

**CIRCULAR:-**

A reference is invited to the syllabi relating to the Master of Arts (M.A.) Programme vide this office Circular No.UG/349 of 2009, dated 9<sup>th</sup> September, 2009 and the Principals of the affiliated Colleges in Arts are hereby informed that the recommendations made by the Board of Studies in Sociology at its meeting held on 28th April, 2017 has been accepted by the Academic Council at its meeting held on 11<sup>th</sup> May, 2017 vide item No.4.74 and that in accordance therewith, the revised syllabus as per the (CBCS) of Master of Arts in (Hons.) Sociology (only for University Department) (Sem I to IV), which is available on the University's website ([www.mu.ac.in](http://www.mu.ac.in)) and that the same has been brought into force with effect from the academic year 2017-18, accordingly.

MUMBAI – 400 032

9<sup>th</sup> August, 2017

To

*(Signature)*  
(Dr.M.A.Khan)  
REGISTRAR

The Principals of the affiliated Colleges in Arts.

A.C/4.74/11/05/2017

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No. UG/ 190 -A of 2017

MUMBAI-400 032

9<sup>th</sup> August, 2017

Copy forwarded with Compliments for information to:-

- 1) The Co-ordinator, Faculty of Arts,
- 2) The Chairman, Board of Studies in Sociology,
- 3) The Offg. Director, Board of Examinations and Evaluation,
- 4) The Director, Board of Students Development,
- 5) The Professor-cum-Director, Institute of Distance and Open Learning (IDOL),
- 6) The Co-Ordinator, University Computerization Centre,

*(Signature)*  
(Dr.M.A.Khan)  
REGISTRAR

....PTO

# University of Mumbai



## Department of Sociology

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

**Choice-Based Credit System**

**Implemented from 2016-17**

**M.G. Ranade Bhavan, Vidyanagari, Kalina Santacruz (East), Mumbai-400098.  
Telephone-022-26522474**

## MASTER OF ARTS (HONOURS) IN SOCIOLOGY

The Department of Sociology, University of Mumbai, has the distinction of being the oldest centre of teaching and research in Sociology and Anthropology in India. In addition, it is the oldest Department in the University of Mumbai. The Department was set up in 1919 with an eminent British sociologist and town planner Sir Patrick Geddes as the first Professor and Head. Over the last nine decades the department has made pioneering and significant contributions to teaching and research in Sociology in South Asia.

The department embarked on M.A. Honours Programme in 2008 with choice based credit system. The syllabus of the programme was updated and revised on an elaborate scale. In the year 2014 another revised syllabus came into effect. From the academic year 2016-17, the department is executing yet another revision of the syllabus in consonance with the guidelines issued by the University of Mumbai on 23 May 2016.

*The details of the course are given below*

**[adapted from the circular from the University of Mumbai dated 23/05/2016]**

**1.1 Credits:** A course that is taught for 4 hours a week for a period of 15 weeks will carry **six** credits.

**1.2. Course credits:** To qualify in a given course, a student will have to acquire **six** credits in the course. Out of these, four credits are central teaching component and two credits are for the self-study component. The self study component will consist of academic tasks outside the classroom that will be assigned by the teacher from time to time. The self study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus. The self-study component will be given a weightage of 33% in the evaluation of the student. In case of courses with practical component/ field-work components, four credits are for theory and two credits shall be practical component/field-work component (regulation 5.1 to 5.9).

**1. 3. M. A. Programme:** A student who acquires a minimum of 110 credits over four semesters will be declared eligible for the award of the M.A. degree.

**1.4. Courses:** There shall be five types of courses: (i) Core Courses; (ii) Elective Courses; (iii) Interdisciplinary or Cross-disciplinary Courses; (iv) Audit Courses; (v) Project-based Courses; and (vi) Ability Enhancement Courses.

**(i) Core Courses:** Core courses are courses that impart instruction in the basic non-specialized aspects of a discipline that constitute the minimum basic competency in that discipline, regardless of any specialization that the learner might choose in the future. Core-Courses shall be offered by the parent department. Core courses shall be for **six credits**. Minimum 50% courses of the MA programme over four semesters must be core courses.

**(ii) Elective Courses:** Elective courses shall be courses offered by the parent department that impart

instructions in specialized/advanced/supportive aspects of the relevant discipline. Each department shall offer a pool of such courses from which a student can choose. Elective Courses shall be for **six credits**. The syllabus for each elective course will have a preamble clearly stating the course and the learner objectives for the elective, along with the pre-requisites if any and a detailed list of references.

**(iii) Interdisciplinary or Cross Disciplinary Courses (I/C courses):** I/C courses shall be offered by parent department and departments other than the parent department. One ‘course basket’ shall be created for the same. Every I/C course shall be for **six credits**. A student may opt for an I/C course offered by his/her parent department.

**(iv) Audit Courses:** Students can audit a course from the parent department as well as from other departments in addition to the core, elective and I/C courses that are mandatory, with the prior permission of the head/s of the relevant department/s. Such a student will have to apply in writing at most a week after the relevant course has commenced. For the audit course, a student shall attend lectures of the audited course. The student cannot appear for the semester-end examination for the audited course. However, the student shall 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 for that course. The internal marks shall not be displayed on final mark-sheet. The internal marks shall not be used for the credit computation. A student is permitted to audit maximum four courses in the MA program.

**(v) Ability Enhancement Course:** The ability enhancement courses are skills based course. The ability enhancement courses are to be offered at fourth semester.

**(vi) Project Based Courses:** Project based courses shall consist of a dissertation. Each dissertation course will carry **10 credits**. Every learner shall choose **Two Project Based Courses**.

## **2: Rules for programmes not having a practical component**

2.1: Four core courses shall be offered in semesters 1 and 2 each.

2.2. **Five elective** courses shall be offered in the third semester. No other courses will be offered in the third semester.

2.3. The fourth semester shall consist of **One Ability Enhancement Course, One Interdisciplinary or Cross Disciplinary courses (I/C courses)** and **Two Project Based Courses**.

2.4 Each department will offer at least one I/C course during semester 4. The learner can choose any one course from this basket, including the course offered by his/her parent department. The preamble to this course will clearly specify the prerequisites for this course.

2.5 A learner will have to apply to the relevant department in writing no later than two weeks after the commencement of the fourth semester for taking the I/C course offered by that department.

2.6. A learner can relinquish an I/C course chosen by him/her no later than two weeks after the commencement of the fourth semester by applying to the Head of the Department whose I/C course the student wishes to opt for. The application will have to be endorsed by the head of the Department whose I/C course the student has relinquished and the Head of the parent department.

2.7. The Head of the Department offering a specific I/C course will convey the marks of the internal examination obtained by students taking the course to the Head of the parent department before the commencement of the end semester examination of the parent department.

### **3. Project based courses**

3.1 Project based courses will be offered in the fourth semester. Every learner will have to choose **Two Project Based Course**, which will be for **Ten Credits Each**. The project based course will be in the form of a dissertation based on a live project or a research assignment related to the specific discipline of the parent department.

3.2: Every Teacher from every department will announce two to three broad topics at the beginning of the second semester, reflecting degree of relevance and rigour suitable to a post graduate programme, along with an indicative reading list. These will be screened by the Board of Studies in the subject and a final list of approved topics along with a reading list will be displayed in the first week of the third semester.

3.3: The student will submit a list of his/her three most preferred topics in the order of preference by the fifth week of the third semester to the Head of the parent department.

3.4: Each Department will constitute a project committee consisting of the Head of the Department (Chairperson) and two other teachers from the department. The purpose of this committee is to oversee the functioning of the project component in the department.

3.5: All post graduate teachers in the Department will be guides for the project component.

3.6: The project committee will allocate students to guides within the department in order of the average of marks obtained in semesters 1 and 2.

3.7: If it is felt necessary, the project committee can assign a co-guide to a student, depending upon specific disciplinary needs.

3.8: The student will make a preliminary presentation in the seventh week of the fourth semester. The presentation will be attended by the guide and a committee consisting of two other teachers from the department. The committee will make necessary suggestions to improve the dissertation.

3.9: The student will make a final presentation in the 10<sup>th</sup> to the 12<sup>th</sup> week of semester four. The presentation will be evaluated by the same committee that evaluated the preliminary presentation.

The criteria for evaluation will be as follows:

- i) 10 marks for the quality of presentation
- ii) 15 marks for answers to questions

The marks given by the three members of the evaluation committee will be averaged in each head and the total marks decided by totalling the averages under the three heads.

3.10: The student will submit a bound hard copy of the dissertation to the Department by the end of the fourth semester, along with a soft copy on a CD/DVD.

3.11: The final dissertation will have a word limit of 5000-8000 words and will be typed in one and a half spacing on one side of the paper.

3.12: The final dissertation will be evaluated out of **75 marks** by the guide.

3.13: The project will be given a grade point as per the following scheme:

| Marks        | Grade Points | Grade | Performance   |
|--------------|--------------|-------|---------------|
| 80 & Above   | 10           | O     | Outstanding   |
| 70-79.99     | 9            | A+    | Excellent     |
| 60-69.99     | 8            | A     | Very Good     |
| 55-59.99     | 7            | B+    | Good          |
| 50-54.99     | 6            | B     | Above Average |
| 45-49.99     | 5            | C     | Average       |
| 40-44.99     | 4            | D     | Pass          |
| Less than 40 | 0            | F     | Fail          |

Note: The Subject weight will remain as earlier.

3.14: A student who gets a letter grade F in the course will be deemed to have failed in the course.

3.15: A student who feels aggrieved by the grading received will have the option of applying to the project committee for re-evaluation of the project within a period of one week after the declaration of the result.. If the project committee feels that the claim is justified, it shall appoint a fresh examiner who will submit his/her evaluation in a weeks time. If the marks by the re-evaluating examiner exceed the marks of the original examiner by a margin of 10% or more, the latter set of marks will be considered final.

3.16: The student who has got a letter grade F in the project course will have the option of resubmitting a revised version within 2 months from the date of declaration of the result. If a student fails this time too, he/she will not get any more chances and will be ineligible to be awarded the MA degree.

3.17: If a student is unable to submit his/her dissertation in the stipulated time or fails to make the presentations at the appointed time, he/she will be deemed to have failed the course and will have the option given in 3.16.

3.18: The schedule for preliminary presentation, final presentation and dissertation submission is displayed in the first week of the fourth semester.

3.19: Ethical Standards regarding Dealing with Human Participants:

Students should refrain from acts which he or she knows, or under the circumstances has reason to know, spoil the academic integrity of the academic program. Violations of academic integrity include, and not limited to: plagiarism; violation of the rights and welfare of human participants in research and practice; cheating, knowingly furnishing false information; misconduct as a member of department or college, and harm to self and others.

#### **4. Evaluation of non-project courses**

4.1. The examinations shall be of two kinds:

(i) Internal Assessment

(ii) Semester End Examination.

4.2. The learner who obtains less than 40 % of the aggregate marks of the relevant examination in that course either in the internal assessment or in the end –semester examination will be awarded the letter grade F in that course.

4.3 Internal Assessment: The internal assessment shall be for 40 marks. Two internal assessment examination shall be scheduled for a course. The internal examination is to be conducted by the course teacher. The schedule for the internal assessment is announced within two weeks of the commencement of the semester. The answer-sheets for internal examination shall be masked before evaluation. The evaluated answer-sheets and marks shall be shown to the students on the date announce in advance.

4.4: The existing rules for moderation of answer sheets will be followed in the case of internal examinations in core courses.

4.5. Semester-End Examination: The semester end examination shall be for 60 marks.

4.6: If a student is absent from the internal or end semester examination in any course including the project course, he/she will get a grade point of 0 and a letter grade of F.

4.7: If a student fails in the internal examination of a core or elective course, he/she will have to appear for the internal examination of the course when the course is offered again.

4.8: If a student fails in the end-semester examination of a core or elective course, he/she may reappear for the same examination when it is held again in the following semester. A student can appear at the most three times, including the original attempt. If a student obtains a letter grade F in all the three attempts, he/ she will have to seek fresh admission to the MA programme.

4.9. If a student obtains the letter grade F in any course in a given semester, the letter grade F will continue to be shown in the grade card for that semester even when the student passes the course subsequently in another semester.

4.10. If a student obtains minimum 40% marks in the internal assessment and fails to obtain minimum 40% percent marks in the end-semester examination of any course in any of the semester, the marks of the internal examination shall be carried forward.

4.11: The letter grade and the grade point for the course will be computed as in 3.13.

4.12: in any semester, the students GPA will be calculated as follows:

$$\text{grade point average (GPA)} = \frac{\sum_{i=1}^n c_i g_i}{\sum_{i=1}^n c_i} \quad \text{where } c_i = \text{credits for that course offered in that semester and}$$

$g_i$  = grade point obtained in that course offered in that semester.

Cumulative Grade Point Average (CGPA<sub>m</sub>) at the end of semester m is calculated as follows:

$$(\text{CGPA}_m) = \frac{\sum_{j=1}^m \sum_{i=1}^n C_{ij} g_{ij}}{\sum_{j=1}^m \sum_{i=1}^n C_{ij}}, \text{ where, } C_{ij} \text{ is the credits for the } i^{\text{th}} \text{ course offered in semester } j \text{ and } g_{ij} \text{ is the}$$

grade point obtained in the  $i^{\text{th}}$  course in semester  $j$ . There shall be no rounding of GPA and CGPA.

4.13. The semester wise GPA and CGPA shall be printed on the grade card of the student along with table 3.13.

4.14. The final semester grade card shall also have the aggregate percentage marks scored by the student in all the courses in which the student has obtained the relevant credits.

4.15: The rules for gracing: the existing ordinance for gracing shall continue to be used.

### **5. Rules for MA programmes with practical component/field work components are as follows:**

5.1: Four core courses shall be offered in semesters 1 and 2 each.

5.2. Five elective courses shall be offered in the third semester. No other courses will be offered in the third semester.

5.3. The fourth semester shall consist of one ability enhancement course (6 credits), one interdisciplinary/cross disciplinary course (6 credits) and one project based course (10 credits).

5.4. The semester having Practical Component / Field Work Component shall be given four teaching hours per week per theory (core/elective) course. Each core/elective course shall have 4 credits in such semester.

5.5. There shall be 2 credits Practical Components/ Field Work Component per theory course (core/elective) in a semester one to three. The credits for practical and theory courses are obtained separately.

5.6. There shall be 8 credits Practical Component/ Field Work Component in semester one and two. There shall be 10 credits Practical Component/ Field Work Component in semester three. There shall be no practical/field work component in semester four. The practical/field work component shall be elective in semester three.

5.7. Two hours of laboratory work/ Field work per week for 15 weeks shall be considered as 1 credit. Two practical hours/ Field work hours are equivalent to one hour of theory teaching.

5.9. Regulation 2.4 to 2.7 and 3.1 to 3.19 shall be applicable to M.A. programs with practical component / filed work component.

### **6. Evaluation of non-project courses and practical component /field work component for courses having practical/field work component.**

6.1: The examinations shall be of two kinds:

- (i) Internal Assessment
- (ii) Semester End Examination.



6.2. The learner who obtains less than 40 % of the aggregate marks of the relevant examination in that course either in the internal assessment or in the end –semester examination will be awarded the letter grade F in that course.

6.3 Internal Assessment for theory courses: The internal assessment shall be for 40 marks. Two internal assessment examination shall be scheduled for a course. The internal examination is to be conducted by the course teacher. The schedule for the internal assessment is announced within two weeks of the commencement of the semester. The answer-sheets for internal examination shall be masked before evaluation. The evaluated answer-sheets and marks shall be shown to the students on the date announce in advance.

6.4 Internal Assessment for practical component/ field work component: The internal assessment shall be for 40 marks. The internal assessment is to be conducted by the course teacher. The practical/field work submission material (answer-sheets, journals, other submissions, etc.) for internal examination shall be masked before evaluation. The evaluated practical/field work submission material and marks shall be shown to the students on the date announce in advance.

6.5: The existing rules for moderation of answer sheets will be followed in the case of internal examinations in core courses excluding practical component/ filed work component.

6.6: Semester-End Examination: The semester end examination shall be for 60 marks for theory courses (core /elective) and for practical component/field work component. The semester–end examination for practical component/ filed work component shall be conducted separately.

6.7: If a student is absent from the internal or end semester examination in any course including the project course and practical/filed-work component, he/she will get a grade point of 0 and a letter grade of F.

6.8: If a student fails in the internal examination of a core or elective course, or practical/filed work component, he/she will have to appear for the internal examination of the course when the course is offered again.

6.9: If a student fails in the end-semester examination of a core or elective course or practical/filed work component, he/she may reappear for the same examination when it is held again in the following semester. A student can appear at the most three times, including the original attempt. If a student obtains a letter grade F in all the three attempts, he/ she will have to seek fresh admission to the MA programme.

6.10. If a student obtains the letter grade F in any course in a given semester including practical/filed work component, the letter grade F will continue to be shown in the grade card for that semester even when the student passes the course subsequently in another semester.

6.11. If a student obtains minimum 40% marks in the internal assessment and fails to obtain minimum 40% percent marks in the end-semester examination of any course in any of the semester, the marks of the internal examination shall be carried forward.

6.12: The letter grade and the grade point for the course will be computed as in 3.13.

6.13: In any semester, the students GPA will be calculated as follows:

$$\text{grade point average (GPA)} = \frac{\sum_{i=1}^n c_i g_i}{\sum_{i=1}^n c_i} \quad \text{where } c_i = \text{credits for that course offered in that semester}$$

and  $g_i$  = grade point obtained in that course offered in that semester.

Cumulative Grade Point Average (CGPA<sub>m</sub>) at the end of semester m is calculated as follows:

$$(\text{CGPA}_m) = \frac{\sum_{j=1}^m \sum_{i=1}^n c_{ij} g_{ij}}{\sum_{j=1}^m \sum_{i=1}^n c_{ij}}, \text{ where, } c_{ij} \text{ is the credits for the } i^{\text{th}} \text{ course offered in semester } j \text{ and } g_{ij} \text{ is the}$$

grade point obtained in the  $i^{\text{th}}$  course in semester  $j$ . There shall be no rounding of GPA and CGPA.

6.14. The semester wise GPA and CGPA shall be printed on the grade card of the student along with table 3.13.

6.15. The final semester grade card shall also have the aggregate percentage marks scored by the student in all the courses including practical/filed work component in which the student has obtained the relevant credits.

6.16. In case, if it is required to scale the internal assessment marks and end-semester examination marks to 400 marks per semester and 1600 marks for entire MA course, then internal assessment marks, end-semester examination marks and total marks shall be multiplied by factor 0.8.

6.17: The rules for gracing: the existing ordinance for gracing shall continue to be used.

## M.A. Honours Programme in Sociology under CBCS at a glance

### Semester I: Core Courses

| Course  | Course Code |
|---|-------------|
| Classical Sociological Theory                   | CC.501.     |
| Competing Perspectives on Indian Society        | CC.502.     |
| Classical Perspectives in Cultural Anthropology | CC.503.     |
| Methodologies of Social Research                | CC.504.     |

### Semester II: Core Courses

|  |         |
|--|---------|
| Contemporary Sociological Theories                           | CC.601. |
| Marginalised Groups and Communities: Caste, Tribe and Gender | CC.602. |
| Contemporary Perspectives in Cultural Anthropology           | CC.603. |
| Theorising Development and Globalization                     | CC.604. |

**Semester III: Electives Courses** *[Each student is required to opt for any five courses, from among the baskets or groups into which the following courses are categorized]*

|                                    |  |
|------------------------------------|--|
| Contemporary Feminist theory       |  |
| Critical Discourse Studies         |  |
| Education and Society              |  |
| Environment & Society              |  |
| Family, Marriage and Kinship       |  |
| Gender & Society                   |  |
| Gender Perspectives on Development |  |
| Industry, Labour and Globalisation |  |
| Media and Society                  |  |
| Medical Sociology                  |  |
| Political Sociology                |  |
| Rural Society in India             |  |
| Sociology of Megacities            |  |
| Sociology of Law                   |  |
| Sociology of Migration             |  |

|                       |  |
|-----------------------|--|
| Sociology of Religion |  |
| Tribes in India       |  |
| Visual Cultures       |  |

**Semester IV: Interdisciplinary, ability enhancement, project-based courses**

**a) Ability Enhancement Courses**

|  |  |
|--|--|
| Qualitative Research                       |  |
| Quantitative Research                      |  |
| Reading and Writing in the Social Sciences |  |

**b) Interdisciplinary Courses**

|                                  |  |
|----------------------------------|--|
| Debating the Commons             |  |
| Diaspora Studies                 |  |
| Ethnography                      |  |
| Human Rights in India            |  |
| The Making of Mumbai             |  |
| Popular Culture                  |  |
| Science, Knowledge and Modernity |  |
| Sociology of Social Movements    |  |

**c) Project based Courses**

[Before the commencement of Semester IV the department will make available to the students a range of broad areas of research which are available for them to work on]

**Credit Grid for M.A. Honours Programme in Sociology under CBCS**

| Semester | Courses (Number and Type)     | Credits per course   | Total Credits    |
|----------|-------------------------------|----------------------|------------------|
| I        | 04 Core Courses               | 06                   | 06*04= <b>24</b> |
| II       | 04 Core Courses               | 06                   | 06*04= <b>24</b> |
| III      | 05 Elective Courses           | 06                   | 06*05= <b>30</b> |
| IV       | 01 Interdisciplinary Course   | 06                   | 06*01= <b>06</b> |
|          | 01 Ability Enhancement Course | 06                   | 06*01= <b>06</b> |
|          | 02 Projects                   | 10                   | 10*02= <b>20</b> |
|          |                               | <b>Total credits</b> | <b>110</b>       |

### 10 Point Grading System M.A. Programme

| Marks        | Grade Points | Grade | Performance   |
|--------------|--------------|-------|---------------|
| 80 & Above   | 10           | O     | Outstanding   |
| 70-79.99     | 9            | A+    | Excellent     |
| 60-69.99     | 8            | A     | Very Good     |
| 55-59.99     | 7            | B+    | Good          |
| 50-54.99     | 6            | B     | Above Average |
| 45-49.99     | 5            | C     | Average       |
| 40-44.99     | 4            | D     | Pass          |
| Less than 40 | 0            | F     | Fail          |

Note: The Subject weight will remain as earlier.

**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, Leela Dube and Sharmila Rege)
- 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. & Warmus, 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.

Giddens, 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. 86-115  
Published 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. 363-394  
Published 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. 215-222  
Published 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.Iyer (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.

### SEMESTER III

[Elective Courses]

(06 Credits each)

| <b>COURSE CODE</b> | <b>COURSES Title</b>               | <b>Page No.</b> |
|--------------------|------------------------------------|-----------------|
| CC. .              | Contemporary Feminist theory       |                 |
| CC. .              | Critical Discourse Studies         |                 |
| CC. .              | Education and Society              |                 |
| CC. .              | Environment & Society              |                 |
| CC. .              | Family, Marriage and Kinship       |                 |
| CC. .              | Gender & Society                   |                 |
| CC. .              | Gender Perspectives on Development |                 |
| CC. .              | Industry, Labour and Globalisation |                 |
| CC. .              | Media and Society                  |                 |
| CC. .              | Medical Sociology                  |                 |
| CC. .              | Political Sociology                |                 |
| CC. .              | Rural Society in India             |                 |
| CC. .              | Sociology of Megacities            |                 |
| CC. .              | Sociology of Law                   |                 |
| CC. .              | Sociology of Migration             |                 |
| CC. .              | Sociology of Religion              |                 |
| CC. .              | Tribes in India                    |                 |
| CC. .              | Visual Cultures                    |                 |

## Contemporary Feminist theory

***Course Rationale:** Taking forward the perspectives of feminism introduced in the core course titled Gender and Society, this course aims at a deeper analysis of patriarchy and gender in both theory and praxis. Further, the course probes the many contours of intersectionality and seeks to probe the connectedness between Feminism, Queer Studies and Masculinity Studies.*

### **Unit I: Conceptualising and Debating Feminism**

- Historical emergence of feminism and the twin concepts of gender and patriarchy
- Feminism as Praxis
- Interrogating the ‘feminist mystique’ and facing Post Feminism
- Negotiating Global Feminisms

### **Unit II: Towards Multiple Feminisms**

- Intersectionality and Difference
- Black feminism
- Post Modern Feminism
- Dalit Feminism

### **Unit III: Emergence of Queer Perspectives**

- The LGBTI movement
- Understanding Queerness
- Many Sexes, many genders
- Mainstreaming the queer or queer as alternative?

### **Unit IV: Masculinity Studies**

- Feminism and masculinity studies
- Questioning hegemonic masculinity
- Men in patriarchies and the crisis of masculinities
- Feminism and men

## **Essential Readings**

Abbott, P. & Wallace, C. (1990). *An Introduction to Sociology: Feminist Perspectives*. London & New York: Routledge.

Butler, J. (1990). *Gender Trouble: Feminism and the Subversion of Identity*. Oxon: Routledge.

Chaudhuri, M. (2005). *Feminism in India*. New Delhi: Zed Books.

Chopra, R. (Ed.) (2007). *Reframing Masculinities: Narrating the Supportive Practices of Men*. New Delhi: Orient Longman.

Grewal, I. & Kaplan, C. (2006). *An Introduction to Women's Studies: Gender in a Transnational World*. London: McGraw Hill.

## **Further Readings**

Hooks, B. (1984). *Feminist Theory from Margin to Center*. Boston, MA: South End Press.

Jackson, S. & Scott, S. (2002). *Gender: A Sociological Reader*. Oxon: Routledge,

John, M. (2008). *Women's Studies in India: A Reader*. New Delhi: Penguin.

Nicholson, L. (Ed.). (1990). *Feminism/Postmodernism*. London: Routledge.

Nussbaum, M. (1999). *Sex and Social Justice*. New York: Oxford University Press.

Rege, S. (2003). *Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage Publications.



## CRITICAL DISCOURSE STUDIES

*Rationale: This paper seeks to provide the students with a basic understanding of symbolic sociology and anthropology and lead them to the fundamentals of discourse analysis. Taking off from the Foucauldian notions of discourses, the paper delves deep into multiple discursive locations to equip students to analyse the epistemological and semiotic grounding of power and hegemony as well as the discursive formations and challenges from the margins. The paper would also involve a practical component where each student would do a case study of a critical discourse analysis from the standpoint of the dynamics of power and powerlessness, such as feminist, black, dalit or gendered locations.*

### **Unit I: Understanding ‘Discourse’**

- Semiotics and Semiology (Saussure and Pierce)
- Hermeneutics in the Social Sciences (Zygmunt Bauman)
- Discursive Analysis (Laclau and Mouffe)
- Discourse, Practice, Identity (Pierre Bourdieu)

### **Unit II: Dynamics of Discourse Analysis**

- Knowledge and Power (Michel Foucault)
- Issues of Representation
- Epistemic Hegemony (Gramsci, Postcolonial theories)
- Subaltern Discourses (Subaltern Studies Collective)

### **Unit III: Discursive Locations**

- Feminist Discourse Analysis (Judith Baxter, Michelle M Lazar)
- Black Discourse Analysis
- Dalit Discourse Analysis (Kancha Ilaiah)
- Inter-sectional Discourse Analysis (Kimberle Crenshaw, Gail Omvedt, Sharmila Rege)

### **Unit IV: Discourse Analysis in the Digital Age**

- The Real and the Virtual
- Culture Industry in the Neo-liberal Age
- Discursive Formations of the Virtual World
- Digital Activism

## References

Bauman, Z. (2010).[1978]. *Hermeneutics and Social Science: Approaches to Understanding*. London & New York: Routledge.

Baxter, J. (2003). *Positioning Gender in Discourse: A Feminist Methodology*. Hampshire: Palgrave Macmillan.

Bourdieu, P. (1990). *The Logic of Practice*. Cambridge: Polity Press.

Chandler, D. (2005). *Semiotics: The Basics*. London & New York: Routledge.

Fairclough, N. (1995). *Critical Discourse Analysis: The Critical Study of Language*. London: Longman.

Kapur, G. (2000). *When was Modernism: Essays on Contemporary Cultural Practice in India*, New Delhi: Tulika.

Lazar, M.M. (2005). *Feminist Critical Discourse Analysis: Gender, Power and Ideology in Discourse*. Hampshire: Palgrave-Macmillan.

Weiss, G. & Wodak, R. (Eds.). (2003). *Critical Discourse Analysis: Theory and Interdisciplinarity*. Hampshire: Palgrave-Macmillan.

## Further Reading

Barassi, V. (2015). *Digital Activism on the Web: Everyday Struggles against Digital Capitalism*. London & New York: Routledge.

Foucault, M. (2004). *The Archeology of Knowledge*. London & New York: Routledge.

Gee, J.P. (2015). *Unified Discourse Analysis: Language, Reality, Virtual Worlds and Video Games*. London & New York: Routledge.

Gutierrez-Jones, C. (2001). *Critical Race Narratives: A Study of Race, Rhetoric and Injury*. New York: New York University Press.

Ilaiah, K. (2009). *Post-Hindu India: A Discourse on Dalit-Bahujan, Socio-Spiritual and Scientific Revolution*. New Delhi: Sage Publications.

- Jones, R.H., Chik, A. & Hafner, C.A. (Eds.). (2015). *Discourse and Digital Practices: Doing Discourse Analysis in the Digital Age*. London & New York: Routledge.
- Jorgensen, M. & Phillips, L. (2004). *Discourse Analysis as Theory and Method*. London: Sage Publications.
- Lacan, J. (2006). *Ecrits: The First Complete Edition in English*. New York & London: W.W. Norton & Co.
- Lash, S. & Lury, C. (2007). *The Global Culture Industry: The Mediation of Things*. Malden, CA: Wiley Blackwell
- Levi-Strauss, C. (1986). *The Raw and the Cooked: Introduction to a Science of Mythology*. Middlesex: Penguin Books.
- Metro-Roland, M.M. (2011). *Tourists, Signs and the City: The Semiotics of Culture in an Urban Landscape*. Farnham, Surrey: Ashgate.
- Omvedt, G. (2008). *Seeking Begumpura: The Social Vision of Anti-caste Intellectuals*. New Delhi: Navayana Publishers.
- Orelus, P.W. (Ed.). (2016). *Language, Race and Power in Schools*. London & New York: Routledge.
- Rege, S. (2006). *Writing Caste/Writing Gender: Narrating Dalits Women's Testimonios*. New Delhi: Zubaan: An Imprint of Kali for Women.
- Rege, S. (2013). *Against the Madness of Manu: B.R. Ambedkar's Writings on Brahmanical Patriarchy*. New Delhi: Navayana Publishers.
- Van Leeuwen, T. (2008). *Discourse and Practice: New Tools for Critical Discourse Analysis*. Oxford: Oxford University Press.
- Werbner, R. (Ed.). (1998). *Memory and the Postcolony: African Anthropology and the Critique of Power*. London: Zed Books.

## **Education and Society**

*Course Rationale: The course will introduce students to the education system in India and relationship between education and the society at various levels. It attempts to study education as a sub-system of society scientifically because it plays a very important role in social change. It introduces students to the sociological perspectives and theoretical approaches to education. The course focuses on the issues of quality education, access to education and social justice in Indian society.*

### **I. Introduction**

- Nature and Scope- Educational Sociology and Sociology of Education
- Education and Socialization
- Sources of Formal Education
- Education and Social Mobility and Change

### **II. Sociological Perspectives on Education**

- Functional Perspectives
- Interactionist Perspectives
- Liberal Perspectives
- Conflict Perspective

### **III. Contemporary Perspectives on Education**

- Radical Perspectives - Deschooling society (Evan Illich)
- Cultural Reproduction (Bourdieu P.)
- Knowledge and Power (Foucault M.), Cultural Hegemony (A. Gramsci)
- Feminist Perspectives

### **IV. Education and Contemporary Issues**

- Right to Education
- Multiculturalism, Ethnicity and Social Stratification
- Equality in Educational Opportunities
- Privatization of Education
- Higher Education In India

## Readings

Banks, O. (1971). *Sociology of Education*. (2nd Ed.) London: Batsford.

Blackledge, D. & Hunt, B. (1985). *Sociological Interpretations of Education*. London: Croom Helm.

Bulle, N. (2008). *Sociology and Education: Issues in Sociology of Education*. New York: Peter Lang.

Channa, K. (2001). *Interrogating Women's Education*. Jaipur & New Delhi: Rawat.

Dreze, J. & Sen, A. (2013). *An Uncertain Glory: India and its Contradictions*. Princeton University Press.

Gore, M.S. et. al. (Ed.). (1975). *Papers on Sociology of Education in India*. New Delhi: NCERT.

Indira, R. (Ed.). (2013). *Themes in Sociology of Education*. New Delhi: Sage India.

Kabeer, N. & Subramaniam, R. & Nambissan, G.B, . (Eds.). (2003). *Child Labour and Right to Education in South Asia: Needs Vs. Rights?* New Delhi: Sage.

Karabel, J. & Halsey, H. (1977). *Power and Ideology in Education*. Oxford: Oxford University Press.

Morris, I. (1978). *The Sociology of Education*. London: Alan and Unwin.

Nambissan, G.B. (Ed.). (2013). *Sociology of Education in India: Changing Contours and Emerging Concerns*. New Delhi: Oxford University Press.

Ramachandran, V. (2004). *Gender and Social Equity in Primary Education*. New Delhi. Sage.

Rustag, P. (Ed.). (2008). *Universalization of Elementary education in India*. New Delhi: Oxford University Press.

Sedwal, M. & Kamat, S. (2008). Education and Social Equity: With Special Focus on Scheduled Castes and Scheduled Tribes in Elementary Education. *Create Pathways to Access: Research Monograph No. 19*. New Delhi: National University of Educational Planning and Administration.

Sen, A. & J. Dreze. (1996). *India: Economic Development and Social Opportunity*. New Delhi:

Oxford University Press.

Sen, A. & J. Dreze. (1997). *India: Development Selected Regional Perspectives*. New Delhi: Oxford University Press.

Shah, B.V. & Shah, K.B. (Eds.). (2014). *Sociology of Education*. Jaipur: Rawat.

Velaskar, P. (2010). Quality and Inequality in Indian Education: Some Critical Policy Concerns. *Contemporary Education Dialogue*, 7 (1), 59 – 93.

Velaskar, P. (2013). Reproduction, Contestation and the Struggle for a Just Education in India. S. Patel & T. Uys (Eds.). *Contemporary India and South Africa: Legacies, Identities, Dilemmas*. New Delhi: Routledge.

Weis, L., McCarthy, C. & Dimitriadis, G. (Eds.). (2006). *Ideology, Curriculum and the New Sociology of Education: Revisiting the Work of Michael Apple*. New York

## ENVIRONMENT & SOCIETY

### **Course Rationale:**

*This course attempts to develop an integrated understanding of the relationship between human societies & the natural environment from a sociological perspective. The attempt will be to sensitize students to environmental issues, problems & theoretical debates that have emerged and taken centre stage in the last few decades. The paper looks at some of the debates and policies in global & Indian contexts. The course encourages a strong practical component in the assignments submissions for the course.*

### **Course Outline:**

#### **Unit I: Perspectives to the study of Environment**

- Marxian & Political Ecology perspective
- Gender perspective
- Gandhian perspective
- Recent trends- Risk Society perspective& Others

#### **Unit II: State-making & Environmental Change in India**

- ‘Golden Age’ Approach: Pre Colonial period
- Regional Diversities: Colonial period
- Nehruvian Modernity: Independent India
- Peoples & State Initiatives: Recent experiments

#### **Unit III: People, Politics & Environment: Capturing Complexity**

- Forest scapes: Conservation & Contestation
- Water scapes: River conflicts, Large dams, Fisheries& Conflicts at Sea
- Land scapes: Common Property Resources; Land Management
- Urban scapes: Urban Systems & Pollution; Urban Commons

#### **Unit IV: Global Environmental Issues & Movements**

- Global Issues & Local Impacts: MNCs/ SEZs & Resistance Movements
- Sustainable Development, Climate Change & the Anthropocene Debates
- Intellectual Property Rights: Indigenous Rights & Market Issues
- Environmental Movements: Global North, Global South

### **Essential Readings**

Agarwal, B. (1992). Gender & Environment Debate: Lessons from India. In *Feminist Studies*, 18, No.1 (Spring).

Baviskar, A. (1999). *In the belly of the river: tribal conflicts over development in the Narmada Valley*. New Delhi: O.U.P.

Gadgil, M & R. Guha (1993). *This Fissured Land: An Ecological History of India*. University of California Press. U.S.A.

Rangarajan, M. & Sivaramakrishnan, K.(Eds.). (2012). *India's Environmental History: Colonialism, Modernity & the Nation- A Reader*. Permanent Black. Ranikhet.

Shiva, V. (2005). *Globalization's New Wars: Seed, Water & Life Forms*. New Delhi: Women Unlimited

### **Suggested Readings**

Cederlof, G.,&Sivaramakrishnan, K. (Eds.). (2005). *Ecological Nationalisms: Nature, Livelihoods, & Identities in South Asia*. Delhi:Permanent Black

Chhatre, A.,& Saberwal, V.(2006). *Democratizing Nature: Politics, Conservation & Development in India*. New Delhi: O.U.P.

Gidwani,V. & Baviskar,A.(2011). 'Urban Commons', *Review of Urban Affairs in E.P.W.* Vol. 50, Dec 10.

Guha, R. (1989). *The Unquiet Woods: Ecological Change & Peasant Resistance in the Himalaya*. New Delhi: O.U.P.

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

Hoeppe, G. (2005). 'Knowledge against the State: Local perceptions of Government Interventions in Fishery (Kerala, India). In *Ecological Nationalisms- Nature, Livelihoods & Identities in South Asia*, (Eds.). Gunnel, C., &Sivaramakrishnan,K.Ranikhet: Permanent Black

Karlsson, B.G. (2011). *Unruly Hills: Nature & Nation in India's Northeast*. New Delhi: Orient Blackswan



Linkenbach, A. (2007). *Forest Futures: Global Representations & Ground Realities in the Himalayas*. Delhi: Permanent Black

Pathak, A. (1994). *Contested Domains: the state, peasants and forests in contemporary India*. New Delhi: Sage

Shiva, V. et al. (1991). *Ecology & the Politics of Survival: Conflicts over Natural Resources in India*. New Delhi: Sage

## **FAMILY, MARRIAGE AND KINSHIP**

***Course Rationale:** This course provides a brief account of the classical approaches to the study of family and kinship. It then exposes the student to newer theorizations that have expanded the scope of the field. It also focuses on Family and marriage system in the Indian context. Finally, it discusses some contemporary issues that pose a challenge to the normative model of the heterosexual, biologically based nuclear family.*

### **Unit I: Introduction and Theoretical perspectives on kinship**

- Conceptual Framework
- Classical theories – Descent theory, Alliance theory
- Recent theorizations and their implications
- Gendered Perspective on family and kinship

### **Unit II: Marriage in Indian context**

- Diversities in marriage patterns and ideologies
- Dowry and Bride wealth
- Contemporary trends in Divorce
- The debate on Personal laws

### **Unit III: Family in the Indian context**

- Representations of family in popular culture
- Changes in household and family patterns
- Domestic violence Sexual Abuse
- Challenges to the normative model of family

### **Unit IV: Contemporary Issues**

- Changing demographic patterns (declining sex ratio)
- Migration, Diaspora and Impact on family
- New Reproductive Technologies
- Caste and Kinship

### ***Essential Readings***

Fox, R. (1967). *Kinship and Marriage: An Anthropological Perspective*. Pelican.

Mathew, J. (2010). *Marriage and Modern Family*. New Delhi: Authors Press.

Parkin, R. (1997). *Kinship: An Introduction to Basic Concepts*. Oxford: Blackwell.

Parkin, R. & Stone, L. (Eds.). *Kinship and Family: An Anthropological Reader*. Oxford: Blackwell

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

### ***Further Readings***

Das, V. (Ed). (2003). *The Oxford India Companion to Sociology and Social Anthropology in India. Vols. 1 & 2*. New Delhi: Oxford University Press.

Dasgupta, S. & Lal, M. (Eds.). (2007). *The Indian Family in Transition*. New Delhi: Sage.

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

Jamous, R. (2003). *Kinship and Rituals Among the Meo of Northern India – Locating Sibling Relationship*. New Delhi: Oxford University Press.

John, M. E. (2008). *Women's Studies in India – A Reader*. New Delhi: Penguin.

Kapadia, K.M. (1966). *Marriage and Family In India*. New Delhi: Oxford University Press

Karve, I. (1968). *Kinship Organization in India*. Bombay: Asia Publishing House.

Madan, T.N. (2002). *Family and Kinship – A Study of Pandits of Rural Kashmir*. New Delhi: Oxford University Press.

Mason, M. A., Skolnick, A. & Sugarman, S. (Eds.). (2003). *All our Families – New Policies for a New Century*. New York: Oxford University Press

Misra, K. Lowry, J.H. (Eds.). (2007). *Recent Studies on Indian Women*. Jaipur: Rawat.

Patel, T. (Ed.). (2005). *The Family in India: Structure and Practice*. New Delhi: Sage.

Singh, B. (Ed.). (2011). *Indian Family System – The Concept, Practices and Current Relevance*. New Delhi: D.K.Printworld.

## **GENDER & SOCIETY**

### **Course rationale:**

*This course seeks to map the basic concepts & feminist theories developed in gender studies. It seeks to interrogate the gendered nature of major social institutions and practices in India. Further it highlights the gender discourse of contemporary movements in India.*

### **Course Outline:**

#### **Unit I: Introduction: Concepts & Theoretical Background**

- Operationalizing Concepts- Sex/ Gender; Patriarchy;
- Sexual Division of Labour, Socialization practices
- Intersectional locations of Gender

#### **Unit II: Interface of Feminism & Sociology**

- From Sociology of Women- Feminist Sociology- Sociology of Gender
- Feminist Sociological theory
- Feminist Research Methodology

#### **Unit III: Interrogating & Engendering Institutions & Practices**

- Engendering the Economic- Work, Labour, Development
- Engendering the Social- Kinship, Health & Education
- Engendering the Political-Politics, Media & Culture

#### **Unit IV: Gender Discourse of Movements in Modern India**

- Women in the Nationalist Movement
- Contemporary Women's Movement
- Global Feminisms & Contemporary Trends

### **Essential Readings:**

Chakravarty, Uma. (2003). Gendering caste through a feminist Lens. Calcutta: Stree.

Geetha, V. (2002). Gender. Calcutta: Stree.

Geetha, V. (2007). Patriarchy. Calcutta: Stree.

Rege, Sharmila. (2003). Sociology of Gender. New Delhi: Sage.

Shah, N., & Gandhi, N. (1992). Issues at Stake. New Delhi: Kali for Women.

### **Suggested Readings**

Basu, A. (Ed.). (1995). The challenge of Local Feminism: Women's Movement in Global Perspective. Boulder Co., West view Press.

Choudhari, Maitreyee. (2004). Feminism in India. New Delhi: Women Unlimited.

Delamont, Sara. (2003). Feminist Sociology. Sage.

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

Ganesh, K. (1999). 'Patrilineal Structure & Agency of Women: Issues in gendered socialization'. in

Saraswathi, T. S. (Ed.). Culture, Socialization & Human Development: Theory, Research & Applications (pp. 235-254). New Delhi: Sage Publications.

Harding, S. (Ed.). (1987). Feminism and Methodology. Bloomington: Indiana University Press.

John, Mary. (2008). Women's Studies in India: A Reader. Penguin.

Kabeer, N. (1994). Reversed Realities: Gender Hierarchies in Development Thought.

Khullar, Mala. (Ed.). (2005). Writing the Women's Movement- A Reader. New Delhi: Zubaan.

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, pp. 39-48)

Uberoi, Patricia. (1994). Family, Kinship and Marriage in India. New Delhi: Oxford.

## **GENDER PERSPECTIVES ON DEVELOPMENT**

### ***Course Rationale:***

*This course lies at the intersection of Development Studies and Gender studies. It will introduce students to concepts & debates in engendering development studies. It seeks to build a theoretical & issue based understanding of the different areas of development in India. There will be a critical analysis of the issues of work, livelihoods & resources, health & education, political participation & legal rights from gender perspectives.*

### **Course Outline:**

#### **Unit I: Engendering Development**

- Historical journey of concept of development
- Feminist Interventions in Development- Rethinking Equality, Equity, Empowerment
- Landmark Plans, Policies & Programmes in India
- Neo Liberal Contestations

#### **Unit II: Engendering Work, Livelihoods & Environment**

- Accounting for Work- Production/ Reproduction in the household
- Discourses on Care work
- Work in Global Economy-Migration & Marginalization
- Environment & Livelihoods in Rural Areas

#### **Unit III: Human Development & Capabilities**

- Capabilities Approach
- Health & Education- Issues of Access & Content
- Gender & Citizenship- Law & Politics as subversive sites
- Violence of Development-Question of Identities & Social Inequalities

#### **Unit IV: Struggles & Resistance for Change**

- Women Organising for Change
- Rural Political Action
- Tribal Struggles
- Challenge of Global Women's Movement

## **Essential Readings**

Ghosh, J.(2009). *Never Done and Poorly Paid: Women's Work in Globalizing India*. NewDelhi: Women Unlimited

Kabeer, N. (1995). *Reversed Realities*. London: Verso

Kapadia, K. (Ed.). (2002). *Violence of Development: The Politics of Identity, Gender and Social Inequalities in India*. New Delhi: Zubaan

Moser, C.O.N. (1993). *Gender Planning & Development- Theory, Practice & Training*. London: Routledge

Tinker, I. 1990. *Persistent Inequalities*. O.U.P.

Visvanathan, N., Duggan, L., Nisonoff, L. &Wiegersma, N.(Eds.). (1997). *The Women,Gender and Development Reader*. New Delhi: Zubaan

## **Suggested Readings**

Agarwal, Bina. (1992). "The Gender and Environment Debate: Lessons from India", *Feminist Studies*, Vol. 18, No. 1 Spring, pp. 119-158

Da Costa, D. (2010). *Development Dramas: Reimagining Rural Political Action in Eastern India*. New Delhi: Routledge

Davar, Bhargavi. (2008). "From Mental Illness to Disability: Choices for Women Users/Survivors of Psychiatry in Self and Identity Constructions", *Indian Journal of Gender Studies* 15: 261

John, Mary E. "Gender and Development in India, 1970s-1990s: Some Reflections on the Constitutive Role of Contexts". *Economic and Political Weekly*, Vol. 31, No. 47, Nov. 23, 1996(3071-3077).

----- . Gender, development and the Women's Movement, in *Signposts*

Kannabiran, Kalpana. "The Law, Gender and Women", *Economic & Political Weekly*, Vol. xlv, No. 44, October 31, 2009(33-35)

Kapur, R. & B. Cossman. 1996. *Subversive Sites: Feminist Engagements with Law in India*. Sage. New Delhi.



Madhok, Sumi. (2013). *Rethinking Agency- Developmentalism, gender & Rights*. London: Routledge

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

Nussbaum, M. C. (2000). *Women and Human Development: The Capabilities Approach*. Cambridge: Cambridge University Press

Rao, N., Rurup, L., & Sudarshan, R. (Eds.). (1995). *Sites of Changes*. New Delhi: UNDP and Friedrich Ebert Stiftung

Rai, S. (2002). *Gender and the Political Economy of Development*. U.K.: Polity Press

Vasan, Sudha. (2007). "Gendering Resource Rights and Democratic Citizenship", *Indian Journal of Gender Studies* 14: 17-32

## **INDUSTRY, LABOUR AND GLOBALISATION**

*Course Rationale: This course introduces students to issues relating to industry and labour in the context of globalisation. Some prominent aspects such as organization of industry, workers participation in management will be discussed. Globalisation, technology and its impact on pattern of work, labour, and production will be dealt with. The Course will also engage with issues of sub contracting out-sourcing, labour standard and decent work in the global economy. It will also discuss trade union movement and the responses of organisations to overall changes occurring in Industry and economy.*

### **Unit. I. Introduction**

- Nature of Industrialization, liberalization, Globalization and restructuring of work and economy
- Labour in formal sector in India, Migration and work
- Industrial policies since 1990s onwards
- Small and Medium Enterprises,

### **Unit. II. Labour market**

- Labour Market ( India ,China, Indonesia, Malaysia, Thailand, Vietnam)
- Industrial conflict, collective bargaining and labour reforms  
Trade Union Movement Scenario in post liberalisation period ,
- A Comparative Perspective on India, Russia, US, China, and Europe

### **Unit III. Organisation and Management of Industry (case studies)**

- New Work Organization, Diversity Gender , Human Resource Management,
- Organizational and Work culture: IT Industry , Recruitment, Selection and Training and Managers, Work commitment, Productivity and change,
- Employment Relations, and Innovative Strategies
- E-commerce and labour,
- Workers participation in Management

### **Unit. IV. Globalisation, Technology, and Future of Work**

- Advance Manufacturing Technology and Workers Response (India, China, Taiwan, South Korea, & Japan)
- Sub-contracting and Outsourcing (BPO and KPO) in global economy,
- Globalisation and Labour standard, decent work.

## Readings

**Allen Joan, Campbell Alan , McIlroy John** (2010)(Ed), *Histories of Labour*, Aakar Books, New Delhi.

**Bagchi, A.K.** (Ed.). (1995). *'New Technology and the Workers' Response': Microelectronics, Labour and Society*. New Delhi: Sage.

**Behal R., Mah A. & Fall B.** (Eds.). (2011). *"Rethinking Work" Global Historical and Sociological Perspectives*. New Delhi: Tulika.

**BergIvar and Arnel.Kallerberg** (2001), (Ed), *Source Book of Labour Markets Evolving Structures And Processes*, Kluwer Academic / Plenum Publishers

**Bendl Regine**, (2015), ( Ed), *The Oxford Handbook of Diversity in Organisations*, OUP, UK, 2015.

**Bhowmik, S.K.** (2012). *Industry, Labour and Society*, New Delhi: Oreint Black Swan.

**Banerjee Debdas** , ( 2005), *Globalisation , Industrial Restucuring and Labour Standards* , Sage Publications, New Delhi.

**Breman, J.** (2004). *The Making and Unmaking of an Industrial Working Class: Sliding Down the Labour Hierarchy in Ahmedabad, India*. New Delhi: Oxford University Press.

**Bromley Patricia Meyer W.John**, ( 2016), *Hyper Organisation*, OUP, UK.

Bendl Regine, (2015), ( Ed), *The Oxford Handbook of Diversity in Organisations*, OUP, UK, 2015.

**BuchananJohn, Finegold David, Warhurst Chris**, (2016) (Ed), *The Oxford Handbook of Skills and Training*, OUP, UK.

**Chevalier F. & Segalla, M.** (Eds.). (1996). *Organizational Behaviour and Change in Europe*. New Delhi: Sage.

*China and World Economy*. Vol. 20 No.3. (May – June, 2012). Institute of World Economics and Politics, Chinese Academy of Social Sciences.

**Deshpande, L., Sharma, A., Karan, A. & Sarkar, S.** (2004) *'Liberalisation and labour': Labour Flexibility in Indian Manufacturing*. New Delhi: Institute for Human Development.

**Garud Raghu, Simpson Barbara , Langley Ann, Tsoukas Hardimos, ( 2016),** *The Emergence of Novelty in Organisations* , OUP, UK

**Himmat Singh Ratnoo (2017),***Migration of Labour in India* ,Routledge,New York

**Ivar B. & Kalleberg, A.L. (Eds.). (2001).** *Source Book of Labour Markets: Evolving Structures and Processes.* New York: Kluwer Academic/Plenum Publishers.

**Joan, A. Campbell, A. & Mellroy, J. (Eds.). (2011).** *Histories of Labour: National and International Perspectives.* New Delhi: Aakar Books.

**Jha Praveen ,** *Labour in Contemporary India* ( 2016) , OUP, New Delhi,

**Kumra Savita , Simpson Ruth , and Burke J. Ronald,( 2016) ( Ed),***The Oxford Handbook of Gender in Organisations*, OUP, UK,

**Krzywdzinski Martin, Jurgens Ulrich, ( 2016),** *New Worlds of Work*, OUP, UK.

**Mamkoottam, K. (2003).** *Labour and change, Essays on Globalisation, Technological Change and Labour in India.* New Delhi: Response Books.

**Nathan Dev, Tewari Meenu, Sarkar Sandip ( 2016), (Ed),** *Labour in Global value Chains in Asia*

**Papaola T.S. (Ed.). ( 2008).** *Labour Regulation in Indian Industry.* New Delhi: Book Well.

**Parry J., Breman, J. & Kapadia K. ( 1999).** *The Worlds of Industrial Labour. Contributions to Indian Sociology.* 9.

**Pereira Vijay and Malik Ashish ( 2016), (Eds),** *Indian culture and Work Organisations in Transition* , Routledge, New York.

**Ramaswamy, E.A. & Ramaswamy, U. (Eds.). (1981).** *Industry and Labour: An Introduction.* New Delhi: Oxford University Press.

**Ramaswamy, E.A. (1999).** *Managing Human Resources A Contemporary Text.* New Delhi: Oxford.

**Ronaldo, M. (2002).** *Globalisation and Labour, the New “Great Transformation”.* New Delhi: Madhyam Books.

**Rasiah Rajesh, McFarane Bruce and Kuruvilla Sarosh** ( 2016), *Globalisation , Industrilisation and Labour Markets in East and South Asia* , Routledge , New York

**Scherrer, C. & Greven, T.** (2001). *'Gobal Rules for Trade' Codes of Conduct, Social Labeling, Workers' Right Clauses*. Germany: Westfalisches Dampfboot.

**Shyam Sundar, K.R.** (2009). *Changes in Labour Institutions in China*. New Delhi: Book well.

**Thorner Alice** ( 2001) (Ed) ,*Land , Labour & Rights*,Anthem Press, London.

**Volti, R.** (2008). *An Introduction to the Sociology of Work and Occupations*. New Delhi: Pine Forge Press, an imprint of Sage.

**Wilkinson Adrian, Wood Geoffry, Deeg Richard** ,( 2016) ( Ed),*The Oxford Handbook of Employment Relations* , OUP, UK.

**Yates, D. M.** (2003). *'Naming the System', Inequality and Work in the Global Economy*. Kharagpur: Cornerstone Publications.

## **MEDIA AND SOCIETY**

**Course Rational:** The course aims to introduce the students to the basic conceptual understanding in media and society in general and Indian society in Particular in the changing context of globalization. It also aims to acquaint the students with various theoretical perspectives critics and alternatives relating to the relation between media and society.

### **Unit.I. Conceptual Understandings**

- Mass Communication,
- Development communication
- Folk Culture Media and Society
- Mass Culture Media and Society

### **Unit II. Approaches and Perspectives**

- Functional, Critical, Political Economy and Social Constructionism
- Social Change and Development
- Social Integration and Identity
- Power and Inequality

### **Unit.III. Models and Theories of Media**

- Transmission, Ritual or expressive, publicity and Reception Model
- Theories: Authoritarian, Libertarian
- Social Responsibility
- Public Sphere

### **Unit IV. Media Effects on Socio-cultural Life**

- Media effects: Integration, Violence
- Diffusion of innovation and development , Social distribution of Knowledge, social learning.
- Effects on Public Opinion and Attitude, Effects of Political Communication in democracies.
- Practical Component-Issue based Field visit

### **Essential and Suggested Readings:**

Tony Bennett 1982. "Theories of the Media, The Theories of Society." In *Culture, Society and the Media*. Edited by Michael Gurevitch et.al. London: Methuen, 1982.

Kumar, K.J 2005. *Mass Communication in India*. Mumbai. Jaico Publishing House.

Castells, M. 2009. *Communication Power*. Oxford. Oxford University Press.

Karl Marx. 2010. *A contribution to the Critique of Political Economy*. Peoples Publishing House (P) Ltd.

Mc Quail, D. 2005. *Mass Communication Theory*. (5<sup>th</sup> Edition) New Delhi. Vistaar.

Sundaram, R (eds.) 2013. *No Limit: Media Studies from India*. Oxford India Studies. New Delhi: Oxford University Press.

Everett M. Rogers. *Communication in Development*. *Annals of the American Academy of Political and Social Science*, Vol. 412, The Information Revolution. (Mar., 1974), pp. 44-54. Stable URL: <http://links.jstor.org/sici?sici=0002-7162%28197403%29412%3C44%3ACID%3E2.0.CO%3B2-T>.

Roy Harvey Pearce. *Mass Culture / Popular Culture: Notes for a Humanist's Primer* *College English*, Vol. 23, No. 6. (Mar., 1962), pp. 417-432. Stable URL: <http://links.jstor.org/sici?sici=0010-0994%28196203%2923%3A6%3C417%3AMC%2FPCN%3E2.0.CO%3B2-U>.

Desmond Mark. *Pop and Folk as a Going Concern for Sociological Research* *International Review of the Aesthetics and Sociology of Music*, Vol. 14, No. 1. (Jun., 1983), pp. 93-98. Stable URL: <http://links.jstor.org/sici?sici=0351-5796%28198306%2914%3A1%3C93%3APAFAAG%3E2.0.CO%3B2-2>.

Charles R. Wright. *Functional Analysis and Mass Communication*. *The Public Opinion Quarterly*, Vol. 24, No. 4. (Winter, 1960), pp. 605-620. Stable URL:

<http://links.jstor.org/sici?sici=0033-362X%28196024%2924%3A4%3C605%3AFAAMC%3E2.0.CO%3B2-J>. *The Public Opinion Quarterly* is currently published by Oxford University Press.

Robert Holton. *Globalization's Cultural Consequences*. *Annals of the American Academy of Political*

*and Social Science*, Vol. 570, Dimensions of Globalization. (Jul., 2000), pp. 140-152. Stable URL:  
<http://links.jstor.org/sici?sici=0002-7162%28200007%29570%3C140%3AGCC%3E2.0.CO%3B2-B>

*Annals of the American Academy of Political and Social Science* is currently published by Sage Publications, Inc.

Chandra Mukerji; Michael Schudson. Popular Culture. *Annual Review of Sociology*, Vol. 12. (1986), pp. 47-66. Stable URL:

<http://links.jstor.org/sici?sici=0360-0572%281986%2912%3C47%3APC%3E2.0.CO%3B2-X>

*Annual Review of Sociology* is currently published by Annual Reviews.

Denis Quail. Sociology of Mass Communication. *Annual Review of Sociology*, Vol. 11. (1985), pp. 93-111. Stable URL:

<http://links.jstor.org/sici?sici=0360-0572%281985%2911%3C93%3ASOMC%3E2.0.CO%3B2-3>

*Annual Review of Sociology* is currently published by Annual Reviews.

Additional readings suggested by the course teacher



## **MEDICAL SOCIOLOGY**

***Course Rationale:** This course is intended to provide students with an overview of the sociology of health, illness and medicine in different social and cultural settings. It aims to offer the students basic orientation to major theoretical perspectives in medical sociology that examine the construction of medical knowledge, cross-cultural comparisons of notions of body, health, illness and practices of health care. It seeks to familiarize the students with key issues and debates around methodologies, ethics and politics of health in a global context*

### **Unit I: Body, Medicine and Society**

- Historical Narratives of Health and Illness
- Diversity and Hierarchy of Medical Systems
- Governing the Body and Bio-power
- Cross cultural constructions of body, health and illness

### **Unit II: Contemporary Narratives of Health and Illness**

- Capital, Technology and the State.
- Media and Healthcare
- Agency of Patients
- Care of the Self

### **Unit III: Culture, Medicine and Medical Practice**

- Biomedicine and Ethnocentric
- Pharmaceutical Discourse and Practice
- Syncretic Medical Practices
- Alternative Healthcare systems: Faith Healing

### **Unit IV: Politics and Ethics of Medicine and Health**

- State, Market and Public Health
- Health Policy, Health Insurance
- Euthanasia
- Organ Donation, Transplant and New Reproductive Technologies
- Medical Jurisprudence

## Essential Readings

Bird, C.L. et al. (Eds.). (2010). *Handbook of Medical Sociology*. Nashville: Vanderbilt University Press.

Gabe, J. & Monaghan, L.F. (Eds.). (2013). *Key Concepts in Medical Sociology*. London: Sage.

Kleinman, A. (1981). *Patients and Healers in the Context of Culture: An Exploration of the Borderland between Anthropology and Medicine*. Berkeley: University of California Press.

Lindenbaum, S. & Lock, M. (Eds.). (1993) *Knowledge, Power, and Practice: The Anthropology of Medicine and Everyday Life*. Berkeley: University of California Press.

Scambler, G. (Ed.). (2012). *Contemporary Theorists for Medical Sociology*. London & New York: Routledge.

## Further Readings

Arnold, D. (1993). *Colonizing the Body: State, Medicine and Epidemic in 19th century India*. Berkeley: University of California Press.

Bode, M. (2008). *Taking Traditional Knowledge to the Market: The Modern Image of the Ayurvedic and Unani Industry, 1980-2000*. Delhi: Orient Blackswan.

Cockerham, W.C. (Ed.). (2010). *The New Blackwell Companion to Medical Sociology*. Oxford: Wiley Blackwell.

Desjarlais, R. (1995). Struggling Along: The Possibilities for Experience among the Homeless Mentally Ill. *American Anthropologist*, 96, 886-901.

Fassin, D. (2007). *When Bodies Remember: Experiences and Politics of AIDS in South Africa*. Berkeley: University of California Press.

Foucault, M. (1975). *The Birth of the Clinic: Archaeology of Medical Perception*. New York: Vintage Books.

Good, B. (1994). *Medicine, Rationality, and Experience: An Anthropological Perspective*. Cambridge: Cambridge University Press.

Gordon, D. & Lock, M. (Eds.). (1988). *Biomedicine Examined*. Dordrecht: Kulwer Academic

## Publishers

Khare, R.S. (1996). *Dava, Daktar, and Dua: Anthropology of Practised Medicine in India*. *Social Science & Medicine*, 43(5), 837-848.

Mattingly, C. & Garro, L.C. (Eds.). (2001). *Narrative and the Cultural Construction of Illness and Healing*. Berkley: University of California Press.

Mol, A. (2002). *The Body Multiple: Ontology of Medical Practice*. Durham: Duke University Press

Nichter, M. (2008). *Global Health: Why cultural perceptions, social representations and biopolitics matter*. Tucson: University of Arizona Press.

Rapp, R. (2000). *Testing Women, Testing the Foetus: The Social Impact of Amniocentesis in America*. New York: Routledge.

Scheper-Hughes, & Wacquant, L. (Eds.). (2002). *Commodifying Bodies*. London: Sage.

Sharp, L. (2007). *Bodies, Commodities and Biotechnologies: Death, Mourning and Scientific Desire in the Realm of Human Organ Transfer*. New York: Columbia University Press.

## **POLITICAL SOCIOLOGY**

***Course Rationale:** Political sociology deals with state-society relationships. It pieces together a vast array of perspectives on power as well as approaches to pluralism. Taking off from a debate between Marxian and Weberian themes, the paper explores the implications of Foucauldian interventions. The paper goes on to explore themes of nationalism, formation of the state, the debates surrounding democracy and its discontents giving particular reference to the Indian scenario. The paper gives accentuated emphasis on the multiplicity of identities and movements and their interrogation with power and the state. The practical component of the course seeks to engage the students with familiarity with grass roots peoples movements for strengthening democracy and peoples participation in decision making as well as movements for the rights of the marginalized.*

### **Unit I: Introduction**

- The main concerns of Political Sociology.
- Historical development of the discipline.
- Political sociology in the Indian context.
- Political Philosophy and conceptualization of Diversity, Pluralism and Multiculturalism

### **Unit II: Power and Society**

- Marxist Approaches
- Weberian Approaches
- Theorizing the Public Sphere
- Foucauldian Approaches

### **Unit III: Nation, Nationalism and Citizenship**

- Colonialism and its power
- Nation (s) and Nationalism (s)
- Concept of nation-state, State and citizenship
- Caste, class, tribe, gender, minority and citizenship

### **Unit IV: Democracy and the Indian State**

- Class, passive revolution, patronage and Indian democracy.
- Casteism, Caste and politics, religious nationalism.
- Development, Rights and the Poor
- Genders and sexualities

## Essential Readings

Foucault, M. (1991). Governmentality in G. Burchell, C. Gordon & P. Miller (Eds.) *The Foucault Effect: Studies in Governmentality*. Chicago: University of Chicago Press, 87–104.

Gramsci, A. (1971). State, Civil Society, Political Society, Hegemony, Ideology and Bloc. In *Selections from Prison Notebooks (Trans. by Q. Hoare)* London: Lawrence and Wishart, 144-153, 167-168, 180-182, 260-264.

Laclau, E. (1977). Fascism and Ideology. In his *Politics and Ideology in Marxist theory*. London: NLB, 81-142. Debate between Miliband, Poulantzas and Laclau (NLR No. 58, (67-78), 1969; No. 59 (53-60), 1970; No. 82 (83-92), 1973; No 95, (63-83), 1976

Marx, K. (1978). The Eighteenth Brumaire of Louis Bonaparte. In *The Marx-Engels Reader, Second Edition*. New York: EE Norton, 594-617.

Mohanty, M. (2004). *Class, Caste, Gender*. New Delhi: Sage.

Nash, K. (2010). *Contemporary Political Sociology: Globalization, Politics and Power*. Oxford: Wiley-Blackwell.

Ong, A. (2006). *Neo-liberalism as Exception: Mutations in Citizenship and Sovereignty*. Durham, NC: Duke University Press.

Oommen, T.K. (2013). *Social Inclusion in Independent India: Dimensions and Approaches*. New Delhi: Orient Blackswan.

Roy, A. (2010). *Mapping Citizenship in India*. New Delhi: Oxford University Press.

Thapar, R. et al. (2016). *On Nationalism*. New Delhi: Aleph Book Company.

Weber, M. (1978). Domination, Legitimation, Authority and Charisma. In his *Economy and Society: An outline of Interpretative Sociology. Vol. I*. Berkeley: University of California Press, 212-30, 241-54.

## Further Readings

Ahmad, I. Et al. (2010). *Pluralism and Equality: Values in Indian Society and Politics*. New Delhi: Sage Publications.

- Aloysius, G. (1999). *Nationalism without a Nation in India*. New Delhi: Oxford University Press.
- Anderson, B. (1983). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso.
- Arif, Y. (2016). *Life, Emergent: The Social in the Afterlives of Violence*. New Delhi: Orient Blackswan.
- Dhanagare, D.N. (2014). *The Writings of D.N. Dhanagare: The Missing Tradition: Debates and Discourses in Indian Sociology*. Hyderabad: Orient Blackswan.
- Guha, R. (2016). *Democrats and Dissenters*. New Delhi: Penguin Random House India.
- Gundimeda, S. (2016). *Dalit Politics in Contemporary India*. Abingdon, Oxon: Routledge.
- Habermas J. (1991). *The Structural Transformation of the Public Sphere: An Enquiry into a Category of Bourgeois Society*. Cambridge, MS: The MIT Press.
- Kalpagam, U. (2006). Thinking the State with Bourdieu and Foucault. In M. Thapan and R. Lardinois (Eds.). *Reading Pierre Bourdieu in a Dual Context: Essays from India and France*. London: Routledge.
- Kumar, A. (Ed.). (2013). *Political Sociology of India*. New Delhi: Sage India.
- Lukes, S. (2005). *Power: A Radical View (Second edition)*. New York: Palgrave Macmillan, 1-107.
- Mehta, P.B. (2003). *The Burden of Democracy*. New Delhi: Penguin India.
- Menon, N. & Nigam, A. (2007). When was the Nation? *Power and Contestation: India Since 1989*. London: Zed Books.
- Mouffe, C. (1970). Hegemony and ideology in Gramsci. In her (Ed.) *Gramsci and Marxist Theory*. London. Routledge and Kegan Paul, 168-04.
- Naqvi, S. (2016). *Being the Other: The Muslim in India*. New Delhi: Aleph Book Company.
- Nigam, A. (2005). Civil Society and its Underground Explorations in the Notion of Political Society. In R. Bhargava et. al. (Eds.). *Civil Society, Public Sphere and Citizenship: Dialogues and Perceptions*. New Delhi: Sage, 236-59.

Padel, F. (2009). *Sacrificing People: Invasions of a Tribal Landscape*. New Delhi: Orient Blackswan.

Puri, J. (2016). *Sexual States: Governance and the Struggle to Decriminalise Homosexuality in India*. New Delhi: Orient Blackswan.

Rao, A. (2009). *The Caste Question: Dalits and the Politics of Modern India*. Berkeley and Los Angeles: University of California Press.

Rao, A. (2013). *Gendered Citizenship: Historical and Conceptual Explorations*. New Delhi: Orient Blackswan.

Yuval-Davis, N. & Werbner, P. (Eds.). (2005). *Women, Citizenship and Difference*. New Delhi: Zubaan.

## **RURAL SOCIETY IN INDIA**

*Course Rationale: This course aims to orient students to the realities of rural India, in the changing global context. The course aims at analyzing the rural socio-economic development. It introduces the students various development programmes and new farmer's movements. It focuses on how global market and state reconstituting rural society and what are the consequences of it on rural people. In the last section, the impact of globalization and new issues and challenges in rural society of India are discussed.*

### **Unit I: Introduction**

- Significance of village studies
- Indian Sociologist and Emergence of Rural Sociology in India
- Perspectives on Village studies – Ambedkar, Gandhian
- Agrarian structure and Social Stratification

### **Unit II: Rural Society : Change and Development**

- Land Reforms in India
- Peasant movements and New farmer's Movements
- Panchayati Raj Institutions
- Self Help Groups and Women Empowerment

### **Unit III: Contemporary issues and Challenges**

- Caste, Violence and Dalit Atrocities
- Village Co-operatives
- Issues of Bonded and migrant labours, landless labours and artists
- Health and Education

### **Unit IV: Globalization and its impact on Agriculture**

- Farmer's Suicide and agrarian crisis
- Food security
- Issue of Land acquisition and Land Rights
- Irrigation and Water Management – Issue of disparities



## **Essential Readings**

Brass, T. (1995). *New Farmers' Movements in India*. Great Britain: Frank Cass

Desai, A.R. (2008). *Rural Sociology in India* (New Edition). Bombay: Popular Prakashan.

Doshi, S.L. & Jain, P.C. (2002). *Rural Sociology*. Jaipur: Rawat.

Sharma, K. L. (Ed.). (2014). *Sociological Probing of Rural Society*. New Delhi: Sage India.

Shiva, V. & Bedi, G. (2002). *Sustainable Agriculture and Food Security: The Impact of Globalisation*. New Delhi: Sage.

## **Further Readings**

Arunachalam, J. & Kalpagam, U. (Eds.). (2006). *Development and Empowerment – Rural women in India*. Jaipur: Rawat.

Dhanagare, D.N. (2014). *The Writings of D.N. Dhanagare: The Missing Tradition: Debates and Discourses in Indian Sociology*. Hyderabad: Orient Blackswan.

Desai, V. (2005). *Rural Development in India*. Mumbai: Himalaya Publishing House.

Deshpande, R.S. & Arora, S. (Eds.). (2010). *Agrarian Crisis and Farmer Suicides*. New Delhi: Sage.

Jayapalan, (2002). *Rural Sociology*. New Delhi: Atlantic Publishers.

Madeley, J. (2002). *Food for All. The need for a new Agriculture*. Bangladesh: The University Press

Mohanty, B.B. (Ed.). (2012). *Agrarian Change and Mobilisation, Studies in Indian Sociology, Vol.2*. New Delhi: Sage.

Prakash, S. *Rural Development in India*. New Delhi: Himalaya publishing House.

Raju, M. & Lakshmi pathi. (Eds.). (2007). *Women Empowerment – Challenges and Strategies*. New Delhi: Regal Publications.

Rastogi, A.R. (2002). *Rural Development Strategy*. Jaipur: Wide Vision

Rao, Vasudev B.S.(2007). *Rural Resources and Development*. New Delhi: Associated Publication.

Reddy, R. & Subrahmanyam. (Eds.). (2003). *Dynamics of Sustainable Rural Development*. New Delhi: Serials Publications.

Sainath, P. (2000). *Everybody Loves a Good Drought: Stories from India's Poorest Districts*. New Delhi: Penguin.

Sharma, R.K. (1997). *Rural Sociology*. New Delhi: Atlantic Publishers

Sahu, D.R. (Ed.). (2012). *Sociology of Social Movements: Studies in Indian Sociology Vol.6*. New Delhi: Sage.

## SOCIOLOGY OF MEGA CITIES

### Course Rationale

*This course covers theoretical aspects of the emergence of global mega cities, briefly looking at their history and growth. It will discuss urban planning and development, urban governance and address issues such as urban processes, work, migration, ethnicity, segregation, and housing, issues of marginalization and resources are dealt with. Through case studies of different mega cities and regions of the world, the course will introduce students to the challenging issues of megacities encounter and will develop a vision for sustainable cities.*

### Unit I: Introduction:

- Emergence of mega cities in the developing and developed world
- Mega city, global city economy, urban space, and production
- Urban planning in developing and developed countries

### Unit II: Case studies from North America and South America

- **Mexico City:**
  - Brief history, migration and work, marginalization
  - Politics, education, culture, ethnicity and class, and support systems
- **New York City:**
  - Brief history, growth and expansion
  - Economy, migration and work

#### Case studies from South America

- **Sao Paulo:**
  - Brief history, economic transformations, neo liberalism, deindustrialization,
  - Urban policy, social organizations/ civil society, power structures, and master plan.
- **Rio De Janerio:**
  - Brief history,
  - Favelas, Marginality, and transition

### Unit III: Case studies from Europe and Africa

- **London:**
  - Brief history, and growth, region and competitiveness, internationalization, governance,
  - Middle class, socio- spatial division, and urban policy
- **Moscow:**
  - Brief history, economy, labour, migration, and education
  - Urban planning and governance

- **Africa**
- **Johannesburg:**
  - Brief history, urban economy and labour
  - Business transformations, government and politics, people's participation.
- **Cairo:**
  - Brief history, urban processes, region, economic transformations
  - Urban planning, housing.

#### Unit IV: Case studies from Asia

- **Mumbai: (Field Work component)**
  - Brief history, labour, migration and work
  - Spatial and economic restructuring, caste and communities, slums and housing
- **Shanghai:**
  - Brief history, economic and social transformations, Power structures
  - public and private sectors, local government, Business corporations, and communities

## **Readings:**

**Andy Cumbers & Danny MacKinnon (eds)** 2006, Clusters in Urban and Regional Development, Routledge, London.

**Baneerjee Guha** , 2010, Accumulation by Dispossession, Transformative Cities in the New Global Order, Sage publications , New Delhi.

**China and World Economy**, Institute of World Economics and Politics, Chinese Academy of Social Sciences, Vol.20 .No.3, May- Jun, 2012.

**Franklin Adrian**,2010, City Life, Sage Publications Ltd, London.

**Fujita Kuniko(ed)** 2013, City and Crisis, New Critical Urban Theory, Sage Publications Ltd,London,

**Hall Peter**, 1997, Mega cities, World cities and global cities, The First Mega Cities Lecture, Rotterdam

**Kemper Robert**, Mexico city, Encyclopedia of Urban Cultures,Volume,3, PP,184-197.Danbury.C.T.Grolier Publishing,Co.,2002.

**Lin Jan and Mele Christopher**, 2013,) The Urban Sociology Reader, second edition, Urban Reader Series, Routledge Taylor and Francis Group, London .

**Macionis John, Spates James**, (1982), The Sociology of Cities, St. Martin press, New York.

**Masselos Jim and Patel Sujata**, (2005) Bombay and Mumbai, The City in Transition (edited) Oxford University Press.

**Parkinson Michael and Boddy Martin** 2004, City Matters , Competitiveness , cohesion and urban governance, The Policy Press ,UK.

**Research Study** by FIG Commission 3, Rapid Urbanization and Mega Cities:

The Need for Spatial Information Management, the International Federation of Surveyors (fig), Denmark 2010.

**Sandhu .S.Ranvinder and Sandhu Jasmeet**, (2007) Globalizing Cities, Inequality and Segregation in Developing Countries., (edited), Rawat Publications, Jaipur

**Sharma R.N., Sandhu R.S.,2013, Small Cities and Towns in Global Era, Emerging Changes and**

**Perspectives, Rawat Publications , Jaipur**

**Sebegers Klaus**, (2007) The Making of Global City Regions, The John Hopkins University Press.

**Saskia Sassen** (2005), Global City: Introducing A Concept, Brown Journal of World Affairs, winter/Spring 2005 • Volume Xi, Issue 2.

**Stevenson Deborah** (2009), Cities and Urban Cultures, Rawat Publication, Jaipur

**Vladimir Kolossov and John O'Loughlin**, (2004) How Moscow is becoming a capitalist megacity, ISSJ UNESCO. Blackwell Publishing Ltd.USA.

## **SOCIOLOGY OF LAW**

**Course Rational:** *Introduce to the students to the visions of a Scholarly traditions of sociology of law. It aims to provide understanding of Philosophical and sociological underpinnings of the development of law in societies. It also explores classical and contemporary theoretical contributions critique and alternatives in sociology of law. Specific issues to be analyzed include law and social control, law and social change. The influence of caste class and gender on the framing of laws and its outcome. The course relies on the case method in order to develop and heighten the students analytical abilities.*

### **Unit I: Conceptual Understanding**

Recovering the Sociology of Law  
Law and the rise of the Social Sciences  
Sociological Jurisprudence to Sociology of Law

### **Unit II. Theoretical Foundations**

Emile Durkheim on Law and Social Solidarity  
Max Weber on Rationalization of Law  
Marxist idea of Law  
Sociology of Law and Antinomies of Modern Thought

### **Unit.III. Sociological Dimensions of Law**

Law Economy and Market  
Law and Politics : The role of democratic Law  
Law Culture and Integration  
Law Between Governance and Discipline: Michael Foucault

### **Unit IV.: Contemporary Issues**

Rule of Law in Free Society: positivist account of rule of Law  
Constitutional Law and Ambearian Perspective on justice  
Feminist Perspective  
Field work component-Field Visit

## **Essential Readings.**

Mathieu Deflem.2008. *Sociology of Law: Visions of a Scholarly Tradition*.Cambridge University Press.New York.

Black Donald.1995. *Sociological Justice*. New York: Oxford University Press.

Foucault , Michel. 1975. *Discipline and Punish. The Birth of the Prison..* New York. Pantheon.

N. S. Timasheff .What Is "Sociology of Law"? Source: *American Journal of Sociology*, Vol. 43, No. 2 (Sep., 1937), pp. 225-235Published by: The University of Chicago Press Stable URL: <http://www.jstor.org/stable/2769025>.

Roscoe Pound. *Sociology of Law and Sociological Jurisprudence*. Source: *The University of Toronto Law Journal*, Vol. 5, No. 1 (1943), pp. 1-20Published by: University of Toronto Press Stable URL: <http://www.jstor.org/stable/824509>.

Ehrlich, E.1936. *Fundamental Principles of the Sociology of Law*. Cambridge. Harvard University Press.

James E. Herget. *The Scientific Study of law: A critique* Source: *Jurimetrics*, Vol. 24, No.2 (Winter 1984), pp. 99-126Published by: American Bar Association URL: <http://www.jstor.org/stable/29761856>.

Karl Marx. 2010. *The Poverty of Philosophy*. Peoples Publishing House(P) Ltd.

Karl Marx. 2010. *A contribution to the Critique of Political Economy*. Peoples Publishing House (P) Ltd.

Frank Lovett. *A Positivist Account of the Rule of Law*. Source: *Law & Social Inquiry*, Vol. 27, No. 1 (Winter, 2002), pp. 41-78Published by: Wiley on behalf of the American Bar Foundation Stable URL: <http://www.jstor.org/stable/829093>.

Steven Spitzer. *Marxist Perspectives in the Sociology of Law* .Source: *Annual Review of Sociology*, Vol. 9 (1983), pp. 103-124Published by: Annual Reviews-stable URL: <http://www.jstor.org/stable/2946059>.

Harry V. Ball, George Eaton Simpson and Kiyoshi Ikeda. *Law and Social Change: Sumner Reconsidered* Source: *American Journal of Sociology*, Vol. 67, No. 5 (Mar., 1962), pp. 532-540



Published by: The University of Chicago. Press-stable URL: <http://www.jstor.org/stable/2775168>.

Carroll Seron and Frank Munger. Law and Inequality: Race, Gender...and, of Course, Class. Source: Annual Review of Sociology, Vol. 22 (1996), pp. 187-212. Published by: Annual Reviews. Stable URL: <http://www.jstor.org/stable/2083429>.

Victor Tadros. Between Governance and Discipline: The Law and Michel Foucault. Source: Oxford Journal of Legal Studies, Vol. 18, No. 1 (Spring, 1998), pp. 75-103. Published by: Oxford University Press. Stable URL: <http://www.jstor.org/stable/764723>.

Michael Clarke. Durkheim's Sociology of Law. Source: British Journal of Law and Society, Vol. 3, No. 2 (Winter, 1976), pp. 246-255. Published by: Wiley on behalf of Cardiff University. Stable URL: <http://www.jstor.org/stable/1409819>

Readings suggested by the course teacher

## **SOCIOLOGY OF MIGRATION**

**Course Rationale:** The aim of this course is to familiarise the students about the Socio economic and demographic aspects of migration. On completion of this course students are expected to learn about the scientific definitions of migration, their patterns, trends, causes and consequences. Students are also expected to learn about the data sources and their constraints and the techniques to analyse migration phenomenon. It will help to understand migration phenomena holistically.

### **Unit: I Introduction**

- Concept of migration
- Census definition of migrants and its limitations
- Types of migration
- Causes of migration

### **Unit: II Theories of Migration**

- Models Ravenstein's Laws of migration
- Everett Lee's Theory of migration
- Mobility Field Theory
- Todaro's Model of Rural-Urban migration

### **Unit: III Pattern, Determinants and Consequences of Migration**

- Internal Migration: Internal migration patterns and characteristics in developing countries with a special focus on India
- Determinants of internal migration: Causes of migration at the place of origin and at the place of destination
- Consequences of internal migration: demographic, economic, social and political consequences at the individual, household and community level
- Patterns of international migration: Historical and recent trends

### **Unit: IV Issues of Migration**

- International migration: Causes and consequences of international migration
- Permanent immigrants
- Indian Diaspora and people of Indian origin
- labour migration: brain drain, refugee migration and Illegal migration

### ***Essential Readings***

Khadria Binod (1999): *The Migration of Knowledge Workers*, New Delhi, Sage Publication.

Brinley Thomas (1972): *Migration and Urban Development*, London, Methuen and Co. Ltd.,

Cohen, Robin (1996): *Theories of Migration*, the International Library of Studies on Migration, Edward Elgar, Cheltenham

Eduardo Arriaga, (1975): Selected Measures of Urbanization, in Sydney Goldstein and David Sly (Eds.) *Measures of Urbanization and Projections of Urban Population*, Belgium, IUSSP .

Kingsley, Davis, (1972): *World Urbanization, 1950-70*, Vol. II, Analysis of Trends, Relationship and Development, Population Monograph Series 4 and 9, Berkeley, University of California.

Omprakash Mishra (ed.): (2004), *Forced Migration*, Delhi, Manak Publication.

Stephen Castles and Mark J. Miller, (1993): *The Age of Migration*, New York, The Guilford Press,

United Nations, (1974): *Methods of Measuring Internal Migration*, Manual VI, UN., New York.

### ***Further Readings***

Oberai, A.S. (1987): *Migration, Urbanization and Development*, Geneva, International Labour Office.

Gavin Jones and Visaria, Pravin, (Eds.), (1997): *Urbanization in large developing countries – China, Indonesia, Brazil and India*, Oxford, Clarendon Press.

Mitra R. G., (2002): *Understanding Patterns of Migration from Census 2001 Data*, Cuttack, Population Stabilization and Development, Council of Cultural Growth and Cultural Relations.

Shryock, Henry S. Jacob S. Siegel and Associate, (1980): *The Methods and Materials of Demography* Vol.1 U.S., Washington D.C., Bureau of the Census.

Todaro, Michael P. (1976): *Internal Migration in Developing Countries*, Geneva, International Labour Office.

United Nations, (1979): Trends and Characteristics of International Migration since 1950, *Demographic Studies* No. 64, UN, New York.

United Nations, (1983): *Determinants and Consequences of Population Trends*, Vol 1, UN, New York, Chapter-VI.

## **SOCIOLOGY OF RELIGION**

***Course Rationale:** Inter-relationship between religion, culture and society has been one of the core concerns in the disciplines of Sociology and Anthropology. This paper would familiarize students with the basic investigations and insights developed in Sociology and Cultural Anthropology with regard to religion and its multifarious manifestations. The practical component will focus on students mapping the critical engagements of peoples and movements within religious traditions from historical and contemporary perspectives.*

### **Unit I: Introduction**

- Issues in studying religion: substantive and functionalist explanations; explaining religion: Clifford Geertz & Talal Asad.
- Materialistic Explanations
- Functionalist Explanations
- Weberian Themes

### **Unit II: The Dynamics of Religion**

- Religious affiliations and identities
- Heterodoxy and Orthodoxy: Sramana – Brahmana traditions and their modern manifestations
- Modernity and religion: Modern challenges to religions: socially engaged Buddhism
- Religion as emancipatory identity

### **Unit III: Religion and Politics**

- Secularization and ‘resacralization’
- Secularism and Communalism
- Religion, Civil Society and the State: the discourse of majority and minority communities
- The Politics of Religious Conversions in South Asia

### **Unit IV: Religion in a Changing World**

- Neo-liberalism, Media and Religion
- Religion and Gender
- New Religious Movements
- Postmodern Perspectives on Religion

### ***Essential Readings***

Banton, M. (ed.). (2004) [1966]. *Anthropological Approaches to the Study of Religion*. London & New York: Routledge.

Eller, J.D. (2007). *Introducing Anthropology of Religion: Culture to the Ultimate*. New York & London: Routledge.

Furseth, I. & Repstad, P. (2006). *An Introduction to Sociology of Religion: Classical and Contemporary Perspectives*. Burlington: Ashgate.

Hamilton, M. (2001) [1995]. *The Sociology of Religion: Theoretical and Comparative Perspectives*. London & New York: Routledge.

Johnstone, R.L. (2011). *Religion in Society: A Sociology of Religion*. New Delhi: Prentic Hall India.

Klass, M. & Weisgrau, M.K. (1999). *Across the Boundaries of Belief: Contemporary Issues in the Anthropology of Religion*. Oxford: Westview Press.

### ***Suggested Readings***

Abu-Lughod, L. (2015). *Do Muslim Women Need Saving?* Cambridge, MA: Harvard University Press.

Aloysius, G. (1998). *Religion as an Emancipatory Identity: A Buddhist Movement among the Tamils under Colonialism*. New Delhi: New Age International.

Appadurai, A. (1981). *Worship and Conflict Under Colonial Rule: A South Indian Case*. Cambridge: Cambridge University Press.

Asad, T. (1993). *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*. Johns Hopkins University Press.

Asad, T. (2003). *Formations of the Secular: Christianity, Islam, Modernity*. Stanford University Press.

Davie, G. (2007). *The Sociology of Religion*. London: Sage.

Deshpande, S. (2003). Hindutva and its Spatial Strategies. In S. Deshpande. *Contemporary India: A Sociological View*. New Delhi: Viking by Penguin.

- Durkheim, E. (1995). *Elementary Forms of the Religious Life*. London: Free Press.
- Flaten, L.T., (2016). *Hindu Nationalism, History and Identity in India: Narrating a Hindu Past under the BJP*. London & New York: Routledge.
- Green, N. & Searle-Chatterjee, M. (Eds.). (2008). *Religion, Language and Power*. New York & London: Routledge.
- Joseph, M.T. (2012). Buddhists: The Political Dynamics of Conversion and Caste. In *Minority Studies: Oxford India Series on Contemporary Society*. R. Robinson (Ed.). New Delhi: Oxford University Press, pp. 138 – 159.
- Joseph, M.T. (2013). Dr. B.R. Ambedkar's Views on Religion: A Sociological Analysis. *Indian Anthropologist*. 43 (2). (July – December 2013), pp. 43 – 54.
- Juergensmeyer, M. et. al. (Eds.). (2016). *Violence and the World's Religious Traditions: An Introduction*. Oxford: Oxford University Press.
- Kakar, S. (2007). *The Analyst and the Mystic: Psychoanalytic Reflections on Religion and Mysticism*. New Delhi: Penguin India.
- Kumar, M. (2016). *Communalism and Sexual Violence in India: The Politics of Gender, Ethnicity and Conflict*. London: I.B. Tauris & Co.
- Madan, T.N. (2006). *Images of the World: Essays on Religion, Secularism and Culture*. New Delhi: Oxford University Press.
- Madan, T.N. (Ed.). (2011). *India's Religions: Perspectives from Sociology and History*. New Delhi: Oxford University Press.
- Pennington, B.K. (2005). *Was Hinduism Invented? Britons, Indians and the Colonial Construction of Religion*. Oxford: Oxford University Press.
- Robinson, R. (2004). *Sociology of Religion in India*. New Delhi: Oxford University Press.
- Robinson, R. (2005). *Tremours of Violence: Muslim Survivors of Ethnic Strife in Western India*. New Delhi: Sage Publications.
- Robinson, R. (2012). *Minority Studies*. New Delhi: Oxford University Press.

Turner, B.S. (2013). *The Religious and the Political: A Comparative Sociology of Religion*. Cambridge: Cambridge University Press.

Uberoi, J.P.S. (1999). *Religion, Civil Society and the State: A Study of Sikhism*. New Delhi: Oxford University Press.

Wilson, B & Creswell, J. (Eds.). (1999). *New Religious Movements: Challenge and Response*. London & New York: Routledge.



## **TRIBES IN INDIA**

**Course Rationale:** *This course attempts to familiarise the students with the tribal situation in India. After introducing the discussion around the concept and identity crises of tribe, it goes on to discuss the impact of globalization on tribal economy, and the displacement and alienation resulting from development projects, The course also deals with the tribal struggles taking place across the country on issues related to livelihood, human right, and identity. the course also focus on an evaluation of the welfare programmes undertaken by the state government since independence, and the role of NGOs and Government policy in improving the quality of life of the tribals is included.*

### **Unit I: Introduction**

- Concept of Tribe
- Tribal communities in India
- Distinctive features of Tribal Community
- Construction of tribal identity

### **Unit II: Changes in Economy of Tribal Society**

- Nature and Type of Tribal Economy
- Transformation of Tribal economy in Colonial contexts
- Globalization and its Impact on Tribal Economy
- Issues of Health and Education

### **Unit III: Evaluation of Tribal Development policy and Impact**

- Development Polices: (Isolation, Assimilation and Integration) and their impact on tribal Communities
- Tribal welfare Policies of the State: Social Welfare approach, constitution provision, Programmes Initiated by the State, Five year plan and Panchashila
- Reservation for scheduled Tribes (PEASA Act 1966)
- Role of NGO

### **Unit VI: Exploitation unrest and socio political cultural movements**

- Context of Cultural Identity based on script and language
- Self-determination and Statehood
- Agrarian and forest-based Movements
- Transformation of Tribe- Caste

***Essential Readings***

Chaudhary. S. N. (Ed.) (2010) "*Tribal Economy at Crossroads*", New Delhi, Rawat publication.

Readings: *Antiquity to modernity in Tribal India* (1998), Edited Volumes I-IV, Tribal Studies of India Series, New Delhi, Inter India Publications.

Singh, K. S. (Ed.) (2006) "*Tribal Movements in India*", Volumes I-II New Delhi, Manohar Publication.

Vedyarthi. L. P. and Rai. B. K. (1976) "*The Tribal Culture of India*", New Delhi, Concept Publishing Company.

Xaxa, V. (2008) "*State, Society and Tribes: Issues in post- colonial India*", New Delhi. Pearson Education.

***Further Readings:***

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

Gupta R., (2007), "*Tribal Contemporary Issues Appraisal and Intervention*", New Delhi, Concept Publishing Company.

Hooja, M., (2004) "*Policies and Strategies for Tribal Development*", New Delhi, Rawat Publications.

Misra. R. N. (2006) "*Tribal Development Post Globalization, Discovery*", New Delhi, Publishing house.

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

Pfefer, G., and Behera, D., (ed.) (2009) *Contemporary Society Tribal studies*", Edited Volumes One- Eight, New Delhi, Concept Publishing Company.

Rao, S. and Reddi, M., (2007) "*Tribal Development: Issues and Perspective*", Delhi, The Associated Publishers.

Sah D. C. and Sisodia, Y., (Eds.) (2004) "*Tribal Issues in India*", Madhya Pradesh Institute of Social science Research, Ujjain, Rawat Publications.

Singh, B. N, Chatterjee, M., (Ed.), ((2005) "*Tribes in India*", Vol. II, Jaipur, Rbsa Publishers.

Singh K. S., (1997) "*The Scheduled Tribe*", Delhi, OU Press.

## VISUAL CULTURES

***Course Rationale:** The course aims at introducing students to the area of visual sociology and anthropology. The aim of the course is twofold. One, is to introduce the student to the use of the visual as a tool of qualitative research in the social sciences. Two, through this paper, the student will learn to read, interpret and contextualise modern visual cultures of societies, nations, communities and groups. Visual texts,, primarily in an urban setting, will be critically examined/deconstructed from different locations and standpoints. The course aims at examining visuality, visual cultures and visual artefacts in the everyday worlds and in structured manifestations. The visual will be perceived as a symbolic and performative social text.*

### **Unit I: Introduction**

- What is the visual? Why study the visual?
- The visual as a research tool in sociology and anthropology
- History of the ethnographic film
- The advent of visual studies

### **Unit II: Contextualising the Visual**

- Everyday world of the visual
- Visual as cultural production
- Politics of the visual
- The National Visual

### **Unit III: Theoretical Discussion**

- Historical shifts from modernity
- Ways of seeing / showing/making/understanding the visual
- Visual hybridity in global scapes
- Sites of contestation, manufactured consent around the visual

### **Unit IV: Forms of the visual**

- Static Visuals [Frescoes /Painting/ Illustrated Texts/ Hoardings / Graffiti/Landscaping Photographs]
- Moving Visuals [Cinema /Television/Cyberspace Visuality/ Advertisements]
- Installed Visuals [Weddings /Spectacles /Political Meetings, Sports]
- Performative Visuals [Theatre, Dance, Festivals, Body Art]

## Essential Readings

- Adorno, T.W. (2001). *The Culture Industry: Selected Essays on Mass Culture*. New York: Routledge.
- Banks, M. & Ruby, J. (2011). *Made to be Seen: Perspectives on the History of Visual Anthropology*. Chicago: University of Chicago Press.
- Banks, M. & Morphy, H. (1997). *Rethinking Visual Anthropology*. Yale: Yale University Press.
- Barthes, R. (1981). *Camera Lucida: Reflections on Photography*. Paris: Farrar, Strauss and Giroux.
- Berger, J. (1972). *Ways of Seeing*. London: Penguin.
- Devereaux, L. & Hillman, R. (Eds.). (1995) *Fields of Vision: Essays in Film Studies, Visual Anthropology and Photography*. Berkeley and Los Angeles: University of California Press.
- Hockings, P. (1975). *Principles of Visual Anthropology*. The Hague: Mouton.
- Pink, S. (2006). *The Future of Visual Anthropology*. Oxon: Routledge.
- Ramaswamy, S. (2003). *Beyond Appearances?: Visual Practices and Ideologies in Modern India*. New Delhi: Sage.
- van Leeuwen, T. & Jewitt, C. (2001). *The Handbook of Visual Analysis*. New Delhi: Sage.

## Further Readings

- Collier, J. (1987). Visual Anthropology's Contribution to the Field of Anthropology. *Visual Anthropology*, 1 (1), 1987.
- Edwards, E. (1987). Photographic "Types". *The Pursuit of Method*, Vol. 1 (1), 1987.
- Harper, D. (1987). *The Visual Ethnographic Narrative*. *Visual Anthropology*, 1 (1), 1987.
- Pink, S. (2003). Interdisciplinary Agendas in Visual Research. *Resituating Visual Anthropology*, 1 (2), 2003.
- Uberoi, P. (1990). Feminine Identity and National Ethos in Indian Calendar Art. *The Economic and Political Weekly*, XXV (17), April 28, 1990.
  - Worth, S. (2013). Margaret Mead and the Shift from "Visual Anthropology" to the "Anthropology of Visual Communication". *Studies in Visual Communication*, 6, 15–22.

## SEMESTER IV

### [Ability Enhancement Courses]

| COURSE CODE | COURSES Title                            | Page No. |
|-------------|--|----------|
| CC. .       | Qualitative Research                     |          |
| CC. .       | Quantitative Research                    |          |
| CC. .       | Reading & Writing in the Social Sciences |          |

### [Interdisciplinary Courses]

|       |                                  |  |
|-------|----------------------------------|--|
| CC. . | Debating The Commons             |  |
| CC. . | Diaspora Studies                 |  |
| CC. . | Ethnography                      |  |
| CC. . | Human Rights In India            |  |
| CC. . | The Making Of Mumbai             |  |
| CC. . | Popular Culture                  |  |
| CC. . | Science, Knowledge And Modernity |  |
| CC. . | Sociology Of Social Movements    |  |

### [Project]

#### PROJECT TOPICS

**Note:** Before the commencement of Sem. IV students have to choose any two projects from below list available which is range of broad area of research for them to work on :

| Sr.No | Project Themes  |
|-------|---|
| 1     | Informal sector   |
| 2     | Tourism economy   |
| 3     | Understanding Humiliation                                     |
| 4     | Culture Industry  |
| 5     | Demonetization, cashless economy and marginalised communities |
| 6     | Market economy religious faith and social development         |
| 7     | Tribal Society in India                                       |
| 8     | Issues of Migration   |
| 9     | Ethnography of the Visual                                     |
| 10    | Gender and Science  |
| 11    | Education in Indian Society                                   |
| 12    | Rural Society : change and development                        |
| 13    | Urban Environments: Issues & Debates                          |
| 14    | Gender & Space  |
| 15    | Religion and Gender   |
| 16    | Politics of Resistance  |
| 17    | Any other- as per faculty specialisations available           |

## ABILITY ENHANCEMENT COURSES

### QUALITATIVE RESEARCH

*Rationale: The paper aims at equipping the students with a nuanced understanding of research in the social sciences and familiarising them with the debates on the processes of knowledge production. Some of the methods included in the genre of qualitative research will be analysed in detail. In the practical component, students would be encouraged to give critical analysis of the different qualitative methods through reviews of published works.*

#### Unit 1: Qualitative Research and the Knowledge Question

- Notions of Ontology
- Epistemological Questions
- Methodological Perspectives
- Knowledge as Process

#### Unit 2: Ethnomethodology and Conversation Analysis

- Social interaction, language and society
- Ethnomethodology and self-reflection
- Talk and Social Structure
- Gender Talk

#### Unit 3: Fieldwork

- Fieldwork Identity
- Ethics in Fieldwork
- Multi-sited Fieldwork
- Reflexive Ethnography

#### Unit 4: Other Methods

- Case Studies
- Action Research
- Visual Methods
- Oral Histories, *Testimonio*

## References

Atkinson, P. & Delmont, S. (Eds.). (2011). *Sage Qualitative Research Methods Vol. 1 – 4*. New Delhi: Sage Publications.

Bernard, H.R. & Gravlee, C.C. (Eds.). (2015). *Handbook of Methods in Cultural Anthropology*. London: Rowman & Littlefield.

Marvasti, A.B. (2004). *Qualitative Research in Sociology: An Introduction*. New Delhi: Sage Publications.

Robben, C.G.M & Sluka, J.A. (Eds.).(2007). *Ethnographic Fieldwork: An Anthropological Reader*. Malden, MA: Blackwell Publishing.

Seale, C. et al. (Eds.). (2004). *Qualitative Research Practice*. New Delhi: Sage Publications.

Silverman, D. (Ed.). (2012). *Qualitative Research: Theory, Method, Practice*. New Delhi: Sage Publications.

## Additional References

Amit, V. (Ed.). (2000). *Constructing the Field: Ethnographic Fieldwork in the Contemporary World*. London & New York: Routledge.

Boden, D & Zimmerman, D.H. (Eds.). (1991). *Talk and Social Structure: Studies in Ethnomethodology and Conversation Analysis*. Berkeley: University of California Press.

Emmison, M. & Smith, P. (2007). *Researching the Visual: Images, Objects, Contexts and Interactions in Social and Cultural Inquiry*. New Delhi: Sage Publications.

Francis, D. & Hester, S. (2004). *An Invitation to Ethnomethodology: Language, Society and Social Interaction*. New Delhi: Sage Publications.

Garfinkel, H. (1967). *Studies in Ethnomethodology*. New Jersey: Prentice Hall.

Hegde, D.S. (Ed.). (2015). *Essays in Research Methodology*. New Delhi: Springer.

Malik, A. (2005). *Nectar Gaze and Poison Breath: An Analysis and Translation of the Rajasthani Oral Narrative of Devnarayan*. New Delhi: Oxford University Press.

Ragin, C.S. & Becker, H. (Eds.). (1992). *What is a Case: Exploring the Foundations of Social Inquiry*. Cambridge; Cambridge University Press.

Sidnell, J. (2010). *Conversation Analysis: An Introduction*. Malden, CA: Wiley-Blackwell.

Speer, S. (2005). *Gender Talk: Feminism, Discourse and Conversation Analysis*. London & New York: Routledge.



## QUANTITATIVE RESEARCH

**Course rational:** This course aims to provide basic understanding to the learners about doing quantitative Research in Social Sciences. It also introduces the basic philosophize of research and its critique and alternatives. Issues of ontology and epistemology also will be critically looked at. This course also aims to enhance the basic skills in Quantative Research through the practical component as hand on SPSS, SAS and T software. Students will be encouraged to collect the data from the field and get result through these software.

### Unit.I.Introduction

- Ontology, Epistemology
- Methodology
- Qualitative versus Quantative Methodologies.

### Unit. II. Quantative Methods

- Positivism
- Survey Research
- Making and testing of Interview Schedule (Field Component to Collect the Data)

### Unit. III.Use of Software ( Practical Component)

- Introduction to IBM -Statistical Package for the Social Sciences
- Salient Features of SPSS
- Practical component-Hands on SPSS

### Unit. IV. Data analysis by Using Software

- Descriptive Statistics: Cross Tabulation,
- Frequencies , Descriptive Ratio Statistics.
- Bi-variate Statistics: Means, Correlation.
- Factor Analysis.

## Essential Readings

Russell K Schutt 2016. Understanding the Social World. Research Methods for 21<sup>st</sup> Century.Sage Publications.

Christof Wolf.2016. The Sage Handbook of Survey Methodology. Sage Publications.

Bleicher, J(1982) Hermeneutic Imagination. London: Rutledge

Giddens,A. (ed). 1970. Positivism and Sociology. Portsmouth, NH: Heinemann.

Sabine Landau and Brian S. Everitt . 2004. A Handbook of Statistical Analyses using SPSS.

[http://www.academia.dk/BiologiskAntropologi/Epidemiologi/PDF/SPSS\\_Statistical\\_Analyses\\_using\\_SPSS.pdf](http://www.academia.dk/BiologiskAntropologi/Epidemiologi/PDF/SPSS_Statistical_Analyses_using_SPSS.pdf).

James L. Arbuckle.2014. IBM® SPSS® Amos™ 23 User's Guide

[http://amosdevelopment.com/download/User\\_Guide\\_23.pdf](http://amosdevelopment.com/download/User_Guide_23.pdf)

Charles Taylor. Ontology. Source: Philosophy, Vol. 34, No. 129 (Apr., 1959), pp. 125-141 Published by: Cambridge University Press on behalf of Royal Institute of Philosophy Stable URL: <http://www.jstor.org/stable/3748730>.

Barry Stroud. Epistemology, the History of Epistemology, Historical Epistemology. Source:

Erkenntnis (1975-), Vol. 75, No. 3, WHAT (GOOD) IS HISTORICAL EPISTEMOLOGY? (November 2011), pp. 495-503 Published by: Springer Stable URL: <http://www.jstor.org/stable/41476736>.

*Readings Suggested by the course Teacher*

## **READING & WRITING IN THE SOCIAL SCIENCES**

*Rationale: This paper aims at equipping the students with the skills needed for academic reading and writing. It assists the students to explore nuances of reading and academic writing by familiarising them with emblematic texts and manuals. Students will be given orientation to the array of open access software available. Issues and debates on plagiarism and implications of intellectual property rights will also be discussed. The applied component of the course entails students to submit a short essay incorporating the insights gained from the discussions in the classroom.*

### **Unit I: Academic Writing**

- Academics vs. common sense
- Academic genre vs. journalistic writing
- Debates on academic writing
- Writing in the digital age

### **Unit II: Reading in the Social Sciences**

- Techniques of thematic reading
- Understanding the main arguments in an academic production
- Reading skills
- Discursive analysis

### **Unit III: Writing Skills**

- Contextualising academic writing
- Citation, notes, references and bibliography
- Description, analysis, critique
- Use of Software and Writing in the digital age: the blogosphere

### **Unit IV: Debates and Issues**

- Debates on scientific writing
- Plagiarism
- Intellectual Property Rights and Intellectual Commons
- The politics of academic writing

## References

Bailey, S. (2015). *Academic Writing for International Students of Business*. London & New York: Routledge.

Clark, M.D. et al (Eds.). *Creative Writing in the Digital Age: Theory, Practice, Pedagogy*. London: Bloomsbury.

Ekegren, P. (2012). *The Reading of Theoretical Texts: A Critique of Criticism in the Social Sciences*. London & New York: Routledge.

Hayot, E. ((2014). *The Elements of Academic Style: Writing for the Humanities*. New York: Columbia University Press.

Sword, H. (2012). *Stylish Academic Writing*. Cambridge, MS: Harvard University Press.

Vallis, G.L. (2010). *Reason to Write: Applying Critical Thinking to Academic Writing*. Charlotte, NC: Cona Publishing and Media Group

## Further Reading

James, A. et al. (Eds.). *After Writing Culture: Epistemology and Praxis in Contemporary Anthropology*. London & New York: Routledge.

Jones, J. et al. (Eds.). (2011). *Writing for Sociology*. Berkeley, Department of Sociology, University of California.

Thompson, P. & Walker, M. (Eds.). (2010). *The Routledge Doctoral Students Companion: Getting to Grips with Research in Education and the Social Sciences*. London & New York: Routledge.

Waterstone, A. & Vesperi, M.D. (Eds.). (2009). *Anthropology off the Shelf: Anthropologists on Writing*. Malden, MA: Wiley-Blackwell.

Waxler, R.P. (2014). *The Risk of Reading: How Literature Helps us to Understand Ourselves and the World*. London: Bloomsbury.

## INTERDISCIPLINARY COURSES

### Debating the Commons

*Course Rationale: Faced with the crises of climate change and economic crises communities around the world are concerned about how to sustainably manage ‘the commons’ – or shared resources – such as water, land, and knowledge. The recognition of the commons and commoning practices, help in the formulation of more equitable and diverse vision of socio-economic life in the face of a rapid enclosure of the commons by the state and the market. This course will consider the historical roots and contemporary explanations of the commons and explore the multiple and interconnecting ways that collectively manage, reclaim, and defend these commons outside the public-private property dichotomy. Throughout the course, the students will analyze the commons and commoning from both a conceptual and empirical perspective.*

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

- Concept of the Commons
- Commons, Enclosure & Emergence of Capitalism
- Theorizing the Commons
- Analyzing the Commons

#### **Unit II: The Rural Commons**

- New Enclosures
- Ecological Commons: Land, Water
- Commons, Communities and Collective Practices
- Case Study

#### **Unit III: The Urban Commons**

- Urban Ecological Commons (air, waterbodies, wetlands, landfills)
- Urban Civic Commons (streets & sidewalks, public spaces, public transit)
- Communities & Collective Action
- Case Study

#### **Unit IV: The Cultural & Intellectual Commons**

- Knowledge Commons Online – Digital/Internet Commons
- Cultural Commons
- Politics of the Commons
- Case Study

### **Essential Readings:**

Bakker. K. (2007) The 'commons' versus the 'commodity': alter-globalization, anti-privatization, and the human right to water in the global South. *Antipode* 39(3): 430-455

Ghate, R., Jodha, N. and P. Mukhopadhyay (Eds). 2008. *Promise, Trust and Evolution, Managing the Commons in South Asia*. Oxford. Oxford University Press.

Hardin. G. (1968) The Tragedy of the Commons. *Science* 162(3859): 1243-1248.

Harvey. D. 2011. The Future of the Commons, *Radical History Review*, Issue 109 (Winter)

Goldman. M. (1997) 'Customs in common': the epistemic world of the commons scholars. *Theory and Society* 26(1): 1-37.

Jodha. N.S., Naveen P Singh, Cynthia S Bantilan, 2012. The Commons, Communities and Climate Change, *Economic & Political Weekly*, March 31, vol xlvii no 13

Linebaugh, P (2009): *The Magna Carta Manifesto: Liberties and Commons for All* (Berkeley: University of California Press)

Ostrom. E. (1990) Reflections on the Commons. In: *Governing the Commons: The evolution of institutions for collective action*. Cambridge: Cambridge University Press. Pp. 1-28.

Polanyi, Karl (1944): *The Great Transformation: The Political and Economic Origins of Our Time* (Boston: Beacon Press)

Walljasper, Jay (2010): *All That We Share: How to Save the Economy, the Environment, the Internet, Democracy, Our Communities and Everything Else That Belongs to All of Us* (New York: The New Press)

### **Recommended Readings:**

Bollier, D. and Helfrich, S. (2015) *Patterns of Commoning, Mass: The Commons Strategy Group / Off the Commons Books*.

Brara. R. 2006. *Shifting landscapes: the making and remaking of village commons in India*. Oxford University Press. New Delhi.

Chakravarty-Kaul, M. 1996. *Common Lands and Customary Law. Institutional Change in North India over the past two centuries*. Delhi: Oxford University Press.

De Angelis, M (2007): *The Beginning of History: Value Struggles and Global Capital* (London:Pluto Press)

Gidwani V. and Amita Baviskar (2011) Urban commons. *Economic and Political Weekly* 156(50): 42-43.

Hardin. G. (1994) The tragedy of the unmanaged commons. *Trends in Ecology and Evolution* 9(5): 199.

Hardt. M. and Antonio Negri, 2008. *Commonwealth*. Cambridge, MA: Belknap Press of Harvard University Press.

Neeson, J M (1993): *Commoners: Common Right, Enclosure, and Social Change in England, 1700-1820* (Cambridge: Cambridge University Press)

Parthasarathy. D. (2011) Hunters, gatherers and foragers in a metropolis: commonising the private and public in Mumbai." *Economic and Political Weekly* 156(50): 54-63.

Reid, H. and Betsy Taylor (2010): *Recovering the Commons: Democracy, Place, and Global Justice* (Urbana: University of Illinois Press)

## **DIASPORA STUDIES** **[06 Credits]**

*Course Rationale: This course introduces students to concepts and areas of research in the interdisciplinary field of Diaspora Studies. It situates contemporary diasporas at the interface of globalization, transnational mobilities and translocal relationships. The course aims to highlight the specific methodological and theoretical contributions of anthropology to the field. It describes different forms of migration and formation of diasporas and addresses the politics of identity and belonging. It analyses transnational dimensions of development, philanthropy and religious movements in the context of diaspora – homeland relations. Case studies of different ‘types’ of diasporas are included as also a detailed consideration of Indian diasporas.*

### **Unit I: Introduction to Diaspora Studies**

- Contemporary significance of Diasporas
- Historical backdrop: Exile, slave, indentured labour, imperial, trade and other diasporas
- Development of Diaspora Studies as an interdisciplinary field
- Current debates on the term and concept of diaspora

### **Unit II: Diasporas, Transnationalism and Translocalism**

- Translocal relations in the premodern world (Mediterranean/Indian Ocean worlds)
- The fluidity of diaspora in globalization (hybridity, multiculturalism, virtual diasporas)
- Transnationalism and its contemporary dimensions (business/philanthropy/ development/social movements)
- Nationalism in a transnational world

### **Unit III: Case Studies**

- Forced Displacement and Exile (Jewish/ Palestinian/Sri Lankan Tamil/Black Atlantic migration)
- Indentured Labour (Indian labour in Africa/Caribbean/South East Asia)
- 20th century migration to North America (from Asia/ Europe/ Latin America/ Africa)
- Oil boom and Migration to the Gulf (from South/ South east Asia)

### **Unit IV Overview of Indian Diaspora**

- Demographic profile of Indian diasporas and diasporas within India
- Political and economic significance and evolution of Indian government policy
- Issues of Identity (homeland vs. hostland, internal heterogeneities, Gender)
- Diasporic Art, Literature and Cinema



## **Essential Readings**

Cohen, R. (2008). *Global Diasporas: An Introduction*. London: Routledge.

Government of India (2001). *Report of the High Level Committee on the Indian Diaspora*. New Delhi: Indian Council of World Affairs.

Lal, Brij V. (Ed.). (2006). *The Encyclopedia of the Indian Diaspora*. Singapore: Editions Didier Millet.

Vertovec, S. (1997). Three meanings of diaspora exemplified among South Asian religions. *Diaspora*, 6, 277-299.

Werbner, P. (2000). Introduction: The Materiality of Diaspora – Between Aesthetic and ‘Real’ Politics. *Diaspora*, 9 (1), 307-24.

## **Further Readings**

Appadurai, A. (1997). *Modernity at Large : Cultural Dimensions of Globalization*. Delhi: Oxford University Press.

Braudel, F. (1995). *The Mediterranean and the Mediterranean World in the Age of Philip II*. Berkeley and Los Angeles, California: University of California Press.

Chaudhury, K.N. (1985). *Trade and Civilization in the Indian Ocean: An Economic History from the Rise of Islam to 1750*. Cambridge: Cambridge University Press.

Gilroy, P. (1993). *Black Atlantic: Modernity and Double Consciousness*. London: Verso.

Hannerz, U. (2003). Several Sites in One. In T.H.Eriksen (Ed.). *Globalization: Studies in Anthropology* (pp.18-38). London: Pluto Press.

Inda, J.X. & Rosaldo, R. (2008). Introduction: A World in Motion. In J.X.Inda and R.Rosaldo (Eds.). *The Anthropology of Globalization*. New York: Blackwell, 1 – 34.

Pearson, M. (2007). *The Indian Ocean*. London: Routledge.

Rouse, R. (2002). Mexican Migration and the Social Space of Post Modernism. In J.X. Inda and R. Rosaldo (Eds.). *The Anthropology of Globalization*. New York: Blackwell, 157-171.

Simpson, E. (2008). Sailors that do not Sail: Hinduism, Anthropology and Parochialism in the Indian Ocean. In H.Basu (Ed.). *Journeys and Dwellings: Indian Ocean Themes in South Asia*. Hyderabad: Orient Longman, 90-120.

## **ETHNOGRAPHY**

*Course Rationale: This course aims at familiarizing the students with the ethnographic method as well as the diverse registers of published ethnographies. The objective of the course is to equip the student to have the conceptual and practical knowledge of conducting ethnographic research and writing ethnographies. The practical component would involve writing an essay with ethnographic content or reviewing any of the iconic ethnographies.*

### **Unit I: Introduction to Ethnographic Representation**

- Anthropology and the growth of ethnographic method
- Colonial ethnographies
- Realism and the politics of ethnography
- Alterity and representation

### **Unit II: Reflexivity: Challenges and Transformations**

- Reflexivity and ethnography
- Postmodern and postcolonial ethnographies
- Feminist ethnographies
- Global ethnography

### **Unit III: Classical Ethnographies**

- Malinowsky and his diary
- 'Coming of age in Samoa'
- 'Politics and Religion'
- 'Strangers and Friends'

### **Unit IV: Contemporary Ethnographies**

- 'Public Secrets of Law: Rape Trials in India'
- 'Spirit possession and its Provocation of the Modern'
- 'Subalterns and Sovereigns'
- 'Redtape: Bureaucracy, Structural Violence and Poverty in India'

## **Essential Readings**

Amit, V. (Ed.). (2000). *Constructing the Field: Ethnographic Fieldwork in the Contemporary World*. London & New York: Routledge.

Bell, D., Caplan, P. & Karim, W.J. (Eds.). (1993). *Gendered Fields: Women, Men and Ethnography*. London & New York: Routledge.

Brewer, J.D. (2005). [2000]. *Ethnography*. Buckingham: Open University Press.

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

Comaroff, J. & Comaroff, J. (1992). *Ethnography and the Historical Imagination*. Oxford: Westview Press.

Geertz, C. (1973). *The Interpretation of Cultures: Selected Essays*. New York: Basic Books.

## **Further Readings**

Abu-Lughod, L. (2005). *Dramas of Nationhood: The Politics of Television in Egypt*. Chicago: University of Chicago Press.

Baxi, P. (2014). *Public Secrets of Law: Rape Trials in India*. New Delhi: Oxford University Press.

Burawoy, M. et al. (2000). *Global Ethnography: Forces, Connections and Imaginations in a Postmodern World*. Berkeley: University of California Press.

Coleman, S. & Collins, P. (Eds.). (2006). *Locating the Field: Space, Place and Context in Anthropology*. Oxford: Berg.

Das, V. & Poole, D. (Eds.). (2004). *Anthropology at the Margins of the State*. New Delhi: Oxford University Press.

Das, V. (2007). *Life and Words: Violence and the Descent into the Ordinary*. Berkeley: University of California Press.

Fabian, J. (2001). *Anthropology with an Attitude: Critical Essays*. Stanford: Stanford University Press.

Fabian, J. (2006). The Other Re-visited: Critical Afterthoughts. *Anthropological Theory*, 6 (2), 139 – 152.

Gupta, A. & J. Ferguson (Eds.). (1997). *Anthropological Locations: Boundaries and Locations of a Field Science*. Berkeley: University of California Press.

Gupta, A. (2012). *Red Tape: Bureaucracy, Structural Violence and Poverty in India*. Durham and London: Duke University Press.

Parvathamma, C. (1971). *Politics and religion. A study of historical interaction between socio-political relationships in a Mysore village*. New Delhi: Sterling Publishers.

Powdermaker, H. (1966). *Stranger and Friend: The Way of an Anthropologist*. New York: H.H. Norton.

Ram, K. (2013). *Fertile Disorder: Spirit Possession and its Provocation of the Modern*. University of Hawaii Press.

Sundar, N. (2008). *Subalterns and Sovereigns: An Anthropological History of Bastar 1854 – 2006*. New Delhi: Oxford University Press.

## **HUMAN RIGHTS IN INDIA**

*Course Rationale: This paper aims at engaging the students in the discourse rights, with specific reference to the evolution of the idea of human rights and the notion of individual rights vs collective rights. It seeks to critically assess the legal, constitutional and institutional mechanisms that have evolved to address the issues of human rights. The flashpoints of issues debated in the context of human rights are also dealt with.*

### **Unit I: A Historical mapping of the Discourse of Human Rights**

- The Emergence of the Concept of Human Rights
- Classification of Rights
- Historical mapping of the Discourse of Human Rights
- The Universal declaration of Human Rights, International court of Justice

### **Unit II: The Human Rights Discourses in India**

- Fundamental Rights
- Directive principles of state policy
- National Human Rights Commission, NCW, NCM, SC/ST commission
- Human Rights and Role of NGOs and Media

### **Unit III: Paradoxes and Issues**

- Violence against Marginal Groups (Violence against women, Atrocities against SCs and STs)
- Rights of Sexual Minorities
- The Rights of Differently Abled People
- Custodial Violence

### **Unit IV: Globalization and Human Rights**

- Right to development Vs Right for identities
- Consumer Rights
- The Rights of Refugees
- Communal Riots

## **Essential Readings**

Agosin M. (Ed.). (2003). Women, Gender and Human Rights – A Global Perspective. Jaipur: Rawat.

Baxi, U. (2012). The Future of Human Rights. New Delhi: Oxford University Press.

Biswal, T. (2006). Human Rights Gender and Environment. New Delhi: Viva Books

Rajkhowa, S. & Deka, S. (2013). Economic Social and Cultural Rights Vol. 2. Guwahati: EBH Publishers

Rajkumar, C. & Chockalingam, K. (2007). Human Rights, Justice and Constitutional Empowerment. New Delhi: Oxford University Press

## **Further Readings**

Alam, A. (Ed.). (2004). Human Rights in India : Issues and challenges. New Delhi: Raj publication.

Chavhan, R.S. (2007). Globalization and Human Rights. New Delhi: Radha

Freeman, M. (2002). Human Rights: An Interdisciplinary Approach. Oxford: Polity Press.

Lakkaraja, J. (2008). Women Prisoners in Custody. NewDelhi: Kaveri Books.

Mahajan, G. (Ed). (1998). Democracy, Difference and Social Justice. New Delhi: Oxford University Press.

Murray, A. (2005). Human Rights in the Digital Age. London: Oxford University press.

Pillai, V. K. (2006). Communal Violence: A Sociological study of Gujarat. New Delhi: Shipra

Rajawat, M. (2001). Burning Issues of Human Rights. New Delhi: Kalpaz.

Sen, A. (2009). The Idea of Justice. New Delhi: Penguin

Sharma (2002) Human Rights Violations: A Global Phenomenon. New Delhi: APH.

Sri Krishana, S. & Samudrala, A.K. (Eds.). (2007). Dalits and Human Rights. New Delhi: Serial Publications.

Sri Krishana, Samudrala,S. & Anil Kumar. (2008). Refugees and Human Rights. New Delhi: Serial Publications.

Symonides, J. (2003). Human Rights: Concepts and Standards. Jaipur: Rawat.

# THE MAKING OF MUMBAI

(06 CREDITS)

## Course Rationale

*This course enables students to understand the emergence of Mumbai historically and the journey of the city to become one of the largest mega cities of the world. We focus on labour market, urban planning and development of Mumbai. The contributions of different caste and communities in building mega city, the role of the State institutions in making Mumbai as world class city, and the course deals with history, region and growth, and economic development of Mumbai. It will help students to understand migration, formal and informal sector economy, further enable students to reflect on the image of city through cinema.*

### Unit I: Introduction:

- An historical overview of Growth, Region and Development of Mumbai
- Globalisation -Urban Restructuring and Spatial Segregation in Mumbai

### Unit II: Labour Market of Mumbai:

- Migration trends, Formal and Informal sector employment,
- Occupational Structure, Caste and Communities,
- Regionalism and Identity Politics

### Unit III: Urban Planning, Development and Role of the State (Field work component)

- Development Plan (DP) & Urban Infrastructure Projects
  - MCGM -Municipal Corporation of Greater Mumbai
  - BMC - Brihanmumbai Municipal Corporation
  - MMRDA-Mumbai Metropolitan Region Development Authority
- Affordable Housing
  - MHADA- Maharashtra Housing and Area Development Authority
- SRA- Slum Rehabilitation/ Redevelopment
  - Slum Rehabilitation Authority

\* Field work: Case study of Dharavi Redevelopment, Bhandi Bazar Redevelopment, Mithi River Development, Gorai–Manori Uttan Recreation and Tourism Development Zone, Integrated Village Development Scheme, Waste and Recycling, Solid Waste Management, Salt Pan Lands, Wetlands, Mangroves and development

### Unit IV: Images of Mumbai

- Cinema
- Theatre
- Literature

## **Readings:**

Baneerjee Guha, 2010, Accumulation by Dispossession, Transformative Cities in the New Global Order, Sage publications, New Delhi

Chandavarkar Rajnarayan, (2003). Origin of Industrial Capitalism in India: Business Strategies and working classes in Bombay, 1900-1940, Cambridge University Press.

Caroline Saglio –Yatzimirsky –Marie, 2013, Dharavi Mega slum to urban Paradigm , Routledge Taylor and Francis Group, New Delhi.

Morris D. Morris , 1965. The Emergence of Industrial Labour Force. A Study of the Bombay Cotton Mills, 1854-1947, Oxford University Press.

Mumbai Reader 12, Urban Design Research Institute, Mumbai.

Patel Sujata & Masselos Jim, (ed), (2005) Bombay and Mumbai, The City in Transition, Oxford University press, New Delhi.

Sandhu Ranvinder , Sandhu Jasmeet, 2007, Globalising Cities , Inequality and segregation in Developing Countries, Rawat Publications, Jaipur.

Sebers Klaus, (2007) The Making of Global City, The John Hopkins University press, Baltimore.

## **Websites**

MCGM

<http://www.mcgm.gov.in/>

MMRDA Plan document Website-

[www.mmrda.mumbai.org/search/search.php?Submit.x=1&search=tasks&sectionmmrda](http://www.mmrda.mumbai.org/search/search.php?Submit.x=1&search=tasks&sectionmmrda)

MAHADA

<https://mhada.maharashtra.gov.in/>

SRA

<http://www.sra.gov.in/>



## **[POPULAR CULTURE]**

[06 Credits]

Course Rationale: The course aims at an advanced analysis of the reach and diversity of cultural expressions in contemporary India. It seeks to trace the development of concepts and theories associated with popular culture and assess the critiques from various standpoints. Popular culture is looked at from the vantage point of the dynamics of power and the multiple sites of its contestation.

### **Unit I: Concepts and Approaches**

- Mass Culture and Folk Culture
- High Culture and Low Culture
- Class and Cultural Production
- Culture Industry

### **Unit II: Meanings and Representation**

- Encoding and Decoding
- Structure and Meaning
- Ideology
- Identities and Locations

### **Unit III: Hegemony and Resistance**

- Nationalism
- Corporatization
- Feminist Critique
- Subaltern Locations

### **Unit IV: Postmodernity and Globalization**

- Global Cultures
- Ethnic and the Popular
- Hybridity and Creolization
- Diasporic Sites

## Essential Readings

Danesi, M. (2008). *Popular Culture: Introductory Perspectives*. Lanham, Maryland: Rowman & Littlefield

Gokulsing, K.M. & Dissanayake, W. (Eds.). (2009). *Popular Culture in a Globalised India*. London & New York: Routledge.

Kasbekar, A. (2006). *Pop Culture India! Media, Arts and Lifestyle*. Santa Barbara: ABC-CLIO.

Srinati, D. (2004). *An Introduction to Theories of Popular Culture*. London & New York: Routledge.

Storey, J. (2009). *Cultural Theory and Popular Culture: An Introduction*. London: Pearson & Longman.

## Further Readings

Berger, A.A. (2010). *The Objects of Affection: Semiotics and Consumer Culture*. New York: Palgrave Macmillan.

Edensor, T. (2002). *National Identity, Popular Culture and Everyday Life*. Oxford: Berg.

Fiske, J. (1989). *Reading the Popular*. London & New York: Routledge.

Guins, R. & Zaragoza Cruz, O. (Eds.). (2005). *Popular Culture: A Reader*. London: Sage.

Hannerz, U. (1996). *Transnational Connections: Culture, People, Places*. London & New York: Routledge.

McRobbie, A. (1994). *Postmodernism and Popular Culture*. London & New York: Routledge.

Rege, S. (2002). Conceptualising Popular Culture: 'Lavani' and 'Powada' in Maharashtra. *Economic and Political Weekly*, 37 (11), 1038 – 1047.

Storey, J. (2003). *Inventing Popular Culture: From Folklore to Globalization*. Oxford: Blackwell Publishing.

Weaver, J.A. (2009). *Popular Culture: A Primer*. New York: Peter Lang.

Wolf, N. (2013). [1991]. *The Beauty Myth*. London: Vintage Books.

## **SCIENCE, KNOWLEDGE AND MODERNITY**

[06 Credits]

Course Rationale: Science is a complex term which refers to a knowledge making system which is practiced through an institutional setting that is embedded in the social. It is also a term that refers to an attitude of the mind, to a way of thinking. Often cast in asocial, ahistorical and apolitical terms, science has gained a paradigmatic status over truth and progress, as 'objective' and 'universal'. This course aims at introducing the participants to sociological approaches to science. Using discourses and texts from the sociology of science and sociology of knowledge, the course aims to question the standard views of science in the hope of developing a reflexive science criticism that will inform practices in sociology

### **Unit I: Framing the context**

- Historical emergence and expansion of science
- Science and the promise of modernity
- The natural sciences and the scientific method
- Need for science criticism today and the emergence of Science Studies.

### **Unit II: Perspectives from Sociology of Science and Sociology of Knowledge**

- Early Approaches to Science: Karl Mannheim and Robert Merton
- Science as social: Thomas Kuhn
- The Strong Programme: David Bloor and Barry Barnes
- Laboratory Studies: Bruno Latour, Karin Cetina Knorr, Sharon Traweek

### **Unit III: Science, Development and Progress: The Indian Context**

- Contesting Perspectives
- Negotiating Tradition and Modernity
- Alternatives and Post Coloniality
- Whose science? Whose knowledge? Exclusions

### **Unit IV: Gender and Science**

- Issues of Numbers and Representation
- The Methodological Challenge
- Construction of gender in science
- Feminist science studies

## **Basic Readings**

Bloor, D. (1976). *Knowledge and Social Imagery*. London: Routledge.

Bloor, D. & Barry, B. (Eds.). (1996). *Scientific Knowledge: A Sociological Analysis*. Chicago: Athlone and Chicago University Press.

Buchhi, M. (2004). *Science in Society: An Introduction to Social Studies of Science*. Oxon: Routledge: Oxon.

Collins, H. M., & Pinch, T. J. (1993). *The Golem: What You Should Know about Science*. Cambridge: Cambridge University Press

Keller, E.F. & Longino, H.E. (Eds.). (1996). *Feminism & Science*. Oxford and New York: Oxford University Press.

Kuhn, T.S. (1962). *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.

Kuhn, T.S. (1977). *The Essential Tension: Selected Studies in Scientific Tradition and Change*. Chicago and London: University of Chicago Press.

Merton, R. K. (1942). *The Sociology of Science: Theoretical and Empirical Investigations*. Chicago, IL: University of Chicago Press.

Mannheim, K. (1936) . *Ideology and Utopia*. London: Routledge.

Nandy, A. (1980). *Alternative Sciences: Creativity and Authenticity in Two Indian Scientists*. New Delhi: Allied.

Nandy, A. (Ed.). (1988). *Science, Hegemony and Violence: A Requiem for Modernity*. Tokyo, Japan: United Nations University.

Patnaik, B. K. (Ed.). (2014). *Sociology of Science and Technology in India*. New Delhi: Sage India.

Prakash, G. (1999). *Another Reason: Science and the Imagination of Modern India*. New Jersey: Princeton University Press.

Sur, A. (2011). *Dispersed radiance, Caste Gender and Modern Science in India*. New Delhi: Navayana.

Tuana, N. (Ed.). (1989). *Feminism and Science*. Bloomington and Indianapolis: Indiana University Press.

Visvanathan, S. (1997). *A Carnival for Science*. New Delhi: Oxford University Press.

Wallerstein, I. (2001). *Unthinking Social Science*. Philadelphia: Temple University Press.

## **SOCIOLOGY OF SOCIAL MOVEMENTS**

*Course Rationale: This course attempts to introduce students to the contexts and concepts of social movements and attempts to locate them theoretically through concrete case studies. It introduces the students to the role of social movements in social transformation. It also helps them to understand the various approaches to the study of social movements.*

### **Unit I: Introduction to Social Movements**

- Meaning & Definition of Social Movements
- Characteristics of Social Movements
- Types of Social Movements
- Theories of Social Movements—Resource Mobilization Theory and New Social Movement Theory

### **Unit II: Early Social Movements [social basis, leadership, ideology, analyzing Texts]**

- Peasant/ Farmer's movements
- Labour movements
- Students movements
- Tribal Movements

### **Unit III: Contemporary Social Movements [social basis, leadership, ideology, analyzing Texts]**

- Dalit and OBC movements
- Women's movements
- Environmental movements
- Human Rights Movements

### **Unit IV: Globalization & New Cultural Practices**

- Movements against Globalization
- Rural & Urban Networking
- Interventions of Media
- Virtual Movements: Social Networking sites

## **Essential Readings**

Della Porta, D., Diani, M (2006). *Social Movements: An Introduction* (2nd Edition). Malden, MA: Blackwell.

Foweraker J., (1995). *Theorizing Social Movements*, London, Pluto Press.

Omvedt. G. (1995). *Reinventing Revolution*. New York. M. E. Sharpe.

Ray R. and Katzenstein, F.,( Eds), *Social Movements in India Poverty, Power and Politics*. London, Rowman and Littlefield.

Snow, D, Soule, S. A. and Kriesi, H., (Eds). (2008). *Blackwell Companion to Social Movements*. 'Mapping the Terrain' New York: Wiley - Blackwell.

## **Further Readings**

Diani, M. (1992), The concept of Social Movement, *Sociological Review*, 40 (1). 1-25

Jogdand P.G. (1991), *Dalit Movement in Maharashtra*, New Delhi: Kanak Publications.

McAdam, D., McCarthy, J. D. and Zald , M.N.(1996).*Comparative Perspectives on Social Movements*. Cambridge: Cambridge University Press

McCarthy, John. D and Mayer, N. Zald. 1977. "Resource Mobilization and Social Movements: A Partial Theory" , *American Journal of Sociology*, 82 (6), pp. 1212 - 1241.

Pawar, S.N, Patil, R.B, & Salunkhe, S.A (Eds)( 2005), *Environmental Movements in India*, Jaipur, Rawat.

Rao, M.S.A. (1978) *Social Movements in India*, Vol.I and II, Manohar, Delhi.

Singh K.S. (1982) *Tribal movements in India*, (ed.) Vol.I & II Manohar Publications, New Delhi.

Singh R., (2001), *Social Movements, Old and New*, Sage Publications, New Delhi.

Shiva, V., (1991), *Ecology and the Politics of Survival* (New Delhi: Sage)

Tarrow, Sidney. (1998). *Power in Movement: Social Movements and Contentious Politics*. NY: Cambridge University Press.

Tilly C., (2004) *Social Movements 1768-2004*, Paradigm Publishers, LLC