

DEPARTMENT OF SOCIOLOGY

JADAVPUR UNIVERSITY

SYLLABUS UNDER CBCS

SCHEME FOR COURSES FOR BACHELOR OF ARTS (HONOURS) SOCIOLOGY UNDER CBCS

SEMESTER	CORE COURSES 14X6=84	ABILITY ENHANCEMENT COURSES 2X2=4	SKILL ENHANCEMENT COURSES 4X2=8	ELECTIVE DISCIPLINE SPECIFIC 4X6=24	GENERIC ELECTIVE 4X6=24
I	<u>UG/SOC/CO/1.</u> <u>1</u> BASIC CONCEPTS IN SOCIOLOGY-I <u>UG/SOC/CO/1.</u> <u>2</u> SOCIOLOGICAL THINKERS-I	Environmental Science			<u>UG/SOC/GE/1.</u> <u>1</u> GENERAL SOCIOLOGY
II	<u>UG/SOC/CO/2.</u> <u>1</u> BASIC CONCEPTS IN SOCIOLOGY-II <u>UG/SOC/CO/2.</u> <u>2</u> SOCIAL THEORY-I	English/MIL Communication			<u>UG/SOC/GE/2.</u> <u>1</u> INDIAN SOCIETY
III	<u>UG/SOC/CO/3.</u> <u>1</u> RESEARCH METHODS AND		<u>UG/SOC/SEC/3.</u> <u>1</u> READING, WRITING AND REASONING FOR		<u>UG/SOC/GE/3.</u> <u>1</u> RETHINKING DEVELOPMENT

	<p>SOCIAL STATISTICS-I</p> <p><u>UG/SOC/CO/3.</u> <u>2</u></p> <p>SOCIOLOGICAL THINKERS-II</p> <p><u>UG/SOC/CO/3.</u> <u>3</u></p> <p>SOCIAL THEORY-II</p>		SOCIOLOGY		
IV	<p><u>UG/SOC/CO/4.</u> <u>1</u></p> <p>SOCIAL STRATIFICATION AND INEQUALITY</p> <p><u>UG/SOC/CO/4.</u> <u>2</u></p> <p>RESEARCH METHODS AND SOCIAL STATISTICS-II</p> <p><u>UG/SOC/CO/4.</u> <u>3</u></p> <p>INDIAN SOCIETY-I</p>		<p><u>UG/SOC/SEC/4.</u> <u>1</u></p> <p>DOING ETHNOGRAPHIES</p>		<p><u>UG/SOC/GE/4.</u> <u>1</u></p> <p>FAMILY AND INTIMACY</p>
V	<p><u>UG/SOC/CO/5.</u> <u>1</u></p> <p>INDIAN SOCIETY-II</p> <p><u>UG/SOC/CO/5.</u></p>			<p><u>UG/SOC/DSE/5.</u> <u>1</u></p> <p>RELIGION AND SOCIETY</p> <p><u>UG/SOC/DSE/5.</u></p>	

	<u>2</u> FAMILY, MARRIAGE AND RELATIONSHIP S			<u>2</u> CHILDHOOD AND SOCIETY <u>UG/SOC/DSE/5.</u> <u>3</u> EARLY INDIAN SOCIETY AND CULTURE <u>UG/SOC/DSE/5.</u> <u>4</u> ENVIRONMENT AND SOCIETY	
VI	<u>UG/SOC/CO/6.</u> <u>1</u> INDIAN SOCIAL THOUGHT <u>UG/SOC/CO/6.</u> <u>2</u> GENDER AND SOCIETY			<u>UG/SOC/DSE/6.</u> <u>1</u> YOUTH AND SOCIETY <u>UG/SOC/DSE/6.</u> <u>2</u> VISUAL CULTURE <u>UG/SOC/DSE/6.</u> <u>3</u> SOCIAL CHANGE AND COLLECTIVE ACTION <u>UG/SOC/DSE/6.</u> <u>4</u> DISSERTATION	

Core courses, Discipline specific Elective courses and Generic Elective courses :6 classes per week
(regular classes and tutorials)

Skill Enhancement Courses and: 4 classes per week

Basic Concepts in Sociology I

CORE-01

SEMESTER-I

UG/SOC/CO/1.1

In the present age Sociology has become a key discipline within social sciences. As such this paper mainly focuses on the foundational concepts of Sociology. The aim here is to help students familiarise with the basic concepts and categories that constitute the disciplinary edifice

Assessment: The course is worth 50 marks. Out of 50, 20 marks will be reserved for internal assessment comprising of mid semester written test and an assignment of 10 marks each. The remainder of 30 marks will be reserved for end semester written examination.

MODULE-I

1. The Sociological Perspective
2. The Sociological Investigation
3. Culture
4. Society
5. Socialization

MODULE-II

6. Social Interaction in Everyday Life
7. Groups and Organizations
8. Sexuality and Society
9. Deviance

REFERENCES:

Anthony Giddens (2010) Sociology
Fullchart and Scott(2009) Sociology
John J. Macionis (2012) Sociology
Horolombus (2007) Sociology
P. Gisbert (2008) Sociology

Sociological Thinkers I

CORE

SEMESTER -I

UG/SOC/CO/1.2

The two courses (50 marks each) on social thinkers have been designed to develop an understanding about the history of the discipline in terms of the social as well as the intellectual context of its formation. Contributions of founding fathers like Comte, Durkheim, Martineau, Marx, Weber, and Simmel offer insights into the issues/problems of contemporary societies and the diverse ways of reflecting and resolving the same. The sociological thinkers looks at the emergence of sociology and focuses on thinkers such as Comte, Martineau, Durkhiem and Marx.

Assessment: The course is worth 50 marks. Out of 50, 20 marks will be reserved for internal assessment comprising of mid semester written test and an assignment of 10 marks each. The remainder of 30 marks will be reserved for end semester written examination.

Social Thinkers I

Module I

1. Origins of Sociology
2. Comte- Positivism, Law of three Stages, Hierarchy of Sciences, Social Statics and Social Dynamics
3. Martineau- Central theories and Methods, Nature of Societies, Humans and Change

Module II

4. Durkheim – The Rules of Sociological Method, Division of Labour, Suicide, Religion

5. Marx – Historical Materialism, Capitalism, Alienation, Class and Class Struggle, Revolution.

(A 50 marks course containing 56 lectures and 4 lecture hours for Internal Assessment of students)

Readings

Zeitlin, I M. 1968. Ideology and the Development of Sociological Theory: Prentice-Hall.

Giddens, A. 1987. 2nd Ed. Sociology a Brief but Critical Introduction. San Diego: Harcourt Brace Jovanovich.

Giddens, A. 1973. Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber: Cambridge University Press.

Lukes, S . 1973. Emile Durkheim: His Life and Work. A Historical and Critical Study: Penguin Books.

Morrison, K. 1995. Marx, Durkheim, Weber: Formations of Modern Social Thought: Sage

Ritzer, G 1996 .Classical Sociological Theory: McGraw Hill

Swingehood, A . 2000. Short History of Sociological Thought: Palgrave Macmillan.

Swingehood, A. 1975. Marx and Modern Social Theory: Macmillan.

Thompson, K .2003. Emile Durkheim :Routledge

Aron, R. 1998. Main Currents in Sociological Thoughts. Vol 1 and 2: Transaction Publishers

Bert, N. Adams and Sydie. 2001. Sociological Theory. Thousand Oaks. California: Pine Forge Press.

Bottomore, T. ed. 1983 A Dictionary of Marxist Thought. Cambridge: Harvard University Press

Coser, L. 1971, 2nd Ed. Masters of Sociological Thought: Ideas in Historical and Social Context. : Harcourt Brace Jovanovich.

Fletcher, R. 1994. The Making of Sociology: A Study of Sociological Theory, vol 1 and 2: Rawat

Basic Concepts in Sociology II

CORE

SEMESTER-II

UG/SOC/CO/2.1

The course basic concepts in sociology II aims to introduce students to some of the significant social, political and economic institutions and sociological categories such as inequality, stratification, race and ethnicity. The objective here is to help students interrogate and analyse the taken for granted assumptions about their social world.

Assessment: The course is worth 50 marks. Out of 50, 20 marks will be reserved for internal assessment comprising of mid semester written test and an assignment of 10 marks each. The remainder of 30 marks will be reserved for end semester written examination.

MODULE-I

1. Social Stratification and Inequality
2. Race and Ethnicity
3. Childhood and youth
4. Ageing and the Elderly
5. The Economy and Work

MODULE-II

6. Politics and Government
7. Families
8. Education
9. Religion
10. Health and Medicine

REFERENCES:

Anthony Giddens (2010) Sociology
Fullchart and Scott(2009) Sociology

John J. Macionis (2012) Sociology
Horolombus (2007) Sociology
P. Gisbert (2008) Sociology

Social Theory I

CORE

SEMESTER-II

UG/SOC/CO/2.2

Marks:50

The course focuses on some of the broad theoretical traditions in Sociology. The emphasis here is not so much on the distinctiveness of individual thinkers, as on certain key concerns that bind theorists and place them under a particular theoretical genre. What this course aims to highlight is the uniqueness of each of these theoretical traditions even when the common theme running through them is individual, society and social change.

Assessment: The course is worth 50 marks. Out of 50, 20 marks will be reserved for internal assessment comprising of mid semester written test and an assignment of 10 marks each. The remainder of 30 marks will be reserved for end semester written examination.

Module I

1. Sociological Theory: An Orientation

2. Functionalism and Structural Functionalism

Early Functionalist Ideas of Durkheim; Durkheim's central theories and methods 4 Lectures

3. Functionalism in Anthropological theories of Malinowski; Malinowski's functional theory of culture

Combining function with structure: The Structural Functionalism of Radcliffe-Brown

4. Twentieth Century Functionalism

Talcott Parsons' idea of society, social equilibrium and social change; Pattern variables and AGIL; Reflections on Parsons' methods

Robert Merton's idea of Middle Range Theories; Concept of Manifest and Latent Functions, The question of method; Anomie and structure

Niklas Luhmann's idea of system, networks and socialization; Concept of trust and risk.

Module II

5. Conflict Theories/Perspectives

Conflict perspective in Marx; History as site of conflict; Class conflict and social change; Theory of evolution and revolution in Marx

Dahrendorf and his conflict theory, Critique of functionalism and Marxism; theory of command class and obey class; conflict in advanced industrial society

6. Coser's functional theory of conflict; conflict as something of a safety valve 4 Lectures

7. Structuralism and Language

Structuralist thinking in Evans Pritchard; From Function to Meaning

8. Structuralism in Anthropology of Levi-Strauss; study of kinship

9. Structuralism and Althusser; Ideological State Apparatus

Total 56 lectures plus 4 lecture hours of Internal Assessment

Readings

Adams, B.N.2001. *Sociological theory*. New Delhi: Vistaar Publications

Douglas, M. 1980. *Evans-Pritchard*. Glasgow: Fontana Modern Masters

Lemert, C. 2004. *Social Theory: Multicultural and Classic Readings*. New Delhi: Rawat Publications.

Ritzer, G. 2011. *Sociological Theory*. London: McGraw Hill

Turner, J.H. 1991. *The Structure of Sociological Theory*. California: Wadsworth Publishing Company

Wallace, R.A. and Wolf, A. 1995. *Contemporary Sociological Theory*. UK: Prentice Hall.

Zeitlin, I. 1996. *Rethinking Sociology: A Critique of Contemporary Theory*. New Delhi: Rawat Publications

Research Methods and Social Statistics I

CORE

SEMESTER-III

UG/SOC/CO/3.1

There is drastic development in social scientific methodology due to post-positivist philosophy of science and computerized assistance. This opens up new possibilities. It is the aim of this syllabus to discuss the standard methods, present some new possibilities and inclusion of mixed methods as a fruitful approach as the term “methods” refers to practical research techniques. It will be helpful for students to learn that Methods are also tools for bridging the gap between theories and their empirical foundation.

Assessment: The course is worth 50 marks. Out of 50, 20 marks will be reserved for internal assessment comprising of mid semester written test and an assignment of 10 marks each. The remainder of 30 marks will be reserved for end semester written examination.

MODULE-I

1. Social Research-Nature, Types and Ethics
2. Stages of Social Research
3. Research Design-Types of Research Design
4. Theories of Hypotheses Formulation – Epistemology and Ontological Dimensions
5. Sampling- Types, Nature and moderate Application
6. Questionnaires construction

MODULE-II

7. **Techniques of Data Collection-I** : Quantitative Method, Survey, Experiment
8. **Techniques of Data CollectionII** : Qualitative Method, Observation, Case Study
9. Mixed Method- Definition, Type
10. Documents Study

Readings:

Barbara Czarniawska (2014)Social Science Research

D. De Vaus(2010) Surveys in Social Research

Keith F. Punch(2013) Introduction to Social Research ; Quantitative and Qualitative Approach

R. Babbie(2012)The Practice of Social Research

RanjitKumar(2014)Research Methodology: A Step by Step Guide for Beginners

Stephen Gorard(2014)Research Design

T. L. Baker(1998) Doing Social Research

Sociological Thinkers- II

CORE
SEMESTER-III

UG/SOC/CO/3.2

In the line of Sociological Thinkers I, this course focuses on Weber, Simmel, Mills and Goffman. Some of the works of Mills and Goffman have been incorporated to make students aware of the wide range of issues addressed within the purview of sociological thought. Implicit is the intention to derive the possibilities from these works which might be developed further to grapple with issues/problems confronting us in recent times.

Assessment: The course is worth 50 marks. Out of 50, 20 marks will be reserved for internal assessment comprising of mid semester written test and an assignment of 10 marks each. The remainder of 30 marks will be reserved for end semester written examination

Module I

Weber- Verstehen, Ideal Type, Protestant Ethic and the Spirit of Capitalism, Types of Authority, Bureaucracy

Simmel- Formal Sociology, Sociation, Money, Culture

Module II

C W Mills - White Collar and the American Middle Class, Power Elite, Sociological Imaginations, Critique of Grand Theory and Abstracted Empiricism

Goffman - The Presentation of Self in Everyday Life, Asylums, Stigma, Gender Advertisements

Readings

Aron, R. 1998. Main Currents in Sociological Thoughts.Vol 1 and 2: Transaction Publishers

Bert,N. Adams and Sydie. 2001. Sociological Theory. Thousand Oaks. California: Pine Forge Press.

Bottomore, T. ed. 1983 A Dictionary of Marxist Thought. Cambridge: HarvardUniversity Press

Coser,L. 1971,2nd Ed. Masters of Sociological Thought: Ideas in Historical and Social Context. :
Harcourt Brace Jovanovich.

Fletcher, R. 1994. The Making of Sociology: A Study of Sociological Theory, vol 1 and 2: Rawat

Frisby, D and Featherstone, M . 1998. Simmel on Culture: Selected Writings: Sage

Giddens, A. 1987.2nd Ed. Sociology a Brief but Critical Introduction.San Diego: Harcourt Brace
Jovanovich.

Giddens, A. 1973. Capitalism and Modern Social Theory: An Analysis of the Writings of Marx,
Durkheim and MaxWeber: CambridgeUniversity Press.

Goffman , E. 1959: The Presentation of Self in Everyday Life, University of Edinburgh Social
Sciences Research Centre. Anchor Books edition

1961. Asylums: Essays on the Social Situation of Mental Patients and Other Inmates. New York:
Doubleday.

1963. Stigma: Notes on the Management of Spoiled Identity: Prentice-Hall.

1979. Gender Advertisements: Macmillian.

Lukes, S . 1973. Emile Durkheim: His Life and Work. A Historical and Critical Study: Penguin
Books.

Mills, C. W. 1951. White Collar: The American Middle Classes: Oxford University Press.

1956. The Power Elite: Oxford University Press.
1959. The Sociological Imagination: Oxford University Press.

Morrison, K. 1995. Marx, Durkheim, Weber: Formations of Modern Social Thought: Sage

Ritzer, G 1996 .Classical Sociological Theory: McGraw Hill

Swingehood, A . 2000. Short History of Sociological Thought: Palgrave Macmillan.

Swingehood, A. 1975. Marx and Modern Social Theory: Macmillan.

Thompson, K. 2003. Emile Durkheim :Routledge

Wolff, K H. 1964. The Sociology of George Simmel: Fress Press

Zeitlin, I M. 1968. Ideology and the Development of Sociological Theory: Prentice-Hall.

Social Theory II

CORE

SEMESTER-III

UG/SOC/CO/3.3

Marks:50

The course follows from Sociological Theory I and focuses on some more theoretical traditions in Sociology. Contrary to Sociological Theory I where the focus has been on macro theoretical perspectives, Sociological Theory II emphasises largely on micro theoretical perspectives such as Symbolic Interactionism, Phenomenology, Ethnomethodology and Exchange Theory. Once again the objective here is to see how these micro theoretical perspectives relate to the theme of individual, society and social change.

Assessment: The course is worth 50 marks. Out of 50, 20 marks will be reserved for internal assessment comprising of mid semester written test and an assignment of 10 marks each. The remainder of 30 marks will be reserved for end semester written examination.

Module I

1. Symbolic Interactionism: Some considerations on theory and method
 2. Cooley's theory of looking glass self; Nature of society, humans and change.
 3. Mead's theory of mind, self and society; German idealist tradition; stages of development; Pragmatism
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3. Kuhn's Symbolic Interaction
 4. Blumer's idea of symbols, interaction and social change
 5. Hochschild's interactionist theories; sympathy, trust and good will

Module II

6. Phenomenology as a social perspective

Phenomenological thoughts in Husserl; The question of lifeworld as in origin of geometry

7. Schutz's phenomenology; Lifeworld, self and intersubjectivity

8. Ethnomethodology as a theoretical genre; questioning positivism in social science

9. Garfinkel's Ethnomethodology as a counterpoint; Mapping everyday life

10. Exchange theory: On the importance of networks and communication

11. Homan's theory of Exchange and networks

12. The Exchange theory of Blau

Readings

Adams, B.N.2001. *Sociological theory*. New Delhi: Vistaar Publications

Lemert, C. 2004. *Social Theory: Multicultural and Classic Readings*. New Delhi: Rawat Publications.

Ritzer, G. 2011.*Sociological Theory*. London: McGraw Hill

Turner, J.H. 1991. *The Structure of Sociological Theory*. California: Wadsworth Publishing Company

Wallace, R.A. and Wolf, A. 1995.*Contemporary Sociological Theory*. UK: Prentice Hall.

Zeitlin, I. 1996. *Rethinking Sociology: A Critique of Contemporary Theory*. New Delhi: Rawat Publications

Social Stratification and Inequality

CORE

SEMESTER-IV

UG/SOC/CO/4.1

The course intends to provide lessons on the fundamental conceptual and theoretical frames for understanding social stratification and inequality. It tries to acquaint students with the complexity of interlocking bases of social stratification and mobilization of protests of diverse kinds against inequalities. Attempts will be made to reflect on the different forms of social inequalities in India .

Assessment: The course is worth 50 marks. Out of 50, 20 marks will be reserved for internal assessment comprising of mid semester written test and an assignment of 10 marks each. The remainder of 30 marks will be reserved for end semester written examination.

Module I

1. Concepts - Inequality, differentiation, discrimination, hierarchy, exclusion, social mobility
2. Theories – Marx, Weber, Functionalist theories, Conflict theories.
3. The Social Base of Inequality: Income/wealth, Power, Status, Ethnicity, Gender, Disability
4. Inter-sectionality: Interlocking identities and inequalities

Module II

5. Inequalities in India: Caste and Tribe
6. Inequalities in India: Class and Gender
7. Inequalities in India: Disability and Age
8. Protest, Conflict and Change in India

Readings:

- Bagchi, J (ed.). 1995. Indian Women : Myth and Reality: Sangam Books.
- Beteille, Andre. ed. 1970. Social Inequality: Selected Writings, Harmondsworth: Penguin
- Cohen: 2005. No ageing in India, University of California Press
- Crenshaw, K W. 1991. Mapping the Margins: Intersectionality Identity Politics and Violence against Women of Color, *Stanford Law Review*, vol 43, No. 6, pp 1241-1299
- Edgell, S. 1997. Class: Key Ideas. Routledge: London
- Gupta, Dipankar. ed. 1991, Social Stratification, New Delhi:OUP
- Heath, Anthony. 1981. Social Mobility. London:Fontana
- Jeffry, R and Singal, N.2008."Measuring Disability in India".*Economic and Political Weekly*. 43(12 & 13):22-24
- Jodhka, S S. ed. 2012 .Changing Caste: Mobility, Ideology, Identity, Sage:New Delhi
- Jodhka, S.S. 2014. Caste in Contemporary India: RoutledgeIndia
- John, M E. 2008. Women's Studies in India: A Reader: Penguin India.
- Lamb, Sarah 2010. White sarees and sweet mangoes: ageing gender and body in North India, University of California press.
- Menon, N, Parish S, Rose R. 2012. The "State" of Persons with Disabilities in India. Version: May 10.
- Oommen, T K. 1990. Protest and Change: Studies in Social Movement. New Delhi:Sage
- Oommen, T K. 2004. Nation, Civil Society and Social Movements: Essays in Political Sociology. New Delhi: Sage.
- Oommen, T K. 2005. Crisis and Contention in Indian Society.New Delhi: Sage.
- Parkin,F.1979. 'Social Stratification', in T Bottomore and R Nisbet (eds.) A History of Sociological Analysis: Heinemann-London
- Ritzer, G. 2007. Contemporary Sociological Theory and its Classical Roots: The Basics. Boston: McGraw Hill

Shah, G. 2002. Social Movements and the State: Sage.

Shah, G. 2004. Social Movements in India: A Review of Literature: Sage.

Sharma, K L. Social Stratification and Mobility: Rawat

Sharma, K L (ed.) ,1995. Social Inequality in India: Profile of Caste, Class, Power and Social Mobility: Rawat

Sharma, K L. 1997. Social Stratification in India: Issues and Themes. New Delhi: Sage

Sharma, Ursula. 1999. Caste. Buckingham: Open University Press.

Sen, A. 2000. Social Exclusion: Concept, Application, and Scrutiny. Social Development Papers No. 1. Office of Environment and Social Development . Asian Development Bank.

Tumin, M. 1994 Social Stratification: The Forms and Functions of Inequality London: PHI

RESEARCH METHODS AND SOCIAL STATISTICS II

CORE

SEMESTER-IV

UG/SOC/CO/4.2

This is an introductory course on social statistics. It focuses on the need to know the application of statistics in sociology. However, the focus is only on descriptive statistics as one branch of statistical analysis.

Assessment: The course is worth 50 marks. Out of 50, 20 marks will be reserved for internal assessment comprising of mid semester written test and an assignment of 10 marks each. The remainder of 30 marks will be reserved for end semester written examination.

Module I (25 Marks)

1. Introduction

The origins of Sociology and Modern Statistics

The Role of Statistics in Scientific Inquiry

Social Theory, Methodology and Statistics

The basic types of Statistics: Descriptive and Inferential

Terminologies of statistics

Measurement in Sociology: Levels of Measurement

2. **Basic Descriptive Statistics:** Percentages and Proportions, Ratios, Rates and Percentage Change

Frequency Distributions and graphic representations: Finding Midpoints, Real Limits, Cumulative frequencies, Percentage Columns.

Module II

1. Measures of Central Tendency and Criteria for choice of an Average (12 lectures)

A Nominal Measure of Central Tendency: Mode for Grouped and Ungrouped Data

An Ordinal Measure of Central Tendency: Median for Ungrouped and Grouped Data, Percentiles

Interval/Ratio Measures of Central Tendency: Arithmetic Mean for Ungrouped and Grouped Data, Mean of Combined Groups, Important Properties of the Arithmetic Mean

Comparing Measures of Central Tendency: Advantages and Disadvantages of Mean, Median and Mode

Applying Statistics: The Mean and Median

2. Measures of Dispersion: Understanding Dispersion or Variability

Ordinal Measures of Dispersion: Interquartile Range

Interval/Ratio Measures of Dispersion: Range, Mean Deviation, Standard Deviation for ungrouped and Grouped Data.

Interpreting Standard Deviation

3. Bivariate Association: Percentage for bivariate distributions

Correlations: What are correlations about? Types of Correlations, Degree of Correlation,

Association between Variables Measured at the Interval/Ratio Level: Pearson Correlation Coefficient: Computing Correlation Coefficient, the Visual Picture of a Correlation; Percentaging. Interpreting Statistics: The Correlates

Reading List

Elifson, Kirk W and Richard P. Runyon. Fundamentals of Social Statistics. New York: McGraw Hill

Healey, Joseph F. 2012. *Statistics a Tool for Social Research*. Wadsworth Cengage Learning.

Leonard, Wilbert Marcellus. 1980. *Basic Social Statistics*. New York: Stipes Publishing Company.

Salkind, Neil J. 2014. *Statistics for People Who Hate (Think They) Hate Statistics*. Los Angeles : Sage.

Weinstein, Jay Alan. 2010. *Applying Social Statistics: An Introduction to Quantitative Reasoning in Sociology*. London: Rowman & Littlefield Publishers.

INDIAN SOCIETY I

CORE-10

SEMESTER-IV

UG/SOC/CO/4.3

This course draws a broad picture of the Indian society in pre-colonial and colonial era. The course is drawn over five major topics consisting of *economy, class and caste, state, gender and environment*.

Indian society I is a 50 marks course divided under 20 marks internal and 30 marks for semester exam. The internal assessment is further divided into 10 marks written exam and 10 marks assignment.

MODULE I

1. Economy

Understanding the ancient and feudal Indian economy

The Golden Era and Economy

Village cities and market

Trade and colonial regime

2. Tribe-Caste-Class

The Varna system

The making of caste

Caste and division of labour

Colonization and social identity

MODULE II

1.State

Understanding state in ancient India

Governance and kinship ties

Colonial governance

2.Gender

Women's work in Colonial India.

Women's Education in the Colonial Period

Emergence of Women's Organizations

Women in the Nationalist Movement

3.Ecology and environment in pre-colonial India: some key features

Environmental changes in colonial India

Environmental protection and exploitation during the colonial rule

References

1. A.S Altekar, State and Government in Ancient India, Delhi
2. V.R Mehta, Foundations in Indian Political Thought, Manohar publisher, New Delhi, 1999
3. B.A Sale, Ancient Indian Political Thought and Institutions, University of Bombay, 1963
4. A. Appadorai, Indian Political Thinking through the Ages, Khanna Publishers, Delhi, 1992
5. Dubey, S.C. : Indian Village, London Routledge (1995)
6. Dubey, S.C.: Society in India, New Delhi.National Book Trust.
7. M.N.Srinivas: India: Social Structure New Delhi, Hindustan Publishing Corporation. 1980
8. Desai A.R: Social background of Indian Nationalism, Bombay Popular Prakashan.
9. Guha S: Environment and ethnicity in India 1200-1991, Cambridge university press.

INDIAN SOCIETY II

CORE

SEMESTER-V

UG/SOC/CO/5.1

Course outline: This course draws a broad picture of the Indian society in post-colonial and independent era. This course can be seen as a continuation of the course 'Indian society I'. The course is drawn over five major topics consisting of *economy, class and caste, state, gender and environment*.

Indian society II is a 50 marks course divided under 20 marks internal and 30 marks for semester exam. The internal assessment is further divided into 10 marks written exam and 10 marks assignment.

MODULE I

1. Economy

Neoliberal economy-emerging trends

2. Caste

Caste in Indian Politics

Dalit Politics

Secularization of caste

3. Class

Class in urban India

Class in rural India

MODULE II

4. State and Politics in Contemporary India

Nation, Democracy and Citizenship

State- Civil society Relationship

5. Gender

Women's Movement in Independent India

Violence against Women

Women and Education

6. Environment in post independent india

Environment and development in 50's and 60's

Sustainable development in recent times

REFERENCES

1. SrivastavNeelam, (2007) Secularism in the post-colonial Indian Novel, Routledge
2. RajanRajeswariSundar,(2001) Signposts: gender issues in post-independence India Rutgers University Press
3. Singh,Yogendra: Modernization of Indian Tradition Delhi: Thomson Press 1973.
4. G.S.Ghurye : Caste , Class and occupation, Popular Prakashan Bombay- 1950
5. Ooman,T.K. and R.N.Mukerjee: Indian Sociology : Reflections and Introspections, Popular Prakashan, Bombay 1986
6. Laine and Subba: Nature, Environment and Society: Conservation, Governance and Transformation of Nature in India, orient blackswan.
7. The brundtland Commission: Our common future, world commission on environment and development, OUP

Family, Marriage and Relationships

CORE
SEMESTER-V
UG/SOC/CO/5.2

The purpose of this course is to give an overview of the issues discussed by sociologists of families, marriage and relationships. The aim is to expose students to the wide diversities in family living that includes non-marital living arrangements. The term relationships recognize the increasing number of individuals forming commitments outside of legal marriage. It tackles a range of issues that are relevant to family life today like changing parenting practices with a focus on children and the implications that reproductive technologies have on family relations. It focuses on the various ways that gender plays out in families and on the areas where there has been little change in gender relations.

Assessment: The course is worth 50 marks. Out of 50, 20 marks will be reserved for internal assessment comprising of mid semester written test and an assignment of 10 marks each. The remainder of 30 marks will be reserved for end semester written examination.

Module I

1. **Family and Marriage:** The Meaning of Marriage and the Family; Theoretical Perspectives on the family; Kinship Terminologies and Practices; Marriage: Continuity and Change; Separation and Divorce. Methods for Studying families; Indian Families in Social Context.
2. **Family Diversity: Singles and their various living arrangements:** Living Alone; Living Alone Together; living with Parents; Communal Living; Single Parent Families; Step Families. Cohabitation: The Rise of Cohabitation; Types of Cohabitation; The Legal

Side of Living Together; The Effects on Children; Gay and Lesbian Cohabitation with Special Reference to India; Queering the family: Same Sex Marriage; Adoption by Gay and Lesbian Parents, Legal Issues in Gay and Lesbian Adoption.

3. **Gender and Family:** Feminist Approaches to the Family; Familial Ideology; Women's Experiences of the Family Life; Men's Experiences of becoming Husbands and Fathers; Division of Labour in Families; Women's Unpaid Caring Work; Motherhood and Mothering.

Module II

1.Planning Children and Contraception : The Decision to Parent: Social Influences in deciding to parent ;Preventing Pregnancies: Abortion, The Politics of Abortion, Contraception

2.Involuntary Infertility and Reproductive Technologies: Causes of infertility, Infertility Service and Reproductive Technology, Social and Ethical Issues in the use of ART;Adoption; The Adoption Process with Special Reference to India,Adoption of Older Children and Children with Disabilities, Adoption of Ethnic Minority Children.

3.Parenting: Gender and Parenting: Doing Motherhood; Single Mothers; Doing Fatherhood; Single Fathers; Social Class and Parenting; Parenting styles; Principles of Effective Parenting; Policing girls' sexuality; Parenting children with disabilities.

4.Violence and Abuse in Relationships: Explanations for Violence and Abuse in Relationships; Intimate Partner Violence; The Cycle of Violence; Violence among Same Gender, Bisexual and Transgender Couples; General Abuse of Children; Child Sexual Abuse; Parent and Elder Abuse.

Reading list

Arendell, Terry (Ed.) 1997. *Contemporary Parenting: Challenges and Issue*. Thousand Oaks, CA: Sage Publications

Bhargava, Vinita. 2005. *Adoption in India: Policies and Experiences*. New Delhi: Sage Publications.

Karve, Iravati. 1968. *Kinship Organization in India*. Asia Publishing House.

Knox, David and Caroline Schacht 2010.*Choices in Relationships: An Introduction to Marriage and the Family*.Wadsworth Cengage Learning.

Lamanna, Mary Ann and Agnes Riedman(Eds.) 2012. *Marriages, Families and Relationships: Making Choices in a Diverse Society*, 11th edition. Michigan: Wadsworth Cengage Learning

Scott, Jacqueline, Judith Treas, and Martin Richards (Eds.) 2004. *The Blackwell Companion to the Sociology of Families*. Oxford: Blackwell Publishing Ltd

Shah, A.M.1998. *The Family in India: Critical Essays*. Hyderabad: Orient Longman.

Strong, Bryan, Christine Devault and Theodore Cohen (Eds.) 2008. *The Marriage and Family Experience: Intimate Relationships in a Changing Society*. Belmont: Thomson Wadsworth.

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

Vanita,Ruth (Ed.)2002. *Queering India: Same Sex Love and Eroticism in Indian Culture and Society*. New York: Routledge.

Indian Social thought

CORE

SEMESTER-VI

UG/SOC/CO/6.1

Sociologists in India have often lagged behind other Social Science disciplines in exploring and analyzing pre-modern, pre-colonial social realities. This course attempts to give a brief outline of Indian society, culture and social thought in pre-colonial and colonial India. The purpose here is to articulate the changing nature and vast richness in thoughts and cultures of Indian Society. The course correlates the social processes with different social thinking and thoughts in Indian society from its classical antiquity to pre independent era by highlighting indigenous India's plural orientations and traditions and its interface with Colonial rule.

Assessment: The course is worth 50 marks. Out of 50, 20 marks will be reserved for internal assessment comprising of mid semester written test and an assignment of 10 marks each. The remainder of 30 marks will be reserved for end semester written examination.

MODULE –I (Marks: 25)

LATE MEDIEVAL PERIOD

1. Sufi Social Thought in medieval/feudal India:
2. Social Thought of Bhakti Movement Thinkers:
3. Rise of Regional languages and Different Regional Thinkers
4. Society and Culture in India in Sikh social thought

MODULE –II (Marks: 25)

COLONIAL PERIOD

5. Social Reform and Indian Social Thought of 18 and 19th century
 - a. Rammohan,
 - b. Vidyasaga,
 - c. Vivekananda

- d. Phule:
- e. Rabindranath
- f. Gandhi :
- g. Subhas Chandra Bose:
- h. Ambedkar

READINGS

1. V.P. Verma, *Modern Indian Political Thought*, Lakshmi Naryan Aggarwal, Agra, 1974.
2. A. Appadorai, *Indian Political Thinking through the Ages*, Khanna Publishers, Delhi, 1992.
3. J. Bandopandhyay, *Social and Political Thought of Gandhi*, Allied Publishers, Bombay, 1969.
4. T. Pantham, and K. Deustch (eds.), *Political Thought in Modern India*, Sage Publishers, New Delhi, 1986.
5. B. Parekh & T. Pantham (eds.), *Political Discourse: Exploration in Indian and Western Political Thought*, Sage, New Delhi, 1987.
6. M.N. Jha, *Political Thought in Modern India*, MeenakshiPrakashan, Meerut.
7. V.R. Mehta, *Indian Political Thought*, Manohar, New Delhi, 1996.
8. AbulFazal, *Ain-i-Akbari*, 2 Vols., Calcutta, Inded, Trans, Blochman Corrected and edited by J. Sarkar, Asram Society of Bengal, rep., New Delhi Imperial Book Depot, New Delhi, 1965.
9. V.R. Mehta, *Foundations of Indian Political Thought*, Manohar Publisher, New Delhi, 1999.
10. BulaBhadra, *Materialist Orientalism: Marx, 'Asiatic' Mode of Production and India* (Calcutta: PunthiPustak, 1989), pp. 508 + xvi.
11. B.K. Bhadra, *Mode of Production, Social Classes and the State* (1989). Jaipur: Rawat.

Gender and society

CORE
SEMESTER-VI
UG/SOC/CO/6.2

Course Objective:

The course introduces gender as a critical sociological lens of enquiry in relation to various social fields. It also interrogates the categories of gender, sex, and sexuality.

Course Outline:

Module-I

1. Gendering Sociology

2. Gender as a Social Construct

- 2.1. Gender, Sex, Sexuality
- 2.2. Production of Masculinity and Femininity

Module-II

3. Gender: Differences and Inequalities

- 3.1. Class, Caste, Intersectionality
- 3.2. Family, Work

4. Gender, Power and Resistance

- 4.1. Power, Subordination and violence
- 4.2. Resistance and Movements

COURSE CONTENTS AND ITINERARY

1. Gendering Sociology: [Week 1]

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

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

1.3 Strathern, Marilyn. 1987. “An Awkward Relationship: The Case of Feminism and Anthropology.” *Signs* 12(2):276-292.

2. Gender as a Social Construct

2.1 Gender, Sex, Sexuality [Weeks 2-3]

2.1.1 Sherry Ortner. 1974. “Is male to female as nature is to culture?” M.Z. Rosaldo and L. Lamphere (eds.) *Women, culture and society*. Stanford: Stanford University Press (pp. 67- 87).

2.1.2 Rubin, Gayle. 1984. “Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality” in Carole Vance, ed., *Pleasure and anger*. London: Routledge (pp 143-179).

2.1.3 Newton, Esther. 2000. “Of Yams, Grinders and Gays: The Anthropology of Homosexuality” in *Margaret Mead Made Me*

Gay: Personal Essays, Public Ideas. London: Duke University Press (pp 229- 237).

2.2 Production of Masculinity and Femininity [Weeks 4-6]

2.2.1 Halberstam, Judith. 1998. "An Introduction to Female Masculinity: Masculinity without Men" in *Female Masculinity*. London: Duke University Press (Also Delhi: Zubaan 2012 Reprint) (pp 1-43).

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

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

3. Differences and Inequalities

3.1 Class, Caste [Weeks 7-8]

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

3.1.2 LeelaDube 1996 "Caste and Women" in M.N.Srinivas (ed.) *Caste: Its twentieth century avatar*, New Delhi: Penguin (pp 1-27).

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

3.2 Family, Work [Weeks 9-10]

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

3.2.2 Palriwala, Rajni. 1999. "Negotiating Patriliney: Intra-household Consumption and Authority in Rajasthan (India)", in RajniPalriwala and Carla Risseuw (eds.), *Shifting Circles of Support: Contextualising kinship and gender relations in South Asia and Sub-Saharan Africa*. Delhi: Sage Publications [pp.190-220]

4. Gender, Power and Resistance

4.1. Power and Subordination [Weeks 11-12]

4.1.1 Candace West and Don H. Zimmerman. 2002. "Doing Gender" in S.Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge [pp 42-47].

4.1.2 Susie, Tharu and TejaswiniNiranjana. 1999. „Problems for a contemporary theory of gender“ in NiveditaMenon (ed.) *Gender and Politics in India*, New Delhi: Oxford University Press [pp 494-525].

4.1.3 Abu-Lughod, Lila. 2002. "Do Muslim Women Really Need Saving?: Anthropological Reflections on Cultural Relativism and its Others." *American Anthropologist* 104 (3) [pp 783-790].

4.2. Resistance and Movements (Weeks 13-14)

4.2.1 Kandiyoti, Deniz. 1991 "Bargaining with Patriarchy" in Judith Lorber

and Susan A. Farrell (eds.) *The Social Construction of Gender*, New Delhi: Sage Publications [pp.104-118].

4.2.2 Hill-Collins, Patricia. 2002. "Learning from the outsider within" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*.

London: Routledge [pp 69-78].

4.2.3 Kumar, Radha. 1999. "From Chipko to Sati: The Contemporary Indian Women's Movement" In Nivedita Menon (ed.) *Gender and Politics in India*. New Delhi: Oxford University Press [pp342-369].

[Projects, feature films and documentaries screenings, field-work oriented tasks will be the integral part of the course].

Religion and Society

DISCIPLINE SPECIFIC ELECTIVE

SEMESTER-V

UG/SOC/DSE/5.1

It is of pressing concern that religion and society embraces a wider range of issues, understanding of religious development, forms of religious pluralism and dynamics of religion in society. Many of these issues are incorporated in this syllabus to create consciousness about its present forms. This also provides an assessment of the present state of religious studies and its potential for the future.

Assessment: The course is worth 50 marks. Out of 50, 20 marks will be reserved for internal assessment comprising of mid semester written test and an assignment of 10 marks each. The remainder of 30 marks will be reserved for end semester written examination.

MODULE-I

1. Understanding Religion: A Social Science Approach
2. Emile Durkheim
3. Karl Marx
4. Max Weber

MODULE-II

5. Culture and Folk Religion
6. Different Religions: Hinduism , Islam, Buddhism and Christianity
7. Religion , Power and Violence
8. The Rise of New Religions

Readings:

Emile Durkheim (1955) The Elementary Forms of the Religious Life.

Ferdinando Sardella and Ruby Sain(2013) The Sociology of Religion in India Past Present and Future

Grace Davie(2009) The Sociology of Religion

T.N.Madan (2008) Religion in India

Peter Clarke(2010) The Oxford Handbook of the Sociology of Religion

Peter Berger (1960) The Sacred Canopy.

Childhood and Society

DISCIPLINE SPECIFIC Elective

SEMESTER-V

UG/SOC/DSE/5.2

Prior to the 1980s children were on the margins of sociology. In the 1980s, a growing number of European and American scholars called attention to the relative absence of children in the knowledge of the social sciences. They argued that children should be studied in their own right, as full social actors, rather than being framed primarily as adults-in-training or as problems for the adult social order. This course attempts to situate the issue of global childhoods with specificity of childhood in India. Currently, this subarea of Sociology is one of the most challenging and motivating concern of contemporary India and full of potentialities also for our sociological imagination.

Assessment: The course is worth 50 marks. Out of 50, 20 marks will be reserved for internal assessment comprising of mid semester written test and an assignment of 10 marks each. The remainder of 30 marks will be reserved for end semester written examination.

Module-I

Knowing Children: Theory and Method in the Study of Sociology of Childhood: 8 lectures

1. Historical Views of Childhood and Children: 6 lectures
2. Pre UNCRC Childhood Conventions 6 lectures
3. UNCRC: Implications and Implementations 7 lectures

Module-II

Children, Childhood, Families and Social Change: 6 lectures

4. Childhood, Market and Consumption 9 lectures

5. Childhood in India -Children, State, Policies and Processes 6 lectures
6. Marginalised Children of India: 8 lectures

READINGS:

1. K. Cregan and D. Cuthbert (2014), *Global Childhoods*. London: Sage.
2. W. A. Corsaro (2011), *The Sociology of Childhood*. Los Angeles. Sage.
3. A. James and A. L. James (2004), *Constructing Childhood: Theory, Policy and Social Practices*. New York: Palgrave Macmillan.
4. B. Bhadra ed. (2014) *Sociology of Childhood and Youth: Themes in Indian Sociology. Series, Vol.3* New Delhi: Sage Publications
5. S.Livingstone (2002): *Young People and New Media*. London:Sage
6. *D.Buckingham (2011) The Material Child: Growing Up in Consumer Culture. Cambridge: Polity Press*
7. *D.Buckingham and V.Tingstad eds.(2010) Childhood and Consumer Culture. New York: Palgrave Macmillan*
8. *S.Balagopalan(2011)Introduction: Children's Lives and the Indian Context. Childhood Vol 18 No.3: 291-297.*
9. S,Balagopalan (2014) *Inhabiting 'Childhood': Children, Labour and Schooling in Postcolonial India*. Palgrave Macmillan

Early Indian society and culture

DISCIPLINE SPECIFIC ELECTIVE

SEMESTER-V

UG/SOC/DSE/5.3

Sociologists in India have often lagged behind other Social Science disciplines in exploring and analysing pre-modern, pre-colonial social realities. This course attempts to give a brief outline of Indian society, culture and social thought in pre-colonial and colonial India. The purpose here is to articulate the changing nature and vast richness in thoughts and cultures of Indian Society. The course correlates the social processes with different social thinking and thoughts in Indian society from its classical antiquity to pre independent era by highlighting indigenous India's plural orientations and traditions and its interface with Colonial rule.

Assessment: The course is worth 50 marks. Out of 50, 20 marks will be reserved for internal assessment comprising of mid semester written test and an assignment of 10 marks each. The remainder of 30 marks will be reserved for end semester written examination.

MODULE –I (Marks: 25)

1. Society and Culture in Ramayana and Mahabharata:
2. Society and Culture in Vedas:
3. Society and Culture in Dharmasatra and Dharmasutra
4. Society and Culture in Arthasastra :

MODULE –II (Marks: 25)

5. Buddhist and social thinkers on Society and Culture in India:
6. Jain social thinkers on Society and Culture in India:
7. Society and Culture in India in Sanhitas and Kamasutra :
8. Society and Culture in Sukranitisara :

READINGS

1. U.N. Ghosal, A History of Indian Political Ideas, OUP, Mumbai, 1968
2. A S Altekar, State and Government in Ancient India, Delhi, MotilalBanarasidas, Delhi, 1966.
3. S.K. Belvalkar, Mahabharata :SantiParvam, 1954.
4. C. Drekmeir, Kingship and Community in Early India, Berkeley, University of California, Press, 1962.
5. K.P. Jaiswal, Hindu Polity, Butterworth, Calcutta, 1924.
6. G.C. Pandey, Jaina Political Thought, Jaipur PrakritBharti, 1984.
7. B.A. Sale tore, Ancient Indian Political Thought and Institutions, University of Bombay, Bombay, 1963.
8. R.S. Sharma, Aspects of Political ideas and institutions in Ancient India, Delhi, 1959

Environment and society

DISCIPLINE SPECIFIC ELECTIVE

SEMESTER-V

UG/SOC/DSE/5.4

Course Objective:

This course is designed to introduce students to the core debates of environmental sociology, different approaches within the sub-discipline and how these approaches may be used to understand environmental issues and movements in

India.

Outline:

MODULE-I

1. Envisioning Environmental Sociology

1.1. What is Environmental Sociology?

1.2. Realist-Constructionist Debate.

2. Approaches

2.1 Treadmill of Production

2.2 Ecological Modernization

2.3 Risk

2.4 Ecofeminism and Feminist Environmentalism

2.5 Political Ecology

MODULE-II

3. Environmental Movements in India

3.1 Forest based movement – Chipko

3.2 Water based movement – Narmada

3.3 Land based movements – Anti-mining and Seed

C O U R S E CONTENTS AND ITINERARY

1. Envisioning Environmental Sociology [Weeks 1-3]

1.1.1. Bell, MM. (2008). *An Invitation to Environmental Sociology*. Thousand Oaks, CA: Sage 3rd ed. Ch 1.(pp. 1-5).

1.1.2. Hannigan, J. A. (1995). *Environmental Sociology*.Routledge, London and New York, 2nd ed. Ch1 and 2. (pp. 10-15,16 - 35).

1.2.1. Leahy, T. (2007). *Sociology and the Environment*. Public Sociology: An Introduction to Australian Society. Eds. Germov, John and Marilyn, Poole. NSW: Allen & Unwin, Ch 21 (pp. 431-442).

1.2.2. Evanoff, R. J. (2005). Reconciling realism and constructivism in environmental ethics. *Environmental Values*, 61-81.

2. Approaches [Weeks 4-10]

2.1.1. Gould, K. A., Pellow, D. N., & Schnaiberg, A. (2004). Interrogating the Treadmill of Production: Everything You Wanted to Know about the Treadmill but Were Afraid to Ask. *Organization & Environment*, 17(3), 296-316.

2.1.2. Wright, E. O. (2004). Interrogating the Treadmill of Production: Some Questions I Still Want to Know about and Am Not Afraid to Ask. *Organization & Environment*, 17(3), 317-322.

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

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

2.2.3. O'Connor, J. (1994). Is sustainable capitalism possible. Is capitalism sustainable? *Political Economy and the Politics of Ecology*. The Guilford Press. Ch . (pp.152-175).

2.3.1. Beck, U. (2006). Living in the world risk society: A Hobhouse Memorial Public Lecture given on Wednesday 15 February 2006 at the London School of Economics. *Economy and Society*, 35(3), 329- 345.

2.4.1. Shiva, V. (1988). Women in Nature. In *Staying Alive: Women, Ecology and Development*. Zed Books. Ch 3. (pp.38-54).

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

2.5.1. Robbins, P. (2011). *Political Ecology: A Critical Introduction* (Vol. 16). Wiley and Sons Ltd. East Sussex, U.K. Ch 1 (pp.10-25).

3. Environmental Movements in India [Weeks 11-14]

3.1.1. Guha, R. Chipko : Social history of an environmental movement. In Ghanshyam Shah ed.(2002). *Social Movements and the State* (Vol. 4). Sage Publications Pvt. Ltd., Ch. 16 (pp.423-454).

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

3.3.1. Padel, F., & Das, S. (2008). Orissa's highland clearances: The reality gap in R & R. *Social Change*, 38(4), 576-608.

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

[Projects, feature films and documentary screenings and field visits will be undertaken by students through the course]

SUGGESTED READINGS

Students will not be examined on the suggested readings but may use them for projects, and presentations that will be woven into the course.

Guha, R., &Alier, J. M. (1998). The environmentalism of the poor. In *Varieties of environmentalism: Essays North and South*. New Delhi: Oxford University

Press.

Osofsky, H. M. (2003). Defining Sustainable Development after Earth Summit 2002. *Loy. LA Int'l & Comp. L. Rev.*, 26, 111.

Baviskar, A. (1999). *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Oxford University Press

Youth and Society

DISCIPLINE SPECIFIC ELECTIVE-05

SEMESTER-VI

UG/SOC/DSE/6.1

This course addresses core questions about youth from a sociological perspective. This course aims to acquire broad understanding of the theoretical and empirical approaches taken to understand the shifting social construction of youth and the cultural and institutional forces that shape the social experiences of youth focusing both on global and Indian youth.

Assessment: The course is worth 50 marks. Out of 50, 20 marks will be reserved for internal assessment comprising of mid semester written test and an assignment of 10 marks each. The remainder of 30 marks will be reserved for end semester written examination.

Module-I (Marks: 25)

1. Defining, Theorizing and Researching Youth:
2. Youth Hybridity and Globalized World
3. Young People, Social Networks and Social Capital:
4. Youth, Family and Social Change :

Module-II (Marks: 25)

5. Youth, Politics and State:
6. Through the Lens of Indian Youth: Specific Problems to the Youth
7. Youth Policies in India :

READINGS:

10. B. Bhadra ed. (2014) *Sociology of Childhood and Youth: Themes in Indian Sociology. Series, Vol.3* New Delhi: Sage Publications
11. M. Ciesilk and D. Simpson (2013), *Key Concepts in Youth Studies*. Los Angeles. Sage.
12. P. Ronald deSouza et al, eds. (2009) *Indian Youth in a Transforming World*. New Delhi: Sage Publications.
13. P. Nilan and C. Feixa eds. (2006) *Global Youth? Hybrid Identities, Plural Worlds*. London: Routledge.
14. *State of the Urban Youth, India 2012:Employment, Livelihoods, Skills* (2013) edited and published by Padma Prakash for IRIS Knowledge Foundation. Commissioned by UN-HABITAT's Global Urban Youth Research Network
15. A.Wierenga (2008). *Young People Making a Life*. Palgrave Macmillan

16. K.E.Riele (ed.)(2009). *Making Schools Different: Alternative Approaches to Educating Young People*. Sage.
17. H.Helve and K. Evans (eds) (2013) T, *Youth and work transitions in changing social landscapes*, Tuffnell Press, London.
18. *Youth in contemporary India : Images of Identity and Social Change*, Springer, 2013, edition

VISUAL CULTURE

DISCIPLINE SPECIFIC ELECTIVE

SEMESTER-VI

UG/SOC/DSE/6.2

This course introduces the students to the world of visuals in the context of modernity. It explores visuals as representations of social reality. It intends to sensitize the students about the substantive issues and methods , specific to the study visual culture and practices. This course also seeks to provide an image of modern India through visual representations of diverse forms.

MODULE-I

Visual culture and Modernity: the hegemony of vision

Barthes Roland. *Camera Lucida: Reflections on Photography*, New York: Hill and Wang. 1981.

Berger, J . *Ways of Seeing*.London: British Broadcasting, 1972

Berger, John .“ Appearances”. in *Another Way of Telling*, edited by J. Berger and J. Mohr , Cambridge: Granta Books, 1982. p 81–130

Debord, Guy. *Society of the Spectacle*.Detroit:Black and Red.1983

McQuire, S. *Visions of Modernity: Representation, Memory, Time and Space in the Age of the Camera*. London: Sage Publications, 1998. p 47

Mitchell, W. J T 'Showing Seeing: a Critique of Visual Culture' in *Journal of Visual Culture*, Aug 2002 vol. 1 no. 2

Representation: meaning, language, discourse, power

Barthes R . *Mythologies*, Selected and Translated by A Lavers, Vintage 1993 (1972)

Bourdieu P 'Identity and Representation: Elements for a Critical Reflections on the Idea of Region' in J B Thompson (ed.) *Language and Symbolic Power* .Cambridge: Polity. 1991

Hall S (ed.) *Representation: Cultural Representations and Signifying Practices*, Sage 1997

Foucault, M. *Discipline and Punish: The Birth of Prison*. New York: Vintage, 1979

Mirzoeff, N. 'The Right to Look, or How to Think with and AGAINST Visuality' in *The Right to Look: A Counter history of Visuality*, Durham, NC: Duke UP, 2011

Ranciere, J, 'Problems and Transformations of Critical Art' in *Aesthetics and Its Discontents*. Cambridge, UK: Polity, 2003

Visual Sociology: history, scope, limitation.

Chaplin, E. *Sociology and Visual Representation*, London and New York: Routledge. 1994.

Fyfe, G and Law, J. "On the Invisibility of the Visual". Editors' Introduction in *Picturing Power: Visual Depiction and Social Relations*, edited by G. Fyfe and J. Law ,London: Routledge, 1988. p.1-14

Grady , John. "Becoming A Visual Sociologist". *Sociological Imagination*. 38, no. 1/2. (2001): 84

Harper, Douglas, "Visual Sociology: Expanding Sociological Vision". *The American Sociologist*. Spring. (1988): 61

Visual Methods: impact of documentary photography, positivistic frame, anti-positivistic frame, alternative visual-specific method, steps, forms.

Chaplin, E. "My Visual Diary". in *Picturing the Social Landscape: Visual Methods in the Sociological Imagination*. Edited by Knowles, Caroline and Sweetman, Paul. London: Routledge. 2004

Collier, J and Collier, M. *Visual Anthropology: Photography as a Research Method*. Albuquerque: University of New Mexico Press. 1986

Harper, D. "An Argument for Visual Sociology". in *Image-based Research: A Sourcebook for Qualitative Researchers*. Edited by J. Prosser, London: Falmer Press, 1998a. p. 24-41

"On the Authority of the Image: Visual Methods at the Cross roads". in *Collecting and Interpreting Qualitative Materials*, edited by N. Denzin and Y. Lincoln, London: Sage Publications, 1998b. p 130-149

Pink, Sarah. *Doing Visual Ethnography: Images, Media and Representation in Research*. London: Sage, 2001

Pink, Sarah. "An Urban Tour". *Ethnography*, 9.No.2(2008): 175-196

Suchar, Charles. S. "Grounding Visual Sociology Research In Shooting Scripts". *Qualitative Sociology*, Vol 20.No. 1. 1997

Module II

Visuals distinguishing 'Indian modern' : films, cartoons, sculpture, painting, poster art, comic books, cartography

Chakrabarti D, *The Cartoon of a Bengali Lady Clerk: A Repertoire of Sociological Data in S Visvanathan (ed.) Culture and Society*, vol 9, Sage :India 283-300 (originally published in *Sociological Bulletin*, vol. 53, no. 2, May- August, 2004: 251-262)

Chatterji R. 'Global Events and Local Narratives: 9/11 and the Chitrakaars' in *Speaking with Pictures: Folk Art and Narrative Tradition in India*.

Devadawson C R , *Out of Line: Cartoons, Caricature and Contemporary India*, Orient Blackswan 2014

Jindal A, *Sociological Research on Films*, in S Visvanathan (ed.) *Culture and Society*, vol 9, Sage :India 283-300 (originally published in *Sociological Bulletin* vol 9. No. 2 (Sept, 1960:56-72)

MacDougall D. 'Photo Hierarchicus: Signs and Mirrors in Indian Photography' in *Indian Photography, Visual Anthropology*, 1992, 5 (2): 103-29

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

Ramaswamy s (ed.) *Beyond Appearances? Visual Practices and Ideologies in Modern India*, Sage:India

SOCIAL CHANGE AND COLLECTIVE ACTION

DISCIPLINE SPECIFIC ELECTIVE-07

SEMESTER-VI

UG/SOC/DSE/6.3

The Course wraps around social change and the effect of collective actions. It tries to theorize the change, specially the social change and further indulges into studying the social movements focusing in India.

Social change and collective action is a 50 marks course divided under 20 marks internal and 30 marks for semester exam. The internal assessment is further divided into 10 marks written exam and 10 marks assignment.

MODULE I

A. SOCIAL CHANGE

Change and resistance

Meaning, forms and theories of change

Social change and collective action

B. STUDYING COLLECTIVE BEHAVIOUR

- a. Localized Collectivities: Crowds
- b. Mobs and Riots

MODULE II

C. SOCIAL MOVEMENTS

Explaining social movements (theories)

Types of social movement

Stages and levels of social movements

D. MOVEMENTS IN INDIA

Women's movement in india

Dalit movement
Tribal movement

REFERENCES

1. Smelser, Neil J. 1963. *Theory of Collective Behavior*. New York: Free Press.
2. Turner, Ralph and Lewis M. Killian. 1993. *Collective Behavior*. 4th ed. Englewood Cliffs, N. J., Prentice Hall.
3. Melucci, Alberto. 1994. "A Strange Kind of Newness: What's "New" in New Social Movements?" Pp. 101-130 in Enrique Larana, Hank Johnston, and Joseph Gusfield (eds). *New Social Movements*. Philadelphia: Temple University Press.
4. Etzioni, HE: Social Change
5. Smith, AD: The Concept of Social Change
6. Nisbet, RA: Social Change and History
7. Shah, G: Social Movements in India
8. Munda, R.D, Mullick S.B: The Jharkhand Movement: Indigenous Peoples' Struggle for Autonomy in India, International Work Group for Indigenous Affairs (IWGIA) (2003)

GENERAL SOCIOLOGY

GENERIC ELECTIVE

SEMESTER 1

UG/SOC/GE/1.1

OBJECTIVE: this paper introduces the discipline to the students. It discusses the basic concepts, culture as well as looks into the origin and rise of this new discipline called sociology.

1. INTRODUCTION TO SOCIOLOGY
 - a. NATURE AND SCOPE
 - b. RELATIONSHIP OF SOCIOLOGY WITH OTHER SCIENCES
2. BASIC CONCEPTS
SOCIETY, COMMUNITY, INSTITUTION, ASSOCIATION, GROUPS, SOCIAL STRUCTURES, NORMS, VALUES, STATUS AND ROLE, FOLKWAYS AND MORES, FAMILY, MARRIAGE, KINSHIP, SOCIAL PROCESS, SOCIAL CONTROL, SOCIAL STRATIFICATION, SOCIAL EVOLUTION, SOCIAL CHANGE
3. CULTURE AND SOCIETY
4. SOCIOLOGICAL THOUGHT : ORIGIN AND DEVELOPMENT

REFERNCES

1. ALEX INKLES, *WHAT IS SOCIOLOGY: AN INTRODUCTION TO THE DISCIPLINE AND PROFESSION*, PRENTICE HALL, 1964
2. GISBERT, *FUNDAMENTALS OF SOCIOLOGY*, ORIENT BLACKSWAN, 1973
3. GIDDENS, *SOCIOLOGY*, POLITY PRESS

INDIAN SOCIETY

GENERIC ELECTIVE

SEMESTER-II

UG/SOC/GE/2.1

OBJECTIVE: THIS COURSE SEEKS TO PROVIDE AN INTERDISCIPLINARY INTRODUCTION TO INDIAN SOCIETY

1. INDIAN SOCIETY
 - a. PRE-COLONIAL
 - b. COLONIAL
 - c. POST COLONIAL
2. FAMILY AND JOINT FAMILY : ITS CHANGING ROLE IN MODERN INDIA
3. CASTE SYSTEM: NATURE, FUNCTION, CASTE AND POLITICS, CONCEPT OF BACKWARD CASTE
4. TRIBES: NATURE, TYPE, PROBLEM OF ASSIMILATION, TRIBE-CASTE CONTINUUM
5. INDUSTRIALIZATION: GROWTH OF INDUSTRIES, IMPACT OF SOCIETY, MODERNIZATION, GLOBALIZATION
6. SOCIAL PROBLEMS: NATURE, APPROACHES, SOCIAL DISORGANIZATION, WOMEN AND CHILDREN
7. VILLAGE POWERS: STRUCTURES
8. RURAL DEVELOPMENT
9. AGRARIAN STRUCTURE IN INDIA
10. CURRENT SOCIOLOGICAL ISSUES: NATIONALISM, ETHNICITY, COMMUNALISM AND TERRORISM

REFERENCES

1. Cohn, Bernard. *India: Social Anthropology of a Civilization*, Delhi: OUP. Chapters 1, 3, 5 & 8 (1-7, 24-31, 51-59, 79-97)
2. Breman, Jan. 'The Village in Focus' from the *Village Asia Revisited*, Delhi: OUP 1997. Pp. 15-64
3. Cohn, Bernard, *An Anthropologist Among Historians and Other Essays*, Delhi: OUP, 1987, Chapters. 4 and 6. Pp.78-85 & 100 – 135
4. Guha, Ramchandra 2010, „Between Anthropology and Literature: The Ethnographies of Verrier Elwin“ in Patricia Uberoi, Satish Deshpande and Nandini Sundar (eds) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black

5. Munshi, Indra 2004, „Verrier Elwin and Tribal Development“ in T.B. Subba and Sujit Som (eds) *Between Ethnography and Fiction: Verrier Elwin and the Tribal Question in India*, New Delhi: Orient Longman
6. Mines, Diane P. *Caste in India*. Ann Arbor, Mich.: Association for Asian Studies, 2009. Pp. 1-35
7. Fuller, C. J. *The Camphor Flame: Popular Hinduism and Society in India*. Delhi: Viking, 1992. Chapter 1. Pp. 3 – 28.
8. 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.
9. 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
10. 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
11. Chatterjee, Partha. *State and Politics in India*. Delhi: Oxford University Press, 1997. Introduction: A Political History of Independent India. Pp. 1-39
12. 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

Rethinking Development

GENERIC ELECTIVE

SEMESTER –III

UG/SOC/GE/3.1

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.

Outline:

- 1. Unpacking Development**
- 2. Theorizing Development**
- 3. Developmental Regimes in India**
- 4. Issues in Developmental Praxis**

Course Contents and Itinerary

1. Unpacking Development

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

2.1 Harrison, David. *The Sociology Of Modernization And Development*. London: Routledge, 1991. Chapters 1 & 2. Pp. 1 – 54

80

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

3.1 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

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

Family and Intimacy

GENERIC ELECTIVE

SEMESTER-IV

UG/SOC/GE/4.1

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?**
- 2. Family and Intimacy: Themes and Accounts**
- 3. Family and Intimacy: Critiques and Transformations**

Course Contents and Itinerary

1. What is Family?

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: BasicBooks, 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

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

3.1 Barrett, Michele, and Mary McIntosh. *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 – 123

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

3.4 Therborn, Goran. *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

Reading, Writing and Reasoning for Sociology

SKILL ENHANCEMENT

SEMESTER- III

UG/SOC/SEC/3.1

Course Objective:

Reading and writing academic prose is not the same as the performance of these activities in ordinary language, yet these are the skills that are never taught, except perhaps in tutorial systems (where they exist). Unlike most language courses that lean towards literature or functional skills, this is a crash course in survival techniques for developing literacy in academic language. It consists of a graded series of reading and writing exercises using ‘real’ texts from the social sciences that will enable students to tackle text-related tasks with confidence. There is a conscious attempt to generate synergies by mirroring the reading and writing exercises.

Course Outline:

1. Introduction: The virtues of repetition

2. Techniques for reading academic texts

2.1 Grasping the whole: How to get an overview

2.2 Divide and conquer: Taking texts apart

2.3 Getting outside help: Recruiting extra resources

3. How to begin writing academic prose

- 3.1 Building a structure: What do you want to say?
- 3.2 Working with blocks: Sections, paras, sentences
- 3.3 Borrowing material: Paraphrasing, quoting, citing

4. Final sessions: peer reviewing

COURSE CONTENTS AND ITINERARY

1. Introduction: The virtues of repetition [Week 1]

Academic reading and writing is really all about re-reading and rewriting – about repeatedly reworking a text until some provisional goal is achieved.

- 1.1 Assignment, Day 1: Read a short (1-2 page) academic text of moderate difficulty and summarize it in one paragraph (3-4 sentences). (This is without prior guidance by the instructor).
- 1.2 Assignment, Day 2: Re-read the same text and re-write the summary after a brief discussion of CONTENT (does the summary contain most of the most important points made in the text?)
- 1.3 Assignment, Day 3: Re-read the same text and re-write the summary again after a brief discussion of FORM (is the summary well structured, clear and effective?)

2. Techniques for reading academic texts [Weeks 2–7]

2.1 Grasping the whole: How to get an overview

- 2.1.2 Titles as the shortest summary of a text
- 2.1.3 Good and bad titles
- 2.1.4 Section headings (where present)
- 2.1.5 Introductions and Conclusions
- 2.1.6 Identifying important passages and sentences

2.2 Divide and conquer: Taking texts apart

- 2.2.1 Beginning, middle and conclusion – stages of argument

2.2.2 The architecture of arguments: main, subsidiary, minor

2.2.3 Everything is not equally important: Distribution of emphasis

2.3 Getting outside help: Recruiting extra resources

2.3.1 Isolating words & terms: Dictionaries, Encyclopedias

2.3.2 Contextualising texts with quick background research

2.3.3 Productive ways of asking for help from teachers/tutors

3. Techniques for writing academic prose [Weeks 8–13]

3.1 Building a structure: What do you want to say?

3.1.1 Beginning, middle and conclusion – stages of argument

3.1.2 The architecture of arguments: main, subsidiary, minor

3.1.3 Everything is not equally important: Distribution of emphasis

3.2 Working with blocks: Sections, Paragraphs, Sentences

3.2.1 How many sections? Job descriptions for each section

3.2.2 Paragraphs as key building blocks of academic prose

3.2.3 Sentences and punctuation; length, balance, continuity

3.3 Borrowing material: Paraphrasing, Quoting, Citing

3.3.1 The difference between paraphrasing and plagiarism

3.3.2 Quotations: When? Why? How?

3.3.3 Citation styles

3.3.4 Productive ways of asking for help from teachers/tutors

4. Final sessions: peer reviewing [Week 14]

The ability to judge and evaluate is a crucial skill, particularly when applied to oneself. Students will practice evaluating each other's work throughout the semester, but the last week can be formalized and stepped up into a more elaborate exercise.

4.1 Assignment, Day 1: The whole class does an individualized, two-part composite reading and

writing exercise designed by the instructor based on semester long experience of student abilities and interests.

4.2 Assignment, Day 2: The reading part of the individual assignment is randomly distributed for students to evaluate and comment on their colleagues' work. The instructor moderates discussion of strengths and weaknesses, highlighting techniques for recognizing quality (or its lack).

4.3 Assignment, Day 3: The writing part of the assignment is similarly distributed and evaluated through interactive, moderated discussion.

Note:

Through this course, students should learn how to recognize good or bad writing and should be equipped with the elementary techniques for 'repairing' bad or damaged prose. The course will be preceded by a workshop for teachers. Short extracts for class exercises will be culled from classic and contemporary social science texts of varying levels of difficulty and of different genres and styles. The actual set of texts will be decided at the preparatory workshop. Examples could include:

Keynes, John Maynard (1936) *The general theory of employment, interest and money*, Palgrave Macmillan, United Kingdom

Parsons, Talcott (1951): *The social system*, Glencoe III, Free Press

Douglas, Mary (1986) *How institutions think*, Syracuse University Press, Syracuse, New York.

RomilaThapar (2004) *Somanatha: The many voices of history*, Penguin Books, India

Sunil Khilnani (1997) *The idea of India*, Penguin Books.

Louis Dumont (1980) *Homo Hierarchicus*, University of Chicago Press.

Well-known guides to academic writing (such as Howard Becker's *Writing for Social Scientists*) will also be used where appropriate

Doing Ethnographies

SKILL ENHANCEMENT

SEMESTER-IV

UG/SOC/SEC/4.1

Module I

1. Introduction to Ethnography and presence in the field
2. Anthropological Journeys: Glimpses of anthropological monographs
3. Being There:
 - a) Building rapport in the field; understanding the universe; interviewing informants
 - b) Art of Listening: Hearing narratives; testimonies, documenting head notes
 - c) Ethnographic Diary: Art of documenting everyday life
 - d) Observation: Participant and Non-participant; Art of observing the ordinary and banal.
 - e) Public Records and Institutions and Ethnographic fieldwork

Module II

4. Writing Ethnographic Report: arranging field notes, transcribing interviews, recollecting head notes, coding/decoding, situating ethnography within the discursive field, relevant theories of knowledge etc.
5. Ethnographic Report Writing and Ethnographer: Issues of secrecy, confidentiality, ethics of public knowledge; Problems of representation.

Course Reading Material and Itinerary

1. Introduction to Ethnography and presence in the field [Week 1]

Hammersly, M. and P. Atkinson. 1983. *Ethnography: Principles in Practice*. London: Routledge

Emerson, R.M. and et al. 1995. *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.

2. Anthropological Journeys: Glimpses of anthropological monographs [Week 2-4]

Malinowski, B. 1932. *Argonauts of the Western Pacific: An Account of the Native Enterprise and Adventure in the Archipelagos of Melanesian New Guinea*. London: George Routledge & Sons LTD.

Evans-Pritchard, E.E. 1940. *The Nuer: A Description of Modes of Livelihood and Political Institutions of the Nilotic People*. Oxford: OUP.

Geertz, C. 1973. *Interpretation of Cultures: Selected Essays* (section on *Deep Play*). New York: Basic Books.

Srinivas, M.N. 1976. *Remembered Village*. Oxford: OUP.

3. Being There [Week 5-9]

Watson, C.A. 1999. *Being There: Fieldwork in Anthropology*, London: Pluto Press.

Gardner, K. 1997. *Songs at the River's Edge: Stories from a Bangladeshi Village*. London: Pluto Press.

Hammersly, M. and P. Atkinson. 1983. *Ethnography: Principles in Practice*. London: Routledge

Emerson, R.M. and et al. 1995. *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.

4. Writing Ethnographic Report: arranging field notes, transcribing interviews, recollecting head notes, coding/decoding, situating ethnography within the discursive field, relevant theories of knowledge etc. [10-13]

Hammersly, M. and P. Atkinson. 1983. *Ethnography: Principles in Practice*. London: Routledge

Emerson, R.M. and et al. 1995. *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.

5. Ethnographic Report Writing and Ethnographer: Issues of secrecy, confidentiality, ethics of public knowledge; Problems of representation. [Week 14-16]

Cassell, J. and Sue-Ellen Jacobs. 1984. *A Handbook on Ethical Issues in Anthropology*. A special publication of the American Anthropological Association number 23. Available at

http://www.psi.uba.ar/academica/carrerasdegrado/psicologia/sitios_catedras/obligatorias/723_etica2/material/normativas/handbook_on_ethical_issues_in_anthropology.pdf

Caplan, P. ed. 2003. *The Ethics of Anthropology: Debates and Dilemmas*. London: Routledge.

Association of Social Anthropologists of the UK and the Commonwealth. *Ethical Guidelines for Good Research Practice*. Available at https://www.theasa.org/downloads/ethics/Ethical_guidelines.pdf