03 Years Undergraduate CBCS Syllabus

B.A. Honours in Sociology (Total Credit: 140)

Effective from 2018-2019 Academic Session

Syllabus

Department of Sociology

Undergraduate CBCS Syllabus

Sociology

(With effect from Academic Session 2018-2019)

Structure of Courses for B.A

Semester	Paper Name	Paper Code	Credits
UG 1st Sem	Introduction to Sociology I	SOCL 01 -C1	6
	Introduction to Sociology II	SOCL 01-C2	6
	Indian Society :Images and Realities	SOCL 01 GE1 (GE)	6

Semester	Paper Name	Paper Code	Credits
UG 2nd Sem	Sociological Thinkers I	SOCL 02 C3	6
	Sociology Of India I	SOCL 02 C4	6
	Family & Intimacy	SOCL02 GE2A (GE)	6

Semester	Paper Name	Paper Code	Credits
UG 3rd Sem	Sociological Thinkers II	SOCL 03-C5	6
	Sociology of Religion	SOCL 03- C6	6
	Sociological Research Method I	SOCL 03-C7	6
	Literature Review	SOCL 03 SEC 01	4
	Rethinking Development	SOCL 03 GE 3(GE)	6

Semester	Paper Name	Paper Code	Credits
UG 4th Sem	Sociology of India II	SOCL 04 C8	6
	Kinship & Family	SOCL 04 C9	6
	Sociological Research Method II	SOCL 04 C10	6
	Field Visit & Report Writing (Qualitative Analysis)	SOCL 04 SEC 02	4
	Sociology of Media	SOCL04 GE4 (GE)	6

Semester	Paper Name	Paper Code	Credits
	Politics and Society	SOCL 05-C11	6
	Gender and Society	SOCL 05-C 12	6
UG 5th Sem	Optional	SOCL 05 DSE 01	6
	Dissertation 1	SOCL 05 DSE 02	6

Semester	Paper Name	Paper Code	Credits
	Economic Sociology	SOCL 06 C13	6
	Stratification & Inequality	SOCL 06 C14	6
UG 6th Sem	Optional	SOCL 06 DSE 03	6
	Dissertation II	SOCL 06 DSE 04	6

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Optional -DSE Papers List to be taken in Semester V & VI :(Detailed Outline of each such Course provided later)

1. Indian Sociological Tradition
2. The Sociology of Health & Medicine
3. Visual Culture
4. Urban Sociology
5. Children, Youth, Social Institution.
6. Sociology of Work
7. Environmental & Society
8. Reading Ethnographies
9. Sociology of Education
10. Dissertation (DSE 02 & DSE 04 for all students)

<p align="center"><u>Semester 1</u></p>

<p align="center"><u>SOCL-C1</u></p>

<p align="center"><u>Introduction to Sociology I</u></p>

Course Objective:

The course introduces students to the basic tools, grammar and concepts required to read the 'social' in everyday spaces, to develop a 'sociological imagination' in order to link the personal with the social. It focuses on the ways in which interactions are socially ordered and culturally mediated. It interrogates the normal as natural and brings out the cultural production and reproduction of social inequalities in the most mundane spaces of our existence. The everyday structure of role, status, community, association and their institutionalisation is examined in the context. The course outlines a brief history of everyday life within sociology itself. It introduces sociological perspectives of looking at the trivial as extraordinary. Dramaturgy, ethnomethodology, phenomenology and critical theory, as theoretical approaches to studying the everyday, are introduced. The methodological tools of analysing the everyday through narratives and storytelling are also taught.

Course Learning Outcomes:

1. Develop understanding of the discipline in relation in terms of its history, nature and scope.
2. Problematize commonsensical perceptions, and develop a 'sociological imagination' in order to be able to link the personal with the social, and the processes of interaction with institutional structures of operation.
3. Interrogate the normal as natural and critically look into the cultural production and reproduction of social inequalities in everyday spaces.
4. Ability to look at the trivial as the extraordinary and ordinary men as anonymous heroes or voices of societies.
5. Become reflexive, intuitive and empathetic about the concepts of self and other and their relations in the world.
6. Understanding of the everyday as always already philosophical.

Course Outline:

1. **Introducing Sociology**

2. **Thinking Sociologically**

3. **Theorising the Everyday**

4. **Methods to Read the Everyday**

5. **Institutions and Interactions**

6. **Every day as Processes of Negotiation**

Course Content and Itinerary

1. Introducing Sociology (Week 1-2)

Berger, P. L. 1966. *Invitation to Sociology*. Great Britain: Penguin Books.

Bilton, T. et al. 2002. *Introductory Sociology*. New York: Palgrave.

Highmore, B. 2002. *The Everyday Life Reader*. London: Routledge.

Scott, S. 2009. *Making Sense of Everyday Life*. Cambridge: Polity Press.

2. Thinking Sociologically (Week 3-4)

Beteille, A. 2009. *Sociology: Essays in Approach and Method*. Delhi: Oxford University Press.

Bauman, Z, and May, T. 2001. *Thinking Sociologically*. Malden, USA: Wiley-Blackwell.

Mills, C.W. 1959. *Sociological Imagination*. New York: Oxford University Press.

3. Theorising the Everyday (Week 5-7)

Certeau, M.D. 1988. *The Practice of Everyday Life*. Berkeley: University of California Press.

Lefebvre, H. 1991. *Critique of Everyday Life Vol: 1*. London: Verso ⸬SEP⸬

Ludtke, A. 1995. *The History of Everyday Life: Reconstructing Historical Experiences

and Ways of Life*. New Jersey: Princeton University Press ⸬SEP⸬

Bourdieu, P. and Wacquant, L. 1992. *An Invitation to Reflexive Sociology*. Cambridge:

Polity Press.

4. Methods to Read the Everyday (Week 8-10)

Somers, M. R. 1994. 'The Narrative Constitution of Identity: A Relation and Network

Approach', in *Theory and Society* 23: 605-649.

Riessman, C. K. 2002. 'Analysis of personal narratives', in J. F. Gubrium and J.A. Holstein (eds.) *Handbook of Interview Research*. London: Sage. (Pages 695–710)

Callaway, H. 1992. 'Ethnography and Experience: Gender Implication in Fieldwork and Texts', in J. Okely and H. Callaway (eds.) *Anthropology and Autobiography*. London: Routledge. (Pages 29-49)

Josselson, R. 1995. 'Imagining the Real: Empathy, Narrative, and the Dialogic Self", in

R. Josselson and A. Leiblich (eds.) *Interpreting experience: The narrative study of lives*.

Thousand Oaks: Sage. (Pages 27-44)

5. Institutions and Interactions (Week 10-11)

Allan, G. A. 1989. *Friendship: Developing a Sociological Perspective*. New York:

Harvester Wheatsheaf.

Chakrabarty, D. 2000. *Provincializing Europe: Postcolonial Thoughts and Historical*

Difference. New Jersey: Princeton University Press. (Chapter-7)

Davies, K. 2011. 'Friendship and Personal Life', in V. May. (ed.) *Sociology of Personal Life*. London: Palgrave Macmillan. (Pages 72-84)

6. Every day as Processes of Negotiation: (Week 12-14)

Emirbayer, M., and Mische, A. 1998. 'What is agency?', in *The American Journal of Sociology*, Vol 103 (4), pp. 962 – 1023 ⌞SEP⌟

Giddens, A. 1984. *The Constitution of Society: Outline of the Theory of Structuration*.

Berkeley: University of California Press ⌞SEP⌟

Kandiyoti, D. 1988. 'Bargaining with Patriarchy', in *Gender and Society* vol. 2(3): 274-290.

SOCL-C2

Introduction to Sociology II

Course Objective:

The course aims to provide a general and historical introduction to "sociological" thought. This kind of thinking emerged out of different ways of making sense of "society" as a scientific object of study in enlightenment Europe. The focus is on studying from the original texts to give the students a flavour of how over a period of time various conceptualizations of society have congealed to become traditions of "Sociological" thought. This paper also provides a foundation for a deeper study of these and other traditions of thought in subsequent papers.

Course Learning Outcomes:

1. Exposure to historical thinking.
2. Introduction to foundational ideas of modernity.
3. Awareness of the power of ideas.
4. A broad sense of the nature and scope of the discipline, and its object of inquiry.

Course Outline:

1. **'Sociological' Perspectives in Enlightenment Europe**

2. **Functionalism**

3. **Interpretive Sociology**

4. **Political economy**

5. **Interaction**

6.   **Structuralism**

Course Content and Itinerary

1. "Sociological" Perspectives in Enlightenment Europe (Week 1-3)

Bottomore, T. B. 1971. *Sociology: A Guide to Problems and Literature.* London: Allen and Unwin. (Pages 29-47)

Gouldner, Alvin. 1977. 'Sociology's Basic Assumptions' in Thompson, Kenneth and Jeremy Tunstall, *Sociological Perspectives*. New York: Penguin Books Ltd. (Pages 13-17)

Hamilton, Peter. 1992. 'Enlightenment and the birth of social science' in Hall, Stuart and Bram Gieben (eds.) *Formations of Modernity*. Cambridge: Polity Press, (Pages 17-71)

Macpherson, C.B. 1962. *The Political Theory of Possessive Individualism: Hobbes to*

Locke. Oxford: Oxford University Press. (Pages 17-45, and 238-250)

Boucher, David, and Paul Kelly (ed.). 2003. *Political Thinkers: From Socrates to*

Present. Oxford: Oxford University Press (Pages 235-52)

2. Functionalism (Week 4-6)

Baker, Keith. 2001. 'Enlightenment and the institution of society: notes for a conceptual

history', in Kaviraj, Sudipta, and Sunil Khilnani (ed), *Civil Society: History and*

Possibilities, Cambridge: Cambridge University Press. (Pages 84-104)

Durkheim, Emile. 1984. *The Division of Labour in Society*. Basingstoke: Macmillan. (Pages 149-174)

Radcliffe Brown, A.R. 1976. *Structure and Function in Primitive Society*. New York:

Free Press (Pages 178-204)

Adam Kuper. 1998. *The Invention of Primitive Society: Transformations of an Illusion*,

London: Routledge (Pages 1-15)

3. Political Economy (Week 7-9)

For Utilitarianism: https://www.utilitarian.net/bentham/about/1995----.html

Samuels, Warren, Jeff Biddle and John Davis. 2003. *A Companion to the History of Economic Thought.* Oxford: Blackwell. (Pages 94-129)

Marx, Karl. 1990. *Selected writings in Sociology and Social Philosophy.* Harmondsworth: Penguin Books Limited. (Pages 88-101)

4. Interpretive Sociology (Week 10-11)

Weber, Max. 1978. *Economy & Society: An outline of Interpretive Sociology Vol. 1*.

Berkeley: University of California Press. (Basic Concepts, Pages 4-26)

5. Interactionism (Week 12-13)

Simmel, Georg. 2010 (1903) 'Metropolis and Mental Life', in Bridge, G and S. Watson eds. *The Blackwell City Reader*. Oxford: Blackwell. (Pages 103-11)

Simmel Georg. 1950. (1908). 'The Stranger', in Wolff, K. *The Sociology of Georg Simmel*. New York: Free Press. (Pages 402-08)

6. Structuralism (Week 14)

Leach, Edmund. 1973. 'Structuralism in Social Anthropology', in Robey, David *Structuralism: An Introduction*, *1st edition*. Oxford: Clarendon Press. (Pages 37-56)

Hall, Stuart. 1992. 'The West and the Rest: Discourse and Power', in Hall, Stuart and

Bram Gieben (eds.) *Formations of Modernity*. Cambridge: Polity Press. (Pages 275-332)

SOCL 01 GE 01

SOCL-C3

Sociological Thinkers I

Course Objective:

A theory course in the first semester would primarily introduce the classical western sociological thinkers. Sociology in India came as a western import and thus western sociological thought is specifically relevant in terms of intellectual history. Classical thought in the ideas of Marx, Weber, Durkheim paved the way for later developments in functionalism, structuralism, conflict and interaction schools of theoretical orientation.The thematic structuration of the thinkers' contribution have been broadly and commonly based on method and its application to history. This has been consciously designed so that a student can read the thinkers in a relational spectrum as well in isolation. The course initiates the students to the ideas of these thinkers, allows them to connect to later theory building and also gives them academic liberty to contextualize these ideas to Indian situations and critically assess them.

Course Learning Outcomes :

1. Sound theoretical and conceptual grounding.
2. Ability to ask ontological as well epistemological questions.
3. Critically appreciate the ideas of classical thought in the proper perspective of time and space.
4. Look into interconnections with Indian sensibilities.

Course Outline:

1. Introduction to Sociological Thought:18th century Europe - the time,the space and the philosophical ideas

2. Karl Marx: Methodology; Historical Stages of Production with emphasis on Capitalist Mode of Production

3. Max Weber: Methodological Issues; Historical Generals and Particulars

4. Emile Durkheim: The Rules of Sociological Method; History through Social Facts

Course Contents and Itinerary

1. Introduction to Sociological Thought (Week 1-3): The Revolutions, Renaissance, Enlightenment, Ideas.

Turner, J. 1986. *The Structure of Sociological Theory*. 4th Edition. Chicago : Dorsey Press. (Introduction).

Zeitlin, I M. 1990. *Ideology and the Development of Sociological Theory*. 4th Edition.Englewood Cliffs, N.J.:Prentice-Hall (Introduction).

Nisbet, R. 1967. *The Sociological Tradition.* New York: Basic Books (Introduction).

2. Karl Marx (Week 4- 8) : Dialectics,Historical Materialism,Socio Economic Stages, Capitalist Mode of Production.

McLellan, D. 1975. *Marx*. London: Fontana Press. (Pages 7-23).

Bottomore, T. (ed.). 1983. *A Dictionary of Marxist Thought*. Cambridge, Massachusetts:

Harvard University Press.

Marx, K. and F. Engels. 1969. *Selected Works Vol. 1*. Moscow: Progress Publishers. (Pages 13-15, 16-80, 98-106, 142-174, 502-506).

3. Max Weber (Week 9-11): Verstehen, Ideal Type,Value-neutrality,Causality, Social Action,Religion and Economy.

Hans, G., and C. W. Mills. 1964. *From Max Weber: Essays in Sociology*. New York: Oxford.

Poggi, G. 2006. *Weber*. Cambridge : Polity. (Pages 1-16).

Weber, Max. 2002. *The Protestant Ethic and the Spirit of Capitalism* (translated by Stephen Kalberg). London: Blackwell Publishers. (Pages 3-54, and 103-126).

4. Emile Durkheim (Week 12-14): Socila Fact, Division of Labour, Suicide,Religion.

Thompson, K. 2003. *Emile Durkheim*. London: Routledge

Durkheim, E. 1958. *The Rules of Sociological Method*. New York: The Free Press. (Pages 48-107, and 119-144).

Durkheim, E. 1951. *Suicide: A Study in Sociology*. New York: The Free Press. (Pages 41-56, and 145-276).

Suggested Readings

Ritzer, G. 1996. *Sociological Theory*. New York: McGraw Hill Companies.

Giddens, A. 1971. *Capitalism and Modern Social Theory: An analysis of the Writings of Marx,Durkheim and Max Weber*. Cambridge: Cambridge University Press.

Hughes, J. A.; Sharrok, W. and Martin P. J. 2003. *Understanding Classical Sociology:*

Marx, Weber, Durkheim, 2nd Edition. London: Sage.

Aron, R. 1990. *Main Currents in Sociological Thought*. Vol. 1 and 2. London:

Penguin.

SOCL-C4

Sociology of India I

Course Objective:

This paper introduces the processes and modes of construction of knowledge of India which unfolded over the nineteenth century. Further, it aims to draw attention to the historical development of concepts and institutions which are foundations of Indian society. The paper familiarises students with scholarly debates on the nature of Indian modernity, and different interpretations of the making of Indian society during the colonial period. More generally, the paper also attempts to reflect on temporality, and the complex connections between past and present in societies shaped by colonial power.

Course Learning Outcomes:

1. Introduction to colonialism.
2. Familiarity with the colonial roots of modern Indian society.
3. Awareness of complexities in the relation between 'tradition-modernity' and 'past-present' in Indian society.
4. Analysis of the historical evolution of key constituents of Indian society.
5. Introduction to the archives and archival research.

Course Outline:

1. India: An Object of Knowledge

2. Caste: Concept and Critique

3. Tribe: The colonial past

4. Agrarian populations

5. Industry and labour

6. Village

Course Contents and Itinerary

1. India: An Object of Knowledge (Week 1-3)

Cohn, B.S. 1990. *An Anthropologist among the Historians and Other Essay*s. Delhi:

Oxford University Press. (Pages 136-171)

Kaviraj, S. 2010. *The Imaginary Institution of India*, Ranikhet: Permanent Black. (Pages 85-126)

Guha, R. 1982. *Subaltern Studies, Volume I*. Delhi: Oxford University Press. (Pages 1-8)

2. Caste: Concept and Critique (Week 4-6)

Dumont, Louis. 1970. *Homo Hierarchicus.* Chicago: University of Chicago Press. (Introduction)

Dirks, Nicholas. 2001. *Castes of Mind: Colonialism and the Making of Modern India*.

Princeton: Princeton University Press. (Pages 1-19)

3. Tribe: Colonial pasts (Week 7-9)

Banerjee, Prathama. 2006. *Politics of Time: 'Primitives' and History-Writing in a*

Colonial Society. New Delhi: Oxford University Press. (Introduction)

Guha, Ramachandra. 1996. 'Savaging the Civilised: Verrier Elwin and the Tribal Question in Late Colonial India', *Economic and Political Weekly*, 31, (35-37), pp. 2375-89.

4. Agrarian populations (Week 10-11)

Eric Stokes. 1989. *English Utilitarians and India.* Oxford: Oxford University Press. (Pages 81-139)

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

5. Industry and Labour (Week 12-13)

Chakrabarti, D. 1989. *Rethinking Working-Class History: Bengal 1890-1940*, Princeton:

Princeton University Press. (Pages 3-14, and 186-218)

Breman, J. 1999. 'The Study of Industrial Labour in Post-Colonial India: The Formal Sector', in *Contributions to Indian Sociology*, 33 (1 & 2), pp.1-41

6. Village: Structure and Change (Week 14)

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Dumont, Louis. 1966. 'The 'Village Community' from Munro to Maine', *Contributions to Indian Sociology*, 9, 67-89

Srinivas, M. N. 1987. *The Dominant Caste and Other Essays*. Delhi: Oxford University Press. (Pages 20-59)

<u>SOCL 02GE2A (GE)</u>

SOCL-C5

Sociological Thinkers II

Course Objective:

This theory course, which is the continuation of the earlier course on the classical western sociological thoughts, will introduce some prominent post-classical thinking through their original writings. This course deals with both macro and micro narratives of sociological perception and relate to thinkers who have written on culture from the middle of the twentieth century as a vehicle of inequality, political co-option as well as resistance against authority. Objective of teaching these theoretical perspectives to students is to enable them to perceive their own everyday life experiences and institutional encounters beyond a commonsensical understanding. This would help them to develop a sociological imagination which can be applied to theoretically process the apparent discrete experiences one encounters.

Course Learning Outcomes:

1. More developed theoretical and conceptual understanding of the dynamics of social world
2. A developed perception of post-classical sociologists in relation to the classical theories
3. Evaluating the importance of both macro and micro narratives of sociological perception
4. The ability to understand culture as a vehicle of inequality, political co-option, and resistance

Course Outline:

      1. Claude Levi-Strauss
      2. G. H. Mead and Erving Goffman
      3. Peter L. Berger and Thomas Luckmann
      4. Adorno and Horkheimer
      5. Marcuse and Benjamin
      6. Bourdieu on Culture

Course Content and Itinerary:

1. Claude Levi-Strauss (Week 1-2)

Levi-Stauss, C. 1993. 'Structure and Dialectics', in *Structural Anthropology Volume I*. Harmondsworth: Penguin, pp. 232-242

2. G. H. Mead and Erving Goffman (Week 3-5)

Mead, G. H. 1934 (1967). *Mind Self and Society*. Chicago: University of Chicago Press. (Part III, and Pages 35-226)

Goffman, E. 1956. *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh.

3. Peter L. Berger and Thomas Luckmann (Week 6-7)

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

Berger, Peter L. 1967. *The Sacred Canopy: Elements of a Sociological Theory of Religion*. New York: Anchor Books. (Selected Chapters)

4. Adorno and Horkheimer (Week 8-10)

Adorno, Theodor W., Bernstein, J. M. 2001. *The Culture industry. Selected essays on mass culture*. London. Routledge. (Selected Chapters)

Wiggershaus, Rolf. 1995. *The Frankfurt School: Its History, Theories, and Political Significance (Studies in Contemporary German Social Thought)*. Cambridge: MIT Press.

5. Marcuse and Benjamin (Week 11-12)

Benjamin, Walter. 2013. *Illuminations: Essays and Reflections*. Reprint. Edited by Hannah Arendt. New York: Schocken Books (Selected Chapters).

Marcuse, Herbert. 1964. *One-Dimensional Man: Studies in the Ideology of Advanced Industrial Society*. Boston: Beacon Press. (Selected Chapters)

Marcuse, Herbert. 2006. *Art and Liberation: Collected Papers of Herbert Marcuse, Volume 4*. London: Routledge. (Selected Chapters)

6. Bourdieu on Culture (Week 13-14)

Bourdieu, Pierre. 1977. 'Cultural Reproduction and Social Reproduction', in Karabel, J. and Halsey, A. H. (eds.) *Power and Ideology in Education*. New York: Oxford University Press. (Pages 487- 510).

SOCL-C6

Sociology of Religion

Course Objective

The course aims at introducing students to some basic conceptual prisms of understanding the *religious*. Based on both classical and contemporary debates in the sociology and anthropology of religion, it sensitises students to possibilities of relating the social with the transcendental. From questions of myth, prayer, ritual, and rationality, which are relatively more usual apparatuses of seeing religion, the course shall also address issues of time and body, and their relations with sacrality. Throughout, the course shall make relevant references to the Indian context.

Course Learning Outcomes:

1. Introduction to cross-cultural analytics and practices of religion.

2. Introduction to the essentially multi-disciplinary approaches of studying religion.

3. Development of empathy and ethical reflection, in making 'secular' and 'religious' worldviews conversant and mutually transformative.

4. Exposure to Indian popular religious practices through field work amidst sacred sites and practitioners.

Course Outline:

1. **The Social and the Religious**

2. **Religion, Asceticism, and Eschatology**

3. **Sacred, Myth, Ritual**

4. **Time-Space and Community**

5. **Rationality and Secularism**

6. **Body**

Course Contents and Itinerary

1. The Social and the Religious (Week 1-2)

Durkheim, Emile. 1995. *The Elementary Forms of Religious Life*. Translated by Karen E. Fields. New York: The Free Press. (Book one and Conclusion, Pages 21-39, and 418-440)

Geertz, Clifford. 2002. 'Religion as a Cultural System', in Michael Lambek (ed.) *A Reader in the Anthropology of Religion*, *2nd edition*. Malden, Massachusetts: Blackwell Publishing.

2. Religion, Asceticism, Eschatology (Week 3-5)

Weber, Max. 2001. *The Protestant ethic and the Spirit of Capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press. (Pages 103-126)

Peter van, der Veer. 1989. 'The Power of Detachment: Disciplines of Body and Mind in the Ramanandi Order', in *American Ethnologist*. 16/3, 458-70.

Stanner, W.E.H. *Religion, Totemism, and Symbolism*. In Michael Lambek (ed.) *A Reader in the Anthropology of Religion, 2nd edition*. Malden, Massachusetts: Blackwell Publishing.

Wolf, Eric R. 2002. 'The Virgin of Guadalupe: A Mexican National Symbol', in Michael Lambek (ed.) *A Reader in the Anthropology of Religion, 2nd edition*. Malden, Massachusetts: Blackwell Publishing.

3. Sacred, Myth, Ritual (Week 6-7)

Malinowski, Bronislaw. 1948. *Magic, Science and Religion and Other Essays*: *Selected, and with an introduction by Robert Redfield*. Boston: The Free Press. (Pages 37-50)

Malinowski, Bronislaw. 2002. 'Myth in Primitive Psychology', in Michael Lambek (ed.) *A Reader in the Anthropology of Religion*, *2nd edition*. Malden, Massachusetts: Blackwell Publishing.

Fortes, Meyer. 2002. 'Fate in Relation to the Social Structure', in Michael Lambek (ed.) *A Reader in the Anthropology of Religion*, *2nd edition*. Malden, Massachusetts: Blackwell Publishing.

Srinivas, M. N. 1952. *Religion and Society among the Coorgs of South India*. Clarendon: Oxford. (Pages 100-122)

4. Time-Space and Community (Week 8-9)

Evans-Pritchard, E. E.. 1963 (1940). 'Time and Space', in *The Nuer*. Oxford: Clarendon Press. (Pages 94-98, and 100-108)

Turner, Victor. 2002. 'Liminality and Communitas', in Michael Lambek (ed.) *A Reader in the Anthropology of Religion*, *2nd edition*. Malden, Massachusetts: Blackwell Publishing.

Bharati, Agehananda. 1963. 'Pilgrimage in the Indian Tradition', in *History of Religions* 3/1.

Sarbadhikary, Sukanya. 2013. 'Dis-Covering gupta-Vrindavan: Finding Selves and Places in the Storied Landscape', in *Contributions to Indian Sociology* 47/1.

5. Rationality and Secularism (Week 10-11)

Tambiah, Stanley Jeyaraja. 1990. *Magic, Science, Religion and the Scope of Rationality*. Cambridge: Cambridge University Press. (Pages 1-41)

Taylor, Charles. 2007. *A Secular Age*. Cambridge, Massachusetts: Harvard University Press.

Bhargava, Rajeev (ed.). 1999. *Secularism and its Critics: Themes in Politics*. Delhi, Oxford: Oxford University Press.

Ludden, David (ed.). 2005. *Making India Hindu: Religion, Community, and the Politics of Democracy in India*. Delhi: Oxford University Press.

6. Body (Week 12-14)

Radin, Paul. 2002. 'The Winnebago Trickster Figure', in Michael Lambek (ed.) 2002. *A Reader in the Anthropology of Religion*, *2nd edition*. Malden, Massachusetts: Blackwell Publishing.

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

Obeyesekere, Gananath. 2002. 'Medusa's Hair: An Essay on Personal Symbols and Religious Experience', in Michael Lambek (ed.) *A Reader in the Anthropology of Religion*, *2nd edition*. Malden, Massachusetts: Blackwell Publishing.

SOCL-C7

Sociological Research Method I

Course Objective:

This course has been designed to teach students some of the basic concepts of research methods with a focus on the use of qualitative research methods and their various utilities. In addition to teaching methods of qualitative research like interviews and participant observation, the course acquaints students with the theoretical and political premises of the usage of various research methods. Students are also trained to use various qualitative research methods in Sociology during the course as well as the ways of transcribing verbal interactions. In order to bring to the fore questions of subjective disposition, prejudice, representation as well as the implications of the fieldworker's own identity for the research and writing –students are also taught excerpts from certain key ethnographies like M. N. Srinivas' The Remembered Village, as well as commentaries discussing the political intellectual contexts of these works.

Course Learning Outcome

1. Students are introduced to methods and concepts of sociological research and its philosophical underpinnings.

2. This course develops the ability to conceive of research problems methodologically.

3. The course develops the techniques and skills of doing research in sociology.

4. The course provides an opportunity for the students to carry out their own independent research in selected field sites.

5. Students are introduced to ethical questions and practical challenges of doing research.

Course Outline:

1. **An Introduction to Qualitative Research**

2. **Basic Concepts and terminologies**

3. **Methods of Qualitative Research 1: Observation, Participant Observation and Ethnography**

4. **Methods of Qualitative Research 2: Interview, Focused Group Discussion and Case Study**

5. **Tools and Techniques of Social Research**

6. **Contesting issues in Qualitative Research**

Course Content and Itinerary

1. An Introduction to Qualitative Research (Week 1 -2)

Babbie, Earl. 1979. *The Practice of Social Research*. USA, Wadsworth: Clengage Learning.

Denzin, N. K., and Lincoln, Y. S. 2000. *Handbook of Qualitative Research (2nd ed.).*

Thousand Oaks: Sage Publications, Inc.

Lincoln, Y. S., and Guba, E. G. 1985. *Naturalistic inquiry*. Beverly Hills: Sage Publications.

Stocking Jr, George. 1985. *Observers Observed: Essays on Ethnographic Fieldwork.*

Wisconsin: University of Wisconsin Press. (Selected Chapters)

2. Basic Concepts and terminologies (Week 3-5)

Banister, P. et al. 1994. *Qualitative Methods in Psychology*. Buckingham: Open University Press.

Creswell, J. C. 1998. *Qualitative Inquiry and Research Design: Choosing among Five*

Traditions. Thousand Oaks: Sage Publications.

Marshall, C., and Rossman, G. B. 1999. *Designing Qualitative Research (3rd ed.).*

Thousand Oaks: Sage Publications.

3. Methods of Qualitative Research 1 (Week 6-7)

Atkinson, Paul. 1992. *Understanding Ethnographic Texts: Qualitative Research*

Methods, Vol. 25. London: Sage Publications.

Denzin, N. K., and Lincoln, Y. S. 2000. *Handbook of Qualitative Research (2nd ed.).*

Thousand Oaks: Sage Publications, Inc.

Wiley, J. 1987. 'Reflections. "The Shock of Unrecognition" as a Problem in Participant-Observation', in *Qualitative Sociology* 10 (1), pp.78-83.

4. Methods of Qualitative Research 2 (Week 8-10)

Gubrium, J. F.; Holstein, J. A.; Marvasti, A. B. and McKinney, K. E. 2012. 'Introduction: The Complexity of the Craft', in *The Sage Handbook of Interview Research*. Los Angeles: Sage Publications, pp.1-6.

Gubrium, J. F., and Holstein, J. A. 2012. 'Narrative Practice and the Transformation of Interview Subjectivity', in *The Sage Handbook of Interview Research*. Los Angeles: Sage Publications, pp. 27-44.

Riessman, C. K. 2012. 'Analysis of Personal Narratives', in *The Sage Handbook of Interview Research*. Los Angeles: Sage Publications. (Pages 367-380)

Smith, J. A. 1995. 'Semi-Structured Interviewing and Qualitative Analysis', in J.A.

Smith, R. Harre and L. Van Langenhove (eds.) *Rethinking Methods in Psychology*.

London: Sage.

5. Tools and Techniques of Social Research (Week 11-12)

Emerson, Robert M.; Fretz, Rachel I., and Shaw, Linda L. (eds.). 2011. *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.

Psathas, G. 1995. 'Conversation Analysis: The Study of Talk in Interaction', in

Qualitative Research Methods Vol. 5. Thousand Oaks: Sage Publications.

Sacks, Harvey. 1995. *Lectures on Conversation, Vol. I and II*. Malden: Blackwell Publishing.

6. Contesting issues in Qualitative Research (Week 13-14)

Stocking Jr, George. 1985. *Observers Observed: Essays on Ethnographic Fieldwork*.

Wisconsin: University of Wisconsin Press. (Selected Chapters)

Marcus, George, and Clifford, James (eds.). 1986. *Writing Culture: The Poetics and*

Politics of Ethnography. California: University of California Press. (Selected Chapters)

Srinivas, M. N. 1976. *The Remembered Village*. Berkeley: University of California Press.

Patel, Sujata. 1998. 'The Nostalgia for the Village: M. N. Srinivas and the Making of

Indian Social Anthropology', in *South Asia: The Journal of South Asian Studies*, Vol.

28 (1). p.49-61.

SOCL03GE03

SOCL03SEC 01

SKILL ENHANCEMENT COURSE – I

READING AND WRITING SKILLS

Course Outline: In this course, the students will be induced in reading various kinds of writings. In doing so, the present SEC course will try to familiarise them with the field under study and thereby will introduce them to read sociologically and write critically. This course will facilitate the students the elements of academic writing and ability to avoid plagiarism.

Course Learning Outcomes:
1. This course will help the students to read academic texts, identify the central argument(s), grasp the content of the texts, identify the organization of ideas and structure of the arguments.
2. Also, this course will help the students to identify standard elements of writing, different forms of academic writing, referencing and be equipped to express in different genres of writing such as summaries, critical reviews and essays.

Semester 4

SOCL-C8

Sociology of India II

Course Objective:

This course would aim to provide an understanding of Indian society that took shape in a very specific tradition of Indian sociology. Indian society is explored here through such approaches and themes that became its defining features and at the same time provided a ground for a critical inquiry of various notions and perspectives. On the one hand proponents of indological approach looked at India in terms of civilization rooted in textual interpretation, on the other hand ethnographic approach provided a more practical and everyday understanding Indian society. Similarly, social and political thinkers also engaged in defining Indian society through a critique of caste and religious traditions. Social history of Indian society is rife with instances of resistance, mobility and change. The students in this paper are encouraged to challenge the unitary understanding of Indian society in the discourse on communalism, secularism and nationalism, and to apprehend how social and political movements occurred both in relation to issues and identities peculiar to Indian context.

Course Learning Outcomes:

1. This course will develop a critical and conceptual understanding of Indian social reality, and construction of knowledge from different perspectives, rather than through an unitary narrative.

2. A clear understanding of Indian society both from colonial and post-colonial discourses would be apprehended.

3. It will develop an analytical outlook towards issues like communalism, secularism and nationalism, even in its contemporary forms, from a conceptual and multidimensional approach.

4. This course will encourage students to appreciate the multicultural reality of Indian society in relation to issues and identities peculiar to Indian context.

Course Outline:

1. **Indological Approach**
2. **Ethnographic Approach**
3. **Caste in India: Gandhi and Ambedkar**
4. **Social Change and Resistance-Issues: i) Peasant based issues, and ii) Labour based issues**
5. **Social Change and Resistance-Identities: i) Subaltern, ii) Women**
6. **Challenges to Indian State: Communalism, Secularism and Nationalism**

Course Contents and Itinerary:

1. Indological Approach (Week 1-2)

Uberoi, P. et al. 2007. 'Introduction: The Professionalization of Indian Anthropology and Sociology: Peoples, Places and Institutions', in P. Uberoi et al (Eds.) *Anthropology in the East: Founders of Indian Sociology and Anthropology*. New Delhi: Permanent Black. (1-63)

Dumont, L. and D. Pocock. 1957. 'For a Sociology of India', in *Contributions to Indian Sociology*, 1, pp. 7-22

Ghurye, G. S. 2011. *Caste and Race in India (6th Edition).* New Delhi: Popular Prakashan Private Limited

Madan, T. N. 2011. *Sociological Traditions Methods and Perspectives in the Sociology of India*. Delhi: Sage.

Pillai, S. Devadas. 1997. *Indian Sociology Through Ghurye: A Dictionary*. Mumbai: Popular Prakashan.

2. Ethnographic Approach (Week 3-4

M. N. Srinivas. 1962. 'Caste in Modern India'. in *The Journal of Asian Studies*. Vol. 16, No. 4 (Aug., 1957), pp. 529-548

Beteille, Andre. 2012. *Caste Class and Power: Changing Patterns of Stratification in a Tanjore Village (Third Edition)*. Delhi: OUP.

3. **Caste in India: Gandhi and Ambedkar (Week 5-7)**

Ambedkar, B. R. 2015. *Annihilation of Caste: The Annotated Critical Edition*. Delhi: Navayana Publication.

Ambedkar, B. R. 2012. *Mr. Gandhi And the Emancipation of The Untouchables*. Delhi: Samyak Prakashan

Mukherjee, Rudrangshu (Ed.). 2010. *The Penguin Gandhi Reader*. New Delhi: Penguin India. (Selected Chapters)

4. **Social Change and Resistance-Issues (Week 8-10)**
    i) **Peasant based issues, resistance and change**
    ii) **Labour based issues, resistance and change**

Rao, M S A. 1978. *Social Movements in India*. Delhi: Manohar Publishers. (Selected Chapters).

Dhanagare, D. N. 1983. *Peasant Movements in India, 1920-50*. Delhi: Oxford University Press.

Pouchepadass, J. 1980, 'Peasant Classes in Twentieth Century Agrarian Movements in India', in E. Hobsbawm (Ed.) *Peasants in History*. Delhi: Oxford University Press/ (136-155)

Parry, Jonathan., Breman, Jan., and Karin, Kapadia. (Eds.). 1999. *The Worlds of Indian Industrial Labour*. New Delhi: Sage Publications.

Breman, Jan. 2004. *The Making and Unmaking of Industrial Working Class*. Amsterdam: Amsterdam University Press. (Selected Chapters).

5. **Social Change and Resistance-Identities (Week 11-12)**
    i) **Subaltern**
    ii) **Women**

Mayaram, Shail., Pandian, M. S. S., and Ajay, Skaria. (Eds.). 2012. *Subaltern Studies XII*. New Delhi: Permanent Black. (Selected Chapters)

Chatterjee, Partha, and Pradeep, Jugnathan. (Eds.) 2002. *Subaltern Studies XI*. New Delhi: Orient Blackswan. (Selected Chapters)

Xaxa, Virginius. 2014. *State, Society and Tribes Issues in Post-Colonial India*. Delhi: Pearson Longman

Menon, N. (Ed.). 1999. *Gender and Politics in India*. Delhi: Oxford University Press.

6. Challenges to Indian State: Communalism, Secularism and Nationalism (Week 13-14)

Gandhi, M. K. 2009. *Hind Swaraj or Indian Home Rule*. New Delhi: Rajpal & Sons Publication.

Gandhi, M. K. 2008. *India of My Dreams*. New Delhi: Rajpal & Sons Publication. (Selected Chapters)

Partha Chatterjee (Ed.). 1999. *State and Politics in India*. New Delhi: Oxford University Press. (Selected Chapters)

Nandy, Ashis. 1994. *The Illegitimacy of Nationalism*. New Delhi: Oxford University Press. (Selected Chapters)

David Ludden (Ed.). 1996. *Making India Hindu*. New Delhi: Oxford University Press. (Selected Chapters)

SOCL-C9

Kinship and Family

Course Objective:

This course introduces students to some of the basic concepts and theoretical debates in Sociology and Anthropology around kinship, family and marriage. It acquaints them with debates that have emerged from the functionalist, structuralist and the more contemporary approaches. Its thrust is on conceptual discussions will allow students to understand the intersection between legal, biological and technological debates around family, marriage, reproduction and belonging. will also learn to apply these conceptual lenses to understand issues around them. They will be encouraged to critically read and

analyze objects like family memorabilia, genealogical maps as well as popular cultural texts to initiate discussion about kinship and family.

Course Learning Outcomes

1. Introduction to some of the basic sociological concepts about kinship, family and marriage, and theoretical grounding in debates about kinship.

2. Introduction to some of the broader typologies of kinship as well as contemporary technological and legal developments, which have implications for imagination and practices of kinship.

3. A critical insight about the linkages between kinship relations and broader questions about identity in terms of race, community, class and nation.

4. Analysis of the immediate contexts around the students, both in everyday life and as represented in cultural texts.

Course Outline:

1. Introduction to kinship and family

2. Basic Concepts in Kinship and Family the typologies within

3. Dominant theoretical approaches

4. Contemporary Debates and Developments in Family and Kinship

5. Reflections: Kinship and Family in India

Representation of Kinship and Family in Popular Culture

Course Content and Itinerary

1. Introduction to kinship and family (Week 1-2)

Shah, A.M. 1998, 'Basic Terms and Concepts in the Study of the Family in India', in *The Family in India: Critical Essays*. New Delhi: Orient Longman. (Pages 14-51)

Fox, Robin. 1967. *Kinship and Marriage; Anthropological Perspectives*. Cambridge:

Cambridge University Press. Pp. (Selected Chapters)

2. Basic Concepts in Kinship and Family the typologies within (Week 3-5)

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

Dumont, L. 1961. 'Descent, Filiation and Affinity', in *Man* 61, II, pp. 24-25.

Fox, Robin. 1967. *Kinship and Marriage: An Anthropological Perspective*. Cambridge. Cambridge University Press. (Selected Chapters)

Holy, Ladislav. 1996. Anthropological Perspectives on Kinship. London and Chicago:

Pluto Press. (Selected Chapters)

3. Dominant theoretical approaches (Week 6-8)

Carsten, Janet. 2004. *After kinship*. Cambridge, UK, New York: Cambridge University Press (New departures in anthropology). (Selected Chapters)

Evans-Pritchard, E. E. 2004. 'The Nuer of Southern Sudan', in R. Parkin and L. Stone (eds.) *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell. pp. 64-78.

Lévi-Strauss, Claude. 1969. *The Elementary Structures of Kinship*, London: Eyre and Spottiswoode. (Selected Chapters)

4. Contemporary Debates and Developments in Family and Kinship (Week 9-11)

Carsten, Janet. 2004. *After Kinship*. Cambridge, UK, New York: Cambridge University Press (New departures in anthropology). (Introduction)

Kahn, Susan Martha. 2004. 'Eggs and Wombs: The Origins of Jewishness', in Robert

Parkin and Linda Stone (eds.) *Kinship and Family: An Anthropological Reader.*

Oxford: Blackwell. pp.3 62-377.

5. Reflections: Kinship and Family in India (Week 12-13)

Dube, L. 1999. 'Women and Kinship – Comparative Perspective on Gender in South and South East Asia', in *Journal of Anthropological Research* 55, no. 1 (Spring, 1999): 164-165.

Gough, Kathleen E. 1959. 'The Nayars and the Definition of Marriage', in *The Journal of the Royal Anthropological Institute of Great Britain and Ireland*, 89: 23-34.

Uberoi. Patricia. 1993. *Family, Marriage and Kinship in India*. New Delhi: OUP. (Introduction)

6. Representation of Kinship and Family in Popular Culture (Week 14)

A selection of films and texts like novels which can be discussed and reviewed by the class dealing with certain themes of kinship.

SOCL-C10

Sociological Research Method II

Course Objective:

The main idea of the course is to make the students aware with quantitative methodological concepts. Quantitative method mainly focuses upon the survey research methods and its application part. The course is designed to teach the students the basics of quantitative research design and about the variables that are used to test theories and hypotheses, about descriptive and inferential statistics. The course also intends to teach the students the risk of misreporting and make them capable to avoid any bias in their research work. The course has been developed with the aim of letting the students substantiate their research works with valid facts that they would learn to extract at the end of the course, and present it in a way so that it can facilitate future research works as well.

Course Learning Outcome

The course will enrich students to:

1. Develop understanding on various kinds of research, objectives of doing research, research process, research designs and sampling

2. Have basic knowledge on quantitative research techniques

3. Have adequate knowledge on measurement & scaling techniques as well as the quantitative data analysis

4. Have basic awareness of data analysis-and hypothesis testing procedures.

Course Outline:

1. Understanding Quantitative Research Method

2. Theoretical Underpinnings of Quantitative Research

3. Competing Epistemologies: Positivism, Constructionism, Critical Turn

4. Introduction to Statistics

5. Computation Techniques: Sampling, Frequency Distribution, Central Tendency, Concept of Skewness and Dispersion, Graphical Techniques

6. Statistics, Politics and Plagiarism

Course Content and Itinerary:

Module 1: Understanding Quantitative Research Method (Week 1-3)

Balnaves, M. and Caputi, P. 2001. *Introduction to Qualitative Research Methods: An Investigative Approach.* London: Sage publications.

Black, R. Thomas. 1999. *Doing Quantitative Research in the Social Sciences: An Integrated Approach to Research Design, Measurement and Statistics*. London: Sage Publications.

Module 2: Theoretical Underpinnings of Quantitative Research (Week 4-6)

Bridget, S. and Cathy, L. 2011. *Theory and Methods in Social Research*. London: Sage Publication.

Corbetta, Piergiorgio. 2003. *Social Research: Theory, Method and Techniques*. London: Sage publication.

Module 3: Competing Epistemologies: Positivism, Constructionism, Critical Turn (Week 7-9)

Weinberg, D. 2014. 'What Is Social Constructionism?', in *Contemporary Social Constructionism*. Philadelphia: Temple University Press. (Pages 1-22).

Bryman, A. 2015. *Social Research Methods*, London: Oxford University Press.

Module 4: Introduction to Statistics (Week 10-11)

Elifson, K. 1990. *The Fundamentals of Social Statistics*. New York: Mcgraw-Hill Publishing Company.

Levin, J. Fox, A. James. and Forde, David. 2016. *Elementary Statistics in Social Research.* London: Pearson Education

Module 5: Computation Techniques: Sampling, Frequency Distribution, Central Tendency, Concept of Skewness and Dispersion, Graphical Techniques (Week 12-13)

Blalock, H. 1979. *Social Statistics*. New York: Mcgraw-Hill Publishing Company

Das, N. G. 2008. *Statistical Methods*. New Delhi: Tata McGraw-Hill Education.

Module 6: Statistics, Politics and Plagiarism (Week 14)

Ghosh. A. 2004. '*Research in Social Science'*, in Economic and Political Weekly, Vol. 39, No. 9 (Feb. 28 - Mar. 5, 2004).

Ghosh, N. 2008. '*Research in Engaged Social Sciences: A Few Concerns'*, in Economic and Political Weekly, Vol. 43, No. 4 (Jan. 26 - Feb. 1, 2008), pp. 77-79.

Holden, C. 1979. *'Ethics in Social Science Research, Science'*, in New Series, Vol. 206, No. 4418 (Nov. 2, 1979), pp. 537-542.

SOCL 04 GE 4

<u>SOCL 04 SEC 02</u>

SKILL ENHANCEMENT COURSE – II

The Field

Course Outline: In this course, the students will be facilitated by familiarising the field to carry out research work in Sociology. Thereby, the students will be trained to grasp the various nuances of the field, ability to take field notes and engage with it by going beyond the mundane by using critical theoretical approach in the field under study.

Course Learning Outcomes:
1. This course will help the students to undertake field research in Sociology.
2. The students will learn how to write research proposal and engage into methodological concerns.
3. Finally, this course will also teach the students various styles of referencing for academic writing and proposal building.

Semester 5

SOCL-C11

Politics and Society

Course Objective:

This course is designed to introduce students to the major theoretical debates and concepts in political sociology. Key concepts of the state, power and civil society will be discussed by tracing their theoretical genealogies. These concepts will be discussed in the following sections which focus on India. Tracing the historical development of the colonial and the post-colonial state in India, this course will explore the interplay of imaginations of the nation, cultures of politics in the everyday life and diverse identities.

Course Outline:

1. **Contextualising the Study of Politics**

2. **Theoretical Genealogies**

3. **Key Concepts**

4. **Colonial and Post-Colonial State**

5. **Ethnographies of the State**

6. **Everyday Politics**

Course Contents and Itinerary

1. Contextualising the Study of Politics (Week 1-2)

Eisenstadt, S. N. 1971. 'General Introduction : The Scope and Development of Political Sociology', in *Political Sociology: A Reader.* New York and London: Basic Books. (Pages 3-24)

Vincent, Joan. 2002. *The Anthropology of Politics: a reader in ethnography, theory,*

and critique, Blackwell: Oxford. (Pages 15-26)

2. Theoretical Genealogies (Week 3-5)

Gramsci, Antonio. 2006. 'State and Civil Society' in Akhil Gupta and Aradhana Sharma (eds.) *The Anthropology of the State: A Reader,* Blackwell: Oxford

Althusser, L. 2001. 'Ideology and the Ideological State Apparatuses' in *Lenin and Philosophy and other Essays.* New York: Monthly Review Press.

Abrams, Philip. 2006. 'Notes on studying the difficulty of studying the State' in Akhil

Gupta and Aradhana Sharma (eds.), *The Anthropology of the State: A Reader,*

Blackwell: Oxford

Foucault, M. 2006. 'Governmentality' in Akhil Gupta and Aradhana Sharma (eds.), *The Anthropology of the State: A Reader.* Blackwell: Oxford

3. Key Concepts (Week 6-8)

Lukes, Steven. 2005. *Power: A Radical View, 2nd Ed*. Hampshire: Palgrave. (14-49)

Mitchell, Timothy 2006. 'Society, Economy and the State Effect', in Akhil Gupta and Aradhna Sharma (eds.) *The Anthropology of the State: A Reade.,* Blackwell: Oxford. (Pages 169-186)

Kaviraj, Sudipta and Sunil Khilnani. 2001. *Civil society: history and possibilities*.

Cambridge: Cambridge University Press.

Mouffe, Chantal. 2000. 'Hegemony and New Political Subjects: Toward a New Concept of Democracy', in K. Nash (ed.) *Readings in Contemporary Political Sociology.* Oxford: Blackwell Publishers. (Pages 295-310)

4. The Colonial and Post-Colonial State (Week 9-10)

Chatterjee, Partha. 1993. *The Nation and its fragments: Colonial and Postcolonial*

histories. Princeton: Princeton University Press.

Scott, David. 1995. 'Colonial Governmentality', in *Social Text* 43: 191-220.

Kaviraj, Sudipta. 1997. '*On the construction of colonial power: structure, discourse,*

hegemony' in Sudipta Kaviraj (ed.) *Politics in India*. New Delhi: Oxford University Press. (Pages 141-158)

5. Ethnographies of the State (Week 11-12)

Gupta, Akhil. 1995. 'Blurred Boundaries: The Discourse of Corruption, the Culture of Politics, and the Imagined State', in *American Ethnologist*, 22(2), pp. 375-402

Das, Veena, and Deborah Poole (eds.). 2004. *Anthropology in the Margins of the State*.

New Delhi: Oxford University Press.

Kaviraj, Sudipta. 2011. *The Enchantment of Democracy and India: Politics and Ideas*.

Ranikhet: Permanent Black.

Banerjee, Mukulika. 2013. *Why India Votes*?. New Delhi: Routledge.

6. Everyday Politics (Week 13-14)

Fuller, C.J. and V. Benei (eds.). 2000. *The Everyday State and Society in Modern India.* Social Science Press. (Pages 1-30)

Kothari, Rajni (ed.). 1995. *Caste in Indian politics*. New Delhi: Orient Blackswan.

Chatterjee, Partha. 1989. 'Colonialism, nationalism, and colonialized women: The

contest in India', in *American Ethnologist* 16(4): 622-633

<u>SOCL-C12</u>

<u>Gender and Society</u>

Course Objective:

The module will introduce students to the basic concepts of sex, gender, sexuality and their interconnections from feminist perspectives and theories of gender relations. It will trace the history of liberal, radical, Marxist and socialist feminist thoughts and critically situate them within South Asian cultural politics of gendering. Postcolonial feminism, ecofeminism, post-modern third wave feminism will also be introduced. The course will draw upon theories of power and body to illustrate how female and masculine bodies and desires come to be normatively shaped and challenged. It will invoke perspectives from masculinity studies in order to bring out tensions associated with the construction of masculinities amidst various gender movements. Feminist methodological tools of exploring social relations, will be focused upon. The significance of intersectional analysis will be focused on to show how gender operates in conjunction with class, caste, sexuality, religion, race and ethnicity.

Course Learning Outcome:

1. Understand gender as a concept, a method and a practice.
2. Interrogate taken for granted institutions and processes of doing gender.
3. Connect theories of gender to everyday empirical conditions and contextualize them.
4. Develop a process of empathy and self-reflexivity as methods of reading gender in the everyday.
5. Equipped with multidisciplinary ideas and concepts and develop cultural sensibilies to connect sociology of gender with that of gender in arts, culture, literature and cinema.

Course Outline:

1. **Conceptualising sex, gender and sexuality: Theoretical Debates**

2. **Locating, reading and researching gender: Methodological Debates**

3. **Gendered Society: Gendering the Private and the Public Domain**

4. **Gendered Identities and Relations: Femininities and Masculinities**

5. **Intersections and Challenges: Gender, nation, class, caste, race, religion, sexuality**

6. **Gender and Power: Resistance and Movements**

Course Contents and Itinerary

1. Conceptualising sex, gender and sexuality: Theoretical Debates (Week 1-2)

Zimmerman, D. 1987. 'Doing Gender', in *Gender and Society* 1(2): 121–151.

Jackson, S and Scott, S (eds.). 2002. *Gender: A Sociological Reader*. London: Routledge. (Introduction, and Pages 1-26).

Tong, R. 1989. *Feminist Thought: A Comprehensive Introduction*. USA: Westview Press

Weedon, C. 1987. *Feminist Practice and Post Structuralist Theory*. Oxford: Basil Blackwell.

Strathern, M. 1987. 'An Awkward Relationship: The Case of Feminism and Anthropology', in *Signs* 12(2): 276-292.

2. Locating, reading and researching gender: Methodological Debates (Week 3-5)

Jackson, S. and Scott, S. 2010. 'Rehabilitating Interactionism for a Feminist Sociology of Sexuality', in *Sociology*. 44(5): 811-826.

Jagger, A. 1989. 'Love and Knowledge: Emotion in Feminist Epistemology'. In A.

Jagger and S. Bordo (eds.) *Gender/Body/Knowledge: Feminist Reconstructions of Being and Knowing*. New Brunswick: Rutgers University Press. (Pages 145-172)

Jackson, S. 2001. 'Why a Materialist Feminism is (Still) Possible – and Necessary', in *Women's Studies International Forum*. 24(3/4): 283-293.

Jackson, S. 1998. 'Telling Stories: Memory, Narrative and Experience in Feminist

Theory and Research'. In: C. Griffin, K. Henwood and A. Phoenix (eds.) *Standpoints*

and Differences. London: Sage. (Pages 45-64)

Strathern, M. 1988. *The Gender of the Gift: Problems with Women and Problems with*

Society in Melanasia. Berkeley: University of California Press.

3. Gendered society: Gendering the private and the public domain (Week 6-8)

Kimmel, M. S. 2004. *The Gendered Society, 2nd Ed*. New York: Oxford University Press

Menon, N. 2012. *Seeing Like a Feminist*. UK: Penguin

Forbes, G. 1999. *Women in Modern India*. Cambridge: Cambridge University Press

Kandiyoti, D. 1988. 'Bargaining with Patriarchy', in *Gender and Society*. 2(3): 274-290.

Das, V. 1994. 'Modernity and Biography: Women's Lives in Contemporary India', in

Thesis Eleven. 39: 52-62.

Duncombe, J. and Marsden, D. 1993. 'Love and Intimacy: The Gender Division of

Emotion and 'Emotion Work': A Neglected Aspect of Sociological Discussion of Heterosexual Relationships', in *Sociology*. vol. 27, no. 2:221-241.

Walker, K. 1994. 'Men, Women and Friendship: What They Say, What They Do', in

Gender and Society. 8(2): 246-265.

4. Gendered identities and relations: femininities and masculinities (Week 9-10)

Connell, R.W. and Messerschmidt, J. W. 2005. Hegemonic Masculinity: Rethinking the

Concept, in *Gender and Society*. 19: 829-859.

Flood, M. 2008. 'Men, Sex, and Homosociality: How Bonds between Men Shape their

Sexual Relations with Women', in *Men and Masculinites*. 10(3): 339-359.

Gough, B. 2001. 'Biting your Tongue': Negotiating Masculinities in Contemporary

Britain', in *Journal of Gender Studies*. 10(2): 169-185.

Gough, B. and Edwards, G. 1998. 'The Beer Talking: 4 Lads, a Carryout and the Reproduction of Masculinities', in *The Editorial Board of the Sociological Review*, 46(3): 409-435.

Bartky, S. 1990. *Femininity and Domination*. New York: Routledge.

Jagger, A.   and   Bordo, S.   (eds.). 1989. *Gender/Body/Knowledge: Feminist Reconstructions of Being and Knowing*. New Brunswick: Rutgers University Press.

Harris, A (ed.). 2004. *All about the Girl*. London: Routledge.

5. Intersections and challenges: gender, nation, class, caste, race, religion and sexuality (Week 11-12)

Mohanty, C.T. 1991. 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in C.T. Mohanty, A. Russo, and L. Torres. (eds.) *Third World Women and the Politics of Feminism*. Bloomington: Indiana University Press.

Lawler, S. 1999. 'Getting out and Getting Away: Women's Narrative on Class Mobility', in *Feminist Review* 63: 3-24.

Anthias, F., and Yuval-Davis, M. 1992. 'Connecting Race and Gender', in *Racialised Boundaries - Race, Nation, Gender, Colour and Class and the Anti-racist Stuggle*. London: Routeledge

Rege, S. 2013. *Writing Caste/ Writing Gender: Narrating Dalit Women's Testimonies*. Delhi: Zubaan Publisher.

Mehmood, S. 2005. *Politics of Piety: The Islamic Revival and the Feminist Subject*.

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Princeton, N. J.: Princeton University Press

Chatterjee, P. 1989. 'Colonialism, Nationalism and Colonized Women: The Contest in

India', in *American Ethnologist*, 16(4): 622-633.

Rich, A. 1980. 'Compulsory Heterosexuality and Lesbian Existence', in *Signs*. 5(4):

631-660.

6. Gender and Power: Resistance and Movements (Week 13-14)

Susie, T and Tejaswini Niranjana. 1999. 'Problems for a contemporary theory of gender' in N. Menon (ed.) *Gender and Politics in India*. New Delhi: Oxford University Press. (Pages 494-525)

Abu-Lughod, L. 2002. 'Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and its Others', in *American Anthropologist* 104 (3). (Pages 783-790).

Kumar, R. 1999. 'From Chipko to Sati: The Contemporary Indian Women's

Movement', in N. Menon (ed.) *Gender and Politics in India*. New Delhi: Oxford University Press. (Pages 342-369)

Ghosh, A. (ed.). 2007. *Behind the Veil: Resistance, Women and the Everyday in*

Colonial South Asia. Ranikhet: Permanent Black

Weeks, J., Donovan, C. and Heaphy, B. 1999. 'Everyday Experiments: Narratives of Non-heterosexual Relationships', in E. B. Silva and C. Smart (eds.) *The New Family?*. London: Sage. (Pages 83-99)

SOCL 05 DSE 01

SOCL 05 DSE 02

Semester 6

SOCL-C13

Economic Sociology

Course Objective

This course will introduce students to the two related and overlapping sub-disciplines of economic sociology and economic anthropology. It will look at the debates, theories and approaches to the study of economy and society. This course is designed keeping in mind three broad categories of production, exchange and consumption in understanding economic processes. Elements of economic processes will be elaborated by looking specifically at commodities, gifts, value, money and markets. It will also explore how consumption is embedded in culture and how 'things' produce and reproduce culture.

Course Learning Outcome

1. This course will provide a sociological perspective towards understanding of economic systems.
2. The course will give a theoretical foundation to key economic processes namely, production, exchange and consumption.
3. Students will have an understanding of the interface of economy and society by looking specifically at modes of production, functioning of markets, gift exchange, culture and consumption.

4. Through fieldwork in specific sites, students will have an opportunity to understand particular aspects of the economy.

Course Outline

1. **Economic Sociology**

2. **Economic Anthropology**

3. **Systems of Production**

4. **Gift and Reciprocity**

5. **Money and Markets**

6. **Consumption and Culture**

Course Content and Itinerary

1. Economic Sociology (Week 1-2)

Parsons, Talcott and Smelser, N. 2001 (1956). *Economy and Society: A Study in the*

Integration of Economic and Social Theory. London and New York: Routledge.

Swedberg, R. 1991. 'Major Traditions of Economic Sociology', in *Annual Sociological Review*, Vol.17, pp 251-276

2. Economic Anthropology (Week 3-5)

Firth, Raymond. 2004 (1967). *Themes in Economic Anthropology*. London: Routledge.

Hann, Chris. and Keith Hart 2001. *Economic Anthropology*. Cambridge, UK: Polity Press. (Chapter 5, Pages 72-99)

Karl, Polanyi. 1977. *The Livelihood of Man*. New York: Academic Press. (Chapters 1 and 2, Pages 5-34)

Gudeman, Stephen. 2005. 'Community and Economy: Economy's Base' in James

Carrier (ed.) *Handbook of Economic Anthropology*. UK: Edward Elgar.

3. Systems of Production (Week 6-7)

Sahlins, M. 1974. *Stone Age Economics*. London, Tavistock. (Pages 149-183)

Godelier, M. 1972. *Rationality and Irrationality in Economics.* New York: Monthly Review Press. (Selected chapters)

Wallerstein, Immanuel Maurice. 1983. *Historical Capitalism*. London: Verso. (Pages 13-43)

4. Gift and Reciprocity (Week 8-10)

Mauss, Marcel 2002 (1954). *The Gift: The Form and the Reason for Exchange in*

Archaic Societies. London and New York: Routledge.

Parry, J. 1986. The Gift, the Indian Gift and the 'Indian Gift', in *Man* 21 (3): 453 – 473.

Laidlaw, James 2000. 'A Free Gift Makes no Friends', in *The Journal of Royal Anthropological Institute*, Vol. 6(4): 617-634.

5. Money and Markets (Week 11-12)

Simmel, G. 2004 (1978). *Philosophy of Money.* London and New York: Routledge.

Carruthers, Bruce G. 2005. 'The Sociology of Money and Credit', in Neil J. Smelser and Richard Swedberg (eds.) *Handbook of Economic Sociology*. UK: Princeton University Press.

 6. Consumption and Culture (Week 13-14)

Appadurai, Arjun. 1988. *The Social Life of Things: Commodities in Cultural Perspective*. Cambridge, UK: Cambridge University Press. (Introduction)

Miller, Daniel. 2002. 'Artefacts and the Meaning of Things', in Tim Ingold (ed.)

Companion Encyclopedia of Anthropology: Humanity, Culture and Social Life. London and New York: Routledge.

SOCL-C14

Stratification and Inequality

Course Objective

In continuation with earlier semesters, this course aims at introducing students to the various theoretical approaches to the area of social stratification. It critically engages them into the various theoretical paradigms. The course extensively deals with numerous and diverse theories that deal with social stratification and discusses its applicability in the contemporary scenario. It furthermore critically engages the students with the bases of stratification that is Caste, Class, Status, Race, Ethnicity and Tribe and how they have transformed in contemporary times.

Course Learning Outcome

1. To familiarise students with the basic concepts of Stratification and Inequality.

2. To introduce the students to the Sociological Theories of Stratification.

3. To build a critical understanding towards the concepts of Caste, Class, Race and Ethnicity.

4. The course will also help the students to analytically understand the issues pertaining to Indian subcontinent with regard to stratification and inequality.

Course Outline

1. **Introducing Stratification and Inequality**

2. **Class, Status and Power**

3. **Dominant Theoretical Perspectives and its Critique**

4. **Caste: Varna and Jati**

5. **Race and Ethnicity, Tribe**

6. **Mobility and Reproduction**

Course Content and Itinerary

1. Introducing Stratification and Inequality (Week 1)

Bottero, Wendy. 2005. *Stratification*. London: Routledge.

Beteille, Andre. 1977. *Inequality among Men*. London: Blackwell.

Sharma, K. L. 1997. *Social stratification in India: Issues and Themes*. Sage Publications.

Tawney, R. H. 1964. *Equality*. London: George Allen & Unwin Inc.

2. Class, Status and Power (Week 2-4)

Weber, Max. 1946. 'Class, Status and Party' in H.H. Gerth and C. Wright Mills (Translated and edited), *From Max Weber: Essays in Sociology*, New York: Oxford University Press.

Reinhard, Bendix. 1974. 'Inequality and Social Structure: A Comparison of Marx and Weber', in *American Sociological Review*, Vol. 39, No. 2.

Beteille, Andre. 2005. 'Caste, Class and Power', in Dipankar Gupta (ed.) *Anti-Utopia*.

New Delhi: Oxford University Press.

Bendix, Reinhard and Seymour Martin Lipset (eds.). 1967. *Class, Status and Power*. London: Routledge & Kegan Paul.

Bourdieu, Pierre. 1987. 'What makes a Social Class? On the Theoretical and Practical Existence of Groups', in *Berkeley Journal of Sociology* No. 32, pp. 1-17.

3. Dominant Theoretical Perspectives and its Critique (Week 5-7)

Bourdieu, Pierre. 1986. 'Forms of Capital' in J. Richardson's *Handbook of Theory and Research for the Sociology of Education*. Westport, CT: Greenwood.

Davis, Kingsley. 1942. 'A Conceptual Analysis of Stratification', in *American Sociological Review*, Vol. 7, No. 3.

Davis. Kingsley and Wilbert E. Moore. 1945. 'Some Principles of Stratification', in *American Sociological Review*, 10 April.

Parsons, Talcott. 1940. 'An Analytical Approach to the Theory of Social Stratification', in *American Journal of Sociology* No. 45.6, pp. 841-862.

Tumin, Melvin. 1953. 'Some Principles of Stratification: A Critical Analysis', in *American Sociological Review*, Vol. 18, No. 4.

Lenski, Gerhard E. 2013. *Power and Privilege: A Theory of Social Stratification*. UNC Press Books.

4. Caste: Varna and Jati (Week 8-10)

Dube, S.C. 1990. Indian Society. Delhi: National Book Trust.

Gould, A. Harold. 1964. 'A Jajmani System of North India: Its Structure, Magnitude and Meaning', in *Ethnology*, Vol. 3, No. 1.

Gupta, Dipankar (ed.). 1992. *Social Stratification*. New Delhi: Oxford University Press.

Thapar, Romesh (ed.). 1996. *Tribe, Caste and Religion in India*. New Delhi: Macmillan India Limited.

Weber, Max. 1946. 'India: The Brahman and the Castes', in H.H. Gerth and C. Wright

Mills (Translated and edited) *From Max Weber: Essays in Sociology*. New York:

Oxford University Press.

Sharma, Ursula. 2005. *Caste*. Delhi; Viva Books Private Limited.

5. Race and Ethnicity, Tribe (Week 11-12)

Xaxa, Virginius. 1999. 'Transformation of Tribes in India: Terms of Discourse', in *Economic and Political Weekly*, Vol. 34, No.24.

Xaxa, Virginius. 1999. 'Tribes as Indigenous People in India', in *Economic and Political Weekly*, Vol. 34, No. 51.

Xaxa, Virginius. 2005. 'Politics of Language, Religion and Identity: Tribes in India', in *Economic and Political Weekly*, Vol. 40, Issue No. 13, 26.

Thapar, Romesh (ed.). 1996. *Tribe, Caste and Religion in India*. New Delhi: Macmillan India Limited.

Robb, Peter. 1997. *The Concept of Race in South Asia*. New Delhi: Oxford University Press.

Jain, Ravindra K. 1996. 'Hierarchy, Hegemony and Dominance: Politics of Ethnicity in Uttar Pradesh, 1995', in *Economic and Political Weekly*, Vol. 31, No. 4.

6. Mobility and Reproduction (Week 13-14)

Bourdieu, Pierre. 1973. *Cultural Reproduction and Social Reproduction*. New York:

McGraw Hill. (Pages 56-68)

Bourdieu, Pierre. 1989. 'Social Space and Symbolic Power', in *Sociological Theory* Vol. 7.1, pp. 14-25.

Sharma, K. L. 1994. *Social Stratification and Mobility*. Jaipur: Rawat Publications.

SOCL 06 DSE 03

SOCL 06 DSE 04 (Dissertation)

DSE

Indian Sociological Traditions

Course Objective:

Traditions in Indian sociology can be traced with the formal teaching of sociology as a subject in Bombay University way back in 1914. While the existence of a 'Sociology in India' and 'Sociology of India' have been largely debated in terms of whether it has been influenced by western philosophy, is there a need of indigenization etc.; this paper focuses on the social philosophers and traces the intellectual history of sociology through the imagining of ideas and institutions by social thinkers and political thinkers.

Course Learning Outcome:

1. Familiarity with the works and times Indian sociologists and social thinkers.
2. Sociological rootedness in indegenous knowledge and theory building is of utmost importance.
3. Expanding the horizon of intellectual history for a sociology graduate otherwise inclined towards western thought and theory.
4. Developing a philosophical inclination to complement sociological training.

Course Outline:

Imagining the Ideas:

1. **Benoy Kumar Sarkar: Hindu Sociology; East West Unity**

2. Radhakamal Mukerjee: Personality, Society, Values; Civilization

3. D. P. Mukerji: Tradition and Modernity; Middle Class

 Imagining the Institutions:

   5. M. K. Gandhi: Nation Building; Hind Swaraj

5. J. Nehru: State Building; Planning Development

6. B. R. Ambedkar: Social Reconstruction; Caste and Its Critique

<div align="center">Course Contents and Itinerary</div>

 1. Benoy Kumar Sarkar (Week 1-2)

Chatterji, R. 2010. 'The Nationalist Ideology of Benoy Kumar Sarkar', in Patricia Uberoi, Satish Despande and Nandini Sundar (eds.) *Anthropology in the East: Founders of Indian Sociology and Anthropology*. New Delhi: Permanent Black.

 Saha, S. 2013. 'Benoy Kumar Sarkar (1887-1949): A Tryst with Destiny', in *Sociological Bulletin'* 62(1) January-April, pp. 4-22.

 Sarkar, Benoy Kumar. 1937. *The Positive Background of Hindu Sociology*. Delhi: Motilal Banarasidas.

 2. Radhakamal Mukerjee (Week 3-4)

 Mukerjee, Radhakamal. 1950. *The Social Structure of Values,* London: George Allen and Unwin. (Chapter 2, 3, 5, 6, and 9)

 Mukerjee, Radhakamal. 1932. (reproduced in 1994). 'An Ecological Approach to Sociology' in Ramchandra Guha (ed.) *Social Ecology.* Delhi: OUP.

 Madan, T. N. (ed). 2013. *Sociology at the University of Lucknow: The First Half Century*. New Delhi: OUP.

3. D. P. Mukerji (Week 5-6)

Madan, T. N. 2010. 'Search for Synthesis: The Sociology of D.P Mukerji', in Patricia Uberoi, Satish Despande and Nandini Sundar (eds.) *Anthropology in the East: Founders of Indian Sociology and Anthropology*. New Delhi: Permanent Black.

Mukerji D. P. 1958 (second edition 2002). *Diversities: Essays in Economics, Sociology and Other Social Problems,* Delhi: Manak Publications. (Pages 77-225, and 261-276)

Chakraborty, D. 2010. 'D P Mukerji and the Middle Class in India', in *Sociological Bulletin* 59(2), May-August, pp. 235-255.

4. M. K. Gandhi (Week 7-9)

Alam, Javeed, and Akeel Bilgrami. 2014. *Marx, Gandhi and Modernity: Essays Presented to Javeed Alam*. New Delhi: Tulika Books.

Bilgrami, Akeel. 2010. *Gandhi's Integrity*. New York: Columbia University Press

Hardiman, David. 2003. *Gandhi in his Time and Ours*. Ranikhet: Permanent Black.

5. J. Nehru (Week 10-12)

Chatterjee, Partha (ed.). 1999. *State and Politics in India*. New Delhi: Oxford University Press. (Selected chapters)

Gopal, S. 1984. *Jawaharlal Nehru*, *3 vols*. Cambridge, Massachusetts: Harvard University Press.

Gopal, S., and Uma Iyengar (eds.). 2003. *The Essential Writings of Jawaharlal Nehru*, 2 vols. Delhi: OUP.

6. B. R. Ambedkar (Week 13-14)

Ambedkar, B. R. 2015. *Annihilation of Caste: The Annotated Critical Edition*. Delhi: Navayana Publication.

Eleanor, Zelliot. 2013. *Ambedkar's World: The Making of Babasaheb and the Dalit Movement*. Delhi: Nayavana Publishing.

Kumar, Aishwari. 2015. *Radical Equality: Ambedkar, Gandhi and the Role of Democracy*. Stanford, Calif: Stanford University Press.

Suggested Readings

Bilgrami, Akeel. 2003. 'Gandhi as Philosopher', in *EPW*, 38, 39, pp. 4159- 65.

Devji, Faisal. 2012. *The Impossible Gandhi and the Temptation of Violence*. Cambridge, Massachusetts: Harvard University Press.

Nanda, B. R. 1972. *Gandhi and his Critics*. Delhi: Oxford University Press.

Panthem, Thomas, and Kenneth L. Deutsch (eds.). 1986. *Political Thought in Modern India*. New Delhi: Sage.

Tambe, Ashwini, 2009.'Gandhi's "Fallen" Sisters: Difference and the National Body Politic', in *Social Scientist*, vol. 37, no. ½, Jan-Feb, pp. 21-38.

<u>Sociology of Health and Medicine</u>

Course Objective:

Sociology is a broad multidisciplinary discipline. Among all the various aspects of

Sociological studies, sociological parlance on the health and illness has gained

Currency in the contemporary era. The study deals with the interaction between the

two variables in the society. It spotlights how the health of the people in the society

put an impact on the mortality and morbidity rate of an area and in turn how it affects

the working of daily lives. This module provides a matured reflection on the

Contemporary health pattern in relation to the lifestyle of the people in the society. The discipline also focuses on the relationship of health with the major social institutions such as family, religion, government, work, school and so on. The discipline will critically analyze research on health, illness, healthcare, reproductive health, gender, the political and economic dimension of health, ageing and the upcoming technological innovations and expertise in relation to the healthcare system.

Course Learning Outcome

By the end of the course, the student will be able to:

1. Explain major social issues related to health and health care.

2. Analyzea health (care) problem from a sociological perspective.

3. Collect andanalyze data to address a health (care) question Identify,

4. introduce and criticize an important paper of health sociology

     Course Outline:

     1. Basic Concepts and Emerging Trends

     2. Theories in Health and Illness

     3. Health and Disease: Pre-modern, Modern and Postmodern Era

     4. Health Care System and Disease in the Society

     5. Age, Ageing and Dying: Problems of Old Age; Care System and Health

Issues

6. Globalization, Health and Disease

Course Content &Itinerary

Module 1: Basic Concepts and Emerging Trends (Week- 1-3)

Bradby, H. 2009. *Medical Sociology: An Introduction*. London: Sage

Publications.

Cockerham, S. W. 2015. *Medical Sociology,* 13 th eds. London: Routledge.

Conrad, .P. 2005. *Sociology of Health and Illness*, New York: Worth

Publishers.

Lambert, H. 2005. *A Comparative Analysis of Communication about*

Sex, Health and Sexual Health in India and South Africa: Implications for

HIV Prevention, Culture, Health & Sexuality, Vol. 7, No. 6 (Nov. - Dec.,

2005), pp. 527-541.

Morrall, P. 2009. *Sociology and Health: An Introduction. London:* Routledge.

Module 2: Theories in Health and Illness (Week-4-6)

Morrall, P. 2009. *Sociology and Health: An Introduction.* London: Routledge

Scambler, G. 2012,. *Contemporary Theorists for Medical Sociology.* London:

Routledge.

Sujatha, V. 2014. *Sociology of Health and Medicine.* New Delhi: Oxford University Press.

Module 3: Health and Disease: Pre-modern, Modern and Post modern Era (Week- 7-9)

Bradby, H. 2009. *Medical Sociology: An Introduction*. London: Sage

Publications.

Higgs, P. &Jones, R. I. 2009. *Medical Sociology and Old Age: Towards a*

Sociology of Health in Later Life. London: Routledge.

Morrall, P. 2009. *Sociology and Health: An Introduction.* London: Routledge.

Nugent, R. 2008. *Chronic Disease in Developing Countries Health and Economic Burdens*, New York Academy of Sciences, 2008, 1136: 70-79.

Scambler, G. 2012. *Contemporary Theorists for Medical Sociology* .London:

Routledge.

Module 4: Health Care System and Disease in the Society (Week-10-11)

Bradby, H. 2009. *Medical Sociology: An Introduction*. London: Sage

Publications.

Higgs, P. & Jones, R. I. 2009. *Medical Sociology and Old Age: Towards a*

Sociology of health in later life. London: Routledge.

 Weitz, R. 2006. *The Sociology of Health, Illness and Health Care: A*

Critical Approach. Belmont: Wadsworth Publishing.

Module 5: Age, Ageing and Dying: Problems of Old Age; Care System and Health Issues

(Week-12-13)

Higgs, P. & Jones, R. I. 2009. *Medical Sociology and Old Age: Towards a*

Sociology of health in later life. London: Routledge.

Lamb, S. 2000. *White Sarees and Sweet Mangoes –Aging, Gender&*

Body in North India. California: University of California Press.

Morrall, P. 2009. *Sociology and Health: An Introduction.* London: Routledge.

Sinclair, P. 2007. *Rethinking Palliative Care: A Social Role Valorisation*

Approach, Bristol: Policy Press.

Module 6: Globalization, Health and Disease (Week14)

Bradby, H. 2009. *Medical Sociology: An Introduction*. London: Sage

Publications.

Morrall, P. 2009. *Sociology and Health: An Introduction*, London: Routledge.

Scambler, G. 2012. *Contemporary Theorists for Medical Sociology. London:*

Routledge.

Visual Culture

Course Objective:

This paper familiarises students with the process of 'seeing' as a social construct to explore the ways we produce, identify, understand, and consume images by studying visual materials from different historical and cultural milieu. By contextualising everyday visual culture within larger social debates around power, politics, identity and resistance, this course aims to create a consciousness about the communicative power of visual images, and to equip students with interpretive tools for the evaluation of images.

Course Learning Outcome:

1. This course will develop an understanding that the very process of 'seeing' is actively interactive and can be problematised and studied

2. This will help to apprehend 'visuality' or 'visualization' as a hegemonic tool to normalise 'gaze', which will encourage to scrutinise the resistance through an alternative or 'counter-visualities'.

3. This course will place the student intellectually and theoretically better equipped to objectively make sense of a contemporary everyday life of incessant visuals, and its political-economy

4. This paper will also help and prepare students who want a career in visual media in future

Course Outline:

   1. Visual Cultures and the Process of 'Seeing'

   2. The Spectacles of Modernity

   3. Power, Knowledge and the Gaze

4. **Visual Culture and Resistance**

5. **Digital media and Global Image**

6. **Visual Culture of the Everyday Life**

Course Content and Itinerary:

1. Visual Cultures and the Process of 'Seeing' (Week 1-2)

Berger, John. 1972. *Ways of Seeing*. London: British Broadcasting. (Pages 7- 33)

Mitchell, W. J. T. 2000. 'Showing Seeing: A Critique of Visual Culture' in *Journal of Visual Culture.* August vol. 1 no. 2, pp. 165-180

Morozoff, Nicholas. 2009. 'Global Visual Cultures: Paradox and Comparison', in *An Introduction to Visual Culture*, Second Edition. London and New York: Routledge.

Karlekar, Malavika. 2013. *Visual Histories: Photography in the Popular Imagination*. Delhi: OUP India.

2. The Spectacles of Modernity (Week 3-4)

Benjamin, Walter. 1936 (2008). *The Age of Art in the Age of Mechanical Reproduction*. London: Penguin.

Chatterji, Roma. 2012. 'Global Events and Local Narratives: 9/11 and the Chitrakaars'

In *Speaking with Pictures: Folk Art and Narrative Tradition in India*. New Delhi: Routledge. (Pages 62-103)

Shohat, Ella, and Robert Stam. 2002. 'Narrativizing Visual Culture', In Nicholas Mirzoeff (ed.) *The Visual Culture Reader. 2nd edition*. London: Routledge. (Pages 37-41)

Singer, Ben. 1995. 'Modernity, Hyperstimulus, and the Rise of Popular Sensationalism', in *Cinema and the Invention of Modern Life*. Berkeley: University of California Press. (Pages 72-99)

Weinbaum, Alys Eve. 2008. *The Modern Girl around the World: Consumption, Modernity, and Globalization*. Durham: Duke UP.

3. Power, Knowledge and the Gaze (Week 5-7)

Foucault, Michel. 1997. 'Panopticism', in *Discipline and Punish: The Birth of the Prison*. New York: Pantheon. (Pages 195-203)

Mirzoeff, Nicholas. 2011. 'The Right to Look, or, How to Think with and Against Visuality', in *The Right to Look: A Counterhistory of Visuality*. Durham, NC: Duke UP.

Prasad, Madhava M. 1998. *Ideology of the Hindi Film*: *A Historical Construction*. Delhi: OUP. (Selected Chapters)

Tagg, John. 1988. 'Evidence, Truth and Order: Photographic Records and the Growth of the State', in *Essays on Photographies and Historie*s. Amherst: University of Massachusetts Press.

4. Visual Culture and Resistance (Week 8-9)

Bakhtin, Mikhail. 2005. 'The Grotesque Image of the Body and Its Sources', in Mariam Fraser and Monica Greco (ed.) *The Body: A Reader*. London: Routledge.

Ranciere, Jacques. 2009. 'Problems and Transformations of Critical Art', in *Aesthetics and its Discontents*. Cambridge, UK: Polity.

5. Digital media and Global Image (Week 10-11)

Murray, Susan. 'Digital Images, Photo Sharing, and Our Shifting Notions of Everyday Aesthetics', in *Journal of Visual Culture*, Volume: 7 issue: 2, pp. 147-163

Nakamura, Lisa. 2008. 'Digital Racial Formations and Networked Images of the Body', in *Digitizing Race: Visual Cultures of the Internet.* Minneapolis: University of Minnesota Press.

6. Visual Culture of the Everyday Life (Week 12-14)

Certeau, Michel De. 1984. *The Practice of Everyday Life*. Translated by Steven Rendall. Berkeley: University of California Press. (Pages xi-xxiv)

Pinney, Christopher. 2004. 'What do Pictures Want Now: Rural Consumers of Images, 1980-2000', in *Photos of the Gods: The Printed Image and Political Struggle in India*. London: Reaktion. (Pages 181-200

Mazumdar, Ranjani. 2007. *Bombay Cinema: An Archive of the City*. Minneapolis: University of Minnesota Press.

<u>Urban Sociology</u>

Course Objective:

Urbanism is a widespread phenomenon, all kinds of societies have a history of the development of urban spaces which are more commonly referred to as city space. In the above context urban sociology aims to contextualise 'urban space' as a subject matter for sociological exploration. What entails urbanism, its peculiarity and implications on the wider community, culture and institutions are core elements in formation of a critical understanding of the very emergence of urban spaces in any society. Urban spaces are not a natural given rather it is a space which is produced and reproduced in the modern capitalist society. This course entails a thorough investigation and understanding of the nature of this peculiar production and sustenance of urban spaces. In order to explore several aspects of urban sociology the course has been divided into six modules as follows.

Course Outline:

1. **Introducing Urban Sociology**

2. **Perspectives in urban sociology**

3. **Movements and settlements**

4. **Politics of urban space**

5. **Urban spaces and its intersections**

6. **Urbanism in India**

Course Content and Itinerary

1. **Introducing urban sociology (Week 1-3)**
    Urbanism and city: Concepts

Parker, Simone. 2003. *Theory of Urban Experience Encountering the City*. London and New York: Routledge.

Weber, Max. 1924. 'The City (non-Legitimate Domination)' in *Economy and Society* Chapter XVI.

Wirth, Louis. 1988. 'Urbanism as a way of Life', in *American Journal of Sociology*.

Vol. 44, No.1, pp. 1-24.

2. **Perspectives in Urban Sociology (Week 4-6)**
    Ecological, Political Economy, Network

Mumford, Lewis. 1961. *The City in History its origin and transformations and its prospects*. Mariner Books

Park, Robert E., Ernest W. Burgess, and R. D. McKenzie. *The City: Suggestions for Investigation of Human Behaviour in the Urban Environment*. The University of Chicago Press.

Harvey, David. 1985. *The Urban Experience*. Baltimore: John Hopkins University Press.

Manuel, Castells. 2002. 'Conceptualizing the city in the information age' in I. Susser (ed.) *The Castells Reader*. London: Wiley Blackwell

Hannerz, Ulf. 1980. *Exploring the City: Toward an Urban Anthropology*. NY:

Columbia University Press.

Simmel, Georg. 1903. *Metropolis and the Mental Life*

3. **Movements and Settlements (Week 7-9)**
   Migration, Urbanisation

Sassen, Saskia. 1991. *The Global Cit*es: *New York, London, Tokyo*. Princeton:

Princeton University Press.

Nair, Janaki. 2005. *The Promise of the Metropolis*. OUP: Delhi.

Prakash, Gyan. 2010. *Mumbai Fables*. Princeton: Princeton University Press.

Davis, Mike. 2006. *Planet of Slums*. London: Verso.

4. Politics of Urban Space (Week 10-11)

Harvey, David. 2001. *Spaces of Capital*. London: Routledge.

Harvey, David. 2012. *Rebel Cities from the Right to the City to the Urban Revolution*.

London and New York: Verso.

Foucault, Michel. 2009. *Security, Territory and Population*. New York: Palgrave Macmillon.

Lefebvre, Henri. 1991. *The Production of Space*. (Vol. 142). Oxford: Blackwell

5. Urban Spaces and its intersections (Week 12-13) Culture and Leisure, Caste, Religion, Race and Gender

Srivastava, Sanjay. 2014. *Entangled Urbanism*. New Delhi: OUP.

Anthony, P. and Fukoi, Katsuyoshi (eds.). 1993. *Humanising the City: Social Contexts of Urban Life at the turn of the Millennium*. Edinburgh: Edinburgh University Press.

Sassen, Saskia. 2000. *Cities in a World Economy*. Thousand Oaks: Sage

Graham, S., and Marvin, S. 2001. *Splintering Urbanism: Networked Infrastructures, Technological Mobilities and the Urban Condition*. Psychology Press.

Roy, A. 2002. *City Requiem, Calcutta, Gender and the Politics of Poverty*. Minneapolis: University of Minnesota Press.

Tonkiss, Fran. 2005. *Space City and Social Theory*. UK: Polity. (Selected Chapters).

Chauncey, G. 1994. *Gay New York: Gender, Urban Culture and the making of Gay New York*. New York: Basic Books.

6. Urbanism in India (Week 14)

Shaw, Annapurna. 2007. *Indian Cities*. New Delhi: OUP.

Schindler, S. 2014. 'Producing and contesting the formal/informal divide: Regulating street hawking in Delhi, India', in *Urban Studies*, 51(12), 2596-2612.

Nandy, Ashis. 2001. An Ambiguous Journey to the City. New Delhi: Oxford University Press.

Naidu, R. 1990. *Old Cities New Predicaments: A Study of Hyderabad*. Delhi: Sage

Schindler, Seth. 2017. 'Towards a paradigm of Southern urbanism', in City, 21(1), pp. 1-18

Chaudhuri, Maitrayee. 2017. *Refashioning India*. Delhi: Orient Blackswan.

Aiyyar, Varsha. 2013. 'Caste and Gender in a Mumbai Resettlement Site', in *EPW*, Vol. XLVIII, No. 8, pp. 44-55.

Patel, Sujata and Kushal Deb (eds). 2009. *Urban Studies*. New Delhi: OUP.

Children, Youth, and Social Institutions

Course Objective:

This course will build on the core courses about the family and other institutions to show how generational categories are shaped by and in turn shape private and public life. It looks at the historical

contexts in which the concepts of children and youth as separate categories can be identified. Limiting itself to young people of school-going age, this course will locate their relationship to institutions like the family, school/community and the nation state within the context of India. It will acquaint students with basic texts on childhood and youth as well as select contemporary writings on children and young people in the Indian context.

Course Learning Outcome

1. The ability to identify childhood and youth as generational categories which influences experiences, but which also emerges from different structures.

2. To historicize childhood and youth.

3. Developing familiarity with a range of issues related to children and youth, which would enable students to engage in conversations about policy decisions around these categories.

4. To build connection with previous courses and other texts in order to understand how the imaginaries of childhood and youth intersect with questions of education, nation, kinship and politics, and also to reflect on questions about how generational categories are relevant to Sociology.

Course Outline:

1. **Historical Development of Childhood and Youth**

2. **Sentimental and Structural transformations**

3. **Children, Youth and the Family**

4. **Education, Apprenticeship and Young People**

5. **Dominant Debates about Children and Youth in the Public Sphere**

6. **Representation of Young People in Popular Culture**

Course Content and Itinerary

1. Historical Development of Childhood and Youth (Week 1-3)

Ariés, Philippe. 1973. *Centuries of Childhood*. Harmondsworth, Middlesex: Penguin Books.

2. Sentimental and Structural transformations (Week 4-5)

Mead, Margaret. 1928. *Coming of Age in Samoa: A Psychological Study of Primitive*

Youth for Western Civilization. New York: Harper Collins.

Zelizer, Viniana. 1994. *Pricing the Priceless Child: The Changing Social Value of*

Children. Princeton, N. J.: Princeton University Press.

3. Children, Youth and the Family (Week 6-8)

Ariés, Philippe. 1973. *Centuries of Childhood*. Harmondsworth, Middlesex: Penguin Books.

Lesko, N. 2012. *Act Your Age!: A Cultural Construction of Adolescence*. New York:

Routledge.

4. Education, Apprenticeship and Young People (Week 9-11)

Benei, V. 2008. *Schooling Passions: Nation, History, and Language in Contemporary*

Western India. Stanford, Calif: Stanford University Press.

Bowen, Z. and Hinchy, J. 2015. 'Introduction: children and knowledge in India', in *South Asian History and Culture*. 6(3), pp. 317-329.

Willis, P. 1977. *Learning to Labour: How Working Class Kids Get Working Class*

Jobs. Columbia: Columbia University Press.

5. Dominant Debates about Children and Youth in the Public Sphere (Week 12-13)

Balagopalan, S. 2011. 'Introduction: Children's Lives and the Indian Context', in

Childhood 18: 291–297.

6. Representation of Young People in Popular Culture

Suggested Film:

David McDougall. 2000. Doon School Chronicles.

Sociology of Work

Course Objective:

The course introduces the idea that though work and production have been integral to societies through time, the origin and spread of industrialisation made a distinct rupture to that link. This rupture can also be seen mirrored in the coming of sociology as a discipline that considered work as central to the study of society. Based on this premise, the paper goes on to provide an outline as to how values and ideals of pluralised industrialism(s) have caused and absorbed multiple transformative shifts to the local and global social networks of the contemporary world.

Course Learning Outcome:

1. A specialization in the field of economic sociology.
2. To have theoretical knowledge in areas of economic theory, organizational theory and work.
3. To understand the contemporary economic and social world.
4. Would facilitate students trying to shift to the fields of Non Governmental Organizations, Corporate Social Responsibility, Human Resource Development related work.

Course Outline

1. **Work: Introduction and Historical Overview**

2. **Theories and Contemporary Debates of Work**

3. **Dimensions of Work**

4. **Inequality and Labour Market**

5. **Work, Gender and Family**

6. **Risk, hazard and Disaster**

Course Contents and Itinerary

1. Work: Introduction and Historical Overview (Week 1-2)

Grint, Keith. 2005. 'Classical Approaches to Work: Marx, Durkheim and Weber' in

The Sociology of Work: An Introduction. Cambridge: Polity Press. (Pages 90-112)

Uberoi, J. P. S. 1970. 'Work, Study and Industrial Worker in England' in *Man, Science and Society*. Simla: IIAS. pp. 34-45

2. Theories and Contemporary Debates of Work (Week 3-5)

Bell, Daniel. 1976. *The Coming of Post-Industrial Society*. London: Heineman, Introduction. (Pages 2-45)

Etzioni, A. and P. A. Jargowsky. 1990. 'The False Choice between High Technology and Basic Industry' in K. Erikson and P. Vallas (eds.) *The Nature of Work: Sociological Perspectives*, New Haven and London: Yale University Press. (Pages 304-317)

Kumar, Krishan. 1999. *From Post-industrial to Post-modern society*.   Oxford:

Blackwell Publishers Ltd. (Chapter 2 and 6. Pages 6-35, and 154-163)

3. Dimensions of Work (Week 6-8)

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

Taylor, Steve. 1998. 'Emotional Labour and the new Workplace' in Thompson and Walhurst (eds.) *Workplace of the Future*. London: Macmillan. (Pages 84-100)

Freeman, Carla. 2009. 'Femininity and Flexible Labour: Fashioning Class through Gender on the global assembly line' in Massimiliano Mollona, Geert De Neve and Jonathan Parry (eds.) *Industrial Work and Life: An Anthropological Reader*. London: Berg. (Pages 257-268)

4. Inequality and Labour Market (Week 9-10)

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

Talib, Mohammad. 2010. *Writing Labour- Stone Quarry Workers in Delhi*. New Delhi:

Oxford University Press. (Chapter 1, Pages 23-54)

Coser, Lewis. 1990. 'Forced Labour in Concentration Camps' in Erikson, K. and S.P.Vallas (eds.) *The Nature of Work: Sociological Perspectives*. New Haven and London: American Sociological Association, Presidential Series and Yale University Press. (Pages 162-169)

5. Work, Gender and Family (Week 11-12)

Edgell, Stephen. 2006. 'Unpaid Work-Domestic and Voluntary work' in *The Sociology of Work: Continuity and Change in Unpaid Work*. New Delhi: Sage. Pp.153-181.

Swaminathan, Padmini (ed.). 2012. *Women and Work*. New Delhi: Orient Blackswan Private Limited.

Hochschild, Arlie Russell. 2003. *Commercialization of Intimate Life: Notes from Home and Work*. Berkeley: University of California Press.

Hochschild, Arlie Russell. 1997. *The Time Bind: When Work becomes Home and Home becomes Work*. Owl Books.

6. Risk, hazard and Disaster (Week 13-14)

Laughlin, Kim. 1995. 'Rehabilitating Science, Imagining Bhopal' in George E. Marcus (ed.) *Techno scientific Imaginaries: Conversations, Profiles and Memoirs*. Chicago: University of Chicago Press. (Pages 277-302)

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

Environment and Society

Course Objective

This course is designed to introduce students to the different perspectives and approaches to the study of the environment. This course will discuss key ideas such as sustainability and development, ecological modernization, political ecology and ecofeminism with the aim to understand current environmental challenges. Tracing the environmental history of India, the course will explore contemporary struggles over natural resources that are intertwined with questions of cultural identities and dynamics of power. It will also look at contemporary mobilizations against global environmental issues such as climate change and the food crisis.

Course Learning Outcome
1. This course will provide students with different theoretical perspectives to understand the relationship between environment and society.
2. The course will develop historical and comparative ways of looking at environmental problems.
3. The course will develop a critical understanding of environmental politics and governance.
4. With the help of discussion of relevant examples, the course will develop the ability to contribute towards policy initiatives and research endeavours towards solutions to various aspects of the environmental crisis.

Course Outline

1. Introduction to Environmental Sociology

2. Perspectives on Nature and Society

3. Ecological Modernization and Sustainability

4. Political Ecology and Ecofeminism

5. Environmental History of India

   6. **Environmental Movements**

Course Content and Itinerary

 1. Introduction to Environmental Sociology (Week 1-2)

   Dunlap, Riley E., Frederick H. Buttel, Peter Dickens, and August Gijswijt (eds.) 2002. *Sociological Theory and the Environment: Classical Foundations, Contemporary Insights.* Lanham: Rowman & Littlefield.

   Foster, John Bellamy. 1999. 'Marx's Theory of Metabolic Rift', in *American Journal of Sociology.* 105 (2): 366–405

2. Perspectives on Nature and Society (Week 3-4)

   Descola, Philippe. 1996. 'Constructing Natures: Symbolic Ecology and Social Practice' in
   Philippe Descola and Gisli Palsson (eds.) *Nature and Society: Anthropological Perspectives.* London and New York: Routledge

   Ingold, Tim. 1996. 'The Optimal Forager and Economic Man' in Philippe Descola and Gisli Palsson (eds.) *Nature and Society: Anthropological Perspectives*. London and New York: Routledge.

   Evanoff, R. J. 2005. 'Reconciling realism and constructivism in environmental ethics', in *Environmental Values*: 61-81.

 3. Ecological Modernization and Sustainability (Week 5-7)

Buttel, F. H. 2000. 'Ecological modernization as social theory', in *Geoforum*, 31(1), 57-65.

Mol, A. P. 2002. 'Ecological modernization and the global economy', in *Global Environmental Politics*, 2(2): 92-115

O'Connor, J. 1994. 'Is sustainable capitalism possible' in Martin O'Connor (ed.) *Is capitalism sustainable? Political Economy and the Politics of Ecology.* New York: The Guilford Press. (Pages 152-175).

Kidd, C.V. 1992. 'The Evolution of Sustainability', in *Journal of Agriculture and Environment Ethics.* 5(1): 1-26

4. Political Ecology and Ecofeminism (Week 8-10)

Guha, Ramachandra and Juan Martinez-Alier 1997. 'From Political Economy to Political Ecology' in *Varieties of Environmentalism. Essays North and South* London and New York: Earthscan

Escobar, Arturo. 1996. 'Construction Nature: elements for a post-structuralist political ecology', in *Futures* 28(4): 325-343.

Shiva, V. 1988. 'Women in Nature' in *Staying Alive: Women, Ecology and Development.* New Delhi: Zed Books. (Chapter 3. Pages 38-54).

Agarwal, Bina. 2007. 'The Gender and Environment Debate: Lessons from India'. In Mahesh Rangarajan. (ed.) 2007. *Environmental Issues in India: A Reader.* New Delhi: Pearson, Longman. (Chapter, 19. Pages 316-324, and 342-352).

5. Towards an Environmental History of India (Week 11-12)

Arnold, David and R. Guha (eds.). 1995. *Nature, Culture and Imperialism: Essays in the Environmental History of South Asia.* Delhi: Oxford University Press

Gadgil, M. and R. Guha. 1992. *This Fissured Land: An Ecological History of India.* Delhi: Oxford University Press.

Rangarajan, M. and K. Sivaramakrishnan. 2014. *Shifting Grounds: People, Animals and Mobility in India's Environmental History*. New Delhi: Oxford University Press. Introduction

6. Environmental Movements (Week 13-14)

Gopalakrishnan, Shankar. 2016. 'Drawing on Experiences from the Forests: The Limits and Possibilities of Resource Struggles in India Today' in Uday Chandra and Daniel Taghioff (eds.) *Staking Claims: The Politics of Social Movements in Contemporary Rural India*. New Delhi: Oxford University Press.

Khagram, S., Riker, J. V., and Sikkink, K. 2002. 'Restructuring the global politics of development: The Case of India's Narmada Valley Dams', in *Restructuring World Politics: Transnational Social Movements, Networks, and Norms* (Vol. 14). University of Minnesota Press, pp.206-30.

Scoones, I. 2008. 'Mobilizing against GM crops in India, South Africa and Brazil', in *Journal of Agrarian Change*, 8(2-3), pp. 315-344.

Thompson, Michael. 2008. 'Cultural Theory, Climate change and Clumsiness' in Amita Baviskar (ed.) *Contested Grounds: Essays on Nature, Culture and Power*. New Delhi: Oxford University Press

Reading Ethnographies

Course Objective:

This course will train students to read ethnographic texts with an emphasis on how they contribute to debates within Sociology. It will teach students to uncover and problematize the contexts of production of the ethnographies, and initiate debates about the significance of such an approach to the production of knowledge. Through reading select works about people and practices in specific contexts, it will initiate students to the practice of discerning the conceptual underpinnings of the works and how such knowledge interacts with and shapes the broader discipline of Sociology. In a rejoinder to a previous

course on qualitative research methods, this course will provide students the opportunity of critically "reading" select texts from varying geographies and times, with an emphasis on the construing of fields, writing styles, the authorial presence and ethical issues which arise in course of ethnographic research. By discussing the contexts and discussions around some of the selected ethnographies, the course will initiate discussion about the significance of "moments" within and outside academia which have a bearing on research and ethnographic writing, and on questions of the researcher's location, initiating debate on the possibilities of "Southern" ethnographies. A primary objective of the course, apart from showing students available styles and pathways to ethnographic writing, is to train them in the practice of critically engaging with "texts" as sources of knowledge, but also as narratives of culture and power, which are conversing with larger discussions.

Course Learning Outcome

1. Developing the practice of reading full book-length texts critically and the ability of contextualizing them.

2. To build on knowledge acquired in the previous courses on sociological research methods to ask questions about representation, construing the field, the authorial presence and how it is depicted, and questions of ethics.

3. To build connections between the texts students read for this course and those which they read for the other courses, enabling them to critically analyze texts which have served as 'source' in previous courses.

4. An informed approach towards diverse cultures and global concerns through ethnographic texts.

Course Outline:

1. **Approaching Ethnographic Writing: Genres and Legacies**

2. **Locating Ethnographic Modes of Enquiry**

3. **Construction of the Ethnographic Object and Writing the Boundaries of a Field**

4. The Ethnographer's "Voice" and Ethical Considerations

5. The Interaction of Ethnographies With Larger Debates within Sociology and other Disciplines

6. Reflections on Styles of Writing and Representation

<p align="center">Course Content and Itinerary:</p>

 Select Ethnographies (Any 4)

Kumar, Nita. 1992. *Friends, Brothers and Informants: Fieldwork memoirs of Banaras*.
Berkeley: University of California Press.

Malinowski, Bronislaw. 1922. 'Argonauts of the Western Pacific: An Account of Native Enterprise and Adventure in the Archipelagoes of Melanesian New Guinea', in *Studies in Economics and Political Science*, No. 65. London: Routledge and Kegan Paul.

Mead, Margaret. 1928. *Coming of Age in Samoa: A Psychological Study of Primitive Youth for Western Civilization*. New York: Harper Collins.

Srinivas, M. N. 1976. *The Remembered Village*. Oxford: Oxford University Press.

Willis, Paul. 1977. *Learning to Labour: How Working Class Kids Get Working Class Jobs*. Columbia: Columbia University Press.

1.Approaching Ethnographic Writing: Genres and Legacies. (Week 1-2)

 Atkinson, Paul (1992). Understanding Ethnographic Texts. Qualitative research Methods, Vol. 25.
London: Sage Publications

Clifford, James and George Marcus. 1986. *Writing Culture: The Poetics and Politics of Ethnography*. London: University of California Press.

2. Locating Ethnographic Modes of Enquiry. (Week 3-5)

Stocking Jr, George. (1985).Observers Observed. Essays on Ethnographic Fieldwork. Wisconsin: University of Wisconsin Press. (Selected Chapters)

3.Construction of the Ethnographic Object and Writing the Boundaries of a Field. (Week 6-8)

Discussion of two of the selected texts

Srinivas, M. N., et al. 2004. *The Fieldworker and the Field: Problems and challenges in Sociological Investigation*. New York: Oxford University Press.

4.The Ethnographer's "Voice" and Ethical Considerations. (Week 9-10)

Rosaldo, Renato. 1989. *Culture and Truth: The Remaking of Social Analyses*. Boston: Beacon Press.

5. The Interaction of Ethnographies with Larger Debates within Sociology and other Disciplines.

Discussion of selected texts

6. Reflections on Styles of Writing and Representation. (Week 13-14)

Clifford, James and George Marcus. 1986. *Writing Culture: The Poetics and Politics of Ethnography*. London: University of California Press.

<div align="center">Sociology of Education</div>

Course Objective:

Education is one of the primary social institutions. It holds the power to bring about changes not

only in the society but also within one's own selves. The aim of this paper is to provide the social

implication of schooling in the lives of the people. The paper also tries to focus on the various

theoretical perspectives on education such as the Functional perspective, conflict perspective,

interactionist perspective and the subaltern perspective. This course will also include the concept

of inclusive education and how social exclusion takes place within the realms of education.

Various state policies and internal regulations, too, have acted as impetus towards the

educational institution—such as introduction of mid-day meals, SarvaShikshaAbhijan Policy. The paper

will also throw light on the variant emerging trends in the Indian educational field; it will provide e

broad understanding of the various national educational policies and programs on education and lastly, it

will promote the concept of how education and development are co-related to each other.

Course Learning Outcome:

The present paper will enrich the students to:

1. To gain on understanding on various aspects of education and its varying discourses.

2. Make, discuss and critically observe models of education

3. Elucidate the current trends of education structures

4. Use methodologies in the sociology of education to produce research studies and make
presentations on educational phenomena in line with specific topics

Course Outline:

**1. Introduction: Conceptual clarity, Relationship between society, Education and
Development, origin of Sociology of Education**

2. Theoretical overview on sociology of education

3. **Education, Inequalities and Social Justice: Concept of Equality of Educational Opportunity, Education and Disparities: Caste. Class, tribe, gender, rural-urban, Education and social mobility, Inclusive Education**

4. **Emerging trends in Education in India: School education: Existing scenario, Higher Education in India, Institutional programmes.**

5. **National Educational Policies and Programmes since Independence.**

6. **National Educational Policies and Programmes since Independence.**

Course Content & Itinerary

Module 1: Introduction: Conceptual clarity, Relationship between society, Education and Development, origin of Sociology of Education (Week 1-3)

Singh, Y. M. (1992). Sociological Foundations of Education, Sheth Publishers, Bombay

Rasure K. A. (2008) Economics of Education, Health and Human Resource Development II, Abheejit Publications, New Delhi.

Module 2: Theoretical overview on sociology of education (Week 4-6)

Aggarwal J. C. (1985) Theory and Principles of Education, Vikas Publishing Hpouse, New Delhi.

Dimitriadis, G & Kamberelis, G. (2006) Theory For Education, Routledge, New York.

Module 3: Education, Inequalities and Social Justice: Concept of Equality of Educational Opportunity, Education and Disparities: Caste. Class, tribe, gender, rural-urban, Education and social mobility, Inclusive Education (Week7-9)

Aggarwal, Y. (2000), Public and Private Partnership in Primary Education in India: A Study of Unregistered Schools in Haryana, New Delhi, National Institute of Educational Planning and Administration.

Bashir, S. (1994), 'Public versus Private in Primary Education: Comparisons of School Effectiveness and Costs in Tamil Nadu', unpublished Ph.D. thesis, London School of Economics.

Module 4: Emerging trends in Education in India: School education: Existing scenario, Higher Education in India, Institutional programmes. (Week10-11)

Sharma R. (2007) Development of Education System in India, Alpha Publications, New Delhi.

Arum, Richard, Irenee Beattie, and Karly Ford. 2011. *The structure of schooling: Readings in the sociology of education*. 2d ed. Thousand Oaks, CA: Pine Forge.

Kingdon, G.G. (2007) The Progress of School Education in India, Oxford Review of Economic Policy, 23(2)

Amrik Singh., (2003) Fifty Years of Higher Education in India: The Role of the University Grants Commission, New Delhi: Sage Publications,

Module 5: National Educational Policies and Programmes since Independence. (Week-12-13)

Barro, R. J., and Lee, J.-W. (2004), 'International Data on Educational Attainment: Updates and Implications', CID Working Paper No. 42, Harvard University.

Card, D. (2001), 'Estimating the Return to Schooling: Progress on Some Persistent Econometric Problems', Econometrica, 69(5), 1127–60.

Deaton, A., and Dreze, J. (2006), 'Tracking Mid-day Meals in Indian Schools', draft notes, March, cited in Khera (2006)

Bhaskara Rao and Digumati (1988) National Policy on Education, New Delhi: Concept Publishing House.

Bhatnagar and Suresh (1982) Kothari Commission, Recommendations and Evaluation with a Text on NPE, Meerut: Loyal Book Depot.

Module 6: Education and Development: Cross National Perspective. (Week-14)

Kumar Krishna (2009) What is Worth Teaching, Orient Blackswan Private Limited, New Delhi.

Banerjee, A., Cole, S., Duflo, E., and Linden, L. (2005), 'Remedying Education: Evidence from Two Randomized Experiments in India', NBER Working Paper No. 11904.

Aggarwal, J.C.(1982) Development and Planning of Modern Education with Special Reference to India, Vikas Publishing House, New Delhi.

Beeby, C. (1966). The Quality of Education in Developing Countries, Harvard University Press, Cambridge, Massachusetts.

Dissertation:

Course outline:

The undergraduate dissertation paper is a part of the final year's curriculum, and spread over two semesters of work. While the entire faculty of the department are theoretically available for every student's consultation for her/his dissertation, the student is primarily assigned to work with a faculty member with research interests broadly aligned with the student's area of work. The primary objective of the paper is to enable students to develop an original research idea, based on the wide repertoire of core and optional papers' substantive readings and conceptual concerns. Further, students are carefully taught how to empirically substantiate an initial research idea into a full-fledged operational topic: archivally and/or ethnographically viable, as well as methodologically sound. Students work on the literature review and identification of a field of work, then develop a pilot sense of the area, people, and conceptual concerns, going about a year-long fieldwork/archive/reading based engagement, finally drafting their dissertation, generally consisting of three substantive chapters, an introduction, and conclusion. Students present their work-in-progress (and generally, the introduction and one substantive chapter) at the end of the first semester of dissertation work, and the rest of the dissertation (mostly, a fuller conceptual overview and the two other chapters) at the end of their final semester. Their work is presented before the entire faculty of the department, who engage intensively with the dissertations. An undergraduate dissertation aims to both relate through independent empirical research and original thinking, with the theoretical training that the student acquires over three years of study; and also develop potential research proposals for their postgraduate studies. Often, students also find the exercise most helpful in furthering these proposals into their later doctoral statements of purpose, for applications in India and abroad. Finally, the process of writing dissertations has proven to be the most immediate way in which students engage with the real world, social communities, and thus hone their ethnographic skills of analytical understanding as well as the most critically needed social sensitivity to relate to as well as write about the people they otherwise read about.

Course Learning Outcomes:

1. Learning how to develop secondary readings and conceptual concerns into operational research ideas.
2. Being able to relate classroom learning with fieldwork among various kinds of social communities.
3. Being sensitized to methodological issues of understanding lives, and ethical questions of narrativising them in the social sciences.
4. Developing original analytical skills, at once conceptually sharp and ethically sensitive.

Generic Elective 01

Indian Society: Images and Realities

Course Objective:

This course seeks to provide an interdisciplinary introduction to Indian society which includes its history, geographical make up, socio-political structures and economy.

Course Outline:

1. **Ideas of India: Civilization, Colony, Nation and Society (3 Weeks)**

2. **Institutions and Processes (9 Weeks)**

   2.1 Village, Town and Region

   2.2 Caste, Religion and Ethnicity

   2.3 Family and Gender

   2.4 Political Economy

3. Critiques (2 Weeks)

Course Learning Outcome

1. Gain an interdisciplinary understanding of the Indian society.
2. Ability to critically examine the social, political and economic structure of the Indian society.
3. A deep understanding of the concept of family, caste, religion, village, town, etc with reference to India and the process of its function.

Course Content and Itinerary

1. **Ideas of India: Civilization, Colony, Nation and Society (3 Weeks)**

1.1 Embree, Ainslie Thomas,. *Imagining India*. Delhi: Oxford University Press, 1989.

Chapter 1- Brahmanical Ideology and Regional Identities. Pp. 9 – 27

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

2. **Institutions and Processes (9 weeks)**

2.1 Village, Town and Region

2.1.1 Breman, Jan. „The Village in Focus‟ from the Village Asia Revisited, Delhi: OUP

1997. Pp. 15-64

2.1.2 Cohn, Bernard, *An Anthropologist Among Historians and Other Essays*, Delhi: OUP,

1987, Chapters. 4 and 6. Pp.78-85 & 100 – 135

2.2 Caste, Religion and Ethnicity

2.2.1 Mines, Diane P. *Caste in India*. Ann Arbor, Mich.: Association for Asian Studies,

2009. Pp. 1-35

2.2.2 Fuller, C. J. *The Camphor Flame: Popular Hinduism and Society in India*.

Delhi: Viking, 1992. Chapter 1. Pp. 3 – 28.

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

2.3 Family and Gender

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

2.3.2   Gray, John N. & David J. Mearns. *Society   from   the   Inside Out:*

Anthropological Perspectives on the South Asian Household. New Delhi: Sage,

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

2.4 Political Economy

2.4.1 Chatterjee, Partha. *State and Politics in India*. Delhi: Oxford University

Press, 1997. Introduction: A Political History of Independent India. Pp. 1-39

3. Critiques (2 Weeks)

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

3.2 Sangari, Kumkum and Sudesh Vaid. *Recasting Women: Essays in Indian*

Colonial History. New Brunswick: Rutgers University Press. Introduction, Pp. 1 – 25

Generic Elective 02

Family and Intimacy

Course Objective:

Family is one of the vital institutions of human society. It is experienced intimately and debated keenly. This course attempts to introduce students to a range of contemporary concerns pertaining to this institution from a sociological perspective and with an interdisciplinary orientation.

Course Outline:

1. **What is Family? (4 Weeks)**

2. **Family and Intimacy: Themes and Accounts (6 Weeks)**

3. **Family and Intimacy: Critiques and Transformations (4 Weeks)**

   Course Learning Outcome

   1. Gain an understanding of family as an intimate unit from a sociological perspective.
   2. Ability of analysing the functions of family and the challenges concerning it.
   3. Ability of critically examining the different types of family and the transformations taking place.

Course Content and Itinerary

1. What is Family? (4 Weeks)

   1.1 Mitterauer, Michael, and Reinhard Sieder. *The European Family*. Chicago: University of Chicago Press, 1982. Chapter 1. Family as an Historical Social Form. Pp. 1-21

1.2 Worsley, Peter. *Introducing Sociology*. Harmondsworth:Penguin Books, 1984. Chapter 4. The Family. Pp. 165-209

1.3 Levi-Strauss, Claude. „The Family" in Harry L Shapiro (ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp. 261 - 285

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

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

2. Family and Intimacy: Themes and Accounts (6 Weeks)

2.1 Lannoy, Richard. *The Speaking Tree*. London: Oxford University Press, 1974. Part Two, Chapters. 1, 2 & 4 The Child, Family Relationships & Change in the Family System. Pp. 83 – 112 & 124 - 131

2.2 Madan, T. N. Family and Kinship: A study of the Pandits of Rural Kashmir. Delhi: Oxford University Press, 1989. Chapters, 5 & 6. Pp. 64 – 108

2.3 Fruzzetti, Lina M. *The Gift of a Virgin: Women, Marriage, and Ritual in a Bengali Society.* Delhi: OUP. 1993. Introduction and Chapter 1. Sampradan: The Gift of Women and Status of Men. Pp. 1 – 28

2.4 Trawick, Margaret. *Notes on Love in a Tamil Family*. Delhi: Oxford University Press, 1996. Chapters. 3 & 5 The Ideology of Love & Siblings and Spouses. Pp. 89– 116 & 187 – 204.

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

3. Family and Intimacy: Critiques Transformations (4 Weeks)

3.1 arrett, ich le, and ary c ntosh. *The Anti-Social Family*. London: Verso, 1991. Chapter 2. The Anti-Social Family. Pp. 43 – 80

3.2 Cartledge, Sue, and Joanna Ryan. *Sex & Love: New Thoughts on Old Contradictions*. London: Women's Press, 1983. Chapter 7 „ s a Feminist Heterosexuality Possible?‟ Pp. 105 – 12

3.3 Coontz, Stephanie. *Marriage, A History*. New York: Viking, 2005. Pp. 15 – 49

3.4 Therborn, ran. *Between Sex and Power: Family in the World, 1900- 2000*. London:

Routledge, 2004. Introduction, Chapter 2 and Conclusion. Pp. 1- 12, 73 – 106 & 295 – 315

Generic Elective 03

Rethinking Development

Course Objective:

This paper examines the ideas of development from a sociological perspective. It introduces students to different approaches to understanding development and traces the trajectory of Indian experience with development from an interdisciplinary perspective.

Course Outline:

1. **Unpacking Development**

2. **Theorizing Development**

3. **Developmental Regimes in India**

4. **Issues in Developmental Praxis**

Course Contents and Itinerary

1. Unpacking Development (4 Weeks)

1.1 Bernstein, Henry. *Underdevelopment and Development*. Harmondsworth:

Penguin, 1973. Introduction: Development and the Social Sciences. Pp. 13 – 28.

1.2 Wolfgang,

Sachs

(ed.)

The

Development

Dictionary:

A   Guide

to

Knowledge and Power. London: Zed Books. 1992.

pp. 1- 21.

1.3 Rist, Gilbert. *The History of Development*. London: Zed, 2008. Pp. 8 – 46

1.4 Ferguson, J. 2005. „Anthropology and its Evil Twin; „Development‟ in the Constitution of a Discipline‟, in M. Edelman and A. Haugerud (eds.) *The Anthropology of Development and Globalization*. Blackwell Publishing. pp 140- 151.

2. Theorizing Development (5 Weeks)

2.1 Harrison, David. *The Sociology Of Modernization And Development*. London: Routledge,

1991. Chapters 1 &2. Pp. 1 – 54

2.2 Frank, Andre Gunder. 1966. „The Development of Underdevelopment‟, *Monthly Review*. 18 (4) September 17- 31

2.3 Redclift, Michael. 1984. *Development and the Environmental Crisis. Red or Green alternatives?* New York: Methuen & Co. Chapter 1 and 7, pp 5- 19, 122- 130

2.4 Visvanathan, Nalini, Lynn Duggan, Laura Nisonoff & Nan Wiegersma (eds). 1997. The Women, Gender and Development Reader. Delhi: Zubaan, pp 33- 54

2.5 Sanyal. Kalyan. 2007. *Rethinking Capitalist Development: Primitive Accumulation,*

Governmentality and Post- Colonial Capitalism. New Delhi: Routledge, pp 168- 189

2.6 Sen, A. 1999. *Development as Freedom*. New Delhi : Oxford University Press, pp. 3- 11

3. Developmental Regimes in India (3 Weeks)

3.1 Bardhan, Pranab. *The Political Economy of Development In India*. Delhi:

Oxford, 1992. Pp. 1-60

3.2 Chatterjee, Partha. Democracy and Economic Transformation in India, *Economic and Political Weekly*, Vol. 43, No. 16 (Apr. 19 - 25, 2008), pp. 53-62

4. Issues in Developmental Praxis (2 Weeks)

4.1 Scudder. T. 1996. „Induced Impoverishment, Resistance and River Basin Development‟ in Christopher McDowell (ed.) *Understanding Impoverishment: The Consequences of Development Induced Displacement*. Oxford: Berghahn books. Pp. 49- 78.

4.2 Sharma, Aradhana. *Logics of Empowerment: Development, Gender and Governance in Neoliberal India*. Minneapolis: University of Minnesota Press, 2008. Chapters. Introduction, Chapter 4 and Conclusion

Generic Elective 04

Sociology of Media

Course Objective:

The purpose of this paper is to introduce the students to certain major themes of outlining the interconnections between media and society. The focus specifically is on the transmission and reception of media content and thus the various sections in this paper study the *production*, *control* and *reception* of media and its *representations*.

Course Outline:

1. Introduction

2. **Theoretical Approaches** 2.1
   Neo-Marxist

2.2 Feminist

2.3 Semiotic

2.4 Interactionist

3. Old and New Media

3.1 Production, Control, challenges by New Media

3.2 Media Representation

3.3 Audience Reception

Course Content and Itinarary

1. Introduction: *The 'idea' of communication and Social embeddedness of Media*

1.1 McLuhan, Marshall. 1964, „Roads and Paper Routes" In *Understanding Media: Extensions of Man.* New York: McGraw- Hill Book Co.

1.2 Silverstone, Roger. „The Sociology of Mediation and Communication" in Craig Calhoun, Chris Rojek & Bryan S Turner (ed) *Sage Handbook of* Sociology London: Sage Publications, 2005 (p. 188-203)

2. Theoretical Approaches: *From Mass media to interactive media*

2.1 Neo-Marxist

2.1.1 Adorno, T. & Horkheimer, M., 1944. „The Culture Industry: Enlightenment

as Mass Deception" In T. Adorno and M. Horkheimer. *Dialectics of Enlightenment.* Translated by John Cumming. New York: Herder and Herder, 1972.

2.1.2. Benjamin, W. 1968, „The work of art in the age of mechanical reproduction" In H. Zohn (Trans.), *Illuminations: Essays and reflections* (pp. 217-252). New York: Schocken.

2.2 Feminist

2.2.1 Mulvey, Laura. „Visual Pleasure and Narrative Cinema." Film Theory and Criticism : Introductory Readings. Eds. Leo Braudy and Marshall Cohen. New York: Oxford UP, 1999: 833-44.

2.2.2 McRobbie, Angela, 'Post-Feminism and Popular Culture: Bridget Jones and

the New Gender Regime" In *The Aftermath of Feminism: Gender, Culture and Social Change*, Sage Publication Ltd. 2009:11-22.

2.3 Semiotic

2.3.1 Barthes, Roland. „The Photographic Message" in *Image, Music and Text* Ed. and trans. Stephen Heath. New York: Hill, 1977. 15-31.

2.3.2 Hall, Stuart "Encoding/Decoding," Critical Visions In Film Theory. Ed.

Timothy CorriganP. White, M. Mazaj. Boston: Bedford St. Martins 2011. 77-87.

Print.

2.4 Interactionist

2.4.1 Thompson, John B. „The Rise of Mediated Interaction" in *The Media and Modernity: A Social Theory of the Media* Stanford, CA: Stanford UP, 1995.

3. Old and New Media

3.1 Media Production, Control and challenges by New Media

3.1.1 Herman, Edward S., and Noam Chomsky. „A Propaganda Model" In *Manufacturing Consent: The Political Economy of the Mass Media*. New York: Pantheon, 1988. Print.

3.1.2. Kaur, Raminder, and William Mazzarella. „Between sedition and seduction thinking Censorship in south Asia" In *Censorship in South Asia: Cultural Regulation from Sedition to Seduction*. Bloomington: Indiana UP, 2009.

3.1.3. Williams, Raymond. „Alternative Technology, Alternative Uses" In *Television: Technology and Cultural Form*. (139-157) New York: Schocken, 1975.

3.1.4. Eko, Lyombe, 2012. „New Media, Old Authoritative Regimes*:* Instrumentalization of the Internet and Networked Social Media in the "Arab Spring" of 2011 in North Africa" p. 129-160

3.2 Media Representations

3.2.1 Hall, Stuart, „Foucault: Power, Knowledge and Discourse" In Margaret Wetherell, Stephanie Taylor, Simeon J Yates (ed) *Discourse Theory and Practice: A Reader* 2001 Wetherell, Taylor and Yates

3.2.2 Sorenson, John. 1991, „Mass Media and Discourse on Famine in the Horn of Africa" In *Discourse & Society*, Sage: London 1991; Vol 2(2); 223-242

3.3 Audience Reception

3.3.1 Livingstone, Soina. 2003, „The Changing Nature of Audiences: From the Mass Audience to the Interactive Media User" In Angharad N. Valdivia (ed) *A Companion to Media Studies*. Malden, MA: Blackwell Pub.

3.3.2 Bourdieu, Pierre. 1984, „Supply and Demand" In Richard Nice (Trans) *Distinction: A Social Critique of the Judgment of Taste*. Harvard Univ. Press: Cambridge

3.3.3 Naficy, Hamid. „Ideological and Spectatorial Formations" In *A Social History of Iranian Cinema*. Durham [N.C.: Duke UP, 2011. pp. 115-140

Some suggested readings for Class Projects and Presentations

Said, Edward W. 1997, *Covering Islam: How the Media and the Experts Determine*

How We See the Rest of the World. New York: Vintage. Print. p 105-126

Abraham, Janaki. „Wedding Videos in North Kerala: Technologies, Rituals, and Ideas about Love and Conjugality" *In Visual Anthropology Review*

Volume 26, Issue 2, pages 116–127, Fall 2010

Spitulnik, Debra. 2002, „Mobile Machines and Fluid Audiences: Rethinking Reception through Zambian Radio Culture" In Faye D. Ginsburg, Lila Abu-Lughod, Brian Larkin (ed). *Media Worlds: Anthropology on a New Terrain*, UCL Press.

Mankekar, Purnima . 2002, „Epic Contests: Television and Religious Identity in

India" In Faye D. Ginsburg, Lila Abu-Lughod, Brian Larkin (ed). *Media Worlds:*

Anthropology on a New Terrain, UCL Press.

Doron, Assa and Robin Jeffrey. 2013, „For Women and Household" In *The Great Indian Phone Book: How the Cheap Cell Phone Changes Business, Politics and Daily Life*. C Hurst & Co (Publishers) Ltd: London

Rajagopal, Arvind. *Politics   after Television: Religious Nationalism and the*

Reshaping of the Indian Public. Cambridge, UK: Cambridge UP, 2001