

## Cover Page

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Item No. \_\_\_\_\_

**UNIVERSITY OF MUMBAI****Syllabus for Approval**

Sr. No.	Heading	Particulars
1	Title of the Course	M.A. HONOURS SOCIOLOGY
2	Eligibility for Admission	Bachelor Degree
3	Passing Marks	Weightage 50% Marks B.A. Exam 50% Entrance Exam
4	Ordinances / Regulations ( if any)	—
5	No. of Years / Semesters	Two Years [ Four semesters ]
6	Level	<input checked="" type="checkbox"/> P.G. / <input type="checkbox"/> U.G. / <input type="checkbox"/> Diploma / <input type="checkbox"/> Certificate ( Strike out which is not applicable)
7	Pattern	<input checked="" type="checkbox"/> Yearly / <input type="checkbox"/> Semester ( Strike out which is not applicable)
8	Status	<input checked="" type="checkbox"/> New / <input type="checkbox"/> Revised ( Strike out which is not applicable)
9	To be implemented from Academic Year	From Academic Year 2016-17

Date: 24/05/2016

Signature :

Name of BOS Chairperson / Dean :

**University of Mumbai**



Masters of Arts (M.A.) Degree Program  
Four Semesters/ Two Years

# **M.A. (HONOURS) SOCIOLOGY**

**SEMESTER- I & II**

**&**

# **M.A. - SOCIOLOGY**

**SEMESTER- I & II**

**Choice-Based Credit System**

**To be implemented from 2016-17**

**M.G.Ranade Bhavan , Vidyanagri, Kalina Santacruz (East), Mumbai-400098.  
Telephone-022-2652247**

## MASTER OF ARTS (HONOURS) IN SOCIOLOGY

The Department of Sociology, University of Mumbai initiated M.A.(Honours) Programme in Sociology in the Academic year 2008-2009 and it was modified in 2014-15. It is two Year Programme based on the Choice-Based Credit System, spread into Four Semesters.

**Credit:** One credit is equal to one hour teaching per week per semester for 15 weeks.

**Course credits:** Each course has 6 credits. Out of these, four credits are central teaching component (2/3 component) and two credits are for extension component (1/3 component). The extension component worked out as practical components, field work components, assignments, literature review, and other extension components. The extension component is an application/ practical utility of the four credit component. The two credits work is supervised and evaluated by the course teacher.

**MA Honors:** MA honors program consists of 18 courses. Each course consists of six Credits. [Total Credits for M.A.Sociology Honours=108]

**Courses:** there are three types of courses: (i) Core Course; (ii) Elective Course; (iii) Optional Courses

**(i) Core Course:** Core-Courses are offered by parent department. Core courses are for six credits. Minimum 50% courses are core courses.

**(ii) Elective Courses:** Elective Courses are offered by parent department. Elective Courses are for six credits. It is recommended that one elective course is skill-based course. Two elective courses are project based courses. Maximum six courses can be elective courses in MA program.

**(iii) Optional Courses:** Optional Courses are offered by parent department and departments other than parent department. Two 'course baskets' are created for the same. Each MA program has to offer at least two courses and maximum four courses in each basket. They are for six credits. Student can take at the most one Optional Course from their parent department and all Optional Courses can be taken from other departments.

**(iv) Audit Courses:** Students can audit a course from the parent department as well as from other departments. For the audit course, a student will have to attend lectures of the audited

course. The student need not appear for the semester-end examination for the audited course. However, the student has to appear for the internal examination/assessment. The audit course appears on the mark-sheet only when the student passes the internal assessment with minimum 50% marks, failing to which, the student cannot claim the audit course. The internal marks are not displayed on final mark-sheet. The internal marks are not used for the credit computation. A student can audit a course only if it is not conflicting with the time table. A student is permitted to audit maximum four courses in the MA program.

**Logistics for Choice Based Courses or Optional courses:** It is mandatory to offer two Optional Courses in the fourth semester. The Optional course are interdisciplinary in nature. These courses are called as OC1 and OC2. In order to streamline the conduction of Optional Courses, it has been made mandatory to schedule lectures of the OC1 and OC2 course on Monday and it is mandatory to schedule lectures between 08.00 am to 12.00 noon for OC1 and 01.00 pm to 05.00 pm for OC2. The internal examination and semester-end examination of these courses are also conducted on fixed days for all MA Programs / Departments.

The Head of the department shall communicate the internal marks for OC1 and or OC2 for the students from other departments to the head of their parent department. The internal marks for all the courses are communicated to the Controller of Examinations [COE] by parent department.

**Project Component:** The two elective courses are Project based course. They are dissertation course. The dissertation is based on any areas from the parent department. The dissertation guides are from the parent department. All full time post-graduate teachers from the parent department are dissertation guides. The interdisciplinary areas can be part of dissertation. Both elective courses must be placed in single semester, in the fourth semester. The Project component is not based on OC courses.

**Assignment of Guides:** The student provides preferences for the available guides. The students are assigned to a dissertation guide on the basis of merit and preferences. Initially, preferences are invited from the students for dissertation guides in ordinal fashion. In case, if the number of students is greater than number of students that can be allotted to the guide, the students are allotted by merit. The remaining students are offered their next preference guide. The merit is TY Bachelors degree entire marks. All guides are allotted equal number of students.

**Operationalization of Project Component:** The student has to prepare a proposal for the dissertation. All students are required to make presentations to all faculty members in a joint meetings. The Masters dissertation has two components: (i) Term Papers (ii) Dissertation.

**Evaluation of Project Component:** The student has to submit dissertation to the parent

department. The dissertation shall be presented and defended. This is attended by all masters students and faculty members. The dissertation is evaluated by the guide (50%) and one faculty from the department (30%) and viva examination (20%).

The dissertation is for 12 credits. It is equivalent to two courses.

**Online courses:** The online courses are from the parent department. The online course have same structure as elective course. It shall also have online examination. If the student opt for online course, they will appear on the final mark-list of the students with the grade details. However, the Online course marks are not used for computing GPA and CGPA, etc.

### **The structure**

**Sem I: Core course from parent department (Four courses)**

**Sem II: Core courses from parent department (Four courses)**

**Sem III: Elective courses from parent department (out of which, One skill based courses)**

**Sem IV: Two Optional Courses (Choice-based) + Two Project based courses.**

**In addition, two course at second and third semester can be online. (Marks not added to CGPA, etc.)**

### **Admission to MA Course:**

The entrance examination is conducted by the department in the second Sunday of June. The admission to MA course is based on combination of Bachelor degree marks (without gracing) and Entrance examination marks. In such a case, the bachelor degree has 50% weightage and entrance examination has 50% weightage.

### **The entrance examination:**

The entrance examination is 100 objective questions in various areas that are expected to be learned at Bachelor's levels and are requirements of Masters' degree course. The 30 objectives are based on general reasoning ability, and 70 questions are based on subject specific questions.

The department is expected to devise the paper for the same and conduct the examination.

The students who appeared for the Entrance examination need to apply to the department in 10 days of declaration of the BA results for the admission. The merit lists is prepared by the department on the basis of the combination of TYBA Marks (Sem V and Sem VI without gracing) and the Entrance Test and displayed on the departments notice board and on the University

website.

**(I) For Mumbai University Students**

- (a) (SEM V and VI BA marks + entrance marks / 2)
  - (b) The CGPA will be considered if the marks are equal.
  - (c) The students offering two major subjects, “The Subject Applied FOR Master Degree” as one of the subject at T.Y.B.A./ T.Y.B.Sc. be admitted in order of merit by considering marks secured in “The Subject Applied FOR Master Degree” at T.Y.B.A. only.
  - (d) In case there is a tie in (a), (b),(c) aggregate marks without grace marks out of 1200 will be considered.
  - (f) In case there is a tie in (a), (b),(c) then all students tied at the rank be admitted.
- The final merit list will be displayed on the website of the University and also on the Notice Board of the Department.

**(II) For Other University Students**

Marks declared by the concerned University at T.Y.B.A./ T.Y.B.Sc. Examination and as shown in mark sheet “The Subject Applied FOR Master Degree” will be considered for preparing the merit list as per quota available for other University students. The average of entrance marks and The Subject Applied FOR Master Degree are used as admission criterion.

**The admission process for the department that do not have to conduct the entrance examination.**

The admission to MA course is based merit based. The merit is Bachelor degree marks. In case when Bachelor degree marks are solely used as admission criterion, then follow the criteria given below:

**(I) For Mumbai University Students**

- (a) The students who have been declared in First Class and above without grace marks with as a single major subject out of 600 (Sem V & VI).
- (b) The CGPA will be considered if the marks are equal.
- (c) The students who have been declared passed in First Class with grace marks / Second Class with as a single major subject out of 600. (Sem V & VI).
- (d) The students offering two major subjects, “The Subject Applied FOR Master Degree” as one of the subject at T.Y.B.A./T.Y.B.Sc. be admitted in order of merit by considering marks secured in “The Subject Applied FOR Master Degree” at T.Y.B.A. only.
- (e) In case there is a tie in (a), (b),(c) or (d) aggregate marks without grace marks out of 600 will be considered.

(f) In case there is a tie in(a), (b),(c) (d) or (e) then all students tied at the rank be admitted.

The final merit list will be displayed on the website of the University and also on the Notice Board of the Department.

### **(II) For Other University Students**

Marks declared by the concerned University at T.Y.B.A./T.Y.B.Sc. Examination and as shown in mark sheet “The Subject Applied FOR Master Degree” will be considered for preparing the merit list as per quota available for other University students.

### **(III) Students from other Faculty**

The University departments should conduct a faculty change examination. The 100 marks examination consists of mix of objective (40%) and descriptive questions (60%). The department should notify the examination date in advance. The results of the Faculty change examination are displayed on the website as well as on notice board of the department.

Either

The merit is 70% faculty change marks + 30% the bachelor degree marks.

Or

Two percent of the students who have passed in faculty change

If the seats are vacant, then more students can be admitted from other faculty.

### **Examination**

All the examinations for all semesters are conducted by the respective departments for the students admitted in the department. All University departments are provided partial autonomy to conduct their semester-end examinations.

The examinations are of two kinds: (i) Internal Assessment (ii) Semester End Examination.

The Internal Assessment and Semester End Examination are separate heads of passing.

**Internal Assessment:** The internal assessment is for 40 marks. Assignment on a topic related to the course, word limit: Between 1500-2000 words. Maximum of 20 Marks for the written assignment, 10 marks for viva voce examination on the assignment, maximum of 10 marks for class participation , regularity of attendance and interest shown in the course(20+10+10=40).

**Semester-End Examination:** The semester end examination is conducted by the department for the students of the department only. The examination is scheduled for the University department students by the departments and the examination for Masters centers is scheduled in accordance with the University examination time-table.

The University department appoints departmental examination committee. The committee consists of Senior professor, Associate Professor, and Assistant Professor for smooth conduct of the examination. For each course, the course teacher is paper-setter and examiner. One of the teacher also works as a moderator and Chairperson for the given semester. The results are prepared by the course teacher and chairperson of the semester. The results are communicated to the examination department of the University through the HoD.

The original answer books are kept by the University department for one year after the declaration of the results. After one year of the declaration of the results, the original answer-sheets are send to the Examination department of University for further action.

As a matter of practice, student are shown the internal examination marks and answer-books. The students are shown the answer-books of semester-end examination if they have grievance about the result. They can obtain the photocopy of the answer-sheet by paying the fee to the department. The fee structure is similar to University fee structure.

The student can also apply for the revaluation of the mark-sheet to the department. The revaluation is carried out in 7-days and if the newly assigned marks are different by 10%, then the revaluation marks are communicated to the examination house. No revaluation requests are entertained one month after the declaration of results.

## **Grading System**

10-point grading system

### **ATKT**

Student is not permitted carry more than 50% of the load (more than two courses) to the next semester. In case of excess workload, the student should clear the workload and then is admitted in the next semester.

### **Failures:**

The student failing in the internal examination (failing to secure 16 out of 40) is permitted to take internal examination once again in the same semester. The student failing in the second



attempt is considered as fail in internal examination. In case of core courses, the student take the course again. In case of elective courses, the student can take the course again or can change the elective and take the new elective course again.

The semester end-examination is for (i) for the courses of ongoing semester and (ii) for the courses of non-ongoing semesters (for ATKKT students). The examination for (i) and (ii) are conducted separately.

## **SEMESTER-I**

### **[Core Courses]**

<b>Course Code</b>	<b>Course Title</b>	<b>Page No.</b>
<b>CC.501.</b>	Classical Sociological Theory	
<b>CC.502.</b>	Competing Perspectives on Indian Society	
<b>CC.503.</b>	Classical Perspectives in Cultural Anthropology	
<b>CC.504.</b>	Methodologies of Social Research	

## CLASSICAL SOCIOLOGICAL THEORY

[CC.501] [6 Credits]

**Course Rationale:** *The course aims at conceptualizing the emergence of sociology within the Enlightenment period. By focusing on the contributions of the founding figures of the discipline, the course aims to highlight the challenges and the debates of the time. Further the course aims to critically analyse the relevance of classical sociology today. The course also aims to establish linkages between classical and contemporary sociology. Students will be expected to read texts in the originals.*

### Unit I: Karl Marx in the context of Western Modernity

- Philosophical Ideas: Human Nature, Human Potential and the Place of 'Work', Alienation, Historical Method
- Economic Concepts : Critique of Capitalism, Labour Theory of Value, Fetishism of Commodities, Class and Division of Labour
- Political Ideas: Materialist Origins of state, Historical stages of the state, The state and civil society
- Legacy of Marx/Marx Today

### Unit II: Emile Durkheim in the context of Western Modernity

- Methodological Contributions: The legacy of Comtean Positivism, Society as sui generis, Characteristics of a Social fact, Observation of social facts, Rules of Sociological Method
- The Division of Labour: Definition of Division of labour, social solidarity and cohesion, Mechanical and Organic Solidarity, Systems of law
- Study of anomie and suicide, shift from psychological to sociological explanations, , social Integration and suicide, forms of Suicide, (reduce)
- Theory of Religion , Sacred and profane,, Elementary Forms of religious life, the totem, Civil Religion
- Legacy of Durkheim/Durkheim today

### Unit III: Max Weber in the context of Western Modernity

- Methodological Contributions: Theory of knowledge in the social sciences, Natural Science vs. social science debate, *Verstehen*, the Ideal Type
- Theory of Social Action: rationalisation, bureaucratisation , the iron cage, disenchantment, action and rationality, interpretive theory of Social action, four types of

social action

- Dialogue with Marx: Religion and the economy, Protestant Ethic and the Spirit of capitalism, the case of Calvinism, Capitalism in China and India.
- Legacy of Weber/Weber Today

#### **Unit IV: George Simmel in the context of Western Modernity**

- Three levels of Social Reality: psychological components, Social components and cultural/historical components, Fashion
- Individual consciousness, Forms and types of Social interaction, Study of Social Structure and objective culture- Case study of secrecy.
- The Philosophy of Money: Money and value, Reification and rationalisation, Tragedy of Culture
- Legacy of Simmel/Simmel Today

#### **Essential Readings**

Morrison, Ken (2006) *Formations of Modern Social Thought (2<sup>nd</sup>. Edition)*, New Delhi: Sage Publications.

Ritzer, George (2007) *Sociological Theory (5<sup>th</sup> Edition)*. New Delhi: Tata McGraw Hill.

Adams, Bert and Sydie, R.A. (2001) *Sociological Theory*. New Delhi: Sage Publications.

Turner, J.H. (2013) *Contemporary Sociological Theory*. New Delhi: Sage Publications.

Scott, J. (2006) *Social Theory: Central Issues in Sociology*. New Delhi: Sage Publications.

#### **Further Readings**

Giddens, A . (1971). *Capitalism and Modern Social theory*. Cambridge: Cambridge University Press

Cuff, E.C., Sharrock, W.W. & Francis, D.W. (2006). *Perspectives in Sociology*. Oxon: Routledge.

Skinner, Q. (1990). *The Return of Grand Theory in the Human Sciences*. Cambridge: Cambridge University Press.

#### **Texts in the original**

Marx, K. and Engels, F. *The German Ideology*.

<http://www.marxists.org/archive/marx/works/1845/german-ideology/>

Marx, K. and Engels, F. *The Communist Manifesto*.

<http://www.marxists.org/archive/marx/works/1848/communist-manifesto/>

Durkheim, E. (1982). *Rules of sociological Method*. London: Free Press.

- Durkheim, E. (2001). *Elementary Forms of Religious Life*. New York: Oxford University Press.
- Durkheim, E. (2006). *On Suicide*. London: Penguin.
- Durkheim, E. (1996). *Division Of Labour*. London: Free Press.
- Weber, M. (2003). *Protestant Ethic and the Spirit of Capitalism*. New York: Dover.
- Simmel, G. (1903). *Fashion*. New York: Fox, Duffield & Co.
- Simmel, G. (1978). *The Philosophy of Money*. Oxon: Routledge.
- Simmel, G. (1906). *The Sociology of Secrecy and of Secret Societies*. Chicago: University of Chicago Press.

## COMPETING PERSPECTIVES ON INDIAN SOCIETY

[CC 502][6 Credits]

**Course Rationale:** *From 1960s the developments in social sciences exhibit knowledge as contested engagement. In Indian sociology too the view that Indian society could be approached and understood by the commonly agreed criteria and perspectives is contested by the Dalit, feminist, tribal and other margined locations. As a result there has emerged a rich body of critical knowledge expounding diverse and competing perspectives in understanding the crucial theme such as Nation, Caste, Gender, Tribe, Ethnicity, Religion, State, and Globalization. The debates are also about the very nature of the practice of sociology and the centrality of the politics of locations in producing sociological knowledge. This paper aims at exposing students to these exiting debates and critical perspectives and varied ways of engaging with society and self in India.*

### Unit I: Introduction-brief overview of Sociology in India

- Schools of Sociology in India with special focus on the Bombay “School”
- Approaches: Indological, Civilizational, Historical and Field-work
- ‘Indianizing’ and ‘Indigenizing’ Sociology
- Non-Brahmin Perspectives on Indian Society

### Unit II: Theorizing Caste

- Ambedkar’s theorizing of Caste and the ‘Caste Question’
- Dumontian and Post-Dumontian approaches to theorizing Caste
- Gender and Caste (Gail Omvedt, LeelaDube and SharmilaRege)
- Caste Today: Power, Hierarchy, Difference and Identity (works of Beteille, D. Gupta and Ilaiah)

### Unit III: Constructing the Nation and Nationalism

- Nation as spiritual and Political (Partha Chatterjee)
- Critique of the “Project Homogenization” (T K Oommen)
- Nationalism sans Nation (G Aloysius)
- Women and Nationalist Discourse (Victim, *Mata* and *Sevika*)(Tanika Sarkar and others)

### Unit IV: Critical Perspectives on complex Social Transformation: Globalization and Indian society

- Social Consequences of changing State-Market relations: Education, health, employment
- Traditional Hierarchies in Globalizing Society: Multiple, Intersecting and complex Marginalities
- Economic Transformations and Tribal Communities: Marginalization, claims and struggles
- Identity Politics: Region, religion, class as contexts of homogenized and fragmented identities

## Readings

Aloysius, G. (2000). *Nationalism Without a Nation in India*. New Delhi: Oxford University Press.

Ambedkar B. R. (1979). *Babasaheb Ambedkar: Writings and Speeches. Vol. I*. Mumbai: Government of Maharashtra.

Dahiwale, S. M. (2005). *Understanding Indian Society: The Non-Brahmin Perspectives*, Jaipur & New Delhi: Rawat.

Das, V. (Ed.).(2004). *Handbook of Indian Sociology*. New Delhi: Oxford University Press.

Dhanagare, D. N. *Themes and Perspectives in Indian Sociology*. Jaipur & New Delhi: Rawat.

Guru, G. (2008). *Humiliation: Claims and Contexts*. New Delhi: Oxford University Press.

Gupta, S. et al. (2010). *Globalization in India: Content and Discontents*. Delhi: Pearson Education.

Omvedt, G. (1976). *Cultural Revolt in a Colonial Society: Non-Brahmin Movement in Western India. 1973-1930*. Bombay: Scientific Education Trust.

Oommen, T. K. (2004). *Nation, Civil society and Social Movements*. New Delhi: Sage.

Jayaram, N. (2013). (ed.). Special Issue on The Bombay School of Sociology: The stalwarts and Their Legacies. In *Sociological Bulletin: Journal of the Indian Sociological Society*. 62 (2): 1-365.

*Nagla, B.K. (2008). Indian Sociological Thought. Jaipur & New Delhi: Rawat.*

Sharma, U. & Searle-Chatarjee, M. (2005). *Contextualizing Caste: Post-Dumontian Approaches*, New Delhi: Sage.

Singer, M. & Cohn, B.S. (Eds.) (2001). *Structure and Change in Indian Society*. Jaipur: Rawat Publications.

Thorat, S. K. & Neuman, C. (2012). *Blocked by Caste: Economic Discrimination in Modern India*. New Delhi: Oxford University Press.

## CLASSICAL PERSPECTIVES IN CULTURAL ANTHROPOLOGY

[CC 503] [6 Credits]

**Course Rationale:** *This course introduces the student to historical moments in the development of anthropology with particular reference to its various sub-disciplines. It seeks to address at length the pioneering efforts of anthropologists, the classical theoretical perspectives in cultural anthropology as well as the debates that anthropology generated in the public sphere.*

### Unit I: Origin, Sub-Disciplines and Debates

- European Modernity, Colonialism and Anthropology
- Anthropology and its sub-disciplines: [Biological Anthropology, Linguistics, Pre-Historic Archaeology, Ethnology and Cultural Anthropology]
- Claims to holism, the comparative method and the origin of fieldwork
- Debates in Classical Anthropology [Ethnocentrism, Cultural Relativism, 'The book view' and the 'field view']

### Unit II: Foundational Perspectives

- Evolutionist Perspectives
- Diffusionism: The *Kulturkreis* school, British diffusionists.
- Historical Particularism
- Structural Functionalism

### Unit III: Classical Ethnographic Registers

- Culture and Personality
- Culture History
- Ethnolinguistics
- Village Studies

### Unit IV: Diversified Locations

- Classical Studies in Kinship
- Structuralism
- Structuralism in Indian Anthropology
- Diversification of Anthropology: World Anthropologies

### ***Essential Readings***



Barnard, A. (2004). *History and Theory in Anthropology*. Cambridge: Cambridge University Press.

Eriksen, T.H. & Nielsen, F.S. (2001). *A History of Anthropology*. London: Pluto Press.

Moore, J.D. (2009). *Visions of Culture: An Introduction to Anthropological Theories and Theorists*. Lanham: Alta Mira Press.

McGee, R.J. & Warms, R.L. (Eds.). (2008). *Anthropological Theory: An Introductory History*. New York: McGraw Hill.

Uberoi, P. et al (Eds.). (2007). *Anthropology in the East: Founders of Indian Sociology and Anthropology*. Ranikhet: Permanent Black.

### **Further Readings**

Applebaum, H.A. (1987). *Perspectives in Cultural Anthropology*. New York: State University of New York Press.

Barth, F. Et al (2005). *One Discipline, Four Ways: British, German, French and American Anthropology*. Chicago & London: University of Chicago Press.

Clark-Deces, I. (2011). *Blackwell Companions to Anthropology: A Companion to the Anthropology of India*. Oxford: Wiley-Blackwell.

Eller, J.D. (2009). *Cultural Anthropology: Global Forces, Local Lives*. London & New York: Routledge.

Eriksen, T.H. (2010) [1995]. *Small Places, Large Issues: An Introduction to Social and Cultural Anthropology*. London: Pluto Press.

Gaillard, G. (1997). *The Routledge Dictionary of Anthropologists*. London & New York: Routledge.

Gordon, R. et al (Eds.). (2011). *Fifty Key Anthropologists*. London & New York: Routledge.

Ingold, T. (Ed.). (1994). *Companion Encyclopaedia of Anthropology*. London & New York: Routledge.

Kuper, A. (1983). *Anthropology and Anthropologists: The Modern British School*. London: Routledge and Kegan Paul.

Kuper, A. (2000). [1999]. *Culture: The Anthropologists Account*. Cambridge, Massachusetts: Harvard University Press.

## **METHODOLOGIES OF SOCIAL RESEARCH**

### **[CC-504][6 Credits]**

**Course Rationale:** *The course aims to provide students with an in depth understanding of various aspects of research process. It begins with a brief introduction to the philosophical foundations of research and the nature of science and social science as modes of inquiries; and moves on to a details study of perspectives and debates in Methodology. The course will also provide training in research methods and in conceiving and designing research as well as in communicating research findings.*

#### **Unit I: Introduction**

- Philosophical foundations: Issues of Ontology, Epistemology, Methodology
- The Nature of Science and Science of the social
- The Nature of Sociological inquiry; Science and common sense
- Qualitative and Quantitative Methodologies

#### **Unit II: Methodological Perspectives**

- Positivism
- Hermeneutic Intervention
- Reflexivity and Social Research
- Feminist Methodological Perspectives

#### **Unit III: Research Methods**

- Virtual Research
- The nature and application of Statistics in Sociological research
- Quantitative Methods: Social Survey-questionnaire, Interview schedule, coding practices
- Qualitative Methods: Participant observation, Interviews, Case studies and life histories

#### **Unit IV: Planning and Communicating Research**

- Research Proposal

- Research Design
- Data Collection and Analysis
- Writing Research Finding

## Readings

Worsley, P. (1970). *Introducing Sociology*. Open University Press.

Giddnes, A. (Ed.). (1970). *Positivism and Sociology*. Heinemann.

Bleicher, J. (1982). *Hermeneutic Imagination*. London: Routledge.

Reinhartz, S. (1992). *Feminist Methods in Social Research*. OUP.

Joel Smith (1991) A Methodology for Twenty-First Century Sociology. Oxford Journals In Social Forces, vol.70, no 1. Pp 1-17. Oxford University Journals. <http://www.jstor.org/stable/2580058>.

Christine Hine, (ed) The Internet: Understanding Qualitative Research. Oxford University Press.2011.

Ram Ahuja 2008 Research Methodology. Rawat Publications. New Delhi.

JoRekha Mirchandani: Postmodernism and Sociology: From the Epistemological to the Empirical Author(s): Source: Sociological Theory, Vol. 23, No. 1 (Mar., 2005), pp. 86-115Published by: American Sociological Association Stable URL: <http://www.jstor.org/stable/4148895>.

Richard E. Palmer : Postmodernity and Hermeneutics. Source: boundary 2, Vol. 5, No. 2 (Winter, 1977), pp. 363-394Published by: Duke University Press Stable URL: <http://www.jstor.org/stable/302200>.

Dexter Bryan: SOCIOLOGY OF KNOWLEDGE AND QUALITATIVE METHODOLOGY. Source: Kansas Journal of Sociology, Vol. 8, No. 2, Sociology of Knowledge (Fall 1972), pp. 215-222Published by: Allen Press Stable URL: <http://www.jstor.org/stable/23255110>.

**SEMESTER II**

**[Core Courses]**

<b>COURSE CODE</b>	<b>COURSES</b>	<b>Page No.</b>
<b>CC.601.</b>	Contemporary Sociological Theories	
<b>CC.602.</b>	Marginalized Groups and Communities: Caste, Tribe and Gender	
<b>CC.603.</b>	Contemporary Perspectives in Cultural Anthropology	
<b>CC.604.</b>	Theorizing Development and Globalisation	



## CONTEMPORARY SOCIOLOGICAL THEORIES

[CC. 601] [6 Credits]

**Course Rationale:** *This course probes the development of perspectives in Sociology, in continuity with the classical theories. The movement away from grand theories and metanarratives in the form of micro sociological theories is followed by the focus on the way sociological theorists have engaged with Marxism, Feminist registers, late modernity, the post-modern critique as well as multiple standpoint epistemologies.*

### Unit I: Structural Functionalism and Micro Sociology

- Structural Functionalism and Conflict Theories
- Symbolic Interactionism
- Ethnomethodology
- Narrative Analysis

### Unit II: The Critical and Postmodern Turn

- Western Marxism
- Critical Theory
- The Frankfurt School
- Post-structuralist and Postmodern theories

### Unit III: Theorizing Structure, Network and Risk

- Theories of Structuration
- *Habitus* and Practice
- Theories of Networks
- Risks and Liquidity

### Unit IV: Plural Registers

- Post-colonial critique
- Standpoint Theories and Beyond
- The Feminist Critique
- Sociology from Below: Dalit Sociological Perspectives

## **Essential Readings**

Elliott, A. (2009). *Contemporary Social Theory: An Introduction*. London & New York: Routledge.

Elliott, A. (Ed.). (2010). *The Routledge Companion to Social Theory*. London & New York: Routledge.

Ritzer, G. (Ed.). (2003). *The Blackwell Companion to Major Contemporary Social Theorists*. Malden, MA: Blackwell.

Ritzer, G. (2011). *Sociological Theory (8<sup>th</sup> Edition)*. New York: McGraw-Hill.

Wallace, R. & Wolf, A. (1995). *Contemporary Sociological Theory: Continuing the Classical Tradition*. New Jersey: Prentice Hall.

## **Further Readings**

Bourdieu, P. (1977). *Outline of the Theory of Practice*. Cambridge: Cambridge University Press.

Bourdieu, P. (2000). *Pascalian Meditations*. Cambridge: Polity Press.

Elliott, A. (2003). *Critical Visions: New Directions in Social Theory*. New York: Rowman & Littlefield.

Ferguson, H. (2006). *Phenomenological Sociology: Insight and Experience in Modern Society*. London: Sage.

Giddens, A. (1993). *New Rules of Sociological Method: A Positive Critique of Interpretive Sociologies*. Stanford: Stanford University Press.

Green, M.E. (Ed.). (2011). *Rethinking Gramsci*. London & New York: Routledge.

Patel, S. (Ed.). (2010). *The ISA Handbook of Diverse Sociological Traditions*. London: Sage.

Ritzer, G. (1997). *Postmodern Social Theory*. New York: McGraw-Hill.

Seidman, S. (1994). *The Postmodern Turn: New Perspectives on Social Theory*. Cambridge: Cambridge University Press.

Turner, B.S. (Ed.). (1995). [1990]. *Theories of Modernity and Postmodernity*. London: Sage.

Turner, J. (1986). The Theory of Structuration. *American Journal of Sociology*, 91 (4), 969 – 977.

**MARGINALIZED GROUPS AND COMMUNITIES: CASTE, TRIBE AND GENDER**  
**[CC.602][6 Credits]**

**Course Rationale:** *This course is aimed introducing students to the significance of the sociological study of Marginalized communities. The focus is on the process and mechanism of Marginalization on Communities and those segments of the population which have lived on the margins of society and not received adequate attention. Emphasis will be on groups which have suffered extreme poverty, discrimination and exclusion for long a time.*

**Unit I: Historical Context of Marginalization**

- Margin, Marginality, and Marginalization
- Marginalization of Caste, Class, Tribe Gender and Minorities
- Multiple marginal Groups and their Discrimination, deprivation and Social Exclusion

**Unit II: Perspectives on Marginalization**

- Mahatma Phule and Babasaheb Ambedkar
- Periyar Ramaswami and Verrier Elwin
- Tarabai Shinde and Pandita Ramabai

**Unit III: Social Welfare and Issues of Rights**

- Constitutional provisions for reservations
- Issues of Representational
- The Public Sphere

**Unit IV: Contemporary Debates**

- Critique of Cultural Nationalism and Hindutva
- Dalit feminist standpoint
- Tribes, Caste and Identity Politics
- Sexuality and Marginalization

**Essential Readings:**



Chatterjee, M. S. & Sharma, U. (2003). *Contextualizing Caste: Post- Dumontian Approaches*. New Delhi: Rawat.

Dasgupta, A. (Ed.). (2012). *On the Margins: Tribes, Castes and Other Social categories, Studies in Indian Sociology*. New Delhi: Sage.

Kotani H. (1991). *Caste System, Untouchability and the Depressed*. New Delhi: Manohar.

Thorat, S. & Umakant (Eds.), (2004). *Caste, race and Discrimination*. Jaipur & New Delhi: Rawat.

Xaxa, V. (2008). *State Society and Tribes*. New Delhi: Pearson Longman.

### **Further Readings:**

Byrne, D. (2005). *Social Exclusion*. New Delhi: Rawat.

Chalam K. S. (2007). *Caste-based Reservations and Human Development in India*. New Delhi: Sage.

Gaikwad. S.L. (1999). *Protective Discrimination Policy and Social Change*. New Delhi: Rawat.

Geetha V. & Rajadurai, S. V. (1999). *Towards Non- Brahmin Millennium*. Calcutta: Samya.

Ilaiah, K. (1998). *Why I am Not Hindu*. Calcutta: Samya.

Mahar, J.M. (1998). *The Untouchables in Contemporary India*. New Delhi: Rawat.

Nathan, D. & Xaxa, V. (2012). *Social Exclusion and Adverse Inclusion*. New Delhi: Oxford University Press.

Shah, G. (Ed.). (2001). *Dalit Identity and Politics*. New Delhi: Sage.

Sharma, G. (2009). *Social and Political Empowerment of Indian Dalits*. New Delhi: Jnanada Prakashan.

Sharma, K. L. (2001). *Reconceptualising Caste Class and Tribe*. New Delhi: Rawat.

## CONTEMPORARY PERSPECTIVES IN CULTURAL ANTHROPOLOGY

[CC.603][6 Credits]

**Course Rationale:** *This course seeks to introduce to the students the diversification of Anthropology, both in terms of the disciplinary boundaries as well as geographical locations. The reflexive turn in Anthropology is traced along with its myriad shades of aftermaths followed by the hybrid locations of anthropology in a post-colonial, globalized and media-saturated world.*

### Unit I: Cultural Materialism and Marxism

- Neo-evolutionism
- Cultural Ecology
- Cultural Materialism
- Marxist Anthropology

### Unit II: The Interpretive Turn

- Symbolic and Interpretive Anthropology
- Thick Description, *Liminality* and *Communitas*
- Theorizing the Nation State, Ethnicities
- Multiculturalism

### Unit III: Reflexivity, Feminism and the Subaltern

- Fieldwork and Reflexivity
- Critique of Classical Ethnographies
- Feminism and Anthropology
- The Subaltern Turn

### Unit IV: Post-Modern Locations

- Post-Structuralism
- Post-colonialism
- Globalization: Hybridity, Flows, Boundaries
- Cultural Studies

### Essential Readings

Barnard, A. (2004). *History and Theory in Anthropology*. Cambridge: Cambridge University

Press.

Clifford, J. & Marcus, G. E. (Eds.). (2010). [1986]. *Writing Culture: The Poetics and Politics of Ethnography*. Berkeley: University of California Press.

Eriksen, T.H. & Nielsen, F.S. (2001). *A History of Anthropology*. London: Pluto Press.

Marcus, G.E & Fischer, M. M.J. (Eds.). (1999). *Anthropology as Cultural Critique: An Experimental Moment in the Human Sciences*. Chicago: University of Chicago Press.

Moore, J.D. (2009). *Visions of Culture: An Introduction to Anthropological Theories and Theorists*. Lanham: Alta Mira Press.

### **Further Readings**

Clark-Deces, I. (2011). *Blackwell Companions to Anthropology: A Companion to the Anthropology of India*. Oxford: Wiley-Blackwell.

Dube, L. (2001). *Anthropological Explorations in Gender: Intersecting Fields*. New Delhi: Sage.

During, S. (2005). *Cultural Studies: A Critical Introduction*. London & New York: Routledge.

Fabian, J. (2002). *Time and the Other: How Anthropology makes its Object*. Columbia: Columbia University Press.

Geertz, C. (1983). *Local Knowledge: Further Essays in Interpretive Anthropology*. New York: Basic Books.

Hannerz, U. (2002). *Flows, Boundaries and Hybrids: Keywords in Transnational Anthropology*. Oxford: Oxford University Press.

McClaurin, I. (Ed.). (2001). *Black Feminist Anthropology: Theory, Politics, Praxis and Poetics*. New Brunswick: Rutgers University Press.

Moore, H.L. (Ed.). (1996). *The Future of Anthropological Knowledge*. London & New York: Routledge.

Ortner, S. B. (1996). *Making Gender: The Politics and Erotics of Culture*. Boston: Beacon Press.

Rabinow, P. (2008). *Marking Time: On the Anthropology of the Contemporary*. Princeton: Princeton University Press.

Ribeiro, G.L. & Escobar, A. (Eds.). (2006). *World Anthropologies: Disciplinary Transformations within Systems of Power*. Oxford: Berg.

## **THEORIZING DEVELOPMENT AND GLOBALISATION**

**[CC.604][6 Credits]**

**Course Rationale:** *The course introduces students to the way development is conceptualized & contested in social science literature. It familiarizes students with the various perspectives on development, their alternatives & critiques. A review of the debates on development allows for a better understanding of contemporary issues in the field.*

### **Unit I: Introduction**

- Historical location of the ideas: progress, growth, evolution and social change
- Modernization & Development
- Human Development Index
- Environment and Development

### **Unit II: Theoretical Issues**

- Contributions of W.W. Rostow, Paul Baran
- Contributions of A.G. Frank, S. Amin, I. Wallerstein
- Post-development-Development as discourse- A. Escobar, W. Sachs
- Globalisation and Development: Manuel Castells

### **Unit III: Alternatives**

- M.K.Gandhi & B.R.Ambedkar
- P. Bourdieu & R. Putnam- Social Capital
- Amartya Sen/ J. Dreze - Capability/ Rights Based Approach
- Gender and Development

### **Unit IV: Development Issues: Indian Context**

- Mixed economy model (1947- 1960s)
- Centralism & Hegemony (1970s- 1980s)
- Structural adjustment & Liberalization (1990s- onwards)
- Development and Social Justice (Caste-Tribe)

## Readings

- Alavi, H. & Shanin, T. (1982). *Introduction to the Sociology of Developing Societies*. Macmillan.
- Apffel-Marglin, F., Kumar, S. & Mishra, A. (Eds.). (2010). *Interrogating Development- Insights from the Margins*. Oxford University Press.
- Castells Manuel. (1999). *The Rise of Network Society*. Wiley
- Deshpande, S. (2003). *Contemporary India- A Sociological View*. New Deli: Penguin.
- Escobar, A. (1995). *Encountering Development, the Making and Unmaking of the Third World*. Princeton: Princeton University Press.
- Gandhi, M.K. (1986). Hind Swaraj. in R.lyer (Ed.). *The Moral & Political Writings of Mahatma Gandhi*. Vol. I. Oxford: Clarendon Press.
- Harrison, D.H., (1988). *The Sociology of Modernization and Development*. London: Routledge & Kegan Paul
- Harrison, D. (1989). *The Sociology of Modernization and Development*. New Delhi: Sage
- Kothari, U. *A Radical History of Development Studies, Individuals, Institutions and ideologies*. New York: Zed Books.
- Leys, C. (1996). *The Rise & Fall of Development Theory*. Indiana University Press.
- Munck, R. & O'Hearn, D. (Eds.). (1999). *Critical Development Theory*. London: Zed Books.
- Parfitt. T. (2002). *The End of Development- Modernity, Postmodernity &Development*. London: Pluto Press.
- Peet. R. (with E. Hartwick). (1999). *Theories of Development*. New York: The Guildford Press.
- Pieterse, N.J. (2001). *Development Theory- Deconstructions/ Reconstructions*. London: Sage.
- Sachs, W. (Ed). (1997). *The Development Dictionary*. Hyderabad: Orient Longman.