

Department of Sociology
Jamia Millia Islamia
New Delhi

08 Dec. 2017

Minutes of Board of Studies

A meeting of the Board of Studies was held on 08.12.2017 at 12.30 p.m. in Department of Sociology.

The following members attended the meeting:

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|-----|------------------------|-----------------|
| 1. | Prof. Arvinder Ansari, | Chair |
| 2. | Prof. R.P. Bahuguna, | Internal Member |
| 3. | Prof. Biswajit Das | Internal Member |
| 4. | Prof. Savyasaachi | On leave |
| 5. | Dr. Azra Abidi | |
| 6. | Dr. Manisha T. Pandey | |
| 7. | Dr. Kulwinder Kaur | |
| 8. | Dr. Gomati Bodra | |
| 9. | Dr. Manoj Jena | |
| 10. | Dr. Pradyumna Bag | |
| 11. | Dr. Shreena Banu | |
| 12. | Mr. Martin Kamadong | |

Prof. Satish Deshpande sent his regrets for unable to attend the meeting as he was out of Delhi.

Prof. Surender Jodhka could not attend the meeting.

Agenda Points:

- 1) Confirmation of the minutes of last BOS,
- 2) Approval of the minutes of DRC held on 4th & 5th December, 2017,
- 3) Approval of the list of selected candidates for M.Phil/Ph.D Integrated Programme 2017-18,
- 4) Submission of Six monthly Progress reports of Ph.D scholars,
- 5) Approval of BOS for Titles and Supervisors, post Ph.D coursework,
- 6) Change of Titles in the proposal for Ph.D scholars,
- 7) Change of Supervisor (Ph.D scholars),
- 8) Re-allocation of Scholars under Prof. Neshat Quaiser and Dr. Manoj Kumar Jena.
- 9) Extension for one more year of Ph.D Scholars admitted in October, 2014.
- 10) Approval of the names of Paper Setters, Examiners - MA & BA courses.

10. The BOS approved M.Phil course which contains four papers:
- a) Philosophical debates in social sciences
 - b) Contemporary debates in social theory
 - c) Advance social research methods
 - d) Term paper

11. The BOS approved a special permission for Ms Monazza for allowing her to give presentation of the project report (student of BA Hon, semester-V).

The meeting with a vote of thanks to the chair.

HEAD
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Department of Sociology
Jamia Millia Islamia
New Delhi

31st July, 2018

Minutes of Board of Studies

A meeting of the Board of Studies was held on 31st July 2018 at 10.30 a.m. in Department of Sociology.

The following members attended the meeting:

1. Prof. Arvinder Ansari, Chair
2. Prof. Savyasaachi-
3. Dr. Azra Abidi (Special Invitee)
4. Dr. Kulwinder Kaur (Special Invitee)
5. Dr. Gomati Bodra
6. Dr. Pradyumna Bag
7. Dr. Shreena Banu
8. Mr. Martin Kamadong
9. Mr. Shakeel Ahmed

Navika
Agenda Points:

- 1) Confirmation of the minutes of last BOS.
- 2) Approval of the minutes of DRC held on 25th & 26th July, 2018
- 3) Approval of the list of selected candidates for M.Phil/Ph.D Programme 2018-19.
- 4) Submission of Six monthly Progress reports of Ph.D scholars,
- 5) Approval of revised courses of all the programmes in the department
- 6) Change of Supervisor (Ph.D scholar),
- 7) Any other matter with the permission of the Chair

Following are the proceedings of the meetings:

1. The Chair (Head) Prof. Arvinder Ansari, welcomed all the members in the meeting.
2. External Members Prof. Surinder Singh Jodhka and Prof. Satish Deshpande, could not attend the BOS.
3. Internal Members Prof. Biswajit Das conveyed that they couldn't attend the BOS due to personal reasons and Prof. Bahuguna is on sabbatical leave.
4. Confirmations of the minutes of the last BOS held on 8th December, 2017.
5. The BOS approved the minutes of DRC held on 25th & 26th July, 2018.

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6. The BOS approved the list of selected candidates for M.Phil/Ph.D Programme 2018-19
7. The BOS approved the Six monthly Progress reports of the Ph.D scholars as listed in Annexure-I.
8. The BOS approved the change of the supervisor of the following Research Scholars.

Sl. no.	Name of the Students	Previous Supervisor	New Supervisor
1	Tamseen Aftab	Prof. Arvinder Ansari	Dr. Gomati Bodra Hembrom
2	Drupadi Ghosh (over and above)	Prof. Neshat Quiser	Dr. Manisha Pandey

9. The Chair informed the Board that the cancellation of Ph.d registration of Ms. Drupadi Ghosh had been revoked with the order of competent authority. Dr. Manisha Pandey has been appointed as supervisor of Ms. Ghosh under, over and above category. As Her previous supervisor Prof. Neshat Quiser has retired in October 2017.
10. The BOS approved one year extension (sixth year) of three Ph.d scholars, Ms. Usha Narayan, Ms. Badre Afshan and Ms. Sujata Chandra listed in (Annexure-II).
11. The BOS approved revised courses of all the programmes in the department as listed in Annexure-III.
12. The BOS approved the request of Dr. Pradyumna Bag to forward the letter to the Competent Authority for seventh year extension of Ph.D Scholar Ms. Madhusmita Sahoo.

Extension of Non-NET Fellowship:

13. The names of the following Ph.D students were approved by the BoS, for the 4th year extension of Non-NET Fellowship:
 - i. Mr. Amit Kumar
 - ii. Ms. Saman Quraishi
 - iii. Mr. Jawed Akhtar
 - iv. Ms. Aamina Shabir
 - v. Mr. Shimreipam R.S
 - vi. Ms. Sanchari Basu Chaudhuri

Any other matter:

14. Prof. Savyasaachi informed that her Ph.d student Ms. Bhaswati (with 7th year extension), though finished her first draft of thesis, but now not reporting and responding to him. Similarly Prof. Arvinder Ansari also informed that Ph.d scholar Ms. Tamseen Aftab was granted sixth

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Social Theory
Old 2010

Department of Sociology

Jamia Millia Islamia,
New Delhi

Ph. D Course Work: Paper II

Context and Text in Concepts

Rationale

Texts that confront us in diverse forms and with varied content are not *apriori* objects or subjects. They emerge out of certain concrete contexts. Similarly, the concepts which come to us or which we develop are products of contexts and situations and, hence, one encounters constant efforts in the works of thinkers ranging from Marx, Horkheimer to Bourdieu and others to recognize this linkage. Social theory, in this sense, becomes a project which not only questions the taken-for-granted assumptions and the basis and content of interpretations of the social world but also constantly tries to build a framework of understanding and interpreting the human actions, social processes and the social science itself. Therefore, it becomes an incessant arena of contestations and negotiations.

This course will try to establish the need to recognize this linkage, demolishing the disjunctions created between theory and practice and raising questions fundamental to the processes and motives of theorizing itself. In the same manner as Bourdieu talked about the need to make “a question out of what appears beyond question, self-evident – in a way that arouses either ethical indignation, activist allegiance, or rational conviction” – it becomes important, especially at the doctorate level, to understand concepts even at the risk of becoming blasphemous (in case it questions the canons and hierarchies of established knowledge without which original researches become impossible). This process will enable students to apply the relevant concepts in her research in the most effective (through thinking outside the box) manner. This course, through examples of some of the concepts, will introduce students to such an exercise in linking concepts encountered in diverse texts to contexts. This will also enrich the research that they would undertake as part of their Doctorate.

Evaluation

The course will be evaluated out of 100 marks. 25 marks will constitute the internal evaluation and 75 marks will be for the end-semester examination. Out of 25 marks the break up will be as following: Book/Paper reviews – 15 marks (three reviews of 5 marks each); Term Paper and Presentation – 10 marks

Unit I: Concepts

Subjects and Objects: What constitutes subjects and objects; identifying and understanding different kinds of subjects and objects

Truth and experience: Truth as scientific method; Truth as hermeneutic experience; human experience and Truth

Texts and Contexts: Kinds of texts; contexts as social formations; reading texts in relation to contexts; *appearance* and *essence*

Constructing the frame: Explaining the world through the prisms of theory, perspectives and frameworks

Transcendence – Comprehending the *given* and exploring beyond; origins of ideas and beginning of transformative thought and action

Unit II: Contexts as texts: Explaining/understanding through concepts

Violence: Manifestations of violence in social life

Suffering: Forms and reasons of suffering

Protest: The way protests are modulated

Hope: Imagining possibilities/alternatives; building contours of new contexts, texts and concepts

Suggested Readings:

Ambedkar, B.R. (2002) *Annihilation of Caste*, in Rodrigues, Valerian (ed.) *Essential Writings of B.R. Ambedkar*, New Delhi: Oxford University Press

Améry, Jean (1986) *At the Mind's Limits*, New York: Schocken Books

Appadurai, Arjun (2006) *Fear of Small Numbers: An Essay on the Geography of Anger*, Durham and London: Duke University Press

Arendt, Hannah (1970) *On Violence*, A Harvest/HBJ Book, San Diego: Harcourt Brace Jovanovich Publishers

Arendt, Hannah (2007) *The Jewish Writings*, New York: Schocken Books

Badiou, Alain (2004) *Infinite Thought: Truth and the Return to Philosophy*, London: Continuum

- Barthes, Roland (2005) *Criticism and Truth*, London: Continuum
- Benjamin, Walter (originally 1927), 'A Critique of Violence', in *Reflections - Essays, Aphorisms, Autobiographical Writings*, New York: Schocken Books
- Bloch, Ernst (1972) *Atheism in Christianity: the Religion of the Exodus and the Kingdom*, New York: Herder & Herder
- Bloch, Ernst (1995), *The principle of hope*, Cambridge, Mass.: MIT Press
- Bonefeld, Werner and Psychopedis, Kosmas (eds., 2000) *The Politics of Change: Globalization, Ideology and Critique*, Hampshire: Palgrave
- Chatterjee, Partha (1993) *Nationalist Thought and the Colonial World: A Derivative Discourse*, London: Zed Books
- Chatterjee, Partha (1993) *The Politics of the Governed: Reflections on Popular Politics in Most of the World*, New York: Columbia University Press
- Cioran, Emile M. (1992) *On the Heights of Despair*, Chicago: The University of Chicago press
- Clark, Maudenarie (1990) *Nietzsche on Truth and Philosophy*, Cambridge: Cambridge University Press
- Dussel, Enrique (1996) *The Underside of Modernity: Apel, Ricoeur, Rorty, Taylor, and the Philosophy of Liberation*, New Jersey: Humanities Press
- Eagleton, Terry (2005) *Holy Terror*, New York: Oxford University Press
- Fanon, F. (1967) *The Wretched of the Earth* [trans. C. Farrington], Harmondsworth: Penguin
- Freire, P. (1995) *Pedagogy of Hope: Reliving Pedagogy of the Oppressed*, New York: Continuum,
- Gadamer (2004) *Truth and Method*, New York: Continuum
- Gandhi, M K (1938) *Hind Swaraj or the Indian Home Rule*, Ahmedabad: Navjivan Publishing
- Gandhi, M.K. () *My Experiments with Truth*, Ahmedabad: Navjivan Publishing
- Girard, Rene (2005) *Violence and the Sacred*, New York: Continuum

- Gorham, Geoffrey (Summer, 1995) The Concept of Truth in Feminist Sciences, *Hypatia*, Vol. 10, No. 3, *Analytic Feminism*
- Hollander, Jocelyn A. Einwohner, Rachel L. (Dec., 2004) Conceptualizing Resistance, *Sociological Forum*, Vol. 19, No. 4
- Ibrahim, Yasmin (August 2009) The art of shoe-throwing: shoes as a symbol of protest and popular imagination, *Media, War & Conflict*, Vol. 2 No. 2
- Martin, Aaron K., Van Brakel, Rosamunde and Bernhard, Daniel (2009) Understanding resistance to digital surveillance: Towards a multi-disciplinary, multi-actor framework, *Surveillance & Society*, Vol. 6, No. 3
- Marcuse, Herbert (1991) [with an introduction by Douglas Kellner] *One Dimensional Man; Studies in the Ideology of Advanced Industrial Societies*, Boston: Beacon Press
- Negri, Antonio (2005) *Books for Burning*, London: Verso
- Nietzsche, Friedrich (2009) *On the Genealogy of Morals: A Polemical Tract*, Virginia: Richer Resources Publications
- Robinson, Rowena (2005) *Tremors of Violence- Muslim Survivors of Ethnic Strife in Western India*, New Delhi: Sage Publications
- Rorty, Richard & Engel, Pascal (2007) *What's the Use of Truth?* (Edited by Patrick Savidan and Translated by William McCuaig), New York: Columbia University Press
- Selengut, Charles (2003) *Sacred Fury: Understanding Religious Violence*, New York & Plymouth: Altamira Press
- Sleat, Matta (2006), Liberalism, Fundamentalism and Truth, *Journal of Applied Philosophy*, Vol. 23, No. 4
- Sorel, George (2004) *Reflections on Violence* (edited by Jeremy Jennings) Cambridge: Cambridge University Press
- Weir, Lorna (2008) The Concept of Truth Regime, *Canadian Journal of Sociology*, Vol. 33, No. 2

Social
Theory

Contemporary Debates in Social Theory

M. Phil./Ph.D., Semester I

Revised

Total Credits: 4 2017

Course Objectives:

The course focuses on the debates on major theoretical themes in the contemporary world. It engages with central sociological perspectives and emerging world orders: post-industrialism, post-colonialism, postmodernism, globalization, networks and mobility. The shift from modernity to globality is a key transition at the epicenter of social inquiry that gets expressed in many specific social and intellectual contexts: temporal as well as spatial; epistemological as well as ontological. The discourses and critiques on the key concepts and contexts are discussed with fresh questioning and insights. In the wake of post-societal and post-human developments in science and technology, the notions of time, time-space compression and everyday life can be put to test. Similarly, the manifestation of violence can be traced in the war on global terror, ecology, food crisis and climate change, inter-sectionality of gender, speed and new mobilities. The issues of identity can be explored through the emerging discourse on body, sexuality, space or networks. The study of social relationships and communities may be looked from the precincts of local and global, national and transnational, real and virtual to be explored afresh from the theoretical frames of public-private. The last unit will revisit the theoretical and philosophical debates on utopia as a reaction to the increasing cultures of violence and domination. These theoretical debates on the said themes represent a selection in relation to which most contemporary theories can be understood.

Learning Outcomes:

1. To enhance the ability to discuss and analyze contemporary sociological theoretical debates.
2. To have the capacity for critical reflection on micro and macro levels of sociological analysis and their interrelations.
3. To have an in-depth knowledge of selected contemporary sociological theories and debates.

UNIT I: Emerging World Orders: Discourses and Critiques

- Post-Industrialism
- Post-Colonialism
- Globalization, Networks and Mobility

UNIT II: Dilemma, Ambivalence and Contradictions

- Identities and Representations
- Dissenting Voices
- Individual and the Collective

UNIT: III Cultures of Domination: Responses and Alternatives

- Violence: Structures and Processes
- Negotiating Skepticism and Trust
- Hope and Utopia

Essential Readings for Unit I:

1. Wallerstein, Immanuel. (2004). *World Systems Analysis: An Introduction*. Duke University Press.
2. Bell, D. (1976). *The Coming of the Post-Industrial Society: A Venture In Social Forecasting*. With A New Intro by The Author. Basic Books Incorporated.
3. Held, D., McGrew, A., Goldblatt, D., & Perraton, J. (2000). *Global Transformations: Politics, Economics and Culture*. In politics at the edge (pp. 14-28). Palgrave Macmillan UK.
4. Gayatri Spivak, (1999). *A Critique of Postcolonial Reason*. Harvard University Press
5. Urry, J. (2012). *Sociology Beyond Societies: Mobilities for The Twenty-First Century*. Routledge.
6. Manuel Castells, (ed). (2004). *The Network Society: A Cross Cultural Perspective*.
7. Sassen, Saskia. (2007). *A Sociology of Globalization*. W. W. Norton & Company, Inc.

Essential Readings for Unit II:

1. Jenkins, Richard. (1997). *Social Identity*. Routledge (Key Idea series).
2. Giddens, A. (1991). *Modernity and Self Identity: Self and Society in The Late Modern Age*. Stanford University Press.
3. Calhoun, Craig. (1994). *Social Theory and Politics of Identity*. Blackwell.
4. Arendt, Hannah. (2013). *The Human Condition*. University of Chicago Press.
5. Bauman, Zygmunt. (1991). *Modernity and Ambivalence*. Polity Press.
6. Gayatri Spivak. (1998). "Can The Subaltern Speak?" (Article).
7. Sennett, Richard. (1992). *The Fall of Public Man*. WW Norton & Company.
8. Habermas, J. (1991). *The Structural Transformation of the Public Sphere: An Enquiry into A Category of the Bourgeois Society*. MIT press.

Essential Readings for Unit III:

1. Arendt, Hannah. (1970). *On Violence*. New York: Harcourt Books.
2. Bloch, Ernst. (1986). *The Principle of Hope*. Massachusetts: MIT Press.
3. Lovett, Frank. (2010). *A General Theory of Domination and Justice*. OUP: Oxford.
4. Agamben, G. 2005. *State and Exception*. University of Chicago Press.
5. Warren, Mark. (1999). *Democracy and Trust*. Cambridge University Press.
6. Turner, C. (2010). *Investigating Sociological Theory*. Sage Publications (chap. 6 and 7).
7. Levitas, R. (1990). *The Concept of Utopia*. Syracuse, NY: Syracuse University Press. (chap. 2,3 and 4).
8. Jacobson, M.H. & Tester, K. (2012). *Utopia: Social Theory and Future*. Routledge (selected chapters).
9. Žižek, Slavoj. (2008). *Violence: Six Sideways Reflections*. Picador, New York.

Suggested Readings:

1. Aillen O Carroll. (2015). *Working Time, Knowledge Work and Post Industrial Society*. (Illustrative).
2. Bermudez, Jose Manual Sanchez. (2012). *Neoliberal Patterns of Domination*. Brill: Leiden, Boston. (Illustrative).

3. Fraser, Nancy. (2007). "Transnationalizing the Public Sphere" *Theory, Culture and Society*, Sage, Vol. 24 (4), 7-30.
4. Mannheim, K. 1940. *Ideology and Utopia*.
5. Robinson, W. I. (2009). *Saskia Sassen and The Sociology of Globalisation: A Critical Appraisal*. Oxford Centre for Global & International Studies, (Illustrative).
6. Sharpe, P. Joanne et al. (2000) *Entanglements of Power: Geographies of Dominations and Resistance*, New York: Routledge. (selected chapters as illustrations).
7. Swedberg, Richard. (2016). "Before Theory Comes Theorizing or How to Make Social Science More Interesting". *British Journal of Sociology*, 67 (1): 5-22.
8. Waters, M. (1995). *Globalization*, Routledge, London.

Advanced Social Research Methods M.Phil, Sociology, Semester-I

Total Credits: 04

Course Objectives:

This course entails an introduction to the philosophy and practice of social science research and it will cover key topics such as the assumptions of scientific inquiry, the conceptualization of research problems, qualitative and quantitative approaches, basic statistical analysis and computer assisted statistical analysis with SPSS. Essentially this course will provide a foundation for writing M. Phil dissertation. Students will learn the skill of producing plagiarism. The main objective of the course is to provide students with a general understanding of the principles of social scientific research methods.

Learning Outcomes:

1. Students will be able to undertake their own research projects.
2. They will be able to develop sociological research questions, empirical investigation and the relevant data collection tools and techniques used to generate answers.
3. They will be able to identify the components parts of a study's design.
4. They will be able to critically evaluate research conducted by others.
5. They will be sensitive to ethical issues to work with different populations.

Unit-I

Researching social phenomena

- 1) Logic and ethics of social inquiry
- 2) Understanding Qualitative and Quantitative methodologies
- 3) Triangulation

Unit-II

Methods of Data Collection

- 1) Operationalization of concepts
- 2) Fieldwork, Observation, Ethnography
- 3) Survey, NSSO, Census

Unit-III

Data Analysis and Presentation (to be conducted in a workshop mode)

- 1) Qualitative data analysis using softwares (e.g. Ethnograph)
- 2) SPSS, Statistical techniques for data analysis
- 3) Interpretation of data and report writing

Essential Readings:

1. Babbie, E.R and Lucia Benaquisto. 2009. Fundamentals of social research (2nd edition) Toronto. ON. Nelson
2. Brewer, John. 2005. Ethnography. Buckingham. Open university press
3. Bryman, A. 2007. Social Research Methods (3rd edition). Oxford. Oxford University Press.
4. Bryman, A. 1984. The debate about Quantitative and Qualitative research: A Question of method or epistemology? *British Journal of Sociology*. Vol. 35
5. Bryman, A. 2006. Integrating quantitative and qualitative research: how is it done? *Qualitative research*. Vol. 06. No. 1. Sage
6. Bulmer, M. 2001. Social measurement: what stands in its way?. *Social research*. Vol. 68. No. 02. New York school for social research
7. Bulmer, M. 1980. Why don't sociologists make more use of the official statistics? *Sociology*. Vol. 14. No. 4
8. Burgess, Robert. 1980. Qualitative and Quantitative social research : papers in honour of Paul F. Lazarsfeld. *Sociology*. Vol. 14. Sage
9. Cannell, Charles F., Peter V. Miller and Lois Oksenberg. 1981. Research on interviewing techniques, *Sociological methodology*. Vol. 12
10. Cargan, Leonard. 2007. Doing social research. Maryland USA. Rowman and Littlefield publishers
11. Cooper, Matthew. 1980. More on 'Epistemological implication of fieldwork, *American Anthropologist*. New series. Vol. 82. No. 02. June 80. In Memoriam Margret Mead (1901-1978)
12. Cornman, James W. 1971. Observing and what it entails. *Philosophy of science*. Vol. 38. No. 03. sept.
13. Denzin, N.K. and Y. Lincoln (eds.) 2005. Handbook of Qualitative Research (3rd Edition). Thousand Oaks. CA. Sage.
14. Ewing, Kathrine Pratt. 1981. Revealing and concealing-Interpersonal dynamics and the negotiation of identity in the interview. *Ethos*. Vol. 34. No. 1
15. Gilbert, N. 2002. Researching Social Life (2nd edition). London Sage
16. Guppy, Neil and George Gray. 2008. Successful surveys: Research Method and Practice. (4th edition). Toronto. Thomson Nelson.
17. Hamel, J. S. Dufour and D. Forti. 1993. Case Study Methods. London. Sage
18. Hammel, E.A. 1980. The comparative method in Anthropological perspective. *Comparative studies in society and history*. Vol. 22. No. 2. April

19. Hastrup, Kristen. 1990. The ethnographic present: A reinvention. *Cultural Anthropology*. Vol.05.No.01
20. Henry, Gary. T. 1990. Practical Samplings. London. Sage
21. Jenkins, Timothy. 1994. Field work and the perception of everyday life. *Man*. New Series. Vol.29.No.02
22. Krippendorff, K. 2004. Contents Analysis: An Introduction to its Methodology, London. Sage
23. Long, J.Scott.1987.Introduction to common problems in qualitative social research: A special issue of sociological methods and research. *Sociological Research*.Vol.16:
24. Marsh, C. 1982. The Survey Method: The contribution of surveys Sociological Expiation. London. Unwin Hyman
25. Marvasti, Amir. 2004. Qualitative Research in Sociology. New York. Sage publication
26. Oberdan, Thomas. 1990. Positivism and pragmatic theory of observation. PSA proceedings of the biennial meeting of the philosophy of science association. Vol.01
27. Pallant, Julie. 2016. SPSS survival manual. USA. Mc Graw Hills
28. Parker, Andrew and Jonathan Titter. 2006. Focus group method and methodology. Current practices and recent debated. *International Journal of research & method in education*. Vol.29No.01
29. Srivastaya, Vinay kumar(ed.).2004. Methodology and fieldwork. India. Oxford university press

Suggested Readings:

- 1) Benton, Ted and Ian Craib. 2010. Philosophy of social science: The philosophical foundation of social thought UK. Macmillan education
- 2) Onwuegbuzie, A & Leech, N.L. 2005. On becoming a pragmatic researcher: The importance of combining qualitative and quantitative research methodologies. *International Journal of social research methodologies*. Vol.08. Issue-05. Taylor and Francis
- 3) Stewart, D and P. Shamdasani, 1990. Focus Group – Theory and Practice, London, Sage.
- 4) Thomas, Nicholas. 1991. Against ethnography. *Cultural Anthropology*. Vol.06.No. 3
- 5) Walliman, Nicholas. 2011. Research methods-the basic. London and New York. Routledge

Contemporary Debates in Social Theory

M. Phil. /Ph.D., Semester I

Total Credits: 4

Course Objectives:

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- Hope and Utopia

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4. Gayatri Spivak, (1999). *A Critique of Postcolonial Reason*. Harvard University Press
5. Urry, J. (2012). *Sociology Beyond Societies: Mobilities for The Twenty-First Century*. Routledge.
6. Manuel Castells, (ed). (2004). *The Network Society: A Cross Cultural Perspective*.
7. Sassen, Saskia. (2007). *A Sociology of Globalization*. W. W. Norton & Company, Inc.

Essential Readings for Unit II:

1. Jenkins, Richard. (1994). *Social Identity*. Routledge (Key Idea series).
2. Giddens, A. (1991). *Modernity and Self-Identity. Self and Society in The Late Modern Age*. Stanford University Press.
3. Calhoun, Craig. (1994). *Social Theory and Politics of Identity*. Blackwell.
4. Arendt, Hannah. (2013). *The Human Condition*. University of Chicago Press.
5. Bauman, Zygmunt. (1991). *Modernity and Ambivalence*. Polity Press.
6. Gayatri Spivak. (1998). "Can The Subaltern Speak?" (Article).
7. Sennett, Richard. (1992). *The Fall of Public Man*. WW Norton & Company.
8. Habermas, J. (1991). *The Structural Transformation of the Public Sphere: An Enquiry into A Category of the Bourgeois Society*. MIT press.

Essential Readings for Unit III:

1. Arendt, Hannah. (1970). *On Violence*. New York: Harcourt Books.
2. Bloch, Ernst. (1986). *The Principle of Hope*. Massachusetts: MIT Press.
3. Lovett, Frank. (2010). *A General Theory of Domination and Justice*. OUP: Oxford.
4. Agamben, G. 2005. *State and Exception*. University of Chicago Press.
5. Warren, Mark. (1999). *Democracy and Trust*. Cambridge University Press.
6. Turner, C. (2010). *Investigating Sociological Theory*. Sage Publications (chap. 6 and 7).
7. Levitas, R. (1990). *The Concept of Utopia*. Syracuse, NY: Syracuse University Press. (chap. 2,3 and 4).
8. Jacobson, M.H. & Tester, K. (2012). *Utopia: Social Theory and Future*. Routledge (selected chapters).
9. Zizek, Slavoj. (2008). *Violence: Six Sideways Reflections*. Picador, New York.

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1. Aillen O Carroll. (2015). *Working Time, Knowledge Work and Post Industrial Society*. (Illustrative).
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3. Fraser, Nancy. (2007). "Transnationalizing the Public Sphere". *Theory, Culture and Society*. Sage. Vol. 24 (4): 7-30.
4. Mannheim, K. 1940. *Ideology and Utopia*.
5. Robinson, W. I. (2009). *Saskia Sassen and The Sociology of Globalisation: A Critical Appraisal*. Orfalea Centre for Global & International Studies. (Illustrative).
6. Sharpe, P Joanne et al. (2000). *Entanglements of Power: Geographies of Dominations and Resistance*. New York: Routledge. (selected chapters as illustrations).
7. Swedberg, Richard. (2016). "Before Theory Comes Theorizing or How to Make Social Science More Interesting". *British Journal of Sociology*. 67 (1): 5-22.
8. Waters, M. (1995). *Globalization*, Routledge, London.

Philosophical Debates in Social Science
M.Phil/Ph.D. Semester-I

Credits-4

Course Objectives

The course aims to comprehend and analyse the epistemological and ontological foundations of social reality and the ensuing debates about the nature of knowledge and its production in social sciences. It revisits some of the ubiquitous debates about constructivism, modernism, rationality, self, culture that are often presented in dualisms. The objective of the course is to prod student to eschew the comfort of meta-theoretical bipolar understanding and engage with theoretical perspectives at a deeper level of complexity.

Learning Outcomes:

The students would be able to pose fresh questions about the nature of the social world and the knowledge and methodologies needed to understand it. They would become aware of the philosophical roots of their own epistemological and ontological positions and thus be more reflexive and imaginative in the way they engage with theoretical concepts, ideas and perspectives.

Unit -I Science, knowledge and society

- Realism and Constructivism
- Individualism and Holism
- Structure and Agency

Unit -II Rationality and culture

- Rationality and relativity
- Self and other
- Tradition and modernity

Unit-III Beyond dualisms

- Critical realism
- Feminism
- Postmodernism

Essential Readings:

1. Baudrillard, J. 1994 (2010). *Simulacra and Simulation*. University of Michigan Press: Ann Arbor. (Translated by Sheila Faria Glaser).
2. Bauman, Z. 1991 *Modernity and its Ambivalence*. Cornell University Press: New York.
3. Bauman, Z. 1997, *Postmodernity and its Discontents*. Polity Press: Cambridge

4. Benton, Ted and Ian Craib. 2001. *Philosophy of Social Science. The Philosophical Foundations of Social Thought*. Palgrave: New York.
5. Berard, T.J. 2005. "Rethinking Practices and Structures" in *Philosophy of the Social Sciences* June, 35: 196-230.
6. Berger, Peter L. and Thomas Luckmann. 1967. *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. Allen Lane: London.
7. Bhaskar, R. 1975 (1997) *A Realist Theory of Science*. Verso: London. 2nd Edition.
8. Delanty, Gerard. 2002. *"Social Science Beyond Constructivism and Realism"*. Open University Press: Buckingham.
9. Derrida, J. 1976. *Of Grammatology*. The Johns Hopkins University Press: Baltimore (Translated by Gayatri Chakravorty Spivak)
10. Durkheim, E. 1982. *The Rules of the Sociological Method*. Free Press: University of Michigan. (Edited by S. Lukes).
11. Feyerabend, Paul 1993. *Against Method*. Verso: London.
12. Foucault, M. 1977. *Discipline and Punish*. London: Allen Lane.
13. Giddens, A. (1984). *The Constitution of Society*. Polity Press: Cambridge
14. Habermas, J. 1984. *Theory of Communicative Action*. Vol. I. Polity Press: Cambridge.
15. Hacking, Ian (1999). *The Social Construction of What?* Cambridge: Harvard University Press.
16. Harding, Sandra 1991. *Whose Science? Whose Knowledge?* Open University Press: Buckingham
17. Jarvie, Ian C. and Jesus Zamora Bonilla. 2011. *The Sage Handbook of Philosophy of Social Sciences*. Sage: London.
18. Kuhn, T.S. 1962. *The Structure of Scientific Revolutions*. University of Chicago Press: Chicago.
19. Lucius and Lucius, Stuttgart. 2001. "Luhmann's theory of knowledge: beyond realism and constructivism? *Soziale Systeme* 7 (2001), Heft 2, S. 328-349. (English translation available).
20. Lukes, S. 1968. "Methodological Individualism Reconsidered," *British Journal of Sociology* 19, pp. 119-29.
21. Popper, Karl. 1959 (2010). *The Logic of Scientific Discovery*. Routledge. Indian edition.
22. Sen, Amartya. 2004. *Rationality and Freedom*. Harvard University Press: Cambridge.
23. Weber, Max. 1949 (2010). *Methodology of the Social Science*. (Translated and edited by Edwards Shills and Henry A Finch). Free Press.

24. Wray, K. Brad. "Kuhn's Constructionism" in *Perspectives on Science* - Volume 18, Number 3, Fall, 2010, pp. 311-327.

Note: The readings suggested are indicative rather than exhaustive. Students are encouraged to use resources from J Stor, and other online journal networks.

1.1.2 old

Islam and Muslims in South Asia
M. A (Previous)
Optional Paper

Unit I

Emergence of Islam in South Asia-

Historical perspective

Interactional perspective

Muslim Communities in South Asia -

Afghanistan

Bangladesh

India

Pakistan

Unit II

Institutions and their Role

Education and Learning- Maktab, Madarsa

Nikah, Family and Kinship- Talaq and khula, inheritance rights

Economy in Islam – Ownership wealth and distribution of zakat, property rights,

Markets and economic empowerment of women

Unit III

Human rights, justice and social reform within Islam:

Administration and enforcement of law

Right of prisoners, women, minority and laborers.

Role of Sufism, and Tablighi Jamat

Unit 1: Essential Readings

Ahmad, Akbar S.: Pakistan Society: Islam, Ethnicity and Leadership in South Asia, Oxford University Press, Oxford, 1987, pp.300

Ahmad Akbar: Journey into Islam, the Crisis of Globalization, Penguin Books, India 2007.

Revised

Islam and Muslims in South Asia
M.A, Semester-III
Credit-4

Course Objectives

South Asia is home to a host of remarkably diverse Muslim communities making up about a third of the global Muslim population. The region and its people present a picture of diversity in unity, indeed of immense diversity within a very broad contour of integration. Islam is not a monolithic religion and its adherents in different parts of the world, and within each community, practice their core beliefs in diverse ways. There is much cultural, social and national heterogeneity among Muslims. Several Islamic sects and Sufi orders co-exist throughout South Asia and some of them are confrontational towards one another as much as they are hostile to non-Muslims.

The course introduces students to some core topics on Islam and Muslims in South Asia, such as the history of Muslim presence, study of caste and issues of Socio-economic relations, kinship, South Asian religions (Hinduism and Islam). Various units of the course will offer a sociological interpretations to those students who are from other disciplines and it gives students a chance to explore both classic and contemporary ethnographic of the region. The present course will survey the history of Muslim presence in south Asia, the political and social changes among Indian Muslims in the colonial period and the interaction with the other communities from 8th century to 21 century. It offers opportunities for deeper study of particularly salient issues as they seem in South Asian ethnography (such as gender and modernity), and it introduces students to recent debates and scholarship on representation and identity as well women's voices.

This paper is offered in the Department of Sociology for M A Semester 2, students with the core idea to introduce them the cultural and social aspects of south Asian Muslim community. The aim of this paper is that the students should be able to find and use secondary sources relevant to selected topics, have a grasp of the key debates on Islam and Muslims in South Asia. By the end of the course,

Learning Outcomes

After successful completion of this course, student will be able to

- ❖ To critically evaluate a range of approaches and ethnographic source material on South Asian society.
- ❖ Demonstrate familiarity with the major historical, political and cultural developments relating to South Asian Islam as well as show knowledge of key organizations, movements, figures and trends in the region's Muslim societies.
- ❖ Understand major scholarly approaches to the study of South Asian Islam and Muslim societies.

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Revised

- ❖ Critically engage with primary and secondary source materials and develop independent interpretations.
- ❖ Communicate knowledge about South Asian Islam and Muslim communities in a diverse, clear and balanced manner.

Unit I-Approaches to study Islam in South Asia:

Historical

Sociological

Feminist

Unit II-Lived Islam and Muslims in South Asia:

Diversity: Sects, ethnicity, caste and language

Contribution to civilization

Responses to modernity and globalization

Unit III-Contemporary issues:

Representation and identity

Women's voices

Islam and other faiths

Essential Readings

1. Ahmad Akbar: Journey into Islam, the Crisis of Globalization, Penguin Books, India, 2007
2. Ahmad, Imtiaz & Helmut Reifeld (eds.) Lived Islam in India: Adaptation Accommodation and Conflict, New Delhi: Social Science Press, 2004.
3. Ahmad, Imtiaz, Family, Kinship and Marriage among Muslims in India, Manohar, Delhi, 1976
4. Ahmed Leila: Women and Gender in Islam: Historical Roots of a Modern Debate, London: Yale University Press, 1992
5. Bryan S. Turner, Kamaludeen Mohamed Nasir, The Sociology of Islam: Collected Essays of Bryan S. Turner, Routledge, 2013
6. Devine, Fiona and Marry C. water (ed.): 'Islam Gender and Social Change', Oxford University Press, London, 1998
7. Francis Robinson, Islam and Muslim History in South Asia, Oxford University Press, 2001
8. Hasan, Zoya and Menon, Ritu: 'Unequal Citizens, A Study of Muslim Women in India.'

old

M.A. Sociology

City: space, economy and culture

Unit- I Conceptualizing the City

- Classical sociological approaches
- Political economy and the urban question
- Urban planning and design

Unit-II Urban Space and its contestations

- Processes and networks in the city
- Politics of public space and the right to the city
- Participation and governance

Unit-III Production and consumption of space, place and culture

- Spectacle , consumption and the city
- Culture and Place-making
- Urbanisms : postmodern, cosmopolitan

Readings: Unit I

1. Kasinitz, Phillip. Ed.1995. *Metropolis: Center and Symbol of Our Times*. New York University Press. Ch 2,3,5,8. (For - Culture of cities, Metropolis and mental life, Urbanism as a way of life, The uses of sidewalks).
2. Le Gates, Richard T. and Frederic Stout, eds. 2003. *The City Reader*, London: Routledge. Pp. 1-19, 37-55, 89-117, 183-197.
3. Castells, Manuel. 1972. *The Urban Question*. Paris: Haspero,
4. Sassen, Saskia. 1991. *The Global City: New York, London, Tokyo*. Princeton: Princeton University Press.
5. Walton, John. 1993. "Urban Sociology: The Contribution and Limits of Political Economy." *Annual Review of Sociology*, 19:301-320.
6. Campbell, Scott and Susan S Fainstein. 2003. *Readings in Planning Theory*. Blackwell: Introduction, Ch. 2 .
7. Holston, James.1989. *The Modernist City: An Anthropological Critique of Brasilia*. Chicago.
8. Ellin, Nan, 1999.*Postmodern Urbanism*. Princeton: Princeton Architectural Press. Introduction.
9. Cuthbert, Alexander R. *The Form of Cities: Political Economy of Urban Design*. Blackwell: Malden, Oxford. Ch.1, 4, 5, 8.

Course Objectives

This course is an attempt towards conceptualizing the city, not merely as a *site* for the play of social interaction, but as a concept that merits attention in its own right, given the explosion of the 'urban'. It transcends the disciplinary 'boundedness' by ignoring the pre-occupation of conventional urban sociology to view the city predominantly as a problem; eschews the debates between anthropology *in / of* the city, or the tendency to privilege a specific theoretical vantage point at the cost of other equally or maybe more illuminating perspectives - within or outside the discipline. A multi-disciplinary, comparative and global panoptical is, therefore, adopted to understand the way capital and culture transform as well as get transformed by urban space; how the historic, cultural and spatial uniqueness of a place resists global attempts at 'place-lessness'; what roles does state, planners, architects, civil society and middle class play in making the city; and how the underclass lives out its everyday life in the city and continues to cull an indispensable niche for itself despite a harshly competitive urban environment.

Learning Outcomes:

At the end of the course, the students would be able to use classic as well as contemporary concepts, theories and perspectives to articulate urban transformations underway all across the globe and especially in India. The course will provide an introduction to multiple ways of looking at the city and urban life - with views, both, from above and below. It will give training to understand city as a text as well as context and comprehend the structural as well as cultural aspects of city. The students would be sensitized to be open to new ideas from everyday urban experiences. They would be fully alert and ready to engage with the latest debates at the frontier of urban theory, practice and policy. At the end of the course, they would be prepared to not only take up advanced research in the field but also be able to enter into the field of urban advocacy, urban planning, policy and practice, if they feel so inclined.

Unit I: Perspectives

- **Modernity and urban experience** (Weber, Simmel, Wirth)
- Urban Planning and design (Le-Corbusier, Howard, Whyte, Jacobs).
- **Space, place and identity** (Lefebvre, Sassen, Zukin)

Unit II: Production and politics of urban space

- Public space and the right to the city (urban restructuring, economics of agglomeration, appropriation and privatisation)
- Urban development, **re-development** and **informality** (resettlement policies, informal urbanisation, and housing)
- **Placemaking** (rebuilding communities and public realm)

Revised

Unit III: Spatialisation of class, culture and difference

- **Consumer culture** (spaces of consumption, gentrification, urban class and processes of inclusion and exclusion)
- **Represented City** (visual culture, cinema, street culture)
- **Gendered spaces** (flaneur, mobility, urban fear, sexual geography)

Essential Readings:

1. Brenner, Neil and Roger Keil. (Eds.) 2006 *The Global City Reader*. Routledge: New York, London, chs.4,5,9,10,26,37.
2. Bridge, Gary and Sophie Watson. 2000. *A Companion to the City*. Blackwell: Oxford, Malden. Chs. 11,25,26,28, 31, 32, 35, 42, 44, 45, 46.
3. Chen, Xiangming, Anthony M. Orum and Krista E. Paulsen. 2013. Introduction to Cities: How place and space shape human experience, Wiley-Blackwell: Malden, Oxford. Part-I.
4. *Economy and political weekly* 2007, Vol. 42, No.17. Pp. 1510-1526, 1542-1548 (for Gender and space).
5. Ghertner, D.A., 2011. 'Gentrifying the state, gentrifying participation: Elite governance programs', in Delhi *International Journal of Urban and Regional Research*, 35(3), pp.504-532.
6. Harvey, David, 2008. 'The Right to the City', in *New Left Review*, pp.23-40.
7. Kaur, Kulwinder, 2019, "Shifting Urban Redevelopment Policies and the Aspirations for a Slum Free India: Experiences of Urban Poor in Delhi", in *Man in India*, Vol. 99, (1-2): 157-167.
8. Kaur, Kulwinder, 2016. 'Towards a consumer society: Looking beyond the middle class' in Kulwinder Kaur, (ed.), *The Coming of Consumer Society*, Manohar: New Delhi, (2016), pp. 11-31.
9. Kaur, Kulwinder, 2015. 'Questioning the "end of public space": A reflexive ethnography of American cities', in *Eastern Anthropologist*, 68:4, pp. 573-592.

Unit I

Development

- a) Changing concepts of Development
- b) Theories - modernization, dependency, world system
- c) The Postmodern Critique

Unit II

Globalization

- a) Theorizing the transition: economic, political social and ideological dimensions of liberalization and globalization
- b) Globalization and Culture

Unit III

Globalization, Imperialism and Development

- a) Development and Displacement of livelihood: Big Dams, Highways, Industrial Estates, SEZs.
- b) New Imperialism and Development: Poverty, Inequality, Violence and Consumerism.

Essential Readings for Unit I

- Pieterse, J.N., 2001, Development Theory: Deconstructions/ Reconstructions, Vistaar Publications, New Delhi. (chapter 1).
- Preston, P.W., 1996, Development Theory: An Introduction, Blackwell, UK.
- Escobar, Arturo, 1995, Encountering Development: The Making and Unmaking of the Third World. Princeton University Press, NJ.
- Sharma, S. L., 1986, Development: Socio-Cultural Dimensions, Rawat, Jaipur. (Chapter 1).
- UNDP, 2003, Readings in Human Development, OUP, New Delhi. (chapters 1.1 and 1.2).

Revised.

SOCIOLOGY OF DEVELOPMENT AND GLOBALIZATION

M. A. Sociology, Semester III

Total Credits: 4

Course Objectives:

This course examines the processes of development and globalization in their historical and geographical contexts and their contemporary trends and impacts. **Unit I** discusses the growth of development theory as a post WW II phenomenon and explains the changing conceptions of development (economic growth, human development, social development, sustainable development and alternative development) with the changing perspectives of development. modernization theory, dependency, world systems, neoclassical economics, alternate development, human development and post-development. **Unit II** discusses the various dimensions (historical, economic, political and cultural) of the process and project of globalization. Theories and conceptualizations of Robertson, Rosenau, Appadurai, Hirst and Thompson, Tomlinson, Sklair, Pieterse and Sassen are explained. Transnationalism and migration is debated with special reference to diaspora and refugees. **Unit III** unfolds the myth of development and the dilemmas and violence related to it. Social movements responding to the failures of developmentalism and globalism, such as fundamentalism and environmentalism are analysed. Issues, like structural violence leading to displacement of livelihood, are analysed in case of big dams and special economic zones in India. New imperialism in contemporary globalised era is discussed

Learning Outcomes:

- To understand the concepts and theories of development and globalization.
- To learn about the dilemmas and violence related to development and globalization.

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Unit I: Development: Negations and Negotiations

- **Genealogy** of the idea of Development
- Theories of Development
- **Post-development** and Postmodern critique

Unit II: Dimensions of Globalization: Conjunctions and Disjuncture

- Theorizing the transition
- **Creolization and Hybrid Societies**
- **Transnationalism and Migration: Diaspora & Refugees**

Unit III: Myth of Development: Dilemmas and Violence

- **Social Responses to Globalization**
- Displacement of livelihood: Big Dams & SEZs
- New Imperialism

Essential Readings for Unit I:

1. Alavi, Hamza, and Shanin, Teodar, (ed.), 1982, *Introduction to the Sociology of Developing Societies*, Macmillan Press, (Introduction, chapters 2, 3, 10, 13, 14, 15 and 23).
2. Frank, A.G., 1966, "The Development of Underdevelopment" *Monthly Review* 18(4) 17-31.
3. Frank, A.G., 1967, "Sociology of Development and Underdevelopment of Sociology" *Catalyst*, 3: 20-73.
4. Gasper, Des, 2004, *The Ethics of Development: From Economism to Human Development*, Vistaar Publications, New Delhi (Chapters 2 and 7).

old

MA (Final)
Paper-X, Gender and Society

Gender and Sociological Analysis

- Emergence of Feminist thought: A socio-historical perspective
- Theories of Gender Relation: Liberal, Radical, Socialist /Marxist, Post Modernist.

Social Construction of Gender

- Ideologies of Masculinity and Femininity
- Socialization, Cultural symbolism and Gendered Roles

Gender and Development

- Theoretical Models and Effect of development policies on gender relations
- Perspective on Gender and Development –Welfarist, Developmentalist, Empowerment
- Gender and Globalization

PRESCRIBED READINGS:

1. Jackson, Stevi and Jackie Jones (Eds) 1998 Contemporary Feminist Theories, Edinburgh, Edinburgh University Press. (Intro, Chap. 1, 2, 6, 10, 13)
2. De Beauvoir, 1975. The Second Sex. Translated and edited by H.M. Parshley, England, Penguin Books.
3. Madsen, L. Deborah, 2002, Feminist Theory and Literacy Practice, London, Pluto Press. (Chap. 1, 2, 5, 6)
4. Wharton, Amy. S, 2005, The Sociology of Gender-An Introduction to theory and Research, Oxford U.K, Blackwell Publishing. (Intro & Chapter-1, 2, 7)
5. Judith, Grant 1999, Fundamental Feminism: Contesting the core concept of feminist theory, New York, Routledge, (Intro, Chap. 2, 3, 4, 5)
6. Reiter, Rayna.R, 1975. Towards Anthropology of women, New York & London, Monthly Review Press (Intro.chap.1, 2, 7)
7. Abbott, Pamela and Wallace, Clare, 1990, An Introduction to Sociology: Feminist Perspective. London, Blackwell Publication. (chap.1, 2, 3, 13)
8. Myres, Diana, 1998, Feminist Social Thought: A Reader, New York and London, Routledge. (chap. 4, 5, 6)
9. Geeta, V. 2007, Gender, Series-"Theorising Feminism", Calcutta, Stree Popular Prakashan. (Chap. 1, 2, 3, 4, 5)
10. Lorber, Judith and Forrell. Susan a. 1999. The Social construction of Gender, London Blackwell Publication. (Intro.)
11. The Polity Reader in Gender Studies, 1994. Cambridge. UK, Polity Press. (chap. 1, 2, 8, 17, 18)
12. Mac Cormack. C. and M. Strathern (ed.) 1980, Nature, Culture and Gender, Cambridge University Press. (Chapter-1)

Revised

M.A (Sociology) IV Semester
Sociology of Gender

Credits: 4

Course Description:

This course is designed to familiarize the students with basic concepts, perspectives, and debates that have been developed in the sociology of sex and gender over the past several decades. This course introduces various sociological theories of gender, including explanations of the ways that how gender intersects with other social categories, such as race, ethnicity, religion, class, sexuality, and disability. In the first unit of the course, we will focus on the basic distinction between biological sex and socially constructed gender. Taking this distinction as our starting point, we will explore the questions of transnational feminism, diversities and challenges in the various strands of feminism including queer theory and gender continua. In the second part of the course, we will focus on development to gender, the relationships between gender and social institutions including economy, education, the family, and the legal and political systems. In the third unit of this course, we will explore the ways of the victimization of women in conflict zones, radicalization and new wars focusing on the role of women as victims, perpetrators and agency. Throughout the course, we will discuss the understanding of how people learn about gender in everyday life.

Learning Objectives:

- Explore the distinction between biological sex and socially constructed gender which perpetuates the inequalities prevalent all over the globe.
- Describe historical, cross-cultural and contemporary social trends revolving around sex and gender.
- Describe various theories of feminism.
- Analyze the intersections of gender with other social categories like such as race, ethnicity, religion, class, sexuality, and disability.
- Analyze how gender affects and is affected by, various social institutions.

Unit-1: Social Construction of Gender

- Sex, Gender and Sexuality
- Queer Theory and Gender Continua
- Contemporary Feminist theories, Intersectionality and counter narratives

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Unit-II: Development: Crises of Neo-liberalism and Alternative Vision

- Development Approaches Theory, Policy and Practice
- Education and Work
- Gender Empowerment, Equity and Equality: Appraisal

Unit-III: Persisting Inequalities: Identity, Politics and Conflict

- Victimization and Marginalization of Women in Conflict
- Radicalization and New Wars
- Conflict Resolution & Peace building: Recognition, Regulation & Rights

Essential Readings:

Abbott, Pamela Claire Wallace and Melissa Tyler. (ed.). 1990. *An Introduction to Sociology: Feminist Perspectives*. Third edition. New York: Routledge. Ch- 1, 2, 3, 13.

Dech, L. and Hawksworth, M. eds. 2018. *The Oxford Handbook of Feminist Theory*. Oxford University Press.

Holmes, Mary. 2007. *What is Gender? Sociological Approaches*. London: Sage

Jackson, Stevi. and Jackie, Jones. (eds). 1998. *Contemporary Feminist Theories*. Edinburgh: Edinburgh University Press. Introduction, Ch- 1, 2, 6, 10, 13.

John, Mary E. (eds). 2008. *Women's Studies in India*. London: Penguin.

Kimmel, Michael. and Amy Aranson.(eds). 2017. *The Gendered Society: Reader*, Sixth edition. New York: Oxford University Press

Oakley, Ann. 1972. *Sex, Gender and Society*. London: Maurice Temple Smith Limited.

Ortner, Sherry. 1996. *Making Gender: the Politics and Erotics of Culture*. Boston. Beacon Press. Ch- 1, 2, 5, 7

Rege, Sharmila. (eds). 2003. *Sociology of Gender: The Challenge of Feminist Sociological Thought*. New Delhi: Sage Publications.

Tong, Rosemarie. 2009. *Feminist Thought: A More Comprehensive Introduction*. USA: West view Press.

Walby, Sylvia. 1990. *Theorizing Patriarchy*. UK: Basil Blackwell

West, Candace and Don H. Zimmerman. 1987. *Doing Gender*. *Gender & Society* 1(2):125-151.

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MA Sociology

Introduction to Social Anthropology

Unit I

Anthropology and Genocide

- Construction of the Other
- Race and History
- The colonial encounter and Anthropological Thought (USA, UK, New Zealand, Australia, Latin America, France and India)

Unit II

Decolonization(s)

- Social Anthropology and Modernity
- Listening Voices
- Methodologies

Unit III

Social Anthropologies of Complex Societies

- Frontiers and Margins: Social Anthropology as mode of knowledge
- Social Anthropology and Sociology
- Anthropology and the State

Recommended Readings

Unit 1

- Asad, Talat. 1973. ed. *Anthropology and the Colonial Encounter*, Ithaca Press
- Dominy, Michele D. 1990. New Zealand's Waitangi Tribunal: Cultural Politics of an Anthropology of High Country, in, *Anthropology Today*, Vol 6, No 2 (Apr) pp 11-15.
- Esteve, Gustavo. 2008. *Celebration of Zapotismo*. Basta, Ediciones Fabian, Jonannes. 1983. *Time and the Other-Archaeology Makes its Object*, New York, Columbia University Press.
- Graeber, David. 2004. *Fragments of Anarchist Anthropology*. Chicago, Prickly Paradigm Press.
- Hinton, Alexander Laban. 2002. ed, *Annihilating Difference-The Anthropology of Genocide*. Berkely, University of California Press.
- Price, David H. 2004. *Threatening Anthropology-McCarthyism and the FBI's Surveillance of Activist Anthropologists*. Duke University Press, Durham and London.
- Wax Dustin. 2008. Ed. *Anthropology at the Dawn of the Cold War*. Pluto Press, London

Unit 2

- Husserl, Edmund. 1931. *Phenomenology and Anthropology*. Trans. By Thomas Sheehan and Richard E. Palmer. Manuscript.
- Lear Jonathan. 2006. *Radical Hope. Cambridge-Ethics in the Face of Cultural Devastation*. Harvard University Press.
- Keyes, Charles F. 2002. Weber and Anthropology. in, *Annual Review of Anthropology*, Vol 31, pp233-255.
- Kushner, Gilbert. 1969. The Anthropology of Complex Societies. in, *Biennial Review of Anthropology*, Vol 6 : 80-131.
- Smith, Linda Tuhiwai. 2002. *Decolonising Methodologies*. Routledge, London.



MA Sociology

Ecology and Society

- Ecosystems and Streams of Ecological Thought
 - Industrial revolution, Domination over nature and Survival of the Fittest
 - Dialectics of Nature, Labour and Feminism
 - Mutual Aid, Indigenous perspectives, Cultural Ecology
- Ecology, Environment and Praxis
 - The Environmental-Ecological Crisis
 - Nature, Value chain and Social Reproduction
 - Social Structure, Culture and Ecological systems
- Ecological Democracy
 - Ecological movements, rights to nature and Livelihoods
 - Environmentalism: Climate change, consumption and lifestyles
 - Conservation, Development and Green Society

Recommended Reading

Unit 1

- Bookchin, Murray, (1921) 1982, The Ecology of Freedom-The Emergence and Dissolution of Hierarchy, Cheshire Books, California.
- 1994, Which Way for the Ecology Movement, AK Press, California.
- Morris David Animals and Humans, thinking and nature in Phenomenology and the Cognitive Sciences (2005) 4 :49-72
- Cittadino, Eugene, 1990, Nature as Laboratory-Darwanian plant ecology in the German Empire 180-1900, Cambridge University Press, Cambridge.
- Engles, Frederiek, (1883) 1939, Dialectics of Nature
<http://www.marxists.org/archive/marx/works/1883/don/index.htm>
- Evernden, Neil, 1992, The Social Construction of Nature, Johns Hopkins University Press, London.
- Grim, John A, 2001, Indigenous Traditions and Ecology-The Interbeing of Cosmology and Community, Harvard University Press, Cambridge.
- Harvey, David, 1996, Justice, Nature and the Geography of Difference, Blackwell, Oxford.
- Morris, Brian, 1996, Ecology and Anarchism-Essays and Reviews on Contemporary Thought, Image Publishing (Malvern), Great Britain.
- Jarvikoski Timo The Relation of Nature and Society in Mark and Durkheim in ACTA SOCIOLOGICA 1996 Vol 39
- Kottak Conrad P The New Ecological Anthropology in American Anthropologist, New Series, Vol. 101, No. 1 (Mar., 1999), pp. 23-35
- Kropotkin, Peter Mutual Aid-A Factor in Evolution
<http://marxists.org/reference/archive/kropotkin-peter/1902/mutual-aid/index.htm>

Course objectives:

This course aims to examine the relationship between ecology and society, the diversity of life and the various social and cultural processes that link these. The environmental concerns which are affecting very aspects of life will be discussed in both historical and contemporary scenario using both the sociological as well as anthropological perspectives. Apart from this ecological movement, environmentalism and conservation will be discussed with empirical studies.

Learning Outcomes:

1. Students will be able to understand the basic theories and concepts related to ecology and society discourse.
2. They will be able to analyse the impact of human pressure on the natural environment, sustainable development and biodiversity conservation.
3. They will be familiarising with the current environment crisis such as climate change and pollution etc.
4. They will be able to critically analyse various social and cultural processes that have a negative impact on environment.

Unit-I

Ecosystems and Streams of Ecological Thought

- 1) Industrial revolution, Domination over nature
- 2) Mutual Aid, Indigenous perspectives
- 3) Eco-Feminism

Unit-II

Ecology, Environment and Praxis

- 1) The Environmental-Ecological Crisis
- 2) Marxist approach to ecology
- 3) Culture and Ecological systems, Cultural Ecology

Unit-III

Ecological Democracy

- 1) Ecological movements, rights to nature and Livelihoods
- 2) Environmentalism: Climate change, consumption and lifestyles
- 3) Conservation, Development and ecological sustainability

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M. A. Sociology

CONTEMPORARY POLITICAL SOCIOLOGY

1. POLITICAL SOCIOLOGY: CONCEPTUAL TRAJECTORY

- State and Society, Nation-state, Nation building, and Citizenship
- Power, Domination, Legitimacy, and Rationalization
- Center and Periphery, Imagined Communities, Decentering of the State, and Postnational.

2. CONTEMPORARY POLITICAL SOCIOLOGY: THEORETICAL EXPLORATIONS

- Cultural Hegemony, Civil Society, Ideological State Apparatus and Public Sphere
- Discipline, Panopticon, Governmentality, Docility and Body Politic
- Risk Society, Governing Crisis Risks and Fear

3. GOVERNANCE AND SOCIETY: THEMATIC EXPLORATIONS

- Colonial Governmentality, Knowledge Production, and Construction of Identities.
- Post-Colonial State, Civil Society and Governance, Politics of the Governed, Politics of Representation, and Educationalization of Social Problems.
- Governing Pluralism-as Crisis, Management of Violence, and State and Terror/ism.

1. Prescribed Readings

- Alavi, Hamza, 1972, 'The State in Post-Colonial Societies: Pakistan and Bangladesh,' *The New Left Review*, Vol. 1, pp. 59-81.
- Anderson, Benedict, 1991, *Imagined Communities*, London, Verso.
- Appadurai, Arjun, 1996, *Modernity at Large: Cultural Dimensions of Globalisation*, Minneapolis, University of Minnesota Press.
- Giddens, Anthony and David Held, eds., 1982, *Classes, Power, and Conflict: Classical and Contemporary Debates*, Berkeley, University of California Press.
- Malathi, De Alwis, 2009, 'The Postnational Condition,' Special Issue, *Economic and Political Weekly*, March 7, Vol. XLIV, No. 10, pp. 35-77.
- Nash, Kate, 2000, *Readings in Contemporary Political Sociology*, Oxford, Blackwell.
- Rosenau, James N. and Ernst Otto Czempiel, 1992, *Governance without Government: Order and Change in World Politics*, Cambridge, Cambridge University Press.
- Weber, Max, 1958, *From Max Weber: Essays in Sociology*, New York, Oxford University Press.
- Weber, Max, Guenther Roth and Claus Wittich, (eds.), 1978, *Economy and Society*, Berkeley, University of California Press. (see pp. 212-296, pp 941-948, 956-958, 990-992).

Suggested Readings

- Balibar, Etienne and Immanuel Wallerstein, 1991, *Race, Nation, Class: Ambiguous Identities*, London, Verso.
- Beteille, A., 1966, *Caste, Class and Power*, Cambridge, OUP.
- Commen, T. K. 1990, *State and Society in India*, New Delhi, Sage.
- Samuel, P. Huntington, 1968, *Political Order in Changing Societies*, New Haven, Yale University Press.
- Seymour, Michel, (ed.), 2004, *The Fate of the Nation State*, Kingston, McGill-Queen's University Press.
- Simmel, Georg, 1964, 'The Triad,' in Kurt H. Wolff, ed. Trans. *The Sociology of Georg Simmel*, Glencoe, Free Press, pp. 145-169.

Revised.

CONTEMPORARY POLITICAL SOCIOLOGY
M.A. IV SEMESTER

Total Credit 4

Course Objectives:

This paper aims to provide an outlook to contemporary political issues. Academically, these issues are profoundly intriguing and misunderstood often as practical undertones of subjects. The source of study is theoretically prescribed in order to provide grand meaning to the question of politics.

Learning Outcomes:

It builds up strong capacity to evaluate and examine contemporary politics in new light and exposes one to new issues of politics.

Unit I: Introduction

- Power and Authority
- Subject and Power
- Nation State

Unit II: Perspectives

- Public Sphere
- Governmentality
- Ideological State Apparatus

Unit III: Indian context

- Social Justice
- Politics of Representation (interface between identity, culture and citizenship)
- Subaltern studies

Essential Readings

1. Alavi, Hamza, 1972, 'The State in Post-Colonial Societies: Pakistan and Bangladesh,' *The New Left Review*, Vol. 1, pp. 59-81.
2. Althusser, Louis, 1971, 'Ideology and Ideological State Apparatuses' *Lenin and Philosophy and Other Essays* New York, Monthly Review Press.

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M.A. Sociology

ETHNICITY, MINORITIES AND MULTICULTURALISM

UNIT-I

- **Understanding Ethnicity: Concept and Perspectives**
- Ethnic Group: Religion, Race, Caste and Nation.
- Perspectives to Ethnicity: Primordialists, Instrumentalists, Social Constructionists

UNIT- II

Cultural Pluralism: Magnitude of Cultural Diversity in India

- Cultural Plurality in India: Tribe, Language, Religion, Region and Migration.
- Constitution and Minority Rights.
- Minorities in a Multicultural Society: Problems of National Integration, Politicization of Religion, Secularism and Communalism.

UNIT- III

Multiculturalism, Politics and Conflict: A Comparative Perspective

- Multiculturalism: Cultural Heterogeneity, Discrimination, Community Identity and Conflict: A Comparative Perspectives: South Asia, USA, UK, France, Canada.
- Gender, Ethnicity and Conflict
- Valuing Diversity and Preserving Minority Cultures: Beyond Multiculturalism.

Suggested Readings (UNIT I)

- Smith, Anthony D.: The Ethnic Origins of Nations. Oxford: Basil Blackwell (1998)
nationalism and Modernism; A Critical Survey of Recent Theories
of Nations and Nationalism. (1986) London: Routledge.
- Barth, Fredrick : "Introduction." In Fredrick Barth (ed.), Ethnic Groups and Bound-
aries: The Social Organization of Cultural Difference. 1969.
London: Allen and Unwin.
- : "Enduring and emerging issues in the analysis of ethnicity." In Hans
Vermeulen and Cora Govers (eds.), The Anthropology of
Ethnicity: 'Ethnic Groups and Boundaries. 1994' Amsterdam: Het
Spinhuis.
- Hannan, Michael : "The Dynamics of Ethnic Boundaries in Modern States." In J.
Meyer and M. Hannan (eds.), National Development and the
World System. 1979. Chicago: University of Chicago Press.
- : Ethnic Groups in Conflict. 1985 Berkeley, CA: University of
California Press.
- Alba, Richard : Ethnic Identity: The Transformation of White America. New
Haven: Yale Uni- versity Press. 1991.

Revised

Ethnicity, Minorities and Multiculturalism
M. A. (Sociology)
Semester- I

Credits: 4

Course Description:

Sociology is broadly concerned with examining the forces which bring people in groups (societies) together, draw them apart, and generate change in the social world. In studying race, religion, and ethnicity, sociologists examine the various systems, structures, organizations, processes, interactions, and meanings present in minority-majority relationships. Modern society is unique in its diversity, comprising of many racial, religious, linguistic and cultural groups, whose social histories and distinct subcultures have contributed to their multicultural nature. The main purpose of this course is to broaden our understanding of interaction of ethnic and minority groups and how they interact with and challenge each other at the national as well as global level. The course will begin with basic concepts and perspectives, specifically on ethnicity and minority relations within our social institutions. The course will draw upon information from multiple perspectives to study the social traits of different ethnic groups.

Contemporary liberal democracies are characterized by important forms of diversity, including racial, religious, cultural, and linguistic diversity. The politics of multiculturalism has become one of the most visible responses to increasing levels of diversity, and important components of it have been adopted by many countries. This course examines the theoretical and practical implications of diversity, focusing on the core principles of politics of multiculturalism as well as the main criticisms levied against it.

Learning Objectives:

Upon completion of this course the student should be able to:

- Students will be able to define ethnic and minority groups and their social significance.
- Describe the basic sociological concepts and theories applicable to intergroup, minority-majority relationships.
- Students will be able to understand diversity of social life and how it relates to inter-group contestations and conflict.
- Identify and describe the social structural components necessary to maintain differential power relationships between minority and majority group members.
- Critically engage a broad range of policy issues and making policy recommendations impacting ethnic minority communities.

UNIT- I

Understanding Ethnicity: Concept and Perspectives

- Ethnicity and Diversity: Religion, Race, Tribe and Language
- Ethnic Groups and Conflict in South Asia
- From Ethnicity to Minority: Understanding Ethno-Enclaves

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UNIT- II

Pluralism and Multiculturalism: Minorities

- Contextualizing Minorities
- Minority Rights and Policies: A Global Perspective
- From Minority to Marginality

UNIT- III

Beyond Pluralism and Multiculturalism

- Diversity, Difference and Violence
- Global Right Movement: Heterogeneity to Homogeneity
- Reconciling Differences and Promoting Tolerance: Beyond Pluralism and Multiculturalism

Essential Readings:

Allport, Gordon W. 1958. *The Nature of Prejudice*. New York, NY: Doubleday Anchor.

Bajpai, Rochana. 2011. *Debating Differences: Group Rights and Liberal Democracy in India*. Delhi: Oxford University Press.

Barry, Brian. 2001. *Culture and Equality: An Egalitarian Critique of Multiculturalism*. Cambridge, MA: Harvard University Press.

Barth, F. 1969. "Introduction," in F. Barth (ed.) *Ethnic Groups and Boundaries*. Oslo: Oslo University Press.

Dunn, Ruth. *Minority Studies: A Brief Sociological Text*, available at <http://cnx.org/content/col11183/1.13/>

Francis, E. K. 1976. *Interethnic Relations: An Essay in Sociological Theory*. New York: Elsevier.

Glazer, Nathan and Moynihan, Daniel P. 1964. *Beyond the Melting Pot*. Cambridge, MA: MIT Press.

Huntington, Samuel P. 1993. "The Clash of Civilizations?", *Foreign Affairs*, Vol. 72, No. 3, pp. 22-49.

Jayal, N. 2006. *Representing India: Ethnic Diversity and the Governance of Public Institutions*. UK: Palgrave Macmillan.

Joseph F. Healey. 2012. *Race, Ethnicity, Gender, and Class*. Los Angeles: Sage.

UNIT- II

Pluralism and Multiculturalism: Minorities

- Contextualizing Minorities
- Minority Rights and Policies: A Global Perspective
- From Minority to Marginality

UNIT- III

Beyond Pluralism and Multiculturalism

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Essential Readings:

Allport, Gordon W. 1958. *The Nature of Prejudice*. New York, NY: Doubleday Anchor

Bajpai, Rochana. 2011. *Debating Differences: Group Rights and Liberal Democracy in India*. Delhi: Oxford University Press.

Barry, Brian. 2001. *Culture and Equality: An Egalitarian Critique of Multiculturalism*. Cambridge, MA: Harvard University Press.

Barth, F. 1969. "Introduction." in F. Barth (ed.) *Ethnic Groups and Boundaries*. Oslo: Oslo University Press.

Dunn, Ruth. *Minority Studies: A Brief Sociological Text*, available at <http://cnx.org/content/col11183/1.13/>

Francis, E. K. 1976. *Interethnic Relations: An Essay in Sociological Theory*. New York: Elsevier.

Glazer, Nathan and Moynihan, Daniel P. 1964. *Beyond the Melting Pot*. Cambridge, MA: MIT Press.

Huntington, Samuel P. 1993. "The Clash of Civilizations?", *Foreign Affairs*, Vol. 72, No. 3, pp. 22-49.

Jayal, N. 2006. *Representing India: Ethnic Diversity and the Governance of Public Institutions*. UK: Palgrave Macmillan.

Joseph F. Healey. 2012. *Race, Ethnicity, Gender, and Class*. Los Angeles: Sage.

Sociology of Economic Life

Unit I

Economy in Society:

- a. Concepts (value, labour, property, money and rationality) and Perspectives
- b. Tribal, Peasant, Industrial and Post-Industrial Economies

Unit II

Production:

- a. Domestic mode of production, Feudalism, Capitalism and Socialism
- b. Fordism and after
- c. Knowledge, Information and Signs

Unit III

Consumption, Exchange and Markets:

- a. Reciprocity and gift
- b. Exchange and Money
- c. Consumption in modern life
- d. Global markets

Readings for Unit I

1. Herzfeld, Michael, 2001, Anthropology: Theoretical Practice in Culture and Society, Blackwell Publishers, USA, (chapter 4).
2. Godelier, Maurice, 1972, Rationality and Irrationality in Economics, Monthly Review Press, New York, (selected pages).
3. Mauss, Marcel, 1990, The Gift, Routledge, London. (Introduction, chapters 1, 2 and 4)
4. Carrier, James G. (ed.), 2005, A Handbook of Economic Anthropology, Edward Elgar, Cheltenham, UK. (Introduction, Part II, chapters 14, 15, 17, 26 and 27)

Revised

SOCIOLOGY OF ECONOMIC LIFE

M. A. Sociology, Semester IV

Total Credits: 4

Course Objectives:

This course deals with the sociological aspects of economic life and institutions. Unit I focuses on different perspectives to study economic behavior and the emergence of new economic Sociology with Granovetter and Bourdieu. It also concentrates on modes of production in different economies of the world: tribal, peasant, industrial and post-industrial. Unit II deals with changing forms of labour and exchange, and new informationalism in contemporary world. Reciprocity and gift are discussed. Unit III discusses the importance of markets as social contexts; trust imposed by the promise of money; networks in the era of global markets and cross-cultural consumption.

Learning Outcomes:

- To understand the social and cultural bases of economic activity.
- To understand the significance of sociological analysis for the study of economic processes in local and global contexts.
- To learn the importance of markets and networks today.
- To learn about cross-cultural consumption in the era of global markets.

Unit I: Social Embeddedness of Economies

- Perspectives: formalism, substantivism, Marxism, cultural economics
- New Economic Sociology
- Modes of Production of Social Life

Unit II: Labour, Informationalism, Exchange

- Labour and Exchange
- Knowledge, Information and Signs
- Reciprocity and Gift

Unit III: Markets and Networks

- Money and Trust
- Markets as social contexts
- Global Markets and consumption

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M. A. Sociology

Classical Sociological Theory

Unit I Development of Sociology: Social and Philosophical Foundations

- Revolutions
- Enlightenment
- Positivism

Unit II Karl Marx

- Historical materialism
- The Capitalist mode of production
- Class struggle

Unit II Emile Durkheim

- Social Facts and Rules of Sociological Method
- Division of Labour and Forms of solidarity
- Religion and Society

Unit III Max Weber

Methodology
Power and authority
Religion and social change

Weber, Max. 1978. *Economy and Society*. Ed by Guenther Roth and Claus Wittich. Vol I Part I. University of California Press: Berkeley. Ch 1, 2, 3 and 4. Vol II. Ch 10 and 11.
Gerth, H.H. and Mills C.W. eds. 1991. *From Max Weber: Essays in Sociology*. Part I. Pp. 45-54. Part II. Pp. 180-193. Routledge: London.
Weber, Max. 1976. *The Protestant Ethic and the Spirit of Capitalism*. Allen and Unwin,

Revised

Classical Sociological Theory
M.A. Semester I

Total Credits: 4

Course Objectives:

Sociological theories try to understand the social world and its history. Classical Sociological theory introduces some of the 'classical' theoretical traditions and how they have shaped and currently permeates the discipline of sociology. The aim is to provide you with the ability to identify and make use of the concepts and theoretical perspectives of 19th and early 20th century. Unit I focusses on the pioneering responses to the Age of Enlightenment and the Revolutions in the place of its origin in Europe. Unit II focusses on the intellectual equipment deployed in Europe to grasp the new social order. Unit III deals with the responses to capitalism and rationality in places having diverse philosophical and historical trajectories.

Learning Outcomes:

- explain the role of Enlightenment and the Industrial and French Revolutions in the emergence of Sociology as a discipline.
- Discuss the theories of classical thinkers – Comte, Spencer, Durkheim, Marx, Weber and Simmel.

Unit I: The Dawn of Reason

- The Enlightenment
- The Revolutions
- Early sociological thought: Ibn Khaldun, Saint-Simon and Auguste Comte

Unit II: Division of Labour and the New Social Order

- Social Darwinism: Herbert Spencer
- Division of Labour: Emile Durkheim
- Mode of Production: Karl Marx

Unit III: Capitalism and Rationality

- Historical Materialism and Alienation: Karl Marx
- Religion and Capitalism: Max Weber
- Modernity and Sociation: Georg Simmel

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M. A. Sociology

INDIAN SOCIETY: STRUCTURE, AGENCY AND CHANGE

Unit 1

History and Perspectives on Indian Society:

Structural
Functional
Marxist
Indological

Unit 11

Social Formation: Understanding Differences and inequality-

Social structure: Tribes Caste, Religion, language, family, kinship and gender.

Economic structure: Production process in organized and unorganized sectors

Political structure: State, Civil society and communities.

Unit 111

Agencies and processes of Social Change:

National Reconstruction – Early Concerns

Industrialization

Islamization

Legislation

Unit 1

Prescribed Readings:

Bhate Saroja: Indology- Past Present And Future, 2002, Sahitya Academy, New Delhi.

Choudhari, Maityee(ed.): The Practice Of Sociology, 2003, Orient Longman, New Delhi.

Cohn, Bernard S: An Anthropologist Among historians and other essays, 1990, Oxford university press, Delhi Chapter 7 and 8.

Das, Veena(ed.): The Oxford Companies to Sociology and Social Anthropology, 2003, Vol.1, OUP, New Delhi.

Deshpande .S. Contemporary India: a sociological view, 2002 Viking, Delhi. Chapters- 2, 6, 7.

Dhanagre, D.N: Themes and Perspectives in Indian Sociology, 1998, Rawat Publication, New Delhi.

Hoare, Quintin & Smith, Nowell, Geoffrey(ed. And Translated): Selections from the Prison Notebooks of Antonio Gramsci, 1992, Orient Longman, New Delhi.

Kosambi, D. D: The Culture and Civilization of Ancient India –In Historical Outline, 1986, Vani Educational Book New Delhi.

Revised

Indian Society: Structure and Processes M.A. Sociology, Semester-II

Credit-4

Course Objectives:

Indian society has always fascinated academics to percept and comprehend its complex intersectionality. It offers a formidable academic challenge to make sense of the co-existing multiple realities. Sociologists have applied various perspectives to understand this diversity. Through empirical investigation sociology have made tremendous progress popularly held believe with the help of theories and methods of sociology. This paper critically examines the conservative understanding of Indian society and highlights the changes and continuity witnessed in Indian society. There is a great deal of misinformation and myth surrounding the Indian society which requires complex analysis facts, figures and empirical investigation. The complexity of caste, gender and ethnicity in contemporary societies need careful attention. It explores the complex issues of diversity, identity, inequality and social justice. Each unit in the paper tries to understand Indian society from a sociological perspective. It attempts to understand the outcomes of the resistance and alteration in Indian society. Larger objective of understanding Indian society is to understand the processes of social engineering and nation building project.

Learning Outcomes

After Studying the course students will be able to:

- Explain the major approaches to understand Indian society
- Discuss the various dimensions of diversity and inequality prevalent in Indian society
- Describe important structural elements which influence our day-to-day interaction and relation.
- Describe the dynamism of resistance and change in Indian society.

Unit I: Understanding Indian Society

- Perspectives: Structural-functional, Indological, Marxist & Subaltern
- Debates on Indian Society
- Diversity and Social Inequality

Unit II: Indian Social Structure

- Caste, Class and Tribe

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- Family and Kinship
- Rural and Urban Social Structure

Unit III: Social Interaction and Processes

- Identity, Exclusion and Inclusion
- Dissent and Protest
- Legislation and Social Change

Essential Readings

1. Agnes, Flavia (2011). Family Laws and Constitutional Claims (Vol.1), Oxford University Press, New Delhi.
2. Aloysius, G (2014). Nationalism without a Nation in India (pp.1-22), Oxford University Press, New Delhi.
3. Berreman, G. (1972). Social Categories and Social Interaction in Urban India. *American Anthropologist*, 74(3), new series, 567-586.
4. Chakrabarty, D. (1995). Modernity and Ethnicity in India: A History for the Present. *EPH*, 30(52), 3373-3380.
5. Dahiwal, S.M., (ed.). (2005) Understanding Indian Society: The Non-Brahmanic Perspective (Ch. 1, 2, 3, 5 & 11).
6. Deshpande, A. (2013). Affirmative Action in India, OUP, Delhi.
7. Dhanagare, D.N., (1999). Themes and Perspectives in Indian Sociology, Rawat Publications.
8. Driver, I. (1962). Caste and Occupational Structure in Central India. *Social Forces*, 41(1), 26-31.
9. Dumont, Louis (1970). *Homo Hierarchicus*, London, Paladin.
10. Dushkin, I. elah, (1961). "The Backward Classes" *Economic Weekly*.
11. Umbree, A. (1972). India – A Plural Society, *The High School Journal*, 56(1), 45-53.
12. Friedman, I. (1967). Legal Rules and the Process of Social Change. *Stanford Law Review*, 19(4), 786-840.
13. Galanter, Marc (1984). *Competing Equalities: Law and the backward Classes in India*, OUP, Delhi.
14. Gary S. Becker, (1974). A Theory of Social Interactions, *The Journal of Political Economy*, Vol. 82, No. 6 (Nov. – Dec) pp. 1063-1093.
15. Jodhka, S.S. (ed.) (2013). *Village Society* Orient Black Swan, New Delhi (Ch. 1 & 3).
16. Karve, Iravati. (1994). The Kinship map of India, in Patricia Uberoi (ed.) *Family, kinship and marriage in India*, Delhi: OU, pp.50-73.
17. Kolenda, P., (1997). *Caste in Contemporary India: Beyond Organic Solidarity*, Rawat Publication, Jaipur.
18. Mencher, Joan (1974). "The Caste System Upside down, or the not-so-mysterious east" *Current Anthropology*, 15(4), 469-473.
19. Oommen, T. (1994). Religious Nationalism and Democratic Polity: The Indian Case. *Sociology of Religion*, 55(4), 455-472.

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M. A. Sociology

Sociology of Agrarian Society

Unit I

Introduction to Agrarian Studies:

- Agricultural practices and society
- Agricultural processes of production and reproduction
- Patterns of resource access: Land, Water and Forest

Unit II

Agrarian Structure and Relations

- Power relations in agrarian society
- Transformation in agrarian relations
- Food security and poverty alleviations

Unit III

Agrarian Resistance

- Patenting in Agriculture
- Farmer distress and suicide
- Special Economic Zones (SEZ)

Amal Kumar
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Reading List

Unit-I

- Beteille, Andre (1979). *Studies in Agrarian Social structure*, Oxford University Press.
- Chamber, R. (1983). *Rural Development: Putting the Last First*, Harlow, Longman.
- David Ludden, (2002), "Subalterns and Others in the Agrarian History of South Asia," In James C. Scott and Nina Bhatt (ed.) *Agrarian Studies: Synthetic Work at the Cutting Edge*, Delhi, Oxford University Press.
- Desai, A.R (1948, reprinted 2006), *Social Background of Indian Nationalism*, Mumbai, Popular Prakashan (Ch-1,3 & 4)
- Girish Mishra (1978), *Agrarian Problems of Permanent Settlement*, people's Publishing House, New Delhi, (Ch- 1,2,3 and 8).

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M. A. Sociology
Sociology of Agrarian Society
Semester-III

Credit-4

Unit I: Introduction to Agrarian Society:

- Agricultural practices and society
- Provisions of goods and services
- Social institutions and access to resources

Unit II: Agrarian Structure and Relations

- Caste, Class and Gender
- Social Network, Credit and Social Entrapments
- Land, Labour and Power

Unit III: Agrarian Crisis and Transformation:

- Biodiversity and Food Security
- Agrarian Distress and Farmer Suicide
- Peasant movements in India

Course Objectives:

Agriculture and its allied activities provide livelihood to more than half of India's working population. Through empirical investigation, sociologists have analyzed the culture of agriculture and the rhythm of rural life which organized around agriculture. Production, distribution and consumption in agrarian society are harmonized with the local beliefs, custom and rituals. Agrarian economy makes significant contribution to the national economy but despite repeated assurance, successive governments have willfully ignored the difficulties encountered by the agriculturists in India. Globalization and liberalization has improved the economic conditions of the well-off farmers, leaving the small and marginal farmers at the brink of subsistence. This paper employs conceptual and theoretical framework of sociology to examine important agrarian issues encountered by agriculturists.

Learning Outcome:

After Studying the course students will be able to

- Explain the development of agriculture and evolution of society
- Discuss different institutions and differential access to various resources

* highlighted sub units are added in the revised version
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METHODOLOGICAL ORIENTATIONS IN SOCIOLOGY

- I. PHILOSOPHICAL ORIENTATIONS
 - Paradigm
 - Rationalism and Empiricism
 - Positivism and Interpretivism
- II. APPROACHES and PERSPECTIVES
 - Functionalist, Conflict and Subaltern
 - Quantitative and Qualitative
 - Methodological Pluralism
- III. CONTEMPORARY DISCOURSE
 - Postmodernism and Post-Structuralism
 - Reflexivity and Deconstruction
 - Feminist Methodology

Unit 1. Prescribed Readings

1. Orman, T. Firinci "Paradigm as a Central Concept in Thomas Kuhn's Thought" *International Journal of Humanities and Social Science* Vol. 6, No. 10; October 2016.
2. Agamben, G. (2002). What is Paradigm? Lecture at European Graduate School. A transcribed text of the Agamben lecture that can be seen on [Youtube]: <http://www.youtube.com/watch?v=G9Wxn1L9Er0>
3. Ritzer, George, 1981, "Paradigm Analysis in Sociology: Clarifying the Issues", *American Sociological Review*, Vol. 46, No. 2, pp. 245-248
4. Eckberg, Douglas Lee & Hill, Lester and Jr, 1979, "The Paradigm Concept and Sociology: A Critical Review", *American Sociological Review*, Vol. 44, No. 6, pp. 925-937
5. Bell, David C. 1979, "Theories, Orientations, and Paradigms: Pluralism in Sociology", *The Pacific Sociological Review*, Vol. 22, No. 3, pp. 309-331
6. Wilson, Edwin B., 1926 "Empiricism and Rationalism" *Science*, New Series, Vol. 64, No. 1646 Published by: American Association for the Advancement of Science
7. Quine, W.V.O. 1951, 'Two Dogmas of Empiricism,' *The Philosophical Review*, 60: 20-43.
8. Cohen, Morris R., 1932, "Hegel's Rationalism", *The Philosophical Review*, Vol. 41, No. 3 (May, 1932), pp. 283-301.
9. Halfpenny, Peter, 1982, *Positivism and Sociology*. London, Allen & Unwin.
10. Hekman, Susan J, 1986, *Hermeneutics and the Sociology of Knowledge*, Cambridge, Polity
11. Luckman, Thomas, 1978, *Phenomenology and Sociology*, New York, Penguin Books.

Revised

Methodological Orientations and Methods in Research

M.A SOCIOLOGY, 1st Semester

Credit: 4

COURSE OBJECTIVES:

The main objective of this course is to orient M.A. students with research methodologies, various tools and techniques of social sciences. The ontological and epistemological debates on fabrication and construction of knowledge and facts in social science will be deliberated.

The course will prepare students to have basic framework of research processes and build up confidence for taking up research in the future. It will equip them with the necessary skill for writing their M.A. Dissertation. The course will also help students to appreciate the scholarly writing and evaluate its quality.

I. Philosophical Orientations in Research

- Paradigm Shift
- Rationalism and Empiricism
- Deconstruction and Decolonisation

II. Methodological Perspectives

- Positivism and Interpretivism
- Phenomenology and Ethnomethodology
- Dialectics, Semiotics, Feminist

III. Methods

- Quantitative
- Qualitative
- Mixed Methods

* Highlighted sub units are new and revised.

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INTRODUCTION TO SOCIOLOGY

Unit I: The Sociological Imagination:

Emergence and Development of Sociology
Pioneers and Theoretical Perspectives

Unit II: Social Worlds and Networks:

Society and Culture
Social Institutions and Practices

Unit III: Social Processes:

Difference, Inequality and Stratification
Structure, Agency and Social Change

Essential Readings:

1. Ballantine, J.H. and Roberts, K.A., 2010, *Our Social World*, Sage, London (chapters 1, 3, 12 and 14).
2. Beteille, Andre, 2002, *Sociology: Essays on Approach and Method*, OUP, New Delhi (Introduction).
3. Bierstedt, Robert, 1974, *The Social Order*, New York, McGraw Hill, New York (selected chapters).
4. Bottomore, T.B., 2010, *Sociology: A Guide to Problems and Literature*, Routledge, Oxon (Part III and V).
5. Crossley, Nick, 2008, 'Social Change' in *International Encyclopedia of Social Sciences*, Vol.7, Macmillan Reference USA, New York (pp.568-569).
6. Dube, S.C., 1992, *Understanding Change: Anthropological and Sociological Perspectives*, Vikas Publishing House, New Delhi (chapters 2 and 3).
7. Georgas, J., 2006, 'Families and Family Change' in Georgas, J., Berry, J. W. *et.al.*, *Families Across Cultures: A 30-Nation Psychological Study*, Cambridge University Press, Cambridge (pp. 3-50).
8. Giddens, Anthony, 2006, *Sociology* (Fifth Edition), Polity Press (Chapters 1, 2, 3, 7, 10, 14 and 17).
9. Giddens, Anthony (ed.), 2001, *Sociology: Introductory Readings*, Polity Press (Chapters 1, 2, 3, 7, 8 and 9).

Revised

Introduction to Sociology

B.A (Hons)

Semester-1

Credit -4

Course Objectives

Sociology is a scientific study of society. As such, it closely examines human interactions and cultural phenomena. Introduction to Sociology course is designed to introduce the undergraduate sociology students to a range of basic sociological principles so that they can develop their own sociological imagination. In this course students will learn about the origins of sociology as a discipline and will be familiar to early European traditions. As they move through the course, they will be able to develop their sociological imagination by relating the topics they read about to their own life experiences.

This Introductory Paper is intended to acquaint the students with sociology as a social science and the distinctiveness of its approaches among the social sciences. It is to be organized in such a way that even students without any previous exposure to sociology could acquire an interest in the subject.

In addition, students will learn why it is worthwhile to study sociology and how sociology can be applied in the real world. Sociologists have helped change and mold the social world we know today, and sociology continues to be an exciting topic to study because it teaches people how they fit into the bigger picture of society. We can look at ourselves through a sociological perspective to see how we classify ourselves and how others classify us. This is an invaluable tool for living and working in an increasingly diverse and globalized world.

Learning Outcomes

The Sociology Department seeks to develop in students the sociological knowledge and skills that will enable them to think critically and imaginatively about society and social issues. The Department encourages a commitment to social justice based on an appreciation of social and intellectual diversity and an awareness of social inequality. To understand the discipline of Sociology and the sociological perspective, and the contribution to our understanding of social reality, such that the student will be able to

- ❖ To apply the Sociological imagination and Sociological concepts, facts and principles to her/his own life.
- ❖ To explain how global processes shape local social structures and the effects on individuals.
- ❖ They may grasp how Sociology uniquely contributes to an understanding of the social world and human experience.

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- ❖ To explain main characteristics of social institutions in India and in the world
- ❖ To apply a Sociological perspective and Sociological concepts and principles to substantive areas addressed by
- ❖ To understand how patterns of thought and knowledge are influenced by social, political, economic structures

Unit 1: Sociology as a discipline:

Historical context

The early European traditions

Thinking sociologically

Unit 2: Individual and collective:

Structure

Culture

Social Organizations

Unit 3-Institutions and practices:

Kinship, marriage and family

Religion, economy and polity

Social processes

Readings:

- 1 Bauman, Zygmunt and May Tim (2001), Thinking Sociologically Wiley-Blackwell
- 2 Berger, P.L., & Berger, B., 1991, Sociology: A Biographical Approach, Penguin Books
- 3 Beteille, Andre (2009), Sociology Essays in Approach and Method, Delhi: Oxford University Press
- 4 Bierstedt, Robert (1974), The Social Order, New York: McGraw Hill Book Company
- 5 Bottomore, T.B. (1972) Sociology: A Guide to Problems and Literature, Bombay: George Allen and Unwin (India)
- 6 C.N. Shankar Rao (2013): Sociology Principles of Sociology with an introduction to Social thought, S. Chand & Co. Ltd., New Delhi
- 7 Davis, Kingsley, 1961, Human Society, London & New York: MacMillan & Co
- 8 Fulcher & Scott (2003): Sociology, New York: Oxford University Press Giddens, Anthony (2005) Sociology, Polity Press
- 9 Giddens, Anthony, 2013, Sociology, Cambridge Polity Press

Old

B. A. (Honours) Sociology
Paper : Contemporary Social Theory

Unit 1. Early 20th century : New Approaches

- Symbolic Interactionism : An Introduction
- Critical Theory : An Overview

Unit 2. 20th Century : Major Schools

- Structural Functionalism & its Critique : The Basics
- Structuralism : The Linguistic Turn

Unit 3. Current Trends

- Postmodernism : Introducing Foucault
- Theory of Practice : Introducing Bourdieu

Readings

Unit 1.

Bottomore, T.B., 2007, The Frankfurt School and its Critics, London & New York, Routledge (Indian Reprint).

Carreira da Silva, Filipe & Baert, Patrick, 2010, Social Theory in the Twentieth Century and Beyond, Cambridge, Polity Press (Chap.3).

Turner, Jonathan, 2001, The Structure of Sociological Theory, Jaipur, Rawat Publications [Chaps. 14&15].

Unit 2.

Carreira da Silva, Filipe & Baert, Patrick, 2010, Social Theory in the Twentieth Century & Beyond, Cambridge, Polity Press, (Chaps 1 & 2).

Craib, Ian, 1984, Modern Social Theory, Sussex, The Harvester Press, (Chaps 3 & 7).

Goddard, David, 'Anthropology : The Limits of Functionalism' in Robin Blackburn (ed), 1977, Ideology in Social Science, Glasgow, Fontana/Collins, (Chap.4).

Leach, Edmund, 1974, Levi-Strauss, Glasgow, Fontana/Collins

Parsons, Talcott & Shils, Edward A.(ed), 1962, Towards a General Theory of Action, New York, Harper & Row, (Chap.1)

Radcliffe - Brown, A.R, 1973, Method in Social Anthropology, Bombay, Asia Publishing House. (Selected Chapters).

Radcliffe-Brown, A.R., 1976, Structure and Function in Primitive Society, London, Routledge & Kegan Paul, (Selected Chapters).

Zeitlin, Irving M., 2004, Rethinking Sociology, Jaipur & New Delhi, Rawat Publications, (Part1).

Unit 3.

Bourdieu Pierre, 1979, 'The Kabyle House or the World Reversed' in Pierre Bourdieu, Algeria 1960, Cambridge, Cambridge University Press.

Bourdieu, Pierre & Wacquant, Loic J.D., 1992, An Invitation to Reflexive Sociology, Cambridge, Polity Press, (Part 1)

Revised

Contemporary Sociological Theory

B. A. (Hons.) Sociology, Semester II

Total Credits: 4

Course Objectives:

This course aims at explaining the rise of contemporary sociological theory since the 1950s with Parsons and Merton and deals with the major contemporary trends like conflict theory, critical approach of Adorno and Horkheimer, and Mead's symbolic interactionism. The development of postmodernism and also the growth of structuration theory and Bourdieu's theory of practice, are also discussed, by examining the primary texts. The works of these sociologists address empirical, normative, methodological and theoretical issues in Sociology.

Learning Outcomes:

- To understand the growth of contemporary sociological theory.
- To learn about major schools/perspectives in contemporary times.
- To explore the ways in which these theories explain a wide range of social phenomena in our contemporary world.

Unit I: Rise of Contemporary Theory

- Historical Context
- Structural Functionalism: Parsons, Merton
- Structuralism and Post-structuralism

Unit II: Major Schools

- Conflict Theory: Dahrendorf
- Critical Theory: Adorno and Horkheimer
- Symbolic Interactionism: Mead

Unit III: Current Trends

- Post modernism: Baudrillard
- Structuration Theory: Giddens
- Theory of Practice: Bourdieu

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B.A. (Hons.)-III Year

Paper- Social Stratification

UNIT-I - Understanding Social Stratification

- (a) Social differentiation, Hierarchy and Inequality
- (b) Theoretical Approaches to Stratification
(Functionalist, Marxian, Conflict, Weberian, Feminist)

UNIT-II - Forms of Stratification and their inter-relationships

- (a) Caste, Class, Ethnicity
- (b) Race, Estate, Gender

UNIT-III - Social Stratification and Social Mobility

- (a) Nature and forms of social mobility
- (b) Social mobility in Caste and Class structure

Readings

- (1) Bendix, R and Lipset, S.M. (Eds.) 1966, Class, Status and Power: Social Stratification in comparative perspective, New York, The free Press.
- (2) Tumin, M.M. : 1969. Social Stratification, The forms and function of inequality, New Delhi, Prentice Hall of India Pvt, Ltd.
- (3) Beteille, Andre, 1977, Inequality among men, Oxford: Basil, Blackwell
- (4) Beteille, Andre(Eds.)1969, Social Inequality, Harmondsworth, Penguin
- (5) Dahrendorf, R, 1959, Class and Class-conflict in Industrial society, London, Routledge
- (6) Gupta, Dipankar (eds) 1996, Social Stratification, New Delhi, OUP
- (7) Bergel, E.E: 1962, Social stratification, New York, McGraw Hill Books Company Inc.
- (8) Coser, A, 1956, Function of social conflict, London, Routledge
- (9) Gerth, H.B. and Mills, C. Wright, 1948, From Max Weber, London, Routledge and Kegan Paul
- (10) Crompton, R and M. Mann (eds.) 1986, Gender and stratification, Cambridge, Polity Press (selective chapters)
- (11) Lenski, G. 1966, Power and Privilege, A theory of social stratification, New York, McGraw Hill (Chap-5, 6 &7).
- (12) Gupta, D. 2004, Social stratification in Veena Das (Eds.) Hand book of Indian Sociology, Delhi. OUP.

Course Objectives:

Sociologists recognised that social stratification is a society-wide system that makes inequalities apparent. Stratification is not about individual inequalities, but about systematic inequalities based on group membership, classes, and the like. This course aims to introduce students with the basic concepts and theories of social stratification. Forms of stratification such as caste, class, ethnicity, race, estate and gender will be discussed along with empirical case studies. The paper will cover the nature and forms of social mobility and its significance for understanding the various dimensions of inequalities.

Learning outcomes:

1. The students will be well versed with the major theories and forms of social stratification
2. They will be able to understand the various aspects of intersecting inequalities and also the reproduction of inequalities
3. They will be able to understand the current issues related to caste, class, gender and other forms of social stratification.
4. They will be able to develop a critical outlook to various social issues related to stratification and social mobility

Unit-I

Understanding Social Stratification

- 1) Difference, inequality and Hierarchy
- 2) Functionalist, Marxist and conflict approach
- 3) Weberian and Feminist approach

Unit-II

Forms of Stratification

- 1) Caste, Class
- 2) Race, Estate
- 3) Ethnicity, Gender

Unit-III

Social Stratification and Social Mobility

- 1) Nature and forms of social mobility
- 2) Social mobility in Caste system
- 3) Occupation, Class structure and mobility

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INDIAN SOCIETY: TEXT AND CONTEXT

B. A. (Hons.) Sociology

UNIT I: Conceptualising Indian Society: Structures and Interlinkages

Approaches

Village, Tribe and City

UNIT II: Diversities: Institutions and Practices

Family, Kinship and Marriage

Religion, Economy and Polity

UNIT III: Hierarchy and Difference: Contestations and Transformations

Caste, Class and Gender

Movements, Affirmative Action

Essential Readings:

1. Beteille, Andre, 2002, *Equality and Universality: Essays in Social and Political Theory*, Oxford University Press (chapters 3 and 4).
2. Bhatia, Zarina (1996) 'Social Stratification among Muslims in India', in Srinivas, M.N. (ed) *Caste: Its Twentieth Century Avatar*, Viking: New Delhi
3. Byres, T.J., 1981, 'The New Technology, Class Formation and Class Action in the Indian Countryside' in *The Journal of Peasant Studies*, 8(4), pp. 404-54.
4. Das, Veena (ed.), 2009 (2004), *The Oxford Handbook of Indian Sociology*, Oxford University Press, New Delhi (Introduction, chapters by Narayani Gupta, T.N. Madan, Patricia Uberoi, Surinder Jodhka, Denis Vidal and Thomas Pantham).
5. Deshpande, Satish, 2010, "Mapping the Middle: Issues in the Analysis of the 'Non-Poor' Classes in India" in Mary E. John *et.al*, *Contested Transformation: Changing Economies and Identities in Contemporary India*, Tulika Books, New Delhi.
6. Dhanagare, D.N., 2011 (1993), *Themes and Perspectives in Indian Sociology*, Rawat: New Delhi (chapter 3).
7. Dube, Leela (1996) 'Caste and Women', in Srinivas, M.N. (ed) *Caste: Its Twentieth Century Avatar*, Viking: New Delhi, pp. 1-26.

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INDIAN SOCIETY: TEXT AND CONTEXT

B. A. (Hons.) Sociology

UNIT I: Conceptualising Indian Society: Structures and Interlinkages

Approaches

Village, Tribe and City

UNIT II: Diversities: Institutions and Practices

Family, Kinship and Marriage

Religion, Economy and Polity

UNIT III: Hierarchy and Difference: Contestations and Transformations

Caste, Class and Gender

Movements, Affirmative Action

Essential Readings:

1. Beteille, Andre, 2002, *Equality and Universality: Essays in Social and Political Theory*, Oxford University Press (chapters 3 and 4).
2. Bhaty, Zarina (1996) 'Social Stratification among Muslims in India', in Srinivas, M.N. (ed) *Caste: Its Twentieth Century Avatar*, Viking: New Delhi
3. Byres, T.J., 1981, 'The New Technology, Class Formation and Class Action in the Indian Countryside' in *The Journal of Peasant Studies*, 8(4), pp. 404-54.
4. Das, Veena (ed.), 2009 (2004), *The Oxford Handbook of Indian Sociology*, Oxford University Press, New Delhi (Introduction, chapters by Narayani Gupta, T.N. Madan, Patricia Uberoi, Surinder Jodhka, Denis Vidal and Thomas Pantham).
5. Deshpande, Satish, 2010, "Mapping the Middle: Issues in the Analysis of the 'Non-Poor' Classes in India" in Mary E. John et al, *Contested Transformation: Changing Economies and Identities in Contemporary India*, Tulika Books, New Delhi.
6. Dhanagare, D.N., 2011 (1993), *Themes and Perspectives in Indian Sociology*, Rawat: New Delhi (chapter 3).
7. Dube, Leela (1996) 'Caste and Women', in Srinivas, M.N. (ed) *Caste: Its Twentieth Century Avatar*, Viking: New Delhi, pp. 1-26.

Revised

Indian Society: Text and Context
B.A. (Hons) Sociology
Semester- III

Credit: 4

Course Objectives:

India is a land of diversity which offers a formidable academic challenge to make sense of the co-existing multiple realities. With application of various approaches, the discipline of sociology has made significant progress in understanding the complexity of Indian society. This paper goes beyond the conventional understanding of Indian society and examines the popularly assumption with the help of theories and concepts of sociology. Structure, institutions and organizations are not immune to the overarching influences of the forces of globalization and communication and mobility. The paper attempts to provide a comprehensive understanding of changes and continuity experienced in Indian society.

Learning Outcomes:

After Studying the course students will be able to:

- Explain the major approaches to understand Indian society
- Discuss the various dimensions of diversity and inequality prevalent in Indian society
- Describe important structural elements which influence inter-group and intra-group interaction
- Describe the dynamism of resistance and change in Indian society

Unit I: Introduction to Indian Society

- Approaches: Ideological, Structural, Functional and Marxist
- Unity, Diversity and Exclusion
- Village, Tribal and City

Unit II: Social Structure: Hierarchy and Differences

- Caste
- Class
- Gender

Unit III: Social Institutions: Practices and Transformation

- Marriage, Family and Kinship
- Economy, Polity and Religion
- Resistance and Legislation

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UNIT-I

Kinship

- Basic concepts- Incest, Affiliation, Consanguinity, affinity, Class, Lineage
- Kinship and Incest (Unilineal, Double and Cognate Descent)

UNIT-II

Marriage

- Rules of Marriage-Endogamy, Exogamy, Endogamy and Exogamy, Levirate and Sororate, Hypergamy and Hypogamy, Monogamy and Polygamy
- Marriage Alliance (wife given and wife taken, pre-nuptial and transaction (dowry and bride wealth).

UNIT-III

Family

- Family and Household
- Family structure and composition, Development Cycle

Readings

- Radcliffe Brown, A.R. and Deryk Forde (Eds.) 1951, African systems of kinship and marriage, London, OUP (Introduction p.p 1-80)
- Fox, Robin, 1967 Kinship and marriage: An anthropological perspective, Harmondsworth, Penguin
- Harris, M. 1968 The rise of Anthropological theory, Routledge and Kegan Paul (Chap-28)
- Radcliffe Brown, A.R. 1952 Structure and Function in primitive society, New York, The free press (Chap-1,2,3)
- Fox, Robin and Linda Stone (Eds.) 2000, Kinship and family: An anthropological reader, C.S.A, Blackwell
- Forde, Deryk, 1970 Time and social structure and other essays, University of London, The Athlone press (Chap-3 &4)
- Dubin, Louis 1974 Sociology of Kinship: An analytical survey of literature, Bombay, Popular Prakashan
- Dubin, Louis 1987 Women and Kinship: comparative perspectives on gender in south and south-east Asia, Delhi, Sage publication
- Levi-Strauss, Claude, 1968 The elementary structures of kinship, London, Eyre and Spottiswoode

UNIT-IV

1. Marriage

Course Objectives:

This course aims to understand the three main social institutions of family, marriage and kinship. Both sociological and anthropological perspectives along with illustrations are used to provide detailed descriptions of these. Kinship has been dealt as a cultural principle and social mechanism. The principle and structure descent, along with inheritance will be covered in course. There is an emphasis on the meaning, form and regulation of marriage as well as alliance system. The paper looks at the family, its structure and functions. The changing trends of family will also be examined.

Learning outcomes:

1. Students will understand the institutions of family, marriage and kinship in both historical as well as contemporary context.
2. They will be able to describe the key concepts related to family, kinship and marriage and can also make interconnections between these concepts.
3. They will be able to use sociological theories and concepts of these three institutions for critical analysis.
4. They will be explain how and why the institutions of family, marriage and kinship interacts and reacts to the larger society

Unit-I

Kinship, Descent and Inheritance

- 1) Kinship and Descent
- 2) Kinship terminology and usages
- 3) Incest taboo

Unit -II

Marriage, Alliance and social structure

- 1) Rules of Marriage.
- 2) Indo-Aryan and Dravidian Kinship and marriage
- 3) Marriage Alliance and transaction

Unit-III

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Unit -1: Political Sociology

- Scope and Subject Matter, Approaches: Marx and Weber
- Political System : Liberalism (equality, Freedom and Rights), Capitalism and Socialism

Unit-2: Political Structure in India

- Nation- State, Democracy, Party system
- Nation Building: Unity in diversity, Pluralism, Secularism

Unit-3: Polity and Society in India

- Social Inequality: Caste, class and gender
- Developmental Issues: Planning in India, Special provisions for SC, ST and OBC

Unit -1 Readings

- Karl Marx and F. Engels, *The Communist Manifesto*, Moscow, Progress Publishers, 1970.
- David Held (ed), *Political Theory Today*, London, Polity, 1991.
- Political System : Liberalism (equality, Freedom and Rights),
- Frank E. Miller P. and Paul (eds.) *Liberty and Equality*, Oxford, Basil Blackwell, 1985.
- Dunleavy P. & Leary B.O. *Theories of the State: The Politics of Liberal Democracy*, 1978.
- Ralph Miliband, *Marxism and Politics*, Oxford University Press, 1977.
- Weber, Max, 'Class, Status, Party', in *From Max Weber: Essays in Sociology*, (eds.) H. H. Gerth and C. Wright Mills, Oxford University Press, Inc., New York, 1946.
- Cowling M. *Mill and Liberalism*, Cambridge, Cambridge University Press, 1963.

Unit-2: Reading

- Stankiewicz J., *Approaches to Democracy*, Edward Amol, 1980.
- Graeme Duncam (ed.) *Democratic Theory and Practice*, Cambridge, Oxford University Press, 1983.
- John L. Esposito, John Obert Vol. I, *Islam and Democracy*, Oxford University Press, 1996.
- Jayal N. G. (ed.) *Democracy and the State: Welfare, Secularism and Development in Contemporary India*, Delhi, Oxford University Press, 1999.
- Atul Kohli, *India's Democracy*, Delhi, Orient Longman, 1988.

Revised

Polity and Society

B. A. Hons., Semester V

Total Credits: 4

Course Objectives:

This paper introduces the students to the basic conceptual debates on polity and society. It includes discussions on the old and new approaches and the nuanced discussion on those themes. Changed political situation poses new challenges. The students are expected to be aware of the current shifts in political analysis. The limits of intervention in policy matters are included in order to discuss the new interface between market and state after privatization.

Learning Objectives:

The paper orients the students to understand the subject from an interdisciplinary perspective. Knowing the basic instruments of government is the central focus here. In relation, the students are expected to engage in the discussion on the expansion of the political institutions in India. In the third subunit the focus is on the changing debates on governance. The aim is to prepare the students to better understand the contemporary modes of governance from a perspective of modernity, development and challenges of good governance through examples from urban and rural India. The aim is to prepare students to critically evaluate the present political environment and its emerging challenges.

Unit I: Polity and Negotiating Boundaries

- Conceptualizing Polity and Society
- Approaches - Weber and Foucault-Power
- Nation State and Citizenship

Unit II: Political Institutions and Democracy

- Instruments of Government
- Decentralization- Panchayati Raj
- Governance

Unit III: Negotiating the Private and Public

- Political Accountability
- Citizen to Consumer
- Agency, Policy, Intervention

Unit I: Economy in Society:

Social aspects of economic life

Tribal, Peasant, Industrial and Post-Industrial Economies

Unit II: Production and Commodification:

Domestic mode of production, Feudalism, Capitalism

Fordism and after

Unit III: Exchange, Consumption and Markets:

Reciprocity, Gift, Exchange and Money

Consumption in modern life and Global markets

Essential Readings:

1. Belshaw, Cyril, 1969, *Traditional Exchange and Modern Markets*, Prentice Hall, New Delhi (chapters 1 and 3).
2. Biggart (ed.), 2002, *Readings in Economic Sociology*, Blackwell Publishers, USA (pp. 24-37).
3. Bottomore, T.B., 1990, *The Socialist Economy: Theory and Practice*, Harvester Wheatsheaf, New York (selected pages).
4. Carrier, James G. (ed.), 2005, *A Handbook of Economic Anthropology*, Edward Elgar, Cheltenham, UK (chapters 13, 14, 15, 17 and 26).
5. Dalton, G., 1971, 'Primitive Money' in *Economic Anthropology: Essays on Tribal and Peasant Economies*, Basic Books, New York.
6. Habib, Irfan, 2011, "Capitalism in History" in Shireen Moosvi (ed.), *Capitalism, Colonialism and Globalization: Studies in Economic Change*, Tulika Books, New Delhi.

ECONOMY AND SOCIETY

B.A. (Hons.) Sociology, Semester V

Total Credits: 4

Course Objectives:

This course deals with sociological explanation and explanation of the economic institutions and processes of production, exchange and consumption in a wide range of settings. Unit I focuses on the emergence of economic sociology as a sub-field of sociology and discusses different perspectives in the tradition of Economic Sociology, starting from Weber, Schumpeter and Polanyi, to the advent of New Economic Sociology with Granovetter and Bourdieu. Unit II concentrates on economic activities of production, exchange and markets in different economies of the world: tribal, peasant, industrial and post-industrial. Systems of production ranging from hunting and gathering, domestic mode of production, peasantry, feudalism to capitalism and socialism will be discussed. Reciprocity, gifts and market exchange will also be examined. Unit III deals with some contemporary issues and challenges in economic sociology, like consumption in modern life, poverty and inequality, and how the nature of work and labour is changing today.

Learning Outcomes:

- To understand the social and cultural bases of economic activity.
- To learn the significance of sociological analysis for the study of economic processes in local and global contexts.

Unit I: Sociology of Economic Life:

- Political Economy and Social Life
- Classics in Economic Sociology
- New Economic Sociology

Unit II: Production, Exchange and Markets:

- Tribal and Peasant Economies
- Industrial Economies
- Post-Industrial Economies

Unit III: Contemporary Issues:

- Consumption, Middle Class and Globalization
- Poverty and Development
- Inequality and Violence

Evaluation pattern: *End Semester Examination- 75 marks*
Internal Assessment- 25 marks

Course Objective:

The *Social Movements* introduces the students with the basic concepts, theories and findings of important social movements. It evaluates the nature and process of different social movements and compare and contrast the roles played by the structural, cultural and leadership in social movements. It analyzes the important historical and contemporary social movements. The students get acquainted with social structure, agencies and critical consciousness through the course.

- I. Key Concept and Principles
 - Progressive and Regressive Social Movements
 - Critical consciousness and Social Movements
- II. Social Structure and Mobilisation
 - Morphology of Social Movements
 - Social Background of Social Movements
- III. Ethnographies of Social Movements
 - Land, Forest and Water
 - Marginality, Social Exclusion and Identity

Readings

1. Andre Gunder Frank and Marta Fuentes, Nine Theses on Social Movements, EPW, Vol.22, No. 35 (Aug. 29, 1987), pp. 1503-1510.
2. Barbara Hobson, Recognition Struggles And Social Movements: Contested Identities, Agency and Power, Cambridge University Press, 2003.
3. Donatella Della, Mario Diani, Social Movements: An Introduction, Blackwell, 2006.

Revised

Social Movement
B.A. (Honors) Sociology
Semester- VI

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Course Objectives:

It is a cliché that no society is static and change is persistence in human society. Though space, courses and direction of social change differ from society to society. Collective resentment accumulates into collective action and intensifies the processes of change. Subsequently provide direction to social transformation. Social movement defiance status and aspire for a just and desirable society. It has significantly contributed in shaping the course of history and continue plea better tomorrow. Identity, injustice, discrimination and exclusion environment and ecological degradation and various such issues have brought about collective resentment and collective action. The paper attempts to provide a comprehensive understanding of social movements in India. The objective of the paper is to introduce students with concepts, theories, methods and issues of social movement in India. With case studies and narratives students are familiarized with the nuances of diverse social movements.

Learning Outcomes

After Studying the course students will be able to:

- Explain the conceptual apparatuses and major approaches related to social movements.
- Discuss the various contesting identity and issues that intensifies resentment and collective action.
- Describe reasons and outcomes of important social movements which shaped our present day society.
- Describe the methods, approaches and techniques applied in collective mobilization.

UNIT-I: Making of Social Movement

- Injustice, Dissent and Protest
- Conscientisation and Mobilization
- Redress and Negotiation

UNIT-II: Theoretical Perspective

- Marxist Theory and Alienation
- Liberal Theory and Relative Deprivation

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- New Social Movements and Identity

UNIT-III: Social Impacts of Social Movement

- Transformation and Social Change
- Social Legislation and Policy
- Resurgence of Orthodoxy

Essential Readings

1. Barbara Hobson, (2003). *Recognition Struggles And Social Movements: Contested Identities, Agency and Power*, Cambridge University Press, (Selected Chapters).
2. Chaudhese, C. (2001). Social Movements, Law, and Society: The Institutionalization of the Environmental Movement. *University of Pennsylvania Law Review*, 150(1): 85-118.
3. Datta, A. (1985). Women's Movement in India: An Assessment. *Economic and Political Weekly*, 20(23), 992-995.
4. Frank, A. G. and Marta Fuentes (1987). Nine Theses on Social Movements, *EPW*, Vol. 22, No. 35 (Aug. 29), pp. 1503-1510.
5. Gopal Guru, (1993). Dalit Movement in Mainstream Sociology. *Economic and Political Weekly*, 28(14), 570-573.
6. J. H. Holot, C. & Sanjay Kumar (2012) *Rise of the Plebeians?: The Changing Face of the Indian Legislative Assemblies*, Routledge.
7. Lee, Su. H. (2010). *Debating New Social Movements: Culture, Identity, And Social Fragmentation*, Rawat, Publications, (Selected Chapters).
8. Mukherji, Partha, (1977). Social Movement and Social Change: to a Conceptual Clarification and Theoretical Framework. *Sociological Bulletin*, 26 (1): 38-59.
9. Oberchall, Anthony, *Social Movements: Ideologies, Interests, And Identities*, Transaction Publishers, 1996.
10. Gommen, T. K. (ed.) (2010), *Social Movements I: Issues of Identity*, New Delhi: Oxford University Press.
11. Gommen, T. K. (ed.) (2010), *Social Movements II: Concerns for Equality and Security*, New Delhi: Oxford University Press.
12. Parikh, B. (2006). Defining India's Identity. *India International Centre Quarterly*, 33(1), 1-15.
13. Rao, M.S.A. (2000). *Social Movements in India*, Manohar, (Selected Chapters).
14. Sarah Joseph, Social Movements, State and Democracy, *EPW*, Vol. 28, No. 8/9 (Feb 20-27 1993), pp. 330-332.
15. Shah Ghanshyam, (ed.) (2002), *Social Movements and the State*, Sage, New Delhi.
16. Vincenzo Ruggiero, Nicola Montagna, *Social Movements: A Reader*, Routledge, 2008, (Selected Chapters).
17. Webster, J. (1996). Understanding the Modern Dalit Movement. *Sociological Bulletin*, 45(2), 189-204.

Suggested Readings

Old

Title- Society and Religion

B.A. Hons. Semester System

Objectives: To familiarize the students with religious practices and beliefs in the various human cultures, to consider the main sociological theories of religion and analyze the various types of religious organizations in different societies. The course also intends to introduce students with religions of India and their main components.

Unit-I Religion:

Definition; Composition and Features of Religion
Magic, Religion and Science

Unit-II Sociological Interpretations of Religion:

Durkheim & Sociological Functionalism
Marx & Dialectical Materialism

Unit-III Religions of India & their Components:

Hinduism,
Islam,
Christianity,
Sikhism

Prescribed Readings:

1. Baird, R. D. (ed.). 2001 *Religion in Modern India*, New Delhi: Manohar Publishers.
2. Copley, A. 1999. *Religion in Conflict*, New Delhi: Oxford University Press.
3. D'Souza, L. 2005. *The Sociology of Religion: A Historical Review*, Jaipur: Rawat Publications.
4. Judge, P.S. 2005. *Religion, Identity and Nationhood*, Jaipur: Rawat Publications.
5. Macionis J.J. 1997. *Sociology*, Prentice Hill, Inc.
6. Madan, T.N. (ed.). 1991. *Religion in India*, New Delhi: Oxford University Press.

Malinowski, B., 1948 *Magical Science and Religion and other Essays*. Free Press: Glencoe, 111

Revised

Religion and Society
B. A. (II) Sociology
Semester-VI

Credits: 4

Course Description:

This course seeks to equip the students with the conceptual and theoretical understanding of the relationships between religion and society, emphasising sociological and anthropological analysis of religion as a universal social institution, relationship of religion to other social institutions, study of selected religions in their socio - cultural contexts, religion as a source of social equilibrium and conflict, and types of religious movements.

The course will also shed light on practice of religion, what scholars call "lived religion," which we observe in everyday life. The focus will also be on the forces that affect and change some of our religious belief system and practices. These include modernization, secularization, globalization, fundamentalism, gender, and social conflict.

Learning Objectives:

Upon successful completion of the course, students should be able to:

- Familiarize students with the sociological approach to the study of religion and its relevance for informing our decisions as educated citizens in today's world.
- Examine a variety of religious texts, rituals, and practices in an effort to expand our knowledge of faith traditions beyond our own experience.
- Explore how religion has shaped people's understanding of themselves and their relationships with others.
- Think critically about the role of religion in contemporary society, with particular attention to current socio, cultural and political issues in global perspective.

Unit I: Contextualising Religion and Society: Concept and Approaches

- Early Debates on Myth Magic, Science and Religion (Tylor, Frazer, Malinowski etc.)
- Sociological Approaches to Religion - Marx, Weber, Durkheim, Peter Berger, Clifford Geertz.
- Religious Organisation (Sect, Cult, Denomination)

Unit II: Religion in India: Diversity and Differences

- Indic and Non Indic Religions (Tribal Religion, Hinduism, Buddhism, Sikhism, Islam and Christianity)
- Pluralism, Secularism and Democracy
- Religion: Cooperation, Consolidation and Conflict (Composite Culture, Communal Violence)

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Unit: III Religion in Modern World: Contestation and Change

- Modernisation, Globalisation, Fundamentalism
- Religion and Gender
- New Forms of Religiosity, New Religious Movements and Future of Religion

Essential Readings:

- Aldridge, Alan. 2007. *Religion in the Contemporary World: A Sociological Introduction*. Polity Press.
- Berger, Peter. 1967. *The Sacred Canopy*. Garden City, New York.
- Bruce, Steve. 2011. "Defining Religion: A Practical Response", *International Review of Sociology/Revue Internationale de Sociologie*, Vol. 21, No. 1, pp. 107-120.
- Clarke, Peter. B. 1988. "New religious movements: An introduction", in S. Sutherland (ed.): *The World Religions*, London: Routledge, pp. 907-11.
- Durkheim, E. 2001. *The Elementary Forms of the Religious Life*. Carol Cosman (trans). Oxford: Oxford University Press.
- Frazer, James G. 1993. *Golden Bough: The Roots of Religion and Folklore*. Gramercy.
- Huntington, S. 1998. *The Clash of Civilizations and the Remaking of World Order*. London: Touchstone.
- Juergensmeyer, Mark. 2003. *Terror in the Mind of God: The Global Rise of Religious Violence*. Berkeley: University of California Press.
- Kurtz, L. R. 2016. *Gods in the Global Village: The World's Religions in Sociological Perspective*. Los Angeles: Sage.
- Malinowski, Bronislaw. 1948. *Magic, Science and Religion And Other Essays*. Kessinger Publishing.
- McGuire, Meredith. 2008. *Lived Religion: Faith and Practice in Everyday Life*. Oxford: Oxford University Press.
- Stark, R. 2007. *Discovering God: The Origins of the Great Religions and the Evolution of Belief*. New York: Harper One.
- Swanson, G. E. 1964. *The Birth of the Gods: The Origin of Primitive Beliefs*. University of Michigan.

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- Malinowski, Bronislaw. 1948. *Magic, Science and Religion And Other Essays*. Kessinger Publishing.
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- Swanson, G. E. 1964. *The Birth of the Gods: The Origin of Primitive Beliefs*. University of Michigan.

UNIT - I

Basic Concepts

- Sex-Gender Distinction
- Socialization, Social Construction of Gender
- Ideologies of Masculinity and Femininity
- Patriarchy Versus Matriarchy

UNIT- II

Gender discrimination: Challenges and Responses

- Process and Mechanism of Discrimination: social, cultural, economic and political.
- Feminist Perspectives
- Women's Movement : Origin, Growth and Comparative studies of Women movement in Europe and India

UNIT- III

Gender Development and Empowerment

- Feminist Theories of Development
- Conflict, Violence and Peace
- Women Empowerment: Social, Economic, Legal and Political
- Role of Civil Organizations in Gender Mainstreaming

Prescribed Readings;

Linda L. Lindsey., *Gender Roles, A sociological perspectives*, New Jersey, prentice hall , 1994, (Chap. 1, 8, 10 11 &12).

Laura Kramer., *The Sociology of Gender A Brief Introduction*, Rawat Publications Jaipur, 2004, (Chap.4-6)

Seesan A. Speer., *Gender Talk, Feminism Discourse and Conversion Analysis*, Rutledge New York, 2005. PP: 30-59, 126-150

Sarojini Naidu., *Centre for Women's Studies Masculinity*, New Delhi: SNCWS, 2008.

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Gender and Society

B. A (Hons) Sociology, Semester –VI

Total Credits: 04

Course objective:

This course aims to help students develop a sociological understanding of how the interface between gender and society impacts every aspects of human social life. It also explores how gender identity as well as inequalities are produced and reproduced through different socio-cultural processes. Students will be introduced to basic concepts and various feminist theories. At the same time how there theoretical perspectives are applied to a range of contemporary issues and also to both global and national context.

Learning outcomes:

1. The students will be able to grasp the basic concepts and major theories and debates in relation to gender, sex and sexuality within the discipline of sociology.
2. They will be able to explore social construction of gender in both historical and contemporary scenario.
3. They will be able to examine the various theoretical perspectives which describe the ways in which society has organized gender categories as the basis for social inequalities.
4. They will be able to develop a critical outlook to various issues related to gender, feminist thoughts and gender inequality.

Unit-I

Conceptualizing Gender

1. Gender Sex and Sexuality
2. Patriarchy: Ideology and Practices
3. LGBTQ+ Identity, Marginalization and Assertion

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Unit-II

Feminist Thought

- 1) Women's Movements: **West** and India
- 2) Feminist Theories
- 3) **New Strands of Feminism**

Unit-III

Reproduction of Gender Inequality

- 1) **Family, Education and Work**
- 2) Development, **Market and Globalization**
- 3) Gender Mainstreaming and Empowerment, **State and Civil Society**

Essential Readings:

1. Abbott, Pamela, Melissa Tylor and Clair Wallace. 2005. An Introduction to Sociology: Feminist perspectives. New York: Routledge
2. Beauvoir, Simone, De. 1975. The Second Sex. Translated and edited by H.M Parshley. England: Penguin Books
3. Beneria, Lourdes. 2003. Gender, Development and Globalization. New York: Routledge.
4. Butler, Judith. 2001. Imitation and gender in subordination in Steven Seidman and Jeffery C. Alexandra (eds.) "The new social theory-Reader: contemporary debates" London and New York: Routledge
5. Caroline Moser. (ed.) 1999. Gender, Planning and Development. London: Routledge (Chapt 6)
6. Channana, Karuna. 1998. Socialization, Women and Education: Explorations in Gender Identity. New Delhi: Orient Longman. (Chapt.1&4)
7. Chakravati, Uma. 2006. Gendering Caste- Through a Feminist Lens. Kolkata: Street
8. Chodrow, Nancy. 1978. The Reproduction of Mothering. Berkeley: University of California Press

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