BA (Hons.) Sociology

Sociology is the most contemporary and versatile of the Social Sciences. It trains students to grasp social structures, understand social processes map the dynamics of social change, decipher social interactions and make sense of individual and collective experiences in their social, historical and cultural context. Sociology is at once critical and constructive; conceptual and applied; theoretical and empirical. It is a science that cohabits comfortably with literary flair, speculative sensibility, historical imagination and statistical rigour. It is incessantly reflexive about its methods, demanding about its research techniques and standards of evidence. Sociology is ever so subtle about the conceptual distinctions it draws and zealous about its disciplinary boundaries and identity. At the same time, sociology is the most open and interdisciplinary of social sciences. The Pursuit of sociology is a systematic effort at recovering, mapping and making sense of our kaleidoscopic collective self under the sign of modernity. It is both historical and comparative. Sociology as an academic discipline is committed to the ideal of generating public knowledge and fostering public reason. It embodies best of enlightenment virtues: scientific reason, tolerance of diversity, humanistic empathy and celebration of democratic ideals. It is the science of our times.

Sociology in India is more than hundred years old with rich, entrenched, ongoing and evolving scholarly legacies. University of Delhi has been a premier centre of sociological learning and research in India for the last 60 years. The scholarly and institutional foundations of the discipline were laid by eminent sociologist late Prof M. N. Srinivas in 1959. It was a response to a widely recognized need for a discipline that addressed the broad concerns of a heterogeneous society where aspects of social life were rapidly changing yet traditional institutions still held sway. The Sociology Department at the Delhi School of Economics recognized the importance of disseminating the findings of sociological research and train the next generation of sociologists and decided to introduce undergraduate courses in sociology quite early on. Over the decades the Post Graduate department thrived and Under Graduate departments grew in number under illustrious sociologists such as, M.S.A. Rao, Andre Beitelle, A.M. Shah, J.P.S Uberoi and Veena Das, all of whom took keen interest in curriculum design. At the moment sociology is offered in ten colleges across Delhi University as an Honours programme.
The Sociology syllabus at University of Delhi has always embodied the department’s commitment to rigorous imparting of disciplinary fundamentals, comparative intent and a general preference to concern oneself with deeper and enduring attributes of the social than over narrow and shallow concerns of topical interest. Interdisciplinarity has always been an article of faith for sociology under the auspice of Delhi School of Economics and it constantly endeavoured to introduce sub-disciplines and special areas of study in response to dynamic intellectual climate, shifting social concerns and novel professional demands. This spirit continues to inform the undergraduate syllabus even today and our students find fulfilling careers in a broad range of professions that require sensitivity to social issues, independent thinking and analytical ability. You may find how this legacy is lived and vision is actualized in the following pages that elucidate the learning out-come framework for the Under-Graduate curriculum for Sociology at University of Delhi.

1. Structure, Program Itinerary and Disciplinary Content of BA (Hons.) Sociology:

To graduate with Honours in Sociology from University of Delhi a student has to successfully complete fourteen Core Courses (CC), four Discipline Specific Electives (DSE), two Skill Enhancement Courses (SEC), two Ability Enhancement Courses and Four Generic Elective courses (GE) spread across six semesters. CCs, DSEs and SECs are the primary responsibility of the department and we offer GEs in sociology to the students from other departments. At the moment there are eight DSEs and GEs listed respectively.

The fourteen CCs are divided into four introductory courses (Semesters one and two), six courses on social institutions and features (Semesters three and four), four courses on theories and research methods (Semesters five and six). The two SECs (semesters three and four) train students in academic writing and ethnographic film making. Students have to select two DSEs per semester during fifth and sixth semesters. The list of DSEs and SECs is an open list to which to which the university may add new courses as per the changing disciplinary trends and dynamic graduate outcomes demanded by various stake holders.

All the courses are designed to impart disciplinary fundamentals of sociology through a curated reading list that draws amply form the rich and diverse tradition of sociological writing –classical as well as contemporary. These courses also feature vibrant illustrative material in the form of case studies meant to make the concepts and theories vivid,
learning process engaging and illustrate the discipline in action in terms of empirical investigations. The courses are designed to draw micro-itineraries across the syllabus to form complex inter-connections.

2. Graduate Attributes, Qualification Descriptors and Program Learning Outcomes:

The Honours program in sociology is premised on an axiom that a graduate is not mere product of a system. On the contrary, the graduate attributes are the most concrete manifestation of the spirit the entire program, its operationalization through institutions and collective and concerted efforts of all the stake holders. Every other feature of programme is fused into this. Hence graduate attributes, qualification descriptors and programme learning outcomes may not be described separately since they are innately interconnected.

A sociology graduate from University of Delhi would be a person with a thorough grounding in the fundamentals of sociology and infused with ‘Sociological Imagination’. They can see the connections between biographies and history, personal problems and historical currents, pierce the seamless fabric of common sense that envelopes the everyday life of societies, draw connections between seemingly independent social factors, processes and institutions using observation and analysis.

Being trained in a highly context-sensitive discipline, a sociology graduate is alert to social, cultural and historical context of all issues. In the Indian context, it implies an ingrained post-colonial sensibility that critically engages constitutions of self and engagement with the other.

Sociology is a deeply self-reflexive discipline with an inter-disciplinary orientation. A graduate would be capable of describing and embodying the mandate and perspective of sociology as a discipline, how it differs from cognate social sciences and be able to engage productively with them without losing disciplinary perspective.

A sociology graduate is exposed to a significant quantum of concepts, conceptual writing, theories and theoretical reasoning throughout the three years across all the courses. Hence she/ he has an ability to grasp and generate a conceptual conversation in general and within the discipline of sociology in particular.
She/he is also familiar with well-defined, critical and evolving multiplicity of theoretical perspectives. A sociology graduate would be well versed with the basic tenets of these perspectives and capable of generating versions of social world from these perspectives. Endowed with this awareness of multiple perspectives on any significant issue a sociology graduate is able to reason it out and weigh the various operational options in any given context.

Rigorous empirical investigation of the social being an inalienable aspect of graduate training, sociology graduates are well trained to engage in research. They are familiar with elementary techniques of social investigation via a thorough two semester long training in sociological research methods.

A chief graduate attribute of sociology students is a demonstrable ability to constitute a significant sociological problem to investigate, design research, choose appropriate techniques of social investigation, gather data from a scientifically determined sample, make sense of the data after due analysis, render the results in appropriate conceptual context and draw viable theoretical conclusions. Sociology graduates are an embodiment of highly desirable combination of keen observation, deep empathy, rigorous reason, hard nosed empiricism and scholarly detachment. They have abilities to read diverse kinds of material ranging from statistics, theoretical tracts, official reports, research reports, visual material, imaginative literature, cultural artefacts and social gestures and synthesise and generalize from them to draw viable conclusions. They are keenly aware of social context of knowledge production itself.

Substantively sociology graduates possess specialized knowledge of a range of social institutions and processes. Through courses on Indian society, political, economic, religion, kinship and family, gender and social stratification they have a fine grasp of social structures, processes, institutions, cultural diversities and dynamics of social change along with attendant conceptual tool kit of the discipline.

The courses around these themes are constructed inter-textually and indexed to the courses on theories and methods. Hence a key graduate attribute of graduates in terms of disciplinary knowledge is an ability to access substantive stock of existing research on these
areas of sociological knowledge and invoke it strategically to draw conclusions, throw light on emerging issues, and generate insights and research agendas.

Sociology graduates are instinctually comparative across and within the cultures. They are trained to spot social patterns and trends and seek causation at the level of social and cultural collectives to explain the observed social regularities. They are averse to attaching undue causal weight to individual subjective understandings and are resistant to unfounded ethnocentric assumptions.

They can seamlessly redefine and reconstitute a range of social issues at multiple scales from diverse perspectives simultaneously to produce optimal solutions. Most students find this new found ability not only transformative but almost therapeutic.

A Sociology graduate from Delhi University is likely have a specialized understanding of sociological conversation around Sociology of Gender; Social Stratification; Urban Sociology; Agrarian Sociology; Environmental Sociology; Sociology of Work and Industry; Health and Medicine; Visual Cultures; Indian Sociological Traditions and Reading Ethnographic Monographs.

Sociology is both precise and evocative in the representation of the results of its scholarly labours. It is also keenly aware of its role in educating the public and dispelling common misconceptions and prejudices. Hence good communications skills are imperative for a sociology graduate. Sociological communication takes three principle forms: oral, written and visual. A DU graduate in sociology is trained to be conversant with all these modes via dedicated Skill Enhancement Courses on ‘Reading, Writing and Reasoning for Sociology’ and ‘Ethnographic Film Making’.

Given the range of these core graduate attributes, sociology graduates are well equipped to mobilize their sociological knowledge and generic skills for a variety of purposes apart from academic pursuit of the discipline. Sociology graduates are equipped to grasp vast quantities of diversely textured complex material and synthesise it into coherent and cogent arguments backed by evidence. Its class room practices inculcates an ability to engage in collaborative work and constructive, purposive and democratic conversations. They are well trained for critical thinking that matches their research skills which enables them to evaluate strengths and weaknesses of arguments in a scientific fashion.
Sociology is worldly science that incessantly draws students beyond class rooms and harnesses the productive tension between library work, field work and a call to interventionist action. A sociology graduate is an ideal for employment needs where a graduate from liberal arts would fit in for this rare blend. They are a perfect fit for the following areas (but not limited to them alone) such as law, development studies, development practice, social work, bureaucracy and public institutions, women’s studies, gender studies, area studies, international relations, policy studies, policy implementation, advocacy, management, marketing, social psychology, industrial organization, election studies, data sciences, journalism, criminology, and careers in fine and performing arts.

Sociology is both a profession and a vocation. A lifelong commitment to learning, critical thinking and to the cause of the collective wellbeing rather than narcissistic self-indulgence. It is a cosmopolitan science that is positive and normative at once. A sociology graduate would make an enlightened leader and an informed follower.

The chief attribute of a sociology graduate from Delhi University is that she is well prepared in discharging her responsibilities as a conscious citizen while having a productive career and leading a meaningful life.

3. Teaching Learning Process

Multiple pedagogic techniques are used in imparting the knowledge both within and outside the classrooms. Listed below are some such techniques:

- Lectures
- Tutorials
- Power-point presentations
- Project work
- Documentary Films on relevant topics
- Debates, Discussions, Quiz
- Talks /workshops
- Interaction with experts
- Academic festivals
- Classics and other sociologically meaningful films
• Excursions and walks within the city
• Visit to the museums
• Outstation field trips..... Surveys designs
• Internships

4. A note on Assessment Methods

Besides the formal system of University exams held at the end of each semesters well as mid-semester and class tests that are held regularly, the students are also assessed on the basis of the following:

• Written assignments
• Projects Reports
• Presentations
• Participation in class discussions
• Ability to think critically and creatively to solve the problems
• Application of classroom concepts during fieldwork
• Reflexive Thinking
• Engagement with peers
• Participation in extra and co-curricular activities
• Critical assessment of Films /Books etc.

5. A note on career trajectories for Sociology Graduates and (for) Prospective employers:

Students with a grounding in Sociology have contributed immensely to the following fields:

• Academics
• Bureaucracy
• Social Work
• Law
• Journalism both print and visual
• Management
• Policy Making
- Developmental Issues
- Designing and Conducting surveys
- Human Resource Development
- Advocacy
- Performing Arts
- Research in contemporary issues of Gender, Development, Health, Urban Studies, Criminology etc.

B.A. (Honours) Sociology

Introduction to Sociology – I

Core Course 01

Course Objectives

1. The mandate of the course is to introduce the discipline to students from diverse academic and social backgrounds, trainings and capabilities. The course is intended to introduce the students to a sociological ways of thinking. They learn how to apply sociological concepts to the everyday life.

2. Illustrations through popular stories for instance help students understand more cogently how even children’s literature and fiction is a reflection of the times. The student by the end of the course realises that the individual choices are impacted by the social structure of which we are a part. A person’s individual biography is a reflection of the times in which they live. They develop reflective thinking skills of both self and society. They develop a sense of how common sense is actually limited to those who share the same spatial-geographical, social and cultural location.

3. The students are able to demonstrate the ability to apply the theoretical concepts learned to all kinds of societies whether simple or complex. They understand various aspects of society and how these are interlinked with each other. These include understanding the relationship of individuals with groups. By understanding these relationships the student develops a sense of how closely the lives of individuals are intertwined and impact each other.

4. The course also introduces the students to the emergence of Sociology as a systematic and scientific field of study. The emergence of sociology as a science also helps them understand the changing conceptualisation of what it means to be scientific. They are also for the first time exposed to the interdisciplinary nature of the social sciences like social anthropology, history and psychology. They learn how these relate to each other while maintain their disciplinary boundaries.
5. The students also learn about the basics of doing field work. This is important since field work based projects are often assigned in various papers across the semesters. By doing projects the students learn to apply sociological concepts to understand various aspects of society.

6. The course is designed in a manner that for each topic there are multiple readings. The students learn how to read complex texts and to express thoughts and ideas effectively in writing. They also learn how to frame arguments cogently. The course also provides a foundation for the other more detailed and specialized courses in sociology.

**Course Learning Outcomes**

1. The students learn to apply the sociological perspective in understanding how society shapes our individual lives.
2. It also provides a foundation for the other more detailed and specialized courses in sociology.
3. The students also learn about the basics of doing field work and use it for doing field work based projects. They also learn to write project reports.
4. The students learn how to read and interpret complex ideas and texts and to present them in a cogent manner.

**Course Outline**

**Unit 1 Sociology: Discipline and Perspective**

1.1 Thinking Sociologically
1.2 Emergence of Sociology and Social Anthropology

**Unit 2 Sociology and Other Social Sciences**

**Unit 3 Sociological Investigation**

**Unit 4 Basic Concepts**

4.1 Individual and Group
4.2 Associations and Institutions
4.3 Culture and Society
4.4 Social Change

**Course Content:**

Unit 1. Sociology: Discipline and Perspective (1-3 Weeks)

1.1 Thinking Sociologically


1.2 Emergence of Sociology


Unit 2. Sociology and Other Social Sciences (4-5 Weeks)

Béteille, André, 1985, Six Essays in Comparative Sociology, New Delhi: Oxford University Press, Chapter 1, ‘Sociology and Social Anthropology’


Unit 3. Sociological Investigation (6th week)


Unit 4. Basic Concepts (7-14 Weeks)

4.1. Individual and Group


4.2 Associations and Institutions


4.3 Society and Culture


4.4 Social Change


References:

Compulsory Readings:


Béteille, André, 1985, Six Essays in Comparative Sociology, New Delhi: Oxford University Press, Chapter 1, ‘Sociology and Social Anthropology’


Additional Resources


Films and documentaries

Teaching Learning Process:

1. Lectures supported by group tutorial work
2. Field-based learning through group projects
3. Seminars
4. Writing Workshops
5. Invited Lectures

Assessment Methods:

1. Time-constrained Examinations
2. Class tests
3. Assignments
4. Project reports
5. Presentations

Keywords:

Thinking Sociologically, Sociology and Social Anthropology, Sociological Investigation, Individual and Group, Culture and Society, Social Change
Course Objectives:

1. Introduction to images and ideas of India.
2. Understanding key concepts and institutions of Indian society.

Course Learning Outcomes:

1. The course lays the foundation of viewing images and ideas of India through a sociological lens. It further investigates sociological concepts and institutions in the Indian context.
2. Through informed interrogation of images, ideas, concepts and institutions of India, the course contributes to the development of critical and analytical thinking.
3. The course, supported by an inter-disciplinary approach, facilitates learning and reflecting about the multiple – and contextual – socio-cultural registers of Indian society.
4. Given the high standard/quality of the syllabus and use of innovative teaching-learning methods, the course prepares students to successfully compete in global academia.

Course Outline:

Unit 1: Images and Ideas of India [Weeks 1-3]

1.1 India: The Colonial Image
1.2 Idea of India I: M.K. Gandhi
1.3 Idea of India II: B.R. Ambedkar

Unit 2: Indian Society: Concepts and Institutions [Weeks 4-14]

2.1. Caste: Concept and Critique
2.2. Agrarian Classes
2.3. Industry and Labour
2.4. Tribe: Profile and Location
Course Content

Unit 1: Images and Ideas of India [Weeks 1-3]

1.1. India: The Colonial Image

1.2. Idea of India I: M.K. Gandhi

1.3. Idea of India II: B.R. Ambedkar

Unit 2: Indian Society: Concepts and Institutions [Weeks 4-14]

2.1. Caste: Concept and Critique


2.2. Agrarian Classes

2.3. Industry and Labour

2.4. Tribe: Profile and Location

2.5. Village: Structure and Change

2.6. Kinship: Principle and Pattern

2.7. Religion and Society

2.8. Gender: Construction and Identity

References
Compulsory Readings:


Xaxa, V., 2011, Tribes and Social Exclusion (Occassional Paper, No. 2). Calcutta: CSSSC-UNICEF.

Additional Resources:

Books and Articles:


Audio-Visual Material:

Select Films (any three):

PatherPanchali (1955; Dir: Satyajit Ray)

Sadgati (1984; Dir: Satyajit Ray)

Do Bighazameen (1953; Dir: Bimal Roy)
Mother India (1957; Dir: Mehboob Khan)
Mrigaya (1976; Dir: Mrinal Sen)
Dr. Babasaheb Ambedkar (2000; Dir: Jabbar Patel)
Gandhi (1982; Dir: Richard Attenborough)

Teaching Learning Process:
This course has been designed keeping the student at the centre of teaching-learning process. The readings are exciting to young students, for they are able to connect these and the subjects examined therein with reality. Students are encouraged to read and the teacher participates in the reading process and the discussion which follows. The teacher, therefore, engages in active rather than passive pedagogy. Collective/team reading helps in understanding conceptual questions plus details present in the essays. The value of ethical awareness and responsibility, which is one of the important elements of lifelong learning, is treated as pivotal to the teaching-learning process. The use of digital aids contributes further to classroom interaction and excitement for learning.

Assessment Methods:
Assessment in this course, both internal and external, will include mid-semester tests, written assignments/term papers, team/individual projects, class presentations and University of Delhi conducted end-semester examination.

Keywords:
Images and ideas of India, Indology, orientalism, census, construction of communities, modernity, caste, class, rural, urban, village, tribe, kinship, marriage and family, religion, gender.

B.A. (Honours) Sociology
Introduction to Sociology II
Core Course 03

Course Objectives
1. The course aims to provide a general introduction to sociological thought. The focus is on studying from the original texts to give the students a flavour of how over a period of time thinkers have conceptualized various aspects of society. This paper also provides a foundation for thinkers in the other papers. The course teaches the students how to read the original works by the various thinkers.
2. The course is designed in a manner that for each topic there are multiple readings. The students learn how to read original works of various thinkers and to understand the central
argument. They also learn how to present complex ideas of a particular thinker effectively in writing. They also learn how to frame arguments cogently.

3. The sequence in which the theoretical perspectives are introduced to the students reflects the way in which sociological thought has evolved and emerged. The focus is also on understanding how the development of theory is not in vacuum but is an outcome of the changing times. For example the theories of Marx, Weber and Durkheim are all in some ways related to the Industrial Revolution and the emergence of capitalism. Their theories also reflect the impact of large scale urbanization and industrialization on the lives of individuals. The impact is not just limited to individuals but is also reflected in the emergence of a new way of life and new institutions. They also learn about industrialization as a social phenomenon and the emergence of modern society as an outcome of industrialization.

4. The students will be able to understand since theories are a reflection of changes taking place in society thus each subsequent set of theoretical approaches will either support, critique identify logical flaws and gaps in the preceding arguments.

5. A student learns that social theories are inherently multicultural in nature. They cannot be limited by the boundaries of any one society or culture. They learn how to use theory for the other courses that they will be doing in the subsequent semesters. The course intends to equip students with tools to understand and appreciate the impact of globalization in an overall perspective instead of specific instances. The study of theory helps the students realize the impact of social, political, economic and technological processes on the world as a whole and their responsibility as global citizens.

Course Learning Outcomes:

1. The students are introduced to the relationship between theory and perspectives.
2. The students are introduced to sociological theories which they learn in greater detail during the later semesters.
3. This paper also provides a foundation for sociological theories that are a part of papers in the subsequent semesters.
4. The students learn critical thinking skills. They learn how to read, interpret and critique original works of various thinkers.

Course Outline:

Unit 1. On the Plurality of Sociological Perspective
Unit 2. Functionalism
Unit 3. Interpretive Sociology
Unit 4. Conflict Perspective
Unit 5. Structuralism
Unit 6. Interactionism
Unit 7. Feminist Perspective

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Course Content

Unit 1. On the Plurality of Sociological Perspective (1-2 Weeks)


Unit 2 Functionalism (3-4 Weeks)


Unit 3. Interpretive Sociology (4-6 Weeks)


Unit 4. Conflict Perspective (7-8 Weeks)


Unit 5 Structuralism (8-9 Weeks)


Unit 6. Interactionism (9-11 Weeks)


Unit 7. Feminist Perspective (12-14)

References:

Compulsory Readings:


Additional Resources


Films
E learning Resources

**Teaching Learning Process**

6. Lectures supported by group tutorial work  
7. Field-based learning through group projects  
8. Seminars  
9. Invited Lectures

Assessment Methods

6. Time-constrained Examinations  
7. Class tests  
8. Assignments  
9. Project reports  
10. Presentations

Keywords

Plurality of Sociological Perspective, Functionalism, Interpretive Sociology, Conflict Perspective, Structuralism, Interactionism, Feminist Perspective

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**BA (H) Sociology**  
**Core Course 04**  
**Sociology of India II**

**Course Objectives:**

1. To understand the modes of knowledge-construction of Indian history, society, Culture and politics.  
2. To examine how multiple social processes, forces and ideologies shaped the terrain of the nation.

**Course Learning Outcomes:**

1. The course adds to the sociological interpretation of Indian history and society. The India-specific themes of the course – discourse/knowledge-making, mobilization, transformation, ideology, identity and politics, for example – are treated, moreover, by drawing from sociological concepts and theories. The course connects the practical and conceptual in terms of both substance and relevance.  
2. By focusing on the nuanced character of historical and social ideas and processes, the course sharpens the faculties of critical and analytical thinking and doing.  
3. The adoption of an inter-disciplinary framework, without losing sight of the sociological, makes the course wider in scope and scale. It broadens viewpoints and
encourages students to reflect deeply on the multicultural reality which is the defining feature of India.

4. The course, in terms of both high quality syllabus-content and innovative teaching-learning techniques, matches global standards. Consequently, it adequately trains students to compete in global academia.

Course Outline:

Unit 1: India as an Object of Knowledge [Weeks 1-3]

1.1. The Nationalist Discourse
1.2. The Subaltern Critique
1.3. Indological and Ethnographic Perspectives

Unit 2: Resistance, Mobilization, Change [Weeks 4-10]

2.1. Dalit Politics
2.2. Mobility and Change
2.3. Women’s Movement
2.4. Peasant Movements
2.5. Ethnic Movements
2.6. Middle Class Phenomenon
2.7. Migration and Displacement

Unit 3: Crises of Civilization, State and Society [Weeks 11-14]

3.1. Communalism
3.2. Secularism
3.3. Citizenship and Identity

Course Content:

Unit 1: India as an Object of Knowledge [Weeks 1-3]

1.1. The Nationalist Discourse


1.2. The Subaltern Critique


1.3 Indological and Ethnographic Perspectives

Unit 2: Resistance, Mobilization, Change [Weeks 4-10]

2.1. Dalit Politics

2.2 Mobility and Change

2.3. Women’s Movement

2.4. Peasant Movements

2.5. Ethnic Movements

2.6. Middle Class Phenomenon

2.7. Migration and Displacement

Unit 3: Crises of Civilization, State and Society [Weeks 11-14]

3.1. Communalism

3.2. Secularism


3.3. Citizenship and Identity

References:

Compulsory Readings:


Additional Resources:

Books and Articles:


**Audio-Visual Materials:**

Select Films/Documentaries (any three):

GhareBaire (The Home and the World) [1985; Dir: Satyajit Ray]

KomalGandhar [1961; Dir: RitwikGhatak]

Ankur [1974; Dir: ShyamBenegal]

Father, Son, and Holy War [1994; Dir: AnandPatwardhan]

Bombay [1995; Dir: Mani Ratnam]

Mirch Masala [1987; Dir: Ketan Mehta]

Jashn e Azadi: How we CelebrateFreedom [2007; Dir: Sanjay Kak]

**Teaching Learning Process:**

This course has been designed keeping the student at the centre of teaching-learning process. The readings are exciting to young students, for they are able to connect these and the subjects examined therein with reality. Students are encouraged to read and the teacher participates in the reading process and the discussion which follows. The teacher, therefore, engages in active rather than passive pedagogy. Collective/team reading helps in understanding conceptual questions plus details present in the essays. The value of ethical awareness and responsibility, which is one of the important elements of lifelong learning, is treated as pivotal to the teaching-learning process. The use of digital aids contributes further to classroom interaction and excitement for learning.

**Assessment Methods:**

Assessment in this course, both internal and external, will include mid-semester tests, written assignments/term papers, team/individual projects, class presentations and University of Delhi conducted end-semester examination.

**Keywords:**
Knowledge-making, discourses on India, nation, state, politics, historiography, subaltern, Indology, ethnography, culture, resistance, movements, social transformation, Dalit, peasant, women, ethnicity, middle class, migration, communalism, secularism and citizenship.

B. A. (H) Sociology
Core Course 05
Political Sociology

Course Objectives:

1. Political Sociology is one of the core areas of sociology. It is a thriving subfield of sociology with important theoretical and practical consequences. The endeavor in this course is to render it compact, contemporaneous and make it contextual for Indian students, while familiarizing them with enduring conceptual and theoretical concerns. It is rigorously theoretical yet relatable.

2. The course offers a judicious mix of classical and contemporary texts in political sociology that examines the bases of social power and the relationship between politics and society both analytically as well as in specific empirical contexts. The course is an intensive introduction to the theoretical debates extant in the sub-field and equips students to learn both classical and contemporary arguments about age old questions of power, authority and resistance and their manifestations in political institutions and political systems.

3. The course equips students to grasp the essential historicity of political processes, political institutions and political change to facilitate an understanding of the dynamic nature of political phenomena. The first two sections of the course deals with theoretical and analytical aspects of examining the interface between politics and society, while the third section seeks to provide an understanding of political processes in India.

Course Learning Outcomes:

1. An ability to comprehend the embeddedness of political and the social in each other.

2. Familiarity with different theoretical and conceptual issues in political sociology and a capacity to use them to grasp political phenomena in a cross-cultural and comparative perspective
3. Be able to understand and appreciate the diversity of ways in which politics operates historically and spatially to generate a more expansive notion of the realm of the political.

4. Be able to understand the relationship between state and society in shaping politics in India both historically and analytically.

5. Be able to generate hypotheses and research questions within the theoretical perspectives and ethnographic contexts in political sociology.

Course Content:

Unit 1. Introducing Political Sociology (3 Weeks)

Unit 2. Conceptual Moorings (6 Weeks)

1.1 Power, Authority and Resistance
1.2 Classes and Elites
1.3 State, Democracy and Citizenship

Unit 3. Politics and Society in India (5 Weeks)

* Unit 1: Introducing Political Sociology (Weeks 1-3)


Unit 2. Conceptual Moorings (Weeks 4-9)

2.1 Power, Authority and Resistance


2.2 Classes and Elites


2.3 State, Democracy and Citizenship


Unit 3. Politics and Society in India (Weeks 10-14)


References:

Compulsory Readings:


Additional Resources:

a. Books & Articles:

Chomsky, N. 1999. Profit over People: Neoliberalism and Global Order. Severn Stories Press, pp. 7-18, 43-64


b. Audio Visual Resources:

1. Documentaries: Why Democracy
(http://whydemocracy.net/)

2. TV Series: Yes, Minister, Yes, Prime Minister,
3. Films and TV Series from India:
Tamas, Neemka Pedh, Kissa Kursika, Garam Hawa, Jaane Bhi Do Yaaron, New Delhi Times, Gulaal, Soldiers in Sarong.

**Teaching-Learning Process:**

Teaching learning process in this paper has to be interactive and reflective as majority of students are more often disinterested in questions concerning the political. Teachers should encourage students to read the daily newspaper and peruse electronic journals which would animate the conceptual and analytical aspects of the course with real socio-political events from the students’ immediate contexts. Use of audio-visual resources, mainly documentaries will be made an integral part of learning in this course.

**Assessment Methods:**

Assessment in this paper will be in the form of written assignments, book reviews, film reviews, class presentations, projects, and class test.

**Keywords:**

**BA (H) SOCIOLOGY**
**CORE COURSE -06**
**SOCIOLOGY OF RELIGION**

**COURSE OBJECTIVE**

1. This course exposes students to the distinctiveness of the sociological approach to the study of religion.
2. The individual and the group encounter religion and/or religious phenomenon in myriad ways be it through custom, ritual, beliefs or other practices. Students will be familiarized with the basic theoretical and methodological perspectives on the study of religion and also exposed to ethnographic texts on various aspects of religious phenomenon.
3. The last section of the course touches upon some aspects of religion in contemporary times such as secularization and multiculturalism.

**COURSE LEARNING OUTCOMES:**

1. Students will be acquainted with representative texts that symbolize the development of knowledge in the field of Sociology of Religion. They will be able to identify different theories, approaches and concepts that make up the study of religion, distinguish between them and also use terms specific to the field in specific context.
2. Students will be able to make a link between texts and paraphrase their arguments and use these to communicate their ideas in research papers, projects and presentations.

3. By encompassing contemporary developments the course enables students to think about linkages between religion and society at various levels.

COURSE CONTENT

Unit 1: Theorising Religion and Society (Weeks 1-5)

1.1 Religion and Sociology
1.2 Formulating a Theory of Religion

Unit 2: Rationality (Weeks 6-8)

Unit 3: Elements of Religion (Weeks 9-11)

3.1 Ritual
3.2 Myth
3.3 Body
3.4 Time

Unit 4: Religion and the State (Weeks 12-14)

*  COURSE CONTENTS

Unit 1. Theorising Religion and Society (Weeks 1-5)

1.1 Religion and Sociology


1.2 Formulating a Theory of Religion


2. Rationality (Weeks 6-8)

3. Elements of religion (Weeks 9-11)

3.1 Ritual


3.2 Myth

3.3 Body

3.4 Time

4. Religion and The State (Weeks 12-14)


REFERENCES

COMPULSORY READINGS


ADDITIONAL RESOURCES


TEACHING LEARNING PROCESS

a. The course is primarily a lecture course with a healthy dose of discussion based on the readings listed. Students are expected to read the required material each week and come prepared for discussion in class.

b. The instructor will draw attention to details that are likely to be missed by the students and encourage them to expand the area of application of themes, concepts and issues covered by the course.
c. Interactive classroom sessions are designed to help students develop group skills including listening, brainstorming, communicating and negotiating with peers.

d. Teaching based on the syllabus will be supplemented with audio-visual resources, field visits and other contemporary media.

ASSESSMENT METHODS

Assessment will be in the form of written assignments, experience papers, projects and presentations.

KEY WORDS

Religion, sociology of religion, church, sacred, profane, belief, ritual, religion and social structure, Protestant Ethic, magic, myth, rationality, secular, secularization.

B.A (Hons) Sociology

Core Course 07

Sociology of Gender

Course Objective:

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

Course Learning Outcomes:

1. An understanding of concepts such as sex and gender by problematising common-sensical notions of gender.

2. Raising key issues of power and subordination within the purview of gender and the need for and solutions resorted to as measures to initiate change through gender-based movements.

3. Understanding issues relating to gender both at a national and global level.

4. Places gender in juxtaposition with other forms of stratification and identity such as caste, class, family and work.

Course Content:

Unit 1. Gendering Sociology

Unit 2. Gender as a Social Construct

2.1. Gender, Sex, Sexuality

2.2. Production of Masculinity and Femininity

Unit 3. Gender: Differences and Inequalities
3.1. Class, Caste
3.2. Family, Work

Unit 4. Gender, Power and Resistance
4.1. Power and Subordination
4.2. Resistance and Movements

Unit 1. Gendering Sociology: [Week 1]

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


Unit 2. Gender as a Social Construct

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


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


Uberoi, Patricia “Feminine Identity and National Ethos in Indian Calendar Art” In Economic and Political Weekly Vol. 25, No. 17 (Apr. 28,1990), (pp. WS41-WS48).
Unit 3. Differences and Inequalities

3.1 Class, Caste [Weeks 7-8]


3.2 Family, Work [Weeks 9-10]


Unit 4. Gender, Power and Resistance

4.1. Power and Subordination [Weeks 11-12]


4.2. Resistance and Movements (Weeks 13-14)


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References:
Compulsory Readings


Additional Resources:

a) Books


b. Audio Visual Material:

‘Bol’, Shoaib Mansoor
‘Fire’, Deepa Mehta

‘The Danish Girl’, Tom Hooper

‘Born into Brothels’, Zana Briski, Ross Kauffman

‘Period. End of Sentence’, Rayka Zehtabchi

Teaching Learning Process:

This paper would enable to students to understand how gender relations inform our experience and realities. This would enable them to identify problematic links which perpetuates gender inequality and justice.

Students are introduced to the concept of gender as a social structure thereby not limiting gender injustice to individual events and agents but part of a systematic process.

The students will be engaging with different types of texts and documents which represent various subjectivities within several contexts like caste, class and race, thus promoting a gender just perspective which is objective and open to multicultural realities and concepts

Assessment Methods:

Assessment for this paper would be in the form of tests, written assignments, projects reports and presentations and field work oriented tasks.

Key Words:

Sex and gender, sexuality, inequalities, power, subordination, social construction of masculinity and femininity, resistance, movements, family, caste, class, work.

B.A(H)Sociology

Core Course 08

ECONOMIC SOCIOLOGY

Course Objective:

The linkages between the economy and its socio-cultural environment are so many and so complex that it has become almost an imperative need of the hour as to understand the ways in which the key elements of economy are situated and conditioned in a socio-cultural context. This course offers an introduction to the key concepts and theoretical foundations of Economic Sociology as a specialized branch of Sociology. Students learn socio-cultural bases of various dimensions of economy such as production, distribution, exchange, consumption and markets while emphasizing
the impact of norms, social structure, and institutions on economy. It also highlights the significance of sociological analysis for the study of economic processes and institutions in local and global contexts by drawing insights from both theoretically and empirically grounded studies.

**Learning Outcomes:**

1. Develops familiarity with different theoretical and conceptual aspects of economic sociology as a specialized branch of knowledge.
2. Develops background knowledge about the diverse ways in which economy is interlinked with other aspects of society and culture.
3. Acquire capacities to understand and analyse the transformations of economy and its key processes in a historical and comparative perspective.
4. Develops abilities to generate research questions and arguments about the intersections of economy and society.

**Course Outline**

**Unit 1. Perspectives in Economic Sociology**

1.1 Formalism and Substantivism
1.2 New Economic Sociology

**Unit 2. Forms of Exchange**

2.1 Reciprocity and Gift
2.2 Exchange and Money

**Unit 3. Systems of Production, Circulation and Consumption**

3.1 Hunting and Gathering
3.2 Domestic Mode of Production
3.3 Peasant
3.4 Capitalism
3.5 Socialism
Unit 4. Some Contemporary Issues in Economic Sociology

4.1 Development

4.2 Globalisation

Course Content

Unit 1. Perspectives in Economic Sociology (Weeks 1-4)

1.1 Formalism and Substantivism


1.2. New Economic Sociology (Weeks 3-6)


Unit 2. Forms of Exchange (Weeks 5-7)

2.1. Reciprocity and Gift


2.2. Exchange and Money


Unit 3. Systems of Production, Circulation and Consumption (Weeks 8-11)

3.1. Hunting and Gathering


3.2 Domestic Mode of Production


3.3 Peasant


3.4 Capitalism


3.5 Socialism


Unit 4. Some Contemporary Issues in Economic Sociology (Weeks 12-14)

4.1 Development


4.2 Globalisation


References:

Compulsory Readings:


Sahlins, M. Stone Age Economics. London, Tavistock, 1974. Ch. 1, 2 and 3


Additional Resources:

Books and Articles:


Teaching Learning:

1. This student centric course enables students to attend the above defined learning outcomes through a rigorous process of teaching and learning process. Classroom based dialogical teaching and learning method coupled with seminar presentations, field-based excursions, team-based projects provides a training-based learning ambiance to the students. This participatory and active learning process is deeply inbuilt in the above course structure.

2. Course planning also emphasizes on the use of e-learning materials in the form of documentaries, movies, online available lectures and interviews by eminent thinkers/researchers on the subjects to keep away students from monotonous and habitual ways of learning.

Assessment:
Periodic tutorials, seminar presentations, close or open book tests as continuous modes of students’ assessment over the themes covered through interactive sessions in class further adds to the strength of this course making it a student/learner-centric course.

Keywords:
Economy, society, culture, business, money, trade, capitalism, socialism, production, consumption, globalization, development, primitive society, informal economy, proletarianization, world systems, market, embeddedness, peasant economy, exchange, formalism, substantives.

BA (H) Sociology
Core Course 09
Sociology of Kinship

Course Objectives
1. Impart a comprehensive study of the concepts relevant for understanding kinship, marriage and family.
2. Evolve a better understanding of family, marriage and kinship both in historical and evolutionary perspective.
3. Look beyond the surface of issues to discover the "why" and "how" of kinship.
4. Explores the new possibilities and critical insights offered by reproductive technologies in revisiting kinship.

Course Learning Outcomes
1. Grasp the historical evolution of kinship theories from a biological deterministic approach to culture of relatedness
2. Develop an analytical perspectives on concepts relevant for understanding kinship
3. Comprehend the coexistence of multiple perspectives in the study of family, marriage and kinship
4. Acknowledge the significance of the emergence of new reproductive technologies on recasting kinship

Course Outline:

Unit 1. Introduction:

1.1 Key Terms: Descent, Consanguinity, Filiations, Incest Taboo, Affinity, Family, Residence

1.2 Approaches

1.2.1 Descent
1.2.2 Alliance
1.2.3 Cultural

Unit 2. Family, Household and Marriage

Unit 3. Re-casting Kinship
3.1 Relatedness
3.2 Kinship and Gender
3.3 Re-imagining Families
3.4 New Reproductive Technologies
3.5. Surrogacy

*Course Content:*

**Unit 1. Key terms and approaches (Weeks 1-5)**


[Readings marked * are repeated in Unit 2]

**Unit 2. Family, Household and Marriage (Weeks 6-10)**


Uberoi, Patricia, 1995, ‘When is a Marriage not a Marriage? Sex, Sacrament and Contract in Hindu Marriage’, Contributions to Indian Sociology, n.s. 29, 1&2: 319-45

Unit 3. Re-casting Kinship (Weeks 11-14)

3.1 Relatedness


3.2 Kinship and Gender


3.3 Re-imagining Families


3.4 New Reproductive Technologies


3.5 Surrogacy

References:

Compulsory Readings:


Teaching Learning Process

1. Interactive session with students to enable them to broaden their understanding of family, marriage and kinship.
2. Reading classical theories and ethnographies and apply them to understand what’s happening around.
3. Movie screening on issues related to reproductive technologies, surrogacy, divorce etc.
4. Project work in which students get a chance to use their understanding of theories and approaches to their surroundings.

Assessment Methods

1. Internal assessment through regular assignments and class test
2. Project assessment through field work, writing report and presentation
3. Final end term assessment through external examination

Key Words:

Kinship, Family, Marriage, Biology, Culture, Relatedness, Assisted Reproduction, Maternity And Motherhood.
1. This course introduces students to Sociological Study of Social Inequalities.
2. It acquaints students with principal theoretical perspectives on and diverse forms of social inequality in articulation with each other.

Course Learning Outcomes:
1. Students will learn about the socio-historical context of stratification theoretical concerns and problems and contemporary issues related to inequalities and its forms.
2. Inculcate in them a truly inter-disciplinary approach in the study of society especially stratification in all its manifestations.
3. Understanding of stratification and theories would sensitize students to its various sociological aspects, providing ample scope for applied learning and application.
4. Examining forms of stratification, understanding the relevance of caste, race and ethnic identities in contemporary world.

Course Outline:

Unit 1. Introducing Stratification (2 Weeks)

Unit 2. Theories of Stratification (5 Weeks)
   2.1. Marx, Weber and Class
   2.2. Functionalism

Unit 3. Identities and Inequalities (5 Weeks)
   3.1. Caste, Race and Ethnicity
   3.2. Feminism and Gendered Stratification

Unit 4. Social Mobility: Forms and Patterns (2 Weeks)

Unit 1. Introducing Stratification (2 weeks)


Unit 2. Theories of Stratification (5 Weeks)
2.1. Marx, Weber and Class


2.2. Functionalism


Unit 3. Identities and Inequalities (5 Weeks)

3.1. Caste, Race and Ethnicity


Pitt-Rivers, Julian ‘Race Colour and Class in Central america and the andes’ Daedalus, Vol. 96, No. 2, Color and Race (Spring, 1967), pp. 542-559

3.2. Feminism and Gendered Stratification


Collins, Patricia Hill. ‘Toward a New Vision : Race Class and Gender as Categories of analysis and Connection ’ Race, Sex & Class, Vol. 1, No. 1 (Fall 1993), pp. 25-45

Unit 4. Social Mobility: Forms and Patterns (2 Weeks)


Goldthorpe, J.H The constant flux; A study of class Mobility in industrial societies. Oxford; clarendon press.

References:

Compulsory Readings:


Collins, Patricia Hill. ‘Toward a New Vision : Race Class and Gender as Categories of analysis and Connection ’ Race, Sex & Class, Vol. 1, No. 1 (Fall 1993), pp. 25-45

Davis Kingsley and Wilbert E Moore ‘Some Principles of Stratification: Critical Analysis:
1.4 Teaching-learning process

1. As the course revolves around important aspects of stratification, which involves placement and identities of individuals within society thus the concepts and theories require active participation and involvement of students in interactive sessions.

2. Lectures would have to be supported by active group tutorial sessions around the issues raised in the course, which would further raise debates and discussions.

3. The course would allow for screening of films and documentaries related to different aspects of inequalities and identities, followed by talks by eminent researchers in the field and interactive discussions.
4. The key issues relating to stratification raised in the course, would encourage students to pursue these beyond the syllabus readings through library material and e-resources.

5. Students can be encouraged to take up projects in various areas suggested by the course, using secondary sources as well as by conducting modest field-work individually or in teams.

6. The course also offers immense scope for conducting field visits where concepts of stratification and inequalities can be observed.

Assessment:

Exams, Tests, Projects, Assignments

Key words: Inequality, Natural inequality, Social inequality, Race, Caste, class, Gender, Identity, Social mobility.

B.A. Hons (Sociology)
Core Course 11
Sociological Thinkers – I

Course Objectives

Objective of teaching sociological Thinkers to undergraduate students is to enable them to apply theory to their own everyday life experiences. This requires that students develop their sociological imagination and the capacity to read each situation sociologically and then to think about it theoretically. To this end, it is imperative that sociological theory courses demonstrate the applicability of theory to students.

Course Learning Outcome

1. Understanding the grand foundational themes of sociology.

2. Application of theories and concepts from classical sociological theories to develop intellectual openness and curiosity.

3. Appreciation of the classical concepts and theories to develop awareness of the limits of current knowledge.

Course Outline

Unit 1. Karl Marx

1.1. Dialectics and Historical Materialism.
1.2. Capitalist Mode of Production

Unit 2. Max Weber
2.1. Social Action and Ideal Types
2.2. Religion and Economy

Unit 3. Emile Durkheim

3.1. Social Fact
3.2. Nature of Solidarity

Course Content

Unit 1. Karl Marx (Weeks 1-5)


Unit 2. Max Weber (Weeks 6-9)


Unit 3. Emile Durkheim (Weeks 10-14)


References:

Compulsory

Additional Reading


Teaching Learning Process:

a. The students are encouraged to read the original texts and the teacher often participates in the reading process. Thereby the teacher engages in active, rather than passive, pedagogy.

b. It is important that the classroom sessions, initiated either by the student or the teacher, would encourage teamwork and draw students towards learning, yet there are other means available now which add to that. The use of digital/ICT generated techniques (audio-visual aids).

Assessment Methods:

1. Class assignments/term papers, theme(s) of which are chosen following teacher-student discussion, is one of the ways of assessing the subject and writing skill of the students.

2. Tutorial discussion/oral presentations and viva-voce, short individual/team led field studies/projects and seminars/workshops are other modes of assessment. These are included in the Internal Assessment (IA) system.

3. Mid-semester examination is another mode of assessment. Here again, the topic(s) on which the students are to be examined are chosen through teacher-student
consultation. Mid-semester examination tests the students on the grasp of the topic(s) in particular and the discipline in general.

4. The end-semester examination is conducted by the university and the student is tested and evaluated on the basis of the entire paper (syllabus). S/he is expected to have a full knowledge of the paper and prescribed readings.

Keywords

Materialism, Idealism, Dialectics, Surplus Value, Labour, Commodity, Class Social Action, Ideal Type, Value-free, Value-relevance, Verstehen, Calling, Protestant Ethics, Calvinism, Social Fact, Explanation, Solidarity

Ba (H) Sociology
Core Course Number 12
Sociological Research Methods-I

Course Objective:

1. The course is a general introduction to the methodologies of sociological research. It will provide the student with elementary knowledge of the complexities and philosophical underpinnings of research.

COURSE LEARNING OUTCOMES

1. Students are introduced to sociological research both from a theoretical and methodological perspective. They understand the importance of research in social science.

2. Students develop the ability to evaluate the methodological validity of the claims made by theory.

3. The course enables students to evaluate a piece of research and move towards designing a simple research project.

4. Identify the difference between quantitative and qualitative methods.

5. Students will learn to identify ethical and practical issues in research. They also engage with the ideals of objectivity and reflexivity.

6. Students learn that research methods are universal and not bound by cultural location.
COURSE CONTENT

Unit 1. The Logic of Social Research

1.1 What is Sociological Research?
1.2 Objectivity in the Social Sciences
1.3 Reflexivity

Unit 2. Methodological Perspectives

2.1 The Comparative Method
2.2 Feminist Method

Unit 3. Modes of Enquiry

3.1 Theory and Research
3.2 Analyzing Data: Quantitative and Qualitative
3.3 Ethical Issues in Data Collection and Analysis

COURSE CONTENTS

Unit 1. The Logic of Social Research (Weeks 1 and 2)

1.1 What is Sociological Research?


1.2 Objectivity in the Social Sciences (Weeks 3-7)


1.3 Reflexivity


Unit 2 Methodological Perspectives (Weeks 8-11)

2.1 Comparative Method


2.2 Feminist Method


3. Modes of Enquiry (Weeks 12-14)

3.1 Theory and Research


3.2 Analyzing Data: Quantitative and Qualitative


3.3 Ethical Issues in Data Collection and Analysis

REFERENCES:

COMPULSORY READINGS


Merton, R.K. 1972, Social Theory & Social Structure, Delhi: Arvind Publishing House, Chapters 4 & 5 Pp. 139-171

Teaching - learning process

a. A research methods course will require a robust class room discussion on various aspects of the course leading to a clearer understanding of concepts and research methods and the production of knowledge.

b. Interactive classroom sessions contribute to the development of group skills including listening, brainstorming, communicating and negotiating with peers.

ASSESSMENT METHODS

Assessment for this course will be based on written assignments, projects, project designs and presentations.

KEY WORDS

Research, objectivity, subjectivity, reflexivity, comparative method, feminist methodology, quantitative and qualitative data, mixed methods, ethics in research.

B.A. (Hon) Sociology
Core Course 13
Sociological Thinkers –II

Course Objectives
Objective of teaching Sociological Thinkers to undergraduate students is to enable them to apply theory to their own everyday life experiences. This requires that students develop their sociological imagination and the capacity to read each situation sociologically and then to think about it theoretically. To this end, it is imperative that sociological theory courses demonstrate the applicability of theory to students.

Learning Outcomes:
1. Understanding the characteristics and dynamics of the social world, and how post-classical sociologists attempt to understand the social world.
2. Appreciating the relevance and limits of the contemporary theories or theoretical approaches to make sense of social reality.
3. Understanding the basic methodological approaches of the thinkers, through some original texts and their role in building sociological knowledge.

Course Content

Unit 1. Talcott Parsons
Action Systems and Pattern Variables

Unit 2. G. H. Mead and Erving Goffman
Interactional Self

Unit 3. Peter L. Berger and Thomas Luckmann
Social Construction of Reality

Unit 4. Max Horkheimer, T.W. Adorno and Herbert Marcuse
Critical Social Theory

Unit 5. Pierre Bourdieu
A Theory of Practice

Course Content:

Unit 1 Talcott Parsons (Weeks 1-3)

Unit 2. G. H. Mead and Erving Goffman (Weeks 4-6)

Unit 3 Peter L. Berger and Thomas Luckmann (Week 7-8)

**Unit 4 Max Horkheimar, T.W. Adorno and Herbert Marcuse (Weeks 9-12)**


**Unit 5. Pierre Bourdieu (Weeks 13 14)**


**6. References**

**Compulsory**


**Additional Resources:**


**Teaching learning process:**
The students are encouraged to read the original texts and the teacher often participates in the reading process. Thereby the teacher engages in active, rather than passive, pedagogy. It is important that the classroom sessions, initiated either by the student or the teacher, would encourage teamwork or draw students towards learning, yet there are other means available now which add to that. The use of digital/ICT generated techniques (audio-visual aids).

**Assessment Methods:**

1. Class assignments/term papers, theme(s) of which are chosen following teacher-student discussion, is one of the ways of assessing the subject and writing skill of the students.
2. Tutorial discussion oral presentations and viva-voce, short individual/team led field studies/projects and seminars/workshops are other modes of assessment. These are included in the Internal Assessment (IA) system.
3. Mid-semester examination is another mode of assessment. Here again, the topic(s) on which the students are to be examined are chosen through teacher-student consultation. Mid-semester examination tests the students on the grasp of the topic(s) in particular and the discipline in general.
4. The end-semester examination is conducted by the university and the student is tested and evaluated on the basis of the entire paper (syllabus). S/he is expected to have a full knowledge of the paper and prescribed readings.

**Keywords:**


**B. A. (H) Sociology**

**Core Course 14**

**RESEARCH METHODS II**

**Course Objectives**

1. The course provides an introductory, yet comprehensive engagement with social research.
2. Through theoretical and practical knowledge students are acquainted with the different stages of the research process like creation of research design, methods of data collection and analysis.
3. The imparted knowledge and training will enable students to develop a sound understanding of both quantitative and qualitative research.

**Course Learning Outcomes**
1. Students are introduced to the concept of conducting research, which is inclusive of formulating research designs, methods and analysis of data. Some knowledge of elementary statistics is also provided to the students to acquaint them with quantification of data.

2. The thrust of the course is on empirical reasoning, understanding and analysis of social reality, which is integral to the concepts of quantitative research. Students learn to differentiate between qualitative and quantitative aspects of research in terms of collection and subsequent analysis of data.

3. Through the competing theoretical perspectives and methodologies, students are able to understand that social reality is multi-faceted, heterogeneous and dynamic in nature.

4. By imparting the knowledge of theory and praxis of research, students are prepared to arrive at a critical understanding of the course. It also equips them with necessary skills for employment in any social research organisation.

Course Outline

Unit 1. Doing Social Research

1.1 The Process of Social Research
1.2 Concepts and Hypothesis
1.3 Field (Issues and Context)

Unit 2. Methods of Data Collection

2.1 Survey Methods: Sampling, Questionnaire and Interview
2.2 Observation: Participant and non-participant
2.3 Quantitative and Qualitative Methods

Unit 3. Statistical Methods

3.1 Overview of Statistics in Sociology
3.2 Graphical and Diagrammatic Presentation of Data

(Bar diagram, Pie-diagram, Histogram, Frequency Polygon, Smoothed frequency curve and Ogives).
3.2 Measures of Central Tendency
(Simple Arithmetic Mean, Median and Mode).

3.3 Measures of Dispersion

(Standard Deviation, Variance and Covariance).

Unit 4. Research Projects

Course Content:

Unit 1 Doing Social Research (Weeks 1-4)

1.1 The Process of Social Research


1.2 Concepts and Hypothesis


1.3 Field (Issues and Contexts)


Unit 2. Methods of Data Collection (Weeks 5-9)

2.1 Survey Methods of Data Collection


2.2 Observation: Participant and non-Participant


Unit 3. Statistical Methods (Weeks 10-13)

3.1 Overview of Statistics in Sociology


3.2 Graphical and Diagrammatic presentation of data


3.3 Measures of Central Tendency


3.4 Measures of Dispersion


Unit 4. Research Projects (Week 14)

No Specific readings for this section. Research Projects at the discretion of the teacher.

Note: Numericals to be taught for individual, discrete and continuous series for the topics mentioned above. No specific method for calculating the same be specified.

Teaching-Learning Process:
1. Classroom lectures interlink the sociological theories previously taught with the methods and techniques of data collection. Students are encouraged to construct questionnaires and conduct interviews, use technology like online surveys to develop practical research skills.

2. The use of statistics enables the students to understand both qualitative and quantitative aspects of social research.

3. Alternative pedagogical techniques like outdoor learning through field trips and research projects, audio-visual technology in classrooms provides them with both research related knowledge and experience.

**Assessment Methods:**

1. Tutorials are given regularly to students after the completion of a topic. The objective is to assess the understanding of the student regarding the covered topic.

2. Students are expected to submit individual/team project reports, along with making oral presentations of the same in class.

3. Periodic tests/mid-semester examination of the covered syllabus is also undertaken by the students during the academic session. End-semester examination is conducted by the University of Delhi.

**Keywords:**

Research, methods, techniques, quantitative, qualitative, empirical, field, concepts, hypothesis, sample, observation, statistics, survey, questionnaire, interview, graphs, tables, diagrammatic presentation, measures of central tendency, measures of dispersion.
Course Objectives:

1. Urbanisation is an important aspect of modern society. This course is will provide an exposure to key theoretical perspectives for understanding urban phenomena in historical and contemporary contexts.

2. It also reflects on vital concerns of urban living while narrating the subjective experiences of urban communities. With case studies from India and other parts of the world this course will help students understand and relate to the complexities of urban living.

3. The course seeks to evolve critical thinking and develop a policy perspective on the urban.

Course Learning Outcomes:

1. To appreciate the significance of the city and the process of urbanisation and its consequences across the globe, through cross disciplinary texts and ethnographic studies.

2. To understand the urban in the historical as well as modern contexts - the idea of urbanism and urban space and the intersections in these of institutions, processes and identities. This is to be achieved by exposing students to critical theoretical debates which help them to gain a deeper understanding of city life and urban environment which can also help them understand their own social environment better.

3. To learn about key urban processes such as migration, displacement and urban slums, as well as critical contemporary issues such as resettlement and rehabilitation and also engage in issues of public policy, urban transformation and change. Knowledge of such themes will help students pursue further studies in academic areas such as development and also engage in research on public policy, urban transformation and change.

4. To develop critical thinking and a reflective perspective through exposure to multicultural thought; to enhance disciplinary knowledge, research-related skills and develop a problem-solving competence.

Course Content:

Unit 1: Introducing Urban Sociology: Urban, Urbanism and the City

Unit 2: Perspectives in Urban Sociology

2.1. Ecological

2.2. Political Economy

2.3. Network

2.4. City as Culture
Unit 3: Movements and Settlements

3.1. Migration

3.2. Community

Unit 4: Politics of Urban Space

4.1. Caste, Class and Gender

4.2. Culture and Leisure

Unit 1: Introducing Urban Sociology: Urban, Urbanism and the City: (3 Weeks)


Unit 2: Perspectives in Urban Sociology: (4 Weeks)

2.1. Ecological


2.2. Political Economy


2.3. Network


2.4. City as Culture


Unit 3: Movements and Settlements: (2 Weeks)
3.1. Migration

3.2. Community

Unit 4: Politics of Urban Space:(5 Weeks)

4.1. Caste, Class and Gender
Nair, Janaki “Battles for Bangalore: Reterritorialising the City”, Pp 1-21 http://opencity.in/documents/battles-for-bangalore-reterritorialising-the-city-janaki-nair

4.2. Culture and Leisure

References:

Compulsory Readings:


Nair, Janaki “Battles for Bangalore: Reterritorialising the City”, Pp 1-21 http://opencity.in/documents/battles-for-bangalore-reterritorialising-the-city-janaki-nair


**Additional Resources:**

a. **Books & Articles**


b. Audio Visual Material:

2. Giovanni Vaz Del Bello 2006. *A Convenient Truth: Urban Solutions from Curitiba, Brazil*
3. Anand Patwardhan. 1985 *Bombay: Our City*
4. Sanjiv Shah. *A Place To Live*
5. Gouri Patwadhan. *Bin Savlyanchya Gavat (In a Shadowless Town)*

Teaching Learning Process:

The sociology of the urban is simultaneously theoretical and yet deeply experiential. The teaching learning for this course necessarily has to be deliberative, drawing from the multicultural exposure to city living. There will be an emphasis on blended learning supported by debates and discussions. Classroom lectures shall be supplemented by power point presentations and film screenings on various contemporary urban issues. Invited lectures by policy makers, activists, practitioners and other stakeholders would be integral to the curriculum. Students would be encouraged to set out into the field to grasp issues with greater clarity. City walks will be encouraged to enrich the experiential understanding of the urban. Learning would also involve a multi-disciplinary perspective, collaborating with other social sciences that engage with the urban as well as the disciplines of urban planning and architecture, in order to enhance problem solving and critical thinking ability.

Assessment Methods:

Assessment for this paper would be in the form of tests, written assignments, projects’ reports and presentations.

Key Words:

Urban, Urbanism, Urbanisation, City, Migration, Settlement, Space, Ecology.
Course Objectives:

1. To communicate Agriculture as the foundational material practices at the heart of the formation of social collectivities and make sense of South Asian societies agrarian formations.
2. To familiarize students with agrarian situation past and present with the help of necessary theories and categories.
3. To make sense of agrarian communities, their structure, transformation and trials and tribulations in modern world.
4. To introduce students to the rich legacy of theoretical and empirical work in agrarian sociology and its continued relevance.

Course Learning Outcomes:

1. An empathy for and ability to engage agrarian communities as living societies and understand grasp they condition as human condition.
2. An appreciation of agrarian world and familiarity with the trajectory of theoretical conversation on agrarian issues and their social, political and policy implications.
3. An understating of emerging as well as enduring issues of concern in Indian agrarian scene.
4. To be ready for a range of academic and professional roles that may require a knowledge of agrarian societies.

Course Content:

Unit 1: Agrarian Societies and Agrarian Studies
   1.1 Agrarian Societies
   1.2 Agrarian Studies

Unit 2: Key Issues in Agrarian Sociology
   2.1 The Agrarian Question
   2.2 The Moral Economy
   2.3 Agrarian Commodity Systems
Unit 3: Themes in Agrarian Sociology of India

3.1 Labor and Agrarian Class Structure
3.2 Markets, Land Reforms and Green Revolution
3.3 Agrarian Movements
3.4 Caste, Gender and Agrarian Realities

Unit 4: Agrarian Futures

4.1 Agrarian Crisis
4.2 The Global Agrarian Order

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Unit 1. Agrarian Societies and Agrarian Studies (Weeks: 1-2)

1.1 Agrarian Societies


1.2 Agrarian Studies


Unit 2. Key Issues in Agrarian Sociology (Weeks: 3-6)

2.1 The Agrarian Question

2.2 The Moral Economy


2.3 Agrarian Commodity Systems


Unit 3. Themes in Agrarian Sociology of India (Weeks 7-12)

3.1 Labour and Agrarian Class Structure


3.2 Markets, Land Reforms and Green Revolution


Dhanagare, D. N. 'Green Revolution and Social Inequalities in Rural India' from, Economic and Political Weekly, Vol. 22, No. 19/21, Annual Number (May, 1987), pp. AN: 137-139, 141-144.

3.3. Agrarian Movements


3.4 Caste, Gender and Agrarian Realities


Omvedt, Gail. 'The Downtrodden among the Downtrodden: An Interview with a Dalit Agricultural Laborer' Signs, Vol. 4, No. 4, The Labor of Women: Work and Family (Summer, 1979), pp. 763-774

4. Agrarian Futures (Weeks: 12-14)

4.1. Agrarian Crisis (16)


4.2. The Global Agrarian Order (32)


References:

Compulsory Readings:


Dhanagare, D. N. 'Green Revolution and Social Inequalities in Rural India' from, Economic and Political Weekly, Vol. 22, No. 19/21, Annual Number (May, 1987), pp. AN: 137-139, 141-144.


Omvedt, Gail. 'The Downtrodden among the Downtrodden: An Interview with a Dalit Agricultural Laborer' Signs, Vol. 4, No. 4, The Labor of Women: Work and Family (Summer, 1979), pp. 763-774


Additional Resources:

a. Books & Articles


Harriss, John. 'The Process of Production and the Development of Agrarian Capitalism' from,
Teaching Learning Process:

The teaching learning for this course involves lectures, tutorial conversations around contemporary issues of concern for agrarian societies and extensive usage of imaginative literature and films that makes the lived world of peasantry and agrarian communities come alive to the students.

Assessment Methods:

Recommended evaluation would be an assignment that tests the conceptual grasp of the students and a project that prompts students to engage in research about a historical or contemporarily agrarian issue.

Keywords:

Course Objectives:

1. This course is designed to allow students to reflect on the ‘environment’ as an object of sociological inquiry. It would orient them to the core debates of environmental sociology, different approaches within the sub-discipline and how these approaches may be used to understand environmental issues and movements in India.

2. The aim is to convey the fact that since environmental issues in contemporary times have come to assume utmost significance representing a complex interplay of several factors that are material, ideal and social in character; these linkages need to be analyzed from a sociological standpoint as they play out in our societies in varied forms.

3. The themes running throughout this paper highlight the interactive and unfinished character of causality in environmental sociology, the central role of social inequality in environmental conflicts, the important influence of democratic institutions, the connect between the local and the global and finally the role played by the community at large.

Course Learning Outcomes:

1. An understanding of dynamic between natural and social worlds from a sociological perspective.


3. An ability to contribute from a sociological stand point to any research endeavors or public policy conversations that assess causes, effects and possible solutions of environmental issues and problems.

4. To be alive to the questions of ecology and inequity and sensitive to the questions of environmental justice and ethics.
Course Content:

Unit 1: Envisioning Environmental Sociology

1.1. What is Environmental Sociology?
1.2. Realist-Constructionist debate.

Unit 2: Theoretical Approaches in Environmental Sociology

2.1 Treadmill of Production
2.2 Ecological Modernization
2.3 Risk
2.4 Ecofeminism and Feminist environmentalism
2.5 Eco-centrism

Unit 3: Environmental Movements in India

3.1 Forest based movement – Chipko
3.2 Water based movement – Narmada
3.3 Land based movements – Anti-mining and Seed

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Unit 1. Envisioning Environmental Sociology [Weeks 1-3]

1.1 What is Environmental Sociology?


1.2 Realist-Constructionist Debate


**Unit 2: Theoretical Approaches in Environmental Sociology [Weeks 4-10]**

2.1 Treadmill of Production


2.2 Ecological Modernization


2.3 Risk

2.4 Ecofeminism and Feminist Environmentalism


2.5 Eco-centrism


Unit 3:Environmental Movements in India [Weeks 11-14]

3.1 Forest based movement – Chipko


3.2 Water based movement – Narmada


3.3 Land based movements – Anti-mining and Seed


References:

Compulsory Readings:


Additional Resources:
b. Books & Articles


c. Audio Visual Material

4. “The Call of Mother Earth- A Documentary on Niyamgiri” By Saroj Mahapatra
5. “Seed: The Untold story” by Jon Betz and Taggart Seigel

Teaching Learning Process:
Environment and environmental Sociology are deeply contentious, hence the teaching learning for this course necessarily has to be deliberative with an emphasis on debates and discussions. The lecture classes have to be accompanied by movies and documentaries on several contemporary environmental issues. Guest lectures by public servants, activists, NGO workers and various stake holders would be integral to the class. The students would be encouraged to set out into the field and grasp issues concretely. Learning would also involve an attempt at encouraging collaboration with science departments in the college to make it truly interdisciplinary.

Assessment Methods:

Assessment for this paper would be in the form of tests, written assignments, projects reports and Presentations.

Key Words:

Environment, nature, realism, constructionism, ecology, climate change, capitalism, modernization, sustainability, development, economic growth, environmental justice, power, movements, genetically modified crops, clean and green technology.

B.A. (H) Sociology
Discipline Specific Elective 04
SOCIOLGY OF WORK

Course Objectives:

1. The course introduces the idea that though work and production have been integral to societies through time, the origin and spread of industrialisation made a distinct rupture to that link. This rupture can also be seen mirrored in the coming of sociology as a discipline that considered work as central to the study of society.

2. Based on this premise, the paper goes on to provide an outline as to how values and ideals of pluralised industrialism(s) have caused and absorbed multiple transformative shifts to the local and global social networks of the contemporary world.

3. In this context, the course addresses various contemporay problems, issues and concerns in a historical perspective, such as formal and informal work, unpaid work, gender, alienation, forced labour and hazardous work.

Course Learning Outcomes:
1. Understanding work in its social aspects such as gendered work and unpaid work, as different from its better known economic dimension.

2. Understanding work in its global dimensions, including the mutual relation between work in underdeveloped societies and that in developed ones, thus bringing out the importance of the comparative perspective in the study of work.

3. Learning about the complexities, disparities and inequalities in the area of work.

4. Learning about the socio-historical context of work, theoretical concerns and problems, and contemporary issues in the area of work and industry.

Course Content:

Unit 1: Interlinking Work and Industry

Unit 2: Forms of Industrial Culture and Organization

  2.1 Industrialism
  2.2 Post-industrial Society
  2.3 Information Society

Unit 3: Dimensions of Work

  3.1 Alienation
  3.2 Gender
  3.3 Unpaid Work and Forced Labour

Unit 4: Work in the Informal Sector

Unit 5: Risk, Hazard and Disaster

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Unit 1: Interlinking Work and Industry (Weeks 1-3)


Unit 2: Forms of Industrial Culture and Organisation (Weeks 4-6)

2.1 Industrialism

2.2 Post-industrial Society
Kumar, Krishan. 1973, Prophecy and Progress, London: Allen Lane, Ch. 6, Pp. 185-240

2.3 Information Society

Unit 3: Dimensions of Work (Weeks 7-10)

3.1 Alienation

3.2 Gender

3.3 Unpaid Work and Forced Labour
Unit 4: Work in the Informal Sector (Weeks 11-12)


Talib, Mohammad. 2010, Writing Labour- Stone Quarry workers in Delhi. New Delhi: OUP, Chapter 1, Pp. 23-54

Unit 5: Risk, Hazard and Disaster (Weeks 13-14)


References:

Compulsory Readings:


Kumar, Krishan. 1973, Prophecy and Progress, London: Allen Lane, Ch. 6, Pp. 185-240.


Talib, Mohammad. 2010, Writing Labour- Stone Quarry workers in Delhi, New Delhi: OUP, Chapter 1, Pp. 23-54.


Additional Resources:

Books and Articles:


Audio Visual Material:

1. 'Modern Times' by Charlie Chaplin
2. '15 Jobs that will disappear in the next 20 years due to Automation' [https://www.alux.com](https://www.alux.com)

Teaching-learning process

As the course revolves around 'work' which is a theme central and innate to humankind, it by definition requires active participation and involvement of students and interactive sessions. Lectures would have to be supported by active group tutorial sessions around the issues raised in the course syllabus, which would further connect with many aspects of work in terms of real life experiences, inviting discussion and debate. The course would allow for screening of films and documentaries related to different aspects of work, followed by interactive discussion. The key issues relating to work raised in the course, would encourage students to pursue these beyond the syllabus readings through library material and e-resources. Students can take up projects in various areas suggested by the course, using secondary sources as well as by conducting modest field-work, individually or in teams. The course also offers immense scope for conducting field visits to various work situations, to study work place interaction, gender issues at work, impact of technological innovation on workers, work in informal sector, etc.

Assessment Methods:
This paper would use class tests, written assignments, presentations, project reports, seminars and group discussions as methods of assessment.

Key Words:
Industriualism, work-study, scientific management, industrialization, post-industrialism, information, high technology, alienation, gendered work, emotional labor, informal sector, unpaid work.

BA (H) Sociology  
Discipline Specific Elective 05  
Sociology of Health and Medicine  

Course Objectives:
The course introduces students to the sociology and anthropology of health, illness and medical practice by highlighting the significance of socio-cultural dimensions in the construction of illness and medical knowledge. Individual and group experiences and negotiations of health and illness are explored through case studies and health policies. Theoretical perspectives examine the dynamics of local, regional and global knowledge that shape these constructions.
Course Learning Outcomes:

1. To be able to use the key concepts developed in sociology and anthropology to understand biomedical practices of health and illness

2. To critique biomedicine and have an understanding of medicine as a plurality

3. To analyse the everyday experiences of health and illness as produced through social, economic, political and cultural forces

4. To gain insights on issues of public health in India and arrive at independent analysis

Course Content:

Unit 1. Origins and Development of Health and Medicine

1.1. Conceptualising Disease, Sickness and Illness

1.2. Social and Cultural Dimensions of Illness and Medicine

Unit 2. Theoretical Orientations on Health & Illness

2.1. Political Economy of Health

2.2. Systems Approach

2.3. Health as a Power Discourse

2.4. Feminist Approach

Unit 3. Negotiating Health and Illness

3.1. Health Behaviours

3.2. Health Systems and Health Policies

Unit 1. Origins and Development of Health and Medicine

1.1. Conceptualising Disease, Sickness and Illness


1.2. Social and Cultural Dimensions of Illness and Medicine


Unit 2. Theoretical Orientations in Health and Illness

2.1. Political Economy of Health


2.2. Systems Approach


2.3. Health as a Power Discourse


2.4. Feminist Approach


Unit 3. Negotiating Health and Illness

3.1. Health Behaviours


3.2. Health Systems and Health Policies


References

1: Compulsory Readings


Qadeer, Imrana 2013 Universal Health Care in India: Panacea for whom? Indian Journal


Additional Resources

Teaching Aids

Unit 1.


Unit 2.

Unit 3.


Gangolli Leena, Ravi Duggal, Abhay Shukla 2005 Review of Health Care in India CEHAT Mumbai

Films for Screening and Discussion

Euthanasia-Aurelia’s Story. BBC Documentary

Ancient Enemy. Documentary on Leprosy.

Teaching Learning Process

Experiences of health and illness are very intense at the personal level and yet requires a certain detachment from which one can interrogate health systems. Hence classroom discussions should start by way of storytelling/experiences of episodes of illness and encounters with health system(s) whereby we bring in discussions of social constructions of health and illness. Theoretical perspectives to be delivered through intensive lectures. Discussions on health seeking behaviours to be done through case study presentations by students. Additional inputs may be given in the form of sessions/lectures with invited speakers like health activists, exposure visits to PHCs to ensure a more grounded understanding of politics of health. Tutorials are a must to encourage students’ engagement in the course through debates and discussion on emerging issues of health and illness.

Assessment methods:

Classroom Participation, Tutorial Discussion, One take home assignment for e.g., Reflection paper on encounters with health system/s, or Review of National Health Policy/National Mental Health Policy, One class assignment, One Term paper, End semester examination

Key words:

Illness, sickness, disease, social construction, medical pluralism, health policies, health services
BA (H) Sociology

Discipline Specific Elective 06
Indian Sociological Tradition

Course Objectives

1. Improve sociological understanding of Indian society.
2. Examine how sociologists in India have primarily been engaged with issues of tradition and modernity, caste, tribe and gender.
3. Acquaint the students to the continuities and contradictions in Indian society.
4. Help understand the history of ideas related to the analysis of Indian society.

Course Learning Outcomes

1. Ensure that students have conceptual clarity and can articulate the main debates and arguments with regard to sociology in India.
2. Acquaint the students to the continuities and contradictions in Indian society
3. To ensure that students have understood the formation of the discipline in India and the challenges that it has faced.
4. To help students understand the history of ideas related to the analysis of Indian society.

Course Content

Unit 1 G S Ghurye
   1.1 Caste and Race

Unit 2 D P Mukerji
   2.1 Tradition and Modernity
   2.2 Middle Class

Unit 3 Verrier Elwin
   3.1. Tribes in India

Unit 4 M.N. Srinivas
   4.1. Social Change

Unit 5 Irawati Karve
   5.1. Gender and Kinship

Unit 6 Leela Dube
   6.1 Caste and Gender

* Unit 1 G.S.Ghurye (Weeks 1-2)

Ghurye, G.S. 1969, Caste and Race in India, Delhi: Popular Prakashan Pp 114-140,404-460

**Unit 2. D. P. Mukerji (Weeks 3-4)**

**2.1 Tradition and Modernity**


**2.2 Middle Class**

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

**Unit 3. Verrier Elwin (Week 5-7)**


Elwin, Verrier 1955, The Religion of an Indian Tribe, Bombay: OUP Chp 11, 15, 16,


**Unit 4. M. N. Srinivas (Week 8-10)**

Srinivas, M.N. 1996, Indian Anthropologists and the study of Indian Society EPW 31(11) 656-657

Srinivas, M.N. 1971, Social Change in Modern India University of California Press Berkeley Chp 4-5

Srinivas, M. N.1992, On Living in a Revolution and Other Essays, Delhi: OUP. Chap 1, 2, 3&5

**Unit 5. Irawati Karve (Week 11-12)**

Sundar, Nandini 2010 „In the Cause of Anthropology: The Life and Work of Irawati Karve” in Patricia Uberoi, Satish Despande and Nandini Sundar (ed) Anthropology in the East: Founders of Indian Sociology and Anthropology Permanent Black New Delhi

Karve, Irawati 1965, Kinship Organization in India, Bombay and New York: Asia Publishing House
Unit 6. Leela Dube (Week 13-14)

References:

Compulsory Readings:

Chakraborty, D 2010, D P Mukerji and the Middle Class in India, Sociological Bulletin 59(2), May-August 235-255
Elwin, Verrier 1955, The Religion of an Indian Tribe, Bombay: OUP Chp 11, 15, 16,
Ghurye, G.S. 1969, Caste and Race in India, Delhi: Popular Prakashan Pp 114-140,404-460
Karve, Irawati 1965, Kinship Organization in India, Bombay and New York: AsiaPublishing House
Srinivas, M. N.1992, On Living in a Revolution and Other Essays, Delhi: OUP. Chap 1, 2, 3&5
Srinivas, M.N. 1971, Social Change in Modern India University of California Press Berkeley Chp 4-5
Srinivas, M.N. 1996, Indian Anthropologists and the study of Indian Society EPW 31(11) 656-657
Sundar, Nandini 2010 „In the Cause of Anthropology: The Life and Work of Irawati Karve” in Patricia Uberoi, Satish Despande and Nandini Sundar (ed) Anthropology in the East: Founders of Indian Sociology and Anthropology Permanent Black New Delhi
B. Suggested Readings

I. The following readings may be referred for debates and history of Indian Sociology

1. Dhanagare, D.N (1999), Themes and Perspectives in Indian Sociology, Delhi: Rawat Publications Chp 7

II. The following readings may be referred for student presentations

2. Elwin, Verrier 1952, Bondo Highlander, Bombay: OUP

Teaching Learning Process

1. Assignment, Tutorials, presentation and project works
2. Field visit to slums, communities and NGOs
3. Screening of movies followed with discussions
4. Debates, discussion and dialogues by inviting experts and guest lectures

Assessment Methods

1. Internal assessment through regular assignments and class test
2. Project assessment through field work, writing report and presentation
3. Final end term assessment through external examination

Key words:
Tradition, Indian Sociologists, India, Social Change, Class, Caste, Tribes, Religion, Social Change
Course Objectives

1. The objective of this paper is to introduce the students to various perspectives that enable a contextualisation of everyday visual culture within the larger debates around power, politics, identity and resistance.

2. It brings together debates from the field of Art History, Social Sciences and Visual Art Practices to enable the students to understand the processes through which different visual environments can be sociologically analyzed. One of the central arguments of this paper is to understand how the very process of ‘seeing’ can be problematized.

Course Learning Outcomes

1. Developing the techniques to understand and appreciate visuals; working with visuals as potential representations of matters of sociological interest.

2. Understanding ‘visuality’/‘visualization’ as a technique of asserting power and dominance in society; simultaneously locating the subversive potential of alternative or ‘counter-visualities.

3. Discovering the strength of ‘visuals’ in an age dominated by techniques of mass production and dissemination of images.

Course Content:

Unit 1 Introduction

1.1 Introducing Visual Cultures and the Process of ‘Seeing’

1.2 The Spectacles of Modernity

Unit 2 Visual Environments and Representations

2.1 Power, Knowledge and gaze of the State

2.2 Counter Politics and the Art of resistance

2.3 Visual Practices and Identity formation

2.4 Visual Cultures of Everyday Life
Unit 1. Introduction (Weeks 1-4)

1.1 Introducing Visual Culture and the process of ‘seeing’ (Weeks 1-2)


1.2 The Spectacles of Modernity (Weeks 3-4)


Roma Chatterji ‘Global Events and Local Narratives: 9/11 and the Chitrakaars’ In *Speaking with Pictures: Folk Art and Narrative Tradition in India* (p 62-103)

Unit 2. Visual Environments and Representations (Weeks 5-14)

2.1 Power, Knowledge and gaze of the State (Weeks 5-7)


2.2 Counter-politics and the Art of Resistance (Weeks 8-10)


2.3 Visual Practices and Identity Formation (Weeks 11-12)

Srivastava, Sanjay. ‘Urban spaces, Disney-Divinity and Moral Middle classes in Delhi’ In *Economic and Political Weekly* Vol. XLIV, Nos. 26 & 27 (June 27, 2009), pp. 338-345


2.4 Visual Culture of the everyday life (Weeks 13-14)

Certeau, Michel De. *The Practice of Everyday Life*. (Trans) Steven Rendall, Berkeley: University of California, 1984 (p. xi-xxiv)


References:

Compulsory Readings:


Certeau, Michel De. *The Practice of Everyday Life*. (Trans) Steven Rendall, Berkeley: University of California, 1984 (p. xi-xxiv)


Roma Chatterji ‘Global Events and Local Narratives: 9/11 and the Chitrakaars’ In Speaking with Pictures: Folk Art and Narrative Tradition in India (p 62-103)


Srivastava, Sanjay. ‘Urban spaces, Disney-Divinity and Moral Middle classes in Delhi’ In Economic and Political Weekly Vol. XLIV, Nos. 26 & 27 (June 27, 2009), pp. 338-345


Additional Resources:
Books & Articles:


Teaching-Learning Process

a. The teaching-learning process for this course is centered on the idea that students develop the capacity to connect concepts and debates from different visual art and social science fields, thereby understanding the interdisciplinary premise of this paper.

b. The role of the teacher is demanding here since this interdisciplinary aspect requires the students to be continually engaging with past and present artistic approaches, architectural developments, and advances in film, photographic and other visual practices.

c. This is not a course that can be transacted purely within the limits of a classroom. Accordingly, the pedagogic approach for this paper encourages visits to museums and art exhibitions along with regular conversations with artists and producers of various visual materials. It is expected that this course be transacted keeping in mind the constant encounter that the students have with the visual, thus enabling them to receive this data not as passive observers but with keen and analytical minds.

Assessment:

Given the interdisciplinary nature of the course and its requirement to move beyond the classroom and textbooks, assessment methods would involve tutorial and seminar presentations, guided term papers, group discussions and periodic class tests (closed or open book depending on the topic addressed).

Keywords:

B.A. (H) Sociology
Discipline Specific Elective 08
Reading Ethnographies

Course Objectives:

1. This course encourages the student to read ethnographic texts in their entirety. Anyone set of texts from the four pairs are to be chosen. Readers are relatively free to interpret the texts within the parameters mentioned below.

2. Suggested readings can be utilized to frame specific questions while reading the ethnographic texts and writing about them. The examination, however, will be patterned on the parameters mentioned in the Course content.

3. A brief rationale before the four sets of ethnographies has been provided in the form of a reading to familiarize the students with the essence of the paper and to outline what is intended in the process of ‘reading’ an ethnography.

4. The committee of courses at the Department of Sociology may prescribe these or any other pairs of texts for any given academic year.

Course Learning Outcomes

1. At the end of the course students should be able to identify the expanse of social scientific knowledge and be proficient with the technique and have the patience to read, understand and critically analyze full-length texts that are often about another, unfamiliar culture.

2. The course aims to encourage interdisciplinary thinking between sociology, anthropology directly but also with philosophy and literature, through reading of ethnographies. It also seeks to bring the student to a global standard of familiarity with different types of classics within the combined disciplines of sociology, anthropology and ethnology.

3. The Course will enable students to not only come to terms with the making of human knowledge but also identifying limits of enquiry by learning and engaging in critical thinking about the research presented in the ethnographies. They are also expected to be able to work with ethnographic description as a unit of knowledge at par with numbers in quantitative studies.

4. Doing this Course will help the student discover the strength of small details and to identify what matters to people. They would also be able to engage with the community and understand the significant role of subjective and objective knowledge systems through the exercises in participant observation.

Course Content

1. Ethnographic Mode of Enquiry
2. Constructing the Ethnographic Object

Course Units with Readings

(Given the Nature of the Paper there is only one compulsory reading 1.0. Other than this each college can choose which set of readings they would like to teaching each Semester)

Week 1- Compulsory Reading


1. Weeks 2-14


Or

2. Weeks 2-14


Or

3. Weeks 2-14


Or

4. [Weeks 1-14]


References:

Compulsory Readings:

Compulsory Reading:


Additional Resources:


Audio Visual Material:

Screenings of ethnographic films will complement the teaching.

Video documentation around the ethnographies could also be used concurrently while reading texts.

Teaching - Learning process

The subject is designed to be reader-student centric. It is believed that the student would follow a rigorous regime of reading the texts and participating in the class room discussions. That is the reason why barring the key texts, other texts have been kept outside the mandatory reading list.

However the teacher’s role is significant in two ways:

1. Bringing on board perspectives on how to read ethnographies.

2. Drawing attention to details that are likely to be missed by the students.

Assessment Method
Interactive classroom sessions keep the full-length text fresh in the memories of both students and teachers. The modes of assessment which include assignments, enactments, presentations etc, are designed to test the critical skills of reading ethnographies and not so much as reproducing the descriptions of the texts.

Key Words
Fieldwork, Participant Observation, Enquiry, Data Gathering, Ethnography, Perspectives Questionnaire, Interview, Social scientific knowledge, Description, Documentation, Diary, Other cultures, Subjective and Objective Knowledge.

B. A. (H) Sociology
Skill Enhancement Course 01
Reading, Writing and Reasoning for Sociology

Course Objectives:
…an institution officially entrusted with the transmission of the instruments of appropriation of the dominant culture which neglects methodically to transmit the instruments indispensable to the success of its undertaking is bound to become the monopoly of those social classes capable of transmitting by their own means… the instruments necessary for the reception of messages…

- Pierre Bourdieu

1. To enhance the skills of Reading, Writing and Reasoning for Sociology so that students may have the means to realize learning outcomes of all the other courses in the program optimally.
2. To bring about a realization among the students that reading, writing, reasoning and critical thinking are interrelated skills.
3. To teach students to harness the creative tension in the process of reading, writing and reasoning.
4. The course seeks to teach elements of good academic writing and form habits that go with it.
5. An ability to avoid and spot plagiarism.

Course Learning Outcomes

1. Reading:
   (a) At the end of the course, students will be equipped to move from reading rudimentarily to advanced reading of texts extensively
   (b) Read academic texts and identify the central argument(s) and grasp the content of the texts
   (c) Read texts to identify the organization of ideas, structure of the arguments, style and tone of the author and author biases
   (d) Identify general conclusions from specific details in texts

2. Writing:
(a) Identify standard elements of writing and different genres of writing from personal essay to academic writing.
(b) Be equipped to express in different genres of writing such as summaries, critical reviews and essays, using:
   (i) Multi-draft approach: pre-writing, outlining, drafting, revising, and editing
   (ii) Formal academic style
   (iii) Information from several sources and synthesizing into their own writing
   (iv) Internationally accepted methods of citation and referencing
(c) Be able to treat reading and writing as complementary and synergistic
(d) Be able to conceptualize and plan a research paper

3. **Reasoning:**
   (a) Students should be able to approach writing as a form of reasoning, with specific organization of ideas, style and perspective
   (b) Be able to develop critical thinking through reflecting on various texts consciously and not take anything for granted in the analyses of the social world
   (c) Be able to develop scientific reasoning by reading texts for consistency and logic
   (d) As multicultural classrooms, students should be able to relate specific experiences with specific groups and generate multi-cultural competence in understanding social issues. By reading texts from cross-cultural contexts, students will be able to approach a creative synthesis in the classroom and grasp the various ways of sociological reasoning.

**Course Content:**

**Unit 1 Introduction: The virtues of repetition [Week 1]**

**Unit 2 Techniques for reading academic texts [Weeks 2–7]**

2.1 Grasping the whole: How to get an overview
2.2 Divide and conquer: Taking texts apart
2.3 Getting outside help: Recruiting extra resources

**Unit 3 How to begin writing academic prose [Weeks 8–13]**

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

**Unit 4 Final sessions: peer reviewing [Week 14]**

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**Unit 1: Introduction: The virtues of repetition [Week 1]**
Academic reading and writing is really all about re-reading and rewriting – about repeatedly re-working a text until some provisional goal is achieved.

1.1 Assignment, Day 1: Read a short (1-2 page) academic text of moderate difficulty and summarize it in one paragraph (3-4 sentences). (This is without prior guidance by the instructor).

1.2 Assignment, Day 2: Re-read the same text and re-write the summary after a brief discussion of CONTENT (does the summary contain most of the most important points made in the text?)

1.3 Assignment, Day 3: Re-read the same text and re-write the summary again after a brief discussion of FORM (is the summary well structured, clear and effective?)

**Unit 2 Techniques for reading academic texts [Weeks 2–7]**

2.1 **Grasping the whole: How to get an overview**

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

2.2 **Divide and conquer: Taking texts apart**

2.2.1 Beginning, middle and conclusion – stages of argument
2.2.2 The architecture of arguments: main, subsidiary, minor
2.2.3 Everything is not equally important: Distribution of emphasis

2.3 **Getting outside help: Recruiting extra resources**

2.3.1 Isolating words & terms: Dictionaries, Encyclopedias
2.3.2 Contextualising texts with quick background research
2.3.3 Productive ways of asking for help from teachers/tutors

**Unit 3: Techniques for writing academic prose [Weeks 8–13]**

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

3.1.1 Beginning, middle and conclusion – stages of argument
3.1.2 The architecture of arguments: main, subsidiary, minor
3.1.3 Everything is not equally important: Distribution of emphasis

3.2 Working with blocks: Sections, Paragraphs, Sentences
3.2.1 How many sections? Job descriptions for each section
3.2.2 Paragraphs as key building blocks of academic prose
3.2.3 Sentences and punctuation: length, balance, continuity

3.3 Borrowing material: Paraphrasing, Quoting, Citing
3.3.1 The difference between paraphrasing and plagiarism
3.3.2 Quotations: When? Why? How?
3.3.3 Citation styles
3.3.4 Productive ways of asking for help from teachers/tutors

Unit 4: Final sessions: peer reviewing [Week 14]

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

4.1 Assignment, Day 1: The whole class does an individualized, two-part composite reading and writing exercise designed by the instructor based on semester long experience of student abilities and interests.

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

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

References


**Additional Resources:**


**Teaching Learning Process:**

Reading, Writing and reasoning for sociology classroom by definition has to be interactive, participatory and practice intensive that places huge emphasis on peer learning. The students need to appreciate the virtues of grasping as well as creating structure while at the same time learning to innovate and improvise. Hence the teaching learning tries to generate similar tension. Teaching involves sessions of active reading that breaks the habitual reading that seeks word to word absorption. Exercises of translating, applying, analysing, synthesizing and evaluating concepts encountered in academic texts and practice of comprehension, summary writing, and studying texts for their central argument would be integral to the class room. Teaching also involves teaching rhetoric, ethics and aesthetics of writing through the use of both specialized texts on writing as well as social science texts. Reading and writing are ultimately taught as modes of reasoning. Virtues of patience and attention to detail are taught through making students produce multiple drafts with variations of intent, content and emphasis on the same theme, and also training them to revise and teaching them to produce better drafts.

**Assessment Methods:**
Class participation, Class exercises, take home assignments, Class assignments, tasks of essay writing texts of various lengths and intent including a long essay to come at the end of the semester.

**Key words:**
Reading, Writing, Critical Thinking, Sociological Imagination, Public Sociology
B. A. (H) Sociology

Skill Enhancement Course 02

TECHNIQUES OF ETHNOGRAPHIC FILMMAKING

Course Objectives

This course is premised on accessing sociology and social anthropology through forms other than the textual; in particular, the aural, the visual – the sensory. It introduces students to techniques of anthropological filmmaking as a form and method of description and argument, along with enabling an understanding of the relationship between film and text as distinct ethnographic practices. One concern that may be perceived in the transaction of this course is regarding its accessibility within the visually challenged encounter. However, this course imparts and highlights the significance of a sensory research practices, rather than being a purely visual exercise.

Course Learning Outcomes

1. The SEC on techniques of ethnographic filmmaking starts by laying groundwork for orienting students to the techniques and methods of using the method of visuals in sociology. As students engage with the course along with other important programmes as part of their B.A (H) in sociology, they also begin to understand the intersection of classroom-based knowledge and practical realm. At this point, the course aims to prepare them for challenges of doing sociological fieldwork and observing real-world spheres through the mode of filmmaking. It enables them to build on the graduate attributes of disciplinary knowledge, critical thinking, research-related skills, scientific reasoning, reflective thinking and multicultural competence.

2. Film screenings, assignments and projects in this course are aimed at broadening the spectrum of engagement through sociology. Through ethnographic filmmaking, students move beyond the textual reading and writing mode. Centered on the means of visual, oral and aural, the programme helps them build on the use of diverse media (and tools) to represent cultures and narratives.

3. A key learning outcome of the course is to introduce students to the skills and sensitivity needed to engage with the social world. Through ethnographic fieldwork and filmmaking, as they grasp the knowledge of technical, the meaning-making of social remains crucial in the SEC programme. An understanding of diversity of gender, culture, class, caste, sexuality, and religion is fundamentally reflected as they produce films on multiple issues.

4. Teamwork: An important aspect of the programme is working in teams/groups for the final filmmaking projects. Through team work and extensive discussions, students encounter and learn the importance of decision-making, ethics, communication skills, and planning. These are core competencies that the SEC orient them about.

5. The experience of producing visual anthropological content as part of the SEC helps students gear up for the specific electives and courses they take up in the later semesters, particular the research methods course. The brush with social research skills, techniques of sociological fieldwork and thematic issues of representation helps in enriching their engagement with the theoretical framework in final year of BA (H) Sociology.
Course Content:

Unit 1. Introduction to Anthropological Filmmaking

1.1. History of Ethnographic Filmmaking
1.2. Anthropology and Filmmaking: The Text and the Image
1.3. Different Modes of Filmmaking

Unit 2. Understanding the use of Camera in Anthropology

Unit 3. The Filmmaker and the Filmed: Relationship and understanding ‘ethics’

Unit 4. Editing and Construction of Meaning

4.1 Understanding multiple shots and camera movement
4.2. Tools for Film Editing

Unit 5. Filming Oral testimonies, Interviews and Interactions Final Film Projects

Unit 6. Final Film Projects

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Unit 1. Introduction to Anthropological Filmmaking: [Week 1 3]

1.1. History of Ethnographic Filmmaking


Suggested Screening of Film Scenes/Sequences, Trance and Dance in Bali by Margaret Mead and Gregory Bateson, 22 mins.

1.2. Anthropology and Filmmaking: The Text and the Image


Suggested Screening of Film Scenes/Sequences: Etre et Avoir by Nicholas Philibert’s, 105 mins, 2002; New Boys by David MacDougall, 100 mins, 2003; Dilli Mumbai Dilli by Saba Dewan, 63 mins, 2006; Bowling for Columbine by Roger Moore, 120 mins, 2002.
Suggested topics for technical discussion

Understanding the Camera – still, moving, digital, analog; Shot Vs Scene; Image Vs Sound; Camera angles; How to store your data?; How to take care of equipment?

Practical Work for Week ½
Familiarise yourself with your camera. Use your still and video cameras to shoot the same objects from different angles, lighting, and sound spaces.

**Unit 2. Understanding the use of Camera in Anthropology: [Week 4]**


Suggested topics for technical discussion – Small and big cameras, tripod and hand held cameras, Understanding light; *Film maker’s Dilemma* – where to place the camera?; Filmmaking – Working Single or in a Team?

Practical Work for Week 3 – Camera mounting on tripod; handheld camera practices.

**Unit 3. Filmmaker and the Filmed: Relationship and understanding ‘ethics’. [Weeks 5–6]**


Suggested topics for discussion: Dimensions of relationship between the filmmaker and the filmed – Gender, Class, Ethnicity.

By this point, students should have finalised their topics and groups for their final film.

Practical Work for Week 5–6: Assignment on Observational Mode; Make one shot of something of your interest. Not more than 2 mins. Fixed frame, without movement. No speech/dialogues. Tripod is optional. Camera type is optional, as long as the resolution allows viewing on a classroom projector.

Viewing of assignments and discussions.

**Unit 4. Editing and Construction of Meaning [Weeks 7–9]**

4.1 Understanding multiple shots and camera movement

Suggested topics for technical discussion: Multiple shots, understanding point of view; narrative building, filming a process, types of editing; Understanding space and material
objects – vis à vis the character; Types of camera movement; Motivations behind Camera movement; Movement within the shot.


By this time, students should have approached their respondents, acquired permissions and rekeyed possible shoot locations.

Suggested Screening of Film Scenes/Sequences: Battleship Potemkin by Sergei Eisenstein, 69 mins. 1925; Strangers on a Train by Alfred Hitchcock, 101 min, 1951.

4.2. Tools for Film Editing

Suggested topics for technical discussion: Understanding editing software (Suggested software: Avid/Final Cut Pro/Windows Movie Maker); Transferring and sequencing of data; Data Backup before editing; Viewing footage; Transcription and Paper Edits.

Practical Work for Week 7–9: Assignment on Process film; 3 mins; Film an activity; Include camera movement; Break it down in stages beginning, middle and end; Understand the cause and effect; Focus only on (i) the person (ii) the activity; editing the process film.

Viewing of assignments and discussions.

Unit 5. Filming Oral Testimonies, Interviews and Interactions [Weeks 10–11]

Suggested Screening of Film Scenes/Sequences: Chronicle of a Summer by Edgar Morin, Jean Rouch, 85 min, 1961.

Suggested topics for technical discussion: Sound and audio equipment.

Practical Work for Week 10–11: Film an oral testimony, with maximum 2 people; Length, no more than 5 minutes; Focus on Interaction; Location is optional

Viewing of assignments and discussions.

Unit 6. Final Film Projects [Weeks 12–14]

6.0.1. Film length limited to 5–8 mins.

6.0.2. Viewing of projects and discussion.

Note: This course will require a special budget for the purchase/hiring of equipment and for honorarium to technical resource persons.

References:
Compulsory Readings:


Additional Resources:

Books & Articles:


Audio Visual Material

Battleship Potemkin by Sergei Eisenstein, 69 mins. 1925;

Bowling for Columbine by Roger Moore, 120 mins, 2002.

Chronicle of a Summer by Edgar Morin, Jean Rouch, 85 min, 1961.

Dilli Mumbai Dilli by Saba Dewan, 63 mins, 2006;
Teaching Learning Process

1. The primary thrust of this course is to enable students to develop social research skills through the use of camera and film technology. In this exercise, the role of the teacher is to familiarize the students not only with the techniques of ethnographic filmmaking but, to contextualize the practice within the larger theoretical framework in order to bring out the specific nature of anthropological films in comparison with other documentary genres.

2. This course demands a constant and rigorous one-on-one interaction with the students, as the teacher has to continually see and evaluate the visual material produced by the young filmmakers. The inputs provided by the teachers are not merely technical but are meant to guide the students regarding the very ethics of anthropological filmmaking. It is this combination of techniques and ethics that is central to the production of film based ethnographic research material.

3. A particular challenge in the transaction of this course is that students have already been exposed to a certain kind of visual thinking, generated by social media photography and video making. Because of this, the teacher has the crucial responsibility to guide the students to develop an academic bent while thinking visually, so that the latter learn not only to produce research relevant films but are also able to critically evaluate the circulation and exchange of images on various social media platforms.

4. This course allows the students to come out of their comfort zones, interact with people, engage with fieldwork, and in the process develop an understanding about their own abilities, limitations and interests. It allows them to address their own understanding of the world in a practical and experiential manner, thus challenging some of their predetermined ideas about the ‘other’.
Assessment Methods

Since this is a Skill Enhancement Course, the assessment of this paper entails a two-fold evaluation process, pertaining to the gradual competence acquired by the students. *Firstly*, the students will be marked on the series of exercises that they have to complete as mentioned in the syllabus. Along with technical soundness, students are expected to show ethical integrity in their project work. *Secondly*, they will be marked on the final film that they make at the end of the course. Those teaching the paper may invite filmmakers or other faculty members transacting this course to grade these student films. Students may execute their exercises as group projects.

Key Words
Ethnographic Film, Anthropological Filmmaking, making films for fieldwork, Filmmaking Ethics

BA (H) Sociology

**Generic Elective 01**

**Indian Society: Images and Realities**

Course Objectives:

1. **Indian Society: Images and Realities** is an interdisciplinary introductory course to Indian society. It constitutes Indian society as an object of study through delineating the historical processes and ideological tensions that tentatively constitute this object. It proceeds to familiarize the students with constituent institutions and process of Indian society such as village, town, region, caste, class, religion family, gender and political economy. It concludes with a section that marks the ongoing conversations about Indian society.

2. This generic elective course may serves as a foundational course for any graduate of the university as the disciplinary knowledge it transmits brings reflexivity, criticality, multicultural competence and ethical awareness essential for citizenship education of all graduates.

3. It enables capacity to invoke scientific and analytical attitude towards one’s one society and its ongoing workings and evolution. It provides the cultural knowledge and research skills that would be necessary for problem solving in Indian context.
4. The course works with fine and extremely well crafted sociological writing. In doing so it contributes to augmentation of their communication skills. Finally, the course provides the ethos and categories for lifelong learning about Indian society and history and a means to appreciate aspects of its culture in its proper context.

Course Learning Outcomes:

1. A familiarity with ideas of India in their social and historical context.
2. An acquaintance with key institutions and processes of Indian society.
3. An ability to understand social institutions with sociological Imagination with a critical and comparative spirit.
5. A capacity to situate contemporary public issues pertaining to Indian society in the context of these enduring institutions, processes and contentions.

Course Outline

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

Unit 2. Institutions and Processes (8 Weeks)

2.1 Village, Town and Region
2.2 Caste, Class and Religion
2.3 Family and Gender
2.4 Political Economy

Unit 3. Critiques (3 Weeks)

Course Content

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


Unit 2. Institutions and Processes (8 Weeks)

2.1 Village, Town and Region


2.2 Caste, Class and Religion


2.3 Family and Gender


2.4 Political Economy


Unit 3. Critiques (3 Weeks)


References

Compulsory Readings


Additional Resources


**Teaching-Learning Process:**

The teaching, learning process for this paper involves, lectures, presentations, projects and film screenings. The diversity and multi-cultural ecosystem of Delhi university classrooms would be mobilized to the maximize peer learning through sharing of the lived knowledge of many Indias and its institutions.

**Assessment Methods:**

Recommended evaluation is one assignment that tests the conceptual grasp based on prescribed readings and one project that demonstrates competence to grasp a contemporary social issue, cultural feature or a trend in India

**Keywords:**

India, Civilization, Colony, Society, Village, Town, Region, Caste, Class, Religion, Family, Gender, Economy, Politics.

**BA (H) Sociology**

**Generic Elective 02**

**Family and Intimacy**

**Course Note**

**Course Objectives**

1. To introduce students to a range of contemporary concerns pertaining to family as a social institution from a sociological perspective and with an interdisciplinary orientation.

2. To situate familyin it’s historical, cultural, social and comparative contexts and alertstudents towidely prevalent misunderstandings about it and make them aware of the sheer diversity of family forms and reconstitute it as a possible arena of justice.

3. To familiarize students with different phases and facets of family and intimate life using ethnographic accounts from different regions of India.

4. To examining institution of family and experience of intimacy with empathy and detachment.
Course Learning Outcomes

1. An ability to examine the institution of family and reality of intimate experiences from a sociological perspective.
2. Knowledge of diverse forms of the family within their appropriate historical contexts and comparative appreciation of their features.
3. Ability and disposition to constitute quotidian space of family and intimacy as an arena of democracy, gender justice and empowerment.
4. Awareness of symbiotic relationship between conceptual, ethnographic and critical literatures in social sciences and demonstrate how they work in close tandem.
5. To alert next generation policy makers to take the questions of intimate with appropriate seriousness and make them integral to public reason and conversation.

Course Outline

Unit 1: What is Family? (4 Weeks)
Unit 2: Family and Intimacy: Themes and Accounts (6 Weeks)
Unit 3: Family and Intimacy: Critiques and Transformations (4 Weeks)

Course Content:

Unit 1. What is Family? (4 Weeks)


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


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


References

Compulsory Readings:


**Additional Resources:**

**Books & Articles**


**Teaching-Learning Process:**

Besides conventional lecturing for communicating concepts, the teaching-learning process for this paper seeks to draw extensively on the diverse cultural competences, observations and experiences of the class to make the issues involved more vivid. Group discussions providing a space for students to voluntary share their observations and experiences of family life are integral part of the teaching-learning process. Given that family and intimate experiences are also a staple of popular culture, teaching - learning seeks to mobilize those resources to make classes more engaging.
Assessment Methods:

Recommended evaluation is one assignment that tests the conceptual competence and one project that puts the conceptual learning into empirical practice.

Keywords:
Family, Intimacy, Life Cycle, Childhood, Marriage, Old Age, Gender, Emotions, Sexuality, Love, Law, Justice, Democracy

BA (H) Sociology
Generic Elective 03
Rethinking Development

Course Objectives

1. This course invites students to explore issues relating to development, one of the key ideas, concepts, and animating forces of our societies and lives. It offers sociological modes to investigate the bewildering, often contradictory, ways in which development comes to mean a promise or desire, an inevitable consequence or persuasive project, and how it is closely connected to notions of progress and modernity.

2. It introduces students from various disciplines to the scholarship on development from a sociological vantage point. It aims to familiarise students with ideas, theories, and practices of development. The course also acquaints them with the trajectory of development in post-colonial India.

3. Drawing from disciplines such as sociology, anthropology, economics, political studies, and development studies, it shall help students analyse different approaches to, and practices and experiences of, development. With its emphasis on the role and interplay of institutions, apparatus, policies, practices, and social relations, this course shall also aid in the critical analysis of development’s diverse manifestations across locations and moments.

Course Learning Outcomes

1. Understand different ideas of, and approaches to, development.

2. Explain the dynamics between developmental institutions, actors, policies, theories, approaches, and ideas and the implementation, consequences, and experiences of development.

3. Critically analyse the key features of developmental processes in postcolonial India.

4. Undertake a sociological examination of developmental practices in different locations, moments, and fields, and to interpret different outcomes and experiences of development.
Course Outline

1. Unpacking Development (3 Weeks)
2. Theorizing Development (5 Weeks)
3. Developmental Regimes in India (3 Weeks)
4. Practices and Experiences of Development (3 Weeks)

Course Content

Unit 1. Unpacking Development (Weeks 1-3)


Unit 2. Theorizing Development (Weeks 4-8)


Unit 3. Developmental Regimes in India (Weeks 9-11)


**Unit 4. Practices and Experiences of Development (Weeks 12-14)**


**References**

**Compulsory Readings**


**Additional Resources**


Harvey, David. 2007. ‘Neoliberalism as Creative Destruction,’ *The ANNALS of the American Academy of Political and Social Science*610 (1), pp. 21-44.


**Teaching Learning Process**

The teaching learning for this course shall involve classroom lectures and student presentations of case studies, and critical evaluation of developmental epochs, initiatives, and projects. It shall also utilise diverse documents and visual material such as promotional literature, institutional and media reports, and feature and documentary films. This process shall help concretise the conceptual and theoretical debates and facilitate a tactile knowledge of the themes explored in this course.

**Assessment Methods**

Course assessment could involve an essay-based examination that evaluates students’ conceptual and theoretical grasp and a take-home assignment in which students critically analyse development practices, consequences, or resistance as these unfold in and through specific themes, moments, locations, policies, or programmes.

**Key Words**

Backwardness, progress, colonialism, development, economy, environment, freedom, gender, modernity, modernization, neoliberalism, poverty, progress, tradition, underdevelopment

**BA (H) Sociology**

**Generic Elective 04**

**Gender and Violence**

**Course Objective:**

Gender violence is routine and spectacular, structural, symbolic as well as situated. This course attempts to provide an understanding of the logic of gendered violence and its varied expressions and ramifications across historical and contemporary contexts. Through theoretically informed intersectional debates that does not equate gender to women only but rather explores experiences of violence on masculine as well as queer bodies students would be sensitized to varied locations of violence. The course will provide awareness about the numerous institutionalised-legal struggles as well as everyday resistances against gender violence to equip the students for making pragmatic, ethical and effective choices while resisting or intervening in the context of gendered violence.
Course Learning Outcomes:

1. Analyze how the social construction of gender across cultures is fundamental to several experiences of violence.

2. Engage with different theoretical perspectives and their critiques in the comprehending- individual, social, cultural, political, or economic experiences of violence.

3. Critique the dominant western white feminist theories and articulations of liberation, freedom, emancipation and justice through critically informed ideas and responses from non-western contexts.

4. Re-think and re-formulate ideas on various structures of struggles and strategies to counter gendered violence.

Course Outline:

Unit 1. Conceptual Frameworks for understanding Gender and Violence: Theories & Critiques (6 weeks)

   1.1. Deconstructing Gender and Gendered Violence

   1.2. Embodiments of Violence: Multiplicities & Responses

Unit 2. Intersectional Debates (6 weeks)

   2.1. Power & Violence: Individuals & Community

   2.2. Nation-States, (In) Security & Sexual Violence

   2.3. Invisibilized Vulnerabilities

Unit 3. Human Rights & Legal Discourses on Gender Violence: Local and Global Experiences (3 weeks)

Course Content:

Unit 1. Conceptual Frameworks for understanding Gender and Violence: Theories & Critiques (6 weeks)
1.1. Deconstructing Gender and Gendered Violence


1.2 Embodiments of Violence: Multiplicities & Responses


2. Exploring intersectional debates:(5 weeks)

2.1. Power & Violence: Individuals & Community


2.2. Nation-States, (In) Security & Sexual Violence

2.3. Invisibilized Vulnerabilities


3. Human Rights & Legal Discourses on Gender Violence: Local and Global Experiences (3 weeks)


References

Compulsory Readings:


Additional Reading List:

Testimonies of Gendered violence: Recommended for student presentations


Patton, Tracey Owens. *Hey girl, am I more than my hair?: African American women and their struggles with beauty, body image, and hair*. NWSA journal, 24-51, 2006


**Audio-Visual Material:**

**Recommended Films & Documentary Movies to be screened and discussed**

IzzatnagriKi AsabhyaBetiyan (India)

Lisa Jackson’s The Greatest Silence: Rape in the Congo (DR Congo)

JasmilaZbani’s Esma’s Secret (Bosnia)

A Girl in the River: The Price for Forgiveness (Pakistan)

Anne Aghion My Neighbour, My Killer (Rwanda)

Emmanuel Jal War Child (Sudan)

Callum Macrae The Killing Fields of Sri Lanka (Sri Lanka)

**Teaching-Learning Process:**

1. The course will be imparted through classroom lectures, discussion and students presentation mode.

2. A number of ethnographic studies and cross-cultural case studies have been specifically incorporated in the syllabus in order to facilitate students presentations that encourages a dialogic pedagogy of learning and practice amongst students and the teacher.

3. Acknowledging the impossibility of offering an exhaustive reading list of various historical, contemporary and empirical sites of gendered violence, the course strongly recommends screening, discussion and analysis of visuals in the class in the form of movies, documentaries, photographs or videos.

**Assessment Methods:**

Assessment of this paper can be done through class tests, class presentations, assignments and appropriate project works.
Key words:


B. A (H) Sociology

Generic Elective 05

Sociology of Social Movements

Course Objectives:

1. The course seeks to introduce students to one of the most urgent and prolific areas of sociological research that has direct bearing on the course of social, political, cultural and economic changes. It explores how, when and why groups mobilize with what results.

2. This course is designed to equip students with diverse disciplinary trainings to understand the conceptual, theoretical and methodological issues involved in the study of social movements, as well as the historical and descriptive analyses of collective action. It also draws attention to an important aspect of the analysis of social movements: their articulation with states, societies and cultures.

3. Through case studies drawn from comparative contexts, this course demonstrates the vital connectedness between collective action in social movements and other forms of institutional and cultural contexts. Particular case studies will be used as illustrations to understand more general patterns of social movements.

4. The course will also equip students to visualize the transition from traditional to contemporary social movements. The course envisages that studying social movements would ultimately foster an understanding of the dynamics of power, justice and human agency in transforming societies and cultures. To that extent it is a course that has a universal relevance and appeal.

Course Learning Outcomes:

1. At the end of the course, students should be able to distinguish the central principles of different theoretical perspectives in the sociology of social movements and relate them to specific historical and empirical contexts.

2. Learn to use sociological theories on social movements to identify a phenomenon as one. Further, students should be able to distinguish a phenomenon as social movement from other cognate political phenomena.

3. Understand the dynamics and motivations of individuals and groups participating in social movements and identify reasons for success (or failure) of social movements.

4. Discuss and ask questions about social movement theories and methodologies with insight and precision.
Course Content

Unit 1. Social Movements: Concepts, Theories and Methods of Study (Weeks 1-5)


Unit 2. States, Social Movements and Politics (Weeks 6-8)

Tarrow, Sidney. 1996. “States and Opportunities: the Political Structuring of Social Movements”. In Doug McAdam, John D. McCarthy and Mayer N. Zald, eds, Comparative Perspectives on Social Movements, MA: Cambridge University Press, p. 41-61.


Unit 3. Society, Culture and Social Movements (Weeks 9-11)


Unit 4. Contemporary Social Movements (Weeks 12-14)


References:

Compulsory Readings:


Tarrow, Sidney. 1996. “States and Opportunities: the Political Structuring of Social Movements”. In Doug McAdam, John D. McCarthy and Mayer N. Zald, eds, Comparative Perspectives on Social Movements, MA: Cambridge University Press, p. 41-61.


Additional Resources:

a. Books & Articles:


b. Audio Visual Resources:

Documentary Series ‘Eyes on the Prize’

‘The Factory’, by Rahul Roy

Teaching-Learning Process:

Apart from lectures, teaching learning process in this course has to be primarily interactive. It is a course that lends enormously for self-learning and coming into awareness and action research. The teaching learning could deploy the wide range of cultural resources mobilized by social movements worldwide to make the classes more interesting and engaging.
Assessment Methods:

Evaluation for this paper will consist of one assignment that tests the conceptual grasp of the issues involved and a class presentation of detailed case study of a movement or a theme emerging out of social movements.

Keywords:

B.A. (H) SOCIOLOGY

GENERAL ELECTIVE 06

THE SOCIOLOGY OF EDUCATION

COURSE OBJECTIVE

1. The course aims to present the familiar discourses, sites and practices of education in a new light by locating them in a historical and political relationship to the class, gender, caste and ethnic composition of society. In the process, the learner is enabled to critically reflect on education and its evolving and multiple meanings.

2. Learners will have opportunities to examine the aims of education and the complex interface between the levels of institutional and everyday practices from a variety of theoretical paradigms and specific case studies. In the process, they will learn to assess the strengths and weaknesses of each position using relevant evidence.

3. The course gives significant importance to deconstructing the idea of ‘learning’ as restricted to certain sites like schools or colleges as well as to rituals of attestation and accreditation like examinations. The selection of texts and organization of topics is meant to enable students to examine their personal journey with respect to ‘learning’ and to gain both the skills and confidence in their ability to pursue topics of interest to them and relevant for their work.

COURSE LEARNING OUTCOMES
1. An understanding of the social dimensions of education and its dialectical relationship to the production and reproduction of various social structures, categories and identities. (This includes exposure to the ideas and practices of education which have been critical in the development of modern ideas of childhood, individuality, citizenship and work).

2. An exposure to the historical trajectories of educational practices and cultures at various levels in India

3. The ability to make connections between the political economy of global educational regimes and the consequent transformation of institutional structures and practices.

4. An appreciation of the importance of cross cultural and historical comparisons as well as micro and macro perspectives in apprehending any aspect of education.

5. The course enables students to reflect on their own educational trajectories and analyse its intersections with larger socio-cultural developments.

COURSE CONTENT

Unit 1. Socialization: Conceptions, Sites, Practices

Unit 2. Social Reproduction, Schooling and Work cultures

Unit 3. Pedagogical Contexts and Discursive Practices

Unit 4. Agency and Resistance in Teaching and Learning

Unit 5. Higher Education: Conceptions, Transformations, Practices

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Unit 1. Socialization: Conceptions, Sites, Practices (Week1-5)


**Unit 2. Social Reproduction, Schooling and Work Cultures (Week 6-7)**


**Unit 3. Pedagogical Contexts and Discursive Practices(Week 8-10)**


Unit 4. Agency and Resistance in Teaching and Learning (Week 11-12)


Unit 5. Higher Education: Transformations and Challenges (Week 13-14)


REFERENCES
Compulsory Readings


Additional Resources


TEACHING LEARNING PROCESS

As the content of this paper deals with educational practices including pedagogy and the production of knowledge, the perspectives it seeks to familiarize students with must be supplemented with classroom practices that demonstrate a practical application of them.

While there would be lectures and group tutorials, the classroom would be learner centric and discussion oriented with the teacher and learners reflecting on their personal experiences as a counterpoint to the readings they are required to do.

The interdisciplinary space of the General Elective class would be strategically used so that perspectives from other disciplines are used in relation to the sociological perspective, thereby helping students understand and deconstruct disciplinary boundaries.

The course also offers opportunities for the screening of select documentaries or films that add further dimensions to the topics being explored.

Students would be encouraged to take projects or small scale research based on topics that they find interesting from within the course. They would also be facilitated in using different methods including autoethnographic writing, classroom observations, interviews, content analysis of textbooks and other education material etc.

ASSESSMENT METHODS
Among the modes of assessment that will be used to evaluate progress towards the learning outcomes will be the following: Class discussions and participation, including student presentations; a project/research based assignment; the creative interpretation of texts; an open or closed book examination etc.

KEYWORDS

Schooling, pedagogy, teachers and learners, socialization, social reproduction, knowledge, discursive practices, agency, resistance, work cultures, education policy, higher education, history of education in India, global education, citizenship, childhood.

BA (H) Sociology

Generic Elective 07

SOCIOLOGY OF MEDIA

Course Objectives

1. To introduce the students to certain major themes of outlining the interconnections between media and society.
2. To familiarize students with important theories in the sociology of media.
3. To understand the process of production, control and reception of media and its representations critically from a sociological perspective.

Course Learning Outcomes

1. An appreciation of mediatized character of social existence and its history.
2. An acquaintance with history, concepts and various theoretical strands in sociology of media.
3. An understanding of social, political, economic and cultural processes that underpin the operations of our mediatized ecosystem and their effects.

Course Outline:

Unit 1. Mass Society and Mass Media

Unit 2. Theoretical Approaches
2.1 Neo-Marxist
2.2 Feminist
2.3 Semiotic
2.4 Interactionist

Unit 3. Media Processes

3.1 Production, Control, Challenges by New Media
3.2 Media Representation
3.3 Audience Reception

Course Content:

Unit 1. Mass Society and Mass Media


Unit 2. Theoretical Approaches

2.1 Neo-Marxist


2.2 Feminist


### 2.3 Semiotic


### 2.4 Interactionist


## Unit 3. Media Processes

### 3.1 Production and Control in Old and New Media


Eko, Lyombe, 2012. ‘New Media, Old Authoritative Regimes: Instrumentalization of the Internet and Networked Social Media in the “Arab Spring” of 2011 in North Africa’ In *New Media, Old Regimes:*

3.2 Media Representations


3.3 Audience Reception


References

Compulsory Readings


Thompson, John B. ‘The Rise of Mediated Interaction’ In The Media and Modernity: A Social Theory

Additional Resources


Teaching Learning Process

Lectures, presentations, Film screenings, Critical readings of media, projects on making short films.

Assessment Methods

Tests, Essays, Thematic Reviews of Various forms of Media, Short Position Papers, Case Studies

Keywords

Media, Mass Media, Culture, Culture Industry, Feminism, Semiotics, Representation, Ideology, Censorship, Audience, Regulation, Information, Propaganda

B.A. (Hon) Sociology
Generic Elective 08
POPULATION AND SOCIETY

Course Objectives:

This course provides a critical understanding of the interface between population and society. It analyses the role of fertility, mortality and migration on the composition, size, and structure of population. The course addresses the issue of domestic and international population movements and their economic, political and social implications.

Course Learning Outcomes

On successful completion of this course, students will be able to

1. Demonstrate a knowledge of key concepts in and different approaches to population studies.

2. Recognise the relations between population and social groups and processes by linking population size, composition, and growth with fertility, reproduction, and mortality.
3. Explain the dynamics between population, gender, and migration in terms of the role of institutions, policies and programmes, and social relations and groups.

4. Undertake a sociological analysis of international and national population dynamics and population policies.

Course Outline

Unit 1. Introducing Population Studies

1.1. Sociology and Demography
1.2. Concepts and Approaches

Unit 2. Population, Social Structure and Processes

2.1. Age and Sex Structure, Population Size and Growth
2.2. Fertility, Reproduction and Mortality

Unit 3. Population, Gender and Migration

3.1. Population and Gender
3.2. Politics of Migration

Unit 4. Population Dynamics and Development

4.1. Population as Constraints and Resources for Development
4.2. Population Programmes and Policies

Course Content:

Unit 1. Introducing Population Studies [Weeks 1-3]

1.1. Sociology and Demography


1.2. Concepts and Approaches


Unit 2. Population, Social Structure and Processes [Weeks 4-6]

2.1. Age and Sex Structure, Population Size and Growth


2.2. Fertility, Reproduction and Mortality


Unit 3. Population, Gender and Migration [Weeks 7-10]

3.1. Population and Gender


3.2. Politics of Migration


Unit 4. Population Dynamics and Development: [Weeks 11-14]

4.1. Population as Constraints and Resources for Development


4.2. Population Programmes and Policies


References

Compulsory Readings


Additional Resources


Census of India

Gazetteers


Teaching Learning Process

10. Lectures supported by group tutorial work
11. Field-based learning through group projects
12. Seminars
13. Invited Lectures
14. Analysis of Census data
15. Films and documentary screenings
16. Field visits

Assessment Methods

Time-constrained Examinations, Class tests, Assignments, Project reports, Presentations

Key Words

Sociology and Demography, Population, Social Structure and Processes, Fertility, Reproduction, Mortality, Gender, Migration, Development, Resources, Programmes, Policies