UNIVERSITY OF DELHI

DEPARTMENT OF SOCIOLOGY

COURSE NAME: BA (H) SOCIOLOGY AND BA MULTIDISCIPLINARY STUDIES WITH MAJOR/MINOR IN SOCIOLOGY

(SEMESTER - I)
based on

Undergraduate Curriculum Framework 2022 (UGCF)

(Effective from Academic Year 2022-23)

University of Delhi

Course name: __BA (H) and BA Multidisciplinary Studies with Major/Minor in Sociology_____

Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/ Prerequisite	Contents of the course and reference is in Pages
			Lecture	Tutorial	Practical		
Introduction to Sociology	DSC 01 for BA(H)	4	3	1	0	N/A	**Annexure-I**
Sociology of India I	DSC 02 for BA(H)	4	3	1	0	N/A	**Annexure II**
Introduction to Sociological Research	DSC 03 for BA(H)	4	3	1	0	N/A	**Annexure III**
An Invitation to Sociology	DSC 01 for BA Multidisciplinary Studies: Required for Major/Minor in Sociology	4	3	1	0	N/A	**Annexure IV**
Family and Marriage	DSC 02 for BA Multidisciplinary Studies	4	3	1	0	N/A	**Annexure V**
Sociology and Everyday Life	GE 01	4	3	1	0	N/A	**Annexure VI**
Family and Intimacy	GE 02	4	3	1	0	N/A	**Annexure VII**
Understanding Indian Society	GE 03	4	3	1	0	N/A	**Annexure VIII**

BA Multidisciplinary Studies (Sociology)
(DSC 01 (Required for Major and Minor in Sociology), DSC 02)

B.A. (MDS) Sociology
Discipline Specific Core 01
An Invitation to Sociology

Course Objective:

This course is a broad introduction to the discipline of sociology. It introduces students to understanding the 'social' in everyday life. It helps to link the social to the personal and to develop a sociological imagination. It interrogates the taken-for-granted structures in society and familiarises students with some of the fundamental concepts and concerns of the discipline.

Course Learning Outcomes:

 After studying the paper, the students should be able to:
1. Appreciate and adopt a sociological perspective to the understanding of reality
2. Understand the basic concepts in Sociology and relate them to the micro and macro aspects of social life.
3. Develop a sociological way of thinking.

Course outline:

Unit I: Introducing Sociology
Unit II: The emergence of Sociology
Unit III: Basic Concepts
   a. **Culture**
   b. **Social Interactions and Institutions**
   c. **Social Change**
   d. **Sociology and Personal Life**

Course Content:

Unit I. Introducing Sociology (Weeks 1-3)

Mills, C. W. (1959). 'The Promise' in *The Sociological Imagination*. Oxford: Oxford University Press, 6th Edition (2000). Pp 3-24.

Giddens, A. & Philip Sutton, (2021), *Sociology*, 9th Edition. London: Polity Press, Chapter 1 'What is Sociology? Pp 1-30

Beteille, Andre. (2009), *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense, Pp. 13-27

Unit II. The emergence of Sociology (Weeks 4-5)

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

Unit III. Basic Concepts

a. Culture (Week 6-8)

Macionis, John, J. (Adapted by Reema Bhatia). (2019). *Sociology*, 17 Edition. Chapter 3, Culture, Pp 70-95. Pearson. New Delhi.

Redfield, Robert (1956), Chapter 16, 'How Human Society Operates', in Harry L Shapiro (ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp. 345-368.

b. Social Interactions and Institutions (Weeks 9-10)

Horton, Paul B., Chester L. Hunt. (2004), *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210- 229.

Das Veena. (1976). Masks and Faces: An Essay on Punjabi Kinship. Contributions to Indian Sociology. Vol.10. No.1 Pp 1-28

c. Social Change (Weeks 11-12)

Macionis, John, J. (Adapted by Reema Bhatia). (2019). *Sociology*, 17 Edition. Chapter 25. Social Change. Pearson. New Delhi. Pp. 742-768

Dillon, Michele. (2014). *Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-First Century*. Oxford: Wiley Blackwell. Chapter 15. Modernity's, Cosmopolitanism and Global Consumer Culture. Pp. 491-520.

d. Sociology and Personal Life (Week 13-14)

Morgan, David. (2019). 'Conceptualising the Personal', in V. May and Petra Nordqvist (ed.) *Sociology of Personal Life*. London: Red Globe Press. Chapter 2. Pp 16-29.

Allan, G., & Adams, R. G. (2006). Sociology of Friendship. In C. Bryant & D. Peck, The Handbook of 21st Century Sociology. Sage. Pp 1-29.

Suggested Readings:

Beteille, Andre, (2009), *Sociology: Essays in Approach and Method*, Delhi: Oxford University

Press, Chapter 1

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

Chakrabarty, D. (2000). *Provincializing Europe: Postcolonial Thoughts and Historical Difference.* New Jersey: Princeton University Press. Chapter-7. *Adda:* A History of Sociality. Pp 180-214.

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

May, Vanessa and Petra Nordqvist (ed.), (2019). *Sociology of Personal Life*. London: Red Globe Press.

Garner, James Finn, (1994), Politically Correct Bedtime Stories: Modern Tales for Our Life and Times, New Jersey: John Wiley & Sons Inc.

Films:

Captivating History. Age of Enlightenment: The Age of Reason Explained. Film 11 minutes.
Baby, Joe. 2021. The Great Indian Kitchen. Film. 1 hour 40 minutes
Edwards, Blake. 1989. Skin Deep. Film. 101 minutes.
Bhaumik, Mainak. 2015. Family Album. Film. 1hour 54 minutes

Teaching Learning Process:
This course is aimed at developing an understanding of the basic forms and processes of social interaction in society. Therefore, lecture-cum-participation method is used to engage the students and encourage them to learn and examine social events. In addition to attending lectures and tutorials, students will write assignments, and projects and prepare presentations as well.
Assessment Methods:
Periodic tutorials, team projects, class tests and assignments will be used as modes of assessment

Keywords:
Society, Culture, Social Interaction, Institutions, Personal Life

B.A. (MDS) Sociology
Discipline Specific Core 02
Family and Marriage

Course Objectives:

1. To introduce various approaches, issues, and debates in the study of family and marriage.
2. To introduce different concepts and theoretical understanding of marriage and family in different societies.
3. To develop critical insights into the changing trends in family and marriage.

Course Learning Outcomes:

1. Understanding the multiple perspectives in the study of the family.
2. Familiarity with the concepts relevant to the study of marriage
3. Developing an understanding of the changing trends in family and marriage.

Course Outline:

Unit I. An Introduction
Unit II. Studying the Family
Unit III. Understanding Marriage

Course Content:

Unit I. An Introduction (Week 1-3)

Goode, William J. (2009), 'The Theoretical Importance of the Family' in Arlene S. Skolnick and Jerome H. Skolnick (eds) *Family in Transition*. Boston: Pearson. (Seventeenth edition). pp 15-26.

Lévi-Strauss, Claude. (1956). 'The Family' in Harry L Shapiro (ed.) *Man, Culture and Society.* New York: Oxford University Press, pp. 261 – 285.

Shah A.M. (1964). 'Basic Terms and Concepts in the study of Family in India', *The Indian Economic and Social History Review*, Vol. 1(3), pp 1-36.

Unit II. Studying the family (Week 4- 9)

Palriwala, R. (1999). "Negotiating Patriliny: Intrahousehold Consumption and Authority in Rajasthan (India)", in Rajni Palriwala and Carla Risseeuw (eds.), *Shifting Circles of Support: Contextualising kinship and gender relations in South Asia and Sub-Saharan*, Africa. 190-220.Delhi: Sage Publications.

Nongbri, Tiplut. (1993). Gender and the Khasi Family Structure. *In* Patricia Uberoi. *Family, Marriage and Kinship in India*. Pp. 176- 186. New Delhi: Oxford University Press.

Weston, K, (1991). Families We Choose: Lesbians, Gays, Kinship, New York: Columbia University Press, 103-136.

Hochschild, A. (1989.) The Second Shift: New York: Penguin, 11-33.

Unit III. Understanding Marriage (Week 10-14)

Carsten. J. Hsiao-Chiao, Siobhan Magee, Eirini Papadaki & Koreen M. Reece. (2021). Marriage in Past, Present and Future Tense, London: UCL Press, 140-159.

Ramamurthy, Priti. 2014. Marriage, Labour circulation and smallholder Capitalism in Andhra Pradesh in R. Kaur and R. Palriwala (eds.) *Marrying in South Asia: Shifting Concepts, Changing Practices in a Globalising World*. Pp. 161-181. Hyderabad: Orient Blackswan.

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

Kaur, R, and Priti Dhanda. (2014). 'Surfing for Spouses: Marriage Websites and the 'New' Indian Marriage?' in Ravinder Kaur and Rajni Palriwala, (ed.). *Marrying in South Asia: Shifting Concepts, Changing Practices in a Globalising World.* New Delhi: Orient BlackSwan, 271- 292.

Lemons, Katherine (2014) 'When Marriage Breaks Down How Do Contracts Matter?: Contracts and Divorce in Contemporary North India, in Ravinder Kaur and Rajni Palriwala (ed.). *Marrying in South Asia: Shifting Concepts, Changing Practices in a Globalising World*. Hyderabad: Orient Blackswan, 371-388

Suggested Readings:

Sen, S., Biswas, R., & Dhawan, N. (Eds.). (2011). Intimate others: Marriage and sexualities in India. Bhatkal and Sen.

Uberoi. Patricia. (1993). Family, Marriage and Kinship in India. New Delhi: Oxford University Press.

Parry Jonathan.(2001). Ankalu's Errant Wife: Sex, Marriage and Industry in Contemporary Chhattisgarh, *Modern Asian Studies*, Vol. 35(4), 783-820

Parry Jonathan.(2001). Ankalu's Errant Wife: Sex, Marriage and Industry in Contemporary Chhattisgarh, *Modern Asian Studies*, Vol. 35(4), 783-820

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, 105-113

Pande A. (2010). Commercial Surrogacy in India: Manufacturing a Perfect Mother-Worker, *Signs,* Vol. 35(4), 969-992.

Teaching Learning Methods:

1. Interactive sessions in multidisciplinary contexts to develop the students' understanding of the course content.
2. Developing knowledge about classical and contemporary theories of family and kinship as a lived reality.
3. Documentary/movie screenings, followed by class discussions on the topics such as commercial surrogacy and chosen families of gays and lesbians.
4. Assignments based on the application of the concepts of marriage and family kinship

Assessment Methods:
Periodic tutorials, class tests, and assignments for formal assessment would further help students to understand and grasp the key concepts in a better way. Oral presentation, group discussions and interactive sessions would be an additional mode of assessment.

Key Words: Family, Marriage, Intimacy, Divorce

Sociology General Electives offered in Odd Semester
(GE 01, GE 02, GE 03)

Sociology Generic Elective (GE) 01
Sociology and Everyday Life

Course Objectives:

This course is an invitation to a sociological vision, imagination, and practice - for students who are pursuing disciplines other than sociology. The course seeks to render sociology alive by illuminating its perspective, concepts and practice through a series of interesting sociological studies of everyday life. The course attempts to introduce sociology in an accessible and engaging way.

The course begins with an introductory section that speaks of the spirit of sociology, followed by a substantive section where students are familiarized with key concerns and ideas of sociology using empirical studies of relatable aspects of everyday life. The course concludes with a small section that allows students to reflect on what they have learned in the course, and what they could do to put that learning into practice with a primer on the craft of doing sociology.

Course Learning Outcomes:

1. Inculcating a sociological imagination
2. Familiarity with basic concepts of sociology
3. Grasp social groups, institutions and processes that engender everyday life
4. Preparation for a more enduring engagement with sociology

Course Outline:

Unit I: An Invitation to Sociological Imagination
Unit II: Journeys into Everyday Social Worlds
Unit III: Practicing Sociology

Course Content:

Unit I. An Invitation to Sociological Imagination (Week 1-3)

Newman, David M. Sociology: Exploring the Architecture of Everyday Life 4th e. California: Pine Forge Press. Chapter 1. Taking a New Look at a Familiar World. Pp. 2-9

Henslin, James. M. 2005. 'What is Sociology? Comparing Sociology and Other Social Sciences'. In Down *to Earth Sociology: Introductory Readings*, edited by James M. Henslin, New York: Simon & Schuster. Pp 8-19.

Mills, C. Wright. 2000. 'The Promise'. In *The Sociological Imagination*, New York: OUP. Pp.1-13.

Gubbay J. and Chris Middleton. 1997. *The Student's Companion to Sociology*, Oxford: Blackwell. Pp. 254-260, 275-281

Unit II. Journeys into Everyday Social Worlds (Week 4-12)

John Curra. 2004. 'Groups, Societies, and Social Relationships'. In *The Human Experience Reader: Selections from Sociology*, Boston: Pearson. Pp. 23-30, 33-40

Johnson, Allan G. 2008. 'Culture: Symbols, Ideas, and the Stuff of Life' and 'The Structures of Social Life'. In *The Forest and the Trees: Sociology as Life, Practice, and Promise*. Philadelphia: Temple University Press. Pp 37-110.

Barnes, J. A. 1994. 'Cultural Diversity'. In *A Pack of Lies: Towards a Sociology of Lying*. Cambridge: Cambridge University Press. Pp. 65-78

Goffman, Erving. 1959. 'Introduction'. In *The Presentation of Self in Everyday Life*. New York: Anchor Books. Pp. 1-16

Sennett, Richard. 2012. 'Everyday Diplomacy: Reformation Conversations Put to Practical Use'. In *Together: The Rituals, Pleasures, and Politics of Cooperation*. New Haven: Yale University Press. Pp. 221- 246.

Collins, Randall. 1992. 'The Sociology of God'. In *Sociological Insight: An Introduction to Non-Obvious Sociology*. New York: OUP. Pp. 30-60.

Wharton, Amy S. 2005. 'Gender, Childhood, and Family Life'. In *The Sociology of Gender: An Introduction to Theory and Research*. Oxford: Blackwell. Pp. 122-161.

Hochschild, Arlie Russell. 2012. 'Paying Respects with Feeling: The Gift Exchange'. In *The Managed Heart: Commercialization of Human Feeling*, 1st Ed., University of California Press. Pp. 76–86.

Unit III. Practicing Sociology (Week 13-14)

Mills, C. Wright. 2000. 'On Intellectual Craftsmanship'. In *The Sociological Imagination*. New York: OUP. Pp. 195 – 226.

Suggested Readings:

Coser, Lewis A. 1980. *The Pleasures of Sociology*. New York: New American Library.

Curra, John. 2004. *The Human Experience Reader: Selections from Sociology*. Bostan: Pearson.

Giddens, Anthony. 1987. 'What do Sociologists Do?'. In *Social Theory and Modern Sociology*. Stanford: Stanford University Press. Pp. 1-21.

(Relevant short films, documentaries, stories, and excerpts may be screened and discussed)

Teaching Learning Process:

1. Lectures supported by group tutorial work
2. Students' Presentations from Unit II
3. Interactive approach towards the dissemination of the ideas
4. The ethnographic studies may be transacted through a flipped classroom

Assessment Methods:

1. Examinations
2. Assignments
3. Small research Projects

Keywords:

Everyday life as a field, thinking sociologically, 'Making the familiar strange', Socialization, Social Construction of everyday world, Presentation of self in the everyday, Sociological understanding of seemingly instinctual everyday conduct, Culture, Groups, Relationships

Sociology Generic Elective (GE) 02
Family and Intimacy

Course Objectives:

This course seeks to introduce students to a range of contemporary concerns pertaining to family as a social institution from a sociological viewpoint and with an interdisciplinary orientation. It situates family in its historical, cultural, social and comparative contexts. The course enables students to examine the commonsensical notions of family by making them aware of the diversity of family forms and reconstitute it as a possible arena of justice. It aims to familiarize students with different aspects of family and intimate life using ethnographic accounts from India. Its objective is to enable students to examine the institution of family and analyse intimacy in a sociological way.

Course Learning Outcomes:

1. An ability to examine the institution of family and realities of intimate experiences from a sociological perspective.
2. Knowledge of diverse forms of the family within their appropriate historical contexts and comparative appreciation of their features.
3. A disposition to constitute everyday spaces of family and intimacy as an arena of democracy, gender justice and empowerment.
4. Making students aware of the symbiotic relationship between conceptual, ethnographic and critical literature in social sciences and demonstrating how they work in close tandem.
5. To alert next-generation policymakers to take the questions of the intimacy with seriousness and make them integral to public reason and conversation.

Course Outline:

Unit 1: What is Family?

Unit 2: Family and Intimacy: Themes and Accounts

Unit 3: Family and Intimacy: Critiques and Transformations

Course Content:

Unit 1. What is Family? (Weeks 1-4)

Collier, Jane, Michelle Z. Rosaldo and Sylvia Yanagisako. (1992), Is there a Family? New Anthropological views. in Barrie Thorne and Marilyn Yalom eds. *Rethinking the Family: Some Feminist Questions*, Boston: North-western University Press. Pp. 25 – 38.

Gittins, Diana. (1993) How have Families Changed? in *The Family in Question: Changing Households and Familiar Ideologies*. 2e London: Macmillan. Pp. 6-34

Okin, Susan Moller. (1989) *Justice, Gender, and the Family*. New York: Basic Books. Chapter 2. The Family: Beyond Justice? Pp. 25 – 40.

Weston, Kath. (1991) *Families We Choose*. New York: Columbia University Press. Chapter 2. Exiles from Kinship. Pp. 21 – 42.

Unit 2. Family and Intimacy: Themes and Accounts (Weeks 5-10)

Diane P. Mines and Sarah Lamb (Eds.) (2010), Everyday *Life in South Asia*, Indianapolis: Indiana University Press. Pp. 9-22

Uberoi, Patricia. (2003), The Family in India: Beyond the Nuclear Versus Joint Debate, From Veena Das Ed. *The Oxford Companion to Sociology and Social Anthropology,* Delhi: OUP. Pp. 1061-1092

Trawick, Margaret. (1993), *Notes on Love in a Tamil Family*. Delhi: Oxford University Press. Chapters. 3 The Ideology of Love. Pp. 89 – 116

Raheja, Gloria Goodwin, and Ann Grodzins Gold. (1996), *Listen To the Heron's Words: Reimagining Gender and Kinship in North India*. Delhi: Oxford University Press. Chapter 2. Sexuality, Fertility, and Erotic Imagination in Rajasthani Women's Songs. Pp. 30 – 72.

Lynch, Owen M. (Ed.) (1990) *Divine Passions: The Social Construction of Emotion in India*. Delhi: Oxford University Press. Chapter 3. "To be a Burden on Others": Dependency Anxiety among the Elderly in India. Pp. 64 –88.

Unit 3. Family and Intimacy: Critiques and Transformations (Weeks 11-14)

Barrett, Michèle, and Mary McIntosh. (1991), *The Anti-Social Family*. London: Verso. Chapter 2. The Anti-Social Family. Pp. 43 – 80.

Cartledge, Sue, and Joanna Ryan. (1983), *Sex & Love: New Thoughts on Old Contradictions*. London: Women's Press. Chapter 7 'Is a Feminist Heterosexuality Possible?' Pp. 105 – 123.

Anshen, Ruth Nanda. (1959), *The Family: Its Functions and Destiny*. New York: Harper andBrothers. Pp. 359- 374

Suggested Readings:

Ahmad, Imtiaz. (1976), *Family, Kinship, and Marriage among Muslims in India.* Delhi: ManoharPress.

Beck, Ulrich and Elisabeth Beck-Gernsheim. (1995), *The Normal Chaos of Love.* Oxford: PolityPress.

Becker, Gary (1993). *A Treatise on the Family*. Harvard: Harvard University Press.Coontz, Stephanie. (2005), Marriage*, A History*. New York: Viking.

Giddens, Anthony. (1992), *The Transformation of Intimacy: Sexuality, Love and Eroticism inModern Societies*, Cambridge: Polity Press. Pp. 184-203.

Hochschild, Arlie Russell. (2013), *So, how's the Family? And other Essays.* Berkley: Universityof California Press.

Madan, T. N. (1989), *Family and Kinship: A Study of the Pandits of Rural Kashmir*. Delhi: OxfordUniversity Press.

Mitterauer, Michael, and Reinhard Sieder. (1982), *The European Family*. Chicago: University ofChicago Press.

Ross, Aileen D. (1967), *The Hindu Family in its Urban Setting*. Toronto: University of TorontoPress.

Uberoi, Patrica. (Ed.)(1996), *Social Reform, Sexuality and the State.* New Delhi: Sage Publications.

Teaching-Learning Process:

Besides conventional lecturing for communicating concepts, the teaching-learning process for this paper seeks to draw extensively on the diverse cultural competencies, observations and experiences of the class to make the issues involved more vivid. Group discussions providing a space for students to voluntarily share their observations and experiences of family life are an integral part of the teaching-learning process. Given that family and intimate experiences are also a staple of popular culture, teaching-learning seeks to mobilize those resources to make classes more engaging.

Assessment Methods:

Recommended evaluation is one assignment that tests conceptual competence and one project thatputs the conceptual learning into empirical practice.

Keywords:

Family, Intimacy, Life Cycle, Childhood, Marriage, Old Age, Gender, Emotions, Sexuality, Love,Law, Justice, Democracy

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Sociology Generic Elective (GE) 03
Understanding Indian Society

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Course Objectives:

The Course is an interdisciplinary course on Indian society. The course throws light on different dimensions of Indian social life including institutional structures, processes and contemporary issues and challenges. The students will also engage with the historical processes and ideological tensions underlying the diversity and uniqueness of various social formations. Institutions and concepts like village, town, caste structure and politics, class dynamics, religion, tribes, family, gender and political economy in the context of India are also discussed. These building blocks and core processes of Indian Society are considered relationally and as intersecting fields. It will help students enables the capacity to invoke scientific and analytical attitude toward one's own society and its ongoing workings and evolution. It provides the cultural knowledge and research skills that would be necessary for problem-solving in the Indian context.

Course Learning Outcomes

1.   Develops a reflexive and nuanced understanding of Indian Society

2.   Enables an understanding and sensitivity towards India's diversity and uniqueness.

3.   Helps to analyze complex social phenomena, their arrangement and processes.

4.   Provides an intersectional understanding of complex social processes.

Course Outline:

Unit I. Indian Society: Historical and Social Foundations

Unit II. Foundational Institutions and emerging inter-sectional dynamics

   a. **Caste, Class, Religion and Scheduled Tribes**
   b. **Gender and Family**
   c. **Village and Cities**
   d. **Culture and Political**

Unit III: Emerging Issues and Challenges

Course Content:

Unit I Indian Society: The Historical and Social Foundations (Weeks 1-3)

Stern, Robert W. (2003). *Changing India* (pp. 16-31). Cambridge University Press.

Beteille, Andre. (2000). *Antinomies of Society: Essays on Ideologies and Institutions* (pp. 198-207). Oxford University Press.

Unit –II Foundational Institutions and Emerging Dynamics (Weeks 3-11)

a. Caste, Class, Religion and Scheduled Tribe

Zelliot, Eleanor. (2004). 'Caste in Contemporary India' (pp. 243 – 268). In Robin Rinehart (ed).
Contemporary Hinduism: Ritual, Culture, and Practice. ABC-Clio.

Fernandes, Leela. (2016). India's Middle Classes in Contemporary India (pp. 332-340). In Knut A. Jacobsen (ed). *Routledge Handbook of Contemporary India*. Routledge.

Xaxa, Virginius. (2005). Politics of Language, Religion and Identity: Tribes in India, *Economic and Political Weekly*, 40 (13), 1363-1370.

Madan T.N. (2001). Religions of India; Plurality and Pluralism (775-801). In Veena Das (ed.) *The Oxford India Companion to Sociology and Social Anthropology*. Oxford University Press.

b. Family and Gender

Diane P. Mines and Sarah Lamb (Eds.) *Everyday Life in South Asia* (pp. 9-25). Indiana University
Press.

Dube, Leela. (1988). On the Construction of Gender: Hindu Girls in Patrilineal India, *Economic and Political Weekly*, 23 (18) April 30. WS11-WS19.

c. Village and City

Srinivas, M.N. (1998). The Changing Village (pp. 138-162). In *Indian Society through Personal Writings*. Oxford University Press.

Gooptu, Nandini. (2016). Divided We Stand: Indian City after Economic Liberalization (pp. 216-228). In Knut A. Jacobsen (ed). *Routledge Handbook of Contemporary India*. Routledge.

d. Political Economy

Stuart Corbridge and John Harriss. (2000). Sovereign, Democratic, Federal, Socialist, Secular':
The Invention of Modern India (pp. 38-57). In Stuart Corbridge and John Harriss(ed.)
Reinventing India. Polity Press.

Metcalf, Barbara D. and Thomas R. Metcalf. (2006). *A Concise History of Modern India*. (pp.
265– 295). Cambridge University Press.

Unit III. Emerging Issues and Challenges

Hamza Alavi and John Harriss. (1989). *Sociology of Developing Societies: South Asia*. (pp.
213-221). Macmillan.

Kumar, Radha. (1993). *The History of Doing: An Illustrated Account of Movements for
Women's Rights and Feminism in India 1800-1990: Women's Movement in India*. Kali for
Women. Pp. 1-6

Oommen, T.K. (1997). *Citizenship and National identity: From Colonialism to Globalism*
(pp.143-172). Sage Publications.

Suggested Readings:

Ambedkar, B.R., (1971 [1936]). *Annihilation of Caste* (pp. 1-29). Bheem Patrika.
Baruah, Sanjib.(2001). 'Cultural Politics of Language, Subnationalism and Pan-Indiansim'
(pp. 69-90). In *India Against Itself: Assam and the Politics of Nationalism.* Oxford University
Press.

Chatterjee, Partha. (1997). *State and Politics in India* (pp. 1-39). Oxford University Press.

Das, Veena.(1989). Difference and Division as Design for Life (pp. 45-56). In Veena Das,
Contemporary Indian Tradition: Voices on Culture, Nature, and the Challenge of Change.
Smithsonian Institute Press.

Gail Omvedt. (2001). Ambedkar and After: The Dalit Movement in India,(pp. 143–59).
In Ghanshyam Shah (ed.), *Dalit Identity and Politics.* Sage Publications .

Oommen, T.K. (2019). Religious Pluralism (pp. 259-282). In T.K.Oomen and
C.N.Venugopal (ed.) *Sociology.* Eastern Book Company.

Kothari, Smitu. et al. (2001). Social Movement Politics in India: Institutions, Interests and Identities (pp. 242-269). In Atul Kohli (ed.) *Success of Indian Democracy*. Cambridge University Press.

Mencher, Joan P. (2008). Ecology and Social Structure: A Comparative Analysis (pp. 42-76). In Ramachandra Guha (ed). *Social Ecology*. Oxford University Press.

Mencher, J. (1991).The Caste System Upside Down (pp. 93-109). In D. Gupta (ed.), *Social Stratification.* Oxford University Press.

Menon, N. (ed.). (1999). *Gender and Politics in India* (pp. 342-369). Oxford University Press. Robb, Peter. (2002). *A History of Indi*a [Chapter.1: Introduction: Region and Civilization, (pp.1-26)]. Palgrave.

Singh, K. S. (1982). Transformation of Tribal Society: Integration vs Assimilation, *Economic and Political Weekly*, 17 (33 & 34) August.14 . 1318-1325, 1376-1384.

Stern, Robert W. (2003). *Changing India* (pp. 56--87). Cambridge University Press.
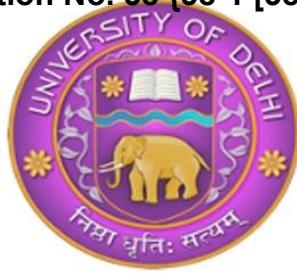
Teaching-Learning Process:
The teaching, learning process for this paper involves lectures, presentations, projects and film screenings. The focus will also be on peer learning.

Assessment Methods:
Recommended evaluation is one assignment that tests the conceptual grasp based on prescribed readings and one project that demonstrates competence to grasp a contemporary social issue, cultural feature or a trend in India.

Keywords:
India, Civilization, Colony, Society, Village, Town, Region, Caste, Class, Religion, Family, Gender, Economy, Politics. Civilization.

INDEX

DEPARTMENT OF SOCIOLOGY
SEMESTER – II

(BA Multidisciplinary Studies (Sociology), Courses for Undergraduate Programme of study with Sociology discipline as one of the Core Disciplines)
(DSC 03 (Required for Major and Minor in Sociology),
DSC 04(Required for Major in Sociology))

DISCIPLINE SPECIFIC CORE COURSE – 03: Sociology of India

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 03 Sociology of India	4	3	1	0	Nil	Nil

Course Learning Objective:

1. To provide an outline of the institutions and processes of Indian society.
2. To initiate students into viewing Indian society through a sociological lens.
3. To enable students to understand important social structures of Indian society.

Course Learning Outcomes:
Students will be able to:

1. R*ecognize* the bases of plurality of Indian society.
2. *Outline* the concepts of caste, tribe, class, village, and religion.
3. *Debate* the basis of order and dynamics of social change in India.

Outline Syllabus of DSC-03:

Unit I. Introducing India (2 Weeks)

Unit II. India as a Plural Society (1 Week)

Unit III. Social Institutions, Processes and Change (11 Weeks)

a. **Caste**

b. **Tribe**

c. **Class**

d. Village

e. Religion

Practical component (if any) - NIL

Essential/Recommended Readings:

Unit I. Introducing India (Weeks 1-2)

Stern, Robert W. 2003. *Changing India*. Cambridge: Cambridge University Press. Pp. 16-31.

Unit II. India as a Plural Society. (Week 3)

Mason, P. 1967. "Unity and Diversity: An Introductory Review" in Philip Mason(ed.) India and Ceylon: Unity and Diversity. London: Oxford University Press, Introduction. Pp. 1-29

Unit III. Social Institutions, Processes, and Change. (Weeks 4-12)

a. Caste

Ambedkar, B.R. 1977. "Castes in India: Their Mechanism, Genesis and Development," Jullundhur, Bhim Patrika. Pp 2-32.

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

b. Tribe

 Xaxa, V. Tribes in India, in Veena Das ed. *The Oxford India Companion to Sociology and Social Anthropology* Vol I. New Delhi: Oxford University Press, 2003. Pp..373 – 408.

c. Class

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

Deshpande, S. 2003. "The Centrality of Middle Class" in *Contemporary India: A Sociological View,* Viking Bombay. Pp. 125-150.

d. Village

Desai, A. R. 1978, Rural Sociology, 5e. Bombay: Popular Prakashan. Pp.10-16

Srinivas, M.N and Shah, A.M. 1960. "The Myth of Self Sufficiency of the Indian Village", in *The Economic Weekly*, Vol. 12, No.37, (10 Sep. 1960), Pp. 1375-1378.

Jodhka, S. S. 2002. Nation and Village: Images of Rural India in Gandhi, Nehru and Ambedkar", in *Economic and Political Weekly* Vol. 37, No. 32 (Aug. 10-16, 2002), pp. 3343-3353.

e. Religion

Madan, T.N. 2003. "Plurality and Pluralism", *The Oxford India Companion to Sociology and Social Anthropology,* Vol I. New Delhi: Oxford University Press, 2003. Pp.775-801.

4. Issues and Challenges in Contemporary India. (Weeks 13-14)

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.

Weiner, Myron. Migration, in, Veena Das. Ed. 2006. *Oxford Hand Book of Indian Sociology*, Delhi: OUP. pp. 156-171.

Suggested Readings:

Ahmad, I. 1983. "Modernization and Social Change among Muslims in India," Delhi, Manohar.

Ambedkar, B. R. 2007. *Annihilation of Caste* New Delhi : Critical Quest.

Gupta, D. (ed) (1991). *Social Stratification*. Delhi. Oxford University Press.

Dumont, L. 1997, *Religion, Politics, and History in India*, Paris: Mouton, Chapter 5. Pp. 89-110.

Eck, D. 2012. *India: A Sacred Geography*, New York: Harmony Books, Chapter 2, What is India? Pp. 42-105

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.

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

Nehru, J.N. 1946. *The Discovery of India*. Calcutta, Jawaharlal Nehru Memorial Fund.

Oommen, T.K. 2019. "Religious pluralism and Linguistics diversity", in T. K. Oommen and C.N. Venugopal (eds), *Sociology*, Lucknow: EBC Publishing. Pp. 262-296.

Roy Burman, B.K., 2002. "Challenges and Responses in Tribal India" in M.S.A. Rao (ed) Social *Movements in India* Delhi: Manohar .

Shah, Ghanshyam (2001). *Dalit Identity and Politics*. Delhi: Sage Publications, Chapter 1 and chapter 7.

Singh, Y. (1986). *Modernization of Indian Tradition*, Delhi: Rawat Publication.

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

Xaxa, V. (1999). "The Transformation of Tribes in India: Terms of Discourse", *Economic and Political Weekly*, 34 (24), pp. 1519-1524.

Zelliot, E. (2004). "Caste in Contemporary India" in Robin Rinehart (Ed). *Contemporary Hinduism: Ritual, culture, and practice*, California: ABC-CLIO. Pp. 243-271.

Keywords:

India, Caste, Tribe, Class, Village, Religion, Women's Movements, Secularism.

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	**Tutorial**	**Practical/ Practice**		
DSC 04 Religion and Society	4	3	1	0	**Nil**	**Nil**

Course Learning Objectives:

1. To introduce the basics of how sociologists study religion and introduce concepts such as beliefs, practices, and religious organisations.
2. To offer an empirical and comparative view of religion and its role in society.
3. To familiarize students with different sociological approaches to studying religion.
4. To learn about diverse manifestations of religion in societies
5. To become familiar with some contemporary religious practices in different societies.

Course Learning Outcomes:
Students will be able to:

1. *Identify and compare different* sociological approaches to the study of religion
2. Critically read, analyse and write about religious issues and problems sociologically.
3. U*se* theoretical models for understanding empirical cases of religion through readings and observation.
4. D*iscuss* the role of religion in social and political processes and transformations supported by sociological research.
5. E*xamine* sociologically the intersection of religion with everyday life of individuals, social institutions and other spheres of state and society

Outline Syllabus of DSC-04:

Unit I. Introduction to Sociology of Religion (6 Weeks)
a.   **Meaning and Scope**
b.   **Sacred and Profane**
c.   **Religion and Rationalization**
d.   **Religion as a cultural system**

Unit II. Myth, Body, and Rituals as elements of Religion (6 Weeks)
a.   **Ritual**
b.   **Body**
c.   **Myth**

Unit III. Contemporary Issues in Religion (2 Weeks)
a.   **Religion and Media**
b.   **Secularism**

Practical component (if any) - NIL

Essential/Recommended Readings:

Unit I. Introduction to Sociology of Religion: (Weeks 01-06)

a. Meaning and Scope

Béteille, A. 2002. *Sociology: Essays on Approach and Method*. OUP: New Delhi, Pp 134-150.
Berger, P. 1967. *The Sacred Canopy*. Garden City: New York, Pp175- 186.

b. Sacred and Profane

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

c. Religion and Rationalization

Weber, Max. 1905. *The Protestant Ethic and the Spirit of Capitalism*, New York: Free Press, Pp 102-125

d. Religion as a Cultural System

Geertz, C. 2008. Religion as a Cultural System. In Michael Lambek (ed.) *A Reader in the Anthropology of Religion.* Blackwell Publishing Limited. Pp.57-76

Unit II. Myth, Ritual and the Body (Weeks 07-12)

Fuller, C.J. 2004. *The Camphor Flame: Popular Hinduism and Society in India.* (Revised ed.) Princeton University Press. Pp. 204-223

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

Uberoi, J.P.S. 1997 'The Five Symbols of Sikhism", in T.N Madan (ed) Religions in India. Delhi: OUP, Pp 320-332.

Pangborn, Cyrus R. 1991. Parsi Zoroastrian Myth and Ritual: Some Problems of their Relevance for Death and Dying. In T.N. Madan Ed. *Religion in India* OUP, India. Pp. 415-430

Ostor, Akos. 1991. Cyclical Time: Durgapuja in Bengal: Concepts, Actions, Objects. In T.N. Madan Ed. *Religion in India* OUP, India. Pp. 176-198

Srinivas, M. N. 1952. *Religion and Society among the Coorgs of South India*. Clarendon: Oxford, Pp100-122.

Unit III. Contemporary Issues in Religion (Weeks 13-14)

Stolow, Jeremy. 2010. "Religion, Media, and Globalization" in Turner (Eds) *The New Blackwell companion to Sociology of Religion.* Wiley-Blackwell Pp 544-562

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

Suggested Readings:

Asad, T. 2008. The Construction of Religion as an Anthropological Category. In Michael Lambek (ed.) *A Reader in the Anthropology of Religion*. Blackwell Publishing Limited. Pp. 110-126

A. Babb and Susan S. Wadley (ed.) 1998. *Media and the Transformation of Religion in South Asia*. Philadelphia: University of Pennsylvania Press. Pp.139-166.

Eck, D. 1996. *Darsan: Seeing the Divine Image in India*. Columbia University Press. NY.

Ortner, S.B. 2008. On key Symbols. In Michael Lambek (ed.) *A Reader in the Anthropology of Religion*. Blackwell Publishing Limited. Pp.151-159.

Key Words:

Rituals, Sacred, Profane, Myth, Secularism, Pilgrimage, Festival

Category III

Sociology Courses for Undergraduate Programme of study with Sociology as one of the Core Disciplines
(Discipline Specific Core courses for B.A. (MDS) with Sociology as non-Major / Minor discipline)

DISCIPLINE SPECIFIC CORE COURSE – 03: Sociology of India

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 03 Sociology of India	4	3	1	0	Nil	Should have Done DSC (MDS) 01

Course Learning Objective:

1. This paper aims to provide an outline of the institutions and processes of Indian society.
2. The central objective is to initiate students into studying Indian society through a sociological lens.
3. The students will be able to identify key social structures of Indian society.

Course Learning Outcomes:
Students will be able to:

1. R*ecognize* the bases of plurality of Indian society.
2. *Explain* the concepts of caste, tribe, class, village, and religion.
3. *Examine* the dynamics of social change in India.

Outline Syllabus of DSC-03:

Unit I. Introducing India (2 Weeks)

Unit II. India as a Plural Society (1 Week)

Unit III. Social Institutions, Processes and Change (11 Weeks)

f. **Caste**

g. **Tribe**

h. **Class**

i. **Village**

j. **Religion**

Practical component (if any) - NIL

Essential/Recommended Readings:

Unit I. Introducing India (Weeks 1-2)

Stern, Robert W. 2003. *Changing India*. Cambridge: Cambridge University Press. Pp. 16-31.

Unit II. India as a Plural Society. (Week 3)

Mason, P. 1967. "Unity and Diversity: An Introductory Review" in Philip Mason(ed.) India and Ceylon: Unity and Diversity. London: Oxford University Press, Introduction. Pp. 1-29

Unit III. Social Institutions, Processes, and Change. (Weeks 4-12)

c. **Caste**

Ambedkar, B.R. 1977. "Castes in India: Their Mechanism, Genesis and Development," Jullundhur, Bhim Patrika. Pp 2-32.

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

d. **Tribe**

 Xaxa, V. Tribes in India, in Veena Das ed. *The Oxford India Companion to Sociology and Social Anthropology* Vol I. New Delhi: Oxford University Press, 2003. Pp..373 – 408.

c. **Class**

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

Deshpande, S. 2003. "The Centrality of Middle Class" in *Contemporary India: A Sociological View,* Viking Bombay. Pp. 125-150.

f. **Village**

Desai, A. R. 1978, Rural Sociology, 5e. Bombay: Popular Prakashan. Pp.10-16

Srinivas, M.N and Shah, A.M. 1960. "The Myth of Self Sufficiency of the Indian Village", in *The Economic Weekly*, Vol. 12, No.37, (10 Sep. 1960), Pp. 1375-1378.

Jodhka, S. S. 2002. Nation and Village: Images of Rural India in Gandhi, Nehru and Ambedkar", in *Economic and Political Weekly* Vol. 37, No. 32 (Aug. 10-16, 2002), pp. 3343-3353.

g. **Religion**

Madan, T.N. 2003. "Plurality and Pluralism", *The Oxford India Companion to Sociology and Social Anthropology,* Vol I. New Delhi: Oxford University Press, 2003. Pp.775-801.

4. Issues and Challenges in Contemporary India. (Weeks 13-14)

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.

Weiner, Myron. Migration, in, Veena Das. Ed. 2006. *Oxford Hand Book of Indian Sociology*, Delhi: OUP. pp. 156-171.

Suggested Readings:

Ahmad, I. 1983. "Modernization and Social Change among Muslims in India," Delhi, Manohar.

Ambedkar, B. R. 2007. *Annihilation of Caste* New Delhi : Critical Quest.

Gupta, D. (ed) (1991). *Social Stratification*. Delhi. Oxford University Press.

Dumont, L. 1997, *Religion, Politics, and History in India*, Paris: Mouton, Chapter 5. Pp. 89-110.

Eck, D. 2012. *India: A Sacred Geography*, New York: Harmony Books, Chapter 2, What is India? Pp. 42-105

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.

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

Nehru, J.N. 1946. *The Discovery of India*. Culcutta, Jawaharlal Nehru Memorial Fund.

Oommen, T.K. 2019. "Religious pluralism and Linguistics diversity", in T. K. Oommen and C.N. Venugopal (eds), *Sociology*, Lucknow: EBC Publishing. Pp. 262-296.

Roy Burman, B.K., 2002. "Challenges and Responses in Tribal India" in M.S.A. Rao (ed) Social *Movements in India* Delhi: Manohar .

Shah, Ghanshyam (2001). *Dalit Identity and Politics*. Delhi: Sage Publications, Chapter 1 and chapter 7.

Singh, Y. (1986). *Modernization of Indian Tradition*, Delhi: Rawat Publication.

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

Xaxa, V. (1999). "The Transformation of Tribes in India: Terms of Discourse", *Economic and Political Weekly*, 34 (24), pp. 1519-1524.

Zelliot, E. (2004). "Caste in Contemporary India" in Robin Rinehart (Ed). *Contemporary Hinduism: Ritual, culture, and practice*, California: ABC-CLIO. Pp. 243-271.

Keywords:

 India, Caste, Tribe, Class, Village, Religion, Women's Movement, Secularism.

GENERIC ELECTIVES (GE-04): Gender, Power and Violence

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE 04 Gender, Power and Violence	4	3	1	Nil	Nil	Nil

Course Learning Objective:

1. To examine the varied expressions and ramifications of gendered violence in a variety of contexts.

2. To understand and analyse gender violence as both routine and spectacular, and structural, symbolic and situated.

3. To explain how gender is socially constructed, and increase awareness of the presence of gender violence on multiple bodies in varied locations and contexts.

4. To identify and analyze social movements and everyday forms of resistance against gender violence.

Course Learning Outcomes:
Students will be able to:

1. *Establish* the connections between the social construction of gender across cultures and the forms and experiences of gender violence.

2. *Describe* and *debate* different theoretical perspectives on the genesis and manifestation of gender violence across societies and cultures and its personal, social, cultural, political and economic consequences.

3. *Analyze* the significance of public discourse in general and the role of the state and public policy in addressing and curbing gender violence.

4. *Debate* individual and collective struggles and strategies used to resist gender violence.

Syllabus of GE 04:

Unit I. Conceptual Frameworks for understanding Gender and Violence (6 Weeks)
a. Deconstructing Gender and Gendered Violence
b. Embodiments of Violence: Multiplicities & Responses
Unit II. Intersectional Debates (6 Weeks)
a. Power & Violence: Individuals & Community
b. Nation-States, (In) Security & Sexual Violence
c. Invisibilized Vulnerabilities
Unit III. Legal Discourses on Gender Violence: Local and Global Experiences (2 Weeks)

Practical component (if any) - NIL

Essential/Recommended Readings:

Unit I. Conceptual Frameworks for understanding Gender and Violence: (Weeks-1-6)

a. Deconstructing Gender and Gendered Violence

Boyle Karen. (2019). 'What's in a Name? Theorizing the inter-relationships of gender and violence'. *Feminist Theory* 2019. Vol 20(1) 19-36

Merry, Sally Engle. (2009). 'Introduction' in *Gender Violence: Cultural Perspective*. Wiley-Blackwell. Chap. 1.

Gwen Hunnicutt. (2009), 'Varieties of Patriarchy and Violence against Women: Resurrecting "Patriarchy" as a Theoretical Tool' in *Violence against Women*. Volume 15 (5) May, Pp 553-573.

b. Embodiments of Violence: Multiplicities & Responses

Desai, Manali. (2016). 'Gendered Violence and India's Body Politic' in *New Left Review* 99 pp 67-83

Anthias, Floya (2014). 'The Intersections of Class, Gender, Sexuality and 'Race': The Political Economy of Gendered Violence' in *International Journal of Politics, Culture, and Society*, Vol. 27, No. 2 pp. 153-171.

Unit II. Exploring intersectional debates: (Weeks 7-12)

a. Power & Violence: Individuals & Community

Sujatha, D. (2014), 'Redefining Domestic Violence: Experiences of Dalit Women' in *Economic and Political Weekly*, Vol. 49, No. 47 pp. 19-22

Durfee, Alesha. (2011). "I'm Not a Victim, She's an Abuser": Masculinity, Victimization, and Protection Orders." in *Gender & Society* 25 (3): 316–34.

Loy, Pamela Hewitt, and Lea P. Stewart. (1984), 'The Extent and Effects of the Sexual Harassment of Working Women'. *Sociological Focus* 17.1 : 31-43.

b. Nation-States, (In) Security & Sexual Violence

Gaikwad, Namrata. (2009). *'Revolting bodies, hysterical state: women protesting the Armed Forces Special Powers Act (1958)'* in *Contemporary South Asia*. Vol. 17, No. 3, September 2009, 299–311.

Henry, Nicola. (2016). 'Theorizing Wartime Rape: Deconstructing Gender, Sexuality, and Violence' in *Gender and Society*, Vol. 30, No. 1, pp. 44-56.

c. Invisibilized Vulnerabilities

Sumit Dutta, Shamshad Khan & Robert Lorway (2019). 'Following the divine: an ethnographic study of structural violence among transgender Jogappas in South India' in *Culture, Health & Sexuality*. *21*(11), 1240–1256.

Mantilla, Karla. (2013). 'Gender trolling: Misogyny Adapts to New Media' in *Feminist Studies* Vol 39. No. 2. pp 563-570.

Unit III. Legal Discourses on Gender Violence: (Weeks 13-14)

Otto, Dianne. (2019). 'Gender Violence and Human Rights' in Laura J Shepherd edited *Handbook on Gender and Violence*, Pp. 357-376.

Agnes, Flavia. (2016). 'Muslim Women's Rights and Media Coverage'. *Economic and Political Weekly*, Vol. 51, No. 22. pp. 13-16.

Audio Visual Materials: Recommended for screening and Tutorial discussion

A Girl in the River: The Price for Forgiveness (Pakistan): Dir. Sharmeen Obaid Chinoy: 40 mins
A Pinch of Skin (India): Dir. Priya Goswami: 28 mins
Kony 2012 (Uganda): Dir. Jason Russell: 30 mins
Sri Lanka's Killing Fields: Dir. Callum Macrae: 49 mins

Keywords:
Gender, Violence, Intersectionality, Embodiment, Sexual harassment, Vulnerability Law, Rights

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE 05 Sociology of Intimate Life	4	3	1	Nil	Nil	Nil

Course Learning Objectives:

1. To introduce students to some of the processes that shape intimate life in contemporary societies.

2. To explore the concept of intimacy and map the historical transformations this phenomenon has undergone.

3. To chart the configuration of intimacy in our times in multiple dimensions such as institutions, gender, sexuality, love and care.

4. To initiate discussion about ideals of equality and compassion in intimate relations.

Course Learning Outcomes:
Students will be able to:

1. *Outline* sociological conceptions of Intimacy.

2. *Describe* the historical transformation of intimate relations and their present status.

3. *Appreciate* the significance of intimate relationships in weaving and sustaining the social fabric.

4. *Apply* this understanding of the interconnections between the public and private realms into policy making.

Syllabus of GE 05:

Unit I Intimacy: An Introduction (3 Weeks)
Unit II Themes in Sociology of Intimacy (11 Weeks)
a.   **Institutions and Intimacies**
b.   **Gender, Sexuality and Intimacy**
c.   **Intimacy and Love**
d.   **Intimacy and Care**

e.   Intimacy and Democracy

Practical component (if any) - NIL

Essential/Recommended Readings:

Unit I. Intimacy: An Introduction (Weeks 01-03)

Jamieson, Lynn. (1998). Introduction, Chapters 1 & 2. In I*ntimacy: Personal Relationships in Modern Societies*. (pp. 1-42). Polity Press.

Unit II. Themes in Sociology of Intimacy Weeks (04-14)

a.   Institutions and Intimacies:

Coontz, Stephanie. (2013). The Radical Idea of Marrying for Love (pp. 163-173). In David M. Newman. (Ed.) *Sociology: Readings Exploring the Architecture of Everyday Life*. Sage Publications.

Cherlin, Andrew J. (2004). The Deinstitutionalization of American Marriage. *Journal of Marriage and the Family* 66: 848-861.

b.   Gender, Sexuality and Intimacy

Katz, Jonathan. (1990). The Invention of Heterosexuality. *Socialist Review* 20 January - March, 7-34.

Stacey, Judith. (2011). Introduction & Chapters 4. In *Unhitched: Love, Marriage, and Family Values from West Hollywood to Western China.* New York University Press.

Weston, Kath. (1998). Made to Order: Family Formation and the Rhetoric of Choice. In *Long Slow Burn: Sexuality and Social Science* (pp. 83-94). Routledge.

Raheja, Gloria Goodwin, and Ann Grodzins Gold. (1996). Sexuality, Fertility, and Erotic Imagination in Rajasthani Women's Songs. In *Listen To the Heron's Words: Reimagining Gender and Kinship in North India (*pp. 30 – 72). Oxford University Press.

c.   Intimacy and Love

Beck, Ulrich and Elisabeth Beck-Gernsheim. (2010). The Normal Chaos of Love (pp. 181-188). In Anthony Giddens and Philip W. Sutton (Ed). Sociology: Introductory Readings. Polity.

Hooks, bell. (2015). Living to Love. *Sisters of the Yam: Black Women and the Self-Recovery*. (pp. 97-111). Routledge.

d.   Intimacy and Care

Lamb, Sarah. (2000). White Saris and Sweet Mangoes: Aging, Gender, and Body in North India (pp. 115-143). University of California Press.

Hochschild, Arlie Russell. (2003). *The Commercialization of Intimate Life: Notes from Home and Work* (pp. 185-197). University of California Press.

e. Intimacy and Democracy

Jamieson, Lynn. (1998). Introduction & Chapter 6. The Couple: Intimate and Equal? In *Intimacy: Personal Relationships in Modern Societies* (pp. 136-157). Polity.

Giddens, Anthony. (1992). *The Transformation of Intimacy: Sexuality, Love and Eroticism in Modern Societies* (pp. 184-203). Polity Press.

Suggested Readings:

Beck, Ulrich and Elisabeth Beck-Gernsheim.(2010). The Normal Chaos of Love (pp. 181-188). In Anthony Giddens and Philip W. Sutton (Ed). *Sociology: Introductory Readings.* Polity.

Goodison, Lucy.(1983). Really Being in Love Means Wanting to Live in A Different World (pp. 48-66). In Cartledge, Sue, and Joanna Ryan (ed.). *Sex & Love: New Thoughts on Old Contradictions.* Women's Press.

Chase, Susan E. & Mary F. Rogers. (2004). Mothers and Children over the life course. In *Mothers and Children: Feminist Analysis and Personal Narratives.* (pp. 203-233). Rutgers University Press.

Kimmel, Michael. et. al. (Eds.). *The Gendered Society Reader* (pp. 121-132). Oxford University Press.

Lynn Jamieson and Gabb, Jacqui. (2008). Conceptualisations of Intimacy. In *Researching Intimacy in Families* (pp. 64-96). Palgrave.

Coontz, Stephanie.(1993). *The Way We Never Were American Families and The Nostalgia Trap.* Basic Books.

Trawick, Margaret.(1996). The Ideology of Love. Notes on Love in a Tamil Family (pp. 89 – 116). Oxford University Press.

Vatuk, Sylvia. (1990). To be a Burden on Others: Dependency Anxiety among the Elderly in India (pp. 64 – 88). In Lynch, Owen M. (Ed.) Divine Passions: The Social Construction of Emotion in India . Oxford University Press.

Keywords: Intimacy, Love, Emotions, Care, Family, Marriage, Relationships, Gender and Sexuality.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE 06 Invitation to Sociological Theory	4	3	1	Nil	Nil	Nil

Course Learning Objectives:

1. To familiarize students with fundamental sociological perspectives.
2. To enable students to analyse social reality on the basis of these perspectives.
3. To help students apply sociological theories to their lifeworld.

Course Learning Outcomes:

Students will be able to:

1. *Analyze* the multiple dimensions of social reality.
2. *Compare* and *contrast* different sociological perspective on these processes..
3. *Develop* a critical orientation while observing and reviewing social realities.
4. *Apply* various sociological theories to social contexts and thereby assessing the causes and consequences of various social phenomena

Syllabus of GE 06:

Unit 1. Understanding Sociological Theory (2 Weeks)
Unit 2. Functionalism (4 Weeks)
Unit 3. Conflict Theory (2 Weeks)
Unit 4. Interpretive Sociology (2 Weeks)
Unit 5. Interactionism (2 Weeks)
Unit 6. Feminist Sociology (2 Weeks)

***

Practical component (if any) - NIL

Essential/Recommended Readings:

Unit 1. Understanding Sociological Theory (1-2 Weeks)

Willis, Evan. 1996. *The Sociological Quest: An Introduction to the Study of Social Life*. New Jersey: Rutgers University Press. Chapter 7, Theory and Method. Pp. 107-132.

Unit 2. Functionalism (3-6 Weeks)

Wallace, Ruth A. and Alison Wolf. 2006. *Contemporary Sociological Theory: Expanding the Classical Tradition*, Sixth Edition, New Delhi: Prentice-Hall of India. Chapter 2, Functionalism. Pp. 15-57.

Cohen. Percy S. 1968. *Modern Social Theory,* Sixth Edition, London: Heinemann. Chapter 3, Functionalism or the 'Holistic' Approach. Pp. 34-68.

Unit 3. Conflict Theory (7-8 Weeks)

Turner, Jonathan H. 1987. *The Structure of Sociological Theory*, Fourth Edition, New York: Rawat Publications, Chapter 6, The Origin of Conflict and Critical Theorizing. Pp. 129-150.

Unit 4. Interpretive Sociology (9-10 Weeks)

Freund, Julien. 1969. *The Sociology of Max Weber,* New York: Vintage Books. Chapter 3, The Concept of Interpretive Sociology. Pp. 87-132.

Unit 5. Interactionism (11-12 Weeks)

Cuff, E. C., W. W. Sharrock, and D. W. Francis. 2006. **Perspectives in Sociology**, Fifth Edition, London: Routledge, Chapter 6, Symbolic Interactionism. Pp. 98-125.

Unit 6. Feminist Sociology (13-14 Weeks)

Abbott, Pamela, Clair Wallace, and Melissa Tyler. 2005. *An Introduction to Sociology: Feminist Perspectives,* Third Edition, London: Routledge, Chapter 2, Feminist Sociological Theory. Pp. 16- 56.

Suggested Readings:

Blumer, Herbert. 2002 'Symbolic Interactionism' from Craig Calhoun (ed.) *Contemporary Sociological Theory*. Oxford: Blackwell. Chapter 4, Pp. 66 -77.

Dillon, Michele. 2014. *Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-First Century,* Second Edition, West Sussex: Wiley Blackwell, Chapter 3, Max Weber. Pp. 121-153.

Dillon, Michele. 2014. I*ntroduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-First Century*, Second Edition, West Sussex: Wiley Blackwell, Chapter 10, Feminist Theories. Pp. 327-367.

Durkheim, Emile. 1982. *The Rules of Sociological Method,* New York: Free Press. Chapter 1, What is a Social Fact? Pp. 50-59.

Geetha, V. 2002. *Gender*, Calcutta: Stree, Introduction. Pp. 01-10.

Giddens, Anthony. 2009. *Sociology,* Sixth Edition, Polity Press. Cambridge. Chapter 7, Social Interaction and Everyday Life. Pp. 247-279

Lindsey, Linda L. 2021. *Gender: Sociological Perspective,* Seventh Edition, London: Routledge, Chapter 1, The Sociology of Gender: Theoretical Perspectives and Feminist Frameworks. Pp. 03- 37.

Marx, Karl and Fredrick Engels. 1948. *The Manifesto of the Communist Party*. New York: International Publishers. Pp. 03-48.

Radcliffe-Brown, A. R., 1976, *Structure and Function in Primitive Society*, New York: Free Press, Chapter 9, On the Concept of Function in Social Science. Pp. 178-187; Chapter 10, On Social Structure. Pp. 188-204.

Ritzer, George. 2011.*Sociological Theory,* Eighth Edition, New York: McGraw Hill, Chapter 10, Symbolic Interactionism. Pp. 351-390.

Weber, Max. 1978. *Economy and Society: An outline of Interpretive Sociology*, Vol. 1, University of California Press, Basic Concepts. Pp.04-26

Winch, Peter. 1990. *The Idea of A Social Science and its Relation to Philosophy*, London: Routledge. Chapter 2, The Nature of Meaningful Behaviour, Meaningful Behaviour. Pp. 45-51; Chapter 4, The Mind and Society, Verstehen and Causal Explanation, Meaningful Action and Social Action. Pp. 111-120.

Keywords:

Functionalism, Interpretive Sociology, Conflict Perspective, Interactionism, Feminist Perspective

INDEX

DEPARTMENT OF SOCIOLOGY

Semester-III

(BA Multidisciplinary Studies (Sociology), Courses for Undergraduate Programme of study with Sociology discipline as one of the Core Disciplines)
(DSC 05 (Required for Major and Minor in Sociology),
DSC 06 (Required for Major in Sociology))

B.A. (MDS) Sociology
Discipline Specific Core (DSC) 05
Classical Sociological Thinkers

DISCIPLINE SPECIFIC CORE COURSE -05 (DSC-05) : Classical Sociological Thinkers

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CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (If any)
		Lecture	Tutorial	Practical/ Practice		
DSC 05 Classical Sociological Thinkers	4	3	1	0	Nil	Nil

Learning Objectives

1. To familiarise students with the contribution of classical sociological thinkers.
2. To enable students to understand the theoretical concepts that laid the foundation of Sociology as a discipline.
3. To appreciate enduring relevance and contemporary relevance of classical Sociological thought.

Learning outcomes

1. To recognize interconnections between classical sociological theories and contemporary research.
2. To grasp the relevance of classical sociological theory in the development of the discipline.
3. To apply theoretical concepts to examine social issues and concerns.

SYLLABUS OF DSC-1

Unit I

Karl Marx: Materialist Conception of History (20 Hours)

This unit introduces students to one of the key conceptual contributions of Marx that examines the historical development of society.

Unit II

Emile Durkheim: Social Fact (20 Hours)

This unit explains Durkheim's definition of 'Social Fact' and its significance in establishing Sociology as a scientific discipline with a distinct methodology.

Unit III

Max Weber: Ideal Types and Types of Authority (20 Hours)

This unit introduces the concepts of Ideal Types, explaining one of Weber's key methodological tools for developing a sociological study of society. The section further illustrates Weber's use of the concept through his analysis of 'types of authority'.

Practical Component: NIL

Essential/Recommended Readings:

Unit I: Karl Marx (20 Hours)

a. Materialist Conception of History

Marx, K. & F. Engels. (1969). *The German ideology.* Moscow: Progress Publishers. pp. 34-42.

Calhoun, J. Craig, (2007). *Classical Sociological Theory*. Malden: 2nd Edition Blackwell. pp. 73-130.

Unit II. Emile Durkheim (20 Hours)

Social Fact

Durkheim, E. (1958). *The Rules of Sociological Method.* Glencoe: Free Press, Chapters 1 and 3. pp.50-59; 85-107.

Jones R.A. (1986). *Emile Durkheim: An Introduction to Four Major Works*. London: Sage Publications. Chapters 3 and 4. pp. (60-114).

Unit III. Max Weber (20 Hours)

Ideal Types and Types of Authority

Weber, Max. (1947). *The Theory of Social and Economic Organization.* New York: The Free Press, pp. 324-386.

Giddens, Anthony. (1971). *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Weber, and Durkheim.* Cambridge: Cambridge University Press. Ch 10.(pp 133-144).

Suggested Readings:

Freund, Julien. (1998). *The Sociology of Max Weber*. New Delhi: Routledge.

Giddens, Anthony. (1971). *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Weber and Durkheim.* Edinburgh: Cambridge University Press.

Seidman, Steven. (1994). *Contested Knowledge*. Sussex: Blackwell Publishers.

Key Words:
Historical materialism, social fact, social action, ideal types.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

BA Multidisciplinary Studies (Sociology)
Discipline Specific Core (DSC) 06
Polity and Society

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 06 Polity and Society	4	3	1	0	Nil	Nil

Learning Objectives:

1. To familiarize students with the embeddedness of the political in the social.
2. To outline the theoretical and conceptual heritage of sociology to enable students to understand power, authority and their institutionalizations in modern societies.
3. To provide a sociological understanding of political processes and institutions of India in their historicity and complexity.

Learning outcomes:

Students will be able to:

1. Identify and explain the concepts that are integral to a sociological study of politics.
2. Illustrate the specific ways in which politics is shaped processually in particular historical contexts.
3. Examine the relationship between political institutions and other social and economic institutions and processes

SYLLABUS OF DSC-06:

Chatterjee, Partha. (2011). *Lineages of Political Society: Studies in Postcolonial Democracy*. New York: Columbia University Press. Chapter 10. Democracy and Economic Transformation. Pp. 208-234.

b. Democratic Processes and Local Politics

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.

Gould, H. A. (1971), Local Government roots of Contemporary Indian politics, *Economic and Political Weekly*, Vol.6 (7), pp.457-64.

c. Political Identities

Kaviraj, Sudipta. (2010). Nationalism. In Niraja G. Jayal (Ed.), *The Oxford Companion to Politics in India*. India: Oxford University Press. Pp. 317-331.

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

d. Mobilizations and Communication

Shah, Ghanshyam. (1988). Grassroots Mobilizations in Indian Politics", in A. Kohli (ed.), *India's Democracy*, Princeton: Princeton University Press, pp. 262-304.

Rudolph, Lloyd I. (1992). The Media and Cultural Politics, *Economic and Political Weekly* Vol. 27, No. 28, pp. 1489-1495.

Suggested Readings:

Bottomore, Tom. (1964). *Elites and Society*, Harmondsworth: Penguin Books.

Dickey, Sara. (1993). The Politics of Adulation: Cinema and the Production of Politicians in South India, *The Journal of Asian Studies*, vol.52 (2), pp. 340-70 .

Fernandes, Leela. (2006). *India's New Middle Class. Democratic Politics in an Era of Economic Reform*, Minneapolis: University of Minnesota Press.

Ghosh Partha et.al (Eds.). (2000). *Pluralism and Equality: Values in Indian Society and Politics*, Sage: New Delhi.

Jayal, N. G. (2007). The Role of Civil Society. In Ganguly, S. et. Al.(Eds.), *The State of India's Democracy*, Baltimore: The Johns Hopkins University Press.

Kothari, Rajni. (1970). *Caste in Indian Politics*, Hyderabad: Orient Longman.

Loic Wacquant (Ed.). (2005). *Pierre Bourdieu and Democratic Politics: The Mystery of Ministry*. United Kingdom: Wiley.

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

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

Spencer, Jonathan. (2007). *Anthropology, Politics, and the State: Democracy and Violence in South Asia*. United Kingdom: Cambridge University Press.

Tarlo, Emma. (2003). *Unsettling Memories: Narratives of the Emergency in Delhi*, Los Angeles: University of California Press. Pp. 62-93.

Note: **Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**

Sociology Courses for Undergraduate Programme of study with Sociology as one of the Core Disciplines

(Discipline Specific Core courses for B.A. (MDS) with Sociology as non-Major / Minor discipline)

B.A. (MDS) Sociology
Discipline Specific Core (DSC) 05
Classical Sociological Thinkers

DISCIPLINE SPECIFIC CORE COURSE -05 (DSC-05) : Classical Sociological Thinkers

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (If any)
		Lecture	Tutorial	Practical/ Practice		
DSC 05 Classical Sociological Thinkers	4	3	1	0	Nil	Nil

Learning Objectives

1. To familiarise students with the contribution of classical sociological thinkers.
2. To enable students to understand the theoretical concepts that laid the foundation of Sociology as a discipline.
3. To appreciate enduring relevance and contemporary relevance of classical Sociological thought.

Learning outcomes

1. To recognize interconnections between classical sociological theories and contemporary research.
2. To grasp the relevance of classical sociological theory in the development of the discipline.
3. To apply theoretical concepts to examine social issues and concerns.

Unit I
Karl Marx: Materialist Conception of History (20 Hours)
This unit introduces students to one of the key conceptual contributions of Marx that examines the historical development of society.

Unit II
Emile Durkheim: Social Fact (20 Hours)
This unit explains Durkheim's definition of 'Social Fact' and its significance in establishing Sociology as a scientific discipline with a distinct methodology.

Unit III
Max Weber: Ideal Types and Types of Authority (20 Hours)
This unit introduces the concepts of Ideal Types, explaining one of Weber's key methodological tools for developing a sociological study of society. The section further illustrates Weber's use of the concept through his analysis of 'types of authority'.

Practical Component: NIL

Essential/Recommended Readings:

Unit I: Karl Marx (20 Hours)

a. Materialist Conception of History

Marx, K. & F. Engels. (1969). *The German ideology.* Moscow: Progress Publishers. pp. 34-42.

Calhoun, J. Craig, (2007). *Classical Sociological Theory*. Malden: 2nd Edition Blackwell. pp. 73-130.

Unit II. Emile Durkheim (20 Hours)

Social Fact

Durkheim, E. (1958). *The Rules of Sociological Method.* Glencoe: Free Press, Chapters 1 and 3. pp.50-59; 85-107.

Jones R.A. (1986). *Emile Durkheim: An Introduction to Four Major Works*. London: Sage Publications. Chapters 3 and 4. pp. (60-114).

Unit III. Max Weber (20 Hours)

Ideal Types and Types of Authority

Weber, Max. (1947). *The Theory of Social and Economic Organization.* New York: The Free Press, pp. 324-386.

Giddens, Anthony. (1971). *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Weber, and Durkheim.* Cambridge: Cambridge University Press. Ch 10.(pp 133-144).

Suggested Readings:

Freund, Julien. (1998). *The Sociology of Max Weber*. New Delhi: Routledge.

Giddens, Anthony. (1971). *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Weber and Durkheim.* Edinburgh: Cambridge University Press.

Seidman, Steven. (1994). *Contested Knowledge*. Sussex: Blackwell Publishers.

Key Words:
Historical materialism, social fact, social action, ideal types.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

BA (H) Sociology
Discipline Specific Elective 01
Urban Sociology

DISCIPLINE SPECIFIC ELECTIVE COURSE -01 (DSE-01) : Urban Sociology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE-01 Urban Sociology	4	3	1	0	Nil	Nil

Learning Objectives:

1. To place the city in its historical and contemporary context.
2. To give an overview of key theoretical perspectives on city and urban phenomena.
3. To illustrate the complexity of urban realities with thematic case studies.

Learning outcomes

At the end of the course the students will be able to:

1. Comprehend the significance of concept of urbanism and process of urbanization in our times.
2. Understand and apply various theories of the city.
3. Analyze and evaluate key urban processes such as migration, displacement and urban slums.
4. Create sociologically informed solutions for contemporary urban issues such as resettlement and rehabilitation.

SYLLABUS OF DSE-01:

Unit 1: Introducing Urban Sociology: Urban, Urbanism and the City (12 Hours)
This unit introduces students to the constitutive elements of urban life as examined in anthropological and sociological writings.

Unit 2: Perspectives in Urban Sociology (20 Hours)
This unit examines the key theoretical perspectives that provide a sociological understanding of urban reality.

a. Ecological
b. Political Economy
c. Network
d. City as Culture

Unit 3: Movements and Settlements (8 Hours)
This unit enables an understanding of urban processes such as migration, displacement, resettlement, rehabilitation etc. and the factors that give rise to them.

Unit 4: Politics of Urban Space (20 Hours)
This unit examines the experience of urban spaces for individuals and communities based on their specific socio-political locations.

a. Caste, Class and Gender
b. Culture and Leisure

Practical Component: NIL

Essential/Recommended Readings:

Unit 1: Urban, Urbanism and the City (12 Hours)

Southall, Aidan. 2000. *The City in Time and Space*. Cambridge University Press. Cambridge. Chapter 1. Writing the city under crisis. Pp. 3-22.

Weber, Max. 1978. The City. The Free Press: New York. Pp 65-89 .

Unit 2: Perspectives in Urban Sociology (20 Hours)

a. Ecological

Hannerz, Ulf. 1980. *Exploring the City: Toward an Urban Anthropology*, NY: Columbia University Press. Chapter 2. Chicago Ethnographers. Pp 19-58 .

b. Political Economy

Harvey, David. 1985. The Urban Experience, Baltimore: Johns Hopkins University Press, Chapter 1. Money, Time, Space and the City. Pp. 1-35.

c. Network

Castells, Manuel. 2002, Local and Global: Cities in the Network Society. In The Royal Dutch Geographical Society KNAG, Vol. 93, No. 5, Blackwell Publishers. Pp. 548–558.

d. City as Culture

Simmel, Georg. 1903. Metropolis and the Mental Life. In Gary Bridge and Sophie Watson, (Eds.), *The Blackwell City Reader*. Oxford and Malden, MA: WileyBlackwell, 2002. Pp. 12-19

Unit 3: Movements and Settlements (8 Hours)

Rao, M.S.A. 1981. Some aspects of the sociology of migration. Sociological Bulletin, Vol. 30, 1. Pp. 21-38 .

Anand, Inbanathan. 2003. Migration and Adaptation: Lower Caste Tamils in a Delhi Resettlement Colony. In Ranvinder Singh Sandhu (Ed.), *Urbanization in India*. Sage: New Delhi. Pp. 232-246 .

Unit 4: Politics of Urban Space: (20 Hours)

a. Caste, Class and Gender

Kamath, Lalitha and Vijayabaskar, M. 2009. Limits and possibilities of middle-class associations as urban collective actors. *Economic & Political Weekly*, June 27, vol XLIV, No. 26 & 27, Pp. 368 -376 .

Ayyar, Varsha. 2013. Caste and gender in a Mumbai resettlement site. *Economic & Political Weekly*, May 4, Vol. XLVIII, No 18, Pp. 44-55 .

Castells, Manuel. 1983. Cultural Identity, Sexual Liberation and Urban Structure: The Gay Community in San Francisco. In *The City and the Grassroots*. Pp. 138-170.

b. Culture and Leisure

Grazian, David. 2009, Urban nightlife, social capital, and the public life of cities. *Sociological Forum*, Vol. 24, No. 4, Pp. 908-917 .

Suggested Readings:

Gautam Bhan, Teresa Caldeira, Kelly Gillespie and AbdouMaliq Simone. 2020. The pandemic, southern urbanisms and collective life. Society and Space Vol 3.

https://www.societyandspace.org/articles/the-pandemic-southern-urbanisms-and-collective-life

Crawford, Margaret. "The World in a Shopping Mall," in Variations on a Theme Park: The New American City and the End of Public Space, ed., Michael Sorkin, (New York, NY: Hill and Wang, 1992). Pp. 3-30.

Mumford, Lewis 1961. *The City in History: its origins and transformations and its prospects*. New York:Mariner Books: Chapter 4. The Ancient City. Pp. 94-118

Oskar Verkaaik. 2008. Cosmopolistan: culture, cosmopolitanism and gender in Karachi, Pakistan. In Martina Reiker and Kamran Asdar Ali (Eds.), *Gendering Urban Space in the Middle East, South Asia and Africa*. Palgrave Macmillan. NY.

Audio Visual Material:

Whyte, William H. 1980. Social Life of Small Urban Spaces 2. Giovanni Vaz Del Bello. 2006.

A Convenient Truth: Urban Solutions from Curitiba, Brazil 3. Anand Patwardhan. 1985

Bombay: Our City 4. Sanjiv Shah. A Place To Live 5. Gouri Patwadhan. Bin Savlyanchya Gavat (In a Shadowless Town)

Key Words: Urban, Urbanism, Urbanisation, City, Migration, Settlement, Space, Ecology

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Sociology
Discipline Specific Elective (DSE) 02
Sociology of Work

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 02 Sociology of Work	4	3	1	0	Nil	Nil

Course Learning Objectives:

1. The course journeys into the socio-cultural aspects of work, known commonly by its economic character. It shows how being fundamental to humankind, work took various forms in pre-industrial times, but industrialization integrally changed its character with far-reaching social consequences. In this context, it also traces the evolution of the Sociology of Work as a sub-discipline, in the light of the ideas of the classical sociologists.
2. The course also examines sociological perspectives regarding the nature and socio-cultural consequences of industrialization, critically evaluating them in the context of non-western societies. The extent to which the information revolution has led to a social transformation comparable to that caused by industrialization is also examined in this context.
3. Further, the course addresses various work-related contemporary issues and concerns such as formal and informal sector work, unpaid and forced work, gender segregation and alienation in work and hazardous work.

Course Learning Outcomes

At the end of the course the students will be able to:

1. Learning about the socio-historical context of work, theoretical concerns and problems, and contemporary issues in the area of work and industry.
2. Understanding work in its important social aspects such as gendered work, unpaid work, and alienation as different from its better known economic dimension.

3. Understanding work in its global dimensions including the mutual relation between work in underdeveloped societies and in developed ones.
4. Developing a comparative perspective in the study of work, focusing on the differences in the social impact of work in western and non-western contexts.
5. Understanding work in its various contexts such as formal and informal sectors, manufacturing and service sectors, home and work-place, etc.
6. Learning about the complexities, disparities and inequalities in the area of work.

SYLLABUS OF DSE-02

Unit 1: Work in Historical Perspective (12 Hours)
In this unit, work is traced through pre-industrial times in the form of gathering and hunting, pre-industrial agriculture and artisan work. Further, the conceptualization of work and its analysis in classical and contemporary sociological literature is reviewed.

a. Work in pre-industrial society
b. Sociology of Work: An Overview

Unit 2: Industrial Culture and Organisation (12 Hours)

This unit addresses work in industrial society, analyzing the social impact of industrialization through the theories of industrialization, industrialism, post-industrialism and information society.

a. Industrialisation, Industrialism and post-industrialism
b. Information Society

Unit 3: Work in the Informal Sector (12 Hours)

In this unit, the focus is on the sociological analysis of the informal, unorganized sector of work, with a view to bringing out the many continuities that exist between it and the formal, organized sector.

Unit 4: Dimensions of Work (24 Hours)

This unit discusses various important dimensions of work, focusing on the way in which they have been theoretically conceptualized as well as on their manifestation in actual work contexts.

a. Alienation
b. Gender
c. Unpaid Work and Forced Labour
d. Risk, Hazard and Disaster

Practical component (if any) - NIL

Essential/Recommended Readings

Unit 1: Work in Historical Perspective: (12 Hours)

a. Work in pre-industrial society.

Volti, Rudi. (2011)*An Introduction to the Sociology of Work and Occupations*. Sage Publications, Inc. (second edition). Chs. 1 and 2, Pp. 1-16 and 19-35.

b. Sociology of Work: An Overview

Strangleman, Tim. (2016).The Disciplinary Career of the Sociology of Work. In Edgell, Gottfried and Granter (Ed.), *The Sage Handbook of the Sociology of Work and Employment*. Los Angeles/London/New Delhi/Singapore/Washington DC, Sage Reference, Ch. 2.

Unit 2: Industrial Culture and Organization (12 Hours)

a. Industrialisation, Industrialism and Post-industrialism

Ramaswamy E. A. and Uma Ramaswamy. (1981) *Industry and Labour*. New Delhi, Oxford University Press. Ch 3, Pp.33-65.

b. Information Society
Kumar, Krishan. (1999).*From Post-Industrial to Post-Modern Society*. Oxford, Blackwell Publishers Ltd. Ch 2, Pp 6-35.

Unit 3: Work in the Informal Sector (12 Hours)

Breman, Jan. (2003). The Informal Sector in Veena Das (Ed.), *The Oxford India Companion to Sociology and Social Anthropology*, New Delhi, OUP. Pp. 1287-1312.

Kumar, Sanjay and Sharit Bhowmik. (2010). Street Vending in Delhi in Sharit Bhowmik (Ed.), *Street Vendors in the Urban Global Economy*. Routledge. Pp. 46-67.

Unit 4: Dimensions of Work (24 Hours)

a. Alienation

Erikson, Kai. (1990). On Work and Alienation in Erikson, K. and S.P. Vallas (Eds.), *The Nature of Work: Sociological Perspectives*. New Haven and London, American Sociological Association Presidential Series and Yale University Press. Pp. 19-33.

Taylor, Steve. (1998). Emotional Labour and the new Workplace. In Thompson and Walhurst (Eds.), *Workplace of the Future*. London, Macmillan. Pp. 84-100.

c. Gender

Hynes, Kathryn and Kelly Chandler. (2008).Gender in the workplace. In Wethington, Elaine and Rachel Dunifon (Ed.), *Encyclopaedia of the Life Course and Human Development*, Gate Publishers. Pp.163-169.

Chowdhury, Prem. 1993. High Participation, Low Evaluation: Women and Work in Rural Haryana, in *Economic and Political Weekly*, December 25, Pp.136-148.

c. Unpaid Work and Forced Labour

Edgell, Stephen. Unpaid Work-Domestic and Voluntary work. In *The Sociology of Work: Continuity and Change in Unpaid Work*. New Delhi: Sage, 2012. Pp.153-181.

Coser, Lewis. (1990). Forced Labour in Concentration Camps. In Erikson, K. and S.P. Vallas (eds.) *The Nature of Work: Sociological Perspectives*. New Haven and London, American Sociological Association Presidential Series and Yale University Press, 2006. Pp. 162-69.

d. Risk, Hazard and Disaster

Visvanathan, Shiv. (1986)Bhopal: The Imagination of a Disaster, *Alternatives* XI, Pp. 147-165.

Zonabend, Francoise. The Nuclear Everyday in Massimiliano Mollona, Geert De Neve and Jonathan Parry (Ed.), *Industrial Work and Life: An Anthropological Reader*. London, Berg, 2009. Pp. 167-185.

Suggested Readings:

Bell, Daniel. *The Coming of Post-Industrial Society*. London, Heineman, 1976. Introduction, Pp.12-45.

Devine, Fiona. (1992). Gender Segregation in the Engineering and Science Professions: A case of continuity and change. In *Work, Employment and Society*, 6 (4). Pp.557-75.

Freeman, Carla. (2009) Femininity and Flexible Labour: Fashioning class through gender on the global assembly line. In Massimiliano Mollona, Geert De Neev and Jonathan Parry (Eds.), *Industrial Work and Life: An Anthropological Reader*. London, Berg,. Pp. 257-268.

Grint, Keith. (2005). Classical Approaches to Work: Marx, Durkheim and Weber. In *The Sociology of Work: An Introduction*. Polity Press, Cambridge,. Pp. 90-112.

Talib, Mohammad. (2010). *Writing Labour- Stone Quarry Workers in Delhi*. New Delhi, OUP. Chapter 1, Pp. 23-54.

Additional Resources:

Audio Visual Material:
1. Chaplin, Charlie 1936.   'Factory Scene'- 'Modern Times'
2. Cole, Nigel 2010. *"Made in Dagenham"*
3. Alux.com "15 Jobs that will disappear in the next 20 years due to AI"
4. NatGeo, 2014. "The Bhopal Disaster: India"

Key Words:
Pre-industrial Work**,** Industrialism, Scientific Management, Industrialization, Post-Industrialism, Information Society, Alienation, Emotional Labor, Gendered Work, Informal Sector, Unpaid Work, Hazardous Work, Industrial Disaster.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Sociology
Discipline Specific Elective (DSE) 03
Sociology of Health and Medicine

DISCIPLINE SPECIFIC ELECTIVE COURSE - (DSE-03) : Sociology of Health and Medicine

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CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 03 Sociology of Health and Medicine	4	3	1	0	Nil	Nil

Course Learning Objectives

1. To render health and medicine as a complex interaction between social and biological processes.
2. To introduce cultural dimension in the construction of illness and medical knowledge.
3. To outline different theoretical approaches in Sociology of Health and Medicine.
4. To illustrate social experiences of health and illness through case studies and health policies.

Course Learning Outcomes

At the end of the course the students will be able to:

1. Analyse the everyday experience of health and illness as an outcome of social, political, economic, cultural, and biological processes.
2. Apply the key concepts and approaches of sociology of health and medicine to understand the social embeddedness of medical ideas and practices.
3. Develop a critical understanding of modern biomedicine, medical pluralism and integration of different systems of medicine.
4. Identify and discuss the contemporary concerns and debates in medical sociology.

SYLLABUS OF DSE-03

Unit 1. Conceptualising Disease, Sickness, and Illness (12 Hours)
The section introduces students to the key concepts in Medical Sociology that define the field as being distinct from Medical Sciences.

Unit 2. Theoretical Orientations to Health and Illness (24 Hours)

This section situates the study of health and illness in the theoretical context of the discipline. It seeks to familiarize the students with the perspectives that have shaped the discourse on health and illness in Sociology.

  a. **Systems Approach**
  b. **Political Economy of Health**
  c. **Health as a Power Discourse**
  d. **Feminist Approaches**

Unit 3. Some Issues and Concerns in Medical Sociology (24 Hours)
This section focuses on issues of critical relevance in contemporary times. These issues not only alter the character of medical systems but also impinge on the dynamics of social relations.

  a. **Medical Pluralism**
  b. **Assisted Reproductive Technologies**
  c. **Mental Health**
  d. **Digital Technologies and Health**

Practical component (if any) - NIL

Essential/Recommended Readings

Unit 1. Conceptualising Disease, Sickness, and Illness (12 Hours)

Turner, B. S. (1995). *Medical power and social knowledge.* Sage. Chapter 1, Pp. 1–17.

Freund, P. E. S., McGuire, M. B., & Podhurst, L. S. (2003). *Health illness and the social body: A critical sociology* (4th ed.). Prentice Hall. Chapter 9. Pp. 195–223.

Unit 2. Theoretical Orientations in Health and Illness (24 Hours)

Lupton D. (2012). *Medicine as culture: Illness, disease and the body* (3rd ed.). Sage. Chapter 1. Pp. 1–19.

a. **Systems Approach**

Turner, B. S. (1995). *Medical power and social knowledge.* Sage. Chapter 3. Pp. 44–54.

b. **Political Economy of Health**

Morgan, L. (1987). Dependency theory and the political economy of health: An anthropological critique. *Medical Anthropology Quarterly* (New Series), 1(2), Pp. 131–154.

c. Health as a Power Discourse

Foucault, M. (1980). The politics of health in the eighteenth century. In M. Foucault, & C. Gordon (Ed.), *Power/knowledge: Selected interviews and other writings 1972–1977* Pantheon. Pp. 166–182.

d. Feminist Approaches

Lupton D. (2012). *Medicine as culture: Illness, disease and the body* (3rd ed.). Sage. Chapter 6. Pp. 149–172.

Unit 3. Some Issues and Concerns in Medical Sociology (24 Hours)

a. Medical Pluralism

Baer, H. A., Singer, M., & Susser, I. (1994). *Medical anthropology and the world system.* Praeger. Chapter 10. Pp. 307–328.

Sujatha, V. (2011). What could "integrative" medicine mean? Social science perspectives on contemporary ayurveda. *Journal of Ayurveda and Integrative Medicine*, 2 (3). Pp. 115–23.

b. Assisted Reproductive Technologies

Marwah, V., & Naidu, S. (2011). Reinventing reproduction, re-conceiving challenges: An examination of assisted reproductive technologies in India. *Economic and Political Weekly*, 46(43), Pp. 104–111.

c. Mental Health

Horwitz, A. V. (2013). The sociological study of mental illness: A critique and synthesis of four perspectives. In C. S. Aneshensel, J. C. Phelan, & A. Bierman (Eds.), *Handbook of the sociology of mental health*, Springer Science. Pp. 95–112.

d. Digital Technologies and Health

Deborah L. (2013). *Digitized Health Promotion: Personal Responsibility for Health in the Web 2.0 Era* (Working Paper No. 5). Sydney Health & Society Group.

Suggested Readings:

Baer, H. A., Singer, M., & Susser, I. (1994). *Medical anthropology and the world system.* Praeger.

Denny, E. (1994). Liberation or oppression? Radical feminism and in vitro fertilisation. Sociology of Health and Illness, 16 (1). Pp. 62–80.

Gabe, J. & Monaghan, L. F. (Eds.), (2013). *Key concepts in medical sociology* (2nd ed). Sage.

Sociology
Generic Elective 07
Social Inequalities

Generic Elective Course 07 (GE 07) : Social Inequalities

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 07 Social Inequalities	4	3	1	Nil	Nil	Nil

Learning Objectives:

1. To provide an understanding of pervasive and persistent character of inequalities in social life.
2. To outline sociological concepts and theories that help us to comprehend social inequalities.
3. To elaborate multiple ways in which social inequalities manifest and draw out their consequences for the individuals, groups and communities.

Learning outcomes:

At the end of the course, the students will be able to:

1. Identify and recognize how social inequality manifests in different socio-cultural contexts.
2. Critically analyse the configurations and consequences of social inequalities,
3. Define, compare and contrast various theories of social inequality.
4. Apply theoretical knowledge to empirical contexts of inequality.

SYLLABUS OF GE 07

Unit I. Introduction to the study of Inequality (16 Hours)

This unit introduces students to the pervasive character of inequalities in social life and the ways in which it has been studied within the discipline. It also elaborates the concept of social inequality through different theoretical perspectives.

Kreckel, R. (1980). Unequal opportunity structure and labour market segmentation. *Sociology*, 14(4). Pp. 525-550.

d. Racial Inequality

Fang Gong, Jun Xu and David T. Takeuchi, 2017. Racial and Ethnic Differences in Perceptions of Everyday Discrimination. *Sociology of Race and Ethnicity*. 3 (4). Pp. 506-521.

e. Gender Inequalities

Ridgeway, C. L. (2009). Framed before we know it: How gender shapes social relations. *Gender & Society*, *23*(2). Pp. 145-160.

Unit 3: Contemporary Issues in inequality (20 Hours)

a. Globalization

Milanovic, B. (2016). *Global inequality: A new approach for the age of globalization.* Harvard University Press. Introduction and Chapter 1. Pp. 1-45.

b. Migration

Faist, T. (2016). Cross-border migration and social inequalities. *Annual Review of Sociology*, 42. Pp 323-346.

c. Media

Denzin, N. K. (2005). Selling images of inequality: Hollywood cinema and the reproduction of racial and gender stereotypes. *The Blackwell companion to social inequalities.* Pp. 469-501.

d. Tourism

Bell, C. (2005). The nervous gaze: Backpacking in Africa. *The Blackwell companion to social inequalities.* Pp. 424-440.

Suggested Readings:

Rachel Sherman, 2017. *Uneasy Street: The Anxieties of Affluence*. Princeton: Princeton University Press.

Atkinson Anthony B. 2015 *Inequality: What Can be Done*? Cambridge: Harvard University Press. Pp. 241-308

Béteille, A. (1991). The Reproduction of Inequality: Occupation, Caste and Family. *Contributions to Indian Sociology* n.s., 25(1), 3–28.

Grusky, D. (2018). *The Inequality Reader: Contemporary and foundational readings in race, class, and gender*. Routledge.

Acker, J. (2006). Inequality regimes: Gender, class, and race in organizations. *Gender & Society*, *20*(4), 441-464. 23.

Priestley, M. (2005). Disability and social inequalities. *The Blackwell companion to social inequalities*, 372-395.

Tilly, C. (2005). Historical perspectives on inequality. *The Blackwell companion to social inequalities*, Pp. 15-30.

Audio Visual Materials:

A Girl in the River: The Price for Forgiveness (Pakistan): Dir. Sharmeen Obaid Chinoy: 40 mins

A Pinch of Skin (India): Dir. Priya Goswami: 28 mins

Kony 2012 (Uganda): Dir. Jason Russell: 30 mins

Sri Lanka's Killing Fields: Dir. Callum Macrae: 49 mins

Film "Park Avenue: Money, Power and the American Dream – Why Poverty." 59 Minutes https://www.youtube.com/watch?v=6niWzomA_So

Keywords:
Social Inequality, global inequality, caste, social class, gender inequality, labour market inequality.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Sociology
Generic Elective 08
Cities and Society

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 08 Cities and Society	4	3	1	Nil	Nil	Nil

Learning Objectives

1. To present and examine some of the distinct issues that cities face in developing countries.
2. To provide a focused discussion on cities in the developing world, equipping students with the theoretical tools necessary to analyse these issues and the processes which underpin them.
3. To generate an understanding on the forms of social inclusion and exclusion in cities in terms of class, gender, ethnicity, and location (neighborhoods).

Learning outcomes

At the end of the course, the students will be able to:

1. Develop a sociological perspective on the nature of contemporary cities in the global south.
2. Assess the distinctiveness of cities in developing nations in terms of their issues and problems.
3. Analyze the processes of inclusion and exclusion that impinge upon the lives of the city dwellers in terms of their identities.
4. Apply a case study approach and arrive at cross cultural analysis of cities.

SYLLABUS OF DSC-1

Unit I: Conceptualising the City in the 21st Century (8 Hours)

In this unit, students will be introduced to the specific issues associated with urbanization in developing nations of 21st century.

Unit II: Experiences of Urban Life in Developing Societies (12 Hours)

This unit highlights the ways in which the social categories of class, gender and ethnicity impacts the individual and community experiences of the city.

a. Class
b. Gender
c. Ethnicity

Unit III Right to the City: The Processes of Claim-making (20 Hours)

This unit focuses on the cultures of resistance that groups and communities have come to adopt in their struggle to communicate issues around access to power and legitimacy.

a. Gender and Citizenship
b. Claims of Urban Poor
c. Cultures of Resistance

Unit IV. Future of Cities in the Developing World (20 Hours)

This unit examines the emerging challenges in the study of cities and highlights the cultural and political directions that further influence the wider context of city life in the developing world.

a. Challenges of Urban growth and Planning
b. Issues of Sustainability: Urban Housing
c. Uncertain cities in Emerging Economies

Practical component (if any) – NIL

Essential/Recommended Readings:

Unit I: Conceptualising the City in 21st Century (8 Hours)

Sassen, S. (2010). The city: Its return as a lens for social theory. *City, Culture and Society*, 1(1). Pp.3–11.

Simone, Abdou Maliq. (2020). Cities of the Global South. *Annual Review of Sociology*, *46*. Pp .603-22

Unit II: Experiences of the Urban Life in Developing Societies (12 Hours)

a. Class

Bayón, María Cristina, Saraví, Gonzalo A. and Breña, Mariana Ortega . 2013. The Cultural Dimensions of Urban Fragmentation: Segregation, Sociability, and Inequality in Mexico City *Latin American Perspectives* Vol. 40, No. 2. Pp. 35-52 .

b. Gender

Thieme,Susan, Muller-Boker,Ulrik. and Backhaus, Norman.2011. Women's Livelihoods in a Transnational Social Space: Labour Migration from Far West Nepal to Delhi, India in

Saraswati Raju (Ed.), *Gendered Geographies. Space and Place in South Asia.* OUP. New Delhi. Pp. 62-78.

c. Ethnicity

McDuie-Ra, Duncan. 2013. Beyond the 'Exclusionary City'. *Urban Studies*, Vol 50, No. 8. Pp. 1625-1640.

Unit III Right to the City: Processes of Claim-making (20 Hours)

a. Claims of Urban Poor

Simone, AbdouMaliq. 2015. The Urban Poor and Their Ambivalent Exceptionalities: Some Notes from Jakarta. *Current Anthropology*, Vol. 56. Pp.15-23.

Gupte, Jaideep. 2012. Linking Urban Vulnerability, Extralegal Security, and Civil Violence: The Case of the Urban Dispossessed in Mumbai in Renu Desai and Romola Sanyal (Eds.), *Urbanizing Citizenship. Contested Spaces in Indian Cities*. Sage. New Delhi. Pp. 90-210.

b. Gender and Citizenship

Fadaee, Simon and Schindler, Seth. 2017. Women Hawkers in Tehran's Metro: Everyday politics and the production of public space. *International Development Planning Review*, Vol. 39(1). Pp. 57-75.

Froystad, Kathinka. 2006. Anonymous Encounters: Class categorisation and social distancing in public places in Geert De Neve and Henrike Donner (Eds.), *The Meaning of the Local: Politics of Place in Urban India*. Routledge. London. Pp. 159-179.

c. Cultures of Resistance

Klaus, Enrique. 2014. Graffiti and Urban Revolt in Cairo. *Built Environment*,Vol. 40, No. 1, Arab Cities After 'The Spring'. Pp. 14-33.

4. Future of Cities in the Developing World (20 Hours)

a. Challenges of Urban Growth and Planning

Shaw, Annapurna. 2005. Peri-Urban Interface of Indian Cities: Growth, Governance and Local Initiatives. *Economic and Political Weekly*, Vol. 40, No.2. Pp 129-136.

b. Issues of Sustainability: Urban Housing

Rademacher, Anne. 2009. When is Housing an Environmental Problem? Reforming Informality in Kathmandu. *Current Anthropology*, Vol. 50. No.4. Pp 513-33.

Roy, Souvanic. 2016. The Smart City Paradigm in India: Issues and Challenges of sustainability and Inclusiveness. *Social Scientist*, Vol. 44, No. 5/6. Pp. 29-48.

c. Uncertain cities in Emerging Economies

Yves Van Leynseele & Marco Bontje. 2019. Visionary cities or spaces of uncertainty? Satellite cities and new towns in emerging economies. *International Planning Studies,* Vol. 24. No. 3-4. Pp. 207-217.

Suggested Readings:

Vormann, Boris and Gina Caison. 2014. The Logics and Logistics of Urban Progress: Contradictions and Conceptual Challenges of the Global North-South Divide. *The Global South*, Vol 8, No. 2. The Global South and/in the Global North: Interdisciplinary Investigations Pp. 65-83.

Srivastava, Sanjay. 2009. Urban Spaces, Disney-Divinity and Moral Middle Classes in Delhi. *Economic and Political Weekly*,Vol. 44. No. 26/27. Pp. 338-345.

Saad, Moataz Moustafa. Ibrahim, Mohamed AbdelAll and Sayad, Zeyad M. El. 2017. Eco-City as Approach for Sustainable Development. *American Scientific Research Journal for Engineering, Technology, and Sciences*, Vol 28. No 1. Pp. 54-74.

Hyun Bang Shin and Soo-Hyun Kim. 2016. The developmental state, speculative urbanization and the politics of displacement in gentrifying Seoul. *Urban Studies*, Vol. 53, No. 3, Special issue: Locating gentrification in the Global East Pp. 540-559.

Keywords: City, global south, urban, peri-urban, megacities, global city

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**Sociology
Generic Elective (GE) 09**

Sociology of Climate Change

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 09 Sociology of Climate Change	4	3	1	0	Nil	Nil

Learning Objectives:

1. To introduce students to the issue of climate change from a multidisciplinary perspective.
2. To examine various dimensions of climate change and the efforts at mitigating its effects from a sociological lens.
3. To examine issues sustainability and climate risks in face of climate change.

Learning Outcomes:

After doing this course, students will be able to:

1. Demonstrate an understanding of the various sociological dimensions of climate change and sustainability.

2. Generate sociological research on causes, course and consequences of climate change.

3. Obtain skills to advance and assess solutions for social issues arising out of climate change.

SYLLABUS OF GE 09:

Unit 1 Understanding Climate Change (20 Hours)

This unit attempts to locate the primary arguments related to sociology of climate change by contextualising how society and human activity have contributed to environmental transformations.

a. **Anthropocene**
b. **Population and Consumption**
c. **Development and Sustainability**

Unit 2 Governing Climate Change (20 Hours)

This unit looks at how climate change is not only a social and human issue, but political and legislative as well, with far reaching societal and environmental consequences.

a. **Policy and Protocols**
b. **Disaster and Risk Management**
c. **Role of Civil Society**

Unit 3 Experiencing Climate Change (20 Hours)

This unit highlights the interconnectedness of environment and society, highlighting a need to understand climate change by re-examining social and environmental events and processes.

a. **Social Inequalities**
b. **Migration and Adaptation**

Practical component (if any) – NIL

Essential/Recommended Readings:

Unit 1. Understanding Climate Change (20 Hours)

a. Anthropocene

Dietz, T., Shwom, R. L., & Whitley, C. T. (2020). Climate change and society. *Annual Review of Sociology*, 46(1), Pp. 135-158.

Rosa, E. A., Et. Al. (2015). The human (anthropogenic) driving forces of global climate change. In R. E. Dunlap & R. J. Brulle. *Climate Change and Society: Sociological perspectives*. Oxford University Press. Pp. 32-60.

b. Population and Consumption

Chertkovskaya, E. (2019). Ecology of culture. In Kothari, A., Salleh, A. Escobar, A., Demaria, F., & Acosta, A. (Eds.), *Pluriverse: A post-development dictionary* Tulika Books. Pp. 166-168.

Ehrhardt-Martinez, K., Schor, Et. Al. (2015). Consumption and climate change. In R. E. Dunlap & R. J. Brulle. *Climate Change and Society: Sociological perspectives.* Oxford University Press. Pp. 93-126.

c. **Development and Sustainability**

Adger, W. N., Et. al. (2013). Cultural dimensions of climate change impacts and adaptation. *Nature Climate Change* 3(2). Pp. 112-117.

Kothari, A., Et. al. (Eds.), *Pluriverse: A post-development dictionary* (pp. 32-33). Tulika Books. Development – for the 1 per cent, Maldevelopment, Climate-smart agriculture, Sustainable development. Pp. 6-11, 32-33, 71-73.

Unit 2 Governing Climate Change (20 Hours)

a. Policy and Protocols

Andharia, J. (2021). Disaster management: Institutionalising risk-informed planning. In R. Agarwal, and O. Goyal. (Eds.). *The Crisis of Climate Change: Weather report*. Routledge India Pp. 34-46.

b. Disaster and Risk Management

Beck, U. (2006) Living in the world Risk Society. *Economy and Society*,35(3). Pp.329-345.

Swyngedouw, E. (2010). Apocalypse forever? Post-political populism and the specter of climate change. *Theory, Culture and Society*, 27(2-3). Pp. 213-232.

Seed, J. (2019). Deep ecology. In Kothari, A., Salleh, A. Escobar, A., Demaria, F., & Acosta, A. (Eds.), *Pluriverse: A post-development dictionary* Tulika Books. Pp.145-147.

c. Role of Civil Society

Kothari, A., Et. al.   (Eds.), *Pluriverse: A post-development dictionary* . Tulika Books. Commons, Environmental justice, Tribunal on the rights of nature, Ubuntu. Pp. 32-33, 124-126, 182-184, 320-325.

Dutta, S. (2021). From 'climate change' to 'climate justice': 'Civil society' movement(s). In R. Agarwal and O. Goyal (Eds.). *The Crisis of Climate Change: Weather report*. Routledge. Pp. 230-244.

Unit 3 Experiencing Climate Change: (20 Hours)

a. Social Inequalities

Harlan, S. L., Et. al (2015). Climate justice and inequality. In R. E. Dunlap & R. J. Brulle. *Climate Change and Society: Sociological perspectives*. Oxford University Press. Pp. 127-163.

Terreblanche, C. (2019). Ecofeminism. In Kothari, A., Salleh, A. Escobar, A., Demaria, F., & Acosta, A. (Eds.), *Pluriverse: A post-development dictionary*, Tulika Books. Pp. 163-165.

b. Migration and Adaptation

Kothari, A., Et. al. (Eds.), Pluriverse: A post-development dictionary Transhumanism,. Earth spirituality, Nature rights, social ecology. . Tulika Books. Pp. 74-78, 157-159, 243-246, 308-310

Suggested Readings:

Ammar, N. (2019). Islamic ethics. In Kothari, A., Salleh, A. Escobar, A., Demaria, F., & Acosta, A. (Eds.), *Pluriverse: A post-development dictionary* (pp. 212-213). Tulika Books.

Damdul, G. D. (2019). Buddhism and wisdom-based compassion. In Kothari, A., Salleh, A. Escobar, A., Demaria, F., & Acosta, A. (Eds.), *Pluriverse: A post-development dictionary* (pp. 108-110). Tulika Books.

Ghazala, S. (2021). Forests and climate change in the anthropocene. In R. Agarwal & O. Goyal (Eds.). *The Crisis of Climate Change: Weather report* (1st ed., pp.69-77). Routledge India.

Halpin, H. (2019). Free software. In Kothari, A., Salleh, A. Escobar, A., Demaria, F., & Acosta, A. (Eds.), *Pluriverse: A post-development dictionary* (pp. 188-190). Tulika Books.

Handmer, J., Et. al. (2012). Changes in impacts of climate extremes: Human systems and ecosystems. In C. B. Field, Et. al. (Eds.) *Managing the Risks of Extreme Events and Disasters to Advance Climate Change Adaptation* A Special Report of Working Groups I and II of the Intergovernmental Panel on Climate Change (IPCC). Cambridge University Press. Pp. 231-233, 237-266.

Hugu, S. (2019). Tao worldview. In Kothari, A., Salleh, A. Escobar, A., Demaria, F., & Acosta, A. (Eds.), *Pluriverse: A post-development dictionary* (pp. 314-316). Tulika Books.

Kumar, S. (2019). Jain ecology. In Kothari, A., Salleh, A. Escobar, A., Demaria, F., & Acosta, A. (Eds.), *Pluriverse: A post-development dictionary* (pp. 214-216). Tulika Books.

Mishra Anupam (2006).*Saf Mathey ka Samaj*,London ,Penguin Books

Mishra Anupam (2027).*Aaj Bhi Khare Hain Talab*, Delhi, Prabhat Prakashn.

Rao, N. (2021). Achieving gender equality in the face of a climate crisis. In R. Agarwal & O. Goyal (Eds.). *The Crisis of Climate Change: Weather report* (1st ed., pp.104-115). Routledge India.

Additional Resources

https://sdgs.un.org/goals

https://www.indiawaterportal.org/

Documentaries

1. *Kiss the ground: How we can reverse climate change* [YouTube channel]. YouTube: https://www.youtube.com/watch?v=uf8dF0agJEk&ab_channel=FactualAmericaPodcast
2. *Anote's Ark* (2018) [Film]. https://www.imdb.com/title/tt7689934/
3. *Welcome to the Anthropocene* [Video]. YouTube
4. https://www.youtube.com/watch?v=fvgG-pxlobk&ab_channel=ArlindBoshnjaku
5. *Wall-E* ,(2008), Directed by , Andrew Stantion, Walt Disney Studios Motion Pictures.

Key Words

Climate change, anthropocene, sustainability, disaster, adaptation, climate justice, transhumanism, limits to growth, maldevelopment, deep ecology, earth spirituality, commons, ecofeminism, ecology of culture, environmental justice, social ecology.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

UNIVERSITY OF DELHI

N O T I F I C A T I O N

Sub: Amendment to Ordinance V

[E.C Resolution No. 14-1/-(14-1-3/-) dated 09.06.2023 and
EC Resolution No.27-1 (27-1-5) dated 25.08.2023]

Following addition be made to Appendix-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

Syllabi of Semester-IV, V and VI of the following departments under Faculty of Social Sciences based on Under Graduate Curriculum Framework -2022 implemented from the Academic Year 2022-23 :

    (i)   History

    (ii)   Geography

    (iii)   Sociology

    (iv)   Economics

Sociology of Gender

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 12 Sociology of Gender	4	3	1	0	12th Class Pass	BA (H) DSC 05: Social Stratification or equivalent course

Learning Objectives:

1. To introduce the sociology of gender as a critical area of sociological inquiry.
2. To provide a sociological understanding of the categories of gender, sex and sexuality.
3. The problematise the common-sense conception of gender from a sociological perspective.

Learning outcomes:

Students will be able to:
1. *Identify* and explain key concepts in the sociology of gender.
2. *Investigate* gendered inequalities in a comparative mode across time and space.
3. *Analyse* gender in relation to other forms of social stratification and identities such as caste, class, family and work.

SYLLABUS OF DSC-12: Sociology of Gender

Unit I. Understanding Gender (9 Hours)

This unit locates the understanding of gender within the framework of sociological theories.

Unit II. Gender, Power and Resistance (9 Hours)
This unit examines the forms of resistance to gender-based power through ideological change and social movements.
a. **Power and Subordination**

b. **Negotiations and Resistance**

Unit III. Gender: Differences and Inequalities (12 Hours)
This unit examines the intersection of gender with different forms and locations of social inequality.
a. **Stratification and Difference**

b. Work and Houehold

Unit IV. Masculinity and Femininity (15 Hours)
This unit elucidates the varied ways in which gender is socially constructed.
a. Production of Masculinity and Femininity
b. Culture and Sexuality

Practical Component: NIL

Essential/Recommended Readings:

Unit I. Understanding Gender

Jackson, S. and S. Scott (eds.) 2002 'Introduction: The Gendering of Sociology' in S. Jackson and S. Scott *Gender: A Sociological Reader*, London: Routledge. pp 1-26.

Risman, Barbara J. 2018. 'Gender as a Social Structure' in Handbook of the Sociology of Gender. Germany, Springer International Publishing, 2018. Pp. 19-38.

Unit II. Gender, Power and Resistance

a. Power and Subordination

Susie, Tharu and Tejaswini Niranjana. 1994. 'Problems for a Contemporary theory of Gender' in *Social Scientist*, Vol.22 No. ¾ (Mar-Apr) Pp. 93-117.

Abu Lughod, Lila. 2002. 'Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and its Others.' in *American Anthropologist, Vol.* 104, No. 3. Pp.783-790.

b. Negotiations and Resistance

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.

Ahmed. S. 2017. 'Bringing Feminist Theory Home' in *Living a Feminist Life*. Durham: Duke University Press. Pp. 1-18.

Unit III. Gender: Differences and Inequalities

a. Stratification and Difference

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.

Rege, S. 1998. 'Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit

Feminist Standpoint Position' in *Economic and Political Weekly*, Vol. 33, No. 44, Oct.31-Nov. 6. Pp. 39-48.

b. Work and Household

Whitehead, A. 1981. 'I'm Hungry Mum: The Politics of Domestic Budgeting' in K. Young et al. (eds.) *Of Marriage and the Market: Women's Subordination Internationally and its Lessons.* London: Routledge and Kegan Paul. Pp. 93-116.

Palriwala, Rajni. 1999. 'Negotiating Patriliny: Intra-household Consumption and Authority in Rajasthan (India)', in Rajni Palriwala and Carla Risseeuw (eds.), *Shifting Circles of Support: Contextualising kinship and gender relations in South Asia and Sub-Saharan Africa.* Delhi: Sage Publications Pp. 190-220.

Unit IV. Masculinity and Femininity

a. Production of Masculinity and Femininity

Halberstam, Judith. 2012. 'An Introduction to Female Masculinity: Masculinity without Men' in *Female Masculinity*.Delhi: Zubaan . Pp. 1-29.

Cornwall, Andrea and Nancy Lindisfarne 1994 'Dislocating Masculinity: Gender, Power and Anthropology' in Cornwall and Lindisfarne (ed.). *Dislocating Masculinity: Comparative Ethnographies*. Routledge. Chapter 1, pp 11-26.

b. Culture and Sexuality

Ortner, Sherry. 1974. 'Is male to female as nature is to culture?' in M.Z. Rosaldo and L. Lamphere (eds.) *Women, Culture and Society*. Stanford: Stanford University Press. Pp. 67-87.

Dube, Leela. 2001. Anthropological Explorations in Gender: Intersecting Fields. Delhi:Sage Publications, 2001. Chapter 3. The Symbolism Of Biological Reproduction and Sexual Relations of Production. Pp. 119-151

Rubin, Gayle. 1984. 'Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality' in Carole Vance, ed*., Pleasure and Anger.* London: Routledge. Pp. 143-165.

Suggested Readings:

Bhatia, R. 2022. *Gender: A Sociological Understanding*. Delhi: Pearson

Hill-Collins, Patricia. 2002. "Learning from the Outsider Within" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge. Pp. 69-78.

Narrain, Arvind and Vinay Chandra. (eds). 2015. *Nothing to Fix: Medicalization of Sexual Orientation and Gender Identity*. New Delhi Sage Publications. Chapter 3.

Uberoi, Patricia "Feminine Identity and National Ethos in Indian Calendar Art" in *Economic and Political Weekly,* Vol. 25, No. 17 (Apr. 28, 1990)Pp. WS41-WS48.

Visvanathan, S. 1996. 'Women and Work: From Housewifization to Androgyny' in *Economic and Political Weekly*, Vol. 31 Number 45/46. Pp. 3015–17.

Menon, Nivedita .2012. *Seeing like a Feminist.* India: Penguin.

Additional Resources

Being Male, Being Koti (2010) Dir: Mahua Bandhpodhyay

Paris is Burning (1991) Dir: Jenine Livingston

Izzatnagari Ki Asabhya Betiyaan (2012) Dir: Nakul Singh Sawhney

Danish Girl (2015) Dir: Tom Hooper

Bol (2011) Dir: Shoaib Mansoor

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Category II
BA (Prog.) with Sociology as Major
Discipline Specific Core (DSC) 07

Post-Classical Sociological Thinkers

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (If any)
		Lecture	**Tutorial**	**Practical/ Practice**		
DSC 07 Post-Classical Sociological Thinkers	4	3	1	0	12th Class Pass	BA(Prog) DSC 05: Classical Sociological Thinkers or equivalent course

Learning Objectives:

1. To familiarise students with developments in sociological theory in the 20th century.

2. To introduce students to the theoretical work in the traditions of Americal Structural-functionalism, interactionism, and critical theory.

3. To draw the attention of students towards the difference between macro and micro sociologies and traditional and critical theories.

Learning outcomes:

Students will be able to:
1. *Understand* the post-classical developments in Sociological Theory.
2. *Outline* the interdisciplinary nature of sociological concepts.
3. *Apply* the theories they learned in empirical contexts and construct theoretically informed sociological research.

SYLLABUS OF DSC-07: Post-Classical Sociological Thinkers

Unit I: Talcott Parsons: Social Action (12 hours)
The unit explains the ways in which Parsons conceptualises social action as a product of social, cultural and personality systems.

Unit II: Erving Goffman : Dramaturgy (12 hours)

The unit introduces the students to Goffman's dramaturgical perspective and the application of the theory in decoding advertisements from a gendered perspective.

Unit III: Peter Berger and Thomas Luckmann : Social Construction (12 hours)

The unit deals with Berger and Luckmann's concept of reality of how it is being created and shaped by social interactions.

Unit IV: Herbert Marcuse : Critical Theory (9 hours)

The unit introduces the students to the Frankfurt School of critical theory through the original works of Herbert Marcuse.

Practical Component: NIL

Essential/Recommended Readings:

Unit I: Talcott Parsons: Social Action

Turner, J. (1987) *The Structure of Sociological Theory.* India: Rawat Publications. Pp. 57-86

Parsons, T. & Shils, E. (eds). (1951) . *Towards a General Theory of Action.* London: Routledge. Ch. 1 & 2. Pp. 1-44

Unit II: Erving Goffman: Dramaturgy

Goffman, E. (1956). *The Presentation of Self in Everyday Life.* Edinburgh: University of Edinburgh (Monograph No. 2). Pp. 1-9, 132-162.

Goffman, E. (1979). *Gender Advertisements.* New York: Harper and Row Publications. Chapter 1: Gender Display. Pp. 1-9.

Unit III: Peter Berger and Thomas Luckmann: Social Construction

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

Giddens, A. & Sutton, P.W. (2022). *Sociology* (9th edition). Cambridge: Polity Press. Chapter 12: Social Interaction and Everyday Life. Pp. 958-1023.

Unit IV: Herbert Marcuse: Critical Thoery

Marcuse, H. (1964). *One Dimensional Man: Studies in the Ideology of Advanced Industrial Society.* New York: Routledge & Kegan Paul. Introduction. Pp xi- xxxviii.

Suggested Readings:

Smith G. (2015). *Goffman, E* . London & New York: Routledge.

Elliot, A. & Lemert, C. (2022) *Introduction to Contemporary Social Theory*. London & New York: Routledge.

Callincos, A. (1999). Social Theory: A Historical Introduction. United Kingdom: NYU Press.

Craib, I. (2015). Modern Social Theory. United Kingdom: Taylor & Francis.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

BA(Prog.) Sociology
Discipline Specific Core (DSC) 08
Economic Sociology

Discipline Specific Core Course -08 (DSC-08) : Economic Sociology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 08 Economic Sociology	4	3	1	0	12th Class Pass	BA (Prog) DSC 01 An Invitation Sociology or equivalent course

Learning Objectives:

4. To familiarise students with the key concepts and theoretical perspectives in Economic Sociology.
5. To provide an understanding of the social and cultural bases of various dimensions of the economy such as production, distribution, exchange, consumption and markets.
6. To enable students to comprehend economic processes at all levels as embedded and interconnected.

Learning outcomes:

Students will be able to:
5. *Understand* the key concepts and theories of economic sociology as a specialised branch of knowledge.
6. *Identify* the diverse ways in which the economy is embedded in other aspects of society and culture.
7. *Use* sociological concepts and theories to understand and analyse the transformations of the economy and its key processes and institutions from a comparative perspective.

8. *Generate* research questions and arguments about the intersections of economy and society.

SYLLABUS OF DSC-11: Economic Sociology

Unit I: Introduction to Economic Sociology (15 hours)

This unit provides an understanding of the key concepts and theoretical perspectives of Economic Sociology as a specialised branch of knowledge.

a. What is Economic Sociology?
b. Perspectives in Economic Sociology

Unit II: Economic Action and its Locations (24 hours)

This unit provides an understanding of the various dimensions of economy such as production, distribution and consumption while highlighting their sociocultural bases.

a. Production and its Logics
b. Distribution and its Reach

Unit III: Contemporary Directions in Economic Sociology (6 hours)

This unit provides an understanding of the changing economic processes and institutions in contemporary times.

a. Informal Economy
b. Platform Society

Practical Component: NIL

Essential/Recommended Readings:

Unit I. Introduction to Economic Sociology (15 hours)

a. What is Economic Sociology

Martinelli, Alberto. 2023. 'The conception and definition of economic sociology' in *The Routledge International Handbook of Economic Sociology*. New York: Taylor & Francis, 2023. Pp. 57-74.

Portes, Alejandro. 2010. 'The Assumptions That Ground the Field' in *Economic Sociology: A Systematic Inquiry.* New Jersey: Princeton University Press. Chapter 2. Pp. 10-26.

b. Perspectives in Economic Sociology

Polanyi, Karl. 1992. 'Economy as an Instituted Process' in M. Granovetter and R. Swedberg (eds.) *The Sociology of Economic Life*. Colorado: West View Press. Pp. 27-50.

Granovetter, Mark. 1985. 'Economic Action and Social Structure: The Problem of Embeddedness'. *American Journal of Sociology*. 91(3). Pp. 481- 507.

Unit II: Economic Action and its Locations (24 hours)

a. Production and its Logics

Sahlins, Marshall. 2017. 'The Original Affluent Society' in *Stone Age Economics*. New York: Routledge. Chapter 1. Pp. 1-37.

Scott, James C. 1976. 'The Economics and Sociology of Subsistence Ethics' In *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia.* Chapter 1. New Haven, Yale University press. Pp. 13-34.

Wallerstein, Immanuel. 1983. 'The Commodification of Everything: Production of Capital' in *Historical Capitalism*. London: Verso. Chapter 1. Pp. 13-46.

b. Distribution and its Reach

Mauss, Marcel. 1966. 'The Gifts and Obligation of Return Gift' and 'Distribution of the System: Generosity,Honour and Money' in *The Gift: Forms and Functions of Exchange in Archaic Societies*. (tr. Ian Cunnison). London: Cohen and West. Chapters. 1, 2. Pp. 1-46.

Patterson, Thomas C. 2005. 'Distribution and Redistribution' in James G. Carrier (ed.) *A Handbook of Economic Anthropology.* Cheltenham: Edward Elgar. Pp. 194-209.

Weiss, Brad. 1996. 'Coffee Breaks and Coffee Connections: The Lived Experience of a Commodity in Tanzanian and European Worlds' in David Howes (ed.) *Cross-Cultural Consumption: Global Market, Local Realities.* London and Ne York: Routledge. Pp. 93-105.

Unit III: Contemporary Directions in Economic Sociology (6 hours)

a. Informal Economy

Light, Donald W. 2004. 'From Migrant Enclaves to Mainstream: Reconceptualizing Informal Economic Behavior' in *Theory and Society.* 33(6). Pp. 705-737.

b. Platform Society

Dijck, Jose Van. et al. 2018. 'The Platform Society as a Contested Concept' in *The Platform Society: Public Values in a Connected World.* New York: Oxford University Press. Chapter 1, Pp. 1-30.

Suggested Readings:

Appadurai, A. 1986. *The Social Life of Things: Commodities in Cultural Perspective.* Cambridge: Cambridge University Press.

Carrier, James G. 1995. *Gifts and Commodities*. London: Routledge.

DiMaggio, Paul. 2019. 'Cultural Aspects of Economic Action and Organization' in R. Friedland and A. F. Robertson (eds.) *Beyond the Market Place: Rethinking Economy and Society*. New York: Routledge. Pp. 113-136.

Graeber, David. 2001. *Toward an Anthropological Theory of Value: The False Coin of Our Own Dreams*. New York: Palgrave.

Hann, Chris and Keith Hart. 2011. *Economic Anthropology*. Cambridge: Polity Press.

Hirst, Paul and G Thompson 1999. *Globalization in Question*. 2nd Edition. Cambridge, Oxford: Polity Press.

Sahlins, Marshal. 1974. *Stone Age Economics*. London: Tavistock.

Smelser, Neil. J. and Richard Swedberg. 2005. *The Handbook of Economic Sociology.* New York: Russel Sage Foundation.

Tonkiss, Fran. 2006. *Contemporary Economic Sociology*. London: Routledge.

Verdery, Katherine. 1996. *What Was Socialism, And What Comes Next?* New Jersey: Princeton University Press.

Zelizer, Viviana A. 1989. 'The Social Meaning of Money: Special Monies'. *American Journal of Sociology*, Vol. 95 (Sept.). Pp. 342-377.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Category III
BA (Prog.) with Sociology as Non-Major
Semester IV
Discipline Specific Core (DSC) 07
Post-Classical Sociological Thinkers

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (If any)
		Lecture	Tutorial	Practical/ Practice		
DSC 07 Post-Classical Sociological Thinkers	4	3	1	0	12th Class Pass	BA(Prog) DSC 05: Classical Sociological Thinkers or equivalent course

Learning Objectives:

4. To familiarise students with developments in sociological theory in the 20th century.

5. To introduce students to the theoretical work in the traditions of Americal Structural-functionalism, interactionism, and critical theory.

6. To draw the attention of students towards the difference between macro and micro sociologies and traditional and critical theories.

Learning outcomes:

Students will be able to:
4. *Understand* the post-classical developments in Sociological Theory.
5. *Outline* the interdisciplinary nature of sociological concepts.
6. *Apply* the theories they learned in empirical contexts and construct theoretically informed sociological research.

SYLLABUS OF DSC-07: Post-Classical Sociological Thinkers

Unit I: Talcott Parsons: Social Action (12 hours)

The unit explains the ways in which Parsons conceptualises social action as a product of social, cultural and personality systems.

Unit II: Erving Goffman : Dramaturgy (12 hours)

The unit introduces the students to Goffman's dramaturgical perspective and the application of the theory in decoding advertisements from a gendered perspective.

Unit III: Peter Berger and Thomas Luckmann : Social Construction (12 hours)

The unit deals with Berger and Luckmann's concept of reality of how it is being created and shaped by social interactions.

Unit IV: Herbert Marcuse : Critical Theory (9 hours)

The unit introduces the students to the Frankfurt School of critical theory through the original works of Herbert Marcuse.

Practical Component: NIL

Essential/Recommended Readings:

Unit I: Talcott Parsons: Social Action

Turner, J. (1987) *The Structure of Sociological Theory.* India: Rawat Publications. Pp. 57-86

Parsons, T. & Shils, E. (eds). (1951) . *Towards a General Theory of Action.* London: Routledge. Ch. 1 & 2. Pp. 1-44

Unit II: Erving Goffman: Dramaturgy

Goffman, E. (1956). *The Presentation of Self in Everyday Life.* Edinburgh: University of Edinburgh (Monograph No. 2). Pp. 1-9, 132-162.

Goffman, E. (1979). *Gender Advertisements.* New York: Harper and Row Publications. Chapter 1: Gender Display. Pp. 1-9.

Unit III: Peter Berger and Thomas Luckmann: Social Construction

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

Giddens, A. & Sutton, P.W. (2022). *Sociology* (9th edition). Cambridge: Polity Press. Chapter 12: Social Interaction and Everyday Life. Pp. 958-1023.

Unit IV: Herbert Marcuse: Critical Thoery

Marcuse, H. (1964). *One Dimensional Man: Studies in the Ideology of Advanced Industrial Society.* New York: Routledge & Kegan Paul. Introduction. Pp xi- xxxviii.

Suggested Readings:

Smith G. (2015). *Goffman, E* . London & New York: Routledge.

Elliot, A. & Lemert, C. (2022) *Introduction to Contemporary Social Theory*. London & New York: Routledge.

Callincos, A. (1999). Social Theory: A Historical Introduction. United Kingdom: NYU Press.

Craib, I. (2015). Modern Social Theory. United Kingdom: Taylor & Francis.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

SYLLABUS OF DSE 04: Sociology of Education

Unit I: An Introduction to Sociology of Education (9 Hours)
This unit introduces some of the key sociological perspectives on education

Unit II: Education in the Societal Context (24 Hours)
This unit explains the interactions of education with the larger frameworks of modernization, development and inequality. It also brings out nuances of the practices of education that inform and are informed by these interactions

a. Education, Modernity and Development
b. Education, Ideology and Reproduction
c. Textbook, Curriculum and Pedagogies

Unit III: Social Character of Education in India (9 Hours)
This unit focuses on how India has evolved with its own agenda of education; Civilizational, National and constitutional aspirations, social character, diverse practice and its contradictions.

Unit IV: Globalization and Education (3 Hours)
This unit engages with the emerging questions related to the new technological advancements in contemporary times and the nature, role and contradictions of new educational socialization.

Practical Component: Nil

Course Outline and Essential/Recommended Readings:

Unit I: An Introduction to Sociology of Education

Durkheim, Emile. (1985). 'Education: Its Nature and Role;, in Suresh Chandra Shukla and Krishna Kumar (Eds.) *Sociological Perspectives on Education: A Reader*. Delhi: Chanakya Publication. Pp. 9-22.

Dewey, John. (2009). 'Education as a Social Function' in *Democracy and Education: An Introduction to the Philosophy of Education*. New Delhi: Aakar. Pp.11-25

Saha, L. (2008). 'Sociology of Education', in Thomas L. Good (ed.), *21st Century Education: A Reference Handbook,* Sage Publications Inc, California. Pp. 299-307

Unit II: Education in the Societal Context

a. Education, Modernity and Development

Weber, Max. (2014). 'The Rationalization of Education and Training'. in Richard Arum, Irenee R. Beattie and Karly Ford. (Ed.) *The Structure of Schooling: Readings in the Sociology of Education*. London: Sage Publications'. Pp. 4-6.

Chabbott, C., & Ramirez, F.O. (2000). 'Development and Education' in Hallinan, M.T. (eds) *Handbook of the Sociology of Education*. Boston: Springer. Pp.163-187

Altbach, Phillip, G. (1976). 'Higher Education and Modernization: The Indian Case', in Giri Raj Gupta (Ed). *Main Currents in Indian Sociology, Vol.1: Contemporary India.* New Delhi: Vikas Publishing House Pvt Ltd. Pp. 201-220

Jayaram, N. (2015). ;Education and Emancipation: The Saga and Ideology of Dr B.R. Ambedkar', in Singh, A.K. (Ed.). *Education and Empowerment in India*. New Delhi: Routledge India. Pp. 73-90.

(The course instructors are suggested to discuss the Education Commission Report 1964-66 in the Indian context, with reference to Education and National Development)

b. Education, Ideology and Reproduction

Bourdieu, Pierre. (1997). 'Forms of Capital' in A.H. Halsey et al (Eds.). *Education, Culture, Economy and Society*. Oxford: Oxford University Press. Pp.46-58.

Kumar, Krishna. (1987). 'Reproduction or Change: Education and Elites in India' in Ratna Ghosh and Zacharia (Ed.) *Education and Process of Change*. New Delhi: Sage. Pp.27-41

Chanana, K. (2007). 'Globalisation, Higher Education and Gender: Changing Subject Choices of Indian Women Students' in *Economic and Political Weekly*, 42(7). Pp. 590–598.

c. Textbook, Curriculum and Pedagogies

Sarup, Madan. (1982). 'The Enforcement of Discipline' in *Education State and Crisis: A Marxist Perspective*. London: Routledge. Pp.14-29

Apple, Michael W. (2004) 'Cultural Politics and the Text' in Stephen J. Ball (Ed.) *The Routledge Falmer Reader in Sociology of Education*. Routledge. Pp. 179-195.

Kumar, Krishna. (1988). 'Learning to be Backward' in *Social Character of Learning*. New Delhi: Sage. Pp. 59-77.

Unit III: Social Character of Education in India

Shukla, Sureshchandra. (1983). 'Indian Educational Thought and Experiments: A Review'. *Comparative Education,* 19(1). Pp. 59–71.

Ghosh, Suresh Chandra. (1995). 'Towards a National Policy on Education' in: *The History of Education in Modern India*. New Delhi: Orient Black Swan. Pp.177-194

Deshpande, Satish.(2012). 'Social Justice and Higher Education in India Today' in Martha Nussbaum and Zoya Hasan (eds), Equalizing Access: Affirmative Action in Higher Education in India, United States and South Africa, New Delhi: Oxford University Press.pp.212-238

Unit IV: Globalization and Education

Penprase, Bryan E. (2018). 'The Fourth Industrial Revolution and Higher Education' in *Gleason, N. W. (Ed.). Higher Education in the Era of the Fourth Industrial Revolution. Springer Nature*. Pp. 207-225

Kamat, Sangeeta G. (2011). Neoliberal Globalization and Higher Education Policy in India. In: Roger King, Simon Marginson, & Rajani Naidoo (Eds.), *Handbook on Globalization and Higher Education*. Cheltenham, UK: Edward Elgar. Pp. 273-285.

Suggested Readings:

Delanty, Gerard. (2005). The Sociology of the University and Higher Education: The Consequences of Globalization. In: Calhoun, Craig; Rojek, Chris and Turner, Bryan S (Eds.) *The SAGE Handbook of Sociology*. London: Sage Publications Ltd. Pp. 530-545.

Freire, Paulo. (2017). *Pedagogy of the Oppressed*. Penguin Classics.

Halsey, et. al. (1996). *Education, Culture and Economy*. Oxford: Oxford University Press.

Kumar, Krishna. (2005). Colonial Citizen as an Educational Ideal. In: *Political Agenda of Education*. New Delhi: Sage. Pp 27-48.

Ramachandran, V. (2018). In: *Inside Indian Schools: The Enigma of Equity and Quality*. Routledge.

Stevens, Mitchell, Eligabeth Armstrong and Richard Arum. (2008). Sieve, Incubator, Temple, Hub: Empirical and Theoretical Advances in Sociology of Higher Education, *The Annual Review of Sociology*. Pp.127-152

Thapan, Meenakshi. (1991). *Life at School: An Ethnographic Study*. New Delhi: Oxford University Press.

Vaidyantha Ayar, R.V. (2017). *History of Education Policymaking in India, 1947–2016*. New Delhi: Oxford University Press

Willis, P. (1978). *Learning to Labour: How Working-Class Kids Get Working Class Jobs*. London: Routledge.

Velaskar, Padma. (2018). The Redefinition of Equality and Excellence and Declining Goals of Democratic Egalitarianism in Higher Education. In: Varghese, N.V. & Sabharwal, Nidhi & C M, Malish. (2018). *India Higher Education Report 2016: Equity*. India: Sage Publications. Pp. 43-62

Education Policy Documents (can be used for Presentations and writing Review)

Ministry of Education, Report of the Education Commission, 1964-66. Government of India. Pp. 3-39

Ministry of Education. National Policy on Education 1968, 1986 and NPE as modified in 1992. Govt. of India.

Ministry of Human Resource Development. (2005). Report of the CABE Committee on Girls Education and Common School System. Govt. of India.

Ministry of Education, Govt. of India. (2020). Draft National Education Policy 2019 and NEP 2020.

NCERT, (2005). National Curriculum Framework (NCF, 2005). New Delhi: India

Note: **Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**

Sociology
Discipline Specific Elective (DSE) 05
Sociology of Social Movements

DISCIPLINE SPECIFIC ELECTIVE COURSE -05 (DSE-05) : Sociology of Social Movements

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 05 Sociology of Social Movements	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. This paper introduces students to the sociological study of social movements.
2. It aims to provide students with the major conceptual, theoretical and methodological tenets of the study of social movements.
3. The paper also demonstrates the complex relationship between social movements, culture, and the broader socio-political context, through a series of case studies.

Learning outcomes:

Students will be able to:

1. *Identify* and examine the various dimensions of the phenomenon of social movements and assess the various apporaches to its study.
2. *Describe* the various dimensions of social movements and the relationship and dynamics between them.
3. *Recognise* and *evaluate* the salience of social movements in contemporary society.

SYLLABUS OF DSE-05: Sociology of Social Movements

Unit I: Sociology and Social Movements (12 Hours)

This unit introduces students to the formative issues in the sociological study of social movements.

Unit II: Social Movements: Strategies, Opportunities, Networks, Dynamics (12 Hours)

This unit familiarises students with the relationship between the various organising principles of social movements and their dynamics.

Unit III: States, Everyday Relations and Contention (12 Hours)

This unit apprises students about the relationship between movements and other institutional political phenomena.

Unit IV: Social Movements and Culture (9 Hours)
This unit maps the issues in contemporary studies of social movements.

Practical Component: NIL

Essential/Recommended Readings:

Unit I: Sociology and Social Movements

Jasper, James M. 2007. 'Social Movements', in George Ritzer (ed). *The Blackwell Encyclopaedia of Sociology*, USA: Blackwell Publishing Ltd, p. 4451-4458.

Edelman, Marc. 2001. Social Movements: Changing Paradigms and Forms of Politics, *Annual Review of Anthropology*, Vol.30, p. 285-317.

Escobar, Arturo. 1992. Culture, Practice and Politics: Anthropology and the Study of Social Movements, *Critique of Anthropology*, Vol. 12, p. 395-424.

Unit II: Strategies, Opportunities, Networks, Dynamics

Mcadam, Doug et. al. 1996. *Comparative Perspectives on Social Movements: Political Opportunities, Mobilizing Structures and Cultural Framings*, Cambridge: Cambridge University Press, Introduction, p. 1-20.

Ray, Sthitapragyan. 2014. People and Protected Areas: Protest dynamics in a conservation project in Odisha, *Sociological Bulletin*, Vol. 63, No. 1, p. 59-76.

Kurzman, Charles. 1996. Structural Opportunity and Perceived Opportunity in Social Movement Theory: The Iranian Revolution of 1979, *American Sociological Review*, Vol. 61, No.1, p. 153-170.

Kothari, Smitu. 2002. Globalization, global alliances, and the Narmada Movement, in Sanjeev Khagram et. al. (eds.) *Restructuring World Politics: Transnational Social Movements, Networks and Norms*, Minneapolis: University of Minnesota Press, p.231-241.

Unit III: States, Everyday Relations and Contention

Auyero, Javier. 2004. When Everyday Life, Routine Politics, and Protest Meet, *Theory and Society*, Vol. 33, No. 3/ 4, p. 417-441.

Petras, James & Henry Veltmeyer. 2005. *Social Movements and State Power*; , London: Pluto Press, *Chapter 6,* p. 220-240.

Della Porta, Donatella. 2011. Communication in Movement: Social movements as agents of participatory democracy, *Information, Communication and Society*, Vol. 14, No. 6, p. 800-815.

Ray, Raka. 1998. Women's movements and political fields: A comparison of two Indian cities, *Social Problems*, Vol. 45, No.1, p. 21-36.

Unit IV: Social Movements and Culture

Melucci, Alberto. 1985. The Symbolic Challenge of Contemporary Movements, *Social Research*, Vol. 52, No. 4, p. 789-816.

Amenta, E., & Polletta, F. 2019. The Cultural Impacts of Social Movements. *Annual Review of Sociolog*y, 45: Pp. 11.1–11.21

Suggested Readings:

Diani, Mario & Doug Mcadam (eds.) 2003. Social Movements and Networks, Oxford: Oxford University Press.

Goodwin, Jeff & James M. Jasper. 2015. *The Social Movements Reader: Cases and Concepts*, UK: Wiley Blackwell.

Jasper, James M. 1997. *The Art of Moral Protest: Culture, Biography and Creativity in Social Movements,* Chicago: The University of Chicago Press.

Khagram, Sanjeev. 2004. *Dams and Development: Transnational Struggles for Water and Power*, Ithaca: Cornell University Press.

Klandermans, Bert & Conny Roggeband (eds.) 2007. *Handbook of Social Movements Across Disciplines*, New York: Springer.

Mcadam, Doug, Sidney Tarrow & Charles Tilly. 2004. *Dynamics of Contention*, Cambridge: Cambridge University Press.

Motta, Sara C. & Alf Gunvald Nilsen (eds.) 2011. *Social Movements in the Global South*, New York: Palgrave Macmillan.

Petras, James & Henry Veltmeyer. 2011. Social Movements in Latin America: Neoliberalism and Popular Resistance, New York: Palgrave Macmillan.

Polletta, Francesca. 2006. *It Was Like a Fever: Storytelling in Protest and Politics*, Chicago: The University of Chicago Press.

Subba, T.B. 1992. *Ethnicity, State and Development: A Case study of the Gorkhaland Movement in Darjeeling*, New Delhi: Har-Anand Publications.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Sociology
Discipline Specific Elective (DSE) 06
Sociology of Media

DISCIPLINE SPECIFIC ELECTIVE COURSE -06 (DSE-06) : Sociology of Media

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 06 Sociology of Media	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. To introduce students to the subfield of sociology of media.
2. To equip students with key concepts and theories to grasp the contemporary media landscape from a sociological perspective.
3. To unpack the workings of media on the axis of regulation, representation and reception; and see how these enduring concerns continue to inform the workings of new media.

Learning outcomes:

Students will be able to:

1. *Examine* the nature of media and its relation with society.

2. *Describe* and *apply* the various theoretical perspectives and conceptual tools in the area of sociology of media.

3. *Evaluate* contemporary mass media related issues in terms of their constitution and consequences.

SYLLABUS OF DSE 06: Sociology of Media

Unit I Mass Society and Mass Media (9 hours)

This unit traces the contours of mass society and mass media and prevalent modes of and key motifs in sociological and anthropological investigations of media.

Unit II Sociological Theories of Media (21 hours)

This unit maps out key theoretical interventions in sociology of media in articulation with one another.

a. **The Dominant Paradigm**

b. **Critical Media Theories**

c. **Semiotics, Cultural Studies, Feminism, and Post-Modernism**

Unit III Media Processes (15 hours)

This unit elaborates on the media processes on the axes of regulation, representation, and reception. It concludes with a consideration of developments in new media.

a. **Regulation**

b. **Representation**

c. **Reception**

d. **New Media**

Practical Component: NIL

Essential/Recommended Readings:

Unit I. Mass Society and Mass Media: An Introduction (9 hours)

Ritzer, George. Ed 2007. *The Blackwell Encyclopedia of Sociology.*United Kingdom, Blackwell Pub., Mass Culture And Mass Society; Media; Pp. 2821-2824 & 2873-2880.

Matthews, Julian. 2020. 'The Sociology of Mass Media', in Kathleen Odell Korgen ed. *The Cambridge Handbook of Sociology: Volume I Core Areas in Sociology and the Development of the Discipline,* United Kingdom, Cambridge University Press, . Pp. 205- 211

Dickey, Sara. 2010. 'Anthropology and Its Contributions to Studies of Mass Media'. *International Social Science Journal*. 49. Pp. 413 - 425.

Unit II. Sociological Theories of Media (21 Hours)

a. **The Dominant Paradigm**

Gitlin, Todd. 1978. 'Media Sociology: The Dominant Paradigm.' *Theory and Society*, vol. 6, no. 2, pp. 205–224.

b. **Critical Media Theories**

Bennett, Tony. 2005. 'Theories of the Media, Theories of Society' in, Michael Gurevitch et al. (eds.) *Culture, Society and the Media*. United Kingdom, Taylor & Francis, Pp. 26-50

Miller, David. 2002. 'Media Power and Class Power: Overplaying Ideology', *Socialist Register* vol. 38, Pp. 245-260

c. **Semiotics, Cultural Studies, Feminism, and Post-Modernism**

Barthes, Roland.1977. 'The Photographic Message' in *Image, Music and Text* Ed. And Trans. Stephen Heath. New York: Hill, pp. 15-31.

Hall, Stuart. 2011. 'Encoding/Decoding,' *Critical Visions in Film Theory*. Ed. Timothy Corrigan P. White, M. Mazaj. Boston: Bedford St. Martins,pp. 77-87.

Mulvey, Laura. 1999. 'Visual Pleasure and Narrative Cinema.' Eds. Leo Braudy and Marshall

Cohen eds. *Film Theory and Criticism: Introductory Readings.* New York: Oxford UP, pp 833-44.

Baudrillard, J., & Maclean, M. 1985. 'The Masses: The Implosion of the Social in the Media'. *New Literary History*, vol. 16. no. 3, pp. 577-588

Unit III. Media Processes (15 Hours)

a. Regulation

Kaur, Raminder, and William Mazzarella. 2009. 'Between Sedition and Seduction : Thinking Censorship in South Asia' In *Censorship in South Asia: Cultural Regulation from Sedition to Seduction.* Bloomington: Indiana UP.. pp. 1-21.

b. Representation

Shohat, Ella, and Stam, Robert. 2014. 'Stereotype, Realism and the Struggle Over Representation' in *Unthinking Eurocentrism: Multiculturalism and the Media.* United Kingdom, Taylor & Francis,Chapter 5. pp. 178-215.

c. Reception

Livingstone, Sonia., 2103. 'The Changing Nature of Audiences: From the Mass Audience to the Interactive Media User' In Angharad N. Valdivia (ed) *A Companion to Media Studies.* Malden, MA: Blackwell,pp. 337-356.

d. New Media

Miller, Daniel. 2011. 'The Anthropology of Facebook: Fifteen Theses on What Facebook Might Be' in *Tales from Facebook.* United Kingdom, Wiley. Pp. 164-204.

Suggested Readings:

Bailey, Michael. *Narrating Media History.* United Kingdom, Taylor & Francis, 2012.

Berry, Jeffrey M., and Sobieraj, Sarah. *The Outrage Industry: Political Opinion Media and the New Incivility.* United Kingdom, Oxford University Press, 2014.

Bocock, Robert. And Kenneth Thompson. (Eds.) *Social and Cultural Forms of Modernity.* United Kingdom, Polity Press, 1992. Chapter 8. Popular Culture and The Mass Media. Pp. 367-401

Curran, James. *Media and Power*, London: Taylor & Francis, 2012.

Fernandes, L. (2000). Nationalizing `the global': media images, cultural politics and the middle class in India. Media, *Culture & Society*, 22(5), 611–628.

Kellner, Douglas. Media Culture: Cultural Studies, Identity and Politics Between the Modern and the Post-modern. United Kingdom, Taylor & Francis, 2003.

Kittler, Friedrich A. *Gramophone, film, typewriter.* United States, Stanford University Press, 1999.

Mankekar, Purnima. *Screening Culture, Viewing Politics: An Ethnography of Television, Womanhood, and Nation in Postcolonial India.* United Kingdom, Duke University Press, 1999.

Mutz, Diana C. In-Your-Face *Politics: The Consequences of Uncivil Media*. United Kingdom, Princeton University Press, 2016.

Postman, Neil. *Amusing Ourselves to Death: Public Discourse in the Age of Show Business.* United States, Penguin Publishing Group, 2005.

Sumiala, Johanna. *Media and Ritual: Death, Community, and Everyday Life*. United Kingdom, Routledge, 2013.

Selvaraj, Velayutham *Tamil Cinema: The Cultural Politics of India's Other Film Industry.* London: Taylor & Francis, 2008.

Vasudevan, Ravi. Aesthetics and Politics in Popular Cinema, from Vasudha Dalmia and Rashmi Sadana. Ed*. The Cambridge Companion to Modern Indian Culture*. Cambridge: Cambridge University Press, 2012. 226-46

Note: **Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**