

The objective of this course is to introduce the student to the problems of contemporary society in India and enable them to understand these problems from a sociological perspective.

Course Outline:

Unit I: Introduction: Significance of studying social problems, theoretical approaches to social problems, social problems and disorganization, perspectives on social problems.

Essential Readings:

1. Rose, A. M. (1957). Theory for the Study of Social Problems. *Social Problems*, *4*(3), 189–199. https://doi.org/10.2307/798770
2. Fuller, R. C. (1938). The Problem of Teaching Social Problems. *American Journal of Sociology*, *44*(3), 415–435. http://www.jstor.org/stable/2770132
3. Blumer, H. (1937). Social Disorganization and Individual Disorganization. *American Journal of Sociology*, *42*(6), 871–877. http://www.jstor.org/stable/2767808

Unit II: Poverty and Unemployment: Conceptual debates; Causes of poverty; effective measures in poverty alleviation; Unemployment in India, Types, causes and consequences.

Essential Readings:

1. Lemanski, C. (2016). Poverty: multiple perspectives and strategies. Geography, 101(1), 4–10. http://www.jstor.org/stable/43825457
2. Beteille, A. (2003). Poverty and Inequality. Economic and Political Weekly, 38(42), 4455–4463. http://www.jstor.org/stable/4414161
3. Kacowicz, A. M. (2007). Globalization, Poverty, and the North-South Divide. International Studies Review, 9(4), 565–580. http://www.jstor.org/stable/4621860
4. Satya Paul. (1988). Unemployment and Underemployment in Rural India. Economic and Political Weekly, 23(29), 1475–1483. http://www.jstor.org/stable/4378766

Unit III: Violence and Terrorism: Nature, types, causes, Theoretical explanation of violent Behavior and Terrorism.

Essential Readings:

1. Turk, A. T. (2004). Sociology of Terrorism. Annual Review of Sociology, 30, 271–286. http://www.jstor.org/stable/29737694
2. Nagengast, C. (1994). Violence, Terror, and the Crisis of the State. Annual Review of Anthropology, 23, 109–136. http://www.jstor.org/stable/2156008

Unit IV: Alcoholism and Drug Addiction: Concept, causes, consequences, treatment of alcoholics; Drug addiction, causes, preventing drug abuse.

Essential   Readings:

1. Robson, S., & Salcedo, N. (2014). Alcohol and Drug Use. In Behavioral Fitness and Resilience: A Review of Relevant Constructs, Measures, and Links to Well-Being (pp. 13–20). RAND Corporation. http://www.jstor.org/stable/10.7249/j.ctt14bs379.10
2. Barber, J. G. (1994). Alcohol Addiction: Private Trouble or Social Issue? Social Service Review, 68(4), 521–535. http://www.jstor.org/stable/30012256

Suggested references:

1. Ahuja Ram, (1999). Social Problems in India. Rawat Publication: New Delhi.
2. Madan, G. R. (1976). Indian Social Problems. Allied Publishers, New Delhi.

Sl. No	Course Code	Title of the Course	Credits
		Major	
1.	SOC 121	Society in India	4
		Minor	
2.	SOC 122	Youth and Society	4
		Skill Enhancement Course 2	
3.	SOC 123	Social skills for sustainable water management	3
		Multidisciplinary Course (for other department students)	
4.	SOC 124	Social Inequalities and Marginalization	3
		Total	14

SOC 121: SOCIETY IN INDIA

Course Objective:

This course provides a sociological perspective in the understanding of society in India. It is also aimed at familiarizing the students with the idea of India and its transformation over the years. The course also provides an understanding about the debates on diversity and democracy.

Course Outline:

Unit I

Idea of India: Gandhi, Nehru, Ambedkar and Tagore

Essential   Readings:

- Ambedkar, B.R. (2020). Ambedkar's India- *A collection of 3 Works by Dr. B.R. Ambedkar.* New Delhi: Srishti Publishers and Distributors.
- Gandhi, M. K. (1938). *Hind Swaraj or Indian Home Rule [1908].* Ahmedabad: Navajivan Publishing House. Pp. 38-53
- Nehru, Jawaharlal.(1946).*The Discovery of India*.UK: Meridian Books. Chapter-4
- Khilnani, Sunil.(2004). *The idea of India*. New Delhi: Penguin Books. Introduction, Chapter 1 and Chapter 4
- https://mast.queensu.ca/~murty/Tagore-Nationalism-1915.pdf

Unit II

Pluralism and Diversity: Religion, Language, Region and Ethnicity

Essential   Readings:

- Dube, S.C. (1992).*Indian Society*. New Delhi: National Book Trust. Pp: 1-46
- Sharma, K.L. (2007). *Indian Social Structure and Change*. New Delhi. Chapters 1 and 2
- Documentary- Sikh Genocide https://www.youtube.com/watch?v=0YqK-VxaZV0

Unit III

Region, Class and Gender: Caste and Tribe, Class and Social Mobility, Patriarchy and Gender

Essential   Readings:

- Shah, A.M.(2010). The Structure of Indian Society- Then and Now. Routledge. Pp. 30-50
- Sharma, K.L. (2007). Indian Social Structure and Change. New Delhi. Ch 4, Ch 8, Ch 9, Ch 10, Ch 11, Ch 12, Ch 13, Ch 14
- Documentary- Father, Son & Holy War https://www.youtube.com/watch?v=SmAJJGiKZQk
- Documentary- India Untouched : Stories of a People Apart. https://www.youtube.com/watch?v=fvke6ycgkL4

Unit IV

State, Democracy and Citizenship: Welfare State, Client- Patron Relations, Identity Politics and Citizenship Rights

Essential   Readings:

- Guha, Ramachandra. (2017). India After Gandhi: The History of the World's Largest Democracy. Pan Macmillan.
- Documentary- History of the Kurds.
  https://www.youtube.com/watch?v=BDgFc7ZpZcg
- Documentary-Are The Rohingya To Remain Stateless Forever?
  https://www.youtube.com/watch?v=i0qEA3xVS74

Unit V

Globalizing India: Neoliberal State, Democratization of Knowledge, Consumerism, Social mobility and Migration

Essential   Readings:

- Nagla, B.K. (2008) *Indian Sociological thought.* Rawat publication.
- Damodaran, Harish. (2008). India's New Capitalists: Caste, Business, and Industry in a Modern Nation. Palgrave Macmillan.
- Harriss-White, Barbara. (2002). India Working. Cambridge University Press.
- Breman, Jan. (1996). Footloose Labour: Working in India's Informal Economy
- David Harvey on Neoliberalism-
  https://www.youtube.com/watch?v=6MnNPFw9sGY

Course Outcome: Students will be introduced to the diversities and pluralities within the Indian society. They will be able to comprehend state-society relationships.

Teaching Methods: Regular lectures together with discussions. Screening of documentaries and films. Role plays will also be used.

Further Readings:

- Ambedkar, B.R. (2020). Ambedkar's India- *A collection of 3 Works by Dr. B.R. Ambedkar.* New Delhi: Srishti Publishers and Distributors.
- Chakrabarty, Bidyut. (2019). *The Socio-political ideas of B.R. Ambedkar- Liberal Constitutionalism in a Creative Mould.* Abington: Routledge.
- Dube, S.C.(1992)*. Indian Indian society Society*. New Delhi: National Book Trust.
- Gandhi, M. K. (1938). *Hind Swaraj or Indian Home Rule [1908].* Ahmedabad: Navajivan Publishing House.
- Guha, Ramachandra. (2017). *India After Gandhi: The History of the World's Largest Democracy.* PanMacmillan.
- Khilnani, Sunil.(2004). *The idea of India*. New Delhi: Penguin Books.
- Nagla, B.K. (2008) *Indian Sociological thought.* Rawat publication.
- Nehru, Jawaharlal.(1946).*The Discovery of India*.UK: Meridian Books.
- Shah, A.M.(2010). *The Structure of Indian Society-Then and Now.* Routledge.
- Sharma, K.L. (2007). *Indian Social Structure and Change*. New Delhi: Rawat Publications.

SOC 122: YOUTH AND SOCIETY

Course Objective:

This Course is designed to acquaint students with selected sociological concepts, theories and their applications to problems in the sociology of youth.

Course Outline:

Unit I

Understanding Youth: Theories of Youth, Youth Culture; Subculture

Essential   Readings:

- Bucholtz, M. (2002). Youth and cultural practice. *Annual review of anthropology*, 525-552.
- Hebdige, D. (2012). *Subculture: The meaning of style*. Routledge. Pp. 1-4, 5-22
- A level component 1: Youth Cultures, Steve Bassett, Playlist (15), 20-dec-2019, (73) A level Component 1: Youth Cultures - YouTube
- Subcultures, Mayuri Sajnani, https://youtu.be/o9fZqWmrdZU

Unit II

Ethnicity, Identity and Youth: The Self and Identity, Gender, and Sexuality.

Essential   Readings:
- Erikson, E. H. (1994). *Identity: Youth and Crisis*. pp. 128-141, 232-260. WW Norton &Company.
- Larson, R.W. and S. Wilson. (2004)." *Adolescence across Place and Time: Globalization and the Changing Pathways to Adulthood*" in *Handbook of Adolescent Psychology*, edited by R.M. Lerner and L. Steinberg, 299-330.New York: Wiley.
- Mehta, Hansal, 2015, *Aligarh Movie* (Hindi) Production: Shailesh R Singh, Sunil Lulla
- Transforming gender (Transgender Documentary), Real Stories, https://youtu.be/B67OVJTyV0I

 Unit III

Inter and Intra group Behaviours: Peer Groups, Resilience and agency, and Action Group.

 Essential   Readings:

- Jhaveri, D. H., & Choksi, A. (2014). Crowdfunding at India: A Study of Indian Online Crowdfunding Platform. *Research gate. 1-11*.
- Thapan, Meenakshi. (2009). Youth cultures and the making of citizens. *Economic and Political Weekly*, VOL XL, (18), Pp. 10-13.
- Thio, Alex. (1995). Deviant behaviour; Ohio University; Cherks E. *Menu Pub.*

Company. Pp. 27-35.
- Weitzer, R. J. (Ed.). (2002). *Deviance and social control: A reader*. McGraw-Hill Humanities, Social Sciences & World Languages. Pp. 74-75.

Unit IV

Contemporary challenges and Youth: Work, Aspirations, Success and failures, technology and youth.

Essential Readings:
- Cotterell, John. (2007). *Social Networks in Youth and Adolescence*. pp. 1-22, 183-202. London and New York: Routledge.
- Dube, Leela. (1988). On the construction of gender: Hindu girls in patrilineal India. *Economic and Political Weekly*, WS11-WS19
- Kumari, Sundarshan. (1978). *Aspirations of Indian Youth: A Study in Sociology of Youth,* Delhi: Chaukhambha Orientalia.
- Reddy, S., & Jain, S. K. (2018). Re-envisioning engineering education in India: IIT Gandhinagar's Foundation Programme. *Current Science*, *115*(2), 217–221.
- Youth can move the world- documentary, UNESCO, 5-March-2021 https://youtu.be/vJOfA3nGoVc

Course Outcome: Critique historical and contemporary theories of youth and youth culture. Demonstrate an ability to apply sociological theories, concepts and evidence to sociological questions within complex and changing social contexts. It will also establish a sociological understanding of the nature of social relationships and institutions, patterns of social diversity and inequality, and processes that underpin social change and stability as they impact on the experience of youth.

Teaching Methods: Chalkboard instruction, Lecture, Multimedia visual/digital sources, Student Presentations, Assignment submissions, Field visits, Discussion groups, Peer-partner learning.

Further Readings:

- Bourdieu, Pierre. (2000)." *Cultural Reproduction and Social Reproduction "*in *The Structure of Schooling: Readings in the sociology of Education*, edited by Richard Arum and Irene R. Beattie,55-68. Mountain View. CA: Mayfield Publishing.
- Brown, B. B., S. A. Eicher, and S. Petrie. (1986). "*The Importance of Peer Group("Crowd") Affiliation in Adolescence.*"JAdolescence9, no. 173-96.
- Bynner, John, Heinz, Walter. (2021). *Youth Prospects in the Digital Society.* UK: Policy Press.
- Daiute, Colette, Zeynep Beykont et.al (eds.). (2006). *International Perspectives on Youth Conflict and Development.* pp. 3-22, 86-106, 173-176, 267-268. New York: Oxford University Press.
- Furlong, Andy (ed.) (2009). *Handbook of Youth and Young Adulthood: NewPerspectivesandAgendas.*pp.1-21,47-57,95-104,145-156,373-383.London and New York: Routledge.

- Ghadially, R. (Ed.). (2007). *Urban women in contemporary India: a reader*. Sage. Pp. 31-45
- Manning, Peter K. & Marcello Truzzi. (1972). *Youth and Sociology*. pp.15-29,39-69,93-113,148-175,325-343. New Jersey: Prentice Hall Inc.
- Nayak, Anoop (2003). *Race, Place and Globalization: Youth Cultures in a ChangingWorld*.pp.3-11, 53-74, 167-178. New York: Berg.
- Nongkynrih, A.K. "Problems of the Youth of North-East India: A Sociological Inquiry." *Sociological Bulletin* 58, no. 3 (2009): 367–82.
- Saraswathi, T. S., Menon, S., & Madan, A. (Eds.). (2017). *Childhoods in India: Traditions, trends and transformations*. Taylor & Francis. Pp. 1-20, 87-108, 181-201.
- White, Rob. & Johanna, Wyn. & Brady, Robards. (2017). *Youth and Society*. UK: OUP.
- Wu, J. (2006). Rise of the Communist Youth League. *Economic and Political Weekly*, 1172-117
- Masoodi, Ashwaq (2017). The changing fabric of Dalit Life, mint. The changing fabric of Dalit life | Mint (livemint.com)
- The Changing Face of Beauty in Northeast India, Short film Showcase, National Geographic, 15-Nov-2015 https://youtu.be/l-8EC1sHZmQ

SOC 123: SOCIAL SKILLS FOR SUSTAINABLE WATER MANAGEMENT

Course Objective:

Premised on the SDG 6 goal of ensuring clean water for all, this course is designed to sensitise students about the challenges and strategies of sustainable water management. This course aims to impart social foundations and inculcate the social skills for organising user participation and sustainable management of water for all. On completion of this course, students will be equipped for careers in water sector.

Unit 1: Social Aspects of Water Management:

Social Construction of Water, Socio-cultural dimensions of Water resources, Religion and Water management, Water and health, Caste and water, gender and water, Water Conflicts, Water as Social Opportunity, Water Justice.

Essential Readings:

Grigg, N.S. (2016). Social Aspects of Water Management. In: Integrated Water Resource Management. Palgrave Macmillan, London. https://doi.org/10.1057/978-1-137-57615-6_17

Ulanicki, B., Vairavamoorthy, K., Butler, D., Bounds, P. L., & Memon, F. A. (2020). Social aspects of water management. In: Water Management Challenges in Global Change. Taylor and Francis.

Water, a fundamental story of life
https://www.youtube.com/watch?v=ydURyuFU77M
https://www.youtube.com/@UNEP
https://www.youtube.com/@SIWI_water

Who owns water? | DW Documentary
https://www.youtube.com/watch?v=9edWX7TTsLw

Unit 2: Water Management Challenges and Issues:

Social Construction of Water Scarcity, Water crisis, Hydraulic inequalities, Social Inequalities in water management, Groundwater Depletion, Water salination, Water Pollution, Waste Water Management, Privatisation and commercialization of water, Climate Change and Water Security, Inter linking of Indian Rivers.

Essential Readings:

Bozorg-Haddad, O. (Ed.). (2021). *Economical, political, and social issues in water resources*. Elsevier

Priyan, K. (2021). Issues and challenges of groundwater and surface water management in semi-arid regions. In Groundwater Resources Development and Planning in the Semi-Arid Region, 1-17. Springer.

Gupta, A. D. (2001). Challenges and opportunities for water resources management in Southeast Asia. *Hydrological sciences journal*, *46*(6), 923-935.

Heidebrecht, R., & Mar, N. Y. (2012). Skills challenges in the water and wastewater industry. India is cleaning up Ganga river. Here's how.
https://www.youtube.com/watch?v=H0BKaVbcC8I

Connect all Rivers ?? || Indian Rivers Interlinking Project (IRIP) || SOCCE || MondayFacts
https://www.youtube.com/watch?v=KUbqQfkUwSg

Groundwater in 12 Indian states found to be contaminated with uranium
https://www.youtube.com/watch?v=b4WAxXXNSM4

Our drinking water - Is the world drying up? | DW Documentary
https://youtu.be/_t6sg2C-jqw?si=CsT7-oMMkQBGWSNd

The fight for water | DW Documentary-
https://www.youtube.com/watch?v=1MZFrJPPIQ8

Climate change – living on the water | DW Documentary-
https://www.youtube.com/watch?v=vy3gMVGwjuc

Explained | World's Water Crisis | FULL EPISODE | Netflix
https://www.youtube.com/watch?v=C65iqOSCZOY

The Water Crisis | National Geographic
https://www.youtube.com/watch?v=3VyfN30XzDM

Unit 3: Institution Building for Sustainable Water Management:

Urban Water Management, Irrigation Management Transfer, Integrated Watershed Management, Citizens' Participation in Rain Water Harvesting, Social Responsibility in Water Conservation, Water Governance, Public Private Partnership, Water Rich Puducherry, Jal Shakti Abhiyan, Pradhan Mantri Krishi Sinchai Yojna, Neerum Oorum and OSOP Project- Pondicherry.

Essential Readings:

Kumar, M. Dinesh (2014), *Thirsty Cities: How Indian Cities Can Meet their Water Needs.* Oxford Academic. Delhi.
https://doi.org/10.1093/acprof:oso/9780198099550.001.0001,

Hamdy, A., Abu-Zeid, M., & Lacirignola, C. (1998). Institutional capacity building for water sector development. *Water International*, *23*(3), 126-133.
https://rajnivas.py.gov.in/fd5f828b2f8ffe789d54967465557066/73a248fdd7959b0e/2019123111061513372.pdf
https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1809267

When Every Drop Counts: A documentary on the legacy of rainwater harvesting
https://www.youtube.com/watch?v=52jwradWC-Y

Integrated water management and climate resilience

https://www.youtube.com/watch?v=GS9Mxn4_RrI

Boond (A Drop of Water)
https://www.youtube.com/watch?v=8ZV_yFMeC8w

Participatory Scientific Watershed Management Programme
https://www.youtube.com/watch?v=UTGgDAgiI2k

Integrated water management and climate resilience
https://www.youtube.com/watch?v=GS9Mxn4_RrI
Water Management Documentary (English) 2019
https://www.youtube.com/watch?v=g32wLDJSY00

Unit 4: Social Skills for Water Management Professionals:

Organizational skills for Water Professionals- Communication, Leadership, Problem-Solving, Resource Mobilization and Conflict Resolution Skills, Coordination and collaboration with State, Development agencies, Users and other Stake Holders; Capacity building for Sustainable Water Management, Inventions and Innovations for sustainable development, Research Skills- BLS, PRA and RRA for building Water user organizations;

Essential Readings:

Wolfson, L., Lewandowski, A., Bonnell, J., Frankenberger, J., Sleeper, F., & Latimore, J. (2015). Developing capacity for local watershed management: Essential leadership skills and training approaches. *Journal of Contemporary Water Research & Education*, *156*(1), 86-97.

De Nys, Erwin., & Cordoba, C.L. Nurturing Future Water Experts for Sustainable Water Resources Management in Africa. https://blogs.worldbank.org/water/nurturing-future-water-experts-sustainable-water-resources-management-africa

Ganga Success Story: A testimony to India's 'Can-Do' attitude
https://www.youtube.com/watch?v=7KDvrbH8DZc

An innovation of clean water for everyone | Planet Healers E2P2 | Discovery Channel India
https://www.youtube.com/watch?v=FvV1zAh_qB0

Course outcome:

On the completion of this course, students will gain knowledge, skills and field exposure in sustainable water management and will be equipped for careers in water sector.

Teaching Methods:

Lecture, Discussions, Group discussions, Contemporary Case Analysis, field visits, policy analysis, audio visual aid, practicals.

SOC 124: SOCIAL INEQUALITIES AND MARGINALIZATION

Course Objective:

The course presents a historical overview of the structured inequalities, social exclusion and marginalization embedded in social reality. The aim of the course is to sensitize students about social issues that engender differences and sustain inequalities across pre-colonial, colonial, post-colonial and neo liberal phase.

Course Outline:

Unit I
Emergence of Nation State and Citizenship: Idea of Social Contract, Capitalism, Democracy and Inequality

Essential   Readings:

- Chatterjee, Partha. (2010). *Empire and Nation: Selected Essays.* Columbia University Press. (Chap. 01, 10, 11).
- Anderson, Benedict. (2006). Imagined Communities: Reflections on the Origin and Spread of Nationalism. Verso. Pp. 39-49, 85-115.
- Marshall, T. H. (1950). Citizenship and social class. Cambridge University Press.
- Davis, Nira Yuval. (2019). Women, Citizenship and Difference. Sage Journals.

Unit II

Colonialism and Marginalization: Land Alienation, Indentured Labour, Economic Exploitation, Slave Trade, criminalization of Tribe

Essential   Readings:

- Guha, Ranjit. (1999)*. Elementary Aspects of Peasant Insurgency in Colonial India*. Duke University Press**. (Chap. 01).**

Unit III

Post-Colonial Inequalities: Intersection of Class, caste, religion and Inequalities, Racial and Ethnic Violence, Displacement

Essential   Readings:

- Chakravarti, Uma. (2006). *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of Ancient India.* Tulika Print Communication Services. Pp. 138-156, 156-183
- Abraham, Francis. (2006). *Contemporary Sociology*. OUP. Pp. 117-132, 135-138.
- How Narmada Bachao Andolan Is Still Far From Over https://www.youtube.com/watch?v=oikFywukM2s&t=85s

Unit IV

Globalization, Inequalities and Marginalization: Class Inequality, Rural-Urban Inequality, Marginalization of Minorities, Racial and Ethnic Marginalization, Gender Inequality

Essential   Readings:

- Fanon, Frantz. (1963). *The Wretched of the Earth* (Constance Farrington, Trans.). New York: Grove Press. (Originally published 1961).
- Fanon, Frantz. (1967). *Black Skin, White Masks*. (Charles Lam Markmann, Trans.). New York: Grove Press. (Original work published 1952).

Course Outcome: students will be able to comprehend marginalizations based on social locations and historic contingencies.

Teaching Methods: The course will employ a variety of teaching methods to accomplish its objectives, including lectures, audio-visual materials (including films and videos), group discussions and seminar presentations.

Further Readings:

- Abraham, Francis. (2006). *Contemporary Sociology*. OUP.
- Chakravarti, Uma. (2006). *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of Ancient India.* Tulika Print Communication Services
- Chatterjee, Partha. (2010). *Empire and Nation: Selected Essays.* Columbia University Press.
- Fanon, Frantz. (1963). *The Wretched of the Earth* (Constance Farrington, Trans.). New York: Grove Press. (Originally published 1961).
- Fanon, Frantz. (1967). *Black Skin, White Masks*. (Charles Lam Markmann, Trans.). New York: Grove Press. (Original work published 1952).
- Guha, Ranjit. (1999)*. Elementary Aspects of Peasant Insurgency in Colonial India*. Duke University Press.
- Fanon, Frantz. (1961) *The Wretched of the Earth*, (1963) translation by Constance Farrington: New York: Grove Weidenfeld)

SEMESTER III

Sl.No	Course Code	Title of the Course	Credits
		Major	
1.	SOC 211	Classical Sociological Traditions	4
2.	SOC 212	Rural Sociology	4
		Minor	
3.	SOC 213	Kinship and Family	4
		Skill Enhancement Course 3	
4.	SOC 214	Digital Sociology	3
		Multidisciplinary Course (for other department students)	
5	SOC 215	Tribal Society in India	3
		Total	18

SOC 211: CLASSICAL SOCIOLOGICAL TRADITION

Course Objective:

This course is designed to acquaint students with the theories propounded by the founders of sociology. It is intended to give students grounding in sociological theory that they can carry over and apply to all other courses on the study of society.

Course Outline:

Unit I

The emergence of Classical Sociological traditions: Positivism, Structural-functionalism, Conflict perspective.

Essential   Readings:

- Ritzer, George. (2013), Sociological Theory, 9th edition, McGraw-Hill Education. (pp.1-42)
- Turner, H. Jonathan, Leonard Bheegly, Charles, H Power. (2012) ,The Emergence of Sociological Theory,7th edition, SAGE Publications, Inc. California(pp.1-12)

Unit II

Karl Marx: Communist Manifesto, The German Ideology, Das Kapital, Wage-labour & Capital Value Price & Profit**.**

Essential   Readings:

- Ritzer, George. (2013). Sociological Theory, 9th edition, McGraw-Hill Education (pp.43-75)
- Turner, H. Jonathan, Leonard Bheegly, Charles H Power (2012), The Emergence of Sociological Theory,7th edition, SAGE Publications, Inc. California (pp.89-107)(pp.113-143)

Unit III

Emile Durkheim: Division of Labour, Rules of Sociological Method, Suicide, Elementary Forms of Religious Life

Essential   Readings:

- Ritzer, George. (2013), Sociological Theory,9th edition, McGraw-Hill Education. (pp.76-111)
- Turner, H. Jonathan, Leonard Bheegly, Charles H Power (2012), The Emergence of Sociological Theory,7th edition, SAGE Publications, Inc. California (pp.237-258)(pp.259-290)

Unit IV

Max Weber: The theory of Social and Economic Organization, On Capitalism, Bureaucracy & Religion, On Methodology of Social Sciences, Sociology of Domination, Protestant Ethics and Spirit of Capitalism, World Religion.

Essential Readings:

- Ritzer George (2013), Sociological Theory,9th edition, McGraw-Hill Education. (pp.112-157)
- Turner H. Jonathan, Leonard Bheegly, Charles H Power (2012) ,The Emergence of Sociological Theory,7th edition, SAGE Publications, Inc. California (pp.145-159)(pp.161-195)

UNIT V

Comparing Marx, Weber and Durkheim: Methodology, Capitalism & Religion.

Essential Readings:

- Comparative Methods in Social Sciences, Neil J.Smeler
- Turner H. Jonathan, Leonard Bheegly, Charles H Power (2012), The Emergence of Sociological Theory,7th edition, SAGE Publications, Inc. California (pp.150-159) (pp.256-258)

Course Outcome: This course will introduce the students with classical sociology which will enable them to understand the earlier sociological theories and how earlier sociologist have understood and reflected on the society.

Teaching Methods: Instructions, chalk and board, lecture and Discussion.

Further Readings:

- Turner, H. Jonathan, Leonard Bheegly, Charles H Power (2012), The Emergence of Sociological Theory,7th edition, SAGE Publications, Inc. California
- Comparative Methods in Social Sciences, Neil J.Smeler
- Ritzer George (2013), Sociological Theory,9th edition, McGraw-Hill Education

Course Objective:

The course is designed to provide sociological perspective of analyzing rural society. Students will also gain an understanding of the rural community, economy and governance.

Course Outline:

Unit I

Emergence of Rural Sociology: Origins of Rural Studies –Global and Indian context of rural studies.

Essential   Readings:
- Srinivas, M. N. (1960). *India's villages.* Asia Publishing House*. PP 1-218*
- Desai, A. R. (1994). *Rural Sociology in India*. Popular Prakashan. PP 7-11.
- Desai, A. R. (2005). *Rural India in Transition*. Popular Prakashan. PP 1-20.

Unit II

Imagining the Rural: Pre-Colonial, Colonial, Post-Colonial and Neo-Liberal.

Essential   Readings:
- Jodhka, Surinder S. (2016). Revisiting the Rural in 21st Century India. *Economic and Political Weekly*. Vol. 51, No. 26/27, pp. 5-7.
- Dirks, N. B. (1989). The Original Caste. Power, history and hierarchy in South Asia. *Contributions to Indian sociology*.

Unit III

Rural Social Structure: Class, Gender, Religion, Caste, Tribe, Family & Kinship System, Migration & Mobility.

Essential   Readings:
- Joshi, S. L. & Jain, P. C. (2002). *Rural Sociology*, New Delhi: Rawat Publications. PP 1- 365.
- Sharma, K. L. (2011). *Indian social structure and change*. Rawat Publications. PP 1-388.
- Sharma, K. L. (2013). *Sociological probing in Rural Society*. Rawat Publications. PP 1-450
- Dirks, N. B. (1989). The Original Caste. Power, history and hierarchy in South Asia. *Contributions to Indian sociology*, *23*(1), 59-77.
- Documentary-The Lost Identities https://www.youtube.com/watch?v=-WqPx7r_UNY
- Caste,   Gender   and   Violence   in   India https://www.youtube.com/watch?v=bhgnFphhcTY

Unit IV

Rural Economy: Land, Labour Relations & Indebtedness, Agriculture & Non-Farm, Rural Employment and livelihood – Tradition and Modern, Changing Rural Occupational Structure

Essential   Readings:
- Mandelbaum, David. (1975). *Society in India*. Popular Books. PP 1-173
- Jodhka, S. S. (2017). *Caste in contemporary India*. Routledge, India. PP 1-274.
- Singh, Y. (2018). *Modernization of Indian Tradition*. Rawat Publications. PP 1-280.
- Aajeevika Documentary Film on lives of rural India. MNREGA-https://www.youtube.com/watch?v=djM-XWRuSDU

Unit V

Rural Governance: Traditional Power Structure in Rural India, Rural local Governance and Rural Development.

Essential   Readings:
- Singh, Katar. (3rded.). (2009). Rural development, principles, policies and Management, Sage. Chapter 7, 8.
- Dube, S. C. (1959). India's Changing Villages. Routledge. PP1-56
- Immoral Daughters in the Land of Honour https://www.youtube.com/watch?v=APJ6jMxIysg

Course Outcome: Students will be able to comprehend power relations based on caste, caste and gender.

Teaching Methods: Chalkboard instruction, Lecture, Multimedia visual/digital sources, Student Presentations, Assignment submissions, Field visits, Discussion groups, Peer-partner learning.

Further Readings:

- Beteille, A. (1974). *Six Essays in Comparative Sociology*. Delhi; New York: Oxford University Press.
- Desai, A. R. (1994). *Rural Sociology in India*. Popular Prakashan.
- Desai, A.R. (2005). *Rural India in Transition*. Popular Prakashan.
- Dirks, N.B. (1989). The Original Caste: Power, history and hierarchy in South Asia. *Contributions to Indian sociology*, *23*(1), 59-77.
- Dube, S.C. (1959). India's Changing Villages. *Ekistics*,*7*(41), 242-247.
- Jodhka, S.S. (2017). *Caste in contemporary India*. Routledge India.
- Joshi, S.L. & Jain, P.C.(2002). *Rural Sociology*, New Delhi: Rawat Publications.
- Mandelbaum, David. (1975). *Society in India*. Popular Books.

- Shah, A.M. (2014). *The Household & Family in India.* Orient Blackswan.
- Sharma, K.L. (2011). *Indian social structure and change*. Rawat Publications.
- Sharma, K.L. (2013). *Sociological probing in Rural Society*. Rawat Publications.
- Singh, Y. (2018). *Modernization of Indian tradition*. Rawat Publications.
- Srinivas, M.N. (1960). *India's villages.* Asia Publishing House.
- Singh, Katar. (3rd ed.). (2009). *Rural and management, principles, policies and Management*, Sage.

Course Objective:

The course introduces students to the emergence of interest in kinship studies. It shows the shift in the perspective of kinship and family studies by highlighting some of the major debates. It further exposes students to recent trends through the inclusion of third gender, surrogacy, etc., in questioning how we see relatedness and family.

Course outline:

Unit I

Relatedness and Kinship: Consanguineal and Affinal, Descent and Alliance-cognatic systems, unilineal descent groups; kinship terminologies.

Essential   Readings:
- Fox, R. (1968). Kinship and Marriage: An Anthropological Perspective. pp. 57-7. Middlesex: Penguin Books.
- Goody, J. (1973). Strategies of heirship. Comparative studies in society and history, 15(1), Pp. 3-20.
- Levi-Strauss, Claude. (1969). The Elementary Structures of Kinship. London: Eyre and Spottiswoode. PP. 12-28, 42-51,119-133.
- SRIVASTAVA, A. (2011). Anthropology of the Kinship, a Critique. Indian Anthropologist, 41(1), 77-84.
- Kinship Systems Anthropology, Michelline Hilpert, 7-Apr-2020 https://youtu.be/6KoVPm9dPkI

Unit II

Conceptualizing Family: Family of orientation and procreation; Forms of Family; State, law family, Family and Household, Inheritance

Essential   Readings:

- Beck, Ulrich and Elisabeth Beck-Gernsheim. (2004). *'Families in a runaway world'* in Jacqueline Scott, Judith Treas and Martin Richards (eds.) The Blackwell Companion to sociology of families. Oxford: Blackwell. Pp.499-514
- Featherstone, Katie et.al. (2006). *Risky relations: Family, kinship and the new genetics*. New York: Berg Publishers. 117-138.
- Shaw, Alison. (1997). '*Women, the household and family ties: Pakistani migrants in Britain*' in Hastings Donnan and Selier. Family and Gender in Pakistan: Domestic Organisation in a Muslim Society. New Delhi: Hindustan Publishing Corporation. Pp.8-18.
- Simpson, Bob. (1998). *Changing Families: An ethnographic approach to divorce and separation.* Berg Publishers: Oxford. Pp. 1-23,24-51
- Uberoi, Patricia. (1994). *Family, Kinship and Marriage in India.* New Delhi: Oxford University Press. Pp. 416-434, 435-451.
- M-06. Family, Marriage and Household, e-Content: Social Science, 16-Oct-2020. https://youtu.be/8dg-d17S9BY

Unit III

Marriage choice and restrictions: Incest, Exogamy and Endogamy, Marriage Residence; Marriage Transactions, Honour killings and violence in marriage

Essential Readings:

- Basu, Srimati. (ed.). (2005). *Dowry and inheritance.* New Delhi: Women Unlimited, Kali for Women, selected essays. pp. i-ix, 246-264
- Das, Veena. (1995). *'National Honour and Practical Kinship' in Critical Events*. New Delhi: Oxford University Press. Pp.55-83.
- Reddy, Gayatri. (2006). *'The Bonds of Love: Companionate Marriage and the desire for intimacy among Hijras in Hyderabad, India'* in Jennifer Hirsch and Holy Wardlow(ed.) Modern Loves: The anthropology of romantic courtship and companion marriage. Ann Arbor: University of Michigan Press. Pp. 174-193.
- Stacey, Judith. (2003). *'The making and unmaking of modern families'* in David Cheal (ed.) Family: Critical concepts in sociology. New York: Routledge. vol.4. Pp.84-108
- Finding Mr Right and the meaning of marriage / HER - Women in Asia (Season 1) DW Documentary, 2-July-2021. https://youtu.be/4_Ct8VsYnPM
- Vettrimaran, 2020, Oor Iravu (Tamil-Film) from Paava Kathakal, RSVP Movies& Flying unicorn entertainment.

Unit IV

Social Constructs of Gender: Beyond gender binary, Gay and lesbian relatedness, surrogacy, motherhood; technological possibilities

Essential Readings:

- Butler, Judith. (2002). '*Is Kinship Always Already Heterosexual?'*. Differences: A Journal of Feminist cultural studies. Pp. 14-44
- Carsten J. (ed.). (2000). *Cultures of Relatedness: New Approaches to the Study of kinship.* Cambridge: Cambridge University Press. selected chapters. Pp.1-36.
- Finkler, Kaja. (2001). *'The Kin in the Gene: The Medicalization of Family and Kinship in American Society'*. Current Anthropology. Pp.235-263
- Rapp, Rayna. (1991). *'Moral pioneers: Women, Men and Fetuses on a Frontier of Reproductive Technology'* In Micaeladi Leonardo (ed.) Gender at the Cross Roads of Knowledge: Feminist Anthropology in the Postmodern Era. Berkley and Los Angeles California: University of California Press. Pp.383 – 396.
- Weston, Kath. (1991). *Families We Choose: Lesbians, Gays, Kinship.* New York: Columbia university press. Pp. 103-136
- Outsourcing Surrogacy | Red Border Films | TIME, 27-Sep-2015. https://youtu.be/N9FPiNc6-dI

Course outcome: The course will enable the students to understand the role and functions of marriage and family in society, different marriage rules in various societies, exchanges of

goods and rights of marriage. It will also help in learning how kinship is different from family and forms of descent.

Teaching Methods: Chalkboard instruction, Lecture, Multimedia visual/digital sources, Student Presentations, Assignment submissions, Field visits, Discussion groups, Peer-partner learning.

Further Readings:

- Ahmad, Fawziya. (2011). Despite all odds: single mothering's empowerment. *Journal of Feminist Studies in Religion*, *27*(2), 140-143.
- Biblarz, T. J., &Savci, E. (2010). Lesbian, gay, bisexual, and transgender families. *Journal of Marriage and Family*, *72*(3), 480-497.
- Boas, F. (2021). *Anthropology and modern life*. Routledge. Pp. ix-xxii.
- Engels, Frederick. (1948).*The Origins of the Family, Private Property and the State.* Moscow: Progress Publishers Pp.82-155, 285-290.
- Firth, R. (1951). The Web of Kinship among the Tallensi. By Meyer Fortes. London, Oxford University Press, for the International African Institute, 1949. Pp. xiv+ 358. 38s. 6d. net. *Africa*, *21*(2), 155-159.
- Mauss, M. (2002). *The gift: The form and reason for exchange in archaic societies*. Routledge. Pp. ix-xxiii, 1-9.
- Murdock, G. P. (1949). Social structure. The Macmillan Company. Pp. 1-23,91-112.
- Nongbri, Tiplut, 1988, gender and the quasi-family structure: Some implications of the Meghalaya Succession to self-Acquired property act, 1984, Sociological Bulletin, Vol 37, 1/2 Pp. 71-82.
- Palriwala, R., & Uberoi, P. (Eds.). (2008). *Marriage, migration and gender* (Vol. 5). SAGE Publications Ltd Pp. 23-62
- Radcliffe-Brown, A.R. (1950). '*Introduction', in A.R. Radcliffe-Brown (ed.) African Systems of Kinship and Marriage*. U.K.: Oxford University Press. .Pp.1-85
- Schneider, David M. (1984). *A critique of the study of kinship*. Michigan: University of Michigan press, selected chapters. Pp. 57-66, 67-78, 79-94, 165-180.
- Shah, A.M, 1996, Is the joint household disintegrating?, EPW, March 2, vol.31 No9.Pp.537-542.
- Trautmann, T. R. and Lewis, Morgan Henry. (1987). *Invention of Kinship*. Berkeley: University of California Press Pp. 1-17, 179-204.
- Manjule, Nagraj, 2016, Sairat (Marathi- Film), Essel Vision Productions.
- Reinventing Family: The Rise of Non-Normative Households in South Korea | Paul Chang, Global Cornell, 26-aug-2022. https://youtu.be/Sddfi_i1Cvk

Course Objective:

To familiarize the student with digitization of society and assess its implications on everyday human experience. It also highlights the processes of digital communication and the interplay between internet, social media and society. The students will also be made aware of issues relating to surveillance, power disparities and politics of representation

Course Outcomes:

- Demonstrate a conceptual and practical understanding of the role of emerging digital technology in the analysis of social phenomena.
- Identify and reflect on key methodological, epistemic and normative issues raised by digital technologies and practices;
- Evaluate in practical terms the usefulness of digital platforms for the study of sociological phenomena;
- Develop reflexive skills regarding the innovative forms of participation and interactivity that digital technologies enable, and the potential of digital culture to transform society.

Unit I

Introducing the concepts

- Introducing Visual Culture and the process of 'seeing'
- The Spectacles of Modernity
- Visual Environments and Representations

Essential readings:

- Berger, John. Ways of Seeing. London: British Broadcasting, 1972. (p. 7- 33)
- Debord, Guy. Society of the Spectacle. Detroit: Black & Red, 1983. (p. 7- 17)
- Fenske, Gail & Deryck Holdsworth, 'Corporate Identity and the New York Office Building: 1895-1915' In David Ward and Olivier Zunz (ed) The Landscape of Modernity: New York City, 1900-1940. Baltimore: Johns Hopkins UP, 1997.
- Foucault, Michel. 'Panopticism' In Discipline and Punish: The Birth of the Prison. New York: Pantheon, 1977. (p. 195-203)
- Mirzoeff, Nicholas. 'The Right to Look, or, How to Think With and Against Visuality' In The Right to Look: A Counterhistory of Visuality. Durham, NC: Duke UP, 2011.
- Mitchell, W.J.T. 'Showing Seeing: A Critique of Visual Culture' In Journal of Visual Culture, August 2002 vol. 1 no. 2 165-180
- 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)

- Selwyn Neil ,What is Digital Sociology? Cambridge : Polity Press, 2019 (Introduction)
- Shohat, Ella and Robert Stam 'Narrativizing Visual Culture', In Nicholas Mirzoeff (ed) The Visual Culture Reader. 2nd ed. London: Routledge, 2002. (p. 37-41)
- Tagg, John. 'Evidence, Truth and Order: Photographic Records and the Growth of the State' In Essays on Photographies and Histories. Amherst: University of Massachusetts, 1988

Unit II

Visual culture and the everyday

- Visual Practices and Identity Formation
- Visual Contestations
- Visual Culture of the everyday life

Essential readings:

- Bakhtin, Mikhail. 'The Grotesque Image of the Body and Its Sources' In Mariam Fraser and Monica Greco (ed) The Body: A Reader. London: Routledge, 2005.
- Eco, Umberto. On Ugliness. New York: Rizzoli, 2007. Print. pp. 8-20.
- Ranciere, Jacques. 'Problems and Transformations of Critical Art' In Aesthetics and Its Discontents. Cambridge, UK: Polity, 2009.
- Mally, Lynn. Revolutionary Acts: Amateur Theater and the Soviet State, 1917-1938. Ithaca: Cornell UP, 2000. p. 147-169
- Srivastava, Sanjay. 'Urban spaces, Disney-Divinity and Moral Middle classes in Delhi' In Economic and Political Weekly Vol. XLIV, Nos. 26 & 27 (June 27, 2009), pp. 338-345
- MacDougall, David. 'Photo Hierarchicus: Signs and Mirrors in Indian Photography' in Visual Anthropology, 1992, 5 (2): 103-29.
- Certeau, Michel De. The Practice of Everyday Life. (Trans) Steven Rendall, Berkeley: University of California, 1984 (p. xi-xxiv)
- Pinney, Christopher. 'What do Pictures Want Now: Rural Consumers of Images, 1980-2000' In Photos of the Gods: The Printed Image and Political Struggle in India. London: Reaktion, 2004. Pp. 181-200
- Thomas de la Peña, Carolyn. 'Ready-to-Wear Globalism: Mediating Materials and Prada's GPS' In Winterthur Portfolio. Vol. 38, No. 2/3 (Summer/Autumn 2003), pp. 109-129

Unit III

Audio-visual ethnography

- Choosing the social context
- The choice of media
- Etic and Emic within the social and Ethical concerns

Essential readings:

- Latour, Bruno et al., 'The Whole is Always Smaller Than its Parts: A Digital Test of Gabriel Tarde's Monads,' British Journal of Sociology, 2013
- Mazumdar, Ranjani. Bombay Cinema: An Archive of the City. Minneapolis: University of Minnesota, 2007
- Ruppert, E., Law, J., and Savage, M., Reassembling social science methods: The challenge of digital devices. Theory, culture & society, 30(4), 22-46, 2013

- Marres, N, Digital Sociology: the reinvention of social research, Cambridge: Polity, 2017.

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

Unit IV

Engaging and representing through digitial media

- Content creation and editing
- Identifying audience and presenting findings
- Reception and innovation

Essential readings:

- Becker, Howard S. 'Visual Sociology, Documentary Photography, and Photojournalism: It's (Almost) All a Matter of Context' in Image-Based Research: A sourcebook for Qualitative Researchers, Jon Prosser ed., Falmer Press, pp. 74-85, 1995
- Collier, John and Malcom Collier, Visual Anthropology: Photography as a Research Method, University of New Mexico Press, Chaps 1, 2 and 3, 1986.
- Mead, Margaret, 'Visual Anthropology in a Discipline of Words' in Principles of Visual Anthropology (ed) Paul Hockings, Second Edition, Mouton de Gruyter, pp 3-10, 1995
- Pink, Sarah, Doing Visual Ethnography, Sage Publications Limited, Chaps 1 and 2, 2013
- Prosser, Jon & Dona Scwartz, 'Photographs within the Sociological Research Process' in Image-Based Research: A sourcebook for Qualitative Researchers, Jon Prosser ed., Falmer Press, pp. 101-115, 1998.

SEMESTER IV

Sl.No	Course Code	Title of the Course	Credits
Major			
1.	SOC 221	Urban Sociology	4
2.	SOC 222	Media and Society	4
3.	SOC 223	Population and Society	4
Minor			
4.	SOC 224	Sociology of Health	4
		(Summer Internship is initiated during holidays and continued in the next semester)	
		Total	16

SOC 221: URBAN SOCIOLOGY

Course Objective:

The course offers a broad trajectory of the development of Urban Sociology as a discipline with the most recent discourses in the area. The course will also pay special attention to consequences of urbanization, social structure in Urban Society and challenges in urban governance.

Course Outline:

Unit I
Emergence of Urban Sociology: Classical and Contemporary Perspectives

Essential Readings:

- Burges, E. E. (1962). *Urban Sociology.* New York: Free Press. Pp. 1-344.
- David A. Karp, Gregory P. Stone, William C. Yoels. (1991). *Being Urban: A Sociology of Urban Life*. London: Praeger. Pp. 3-23.

- Rajendra K. Sharma. (1997). *Urban Sociology*. New Delhi: Atlantic Publishers. Pp. 1-15, 50-56.

- Rao, M. S. A. (1974). *Urban Sociology in India.* New Delhi: Orient Longman. Pp. 279-285.

Unit II
Theorizing Urban Space: Urban Space as Culture, Occupation, Population, economy and Ecology

Essential Readings:

- Harvey, David. (1989). *The Urban Experience*. Baltimore: John Hopkins Press. Pp. 1-293.
- Jayaram, N. (2017). *Social Dynamics of the Urban: Studies from India*. New Delhi: Springer. Pp. 1-14.
- Wirth, Louis. (1991). *Urbanism a Way of Life.* Irvington Publications. Pp. 1-24.

- Wilson R. A, and Schlutz David. (1978). *Urban Sociology*. London: Prentice Hall. Pp. 1-368.

Unit III
Contested Spaces and Identities of the Urban: Slums, Politics of Urban Development, Ghettoization

Essential Readings:

- Mahala, O. M. (2011). *Urban governance in India: emerging challenges in liberalized era*. New Delhi: Authors press. Pp. 1-272.
- Patel, Sujata &Kushal Deb (ed.) (2006). *Urban Studies.* Delhi: Oxford University Press. Pp. 1-494.
- Varshney, Ashutosh. (2002). *Ethnic conflicts and civic life: Hindus and Muslims in India*. New Delhi: Oxford University Press. Pp. 1-382.
- Castells, M. and Sheridan, A. (1977). *The Urban Question*. London: Edward Arnold. Pp. 1-502.
- Dharavi: A Slum In The Centre Of India's Financial Capital https://www.youtube.com/watch?v=NEVWL4o95cw
- City of God: Inside Brazil's Infamous Favela! https://www.youtube.com/watch?v=-RAs-gZFFWA

Unit IV
Urbanisation and Urbanism in India: The Colonial and Post-Independence Experience

Essential Readings:

- Shrivastava, A.K. (1989). *Urbanization: Concept & Growth*. New Delhi: H.K. Publishers. Pp. 1-27.
- Simon Parker. (2004). *Urban Theory and the Urban Experience: Encountering the City*. London: Routledge. Chapter-2, Pp. 8-26.
- Wirth, Louis. (1938). "*Urbanisation as a Way of Life.*" American Journal of Sociology. Pp. 1-24.
- Bose, A. (1973). *Studies in India's Urbanization*. New Delhi: Tata Mc Graw Hill. Pp. 1-449.

Unit V
The Underbelly of Cities: Poverty and Crime and Street Culture segregation of cities

Essential Readings:

- Zukin, Sharon. (1995). *The Cultures of Cities*. London: Black well. Pp. 134-136.
- Simmel, George. (1976). *The Metropolis and Mental Life: The Sociology of Georg Simmel*. New York: Free Press. Pp. 1-28.
- Weber, Max et. al. (1966). *The city.* Free Press, New York. (Translation and edited by Don Martindale and Gertrud Neuwirth). Pp. 65-89.
- Davis, Kingsley (ed.) (1973). *Cities: Their Origin, Growth and Human Impact*. W.H Freeman and CO. San Francisco. Pp. 1-297.
- https://www.nytimes.com/2001/05/13/nyregion/the-underbelly-of-a-city-in-transition.html
- Srivastava, Sanjay. (2015). Entangled Urbanism: Slum, Gated Community and Shopping Mall in Delhi and Gurgaon. OUP.

Course Outcome: Students will get to explore the different theories on urban society. They will be able to understand urban space from different perspectives and how politics plays role around it.

Teaching Methods: The basic method of this course will be the lecture with chalk and board. Discussion on urban space and slums will be there, with the help of some documentaries and case studies.

Further Readings:

- Burges, E.E. (1962). *Urban Sociology.* New York: Free Press.
- Bose, Ashish. (1973). *Studies in India's Urbanization*. New Delhi: Tata McGraw Hill.
- Castells, Manuel and A. Sheridan. (1977). *The Urban Question*. London: Edward Arnold.
- David A. Karp, Gregory P. Stone, William C. Yoels, (1991). *Being Urban: A Sociology of Urban Life*. London: Praeger.
- Davis, Kingsley (ed.). (1973). *Cities: Their Origin, Growth and Human Impact*. W.H Freeman and CO. San Francisco
- Harvey, David. (1989). *The Urban Experience*. Baltimore: John Hopkins Press.
- Jayaram, N. (2017). *Social Dynamics of the Urban: Studies from India*. pp: 1-14. New Delhi: Springer.
- Wirth, Louis. (1991). *Urbanism a Way of Life.* Irvington Publications.
- Weber, Max et. al. (1966). *The City, Free Press, New York.* (Translation and edited by Don Martindale and Gertrud Neuwirth)
- Mahala, O. M. (2011). *Urban governance in India: emerging challenges in liberalized era*. New Delhi: Authorspress.
- Patel, Sujata & Kushal Deb (ed.). (2006). *Urban Studies.* Delhi: Oxford University Press.
- Rajendra K. Sharma. (1997). *Urban Sociology*. New Delhi: Atlantic Publishers.
- Rao M.S.A. (1974). *Urban Sociology in India.* New Delhi: Orient Longman.
- Shrivastava, A.K. (1989). *Urbanization: Concept & Growth*. New Delhi: H.K. Publishers.
- Simmel, Georg. (1976). *The Metropolis and Mental Life: The Sociology of Georg Simmel*. New York: Free Press.
- Simon Parker. (2004). *Urban Theory and the Urban Experience: Encountering the City*. London: Routledge.
- Varshney, Ashutosh. (2002). *Ethnic conflicts and civic life: Hindus and Muslims in India*. New Delhi: Oxford University Press.
- Wilson R.A, and Schlutz David. (1978). *Urban Sociology*. London: Prentice Hall.
- Wirth, Louis. (1938). "*Urbanisation as a Way of Life*". pp: 1-24. American Journal of Sociology.
- Zukin, Sharon. (1995). *The Cultures of Cities*. London: Blackwell.

SOC 222: MEDIA AND SOCIETY

Course Objective:

Drawing upon various media including television, radio, books, film, and the internet, the course will examine the social, cultural and political underpinnings of media, the content of media messages, the relationship between media and the public, and the growth of new media technologies. The course assumes that mass media and the industries that produce media products play significant cultural and political roles in contemporary societies.

Course Outline:

Unit I

Interfacing Media with Society: Folk, Popular, Mass and alternate

Essential   Readings:

- Burton, Graeme. (2011). *Media and Society*. New Delhi: Tata Mc Graw Hill. pp. 61-77
- Carah, Nicholas. (2021). *Media and Society: Power, Platforms and Participation*. Sage Publications. Pp. 34-64
- Easterine Kaire_ A Terrible Matriarchy_CET93.0FM, CET93.0FM Podcast, 29-Aug-2021 https://youtu.be/4kgQXkxBoHk
- India's Trans Community is Fighting for the Right to work, Transnational, VICE News, 29-Dec-2021https://youtu.be/eHX9y0-4UCA

Unit II

Theoretical Approaches to Media Studies: Cultural Studies, Public Domain, Semiotics, Consumption, representation, production and dissemination.

Essential   Readings:

- Appadurai, Arjun. (1996). *Modernity at Large; Cultural Dimensions of Globalization*, University of Minnesota Press. Pp. 66-88
- David, Inglis. (2005). *Culture and Everyday Life.* Pp.1-52,77-99. Routledge.
- Dissemination and Dissemination Strategies, IRL- Research and Science Course, 30-Aug-2019 https://youtu.be/N14filsEJ7A
- Ong, W. J. (1979). Literacy and Orality in Our Times. *Profession*, 1–7.
- Our Consumer Society, Then &Now, 9-June-2022 https://youtu.be/wmDoUa4f-NM

Unit III

Political economy of Media: Political Processes, Media and the State, Building Political Reality

Essential   Readings:

- Carah, Nicholas. (2021). Media and Society: *Power, Platforms and Participation*. Sage Publications. Pp. 16-33.
- Herman, E. S., & Chomsky, N. (2010). *Manufacturing consent: The political economy of the mass media*. Random House. Pp. 1-36
- Katzman, L. (1993). The Politics of Media: Painting and Photography in the Art of Ben Shahn. *American Art*, *7*(1), 61–87
- Rudolph, L. I. (1992). The Media and Cultural Politics. *Economic and Political Weekly*, *27*(28), 1489–1496.
- Role of social media in politics- emerging ministry of truth, Dr. Nihar Amoncar, TEDx Talks. 30 Apr-2019. https://youtu.be/mY6QWwzRkZk

Unit IV

Globalization and Media: Neoliberalism, Visual Culture

Essential   Readings:

- Hines, Jessica, (2002). Book review: Dwyer & Patel's "*Cinema India: visual culture of hindi film*'. India today.in/magazine/Society and The Arts
- Mitchell, W.J.T. (2002). Showing Seeing: A Critique of Visual Culture, Journal of Visual Culture, Vol. 1 (2): 165-181, Sage Publications, London/New Delhi
- Muley, Laura. (1975). Visual Pleasure and Narrative Cinema, Screen, Vol. 16, Autumn, pp. 6-18. Also in Mulvey (1989) Visual and Other Pleasures, New York: Palgrave
- Cinema as a medium of change in Society: Nagesh Kukunoor, TEDx Talks, 5-Apr-2014https://youtu.be/DzWjaWFLjgg
- How the media affects the youth, Oda Faremo Lindholm, TEDx Talks, 10-Feb-2015 https://youtu.be/HjnclEhy960

Unit V

New Media: Technology, Creativity, Community, Internet, Alternative Identities and Virtual Realities

Essential   Readings:

- Khan, Rand D. Keller. (2004). *"New Media and Internet Activism: From the "Battle of Seattle to Blogging".* Pp. 87-95. New Media and Society.
- Orlowski, Jeff (2020), The Social Dilemma, Netflix Film
- Williams, L. (1991). Film Bodies: Gender, Genre, and Excess. *Film Quarterly*, *44*(4), 2–13.
- India's Thriving Scam Industry: Before you Call Tech Support, Undercover Asia, 31-July-2022https://youtu.be/7CZReZ24-to
- Teens, Social Media and Technology (Full Documentary), FRONTLINE PBS, 27-July-2019https://youtu.be/JqamKb7gTWY

Course outcome: The course will enable the students to analyse the functions of media and communication systems and their effects on society. It will highlight the histories and connections between different media. Students will be able to make connections between and among the different elements influencing media.

Teaching Methods: Chalkboard instruction, Lecture, Multimedia visual/digital sources, Student Presentations, Assignment submissions, Field visits, Discussion groups, Peer-partner learning.

Further Readings:

- Adorno, Theodor. (2001). *The Culture Industry*. London: Routledge. Pp.1-28, 98-106.
- Castells, M., & Cardoso, G. (1996). *The network society* (Vol. 469). oxford: blackwell. Pp. 3-22, 23-70
- Chaudhuri, Maitrayee (1979) Refashioning Indian; gender, media and a transformed Public Discourse, Orient Blackswan Private Limited, pp. 1-38, 134-156,219-238.
- Grossman, L. (2009). Iran Protests: Twitter, the Medium of the Movement. Time.com.
- Hall, Stuart, (1980). '*Cultural Studies: Two Paradigms', Media, Culture andSociety2*, pp. 57-72. Sage.
- Hasan, D. (2004). Out of the box: televisual representations of north-east India. *Sarai Reader*, *4*, 126-129.
- Herman, Edward S. and Chomsky, Noam. (1988). *Manufacturing Consent: the political Economy of Mass Media*. pp.xi-viii,143-168.Pantheon Books.
- Knochel, A. D. (2013). Assembling Visuality: Social Media, Everyday Imaging, and Critical Thinking in Digital Visual Culture. Visual Arts Research, 39(2), 13–27
- Lindgren, Simon. (2021). Digital Media and Society. Sage Publications, UK. Pp.9-129.
- Mcluhan, Marshall. (1964). *Understanding Media: The Extensions of Man*, London: Ark Paperbacks. Pp. 3-62.
- Mulvey, L. (2019). *Afterimages: on cinema, women and changing times*. Reaktion Books. Pp.18-24.
- Ritzer, G., & Malone, E. L. (2000). Globalization Theory: Lessons from the Exportation of McDonaldization and the New Means of Consumption. *American Studies*, *41*(2/3), 97–118
- Said, Edward. (1981). *Covering Islam: How Media and Experts Determine How We See the Rest of the world.* pp. xi-xlix,2-68. New York: Pantheon.
- Uberoi, Patricia. (2006). *Freedom and Destiny: Gender, Family and Popular Culture in India*.pp.1-47,138-179. Oxford University Press.
- The Changing Face of Beauty in Northeast India, Short film Showcase, National Geographic, 15-Nov-2015https://youtu.be/l-8EC1sHZmQ
- How advertisements rewires kid's Brain, The Story of Stuff Project, 26-Apr-2019 https://youtu.be/hGN1ZEABk_Y
- How Social Media is Shaping our Political Future, Victoria Bonney, TEDx Talks, 18-dec-2018https://youtu.be/9Kd99IIWJUw

SOC 223: POPULATION AND SOCIETY

Course Objective:

The course enables students to understand the demographic process and its interface in society. It acquaints the students with population trends and key issues of Population.

Course Outline:

Unit I

Conceptual and Theoretical overview: Interface between population society, Key Demographic concepts and theoretical approaches.

Essential Readings:

- Poston, L. Dudley & Micklin, Michael. (2005). *Handbook of Population*. Kulwer Academic/ Plenum Publishers. pp 1-16
- Birdsall, Nancy. & Sinding, W. Steven. (2001). *Population Matters*. How and why population matters (chapter). Oxford University Press. pp 3-22
- Weeks, John R. (2008). *Population: An Introduction to Concepts and Issues*. Wads worth Cengage learning. 1-23, 59-99
- Kirk, Dudley. (1996). Demographic Transition Theory. *Taylor & Francis, Ltd. on behalf of the Population Investigation Committee* Vol. 50, No. 3, pp. 361-387.
- Charles Hirschman. (2005). "*Population and Society: Historical Trends and Future Prospects*." In Craig Calhoun, Chris Rojek, and Bryan S. Turner, (eds.) The Sage Handbook of Sociology, pp. 381-402. London: Sage Publications
- Malthus, Thomas Robert. (1986). *An Essay on the Principle of Population*. Chapters 1-2,pp. 01-11. London: William Pickering.
- Poston, Dudley L. and Leon F. Bouvier. (2010). Population and Society: An Introduction to Demography, First edition. New York: Cambridge University Press. Pp 3-15, 17-32.
- Conley, Dalton. 2017. You May Ask Yourself: An Introduction to Thinking Like a Sociologist, Fifth Edition. New York: W. W. Norton and Company. pp. 16-41

Unit II

Sources of demographic data and trends: Census, Vital Statistics and Sample surveys, Global and regional trends in population growth.

Essential Readings:

- Weeks, John R. (2008). *Population: An Introduction to Concepts and Issues*. Wads worth Cengage learning. 25-57, 100-137
- Dudley L. Poston and Leon F. Bovier. (2010). *Population and Society: An Introduction to Demography*. Cambridge University Press –15-38
- https://censusindia.gov.in/census.website
- Gill, Mehar Singh. (2007). "*Politics of Population Census Data in India.*" EconomicandPoliticalWeekly.42 (3):241–49.

Unit III

Population dynamics: Fertility and Mortality transition, Measurements, theories and policies, Theories of Migration, politics of Migration

Essential Readings:

- Weeks, John R. (2008). *Population: An Introduction to Concepts and Issues*. Wads worth Cengage learning. 139-296
- Kalpana, H. S. & Bock, J. (2001). *Fertility Theory: Caldwell's Theory of Intergenerational Wealth Flows*. Elsevier Science Ltd. All rights reserved. Pp. 5557-5560.
- Omran, R. Abdel. (2005). The Epidemiologic Transition: A Theory of the Epidemiology of Population Change. *The Milbank Quarterly*, Vol. 83, No. 4. pp. 731–57. *Milbank Memorial Fund. Published by Blackwell Publishing*.
- Lee, S. Everett. (1966). A Theory of Migration. *Demography*, Vol. 3, No. 1. pp. 47-57.
- Castles, Stephen. (2003).'The International Politics of Forced Migration'*, Development.Springer*.46(3):11-20
- Visaria, Pravin and Visaria, Leela. (2006). *'India's Population: Its Growth and Key Characteristics'*. In Veena Das (ed.). Handbook of Indian Sociology. New Delhi: Oxford University Press. pp. 61-77.

Unit IV

Debates on population growth and control: Role of State and Market

Essential Readings:

- S. Sudha and S. Irudaya Rajan, (1999), Female Demographic Disadvantage in India 1981-1991: Sex Selective Abortions and Female Infanticide. Development and Change Vol. 30 585-618. *Institute of Social Studies. Blackwell Publishers Ltd, 108 Cowley Rd, Oxford OX4 1JF, UK*.
- Mary E. John, Ravinder Kaur, Rajni Palriwala Saraswati Raju, Alpana Sagar, (2008) *Planning Families, Planning Gender: The Adverse Child Sex Ratio in Selected Districts of Madhya Pradesh, Rajasthan, Himachal Pradesh, Haryana, and Punjab.* Action Aid (Delhi).
- Steven W. Sinding (2000). The Great Population Debates: How Relevant Are They for the 21st Century? American Journal of Public Health December. Vol. 90, No. 12: 1841
- Mytheli, Sreenivas. (2009). "Population Bomb? The Debate over Indian population". *Origins: Current Events in Historical Perspective.* https://origins.osu.edu/article/population-bomb-debate-over-indian-population?
- Toney, M.B., Stinner, W.F. & Kim, Y. (1981). The population debate: A survey of opinions of a professional organization's membership. *Population and Environment. Springer.* Vol.4, No.3. 156–173
- Karkai Malini. (1998). *Population Control: State-Sponsored Violence against Women*. CEHAT, Mumbai.
- Gupta, Jyotsna Agnihotri. (2000). *New Reproductive Technologies: Women's Health and Autonomy: Freedom or Dependency?*. Sage Publications, New Delhi.
- Rao, Mohan. (2000). *Family Planning Program: Paradigm Shift in Strategy*. Economic and Political Weekly. 35(49). 4317-4322.

Course outcome: By the end of this course students will be able to identify trends inhuman populations, compare causes and consequences of demographic changes and will be able to understand contemporary demographic changes.

Teaching Methods: Lecture, Review of articles, Documentaries, Group discussion and analysing secondary data.

Further Readings:

- Asha, Bhende& Tara, Kanitkar. (2003). Principles of Population Studies. Bombay: Himalaya Publishing House.
- Bose, Ashish. (1991). Demographic diversity of India. Delhi: B.R. Publishing Corporation.
- Cox, Peter Richmond. (1950). Demography. pp. 01-08. University of California Press.
- Finkle, Jason, L & C Alison Melntosh. (ed) (1994). The New Policies of Population. New York: The Population Council.
- Furedi, Frank. (1997). Population and Development: A Critical Introduction. pp. 40-55. Oxford: Polity Press.
- Heer, David M. and Grigsby, Jill S. (1992). Fertility, Society and Population. pp. 46-61. New Delhi: Prentice Hall.
- Poston, Dodudley L. & Bouvier Leon F. (2010). An Introduction to Demography. Cambridge University Press
- Weeks, John R. (2008). Population: An Introduction to Concepts and Issues. Wadsworth Cengage learning.
- Castles, Stephen. (2003). 'The International Politics of Forced Migration', Development. Springer. 46(3): 11-20.
- Gill, Mehar Singh. (2007). "Politics of Population Census Data in India." Economic and Political Weekly. 42 (3): 241–49.
- Government of India. (2000). National Population Policy. New Delhi
- (http://www.populationcommission.nic.in/facts1.htm).

Course Objective:

This course provides general understanding of sociological aspects of medicine and health. It also familiarizes the students with the health policy and planning in India.

Course Outline:

Unit I

Conceptual and theoretical discourses: Development of Sociology of Health, the body, Sick Role, Illness as Deviance, Stigma, Birth of the Clinic

Essential   Readings

- Arnold, David. (1993). *Colonizing the Body- State, Medicine and Epidemic Disease in Nineteenth Century India.* California: University of California Press. Chapter 1.
- Bury, Michael. (1997). *Health and Illness in a Changing Society.* London: Routledge. Pp. 77-109.
- Butler, Judith. (1993). *Bodies that Matter- On the Discursive Limits of Sex.* New York: Routledge. Pp. 21-50.
- Cockerham, William. C. (14th Ed.) (2016). *Medical Sociology.* New York: Routledge. Pp. 147-153, 188-203,212-216,271-275.
- Foucault, Michel. (1963). *The Birth of the Clinic- An Archaeology of Medical Perception.* London: Routledge.

Unit II

Social Inequalities and Health Status: Gender, Caste, Class, Religion, ageing

Essential   Readings:

- Bartley, Mel. (2016). *Health Inequality: An Introduction to Concepts, Theories and Methods.* Chapter: 1,8,9,10.
- Bury, Michael, and Jonathan Gabe (ed.) (2004). *The Sociology of Health and Illness A Reader.* London: Routledge. Pp. 61-172.
- Dalal. K, Ajit and Subha Ray (ed.) (2005). *Social Dimensions of Health.* Jaipur: Rawat Publications. Pp. 1-37.

Unit III

Health Problems and Stigma: Epilepsy, AIDS, Dementia, Mental Health, COVID-19.

Essential   Readings:

- Link, Bruce G and Jo C. Phelan. (2001). 'Conceptualising Stigma'. *Annual Review of Sociology.* 27. 363-385.
- Mason, Tom et al. (ed.) (2001). *Stigma and Social Exclusion in Health care.* London: Routledge. Pp. 1-14, 117-125, 265-269.
- Thoits, Peggy. A. (2005). "Differential Labeling of Mental Illness by Social Status: A new look at an old problem." *Journal of Health and Social Behavior.* 46(91). 102-119
- https://www.sciencedirect.com/science/article/pii/S0890406521000578?via%3Dihub

Unit IV

Health and Development: Health planning and policy of India, Alternative medicine, Privatisation and Commercialisation of Health care facilities

Essential   Readings:

- Bode, M. (2008). *Taking Traditional Knowledge to the Market: The Modern Image of the Ayurvedic and Unani Industry*. Delhi: Orient Blackswan. 1980-2000.
- Park. K. (21th Ed.) (2011). *Park's text book of Preventive and Social Medicine.* Jabalbur: Banarsidas Banot Publishers. Pp. 12-22,43-46, 640-643,821-826.
- Purohit, Brijesh C. (2020). *Economics of Public and Private Healthcare and Health Insurance in India.* New Delhi: Sage Publications.
- Pati, Biswamoy and Mark Harrison (ed.). (2001). *Health, Medicine, and Empire.* New Delhi: Orient Longman Ltd. Pp. 1-36, 37-87.

Course Outcome: By the completion of this course, students will be able to analyse the varied discourses on health and illness. They will be able to evaluate the inequalities in the accessibility of health and healthcare facilities in various social contexts.

Teaching Methods: The course will employ a variety of teaching methods to accomplish its objectives, including lectures, audio-visual materials (including films and videos), group discussions and seminar presentations.

Further Readings:

- Baru, Rama V. (2003). "Privatization of Health Services: A South Asian Perspective." *Economic and Political Weekly.* 38 (42). 4433-4437.
- Deborah, L. (2012). *Medicine as Culture: Illness, Disease, and the Body.* London: Sage.
- George, M. (2010). Voice of Illness and Voice of Medicine in Doctor-Patient Interaction. *Sociological Bulletin.* 159-178.
- Govt. of India. 2002. National Health Policy II, New Delhi: Ministry of Health and Finance.
- Kutty, Raman V. (1999). *A Premier of Health Systems Economics.* New Delhi: Allied Publishers. Pp. 14-38.
- IPHS.(2022).Ministry of Health and Family Welfare, Govt of India.
- National Health Policy. (2017). Ministry of Health and Family Welfare, Govt. of India.

- Rao S.P. Ranga. (1993). *Administration of Primary Health Centers in India.* New Delhi: Mittal Publications. Pp. 14-36.
- Sujatha, V. (2014). *Sociology of Health and Medicine.* New Delhi: Oxford University Press.
- Nagla, Madhu. (2018). *Sociology of Health and Medicine.* New Delhi: Rawat
- Mahal, Ajay, Bibek Debroy and Laveesh Bhandari (ed.) Indian Health Report 2010.New Delhi: Business Standard Books. Pp: 109-126. 16.
- Nettledon, Sarah. (2006). *The Sociology of Health and Illness.* Cambridge: Polity Press.
- Palit, Chittabrata and Achintya Dutta (ed.) (2005). *History of Medicine in India the Medical Encounter.* Delhi: Kalpaz Publications. Pp. 11-33, 159-176, 207-218.
- Schneider, Mary Jane. (2nd Ed.) (2006). *Introduction to Public Health.* Sudbury: Jones and Barttett Publishers. Pp. 3-16.
- Thomas, Richard. K. (2002). *Society and Health- Sociology for Health Professionals*. New York: Kluwer Academic Publishers. Pp. 213-246, 125-154.

SOC 225: TRIBAL SOCIETY IN INDIA

Course Objective:
The course provides a comprehensive history on the categorization of the 'tribal' society. It introduces the student to understand the demographic features, social structure and cultural patterns. It also seeks to enable the students to understand the problems of tribal people and the welfare policies available.

Course Outline:

Unit I

Conceptual Overview: Tribe-Caste, Scheduled Tribe, De-notified Tribe, PVTG, Indigenous People; Mapping tribes in India: Racial, linguistic and regional and Demographic Profile

Essential   Readings:

- Xaxa, Virginius. 'Tribes in India' in Veena Das (ed.) The Oxford India Companion to Sociology and Social Anthropology. New Delhi: Oxford University Press. 373-408.
- Subba, Tanka. (2016). *From Caste to Tribe: An Autobiographical Essay. In Sundar, Nandini. 2016. The Scheduled Tribes and Their India*. The Oxford University Press, Unit. 2
- Xaxa, Virginius. (2008). *State, Society and Tribes: Issues in Post-Colonial India*. Pearson. Pp: 1-12, 28-40.
- Bokil, M. (2002). De-Notified and Nomadic Tribes: A Perspective, *Economic and Political Weekly*. 37 (2).148-154

Unit II

Tribal Culture and Territory: Language, Religion and Identity, Gender, Youth, Kinship

Essential   Readings:

- Elwin. V. (1990). *The Tribal World of Verrier Elwin: An Autobiography*. Delhi: Oxford University Press. Chapter 1
- Xaxa, Virginius. (2008). *State, Society and Tribes: Issues in Post-Colonial India*. Pearson. Pp. 74-86, 101-112, 113-128.
- Kannada Movie- Kanthara
- https://www.survivalinternational.org/tribes/sentinelese

Unit III

Deprivation and Resistance: land alienation, Food Security and livelihood, displacement

Essential   Readings:

- Govinda Chandra Rath (ed.). (2006). *Tribal Development in India: The Contemporary Debate*. New Delhi, Sage Publications. Pp: 112-132, 218-238, 169-181
- Prasad, Archana. (2016). *Tribal Livelihood and the Agrarian Crises. In Sundar, Nandini. 2016. The Scheduled Tribes and Their India*. The Oxford University Press. Unit.22

- https://www.survivalinternational.org/tribes/tigerreservetribes
- https://www.survivalinternational.org/tribes/jenu-kuruba
- https://www.survivalinternational.org/tribes/jarawa

Unit IV

State, Welfarism and Social Change: Changing approaches to tribal development- Pre & Post- Independence, Forest Regulation and Policy, PESA, Social Mobility and rise of elites among tribes

Essential Readings:

- Govinda Chandra Rath (ed.) (2006). *Tribal Development in India: The Contemporary Debate*. New Delhi, Sage Publications. Pp. 65-91.
- McDuie-Ra, Duncan. (2016). *Cosmopolitan Tribals: Frontier Migrants in Delhi, In Sundar, Nandini. 2016. The Scheduled Tribes and Their India*. The Oxford University Press. Unit.26.
- Sarin, Madhu. (2016). *India's Forest Tenure Reforms*, 1992-2012, in In Sundar, Nandini. 2016. The Scheduled Tribes and Their India. The Oxford University Press. Unit. 17.
- Strumpell, Christian. (2016). *The Making and Unmaking of an Adivasi Working Class in Western Orissa, In Sundar, Nandini. 2016. The Scheduled Tribes and Their India*. the Oxford University Press. Unit. 25
- Xaxa, Virginius. (2016). *Protective Discrimination: Why Scheduled Tribes Lag Behind Scheduled Castes*. In Sundar, Nandini. 2016. The Scheduled Tribes and Their India, The Oxford University Press. Unit. 14

Course Outcome: Upon successful completion of this course, the students would be able to understand the Diversity of Indian tribes in various aspects of their social life. It helps them to develop a perspective on the life, struggles and social change of indigenous communities in India.

Teaching Methods: The course will employ a variety of teaching methods to accomplish its objectives, including lectures, audio-visual materials (including films and videos), group discussions and seminar presentations.

Further Readings:

- Beteille, A. (1998). The Idea of Indigenous People. *Current Anthropology.*39.187-191.
- Haimendorf, Christoph von. (1982). *Tribes of India: The Struggle for Survival.* Oxford University Press.
- Munshi, I. (2007). *Adivasi Life Stories: Context, Constraints, Choices.* New Delhi: Rawat Publications.
- Padel, Felix. (2009). *Sacrificing People: Invasions of a Tribal Landscape.* Hyderabad: Orient Blackswan.
- Pati, B. (2011). *Adivasis in Colonial India: Survival, Resistance and Negotiation.* New Delhi: Orient Blackswan.
- Xaxa, V. (1999). "Tribes as Indigenous People of India." *Economic and Political Weekly.*

SEMESTER V

Sl.No	Course Code	Title of the Course	Credits
Major			
1.	SOC 311	Pioneers of Indian Sociology	4
2.	SOC 312	Methods of Sociological Research	4
3.	SOC 313	Social Movements in India	4
4.	SOC 314	Internship	
Minor			
5.	SOC 315	Social stratification	4
		Total	20

Course Objective:

The course exposes the students to the contribution of sociologists who have built-Up sociology in India.

Course Outline:

Unit I

Indological and Civilizational Perspectives: G.S Ghurye, Irawati Karve, Surajit Sinha and Radhakamal Mukherjee

Essential Readings:

- Karve, Irawati.(1961). Hindu Society: An interpretation. Poone: Deccan College. Pp. 15-130
- Ghurye, G.S. (1950). Caste, Class and Occupation. Bombay: Popular Prakashan. Pp.-01-356
- Ghurye, G.S. (1945). Culture and Society. Bombay: Popular Prakashan
- Mukerjee, R.K. (1926).The Rural Economy of India: London: Longmans, Green & Co.; Publication. Pp. 1-8, 57-83, 141-163, 215-230.

Unit II:

Structural-Functional Perspective: S.C. Dube and M.N. Srinivas

Essential Readings:

- Dube, S.C. (2005). Indian Society. New Delhi: National Book Trust. Pp. 1-106
- Dube, S.C. (1995). Indian Village. London: Routledge. Chap. 01, 02, 04, 05, 08.
- Dube, S.C. (1958). India's Changing Village. London: Routledge. Chap. 01, 02, 03.
- Srinivas, M.N. (1980). India: Social Structure. New Delhi: Hindustan Publishing. Chap. 01, 02.
- Srinivas, M. N. (1963.). Social Change in Modern India. California Berkeley: California University Press. Pp. 01-95.

Unit III

Marxist Perspective: D. P Mukherjee, A. R Desai

Essential Readings:

- Mukerjee, D.P. (1958). Diversities. Delhi: Peoples Publishing House.
- Desai, A.R. (1948). Social Background Of Indian Nationalism Ed. 1 st . Bombay: Popular Press. Pp: 7-351

- Desai, A.R. (2005). Rural India in Transition. Bombay: Popular Prakashan. Pp. 01-46.

Unit IV

Subaltern Perspective and the Sociology of the Adivasis: B.R Ambedkar, and Ranajit Guha-

Essential   Readings:

- Ambedkar, B. R. (Bhimrao Ramji), 1891-1956. (1990). Annihilation of caste: an undelivered speech. New Delhi: Arnold Publishers.
- Sarkar, Sumit. (1997). "The Decline of the. Subaltern in Subaltern Studies". Delhi: Oxford University Press

Unit V

Feminist Perspective: Leela Dube, Neera Desai, Gail Ombevdt and Sharmila Rege

Essential   Readings:

- Omvedt, G. (1995). Dalit Visions: The Anti-caste movement and Indian Cultural Identity. Orient Longman. Pp. 01-34.
- Dube, Leela et. al. (eds.) (1986). Visibility and Power. Essays on Women in Society and Development. New Delhi: OUP. Pp. 03-15, 22-54, 107-136, 287-300, 324-341.
- Rege, Sharmila. (2013). Against the Madness of Manu: B R Ambedkar's writings on Brahmanical patriarchy: Delhi: Narayana Publisher. pp. 01-226.
- Nair, Janaki. (1994). On the Question of Agency in Indian Feminist Historiography. Gender & History.

Course Outcome: After this course, students will be able to understand how Indian sociologists have understood the Indian society and what are their important theories and contributions the sociological discourse. Students will also be familiarized with the different perspectives to look at society such as Indological, Feminist, Subaltern, etc.

Teaching Methods: Method of this course will be lecture and instructions with the help of chalk and board. Review of literature will be there to make students familiar with the original texts of the sociologists.

Further Readings:

- Singh, Yogendra. (1973). Modernization of Indian Tradition. Delhi: Thomson Press.
- Majumdar, D. N. (1958). Races and Culture of India. Bombay: Asia Publishing House.
- Oommen, T.K. and Mukherjee, P. N. (1986). Indian Sociology: Reflections and Introspections. Bombay: Popular Prakashan.
- Andre, Beteille. (1974). Essays in Comparative Sociology. New Delhi: Oxford University Press.
- Uma Chakravarti. (2018). Gendering caste: through a feminist lens, SAGE Publications, New Delhi.

SOC 312: METHODS OF SOCIOLOGICAL RESEARCH

Course Objective:

This course is designed to offer an introduction to students to the process of researching society and culture. On the completion of this course, students will be acquainted with the Principles and methods of qualitative and quantitative research in investigating sociological phenomena.

Course Outline:

Unit I

Sociological Inquiry: Foundations and Dialectics of Social Research, the interrelation of problems, theories, facts and methods, Debating the Relevance of Scientific methods for social sciences, Quantitative and Qualitative methods, Process of Doing Social Research

Essential Readings:

- Bulmer, Martin. (1984). *Sociological Research Methods: An introduction*, 2ndedition, Macmillan Education Ladyland. PP.15-28.
- Shutt, Russell. (2011). *Investigating the Social World: The Process and Practice of Research,* 7thedition, SAGE Publications Inc, USA. PP1-6.
- Babbie, Earl. (2020). *The Practice of Social Research,*15thedition. Wads worth Publishing Co Inc., USA. pp.29-57.
- Giddens, Anthony, Philip W. Sutton. (2021). *Sociology*, 9th edition, Polity Press.pp.65-66.
- Goode, William & Paul, Hatt. (1952). *Methods in Social Research*, McGraw-Hill Book Company INC, New York. pp.7-17.
- Seal, Clive. (2018). *Researching Society and culture*, 4th edition, SAGE Publications Ltd, UK (pp.70-104)

Unit II

Formulating Research Design and Hypothesis, Types of research design & hypothesis, Characteristics, sources & functions of hypothesis

Essential Readings:

- Blumer, Martin. (1984). *Sociological Research Methods*: An Introduction,2nd edition Macmillan Education Ladyland(pp.1-8)
- Goode, William & Paul, Hatt. (1952). *Methods in Social Research,* McGraw-Hill Book Company INC, New York. pp.56-73. pp.92-102.
- Seal, Clive. (2018). *Researching Society and culture*, 4th edition, SAGE Publications Ltd, UK. pp.231-275.

Unit III

Sampling Design, Census Vs. Sampling, Sampling Design for Quantitative Research, Sampling Design for Qualitative Research

Essential Readings:

- Shutt, Russell. (2011). *Investigating the Social World: The Process and Practice of Research,* 7thedition, SAGE Publications Inc, USA pp.135-170.
- Babbie, Earl. (2020). *The Practice of Social Research,*15th edition. Wads worth Publishing Co Inc., USA. pp. 187-212.
- Goode, William & Paul, Hatt. (1952). *Methods in Social Research,* McGraw-Hill Book Company INC, New York pp. 209-231.
- Seal, Clive (2018). *Researching Society and culture*, 4th edition, Sage Publications Ltd, UK. pp. 338-379

Unit IV

Quantitative Methods Questionnaire, Interview Survey, Telephone Survey & online survey, Content Analysis, Analyzing Existing Statistics

Essential Readings:

- Goode, William & Paul, Hatt. (1952). *Methods in Social Research,* McGraw-Hill Book Company INC, New York.pp.132-169. pp. 170-183.
- Giddens, Anthony, Philip W. Sutton. (2021). *Sociology*, 9th edition, Polity Press. pp.110-115.
- Bulmer, Martin. (1984). *Sociological Research Methods*: An Introduction, 2nd edition, MacMillian Education LTD, London.pp.53-82.
- Shutt, Russell. (2011). *Investigating the Social World: The Process and Practice of Research,* 7thedition, SAGE Publications Inc, USA. pp. 229-279.

Unit V

Qualitative methods Observation, Interviews, Case Study Focus Goup Discussion, Ethnography, Unobtrusive Online Research

Essential Readings:

- Goode, William & Paul, Hatt. (1952). *Methods in Social Research,* McGraw-Hill Book Company INC, New York. pp. 119-131, pp.184-208, pp.313-340.
- Giddens, Anthony, Philip W. Sutton. (2021). *Sociology*, 9th edition, Polity Press. pp. 105-110.
- Seal, Clive. (2018*) Researching Society and culture,* 4th edition, SAGE Publications Ltd, UK.pp.417-460, pp.462-495, pp.497-532, pp.534-569, pp.671-699.
- Bulmer, Martin. (1984). *Sociological Research Methods*: An Introduction, 2nd edition, MacMillian Education LTD, London. pp. 105-112.
- Shutt, Russell. (2011). *Investigating the Social World: The Process and Practice of Research,* 7thedition, SAGE Publications Inc, USA. pp. 280-319.

Course Outcome: This course will make students to understand the difference between

practice and theory. Students will be familiarized with the social research and more importantly how one can approach the social research.

Teaching Methods: Chalk and board, Instructions, Lecture, Discussion and Reflection from Students.

Further Readings:

- Bulmer, Martin. (1984). *Sociological Research Methods*: AnIntroduction,2ndedition Macmillan Education Ladyland(pp.1-8)
- Goode, William & Paul, Hatt. (1952). *Methods in Social Research,* McGraw-Hill Book Company INC, New York. pp. 56-73. pp.92-102.
- Seal, Clive. (2018*). Researching Society and culture*, 4th edition, SAGE Publications Ltd, UK. pp. 231-275.
- Shutt, Russell. (2011). *Investigating the Social World: The Process and Practice of Research,* 7thedition, SAGE Publications Inc, USA. pp. 280-319.
- Babbie, Earl. (2020). *The Practice of Social Research,*15th edition. Wads worth Publishing Co Inc., USA. pp. 187-212.
- Giddens, Anthony, Philip W. Sutton. (2021). *Sociology*, 9th edition, Polity Press.

SOC 313: SOCIAL MOVEMENTS IN INDIA

Course Objective:

This course aims to inculcate students with sociological perspectives to study social movements. It provides an overview of conceptual and theoretical issues in the study of social movements. This course also illustrates certain significant social movements in India, stretching from pre-colonial to contemporary period.

Course Outline:

Unit I

Conceptualizing Sociology of Social Movements: Emergence of Social Movements as a subject of Sociological enquiry

Essential   Readings:

- Oommen, T.K. (ed.) (2010). *Social Movements II: Concerns of Equity and Security*. New Delhi: Oxford University Press. Pp. 1-44.
- Rao, M.S.A. (ed.) (2004). *Social Movements in India.* New Delhi: Manohar Publishers and Distributors. Pp. 1-16.
- Shah, Ghanshyam. (2004). *Social Movements in India: A review of Literature*. New Delhi: Sage Publications. Pp:
- Tilly, Charles. (2004). *Social Movements.* Routledge. pp:
- Ruggiero, Vincenzo. & Nicola, Montangna. (2008). *Social Movements: A Reader.* Routledge Publications. Pp.

Unit II

Theoretical Approaches: Relative Deprivation, Resource Mobilization and New Social Movements and Contemporary Debates

Essential   Readings:

- Buechler, S. (1995). New Social Movement Theories. *The Sociological Quarterly.* 36(3). 441-464.
- Cohen, Jean. L. (1985). Strategy or identity: New theoretical paradigms and contemporary social movements. *Social research*. 663-716.
- Goodwin, Jeff & Jasper, James. M. (Eds.). (2014). *The social movements reader: Cases and concepts.* John Wiley & Sons.
- Gurney, Joan Neff, and Kathleen J. Tierney. (1982). 'Relative Deprivation and Social Movements: A Critical Look at Twenty Years of Theory and Research.' *The Sociological Quarterly.* 23(1). 33- 47.
- Jenkins, J. Craig. (1983). 'Resource Mobilization Theory and the Study of Social Movements.' *Annual Review of Sociology.* 9 (1983). Pp. 527-555.

Unit III

Towards Equality: Gender, Class, Caste, Tribe, and Environment

Essential   Readings:

- Agnihotri, Indu and Vina, Mazumdar. (2010). *'Changing Terms of Political Discourse: Women's Movement in India, 1970s-1990's in T.K. Oommen (ed.) Social Movements II: Concerns of Equity and Security.* New Delhi: Oxford University Press. Pp.181-202.
- Baviskar, A. (1995). *In the belly of the river: Tribal conflicts over development in the Narmada Valley.* Delhi: Oxford University press.
- Brass, Tom. (ed.) (1995). *New Farmers Movement in India.* Essex: Frank Cass. Pp. 3-26.
- Mukherji, Partha. (2010). *'Naxalbari Peasant Movement' in T.K. Oommen (ed.) Social Movements II: Concerns of Equity and Security*. New Delhi: Oxford University Press. Pp.72-87.
- Omvedt, Gail. (1994). *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India.* New Delhi: Sage.
- Pandian, M.S.S. (1996). 'Towards National-Popular: Notes on Self-Respecter's Tamil.' *Economic and Political Weekly.* 31(51). 3323-3329.
- Sangharsh. (2018). Documentary film (https://vimeo.com/364462260)

Unit IV

Quest for Autonomy: Regional and State Formation Movements

Essential   Readings:

- George, Sudhir Jacob. (1994). 'The Bodo Movement in Assam: Unrest to Accord.' *Asian Survey,* 34 (10). 878-892.
- Nathan, Dev. (2003). *'Jharkhand: Factors and Future' in Munda, Ram Dayal and Mullick S, Bosu (ed.) The Jharkhand Movement: Indigenous People's Struggle for Autonomy in India.* Denmark: International Work-Group for Indigenous Affairs. Pp: 119-130.
- N, D. (1988). 'Factors in the Jharkhand Movement.' *Economic and Political Weekly*. 23(5). 185-187.
- Pathania, Gaurav J. *'Regional Movement in Democracy: The Case of Telangana,' in deSouza et.al (ed.). Companion to Indian Democracy: Resilience, Fragility and Ambivalence*. Routledge. Pp:
- Ram, M. Kodanda. (2007). 'Movement for Telangana State: A Struggle for Autonomy.' *Economic and Political Weekly.* 42 (2). 90-94.

Unit V
Movement and Social Change: State, Policies, Development and Change

Essential   Readings:

- Balagopal, K. (2001). 'The Constitution and Social Movements.' *Indian Journal of Human Rights.* January-December.
- https://balagopal.org/the-constitution-and-social-movements-indian-journal-of-

human- rights-january-december-2001/

- Berberoglu, Berch. (ed.) (2019). *The Palgrave Handbook of Social Movements, Revolution and Social Transformation.* Palgrave Macmillan. Pp. 1-13.
- Bhattacharya, Niloshree and Jairath. (2012). 'Social Movements, 'Popular' Spaces and Participation: A Review.' *Sociological Bulletin.* 61(2). 299-319.
- Ray, Raka, and Mary Fainsod Katzenstein(eds.) (2005). *Social Movements in India: Poverty, Power, and Politics.* UK: Rowman and Littlefield. Pp.
- Schaeffer. (2014). '*Social Movements and Global Social Change: The Rising Tide.'* UK: Rowman and Littlefield. Pp. 1-18.

Course Outcome: On successful completion of this course, students will be able to understand the conceptual and theoretical aspects of social movements. It will help them to develop a sociological perspective on the major social movements that happened in India at different time periods and the resultant transformations in Indian society.

Teaching Methods: The course will employ a variety of teaching methods to accomplish its objectives, including lectures, audio-visual materials (including films and videos), group discussions and seminar presentations.

Further Readings:

- Butalia, Urvashi. (2002). 'Confrontation and Negotiation: The Women's Movement's Responses to Violence Against Women' in Karin Kapadia (ed.) The Violence of Development: Politics of Identity, Gender, and Social Inequalities. Pp.207-234.New Delhi: Kali for Women.
- Hardgrave, Robert. (1965). The Dravidian Movement. Bombay: Popular Prakasam.
- Mullick, S. Bosu. (1993). 'The Jharkhand Movement: A Historical Analysis' in Mrinal Miri (ed.) Continuity and Change in Tribal Society. Shimla: Indian Institute of Advanced Studies. Pp.447-465.
- Omvedt, Gail. (1971). Jyotirao Phule and the Ideology of Social Revolution in India. Economic and Political Weekly. 6(37).1969-1979.
- Oommen, T.K. (2010). 'Protests against Displacement and Development Projects' in T.K. Oommen (ed.) Social Movements II: Concerns of Equity and Security. New Delhi: Oxford University Press. Pp. 317-335
- Shiva, Vandana. (2010). 'Ecology Movements in India' in T.K. Oommen (ed.) Social Movements II: Concerns of Equity and Security. New Delhi: Oxford University Press. Pp.275-296.
- Sinha, Surajit. (2010). 'Tribal Solidarity Movements' in T.K. Oommen (ed.) Social Movements I: Issues of Identity. New Delhi: Oxford University Press. Pp.209-222.
- Pandian, M.S.S. (2007). Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present. Delhi: Permanent Black.
- Sen, Samita. (2002). 'Towards a Feminist Politics? The Indian Women's Movement in Historical Perspective' in Karin Kapadia (ed.) The Violence of Development: Politics of Identity, Gender, and Social Inequalities. New Delhi: Kali for Women. pp.459-524.
- Tarrow, S. (3rd.Ed.). (2011). Power in Movement: Social Movements and Contentious
Politics. Cambridge: Cambridge University Press. Pp.459-524.

SOC 314: SOCIAL STRAFICATION

Course Objective:

The objective of this paper is to develop a critical understanding of the approaches, theories and dimensions of social stratification. It contextualizes social stratification in a caste-class-gender framework.

Course Outline:

Unit I

Conceptual Issues: Inequality, Hierarchy, Differentiation, Social Exclusion

Essential   Readings:

- Grusky, David B. (Ed). (2014). *Social Stratification: Class, Race and Gender in Sociological Perspective*. Boulder: Westview Press.
- Gupta, Dipankar, (Eds.). (1991). *Social Stratification.* New Delhi: Oxford University Press, pp. 339-352, 454-470, 471-491.
- Giddens, Anthony. (1991). *Introduction to Sociology*. New York W.W. Norton. (Chapter 7).
- Beteille, Andre. (2002). *Antinomies of Society: Essays on Ideologies & Institutions*. Delhi: Oxford University Press. (Chapter 1).

Unit II

Theories: Functionalism, Marxian and Weberian Theory

Essential   Readings:

- Davis, Kingsley and Wilbert E. Moore. (1944). 'Some Principles of Stratification', *American Sociological Review*, Vol. 10, No. 2, pp. 242-249.
- Grusky, David B. (Ed). (2014). *Social Stratification: Class, Race and Gender in Sociological Perspective*. Boulder: Westview Press.
- Marx, Karl. (1966). 'A Note on Classes'. in R. Bendix and S.M. Lipset. eds. *Class, Status and Power*. London: Routledge and Kegan Paul.
- Weber, Max. (1991). 'Class, Status and Party'. in Dipankar Gupta. ed. *Social Stratification*. Delhi: Oxford University Press.
- Tumin, Melvin. (1999). *Social Stratification- The Forms and Functions of Social Inequality*. New Delhi: Prentice Hall, pp. 12-23.

Unit III

Forms of Stratification: Caste, Class, Gender, Race and Disability

Essential Readings:

- Beteille, Andre. (1971). *Caste, Class and Power: Changing Patterns of Stratification in Tanjore Village*. New York: University of California Press.
- Dube, Leela. (1996). *'Caste and Women'. in M.N. Srinivas. Ed. Caste: It's Twentieth Century Avatar.* New Delhi: Viking.
- Chaudhuri, Maitrayee. (2003). 'Gender in the Making of the Indian Nation-State'. in Sharmila Rege. ed. *Sociology of Gender*. New Delhi: Sage Publication.
- Grusky, David B. (Ed). (2014). *Social Stratification: Class, Race and Gender in Sociological Perspective*. Boulder: Westview Press.
- Karna, G.N. (2001). *Disability Studies in India: Retrospects and Prospects*, New Delhi: Gyan Publishing House. Pp. 17-173.

Unit IV

Stratification and Social Mobility: Conditions and Consequences of Social Mobility, Social mobility in caste and class, Social mobility and social changes

Essential Readings:

- Lipset, Seymour and Bendix, Reinhard. (1959). *Social Mobility in Industrial Society,* Berkeley: University of California Press. pp. 1-49.
- Majumdar, Rajarshi. (2013). *Intergenerational Mobility*. New Delhi: Springer. Pp. 23-31, 45-58.
- Sorokin, P.A. (1959). *Social and Cultural Mobility*. Glencoe: The Free Press, pp.11-22,133-163.
- Srinivas, M.N (1996). *Caste: Its Twentieth Century Avatar*. New Delhi: Penguin. (Introduction Chapter) and pp. 1-110.

Unit V

Recent Debates in Inclusion and Exclusion: Globalisation, Privatisation, Affirmative Action

Essential Readings:

- Kennedy-Dubourdieu, Elaine. (2006). *Race and Inequality: World Perspectives on Affirmative Action*. London: Routledge. Chapter 3.
- Scholte, Jan Aart. (2000). *Globalization: A Critical Introduction*. New York: Palgrave Macmillan. Pp. 1-121, 122-224, 279-382.
- Stigilitz, Joseph. (2002). *Globalisation and its Discontents*. New York: W.W Norton & Company, pp. 3-22.
- Weisskopf, Thomas E. (Ed.). (2004). *Affirmative Action in the United Sates and India: A Comparative Perspective*. London: Routeldge. Chapter 1, 2,
- Jaffrelot, Christophe. (2006). The Impact of Affirmative Action in India: More Political than Socioeconomic, *India Review*, 5:2, 173-189, DOI: 10.1080/14736480600824516.

Course Outcome: The purpose of this paper is to explain how the field of stratification has developed and where it currently stands. The paper describes the contours of inequality and explains its causes. To this end, it helps to understand several questions around which the field of stratification has developed: What have been the major forms of inequality in human history? Is some amount of inequality an inevitable feature of human life? Why is income inequality increasing in so many countries?

Teaching Methods: Teacher for this course shall use different teaching methods that can reach all students effectively. The objective is to achieve the learning outcomes through systematic teaching methods. The teaching methods that will be used to reflect the success of the learning process in this paper are lecture, discussion and dialogue, and online teaching method (if necessary). Lecture method allows the teacher to present factual material in direct and logical manner. Discussion and dialogue stimulates thinking within dialoguers. This method increases students' ability to build constructive questions as well as resolve problems. Online Teaching Method allows students to participate in classes from anywhere in the world, provided they have computer/mobile and Internet connection. In this method, the resources are shared well in advance.

However, active participation in discussion is main method of learning in this class. Students are supposed to arrive having completed the readings and be prepared to discuss the issues and ideas at the time of discussion on the particular topic in the class. Each student is required to speak at least once per class with a substantive comment.

Further Readings:

- Aron, R. (1969). Two Definitions of Class. In Andre Beteille (ed.) *Social Inequality: Selected Readings*. Bristol: Penguin Books Limited, pp. 16-44.
- Beteille, A. (1990). Race, Caste and Gender. *Economic and Political Weekly*, Vol. 25, No. 3, pp. 489-504.
- …………... (1996). Caste in Contemporary India. In C.J. Fuller (ed.) *Caste Today*. Delhi: Oxford University Press, pp. 150-179.
- …………. (1991).'Caste, Class and Power' in Gupta, Dipankar (Eds.) *Social Stratification.* New Delhi: Oxford University Press, pp.339-352.
- Dahrendorf, R. (1969). On the Origin of Inequality among Men. In Andre Beteille (ed.) .) *Social Inequality: Selected Readings*. Bristol: Penguin Books Limited, pp.16-44.
- Deshpande, Satish. (1999). 'Caste and Census'. *Sociological Bulletin*, Vol. 48, No. ½, pp. 257-262.
- Deshpande, Satish. (2013). 'Caste and Castelessness-Towards a Biography of the 'General Category'', *Economic and Political Weekly Issue.* Vol. 48, No. 15, pp. 32-39.
- Dumont, Louis. (1970). *Homo Hierarchicus: The Caste System and its Implications.* London: Paladin, pp. 21- 32,33-64.
- Giddens, A. (1973). *The Class Structure of Advanced Societies*. Hutchinson, London, pp. 9-22,23-40.
- Goldthrope, J.H. (2016). 'Social class mobility in modern Britain: changing structure, constant process', *Journal of the British Academy.*4, 89–111, pp. 89-109.

- Goldthrope, J.H. (1983). 'Women And Class Analysis: In Defence Of The Conventional View', *Sociology*, Vol. 17, No. 4 , pp.465-488.
- Gupta, Dipankar, (Eds.). (1991). *Social Stratification.* New Delhi: Oxford University Press, pp. 339-352, 454-470, 471-491.
- Madan, T.N. (1970). 'On the Nature of Caste in India: A Review Symposium on Homo Hierarchicus: Introduction', *Contributions to Indian Sociology*.vol.5. 1-13.
- Marriot, Mckim. (1973).'Caste Systems' in *Encyclopaedia Britannica*, vol.3, pp .982– 991.
- Marx, Karl and Frederick Engels. (1959). *Selected Work (3vols.) .vol.1*. Moscow: Progress Publishers.
- Lerner, G. (1986). *The Creation of Patriarchy*. New York: Oxford University Press, pp.3-14,15-35, 161-179, 212-230.
- Radhakrishnan, P. (1990). *Backward Classes in Tamil Nadu*. Economic and Political Weekly, Vol.25, No.10, pp. 509-520.
- Scott, John. (1994).'Class Analysis: Back To The Future'*Sociology*,Vol. 28, No.4, pp.933-942.
- Sharma, K.L. (2010). *Perspectives on Social Stratification*. Jaipur: Rawat Publications, pp.14-64, 109-162, 163-170.
- Singh, Yogendra. (1999). *Social Stratification and Change in India.* Delhi: Manohar, pp. 7-26.
- Sorokin, P.A. (1959). *Social and Cultural Mobility*. Glencoe: The Free Press, pp. 11-22,133-163.
- Sharma, Ursula. (1999). *Caste*. Buckingham: Open University Press, pp. 5-46.
- Stigilitz, Joseph. (2002)*. Globalisation and its Discontents.* New York: W. W Norton & Company, pp. 3-22.
- Tumin, Melvin. (1999). *Social Stratification-The Forms and Functions of Social Inequality*. New Delhi: Prentice Hall, pp. 12-23.
- 'Inclusion Matters–The Foundation for Shared Prosperity (2013). Washington: The World Bank.
- Visvanathan, Shiv. (2001).'The Race for Caste: Prolegomena to the Durban Conference' *Economic and Political Weekly*, Vol. 36, No. 27, pp.2512-2516.
- Weisskopf, Thomas E. (2003). 'Globalisation and Affirmative Action. *Economic and Political Weekly*, Vol. 38, No. 27, pp. 2818-2819.

Sl.No	Course Code	Title of the Course	Credits
		Major	
1.	SOC 321	Modern Sociological Theory	4
2.	SOC 322	Sociology of Development	4
3.	SOC 323	Sociology of Gender	4
4.	SOC 324	Agrarian Social Structure in India	4
		Minor	
5.	SOC 325	Sociology of Work	4
		Total	20

SOC 321: MODERN SOCIOLOGICAL THEORY

Course Objective:

The objective of this course is to accustom students with modern sociological theorists and their work as well as to develop critical thoughts and assessment of sociological theory.

Course Outline:

Unit I

Functionalism: The Emergence of Functionalism; Functionalism of A. R. Radcliff Brown and Bronislaw Malinowski; Talcott Parsons: Structural Functionalism; Robert K Merton: Revision of Functional Analysis, Neo functionalism

Essential Readings:

- Alexander, Jeffrey C (1985). *Neofunctionalism*, London: Sage. pp. 1-33.
- Appelrouth, Scott and Laura D Edles (2021). *Classical and Contemporary Sociological Theory*, London: Sage. Pp. 348-382.
- Malinowski, Bronislaw (1969]. *A Scientific Theory of Culture and Other Essays*. London; Oxford; New York: Oxford University Press. pp. 2-29, 33-69.
- Merton, R.K. (1968). *Social Theory and Social Structure*. New York : The Free Press. pp. 1-37, 45-87.
- Parsons, Talcott. (1951). *The Social System*. New York: The Free Press. Radcliffe-Brown, A.R. 1922. *The Andaman Islanders*. Cambridge: Cambridge University Press. pp. 2-43, 53-74.
- Radcliffe-Brown. A.R. (1951). *Structure and Function in Primitive Society*: *Essays and Addresses*. London: Cohen & West. 1-34, 43-65.

Unit II

Conflict Theory: Karl Marx and the origin of conflict; Ralf Dahrendorf: The Dialectical Conflict Model; Lewis A Coser: The Conflict Functionalism

Essential Readings:

- Collins, Randal. (ed). (1994). *Four Sociological Traditions*. Oxford: Oxford University Press. pp. 1-32, 37-57, 67-97.
- Coser, Lewis. (1956). *The Functions of Social Conflict*. New York: Routledge. Pp. 1-43, 54-77.
- Dahrendorf, Ralph. (1959). *Class and Class Conflict in Industrial Society*. Stanford: Stanford University Press. pp. 2-37. 53-84.
- Johnson, Doyle Paul (2008). *Contemporary Sociological Theory: An Integrated Multilevel Approach*. New York: Springer. 109 -160.
- Ritzer, George (ed.). (1990). *Frontiers of Social Theory: The New Synthesis*. New York: Columbia University Press.
- Turner, Jonathan (1995). *The Structure of Sociological Theory*. Jaipur: Rawat. (Chapter wise)

Unit III

Exchange Theory: George C. Homans: The Exchange Behaviourism; Peter M. Blau: The Structural Exchange

Essential   Readings:

- Allan, Kenneth (2010). *Contemporary Social and Sociological Theory*, London: Sage. Pp. 123-143.
- Appelrouth, Scott and Edles, D. (2008). *Classical and Contemporary Sociological Theory: Text and Readings*. California: Pine Forge Press. Pp. 437-454.
- Blau, Peter. (1964). *Exchange and Power in Social Life*. New York: Wiley. Pp. 2-54, 65-87.
- Johnson, Doyle Paul (2008). *Contemporary Sociological Theory: An Integrated Multilevel Approach*. New York: Springer. 165 -191.
- Homans, George Caspar. (1961). *Social Behaviour: Its Elementary Forms*. New York: Harcourt. Pp. 3-46, 54-89.

Unit IV

Symbolic Interactionism and Every day Practices: Contributions of G. H. Mead and Herbert Blumer

Essential   Readings:

- Allan, Kenneth (2010) *Contemporary Social and Sociological Theory: Visualizing the World*, London: Sage. Pp. 1-23.
- Blumer, Herbert. (1969). *Symbolic Interactionism: Perspective and Method*. Berkeley, CA: University of California Press. pp. 1-47.
- Giddens, Anthony. (1993). *New Rules of Sociological Method: A Positive Critique of Interpretative Sociologies*. Second Edition. Cambridge: Polity Press. pp. 28-60.
- Johnson, Doyle Paul (2008). *Contemporary Sociological Theory: An Integrated Multilevel Approach*. New York: Springer. 109 -133.
- Mead, George. Herbert. (1972). *Mind, Self and Society: From the Standpoint of a Social Behaviourist.* Chicago: The University of Chicago Press. pp. 2-64.

Unit V

Phenomenology and Ethnomethodology: Contributions of Edmund Husserl and Alfred Schutz; Harold Garfinkel: Ethnomethodology

Essential   Readings:

- Allan, Kenneth (2010). *Contemporary Social and Sociological Theory*, London: Sage. Pp. 49-70.
- Garfinkel, Harold. (1967). *Studies in Ethnomethodology*. New Jersey: Prentice Hall. Pp. 2-57.
- Husserl, Edmund. (1999). *The Idea of Phenomenology*. New York: Spriger Science. Pp. 1-57.
- Johnson, Doyle Paul (2008). *Contemporary Sociological Theory: An Integrated Multilevel Approach*. New York: Springer. Pp. 137 -160.

- Schutz, Alfred. (1967). *The Phenomenology of the Social World*. New York: Northwestern University Press. pp. 1-62, 67-95.
- Wallace, Ruth. A. and Wolf, Alison. (1995). *Contemporary Sociological Theory (Fourth edition)*. New Jersey: Prentice Hall. pp. 275-294.

Course Outcome: This course helps in understanding the major theoretical perspectives in sociological inquiry and serves as a foundation or framework for more specialized study in specific substantive areas of the field. Further, through this course it will be easy to expand our consciousness of all aspects of the social world and to provide new insights that go beyond our implicit everyday life understanding.

Teaching Methods: Teacher for this course shall use different teaching methods that can reach all students effectively. The objective is to achieve the learning outcomes through systematic teaching methods. The teaching methods that will be used to reflect the success of the learning process in this paper are lecture, discussion and dialogue, and online teaching method (if necessary). Lecture method allows the teacher to present factual material in direct and logical manner. Discussion and dialogue stimulates thinking within dialoguers. This method increases students' ability to build constructive questions as well as resolve problems. Online Teaching Method allows students to participate in classes from anywhere in the world, provided they have computer/mobile and Internet connection. In this method, the resources are shared well in advance.

However, active participation in discussion is main method of learning in this class. Students are supposed to arrive having completed the readings and be prepared to discuss the issues and ideas at the time of discussion on the particular topic in the class. Each student is required to speak at least once per class with a substantive comment.

Further Readings:
- Appelrouth, Scott and Edles, D. (2008). *Classical and Contemporary Sociological Theory: Text and Readings*. California: Pine Forge Press.
- Blau, Peter. (1964). *Exchange and Power in Social Life*. New York: Wiley.
- Blumer, Herbert. (1969). *Symbolic Interactionism*. New York: Prentice-Hall.
- Bottomore, Tom. (1984). *The Frankfurt School*. London: Tavistock Publications.
- Coser, Lewis. (1956). *The Functions of Social Conflict*. New York: The Free Press.
- Dahrendorf, Ralf. (1979). *Class and Class Conflict in Industrial Society*. Routledge and Kegan Paul.
- Elliott, Anthony. (2010). *Contemporary Social theory: An Introduction*, New York: Routledge.
- Garfinkel, Harold. (1967). *Studies in Ethnomethodology*. New York: Wiley.
- Giddens, Anthony. (2004). *In Defense of Sociology*. Cambridge: Polity Press.
- Giddens, Anthony and Turner, J. H. Ed. (1987). *Social Theory Today*. Cambridge: Polity Press.
- Gramsci, Antonio. (1971). *Selections from the Prison Notebooks*. London: Lawrence and Wishart.

- Homans, George Caspar. (1961). *Social Behaviour: Its Elementary Forms*. New York: Harcourt.
- Hier, Sean P. (2005). *Contemporary Sociological Thought*. Toronto: Canadian Scholars Press.
- Husserl, Edmund. (1999). *The Idea of Phenomenology*. New York: Spriger Science.
- Luckmann, Thomas. (Ed.). (1978). *Phenomenology and Sociology: Selected Readings*. New York: Penguin Books.
- Malinowski, B., (1974). Magic, Science and Religion and Other Essays. London: Souvenir Press.
- Marx, Karl, (1859). *A Contribution to the Critique of Political Economy*. Moscow: Progress Publishers.
- Mead, George Herbert. (1934). *Mind, Self and Society*. Chicago: University of Chicago Press.
- Mennell, Stephen. (1980). *Sociological Theory: Uses and Unities.* Surrey: Thomas Nelson and Sons, 2nd Edition.
- Merton, Robert K. (1968). *Social Theory and Social Structure*. New York: Free Press.
- Parsons, Talcott. (1951). *The Social System*. London: Routledge.
- Parsons, Talcott et al. (1965). *Theories of Society: Foundations of Modern Sociological Theory.* New York: Free Press.
- Radcliff-Brown, A.R. (1952). Structure and Function in Primitive Society: Essays and Address, The University Press: Aberdeen.
- Ritzer, George. (1992). (9th edition). *Sociological Theory*, New York: McGraw-Hill.
- Schutz, Alfred. (1967). *The Phenomenology of the Social World*. New York: Northwestern University Press.
- Seidman Steven. (1994). *Contested Knowledge- Social Theory in the Post modern Era*, New York: Blackwell Pub.
- Seidman, Steven and Alexander, J. C. (Ed.) (2001). *Contemporary Debates*. London: Routledge.
- Turner, J.H. (2007). *The Structure of Sociological Theory*, New Delhi: Rawat
- Turner, J.H. (2001). *Handbook of Sociological Theory*. USA: Springer.
- Zeitlin, Irving M. (1998). (Indian edition). *Rethinking Sociology: A Critique of Contemporary Theory*. Jaipur and New Delhi: Rawat.

SOC 322: SOCIOLOGY OF DEVELOPMENT

Course Objective:

The objective of this course is to explore dominant development theories and to highlight issues related to development and its impact on society.

Course Outline:

Unit I

Eurocentricism and the Emergence of Modernization Perspective: Historical Context, Contributions of Marion Levy, W.W Rostow, David McClelland, Alex Inkles, S. M. Lipset and Samuel P. Huntington.

Essential Readings:

- Huntington, Samuel. (1976). *The Change to Change: Modernization. Development and Politics* in Cyril E Blalck (ed.) Comparative Modernzation: A Reader, New York: Free Press.
- Inkles, Alex. (1975). Becoming Modern: Individual Change in Six Developing Countries, *Journal of the Society for Psychological Anthropology*, 3 (2): 323-342.
- Levy, M.J. (1966). *Modernization and the Structure of Societies: The Organisational Contexts of Societies*, New York: Princeton University Press.
- Lipset, SM. (1963). *Economic Development and Democracy* in SM Lipset, Political Man, pp. 27-63, Garden City NY Anchor:
- McClelland, David. (1961). *The Achieving Society*, New York: The Free Press

Unit II:

Development of Underdevelopment and the World System Perspective: Historical Context, Contributions of A. G. Frank, Samir Amin and Immanuel Wallerstein

Essential Readings:

- Amin, Samir. (1976). *Unequal Development: An Essay on the Social Formation of Peripheral Capitalism*. New York: Monthly Review Press. 1-76, 87-109.
- Baran, Paul. (1957). *The Political Economy of Growth*. New York: Monthly Review Press.
- Frank, A. G. (1967). *Capitalism and Underdevelopment in Latin America*, New York: Monthly Review Press.
- Wallerstein, Immanuel. (1987). "World-System Analysis". In Anthony Gidden and Jonathan H. Turner (eds.) *Social Theory Today*. Stanford: Stanford University Press. Pp. 309-324.
- ……….1988. "Development: Lodestar or Illusion." *Economic arid Political Weekly*, 23 (39): 2017-2023.

Unit III

Post Developmentalism and Feminist Theory of Development: Encountering Development; Post developmentalism; Feminist Criticism of Development Theory; Gender and Development; Women, Environment and Development

Essential   Readings:

- Braidotti et al. (1994). *Women, the Environment and Sustainable Development: Towards a Theoretical Synthesis*, London: Zed Books.
- Escobar, Arturo. (1994). *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press. pp. 3-212.
- Johnson, Doyle Paul (2008). *Contemporary Sociological Theory: An Integrated Multilevel Approach*. New York: Springer. 429 -441.
- Peet, Richard and Elaine Hartwick. (2009). *Theories of Development: Contentions, Arguments, Alternatives.* Second Edition, London, New York: The Guilford Press. pp. 221-269**.**
- Rapley, John. (2007). *Understanding Development: Theory and Practice in the Third World*. London: Boulder. Pp. 135-205.

Unit IV

Neoliberalism Development: The Rise of Neoliberalism, Neoliberalism and the Global order, Crisis of Neoliberalism

Essential   Readings:

- Chomsky, Noam. (1999). *Profit Over People: Neoliberalism and Global Order*, New York NY: Seven Stories Press. (Introduction Chapter by Robert W McChesney and Chapter I, II, III and IV).
- Harvey, David. (2005). *A Brief History of Neoliberalism*. Oxford: Oxford University Press. pp. 1-119.
- Steger, Manfred B and Ravi K Roy. (2010). *Neoliberalism: A Very Short Introduction*. Oxford: Oxford University Press. pp. 1-137.
- Stigilitz, Joseph*. (2002). Globalisation and its Discontents.* New York: W.W Norton & Company, pp. 3-22, 32-97.

Unit V

Alternatives and Sustainable Development: Small is Beautiful, Development as Freedom, Hind *Swaraj*

Essential   Readings:

- Schumacher, E. F. (1973). Small is Beautiful: A Study of Economics as if People Mattered. New York: Harper and Row. Pp. 1-157.
- Sen Amartya. (1999). Development as Freedom, Delhi: Oxford University Press. pp. 1-93.
- Gandhi, M. K. (1938). Hind Swaraj or Indian Home Rule [1908]. Ahmedabad: Navajivan Publishing House. Pp.1-97.
- Kazuya Ishii. (2001). The Socioeconomic Thoughts of Mahatma Gandhi: As an Origin of Alternative Development, *Review of Social Economy*, 59:3, 297-312, DOI: 10.1080/00346760110053914.
- Pieterse , Jan Nederveen . (2000). After post-development, Third World Quarterly, 21:2, 175-191, DOI: 10.1080/01436590050004300.

Course outcome: This course helps to understand the latest debates in the Sociology of development, linking theoretical and empirical issues of social change with specific reference to the Third World. After covering various conceptual issues of modernization and underdevelopment, it attempts to explore various developmental perspectives and their policy implications.

Teaching Methods: Teacher for this course shall use different teaching methods that can reach all students effectively. The objective is to achieve the learning outcomes through systematic teaching methods. The teaching methods that will be used to reflect the success of the learning process in this paper are lecture, discussion and dialogue, and online teaching method (if necessary). Lecture method allows the teacher to present factual material in direct and logical manner. Discussion and dialogue stimulates thinking within dialoguers. This method increases students' ability to build constructive questions as well as resolve problems. Online Teaching Method allows students to participate in classes from anywhere in the world, provided they have computer/mobile and Internet connection. In this method, the resources are shared well in advance.

However, active participation in discussion is main method of learning in this class. Students are supposed to arrive having completed the readings and be prepared to discuss the issues and ideas at the time of discussion on the particular topic in the class. Each student is required to speak at least once per class with a substantive comment

Further Readings:

- Bardhan, Pranab. (1981). *Political Economy of India's Development*, Delhi: OUP
- Barnett, Tony. (1988). *Sociology of Development*, London: Hutchinson.
- Charles, Wood and Bryan, Roberts. (eds.) (2005). *Rethinking Development in Latin America*, Penn State Press.
- Coleman, James Samuel. (1971). *The Development Syndrome: Differentiation, Equality, Capacity*, New York: Princeton.
- Currie Bob. (2000). *The Politics of Hunger*, Chennai: Macmillan.
- Frank, A. G. (1967). *Capitalism and Underdevelopment in Latin America*, New York: Monthly Review Press.
- Harrison, David. (1990). *The Sociology of Modernization and Development*, London: Routledge
- Harvey, David. (1935). *The Condition of Post Modernity*, Cambridge and Oxford: Blackwell.
- Kothari, Uma. (1995). *A Radical History of Development Studies*, New York: Zed Books.
- NayarBaldevRaj.(1989). *India's Mixed Economy*, Bombay: Popular Prakashan.
- Nederveen Pieterse, Jan. (2000). "After Post-Development." *Third World Quarterly* 21(2)175-91.
- Rahnema, Majid and Victoria, Bawtree. (1997). *The Post-Development Reader*. London: Zed Books.
- Ratner, Blake D. (2004). "Sustainability" as a Dialogue of Values: Challenges to the Sociology of Development, *Sociological Inquiry*, Vol. 74, No. 1, pp. 50–69.
- Smelser, Neil.J., (1959). *Social Change in the Industrial Revolution,* New York: Routledge.
- So, Y Alvin. (1990). *Social Change and Development*, London: Sage.
- Spybey, Tony. (1992). *Social Change, Development and Dependency*, Cambridge: Polity Press.

SOC 323: SOCIOLOGY OF GENDER

Course Objective:

The course introduces the students to concepts such as gender, sex, masculinity and femininity. A historical overview of the development of women's movements, as well as the theory in forming these movements are discussed. The course also aims at enabling the students to critically analyse social and political institutions within the framework of gender and to engage with policies that aim at establishing equity. By inclusion of topics on the LGBTQ+ communities, the course aims at engaging fruitfully with contemporary debates, and to also investigate the inclusion of women in developmental processes.

Course Outline:

Unit I

Gender in Sociological Discourses: Global & Indian Trajectories

Essential Readings:

- Flavia, Agnes. (2000). "Women, Marriage and the Subordination of Rights" in Community, Gender and Violence: Subaltern Studies XI, Permanent Black, New Delhi. PP 106-138.
- Kumar, Radha. (1993). The History of Doing. Kali for women. New Delhi. (Select chapters: Introduction; The Nineteenth century; Towards becoming 'the mothers of the nation). PP 1-204.

Unit II

Feminist Perspectives & Methodology: Post-modern and Post-structural feminism, Ecofeminism

Essential Readings:

- Connell, R. (2013). Gender and power: Society, the person, and sexual politics. John Wiley & Sons. Chapter 1.

Unit III

Gender, Identity & Negotiations: Class, Ethnicity, Race, Caste & Religion

Essential Readings:

- Palriwal, Rajni. (1993). 'Economics and Patriliny: Consumption and Authority within the Household', Social Scientist 21. No.9-11. pp. 47-73.
- Documentary - Birth 1871 (2014) by Dakxin kumar Bajrange, https://filmfreeway.com/187348#:~:text=Birth1871%20is%20first%20well-researched,and%20legal%20and%20judiciary%20system.
- Documentary - It's a boy (2009) by Vani Subramanian https://www.youtube.com/watch?v=PWc-fuAVcvo

- Documentary - In Her Words: The Journey Of Indian Women (2015) by Annie Zaidi https://www.youtube.com/watch?v=qXy_paRZbhs

Unit IV

Gender, Culture & Politics: Constructions of Gender, Gender Representations in Media, State Mediation

Essential Readings:

- Moser, Caroline. (1993). Gender Planning and Development: Theory, Practice, and Training. Routledge. PP 3-298.
- Niranjana, Seemanthini. (2002). Exploring Gender Inflections within Panchayati Raj Institutions: Women's Politicization in Andhra Pradesh (Ed) Kapadia, Karin. The Violence of Development: The Politics of Identity, Gender and Social Inequalities in India. New Delhi: Zubaan. pp. 352-392.

Unit V

Contestations & Gender Justice: Protest, Resistance & Change- Gender Empowerment, Gender Budgeting and Gender Mainstreaming

Essential Readings:

- Pan, Anandita. (2021). 'Mapping Dalit Feminism: Towards an Intersectional Standpoint'. New Delhi: Sage. PP 1-201.
- Rege, Sharmila. (1998). 'A Dalit Feminist Standpoint'. Seminar Vol. 471. PP 47-52.
- Rege, Sharmila. (2003). Sociology of Gender: The Challenge of Feminist. Sociological Knowledge. Sage publications: New Delhi. PP 298-300.
- Tharu, Susie & Niranjana, Tejaswini. (2004). 'Problems for a contemporary theory of gender. In Feminism in India'. Maitrayee Chaudhuri (ed.). Kali for Women New Delhi. pp. 259-270.
- Tong, Rosemary, and Tina Fernandes Botts. (2018). Feminist Thought: A More Comprehensive Introduction. New York: Routledge 11-498.

- Uberoi, Patricia. (2003). 'Problems with Patriarchy: Conceptual issues in anthropology and feminism' (ed.) Rege, Sharmila. Sociology of Gender: The Challenge of Feminist Sociological Knowledge. Sage publications: New Delhi. pp. 88-126.
- Walby, Sylvia. (1990). Theorizing Patriarchy. Basil Blackwell 1-173.

Course Outcome: This course will sensitize the students about gender construction and its role in society. Students of the course will be able to understand the sociological discourse on the gender which includes different strands of gender studies.

Teaching Methods: The method for this course will be lectures, discussions, Documentaries, and short films to engage with the students.

Further Readings:

- Bhasin, Kamala. (2000). *Understanding Gender*. New Delhi: Kali for Women.
- Cixous, Helene. (1976).'*The Laugh of Medusa'. Signs*, vol.1 (4):875-893.
- Connell, R. (2013). *Gender and power: Society, the person and sexual politics*. John Wiley & Sons.
- Flavia, Agnes. (2000). "*Women, Marriage and the Subordination of Rights*" in Community, Gender and Violence: Subaltern Studies XI, Permanent Black, New Delhi.
- Geetha, V. (2007). *'Patriarchy: a history of the term'*. In Patriarchy by Geetha. Calcutta: Stree. pp.1-40.
- Halberstam, John. (1998). '*An Introduction to Female Masculinity: Masculinity without Men'*. In Female Masculinity by Jack Halberstam: Duke University Press, pp. 1-43.
- Haraway, Donna. (1987). '*A Manifesto for Cyborgs: Science, Technology and Socialist-Feminism in the 1980s'*. Australian Feminist Studies, vol. 2(4): 1-42.
- John, Mary E. (2004).'*Gender and Development in India,1970-90s: some reflections on the constitutive role of context'* Chaudhuri, Maitrayee. (ed.) Feminism in India, New Delhi: Kali for women. pp. 246-258.
- John, Mary E. (2008).'*Feminism, Poverty and Globalization'*. John ,E Mary (ed),
- Women's studies in India: A Reader. New Delhi: Penguin. pp.196-202.
- Kumar, Radha. (1993). *The History of Doing. Kali for women*. New Delhi. (Select chapters: Introduction; The Nineteenth century; Towards becoming 'the mothers of the nation).
- Menon, Nivedita.(2000). "*Embodying the Self: Feminism, Sexual Violence and the Law*" in Partha Chatterjee and Pradeep Jeganathan (ed)- Subaltern Studies XI: Community, Gender and Violence, Permanent Blackand Ravi Dayal.
- Moser, Caroline. (1993). *Gender Planning and Development: Theory, Practice and Training*. Routledge.
- Niranjana, Seemanthini. (2002). *Exploring Gender Inflections within Panchayati Raj Institutions: Women's Politicization in Andhra Pradesh* (Ed) Kapadia, Karin. The Violence of Development: The Politics of Identity, Gender and Social Inequalities in India. New Delhi: Zubaan. pp. 352-392.
- Palriwal, Rajni. (1993). '*Economics and Patriliny: Consumption and Authority within the Household*', Social Scientist 21. No.9-1. pp. 47-73.
- Pan, Anandita. (2021). '*Mapping Dalit Feminism: Towards an Intersectional Standpoint'*. New Delhi: Sage.

- Rege, Sharmila. (1998). '*A Dalit Feminist Standpoint'*. SeminarVol.471.
- Rege, Sharmila. (2003). *Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. Sage publications: New Delhi,
- Tharu, Susie & Niranjana, Tejaswini. (2004). '*Problems for a contemporary theory of gender. In Feminism in India'*. Maitrayee Chaudhuri (ed.). Kali for Women New Delhi. pp. 259-270.
- Tong, Rosemary and Tina Fernandes Botts. (2018). *Feminist Thought: A More Comprehensive Introduction*. New York: Routledge.
- Uberoi, Patricia. (2003). '*Problems with Patriarchy: Conceptual issues in anthropology and feminism'*(ed.) Rege, Sharmila. Sociology of Gender: The Challenge of Feminist Sociological Knowledge. Sage publications: New Delhi. pp. 88-126.
- Walby, Sylvia. (1990). *Theorising Patriarchy*. Basil Blackwell.

SOC 324: AGRARIAN SOCIAL STRUCTURE IN INDIA

Course Objective:

This course tries to provide a comprehensive understanding on agrarian social structure and its change in India under the impact of colonialism, planning and the recent neo-liberalism and the underlying conceptual and theoretical issues linking with major debates at national and global levels.

Course Outline:

Unit I

Study of Agrarian Social Structure: Peasant Studies, Sociology of Agriculture, Theories, Concepts and Methods

Essential Readings:

- Bernstein, Henry (2010) *Class Dynamics of Agrarian Change.* Halifax, N.S: Fernwood. Pp. 1-11.
- Beteille, Andre. (1974). *Six Essays in Comparative Sociology*, New Delhi: OUP. Pp. 21-57.
- Byres, TJ, (1995). Political Economy, the Agrarian Question and the Comparative Method. *Journal of Peasant Studies*, 22 (4): 561–80
- Harriss, John. (ed.) (1982). *Rural Development: Theories of peasant economy and agrarian change.* Hutchinson: London. (Introduction)
- Jodhka, Surinder. (ed.) (2022). *Agrarian Change in India: Readings on the Economy, Polity and Society.* Orient Black Swan. Pp. 27-35.

Unit II

Agrarian studies in Indian Sociology; From village studies to agrarian studies, perspectives and themes of agrarian studies.

Essential Readings:

- Jodhka, S S (2004) 'Agrarian Structures and their Transformations' in Veena Das. (ed.). *Handbook of Indian Sociology.* Oxford University Press: New York. Pp. 365-387, 2004
- Mohanty, BB. (ed.) (2012). *Agrarian Change and Mobilisation*, New Delhi: Sage Publication. (Introduction)
- Jodhka, S. S. & D'Souza Paul. (2009). Rural and Agrarian Studies, in Atal, Yogesh. (ed.) (2009). *Sociology and Social Anthropology in India.* Indian Council of Social Science Research, Longman. Pp. 118-184.
- Xaxa, Virginus. (1988). Studies in Indian Agrarian Social Structure: A Survey of Trends and Perspectives. *The Eastern Anthropologists.* 41 (1), 18-48.

Unit III

Colonialism and Agrarian Change: Measures of Land Settlement, Commercialization of Agriculture, Commodification of land and depeasantisation, Rise of Peasant Rebellions.

Essential   Readings:

- Appu, P.S. (1996). *Land Reforms in India*. New Delhi: Vikas. (Introduction)
- Dhanagare, DN (1988). *Peasant Movements in India*. New Delhi: OUP (Chapters 1, 2, 3 and 7).
- Kumar, Dharma. (ed.) (1983). *The Cambridge Economic History of India,Volume c.1751- c.1970*. Cambridge: Cambridge University Press. (Part 1- Chapters I and II)
- Tomlinson, B.R. (1993). *The New Cambridge History of India (III): The Economy of Modern India, 1860-1970*, Cambridge: Cambridge University Press. Pp. 1-91.
- Moore, Barrington. (1966). *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World.* Boston, MA: Beacon Press. (Chapter 6)

Unit IV

Agrarian Change in Post-colonial India: Land reforms, Green Revolution, Debate over mode of   production, Farmers movements, Gender and Land rights

Essential   Readings:

- Agarwal, B. (1994). *A field of one's own: Gender and land rights in South Asia*. Cambridge University Press. Pp. 1-45.
- Dhanagare, D. N. (2016). *Populism and Power: Farmers' Movement in Western India (1980-2014)*, New Delhi: Routledge. Pp. 44-124.
- P. C. Joshi (1974) Land reform and Agrarian change in India and Pakistan since 1947: 1, *The Journal of Peasant Studies,* 1:2, 164-185.
- Special issue on New Farmers Movements in India, *The Journal of Peasant Studies*,Vol. 21 (3&4), April & July 1994. (T. J. Byres, Tom Brass, D. N. Dhanagare, Staffan Lindberg, Gail Omvedt, Joya Hasan, Sucha Singh Gill, Muzaffar Assadi, Jairus Banaji have contributed papers to this issue.)
- Thorner, A. (1982). Semi-feudalism or capitalism? Contemporary debate on classes and modes of production in India (part1,2and3). *Economic and Political Weekly*, Vol.17, No. 49, 50 and 51.
- Dhanagare, D. N. (1987). Green revolution and social inequalities in rural India. *Economic and   political weekly*, 137-144.

Unit V

Neoliberalism and Agrarian Change: Globalisation and agriculture, agrarian crisis, distress and Protest; Food security and sovereignty, Debate on agrarian transition.

Essential   Readings:

- Mohanty, B.B(ed.). (2016). *Critical Perspectives on Agrarian Transition: Indian the Global Debate*, New York: Routledge. (Introduction).
- Mohanty, BB. (2005) 'We are Like the Living Dead': Farmer Suicides in Maharashtra, Western India. *Journal of Peasant Studies*. 32(2). 243-276.
- Special issue on Global Agrarian Transformations Volume 2: Critical Perspectives on Food Sovereignty. *The Journal of Peasant Studies*, Volume 41. 6 (2014). (Marc Edelman, James C. Scott, Amita Baviskar, Saturnino M. Borras Jr., Deniz Kandiyoti, Eric Holt-Gimenez, Tony Weis, and Wendy Wolford have contributed to this issue.)

- Reddy, Narasimha & Mishra, Srijit (eds.). (2009). *Agrarian Crisis in India*. Oxford Academic: Delhi. Pp. 3-43.
- Special issue of *Sociological Bulletin* on New Farm Bills and Farmers' Resistance to Neoliberalism. Volume 71 Issue 4, October 2022.

Course Outcome: On completion of this course the students will gain a comprehensive understanding of the social framework of Indian agriculture and nuances of agrarian changes in a historical perspective. Exposure to the experiences of different categories of agrarian population and their diverse manifestations will help them to connect with the implications of ongoing transition of rural-agrarian economy. Learning outcome of this course will also ignite interest among the students to pursue research on contemporary agrarian issues afflicting rural-agrarian society. Students will be well equipped to engage themselves with development practitioners and policy makers.

Teaching Methods: The method for this course will be lecture, discussion, and question-answer sessions with the students.

Further Readings:

- Beteille, Andre. (1974). *Studies in Agrarian Social Structure*, New Delhi: OUP (Chapter 1 and 2)
- Chaianov, A. V., &Čajanov, A. V. (1986). *AV Chayanov on the theory of peasant economy.* Univ of Wisconsin Press.
- Gupta, Dipankar. (2009). *The caged phoenix: Can India fly?*. Penguin Random House India Private Limited. Pp. 112-129.
- Jackson, C. (2003). Gender analysis of land: beyond land rights for women? *Journal of Agrarian Change*, 3(4), 453-480.
- Jodhka, Surinder. (ed.) (2022). *Agrarian Change in India: Readings on the Economy, Polity and Society.* Orient BlackSwan.
- Lenin, V. I. (1964). *The development of capitalism in Russia.* Progress Pub.
- Newby, Howard. (1983). The Sociology of Agriculture: Toward a new Rural Sociology. *Annual reviews in Sociology.* 9: 67-81.
- Patnaik, U. (1987). *Peasant Class Differentiation*, New Delhi: OUP.
- *Rural Struggles in India*. New York: Cambridge University Press. (Chapters 1, 2, 3 and 4)
- Scott, J. C. (1977). *The moral economy of the peasant. In The Moral Economy of the Peasant*. Yale University Press.
- Stokes, Eric. (1978). *The Peasant and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India.* Cambridge: Cambridge University Press. Pp. 19-62.
- T. J. Byres (1977) Agrarian transition and the Agrarian question, *The Journal of Peasant Studies*, 4:3, 258-274.
- Varshney, A. (1994). *Democracy, Development and the countryside: Urban-*

SOC 325: SOCIOLOGY OF WORK

Course Objective:

This course provides a sociological perspective in the understanding of work. It is also aimed at familiarizing the students with the theoretical approaches and get them acquainted with the transformation in the notion of work across time. The course also provides an understanding about the debates on work and inequality.

Course Outline:

Unit I

Approaches to Work: Wage Labour, Rationalism, Bureaucracy, The Division of Labour, McDonaldization, The Emotional Labour

Essential Readings:

- Caplow, Theodore. (1964). *The Sociology of Work.* Mc Graw Hill. Pp. 9-29.
- Hochschild, Arlie Russell. (2012). *The Managed Heart: Commercialization of Human Feeling.* Berkeley: University of California Press.
- Ritzer, George. (2010). *McDonaldization: The Reader.* New Delhi: Sage Publications India Pvt. Ltd. Pp. 3-25.
- Strangleman, Tim and Tracy Warren. (2008). *Work and society: Sociological Approaches, Themes and Methods.* Oxon: Routledge. Pp. 99-124, 151-298.
- Watson, Tony. 2008. *Sociology, Work, and Industry (5th edition).* Oxon: Routledge. Pp. 1-28, 29-69, 74-106.

Unit II

Transformation of Work: Pre-industrial Society, Industrial Capitalist Society, Post-industrial Society, Information Society**.**

Essential   Readings:

- Bell, Daniel. (1976). *The Coming of Post-Industrial Society.* London: Heineman, Introduction. Pp.12-45.
- Kumar, Krishan. (1999). *From Post-industrial to Post-modern society.* Oxford: Blackwell Publishers Ltd. Pp. 6-35, 154-163.
- Thompson, E.P. (1967). *Time, Work-Discipline, and Industrial Capitalism, Past & Present.* No. 38. Pp. 56-97.
- Zmolek, M. A. (2013). *"The Social Origins of the Factory" in Rethinking the industrial revolution: five centuries of transition from agrarian to industrial capitalism in England.* Leiden; Boston: Brill. Pp. 343-367

Unit III

Women and Work: Organisational, Inequality, Women and Paid Work, Domestic Labour, Gender and Social Construction of the Skill, Feminisation of Labour

Essential Readings:

- Acker, Joan. (1990). "Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations." *Gender & Society.* 4(2). 139–58.
- Edgell, Stephen. (2006). *The Sociology of Work: Continuity and Change in Paid and Unpaid Work.* London: Sage Publications Ltd. Pp. 1-27.
- Grint, Keith. (2005). *The Sociology of Work: An Introduction.* Cambridge: Polity Press. Pp. 1-43, 45-82, 90-112,190-236.
- Swaminathan, Padmini. (ed.) (2012). *Women and Work.* New Delhi: Orient Blackswan Private Limited.

Unit IV

Work in the Era of Globalization: Labour Migration, Transnational Labour, Work and Informal Sector, Privatisation, and Work, Technology, and new forms of work.

Essential Readings:

- Breman, Jan. (2003). *"The Informal Sector"* in Veena Das, (ed.) The Oxford India Companion to Sociology and Social Anthropology. New Delhi: OUP. Pp. 1287-1312
- Friedman, T. (2007). *World is flat: A Brief History of Globalised World in 21st Century.* London: Penguin. Pp. 3-37.
- Steinberg, Ronnie. (1990). "Social construction of skill: Gender, power, and comparable worth." *Work and Occupations.* 17(4). 449-482.

Course Outcome: This course facilitates students to gain an understanding of the diverse nature of work in contemporary times and the sociological legacy behind differential valuations of work. It enables critical thinking and engagement by helping students learn about and articulate various discussions in the sociology of work over time.

Teaching Methods: The course will employ a variety of teaching methods to accomplish its objectives, including lectures, audio-visual materials (including films and videos), group discussions and seminar presentations.

Further Readings:

- Bombay; Our City (1985), Anand Patwardhan.
  https://www.youtube.com/watch?v=JEIX36rbIJM
- Uncovering Eight-Year-Old Children Working in Factories (2022), Vice Asia
  https://www.youtube.com/watch?v=Ak4GR9qGi-Y
- Hodson, Randy. (2001). *Dignity at Work.* New York: Cambridge University Press. Unit I.
- Kalleberg, Arne L. (2009). "Rethinking the Sociology of Work, Workers and the

Workplace." *Labour & Industry: A Journal of the Social and Economic Relations of Work.* 19(3). 29–48.

- Mondal, Nandita and Vibhuti Patel. (2022). *Gendered Inequalities in Paid and Unpaid Work of Women in India.* Springer. Pp. 1-14, 29-44.
- Neve, Geert de. (2005). *The Everyday Politics of Labour: Working Lives in India's Informal Economy.* Berghahn Books.
- Shestakofsky, Benjamin. (2017). "Working Algorithms: Software Automation and the Future of Work." *Work and Occupations.* 44(4). 376–423.
- Statham, Anne, and Elaenor M. Miller (ed.) (1998). *The Worth of Women's work: A Qualitative Synthesis.* Albany: State University of New York Press. Pp. 1-36.
- Stigilitz, Joseph. (2002). *Globalisation and its Discontents.* New York: W.W Norton & Company. Pp. 3-22.
- Taylor, Steve. (1998). *"Emotional Labour and the new Workplace"* in Thompson and Walhurst (ed.) Workplace of the Future. London: Macmillan. Pp. 84-100.
- Tomaskovic-Devey, Donald and Dustin Avent-Holt. (2019). *Relational Inequalities: An Organizational Approach.* Oxford University Press.
- Vallas, Steven and Christopher Prener. (2012). "Dualism, Job Polarization, and the Social Construction of Precarious Work." *Work and Occupations.* 39(4). 331–53
- Williams, Christine, and Megan Tobias Neely. (2015). *"Gender and Work: Precariousness and Inequality."* Emerging Trends in the Social and Behavioral Sciences. Edited by Robert Scott and Stephen Kosslyn. New York: Sage.
- Wright, Melissa W. (2006). *Disposable Women and Other Myths of Global Capitalism.* New York: Routledge.

SEMESTER VII

Sl.No	Course Code	Title of the Course	Credits
		Major	
1.	SOC 411	Contemporary Social Theory	4
2.	SOC 412	Research Methodology	4
3.	SOC 413	Sociology of India	4
		Minor	
4.	SOC 414	Minor course 1 *	4
5.	To SOC 419	Minor course 2 *	4
		Total	20

BASKET OF MINOR COURSES

Sl. No	Course Code	Title of the Course	Credits
1.	SOC 414	Education and Society	4
2.	SOC 415	Sociology of Migration	4
3.	SOC 416	Sociology of Water	4
4.	SOC 417	Sociology of Disasters	4
5.	SOC 418	Social Capital and Networks	4
6.	SOC 419	Citizenship and Pluralism in India	4

Course Objective:

This paper endeavours to introduce social theories that engage with Neo-Marxism. The feminist interventions in comprehending sociabilities and its impact on the sociological discourse together with the intricate relationship between knowledge and power will be examined. It attempts to capture the feminist interventions in these debates and how these lead to introduction of new epistemes and methodologies that integrated in Sociology.

Course Outline:

Unit I

Frankfurt School and Emergence of Critical theory

- Ideology and Hegemony
- The Frankfurt School and critical theory
- Communicative action and Public Sphere
- Manufacturing Consent in modern society

Essential   Readings:

- Adorno, Theodor W.; Bernstein, J. M. 2001. The Culture industry. Selected essays on mass culture. London. Routledge. (Selected Chapters)
- Benjamin, Walter 2013. Illuminations. [essays and reflections]. Reprint. Edited by Hannah Arendt. New York. Schocken Books (Selected Chapters).
- Honneth, Axel 2008. Reification. A new look at an old idea. Oxford [u.a.]: Oxford University Press.The Berkeley Tanner lectures. (Selected Chapters).
- Horkheimer, Max .2012. Critique of instrumental reason. Reprinted. London, New York. Verso Radical Thinkers. (Selected Chapters).
- Marcuse, Herbert .2009. Negations. Essays in critical theory. 1st ed. London. MayFly. (Selected Chapters).
- Arato Andrew. (1985) Introduction in The Essential Frankfurt School Reader (ed) Andrew Arato and Eike Gebhardt, Continuum, New York: pp 3-25
- Chambers Simone. (2004) "The Politics of Critical Theory", in Fred Rush Fred (ed.). The Cambridge
- Companion to Critical Theory, Cambridge University Press, Cambridge.
- Horkheimer Max (1985), The End of Reason, in The Essential Frankfurt School Reader (ed) Andrew Arato and Eike Gebhardt, Continuum, New York: 26-48
- Horkheimer Max. (1985), The Authoritarian State, in The Essential Frankfurt School Reader (ed) Andrew Arato and Eike Gebhardt, Continuum, New York: 95-117
- Adorno Theodor (1985) Freudian Theory and the Pattern of Fascist Propaganda, in The Essential Frankfurt School Reader (ed) Andrew Arato and Eike Gebhardt, Continuum, New York: 118-137
- Germino, Dante (1990). Antonio Gramsci: Architect of a New Politics. Baton Rouge, Louisiana State University Press, Louisiana
- Habermas, Jürgen (1981) The Theory of Communicative Action, vols. 1 and 2, Beacon Press, Boston

- Honneth, Axel (2004) "The Intellectual legacy of Critical Theory", in Fred Rush (ed.). The Cambridge Companion to Critical Theory, Cambridge University Press, Cambridge
- Herman Edward and Noam Chomsky (1988), Manufacturing Consent: The Political Economy of the Mass Media, Pantheon Press, New York
- Marcuse Herbert (1985), Some Social Implications of Modem Technology, in The Essential Frankfurt School Reader (ed) Andrew Arato and Eike Gebhardt, Continuum, New York: 138-162
- Habermas Jürgen (1991), "Introduction: Preliminary Demarcation of a Type of Bourgeois Public Sphere" The Structural Transformation of the Public Sphere, MIT Press, Cambridge. (pp: 1-26)
- Habermas Jürgen (1991), "Social Structures of the Public Sphere" The Structural Transformation of the Public Sphere, MIT Press, Cambridge. (pp: 27-56)

Unit II

Structural Marxism and Post Marxist Theory

- Marxism in Western Europe
- Structural Marxism and its critique
- Post Marxist theory

Essential Readings:

- Anderson Perry (1980), 'Historiography', in Arguments within English Marxism, Verso, New York.
- Anderson Perry (1976), 'The Advent of Western Marxism, in Considerations on Western Marxism , Verso, New York (Chapter 2)
- Benhabib Seyla (1986), Critique, Norm, and Utopia: A Study of the Foundations of Critical, Columbia University Press, New York, Chapters (4, 5)
- Benton, Ted (1984). The Rise and Fall of Structural Marxism: Althusser and His Influence. Palgrave Macmillan.
- Kołakowski, Leszek (1971), "Althusser's Marx", *Socialist Register (*pp:111–28).
- Offe, Claus (1974). Structural Problems of the Capitalist State: Class Rule and the Political System. In Klaus von Beyme (ed.) German Political Studies, vol. 1. Beverly Hills, CA: Sage Publishing.
- Panagiotis Sotiris (2022), Chapter 1 The Many Readings and Misreadings of Althusser in A Philosophy for Communism: Rethinking Althusser, Brill NV, Leiden (pp: 9-34)
- Van den Berg, Axel (1980). "Critical Theory: Is There Still Hope?" The American Journal of Sociology, Vol. 86 No. 3 (Nov 1980), pp. 449–478
- Hobsbawm Eric (1982), The History of Marxism: Marxism in Marx's day, Vol. 1, Harvester Press, London

Unit III

Power, Politics, Social Locations and Knowledge Construction

- Episteme, Biopolitics and knowledge/power axis
- Fields of power and knowledge construction
- Standpoint theory

Essential Readings:

- Bourdieu and Passeron, (1979) Reproduction in Education, Society and Culture, Sage, London.
- Bourdieu, P (1984) Distinction: A Social Critique of the Judgement of Taste. Trans. Richard Nice, Harvard University Press, Cambridge
- Bourdieu (1989), Social Space and Symbolic Power, *Sociological Theory*, 7 (1); 14-25.
- Bourdieu and Wacquant (1992), An Invitation to Reflexive Sociology, Polity Press, Cambridge
- Bourdieu (1993), Some Properties of Fields, in Sociology in Question translated by Richard Nice, Sage, London (pp:72–77)
- Bourdieu, P. (1993) The Field of Cultural Production, Polity Press, Cambridge
- Bourdieu, P (1994) Structures, Habitus, Power: Basis for a Theory for Symbolic Power. In Culture/Power/History: A Reader in Contemporary Social Theory, eds. Nicholas B. Dirks, Geoff Eley, and Sherry B. Ortner, Princeton University Press, Princeton.(pp: 155–199)
- Bourdieu, P (1998), Practical Reasons, Polity Press, Cambridge.
- Bourdieu, P (2004) 'A World Apart' in Science of Science and Reflexivity, Polity Press, Cambridge, (pp: 32-70)
- Foucault, M (1969), The Archaeology of Knowledge. Trans. by Sheridan Smith Routledge, London and New York.
- Foucault, M (1975), The Birth of the Clinic: An Archaeology of Medical Perception. London: Routledge
- Foucault, M (1998), The Will to Knowledge: The History of Sexuality, Penguin Books, London
- Wood, J.T. (2008). Critical feminist theories, In L.A. Baxter and D.O. Braithwaite (Eds.), Engaging theories in interpersonal communication: Multiple perspectives (pp. 323-334). Thousand Oaks, Sage.

Unit IV

Feminist Interventions in sociological discourse

- What is Feminism
- Being a Woman/Becoming a Woman
- Sex, Gender construction and Gender roles
- Culture and institutional Patriarchy

Essential Readings:

- Butler Judith (2004), Undoing Gender, Routledge, New York
- Rosalind Delmar (2013) "What is feminism" in Anne C. Herrmann and Abigail Stewart (ed) Theorizing Feminism Parallel Trends In The Humanities And Social Sciences, Routledge, New York, (Pp 8-33)

- Uma Narayan (1997) "Contesting Cultures: "Westernization, Respect for Cultures, and Third-World Feminists. In Dislocating Cultures: Identities, Traditions, and Third World Feminisms", Routledge, New York (Pp 1-40)
- Simone de Beauvoir (1989), The Second Sex: "Introduction" and excerpts of "Childhood" 1949 and Chapter 1, Vintage (Pp1:161)
- Harding Sandra (1990), "Feminism, Science, and the Anti-Enlightenment Critiques," in Feminism/Postmodernism, ed. Linda Nicholson (pp: 83-106)
- Harding Sandra (2008), "How Many Epistemologies Should Guide the Production of Scientific Knowledge?" *Hypatia*, Vol. 23 (4): 212-219
- Harding Sandra (2009), "Postcolonial and Feminist Philosophies of Science and Technology," *Postcolonial Studies*, Vol. 12 (4): 410-429
- Harding Sandra (2010), "Standpoint Methodologies and Epistemologies: A Logic of Scientific Inquiry for People," *World Social Science Report*, (pp: 173-5)
- Holmes, Mary (2007) What is gender?: sociological aproaches. Los Angeles, Calif: SAGE
- Judith Butler (1986), "Sex and Gender in Simone de Beauvoir's Second Sex" *Yale French Studies* No. 72, Simone de Beauvoir: Witness to a Century (Pp. 35-49).
- Connell and James W. Messerschmidt (2005) Hegemonic Masculinity: Rethinking the Concept. Gender and Society, 19(6) 829–859.

Unit V

Contested knowledge's, Bodies and Biopolitics

- The Body, Sexuality and Desire
- Gender as Performance
- Masculinities, Feminities and Queer

Essential Readings:

- Turner Bryan (2007), Culture, Technologies and Bodies: The Technological Utopia of Living Forever, *The Sociological Review*, Volume 55(1): 19-36
- Butler Judith (2013), *Critically Queer*, in Hall Donald and Annamarie Jagose (eds.) The Routledge Queer Studies Reader, Routledge, London. (Chapter 2)
- Dean Tim (2013), *Lacan Meets Queer Theory* in Hall Donald and Annamarie Jagose (eds.) The Routledge Queer Studies Reader, Routledge, London. (Chapter 9)
- Morland Iain (2013), *What can queer theory do for intersex?* in Hall Donald and Annamarie Jagose (eds.) The Routledge Queer Studies Reader, Routledge, London. (Chapter 26)
- Beasley, C. (2008) Rethinking Hegemonic Masculinity in a Globalizing World. *Men and Masculinities*, 11(1) : (pp: 86–103).
- Buchbinder, D. (2013) Studying men and masculinities. London: Routledge. (Introduction)
- Connell, R. and Pearse, R. (2015) The question of gender. In: Gender: in world perspective. Third edition Cambridge: Polity Press. (pp:1-12)
- Connell, R.W. (2005) *The social organization of masculinity*, in Masculinities. 2nd ed Cambridge: Polity: (pp: 67-86)

- Judith Butler (1998), Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory" *Theatre Journal* 40(4): (pp. 519-531).
- Elizabeth Lloyd (1993), "Pre-theoretical Assumptions in Evolutionary Explanations of Female Sexuality" *Philosophical Studies* 69 (2-3): (pp. 139-153)
- Foucault, M (1978), *We 'Other Victorians'*, from "The History of Sexuality Volume I: An Introduction" by Michel Foucault Translated from the French by Robert Hurley, Pantheon Books, (pp: 1-14)
- Foucault, M (1978*), 'The Deployment of Sexuality'*, from "The History of Sexuality Volume I: An Introduction by Michel Foucault" Translated from the French by Robert Hurley, Pantheon Books, (pp: 75-114)
- Foucault, M (1985), *' Erotics'* Part four in "The use of Pleasure: The History of Sexuality", vol 2, Vintage, New York. (pp: 185-214)
- Susan Bordo, (2004) *"The Body and the Reproduction of Femininity"* from Unbearable Weight: Feminism, Western Culture, and the Body, 10th edition, University of California Press, California. (Pp: 138-164)
- Kathy Davis (2007), "Reclaiming Women's Bodies: Colonialist Trope or Critical Epistemology?" *The Sociological Review*, Volume 55(1): 50-64
- Wittig Monique (1992), "One Is Not Born a Woman" from The Straight Mind and Other Essays, in Out There: Marginalization and Contemporary Culture (eds.) Russell Ferguson, Martha Gever, Trinh T. Minhha and Cornel West, Co-published with the New Museum of Contemporary Art, New York Distributed by The MIT Press. (pp: 51-57)

Course Outcome: The students are now adept at comprehending the intricate relationship between power and knowledge construction. This enables them to critically analyze the contemporary politics of the everyday. This will lead to reflexive and multiple ways of assessing the subjective sociabilities and accommodating voices from the margins

Teaching Methods: Classroom lectures together with short films and documentaries. Role plays, FGDs and other such pedagogic tools can be used to sensitise the students to the deconstruction of the multiple layered 'social'.

Further Readings:

- Turner Bryan (2007), Culture, Technologies and Bodies: The Technological Utopia of Living Forever, *The Sociological Review*, Volume 55(1): 19-36
- Butler Judith (2013), *Critically Queer*, in Hall Donald and Annamarie Jagose (eds.) The Routledge Queer Studies Reader, Routledge, London. (Chapter 2)
- Dean Tim (2013), *Lacan Meets Queer Theory* in Hall Donald and Annamarie Jagose (eds.) The Routledge Queer Studies Reader, Routledge, London. (Chapter 9)
- Morland Iain (2013), *What can queer theory do for intersex?* in Hall Donald and Annamarie Jagose (eds.) The Routledge Queer Studies Reader, Routledge, London. (Chapter 26)
- Beasley, C. (2008) Rethinking Hegemonic Masculinity in a Globalizing World. *Men and Masculinities*, 11(1) : (pp: 86–103).
- Buchbinder, D. (2013) Studying men and masculinities. London: Routledge. (Introduction)

- Connell, R. and Pearse, R. (2015) The question of gender. In: Gender: in world perspective. Third edition Cambridge: Polity Press. (pp:1-12)
- Connell, R.W. (2005) *The social organization of masculinity*, in Masculinities. 2nd ed Cambridge: Polity: (pp: 67-86)
- Judith Butler (1998), Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory" *Theatre Journal* 40(4): (pp. 519-531).
- Elizabeth Lloyd (1993), "Pre-theoretical Assumptions in Evolutionary Explanations of Female Sexuality" *Philosophical Studies* 69 (2-3): (pp. 139-153)
- Foucault, M (1978), *We 'Other Victorians'*, from "The History of Sexuality Volume I: An Introduction" by Michel Foucault Translated from the French by Robert Hurley, Pantheon Books, (pp: 1-14)
- Foucault, M (1978*), 'The Deployment of Sexuality'* , from "The History of Sexuality Volume I: An Introduction by Michel Foucault" Translated from the French by Robert Hurley, Pantheon Books, (pp: 75-114)
- Foucault, M (1985),*' Erotics'* Part four in "The use of Pleasure: The History of Sexuality", vol 2, Vintage, New York. (pp: 185-214)
- Susan Bordo, (2004) *"The Body and the Reproduction of Femininity"* from Unbearable Weight: Feminism, Western Culture, and the Body, 10th edition, University of California Press, California. (Pp: 138-164)
- Kathy Davis (2007), "Reclaiming Women's Bodies: Colonialist Trope or Critical Epistemology?" *The Sociological Review*, Volume 55(1): 50-64
- Wittig Monique (1992), "One Is Not Born a Woman" from The Straight Mind and Other Essays, in Out There: Marginalization and Contemporary Culture (eds.) Russell Ferguson, Martha Gever, Trinh T. Minhha and Cornel West, Co-published with the New Museum of Contemporary Art, New York Distributed by The MIT Press. (pp: 51-57)

SOC 412: RESEARCH METHODOLOGY

Course Objective:
This course provides the philosophical underpinnings of the social research, enhances the critical thinking and skills of students to undertake social research.

Course Outline:

Unit I

Philosophy of Social Science Research: Critique of Positivism, Interpretivism, Critical Realism, Post modernism, Feminist Methodology.

Essential Readings:

- Mukherjee, P.N. (eds.) (2000). *Methodology in Social Research: Dilemmas and Perspectives.* New Delhi, Sage Publication. PP 13-38.
- Walliman, Nicholas. (2006). *Social Research Methods*. Sage Publication. PP 14-27
- Babbie, Earl. (2008). *Basics of Social Research*. Thomson Wadsworth. PP 31-63.
- Miller, L. Robert. & Brewer, D. John. (2003). *The A-Z of Social Research*. Sage Publication. PP 117-119.
- Ryan, Gemma. (2018). Introduction to positivism, interpretivism and critical theory. *Nurse Researcher*, 25(4) pp. 41–49.
- Social Science Research Paradigm: YouTube Video Tutorial https://methods-sagepub.com Christ university. Kinmbus.com.
- Krishnaraj Maithreyi. (2021) The Feminist Methodology. *Economic and Political Weekly*. Vol. 56, Issue No. 25.

Unit II

Quantitative Methodology: Nature of Quantitative Research –Survey design, Hypothesis, Sampling, Questionnaire, Interview, Content analysis.

Essential Readings:

- Bryman, Alan. (1998). *Quantity and Quality of Social Research*. Routledge. PP 11-44.
- Babbie, Earl. (2008). *Basics of Social Research*. Thomson Wadsworth. PP 418-416.
- Miller, L. Robert. & Brewer, D. John. (2003). *The A-Z of Social Research*. Sage Publication. PP 22-24, 44-45.
- Walliman, Nicholas. (2006). *Social Research Methods*. Sage publication. PP 109-128, 129-146.
- Crano, D. William. & Brewer, B. Marilynn. (2000). *Principles and Methods of Social Research*. Lawrence Erlbaum Associates. PP 245-263.
- Libarkin, C. Julie and Kundziel, P. Josepha. (2008). *Research Methodologies in Science Education: The Quantitative and Qualitative Debate*, PP 78-86.

Unit III

Qualitative Methodology: Nature of Qualitative Research –Ethnography, Case study, FGD, Oral history, Autobiographies, Archives.

Essential   Readings:

- Bryman, Alan. (1998). *Quantity and Quality of Social Research*. Routledge. PP 45-70.
- Babbie, Earl. (2008). *Basics of Social Research*. Thomson Wadsworth. PP 447-474.
- Yin, K. Robert. (2003). *Case Study Research Design and Methods*. Sage Publication.
- Miller, L. Robert. & Brewer, D. John. (2003). *The A-Z of Social Research*. Sage Publication. PP 99-101, 120-122.

Unit IV

Mixed Method: Debate on Quantitative and Qualitative research, Grounded theory, and Triangulation,

Essential   Readings:

- Creswell, W. John. (2018). *Qualitative and Quantitative and Mixed Methods Approaches.* Sage Publication. Chapter 8, 9.
- Clark, Plano Vicki. & Ivankova, V. Nataliya. (2005). *Mixed Method Research: A Guide to the Field*. PP 45-368.
- Watkins, Daphne. & Gioia, Deborah. (2015). *Mixed Method Research*. Sage Publication.
- Tashakkori, Abbas. & Teddlie, Charles. (2010). *Handbook of Mixed Methods in Social and Behavioral Research.* Sage Publication. PP 45-275.

Unit V

Data Analysis: Quantitative - Descriptive and Inferential Statistics, Qualitative- Narrative, Thematic and Discourse Analysis.

Essential   Readings:

- Lacort, Orus. Mercedes. (2014). *Descriptive and Inferential Statistics*. Lulu. Com. PP 13-164.
- Heumann, Christian. & Shubh, Schomaker Michael. (2016). *Introduction to Statistics and Data Analysis*. Springer. Pp 97-288.
- Johnes. H. Rodney. (2018). *Discourse Analysis*. Routledge

Course Outcome: Students of this course will be able to understand the philosophy of social research and the main worldviews/methodologies/paradigms in social research and more importantly, how the researchers can choose the appropriate methods to collect the data according to their topic of interest.

Teaching Methods: Method for this course will be lecture, discussion, and question-answer sessions with the students. In this course, the teacher will take some studies to understand the particular research methodology and methods.

Further Readings:

- Agresti, A. and B. Finley. (1997). *Statistical Methods for the Social Sciences,* Prentice Hall and Pearson Publishing.
- Argyrous, George. (1997). *Statistics for Social Research*, London: Macmillan Press Ltd.
- Babbie, E. *(15th ed.)* (2007). *The Practice of Social Research. Thomson* Wads worth.
- Benton, Ted. (1977). *Philosophical Foundations of the Three Sociologies*. London: Routledge & Kegan.
- Benton, Ted. and Ian, Craib. (2001). *Philosophy of Social Science: The Philosophical Foundations of Social Thought.* NewYork: Palgrave.
- Bryman, Alan. (1988). *Quality and Quantity in Social Research*. London: Unwin Hyman.
- Bryman, Alan. (1988). *Quality and Quantity in Social Research*. London, Unwin Hyman.
- Chalmers A.F. (1976). *What is this thing called Science*? Milton Keynes: The Open University Press.
- Corbetta, Piergiorgio. (2003). *Social Research: Theory, Methods and Techniques*, New Delhi: Sage.Crano, William D. and Brewer, Marilynn B. (2002). *Principles and Methods of Social Research. Lawrence Erlbaum Associates.* Mahwah, New Jersey, London Cresswellbook.
- Eckhardt, Kenneth W. and M. David Erman. (1977). *Social Research Methods; Perspective, Theory andAnalysis*, New York: Random House.
- Elifson, Kirk W, Runyon, Richard P. and Haber, Audrey. (1990). *Fundamentals of Social Statistics,* New Delhi: McGraw-Hill.
- Foundations of Mixed Methods Research: Integrating Quantitative and Qualitative Approaches in the Social and Behavioral Sciences by Charles Teddlie
- Galtung, John. (1967). *Theories and Methods of Social Research*, London: Allen and Unwin. Halfpenny.
- Giddens Anthony. (1976). *New Rules of Sociological Method*. Hutchinson. London
- Goode W.J. and P.K. Hatt. (1952). *Methods in Social Research.* New York: McGraw Hills.
- H. Russell Bernard. (ed). (1998). *Handbook of Methods in Cultural Anthropology*, Sage.
- Henn Matt, Weinstein Mark and Foard Nick. (2006). *A short introduction to social research.* Sage
- Hughes, John. (1987). *The Philosophy of Social Research*. London, Orient Longman.
- Judith Handel. (1978). *Introductory Statistics for Sociology*. Prentice-Hall Inc.
- Lin Nan, *Foundation of Social Research*. (1976). New York: McGraw Hill
- Loether, Herman J., and Donald G. McTavish. (1993). *Descriptive and Inferential Statistics: An Introduction.* Singapore, Allyn and Bacon.
- Manheim, Henry L. and Bradley A Simon. (1977). *Sociological Research: Philosophy and Methods,* Illinois: The Dorsey Press.
- Martin. (2000). *The Philosophy of Social Science*: An Introduction, Cambridge: Cambridge University Press.
- Moser, Claus. and Kalton, G. (1976). *Survey Methods in Social Investigation*, New Delhi: Heinmann.
- Mukherjee, P.N. (eds.) (2000). *Methodology in Social Research: Dilemmas and*

Perspectives. New Delhi, Sage.

- Perks, Robert. And Alistair, Thomson. (eds.) (1998). *The Oral History Reader,* Routledge, (selections). Peter. (1982). *Positivism and Sociology: Explaining Social Life,* London: George Allenand Unwin. Hollis.
- Russell, K. Schutt. (2015). *Investigating the Social World: The Process and Practice of Research,* London: Sage Publications.
- Sayer, Andrew. (1992). *Method in Social Science.* Routledge
- Seale, C.(4thEd.). (2018)*. Researching Society and Culture*. Sage Publication
- Williams, Malcom. (2000). *Science and Social Science: An Introduction*, London: Routledge
- Young, Pauline V. (1979). *Scientific Social Surveys and Research*, New Delhi: Prentice-Hall.

SOC 413: SOCIOLOGY OF INDIA

Course Objective:

The course introduces the student to the historical trajectory of the discipline in India. It elucidates the embryonic relationship of Sociology in India with colonialism and Anthropology. It also discusses how concepts, theories and methodologies are still anchored in the colonial episteme.

Course Outline:

Unit I

The rise of Sociology in India: Anthropology of the East

Essential   Readings:

- Das, Veena. (2003). *The Oxford Indian Companion to Sociology and Social Anthropology*. Delhi. Oxford University Press. Pp.1-39.
- Rao, MSA. (1974). '*Introduction*', in Indian Council of Social Science Research, Review of Research in Sociology and Social Anthropology, Vol.1. Bombay: Popular Prakashan.
- Srinivas, M. N., & Panini, M. N. (1973). *The development of sociology and social anthropology in India*. Sociological bulletin,*22*(2). 179-215.
- Patel, Sujata. (2016). *Doing Sociology in India*. OUP. Chapter-1.
- Beteille, Andre. (2013). Ourselves and Others. *Annual Review*. 42:1-16.

Unit II

Social Reality through Colonial & Post-Colonial Lens: Caste, Class, Religion, Tribe, Ethnicity, Kinship & Family gender

Further Readings:

- Beteille, Andre. (1986). '*The concept of tribe with special reference to India'*. European Journal of Sociology. 27, pp. 297-318.
- Bhai, Thara L. (2004). '*Emergence of Shrines in Rural Tamil Nadu: A Study of Little Tradition'*, in Rowena Robinson (ed.) Sociology of Religion in India. New Delhi: Sage. pp.165-176
- Deshpande, Satish. (2003). '*Caste inequalities in India today' in Contemporary India: A sociological view*. Delhi. Viking. pp. 98-124
- Dumont, Louis. (1970). *Homo Hierarchicus: The Caste System and its implications*. Oxford University Press.
- Xaxa, Virginius. (1999). *'The Transformation of Tribes in India: Terms of Discourse'* in Economic and Political Weekly. 34(24), pp.1519-1524.
- Majumdar, Rochona. (2003). History of Women's Rights: A Non-Historicist Reading. EPW. Vol. 38, Issue No. 22**.**

Unit III

Villages in India: Nature of Village community; Myth and Reality of the Indian Village.

Essential   Readings:

- Dube, S. C. (1985). (1955). '*A Deccan Village' in India's Villages*. Bombay, MPP. pp. 202-216.
- Srinivas, M N. (1985). (1955). *India's Villages*. Bombay. MPP. pp.21-35.
- ----- 2003. Sociology and Social Anthropology. In Veena Das, Ed. The Oxford Indian Companion to Sociology and Social Anthropology (2Vol). pp. 37-61. OUP
- Marriott, McKim. (1972). Kishan Garhi Village, A Generation of Change: Technology, Society, and Culture. ERIC.
- Beteille, Andre. (1965). Caste, class, and power. OUP.

Unit IV

Urban India: Class & Occupation, Migration & Livelihood

Essential   Readings:

- Jeffrelot Christophe. (2000). *The Rise of the Other Backward Classes in the Hindi Belt*. In Journal of Asian Studies 59, 1**.** pp. 86-108.
- Masselos, Jim and Patel, Sujata. (2003). Bombay and Mumbai: The City in Transition. OUP.
- Shah, A M. (2012). The Village in the City, The City in the Village. EPW.
- Shah, A M and Lobo, Lancy and Patel, Pravin J. (2008). A Heady Mix: Gujarati and Hindu Pride. EPW.

Unit V

Contemporary Social Change: Gender & Politics, Secularism, Regionalism

Essential   Readings:

- Chaudhary, Maitrayee. (2019). The Indian Women's Movement: Reform and Revival. Radiant. Pp. 107-126.
- Shah, Ghanshyam. (2004). Social Movements in India: A Review of the Literature. Sage Publications.
- Sharma, Vinita. (2015). Are BIMARU States Still Bimaru?. EPW
- Bose, Sumantra. (2018). Secular States, Religious Politics: India, Turkey, and the Future of Secularism. Cambridge: Cambridge University Press.

Course Outcome: This course will make students aware of sociology as a discipline in India. Students will get to know that how sociology has emerged in India and what are the main perspectives in Indian sociology.

Teaching Methods: The course will employ a variety of teaching methods to accomplish its objectives, including lectures, group discussions and seminar presentations.

Further Readings:

- Beteille, Andre. (1986). '*The concept of tribe with special reference to India'.* European Journal of Sociology. 27, pp. 297-318.
- Bhai, Thara L. (2004). '*Emergence of Shrines in Rural Tamil Nadu: A Study of Little Tradition'*, in Rowena Robinson (ed.) Sociology of Religion in India. New Delhi: Sage, pp.165-176.
- Cohn, B. S. (1984). *The census, social structure and objectification in South Asia in culture and history of India. Folk*,*26*, 25-49.
- Das, Veena. (2003). *The Oxford Indian Companion to Sociology and Social Anthropology*. Delhi. Oxford University Press, Pp.1-39.
- Deshpande, Satish. (2003). '*Caste inequalities in India today' in Contemporary India: A sociological view*. Delhi. Viking. pp. 98-124
- Dube, S. C. 1985. (1955) '*A Deccan Village' in India's Villages*. Bombay, MPP. pp. 202-216.
- Dumont, Louis. (1970). *Homo Hierarchicus: The Caste System and its implications*. Oxford University Press.
- Gupta, Dipankar. (1984). '*Continuous hierarchies and discrete castes'.* Economic and Political Weekly. Vol.19, Nos. 46,47and 48. pp 1955-1958;2003-2005; 2049-2053.
- Jeffrelot Christophe. (2000). *The Rise of the Other Backward Classes in the Hindi Belt*. In Journal of Asian Studies 59, 1, pp. 86-108.
- Marriott, McKim. (ed.) (1955). '*Little Communities in an Indigenous Civilization'*, Amer Anthrop
- Rao, MSA. (1974). '*Introduction*', in Indian Council of Social Science Research, Review of Research in Sociology and Social Anthropology, Vol.1. Bombay: Popular Prakashan.
- Shah. A M. (1998). *The Family in India: Critical Essays*. Delhi: Orient Longman. Special Issue of Seminar 1960 devoted to Tribes in India.
- Srinivas, M N.(1985)(1955). *India's Villages*. Bombay. MPP. pp.21-35.
- Srinivas, M. N. (1959). *The dominant caste in Rampura*. American Anthropologist, *61*(1),1-16.
- Srinivas, M. N., & Panini, M. N. (1973). *The development of sociology and social anthropology in India*. Sociological bulletin,*22*(2),179-215.
- Troll, Christian W. (1989). *Muslim Shrines in India: Their Character, History and Significance*. New Delhi. Oxford University Press. pp. v-xxvi.
- Uberoi, J.P.S. (1997). *'The Five symbols of Sikhism'*, in T N Madan (ed.) Religion in India. New Delhi: Oxford University Press. pp. 320-334.
- Uberoi, Patricia. (ed.). (1997) *Family, Kinship and Marriage in India*, Delhi: Oxford University Press. (pp. 74-90; pp. 273-286;pp.287-306;416-434).
- Uberoi, Patricia. (2004). '*The Family in India'* in Veena Das (ed.) Handbook of Indian Sociology, Delhi: Oxford University Press, pp. 275-307.
- Von Fürer-Haimendorf, C., & Von, F. H. C. (1982). *Tribes of India: the struggle for survival*. University of California Press.
- Xaxa, Virginius. (1999). *'The Transformation of Tribes in India: Terms of Discourse'* in Economic and Political Weekly. 34(24), pp.1519-1524.

SOC 414: EDUCATION AND SOCIETY

Course Objectives:

The course is designed to acquaint students with the role of education in society. After discussing the multiple dimensions of education, this paper overviews the interplay between education, social and economic development. It also highlights the role of education in the nation-building agenda and the problems and processes of marginalisation and discrimination in education.

Course Outline:

Unit I

Conceptual Issues and Theoretical Approaches: Education and Philosophy, Relation between education and society, Major theoretical approaches

Essential Readings:

- Ballantine, J.H. (1993). *The Sociology of Education: A Systematic Analysis*. New Jersey: Prentice Hall.
- Burgess, R.G. (1986). *Sociology, Education and Schools.* London: Batsford
- Pathak, R.P. (2015). *Philosophical and Sociological Principles of Education*. New Delhi: Pearson. Pp.1-37
- Thapan, Meenakshi. (ed). (2015). *Education and Society: Themes, Perspectives and Practices*. New Delhi: OUP.

Unit II

Education and Social Change: Socialization, Social mobility, Hegemony and Domination

Essential Readings:

- Banks, O., (1968). *The Sociology of Education: Reader in Sociology.* London: Batsford
- Dewey, J. (1976). *Democracy and Education.* New Delhi: Light and Life Publishers
- Kumar, Krishna. (1992). *What is Worth Teaching?* New Delhi: Orient Longman. Pp. 1-59.
- Thapan, Meenakshi. (ed). (2015). *Education and Society: Themes, Perspectives and Practices*. New Delhi: OUP. Pp. 1-56, 57-64, 428-448, 532-564.

Unit III

State and Education: Education in National Development, Market, Values and Education, Politics of Educational Curriculum

Essential Readings:

- Apple, Michael W. (2004). *Ideology and Curriculum. London:* Routledge. Pp.1-48, 55-97

- Bridges, David and Terence H Maclaughlin. (Ed.). (2005). *Education and the Market Place.* London: The Falmer Press. Chapter 1 and 10.
- Kumar, Krishna. (2005). *Political Agenda of Education.* New Delhi: Sage. Pp. 1-87.
- Pathak, R.P. (2015). *Philosophical and Sociological Principles of Education.* New Delhi: Pearson. Pp.254-274.
- Young, Michael F.D. (1998). The Curriculum of the Future. Philadelphia: Taylor and Francis e-Library. Chapter 1, 2 and 3.
- Nair, Janaki. (Ed.). (2022). *Un/Common Schooling: Educational Experiments in Twentieth Century India.* New Delhi: Orient Blackswan.

Unit IV

Challenges of Education: Private sector in the field of education, Commercialization of education, Issue of equity, excellence and efficiency, Globalization, Privatization and Education in India

Essential   Readings:

- Jayaram, N. (1990). *Sociology of Education in India.* New Delhi: Rawat. Pp. 1-97.
- Fieire, P. 1972. *Pedagogy of the Oppressed.* England: Penguin Books. Pp. 1-87.
- Kumar, Krishna. (Ed.). (2018). *Routledge Handbook of Education in India: Debates, Practices and Policies.* New York: Routledge. Chapter 13,14,15,16.
- *Maringe, Felix and Nick Foskett (Ed.). (2010).* Globalization and Internationalization in Higher Education*. London: Continuum. Chapter 1, 16, 20.*
- Suarez – Orozco, Marcelo M. (Ed.). (2007). *Learning in the Global Era: International Perspectives on Globalization and Education.* London: California University Press. Chapter 1, 6, and 8.
- Vasavi, A. R. (2022). *Differentiation and Disjunction: Interrogating India's Education System.* New Delhi: Orient Blackswan.

Course Outcome: This course examines education from a sociological perspective and offers students with an insight into the ways in which sociology can help us to understand some of the key debates in education today. As students of education, you can probably identify a variety of debates and trends in education that currently attract academic attention.

Teaching Methods: Teacher for this course shall use different teaching methods that can reach all students effectively. The objective is to achieve the learning outcomes through systematic teaching methods. The teaching methods that will be used to reflect the success of the learning process in this paper are lecture, discussion and dialogue, and online teaching method (if necessary). Lecture method allows the teacher to present factual material in direct and logical manner. Discussion and dialogue stimulates thinking within dialoguers. This method increases students' ability to build constructive questions as well as resolve problems. Online Teaching Method allows students to participate in classes from anywhere in the world, provided they have computer/mobile and Internet connection. In this method, the resources are shared well in advance.

However, active participation in discussion is main method of learning in this class. Students are supposed to arrive having completed the readings and be prepared to discuss the issues and ideas at the time of discussion on the particular topic in the class. Each student is required to speak at least once per class with a substantive comment.

Further Readings:

- Durkheim, Emile. (1956). *Education and Society*. New York: Teachers College Press.
- Durkheim, Emile. (1961). *Moral Education*. New York: The Free Press.
- Dewey, John. (1916). *Democracy and Education. An Introduction to the Philosophy of Education*. New York: Free Press.
- Kumar, Krishna. (2015). *A Pedagogue's Romance: Reflections on Schooling.* New Delhi: OUP.
- Musgrave, PW. (1972). *Sociology of Education*. London: Methuen II (ed). London,
- Nambissan, Geetha. and Rao, Srinivas. (2013). *Sociology of Education. Changing Concerns and Emerging Concerns.* Delhi, Oxford University Press.
- Paulo, Friere. (1970). *Pedagogy of the Oppressed*. New York: Continuum.
- Thapan, Meenakshi. (ed.) (2014). *Ethnographies of Schooling in Contemporary India*. New Delhi, SAGE Publications.
- Thapan, Meenakshi. (ed). (2015). *Education and Society: Themes, Perspectives and Practices*. New Delhi: OUP
- Thapan, Meenakshi. 2006 (1991). *Life at School. An Ethnographic Study*. New Delhi: Oxford University Press.

SOC 415: SOCIOLOGY OF MIGRATION

Course Objective:

Migration continues to be an immensely important social, political, economic and cultural issue and one that is prone to social mobility. This course introduces students to the world of migration and social mobility. It facilitates the participants to understand the gender dimension in the process of migration and to analyse the recruitment practices and institutional frame work in India.

Course Outline:

Unit I

Understanding Migration: Concepts, forms, Approaches and Theories

Essential   Readings:

- Jain, Ravindra K. (2010). *Nation, Diaspora, Trans-nation- Reflections from India.* New Delhi: Routledge. Pp. 1-14, 14-29.
- Singh A, Didar, and S. Irudaya Rajan. (2016). *Politics of Migration in a Globalised World.* Routledge. Pp. 1-15.
- Kritz, Mary. M. (2007). *'Migration: International' in George Ritzer (ed.) The Blackwell Encyclopedia of Sociology.* Vol-VI. UK: Blackwell Publishing. Pp. 3019-3024.
- Brettel, C.B. and Hollifield, J.F. (2000). *Introduction–Migration Theory, in Brettel, C.B. and Hollifield, J.F., Migration Theory – Talking across Disciplines.* Routledge. Pp. 7-21.
- Cohen, J.H. and Sirkeci, I. (2011). The Cultures of Migration in Cohen, J.H. and Sirkeci, I, Cultures of Migration–The Global Nature of Contemporary Mobility. *The University of Texas Press.* 1-20.

Unit II

Politics of Citizenship: Identity, Integration, Belonging and Settlement, Race and Racism

Essential   Readings:

- Jain, Ravindra K. (2010). *Nation, Diaspora, Trans-nation- Reflections from India*. New Delhi: Routledge. Pp. 76-86, 122-138.
- Singh A, Didar, and S. Irudaya Rajan. (2016). *Politics of Migration in a Globalised World.* Routledge. Pp. 16-40.
- Thampan, Meenakshi. (ed.) (2005). *Transnational Migration and Politics of Identity.* New Delhi: Sage Publications. Pp.23-62.
- Koopmans, R. (2010). Trade-Offs between Equality and Difference: Immigrant Integration, Multiculturalism, and the Welfare State in Cross-National Perspective. *Journal of Ethnic and Migration Studies.*36(1). 1-26.
- Palitto, R. and Heyman, J. (2008). Theorizing Cross-Border Mobility,

Surveillance, Security, and Identity. *Surveillance and Society.* 5(3).315-333.

Unit III

Women and Migration: Women on the move, Marriage and migration, Transformation of gender relations and female identities, Forced migrant   women, Migrant women and domestic work

Essential   Readings:

- Rajan, S. Irudaya and Marie Percot. (2020). *Dynamics of Indian Migration- Historical and Current Perspectives.* Routledge. Chapter 7.
- Agarwal, Anuja (ed.) (2006). *Migrant Women and Work.* New Delhi: Sage Publications India Pvt. Ltd. Pp. 21-45, 46-72.
- Behera, Navnita Chadha (ed.) (2006). *Gender, Conflict and Migration.* New Delhi: Sage Publications India Pvt. Ltd. Pp. 205-226.
- Oishi, Nanna. (2005). *Women in Motion Globalisation, State Policies and Labour Migration in Asia.* California: Stanford University Press. Pp. 1-19.
- Palriwala, Rajni and Patricia Oberoi. (eds.) (2008). *Marriage, Migration and Gender.* New Delhi: SagePublicationsIndiaPvt.Ltd.Pp.23-62,78-97,98-122.
- Gaddama. 2011. Malayalam movie
- Refugees at Home - Inside India's Migrant Crisis (2020), The Quint. https://www.youtube.com/watch?v=eQLDGgb4sJ0

Unit IV

Migration, Development and Change in India: Contexts and Trends, Mobility, and Social Change

Essential   Readings:

- Dayton Johnson, Jeff, etal. (2007). *Gaining from Migration: Towards a New Mobility System.* France: OECD Publishing.
- Osella, Filippo and Katy Gardner. (2004). *Migration, Modernity and Social Transformation in South Asia.* New Delhi: Sage Publications.
- Patterson, Rubin. (2006). "Transnationalism: Diaspora-Homeland Development." *Social Forces.* 84(4). 1891-1907.
- Castles, Stephen. (2016). *"Understanding Global Migration- A Social Transformation Perspective"* in Amelia, Anna et al. (ed.) An Anthology of Migration and Social Transformation. Pp. 19-42.

Course Outcome: Upon the completion of the course, the students will be able to employ sociological approaches in explaining migration and its ramifications in society. They will be acquainted with a broad understanding of the important questions, major themes, and research areas that lie at the intersection of migration, its transformations and its resultant social changes.

Teaching Methods: The course will employ a variety of teaching methods to accomplish its objectives, including lectures, audio-visual materials (including films and videos), group discussions and seminar presentations.

Further Readings:

- Brazil, Jana Evans. (2008). *Diaspora an Introduction.* Victoria: Blackwell Publishing. Pp.11-36.
- Castles, Stephen. Et.al. (ed.) (2015). *Social Transformation and Migration.* Springer. Chapter 1.
- Hoodfar, Homa. (2003). "*The Impact of Egyptian Male Migration on Urban Families: 'Feminization of the Egyptian Family' or Reaffirmation of Traditional Gender Roles"in Rege, Sharmila. (ed.). Sociology of Gender the Challenge of Feminist Sociological Knowledge.* New Delhi:Sage Publications.Pp.195-224.
- Jayaram, N (ed.) (2011). *Diversities in the Indian Diaspora Nature, Implications and Responses.* New Delhi: Oxford University Press.Pp.1-22.
- Knott, Kim, and Sean McLoughlin. (2010). *Diasporas Concepts, Intersections, and Identities.* London: Zed Books. Pp. 24-28.
- Kurien, Prema. A. (2002). *Kaleiodoscopic Ethnicity: International Migration and Reconstruction of Community Identities in India.* New Delhi: Oxford University Press.
- Misra, Roli. (2020). *Migration, Trafficking and Gender Construction- Women in Transition.* Sage Publications.
- Osella, Filippo and Caroline Osella. (2000). *Social mobility in Kerala: modernity and identity in conflict.* USA: Pluto Press.
- *The Sage Handbook of International Migration*. (2020). London: Sage.
- Vetrovec, Steven. (2009). *Transnationalism. London.* Routledge.Pp.1-40.
- World Migration Report 2020, United Nations
- Brettel, C.B. and Hollifield, J.F. (2000). *Introduction–Migration Theory: talking across Disciplines.* Routledge. Pp. 7-21.
- Cohen, J.H. and Sirkeci, I. (2011). *Cultures of Migration: The Global Nature of Contemporary Mobility.* The University of Texas Press. 1-20.
- Gerald, D. S. F. and Arar, R. (2018). The Sociology of Refugee Migration. *Annual Review of Sociology.*44. 387-406.
- Samers, M. and Collyer, M. (2016). *Explaining Migration Across International Borders: Determinist Theories.* Migration. Routledge.

SOC 416: SOCIOLOGY OF WATER

Course Objective:

This course is an invitation to water discourse in the sociological domain. Portraying how water mirrors society, the course elucidates the sociological aspects and theoretical approaches of analysing water resource, management and governance. Students also will be sensitized about the impact of globalization on water resources as well as contemporary issues in water governance.

Course Outline:

Unit I

Social Construction of Water: Social construction of water, water resources, Hydraulic Society, Tragedy of the Commons, Participatory Exclusion, Risk and Reflexivity.

Essential Readings:

- Elinor, Ostrom. (1990). Governing the Commons, Cambridge University Press
- Walker, W.E., Loucks, D.P., & Carr, G. (2015). Social responses to water management decisions. Environmental Processes, 2(3), 485-509.
- Wittfogel, Karl, A. (1981). Oriental Despotism: A Comparative Study of Total Power, New York: Vintage Books.
- Participatory Exclusions, Community Forestry & Gender: An Analysis for South Asia & a Conceptual Framework, Bina Agarwal.
- Strang Veronica Handbook of Landscape Archeology.
- Dupont Danica & Pearce Frank, Foucault Contra Foucault: Reading the 'Governmentality' papers.

Unit II

Irrigation Institutions: Social organization of irrigation, Irrigation roles, Self- Governing Irrigation Institutions, Caste, Class and Gender and Irrigation, Irrigation Management Transfer, Participatory Irrigation Management in India.

Essential Readings:

- Asian Development Bank. (2008). Irrigation Management Transfer: Strategies and Best Practices, New Delhi: Sage Publication.
- Coward E, Walter. (1980). Irrigation and Agricultural Development in Asia: Perspectives from Social Sciences, Cornell University Press, London.
- Douglas, Merrey & Shirish Baviskar. (1997). (Ed) Gender Analysis and Reform of C7 Irrigation Management: Concepts, Gaps in Knowledge, Proceedings of the Workshop on Gender and Water, Habarana, Sri Lanka, International Water Management

Institute.50

- Elinor Ostorm (1992) Crafting Institutions for self-governing irrigation system, ICS press
- Gulati Ashok et.al. (2005). Institutional Reforms in Indian Irrigation, IFPRI, SAGE Publications: New Delhi.
- Tang, Shui Yan. (1992). Institutions and Collective Action: Self–Governance in Irrigation, San Francisco, C.A. ICS press.
- Theis, S., Bekele, R. D., Lefore, N., Meinzen- Dick, R. S., & Ringler, C. (2018). Consider in gender when promoting small-scale irrigation technologies: Guidance for inclusive irrigation interventions. Intl Food Policy Res Inst.
- Waring, T.M. (2011). Ethnic forces in collective action: diversity, dominance, and irrigation in Tamil Nadu. Ecology and Society,16(4).
- Dastagir K Gulam, Exclusion of women beneath patriarchal enclaves in participatory irrigation management in South India (vol20pg408,2021)
- Dasthagir K Gulam (2016) Panipanchayats for Whom: Investigating Preclusion of Dalit Women in Participatory Irrigation Institutions
- https://www.epw.in/journal/2011/18/review-womens-studies-review-issues-specials/women-and-decentralised-water
- https://www.researchgate.net/publication/227107081_Gendered_Participation_in_Water_Management_Issues_and_Illustrations_From_Water_Users'_Associations_in_South_Asia
- https://www.researchgate.net/figure/1-Typology-of-participation_tbl1_265002402

Unit III

Globalization and water: Water as commodity, privatization and commercialization of water, Neoliberalism, biopolitics in water governance, Water Footprints of Nations, water as a geopolitical resource, Water Conflicts and Wars.

Essential   Readings:

- Hellberg, S. (2018). The biopolitics of water: Governance, scarcity and populations. Routledge.
- Rap, E., & Wester, P. (2017). Governing the water user: experiences from Mexico. Journal of Environmental Policy & Planning, 19(3),293-307.
- Wilson, N.J., Harris, L.M., Nelson, J., & Shah, S. H. (2019). Re-theorizing politics in water governance.Water,11(7),1470
- https://www.taylorfrancis.com/books/edit/10.4324/9781315734187/globalization-water-governance-south-asia-vishal-narain-chanda-gurung-goodrich-jayati-chourey-anjal-prakash

Unit IV

Contemporary issues: politics of water, inequalities and exclusion, water scarcity, water pollution, water security, water justice

Essential   Readings:

- Garrick, D., & Hall, J.W. (2014). Water security and society: risks, metrics, and

pathways. Annual Review of Environment and Resources, 39(1),611-639.

- Joshi, D. (2011). Caste, gender and the rhetoric of reformin India's drinking water sector. Economic and Political Weekly, 56-63.
- Khandker, V., Gandhi, V. P., & Johnson, N. (2020). Gender perspective in water management: The involvement of women in participatory water institutions of Eastern India.Water,12(1),196.
- Lonergan, S.C. (2018). Water and conflict: Rhetoric and reality. In Environmental conflict (pp.109-124). Routledge.
- Pandey, P. (2011). Understanding Patterns of Water Conflicts: Social and Political Variables. South Asian Survey,18(1),157-171.
- Tiwary, R., & Phansalkar, S.J. (2007). Dalits' access to water: Patterns of deprivation and discrimination. International Journal of Rural Management, 3(1),43-67.
- Walker, W.E., Loucks, D.P., & Carr, G. (2015). Social responses to water management decisions. Environmental Processes, 2(3),485-509.
- World Bank Group. (2017). Reducing Inequalities in Water Supply, Sanitation, and Hygiene in the Era of the Sustainable Development Goals: Synthesis Report of the WASH Poverty Diagnostic Initiative. World Bank.
- Rural drinking water governance politics in China: Governmentality schemes and negotiations from below, Qinhong Xua, Rutgerd Boelens, Gert Jan Veldwischa
- Water reform governmentality in Ecuador: Neoliberalism, centralization, and there straining of polycentric authority and community rule-making, Rutgerd Boelens & Jaime Hoogesteger.
- Water Footprints of Nations (2006), Ashok Chapagain & Arjen Hoekstra.https://www.tandfonline.com/doi/full/10.1080/02508060.2014.891168
- https://research.wur.nl/en/publications/water-governance-as-a-question-of-justice-politics-rights-and rep?back=https%3A%2F%2Fwww.google.com%2Fsearch%3Fclient%3Dsafari%26as_qdr%3Dall%26as_occt%3Dany%26safe%3Dactive%26as_q%3DSima+kulkarny+2011+EPWD+centralising+water+governance%26channel%3Daplab%26source%3Da-app1%26hl%3Den

Course Outcome: After the completion of this course, students will be able to understand water from a sociological point of view. Students will also be able to understand the politics, governance and policies regarding the water and even the current debates related to it.

Teaching Methods: The course will employ a variety of teaching methods to accomplish its objectives, including lectures, audio-visual materials (including films and videos), group discussions and seminar presentations.

Further Readings:

- Asian Development Bank. (2008). Irrigation Management Transfer: Strategies and Best Practices, New Delhi: Sage Publication.
- Coward E, Walter. (1980). Irrigation and Agricultural Development in Asia: Perspectives from Social Sciences, Cornell University Press, London.
- Douglas, Merrey & Shirish Baviskar. (1997). (Ed) Gender Analysis and Reform of C7

Irrigation Management: Concepts, Gaps in Knowledge, Proceedings of the Workshop on Gender and Water, Habarana, Sri Lanka, International Water Management Institute.50

- Elinor Ostorm (1992) Crafting Institutions for self-governing irrigation system, ICS press
- Gulati Ashok et.al. (2005). Institutional Reforms in Indian Irrigation, IFPRI, SAGE Publications: New Delhi.
- Tang, Shui Yan. (1992). Institutions and Collective Action: Self–Governance in Irrigation, San Francisco, C.A. ICS press.
- Theis, S., Bekele, R. D., Lefore, N., Meinzen- Dick, R. S., & Ringler, C. (2018). Consider in gender when promoting small-scale irrigation technologies: Guidance for inclusive irrigation interventions. Intl Food Policy Res Inst.
- Waring, T.M. (2011). Ethnic forces in collective action: diversity, dominance, and irrigation in Tamil Nadu. Ecology and Society,16(4).
- Dastagir K Gulam, Exclusion of women beneath patriarchal enclaves in participatory irrigation management in South India (vol20pg408,2021)
- Dasthagir K Gulam (2016) Panipanchayats for Whom: Investigating Preclusion of Dalit Women in Participatory Irrigation Institutions

SOC 417: SOCIOLOGY OF DISASTERS

Course Objective:

The objective of this course is to introduce students to sociological examination of disasters. This course begins with the premise that disasters are fundamentally social events that reflect the ways that we live and structure our communities and societies. This course will examine popular myths about disaster and explore sociological theories about the causes and consequences of disasters.

Course Outline:

Unit I

Conceptualizing Sociology of Disasters: Conceptual Debate in Sociological Discourse

Essential Readings:

- Quarantelli, E. (1995). 'What is a Disaster?' *International Journal of Mass Emergencies and Disasters*, 13 (3): 221–230.
- Quarantelli, E. (1989). 'Conceptualizing Disaster from a Sociological Perspective.' *International Journal of Mass Emergencies and Disasters*, 7:243–251.
- Quarantelli, E. (1987). 'Disaster Studies: An Analysis of the Social Historical Factors Affecting the Development of Research in the Area.' *International Journal of Mass Emergencies and Disasters,* 5:285–310.
- Wisner, B., P. Blaikie, T. Cannon, & I Davis. (2004). *At Risk: Natural Hazards, People's Vulnerability, and Disaster (2nd ed.)*. London: Routledge. Pp. 1-87, 92-154.
- Deabek, Thomas E. (1986). *Human System Responses to Disaster*. New york: Springer-Verlag. Pp. 1-96.

Unit II

Social Science Research Agenda for the Disasters: Theoretical, Methodological and Empirical Issues

Essential Readings:

- Drabek, T.E. (2004). *Social Dimensions Of Disaster* (2nd ed.). Emmitsburg, MD: Emergency Management Institute, Federal Emergency Management Agency.

- Dynes, R.R. (1988). Cross-Cultural International Research: Sociology And Disaster. *International Journal of Mass Emergencies and Disasters*, Vol. 6, no. 2, pp. 101–129.
- Dynes, R.R. (1993). Disaster Reduction: The Importance Of Adequate Assumptions About Social Organization. *Sociological Spectrum*, Vol. 13, pp. 175–192.
- Oliver-Smith, A. (1996). 'Anthropological Research on Hazards and Disasters.' *Annual Review of Anthropology,* 25:303–328.
- Rodriguez, Havidan et al. (2007). *Handbook of Disaster Research*. New York: Springer. Pp. 1-223.

Unit III

Disaster Vulnerability and Social Marginality: Race, Class, Caste, Ethnicity and Gender

Essential   Readings:

- Kroll-Smith, Steve. (2018). *Recovering Inequality: Hurricane Katrina, the San Francisco Earthquake of 1906, and the Aftermath of Disaster*. Austin: University of Texas Press. pp. 2-83.
- Parida, P.K. (2010). 'Understanding Evacuation Behaviour in a Disaster Society: The Case of Coastal Orissa', *Sociological Bulletin*, Vol. 59, no. 2, pp. 179 -198.
- Enarson, E., & Morrow, B. (1997). A Gendered Perspective: The Voices Of Women. In W. Peacock, B. Morrow, & H. Gladwin (Eds.), *Hurricane Andrew: Ethnicity, gender and the sociology of disasters* (pp. 116–140). New York: Routledge.
- Form William H and Sigmund No sow. (1958), *Community in Disaster*, Harper and brothers Publishers, New York. Pp. 2-87.
- Bolin, Robert and Lois Stanford. (1998). *The Northridge Earthquake: Vulnerability and Disaster*. UK: Routledge. Pp.3-74.

Unit IV

From Disaster to Lessons learned: Assessing Disaster Preparedness, Response, Recovery and Reconstruction, Sociological Studies and Disaster: Case Studies from India and Beyond

Essential Readings:

- Agarwal, B. (1992). 'The Gender and Environment Debate: Lessons from India', *Feminist Studies*, Vol. 18, No. 1, pp 119-158.
- Blaikie, P., T. Cannon, I. Davis, and B. Wisner. (1994). *At Risk: Natural Hazards, People's Vulnerability, and Disasters*, New York: Routledge.
- Bolin, Robert and Lois Stanford. (1998). *The Northridge Earthquake: Vulnerability and Disaster*. UK: Routledge.

- Bullard, Robert D. (2000). *Dumping in Dixie: Race, Class and Environmental Quality*. Boulder CO: Westview Press.
- Cutter, S.1996. 'Vulnerability to Environmental Hazards'. *Progress in Human Geography,* 20(4): 529–539.

Course Outcome: This course offers the essential of sociological and social science research on disasters. It will help to understand the history of the field, identify specific terms, theoretical and methodological issues and then turn on to current theorizing of social vulnerability to disaster and individual and community resilience.

Teaching Methods: The teaching methods that will be used to reflect the success of the learning process in this paper are lecture, discussion and dialogue, and online teaching method (if necessary). Lecture method allows the teacher to present factual material in direct and logical manner. Discussion and dialogue stimulates thinking within dialoguers. This method increases students' ability to build constructive questions as well as resolve problems. Online Teaching Method allows students to participate in classes from anywhere in the world, provided they have computer/mobile and Internet connection. In this method, the resources are shared well in advance.

However, active participation in discussion is main method of learning in this class. Students are supposed to arrive having completed the readings and be prepared to discuss the issues and ideas at the time of discussion on the particular topic in the class. Each student is required to speak at least once per class with a substantive comment.

Further Readings:

- Buckingham-Hatfield, Susan. (2000). *Gender and Environment*. New York: Routledge. Pp. 1-97.
- Drabek, T.E. (1986). *Human System Responses to Disaster: An Inventory of Sociological Findings.* New York: Springer-Verlag.
- Drabek, T.E. (2004). *Social Dimensions of Disaster* (2nd ed.). Emmitsburg, MD: Emergency Management Institute, Federal Emergency Management Agency.
- Dynes, R.R. (1988). Cross-cultural international research: Sociology and disaster. *International Journal of Mass Emergencies and Disasters*, Vol. 6, no. 2, pp. 101–129.
- Dynes, R.R. (1993). Disaster reduction: The importance of adequate assumptions about social organization. *Sociological Spectrum*, Vol. 13, pp. 175–192.
- Enarson, E., & Morrow, B. (1997). A gendered perspective: The voices of women. In W. Peacock, B. Morrow, & H. Gladwin (Eds.), *Hurricane Andrew: Ethnicity, gender and the sociology of disasters* (pp. 116–140). New York: Routledge.
- Form William, H. and Sigmund, Nosow. (1958), *Community in Disaster*, Harper and brothers Publishers, New York.
- Klinenberg, Eric. (2002). *Heat Wave: A Social Autopsy of Disaster in Chicago*. Chicago: University of Chicago Press.
- Oliver-Smith, A. (1996). 'Anthropological Research on Hazards and Disasters.' *Annual Review of Anthropology,* 25:303–328.
- Parida, P.K. (2010). 'Understanding Evacuation Behaviour in a Disaster Society: The Case of Coastal Orissa', *Sociological Bulletin*, Vol. 59, no. 2, pp. 179 -198.
- Parida, P. K. (2018)*. Natural Disaster and Women: A Gendered Perspective*, New Delhi: Rawat Publications.

- Peacock, W., B. Morrow, and H. Gladwin. (eds). (1998). *Hurricane Andrew and Miami: Toward a New Socio-Political Ecology of Disasters,* London: Routledge.
- Pelling, Mark. (2003). The Vulnerabilities of Cities: Natural Disaster and Social Resilience. Sterling, VA: Earthscan Publications.
- Perry, R.W. (2005). Disasters, Definitions and Theory Construction. In R.W. Perry & E.L. Quarantelli (Eds.), *What is a disaster? New answers to old questions*. (pp. 311–324). Philadelphia: Xlibris.
- Quarantelli, E. (1997). 'Ten Criteria for Evaluating Emergency Management of Community Disasters.' *Disasters*, 21 (1): 39–56.
- Quarantelli, E. (1995). 'What is a Disaster?' *International Journal of Mass Emergencies and Disasters,* 13 (3): 221–230.
- Quarantelli, E. (1989). 'Conceptualizing Disaster from a Sociological Perspective.' *International Journal of Mass Emergencies and Disasters*, 7:243–251.
- Quarantelli, E. (1987). 'Disaster Studies: An Analysis of the Social Historical Factors Affecting the Development of Research in the Area.' *International Journal of Mass Emergencies and Disasters,* 5:285–310.
- Sen, Amartya. (1981). *Poverty and Famines*, Oxford University Press, New Delhi.
- Shiva, V. (1988). *Staying Alive: Women, Ecology and Development*. New Delhi: Zed Books/Kali for Women.
- Wisner, B., P. Blaikie, T. Cannon, & I Davis. (2004). *At Risk: Natural Hazards, People's Vulnerability, and Disaster (2nd ed.)*. London: Routledge.

SOC 418: SOCIAL CAPITAL AND NETWORKS

Course Objective:

This course provides an overview of social capital theory, its emergence and its application. The sociological approach to social capital theory is discussed and covers conceptualizations, and typologies of social capital and discusses the role of social capital in civic engagement, education, social networks, and economic development.

Course Outline:

Unit I

Conceptualizing Social Capital: Rational Choice Approach and its critique, Forms of Social Capital and logic of practice

Essential Readings:

- Hauberer Julia (2010). Social Capital Theory. Springer Publication. PP 35-50.
- Field John. (2003). Social Capital. Routledge Publication. PP 1-9,11-20.
- Coleman, J. S. (1988). "Social Capital in the Creation of Human Capital."American Journalof Sociology,". pp.95-120.
- Coleman, James S. 1990. Foundations of Social Theory. Cambridge, MA: Harvard University Press.
- Small, Mario Luis. 2009. Unanticipated Gains: Origins of Network Inequality in Everyday Life. Oxford, UK: Oxford University Press.

Unit II

Civic Perspective on Social Capital: Putnam's concept of social capital–Elements of social capital Characteristics of social capital – Bridging vs. bonding social capital

Essential Readings:

- Hauberer Julia (2010). *Social Capital Theory. Springer Publication*. PP 53-65
- Field John. (2003). *Social Capital. Routledge Publication*. PP 29-39.
- Putnam. Robert. (1993). *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton   University Press. PP 163-181.
- Putnam, Robert D. 2000. Bowling Alone: The Collapse and Revival of American

Community. New York: Simon and Schuster. pp65- 78.

- Bourdieu, Pierre (1986), 'The Forms of Capital', in Richardson, John G., ed., *Handbook of Theory and Research for the Sociology of Education,* New York: Greenwood., pp. 241–258

Unit III

The network approach to social capital: Granovetter and Burt – network structure and Functions-network types- homogeneity and heterogeneity in networks

Essential   Readings:

- Hauberer Julia (2010). *Social Capital Theory.* Springer Publication. PP 87-126.
- Burt. S. Ronald. (200). *The Network Structure of Social Capital*. Elsevier Science Inc. Vol 22, PP 345-423.
- Granovetter S. Mark. (1973). *The Strength of Weak Ties*. American Journals of Sociology. Vol 78, PP 1360-1380.
- Lin Nan. (2004). *Social Capital: A Theory of Social Structure and Action*. Cambridge University Press. PP 1-54, 86-114, 141-162.
- Field John. (2003). *Social Capital. Routledge Publication*. PP 115-134.

Unit IV:

Discourse on Development and Social Capital: World Bank and its Methodology, Indian Experience.

Essential   Readings:

- Portes Alejandro (19998). *Social Capital: Its Origins and Application in Modern Sociology*. Annual Review of Sociology. Vol 24:1-24, pp 1-24.
- Fukuyama Francis. (2001). *Social Capital, Civil Society, and Development*. Third World Quarterly, Vol 22, No 1, PP 7-20.
- Hellwell F. John, Putnam D. Robert. (1995). *Economic Growth and Social Capital in Italy.* Eastern Economic Journal. Vol 21, No. 3, PP. 295-307.
- Harris John. (2001). *Depoliticizing Development: The World Bank and Social Capital.* Left Word Books. PP 1-113.
- Pai Sudha. (2001). *Social Capital, Panchayats, and Grass Roots Democracy: Politics of Dalits Assertion in Uttar Pradesh.* Economic and Political Weekly. Vol, 36, PP 645-654.

Course outcome: The course enables the students to understand the concept, theory application of social capital, The power of interpersonal relationships and its competitive advantage is understood as a strategy for change.

Teaching Methods: The course will employ a variety of teaching methods to accomplish its objectives, including lectures, audio-visual materials (including films and videos), group discussions and seminar presentations.

Further Readings:

- Anirudh, Krishna. (2003). *Active Social Capital,* New Delhi: Oxford University Press.
- Francis, Fukuyama. (1996). *Trust: The Social Virtues and the creation of prosperity*, New York Press.
- John, Harris. (2002). *De-politicizing development: The World Bank and Social Capital*, Wimbeld on Publishing Company, London.
- William, R. Easterly. (2001). *The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics,* Cambridge, MA: MIT Press.
- Scott. C James. (1998). *Seeing Like A State: How Certain Schemes to Improve the Human Conditions have Failed.* New Haven: Yale University Press.
- Hernando, De Soto. (2000). *The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else* London: Bantam Press.
- Fukuyama, Francis. (2002). *Culture and Economic Development, from the Encyclopedia of the Social and Behavioral Sciences,* Elsevier.
- Christiaan, Grootaert. and Thierry, Van Bastelaer. (2001). *Understanding and Measuring Social Capital: Synthesis of Findings and Recommendations,* Washington, DC: World Bank SCI24.

SOC 419: CITIZENSHIP AND PLURALISM IN INDIA

Course Objective:

This paper aims to capture the discourse on the interrelationships between the Indian state and society. In doing so it examines the various forms of collective representations in society and how these pluralities organise power in society.

Course Outline:

Unit I

Conceptualization of Citizenship, Diversity, Pluralism and Multiculturalism: Emergence of Modern Nation-state and the temporal and spatial reorganization, Colonialism and (re) organizing plural and multicultural societies.

Essential   Readings:

- Marshall, T.H. (2009). Citizenship and Social Class. In J. Manza and M. Sauder. (Eds.) *Inequality and Society*. New York: W.W. Norton and Co., 148-154.
- Butler, J, Spivak Gayatri (2007), Who sings the Nation-state: Language, Politics, Belonging, Seagull Books, London
- Chatterjee, P. (2001). On Civil and Political Society in Post-Colonial Democracies. In S. Kaviraj and S. Khilnani (Eds.). Civil Society: History and Possibilities. Cambridge: Cambridge University Press, 165 – 178.
- Aloysius, G. (1999). *Nationalism without a Nation in India.* New Delhi: Oxford University Press.
- Samarendra, P (2008), Between Number and Knowledge; Career of Caste in Colonial Census, in ed. Themes in Indian History; Caste in History by Banerjee Dube, 46-66, Oxford University Press, New Delhi.

Unit II

Post Independent India and reo-rganisation of collective identities: Territorial and regional reorganization, questions of linguistic pluralism, Strategies for Tribal consolidation-integration, assimilation and isolation.

Essential   Readings:

- Menon, N. & Nigam, A. (2007). When was the Nation? Power and Contestation: India Since 1989. London: Zed Books.
- Chatterjee, P (1993), The Nation and its Fragments, Princeton University Press, Princeton.
- Xaxa Virginius (2021), Education, Assimilation and Cultural Marginalisation of Tribes

in India, *Economic and Political Weekly*, Vol. 56, Issue No. 36: 10-13
- Alf Gunvald Nielsen (2019), Adivasis and the State: Subalternity and Citizenship in India's Bhil Heartland by, Cambridge, Cambridge University Press
- Kohli, A (1987), The State and Poverty in India: The Politics of Reform. Cambridge University Press, Cambridge
- Kohli, A (1988), India's Democracy: An Analysis of Changing State-Society Relations, Princeton University Press, Princeton, New Jersey.
- Kohli, A (1991), Democracy and Discontent: India's Growing Crisis of Governability, Cambridge University Press.
- Reddy, D, (2005), The Ethnicity of Caste, *Anthropological Quarterly*, 78(3); 543-584
- Quigley, D (2000), The Interpretation Of Caste, Oxford University Press, New Delhi-Introduction
- Marriott, M. (1990), Constructing an Indian Ethnosociology, in M. Marriott (ed.), India through Hindu categories, Sage, New Delhi
- Gidwani, V (2002), New Theory or New Dogma? A Tale of Social Capital and Economic Development from Gujarat, India, Journal of Asian and African Studies, 37(2); 83-112
- Varshney, A (1995), Democracy, development, and the countryside: Urban-rural struggles in India, Cambridge University Press, Cambridge
- Varshney, A (2001), Ethnic Conflict and Civil Society: India and Beyond, World Politics; 53, (3); 362-398
- Varshney, A. (2002), Ethnic Conflict and Civic Life: Hindus and Muslims in India, Yale University Press, New Haven

Unit III

Indian State and Citizenship: Individual and collective group identities and citizenship, Private and Public sphere, Civil and political rights, Active and passive citizenship in India.

Essential Readings:

- Kaviraj, S (1991) On State, Society and Discourse in India, in James Manor, (ed.) Rethinking Third World Politics, Longman, London
- Kaviraj, S, (1992), The Imaginary Institution of India" in Chatterjee and G Pandey (ed.), Subaltern Studies, VII, Oxford University Press, Delhi.
- Harriss, J (2003), Do political Regimes Matter? Poverty reduction and regime differences across India in Houtzager and Moore Mick (ed.) Changing Paths, University of Michigan Press
- Harriss-White (2003), India Working; Essays on Society and Economy, Oxford University Press, Delhi.
- Krishna, A. (2002), Active Social Capital, New York, Columbia University Press.
- Sangari, K. (2007). Shaping pressures and symbolic horizons: the women's movement in India. In N. de Mel and S. Thiruchandran (Eds.) At the cutting edge: Essays in honour of K. Jayawardena. New Delhi: Women Unlimited.
- John and Chathukulam (2002) Building Social Capital through State Initiative: Participatory Planning in Kerala, Economic and Political Weekly, 37 (20); 1939-1948

- Frankel, F (2005), India's Political Economy 1947-2004: The Gradual Revolution, Reprint, Oxford University Press, New Delhi

Unit IV

Challenges to Plural Society: Marginality through historical intersections of caste, class, tribe, gender, region and religion, Identity politics and democracy, Politics, patronage and power in Indian democracy, Primordial identities and challenges of the modern Indian state.

Essential Readings:

- Beteille, A (1996a) Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village, Oxford University Press, Delhi
- Basant, R. and Shariff, A. (2010). The state of Muslims in India: An overview. In R. Basant and A. Shariff (Eds.). Oxford Handbook of Muslims: Empirical and Policy Perspectives. New Delhi: Oxford University Press, 1 – 23.
- Jaffrelot, C (2000), Sanskritization vs. Ethnicization in India: Changing Indentities and Caste Politics before Mandal, Asian Survey, 40 (5); 756-766.
- Jaffrelot, C (2000), The Rise of the Other Backward Classes in the Hindi Belt, Journal of Asian Studies, 59 (1); 86-108.
- Jeffrey. C (2001), A Fist Is Stronger than Five Fingers: Caste and Dominance in Rural North India, Transactions of the Institute of British Geographers, New Series, Vol. 26, No. 2; 217-236
- Jeffrey, C (2002), Caste, Class, and Clientelism: A Political Economy of Everyday Corruption in Rural North India, Economic Geography, 78 (1); 21-41
- Padel, F. (2009). A Case Study of Colonialism and In the Name of Development in Sacrificing People: Invasions of a Tribal Landscape. Hyderabad: Orient Blackswan, 1 – 34 & 288 – 314.
- Hansen TB (1999), The Saffron Wave: Democracy and Hindu Nationalism in India, Princeton University Press, Princeton- Introduction- Hindu Nationalism and Democracy in India (Pp3-14)

Unit V

Globalisation and Indian Society: Global networks and mobility, Cosmopolitanism, citizenship and multiple pluralities

Essential Readings:

- Harriss-White, B. and Gooptu, N. (2001). Mapping India's World of Unorganised Labour. Socialist Register, 37, 89 – 118.
- Fernandes, L. (2006). Framing the Liberalizing Middle Class in her India's New Middle Class: Democratic Politics in an era of Economic Reform. Minneapolis: University of Minnesota Press, 29 – 87.

Course Outcome: This course will make students to reflect on concepts related to the citizenship and pluralism in a society. Students will be able to understand the rights of the citizens and their importance. This course will also make them aware of the pluralistic society and how can we locate marginalized communities.

Teaching Methods: The course will employ a variety of teaching methods to accomplish its objectives, including lectures, audio-visual materials (including films and videos), group discussions and seminar presentations.

Further Readings:

- Aloysius, G. (1999). *Nationalism without a Nation in India.* New Delhi: Oxford University Press.
- Anderson, B. (1983). *The origins of national consciousness in Imagined Communities:*
- *Reflections on the Origin and Spread of Nationalism*. London: Verso.
- Basant, R. and Shariff, A. (2010). The state of Muslims in India: An overview. In R. Basant and A. Shariff (Eds.). *Oxford Handbook of Muslims: Empirical and Policy Perspectives*. New Delhi: Oxford University Press, 1 – 23.
- Chatterjee, P. (2001). On Civil and Political Society in Post-Colonial Democracies. In S. Kaviraj and S. Khilnani (Eds.). *Civil Society: History and Possibilities*. Cambridge: Cambridge University Press, 165 – 178.
- Menon, N. & Nigam, A. (2007). When was the Nation? *Power and Contestation: India Since 1989*. London: Zed Books.
- Mohanty, M. (2004). *Class, Caste, Gender.* New Delhi: Sage.
- Deshpande, A. (2011). *The Grammar of Caste: Economic Discrimination in Contemporary India*, New Delhi: Oxford University Press.
- Deshpande, S. (2013). Caste and Castelessness: Towards a Biography of the 'General Category'. In *Economic and Political Weekly,* 48 (15), 32-39.
- Harriss-White, B. and Gooptu, N. (2001). Mapping India's World of Unorganised Labour. *Socialist Register*, 37, 89 – 118.
- Fernandes, L. (2006). Framing the Liberalizing Middle Class in her *India's New Middle Class: Democratic Politics in an era of Economic Reform*. Minneapolis: University of Minnesota Press, 29 – 87.
- Omvedt, G. (2006). *Dalit Visions: The Anti-Caste Movement and the Indian Cultural Identity*. Hyderabad: Orient Longman.
- Padel, F. (2009). *A Case Study of Colonialism and In the Name of Development in Sacrificing People: Invasions of a Tribal Landscape*. Hyderabad: Orient Blackswan, 1 – 34 & 288 – 314.
- Pai S. (2005). Social Capital, *Panchayats* and Grass Roots Democracy: Politics of Dalit Assertion in Two Districts of Uttar Pradesh. In D. Bhattacharyya, B. Mohapatra, N. Jayal and S. Pai (Eds). *Interrogating Social Capital: the Indian Experience*. New Delhi: Sage Publications.
- Sangari, K. (2007). Shaping pressures and symbolic horizons: the women's movement in India. In N. de Mel and S. Thiruchandran (Eds.) *At the cutting edge: Essays in honour of K. Jayawardena*. New Delhi: Women Unlimited.

B.A Honours in Sociology			
Semester VIII			
Sl.No	**Course Code**	**Title of the Course**	**Credits**
		Major	
1.	SOC 421	Sociology of Globalization	4
2.	SOC 422	Economic Sociology	4
3.	SOC 423	Political Sociology	4
4.	SOC 424	Historical Sociology	4
5.	SOC 425	Sociology of Culture	4
		Total	20

B.A Honours (With Research) in Sociology			
Semester VIII			
Sl.No	**Course Code**	**Title of the Course**	**Credits**
		Major	
1.	SOC 421	Sociology of Globalization	4
2.	SOC 422	Economic Sociology	4
	SOC 426	Project/Dissertation and Viva-voce	12
		Total	20

SOC 421: SOCIOLOGY OF GLOBALIZATION

Course Objective:
This course provides students with the focus of sociology of globalization and an understanding of the socio-historical context and the major players of globalization. The students will be familiarized with recent debates, discourses and theoretical edifice of globalization. With a view to contextualize the process and impact of globalization on society, the students will also be engaged in the analysis of three contemporaneous social realms viz. culture, governance and societal response.

Course Outline:

Unit I

Conceptualizing sociology of globalization: The historical and social context of globalization, the great debate, imperialism, colonialism, Americanization vs. globalization, Major players of globalization, the gender dimension of globalization.

Essential Readings:

- Ritzer George & Dean Paul (2015), Globalization a Basic Text, 2nd edition, Wiley-Blackwell (pp.27-51),(pp.55-78)
- McGrew Anthony, Globalization in Hard Times: Contention in the Academy and Beyond, Blackwell Companion to Globalization, George Ritzer, Blackwell Publications, UK (pp.29-53) White E. Kathleen , Robertson Ronald, What is Globalization, Blackwell Companion to Globalization, George Ritzer, Blackwell Publications, UK(pp.54-66)
- Thomas M.George Globalization the Major Players, Blackwell Companion to Globalization, George Ritzer, Blackwell Publications, UK, (pp.84-102)
- Petrova Velina and Boli John, Globalization today, Blackwell Companion to Globalization, George Ritzer, Blackwell Publications, UK (pp.103-124)
- Giddens Anthony, Philip W. Sutton (2021) Sociology, 9th edition, Polity Press(pp.204-285)

Unit II

Theorizing Globalization: Global capitalism, Global cities, Global consciousness, Glocalization, Network society, Space-time compression, Risk society.

Essential Readings:

- Ritzer George & Dean Paul (2015), Globalization a Basic Text ,2nd edition, Wiley-Blackwell (pp.238-244)
- Robinson I. William, Theories of Gloalization, Blackwell Companion to Globalization, George Ritzer, Blackwell Publications, UK (pp.125-143)

Unit III

Globalization and Culture: Globalizing culture and cosmopolitanism, paradigms of Cultural Globalization, Cosmopolitanism

Essential Readings:

- Ritzer George & Dean Paul (2015), Globalization a Basic Text ,2nd edition, Wiley-Blackwell(pp.205-233)
- Beck Ulrich, Cosmopolitanism: A Critical Theory for the 21st Century, Blackwell Companion to Globalization, George Ritzer, Blackwell Publications, UK (pp.162-176)
- Tomlinson John, Cultural Globalization, Blackwell Companion to Globalization, George Ritzer, Blackwell Publications, UK (pp.352-366)

Unit IV

Globalization and Governance: Neoliberalism, IGOs, INGOs, Nation-State, imagined community, Development Cooperation, Gender Budgeting.

Essential Readings:

- Ritzer George & Dean Paul (2015), Globalization a Basic Text ,2nd edition, Wiley-Blackwell (pp.83-107), (pp.111-138)
- Antonio J. Robert, The Cultural Construction of Neoliberal Globalization, Blackwell Companion to Globalization, George Ritzer, Blackwell Publications, UK (pp.67-83)
- Carter Chris and Clegg Stewart, The Sociology of Global Organization, Blackwell Companion to Globalization, George Ritzer, Blackwell Publications, UK (pp.272-290)
- Rumford Chris and Delanty Gerard, Political Globalization, Blackwell Companion to Globalization, George Ritzer, Blackwell Publications, UK (414-429)

Unit V

Making Globalization Accountable: Globaphilia Vs. Globaphobia, the end of globalization, globalization from below, alter and anti-globalization moments, transnational civil society**.**

Essential Readings:

- Ritzer George & Dean Paul (2015), Globalizationa Basic Text, 2nd edition, Wiley-Blackwell (pp.419-443)
- Delsordi C. Nicholas, Jacobson David and Guhathakurta Subhrajith, The End of Globalization? The Implications of Migration for State, Society and Economy, Blackwell Companion to Globalization, George Ritzer, Blackwell Publications, UK (pp.201-215)
- Yach Derek and Hashemian Farnoosh, Public Health in a Globalizing World: Challenges and Opportunities, Blackwell Companion to Globalization, George Ritzer, Blackwell Publications, UK (pp.516-538)

- Kahn Richard and Kellner Douglas, Resisting Globalization, Blackwell Companion to Globalization, George Ritzer, Blackwell Publications, UK (pp.662-674)
- Turner S Bryan, The Futures of Globalization, Blackwell Companion to Globalization, George Ritzer, Blackwell Publications, UK (pp.675-692)

Course Outcome: Students after their completion of the course will be able to locate themselves in this global society. They will also get to know how the global culture has become part of our daily lifestyle and how we are now a part of that broader structure.

Teaching Methods: The method for this course will be lecture, discussion, and question-answer sessions with the students.

Further Readings:

- Ritzer George & Dean Paul (2015), Globalization a Basic Text, 2nd edition, Wiley-Blackwell (pp.83-107), (pp.111-138)
- Antonio J. Robert, The Cultural Construction of Neoliberal Globalization, Blackwell Companion to Globalization, George Ritzer, Blackwell Publications, UK (pp.67-83)
- Carter Chris and Clegg Stewart, The Sociology of Global Organization, Blackwell Companion to Globalization, George Ritzer, Blackwell Publications, UK (pp.272-290)
- Rumford Chris and Delanty Gerard, Political Globalization, Blackwell Companion to Globalization, George Ritzer, Blackwell Publications, UK (414-429)
- Yach Derek and Hashemian Farnoosh, Public Health in a Globalizing World: Challenges and Opportunities, Blackwell Companion to Globalization, George Ritzer, Blackwell Publications, UK (pp.516-538)
- Kahn Richard and Kellner Douglas, Resisting Globalization, Blackwell Companion to Globalization, George Ritzer, Blackwell Publications, UK (pp.662-674)
- Turner S Bryan, The Futures of Globalization, Blackwell Companion to Globalization, George Ritzer, Blackwell Publications, UK (pp.675-692).

SOC 422: ECONOMIC SOCIOLOGY

Course Objective:

This course is based on a critique of mainstream economics, particularly neoclassical economics and tries to explain the relationship between economy and society. It will enable the students to view economy and economic activities from sociological perspectives.

Course Outline:

Unit I

Emergence of economic sociology: Economic sociology as a critique of mainstream economics.

Essential Readings:

- Granovetter, Mark and Swedberg, Richard. (eds.) (2011). *The Sociology of Economic Life*. Boulder: West view Press. (Introduction).
- Smelser, Neil J. & Swedberg, Richard (eds.) (2005). *Handbook of Economic Sociology*. Princeton: Princeton University Press. (Introduction)
- Swedberg, Richard. (2003). *Principles of Economic Sociology. Princeton*: Princeton University Press. (Chapters 1 and 2)
- Trigilia, Carlo, (2002). *Economic Sociology: State, Market, and Society inModern Capitalism*. Oxford: Blackwell. Pp. 1-13.

Unit II

Classical sociological views on Capitalism: Marx- critique of political economy; Durkheim- division of labour; Weber- sociology of capitalism; Veblen- Conspicuous consumption; Simmel- Philosophy of money

Essential Readings:

- Biggart, Nicole Woolsey. (2002). *Readings in Economic Sociology*. Blackwell Publishers. (Chapter 2 and 10 for Marx and Weber respectively).
- Durkheim, Emile. (1947). *The Division of Labor in Society*. (Translated by George Simpson). New York: The Free Press. Pp. 31-87, 179-199.
- Simmel, G. (2004). *The philosophy of money*. Routledge. (Analytical part- Chapter 1, 2 and 3)
- Veblen, T. (1899). *The Theory of the Leisure Class*. Penguin Classics. (Chapter 4).

Unit III

Recent sociological interpretation of economy: Karl Polanyi- economy as instituted process; Marshall Sahlins: Stone age economics; Bourdieu- Forms of capital; Jean Baudrillard- System of objects

Essential Readings:

- Baudrillard J. (2005). *The system of objects*. Verso. (Introduction and Conclusion chapters)
- Biggart, Nicole Woolsey. (2002). *Readings in Economic Sociology.* Blackwell Publishers. (Chapter 4).
- Polanyi, Karl & Conrad M. Arensberg, and Harry W. Pearson, (eds.), (1957). *Trade and Market in the Early Empires.* New York: The Free Press. Pp. 243-269. (Chapter 13).
- Sahlins, Marshall. (1972). *Stone Age Economics.* Routledge: New York. (Chapters 1, 3, 4 and 5).

Unit IV

Rise of New economic sociology: Problem of embeddedness; Varieties of embeddedness, Social capital and social networks in economic behaviour.

Essential Readings:

- Coleman, J. (1994*). Foundations of Social Theory*. Harvard University Press. Pp. 300-324.
- Granovetter, Mark and Swedberg, Richard. (eds.) (2011). *The Sociology of Economic Life.* Boulder: West view Press. Pp. 379-402.
- Granovetter, Mark, (1985). *Economic Action and Social Structure*. *American Journal of Sociology*. Vol. 91, No.3.
- Portes, A., & Sensenbrenner, J. (1993). Embeddedness and Immigration: Notes on the Social Determinants of Economic Action. *American Journal of Sociology,* 98(6), 1320–1350.
- Uzzi, B. (1997). Social Structure and Competition in Interfirm Networks: The Paradox of Embeddedness. *Administrative Science Quarterly,* 42(1), 35–67.

Unit V

Culture and economic development: Culture and development with special reference to India, Social background of business groups.

Essential Readings:

- Damodaran, Harish. (2008*). New Capitalists: Caste, Business and Industry in a Modern Nation.* Ranikhet: Permanent black. (All chapters)
- Rudner, David (1994). *Caste and Capitalism in Colonial India: The Nattukottai Chettiars*. University of California Press: Berkeley. (Introduction)
- Sen, A. (2004). How does culture matter. Culture and public action in Rao, Vijayendra and Michael Walton (eds.), (2004). *Culture and Public Action*. Delhi: Permanent Black.
- Templeman, Dennis. (1996). *The Northern Nadars of Tamil Nadu: An Indian Caste in the Process of Change.* Oxford University Press: New York. Pp. 19-36. (Chapter 2).
- Timberg, Thomas. (2015). *The Marwaris: From Jagat Seth to the Birlas.* Penguin Books: New Delhi. Pp. 1-17. (Preface).

Course Outcome: The learning outcome of the course will enable the students to view economy as a social construction. It familiarises them with theoretical and empirical overview on how economic phenomena are being shaped by socio-cultural meanings as opposed to the dominant view held by mainstream economists. Reorienting students to conceive economic life through sociological perspectives and equipping them with conceptual tools to discern the social in the economic, the course makes them understand the process of concretisation of economic relations through the interplay of social institutions. Eventually, the students become capable of critically gauging the social complexities of modern economic life.

Teaching Methods: Lectures, Case Studies, audio-visual materials (including films and videos), group discussions and seminar presentations.

Further Reading:

- Granovetter, M. (1995). Coase Revisited: Business Groups in the Modem Economy. *Industrial and Corporate Change.* 4(1), 93-130.
- Kapp, William. (1963). *Hindu Culture, Economic Development, and Economic Planning in India: A Collection of Essays.* Bombay: Asia Publishing House.
- Marx, K. (2010). *A contribution to the critique of political economy*. In Marx today (pp. 91-94). Palgrave Macmillan, New York.
- Parsons, T., & Smelser, N. (2005). *Economy and society: A study in the integration of economic and social theory.* Routledge.
- Polanyi, K. (2001). *The great transformation: The political and economic origins of our time.* Beacon press.
- Schumpeter, J. A. (2013). *Capitalism, socialism and democracy*. Routledge.
- Trigilia, Carlo, (2002). *Economic Sociology: State, Market, and Society inModern Capitalism*. Oxford: Blackwell. (Part-I)
- Weber, M., &Kalberg, S. (2013). *The Protestant ethic and the spirit of capitalism.* Routledge.
- Kabeer, Naila and Subramanian, Ramya, (eds.) (1997*) Institutions, relations and outcomes: a framework and case studies for gender-aware planning*. Zed Books, London.

Course Objective:

Political sociology engages with discourses related to state-society relationships. It attempts to capture the power relationship between the omnipresent and omnipotent state which deploys vast arrays of 'technologies' and 'governmentality' to manage its nations. Historically in the discipline of Sociology, various concepts and perspectives have emerged in dialogue and debate with Karl Marx and Max Weber in their comprehension of the role of the state. Latter scholarship includes theoretical terrains mapped by Michel Foucault and Pierre Bourdieu. This paper will also provide an insight into issues related to democracy, citizenship and civil rights in India.

Course Outline:

Unit I

Conceptual debates in Political Sociology: State, Class, Status, Ideology and Power.

Essential   Readings:

- Lukes, S. (2005). *Power: A Radical View (Second edition).* New York: Palgrave Macmillan, 1-107
- Marx, K. (1978). The Eighteenth Brumaire of Louis Bonaparte. In *The Marx-Engels Reader, Second Edition*. New York: EE Norton, 594-617.
- Weber, M. (1978).   Domination, Legitimation, Authority and Charisma. In his *Economy and Society: An outline of Interpretative Sociology.Vol.1.* Berkeley: University of California Press, 212-30, 241-54.

Unit II

Domination,   Hegemony   and   Authority: Marxist   and   Neo-Marxian   Approaches, Weberian Approach, Foucault and Pierre Bourdieu on power

Essential   Readings:

- Foucault, M. (1991). Governmentality in G. Burchell, C. Gordon & P. Miller (Eds.) *The Foucault Effect: Studies in Governmentality*. Chicago: University of Chicago Press, 87–104.
- Gramsci, A. (1971). State, Civil Society, Political Society, Hegemony, Ideology and Bloc. In *Selections from Prison Notebooks (Trans. by Q. Hoare)* London: Lawrence and Wishart*,* 144-153, 167-168, 180-182, 260-264.
- Laclau, E. (1977). Fascism and Ideology. In his *Politics and Ideology in Marxist theory.* London: NLB, 81-142. Debate between Miliband, Poulantzas and Laclau (NLR No. 58, (67-78), 1969; No. 59 (53-60), 1970; No. 82 (83-92), 1973; No 95, (63-83), 1976

- Habermas J. (1974). The Public Sphere: An Encyclopedia Article (1964), *New German Critique*, No.3, 49-55.
- Kalpagam, U. (2006). Thinking the State with Bourdieu and Foucault. In M. Thapan and R. Lardinois (Eds.). Reading Pierre Bourdieu in a Dual Context: Essays from India and France. London: Routledge.
- Mouffe, C. (1970). Hegemony and ideology in Gramsci. In her (Ed.) Gramsci and Marxist Theory. London. Routledge and Kegan Paul, 168-04.

Unit III

Nation, Nationalism and Citizenship: Colonialism and its Ethnography, Nation (s) and Nationalism (s), derivative nationalism.

Essential Readings:

- Chatterjee, P. (2001). On Civil and Political Society in Post-Colonial Democracies. In S. Kaviraj and S. Khilnani (Eds.). Civil Society: History and Possibilities. Cambridge: Cambridge University Press, 165 – 178.
- Chatterjee, P (1993), The Nation and its Fragments, Princeton University Press, Princeton.
- Dasgupta, A. (Ed.). (2012). *On the Margins: Tribes, Castes and Other Social categories, Studies in Indian Sociology.* New Delhi: Sage.

Unit IV

Globalisation and state-society relationship: debate on state, society and citizenship, Transnational corporations and the facilitating state, from welfarism to privatisation, Global citizenship

Essential Readings:

- Marshall, T.H. (2009). Citizenship and Social Class. In J. Manza and M. Sauder. (Eds.) *Inequality and Society*. New York: W.W. Norton and Co., 148-154.
- Harvey, David. (2005). A brief history of neoliberalism. Oxford; New York : Oxford University Press, Introduction
- Yuval-Davis, N. (1997). Women, Citizenship and Difference. *Feminist Review*, 57, 4-27.

Unit V

Democracy and the Indian State: class, passive revolution and Indian democracy, Caste and Indian politics, politics of collective identity and the question of citizenship,

Essential   Readings:

- Deshpande, S. (2013). Caste and Castelessness: Towards a Biography of the 'General Category'. In *Economic and Political Weekly,* 48 (15), 32-39.
- Menon, N. & Nigam, A. (2007). When was the Nation? Power and Contestation: India Since 1989. London: Zed Books.
- Fernandes, L. (2006). Framing the Liberalizing Middle Class in her *India's New Middle Class: Democratic Politics in an era of Economic Reform*. Minneapolis: University of Minnesota Press, 29 – 87.
- Harriss-White, B. and Gooptu, N. (2001). Mapping India's World of Unorganised Labour. *Socialist Register*, 37, 89 – 118.
- Dasgupta, A. (Ed.). (2012). *On the Margins: Tribes, Castes and Other Social categories, Studies in Indian Sociology.* New Delhi: Sage.

Course Outcome: The student will be able to critically assess the relationship between state, society and market. The project of 'citizenship' that is carried out through the ideological state apparatuses will be clearly appreciated by the student. The role of ideology and hegemony will be understood by the students.

Teaching Methods: The teacher can use readings and discussions as a way of relating the contemporary political, social and economic interventions in our everyday with the theoretical perspectives. Short films, documentaries can argument the regular classroom teaching.

Further Readings:

- Butler, J, Spivak Gayatri (2007), Who sings the Nation-state: Language, Politics, Belonging, Seagull Books, London
- Foucault, M. (1991). Governmentality in G. Burchell, C. Gordon & P. Miller (Eds.) *The Foucault Effect: Studies in Governmentality*. Chicago: University of Chicago Press, 87–104.
- Chatterjee, P. (2001). On Civil and Political Society in Post-Colonial Democracies. In S. Kaviraj and S. Khilnani (Eds.). Civil Society: History and Possibilities. Cambridge: Cambridge University Press, 165 – 178.
- Dasgupta, A. (Ed.). (2012). *On the Margins: Tribes, Castes and Other Social categories, Studies in Indian Sociology.* New Delhi: Sage.
- Gramsci, A. (1971). State, Civil Society, Political Society, Hegemony, Ideology and Bloc. In *Selections from Prison Notebooks (Trans. by Q. Hoare)* London: Lawrence and Wishart*,* 144-153, 167-168, 180-182, 260-264.
- Laclau, E. (1977). Fascism and Ideology. In his *Politics and Ideology in Marxist theory.* London: NLB, 81-142. Debate between Miliband, Poulantzas and Laclau (NLR No. 58, (67-78), 1969; No. 59 (53-60), 1970; No. 82 (83-92), 1973; No 95, (63-83), 1976
- Marx, K. (1978). The Eighteenth Brumaire of Louis Bonaparte. In *The Marx-Engels Reader, Second Edition*. New York: EE Norton, 594-617.

- Weber, M. (1978). Domination, Legitimation, Authority and Charisma. In his *Economy and Society: An outline of Interpretative Sociology.Vol.1.* Berkeley: University of California Press, 212-30, 241-54.
- Habermas J. (1974). The Public Sphere: An Encyclopedia Article (1964), *New German Critique*, No.3, 49-55.
- Lukes, S. (2005). *Power: A Radical View (Second edition).* New York: Palgrave Macmillan, 1-107.
- Marshall, T.H. (2009). Citizenship and Social Class. In J. Manza and M. Sauder. (Eds.) *Inequality and Society*. New York: W.W. Norton and Co., 148-154.
- Kalpagam, U. (2006). Thinking the State with Bourdieu and Foucault. In M. Thapan and R. Lardinois (Eds.). *Reading Pierre Bourdieu in a Dual Context: Essays from India and France.* London: Routledge.
- Mouffe, C. (1970). Hegemony and ideology in Gramsci. In her (Ed.) *Gramsci and Marxist Theory*. London. Routledge and Kegan Paul, 168-04.
- Nigam, A. (2005). Civil Society and its Underground Explorations in the Notion of Political Society. In R. Bhargava et. al. (Eds.). *Civil Society, Public Sphere and Citizenship: Dialogues and Perceptions.* New Delhi: Sage, 236-59.
- Yuval-Davis, N. (1997). Women, Citizenship and Difference. *Feminist Review*, 57, 4-27.

SOC 424: HISTORICAL SOCIOLOGY

Course Objective:

We are aware that the discipline of Sociology has been historically imbricated in politics of power and through colonialism a Eurocentric world view was crafted. The process of decolonizing knowledge meant developing new critical methodologies that could interrogate this knowledge-power axis. There were various attempts to deconstruct and rupture these received linearities, continuities and grand universals. This process of decentering Europe first by Edward Said and later by other subalertanists led to emergence of new methodologies that questioned the Eurocentric episteme. This paper will enable students to acquaint with these discourses and also introduce them to new epistemic and ontological positions employed in contemporary social theory.

Course Outline:

Unit I

The World through a Eurocentric Gaze
- Colonial Geography, Historiography and its Politics: Egyptology, Indology, Ancient Greece, Orient and Far East, Africa, the new world (North America)
- Colonial Methodology and knowledge construction.

Essential   Readings:

- Empire, Geography, and Culture in Chapter I- Overlapping territories, intertwined histories (Pp 3-14) in Said Edward (1994) Culture and Imperialism, Vintage Books, New York
- Introduction and Chapter 5 *(Romantic Linguistics: The Rise of India and the fall of Egypt 1740-1880)* in Martin Beranal (2020) Black Athena: The Afroasiatic Roots of Classical Civilization Volume II: The Archaeological and Documentary Evidence: 2, Duke University Press
- Introduction in Diop Cheikh (2016) African Origin of Civilization: Myth or Reality, Lawrence Hill & Co., New York.
- Chapter 1 Historical Linguistics and the Image of Ancient Greek in Martin Beranal (2006) Black Athena: The Afroasiatic Roots of Classical Civilization Volume III: The Linguistic Evidence: 2, Rutgers University Press, New Brunswick, New Jersey
- Adams, J, Elisabeth S. C, and Ann Orloff (2005) Introduction: Social Change, Modernity, and the Three Waves of Historical Sociology. Pp. 1–72 in Remaking Modernity: Politics, History, and Sociology (Politics, History, and Culture), edited by J. Adams, E. S. Clemens, and A. S. Orloff . Durham, N.C.: Duke University Press.
- Inden, R (1986), Orientalist Constructions of India, *Modern Asian Studies*, 20 (3); 401-446.
- Cohn, B. (1987), Is there a new Indian history? Society and social change under the Raj in Cohn (ed.), An anthropologist among the historians and other essays, Oxford University Press, Delhi
- Cohn, B (1987), The Census, Social Structure, and Objectification in South Asia, in Cohn (ed.), An Anthropologist among the Historians and Other Essays, Oxford University Press, Delhi
- Brekenbridge, C and Peter Van Der Veer (1994), Orientalism and the Postcolonial Predicament; Perspectives on South Asia (eds.), Oxford University Press, India

- Hobsbawm Eric (2013), Fractured Times: Culture and Society in the 20th Century, Little Brown Publishers, London

Unit II

Interrogating the Eurocentric Episteme

- Anthropology and Ethnography as political tools of constructing knowledge- Frantz Fanon, Edward Said, Samir Amin, Talal Asad,
- Ethnographic State and Governmentality in India – Bernard Cohn and Nicholas Dirks,

Essential Readings:

- Chapter 4- The So-Called Dependency Complex of Colonized Peoples (Pp: 83-108) in Fanon Frantz (1986), Black Skin, White Masks, Pluto Press, London
- Introduction by Talal Asad (Pp 9-20) in Asad Talal (ed.) (1975) Anthropology and the Colonial Encounter, Ithaca Press, London
- Chapter 1- The Scope of Orientalism (Pp 31-92) in Said Edward (1979), Oreintalism, Vintage Books, New York
- Chapter 3- Resistance and Opposition (Pp 191-261) in Said Edward (1994) Culture and Imperialism, Vintage Books, New York
- Part I- The Invention of Caste (pp 1-43) in Dirks, N (2001), Castes of Mind: Colonialism and the Making of Modern India, New Delhi: Permanent Black
- Part II chapter 6- The Imperial Archive: Colonial knowledge and colonial rule (Pp107-124) in Dirks, N (2001), Castes of Mind: Colonialism and the Making of Modern India, New Delhi: Permanent Black
- Samarendra, P (2008), Between Number and Knowledge; Career of Caste in Colonial Census, in ed. Themes in Indian History; Caste in History by Banerjee Dube, 46-66, Oxford University Press, New Delhi.
- Reddy, D (2005), The Ethnicity of Caste, *Anthropological Quarterly*, 78(3); 543-584
- O'Hanlon, R (1988), Recovering the Subject: Subaltern studies and Histories of Resistance in Colonial South Asia, *Modern Asian Studies*, 22:189-224
- Marriott, M. (1990), Constructing an Indian Ethnosociology, in M. Marriott (ed.), India through Hindu categories, Sage, New Delhi
- Dirlik Arif (2003) "Empire? Some Thoughts on Colonialism, Culture and Class in the Making of Global Crisis and War in Perpetuity," *Interventions* Vol. 5 (2):207–217
- Dirlik Arif (2003) "Global Modernity? Modernity in an Age of Global Capitalism," *European Journal of Social Theory*, Vol. 3:275–292
- Dirlik Arif (1994), "The Postcolonial Aura: Third World Criticism in the Age of Global Capitalism", *Critical Inquiry*, Vol. 20 (2), (pp: 328-35)
- Migolo Walter (2012), Local Histories/Global Designs: Coloniality, Subaltern Knowledges, and Border Thinking, Princeton University Press
- Onwuzuruigbo, I (2018) Indigenising Eurocentric sociology: the 'captive mind' and five decades of sociology in Nigeria, *Current Sociology* 66(6):831–848

Unit III

Reimagining Colonial historiography from the Margins

- The Subaltern School and its methodology – Ranajit Guha, Gyan Prakash, Sumit Sarkar
- Post Colonial Contemplations and redrawing theory- Hobsbawm and Ulrich Beck

Essential Readings:

- Chapter 3- An Indian historiography of India: Hegemonic Implications of a Nineteenth Century Agenda (Pp 150-210) in Guha Ranajit, Dominance without Hegemony: History and Power in Colonial India, Harvard University Press, Cambridge
- Prakash, Gyan (1990), "Writing Post-Orientalist Histories of the Third World: Perspectives from Indian Historiography." Comparative Studies in Society and History, vol. 32 (2): 383–408.
- Dipesh Chakrabarty (1994), " Marx After Marxism: History, Subalternity, and Difference" Positions Asia Critique, 2 (2): 446–463. doi: https://doi.org/10.1215/10679847-2-2-446
- Introduction in Hobsbawm E (1994) Nations and Nationalism since 1780. Cambridge: Cambridge UniversityPress
- Beck Ulrich (2007) The Cosmopolitan Condition: Why Methodological Nationalism Fails, 24(7-8: 286-290) Theory, Culture and Society, Sage
- Sarkar, Sumit. (1997). "The Decline of the Subaltern in Subaltern Studies". Oxford University Press. Pp. 83-108
- Mignolo Walter (2001) Coloniality of Power and Subalternity, in The Latin American Subaltern Studies Reader, Duke University Press, Durham and London.
- Hook Derek (2012) A Critical Psychology of the Postcolonial: The Mind of Apartheid, Routledge, London.
- Ludden David. (ed.) 2002 Reading Subaltern Studies: Critical History, Contested Meaning and the Globalization of South Asia. London: Anthem

Unit IV

Voices from the Global South:

- Decentring Europe and New World Views- Dipesh Chakrabarthy, Gayatri Spivak
- Southern Theory- Raewyn Connell,
- Post Colonial and the Decolonial- Anibal Quijano, Walter Mignolo, Syed FaridAlatas, Chinua Achebe, Sujata Patel

Essential Readings:

- Part III Sothern Theory (Pp89-165) in Connell Raewyn (2007), Southern Theory, Polity Press Cambridge
- Mignolo, Walter. & Walsh, Catherine E. (2018). *On Decoloniality: Concepts Analytics Praxis*. Duke university press. Durham and London. Pp 1-11
- Patel, Sujata. (2020). "Social Theory Today: Eurocentrism and Decolonial Theory", Madras Institute of Development Studies, Pp 1-29
- Patel, Sujata, (2016), Beyond Binaries: A Case for Self-Reflexive Sociologies, Current Sociology, Volume 54(3): 381-395
- Decolonising Universities - Syed Farid Alatas, https://youtu.be/W9we3ZNew_c

- Dubey, Sourav. Sanjay Seth and Ajay Skaria, (2021)."Dipesh Chakrabarthy and The Global South: Subaltern Studies, Post Colonial Perspectives in the Anthropocene". Routhledge, (pp: 1-27)
- Chakrabarthy, Dipesh. (1992) "Provincializating Europe: Post coloniality and the critique of History". *Cultural studies*, Vol 6 (3). Pp. 337-357
- Spivak, Gayatri. (1988). Can the Subaltern Speak? in Cary Nelson/Lawrence Grossberg (Hg.): Marxism and the Interpretation of Culture, University of Illinois Press: Urbana, (pp: 271–313)
- Alatas, S. F. (2005) 'Indigenisation. Features and Problems', in J. van Breman, E. Ben-Ari and S. F. Alatas (eds) Asian Anthropology, Routledge (pp. 227–244)
- Sarkar, S. (1997) Writing Social History. New Delhi: Oxford University Press.
- Akiwowo, Akinsola (1999), Indigenous Sociologies: Extending the Scope of the Argument, International Sociology, Volume 14 (2) 115-138
- Mignolo, Walter, (2007), Delinking. The rhetoric of modernity, the logic of coloniality and the grammar of de-coloniality, *Cultural Studies*, 21 (2-3): 44-514, doi.org/10.1080/09502380601162647
- Mignolo, Walter (2011) The Darker Side of Western Modernity. Global Futures, Decolonial Options, Durham: Duke University Press
- Hountondji, Paulin. 1997 Introduction in Endogenous Knowledge. Research Trails. Dakar CODESRIA: 1-42
- Connell, Raewyn (2014) Using southern theory: Decolonizing social thought in theory, research and application, *Planning Theory*, 13(2), 210–223.

Unit V

Revisiting Indian Society

- Intersection of History and Sociology- A.M Shah, I.P Desai, Ramachandra Guha,
- Post colonial debates in Indian Sociology - Sujata Patel,
- Feminist contributions to Indian Sociology- Uma Chakravarti, Gail Omvedt

Essential Readings:

- Beteille, A. (2002) Sociology: Essays on Approach and Method, Oxford University Press, New Delhi.
- Breman, J. (1997) 'The Village in Focus', in J. Breman , P. Kloos and A. Saith (eds) The Village in Asia Revisited, pp. 15–76. New Delhi: Oxford University Press
- Dhanagre D.N (2007), Practising Sociology through History-The Indian Experience (Part I) , Economic and Politcal Weekly, Vol. 42, Issue No. 33: 3414-3421
- Dhanagre D.N (2007), Practising Sociology through History-The Indian Experience (Part II) , Economic and Politcal Weekly, Vol. 42, Issue No. 34, 25: 3499-3508
- Shah, A.M (2002), Exploring India's Rural Past, Oxford University Press, New Delhi
- McKim Marriott (1989), India Through Hindu Categories (Contributions to Indian Sociology series), Sage Publications, New Delhi
- Kosambi, D (1970), The Culture and Civilization of India in Historical Outline, Delhi, Vikas Publishing house.
- Patel, S (2010) "At crossroads. Sociology in India" in Sujata Patel, (ed) The ISA Handbook of Diverse Sociological Traditions, Sage, London.
- Dube, B (2008), Caste in History (ed.) , New Delhi, Oxford University Press.

- Omvedt, Gail (2000), "Review: Towards a Theory of 'Brahmanic Patriarchy'", *Economic and Political Weekly*, 35 (4): 187–190
- Joshi, P. C. (1986) 'Founders of the Lucknow School and Their Legacy. Radhakamal Mukerjee and D. P. Mukerji: Some Reflections' , *Economic and Political Weekly* 21(33): 1455–1469 .
- Mukerji, P. N. (2004) 'Introduction: Indigeneity and Universality in Social Sciences', in P. N. Mukerji and C. Sengupta (eds) Indigeneity and Universality in Social Sciences. A South Asian Response, pp. 15–65. New Delhi: Sage
- Srinivas, M. N. (2002) Collected Essays. New Delhi: Oxford University Press

Course Outcome: The students are now acquainted with skills to interrogate the 'social' through a historical lens. They should be adept at comprehending the relationship between knowledge construction and power. By now they should be able to grasp the impact of colonialism on knowledge construction in the global south and also how it enabled endogenous knowledge systems to question the hegemonic colonial episteme leading to methodological nationalism. The post colonial theories open up new ways to question the Eurocentric givens.

Teaching Methods: The teacher can follow the lecture mode for much of the classes and can introduce short documentaries, historical films and ethnographies from the colonial to the post colonial periods. This will enable the students to comprehend the intricacies of historical questioning.

Further Readings:

- Dhanagre D.N (2007), Practising Sociology through History-The Indian Experience (Part I) , Economic and Politcal Weekly, Vol. 42, Issue No. 33: 3414-3421
- Dhanagre D.N (2007), Practising Sociology through History-The Indian Experience (Part II) , Economic and Politcal Weekly, Vol. 42, Issue No. 34, 25: 3499-3508
- Adams, J, Elisabeth S. C, and Ann Orloff (2005) Introduction: Social Change, Modernity, and the Three Waves of Historical Sociology. Pp. 1–72 in Remaking Modernity: Politics, History, and Sociology (Politics, History, and Culture), edited by J. Adams, E. S. Clemens, and A. S. Orloff . Durham, N.C.: Duke University Press.
- Beck, U (2007), "The Cosmopolitan Condition", Theory, Culture and Society 24 (7-8):286-290.
- Beck, U, and Natan S (2006) "Unpacking cosmopolitanism for the social sciences: a research agenda." The British journal of sociology 57(1): 1-23.
- Brekenbridge, C and Peter Van Der Veer (1994), Orientalism and the Postcolonial Predicament; Perspectives on South Asia (eds.), New Delhi, Oxford University Press
- Chakrabarty,D (2000), Povincializing Europe: Post Colonial Thought ad Historical Difference, Princeton and Oxford, Princeton University Press.
- Chakravarti, U (2006), Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient' India, New Delhi, Tulika Publications.
- Chatterjee, P (1986), Nationalist Thought and the Colonial World, Zed Books, London
- Chatterjee, P (1993), The Nation and its Fragments, Princeton University Press, Princeton.

- Cohn, B. (1987), Is there a new Indian history? Society and social change under the Raj in Cohn (ed.), An anthropologist among the historians and other essays, Oxford University Press, Delhi
- Cohn, B (1987), The Census, Social Structure, and Objectification in South Asia, in Cohn (ed.), An Anthropologist among the Historians and Other Essays, Oxford University Press, Delhi
- Dhanagre D.N (2006), Practising Sociology through History: The Indian Experience, I.P Desai Memorial Lecture Series, Centre for Social Studies, Surat
- Dirks, N (1989), The Hollow Crown: Ethnohistory of an Indian Kingdom, Cambridge University Press, New Delhi.
- Dirks, N (2001), Castes of Mind: Colonialism and the Making of Modern India, New Delhi: Permanent Black
- Falola, T (2005) 'Writing and Teaching National History in Africa in an Era of Global History,' Africa Spectrum 40: 499-519.
- Griffin, L (1995) *"How is Sociology Informed by History?"* Social Forces 73(4):1245-1254
- Guha, R., and G.C. Spivak (eds.) (1988), Selected subaltern studies, Oxford University Press, New York.
- Guha, R (1992): Dominance without Hegemony and Its Historiography, in Ranajit Guha, (ed.), Subaltern Studies VI, New Delhi
- Guha, R (1998), Dominance without Hegemony: History and Power in Colonial India, Harvard University Press, Harvard
- Kumar, K (2017) Visions of Empire: How Five Imperial Regimes Shaped the World. Princeton: Princeton University Press.
- Mahoney, James and Dietrich Rueschemeyer, eds (2009) Comparative Historical Analysis in the Social Sciences. Cambridge: Cambridge University Press
- Nandy, A (1983), The Intimate Enemy: Loss and Recovery of Self Under Colonialism, Oxford University Press, Delhi
- Patel, S (2010), The ISA Handbook of Diverse Sociological Traditions, London: Sage
- Patel, S (2011), Doing Sociology in India: Genealogies, Locations, and Practices (ed.), New Delhi, Oxford University Press.
- Quigley, D (2000), The Interpretation Of Caste, Oxford University Press, New Delhi
- Dube, B (2008), Caste in History (ed.) , New Delhi, Oxford University Press.
- Sewell, William H (1996), "Three Temporalities: Toward an Eventful Sociology." Pp. 245–80 in The Historic Turn in the Human Sciences, edited by T. J. McDonald, Ann Arbor: University of Michigan Press.
- Shah, A.M (2002), Exploring India's Rural Past, Oxford University Press, New Delhi
- Skocpol, Theda (1979), States and Social Revolutions: A Comparative Analysis of France, Russia, and China, Cambridge: Cambridge University Press.

SOC 425: SOCIOLOGY OF CULTURE

Course Objective:

The course seeks to provide students with a foundation in understanding Culture from a sociological perspective. It will survey major themes and issues in cultural sociology considering the sociological approach to culture, which entails answering the following questions: "What is culture and what does it do?" and "How is culture to be studied?".

Course Outline:

Unit I

Emergence of Sociology of Culture: From Anthropological to Sociological Approach

Essential Readings:

- Malinowski, B. (1921). The Primitive Economics of The Trobriand Islandees. *The Economic Journal*, *31*(121), 1-16.
- Geertz, Clifford. (1973). *"Thick Descriptions: Toward an Interpretative Theory of Culture in the Interpretation of Culture,* New York: Basic books. pp. 3-33.
- Williams, Raymond. (2004). *Sociology of Culture*. Palgrave: Macmillan. pp. 1-36, 127-141.
- Kuper, A. (2013). *The social anthropology of Radcliffe-Brown*. Routledge. Pp.11-25,103-121.

Unit II

Theoretical discourse: Culture industry, Popular culture, Hegemony, Ideology, Consumerism

Essential Readings:

- Adorno, Theodor. (2001). *The Culture Industry*, London: Routledge. Pp.61-97.
- Gans, Herbert. (1999). *Popular Culture and High Culture: An Analysis and Evaluation of Taste.* Basic Books.Pp.1-4, 27-29,89-93, 161-166.
- Gramsci, Antonio. *"Culture and Ideological Hegemony"* in Alexander and Seidman, *Culture and Society:* Contemporary Debates. pp. 47-54
- Harvey, David. (1989). *The Condition of Postmodernity*. Cambridge, MA: Blackwell. Pp.3-9, 121-124, 201-211
- Society and pop culture | Mackenzie Matheson | TEDx Lake Travis High, TEDx Talks. 3-June-2016. https://youtu.be/z14t1Hd93GU

Unit III

Institutional Production of Culture: Culture in Organizations, Communities, Religion, Performance, Science, Culinary practices.

Essential Readings:

- Durkheim, Emile. (2012). (1912). *Elementary forms of Religious Life*. U.K: Oxford University Press. Pp.25-46.
- Goffman, E. (1967). *Interaction Ritual: Essays on Face-to-Face Behavior*. Garden

City, NY: Anchor Books. Pp. 1-4, 113-136

- Maji, S. (2022). Anglo-Indian identity through the culinary lens, *Economic and Political Weekly*, Vol. 57, Issue No. 31, 30 Jul, 2022
- Peterson, Richard A. and N. Anand. (2004). *"The Production of Culture Perspective." Annual Review of Sociology*. 30: 311-334.
- Smith, A. (1993). *"The Politics of Culture: Ethnicity and Nationalism*, "Pp. 706-733 in Tim Ingold (ed.) *Companion Encyclopedia of Anthropology*. New York: Routledge.
- Rare TRIBAL FOOD in India!! Leaf Basket COOKING! | Kerala, India, Mark Weins, 19-Jan-2020 https://youtu.be/_ExbrQ03Wok

Unit IV

Media and Culture: Audiences, Cultural Identity and Representation, Digital media and cultural exchange; Formations, reproductions and challenges.

Essential Readings:

- Bourdieu, Pierre. (1984). *Distinction: A Social Critique of the Judgment of Taste.* Cambridge, MA: Harvard University Press. Pp. 1-8, 63-98.
- Cruz, Jonand, Justin Lewis (eds.), (1994). *Viewing, Reading, Listening: Audiences and Cultural Reception.* Boulder, CO: Westview Press. Pp. 1-18, 33-54.
- Ohmann, Richard(ed.). (1996). *Making and Selling Culture*. Hanover, NH: Wesleyan University Press. pp. xi-xxi
- Ritzer, George. (2018). Blackwell Companion of Globalization, *Wiley*, pp.1-6, 182-196
- Caste on the Menu Card, SMC Schannel, 31-Oct-2015 https://youtu.be/mQYRinzRGXU
- Salon | New Criticism | Digital Media and Cultural Journalism, Art Basel, 25-March-2017. https://youtu.be/X8wlNXOCdbg

Unit V

State, Market and Culture: Commodification of Culture, Symbolism, Multiculturalism and Resistance

Essential Readings:

- Appadurai, Arjun. (1996). *Modernity at Large: Cultural Dimensions of Globalisation*, University of Minnesota Press. Pp. 1-26.
- Berger, Arthur Asa. (1992). *Popular Culture Genres*. Newbury Park, CA: Sage. Pp. 3-28, 59-80.
- Ritzer, George. (1993). *Mc-Donalization of Society*, Pine Forge Press. Pp.44-67.
- Nair, G. (2016). The Bitter Aftertaste of Beef Ban: 'Choice, 'Caste and Consumption. *Economic and Political Weekly*, 14-16.
- Kothari, R. (1968). Tradition and modernity revisited. *Government and Opposition*, *3*(3), 273-293.
- Deidre Brown on "Traditional Identity: the Commodification of New Zealand Maori Imagery, The Intellectual Issues In Cultural Heritage 7-Sep-2013 https://youtu.be/HYa2kxL9EFY

Course Outcome: The course will enable the students to learn the theory and practice of Sociology of Culture. It will also help the students to comprehend the global trends in the study of culture and promote and develop research in the area of cultural studies.

Teaching Methods: Regular lectures together with discussions. Screening of documentaries and some examples of culture will be given while teaching.

Further Readings:

- Alexander, Jeffrey C. (ed.) (1988). *Durkheimian Sociology*: Cultural Studies. Cambridge: Cambridge University Press. Pp. 1-22, 159-224.
- Andrea. (1994).*"The Sociology of Cultural Reception*," Pp. 221-245 in Diana Crane (ed.), The Sociology of Culture: Emerging Theoretical Perspectives. Oxford: Blackwell. Pp. 20-43,78-106.
- Archer, M. (1990). *"Theory, Culture and Post-Industrial Society*." Theory, Culture and Society. Pp.7: 97-119.
- Fukuyama, F. (2006). The End of History and the Last Man, Free Press. Pp. 89-98, 254-265,300-312.
- Fyfe, G. (1994). [Review of *The Field of Cultural Production*, by P. Bourdieu]. *The British Journal of Sociology*, *45*(3), 514–515.
- Guha, S. (2015). Bollywood and the Culture Industry: A Critique of How Stereotyping in Bollywood has led to Mass Commercialisation of Key Cultural elements in India. *EPW*, Pp.29-34.
- Hall, John A. (1993).*"Nationalisms: Classified and Explained*. "Daedalus 122:1-28.
- Huntington, Samuel P. (1996). The Clash of Civilizations and the Remaking of World Order, Simon and Schuster, *American Political Science Review.* pp. 19-35,125-130, 207-217
- Jameson, F. (1984). *"Postmodernism, or the Cultural Logic of Late Capitalism."* New Left Review. 146: 53-92.
- Malinowski, B. (2005). *Argonauts of the western Pacific: An account of native enterprise and adventure in the archipelagoes of Melanesian New Guinea [1922/1994]*. Routledge. Pp. 38-61.
- Schudson, M. (1994). *"Culture and the Integration of National Societies*. "Pp. 21-43 in Diana Crane(ed.) The *Sociology of Culture: Emerging Theoretical Perspectives.* Oxford: Blackwell.
- Sewell, William H., Jr. (1999). *"The Concept(s) of Culture,"* Pp. 35-61 in Victoria E. Bonnell and Lynn Hunt (eds.) *Beyond the Cultural Turn*. Berkeley, CA: University of California Press.

SOC 426: PROJECT/DISSERTATION AND VIVA-VOCE

Course Objectives:

The course aims to provide the opportunity to carry out a short term research using the training provided through course work in the semesters.

Course Outline:

Course work and readings from major and minor courses will guide students in preparing and carrying out project work/dissertation. Based on their project, they will write a dissertation and it will be evaluated through the project report and viva-voce.

Course Outcomes:

- The students will understand the basics in conducting research in Sociology.
- The students will have hands on experience in conducting research on issues related to society.

PONDICHERRY UNIVERSITY

SCHOOL OF SOCIAL SCIENCES AND INTERNATIONAL STUDIES

DEPARTMENT OF SOCIOLOGY
END SEMESTER EXAMINATIONS

PAPER TITLE AND COURSE CODE

Time: 3 Hours   Max. Marks: 60

SECTION A
Answer all *FIVE* questions.
All questions carry equal marks

(2x 5 = 10 Marks)

1.
2.
3.

4.
5.

SECTION B
Answer any *FOUR* of the following.
All questions carry equal marks

(5x 4 = 20 Marks)

6.
7.
8.

9.

10.

11.

SECTION C
Answer any *THREE* of the following.
All questions carry equal marks

(10 x 3 = 30 Marks)

12.
13.
14.
15.
16.