

दिल्लीविश्वविद्यालय

UNIVERSITY OF DELHI

Bachelor of Arts (Prog.) Sociology

(Effective from Academic Year 2019-20)



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BA (Program) Sociology under CBCS

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LOCF—DEPARTMENT OF SOCIOLOGY

B.A.PROGRAM

INTRODUCTION

The learning outcomes-based curriculum framework for B.A Programme degree in Sociology is intended to help the students to understand the nature of society in which they live and to acquire the skills to view social reality objectively. Sociology is all about ‘looking at things differently’ and the study of the course inspires the students to view the daily events from a larger perspective and to understand society in a better and critical way. Through the study of sociology, students learn to question the inequalities and injustices prevalent in society. This better and evolved understanding helps in their personality development. Hence, to study sociology means a lifelong engagement with critical thinking and observation.

Sociology is the study of human social life, groups and societies. The scope of sociological study is extremely wide, ranging from analysis of the notion of ‘self’ to the investigation of global social processes. It is reflected in the nature of the papers offered at the B.A Programme degree course as well as in the readings of the papers. The focus of the course is two-fold: to introduce main sociological concepts and theories to the students and to relate and link the theoretical understanding to the actual experiences of life.

1.1. GRADUATE ATTRIBUTES

DISCIPLINARY KNOWLEDGE

The B.A. Programme course provides students an opportunity to access knowledge from more than one discipline. As regards sociology, students may pursue this discipline along with Political Science, Psychology or language courses such as Spanish. Such an interdisciplinary approach is beneficial to expanding the knowledge of students cutting across disciplines.

B.A Programme includes Core Papers in Sociology such as *Introduction to Sociology, Sociology of India, Sociological Theories, Methods of Sociological Enquiry*. Discipline Specific Courses including *Sociology of Religion, Marriage, Family and Kinship, Gender and Sexuality, Social Stratification*. These papers cover a wide range of topics like culture, socialization, social change, caste, class, tribe, village, women’s movements, Dalit movement, communalism, secularism, Hinduism, Islam, Sikhism, Christianity, Buddhism, social stratification, Race, Gender as a social construct, politics of gender and

classical thinkers such as Emile Durkheim, Max Weber and Karl Marx. By providing an understanding of social institutions through papers on religion, kinship, polity and economy, the B.A. Program allows for interconnectedness between aspects of society as well as among the social sciences.

In addition to these core papers, the B.A. Programme course in Sociology offers Generic Papers like *Polity and Society* and *Economy and Society*. The first paper seeks to introduce the students to the study of Indian politics from a sociological perspective. In the process, it attempts to give the students theories, categories and conceptual tools to understand politics in relation to society in general. The *Economy and Society* paper introduces the students to the complex ways in which economic activity is embedded in social relations from a sociological view point.

There are a number of Skill Enhancement Courses such as *Techniques of Social Research*, *Gender Sensitization*, *Society through the Visual*, *Theory and Practice of Development* as well as the paper on *Techniques of Social Research* aims to enhance the skills of students to understand and use techniques employed by social scientists to investigate social phenomena. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research.

COMMUNICATION SKILLS

The syllabus covers varied topics of social relevance, providing grounding in sociological theory as well as its applicability in lived experience. The evaluation method includes training in effective communication through both written and oral exercises. Term papers and book review assignments encourage students to read beyond the prescribed texts to explore national and global contexts of key debates, policies on social issues. Paper presentations and group discussions enable students to be vocal in their understanding of society using the sociological perspective. Evaluation is a continuous process that takes place through assignments, presentations, projects, tests and examinations. Tutorials are held to establish conceptual clarity and clear their doubts.

CRITICAL THINKING

Students develop an ability to challenge common assumptions. The generic elective course brings together students from across disciplines. Sociology allows them to use their access to a diversity of disciplines to appreciate differences and enhance their awareness of inequality, hierarchy, human rights, morals, ethics, social justice in the realm of caste, class, gender. Inclusion of theoretical work by Indian and western scholars of eminence combined with case studies provides for an in-depth understanding of society.

PROBLEM SOLVING

Understanding of social problems and training in social research through papers on research techniques and enquiry enables students to seek solutions for issues that disturb the order in society.

ANALYTICAL REASONING

The B.A. Program course is oriented towards helping students acquire the ability to identify gaps in formulation and implementation of development policies, success of outreach programs and its effect on people occupying the margins of society in terms of caste, class, gender, sexuality and disability.

For instance, the *Gender Sensitization* paper will sensitize students to issues related to gender and equality among all sexes. It will provide them with the tools and skills to develop and integrate a gendered perspective in work and life. In particular, students will be acquainted with laws that have an immediate bearing on gender relations. Similarly, the paper *Society through the Visual* intends to train students in the specialized technique of conducting visual research and analysis of visual data. It focuses on the broad fields of Photography, Film and Multimedia as significant tools, used in contemporary research practices. The paper *Theory and Practice of Development* aims to familiarize students with the arguments of development theory in the decades of 80s onwards and to equip them with some of the methodology in development practices adopted since then.

RESEARCH RELATED SKILLS

Papers on conducting research are part of the papers in the Core course titled *Methods of Sociological Enquiry* and the Skill Enhancement Course (SEC) titled *Techniques of Sociological Research*. These courses highlight the diverse methodological approaches to study society with fieldwork studies.

COOPERATION/TEAM WORK

Group projects/ presentations as well as Annual Festivals organised on themes of sociological relevance provide an ideal training ground for students to learn to work in cooperation, coordination and develop organization skills. Participation from across colleges offering undergraduate course in sociology ensures the competitive spirit and learning through interaction among students on a plethora of current social issues.

SCIENTIFIC REASONING

REFLECTIVE THINKING

Sociology challenges common sense assumptions about social crisis, social marginality, diversity, disparities in opportunities and constraints. Teaching is semantically linked with the transmission of knowledge. This can be achieved effectively through the promotion of participatory culture which helps the students as well as the teachers to grow. The department of sociology strives towards giving knowledge that is beyond books. In this regard, *Doing Media* is an important part of the curriculum, hence, we rely heavily upon the use of movies, newspapers, folksongs, metaphors, literature and graffiti and stories as well. Classroom lectures are full of references to the current social events. Since sociology is a new subject for most of the students, it is a challenge to make the students understand the concepts of the subject. As a result, in the classroom lecture sessions, there is an emphasis on interaction and discussion. Students are encouraged to express their views.

INFORMATION/DIGITAL LITERACY

PPTs, internet research

SELF-DIRECTED LEARNING

MULTICULTURAL COMPETENCE

Since sociology is the study of social and cultural aspects of society, the students learn to respect cultural differences. By inspiring the students to respect all kinds of opinions and ideas, Sociology helps the students to come out of the stereotyped notions about different communities, races and gender relations. Sociology helps them to reject and fight discrimination and violence.

Case studies as part of the course provides cross cultural understanding of society in different parts of the world

MORAL/ ETHICAL AWARENESS

The Department of Sociology attracts students from diverse backgrounds in terms of region, religion, caste, class and nationalities. The discipline of sociology provides students a platform to exchange ideas. It facilitates enriching their experience of the society around them by helping them to draw on and share their personal experiences regarding village, caste, kinship and tribal societies etc with what they study in sociology. They learn the Importance of human values in terms of training in awareness of stratification and inequality and appreciation for diversity and difference in papers on gender, religion, polity and social stratification.

Students also learn ethical values through training in proper referencing and abstaining from plagiarism. They are encouraged to read beyond the prescribed texts in pursuit of assignments in the form of projects

and book reviews. This enables a better understanding of key arguments surrounding social issues part of their sociology course.

Students of B.A. Program pursuing sociology are taught a course on environmental sciences (EVS). This creates awareness regarding social responsibility towards the environment.

LEADERSHIP QUALITIES

Participation in group projects based on themes from the syllabus encourages team work, coordination and cooperation among students. They develop leadership skills in coordination their respective tasks assigned within the group. Students bring to the table ideas that collate their learning of sociological concepts with knowledge from the other discipline they pursue alongside sociology. This creates interest among students attending the ensuing presentations and motivates them to work towards sharpening their vision and presentation skills.

LIFELONG LEARNING

The sociology syllabi as well as the assignments for evaluation are an ideal training ground for students to become competent in meeting demands of the workplace.

1.2. QUALIFICATION DESCRIPTORS

B.A. program allows students access to understanding of one discipline in conjunction and interconnections with another. Linkages across different disciplines prove to be an asset in terms of widening the field of knowledge that a student pursuing sociology studies and also provides an edge professionally in terms of employment opportunities in the field of teaching, research, development, government and public service. This may be attributed to the key social issues on gender, family and kinship and social institutions of religion, polity and economy papers that the sociology syllabus is centred on. SEC 2: Gender Sensitization, DSE 4 Gender and Sexuality, SEC 4: Theory and Practice of Development, DSE 1 Religion and Society, DSE 2: Marriage, Family and Kinship, DSE 3: Social Stratification, GE 1: Polity and Society in India and GE 2: Economy and Society are the papers one may take into consideration in this regard.

The syllabus also offers training in research techniques, collection of qualitative and quantitative data, its analysis and formulation of evidence based solutions. Papers that facilitate this understanding include SEC 1: Techniques of Social Research (Semester III) and Core 4: Methods of Sociological Enquiry (Semester IV).

1.3. PROGRAMME LEARNING OUTCOMES

The learning outcomes, aligned with the relevant qualification descriptors, are aimed at enabling the students to demonstrate a systematic and coherent understanding of main sociological concepts and theories and to relate their analytical understanding of the subject and its theoretical understanding to the actual experiences of life. The students will be equipped with a critical thinking, helping them to understand the social, economic, political and cultural institutions in a better and systematic way. With this evolved understanding, students will have analytical skills to not only interpret the theories but also to locate it in the larger world.

The students will be able to demonstrate the use of the skills and techniques to investigate social phenomena. With emphasis on formulating research design, methods of data collection, and data analysis, students will be able to conduct quantitative and qualitative research. After studying the 'Gender Sensitization' paper, students will understand the issues related to gender and it will also provide them with the tools and skills to develop and integrate a gendered perspective in work and life. With some skill-based papers, students will be trained in analysis of visual data.

The students, having learnt the approach, technique and theories to understand complex social and cultural realities, learn to become responsible persons in society. They learn to respect all kinds of opinions and ideas, helping them to become rational beings.

1.4. TEACHING LEARNING OUTCOMES

The aim of the course is to provide a high quality integrated educational programme to our students. Holistic approach adopted in teaching results in personality development of the students. Going beyond the 'chalk and board' method, the lecture-cum-presentation, using ICT modes, has helped the students to share their views as well.

The students are encouraged to 'observe' social events and reading newspapers, watching documentaries, films etc. which has proved to be a great learning tool. Students hone their research techniques through projects and assignments. With the aid of visual, oral and other kinds of narratives, students participate in discussion sessions and work on projects.

Details of Courses Under Undergraduate Programme

B.A.(Prog.)

Course

***Credits**

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I. Core Course

Elective Course Practical / Tutorials* (6 Practical/ Tutorials*)

(12 Papers)

Two papers – English

Two papers – MIL

Four papers – Discipline 1.

Four papers – Discipline 2.

Two papers- Discipline 1 specific Two papers-
Discipline 2 specific Two papers- Generic (Inter
disciplinary)

Two papers from each discipline of choice including
papers of interdisciplinary nature.

Core Course Practical / Tutorial* (12 Practicals)

II. Elective

Course (6 Papers)

Two papers- Discipline 1 specific

Two papers- Discipline 2 specific

Two papers- Inter disciplinary

Two papers from each discipline of choice
and two papers of interdisciplinary nature.

Paper+ Practical
Tutorial

Paper +

$$12 \times 4 = 48$$

$$12 \times 5 = 60$$

$$12 \times 2 = 24$$

$$12 \times 1 = 12$$

$$6 \times 4 = 24$$

$$6 \times 5 = 30$$

$$6 \times 2 = 12$$

$$6 \times 1 = 6$$

- ☐ **Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester**

III.Ability Enhancement Courses

1. Ability Enhancement Compulsory

$$2 \times 2 = 4$$

$$2 \times 2 = 4$$

(2 Papers of 2 credits each)

Environmental Science

English Communication/MIL

2. Ability Enhancement Elective

$$4 \times 2 = 8$$

$$4 \times 2 = 8$$

(Skill Based)

(4 Papers of 2 credits each)

Total credit= 120

Total = 120

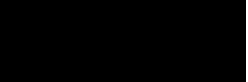
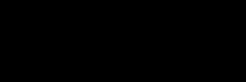
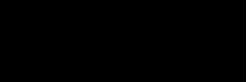
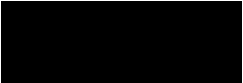
Institute should evolve a system/policy about ECA/ General

Interest/Hobby/Sports/NCC/NSS/related courses on its own.

***wherever there is a practical there will be no tutorial and vice-versa.**

Scheme For Courses For BA (Program) Sociology

	(A)		(C)	(D)	(E)
	CORE COURSES	(B)	Skill Enhancement Course	Elective:	Elective: Generic Elective
Semester	(4 Courses)	Ability Enhancement	(SEC)	Discipline Specific (DSE)	(GE)
	(5 Lectures+ 1 Tutorial	Courses (AECC)	(4 Courses)	(2 Courses)	(2 Courses)
	per Course)	(2 Courses)	(2 Lectures)	(5 Lectures+1 Tutorial Per Course)	(5 Lectures+1 Tutorial
	6 Credits per Course	2 Credits per Course	(2 Credits per Course)	4x6=24 Credits	Per Course)
	4x6=24 Credits	2x2=4 Credits	2x4=8 Credits	(One course to be Chosen from two on offer each semester)	2x6=12 Credits

I	Sociology Core 01 	(English/ MIL Communication)/			
	Introduction to Sociology	Environmental Science			
II	Sociology Core 02 	(English/ MIL Communication)/			
	Sociology of India	Environmental Science			
III	Sociology Core 03 		Sociology SEC 01 		
			Techniques of Social		

	Sociological Theories		Research		
IV	Sociology Core 04 <div></div>				
	Methods of Sociological Enquiry		Sociology SEC 02 <div></div> Gender Sensitization		
V			Sociology SEC 03	Sociology DSE 01 <hr/> Religion and Society	Sociology GE 01 <hr/>

			<div></div>		
			Society through the Visual	Sociology DSE 02 <hr/> Marriage, Family and Kinship	Polity and Society in India
VI			Sociology SEC 04 <hr/> Theory and Practice of Development	Sociology DSE 03 <hr/> Social Stratification	Sociology GE 02 <hr/> Economy and Society
				Sociology DSE 04 <hr/> Gender and Sexuality	

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Core Course 01

Introduction to Sociology

Course Objective:

This course is a broad introduction to the discipline of sociology. It familiarizes the students with the history and some of the fundamental concepts and concerns of the discipline. Learning outcomes:

Course Learning Outcomes

This paper focuses on the origin and development of Sociology as a separate discipline.

After studying the paper you should be able to-

- a. Outline the background to the emergence of Sociology as a discipline.
- b. Understand the basic concept of Sociology and relate them to social life.
- c. Inculcate a sociological way of thinking.

Outline:

1. Nature and Scope of Sociology
 - 1.1 History of Sociology
 - 1.2 Relationship of Sociology with other Social Sciences:
 - 1.2.1 Anthropology
 - 1.2.2 Psychology
 - 1.2.3 History
2. Sociological Concepts

- 2.1 Status and Role
- 2.2 Groups
- 2.3 Culture
- 2.4 Socialization
- 2.5. Structure and Function
- 2.6. Social Control and Change

COURSE CONTENTS AND ITINERARY

1. Nature and Scope of Sociology (6 Weeks)

1.1 History of Sociology

1.1.1 Giddens, A., 2006 (5th ed.), Sociology, London: Oxford University Press, Chapter 1, pp. 2-29.

1.1.2 Relationship of Sociology with other Social Sciences: Anthropology, Psychology and History.

1.1.3 Beattie, J., 1951, Other Cultures, New York: The Free Press, Chapter 2, pp. 16-34.

2. Sociological Concepts (8 Weeks)

2.1 Status and Role

2.1.1 Bierstedt, R., 1974, The Social Order, New York: McGraw Hill, Chapter 9, pp. 250-279.

2.1.2 Linton, R., 1936, The Study of Man, New York: Appleton Century Crofts, Chapter 8, pp. 113-131.

2.2 Groups

2.2.1 Bierstedt, R., 1974, The Social Order, New York: McGraw Hill, Chapter 10, pp. 280-309.

2.3 Culture

2.3.1 Bierstedt, R., 1974, The Social Order, New York: McGraw Hill, Chapter 5 & 6, pp. 125-187

2.4 Socialization

2.4.1 Horton, P.B. and C.L. Hunt, 1985, Sociology, New York: McGraw Hill, Chapter 4, pp. 79-103.

2.5 Structure and Function

2.5.1 Radcliffe-Brown, A.R., 1976, Structure and Function in Primitive Society, London: Cohen and West, Chapter 9 & 10, pp. 178-204

2.6. Social Control and Change

2.6.1 Horton, P.B. and C.L. Hunt, 1985, Sociology, New York: McGraw Hill, Chapter 7 & 20, pp. 154-181, 509-540.

Suggested Readings

1 Beteille, Andre, 2009, Sociology: Essays in Approach and Method, Delhi: Oxford University Press, Chapter 1

2 Bottomore, T.B.(1971), Sociology: A Guide to Problems and Literature, London: Allen and Unwin, Chapter 4

3 Ritzer, George, 1996, Classical Sociological Theory, New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46

4 Beteille, André, 2002, Sociology: Essays in Approach & Method, Oxford University Press, Chapter 2, 'Sociology and Social Anthropology', Pp. 28-54

5 Burke, Peter, 1980, Sociology and History, George Allen and Unwin, Chapter 1, 'Sociologists and Historians', Pp. 13-30

Teaching Learning Process

This course is aimed at developing an understanding of the basic forms and processes of social interaction in society, therefore, the lecture-cum-participation method is used to engage the students and to encourage them to view as well as question the social events. The students, in addition to attending lectures and tutorial, write assignments, projects and prepare presentations as well.

Assessment Methods:

Periodic tutorials, team-based project works, class tests, assignments as modes of assessment further helps the students to understand and grasp the key concepts in a better way.

Key Terms

Society, History, Anthropology, Psychology, Status and Role, Groups, Culture, Socialization, Social Structure, Social Function, Social Control, Social Change

CORE COURSE 02

Sociology of India

Course Objective:

This paper aims to provide an outline of the institutions and processes of Indian society. The central objective is to encourage students to view the Indian reality through a sociological lens. The students will be able to understand some key social structures of Indian society.

Learning Outcomes:

The paper focuses on the functioning of various institutions of society. After studying this paper, students should be able to:--

- *analyze different bases of plurality in India
- *define the structure of caste, class, tribe, kinship and village
- *describe the shifts in issues addressed by the women's movement and the nature of dalit movement
- * discuss the growth of communalism in India

Outline

1. India as a Plural Society
2. Social Institutions and Practices
 - 2.1 Caste
 - 2.2 Tribe
 - 2.3 Class
 - 2.4 Village
 - 2.5 Kinship
3. Identities and Change
 - 3.1 Dalits' Movement
 - 3.2 Women's Movement
4. Challenges to State and Society
 - 4.1 Communalism
 - 4.2 Secularism

COURSE CONTENTS AND ITINERARY

1. India as a Plural Society(2 Weeks)

Mason, Philip 1967. "Unity and Diversity: An Introductory Review" in Philip Mason(ed.)
India and Ceylon: Unity and Diversity. London: Oxford University Press, Introduction.

2. Social Institutions and Practices (8 Weeks)

2.1 Caste

2.1.1 Ghurye, G.S; 1992 "Features of the Caste System" in Dipankar Gupta(ed.), Social Stratification in India, New Delhi:OUP, pp.35-48

2.1.2 Srinivas, M.N., 1956, "A Note on Sanskritization and Westernization", The Far Eastern Quarterly, Volume 15, No. 4, pp 481-496.

2.2 Tribe

Haimendorf, C.V.F., 1967, „The Position of Tribal Population in India“, in Philip Mason (ed.), India and Ceylon : Unity and Diversity, New York: Oxford University Press, Chapter 9.

2.3 Class

2.3.1 Thorner, Daniel, 1992. "Agrarian Structure" in Dipankar Gupta (ed.), Social Stratification in India, New Delhi: Oxford University Press, pp. 261-270

2.4 Village

Srinivas, M.N and Shah, A.M, September 10, 1960, "The Myth of Self Sufficiency of the Indian Village", in *The Economic Weekly*, pp1375-1378

2.5 Kinship

Karve, Iravati. 1994, „The Kinship map of India“, in Patricia Uberoi(ed.) Family, kinship and marriage in India. Delhi: Oxford University Press, pp.50-73.

3. Identities and Change (2 Weeks)

3.1 Shah, Ghanshyam. 2001, Dalit identity and politics. Delhi: Sage Publications, Chapter 1 and 7.

3.2 Kumar, Radha. 1999, „From Chipko to sati: The Contemporary women’s movement“, in Nivedita Menon (ed.) Gender and Politics in India. Delhi: Oxford University Press, pp. 342-369.

4. Challenges to State and Society (2 Weeks)

4.1 Madan, T.N., 1997, Modern Myths and Locked Minds. Delhi: Oxford University Press, Chapter 8.

4.2 Dumont, L. 1997, Religion, Politics and History in India. Paris: Mouton, Chapter 5.

Additional Readings

1 Dhanagare, D.N., 1991, ‘The Model of Agrarian Classes in India’, in Dipankar Gupta(ed.), Social Stratification. Delhi:Oxford University Press, pp271-275

2 Madan, Vandana(ed.)2002. The Village in India, Delhi:Oxford University Press;
Introduction

3 Mencher, J., 1991, ‘The Caste System Upside Down’, in D.Gupta(ed.), Social Stratification, Delhi:OUP, PP.93-109

4 Oommen, T.K.(ed) 1997. Citizenship and National Identity. New Delhi: Sage, Chapter 5

Assessment Methods

The evaluation of students’ understanding of the course will be a continuous process. Learning – Outcomes will be assessed through paper presentations, individual project reports, mid-term test and end-semester final examination.

Learning Outcomes assessment is divided into two parts:

- (a) 25 marks for internal assessment
- (b) 75 marks for final examination

Teaching-Learning Process

The main aim of the course is to draw attention to the key concepts and institutions of Indian society, hence, classroom lectures are full of references to the current social events. The students are encouraged to express their opinions. Interaction based lectures along with the use of movies, documentaries and newspaper references help the students to understand the concepts in a better way.

Key Terms

Diversity, Caste, Class, Tribe, Kinship, Village, Secularism, Communalism, Women's Movement, Dalit Movement

Sociological Theories

Objective :

The course introduces the students to the classical sociological thinkers, whose work has shaped the discipline of sociology.

Learning Outcomes

- The core course on Sociological theories, presents the very essence of disciplinary knowledge. A student on course completion will have a basic grounding in sociological thought.
- The student shall also be able to relate the theories to the development of the discipline of sociology.
- The very nature of the course requires higher order thinking skills among students. Thus, the student shall develop reflective thinking.

- With a basic grounding in theories, the course shall provide a meaningful platform for life-long learning to the desiring student.

Outline:

1. Karl Marx

1.1 Materialist Conception of History

1.2 Class and Class Struggle

2. Emile Durkheim

2.1 Social Fact

2.2 Forms of Solidarity 3. Max Weber

3.1 Ideal Types and Social Action

3.2 Types of Authority

COURSE CONTENTS AND ITINERARY

1. Karl Marx (5 Weeks)

1.1 Materialist Conception of History

1.2 Class and Class Struggle

1.1.1 Marx, K. and Friedrich Engels. 2002. The Communist Manifesto. Harmondsworth :Penguin.

1.1.2 Aron, R. 1967. Main Currents in Sociological Thought. London: Weidenfield and Nicholson, Vol. 1. pp. 107-180. 7

1.1.3 Calhoun, J. Craig, 2007. Classical Sociological Theory. 2 nd Edition Blackwell, pp. 73-130.

1.1.4 Jayapalan, N. 2001. Sociological Theories. Atlantic Publisher, pp.35-69.

2. Emile Durkheim (5 Weeks)

2.1 Social Fact

2.1.1 Durkheim, E. 1958. The Rules of Sociological Method. Glencoe: Free Press, Chapters 1 and 3.

2.1.2 Jones R.A. 1986, Emile Durkheim: An Introduction to Four Major Works. London: Sage. Chapters 3 and 4.

2.2 Forms of Solidarity

2.2.1 Aron, R. 1967. Main Currents in Sociological Thought London: Weidenfield and Nicholson, Vol. 2, pp. 11-97.

2.2.2 Calhoun, J. Craig, 2007. Classical Sociological Theory 2 nd Edition. Blackwell, pp.131-180.

2.2.3 Jayapalan, N. 2001. Sociological Theories. Atlantic Publisher, pp.146-178.

3 Max Weber (4 Weeks)

3.1 Ideal Types and Social Action

3.2 Types of Authority

3.1.1 Gerth, H.H. and C. Wright Mills (eds.) 1948. From Max Weber: Essays in Sociology. London: Routledge and Kegan Paul, Introduction.

3.1.2 Aron, R. 1967. Main Currents in Sociological Thought. London: Weidenfield and Nicholson, Vol. 2, pp.177-252.

3.1.3 Calhoun, J. Craig, 2007. Classical Sociological Theory. 2nd Edition. Blackwell, pp.205-274.

3.1.4 Jayapalan, N. 2001. Sociological Theories. Atlantic Publisher, pp.97-115.

Teaching Learning Process:

- 1 Lectures and tutorials
2. Short Research Project

Assessment Methods:

- 1 Assignments
2. Research project

Keywords:

Materialist, History, Class, class struggle, social fact, solidarity, Ideal types, social action, authority.

CORE COURSE 04

METHODS OF SOCIOLOGICAL ENQUIRY

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

LEARNING OUTCOMES

- The ‘**how**’ question, is as relevant, for any discipline, as are the ‘**what, where, when and who**’ questions. It is mainly through this core paper, that a student of sociology, is introduced to the ‘**how**’ question.
- On completion it is expected that a student is **able to have a basic understanding of :**
 - **The philosophical underpinnings of sociological research.**
 - **The complementary relationship between theory and research.**
 - **Features and suitability of both qualitative and quantitative research.**
 - **Ability to undertake short self-directed, and also team based research projects.**
- With a basic **understanding of the challenges in fieldwork**, as taught in the classroom, the **student at the end of the course is expected to have**

added his/her experiences that the student encountered in his/her own unique small research project.

- By undertaking a small research assignment, in a spirit of responsibility, independence and cooperative teamwork, the course is expected to **contribute in making the student a more responsible member of society.**

Outline: 1.The Logic of Social Research

1.1 What is Sociological Research?

1.2 Objectivity in the Social Sciences

1.3 Reflexivity

2. Methodological perspectives

2.1 The Comparative Method

2.2 The Ethnographic Method

3. Modes of enquiry

3.1 Theory and Research

3.2 Analyzing Data: Quantitative and Qualitative

. COURSE CONTENTS AND ITINERARY

1. The Logic of Social Research (7 Weeks)

1.1 What is sociological research?

1.1.1 Mills, C. W. 1959, The Sociological Imagination, London: Oxford University Press, Chapter 1, PP. 3-24.

1.1.2 Gluckman, m. 1978, 'Introduction', in A. L. Epstein

(ed.), *The Craft of Social Anthropology*, Delhi: Hindustan Publishing Corporation, pp. XV-xxiv.

1.2. Objectivity in the Social Sciences

1.2.1. Durkheim, E. 1958, *The Rules of Sociological Method*, New York: The Free Press, Chapter 1& 2, pp. 1-46.

1.2.2. Weber, Max. 1949, *The Methodology of The Social Sciences*, New York: The Free Press, Foreword, pp. III- X.

1.3. Reflexivity

1.3.1 Gouldner, Alvin. 1970, *The Coming Crisis Of Western Sociology*, New York: Basic Books, Chapter 13, pp. 481-511.

2. Methodological Perspectives (3 WEEKS)

2.1. The Comparative Method

2.1.1. Radcliffe-Brown, A. R. 1958, *Methods in Social Anthropology*, Delhi: Asia Publishing Corporation, Chapter 5, PP. 91-108.

2.1.2. B  teille, A. 2002, *Sociology: Essays on Approach and Method*, New Delhi: Oxford University Press, Chapter 4, pp. 72-94.

2.2. The Ethnographic Method

2.2.1 Geertz, Clifford. 1973. *Interpretation of Cultures*, New York: Basic Books. Chapter 1, pp. 3-30.

3. Modes Of Enquiry (4 Weeks)

3.1. Theory And Research

3.1.1 Merton, R. K. 1972, Social Theory and Social Structure, Delhi: Arvind Publishing House, Chapters 4 & 5, PP. 139-171.

3.1.2 Bryman, Alan. 2004, Quantity and Quality In Social Research, New York: Routledge, Chapter 2 & 3, PP. 11-70.

3.2 Constructing The Object Of Research

3.2.1 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.

Teaching Learning process:

- 1 Conventional Lecturing
 - 2 Oral presentations by students, both individually and in group.
- Assessment Methods- 1. Assignments
- 2. Oral Presentations on the Assignments

Keywords:

Social Research, Objectivity, Reflexivity, Comparative method, Ethnographic method, Theory, Qualitative, Quantitative.

Discipline Specific Elective

DSE 01 Religion and Society

1.1 Course Objectives:

1. The course introduces students an apt understanding of religion from a sociological perspective.
2. Various approaches to religion, its diverse forms and contemporary religious issues are placed as major themes of the syllabus.
3. The objective of the course is to offer a holistic, empirical and comparative view of religion in India and its role in modern society.

1.2 Course Learning Objectives:

1. Understanding religion from cultural, social, symbolic and comparative perspective
2. Respect for religious pluralism and cultural relativism
3. Strong relationship between sociology of religion and sociology of knowledge
4. How religion is a guide to man's life and it offers a world view to individual

1.4 Course Outline:

1. Sociology of Religion

1.1 Meaning and Scope

1.2 Sacred and Profane

1.3 Religion and Rationalization

1.4 Rites of Passage

2. Major Religions in India

2.1 Hinduism

2.2 Islam

2.3 Christianity

3. Contemporary Religious Issues

3.1 Religion in globalized world

3.2 Debate on Secularism

1.4 Readings:

1. Introduction to Sociology of Religion: (5 Weeks)

1.1 Meaning and Scope

1.1.1 Bêteille, A. 2002. *Sociology: Essays on Approach and Method*. OUP: New Delhi, pp134-150.

1.1.2 Berger, P. 1967. *The Sacred Canopy*. Garden City: New York, pp175- 186.

1.2 Sacred and Profane

1.2.1 Durkheim, E. 2001. *The Elementary Forms of the Religious Life*. Carol Cosman (trans). Oxford: Oxford University Press, pp 25-46; 87-100; 153-182.

1.3 Religion and Rationalization

1.3.1 Weber Max. 1905. *The Protestant Ethic and the Spirit of Capitalism*, New York:

Free Press, pp 39– 50.

1.4 Rites of Passage

1.4.1 Gennep A. V, 1960. *Rites of Passage*. London: Routledge and Kegan and Paul, pp 1 - 14; 65-70; 74-77; 85-90; 101-107; 116-128; 130-135&141- 165.

2. Major Religion in India: (4 Weeks)

2.1.1 Sonthheimer, Gunther-Dietz, and Hermann Kulke. *Hinduism Reconsidered*. New Delhi: Manohar, 2001. Hinduism: The Five Components and their Interaction. pp. 305 – 322.

2.1.2 Madan, T.N. ‘The Sociology of Hinduism: Reading ‘Backwards’ from Srinivas to Weber’, *Sociological Bulletin*, vol-55,no-2, (May-August 2006) pp.215-236

2.2 3 Momin. A.R., 2004. ‘The Indo-Islamic Tradition’ in Robinson, R. (ed.) *Sociology of Religion in India*. New Delhi: Sage. pp 84-99.

2.3. 4 Robinson, R. 2003. ‘Christianity in the Context of Indian Society and Culture’ in Das Veena (ed.), *Oxford Indian Companion to Sociology and Social Anthropology*, OUP: New Delhi, pp. 884- 907.

3. Contemporary Religious Issues (4 Weeks)

3.1 Hefner, R.W., 1998. Multiple modernities: Christianity, Islam, and Hinduism in a globalizing age. *Annual review of Anthropology*, 27(1), pp.83-104.

3.2 Chadwick, Owen. *The Secularization of the European Mind in the Nineteenth Century*. Cambridge: Cambridge University Press, 1975, pp 1- 20.

3.2 Madan, T.N. 1991. 'Secularism in its Place' in T. N. Madan, T.N. (ed.) *Religion in India*. New Delhi : OUP, pp 394 -413.

3.3 Keddie, N.R., 1998. The new religious politics: where, when, and why do "fundamentalisms" appear?. *Comparative studies in society and history*, 40(4), pp.696-723.

1.5 Teaching - Learning Process:

- (a) The students are required to read the texts and participate in the class room discussions
- (b) They will be encouraged to make presentations on various themes of the syllabus
- (c) Contemporary issues related to religion will be connected with the theme of the syllabus by the teacher
- (d) Through the academic discourse attempt will be made to evolve a conscious empathetic and knowledgeable citizen

1.5 Assessment Methods:

Assessment for the paper would be in the form of tests, written assignments, project reports and punctuations

1.6. Key Words: secularism, sacred , profane, fundamentalism, religious revivalism, sects, cults, denominations, invisible religion, myth

BA (Program) II Year
Discipline Specific Elective 02
Marriage, Family and Kinship
(Revised Syllabus, 2019)

Course Objective:

This course aims to highlight and critically examine contemporary concerns in the fields of marriage, family and kinship. It considers theoretical issues and ethnographies with particular emphasis on diversity of practices.

Outline:

1. Introduction: Kinship, Critique and the Reformulation

1.1. Biological and Social Kinship

1.2. Cultural Kinship

2. Descent, Alliance

2.1. Descent, Filiation, Complementary Filiation

2.2. Marriage, Alliance, Prestations

3. Family and Household

3.1. Structure and Change

3.2. Reimagining Families

4. Contemporary Issues in Marriage, Family and Kinship

4.1. Choice and Regulation in Marriage

4.2. Power and Discrimination in the Family

4.3. New Reproductive Technologies

4.4. Marriage Migration

COURSE CONTENTS AND ITINERARY

1. Introduction: Kinship, Critique and the Reformulation (3 Weeks)

1.1. Biological and Social Kinship

1.1.1 Parkin, R. and L. Stone, 2004, 'General Introduction', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, pp. 1-23.

1.2. Cultural Kinship

1.2.1 Schneider, D. M., 2004(1972), 'What is Kinship All About?', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, pp. 257-274.

1.2.2 Carsten, J., 2004, 'Introduction' in *After Kinship*, Cambridge: Cambridge University Press, pp.1-30.

2. Descent and Alliance: (5 Weeks)

2.1. Descent, Filiation, Complementary Filiation

2.1.1 Radcliffe-Brown, A. R. and D. Forde (eds.), 1950, *African Systems of Kinship and Marriage*, London: Oxford University Press, Introduction, pp.1-39.

2.1.2 Fortes, M., 1970, 'The Structure of Unilineal Descent Groups', in M. Fortes, *Time and Social Structure and Other Essays*, University of London: The Athlone Press, pp. 67-95.

2.2. Marriage, Alliance, Prestations

2.2.1 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.

2.2.2 Dumont, L., 1968, 'Marriage Alliance', in D. Shills (ed.), *International Encyclopedia of the Social Sciences*, U.S.A.: Macmillan and Free Press, pp.19-23.

2.2.3 Sharma, U., 1993, 'Dowry in North India: Its Consequences for Women', in Patricia Uberoi (ed.), *Family, Kinship and Marriage in India*. Delhi: Oxford University Press, pp. 341-356.

3. Family and Household: (2 Weeks)

3.1. Shah, A.M., 1998, 'Changes in the Indian Family: An Examination of Some Assumptions', in A.M. Shah, *The Family in India: Critical Essays*, New Delhi: Orient Longman, pp.52-63.

3.2. Simpson, B., 2004, 'Gays, Paternity and Polyandry: Making Sense of New Family Forms in Contemporary Srilanka', in R. Chopra, C. Osella and F. Osella (eds.), *South Asian Masculinities: Context of Change, Sites of Continuity*, Delhi: Kali for Women, pp. 160-174.

4. Contemporary Issues in Marriage, Family and Kinship: (4 Weeks)

4.1. Choice and Regulation in Marriage

Chowdhry, P., 1998, 'Enforcing Cultural Codes: Gender and Violence in Northern India', in M. E. John and J. Nair (eds.), *A Question of Silence: The Sexual Economies of Modern India*, New Delhi: Kali for Women, pp. 332-67.

4.2. Power and Discrimination in the Family

John, M. E. et.al., 2008, 'Structural Contexts of Adverse Sex Ratios' in M. E. John et.al., *Planning Families, Planning Gender: The Adverse Child Sex Ratio in Selected Districts of Madhya Pradesh, Rajasthan, Himachal Pradesh, Haryana and Punjab*, New Delhi: Action Aid, pp. 68-78.

4.3. New Reproductive Technologies

Kahn, Susan Martha, 2004, 'Eggs and Wombs: The Origins of Jewishness', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 362-77,

*We propose dropping **Carsten**, as B.A. (Program) students found it difficult to negotiate. We suggest replacing it with **Susan Martha Kahn**, which is an ethnographic study.*

4.4. Marriage Migration

Charsley, K., 2005, 'Unhappy Husbands: Masculinity and Migration in Transnational Pakistani Marriages', *Journal of the Royal Anthropological Institute*, (N.S.) 11, pp. 85-105.

BA (Program) Discipline

Specific Elective 03

Social Stratification

Course Objectives:

1. The course intends to familiarize students with various forms of social inequalities and their implications on social life.
2. It introduces them to the concepts and theories of social stratification.
3. The Course offers an analytical view on the social structure, hierarchical relationships between individuals and groups in different societies.

Course Learning Outcomes:

1. To make students understand about the pervasive nature of social inequality and their contextual variations
2. Develop a critical understanding about social structure and social change through the lens of social stratification
3. How persistence of inequality brings in anxieties and tension in social life.
4. Social mobility and its impact on class position, class relationship and social structure of society

Outline:

1. Social Stratification: Ideas and Concepts

1.1 Equality, Inequality, Hierarchy, Difference, social Exclusion

2. Forms of Social Stratification

2.1 Race and Ethnicity

2.2 Caste and class

2.3 Gendering Inequality

2.4 Poverty and Social Exclusion

3. Social Mobility

3.1 Forms and patterns

3.2 Consequence of social mobility

COURSE CONTENTS AND ITINERARY

1. Social Stratification: Concepts and Approaches (2 weeks)

1.1. Bêteille, A. 1983. 'Introduction in Andre Bêteille (ed.): Equality and Inequality: Theory and Practice; Delhi: Oxford University Press. pp.1-27.

1.2. Gupta, D. 1991. 'Hierarchy and Difference' in Dipankar Gupta (ed.): Social Stratification Delhi: Oxford University Press , pp 1-21.

2. Forms of Stratification (9 Weeks)

2.1.1. William, Julius Wilson 1978, *The Declining Significance of Race: Blacks and Changing American Institution*. University of Chicago Press, pp. 1 – 23 & 183-188.

2.1.2. Joe,R. Feagin 'The Continuing Significance of Race' *American Sociological Review*, 56, (Feb-91) pp 101-116.

- 2.1.3. McClintock, Anne, and George Robertson. 'Soft-soaping Empire: Commodity Racism and Imperial Advertising' In Nicholas Mirzoeff (ed) *The Visual Culture Reader*: Second Edition. 2002. Routledge Taylor & Francis Group, 304-316
- 2.1.4. Barth, F. (ed), *Ethnic Groups and Boundaries*, Little Brown and Co. Boston, 1969, pp-10-16.
- 2.1.5. Immanuel, Maurice Wallerstein, *The Construction of Peoplehood, Racism, Nationalism, Ethnicity*, 1991, London Press, pp-71-85.
- 2.2.1. B  teille, A. *Caste, Class and Power* Chapter: 1, Oxford University Press, 1971.
- 2.2.2. Sharma, Ursula. 1999. *Caste*. Open University Press, pp.1-94.
- 2.2.3. Debe, Leela. 1996 "Caste and Women" in M.N. Srinivas (ed.) *Caste: Its Twentieth Century Avatar*, New Delhi: Penguin.
- 2.3.1 Maria Charles and David B. Grusky. *Occupational Ghettos: The Worldwide Separation of Women and Men*, Stanford University Press, 2004 pp 389-402.
- 2.3.2 Papanek, Hanna. 1990. "To Each Less Than She Needs, From Each More Than She Can Do: Allocations, Entitlements and Value" in Irene Tinker (ed.), *Persisting Inequality: Women World Development*, Oxford: Clarendon Press, pp. 121-164.

- 2.4.1 Timothy Smeeding, 'Poorer by Comparison; Poverty, Work and Public Policy in Comparative Perspective', *Pathways Magazine*, Stanford Center for the Study of Poverty and Inequality, Winter 2008, pp1-25.
- 2.4.2 Newman, K. S and Victor Tan Chen.2007. *The Missing Class: Portraits of the Near Poor in America*, Boston: Beacon Press Book, pp 1-10.

3. Social Mobility (3 weeks)

- 3.1 Breigher,R.L.(ed)1990. *Social Mobility and Social Structure*. New York; Cambridge University Press, Ch. 5, pp.103-30.
- 3.2 Grusky, D.V. 1994. *Social Stratification Perspective*. Boulder: Westview Press, Part I V, pp 245-264.
- 3.3. Macleod, Jay. 1987. 'Leveled Aspirations: Social Reproduction Takes its Toll', in *Ain't No Makin It: Aspirations and Attainment in a Low Income Neighbourhood*. USA: Westview Press, pp. 112-136.
- 3.4. Payne, G., 2012. A new social mobility? The political redefinition of a sociological problem. *Contemporary Social Science*, 7(1), pp.55-71.

Teaching –Learning Process:

- (a) To intimate the learners about how human life: social, cultural, and economic produces, perpetuates, revise, redefine and challenge to various forms of inequalities
- (b) Changing forms and functions of social stratification in contemporary context
- (c) How competitive inequality is making modern societies more inclusive
- (d) How the scope for social mobility is affected by socio-cultural barriers

Note on Assessment:

The paper will be assessed through class tests, project work, internal assessment, presentations and field work

Key Words: Equality, inequality, hierarchy, stratification, mobility, exclusion, difference

Note on Changes:

1. Sub topics are spelled out for chapter-1 and chapter- 3
2. New readings 3.4 is introduced and some of the old readings are taken away to make the syllabus compact

DSE:04 Gender and Sexuality

Course Objective:

This course aims to introduce the idea of gender and sexualities and how institutions and communities shape identities in contemporary societies. Through lectures, case study presentation and classroom discussion students will be sensitized towards the issues surrounding gender and sexuality. Further, the course will highlight the ways in which gendered identities are questioned in terms of resistance and the ways they persist despite resistances.

Learning Outcomes:

1. Students will have a conceptual understanding of the categories of gender, sex and sexuality.
2. A variety of case studies will widen their horizon for appreciating multiple identities of gender and sexuality.
3. Students will develop some reflexivity about their own lives on issues of gender, sexuality and identity

4. Students will develop an ability to identify and critique the institutional reproduction of gender and sexuality

Unit 1: Understanding Gender and Sexuality

1.1. Gender, Sex, Sexuality

1.2. Production of gender and sexuality

Unit 2: Differences and Inequalities

2.1. Class & Caste

2.2. Family & Work

Unit 3: Politics of Gender

3.1. Resistance

3.2. Persistence

2. COURSE CONTENT & ITINERARY

1.1. Gender, Sex, Sexuality

1.1.1. S. JACKSON AND S. SCOTT (EDS.) 2002 GENDER: A SOCIOLOGICAL READER, LONDON: ROUTLEDGE, PP. 1-26.

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

1.1.3 Ortner, Sherry. 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.

1.1.4 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.

1.2. Production of Gender and Sexuality

1.2.1 Alter, Joseph. 1992. *The Wrestler's Body: Identity and Ideology in North India*. California: University of California Press, pp 163-194.

1.2.2. Nanda, Serena. 1999. *Neither Man nor Woman*. Belmont CA: Wadsworth, pp 1-23 & 128-149.

2.1 Class and Caste

2.1.1. Walby, Sylvia. 2002. "Gender, Class and Stratification: Towards a new approach" in S. Jackson and S. Scott (eds.) *Gender: A Sociological reader*. London: Routledge, pp 93-96.

2.1.2. Bernard, Jessie. 2002. "The Husband's marriage and the wife's marriage" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge, pp 207- 210.

2.1.3. Dube, Leela 1996 "Caste and Women" in M.N.Srinivas (ed.) *Caste: Its Twentieth Century Avatar*, New Delhi: Penguin, pp 1-27.

2.1.4. Rege, S. 1998. "Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position." *Economic and Political Weekly*, Vol. 33, No. 44, (Oct.31-Nov. 6, 1998), pp 39-48.

2.2. Family & Work

2.2.1. Papanek, Hanna. 1979. *Family Status production: the work and non-work of women* Signs Volume 4 No. 4, pp 775-81.

2.2.2. Pineda, Javier, 2001. "Partners in Women Headed Households: Emerging Masculinities?" in Cecile Jackson (ed.) *Men at Work: Labour, Masculinities, Development*. London: Frank Cass, pp. 72-92.

2.2.3. Agarwal, Bina. 1988. *Who Sows, who reaps? Women and land rights in India* Journal of Peasant Studies 15(4), pp 531-81.

2.2.4. Chopra Radhika 2006 *Invisible men: Masculinity, sexuality, and male domestic labor*. Men and masculinities oct 2006 vol 9. Issue 2 pp 152-167

3.1. Resistance

3.1.1. Candace West and Don H. Zimmerman. 2002. “Doing Gender” in S.Jackson and S. Scott (eds.) Gender: A Sociological Reader. London: Routledge, pp 42-47.

3.1.2 Kandiyoti, Deniz. 1991 “Bargaining with Patriarchy” in Judith Lorber and Susan A. Farrell (eds.) The Social Construction of Gender, New Delhi: Sage Publications, pp.104-118.

3.2. Persistence

3.2.1. Menon Nivedita 2009 Sexuality, caste, governmentality: contests over “gender” in India. Feminist Review. No. 91 pp 94-112

Suggested Readings

Bhan, G (2017) The (In)Dignity of our Sexualities, in Razdan, Nidhi (2017) Left, Right and Centre: The Idea of India. New Delhi: Penguin Viking.

Films for Screening and discussion

Being male, Being Koti Dir. Mahua Bandopadhyay

Fire Dir. Deepa Mehta

Polity and Society in India

Generic Elective 01

Course Objectives

This course seeks to introduce the students to the study of Indian politics from a sociological Perspective. In the process, it attempts to give the students theories, categories and conceptual tools to understand politics in relation to society in general

Course Learning Outcomes

- a. Disciplinary knowledge: Students are introduced to basic concepts in political theory from a sociological perspective. The primary objective of the paper is to familiarize undergraduate students to various political processes and developments taking place in contemporary India.
- b. Communication Skills: Students would be able to identify key concepts in political sociology and comment upon contemporary political issues.
- c. Critical thinking: Students would be able to critically analyse the dynamics unfolding in politics in India. An understanding of political processes from multiple perspectives would facilitate in the achievement of the stated objective.
- d. Problem Solving: The course enables students to understand the political processes from multiple perspective and facilitate in the formation of an informed and unbiased opinion.
- e. Reflective thinking: Study of major themes in politics and society in India would enable the students to acknowledge, identify and appreciate their role in the political process. Readings on political identities and resistance movements would facilitate in the development of an empathetic temperament among students.

The qualification levels that the course on Polity and Society in India aims for are:

- a. To develop an understanding of the key concepts in political sociology and relate them to political processes in contemporary India.
- b. Ability to critically analyse the political dynamics and develop an empathetic understanding about the participation and representation of multiple social groups.

Course Learning Outcomes

The course facilitates an understanding of the key concepts in political sociology as well as about the processes of political participation in its various forms. It also aims at developing the ability to critically analyse the political dynamics and develop an empathetic understanding about the participation and representation of multiple social groups.

Course Content

1. On Studying Politics and Society in India
2. Themes in Politics and Society in India
 - 2.1 Political Economy
 - 2.2 Political Machine
 - 2.3 Political Identities
 - 2.4 Political Processes
3. Protest and Resistance in Indian Politics

Course Units with Readings

1. On Studying Politics and Society in India (4 Weeks)

- 1.1 Brass, Paul R, 1998. 'India: Democratic Progress and Problems' in Slig S. Harrison et al (ed.) India and Pakistan: The First Fifty Years. Woodrow Wilson Center Press, pp. 23-44
- 1.2 Kaviraj, Sudipta. 1991. 'On State, Society and Discourse in India', in James Manor (ed.) Rethinking Third World Politics, London: Longman. pp. 72-99

2. Themes in Politics and Society in India: (9 Weeks)

2.1 Political Economy

2.1.1 Rudolph, Lloyd I, and Susanne Hoeber Rudolph, 1987. *In Pursuit Of Lakshmi*. Chicago: University of Chicago Press. Introduction, Chapter 1 & 7. pp. 1-59, 211-219

2.1.2 Vanaik, A. 2000, 'The Social Character of the Indian State', in Z. Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.89-107

2.2 Political Machine

2.2.1 Gould, H. A. 1971, 'Local government roots of contemporary Indian politics', *Economic and Political Weekly*, vol.6 (7), pp.457-64

2.3 Political Identities: Nation, Caste, Religion and Ethnicity

2.3.1 Sathyamurthy, T.V. 1997, 'Indian Nationalism: State of the Debate', in *Economic and Political Weekly*, vol.32 (14), p.715-721

2.3.2 Weiner, Myron. 2001, 'The Struggle for Equality: Caste in Indian Politics', in A. Kohli (ed.), *The Success of India's Democracy*, Cambridge: Cambridge University Press, pp.193-225

2.3.3 Baruah, Sanjib. 'Politics of Subnationalism: Society versus State in Assam', From Partha Chatterjee (ed.) *State and Politics in India*, Delhi:OUP. pp. 496 – 520

2.4 Political Institutions and Democratic Processes

2.4.1 Manor, James. 1988, 'Parties and the Party System', in A. Kohli (ed.), *India's Democracy*, Princeton: Princeton University Press, pp. 62-98

2.4.2 Michelutti, Lucia. 2007, 'The Vernacularization of Democracy: Political Participation and Popular Politics in North India', *The Journal of the Royal Anthropological Institute*, vol.13 (3), pp. 639-656

3. Protest and Resistance in Indian Politics (1 Week)

Shah, Ghanshyam. 'Grassroots Mobilizations in Indian Politics', in A. Kohli (ed.), *India's Democracy*, Princeton: Princeton University Press, pp. 262-304

References

Compulsory Readings:

Brass, Paul R, 1998. 'India: Democratic Progress and Problems' in Slig S. Harrison et al (ed.) India and Pakistan: The First Fifty Years. Woodrow Wilson Center Press, pp. 23-44

Kaviraj, Sudipta. 1991. 'On State, Society and Discourse in India', in James Manor (ed.) Rethinking Third World Politics, London: Longman. pp. 72-99

Rudolph, Lloyd I, and Susanne Hoeber Rudolph, 1987. In Pursuit Of Lakshmi. Chicago: University of Chicago Press. Introduction, Chapter 1 & 7. pp. 1-59, 211-219

Vanaik, A. 2000, 'The Social Character of the Indian State', in Z. Hasan (ed.), Politics and the State in India, New Delhi: Sage, pp.89-107

Gould, H. A. 1971, 'Local government roots of contemporary Indian politics', Economic and Political Weekly, vol.6 (7), pp.457-64

Sathyamurthy, T.V. 1997, 'Indian Nationalism: State of the Debate', in Economic and Political Weekly, vol.32 (14), p.715-721

Weiner, Myron. 2001, 'The Struggle for Equality: Caste in Indian Politics', in A. Kohli (ed.), The Success of India's Democracy, Cambridge: Cambridge University Press, pp.193-225

Baruah, Sanjib. 'Politics of Subnationalism: Society versus State in Assam', From Partha Chatterjee (ed.) State and Politics in India, Delhi:OUP. pp. 496 – 520

Manor, James. 1988, 'Parties and the Party System', in A. Kohli (ed.), India's Democracy, Princeton: Princeton University Press, pp. 62-98

Michelutti, Lucia. 2007, 'The Vernacularization of Democracy: Political Participation and Popular Politics in North India', The Journal of the Royal Anthropological Institute, vol.13 (3), pp. 639-656

Shah, Ghanshyam. 'Grassroots Mobilizations in Indian Politics', in A. Kohli (ed.), India's Democracy, Princeton: Princeton University Press, pp. 262-304

Additional Resources:

Books

Mills, C. W. 1959, *The Sociological Imagination*, London: Oxford University Press, Chapter 1, pp. 3-24.

Teaching-Learning Process:

- a. The course requires interactive class room discussion with students on the key concepts and their application in contemporary political scenario.
- b. Classroom discussion can be supplemented with presentations by students on the topics and themes of their interest. This would not only make the course interactive but would also facilitate a better understanding among the students.

Assessment Methods:

The evaluation of students' understanding of the course will be a continuous process. Learning – Outcomes will be assessed through paper presentations, mid-term test and end-semester final examination.

Learning Outcomes assessment is divided into two parts:

- (c) 25 marks for internal assessment
- (d) 75 marks for final examination

Keywords:

Polity, State, Political Economy, Political Institutions, Democracy, Identities, Nation, Nationalism, Resistance

Generic Elective 02

Economy and Society

Course Objectives:

The course introduces the students to the complex ways in which economic activity is embedded in social relations from a sociological view point. Students learn to develop an alternative perspective on economy and its various institutional and processual dimensions through comparative studies on economy and society.

Learning Outcomes:

- a. Familiarizes key concepts and theories about the interrelationship between economy and society.
- b. Describes socio-cultural basis of economic systems, institutions and actors in a comparative perspective.
- c. Helps to understand the current transformations of economy by identifying its key socio-cultural processes and institutions.
- d. Helps to formulate research questions and arguments about the socially embedded character of economy.

Course Outline:

1. Sociological Aspects of Economic Phenomenon (5 Weeks)

1.1 Approaches: Formalism and Substantivism

1.2 Sociological Aspect of Economic Processes

2. Modes of Production (6 weeks)

2.1 Domestic Mode of Production

- 2.2 Peasants
- 2.3 Capitalism
- 2.4 Socialism

3. Contemporary Issues (3 Weeks)

- 3.1 Globalization
- 3.2 Development

COURSE CONTENTS AND ITINERARY

1. Sociological Aspects of Economic Phenomenon (5 Weeks)

1.1 Approaches: Formalism and Substantivism

1.1.1 Wilk, R. and L. Cliggett. 2007. 'Economies and Cultures: Foundations of Economic Anthropology. Chapter 1 pp. 1-14

1.1.2 Polanyi, K. 1958. "Economy as an Instituted Process" in M. Granovetter and R. Swedberg (eds.) 1992 The Sociology of Economic Life Boulder Colorado, West View Press. pp. 27-50

1.2 Sociological Aspect of Economic Processes

Smelser, Neil 2013 The Sociology of Economic Life Quid Pro Books (2nd Edition). New Orleans, Louisiana University Press

2. Modes of Production (6 weeks)

2.1 Domestic Mode of Production

2.1.1 Sahlins, M-1974 Stone Age Economics. London, Tavistock, Chapter 2-3

2.2 Peasants

2.2.1 Wolf, Eric 1966 Peasants. New Jersey Prentice Hall, Chapter-1

2.3 Capitalism

2.3.1 Swedberg, R. 2003 The Economic Sociology of Capitalism: An Introduction and An Agenda, Cornell University

2.4 Socialism

2.4.1 Verdery, Kathrine 1996 ,What was Socialism, And what Comes Next?" Princeton N.J. Princeton University. Press. Chapter-1, pp. 19- 38

3. Contemporary Issues (3 Weeks)

3.1 Globalization

3.1.1 Ritzer 2004 The McDonaldisation of Society. Pine Forge press Chapter- Introduction, 1,2.

3.1.2 Howes, David (ed) 1996 Cross Cultural Consumption: global Markets and Local Realities. London: Routledge, pp. 1-16

3.2 Development

3.2.1 Hulme, David and mark M. Turner Sociology and Development: Theories, Policies and Practices, Prentice Hall Chapter-3 pp. 33-67

Compulsory Readings:

Wilk, R. and L. Cliggett. 2007. 'Economies and Cultures: Foundations of Economic Anthropology. Chapter 1 pp. 1-14

Polanyi, K. 1958. "Economy as an Instituted Process" in M. Granovetter and R. Swedberg (eds.) 1992 The Sociology of Economic Life Boulder Colorado, West View Press. pp. 27-50

Smelser, Neil 2013 The Sociology of Economic Life Quid Pro Books (2nd Edition). New Orleans, Louisiana University Press

Sahlins, M-1974 Stone Age Economics. London, Tavistock, Chapter 2-3

Wolf, Eric 1966 Peasants. New Jersey Prentice Hall, Chapter-1

Swedberg, R. 2003 *The Economic Sociology of Capitalism: An Introduction and An Agenda*, Cornell University

Verdery, Kathrine 1996 ,*What was Socialism, And what Comes Next?*” Princeton N.J. Princeton University. Press. Chapter-1, pp. 19- 38

Ritzer 2004 *The McDonaldisation of Society*. Pine Forge press Chapter- Introduction, 1,2.

Howes, David (ed) 1996 *Cross Cultural Consumption: global Markets and Local Realities*. London: Routledge, pp. 1-16

Hulme, David and mark M. Turner *Sociology and Development: Theories, Policies and Practices*, Prentice Hall Chapter-3 pp. 33-67

Suggested Readings:

Smelser, N. J., & Swedberg, R. (Eds.). (2010). *The handbook of economic sociology*. Princeton university press.

Polanyi, K. 1958. “Economy as an Instituted Process” in M. Granovetter and R. Swedberg (eds.) 1992 *The Sociology of Economic Life* Boulder Colorado, West View Press. pp. 27-50 -moved to suggested reading section

Smelser, N. J., & Swedberg, R. (2005). Introducing economic sociology. *The handbook of economic sociology*, 2, 3-25.

Teaching Learning:

- a. This course enables students to attend the above defined learning outcomes through a rigorous process of teaching and learning process. Learning process is based on classroom discussions on the key themes covered in the course structure while linking it with the contemporary examples that students relate to.
- b. Course planning also emphasizes on the use of e-learning materials in the form of documentaries, lectures and interviews on the subjects to keep away students from monotonous and habitual ways of learning.

Assessment:

Periodic tutorials, team-based project works, close or open book tests , term papers as modes of assessment further adds to the strength of this course.

Key Words: substantivism, economy, formalism, economics, money, exchange, production, capitalism, socialism, peasant economy, globalization, cross cultural consumption, creolization, development, world systems

Skill Enhancement Course 01

Techniques of Social Research

Course Objective: This course aims to enhance the skills of students to understand and use techniques employed by social scientists to investigate social phenomena. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research. The focus is on understanding through suggested exercises.

Course Outline:

1. Understanding Social Research

- 1.1 Steps of Social Research
- 1.2 Formulating Research Design
- 1.3 Concepts & Hypotheses
- 1.4 Sampling Methods
- 1.5 Ethics in Research

2. Data Collection

- 2.1 Primary Sources- Ethnography, Interview & Questionnaire
- 2.2 Secondary Sources- Texts & Documents

3. Data Analysis

- 3.1 Content Analysis
- 3.2 Narrative Analysis
- 3.3 Statistical Analysis

4. Research Project

COURSE CONTENT AND ITINERARY

The course will be based on exercises to be done in groups.

1. Understanding Social Research (Week 1- 4)

1.1 & 1.2 Bryman, A. 2009, Social Research Methods, Oxford: Oxford University Press, Chapter 1 & 2, Pp. 3-64

1.3 Goode, W. E. and P. K. Hatt. 1952. Methods in Social Research. New York: McGraw Hill. Chapters 5 and 6 Pp. 41-73.

1.4 Bryman, A. 2009, Social Research Methods, Oxford: Oxford University Press, Chapter 7, Pp-164-188

1.5 Amir B. Marvasti, 2004, Qualitative Research in Sociology, London: Sage, Chapter 7, Pp. 133-144

Suggested Assignments:

- a) Design a survey on factors effecting marriage choices of young people
- b) Visit a shopping mall and observe the interaction between employees and customers/visitors. Identify themes based on your observation and prepare a questionnaire based on this experience.
- c) Visit the college canteen/ administrative office/a bus stop/ area outside the metro station and observe all that happens for an hour or more and write a descriptive note on it.
- d) Visit a police station/ hospital/court and spend a few hours observing the scene. Write a short essay on issues of access to the field, rapport building and your role as an ethnographer.

2. Data Collection (Weeks 5-8)

2.1 Amir B. Marvasti, 2004, Qualitative Research in Sociology, London: Sage, Chapter 3,Pp-34-61 & Goode, W. E. and P. K. Hatt. 1952. Methods in Social Research. New York: McGraw Hill, Chapter 12 &13, Pp-170-208

2.2 Bryman, A. 2009, Social Research Methods, Oxford: Oxford University Press, Chapter 21, Pp-515-535

Suggested Assignments:

- a) Conduct a structured Interview with close ended options and a relatively unstructured interview on the same topic (of your choice) with similar sets of people. Observe and note the differences.
- b) Look at NSS/NFHS/Census Data and write notes on the themes of how you can interpret the data
- c) Look at a set of published letters of Gandhi to Nehru/ C.F. Andrews/Tagore and identify key social issues that are discussed in the contents of the letters.
- d) Collect 3 oral testimonies/ life histories of people who have witnessed and experienced any catastrophic event in their lives.

3. Data Analysis (Weeks 9-13)

3.1 & 3.2 Amir B. Marvasti, 2004, Qualitative Research in Sociology, London: Sage, Chapter 5, Pp-81-118

3.3 Gupta, S. P. (2007). Elementary Statistical Methods. Sultan Chand & Sons

Suggested Assignments/Exercise:

- a) Choose a theme of your interest- for e.g., crime, technology environmental concerns or any other and look through the Sunday editorials of any national daily for the last 3 month to locate articles of your interest/theme
- b) Do a content analysis of advertisements of any one consumer product/service, which have appeared over one year in a leading national daily.
- c) Analyse the oral testimonies you have collected in Exercise 2(d). Discuss the issues and challenges in using testimony as evidence.
- d) Students will be provided with data sets to run them in a software program

4. Research Project (Week 14) -No Specific readings for this section. Research Projects at the discretion of the teacher.

Choose a research question, formulate a research design, and identify statement /hypothesis, concepts. Operationalize the steps of doing research and match the methods and tools for data collection. Prepare a project report.

Learning Outcomes:

1. Graduate Attributes:

- **Disciplinary knowledge:** Students will be introduced to the idea of conducting research, which includes formulating the research designs, hypothesis, using a particular tool to collect data and analyzing data. Some basic elementary statistics is also provided to the students to acquaint them with quantification of data.
- **Communication Skills:** The students will be theoretically sound as well as their application skills will also be enhanced in terms of classroom discussions, debates, projects and presentations.
- **Critical Thinking:** Students learn to critically evaluate while practically conducting research on the field, which will enable them to understand the social reality in a comprehensive manner.
- **Problem-solving:** Research projects will enable students to study in understanding the social problems and developing certain suggestive measures.
- **Analytical Reasoning:** Data analysis and its interpretation enhance the analytical skills as the students learn to combine the book view with the field view.
- **Research-related skills:** By introducing the tools and techniques, the students are encouraged to use theoretical knowledge in conducting research in field-based projects. This also trains the students and sharpens their research skills.
- **Cooperation/Team-work:** Students have to work on group projects which ensure that they cooperate with each other as a team to complete the work systematically.
- **Scientific Reasoning:** The concept of quantitative research and its application ensures that the students inculcate scientific reasoning.
- **Reflective Thinking:** While engaging with the basic understanding of conducting research, dealing with the respondent on the field and navigating through the field, enables the students to inculcate reflective thinking.

- **Information/digital literacy:** Students learn to access and evaluate various secondary sources of data through the visual, digital content which becomes part of their review of literature also.
- **Multi-cultural competence:** While understanding and navigating through the ‘field’ they become culturally more competent.
- **Moral and Ethical awareness/reasoning:** Students are sensitized about the ethical issues associated with doing research since major part of social science research is to deal with human beings.
- **Leadership readiness/qualities:** By doing various Research Projects in group, students learn to take initiative and responsibility.
- **Lifelong learning skills:** While conducting research in teams they understand that it is not a finished product. Rather research requires a lifelong engagement which allows them to work in diverse settings and situations in the future.

2. Qualification Descriptors:

1. To develop an understanding towards the process of doing social research.
2. Ability to use the various tools and techniques of data collection in a systematic manner.
3. Students learn to differentiate between qualitative and quantitative aspects of research.
4. Students are encouraged to engage in practical application of the knowledge gained through this course, for example through research projects.

3. Programme Learning Outcomes:

1. By applying the research techniques, students critically look at the difference between a ‘book view’ and ‘field view’.
2. Students are equipped with basic and necessary skills of doing research and it increases their employability in any social research organization.

4. Course Learning Outcomes:

This course facilitates an understanding of key concepts involved in social research such as choosing a research question, formulating research designs, sampling framework, developing a hypothesis, using the various methods of data collection. It also encourages the students to use

these concepts practically in the field set up which enables them to test the permutations and combinations of various approaches and techniques.

Teaching-Learning Process:

1. This course requires a dialogic mode of teaching as students have to constantly share their field experiences in the classroom. The basic use of statistics enables the students to understand both qualitative and quantitative aspects of social research.
2. The students will be encouraged to ‘observe’ the social reality in an objective manner by clearly distinguishing common sense from scientific research.
3. Students by doing projects also come to know the practical application of using the tools and techniques.

Assessment Methods:

1. Tutorials are given regularly to students after the completion of a topic. The objective is to assess the understanding of the student regarding the covered topic.
2. Students are expected to submit individual/team project reports, along with making oral presentations of the same in class.
3. Suggested assignment topics have also been given to facilitate the process of doing research.

Keywords:

Social Research, Qualitative Method, Quantitative Method, Research Design, Concepts, Theory, Hypothesis, Sampling, Research Ethics, Primary Sources, Secondary Sources, Ethnography, Interview, Questionnaire, Texts, Documents, Content Analysis, Narrative Analysis, Statistical Analysis

Gender Sensitization

Course Objective: This course will sensitise students to issues related to gender and equality among all sexes. It will provide them with the tools and skills to develop and integrate a gendered perspective in work and life. In particular, students will be acquainted with laws that have an immediate bearing on gender relations.

Learning Outcomes: The course deals with the various aspects of gender. After studying this paper, you should be able to:---

- explain the concepts of gender, sex, sexuality, patriarchy and transgender
- learn about the legal status and rights of women
- understand and analyze the interrelations of gender, caste, class, politics and disability

1. Graduate Attributes

a. Disciplinary knowledge: Students are introduced to debates on social construction of sex and gender

b. Communication Skills: Students will be able to identify and explain key concepts of gender, sex, sexuality, patriarchy and transgender.

c. Critical thinking: Develop the ability to understand and analyze the interrelations of gender, caste, class and politics.

d. Problem Solving: The course will sensitise the students to gender related issues and provide them with the tools and skills to develop an objective, rational perspective in life.

e. Analytical reasoning: The understanding of gendered viewpoint will help the students to adopt an unbiased approach and to analyze the social situations in an evolved manner.

f. Research-related Skills: The students will learn to analyze and interpret Census data and to address gender issues based on the data

g. Reflective thinking: Students will learn to identify and question gender discrimination in everyday life. They will understand gender stereotypes in a larger context

h. Multicultural competence: Students learn that gender stereotypes intersect with caste, class and religion.

1.3.2 Qualification Descriptors

The qualification levels that the course on Gender Sensitization aims for are:

- a. Ability to understand the concepts of gender, patriarchy, sexuality.
- b. Learn about the legal status and rights of women

1.3.3 Programme Learning Outcomes

The aim of the programme is to equip the students with basic sociological concepts and theories related to gender. The legal awareness will make them responsible citizens.

1.3.4 Course Learning Outcomes

- a. Understand the basic concepts of gender and debates centred on gender issues.
- b. To sensitize the students towards gender issues
- c. To introduce various gender-related laws to students

1.4 Teaching - Learning Process

- a. The paper is discussion oriented and encourages the students to visit women's organizations, Family-courts to understand women's issue
- b. Interactive classroom sessions, film-screenings, documentaries and role-play contribute to the development of group skills .

Assessment Methods

The evaluation of students' understanding of the course will be a continuous process.

Learning –Outcomes will be assessed through paper presentations, individual project reports, mid-term test and end-semester final examination.

Learning Outcomes assessment is divided into two sections:-

- (1) **25 Marks** for internal assessment which includes paper presentation/project(10 marks), mid-term class test(10 marks) and 5 marks for attendance
- (2) **75 Marks** for end-semester final examination

Outline:

1. Sex, Gender and Sexuality

- 1.1 Introduction to debates on the social construction of sex and gender
- 1.2 Cultural construction of masculinity and femininity
- 1.3 Understanding sexual preference as a right

2. Gender, Family, Community and the State

3. Gender Rights and the Law

- 3.1 Right to property
- 3.2 Personal laws
- 3.3 Violence against women
 - 3.3.1 Sexual harassment
 - 3.3.2 Rape
 - 3.3.3 Domestic violence

4. Understanding Intersections of Gender, Caste, Class, Region, Religion and Disability

COURSE CONTENTS AND ITINERARY

The course will be based on exercises to be done in groups.

1. Sex and Gender (Week 1-4)

- 1.1 Geetha, V. 2002. Gender. Calcutta: Stree, Chapter 5
- 1.2 Menon, Nivedita. 2012. Seeing like a Feminist

New Delhi: Zubaan/Penguin Books, Chapter 2, 'Body', pages 51-90

1.3. Bhasin, Kamala. Patriarchy. New Delhi: Kali for Women

1.4. Laxmi Murty and Rajshri Dasgupta, 2012, 'Our Pictures Our Words : A Visual Journey', Zubaan

Films: 'Being Male Being Koti', Dir: Mahuya Bandyopadhyay

'Many People Many Desires', Dir: T. Jayashree;

'Boys Don't Cry', Dir: Kimberley Peirce

Suggested Assignments:

- a) Discussion around any two of the above mentioned films. Students will be asked to write a short essay on the pressures they feel of the experience in performing masculinity or femininity.
- b) Presentations and discussions based around the essays.
- c) Role Play: Gender and its performance in everyday life. Students to form smaller groups and present skits to address this issue creatively. This will be followed by discussions.

2. Gender, Family, Community and the State (Weeks 5-7)

2.1. Shah, Chayanika et al. 2005. Marriage, Family and Community: A Feminist Dialogue. Economic and Political Weekly February 19: 709-722

2.2. Films: Izzatnagri ki Asabhya Betiyan

Dir: Nakul Singh Sawhney

Suggested Assignments/Exercise:

- a) Debate or discussion on "Is the family the site of love and care" or, "Is the family democratic?"
- b) Look at NSS/NFHS/Census Data and write notes on the themes of how you can interpret the data

- c) Writing exercise: Does a gendered division of labour in the household deny women equal opportunities?
- d) Visit to a women's shelter/Nari Niketan followed by short essays on the experience and discussions based on the same.
- e) Visit to a family court followed by discussions.
- f) Role play: On how to address issues of gender discrimination within the family.

3. Gender Rights and the Law (Weeks 8-13)

3.1. For all the laws relating to women please refer to the following resource :

<http://ncw.nic.in/frmlLawsRelatedtoWomen.aspx>

3.2. Films:

Gulabi Gang, Dir: Nishtha Jain

'North Country' Dir: Niki Caro

'The Accused', Dir: Jonathan Kaplan

Suggested Assignments/Exercise:

- a) Debate on women's equal right to natal property.
- b) Discussion on what consent means. Students to be presented with different scenarios to enable them to problematise the notion of consent.
- c) Writing exercise: Take up any one law relating to women and critically examine one or two judgments pertaining to that law. This will be followed by class presentations.
- d) Reading of the Delhi University Ordinance against Sexual Harassment and discussions around it.
- e) Student projects (in smaller groups) on developing IEC material (Information, Education, Communication) on the Delhi University Ordinance against Sexual Harassment for students.
- f) Discussion on section 377 of the Indian Penal Code.
- g) Discussions on these laws with practicing lawyers.

4. Understanding Intersections of Gender, Caste, Class, Region, Religion and Disability. (Week 14)

4.1. Tharu, S. and Niranjana, T. 1999. “Problems for contemporary theory of gender” in Nivedita Menon, *Gender and Politics in India*. New Delhi: Oxford University Press

4.2. Ghai, Anita. (2003). *(Dis)Embodied Form : Issues of Disabled Women*. New Delhi. Har-Anand Publications, Chapter 2-‘Disabled Women: Issues, concerns and voices from Within’.

Suggested Assignments/Exercise:

- a) Debate on the Women’s Reservation in Parliament Bill.
- b) Writing exercise: Identify any one culturally specific gender stereotypes in the context of your own life and show how you negotiate it.
- c) Visits and discussion in some women’s organisations/groups in Delhi, where students will explore how organisations understand and negotiate these intersections in the larger context of women’s struggles, and struggles in the women’s movement.
- d) Students can discuss posters of the women’s movement from the book Murthy and Dasgupta (2012) and be asked to design posters for a particular campaign

Additional Readings

1 .Kimmei, Michael S. *The Gendered Society* New York: Oxford University Press, 2011, Chapter 13

2 Karlekar, Malvika, *Domestic Violence*, *Economic and Political Weekly*, Vol.33, No. 27, 1998, pp. 1741-1751

3 Agnes, Flavia, ‘My Story, Our Story: Building Broken Lives’, Mumbai, Majlis, 1984

4 Butalia, Urvashi, *The Other Side of Violence during War*, *Politics and Society*, 34,3(2006): 307-342

5 Omvedt, Gail, Violence Against Women: New Movements and New Theories in India, Delhi:Kali for Women, 1990, pp.1-40

Key Terms

Gender, Sexuality, Socialization, Patriarchy, Domestic Violence, Transgender, State, Politics, Community, Sexual Harassment, Personal Laws, Dowry, Rape, Property Rights, Divorce, Mandal, Anti-Arrack Movement

Skill Enhancement Course 03

Society through the Visual

(Revised Course with LOCF)

Course Objectives: This course intends to equip students to engage with sociological and social anthropological research through visuals. This Skill Enhancement paper offers introduction to various issues and challenges that researchers in the discipline of Sociology and Social Anthropology face while producing, consuming and assimilating visuals in their research.. It introduces students to different aspects of photography, techniques of anthropological filmmaking, enables a sensitive approach to the use of multimedia and social media in sociological research. The course attempts to familiarize students with the varied ways in which films, photographs, memes and social media technologies have changed the way we see the society around us and the ways in the visuals and new media technologies form our everyday life.

Course Learning Outcomes:

- a. Understanding the strength of ‘visuals’ and effectively and responsibly incorporate visuals in conducting sociological research methods.

- b. Developing the techniques and engaging with methods to understand and appreciate visuals in multiple formats like-photographs, videos, ethnographic films, multimedia and social media.
- c. Understanding the role of visuals as a technique of asserting power and dominance in society and in deconstructing the nuances of societal institutions and structures.

Course Outline

- 1. Analyzing Visuals in Social Anthropology & its Ethics (2 Weeks)**
- 2. Engaging with Sociology through Photographs, Films & Multimedia: Methods & Techniques (7 Weeks)**
- 3. Production, Consumption and Politics of Visuals (5 weeks)**

References

Compulsory Reading List

1. Analyzing Visuals in Social Anthropology & its Ethics (Week 1-2)

Pink, Sarah. 2013. *Doing Visual Ethnography*. Sage Publications Limited. (Ch- 1 and 2)

MacDougall, David. 1991. 'Whose Story is it?' In *Visual Anthropology Review*, Volume 7, Issue 2, September, Pp. 2–10.

2. Engaging with Sociology through Photographs, Films & Multimedia: Methods & Techniques (Week 3-9)

2.1 Becker, Howard S. 'Visual Sociology, Documentary Photography, and Photojournalism: It's (Almost) All a Matter of Context' in *Image-Based Research: A sourcebook for Qualitative Researchers*, Jon Prosser (ed.), Falmer Press, pp. 74-85

2.2 Asch, Timothy and Patsy Asch, 1995. 'Film in Ethnographic Research' in *Principles of Visual Anthropology*, Paul Hockings (ed), Second Edition, Mouton de Gruyter, pp. 335-362

2.3 MacDougall, David. 2011. 'Anthropological Filmmaking: An Empirical Art.' in Sage Handbook of Visual Research Methods, Eric Margolis & Luc Pauwels, eds, pp. 99-113

2.4 Harper, Douglas. 2012. *Visual Sociology*. Routledge. Chaps 7,8 and 9

2.5 Pink, Sarah. 2004. 'Conversing Anthropologically: Hypermedia as Anthropological Text' in *Working Images: Visual Research and Representation in Ethnography*, Sarah Pink et al. (eds) Routledge. pp. 164-181

3. Production, Consumption and Politics of Visuals (Week 10-14)

Uberoi, Patricia. "Imagining the family: an ethnography of viewing Hum Aapke Hain Koun...!" *Pleasure and the nation: The history, politics and consumption of public culture in India*(2001): 309-51.

Nahon, K., & Hemsley, J. (2013). *Going viral*. Malden, MA: Polity Press. (Chapter-1 & 4)

Gerbaudo, Paolo. *Tweets and the Streets*. London: Pluto Press, 2012. (Chapter-1 & 2)

Suggested Readings

4*-Mead, Margaret, 1995. 'Visual Anthropology in a Discipline of Words' in *Principles of Visual Anthropology* (ed.) Paul Hockings, Second Edition, Mouton de Gruyter pp 3-10

Nichols, Bill. 'What types of Documentary are there?' In *Introduction to Documentary*. Bloomington: Indiana University Press, 2001. Pp. 99-137.

Heider, Karl G. 'The Attributes of Ethnographic Film'. In *Ethnographic Film*, Austin: University of Texas Press, 2006. Pp. 50-109.

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

Hemmady, Gautam. *Matchbox Labels and the stories they tell*. Volume 68(3). MARG.

Juris, Jeffrey S. "Reflections on Occupy Everywhere: Social media, public space, and emerging logics of aggregation." *American Ethnologist* 39, no. 2 (2012): 259-279.

Shifman, Limor. *Memes in digital culture*. Mit Press, 2014.

Photo books, Films and Videos for screening and classroom discussion

Photographs:

MagnumPhotos Website-

<https://www.magnumphotos.com/category/theory-and-practice/>

Films:

Trance and Dance in Bali by Margaret Mead and Gregory Bateson, 22 mins.

Glass by Bert Haanstra, 10mins, 1958

New Boys by David MacDougall, 100 mins, 2003

Dilli- Mumbai-Dilli by Saba Dewan, 63 mins, 2006

Bowling for Columbine by Roger Moore, 120 mins, 2002

Chronicle of a Summer by Edgar Morin, Jean Rouch, 85 min, 1961

Teaching – Learning Process

- a. The primary thrust of this course is to enable students to develop social research skills through the use of camera and film technologies. In this exercise, the role of the teacher is to familiarize the students not only with the techniques of photography and ethnographic filmmaking to acquaint the specific nature of anthropological photographs and films in comparison with other documentary genres.
- b. This course demands a constant and rigorous one-on-one interaction with the students, as the teacher has to continually see and evaluate the visual material produced by the young visual researchers. The inputs provided by the teachers are not merely technical but are meant to guide the students regarding the very ethics of photography and filmmaking.

- c. A particular challenge in the transaction of this course is that students have already been exposed to a certain kind of visual thinking, generated by social media photography and video making. Because of this, the teacher has the crucial responsibility to guide the students to develop an academic bent while thinking visually, so that the latter learn not only to produce research relevant films but are also able to critically evaluate the circulation and exchange of images on various social media platforms.
- d. This course allows the students to come out of their comfort zones, interact with people, engage with fieldwork, and in the process develop an understanding about their own abilities, limitations and interests. It allows them to address their own understanding of the world in a practical and experiential manner, thus challenging some of their predetermined ideas about the 'other'.

Course Assessment Criteria

Since this is a Skill Enhancement Course, the assessment of this paper should ideally entails a three-fold evaluation process, pertaining to the gradual competence acquired by the students both conceptually and practically. *Firstly*, the students will be marked on the series of exercises that they have to complete as mentioned in the syllabus. Along with technical soundness, students are expected to show ethical integrity in their project work. *Secondly*, they will be marked on the final project (eg. photo essay, short films, multimedia essay) that they make at the end of the course. Those teaching the paper may invite filmmakers or other faculty members transacting this course to grade these student films. Students may execute their exercises as group projects. *Thirdly*, tests and classroom presentations can be taken to evaluate the comprehension and analytical abilities to understand the power of visuals and visual technologies in our everyday social and political life.

Key Words

Visual Anthropology, Ethics, Photography, Ethnographic Films, Anthropological Filmmaking, Multimedia texts, Hypermedia, Social Media, Politics of Visuals, Viral Content, Audience, Everyday life Representation.

Skill Enhancement
Theory and Practice of Development
Course code: SEC04

1. Course Objective

This course aims to familiarise students with the arguments of development theory in the decades of 80s onwards and equip them with some of the methodology in development practices adopted since then.

II. Course Learning Outcomes

The course helps the students to develop an appreciation for wide variety of approaches to development. Equally, the course aims to enable the students to design projects based on any one approach to development.

III. Course Outline:

1. What is development?
2. Neo-liberalism
 - 2.1 Growth as Development
 - 2.2 Hegemonic approach: PPP
 - 2.3. SAP and its Critique
3. Human Development Theory: Growth vs. Development
4. Recent Trends in Development
 4. 1. Participatory Development
 4. 2 Gender and Development
 - 4.3 Sustainable Development Theory

Course Content and Itinerary

1. What is development? (1 Week)

1.1 McMichael, Philip. Development and Social Change. Thousand Oaks, Calif.: Pine Forge Press, 2000. pp. 1-40

2. Neo-Liberalism (Week 2 -5)

2.1 Growth as Development

2.2 Hegemonic approach: PPP

2.3 SAP and its Critique

Manfred B. Stegar and Ravi K Roy (2010), Neoliberalism: A very Short Introduction, Oxford University Press

2.1.3 Buse, Kent. and Harmer, Andrew. 2004. Power to the Partners? : The Politics of Public-Private Health Partnerships Development, 2004, 47(2), pp 49–56 Exercise: Assess the JNNURM Plans of Delhi, Mumbai and Kolkata, Ref: http://www.pria.org/Reforming_JNNURM.htm

Sparr, Pamela. (ed.)1994. Mortgaging Women's Lives: Feminist Critiques of Structural Adjustment. London: Zed Books. pp 1-30

Exercises & Case Studies Exercise: A bedtime Story for Grown Ups

Case Study: Jayaweera, Swarna. 1994. Structural Adjustment Policies, Industrial development and Women in Sri Lanka in Pamela Sparr (ed) Mortgaging Women's Lives: Feminist Critiques of Structural Adjustment. London: Zed Books. pp 96-111

3. Human Development Theory: Growth vs Development (Week 6-8)

Sen, Amartya. 1989. "Development as Capabilities Expansion." Journal of Development Planning 19: 41 – 58.

Fukuda-Parr, Sakiko. 2003. The human development paradigm: Operationalizing Sen's ideas on Capabilities, Feminist Economics 9(2 – 3), 2003, 301 – 317

4. Recent trends in development (Week 9 -11)

4.1 Participatory Development

4.2 Gender and Development

4.3 Sustainable Development Theory

Dipholo, Kenneth B. 2002. Trends in participatory development, Journal of Social Development in Africa Vol 17. No.1, pp 59-79 39

2.3.1 Razavi Shahrashoub and Miller Carol 1995. From WID to GAD: Conceptual Shifts in the Women and development Discourse Occasional Paper 1 United Nations Research Institute for Social Development: UNDP [www.unrisd.org/unrisd/website/document.nsf/0/.../\\$FILE/opb1.pdf](http://www.unrisd.org/unrisd/website/document.nsf/0/.../$FILE/opb1.pdf) (remove, substitute with Visvanathan, Nalini, Lynn Duggan, Laura Nisonoff & Nan Wiegersma (eds). 1997. The Women, Gender and Development Reader. Delhi: Zubaan, pp 33-54

Sen, Amartya. and Sudhir Anand. 1994. “Sustainable Human Development: Concepts and Priorities.” Background Paper for the Human Development Report 1994. New York: Human Development Report Office. (Moved section 3)

Exercises & Case Studies Exercise

1. Pass the Picture (from Stepping Stones, Action Aid Manual)
2. Exercise2. Make a Gender Audit Report of any organization Case Study: Participatory Urban Planning in Porto Alegre, Brazil

5 Post-Development Theory (Week 12 -14)

5.1. Knowledge as Power

2.2.1 Sachs, Wolfgang. 2007(12th impression). The Development Dictionary: A guide to Knowledge as Power. London: Zed Books, Chap 1, 2 & pp 1-25, 264-274 2.1.2

Escobar, A. 2011. (paperback ed.) Encountering development: The making and unmaking of the Third World Princeton: Princeton Press, Chap 2 & 6, pp 21- 54, 212-226 2.2.1

Teaching Learning Process

Activity based teaching learning process to be adopted

Assessment Methods

Field work based group project work with the active participation of the teacher

Composition of Course Committee

Coordinator of B.A. (Prog.): Ms. Mahima Varma

B.A. (Program) Sociology under CBCS

Contents

S.No.	Name of the Course	Convenors	Members
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C 01	Introduction of Sociology	Anurita Jalan	Kulbir, Anuragini
C 02	Sociology of India	Tanushree Raha	Dhiren, Geeta
C 03	Sociological Theories	Lakshmi B	Anuraag Singh, Buta Singh,
C 04	Methods of Sociological Enquiry	Lakshmi B	Amrita, Brij Mohan
	Discipline Specific Electives (DSE)		
DSE 01	Religion and society	S.C. Mahapatra	Pranveer, Caroline
DSE 02	Marriage, Family and Kinship	Anurita Jalan	Archna, Aruna
DSE 03	Social Stratification	S.C. Mahapatra	Aruna, Brij Mohan
DSE 04	Gender and Sexuality	Leki	Antasa, Shaswati
	Generic Electives (GE)		
GE 01	Polity and society in India	Brij Mohan	Anuraagini, Sushma
GE 02	Economy and Society	Sushma	Pravati, Bhawana
	Skill Enhancement Courses		
SEC 01	Techniques of Social Research	Amrita Sastry	Rashi, Anuraag Singh
SEC 02	Gender Sensitization	Kulbir Kaur	Pranveer, Amrita
SEC 03	Society through the Visual	Sushma	Caroline, Sarbani
SEC 04	Theory and Practice of Development	Sushma	Jessy, Anuraag Singh