

Course Revision for BA (Prog.) Introduction to Sociology

On the basis of the inputs from the committee it was decided that no change is required in the syllabus as it is well received by the students and seems to be well structured in terms of teaching time and content.

Learning outcomes:

Course learning outcomes

This paper focuses on the origin and development of Sociology as a separate discipline. After studying the paper you should be able to-

- a. Outline the background to the emergence of Sociology as a discipline.
- b. Understand the basic concept of Sociology and relate them to social life.
- c. Inculcate a sociological way of thinking.

Course revision for B.A (Programme) Marriage, Family and Kinship

On the basis of the inputs from the committee it was decided that a change is proposed in the reading of section 1.3 (New reproductive Technologies) of the current syllabus.

Instead of Carsten, J., 2004, “Assisted Reproduction” in *After Kinship*.
Cambridge, Cambridge University Press, 163-183.

The committee proposes

Khan, Susan Martha, 2004, Eggs and Wombs: The Origin of Jewishness’, in R. Parkin and L. Stone(eds.),*Kinship and Family: An Anthropological Reader*,U.S.A.:Blackwell,Pp.362-77.

The proposed change is because it is an ethnographic study and it is felt that the students will be able to negotiate the reading in a better manner.

Learning outcomes:

Course learning outcomes:

- a) Understand the contemporary in the fields of marriage, family and kinship.
- b) Analyse theories of kinship through ethnographies
- c) Engage students in cross culture comparative understanding of kinship

B.A(Prog.) Revised Syllabus

Skill Enhancement Course 02

Gender Sensitization

Course Objective: This course will sensitise students to issues related to gender and equality among all sexes. It will provide them with the tools and skills to develop and integrate a gendered perspective in work and life. In particular, students will be acquainted with laws that have an immediate bearing on gender relations.

Learning Outcomes: The course deals with the various aspects of gender. After studying this paper, you should be able to:---

- explain the concepts of gender, sex, sexuality, patriarchy and transgender
- learn about the legal status and rights of women
- understand and analyze the interrelations of gender, caste, class, politics and disability

Assessment Methods

The evaluation of students' understanding of the course will be a continuous process. Learning –Outcomes will be assessed through paper presentations, individual project reports, mid-term test and end-semester final examination. Learning Outcomes assessment is divided into two sections:-

- (1) **25 Marks** for internal assessment which includes paper presentation/project(10 marks), mid-term class test(10 marks) and 5 marks for attendance
- (2) **75 Marks** for end-semester final examination

Outline:

1. Sex, Gender and Sexuality

- 1.1 Introduction to debates on the social construction of sex and gender
- 1.2 Cultural construction of masculinity and femininity
- 1.3 Understanding sexual preference as a right

2. Gender, Family, Community and the State

3. Gender Rights and the Law

- 3.1 Right to property

- 3.2 Personal laws
- 3.3 Violence against women
 - 3.3.1 Sexual harassment
 - 3.3.2 Rape
 - 3.3.3 Domestic violence

4. Understanding Intersections of Gender, Caste, Class, Region, Religion and Disability

COURSE CONTENTS AND ITINERARY

The course will be based on exercises to be done in groups.

1. Sex and gender (Week 1-4)

1.1 Geetha, V. 2002. Gender. Calcutta: Stree, Chapter 5

1.2. Menon, Nivedita. 2012. Seeing like a Feminist
New Delhi: Zubaan/Penguin Books, Chapter 2, 'Body', pages 51-90

1.3. Bhasin, Kamala. Patriarchy. New Delhi: Kali for Women

1.4. Films: 'Being Male Being Kothi', Dir: Mahuya Bandyopadhyay
'Many People Many Desires', Dir: T. Jayashree;
'Boys Don't Cry', Dir: Kimberley Peirce

Suggested Assignments:

- a) Discussion around any two of the abovementioned films. Students will be asked to write a short essay on the pressures they feel of the experience in performing masculinity or femininity.
- b) Presentations and discussions based around the essays.
- c) Role Play: Gender and its performance in everyday life. Students to form smaller groups and present skits to address this issue creatively. This will be followed by discussions.

2. Gender, Family, Community and the State (Weeks 5-7)

2.1. Shah, Chayanika et al. 2005. Marriage, Family and Community: A Feminist Dialogue. Economic and Political Weekly February 19: 709-722

2.2. Films: Izzatnagriki Asabhya Betiyan
Dir: Nakul Singh Sawhney

Suggested Assignments/Exercise:

- a) Debate or discussion on "Is the family the site of love and care" or, "Is the family democratic?"
- b) Look at NSS/NFHS/Census Data and write notes on the themes of how you can interpret the data
- c) Writing exercise: Does a gendered division of labour in the household deny women equal opportunities?
- d) Visit to a women's shelter/Nari Niketan followed by short essays on the experience and discussions based on the same.
- e) Visit to a family court followed by discussions.
- f) Role play: On how to address issues of gender discrimination within the family.

3. Gender Rights and the Law (Weeks 8-13)

3.1. For all the laws relating to women please refer to the following resource :

<http://ncw.nic.in/frmLLawsRelatedtoWomen.aspx>

3.2. Films: Gulabi Gang, Dir: Nishtha Jain

'North Country' Dir: Niki Caro

'The Accused', Dir: Jonathan Kaplan

Suggested Assignments/Exercise:

- a) Debate on women's equal right to natal property.
- b) Discussion on what consent means. Students to be presented with different scenarios to enable them to problematise the notion of consent.
- c) Writing exercise: Take up any one law relating to women and critically examine one or two judgments pertaining to that law. This will be followed by class presentations.
- d) Reading of the Delhi University Ordinance against Sexual Harassment and discussions around it.
- e) Student projects (in smaller groups) on developing IEC material (Information, Education, Communication) on the Delhi University Ordinance against Sexual Harassment for students.
- f) Discussion on section 377 of the Indian Penal Code.
- g) Discussions on these laws with practicing lawyers.

4. Understanding Intersections of Gender, Caste, Class, Region, Religion and Disability. (Week 14)

4.1. Tharu, S. and Niranjana, T. 1999. "Problems for contemporary theory of gender" in Nivedita Menon, Gender and Politics in India. New Delhi: Oxford University Press

4.2. Ghai, Anita. (2003). (Dis)Embodied Form : Issues of Disabled Women. New Delhi. Har-Anand Publications, Chapter 2-'Disabled Women: Issues, concerns and voices from Within'.

Suggested Assignments/Exercise:

- a) Debate on the Women's Reservation in Parliament Bill.
- b) Writing exercise: Identify any one culturally specific gender stereotypes in the context of your own life and show how you negotiate it.
- c) Visits and discussion in some women's organisations/groups in Delhi, where students will explore how organisations understand and negotiate these intersections in the larger context of women's struggles, and struggles in the women's movement.
- d) Students can discuss posters of the women's movement from the book Murthy and Dasgupta (2012) and be asked to design posters for a particular campaign

A Note on the Revised Syllabus

The following changes have been introduced in the paper:--

Section	Unit	Reading	Present Format	Revised Version
1	1.1	V.Geetha,2002	Full Book	Chapter 5

Instead of the full text, we propose to refer to only chapter 5. This chapter covers debates on Gender as per the requirement of the syllabus.

1	1.3	NiveditaMenon,
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B.A. (Program) Generic Elective 02
Course code: 62305608
Economy and Society

LEARNING OUTCOMES:

1.3.1 Graduate Attributes -

- a. **Disciplinary knowledge:** This course introduces the students to the complex ways in which economic activity is embedded in social relations from a sociological view point. Students learn various dimensions of economic activities such as production, distribution, exchange and consumption and markets in different societies ranging from primitive to modern. It also highlights the significance of sociological analysis for the study of economic processes in local and global contexts by the help of theoretically and empirically grounded studies. Students also gain insights about the grey areas that exist between the disciplines of economics and sociology.
- b. **Critical thinking:** the course inculcates a critical thinking in the minds of the students by making them aware of classical and contemporary debates centering the economic process, institutions and its organization across time and space.
- c. **Research related skills:** This course covers not only a wide range of sociological concepts and theories in understanding the key economic processes and institutions but also of methods of understanding the social dimensions of economic life that are often also discussed in the reading list of this course.
- d. **Self-directed learning:** rigorous exposure to the key concepts, theoretical underpinnings of social dimensions of economic life and discussions on methods of studying these within the disciplinary boundaries of sociology can enhance the self-directed learning abilities of students.
- e. **Scientific reasoning:** students imbibe scientific reasoning to understand economy and its transforming agents by getting access to empirical case studies on the nature and functioning of economic institutions and processes in different societies.
- f. **Reflective thinking:** This course prepares the students to reflectively think on the nature of economy and its socio-cultural attributes. It too makes them to understand and find answers to some of the questions centering human action in the economy such as are we really utility-maximisers? What is 'the economy' and what is its relationship to society? What are the social and cultural bases of economic activity?

- g. Multicultural competence:** This course engages the students to rethink and appreciate the knowledge form that endorse the view that economic activities are deeply imbedded in multiple networks of cultural and social contexts. It thus enables them to understand the variation of national economies across cultures.

1.3.2 1.3.2 Qualification descriptors:

- a. Introduces students with knowledge forms that covers the gray areas of the disciplines of economics and sociology. In terms of programme and global competence, the subject prepares students to understand economies of different cultures, societies and nations. Introduces students to the key concepts and theoretical debates that have emerged at different historical time periods centering the human economy.
- b. Equips students to develop a critical understanding of economic institutions and economic processes by identifying key actors in different social contexts.
- c. Provides a practical understanding of economic phenomena by involving students in individual or team-based project works
- d. Prepares students to develop broader research questions that might range from family decisions to organizational strategies for profitability to national choices of welfare policies. Prepares students to take into consideration the alternative explanations and methods when analyzing and solving an economic problem with practical relevance.
- e. Exposes students to an understanding of emerging issues of human economy in the contemporary times. It also shows interest in current affairs and broadens his background knowledge for undertaking higher studies on the key affairs of the economy.
- f. This course also provides exposure to students about business institutions and processes as socially embedded phenomenon. Helps them to identify and define key characteristics of production, consumption and exchange under different normative conditions and also the contemporary issues of human economy.

1.3.3 Programme learning outcomes

- a. Provide students with learning experiences that help instill deep interests in learning sociology at . It encourages a broader understanding of human society by exposing students to the interdisciplinary knowledge of human economy that brings together other disciplines such as sociology, anthropology, economics directly and philosophy and history indirectly.

- b. Enable students to give examples and develop arguments with sufficient logic and evidences by following different theoretical perspectives that shape contemporary behavior of institutions and groups.
- c. Inculcates a critical thinking about society in general and human economy in specific. It also broadens students background knowledge about society and its functioning in relation to their economic activities. These generic skills are relevant for undertaking research or higher studies in not only sociology but also other social sciences that aim to cover human economy.

1.3.4 Course learning outcomes

Upon the successful completion of this course, students will be able to:

- a. acquire capacities to interpret the current transformations of economy, norms of consumption, production and exchange across societies in a comparative perspective.
- b. analyze the functioning of economic institutions and processes in relation to society and its key actors.
- c. Describe economic systems, institutions and behavior and its socio-cultural basis.

1.4 Teaching - learning process:

- a. This course is a student centric course that enables students to attend the above defined learning outcomes through a rigorous process of teaching and learning process. Learning process is based on classroom discussions on the key themes covered in the course structure.
- b. Course planning also emphasizes on the use of e-learning materials in the form of documentaries, lectures and interviews on the subjects to keep away students from monotonous and habitual ways of learning.
- c. Periodic tutorials, team-based project works, close or open book tests as assessment further adds to the strength of this course making it a student/learner-centric course.

B.A. (Program) Generic Elective 02
Course code: 62305608
Economy and Society

Course Outline:

1. Sociological Aspects of Economic Phenomenon (5 Weeks)

1.1 Approaches: Formalism and Substantivism

~~1.2 Sociological Aspect of Economic Processes~~

2. Modes of Production (6 weeks)

2.1 Domestic Mode of Production

2.2 Peasants

2.3 Capitalism

2.4 Socialism

3. Contemporary Issues (3 Weeks)

3.1 Globalization

3.2 Development

COURSE CONTENTS AND ITINERARY

1. Sociological Aspects of Economic Phenomenon (5 Weeks) 1.1 Approaches:
Formalism and Substantivism

1.1.1 Wilk, R. and L. Cliggett. 2007. 'Economies and Cultures: Foundations of
Economic Anthropology. Chapter 1 pp. 1-14

1.1.2 Polanyi, K. 1958. "Economy as an Instituted Process" in M. Grammoter
and R. Swedberg (eds.) 1992 The Sociology of Economic Life Boulder
Colorado, West View Press. pp. 27-50

~~1.2 Sociological Aspect of Economic Processes~~

Smelser, Neil 2013 *The Sociology of Economic Life* Quid Pro Books (2nd Edition). New Orleans, Louisiana University Press

2. Modes of Production (6 weeks) 2.1 Domestic Mode of Production

2.1.1 Sahlins, M-1974 *Stone Age Economics*. London, Tavistock, Chapter 2-3

2.2 Peasants

2.2.1 Wolf, Eric 1966 *Peasants*. New Jersey Prentice Hall, Chapter-1

2.3 Capitalism

2.3.1 Swedberg, R 2003 *The Economic Sociology of Capitalism: An Introduction and An Agenda*, Cornell University

2.4 Socialism

2.4.1 Verdery, Kathrine 1996 „What was Socialism, And what Comes Next?“ Princeton N.J. Princeton University. Press. Chapter-1, pp. 19- 38

3. Contemporary Issues (3 Weeks) 3.1 Globalization

3.1.1 Ritzer 2004 *The McDonaldisation of Society*. Pine Forge press Chapter-Introduction, 1,2.

3.1.2 Howes, David (ed) 1996 *Cross Cultural Consumption: global Markets and Local Realities*. London: Routledge, pp. 1-16

3.2 Development

3.2.1 Hulme, David and mark M. Turner *Sociology and Development: Theories, Policies and Practices*, Prentice Hall Chapter-3 pp. 33-67