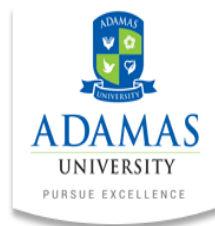
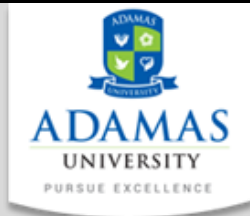


**COURSE STRUCTURE
AND
SYLLABUS OF THREE YEAR
B.A. DEGREE COURSE
2019-2022**



**DEPARTMENT OF SOCIOLOGY
ADAMAS UNIVERSITY**



SCHOOL OF SOCIAL SCIENCES

UNDERGRADUATE COURSE STRUCTURE

UNDER CHOICE BASED CREDIT SYSTEM

B.A. (Hons.) in SOCIOLOGY

SEMESTER I

SL. No.	TYPE OF COURSE	COURSE CODE	TITLE OF THE COURSE	CONTACT HOURS PER WEEK				REMARKS	
				L	T	P	C		
	CC	HSO31101	INTRODUCTION TO SOCIOLOGY 1	5	1	0	6		
	CC	HSO31103	SOCIOLOGY OF INDIA 1	5	1	0	6		
	AECC	HEN31109	ENGLISH COMMUNICATION	2	0	0	2		
	GE		GENERIC ELECTIVE – (SUB-1; PAPER- 1)	5	1	0	6		
	EXT	HSO31107	GENDER: SOCIAL SCIENCE PERSPECTIVES	2	0	0	2		
SUB TOTAL								22	

SEMESTER II

SL. No.	TYPE OF COURSE	COURSE CODE	TITLE OF THE COURSE	CONTACT HOURS PER WEEK				REMARKS	
				L	T	P	C		
	CC	HSO31102	INTRODUCTION TO SOCIOLOGY II	5	1	0	6		
	CC	HSO31104	SOCIOLOGY OF INDIA II	5	1	0	6		
	AECC	SGY31106	ENVIRONMENTAL SCIENCE	2	0	0	2		
	GE		GENERIC ELECTIVE – (SUB-1; PAPER- 2)	5	1	0	6		
	EXT	HSO31108	COMMUNITY DEVELOPMENT	2	0	0	2		
SUB TOTAL								22	

SEMESTER III

SL. No.	TYPE OF COURSE	COURSE CODE	TITLE OF THE COURSE	CONTACT HOURS PER WEEK				REMARKS
				L	T	P	C	
	CC	HSO32101	POLITICAL SOCIOLOGY	5	1	0	6	
	CC	HSO32103	SOCIOLOGY OF RELIGION	5	1	0	6	
	CC	HSO32105	SOCIOLOGY OF GENDER	5	1	0	6	
	GE		GENERIC ELECTIVE (SUB-2, PAPER-1)	5	1	0	6	
	SEC	HSO32109	SKILL ENHANCEMENT COURSES-I	2	0	0	2	
SUB TOTAL							26	

SEMESTER IV

SL. No.	TYPE OF COURSE	COURSE CODE	TITLE OF THE COURSE	CONTACT HOURS PER WEEK				REMARKS
				L	T	P	C	
	CC	HSO32102	ECONOMIC SOCIOLOGY	5	1	0	6	
	CC	HSO32104	SOCIOLOGY OF KINSHIP	5	1	0	6	
	CC	HSO32106	SOCIAL STRATIFICATION	5	1	0	6	
	GE		GENERIC ELECTIVE (SUB-2, PAPER-2)	5	1	0	6	
	SEC	HSO32110	SKILL ENHANCEMENT COURSES-II	2	0	0	2	
SUB TOTAL							26	

SEMESTER V

SL. NO.	TYPE OF COURSE	COURSE CODE	TITLE OF THE COURSE	CONTACT HOURS PER WEEK				REMARKS
				L	T	P	C	
	CC	HSO33101	SOCIOLOGICAL THINKERS I	5	1	0	6	
	CC	HSO33103	SOCIOLOGICAL RESEARCH METHODS I	5	1	0	6	
	DSE		DISCIPLINE SPECIFIC ELECTIVE-I	5	1	0	6	
	DSE		DISCIPLINE SPECIFIC ELECTIVE-II	5	1	0	6	
	PRO/INT	HSO33413	PROJECT/INTERNSHIP	0	2	0	2	
SUB TOTAL							26	

SEMESTER VI

SL. No.	TYPE OF COURSE	COURSE CODE	TITLE OF THE COURSE	CONTACT HOURS PER WEEK				REMARKS	
				L	T	P	C		
	CC	HSO33102	SOCIOLOGICAL THINKERS II	5	1	0	6		
	CC	HSO33104	SOCIOLOGICAL RESEARCH METHODS II	5	1	0	6		
	DSE		DISCIPLINE SPECIFIC ELECTIVE-III	5	1	0	6		
	DSE		DISCIPLINE SPECIFIC ELECTIVE-IV	5	1	0	6		
	GDS	HSO33714	DISSERTATION	0	2	0	2		
							26		
			TOTAL (REQUIRED CREDIT)					148	

Discipline Specific Electives (DSE):

Students are required to study **FOUR** elective Papers from the Major/ Hons discipline during semester V and VI. The list of the electives are given below.

Choose any Two in Semester-V		Choose any Two in Semester-VI	
1. URBAN SOCIOLOGY	HSO33105	5. SOCIOLOGY OF HEALTH AND MEDICINE	HSO33106
2. AGRARIAN SOCIOLOGY	HSO33107	6. INDIAN SOCIOLOGICAL TRADITIONS	HSO33108
3. ENVIRONMENTAL SOCIOLOGY	HSO33109	7. SOCIOLOGY OF MARGINALIZED COMMUNITIES	HSO33110
4. SOCIOLOGY OF WORK	HSO33111	8. GLOBALIZATION AND SOCIETY	HSO33112

ABBREVIATIONS:

CC	Core Course
AECC:	Ability Enhancement Compulsory Course
SEC	Skill Enhancement Course
GE	Generic Elective Course
DSE	Discipline Specific Elective Course
GDS	Graduate Dissertation

GENERIC ELECTIVE PAPERS

DISCIPLINE WISE LIST OF GENERIC ELECTIVE PAPERS

BENGALI		ECONOMICS		PSYCHOLOGY	
A	BENGALI SHORT STORIES AND NOVELS (HBE31105)	A	INTRODUCTORY MICROECONOMICS (CEC31101)	A	GENERAL PSYCHOLOGY (HPS31109)
B	BENGALI LINGUISTICS & GRAMMAR (HBE31106)	B	INTRODUCTORY MACROECONOMICS (CEC31102)	B	APPLIED PSYCHOLOGY (HPS31110)
C	TAGORE LITERATURE (HBE32107)	C	INDIAN ECONOMY (CEC32103)	C	POSITIVE PSYCHOLOGY & VIRTUE (HPS32109)
D	FILM & CULTURE STUDIES (HBE32108)	D	DEVELOPMENT ECONOMICS (CEC32104)	D	ABNORMAL PSYCHOLOGY (HPS32108)
ENGLISH		POLITICAL SCIENCE/ INTERNAL RELATIONS/ PUBLIC ADMINISTRATION		HISTORY	
A	INTRODUCTION TO LANGUAGE, LITERATURE AND CULTURE (HEN31107)	A	GOVERNANCE: ISSUES AND CHALLENGES (HPO31105)	A	ENVIRONMENTAL ISSUES IN INDIA (HHS31105)
B	ACADEMIC WRITING AND COMPOSITION (HEN31106)	B	GANDHI AND THE CONTEMPORARY WORLD (HPO31106)	B	MAKING OF CONTEMPORARY INDIA (HHS31106)
C	ENGLISH LANGUAGE AND LINGUISTICS (HEN32107)	C	CONTEMPORARY POLITICAL ECONOMY (HPO32107)	C	ISSUES OF CONTEMPORARY WORLD (HHS32107)
D	TEXT AND PERFORMANCE (HEN32108)	D	FEMINISM: THEORY AND PRACTICE (HPO32108)	D	HISTORY OF BENGAL (HHS32108)
JOURNALISM & MASS COMMUNICATION		SOCIOLOGY			
A	BASICS OF JOURNALISM (HJM31105)	A	INTRODUCTION TO SOCIOLOGY (HSO31105)		
B	BASICS OF PHOTOGRAPHY (HJM31106)	B	INDIAN SOCIETY: IMAGES AND REALITY (HSO31106)		
C	FILM APPRECIATION (HJM32109)	C	SOCIOLOGICAL THEORIES (HSO32107)		
D	DOCUMENTARY PRODUCTION (HJM32210)	D	METHODS OF SOCIOLOGICAL ENQUIRY (HSO32108)		

SKILL ENHANCEMENT COURSES

SEC-01- COMPUTER APPLICATIONS AND STATISTICS FOR SOCIOLOGY

SEC-02- ETHNOGRAPHIC FILMMAKING

SEMESTER 1

[HSO31101]

INTRODUCTION TO SOCIOLOGY I

[6 credits: 60 Contact Hours]

Course Objectives:

- This introductory paper is intended to acquaint the students with sociology as a social science and the distinctiveness of its approach among the social sciences.
- To help students develop proficiency with sociological concepts and sociological perspectives
- It is to be organized in such a way that even students without any previous exposure to sociology could acquire an interest in the subject and follow it.

Learning Outcome:

- The course will ensure a clear understanding of sociological concepts and terms
- The students would be able to use and apply sociological perspectives to their everyday life
- The Course will ensure that students will be inquisitive about sociology as a discipline

Course outline:

Unit-1

The nature of sociology

The meaning of sociology — the sociological perspective —

Unit-2

The Relationship of Sociology with Other Social Sciences

sociology and social sciences — the scientific and humanistic orientations to sociological study.

Unit-3

Basic concepts 1

Society, community, institution, association, group, social structure, status and role, etc. —

Unit-4

Basic Concepts 2

Institutions Family and kinship,

Unit-5

Basic Concepts 3

Religion, education, politics, etc. — The individual in/and society

Unit-6

Culture and Society

Culture: Features, Types; Acculturation

Core Readings:

- 1.Abraham.F.2010. Contemporary Sociology: An Introduction to Concepts and Theories.Oxford University press
2. Bottomore, T.B. 1972. Sociology: A guide to problems and literature. Bombay: George Allen and Unwin (India).
- 3.Giddens, A., 1993.Essentials of Sociology, Uk: Polity Press
- 4.Harlambos, M. 1998. Sociology: Themes and perspectives. New Delhi: Oxford University Press.
- 5.Inkeles, Alex. 1987. What is sociology? New Delhi: Prentice-Hall of India.
- 6.Jayaram, N. 1988. Introductory sociology. Madras: Macmillan India.
- 7.Johnson, Harry M. 1995. Sociology: A systematic introduction. New Delhi: Allied Publishers.

Suggested Readings:

- 1.Schaefer, Richard T. and Robert P.Lamm. 1999. Sociology. New Delhi: Tata-McGraw Hill.
- 2.Jayaram, N. 1988. Introductory sociology. Madras: Macmillan India.

❖ **Note: Any other texts/articles suggested by the course instructor**

[HSO31103]
SOCIOLOGY OF INDIA I
[6 credits: 60 Contact Hours]

Course objectives:

1. This paper introduces the processes and modes of construction of knowledge of India. Further, it aims to draw attention to the key concepts and institutions which are useful for the understanding of Indian society.
2. The course will acquaint the students to the continuities and contradictions in Indian society and understand the history of ideas related to the analysis of Indian society.
3. It will help them to analyze the role of colonialism, democracy, nation building and globalization in shaping contemporary Indian society.

Learning outcome:

1. It will ensure that students have understood the formation of the discipline in India and the challenges that it has faced.
2. It will also ensure that students have conceptual clarity and can articulate the main debates and arguments with regard to sociology in India
3. It will also help in the improvement of sociological understanding of Indian society.

COURSE OUTLINE:

UNIT I:

Formation of Sociology in India

Search for identity; Sociology and Social Anthropology in India; Schools in Indian Sociology

Unit 2: India:

An Object of Knowledge

The Colonial Discourse; The Nationalist Discourse; The Subaltern Critique

Unit 3:

Indian Society: Concepts and Institutions

Caste: Concept and Critique; Agrarian Classes; Industry and Labour

Unit 4:

Aspects of Indian society:

Tribe: Profile and Location; Village: Structure and Change; Kinship: Principle and Pattern; Religion and Society

Unit 5:

Caste: Structure and Change:

- a. Tribe and Caste
- b. Nature and forms of Caste
- c. Caste in relation to other social groups and institutions (Religion, Economy and Polity)

Unit 6:

Aspects of Politics and Society in Contemporary India:

- a. Nationhood and Nationalism
- b. Secularism and Communalism and Fundamentalism

Core readings:

1. Cohn, B.S., 1990, *An Anthropologist among the Historians and Other Essays*, Delhi: Oxford University Press, Pp.136-171
2. Kaviraj, S., 2010, *The Imaginary Institution of India*, Ranikhet: Permanent Black, Pp.85-126
3. Guha, R., 1982, *Subaltern Studies, Volume I*. Delhi: Oxford University Press, Pp.1-8
4. Srinivas, M.N., 1969, „The Caste System in India“, in A. Béteille (ed.) *Social Inequality: Selected Readings*, Harmondsworth: Penguin Books, Pp.265-272
5. Mencher, J., 1991, „The Caste System Upside Down“, in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp.93-109
6. Agrarian Classes (Week 7) 2.2.1. Dhanagare, D.N., 1991, „The Model of Agrarian Classes in India“, in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp. 271-275

Suggested Readings:

1. Industry and Labour (Week 8) 2.3.1. Breman, J., 1999, „The Study of Industrial Labour in Post Colonial India: The Formal Sector“, *Contributions to Indian Sociology*, 33(1&2), Pp.1-41

2. Haimendorf, C. V. F., 1967, „The Position of Tribal Population in India“, in P. Mason India and Ceylon: Unity and Diversity, New York: Oxford University Press, Chapter 9
3. Village: Structure and Change (Week 10) 2.5.1. Srinivas, M. N., 1987, The Dominant Caste and Other Essays, Delhi: Oxford University Press, Pp.20-59
4. Karve, I., 1994, „The Kinship Map of India“, in P. Uberoi (ed.) Family, Kinship and Marriage in India. Delhi: Oxford University Press, Pp.50-73
5. Srinivas, M.N. and A. M. Shah, 1968, „Hinduism“, in D. L. Sills (ed.) The International Encyclopaedia of Social Sciences, Volume 6, New York: Macmillan, Pp.358-366
6. Momin, A.R., 1977, The Indo Islamic Tradition“, Sociological Bulletin, 26, Pp.242-258
7. Uberoi, J.P.S., 1997, The Five Symbols of Sikhism“, in T.N. Madan (ed.) Religion in India, Delhi: Oxford University Press, Pp. 320-332
8. Ambedkar, B. R., 1971 [1936], Annihilation of Caste, Jullunder: Bheem Patrika
9. Uberoi, P. et al., 2007, ‘Introduction: The Professionalization of Indian Anthropology and Sociology: Peoples, Places and Institutions’ in P. Uberoi et al (eds.) Anthropology in the East: Founders of Indian Sociology and Anthropology, New Delhi: Permanent Black, Pp. 1-63
10. Dumont, L. and D. Pocock, 1957, ‘For a Sociology of India’, Contributions to Indian Sociology, 1, Pp.7-22
11. Shah, G., 2001, Dalit Identity and Politics, New Delhi: Sage Publications, Pp.17-43
12. Srinivas, M.N., 1956, ‘A Note on Sanskritization and Westernization’, The Far Eastern Quarterly, 15(4), Pp. 481-496

SEMESTER II
[HSO31102]
INTRODUCTION TO SOCIOLOGY II
[6 credits: 60 Contact Hours]

Course Objectives:

- This introductory paper is intended to acquaint the students with sociology as a social science and the distinctiveness of its approach among the social sciences.
- To help students develop proficiency with sociological concepts and sociological perspectives
- It is to be organized in such a way that even students without any previous exposure to sociology could acquire an interest in the subject and follow it.

Learning Outcome:

- The course will ensure a clear understanding of sociological concepts and terms
- The students would be able to use and apply sociological perspectives to their everyday life
- The Course will ensure that students will be inquisitive about sociology as a discipline

Course Outline:

Unit- 1

Socialisation

Socialisation

Unit-2

Individual and Society

Relation between individual and society — social control: norms, values, and sanctions.

Unit-3

Social Stratification

Social stratification and mobility, Meaning, forms, and theories.

Unit-4

Social Change

Social change Meaning and type: evolution and revolution, progress and development — factors and theories of social change.

Unit-5

The uses of sociology

Introduction to applied sociology — sociology and social problems — sociology and social change

Unit- 6

Sociology and social policy

Sociology and social policy and action — sociology and development — sociology and professions.

Core Readings:

1. Abraham, F. 2010. Contemporary Sociology: An Introduction to Concepts and Theories. Oxford University press

2. Bottomore, T.B. 1972. Sociology: A guide to problems and literature. Bombay: George Allen and Unwin (India).

Dasgupta, Samir & Kiely, Ray, Globalization and After, Sage publishers, 2006

3. Giddens, A., 1993. Essentials of Sociology, UK: Polity Press

Frank, G. Andre, Development of Under Development, The New England Free Press, 1966

4. Harlambos, M. 1998. Sociology: Themes and perspectives. New Delhi: Oxford University Press.

5. Inkeles, Alex. 1987. What is sociology? New Delhi: Prentice-Hall of India.
6. Jayaram, N. 1988. Introductory Sociology. Madras: Macmillan India.
7. Johnson, Harry M. 1995. Sociology: A systematic introduction. New Delhi: Allied Publishers.

Suggested Readings:

1. Schaefer, Richard T. and Robert P. Lamm. 1999. Sociology. New Delhi: Tata-McGraw Hill.
2. Jayaram, N. 1988. Introductory sociology. Madras: Macmillan India.

[HSO31104]
SOCIOLOGY OF INDIA-II
[6 credits: 60 Contact Hours]

Course Objectives:

1. To acquaint the students to the variety of ideas and debates about India
2. To help students understand the history of ideas related to the analysis of Indian society.
3. To analyze various changes, movement and nation building and globalization in shaping contemporary Indian society.

Learning Outcome:

1. To ensure that students have understood the formation of the discipline in India and the challenges that it has faced.
2. To ensure that students have conceptual clarity and can articulate the main debates and arguments with regard to sociology in India.
3. To improve sociological understanding of Indian society.

Course outline:

UNIT I

Ideas of India

Gandhi and Ambedkar; Indological and Ethnographic Approaches

UNIT II

Resistance, Mobilization, Change

Dalit Politics; Mobility and Change; Women's Movement; Peasant Movements; Ethnic Movements; Middle Class Phenomenon

UNIT III

Challenges to Civilization, State and Society

Communalism; Secularism; Nationalism

UNIT IV

Indian heritage and culture

Unity in Diversity and the making of Modern Indian state; ideas of nation, citizenship and nationalism; multiculturalism and secularism

UNIT V

Overview of processes shaping contemporary Indian society

Democracy; Nation building; Globalization

UNIT VI

Tradition and Modernity in Indian Society

Colonial Constructions; Tradition vs. Modernity debates in India

Core Readings:

1. Ambedkar, B. R., 1971 [1936], *Annihilation of Caste*, Jullunder: Bheem Patrika.
2. Uberoi, P. et al., 2007, 'Introduction: The Professionalization of Indian Anthropology and Sociology: Peoples, Places and Institutions' in P. Uberoi et al (eds.) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black, Pp. 1-63
3. Dumont, L. and D. Pocock, 1957, 'For a Sociology of India', *Contributions to Indian Sociology*, 1, Pp.7-22
4. Shah, G., 2001, *Dalit Identity and Politics*, New Delhi: Sage Publications, Pp.17-43
5. Srinivas, M.N., 1956, 'A Note on Sanskritization and Westernization', *The Far Eastern Quarterly*, 15(4), Pp. 481-496
6. Menon, N., (ed.) 1999, *Gender and Politics in India*, Delhi: Oxford University Press, pp.342-369.
7. Pouchepadass, J., 1980, 'Peasant Classes in Twentieth Century Agrarian Movements in India', in E. Hobsbawm (ed.) *Peasants in History*, Delhi: Oxford University Press, Pp.136-155
8. Baruah, S., 2010, 'The Assam Movement' in T.K. Oommen (ed.) *Social Movements I: Issues of Identity*. Delhi: Oxford University Press, Pp.191-208
9. Deshpande, S., 2003, *Contemporary India: A Sociological View*, New Delhi: Penguin Books, Pp.125-150
10. Dumont, L., 1997, *Religion, Politics and History in India*, Paris: Mouton, 12 ;Pp.89-110
11. Kumar, R., 1986, 'The Varieties of Secular Experience', in *Essays in the Social History of Modern India*, Calcutta: Oxford University Press, Pp.31-46
12. Madan, T.N., 1997, *Modern Myths, Locked Minds*, Delhi: Oxford University Press, Pp.233-265
13. Oommen, T. K., 1997, *Citizenship and National identity: From Colonialism to Globalism*. New Delhi: Sage Publications, pp.143-172.

13. Andre Beteille, *Sociology: Essays on Approach and Method*, OUP, New Delhi, 2002.
14. D.N.Dhanagare, *Themes and Perspectives in Indian Sociology*, Rawat Publications, 1999.
15. Gail Omvedt, *Dalits and Democratic Revolution*, Sage, New Delhi, 1994.
16. M.N.Srinivas, *Collected Essays*, OUP, New Delhi, 2002.
17. Satish Deshpande, *Contemporary India: Sociological Perspectives*, Penguin Books: New Delhi, 2003.
18. Veena Das, *The Oxford Companion to Sociology and Social Anthropology*, Vol. I and II, OUP, New Delhi, 2003.
19. Oommen T. K. Mukherji Partha, (ed), *Indian Sociology: Reflections and Introspections* Sangam Books, 1986.
20. Vanaik, Achin. *Communalism Contested — Religion, Modernity and Secularization*; Vistaar Publications, Delhi, 1997.
21. Patel, Sujata. *Doing Sociology in India: Genealogies, Locations and Practices*, Oxford University Press: New Delhi, 2011.
22. Kapadia, K.M. *Marriage and family in India* Oxford University Press: India, 1966.
23. Uberoi . Patricia, *Family, Kinship and Marriage in India*. Oxford University Press: India, 1994.

Suggested Readings:

1. Breman Jan, Kloos Peter and Ashwini Saith, *The Village in Asia Revisited*, OUP 1997.
2. S.M.Dahiwale (ed), *Indian Society: Non-Brahmanic Perspectives*, Rawat Publications, 2004.
3. Dube, S. C. *Indian Society*, National Book Trust, New Delhi, 1990.
4. Vivek P. S. *Sociological perspectives and Indian Sociology*, Himalaya Publishing House, Mumbai, 2002.
5. Chaterjee Searale Mary and Sharma Ursula, (ed), *Contextualising Caste*, Blackwell Publishers, Oxford 1994.
6. Das Veena, *Critical Events, An Anthropological Perspective on Contemporary India*, Oxford University Press, New Delhi. 1995.
7. Guha R., , *A Subaltern Studies Reader*, Oxford University Press, New Delhi, 1998.
8. Ludden *Critique of Subaltern Studies*, Oxford University Press, New Delhi, 2000.

9. Said, E. W. Orientalism; Penguin, Harmondsworth, 1985.

10. Singh K. S., (ed) Tribal Movements in India, Vol. 1 and 2; Manohar, New Delhi, 1983.
Ray, N. R., 1973, Nationalism in India: A Historical Analysis of its Stresses and Strains, Aligarh: Aligarh Muslim University Press.

SEMESTER III

[HSO32101]

POLITICAL SOCIOLOGY **[6 credits: 60 Contact Hours]**

Course Objectives:

1. This course introduces the students to the meaning, scope and importance of political sociology
2. To make the students aware about the theoretical debates and concepts in Political Sociology, while situating these within contemporary political issues
3. A key thrust of the paper is towards developing a comparative understanding of political relationships through themes such as power, governance and state and society relationships

Learning Outcome:

4. To improve sociological understanding of formation of political institutes and the relationship with other institute
5. To ensure that students have understood the meaning, scope and importance of political sociology
6. To ensure that students have conceptual clarity and can articulate the main debates and arguments with regard to political institution in society

Course outline:

Unit -I

Political Sociology: Origin Development and Scope:

Meaning, Scope, Origin and Development, Importance of Political Sociology

Unit-II

Basic Concepts

Power and Authority, State, Government and Citizenship; Elites and the Ruling Classes; Political Culture

Unit-III

Political Socialization:

Meaning, Characteristics and Major Agencies of Political Socialization; Importance of Political Socialization

Unit-III

Political Parties:

Meaning, Functions, Importance and Limitation, Development of Political Parties in India

Unit-IV

Role of Region, Caste and Regionalism in Indian Politics:

Religion and Politics; Caste and Politics; Regionalism and Politics

Unit-VI

Political Participation:

Meaning and Factors Facilitating to Political Participation; Women's Participation of Politics; Factors Resisting Women's Participation in Politics

Core Readings:

1. Eisenstadt, S. N. '1971, 'General Introduction: The Scope and Development of Political Sociology' in Political Sociology: A Reader Basic Books, New Your Publication, pp 3-24
2. Dower R. E. & Hughes (1971): Political Sociology, New York
3. S. N.(1971). Political Sociology: Reader Basic Books.
4. R. and A. Mason, (2003). Political Concepts. Manchester University Press.
5. Gupta Dipankar (1996): Political Sociology in Indian (Contemporary Trends) Orient Longman Limited, New Delhi-2002, P. 25-35, 75-80
6. Indian Council of Research (1981): A Survey of Research in Political Dynamics. Allied Publishers Private Limited, New Delhi.
7. Kothari R. (1970): Caste in Indian Politics in India, Orient Longmans Ltd.
8. Desai I. P.: Caste and Politics, Economic and Political Weekly, 1967, 2 (17) 29, 797-799
9. Singh Yogendra : Caste and Class Some Aspects of Community and Change Sociological Bulletin, 1968, XVII, 166.
10. Ferreira J. V. (Editor) : (1986) Survey of Research in Sociology Anthropology (1969-1970) Vol. III, Indian Council of Social Science Research

11. Marshall, T.H. 1950, *Citizenship and Social Class and Other Essays*, Cambridge University Press.
12. Bottomore, T.B. 1993, *Elites and Society*, 2nd Edition, Routledge.

Suggested Readings:

1. Weber, Max. 1978, *Economy and Society: An Outline of Interpretative Sociology*, Berkeley : University of California Press, pp. 53-54; 941-54; 212-30; 241-54.
2. Lukes, Steven. 2005, *Power: A Radical View*, 2nd Ed., Hampshire : Palgrave, pp. 14-49.
3. Mitchell, Timothy. 'Society, Economy, and the State Effect', in A. Sharma and A. Gupta (Ed.), *The Anthropology of the State: A Reader*, Oxford: Blackwell, 2006, pp. 169-85
4. Burchell, Graham et al (Eds),1991, *The Foucault Effect: Studies in Governmentality*, The University of Chicago Press, Chapter 1, pp. 1-51
5. Marshall, T.H. 1950, *Citizenship and Social Class and Other Essays*, Cambridge University Press, pp. 10-27
6. Tilly, Charles. 1999, 'Where Do Rights Come From?' in Theda Skocpol (Ed) *Democracy, Revolution and History*, Cornell University Press, pp 55-72
7. Mills, C. Wright, 1956. *The Power Elite*, New Edition, OUP, pp.269-297.
8. Bottomore, T.B. 1993, *Elites and Society*, 2nd Edition, Routledge, pp. 15-34
9. Fortes, M. and E.E. Evans Pritchard (Eds), 1940. *African Political Systems*. London: Oxford University Press, Chapter 8.
10. Tapper, Richard, 1990. 'Anthropologists, Historians, and Tribespeople' in Philip Shukry and Joseph Kostiner (Ed) *Tribes and State Formation in the Middle East*, University of California
11. Press, pp. 48-71
12. Schapiro, L. 1972. *Totalitarianism*, The Pall Mall Press, Chaps 2,3
13. Macpherson, C. B. 1966. *The Real World of Democracy*, Oxford Clarendon Press, pp. 1-45
14. Chomsky, N. 1999. *Profit over People: Neoliberalism and Global Order*. Severn Stories Press, pp. 7-18, 43-64
15. Fuller, C.J. and V. Beni (Eds.), 2000. *The Everyday State and Society in Modern India*. Social Science Press, pp. 1-30

16. Tarlo, Emma, 2003 Unsettling Memories: Narratives of the Emergency in Delhi, University of California Press, pp. 62-93
17. Swartz, M.J (Ed), 1968. Local Level Politics: Social and Cultural Perspectives, University of London Press, pp. 281-94

[HSO32103]
Sociology of Religion
[6 credits: 60 Contact Hours]

Course Objectives:

1. To familiarize the students with the major sociological approaches and theoretical framework to the study of religion
2. To make student understand about numerous interconnections between religion and other institutions of society
3. To acquaint the students about recent debates in the sociology of religion

Learning Outcome:

1. To ensure that students have understood the approaches of the religion
2. To improve sociological understanding of religion
3. To ensure that students have conceptual clarity and can articulate the main debates and arguments with regard to religion

Course outline:

UNIT I

Concept and Approaches of Study of Religion

Meaning, Origin and Development, Approaches of Study of Religion - Historical Approach - Comparative Approach - Structural Functional Approach

Unit-II

Meaning and perspective of Sociology of Religion

Meaning and Nature of Sociology of Religion; Perspectives of Sociology of Religion ----- Comte, Marx, Weber, Durkheim

Unit-III

Religious and Other Social Institutions

Religion and Social Stratification; Religion and Economic Life; Religion and Political Behaviour; Religion and Ethics; Religious Beliefs

Unit-IV

Religious Organizations and Problems of Religion

Sect, Denomination, Cult; Major Religion of India; Problems Related to Religion

UNIT V

World Religions

Hinduism, Islam, Christianity, Jainism, Buddhism, Sikhism, Judaism, Zoroastrianism

Unit-VI

Religion and Society in India

Religion & Society in India (With Reference to Religion and Society among the Coorgs of South India); Function and Dis -function of Religion

Core Readings:

1. Berger, Peter L. *The Sacred Canopy : Elements of a Sociological Theory of Religion* (1967). Anchor Books 1990 Paperback : ISN 0-38507305-5
2. Clarke, Peter B. (ed. 2009), *The Oxford Handbook of the Sociology of Religion* Oxford / New York. Oxford University Press. ISBN 9780199279791
3. Kevin J. Christiano, et al., (2nd ec., 2008), *Sociology of Religion: Contemporary Developments*, Lanham, MD: Rowman& Littlefield Publishers. ISBN 9780742561113
4. Uberoi, J.P.S. 1996. *Religion, Civil Society and the State*, New Delhi, Oxford University Press.
5. Srinivas, M. N. 1952. *Religion and society among the Coorgs of south India*. Clarendon : Oxford, pp100-122.
6. Weber,Max. *Sociology of Religion*, Oxford Uni. Press, U.K.

Suggested Readings:

1. Emile Durkheim. 1995. *The elementary forms of religious life*. Translated by Karen E. Fields. New York: The Free Press. Book three, pp. 303-412.
2. PawelZaleski “Ideal Types in Max Weber’s Sociology of Religion : Some Theoretical Inspirations for a Study of the Religious Field”, *Polish Sociological Review* No. 3(171)/2010
3. Marx, Karl. 1844. *A Contribution to the Critique of Hegel’s Philosophy of Right/ Communist Manifesto*

4. Malinowski, Bronislaw. 1948. Magic, science and religion and other essays. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp.119-124.
5. Weber, Max. The Protestant Ethic and the Spirit of Capitalism. Los Angeles : Roxbury Company, 2002. ISBN 1891487434

[HSO32105]
SOCIOLOGY OF GENDER
[6 credits: 60 Contact Hours]

Course Objective:

1. The course introduces gender as a critical sociological lens of enquiry in relation to various social fields.
2. It also interrogates the categories of gender, sex, and sexuality. The students will learn to critically look at the construction of gender inequalities and develop and understanding of gender justice.
3. This course endeavor to introduce students to the major concepts and theoretical perspectives of sex-gender systems and practices.\

Learning outcome:

1. It is hoped that exposure to the course will lead to a better understanding of the gender and
2. It will provide a comparative perspective of the developed and the developing countries and issues concerning Indian women.

COURSE OUTLINE:

Unit 1:

Gendering Sociology:

Gender mainstreaming; Gender socialization

Unit 2;

Gender as a Social Construct

Gender and Sex; Sexuality; Production of Masculinity and Femininity

Unit 3:

Gender: Differences and Inequalities

Class, Caste; Family; Work

Unit 4;

Gender, Power and Resistance

Power and Subordination; Resistance and Movements

Unit 5:

Feminism:

Meaning, origin and growth of Feminist Theories; Theories of Feminism : Liberal, Radical, Socialist, and Eco-Feminism

Unit-VI:

Gender and Society in India

Patriarchy and Reservations; Gender roles and practices: marriage, dowry and property; Third Gender

Core readings:

1. Liz Stanley. 2002. „Should Sex Really be Gender or Gender Really be Sex“ in S. Jackson and S. Scott (eds.) Gender: A Sociological Reader, London: Routledge (pp. 31-41)
2. Strathern, Marilyn. 1987. “An Awkward Relationship: The Case of Feminism and Anthropology.” Signs 12(2):276- 292.
3. Sherry Ortner. 1974. “Is male to female as nature is to culture?” M.Z. Rosaldo and L. Lamphere (eds.) Women, culture and society.Stanford: Stanford University Press (pp. 67- 87).
4. S. Jackson and S. Scott (eds.) 2002 Gender: A Sociological Reader, London: Routledge. Introduction, (pp. 1-26)

Suggested readings:

1. Alter, Joseph. 1992. The Wrestler's Body: Identity and Ideology in North India. California : University of California: California (pp 163- 194)
2. Rubin, Gayle. 1984. “Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality” in Carole Vance, ed., Pleasure and anger.London: Routledge (pp 143- 179).

3. Newton, Esther. 2000. "Of Yams, Grinders and Gays: The Anthropology of Homosexuality" in Margaret Mead Made Me Gay: Personal Essays, Public Ideas. London: Duke University Press (pp 229- 237).
4. Production of Masculinity and Femininity [Weeks 4-6] 2.2.1 Halberstam, Judith. 1998. "An Introduction to Female Masculinity: Masculinity without Men" in Female Masculinity. London: Duke University Press (Also Delhi: Zubaan 2012 Reprint) (pp 1-43).

SEMESTER IV

[HSO32102]

ECONOMIC SOCIOLOGY

[Credit-6; Contact Hour-60]

Course Objective:

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

Learning Outcome:

1. Students will be able to identify the social and cultural bases of economic activity
2. Students will demonstrate an understanding of the major theoretical aspects of economic sociology

Course outline:

Unit-I

Perspectives in Economic Sociology

Formalism and Substantivism; New Economic Sociology

Unit-II

Forms of Exchange

Reciprocity and Gift; Exchange and Money

Unit-III

Systems of Production, Circulation and Consumption

Hunting and Gathering; Domestic Mode of Production; Peasant; Capitalism; Socialism

Unit-IV

Some Contemporary Issues in Economic Sociology

Development; Globalisation, Modernity and Post-Modernity

Unit-V

Gender and Economy

Gender and Economic Status; Men and Economic system; Women and Economic System; Causes and Consequences of Women's Economic Participation

Unit-VI

Rural and Urban Economy:

Characteristics of rural and urban economy; land tenure system, Pre-British and Post-British Period, changing dimensions of agriculture: technology use

Core Readings:

1. Hann, Chris. and Keith Hart. Economic Anthropology. Cambridge, UK:Polity Press, 2011.
2. Karl, Polanyi. The Livelihood of Man. New York: Academic Press, 1977.
3. Carrier, James G. Gifts and Commodities , London, Routledge, 1995.
4. Bohannon, P. and G. Dalton (eds.). 1962. Markets in Africa. Evanston, Illinois, North western University.
5. Zelizer, Viviana A. 1989. —The Social Meaning of Money: _Special Monies‘in American Journal of Sociology, Vol.95. (Sept.) pp. 342-377
6. Wolf, Eric R. Peasants. New Jersey, Prentice Hall. 1966 Ch. 1.
7. Wallerstein, Immanuel Maurice. Historical Capitalism. London: Verso, 1983.
8. Tonkiss, Fran. Contemporary Economic Sociology. London: Routledge, 2006.
9. Howes , D. (ed) , Cross-Cultural Consumption: Global Markets and Local Realities, Routledge, London, 1996, pp. 1-16.

Suggested Readings:

1. N.J. Smelser and Richard Swedberg (eds).1994.The Handbook of Economic Sociology
2. Sassen, Saskia . 2007. A Sociology of Globalization. W.W. Norton & Co. NY. London
3. Hirst, Paul & G Thompson 1999. Globalization in Question. 2nd Edition. Polity Press. Cambridge, Oxford.

[HSO32104]

SOCIOLOGY OF KINSHIP

[6 credits: 60 Contact Hours]

Course Objective:

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

Learning outcome:

1. The students will be able to understand the key terms of kinship like descent, family and marriage.
2. It will help students to adopt a different direction in kinship studies along with the changes in lineage structure which will enable them to critically understand the concept of kinship.

COURSE OUTLINE:**Unit 1.****Introduction:**

Key Terms: Descent, Consanguinity, Filiation, Incest Taboo, Affinity, Family, Residence ; Approaches: Descent; Alliance; Cultural

Unit 2.

Family, Household and Marriage: Marriage and Affinity: Monogamy and Polygamy; Rule of Marriage: Incest Taboo, types of marriage; functions of family; Development Cycle of family in India.

Unit 3.**Re-casting Kinship:**

Relatedness; Kinship and Gender; Re-imagining Families; New Reproductive Technologies

Unit 4;**Family, Marriage and Kinship:**

Definition and Forms, Uses of Kinship; Functions of Family; Changes in Family Patterns; Prescribed and Preferential Marriages; Kinship Terminology

Unit 5:

Rules of Residence:

Virilocal, Uxorilocal, Ambilocal, Neolocal, Avunculocal and Natolocal. Family: Nature, Types; Family & Household, Kinship and Marriage in India: Forces of change and consequences

Unit 6:

Kinship as an organising principle:

Descent groups, corporate groups and local groups, Changes in Land and Lineage Structure.

Core readings:

1. Das, V., 1994, 'Masks and Faces: An Essay on Punjabi Kinship', in Patricia Uberoi (ed.), *Family, Kinship and Marriage in India*, Delhi: Oxford University Press, Pp.198-222
2. Dumont, L., 1968, 'Marriage Alliance', in D. Shills (ed.), *International Encyclopedia of the Social Sciences*, U.S.A.: Macmillan and Free Press, Pp. 1923
3. Evans-Pritchard, E.E., 2004 (1940), 'The Nuer of Southern Sudan', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 64-78
4. Fortes, M., 1970, *Time and Social Structure and Other Essays*, University of London: The Athlone Press, Chapter 3, Pp. 67-95
5. Freeman, J. D., 1958, 'The Family Systems of the Iban of Borneo', in J. Goody (ed.), *The Developmental Cycle in Domestic Groups*, Cambridge: Cambridge University Press, Pp. 15-52
6. Kinship and Gender Gold, Ann Grodzins, 1994, 'Sexuality, Fertility, and Erotic Imagination in Rajasthani Women's Songs', in *Listen to the Heron's Words: Re-imagining Gender and Kinship in North India* by Gloria Goodwin Raheja and Ann Grodzins Gold, Delhi: OUP, Pp 30-72

Suggested readings:

1. Luch Mair – *An Introduction to Social Anthropology* (Chapter 5, 6, 7, 8, 10, 11, 13, 14)
2. Leach, Edmund, 1962, 'On Certain Unconsidered Aspects of Double Descent Systems', *Man*, Vol. 62, Pp. 130-134
3. Leach, E.R., 1961, 'Polyandry, Inheritance and the Definition of Marriage with Particular Reference to Sinhalese Customary Law', in E. R. Leach (ed.), *Rethinking Anthropology*, London: The Athlone Press, Pp. 105-113
4. Lévi-Strauss, Claude, 1969, *The Elementary Structures of Kinship*, London: Eyre and Spottiswoode, Chapters 1 & 2, Pp. 3-25
5. Majumdar and Madan – *An Introduction to Social Anthropology* (Chapter 4, 5, 6, 7, 10, 12)
6. Radcliffe-Brown, A. R. and D. Forde (eds.), 1950, *African Systems of Kinship and Marriage*, London: Oxford University Press, Introduction, Pp.1-39

7. Relatedness Carsten, Janet, 1995, 'The Substance of Kinship and the Heat of the Hearth: Feeding, Personhood, and Relatedness among Malays in Pulau Langkawi' *American Ethnologist*, 22 (2): 223-24.1
8. Re-imagining Families Weston, Kath, 1991, *Families We Choose: Lesbians, Gays, Kinship*, New York: Columbia University Press, Pp. 103-136
9. Shah, A.M., 1998, 'Changes in the Indian Family: An Examination of Some Assumptions', in *The Family in India: Critical Essays*, New Delhi: Orient Longman, Pp.52-63
10. Uberoi, Patricia, 1995, 'When is a Marriage not a Marriage? Sex, Sacrament and Contract in Hindu Marriage', *Contributions to Indian Sociology*, n.s. 29, 1&2: 319-45

[HSO32106]

SOCIOLOGY OF SOCIAL STRATIFICATION
[6 Credits: 60 Contact Hours]

Course Objective:

- This course introduces students to Sociological Study of Social Inequalities
- It acquaints students with principal theoretical perspectives on and diverse forms of Social inequality in articulation with each other.
- This course will offer students the opportunity to examine the world through a sociological lens of social inclusion and exclusion

Learning Outcome:

- By examining the intersection of various categories in society, students will be able to understand the relevance and apply theories and methods of social stratification
- Develop the sociological knowledge and skills that will enable students to think critically and imaginatively about society and social issues

Course Outline:

Unit-I

Introducing Stratification

The concept of stratification ; Inequalities: Natural and social

Unit-II

Types of Stratification

Caste, class, status and power, gender, tribe, race, ethnicity, religion, language, region and life styles and life-chances

Unit-III

Theories of Stratification

Marx, Weber and Class; Functionalism

Unit-IV

Society and Mobility

Concept and forms of social mobility; poverty; social mobility and education

Unit-V

Social exclusion

Concept of social exclusion; Forms of social exclusion

Unit-VI

Contemporary Debates in stratification

Disability and sexuality and Social Stratification in Rural and Urban India

Core Readings:

1. Sharma. K. L.1997, Social Stratification in India, Sage.
2. Singh. Y. 1980. Social Stratification and Change, Manohar
3. Tumin, M.M. 2003. Social Stratification: The Forms and Functions of Inequality. New Delhi: Prentice Hall of India
4. Ghurye, G.S.1990. Caste and Race in India. Bombay: Popular Prakashan Press.
5. Madan T.N. (Ed.).1992. Religion in India. Delhi: Oxford University Press.
6. Gupta Dipankar(Ed.) – Social Stratification, OUP

Suggested Readings:

1. Worsley, Peter. Introducing Sociology.2nd ed. Harmondsworth: Penguin Books, 1970. Chapter 8, Social Stratification: Class, Status and Power, pp. 395 – 408
2. Tawney, R. H. Equality. London: Unwin Books, 1964. Chapter 1. The Religion of Inequality, Pp. 33-56
3. McLellan, David. The Thought of Karl Marx. London: Papermac, 1995. Part 2. Chapter 6. Class, pp. 182-194
4. Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. From Max Weber. New York: Oxford University Press, 1946. Chapter VII, Class, Status, Party. Pp. 180–195
5. Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. American Sociological Review 10.2 (1945): pp. 242-249
6. Tumin, Melvin M. 'Some Principles of Stratification: A Critical Analysis'. American Sociological Review 18.4 (1953): 387-394
7. Jain, Ravindra K. 'Hierarchy, Hegemony and Dominance: Politics of Ethnicity in Uttar Pradesh, 1995' Economic and Political Weekly, Vol. 31, No. 4 (Jan. 27, 1996), pp. 215-223
8. Acker, Joan. 'Women and Social Stratification: A Case of Intellectual Sexism'. American Journal of Sociology 78.4, 1973. Pp. 936-944
9. Bottero, Wendy. Stratification. London: Routledge, 2005. Chapters 12 & 14 pp. 205-223 & 246-258

SEMESTER V

[HSO33101] SOCIOLOGICAL THINKERS- 1 [6 Credits: 60 Contact Hours]

Course Objective:

- To understand what accounts for the emergence of the academic discipline of sociology.
- To understand how the major classical theorists developed the academic discipline of sociology.
- To apply classical theories to contemporary social phenomenon.

Learning Outcome:

- Students will be able to identify the philosophical, economic and political developments that lead to the development of classic social theory.
- Students will demonstrate an understanding of the major concepts used by Marx, Weber, Durkheim and Pareto for their sociological analysis.
- Students will be able to apply sociological theory to contemporary issues.

Course Outline:

Unit-1

Socio-Economic background of the emergence of sociology; Industrial and French Revolution;

Unit-2

August Comte

Sociology and Social Sciences, Positivism, Hierarchy of sciences, Law of Three Stages, Social Change, Industrial Society.

Hebert Spencer

Evolution and Organism Theory of Society. Typology of Societies, Evolutionism

Unit-3

Karl Marx

Marx's theory of social change, Historical Materialism, Dialectical Materialism, Classes and Class conflict, Alienation

Unit-4

Emile Durkheim

Division of Labour, Theory of Suicide, Theory of Religion, Sacred and Profane, Social Fact

Unit-5

Max Weber

Ideal Types; Theory of Authority – Authority and power – Types of authority and bases of their Legitimacy ;Theory of Bureaucracy, Concepts of Status, Class and Power

Unit-6

Vilfredo Pareto

Classification of logical and non-logical actions Residues; Theory of Social Change – Circulation of Elites.

Core Readings:

1. Aron, Raymond: Main Currents in Sociological Thought, Vol. I and II,Penguin, Chapters on Marx, Durkheim and Weber. 1965 – 1967.
2. Bendix, Rinehard – Max Weber, An Intellectual Portrait (For Weber) Double Day. 1960.
- 3.Coser, L. A. : Masters of Sociological Thought, New York : Harcourt Brace, pp.43-87, 129-174, 217-260. 1977
4. Nisbet – The Sociological Tradition. Heinemann Educational Books Ltd., London. 1966.
5. Zeitlin Irvin – Ideology and the Development Sociological Theory.Prentice Hall. 1981.

Suggested Readings:

- 1.Giddens, Anthony: Capitalism and Modern Social Theory – An analysis of Writings of Marx, Durkheim and Weber, Cambridge University Press, Whole Book. 1997.
2. Hughes, John A., Martin, Peter, J. and Sharrock, W. W. Understanding Classical Sociology – Marx, Weber and Durkheim, London : Sage Publications, Whole Book.1995.

[HSO33103]

Sociological Research Methods – I

[6 Credits: 60 Contact Hours]

Course Objective:

- The course offers general introduction to the methodologies of sociological research methods
- It aims to provide the student with some elementary knowledge of the complexities and philosophical underpinnings of research
- The course covers aspects of quantitative and qualitative research.

Learning Outcome:

- The students will appreciate the diversity of approaches in social sciences and will be able to draw from multiple traditions for their research.
- The students will get acquainted with nuances various statistical techniques and analysis.

Course Outline:

Unit 1

Research in Social Sciences

Meaning of Methodology; Methods and Methodology; Major types of Social Research

Unit-II

Methodological Perspectives

The Comparative Method; Feminist Method

Unit-III

Dimensions of Social Research

The Logic of Social Research; Objectivity in the Social Sciences; Reflexivity

Unit-IV

Modes of Enquiry

Theory and Research; Quantitative research and Qualitative research

Unit-V

Statistical Methods-I

Statistics in Sociology, Frequency Distribution and Graphical Presentation of Data

Unit-VI

Statistical Methods-II

Measures of Central Tendency (Simple Arithmetic Mean, Median and Mode); Measures of Dispersion (Standard Deviation, Variance and Covariance).

Core Readings:

1. Bryman, Alan. 2004, Quantity and Quality in Social Research, New York: Routledge, Chapter 2 & 3 Pp. 11-70
2. Kothari, C.R Research Methodology: Methods and Techniques, New Delhi: New Age. 2004.
3. Mills, C. W. 1959, The Sociological Imagination, London: OUP Chapter 1 Pp. 3-24
4. Harding, Sandra 1987, "Introduction: Is there a Feminist Method?" in Sandra Harding (ed.) Feminism & Methodology: Social Science Issues, Bloomington: Indiana University Press, Pp. 1-14

Suggested Readings

1. Kaplan, D The Sage handbook of quantitative methodology for the social sciences, London: Sage. 2004.

2. Ringer, Fritz Max Weber's methodology: The unification of the cultural and social sciences, Cambridge, Mass: Harvard Uni Press. 1997.

3. Smith, L.T Decolonizing Methodologies: Research and Indigenous Peoples, Zed Books. 2012.

SEMESTER VI

[HSO33102]

SOCIOLOGICAL THINKERS- II

[6 Credits: 60 Contact Hours]

Course Objectives:

- This course is intended to introduce the students to the substantive, theoretical and methodological issues which have shaped the sociological thinking in the latter half of the 20th century, and which continue to concern the practitioners of sociology today.
- The main focus of this course will be on structural, functional, and conflict theories, and symbolic interactionism, phenomenology, ethnomethodology and neomarxism.
- The course will also examine the theoretical relevance and analytical utility of the premises, methodology and conclusions of these diverse theoretical perspectives in understanding social structure and change.

Learning Outcome:

- The course will enable students to identify the philosophical, economic and political developments leading to the development of sociological theory starting from the late 20th Century onwards.
- Students will demonstrate an understanding of the major concepts used by the various schools such as structural functionalism, conflict theory, symbolic Interactionism, Neo- Marxism
- Students will be able to apply sociological theory to analysis of contemporary issues.

Course Outline:

Unit-1

Structural-functionalism and Neo-Functionalism

T.Parsons ; R.K.Merton

Unit-2

Conflict Theory

R.Dahrendorf; L.Coser

Unit-3

Interactionist Perspective

G.H.Mead , H.Blumer ; A.Schutz

Unit-4

Structuralism and Post-Structuralism

An Overview

Unit-5

The Critical theory and Neo Marxism

An Overview

Unit -6

Postmodernism and Recent trends in Sociological theorizing

An Overview

Core Readings:

- 1.Craib, Ian. Modern social theory: From Parsons to Habermas (2nd edition). London: Harvester Press. 1992.
- 2.Giddens, Anthony. Central problems in social theory: Action, structure and contradiction in social analysis. London: Macmillan. 1983.
- 3.Kuper, Adam and Jessica Kuper (eds.). (2nd edition). The social science encyclopaedia. London and New York: Routledge. 1996.
4. Ritzer, George. (3rd edition). Sociological theory. New York: McGraw-Hill. 1992
5. Turner, Jonathan H. (4th edition). The structure of sociological theory. Jaipur and New Delhi: Rawat. 1995
6. Zeitlin, Irving M. (Indian edition). Rethinking sociology: A critique of contemporary theory. Jaipur and New Delhi: Rawat. 1998.

Suggested Readings :

- 1.Alexander, Jeffrey C. Twenty lectures: Sociological theory since world war II. New York: Columbia University Press. 1987.
- 2.Bottomore, Tom. The Frankfurt school. Chester, Sussex: Ellis Horwood and London: Tavistock Publications. 1984.
3. Collins, Randall. (Indian edition). Sociological theory. Jaipur and New Delhi: Rawat. 1997.

4. Sturrock, John (ed.). Structuralism and since: From Levi Strauss to Derida. Oxford: Oxford University Press. 1979.

[HSO33104]
SOCIOLOGICAL RESEARCH METHODS II
[6 Credits: 60 Contact Hours]

Course Objective

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

Learning Outcome:

1. Students will be aware about the nature, and forms of research along with formulation of research design
2. Students will get knowledge on how to conduct both, quantitative and qualitative research

Course outline:

Unit-I

Doing Social Research

The Process of Social Research; Concepts and Hypothesis; Field (Issues and Context)

Unit –II

Research Process

Defining Need for Research, Defining Research Problem, Setting Research Objectives, Determining Research Design:-Exploratory Research, Descriptive Research, Causal Research, Research Methods; Data Sources, Sample Plan, Data Collection, Data Analysis and Research Report

Unit –III

Sampling and Data Collection

Questionnaires, Surveys, Sampling Techniques; Types of Data Collection

Unit –IV

Qualitative Research

Qualitative Approach, Participant and Non-participant Observation, Narrative; Ethnography, Case Studies,

Unit –V

Quantitative Research

Quantitative Approach, Quantitative Tools-Statistical Inference, Quantitative Data Analysis

Unit-VI

Academic Writing and Publishing

Research Proposal- Review of Literature, Research Questions and Objectives, Reference Systems and Research Ethics

Core Readings:

1. Bryman, Alan. 2004, *Quantity and Quality in Social Research*, New York: Routledge
2. Bailey, K. (1994). *The Research Process in Methods of social research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Pp.3-19.
3. Goode, W. E. and P. K. Hatt. 1952. *Methods in Social Research*. New York: McGraw Hill. Chapters 5 and 6. Pp. 41-73.

Other Readings:

1. Srinivas, M.N. et al 2002(reprint), *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*, New Delhi: OUP, Introduction Pp. 1-14.
2. Gupta, S. P. (2007). *Elementary Statistical Methods*. Sultan Chand & Sons. Pp.101-108, 115-118, 131-137.

Note:

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

DISCIPLINE SPECIFIC ELECTIVES:

[HSO33105]

a. URBAN SOCIOLOGY

Course Objective:

- Urban society differentiating itself from rural society is yet another dimension of part society. The issues require to be dealt with sociological skills to analyse and to diagnose the urban question in India.
- The planning of solutions of urban question and also urban development need to be looked into from the point of view of sociological principles limited to the part-society i.e urban society in India.
- With the basic background of urban sociology - a determined sub- discipline of traditional Sociology - the student has to be sensitised on urban dimensions of society, its social structure and social process in India.

Learning Outcome:

- Explain the central analytical components of traditional "human ecology" perspectives on cities, and how they describe processes of growth and development associated with industrial cities.
- Describe the central insights and arguments presented by political economy perspective in Urban Sociology, and how they differ from traditional perspectives
- Explain the history of post-war suburbanization, and how it has changed spatial patterns and introduced new challenges to both urban equality and governability.
- Distinguish among measures of segregation commonly used in the United States, and use them to make comparisons across metropolitan areas.
- Analyze relationships of stratification within cities, especially race and class, and how that impacts personal interactions and political dynamics in urban settings.

Course Outline:

Unit- 1

Classical sociological traditions as urban and city dimensions, Emile Durkheim, Karl Marx, Max Weber and Tonnies.

Unit- 2

Urban community and spatial dimensions. Park, Burgers and Mc kenzie.

George Simmel: Metropolis, Louis- Wirth Urbanism and Redfield Rural-Urban continuum as cultural form.

Unit- 3

Urban sociology in India; emerging trends in urbanisation, Factors of urbanisation, sociological dimensions of urbanisation, Social consequences of urbanisation.

Unit- 4

Classification of urban centres, cities and towns, City industrial urban-base, its growth and special features, Industry centered developments.

Unit- 5

Changing occupational structure, and its impact on family, class, caste Gender, family Indian city and its growth, migration, problems of housing, slum development, urban environmental problems, urban poverty.

Unit- 6

Urban planning and problems of urban management in India. Urban institutions, Factors affecting planning, regional planning and the links between social and spatial theory.

Essential Readings:

1. Quinn J A 1955, Urban Sociology, S Chand & Co., New Delhi
2. Pickwance C G (ed) 1976, Urban Sociology; Critical Essays, Methuen.
3. Saunders peter 1981, Social Theory and Urban Question, Hutchionson.
4. Bose Ashish 1978, Studies in India Urbanisation 1901-1971, Tata Mc Graw Hill.
5. Abrahamson M 1976 Urban Sociology, Englewoot, Prentice Hall.
6. Ronnan, Paddison, 2001 : Handbook of Urban Studies. Sage : India
7. Bharadwaj, R.K. 1974 : Urban Development in India. National Publishing House.
8. Gold, Harry, 1982 : Sociology of Urban Life. Prentice Hall, Englewood Cliff.
9. Colling Worth, J b 1972 Problems of Urban Society VOL. 2, George and Unwin Ltd.

References:

1. Alfred de Souza 1979 The Indian City ; Poverty, ecology and urban developement, Manohar, Delhi.

2. Desai A R and Pillai S D (ed) 1970 Slums and Urbanisation, Popular prakashan, Bombay.
3. Castells M 1977 : The Urban Question, Edward Arnold, London.
4. Ramachandran R 1991 Urbanisation and Urban Systems in India, OUP,Delhi.
5. Ellin Nan 1996 Post Modern Urbanisim, Oxford UK.
6. Edward W Soja 2000 Post Metropolis; Critical Studies of cites and regions. Oxford Blakcwell.
7. Fawa F. Sylvia, 1968 : New Urbanism in World Perspectives – a Reader. T.Y.Cowell, New York.
8. Ashish, Boss (1974), Studies in India's Urbanisation:1901-1971, New Delhi:Tata Mc Graw-Hill.
9. D'Souza, Alfred (1978), The Indian City : Poverty, Ecology and Urban Development, Manohar Publications, New Delhi.
10. Gore, M.S. (1990), Urbanisation and Family Change, Bombay:Popular Prakashan.
11. Gandhi, Raj(1981), Urban Sociology in India, International Journal Contemporary Sociology, Vol.18, Nos. & 4, 1981.
12. Harry, Gold (1982), The Sociology of Urban Life, Prentice Hall.
13. Oommen, T.K. (1967), "The Rural Urban Continuum Re-examined in the Indian Context", Sociologia Ruralis, Vol.7 No.1.
14. Ram Chandran, R. (1991), Urbanisation and Urban System in India, OUP Delhi.
15. Saberwal, Satish (ed) (1976), The Mobile Men: Limits to Social Mobility in Urban Punjab, Vikas, Delhi.
16. Saberwal, Satish (ed) (1978), Process and Institution in Urban India:Sociological Studies, Delhi: Vikas.
17. Saunders, Peter (1981), Social Theory and The Urban Question, Hutchionson
18. Quinn, J.A. (1967), Urban Sociology, Ch.14 Eurasia, Delhi.
19. Rao, M.S.A. (ed.) (1974), Urban Sociology in India. Delhi: Orient Longman.
20. Wilson, R.A. and D.A. Schutz (1978), Urban Sociology, Prentice Hall.
21. W.W.Burgess & D.J. Bogue (ed) (1964), Contributions to Urban Sociology, University of Chicago Press.

[HSO33107]

b. AGRARIAN SOCIOLOGY

Course Objective:

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

Outline:

Unit-1

Agrarian Societies

Agrarian Societies

Unit- 2

Agrarian Studies

Agrarian Studies

Unit-3

Key Issues in Agrarian Sociology

The Agrarian Question, The Moral Economy, Agrarian Commodity Systems

Unit-4

Themes in Agrarian Sociology of India 1

Labor and Agrarian Class Structure, Markets, Land Reforms and Green Revolution

Unit-5

Themes in Agrarian Sociology of India 2

Agrarian Movements, Caste, Gender and Agrarian Realities

Unit- 6

Agrarian Futures

Agrarian Crisis, The Global Agrarian Order

Core Readings:

1. Dumont, Rene. 'Agriculture as Man's Transformation of the Rural Environment', in Teodor Shanin (ed.) Peasants and Peasant Societies, Hamondsworth: Penguin. 1971. Pp. 141-14
2. Ludden, David. (1999), 'Agriculture' from, An Agrarian History of South Asia, Cambridge: Cambridge University Press. 1999, Pp . 6-35
3. Beteille, Andre. 'The Study of Agrarian Systems: An Anthropological Approach', from Marxism and Class Analysis, New Delhi: Oxford. 2007. Pp. 84-93
4. Thorner, Daniel and Alice Thorner. 'The Agrarian Problem in India Today', from, Land and Labour in India, Bombay: Asia Publishing House. 1962. Pp. 3-13

5. Haroon Akram-Lodhi, A. and Cristobal Kay. 'Surveying the Agrarian Question: Part 1, Unearthing Foundations, Exploring Diversity; Part 2, Current Debates and Beyond'. *The Journal of Peasant Studies*, Vol. 37, No. 1 &2, January/April 2010, 177–199 & 255–280
6. Scott, James C. 'The Economic and Sociology of Subsistence Ethic', From, *The Moral Economy of the Peasant: Rebellion and Subsistence in South East Asia*, New Haven: Yale University Press. 1976. Pp 13-34
7. Popkin, Samuel L. 'The Rational Peasant', from, *The Rational Peasant: The Political Economy of Rural Society in Vietnam*, Berkley: University of California Press. 1979. Pp. 1-31
8. Friedland, William. 1984. "Commodity Systems Analysis: An Approach to the Sociology of Agriculture". *Research in Rural Sociology and Development* 1: 221–235
9. Patel, S. J. 'Agricultural Laborers in Modern India and Pakistan' from Gyan Prakash (ed.) *Worlds of Rural Labourer in Colonial India*, Dehi: Oxford University Press. 1992. Pp. 47-74
10. Thorner, Alice. 'Semi-Feudalism or Capitalism? Contemporary Debate on Classes and Modes of Production in India', Parts: 1-3, *Economic and Political Weekly*, Vol. 17, No. 49 (Dec. 4, 1982), pp. 1961-1968; No. 50 (Dec. 11, 1982), pp. 1993-1999; No. 51 (Dec. 18, 1982), pp. 2061-2064
11. Mencher, Joan P. 'Problems in Analyzing Rural Class Structure', *Economic and Political Weekly*, Vol. 9, No. 35 (Aug. 31, 1974), pp. 1495+1497+1499-1503
12. Amin, Shahid. 'Unequal Antagonists: Peasants and Capitalists in Eastern UP in 1930s', *Economic and Political Weekly*, Vol. 16, No. 42/43 (Oct. 17-24, 1981), pp. PE 19-25, 28, 29
13. Bandopadhyay, D. 'Reflections on Land Reform in India since Independence' from T. V. Satyamurthy (Ed.) *Industry and Agriculture in India Since Independence*, Delhi: Oxford University Press. Pp. 301-327
14. Baker, Christopher J. 'Frogs and Farmers: The Green Revolution in India, and its Murky Past' from, Tim P. Bayliss-Smith and Sudhir Wanmali (Ed.) *Understanding Green Revolutions: Agrarian Change and Development Planning in South Asia*, Cambridge: Cambridge University Press. 1984. Pp. 37- 51
15. Dhanagare, D. N. 'Green Revolution and Social Inequalities in Rural India' from, *Economic and Political Weekly*, Vol. 22, No. 19/21, Annual Number (May, 1987), pp. AN: 137-139, 141-144.
16. Gough, Kathleen. 'Indian Peasant Uprisings' *Economic and Political Weekly*, Vol. 9, No. 32/34, Special Number (Aug., 1974), 1391-1393+1395- 1397+1399+1401-1403+1405-1406

17. Brass, Tom. 'The New Farmer's Movements in India', from, Tom Brass (ed.), *The New farmer's Movemnts in India*, Essex: Frank Cass. (1995). Pp.1-20
18. Jackson, Cecile. 'Gender Analysis of Land: Beyond Land Rights for Women?', *Journal of Agrarian Change*, Volume 3 (4) (October, 2003) Pp. 453- 478.
19. Omvedt, Gail. 'The Downtrodden among the Downtrodden: An Interview with a Dalit Agricultural Laborer' *Signs*, Vol. 4, No. 4, *The Labor of Women: Work and Family* (Summer, 1979), pp. 763-774
20. Feder, Ernest. 'The New World Bank Programme for the Self-Liquidation of the Third World Peasantry', *Journal of Peasant Studies*, Volume 3, Issue 3, 1976. Pp. 343-352
21. Vasavi. A. R. 'Agrarian Distress in Bidar: Market, State and Suicides',
22. *Economic and Political Weekly*, Volume 34, Number 32. (1999). Pp. 2263-2268
23. Buttel, Frederick H. Some Reflections on Late Twentieth Century Agrarian Political Economy. *Cadernos de Ciência & Tecnologia*, Brasília, v.18, n.2, p.11-36, maio/ago. 2001

Suggested Readings:

1. Dalton, George. 'Modern Transformation of European Peasantries' in R. P. Mishra and Nguyen Dung (Ed.) *Third World Peasantry: A continuing Saga of Deprivation*, Volume II, New Delhi: Sterling. 1986, Pp.25-46
2. Patnaik, Utsa. (ed.) *The Agrarian Question in Marx and His Successors Volume I*, New Delhi: Left Word, 2007.
3. Breman, Jan. (1974), *Patronage and Exploitation: Changing Agrarian Relations in South Gujarat, India*, Berkley: University of California Press. Pp. 36-80.
4. Gough, Kathleen. 'Rural Change in Southeast India, 1950s to 1980s. Delhi: Oxford University Press. 1989.
5. Harriss, John. *Capitalism and Peasant Farming: Agrarian Structure and Ideology in North Tamil Nadu*, Delhi: Oxford University Press, 1982.
6. Byres, T. J. 'The New Technology, Class Formation, and Class Action in the Indian Countryside', *Journal of Peasant studies*, Volume 8, Issue 4, 1981, Pp 405-454.
7. Hobsbawm, E. J. 'Peasants and Politics', *The Journal of Peasant Studies*, Vol. 1, No. 1, October 1973, 3–20

8. Zamosc, Leon. *The Agrarian Question and Peasant Movement in Columbia: Struggles of National Peasant Association, 1967-81*, Cambridge: Cambridge University Press, 1986.
9. Agarwal, Beena. *A Field of One's Own: Gender and Land Rights In south Asia*, Cambridge: Cambridge University Press, 1996.
10. Bernstein, Henry. *Class Dynamics of Agrarian Change*. Halifax: Fernwood Publishing, 2010

[HSO33107]

c. ENVIRONMENTAL SOCIOLOGY

Course Objective:

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

Learning Outcome;

1. The students will be able to understand their personal responses to environmental problems affecting their lives and their communities.
2. The students will be encouraged to think critically about the relationship between environment and society.
3. It will enable students to explain, predict and suggest solutions to environmental problems facing the world.

COURSE OUTLINE:

Unit 1:

Envisioning Environmental Sociology

What is Environmental Sociology?; Realist- Constructionist Debate.

Unit 2

Approaches

Treadmill of Production; Ecological Modernization; Risk; Ecofeminism and Feminist Environmentalism; Political Ecology

Unit 3:

Environmental Problems –

Land, Air, Water, Deforestation and its consequences; Environmental Degradation and Health Problems.

Unit 4.

Environmental Movements in India

Forest based movement – Chipko; Water based movement – Narmada; Land based movements – Anti- mining and Seed

Unit 5:

Environmental issues

Major Environmental issues – Global Warming; Water conservation, Deterioration of air quality; preserving the forests and Loss of Bio-diversity.

Unit 5:

Environment and Sociology:

Environment and Women; Environment and Children; Environment and Aging People; Environment and Tribe

Core readings:

1. Agarwal, Bina, 2007. The Gender and Environment Debate: Lessons from India. In Mahesh Rangarajan. (ed.) 2007. Environmental Issues in India : A Reader. New Delhi: Pearson, Longman, Ch 19.(pp. 316-324, 342-352).
2. Beck, U. (2006). Living in the world risk society: A Hobhouse Memorial Public Lecture given on Wednesday 15 February 2006 at the London School of Economics. *Economy and Society*, 35(3), 329- 345.
3. Bell, MM. (2008). An Invitation to Environmental Sociology. Thousand Oaks, CA: Sage 3rd ed. Ch 1.(pp. 1-5).
4. Brara, Rita 2004 Ecology and Environment. In Veena Das (ed.) Handbook of Indian Sociology, Oxford University Press, New Delhi
5. Buttel, F. H. (2000). Ecological modernization as social theory. *Geoforum*,31(1), 57-65.
6. Guha, R. Chipko : Social history of an environmental movement. In Ghanshyam Shah ed.(2002). *Social Movements and the State* (Vol. 4). Sage Publications Pvt. Ltd., Ch. 16 (pp.423-454).
7. Gould, K. A., Pellow, D. N., & Schnaiberg, A. (2004). Interrogating the Treadmill of Production: Everything You Wanted to Know about the Treadmill but Were Afraid to Ask. *Organization & Environment*, 17(3), 296-316.

8. Hannigan, J. A. (1995). *Environmental Sociology*. Routledge, London and New York, 2nd ed. Ch1 and 2. (pp. 10-15,16 - 35).
9. Khagram, S., Riker, J. V., & Sikkink, K. (2002). *Restructuring the global politics of development: The Case of India's Narmada Valley Dams*. *Restructuring World*
10. *Politics: Transnational Social Movements, Networks, and Norms* (Vol. 14). U of Minnesota Press. (pp.206-30).

Suggested readings:

1. Leahy, T. (2007). *Sociology and the Environment*. *Public Sociology: An Introduction to Australian Society*. Eds. Germov, John and Marilyn, Poole. NSW: Allen & Unwin, Ch 21 (pp. 431-442).
2. O'Connor, J. (1994). *Is sustainable capitalism possible. Is capitalism sustainable? Political Economy and the Politics of Ecology*. The Guilford Press. Ch . (pp.152-175).
3. Padel, F., & Das, S. (2008). *Orissa's highland clearances: The reality gap in R & R*. *Social Change*, 38(4), 576-608.
4. Robbins, P. (2011). *Political Ecology: A Critical Introduction* (Vol. 16). Wiley and Sons Ltd. East Sussex, U.K. Ch 1 (pp.10-25).
5. Shiva, V. (1988). *Women in Nature*. In *Staying Alive: Women, Ecology and Development*. Zed Books. Ch 3.(pp.38-54).
6. Scoones, I. (2008). *Mobilizing against GM crops in India, South Africa and Brazil*. *Journal of Agrarian Change*, 8(2-3), 315-344.
7. Venkateshran Sandhya : *Environment Development and the Gender Gap* (1995)
8. Wright, E. O. (2004). *Interrogating the Treadmill of Production: Some Questions I Still Want to Know about and Am Not Afraid to Ask*. *Organization & Environment*, 17(3), 317-322.
9. Mol, A. P. (2002). *Ecological modernization and the global economy*. *Global Environmental Politics*, 2(2), 92-115.

[HSO33109]

d. SOCIOLOGY OF WORK

Course Objective:

1. The course introduces the idea that though work and production have been integral to societies through time, the origin and spread of industrialisation made a distinct rupture to that link.
2. This rupture can also be seen mirrored in the coming of sociology as a discipline that considered work as central to the study of society.

Learning Outcome:

Based on this premise, the paper goes on to provide an outline as to how values and ideals of pluralised industrialism(s) have caused and absorbed multiple transformative shifts to the local and global social networks of the contemporary world

Unit- 1: Interlinking Work and Industry

Unit- 2 Forms of Industrial Culture and Organisation

Industrialism, Post-industrial Society, Information Society

Unit- 3 : Dimensions of Work

Alienation, Gender, Unpaid Work and Forced Labour

Unit 4 : Work in the Informal Sector

Unit- 5: Risk, Hazard

Unit- 6: Disaster

Core Readings:

1. Grint, Keith. 2005, „Classical Approaches to Work: Marx, Durkheim and Weber“ in *The Sociology of Work: An Introduction*. Polity Press. Cambridge. Pp. 90-112
2. Uberoi, J.P.S. 1970, „Work, Study and Industrial worker in England“ in
3. *Man, Science and Society*. IIAS: Simla. Pp 34-45
4. Ramaswamy E. A. and Uma Ramaswamy. 1981, *Industry and Labour*, New Delhi:Oxford University Press, Chapter 3, Pp.33-65
5. Bell, Daniel. 1976, *The Coming of Post-Industrial Society*, London: Heineman, Introduction, Pp.12-45
6. Etzioni, A. and P.A. Jargowsky. 1990, “The false choice between high technology and basic industry” in K. Erikson and P. Vallas (eds.) *The Nature of Work: Sociological Perspectives*, New Haven and London:Yale University Press, Pp. 304-317
7. Kumar, Krishan. 1999, *From Post-industrial to Post-modern society*,
8. Oxford: Blackwell Publishers Ltd., Chapter 2 and 6, Pp 6-35 and 154-163
9. Erikson, Kai. 1990. „On Work and Alienation“ in Erikson, K. and S.P. Vallas (eds)*The Nature of Work: Sociological Perspectives*. New Haven and London:American Sociological Association, Presidential Series and Yale University Press, Pp. 19-33

10. Taylor, Steve. 1998, „Emotional Labour and the new Workplace“ in Thompson and Walhurst (eds.) Workplace of the Future. London:Macmillan, Pp. 84-100
11. Devine, Fiona. 1992, „Gender Segregation in the Engineering and Science Professions: A case of continuity and change“ in Work, Employment and Society’, 6 (4) Pp.557-75.
12. Freeman, Carla. 2009, „Femininity and Flexible Labour: Fashioning Class through Gender on the global assembly line“ in Massimiliano Mollona, Geert De Neve and Jonathan Parry (eds.) Industrial Work and Life: An Anthropological Reader, London:Berg, Pp.257-268
13. Edgell, Stephen. 2006, „Unpaid Work-Domestic and Voluntary work“ in The Sociology of Work: Continuity and Change in Unpaid Work. New Delhi:Sage, Pp.153-181
14. Coser, 1990, „Forced Labour in Concentration Camps“ in Erikson, K. and S.P.Vallas (eds.) The Nature of Work: Sociological Perspectives, New Haven and London: American Sociological Association, Presidential Series and Yale University Press, Pp. 162-69
15. 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
16. Talib, Mohammad. 2010, Writing Labour- Stone Quarry workers in Delhi. New Delhi:OUP, Chapter 1, Pp. 23-54
17. Laughlin, Kim. 1995, Rehabilitating Science, Imagining "Bhopal" in George E. Marcus (ed.) Techno scientific Imaginaries: Conversations, Profiles and Memoirs, Chicago: University of Chicago Press, Pp. 277-302
18. Zonabend, Françoise. 2009, „The Nuclear Everyday“ in Massimiliano Mollona, Geert De Neve and Jonathan Parry (ed.) Industrial Work and Life: An Anthropological Reader, London: Berg, Pp-167

[HSO33106]

e. SOCIOLOGY OF HEALTH AND MEDICINE

Course Objectives

1. To introduces students to the sociology of health, illness and medical practice by highlighting the significance of socio-cultural dimensions in the construction of illness and medical knowledge
2. To examine theoretical perspectives and the dynamics shaping these constructions
3. To understand the negotiations of health and illness are explored through ethnographies

Laerning Outcome:

1. To ensure that students have understood the sociology of health

2. To make students aware the significance of socio-cultural dimensions in the construction of illness and medical knowledge

Unit-I

Introduction to the Sociology of Health and Medicine

Definitions, scope; Origins and Development of Sociology of Health; Conceptualising Disease, Sickness and Illness

Unit-II

Theoretical Orientations in Health and Illness

Systems Approach; Discourse and Power; Feminist Approach

Unit-III

Negotiating Health and Illness

Medical Practices; Health Policy in India

Unit-IV

Social components of Health

Social and Cultural Dimensions of Illness and Medicine; Four dimensions of health; Health and its relationship with other social components (such-as social, cultural, economic, demographic)

Unit-V

Community health:

Concepts, problems in India, health, longevity, and illness Attitudes, beliefs, practices and responses related to disease as also health—seeking behaviour

Unit-VI

Issues in Public Health Care Policy

Health care policies and programmes in rural and urban communities; Health as a fundamental right, financing health care, and health care insurance; Special issues of women, children, aged and disabled

Core Readings:

1. Turner, Bryan, S. (1995) Medical Power and Social Knowledge. London, Sage,
2. James Lindermann Nelson and Hilde Lindermann Nelson, ((eds.) Meaning and Medicine: A Reader in the Philosophy of Healthcare, New York: Routledge. (Pages 16-27)
3. Kleinman, Arthur (1988). The Illness Narratives: Suffering, Healing and the Human Condition. New York : Basic Books Inc. Publishers.
4. Fruend, Peter E.S., McGuire, Meredith B. and Podthurst, Linda S. (2003) Health, Illness and the Social Body, New Jersey: Prentice Hall. Chapter 9 (Pages 195-223)
5. Morgan, Lynn. Morgan (1987) Dependency Theory and the Political Economy of Health: An Anthropological Critique. Medical Anthropology Quarterly, New Series, Vol.1, No.2 (June, 1987) pp. 131-154.
6. Talcott Parsons (1951) The Social System, London: Routledge & Kegan Paul Ltd. Chapter 10, (Pages 428-479). 61

7. Foucault, Michel (1994) *The Birth of the Clinic: An Archaeology of Medical Perception*, New York: Vintage Books. Chapter 1 and Conclusion. (Pages 3-20 and 194-199).
8. Turner, Bryan, S. (1995) *Medical Power and Social Knowledge*, London: Sage.
9. Sujatha and Leena Abraham (eds). *Medical Pluralism in Contemporary India*. New Delhi: Orient BlackSwan.
10. Gould, Harold A. (1965) *Modern Medicine and Folk Cognition in Rural India in Human Organization*, No. 24. pp. 201- 208.
11. Leslie, Charles (1976) *Asian Medical Systems: A Comparative Study*, London: University of California Press, Introduction. (Pages 1-12)
12. Inhorn, Marcia (2000). *Defining Women's health: Lessons from a Dozen Ethnographies*, *Medical Anthropology Quarterly*, Vol. 20(3): 345-378
13. Das, Veena, R.K. Das and Lester Coutinho (2000) *Disease Control and Immunization: A Sociological Enquiry*. In *Economic and Political Weekly*, Feb. 19-26. Pages 625-632.
14. Qadeer, Imrana (2011) *Public Health In India*, Delhi: Danish Publishers, Part III, (Pages 221-252).

Suggested Reading:

1. Good, Byron (1994) *Medicine, Rationality and Experience: An Anthropological Perspective*. Cambridge: Cambridge University Press. Chapter 6. (Pages 135- 165)
2. Annandale, Ellen (1988) *The Sociology of Health and Medicine*. Cambridge: Polity Press.
3. Banerji, Debabar (1984) *The Political Economy of Western Medicine in Third World Countries*. In (ed.) John McKinlay *Issues in the Political Economy of Healthcare*. New York: Tavistock.

[HSO33108]

f. INDIAN SOCIOLOGICAL TRADITIONS:

Course Objectives:

1. This course will introduce students with the Traditions in Indian sociology which can be traced to Bombay university way back in 1914.
2. It will also emphasize on the need of indigenization along with issues of tradition and modernity, caste, tribe and gender.

Learning Outcome:

1. The students will be identified with an in-depth understanding of sociological traditions in Indian diaspora.
2. It will enable students to understand the sociological tradition through the contribution of Indian sociological thinkers
3. It will also help the students in critical analysis of concepts of tradition and modernity.

COURSE OUTLINE:

Unit 1: G S Ghurye

Caste and Race; City and Civilization

Unit 2: Radhakamal Mukerjee

Personality; Society; Values; Social Ecology

Unit 3: D P Mukerji

Tradition and Modernity; Middle Class

Unit 4: Verrier Elwin and N.K. Bose

Tribes in India

Unit 5: M.N. Srinivas

Social Change

Unit 6: Irawati Karve

Gender and Kinship

Core readings:

1. Chakraborty, D 2010, D P Mukerji and the Middle Class in India, Sociological Bulletin 59(2), May-August 235-255
2. Elwin, Verrier 1955, The Religion of an Indian Tribe, Bombay: OUP Chp 11, 15, 16, 17
3. Ghurye, G.S. 1969, Caste and Race in India, Delhi: Popular Prakashan Pp 114-140,404-460 (82 pages)
4. Ghurye, G.S. 1962, Cities and Civilization, Delhi: Popular Prakashan
5. Guha, Ramchandra 2010, „Between Anthropology and Literature: The Ethnographies of Verrier Elwin“ in Patricia Uberoi, Satish Deshpande and Nandini Sundar (eds)

Anthropology in the East: Founders of Indian Sociology and Anthropology, New Delhi: Permanent Black

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

Suggested readings:

1. Madan, T.N. 2010, „Search for Synthesis: The Sociology of D.P Mukerji“ in Patricia Uberoi, Satish Deshpande and Nandini Sundar (ed) Anthropology in the East: Founders of Indian Sociology and Anthropology, New Delhi: Permanent Black
2. Mukerjee, Radhakamal 1950, The Social Structure of Values, London: George Allen and Unwin Chp 2,3, 5, 6 & 9
3. Mukerjee, Radhakamal 1932, (reproduced in 1994) „An Ecological Approach to Sociology“ in Ramchandra Guha (ed) Social Ecology Delhi: OUP
4. Mukerjee, Radhakamal 1932, The concepts of balance and organization in Social Ecology Sociology and Social Research 16 (July-August 1932) 503-516
5. Mukerji D.P. (1958 second edition 2002), Diversities: Essays in Economics, Sociology and Other Social Problems, Delhi: Manak Publications Pg 177-225, 261-276
6. Munshi, Indra 2004, „Verrier Elwin and Tribal Development“ in T.B. Subba and Sujit Som (eds) Between Ethnography and Fiction: Verrier Elwin and the Tribal Question in India, New Delhi: Orient Longman
7. Srinivas, M.N. 1996, Indian Anthropologists and the study of Indian Society EPW 31(11) 656-657
8. Srinivas, M.N. 1971, Social Change in Modern India University of California Press Berkeley Chp 4-5
9. Sundar, Nandini 2010 „In the Cause of Anthropology: The Life and Work of Irawati Karve“ in Patricia Uberoi, Satish Deshpande and Nandini Sundar (ed) Anthropology in the East: Founders of Indian Sociology and Anthropology Permanent Black New Delhi
10. Upadhyaya, Carol 2010, The Idea of an Indian Society: G.S. Ghurye and the Making of Indian Sociology“ in Patricia Uberoi, Satish Deshpande and Nandini Sundar (ed) Anthropology in the East: Founders of Indian Sociology and Anthropology New Delhi: Permanent Black

[HSO33110]

g. SOCIOLOGY OF MARGINALISED COMMUNITIES

Course Objectives:

1. This paper is aimed at sensitizing students towards the concept, process and theories of marginalisation from sociological perspective.
2. It focuses on the issue of marginalization as encountered by Groups like Dalits, Adivasis, Women, Third Gender and Physically and mentally disabled.

Learning outcome:

1. The students will get a detailed understanding about the concept of marginalization by learning its dimensions, perspectives and the atrocities faced by the marginalized groups.
2. It will also assist students in the analysis of the role of State and NGOs in transforming the conditions and curtail the problems of marginalized communities.

COURSE OUTLINE:**UNIT 1****Marginalization**

Meaning; Scope and Dimensions of marginalisation: Social, Cultural, Political, Historical: Marginalization

UNIT 2**Perspectives of Marginalisation:**

Views of Jyotibha Phule, Periyar, Dr. B R Ambedkar, Narayan Guru, Ram Manohar Lohiya ;

UNIT 3**Marginalised Groups in India**

Dalits and Scheduled Castes; Adhiviasies and Scheduled Tribes; Third Gender, Women, Physically and Mentally Challenged

UNIT 4**Marginalization and its socio-economic indices:**

Poverty, Relative isolation, Deprivation, Exploitation, Discrimination, Educational Backwardness; inequality

Unit: 5**Ideology and Marginalization:**

Role of Ideology in Marginalization; Relation between marginalisation and social exclusion

Unit: 6

Social movements among marginalized communities:

Nature, dynamics and perspectives on social movements: protest, Reform: Role of Christian Missionaries in social reform movements; role of NGOs Constitutional Provisions;

Core readings:

1. Beteile, Andre (1981) Backward Classes and the new social order, Delhi: Oxford University press.
2. Beteille, Andre (1992) The backward classes in Contemporary India, Delhi: Oxford university press.
3. Charsley, S.R. and G K Karanth (1998) (eds.) Challenging Untouchability, Delhi: Sage
4. chako, M. Priyaram. (2005). Tribal Communities and social change, sage publications, New Delhi.
5. Chaudhari, S.N. (1988) Changing status of Depressed castes in contemporary India, Delhi: Daya Publishing House
6. Gupta, Dipankar (1991), social Stratification, New Delhi, Oxford University Press.

Suggested Readings:

1. Jogdand, P.G. (2000) New Economic Policy and Details, Jaipur: Rawat.
2. Narayan Badri. (2006), Women Heroes and Dalit Assertion in North India: culture identity and politics, Sage Publications, New Delhi.
3. Singha, Roy (2004), (ed), Social development and the Empowerment of Marginalized groups. Perspectives and strategies New Delhi: Sage
4. Srikrishna, S., Samudrala and Anil Kumar. (Eds.) (2007). Dalits and Human Rights, Serial Publication, New Delhi.
5. Gore, M.S. (1993) The Social Context of an Ideology; The Social and Political Thought of Babasahab Ambedkar, Delhi: Sage Publication.
6. Gupta, Dipankar (1991), Social Stratification, New Delhi, Oxford University, Press.
7. Jogdand, P.G. (2000), New Economic Policy and Dalits, Jaipur, Rawat Publication.
8. Omvedt Gail (1999), Dalits and the Democratic Revolution, Delhi, Sage Publications.
9. Omvedt, Gail. (1975). 'Caste, Class and Women's Liberation in India, Bulletin of Concerned Asian Scholars.

[HSO33112]
g. GLOBALISATION AND SOCIETY

Course Objectives:

1. To introduce the significance of Globalization and its relation to society, which includes the analysis of concept, history, dimensions, characteristics and impact of Globalization.
2. It will expose students to the understanding of various theoretical approaches of Globalization.
3. This course will help students grapple with various complex issues relating to challenges posed by globalization and resistance to Globalization.

LEARNING OUTCOMES

1. The students will develop in-depth Understanding of globalization and its related issues along with application of major theories related to globalization.
2. They will also understand globalization in relation to the social justice and its impact on society.

COURSE OUTLINE:

Unit I.

Understanding Globalization

Concept- globalization and global governance; History, characteristics and dimensions (economic, political and cultural)

Unit II.

Theoretical approaches

Martin Albro; R. Robertson, Anthony Gidden; Emmanuel Wallerstein; David Harvey, Huntington

Unit III.

Globalization and social justice in India

Impact on education, livelihood, and health care (marginalized sections, SCs, STs, women and poor); changing role of the state

Unit IV.

Challenges posed by Globalization

Environmental degradation, the Patenting of indigenous knowledge, biodiversity; Fundamentalism and religious resurgence; Issues related to transnational migration

Unit V.

Resistance to globalization

Women's movement; Environmental movement; Civil Society initiatives; Post globalization - role of nation state, issue of infinite cyberspace

Unit VI.

Impact of globalisation on Indian Society:

Religion; Culture; Education.

Core readings:

1. Appadurai Arjun, 1996, Modernity at Large, University of Minnesota Press
2. Applebaum R. and Robinson W., 2005, Critical Global Studies, Routledge, New York.
3. Bremen Yan, 1993, Footlose Labour, Cambridge University Press, Cambridge
4. Browning, Halcli, Webster(ed), 1996, Understanding contemporary society: Theories of the present, SAGE Publications, London
5. Cohen Robin and Shirin M.(ed), Global Social Movements, The Athlone Press, London

Suggested readings:

1. Chander Sekhran Bal krishnana - Impact of Globalization on developing countries and India. C, Rangarajan, Globalization and its impact, 2002
2. Dubhashi P.R., 2002, Peoples Movement against Global Capitalism : EPW Feb.9
3. Giddens Anthony, 2000, Runaway World : How globalization is reshaping our lives, Routledge, New York.
4. Jogdand P. G, Bansode P., Meshram, N. G. (Ed.), 2008, Globalization and social justice, Rawat, Jaipur
5. Jha Avinash, 2000, Background to Globalization, Centre for Education and Documentation, Mumbai MA Sociology syllabus for 2008-2010 37
6. Kofman and Young, 2003, Globalization, Theory and Practice. Continuum, London
7. Lechner F. and Boli J.(ed), 2000, The Globalization, Blackwell Oxford
8. Schuurman Frans J. (ed) 2002, Globalization and Development Studies, Sage Publications, New Delhi

SKILL ENHANCEMENT COURSES

COMPUTER APPLICATIONS AND STATISTICS FOR SOCIOLOGY

[SEC Credit: 02, Contact hours: 30]

Course Objectives:

- To teach students basic computer skills and mathematical applications required for their research in social science
- To introduce statistics and data collection methods

Learning Outcome:

- Analyze simple statistical problems
- Comprehend computer skills required for dissertation and social science research.

Course Outline:

Unit- I

Statistics : Definition, Terminology and Typology; Place of statistics in social Research; Levels of measurement Continuous and Discrete variables ; Frequency distribution; Grouping of data; Cumulative frequency and percentage distribution; Graphic techniques

Unit-II

Measures of Central Tendency and measures of dispersions: Arithmetic Mean , Median and Mode—their comparison and skewness

Unit- III

Range; Interquartile Range; Mean Deviation; Variance and Standard Deviation.

Unit- IV

Computer skills: SPSS version 21; MS-office skills- word, excel, power-point

Internet skills: browsing; bookmarking; downloading

Core Readings:

1. Blalock. Social Statistics Mc. Graw Hill Series in Sociology 2nd Edition. Delhi:1979
2. Elifson and others. Fundamentals of Social Statistics (Chs. 1-8) Mc Graw Hill Delhi:1990
3. R Mark Sirkin. Statistics for the Social Science 3rd Edition Sage Publications. London:2005

Suggested Readings:

1. Arthur Aron and Eliot Coups. Statistics for the Behavioural and Social Sciences: A brief Course 5th Edition. Pearson Publisher. 2010
2. Levin, Jack and James A.F Elementary Statistics in Social Research. Pearson Publisher. 2006.

❖ **Note: Any other text/Article suggested by the course instruction**

ETHNOGRAPHIC FILMMAKING
[SEC Credit: 02, Contact hours: 30]

Course Objectives:

- To enable students to focus on doing sociology and social anthropology through forms other than the written; , in particular, the oral, aural, and the visual.
- To introduces students to film techniques as a form and method of description and argument

Learning Outcome:

- Students will know the film techniques as a form and method of description and argument and enables a comparison between film and the written mode as ethnography.

Course Outline:

Unit-I

Introduction to Filmmaking as Ethnography
Different Modes of Filmmaking

Unit-II

Understanding the use of Camera in ethnography

Unit-III

The Filmmaker and the Filmed: Relationship and understanding ‘ethics’

Unit-IV

Editing and Construction of Meaning

Understanding multiple shots and camera movement

Unit-V

Filming Oral testimonies, Interviews and Interactions

Unit-VI

Final Film Projects

Core References:

1. Rouch, Jean, ‘Conversation between Jean Rouch and Professor Enrico Fulchignoni,’
In trans. Steven Feld, *Cine-Ethnography*. University of Minnesota Press, 2003.

2. Hastrup, Kirsten. ‘Anthropological Visions: Some Notes on Visual and Textual Authority’ In *Film as Ethnography*. Peter Ian Crawford, and David Turton, eds. Manchester and New York: Manchester University Press, 1993.
3. Suggested Screening of Film Scenes/Sequences, *Trance and Dance in Bali* by Margaret Mead and Gregory Bateson
4. Nichols, Bill. ‘What types of Documentary are there?’ In Introduction to Documentary. Bloomington: Indiana University Press, 2001.
5. El Guindi, Fadwa. ‘For God’s Sake Margaret’ In *Visual Anthropology: Essential Method and Theory*, Walnut Creek, CA: AltaMira, 2004. Pp. 61-82
6. Suggested Screening of Film Scenes/Sequences: *Diyas*, Judith MacDougall, 56 mins, 1997/2000.
8. Spiegel, Pauline, ‘The Case of the Well-Mannered Guest’ in *The Independent Film and Video Monthly* April 1984. Pp. 15-17
9. MacDougall, ‘Whose Story is it?’ In *Visual Anthropology Review*, Volume 7, Issue 10. 2, Pp. 2–10, September 1991
11. Dimensions of relationship between the filmmaker and the filmed - Gender, Class, Ethnicity.

Suggested Readings:

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

GENERIC ELECTIVES:

INTRODUCTION TO SOCIOLOGY (HSO31105)
INDIAN SOCIETY: IMAGES AND REALITY (HSO31106)
SOCIOLOGICAL THEORIES (HSO32107)
METHODS OF SOCIOLOGICAL ENQUIRY (HSO32108)

(HSO31105)

INTRODUCTION TO SOCIOLOGY
[6 credits: 60 Contact Hours--]

Course Objectives:

- This introductory paper is intended to acquaint the students with sociology as a social science and the distinctiveness of its approach among the social sciences.

- To help students develop proficiency with sociological concepts and sociological perspectives
- It is to be organized in such a way that even students without any previous exposure to sociology could acquire an interest in the subject and follow it.

Learning Outcome:

- The course will ensure a clear understanding of sociological concepts and terms
- The students would be able to use and apply sociological perspectives to their everyday life
- The Course will ensure that students will be inquisitive about sociology as a discipline

Course outline:

Outline: 1

Unit-I

The nature of sociology

The meaning and scope of sociology — the sociological perspective —

Unit-II

The Relationship of Sociology with Other Social Sciences

Unit-III

Basic concepts:

Society, Socialization; community, institution, association, group, culture; social structure, status and role, etc. —

Unit-IV

Institutions- Family and kinship, Religion, education, politics, etc. — Individual and society

Unit-V

Social Stratification

Unit-VI

Social Control and Change

Core References:

1. Abraham, F. 2010. Contemporary Sociology: An Introduction to Concepts and Theories. Oxford University press
2. Bottomore, T.B. 1972. Sociology: A guide to problems and literature. Bombay: George Allen and Unwin (India).

3. Giddens, A., 1993. Essentials of Sociology, Uk: Polity Press
4. Harlambos, M. 1998. Sociology: Themes and perspectives. New Delhi: Oxford University Press.
5. Inkeles, Alex. 1987. What is sociology? New Delhi: Prentice-Hall of India.
6. Jayaram, N. 1988. Introductory sociology. Madras: Macmillan India.
7. Johnson, Harry M. 1995. Sociology: A systematic introduction. New Delhi: Allied Publishers.

Suggested Readings:

1. Schaefer, Richard T. and Robert P. Lamm. 1999. Sociology. New Delhi: Tata-McGraw Hill.
2. Jayaram, N. 1988. Introductory sociology. Madras: Macmillan India.

HSO31106

Indian Society: Images and Realities

[6 credits: 60 Contact Hours--]

Course Objective: This course seeks to provide an interdisciplinary introduction to Indian society.

Course Outline:

Unit-I

Ideas of India: Civilization, Colony, Nation and Society

Unit-II

Indian Society: Concepts and Institutions - Caste: Concept and Critique; Agrarian Classes; Industry and Labour;

Unit-III

Tribe: Profile and Location; Village: Structure and Change; Kinship: Principle and Pattern ; Religion and Society

Unit-IV

Family and Gender; Political Economy

Unit-V

Challenges to Civilization, State and Society- Communalism; Secularism; Nationalism

Unit VI

Overview of processes shaping contemporary Indian society: Democracy; Nation Building; Globalization

References:

1. Ahmad, Imtiaz et.al (eds). Pluralism and Equality: Values in Indian Society and Politics, Sage : New Delhi, 2000. Breman, Jan. 'The Village in Focus' from the Village Asia Revisited, Delhi: OUP 1997.
2. Chatterjee, Partha. State and Politics in India. Delhi: Oxford University Press, 1997. Introduction: A Political History of Independent India.
3. Cohn, Bernard. India: Social Anthropology of a Civilization, Delhi: OUP
4. Dube, Leela. 'On the Construction of Gender: Hindu Girls in Patrilineal India', Economic and Political Weekly, Vol. 23, No. 18 (Apr. 30, 1988)
5. Embree, Ainslie Thomas,. Imagining India. Delhi: Oxford University Press, 1989.
6. Fuller, C. J. The Camphor Flame: Popular Hinduism and Society in India. Delhi: Viking, 1992.
7. Gray, John N. & David J. Mearns. Society from the Inside Out: Anthropological Perspectives on the South Asian Household. New Delhi: Sage,
8. Mines, Diane P. Caste in India. Ann Arbor, Mich.: Association for Asian Studies, 2009.
9. Omvedt, Gail. Understanding Caste. New Delhi: Orient Black Swan, 2011.
10. Sangari, Kumkum and Sudesh Vaid. Recasting Women: Essays in Indian Colonial History. New Brunswick: Rutgers University Press.

(HSO32107)

SOCIOLOGICAL THEORIES

Course Objective:

- To understand what accounts for the emergence of the academic discipline of sociology.
- To understand how the major classical theorists developed the academic discipline of sociology.
- To apply classical theories to contemporary social phenomenon.

Learning Outcome:

- Students will be able to identify the philosophical, economic and political developments that lead to the development of classic social theory.
- Students will demonstrate an understanding of the major concepts used by Marx, Weber, Durkheim and Pareto for their sociological analysis.
- Students will be able to apply sociological theory to contemporary issues.

Course Outline:

Unit-I

Historical Socio-Economic background of the emergence of sociology

Unit-II

August Comte

Positivism, Hierarchy of sciences, Law of Three Stages

Hebert Spencer

Evolution and Organism Theory of Society. Typology of Societies, Evolutionism

Unit-III

Karl Marx

Marx's theory of social change, Historical Materialism, Dialectical Materialism, Classes and Class conflict, Alienation

Unit-IV

Emile Durkheim

Social Facts, Division of Labour, Theory of Suicide, Theory of Religion

Unit-V

Max Weber

Ideal Types; Theory of social action; Protestant Ethic and the Spirit of Capitalism. Theory of Authority ;Theory of Bureaucracy,

Unit-VI

Vilfredo Pareto

Classification of logical and non-logical actions Residues; Circulation of Elites.

Core References:

1. Aron, Raymond: Main Currents in Sociological Thought, Vol. I and II, Penguin, Chapters on Marx, Durkheim and Weber. 1965 – 1967.
2. Bendix, Rinehard – Max Weber, An Intellectual Portrait (For Weber) Double Day. 1960.
3. Coser, L. A. : Masters of Sociological Thought, New York : Harcourt Brace, pp.43-87, 129-174, 217-260. 1977
4. Nisbet – The Sociological Tradition. Heinemann Educational Books Ltd., London. 1966.

5. Zeitlin Irvin – Ideology and the Development Sociological Theory. Prentice Hall. 1981.

Suggested Readings:

1. Giddens, Anthony: Capitalism and Modern Social Theory – An analysis of Writings of Marx, Durkheim and Weber, Cambridge University Press, Whole Book. 1997.

2. Hughes, John A., Martin, Peter, J. and Sharrock, W. W. Understanding Classical Sociology – Marx, Weber and Durkheim, London : Sage Publications, Whole Book. 1995.

❖ **Note: Any other texts/articles suggested by the course instructor**

(HSO32108)

METHODS OF SOCIOLOGICAL ENQUIRY

[Credits:-6 Contact Hours-]

Course Objectives:

- The course is a general introduction to the methodologies of sociological research methods.
- It will provide the student with some elementary knowledge of the complexities and philosophical underpinnings of research.
- The course offers a multidisciplinary approach to research methodology.

Learning Outcome:

- The students will get acquainted with nuances of qualitative and quantitative techniques and analysis.
- The students will learn how to produce original academic writing, send abstracts for conferences and publish in peer-reviewed academic journals.

Course Outline:

Unit-I

The Logic of Social Research: What is Sociological Research? ; Objectivity in the Social Sciences ; Reflexivity

Unit-II

Methodological Perspectives: The Comparative Method; The Ethnographic Method; Modes of Enquiry

Unit III

Sampling and Data Collection

Measurement and Scaling, Scaling techniques, Questionnaires, Surveys, Sampling Techniques

Unit IV

Qualitative Research

Qualitative Approach, Participant and Non-participant Observation, Content Analysis, Narrative Analysis, Qualitative Data Analysis

Unit V

Quantitative Research

Quantitative Approach, Quantitative Tools-Statistical Inference, Quantitative Data Analysis

Unit VI

Academic Writing and Publishing

Research Proposal- Review of Literature, Research Questions and Objectives, Reference Systems and Research Ethics

References:

1. Babbie, E. 2004. *The Practice of Social Research*. Thomson and Wadsworth.
2. Baker, T.L. 1990. *Doing Social Research*. McGraw-Hill.
3. Bailey. F.G. 2007. *Methods of Social Research*. Free Press
4. Bryman, Alan. 1988. *Quality and Quantity in Social Research*, London: Unwin Hyman.
5. Creswell, J. 2013, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (3rd Ed.) Sage
6. Goode, G and P.K. Hatt. 1952. *Methods in Social Research*. McGraw-Hill.
7. Jayaram, N. 1989. *Sociology: Methods and Theory*. Madras: MacMillan.
8. Miles, M. and A. Huberman. *Qualitative Data Analysis: an Expanded Source Book*. London: Sage, 1994
9. Kothari, C.R. *Research Methodology: Methods and Techniques*, New Delhi: New Age. 2004.
10. Neuman, W.L. *Social Research Methods: Quantitative and Qualitative Approach*. New Delhi: Pearson Education India, 2006

EXT	HSO31107	GENDER: SOCIAL SCIENCE PERSPECTIVES-	CREDIT-02
EXT	HSO31108	COMMUNITY DEVELOPMENT	CREDIT-02

(HSO31107)
GENDER: SOCIAL SCIENCE PERSPECTIVES
(EXT, Credit: 2, Contact Hours:)

Course Objective:

- The students will learn to critically look at the construction of gender inequalities and develop an understanding of gender justice
- The objective is to trace the evolution of gender as a category of social analysis in the late twentieth century
- This course endeavours to introduce students to the major concepts and theoretical perspectives of sex-gender systems and practices.

Learning Outcome:

- It is hoped that exposure to the course will lead to a better understanding of the gender
- Provide a comparative perspective of the developed and the developing countries and issues concerning Indian women

Unit- I

Social Construction of Gender: Gender vs. Biology, Equality vs. Difference; Women in the family: socialization, nature vs. nurture-Gender, gender roles

Unit-II

Private-public dichotomy, sexual division of labour; Patriarchy as ideology and practice; waves of feminism

Unit-III

Women, employment and global economy: Women, paid employment and feminization of poverty: capitalism and patriarchy; Women as unpaid labour: wages for house-work debate

Unit-IV

The changing status of women in India – pre-colonial, colonial and post-colonial; Demographic profile – the gender gap (census, NSS); Alternative conceptions of gender-caste and gender; class and gender; Women Reproductive Health.

References:

- 1.Chakravarty, U. *Gendering Caste: Through a Feminist Lens*. Calcutta: STREE, 2003
- 2.Desai, Neera and M. Krishnaraj. 1987. *Women and Society in India*. Delhi: Ajanta.
- 3.Forbes, G. 1998. *Women in Modern India*. New Delhi, Cambridge University Press
4. .Ghadially, Rehana (ed.) 1988. *Women in Indian Society*. New Delhi: Sage.
- 5.Jackson. S. and Scott. S. (eds.) 2002. *Gender: A Sociological Reader* London; Routledge
6. Jackson, Stevi & Jones, Jackson (ed.) 2011 *Contemporary Feminist Theories*. New Delhi: Rawat Publications.
7. Mathu, Anuradha (ed.) 2008. *Gender and Development in India: The Indian Scenario*. New Delhi: Kalpaz Publications.
8. Omvedt, Gail. 1975. 'Caste, Class and Women's Literation in India,' Bulletin of Concerned Asian Scholars
- 9.Oakley, Ann. 1972. *Sex, Gender and Society*. New York: Harper and Row.

(HSO31108)

COMMUNITY DEVELOPMENT

(EXT, Credit: 2, Contact Hours:)

Course Objectives:

- To gain primary knowledge about the primary method of social work practice with communities.
- To understand the techniques and approaches of social work practice with communities.
- To acquire the skill of working with communities.

Learning Outcome:

- Students will be able to understand community development and community organization as a method of social work
- Students will learn principles of community development and techniques of community organization
- Students will obtain the skill of working with communities.

Course Outline:**Unit-I**

Community organization – History, Concept, Principles, Assumptions and Objectives – Community Organization and Community Development

Unit- II

Models of community organization – locality Development, social planning, social action – Skills in Community Organization – Communication, Training, Consultation, Public Relations, Resource Mobilization, Liaisoning

Unit-III

Approached to Community organization – General Content, Specific Content and Process Objective.

Unit- IV

Methods of Community Organization – Awareness Creation, Planning and Organizing, Education, Networking, Participation, Leadership.

References:

1. Cox M Fred et. Al. (2005). *Strategies of Community Organization*, 4th Edition. New delhi: Peacock Publishers.
2. Fred, Milson. (1974). *An introduction to community work*. London: Routledge and Kegan paul
3. Gangrade, K. D. (1997). *Community organization in India*, New Delhi: Popular prakashan.
4. Johri, Pradeep Kumar, (2005). *Social work and Community Development*. 4th edition. New Delhi: Anmol Publications Pvt. Ltd.
5. Kumar, Jha Jainendra. (2002). *Social work and Community Development*. New Delhi: Anmol Publications Pvt. Ltd.
6. Kumar, Somesh. (2008). *Methods for community participation*. New Delhi: Vistar Publications.
7. Ledwith, Margaret. (2005). *Community Development: A critical approach*. New Delhi: Rawat Publications.
8. Rivera & Erlich,. (1995). *Community organization in a diverse society*. Boston: Allyn and Bacon
9. Siddiqui, H. Y. (1984). *Social work and social action*. (ed), New Delhi: Harnam Publications.

(HSO31106)

Indian Society: Images and Realities

Course Objective:

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

Outline:

1. Ideas of India: Civilization, Colony, Nation and Society

2. Institutions and Processes

2.1 Village, Town and Region

2.2 Caste, Religion and Ethnicity

2.3 Family and Gender

2.4 Political Economy

3. Critiques (2 Weeks)

COURSE CONTENTS AND ITINERARY

1. Ideas of India: Civilization, Colony, Nation and Society

1.1 Embree, Ainslie Thomas,. Imagining India. Delhi: Oxford University Press, 1989. Chapter 1- Brahmanical Ideology and Regional Identities. Pp. 9 – 27

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

2. Institutions and Processes

2.1 Village, Town and Region

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

2.1.2 Cohn, Bernard, An Anthropologist Among Historians and Other Essays, Delhi: OUP, 1987, Chapters. 4 and 6. Pp.78-85 & 100 – 135

2.2 Caste, Religion and Ethnicity

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

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

2.2.3 Ahmad, Imtiaz et.al (eds). Pluralism and Equality: Values in Indian Society and Politics, Sage : New Delhi, 2000. Chapter: ‘Basic Conflict of ‘we’ and ‘they’” Between religious traditions, between Hindus, Muslims and Christians’. Pp.

2.3 Family and Gender

2.3.1 Dube, Leela. ‘On the Construction of Gender: Hindu Girls in Patrilineal India’, Economic and Political Weekly, Vol. 23, No. 18 (Apr. 30, 1988), pp. WS11-WS19

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

1989. Chapter 3. (Sylvia Vatuk) Household Form and Formation: Variability and Social Change among South Indian Muslims. Pp. 107-137

2.4 Political Economy

2.4.1 Chatterjee, Partha. State and Politics in India. Delhi: Oxford University Press, 1997. Introduction: A Political History of Independent India. Pp. 1-39

3. Critiques

3.1 Omvedt, Gail. Understanding Caste. New Delhi: Orient Black Swan, 2011. Chapters. 5, 9, 11 and Conclusion. Pp. 30-38, 67 – 73, 83 – 90, 97 – 105

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