

DEPARTMENT OF SOCIOLOGY

University of Delhi

SYLLABUS FOR
2 YEAR MA SOCIOLOGY (PGCF-NEP) III & IV Semesters
and
I Year MA in Sociology
(Structures I and II)
(April 2026)

TABLE OF CONTENTS

PART I

DISCIPLINE-SPECIFIC COURSES (DSC)

Course Type	Course Title	Semester	Credits
DSC-7	Contemporary Sociological Theory	III	4 (L3+T1)
DSC-8	Research Methods in Sociology	III	4 (L3+T1)
DSC-9	Sociology of India	IV	4 (L3+T1)
DSC-10 [#]	Social Stratification	IV	4 (L3+T1)

Students who have done a course on Social Stratification in their UG Program may choose some other elective course in lieu of this course

PART II

DISCIPLINE-SPECIFIC ELECTIVES (DSE)

Course Type	Course Title	Semester*	Credits
DSE-7	Sociology of Symbolism	I/II/III/IV	4 (L3+T1)
DSE-8	Visual Sociology	I/II/III/IV	4 (L3+T1)
DSE-9	Work, Industry and Society	I/II/III/IV	4 (L3+T1)
DSE-10	Sociology of Law	I/II/III/IV	4 (L3+T1)
DSE-11	Population and Society	I/II/III/IV	4 (L3+T1)
DSE-12	Sociology of Migration and Diaspora	I/II/III/IV	4 (L3+T1)

Course Type	Course Title	Semester*	Credits
DSE-13	Sociology of Sustainability	I/II/III/IV	4 (L3+T1)
DSE-14	Sociology of South East Asia	I/II/III/IV	4 (L3+T1)
DSE-15	Sociology of Time	I/II/III/IV	4 (L3+T1)
DSE-16	Sociology of Organizations	I/II/III/IV	4 (L3+T1)
DSE-17	Sociology of Medicine	I/II/III/IV	4 (L3+T1)
DSE-18	Sociology of Science	I/II/III/IV	4 (L3+T1)
DSE-19	Sociology of Media	I/II/III/IV	4 (L3+T1)
DSE-20	Sociological and Anthropological Perspectives on Culture	I/II/III/IV	4 (L3+T1)
DSE-21	Ecology and Society	I/II/III/IV	4 (L3+T1)
DSE-22	Sociology of Development	I/II/III/IV	4 (L3+T1)
DSE-23	Climate and Society: Sociological Perspectives	I/II/III/IV	4 (L3+T1)

PART III
GENERIC ELECTIVES (GE)

Course Type	Course Title	Semester*	Credits
GE-3	Identity in Contemporary India	I/II/III/IV	4 (L3+T1)

PART IV
SKILL-BASED COURSES (SBC)

Course Type	Course Title	Semester	Credits
SBC-3	Academic Writing	I/II/III/IV	2(1L+ 1P)
SBC-4	The Art and Science of Questionnaire Design	I/II/III/IV	2(1L+ 1P)
SBC-5	Digital Ethnography	II/III/IV	2(1L+ 1P)
SBC-6	Participatory Approaches in Research Methods	I/II/III/IV	2(1L+ 1P)

***All DSE/GE/SBC courses may be offered/opted for by students in any Semester of the Program.**

PART I

DISCIPLINE-SPECIFIC COURSES (DSC)

DSC-7: CONTEMPORARY SOCIOLOGICAL THEORY

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
DSC-7: Contemporary Sociological Theory	4	3	1	0	Bachelor's Degree in any course	None

Course Objectives:

This course aims to:

1. Provide an introduction to advanced theory in sociology and social anthropology.
2. Introduce students to different theoretical models and theory as method
3. Help students develop a theoretical understanding of sociological research and methods.
4. Introduce students to the complexity within each theorist as well as cross-cutting ideas.

Learning Outcomes:

At the end of this course, students will be able to:

- i. *Understand contemporary conceptual approaches in sociology and social anthropology*
- ii. *Understand how to constitute an object of sociological research as against common sense understandings of an issue*
- iii. *Appreciate a range of perspectives on the same theme*
- iv. *Use sociological theory in their own research*

Syllabus of the Course:

Unit I: Introduction and Overviews (12 Hours)

This unit will introduce students to the distinction commonly made between ‘classical’ and contemporary sociological theory. It will provide overviews of contemporary theorising in sociology. Since the field of contemporary theory is very large and often field specific, it is not possible to cover all thinkers in one course. This section will acquaint students with themes which will *not* be covered in detail in the course, for their own further reading.

- a. What makes contemporary sociological theory ‘contemporary’?
- b. Overviews of major schools in sociology and anthropology
- c. Post-colonial critiques
- d. Overview of theory in anthropology

Unit II: Micro-sociology: The Self and Society (9 Hours)

This unit looks at how society and social structure emerge from individual interactions, and the importance of society in creating the self. It introduces students to Simmel’s concern with forms and interactions for understanding society, and the different schools within microsociology.

- a. Self, Interaction, Event
- b. Scales of Sociality

Unit III: Power, Ideology, Knowledge & Practice (12 hours)

This unit looks at how knowledge is constituted and acts or is enacted in the world – as ideology, as hegemony, as discourse, as symbolic domination, as habitus. It introduces students to different understandings of power and the subject, as well as how extended understandings of capital structure interactions in a field. It also introduces students to the idea of how practice is co-constituted with everyday life.

- a. Ideology and Hegemony
- b. Power, Governmentality and the Subject
- c. Habitus, Field, Capital
- d. Everyday Life

Unit IV: Modernity, Technology, Networks and Contestation (any two themes) (12 hours)

This unit will introduce students to the question of how modernity is constructed, enacted, superseded and resisted. At least two of the following themes will be covered.

- a. Modernity
- b. Technology
- c. Networks
- d. Contestations

Examination Scheme:

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities:

Different tutorial activities for the course will be decided and announced by the course teacher every year. Tutorial activities will consist of reading the text and commentaries closely in class, and discussion on the readings. Students will write short essays on how specific theories can be used to interpret real life situations. They will see and comment on films/interviews with the theorists.

In addition to the above, the teacher may assign book reviews, articles, and movies; research activities and projects; presentations and discussions; poster making and exhibitions; problem-solving exercises, essays, and other writing tasks relevant to the course. Students will be evaluated on the basis of assigned tasks.

Practical Component, if any.

N/A

Unit-Wise Reading List:

Unit I: Introduction and Overviews

Craig, C. et al. (2022). *Contemporary Sociological Theory* (Introduction). Wiley Blackwell.

Ritzer, G. & Stepniksy, J. (2022) *Sociological Theory* (Chapter 6). Sage Publications.

Go, J. (2016). *Postcolonial Thought and Social Theory*, (Chapter 1, pp. 18-63). Oxford University Press.

Ortner, S. (1984). Theory in Anthropology since the Sixties. *Comparative Studies in Society and History*, Vol. 26, No. 1 (Jan., 1984), pp. 126-166

Ortner, S. (2016). Dark Anthropology and its Other. *Hau: Journal of Ethnographic Theory* 6 (1): 47–73

Unit II: Micro-sociology: The Self and Society

Simmel, G. (1971). *On Individuality and Social Forms: Selected Writings* (Chapters 3, 10, 20). [Ed. and with an introduction by Donald N. Levine]. University of Chicago Press.

Mead, G. H. (1956). *The Social Psychology of George Herbert Mead*, pp. 212-60. (Ed and with an introduction by Anselm Strauss]. University of Chicago Press.

Schutz, Alfred. (1970). *On Phenomenology and Social Relations: Selected Writings*, pp. 72-78. [Ed and with an introduction by Helmut R. Wagner]. University of Chicago Press.

Goffman, E. 2022 (1956), *The Presentation of Self in Everyday Life*. In Calhoun 2022, *Contemporary Sociological Theory*. Wiley Blackwell.

Unit III: Power, Ideology, Knowledge and Practice

Forgacs, D. (1988) *An Antonio Gramsci Reader* (Part 2, Chapter 6, pp. 189-221). Schocken Books.

Foucault, M. (1980). Two Lectures (pp. 78-109). In Colin Gordon ed. *Power/Knowledge*. Pantheon Books

Rabinow, P. ed., (1984). *The Foucault Reader* (pp. 3-30; 170-205, 258-272). Penguin Books.

Bourdieu, P. and Wacquant, L. (1992). *An Invitation to Reflexive Sociology*, (Chapter 1, Chapter 2, Sections 3 & 4) University of Chicago Press.

Bourdieu, P. (1990) *The Logic of Practice* (Book 1, Chapters 7,8.) Polity Press.

de Certeau, M. (1984), *The Practice of Everyday Life* (Part III), University of California Press.

Unit IV: Modernity, Technology, Networks and Contestation

Baumann, Z. (1989). *Modernity and the Holocaust* (Chapter 1, 7). Cornell University Press

Appadurai, A. (1990). Disjuncture and Difference in the Global Cultural Economy. *Theory, Culture & Society*, 7(2-3), 295-310.

Debord, G. (2024). *Society of the Spectacle*. PM Press

Zuboff, S. (2019). *The Age of Surveillance Capitalism* (Introduction). Public Affairs

Castells, M. (2023). The Network Society Revisited. *American Behavioral Scientist* 67 (7).

McAdam, D., Tarrow, S and Tilly, C. (2004). *Dynamics of Contention* (Chapters 1-3, 10). Cambridge University Press.

Suggested Readings:

Giddens, A (2006). *Sociology*. Cambridge: Polity Press

Go, J and Lawson, G eds (2017). *Global Historical Sociology*. Cambridge: Cambridge University Press

Ritzer, G and Stepnisky, J. eds (2011) *The Wiley-Blackwell Companion to Major Social Theorists*. Chichester: Blackwell Publishing

DSC-8: RESEARCH METHODS IN SOCIOLOGY

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
DSC-8(A): Research Methods in Sociology	4	3	1	0	Bachelor's Degree in any Course	None

Course Objectives:

The course aims to:

1. Develop ability to select appropriate sociological methods for research based on knowledge of methodology
2. Know the rationale, procedures, practice and application of core methods used in sociological research
3. Evaluate the strengths and limitations of different methods
4. Develop skills to select and implement appropriate methods for independent research.

Learning Outcomes:

At the end of this course, students will be able to

- i. *Identify different methods used in social research*
- ii. *Distinguish the purposes, contexts, strengths and limitations of key methods available for sociological research.*
- iii. *Explain techniques for collecting, analyzing and presenting research results.*
- iv. *Select appropriate methods for sociological research*
- v. *Contemplate ethical concerns in sociological research using different methods.*

Syllabus of the Course:

Unit I: Methodology and Method (12 hours)

This unit examines research design and the criteria for selection of methods for sociological research. The objective is to understand the relationships between methodology and method, and the rationale of different methods, including the debates over the relevance and strengths and weaknesses of quantitative/qualitative methods, and challenges of mixed methods. Debates on reliability, validity, and relevance of different methods in sociological research will be examined.

- a. Ontology, epistemology, methodology and method
- b. Qualitative, quantitative and mixed methods
- c. Reliability, validity and relevance of sociological methods

Unit II: Interpretive Methods (12 hours)

Three methods in the interpretive tradition will be taught in this unit through analysis of classic and contemporary examples. They will learn to identify the differences in usage and outcomes of these methods, practical challenges in practicing each method and data analysis will be discussed. Debates on reflexivity, authority, voice, reliability, validity and relevance will be examined. Innovations and deviations from classic ethnographic methods such as multi-sited ethnography, auto-ethnography and extended case study will be introduced.

- a. Ethnography
- b. Case study
- c. Oral History

Unit III: Mixed Methods (9 hours)

Three other methods often used in mixed methods studies will be taught in this unit. Different types of surveys and interviews will be discussed through empirical examples. Students will learn

to distinguish between qualitative and quantitative methods, and understand the purpose and rationale of each method.

- a. Surveys
- b. Interviews
- c. Focus Groups

Unit IV: Selected Contemporary Methods (12 hours)

This unit will introduce students to the rationale and techniques of some of the more recent methods used in sociology.

- a. Visual and digital methods
- b. Critical analysis
- c. Narrative analysis

Examination Scheme:

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities:

Tutorial activities for the course will be decided and announced by the course teacher every year and may consist of review, discussion, and presentation of methods in sociological studies, tests to identify research methods used in studies, assignments to design research instruments, critical evaluation and improvements of research instruments, problem solving exercises, and essay writing relevant to the course. Students will be evaluated on the basis of assigned tasks.

Practical Component, if any.

N/A

Unit-Wise Reading List:

Unit I: Methodology and Method

Jayaram, N. (1989). *Sociology: Methods and Theories*. Macmillan India.

Blommaert, J. (2005). Bourdieu the Ethnographer: The Ethnographic Grounding of Habits and Voice. *The Translator* 11(2): 219-236.

Small, M.L. (2009). 'How Many Cases Do I Need?': On Science and the Logic of Case Selection in Field Based Research. *Ethnography* 10(1): 5-38.

Carr, D., et al. (2021). *The art and science of social research* (2nd ed.). Norton & Company.

Bondi, L. (2009). Teaching Reflexivity: Undoing or Reinscribing Habits of Gender? *Journal of Geography in Higher Education* 33(3): 327- 337.

Unit II: Interpretive Approaches

Geertz, C. (1973). *The interpretation of cultures: selected essays*. New York :Basic Books. (Chapters on Thick Description and Deep Play).

Whyte, W.F. (1943). *Street Corner Society: The Social Structure of an Italian Slum*. University of Chicago Press. (Introduction)

Clifford, J., & Marcus, G. E. (Eds.). (1986). *Writing culture: The poetics and politics of ethnography*. University of California Press.

Burawoy, M. (2009). *The Extended Case Method: Four Countries, Four Decades, Four Great Transformations, and One Theoretical Tradition*. Germany: University of California Press.

Perks, R., & Thomson, A. (Eds.). (2015). *The Oral History Reader* (3rd ed.). Routledge. (Introduction and one chapter).

In addition, any two ethnographies - one classical and one contemporary may be selected by the teacher each year as essential reading.

Unit III: Mixed Methods

- Weiss, R.S. (1994). *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. Free Press.
- Fowler, F. J., Jr. (1995). *Improving survey questions: Design and evaluation*. Sage Publications.
- Roulston, K., deMarrais, K. & Lewis, J.B. (2003) Learning to Interview in the Social Sciences. *Qualitative Inquiry* 9(4): 643-668.
- Hydén, L-C., & Bülow, P.H. (2003). Who's talking: drawing conclusions from focus groups—some methodological considerations, *International Journal of Social Research Methodology*, 6(4): 305-321.
- Smithson, J. (2000). Using and analysing focus groups: limitations and possibilities. *International Journal of Social Research Methodology*, 3(2), 103-119.

Unit IV: Selected Contemporary Methods

- George E. Marcus. (1995). Ethnography in/of the World System: The Emergence of Multi-Sited Ethnography. *Annual Review Anthropology*. 24: 95-117.
<https://doi.org/10.1146/annurev.an.24.100195.000523>
- Daniels, J., Gregory, K, & Cottom, T.M. (Eds.) (2016). *Digital Sociologies*. Chicago: Policy Press.
- Jaggar, A. (2007). *Just Methods: An Interdisciplinary Feminist Reader*. Paradigm Publishers.
- Riessman, C. K. (2008). *Narrative methods for the human sciences*. Sage Publications.
- Rose, G. (2022). *Visual methodologies*. (5th ed.). Sage Publications.
- Forberg, P., & Schilt, K. (2023). What is ethnographic about digital ethnography? A sociological perspective. *Frontiers in Sociology*, 8, Article 1156776.
<https://doi.org/10.3389/fsoc.2023.1156776>

Suggested Readings:

- Bailey, F.G. (1958). Two Villages in Orissa. Chapter 3 in Thomas Szasz (Ed.) (ebook 2017) *Closed Systems and Open Minds. The Limits of Naivety in Social Anthropology*. Routledge.

- Denzin, N. K. (1997). *Interpretive ethnography: Ethnographic practices for the 21st century*. Sage Publications.
- Wolcott, H.F. (1994). *Transforming Qualitative Data: Description, Analysis, and Interpretation*. Sage Publications.
- Glaser, B. & Strauss, A. (1967). *The Discovery of Grounded Theory*. Chicago, IL: Aldine.
- Rabinow, P. (2007). *Reflections on Fieldwork in Morocco*. Berkeley: University of California Press.
- Burawoy, M. (1991). *Ethnography Unbound: Power and Resistance in the Modern Metropolis*. United Kingdom: University of California Press.
- Blommaert, J. and Jie, D. (2020). *Ethnographic Fieldwork: A Beginner's Guide*. (2nd ed) Multilingual Matters.
- Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes* (2nd ed.). University of Chicago Press.
- Pachirat, T. (2017). *Among Wolves: Ethnography and the Immersive Study of Power*. UK: Taylor & Francis.
- Plummer-D'Amato, P. (2008). Focus group methodology Part 1: Considerations for design. *International Journal of Therapy and Rehabilitation*, 15(2), 69-73.
- Plummer-D'Amato, P. (2008). Focus group methodology Part 2: Considerations for analysis. *International Journal of Therapy and Rehabilitation*, 15(3), 123-129.
- Dillman, D. A. (2007). *Mail and internet surveys: The tailored design method* (2nd ed.). John Wiley & Sons, Inc.
- Lareau, A. (2021). *Listening to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing It All Up*. Chicago: University of Chicago Press.
- Rowntree, D. (2004). *Statistics without Tears: A Primer for Non-Mathematicians*. Boston: Pearson and Allyn and Bacon.
- Gubrium, A. and Harper, K. (2016). *Participatory Visual and Digital Methods*. New York: Routledge.
- De Seta, G. (2020). Three lies of digital ethnography. *Journal of Digital Social Research*, 2(1), 77–97.

Illustrative ethnographies (One classic and one new may be selected each semester by the teacher)

- Tsing, A. L. (2011). *Friction: An Ethnography of Global Connection*. United Kingdom: Princeton University Press.
- Fortun, K. (2009). *Advocacy After Bhopal: Environmentalism, Disaster, New Global Orders*. Germany: University of Chicago Press.
- Miller, T. L. (2019). *Plant Kin: A Multispecies Ethnography in Indigenous Brazil*. University of Texas Press.
- Malinowski, B. (1922). *Argonauts of the Western Pacific: An Account of Native Enterprise and Adventure in the Archipelagoes of Melanesian New Guinea*. London: New York, G. Routledge & Sons.
- Taussig, M.T. (1980). *The Devil and Commodity Fetishism in South America*. University of North Carolina Press, Chapel Hill, NC
- Wardlow, H. (2006). *Wayward Women: Sexuality and Agency in a New Guinea Society*. The University of California Press
- Bernard, H.R. & J.S. Pedraza (1989) *Native Ethnography: A Mexican Indian Describes His Culture*. Thousand Oaks, CA: SAGE Publications.
- Scheper-Hughes, N. (1992). *Death Without Weeping: The Violence of Everyday Life in Brazil* (1st ed.). University of California Press.
- Goffman, A. (2014). *On the run: Fugitive life in an American city*. University of Chicago Press.

DSC-9: SOCIOLOGY OF INDIA

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
DSC-9: Sociology of India	4	3	1	0	Bachelor's Degree in any Course	None

Course Outline:

The course introduces students to the sociological understanding of Indian society by examining the different ways in which India has been conceptualized, studied, and represented over time. It familiarizes students with major theoretical and methodological approaches used by sociologists and social anthropologists to study Indian society and highlights key social institutions and processes that shape social life in India.

Course Objectives

The objectives of the course are:

1. To introduce students to the different intellectual traditions through which India has been conceptualized as a society, a civilization, and a nation.
2. To familiarize students with major sociological and anthropological approaches to the study of Indian society.
3. To provide an understanding of the major social institutions and structural features that constitute Indian society.
4. To examine processes of change, continuity, and contemporary challenges in Indian society in relation to development, democracy, and pluralism.

Learning Outcomes

At the end of the course, students will be able to:

- i. Explain the different ideas and representations of India as a nation, civilization, and sociological object of study.

- ii. Identify and compare major theoretical and methodological approaches used in the study of Indian society.
- iii. Analyse key social institutions and structures in Indian society.
- iv. Evaluate the processes of social change and continuity in contemporary India in relation to development, democracy, citizenship, pluralism, and secularism.
- v. Develop the ability to interpret sociological debates and empirical studies concerning Indian society and its transformations.

Syllabus of the Course:

Unit I: Understanding India: Ideas and Images (9 Hours)

- a. India as an Object of Study
- b. India as a Nation and as a Civilization
- c. Historicization and Objectification

Unit II: Approaches to the Study of Indian Society (15 Hours)

- a. Indological Approach and Orientalist Constructions
- b. Structural-Functional Paradigm and Marxist Perspective
- c. Dalit, Subaltern and Feminist Perspectives

Unit III: Indian Society: Key Social Institutions (12 Hours)

- a. Caste, Tribe, and Village
- b. Family, Kinship and Marriage
- c. Religion, Ethnicity and Nationality

Unit IV: India Today: Changes, Continuity and Challenges (9 Hours)

- a. Development and Social Change
- b. Democracy and Citizenship
- c. Pluralism and Secularism

Examination Scheme:

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities:

Tutorial sessions will focus on developing students' ability to engage critically with sociological debates on Indian society through guided reading, discussion, and short analytical exercises. Students will be asked to read selected excerpts from key texts and participate in structured discussions on different ways in which India has been conceptualized. Activities may include preparing short response notes, identifying and comparing different theoretical approaches to the study of Indian society, and analysing empirical examples related to various social institutions, practices and structures. Students may also work in small groups to map sociological perspectives and present brief reflections on how these perspectives interpret social change and continuity in India. Occasional writing tasks and presentations may be used to help students connect theoretical ideas with contemporary issues such as development, democracy, pluralism, and citizenship in India.

Practical Component, if any.

N/A

Unit-Wise Readings

Unit I: Understanding India: Ideas and Images

Cohn, B. S. (1990). *An Anthropologist among the Historians and Other Essays*, Oxford University Press, New Delhi, chs: 7 & 10.

Thapar, Romila. (2002). 'Perceptions of the Past' in her *The Penguin History of Early India: From the Origins to AD 1300*, Penguin Books, New Delhi, ch: 1.

Das, Arvind N. (1994). *India Invented: A Nation in the Making*, Manohar Publishers, New Delhi, second revised and enlarged edition, 1994, Preface, Preface to the second edition & 'Prologue: India Invented, Disinvented and Re-invented', pp. 7-44.

Khilnani, Sunil. (1999). *The Idea of India*, Penguin Books, New Delhi, Updated Paperback edition, Introduction to the Paperback edition, Preface, 'Introduction: Ideas of India', pp. 1-13.

- Sharma, S. L. and T. K. Oommen (eds). (2000). *Nation and National Identity in South Asia*, Orient Longman, Hyderabad, 'Introduction: The Discourse on the National Question in South Asia' (S. L. Sharma) & selected chapters.
- Chatterjee, Partha. (1993). *The Nation and its Fragments: Colonial and Postcolonial Histories*, Princeton University Press, ch: 1: 'Whose Imagined Community?', pp. 3-13.
- Aloysius, G. (1997). *Nationalism Without a Nation in India*, Oxford University Press, New Delhi, 1997, Preface, ch: I: 'Introduction: Historical Sociology and the Study of Nation and Nationalism in India', pp. 1-20 and selected chapters.

Unit II: Approaches to the Study of Indian Society

- Cohn, Bernard S. (2000). *India: The Social Anthropology of a Civilization*, Oxford University Press, New Delhi, 2000, ch: 1: 'Approaches to the Study of Indian Civilization', pp. 1-7.
- Dumont, Louis and D.F. Pocock. (1957). 'For a Sociology of India', *Contributions to Indian Sociology*, Old Series, No. 1, pp. 7-22.
- Mukerji, D. P. (2002) [1958]. 'Indian Tradition and Social Change' in his *Diversities: Essays in Economics, Sociology and Other Social Problems*. Manak Publications, New Delhi, second edition, ch: 11.
- Ramanujan, A. K. (1990). 'Is there an Indian Way of Thinking?' in Mckim Marriott (ed). *India Through Hindu Categories*, Sage Publications, New Delhi, ch: 1.
- Inden, Ronald. (1986). 'Orientalist Constructions of India'. *Modern Asian Studies*. Vol. 20, No. 3, pp. 401-446.
- Shah, A. M. et.al. (ed). (1996). *Social Structure and Change: Vol. I: Theory and Method: An Evaluation of the Work of M. N. Srinivas*. New Delhi: Sage Publications. Chs: Introduction, 1 & 9.
- Oommen, T.K., and Partha Nath Mukherji (eds). (1986). *Indian Sociology: Reflections and Introspections*. Bombay: Popular Prakashan. Ch: 11.
- Patel, Sujata. (2011). 'Social Anthropology or Marxist Sociology? Assessing the Contesting Sociological Visions of M. N. Srinivas and A. R. Desai' in her (ed). *Doing Sociology in India: Genealogies, Locations and Practices*. New Delhi: Oxford University Press. Ch: 4.

- Beteille, Andre. (2007). *Marxism and Class Analysis*. New Delhi: Oxford University Press. Chs: 1, 3 & Appendix.
- Guha, Ranajit. (ed). (1982). *Subaltern Studies-I: Writings on South Asian History and Society*. New Delhi: Oxford University Press. chs: Preface and 'On Some Aspects of the Historiography of Colonial India' by Ranajit Guha.
- Amin, Shahid and Dipesh Chakraborty (eds). (1996). *Subaltern Studies*, vol. IX, New Delhi: Oxford University Press, Preface, pp. vii-viii, chs: 4 & 6.
- Dahiwale, S. M. (ed). (2005). *Understanding Indian Society: The Non-Brahmanic Perspective*. Jaipur: Rawat Publications. Chs: 1: Introduction, 2 & 5.
- Kumar, Vivek. (2018). Locating Dalit Perspective of Social Reality. *International Journal of Indigenous and Marginalized Affairs*, Vol 4, No. 1, pp. 57-78.
- Parvathamma, C. (1978). 'The Remembered Village: A Brahminical Odyssey', *Contributions to Indian Sociology*, New Series, vol. 12, No, 1, 1978, pp. 91-96.
- Chaudhuri, Maitrayee (ed). (2003). *The Practice of Sociology*. Hyderabad: Orient Longman. Chs: 9, 10 & 11.
- Rao, Anupama (ed). (2005). *Gender and Caste: Issues in Contemporary Indian Feminism*, Kali for Women & Women Unlimited, New Delhi, selected chapters.

Unit III: Indian Society: Key Social Institutions

- Singh, K.S. (1993). *The Scheduled Castes: People of India National Series, Vol. II*, New Delhi: Oxford University Press for Anthropological Survey of India. Chs: 'A Note on the Series' & 'Introduction' and *The Scheduled Tribes: People of India National Series, Vol. III*, Chs: 'A Note on the Series' & 'Introduction'.
- Srinivas, M. N. (2002). *Collected Essays*. New Delhi: Oxford University Press, selected chapters.
- Dumont, Louis. 1970/1998. *Homo Hierarchicus: The Caste System and its Implications*, New Delhi: Oxford University Press, selected chapters.
- Rodrigues, Valerian (ed). (2002). *The Essential Writings of B. R. Ambedkar*. New Delhi: Oxford University Press. Chs: 19 & 20.
- Xaxa, Virginus. (2008). *State, Society and Tribes: Issues in Post-Colonial India*. New Delhi: Pearson. Introduction & selected chapters.

- Srinivas, M. N., (1976). *The Remembered Village*. Oxford: Oxford University Press.
- Jodhka, Surinder S. (ed). (2012). *Village Society: Essays from Economic and Political Weekly*. New Delhi: Orient Blackswan. Introduction, chs: 1 & 3.
- Shah, A.M. (1998). *The Family in India: Critical Essays*. New Delhi: Orient Longman Ltd. Chs: 2, 3 & 8.
- Uberoi, Patricia. (ed). (1994). *Family, Kinship and Marriage in India*. New Delhi: Oxford University Press, selected chapters.
- Srinivas, M.N. (1952). *Religion and Society among the Coorgs of South India*. Oxford: Clarendon Press.
- T. N. Madan (ed).(2004). *India's Religions: Perspectives from Sociology and History*. Delhi: Oxford University Press, Introduction & selected chapters.
- Baruah, Sanjib. (2005). *Durable Disorder: Understanding the Politics of North East India*, Oxford University Press, New Delhi, selected chapters.
- Habib, S. Irfan (ed). (2017). *Indian Nationalism: The Essential Writings*, ALEPH Book Company, New Delhi, selected chapters.

Unit IV: India Today: Changes, Continuity and Challenges

- Srinivas, M.N.(1972). *Social Change in Modern India*, Orient Longman, Hyderabad, selected chapters.
- Singh, Yogendra. (1973). *Modernization of Indian Tradition: A Systemic Study of Social Change*, Rawat Publications, Jaipur, selected chapters.
- Oommen, T. K. (2005). *Crisis and Contention in Indian Society*, Sage Publications, New Delhi, selected chapters.
- Frankel, Francine R. et.al. (eds). (2000). *Transforming India: Social and Political Dynamics of Democracy*, Oxford University Press, selected chapters
- Desai, Meghnad. (2005). *Development and Nationhood: Essays in the Political Economy of South Asia*, Oxford University Press, New Delhi, selected chapters
- Nayyar, Deepak. (2011). 'Economic Growth in Independent India: Lumbering Elephant or Running Tiger?' in Pulapre Balakrishnan (ed). *Economic Reforms and Growth in India*, Orient Blackswan, Hyderabad, ch: 1, pp. 11-28.

- Jayal, Niraja Gopal (ed). (2007). *Democracy in India*, Oxford University Press, New Delhi, selected chapters.
- Kohli, Atul. (2010). *Democracy and Development in India: From Socialism to Pro-Business*, Oxford University Press, New Delhi, selected chapters.
- Oommen, T. K. (2002). *Pluralism, Equality, and Identity: Comparative Studies*, Oxford University Press, New Delhi, selected chapters.
- Jayal, Niraja Gopal. (2015). *Citizenship and its Discontents: An Indian History*, Oxford University Press, New Delhi, selected chapters.
- Bhargava, Rajeev (ed). (1999). *Secularism and its Critics*, Oxford University Press, New Delhi, selected chapters.

Suggested Readings:

- Ghurye, G.S. 1932/1969. *Caste and Race in India*, Bombay: Popular Prakashan, selected chapters.
- Ghurye, G. S. (1963). *The Scheduled Tribes*. Bombay: Popular Prakashan. Third Revised Edition.
- Elwin, Verrier. (2009). *The Oxford India Elwin*. New Delhi: Oxford University Press. Selected chapters.
- Kudaisya, Gyanesh. (2017). *A Republic in the Making: India in the 1950s*, Oxford University Press, New Delhi.
- Said, Edward W. (1978). *Orientalism: Western Conceptions of the Orient*. New Delhi: Penguin Books, ch: Introduction.
- Ludden, David. (ed). (2002). *Reading Subaltern Studies*. Delhi: Permanent Black. 'Introduction: A Brief History of Subalternity' (David Ludden) and selected chapters.
- Singh, Hira. (2014). *Recasting Caste: From the Sacred to the Profane*. New Delhi: Sage Publications. Introduction, Chs: 1 & 4.
- Atal, Yogesh. (2006). *Changing Indian Society*, Rawat Publications, Jaipur, selected chapters.
- Das, Veena (ed). (2001). *The Oxford India Companion to Sociology and Social Anthropology*. Delhi: Oxford University Press. Vol. I & II, selected chapters.
- Nathan, Dev (ed). (1997). *From Tribe to Caste*. Shimla: Indian Institute of Advanced Study (IIAS). Introduction & selected chapters.

Desai, A.R. (ed). (1969). *Rural Sociology in India*. Bombay: Popular Prakashan. 5th edition, 1978, selected chapters.

Chowdhry, Prem. (2007). *Contentious Marriages, Eloping Couples: Gender, Caste and Patriarchy in Northern India*. New Delhi: Oxford University Press, selected chapters.

Oommen, T. K. (2014). *Social Inclusion in Independent India: Dimensions and Approaches*, Orient Blackswan.

Chakrabarti, Anjan and Anup Dhar. (2024). *Rethinking Marxism: India from a Class Perspective*. London: Routledge. (Selected Chapters)

DSC-10: SOCIAL STRATIFICATION

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
DSC-10: Social Stratification*	4	3	1	0	Bachelor's Degree in any course	None

**Students who have done a course on Social Stratification in their UG Program may choose some other elective course in lieu of this course.*

Course Objectives:

This course aims to:

1. Introduce students to key issues and concepts in the study of social stratification
2. Enable students to develop a critical understanding of different axes of social stratification
3. Enable students to develop a critical understanding of how stratification in society is socially and historically constituted
4. Introduce students to the way resistance shapes forms of inequality and stratification

Learning Outcomes:

At the end of this course, students will be able to

1. Identify different approaches to the study of social stratification
2. Demonstrate an understanding of how categories of social stratification are socially and historically constituted
3. Demonstrate an understanding of how different axes of stratification intersect with each other.

Syllabus of the Course:

Unit I: Introduction: Approaches and Concepts (12 Hours)

- a. Social Stratification, Equality, Inequality,
- b. Hierarchy and Difference

- c. Ideology and the Reproduction of Inequality
- d. Intersectionality

Unit II: Axes of Inequality and Difference (I) (12 hours)

- a. Occupation, Status and Class
- b. Power and Authority
- c. Race, Caste and Ethnicity
- d. Identity, Belonging and Citizenship

Unit III: Axes of Inequality and Difference (II) (10.5 hours)

- a. Gender and Sexuality
- b. Age and Disability
- c. Classifications
- d. Health, Education and the Reproduction of Inequality

Unit IV: Mobility, Culture and Collective Action (10.5 Hours)

- a. Social Mobility and Aspiration
- b. Affirmative Action
- c. Humour, Popular Culture and Resistance
- d. Social Movements

Examination Scheme:

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities:

Tutorials will focus on close reading of key texts and interactive discussions linking concepts such as stratification, intersectionality, class, caste, gender, sexuality, age, disability, and mobility to contemporary contexts. Activities will include short response papers, concept-mapping, media analysis, guided debates, and small group presentations. Students may also undertake brief

observation-based exercises to identify forms of inequality, hierarchy, resistance, and collective action in everyday life, enabling them to connect theory with empirical examples.

Practical Component, if any.

N/A

Unit-Wise Reading List:

Unit I: Introduction: Approaches and Concepts

Grusky, D. (Ed.). (2014). *Social stratification: Class, race, and gender in sociological perspective*. Westview Press. (Part I, chs. by Davis & Moore, Tumin and Fischer et al.)

Beteille, A. (1983). *The idea of natural inequality and other essays* (pp. 7–32). Oxford University Press.

Sen, A. (1992). *Inequality re-examined* (Introduction, Chapter 1). Oxford University Press.

Tilly, C. (2003). Changing forms of inequality. *Sociological Theory*, 21, 31–36.

Althusser, L. (1971). Ideology and ideological state apparatuses (Notes towards an investigation). In B. Brewster (Trans.), *Lenin and philosophy and other essays* (pp. 127–186). Monthly Review Press.

Béteille, A. (1991). The reproduction of inequality: Occupation, caste and family. *Contributions to Indian Sociology* (n.s.), 25(1), 3–28.

Crenshaw, K. (1993). Mapping the margins: Intersectionality, identity politics and violence against women of colour. *Stanford Law Review*, 43, 1241–1299.

Rege, S. (1998). Dalit women talk differently: 'Difference' and towards a Dalit feminist standpoint position. *Economic and Political Weekly*, XXXIII(44), WS39–46.

Unit II: Axes of Inequality and Difference (I)

Grusky, D. B. (2014). *Social stratification: Class, race, and gender in sociological perspective* (4th ed.). Westview Press. (Selected chapters)

Piketty, T. (2014). *Capital in the 21st century* (Introduction). Belknap Press.

- Oxfam. (2020). *Time to care* (Chapter 1).
- Standing, G. (2011). *The precariat*. Bloomsbury.
- Savage, M., et al. (2013). A new model of social class? Findings from the BBC's Great British Class Survey experiment. *Sociology*, 47(2), 219–250.
- Bottero, W. (2005). *Stratification: Social divisions and inequality* (Part 3, Reorderings, Chapters 9, 10). Routledge.
- Ambedkar, B. R. (1917). Castes in India: Their mechanism, genesis and development. *Indian Antiquary*, May
- Balibar, E., & Wallerstein, I. (1991). *Race, nation and class* (Preface, Chapters 3, 4). Verso.
- Wacquant, L. (2001). Deadly symbiosis: When ghetto and prison meet and mesh. *Punishment and Society*, 3(1), 95–134.
- Mamdani, M. (2001). Beyond settler and native as political identities: Overcoming the political legacy of colonialism. *Comparative Studies in Society and History*, 43(4), 651–664.
- Baruah, S. (2003). Citizens and denizens: Ethnicity, homelands, and the crisis of displacement in Northeast India. *Journal of Refugee Studies*, 16(1), 44-66
- Yuval-Davis, N. (2010). Theorizing identity: Beyond the 'us' and 'them' dichotomy. *Patterns of Prejudice*, 44(3), 261–280.

Unit III: Axes of Inequality and Difference (II)

- Delphy, C. (1981). Women in stratification studies. In H. Roberts (Ed.), *Doing feminist research* (pp. 114–128). Routledge and Kegan Paul.
- Walby, S. (1989). Theorising patriarchy. *Sociology*, 23(2), 213–234.
- Lorber, J. (2001). *Gender inequality* (Part I). Roxbury.
- Rubin, G. S. (2002). Thinking sex: Notes for a radical theory of the politics of sexuality. In *Culture, society and sexuality* (pp. 143–178). Routledge.
- Bhan, G., & Narain, A. (2005) *Because I have a voice*. Yoda Press. (Selected chapters)
- Riley, M. W. (1971). Social gerontology and the age stratification of society. *The Gerontologist*, 11(1,1), 79–87.
- Butler, R. N. (1969). Age-ism: Another form of bigotry. *The Gerontologist*, 9(4,1), 243–246.

- Estes, C. L. (1979). *The aging enterprise: A critical examination of social policies and services for the aged* (Chapters 1–2). Jossey-Bass.
- Jenkins, R. (1991). Disability and social stratification. *The British Journal of Sociology*, 42(4), 557–580.
- Addlakha, R. (2008). Disability, gender and society [Special issue]. *Indian Journal of Gender Studies*, 15(2). (Selected essays)
- Barrett, R. (2009). Self-mortification and the stigma of leprosy in Northern India. In R. Addlakha et al. (Eds.), *Disability and society: A reader* (pp. 166–184). Orient Blackswan.
- Bourdieu, P., & Passeron, J.-C. (1990). *Reproduction in education, society and culture*. Sage. (Selected chapters)
- Deshpande, S., & Zacharias, U. (Eds.). (2013). *Beyond inclusion: The practice of equal access in Indian higher education* (Introduction, Chapters 6 and 7, and other selected chapters). Routledge.
- Guru, G. (2014). How egalitarian are the social sciences in India? In S. Deshpande (Ed.), *The problem of caste*. Orient Black Swan.

Unit IV: Mobility, Culture and Collective Action

- Sorokin, P. (1927). *Social mobility* (Chapter 7). Harper and Brothers.
- Erikson, R., & Goldthorpe, J. (2014). Trends in class mobility: The post-war European experience. In D. Grusky (Ed.), *Social stratification* (3rd ed., pp. 437–464). Westview Press.
- Bottero, W. (2005). *Stratification: Social divisions and inequality* (Chapters 12–14). Routledge.
- Vakulabharanam, V., & Motiram, S. (2016). Mobility and inequality in neoliberal India. *Contemporary South Asia*, 24(3), 257–270.
- Bourdieu, P. (1984). *Distinction: A social critique of the judgement of taste* (R. Nice, Trans.). Routledge. (Original work published 1979) (Selected chapters)
- Mathew, L. (2018). Aspiring and aspiration shaming: Primary schooling, English, and enduring inequalities in liberalizing Kerala (India). *Anthropology & Education Quarterly*, 49, 72–88.

- Still, C. (2010). Spoiled brides and the fear of education: Upward mobility and Dalit women in rural South India. *Modern Asian Studies*, 45(5), 1119–1146.
- Kaur, R., & Sundar, N. (2016). Snakes and ladders: Rethinking social mobility in post-reform India. *Contemporary South Asia*, 24(3), 229–241.
- Newman, K. S. (2023). *Falling from grace: Downward mobility in the age of affluence* (pp. 20–41). University of California Press.
- Benvenga, L. (2022). Hip-hop, identity, and conflict: Practices and transformations of a metropolitan culture. *Frontiers in Sociology*, 7, 993574.
- Fischer, C., et al. (1996). *Inequality by design: Cracking the bell curve myth* (Chapters 2, 8), Princeton University Press.
- Jodhka, S., & Shah, G. (2010). Comparative contexts of discrimination: Caste and untouchability in South Asia. *Economic and Political Weekly*, 45(48), 99–106.
- Nobles, M. (2000). *Shades of citizenship: Race and the census in modern politics* (Chapters 2 and 3). Stanford University Press.
- Ramaswami, S. (2006). Masculinity, respect, and the tragic: Themes of proletarian humor in contemporary industrial Delhi. *International Review of Social History*, 51(S14), 203–227.
- Hart, M. (2007). Humour and social protest: An introduction. *International Review of Social History*, 52(S15), 1–20.
- Seizer, S. (1997). Jokes, gender and discursive distance on the Tamil popular stage. *American Ethnologist*, 24(1), 62-90.
- Bakhtin, M. M. (1993). *Rabelais and his world* (H. Iswolsky, Trans.). Indiana University Press. (Original work published 1941, 1965) (Introduction)
- Naim, C. M. (1995). Popular jokes and political history: The case of Akbar, Birbal and Mulla Do-Piyaza. *Economic and Political Weekly*, 30(24), 1456–1464.
- Scott, J. C. (1990). *Domination and the arts of resistance: Hidden transcripts* (Chapter 6). Yale University Press.
- della Porta, D., & Diani, M. (1999). *Social movements: An introduction* (Chapters 1, 2). Blackwell Publishers.

Suggested Readings

- McCall, L. (2005). The complexity of intersectionality. *Signs*, 30(31), 1771–1800.
- Rousseau, J.-J. (1754). *A dissertation on the origin and foundation of the inequality of mankind and is it authorised by natural law?*
- Osella, F., & Osella, C. (2000). *Social mobility in Kerala: Modernity and identity in conflict* (Chapter 3). Pluto Books.
- Chakravarti, U. (1993). Conceptualising Brahminical patriarchy in early India: Gender, caste, class and state. *Economic and Political Weekly*, 28(14), 579–585.
- Ghosh, A., & Sanyal, D. (2024). Marital status discrimination in India. In A. Agrawal (Ed.), *Family studies* (pp. 159-185). Oxford University Press.
- Ghai, A. (2017). *Rethinking disability in India*. Routledge India.
- Das, V., & Addlakha, R. (2001). Disability and domestic citizenship: Voice, gender, and the making of the subject. *Public Culture*, 13(3), 511–531.
- Yuval-Davis, N. (2006). Intersectionality and feminist politics. *European Journal of Women's Studies*, 13(3), 193–209.
- Abbas, R. (2016). Internal migration and citizenship in India. *Journal of Ethnic and Migration Studies*, 42(1), 150–168.
- Patterson, O. (1982). *Slavery and social death* (Introduction and Part I). Harvard University Press.
- Anthias, F. (2002). Where do I belong?: Narrating collective identity and translocational positionality. *Ethnicities*, 2(4), 491–514.
- Kapadia, K. (1995). *Siva and her sisters: Gender, caste, and class in rural South India* (Introduction, Chapter 1, and Part III). Westview Press.

PART II

DISCIPLINE-SPECIFIC ELECTIVES (DSE)

DSE-7: SOCIOLOGY OF SYMBOLISM

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
DSE-7: Sociology of Symbolism	4	3	1	0	Bachelor's Degree in any course	None

Course Objectives:

This course aims to:

1. Man has a unique capacity to communicate through symbols and consequently society is a symbolic system. The paper, mainly though not entirely, using a semiotic approach tries to understand the relation between symbol and society.
2. Traditionally sociology has been more concerned about the framework that produces and sustains symbols. In this course the emphasis is on to interpret the symbol and to understand its potential in not only holding the society together but also as an independent source of catalyst of change.
3. The course is designed to enable students to learn the concepts necessary to conduct a semiotic analysis of symbols and then to study the different areas in which these concepts can be applied.

Learning Outcomes:

At the end of this course students will be able to:

- i. *This Course shall help students to acquire a dynamic and comprehensive view of society and the complexity associated with the working of the institutions.*
- ii. *It shall help the students to demystify the 'naturalness' associated with ideas and institutions.*
- iii. *It shall enhance the employability of the students whereby they can devise symbols, icons, and add materials for industries.*

Syllabus of the Course:

Unit I: Principles of Semiology (15 Hours)

The Unit is designed to enable students to learn the concepts necessary to conduct a semiotic analysis of symbols and then to study the different areas in which these concepts can be applied. The goal is to make the students aware about the potential of semiotics in understanding the way symbols relate with social reality.

- a. Sign and Symbols
- b. Types of Symbols
- c. Relations of Signification

Unit II: Narrative and Performance (10 Hours)

The symbolic universe of the primitive and peasant society is very dense whereby myth, narrative, performance and spectacle form very important aspect of social life. Here students shall learn that not only that the above-mentioned phenomena have structure, but also how these phenomena play an important role in providing meaning to the social life.

- a. Totem and Myth
- b. Narrative and Performance
- c. Metaphors of Anti-Structure

Unit III: Institution and Representation (10 Hours)

Unit three deals with the symbolic system of the so-called advanced society, whereas the symbolic universe shares a very complex relation with the social institutions. The dominant theme in this Unit is to understand the way symbolic systems not only mystifies the truth, but also retains some form of autonomy in their operation independent of social reality.

- a. Ethnography as Text and Practice
- b. Symbol and Event
- c. Image and Representation

Unit IV: Symbolism of Instrumental Act (10 Hours)

In this Unit, the emphasis is on to understand that even instrumental acts like, economic and political, operate within symbolic systems. An instrumental act acquires meaning in a particular symbolic universe.

- a. Body and Work
- b. Money and Commodity
- c. Movements and Charisma

Examination Scheme:

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities:

Tutorial activities for the course will be decided and announced by the course teacher every year and may consist of discussion and reviews of books, articles, and movies; research activities and projects; presentations and discussions; poster making and exhibitions; problem-solving exercises, essays, and other writing tasks relevant to the course. Students will be evaluated on the basis of assigned tasks.

Practical Component, if any.

N/A

Unit-wise reading list:

Unit I: Principles of Semiology

Saussure, F.D. (1966). *Course in General Linguistics*. New York: McGraw Hill. (Part I).

Barthes, R. (1967). *Elements of Semiology*. New York: Hill & Wang.

Lacan, J. 1989. 'The Agency of the Letter in the Unconscious or Reason since Freud', in J.

Lacan (Ed.). *Ecrits. A Selection*. Routledge: Tavistock. (146-178).

Benveniste, E. (1971). 'The Nature of the Linguistic Sign', in E. Benveniste (ed.): *Problems in General Linguistics*. Coral Gables: University of Miami Press. (43-48).

Buchler, J. (Ed.). (1955). *Philosophical Writings of Peirce*. New York: Dover Publications. (74-119).

Pomorska K, and S. Rudy, (eds). (1978). *Roman Jakobson: Language in Literature*, Cambridge: Harvard University Press (47-120, 318-367)

Unit II: Narrative and Performance

Levi-Strauss C. (1964). *Totemism*. London: Merlin Press (Chapters 4, 5)

Propp, Vladimir. (1971). Fairy Tale Transformations, in L. Matejka and Krystyna Pomorska (ed), *Readings in Russian Poetics: Formalist and Structuralist Views*, Cambridge University Press.

Levi-Strauss, C. (1976). *Structural Anthropology* Vol 2. Chicago: University of Chicago Press (Chapter 10)

Singer, Milton, (2018). *Traditional India: Structure and Change*, Jaipur Rawat publications (73-98).

Geertz, Clifford. (1977). *Interpretation of Culture*, Perseus Book Group (Chapter 15)

Turner, Victor. (1975). *Dramas, Fields, and Metaphors: Symbolic Action in Human Society* Cornell University Press.

Unit III: Institution and Representation

Bakhtin, M. (1969). *Rabelais and His World*, Cambridge: Cambridge University Press

Quinn, M. (1994). *The Swastika. Constructing the Symbol*. London: Routledge.

Barthes, R. (1977). 'Rhetoric of the Image', in R. Barthes (ed.): *Image–Music -Text*.
Fontana/Collins: Glasgow.

Miller, D. (Ed.). (1995). *Worlds Apart: Modernity through the Prism of the Local*. London:
Routledge. (Chapters 8 and 10).

Baudrillard, Jean. (1983). *Simulations*, Semiotext(e): Los Angeles.

Castoriadis, Cornelius. (2005). *The Imaginary Institution of Society*, Cambridge (UK):
Cambridge University Press (Chapter 3).

Unit IV: Symbolism of Instrumental Act

Bourdieu, P. (1990). *Logic of Practice*, Cambridge: Polity Press (Book 1).

Simmel G. (2004[1978]). *Philosophy of Money*, London:Routledge (Chapters 1, 2)

Appadurai, Arjun. (1986). *The Social Life of Things*, Cambridge: Cambridge University Press
(Chapter 10).

Whimster, Sam and Scott Lash (eds), (2006). *Max Weber, Rationality and Modernity*, London,
Allen and Unwin (Chapter 15).

Guha, Ranjit. (1983). *Elementary Aspects of Peasant Insurgency in India*, Delhi: Oxford
University Press.

Suggested Readings:

Langer, S. (1942). *Philosophy in a New Key*, Cambridge: Harvard University Press.

Durkheim, Emile. (1995). *The Elementary Forms of Religious Life*, Free Press: New York (Part
3)

Propp, V. (1968). *Morphology of the Folktale*, Texas: University of Texas Press. (3-65).

Deleuze, G. (2004). *Desert Islands and Other Texts*. Semiotext(e) (170-193).

Das, Veena. (1986). *The Word and the World: Fantasy, Symbols and Record*, Delhi: Sage Publications

Levi-Strauss, C. (1986). *The Raw and the Cooked Introduction to a Science of Mythology*, Middlesex: Penguin Books.

Fanon Frantz. (1994). *A Dying Colonialism*, New York: Grove Press

Groensteen, T. (2011). *Comics and Narration*, Jackson: University of Mississippi Press.

MacAloon, John J. (ed). (1984). *Rite, Drama, Festival, Spectacle: Rehearsal toward a Theory of Cultural Performance*, Philadelphia: Institute for the Study of Human Issues

Latour, B. (1999). *Pandora's Hope: Essays on the Reality of Science Studies*, Cambridge: Harvard University Press

DSE-8: VISUAL SOCIOLOGY

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
DSE-8: Visual Sociology	4	3	1	0	Bachelor's Degree in any course	None

Course Objectives:

The objectives of the course are:

- i. To introduce students to the historical emergence of visual inquiry in sociology and anthropology, including early ethnographic photography and colonial documentation.
- ii. To familiarize students with the development and institutionalisation of visual sociology as a field of sociological research.
- iii. To provide an understanding of key theoretical perspectives used to analyse visual materials, including approaches that examine representation, symbolism, performance, and power.
- iv. To introduce students to visual ethnography and participatory visual research methods, including issues of reflexivity, ethics, and consent.
- v. To develop the ability to critically interpret contemporary visual cultures, including digital media, social media, cultural iconography, and visual memory as important dimensions of social life.

Learning Outcomes

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

- i. *Explain the historical development of visual inquiry in sociology and anthropology, including its colonial origins and institutionalisation as a field.*
- ii. *Analyse visual materials using key theoretical perspectives such as semiotics, dramaturgy, and approaches to power and surveillance.*
- iii. *Understand and apply basic principles of visual ethnography and participatory visual research methods.*

- iv. *Recognise and evaluate ethical issues related to representation, consent, and reflexivity in visual research.*
- v. *Interpret contemporary visual cultures, including social media, cultural iconography, and visual memory, as important dimensions of social life.*

Syllabus of the Course

Unit I: Historical Emergence of Visual Inquiry (12 Hours)

- a. Early anthropological photography and colonial documentation
- b. The emergence of visual sociology and Institutionalisation
- c. Indian ethnographic traditions

Unit II: Theorising the Visual: Representation, Power, and Meaning (10 Hours)

- a. Semiotics and myth
- b. Dramaturgy and visual performance
- c. Discipline and surveillance

Unit III: Visual Ethnography and Participatory Methods (12 Hours)

- a. Participatory Photography and Reflexivity
- b. Ethics and consent
- c. Digital and mobile visual research

Unit IV: Contemporary Visual Cultures (11 Hours)

- a. Social media and digital publics
- b. Cultural iconography
- c. Visual Memory

Examination Scheme:

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities:

Tutorial sessions will involve close engagement with visual materials such as photographs, films, advertisements, and social media images. Students will analyse selected visuals using theoretical frameworks discussed in class and reflect on issues of representation, power, and meaning. Activities may include short visual analysis exercises, group discussions on visual ethnographic examples, and brief presentations on cultural iconography or digital visual cultures. Students may also experiment with small visual projects, such as documenting everyday social spaces through photographs and reflecting on the ethical and methodological issues involved. These exercises will help students develop critical skills in interpreting visual materials as sociological data and understanding the role of visual culture in contemporary society.

Practical Component, if any

N/A

Unit Wise Reading List:

Unit I: Historical Emergence of Visual Inquiry

- Bateson, G., & Mead, M. (1942). *Balinese character: A photographic analysis*. New York, NY: New York Academy of Sciences.
- Becker, H. S. (1974). Photography and sociology. *Studies in the Anthropology of Visual Communication*, 1(1), 3–26.
- Collier, J., & Collier, M. (1986). *Visual anthropology: Photography as a research method* (Rev. ed.). Albuquerque: University of New Mexico Press.
- Pinney, C. (1997). *Camera Indica: The social life of Indian photographs*. Chicago, IL: University of Chicago Press.
- Rose, G. (2016). *Visual methodologies: An introduction to researching with visual materials* (4th ed.). Sage

Unit II: Theorizing the Visual: Representation, Power, and Meaning

Barthes, R. (1977). *Image, music, text*. London: Fontana.

Berger, J. (1972). *Ways of seeing*. London: BBC & Penguin.

Bourdieu, P. (1990). *Photography: A middle-brow art*. Stanford, CA: Stanford University Press.

Foucault, M. (1977). *Discipline and punish: The birth of the prison*. New York, NY: Pantheon.

Goffman, E. (1959). *The presentation of self in everyday life*. New York, NY: Doubleday.

Mirzoeff, N. (2015). *How to see the world*. London: Pelican.

Unit III: Visual Ethnography & Participatory Methods

Becker, H. S. (2007). *Telling about society*. Chicago, IL: University of Chicago Press.

Collier, J. (1957). Photography in anthropology: A report on two experiments. *American Anthropologist*, 59(5), 843–859.

Harper, D. (2002). Talking about pictures: A case for photo elicitation. *Visual Studies*, 17(1), 13–26.

Pink, S., Horst, H., Postil, J., et al. (2016). *Digital Ethnography: Principles and Practice*

Prosser, J. (Ed.). (1998). *Image-based research: A sourcebook for qualitative researchers*. London: Falmer Press.

Wang, C., & Burris, M. A. (1997). Photovoice. *Health Education & Behaviour*, 24(3), 369–387.

Unit IV: Contemporary Visual Cultures

Edwards, E. (2001). *Raw histories: Photographs, anthropology and museums*. Oxford: Berg.

Highfield, T., & Leaver, T. (2016). *Instagrammatics and digital methods: Studying visual social media, from selfies and GIFs to memes and emoji*. *Communication Research and Practice*, 2(1), 47–62.

Mirzoeff, N. (2011). *The right to look*. Durham, NC: Duke University Press.

Pinney, C. (2004). *Photos of the Gods: The Printed Image and Political Struggle in India*.

Schwartz, J. M., & Cook, T. (2002). Archives, records, and power: The making of modern memory. *Archival Science*, 2(1–2), 1–19

Uberoi, P. (2002–2003). Chicks, kids and couples: The nation in calendar art. *India International Centre Quarterly*, 29(3/4), 197–210

Suggested Readings:

Azoulay, A. (2008). *The civil contract of photography*. New York, NY: Zone Books.

Davey, G. (2008). 20 years of visual anthropology. *Visual Anthropology*, 21(3), 189–211.

Harper, D. (2012). *Visual sociology*. London: Routledge.

Pink, S. (2013). *Doing visual ethnography* (3rd ed.). London: Sage.

Pink, S. (2015). *Doing sensory ethnography* (2nd ed.). London: Sage.

DSE-9: WORK, INDUSTRY AND SOCIETY

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
DSE-9 Work, Industry and Society	4	3	1	0	Bachelor's Degree in any Course	None

Course Objectives:

The course aims to:

1. Understand the different forms of work from pre capitalist times to times of digital economy
2. Analyse the structural transformation of industry in response to technological change and globalisation
3. Know the rapidly changing world of work and future of work
4. Learn of the industrial capitalism in India

Learning Outcomes:

At the end of this course, students will be able to

- i. Situate work as a historically, socially and technologically emergent phenomenon*
- ii. Explain historically emergent forms of work ranging from formal employment to informalisation to precarity*
- iii. Know the intersections of gender, region and caste with work*
- iv. Project changes in work and labour trends*

Syllabus of the Course:

Unit-I. Work, Technology and Capitalist Transformations (15 hours)

- a. The transition from pre-capitalist to capitalist contexts of/for work

- b. Accumulation and the labour process in the 19th and 20th centuries
- c. Informalisation

Unit II: Sociology of Work in India – Past and Present (10 hours)

- a. Industrial capitalism in India
- b. Workers' organisations in India

Unit III: Segmented Labour Force (10 hours)

- a. Feminization and gender segmentation
- b. Discrimination and exclusion

Unit-IV: Emerging forms (10 hours)

- a. Precariat, digital work and “logged labour”
- b. “Multitude”, “corrosion of character” and emancipatory prospects

Examination Scheme:

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities:

Tutorial activities for the course will be decided and announced by the course teacher every year and may consist of discussion and reviews of books, articles, and movies; research activities and projects; presentations and discussions; poster making and exhibitions; problem-solving exercises, essays, and other writing tasks relevant to the course. Students will be evaluated on the basis of assigned tasks.

Practical Component, if any.

N/A

Unit-Wise Reading List:

Unit-1. Work, Technology and Capitalist Transformations

- Marx, K. (1976). Capital Volume I. Harmondsworth: Penguin Books (& New Left Review). [Edition introduced by Ernest Mandel and translated by Ben Fowkes]. a) Ch1: The Commodity, section 4, “The fetishism of commodities”, pp.163-77; b) Ch6: The Sale and Purchase of Labour-Power, pp.270-80; c) Chs 26, 27 & 28, pp.873-907. (The secret of primitive accumulation; The expropriation of the agricultural population from the land; The genesis of the capitalist farmer).
- Thompson, E.P. (1967). “Time, work-discipline and industrial capitalism” in *Past & Present*, 38, 56-97.
- Braverman, H. (1974). *Labour and Monopoly Capital*. New York: Monthly Review Press. Chs.2-8, pp.41-126.
- Burawoy, Michael (1984). *The Politics of Production: Factory Regimes Under Capitalism and Socialism*. London: Verso. Ch.1 (pp.21-84).
- Chen, Martha (2012). “The informal economy: Definitions, theories and policies”. WIEGO Working Paper No.1. Boston: Women in Informal Employment: Globalizing and Organizing (WIEGO). www.wiego.org
- Standing, Guy (2011). *The Precariat: The new dangerous class*. New York: Bloomsbury Publishing. Chs.1-5, pp.1-131.
- Sanyal, K. and R. Bhattacharyya (2009). “Beyond the factory: Globalisation, informalisation of production and the new locations of labour”, *Economic and Political Weekly* 44(22), 35-44.

Unit II: Sociology of Work in India – Past and Present

- Chandavarkar, Raj Narayan. (1994). *The origins of industrial capitalism in India: Business strategies and the working class in Bombay, 1900-1940*. New York. Cambridge University Press.

- Sheth, N.R. (1968). *The Social Framework of an Indian Factory*. Manchester: Manchester University Press. (Reprinted in Delhi by Hindustan Press).
- Parry, J., J. Breman and K. Kapadia (eds) (2000). *The Worlds of Indian Industrial Labour*. New Delhi: Sage. (Chapters by J.Parry and by G. de Neve).
- Gooptu, Nandini (2009). “Neoliberal subjectivity, enterprise culture and new workplaces: Organised retail and shopping malls in India”, in *Economic and Political Weekly*, 44(22): 45-54.
- Upadhyay, Sanjay. (2022). *Evolution of Trade Unions in India*. Noida. V.V. Giri National Labour Institute.
- Bhowmick, Sharitk, Virginius Xaxa and M.A. Kalam. (1996). *Tea Plantation Labour in India*. New Delhi: Friedrich Ebert Tifung.

Unit III: Segmented Labour Force

- Parry, Jonathan, Jan Breman and Karin Kapadia. (1999). *The worlds of Indian Industrial Labour*. New Delhi: Sage Publications. Chapters: 4, 8,11, 13
- Standing, Guy (1989). “Global feminisation through flexible labour”. *World Development*, 17(7):1077-95.
- Bhatt, Ela R, 2005 *We Are Poor but So Many: The Story of Self-Employed Women in India*, Oxford University Press. (Selected Chapters)
- Thorat, S.K. and K.S. Newman (eds) (2010). *Blocked by Caste: Economic Discrimination in Modern India*. New Delhi: Oxford University Press. Chs.1-3, pp.35-122.
- Mondal, Bidisha, Jayati Ghosh, Shiney Chakraborty and Sona Mitra. (2018). *Women Worker in India: Labour Force Trends, Occupational Diversification and Wage Gaps*. Centre for Sustainable Employment, Azim Premji University.
- Karlsson, B. G., & Kikon, D. (2017). Wayfinding: Indigenous Migrants in the Service Sector of Metropolitan India. *South Asia: Journal of South Asian Studies*, 40(3), 447–462.
- Bhowmik, Sharit K. (2007). “Street Vending in Urban India: The Struggle for Recognition.” In *Street Entrepreneurs*. London: Routledge, pp. 92–107.

Unit IV: Emerging Forms

Hardt, Negri and Anotnio Negri. (2004). *Multitude: War and Democracy in the Age of Empire*. (Chapter 2) New York: The Penguin Press.

Huws, Ursula. (2014). *Labour in the Global Digital Economy*. New York: New York

Scholz, Trebor. (2016). *Platform Cooperativism: Challenging the Corporate Sharing Economy*. New York: Rosa Luxemburg Stiftung.

Sennett, Richard. (1998). *The Corrosion of Character: The Personal Consequences of Work in the New Capitalism*. New Rork: W.W. Norton & Company

Suggested Readings:

Cowan, Ruth Schwartz (1983). *More Work for Mother: The Ironies of household technology from the open hearth to the microwave*. New York: Basic Books. Chs. 3-7.

Edwards, P. & J. Wajcman (2005). *The Politics of Working Life*. New York: Oxford Univ. Press. Ch.1: Introduction: Why and how should we think about work?, pp.1-18.

Hochschild, A. (1983). *The Managed Heart: Commercialization of Human Feeling*. Berkeley: University of California Press. Part II, Chs.6-9, pp.89-198.

Hochschild, A. (1989). *The Second Shift: Working families and the revolution at home*. London: Penguin Books.

Horowitz, Minna Aslama, Hannu Nieminen, Katja Lehtisaari and Alessandro D'Arma. (2024). *Epistemic Rights in the Era of Digital Disruption*. Palgrave Macmillan.

Lan, Pei-Chia (2006). *Global Cinderellas, Migrant Domesticity and Newly Rich Employers in Taiwan*. Durham and London: Duke University Press.

Terkel, S. (1972) [2004]. *Working*. New York: Ballantine Books.

Sherlock, S. (1988). Which union makes us strong? Trade unions in the Indian railways in the 1960s. *South Asia: Journal of South Asian Studies*, 11(1), 39–58.

<https://doi.org/10.1080/00856408808723107>

Peck. Sidney M. (1966). "The Sociology of Unionism: An Appraisal". *The American Journal of Economics and Sociology*. Pp 53-67.

DSE-10: SOCIOLOGY OF LAW

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
DSE-10: Sociology of Law	4	3	1	0	Bachelor's Degree in any course	None

Course Objectives:

This course aims to:

1. Introduce students to major traditions in jurisprudence and classical legal philosophy
2. Examine sociological and anthropological approaches to law
3. Examine the political economy of the judiciary and legal system
4. Introduce students to a critical examination of law and constitutionalism in India.
5. Expose students to how law operates in a variety of empirical settings

Learning Outcomes:

At the end of this course, student should be able to:

- i. *Distinguish normative from analytical jurisprudence and critically compare positivist, natural law, liberal and critical approaches.*
- ii. *Understand key debates in legal sociology and anthropology*
- iii. *Analyse the political economy and social context of law in diverse settings*
- iv. *Situate judicial decisions within broader socio-political processes.*

Syllabus of the Course:

Unit I: Theories of Jurisprudence (9 Hours)

- a. Legal Positivism and Natural Law

- b. Critical Legal Studies
- c. Feminist Jurisprudence
- d. Postmodern Jurisprudence

Unit II: Sociological and Anthropological Approaches to Law (12 Hours)

- a. Legal Pluralism
- b. Courts as Social Institutions
- c. Trials as Cultural Texts
- d. Legal Ethnographies

Unit III: The Political and Cultural Economy of Law (12 Hours)

- a. Rule of Law
- b. Law, Ideology and Power
- c. Emergent Concerns in Law

Unit IV: Law and Society in India (12 Hours)

- a. Historical Formation of Law in India
- b. Contemporary Practice of Law
- c. The Indian Constitution: making and practice
- d. Analysis of Supreme Court Judgments

Examination Scheme:

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities:

Tutorial activities will include a mixture of field work, commentary on judgements, and film analysis. Students may carry out field research in different legal sites such as courts, informal

dispute resolution mechanisms, law offices etc. Every year specific judgements will be taken up for group analysis and discussion. Students will watch films related to law in class and engage in discussion.

Practical Component, if any.

N/A

Unit-Wise Reading List:

Unit I: Theories of Jurisprudence

Patterson, D. ed. (1996) *A Companion to Philosophy of Law and Legal Theory*, Blackwell.
(chaps 13-16, 18, 24)

Byrne, G. ed (2025) *Lloyd's and Freeman's Introduction to Jurisprudence. 10th ed.* (Chapters 2,3,6, 9-14). Sweet and Maxwell

Fuller, L. L. (1949). The case of the speluncean explorers. *Harvard Law Review*, 62(4), 616–645.

Shapiro, D. L. (Ed.). (1999). The case of the speluncean explorers: A fiftieth anniversary symposium. *Harvard Law Review*, 112(8), 1834–1923. (Selections)

Derrida, J., (1992). Force of law: the mystical foundation of authority. In: D. Cornell, M. Rosenfeld and D.G. Carlson, eds. *Deconstruction and the possibility of justice*. New York: Routledge, 3–67.

Unit II: Sociological and Anthropological Approaches to Law

Newman, K. (1983) *Law and Economic Organisation*, chapters 1 and 2. Cambridge: Cambridge University Press.

Bernard C. (1990) Anthropological Notes on law and disputes in India. In *An Anthropologist among the Historians and other essays*. Oxford University Press.

Merry, S.E. (1988) Law and Legal Pluralism. *Law and Society Review* 869

Tamanha. B. (1993) The Folly of the 'Social Scientific' Concept of Legal Pluralism. In *Journal of Law and Society* 20 (2), pp. 192-217.

- Menski, W. (2009) *Comparative Law in a Global Context* (chapters 1-5). Cambridge: Cambridge University Press.
- Sarat, A. (2004). *The Blackwell Companion to Law and Society, chapter 9 (lawyers)*. Oxford: Blackwells.
- Schmitthener, S (1969) A Sketch of the development of the legal profession in India. *Law and Society Review*, Vol 3 (2/3) 1968-69
- Baxi, Upendra. (1982). *The Crises of the Indian Legal System*. Delhi: Vikas.
- Nader, L. (2002) The Plaintiff. In *The Life of the Law*. Berkeley: University of California Press.
- Mehta, P.B. (2007) India's Judiciary. In Kapur, D. and Mehta, PB ed. *Public Institutions in India*. Delhi: Oxford University Press
- Robinson, N.. (2016) Judicial Architecture and Capacity. In S. Choudhury, M. Khosla and PB Mehta ed. *The Oxford Handbook of the Indian Constitution*. OUP 2016
- Fassin, D. (2013) *Enforcing Order: An Ethnography of Urban Policing*. Polity Press, chapter 1 & 4
- Sarat, A (2021) *Four Trials that Changed the World*. Dreamscape Media (Audiobook)
<http://law2.umkc.edu/faculty/projects/ftrials/ftrials.htm>
- Gandhi, M. K. (1922) The Great Trial of 1922. <https://www.mkgandhi.org/articles/great-trial-1922.php>
<https://www.indianculture.gov.in/digital-district-repository/district-repository/sedition-cases-gandhis-trial-1922>
- Latour, B. (2010) *The Making of Law: An Ethnography of the Conseil d'etat*. Polity Press
- Berti, D. and Bordia, D. ed. (2015) *Regimes of Legality: Ethnography of Criminal Cases in South Asia*, Introduction and Chapter 1 Delhi: Oxford University Press.
- Lemons, K. (2019) *Divorcing Traditions: Islamic Marriage Law and the Making of Indian Secularism*. Cornell University press.

Unit III: The Political and Cultural Economy of Law

- Thompson, E. P. (1975). *Whigs and Hunters: The origin of the Black Act*. Pantheon Books.
 Epilogue (“The Rule of Law”).
- Hay, D (1975) *Property, Authority and the Criminal Law*. In Douglas Hay, Peter Linebaugh *et al Albion's Fatal Tree*. New York: Pantheon Books

- Hall, S, Critcher, C., Jefferson, T., Clarke, J., & Roberts, B. (1978). *Policing the Crisis: Mugging, the state, and law and order*. Macmillan. Introduction and Ch. 1.
- Hussain, Nasser. (2003). *The Jurisprudence of Emergency: Colonialism and the Rule of Law*. Michigan: University of Michigan Press.
- Ghai, Y. Robin, L. and Francis, S. (1989). *The Political Economy of Law: A Third World Reader*. Delhi: Oxford University Press, (selected chapters).
- Pistor, Katharina. (2019). *The Code of Capital: How the law creates wealth and inequality*. Princeton University Press. Introduction and Ch. 1 (“Coding Land”).
- Marilyn Strathern. (2005) *Kinship, law and the unexpected: relatives are always a surprise*. Cambridge University Press.
- Austin Sarat ed. (2013) *Who Belongs? Immigration, Citizenship and the Constitution of Legality*. UK: Emerald.
- Moses, D. (2021) *The Problems of Genocide: Permanent Security and the Language of Transgression*. Cambridge: Cambridge University Press.
- Sarat, A. ed. (2014). *A World without Privacy*. Cambridge University Press.
- Boyle, K. (2024) *The Line: AI and the Future of Personhood*. The MIT Press.
- Braverman, I. (2018), Law’s Underdog: A Call for More-than-Human Legalities. *Annual Review of Law and Social Science*. 2015. 11:337–52

Unit IV: Law and Society in India

- Derrett, JDM (1968) *Religion, Law and the State in India*. New York: The Free Press.
- Austin, Granville. (1999). *Working a Democratic Constitution: The Indian experience*. Oxford University Press.
- Baxi, U. (2002) The Impossibility of Constitutional Justice: Seismic Notes on Indian Constitutionalism. In Zoya Hasan et al eds. *India’s Living Constitution*. Permanent Black
- Agnes, F. (2016). Personal Laws. In *The Oxford Handbook of the Indian Constitution*, edited by S. Choudhry, M. Khosla, and P.B.Mehta, 903–20. Oxford University Press.

Suggested Readings:

- Wacks, R. (2023). *Understanding Jurisprudence*. Oxford University Press. (Selected Chapters)
- Maravall, J.M. and Przeworski, A eds (2003) *Democracy and the Rule of Law* (Introduction)
Cambridge: Cambridge University Press.
- Braverman, I. ed (2016) *Animals, Biopolitics, Law: Lively Legalities*. NY: Routledge.
- Joffe, J. (2014) *The State v. Nelson Mandela: The Trial that Changed South Africa*. One World Publications
- Stone, I.F. (1988) *The Trial of Socrates*. Little Brown and Company
- Chatterjee, P. (2002) *The Princely Imposter*. Permanent Black
- Bhatia, Gautam. (2019). *The Transformative Constitution: A radical biography in nine acts*. HarperCollins India.
- De, Rohit . (2018). *A People's Constitution: The Everyday Life of Law in the Indian Republic*. Princeton University Press.
- Dworkin, Ronald. (1986). *Law's Empire*. Harvard University Press.
- Khaitan, Tarunabh. (2019). *A Theory of Discrimination Law*. Oxford University Press.
- Agnes, F. (1999). *Law and Gender Inequality: The politics of women's rights in India*. Oxford University Press.

DSE-11: POPULATION AND SOCIETY

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
DSE-11: Population and Society	4	3	1	0	Bachelor's Degree in any course	None

Course Objectives:

This course aims to:

1. Introduce students to classical and contemporary theoretical approaches to population in sociology, demography, and anthropology.
2. Examine the social, political, and economic dimensions of population processes including fertility, mortality, migration, and health.
3. Critically analyze population policies, biopolitics, reproductive governance, and census practices in national and global contexts.
4. Develop the ability to interpret demographic measures and relate them to broader social theory and political economy.

Learning outcomes:

At the end of this course students will be able to:

- i. *Critically compare classical and contemporary theories of population, demographic transition, and migration.*
- ii. *Interpret key demographic indicators (fertility, mortality, dependency ratios, migration rates) in relation to social structures and inequalities.*
- iii. *Analyze the political and ethical dimensions of population policies, reproductive technologies, and census practices.*
- iv. *Apply sociological and anthropological frameworks to contemporary debates on health, reproduction, and migration.*

Syllabus of the Course:

Unit I: Introduction to Population Studies (12 Hours)

- a. Classical Approaches: Malthus, Marx; Durkheim and Halbwachs, Foucault
- b. Demography, Sociology and Anthropology
- c. Population Policies, Politics and Biopolitics
- d. Population Structure and Population Measures

Unit II: Population Dynamics and Reproduction (15 Hours)

- a. Demographic transition theory, Demographic dividend
- b. Theories of fertility
- c. Stratified reproduction
- d. Medicalization of childbirth and Assisted Reproductive technologies

Unit III: Mortality and Health (9 Hours)

- a. Epidemiological transition Model
- b. Mortality, Health and Political economy of Global Health
- c. Reproductive Health and Sex Selection

Unit IV: Migration, Census and Identity (9 Hours)

- a. Demographic, Sociological and Anthropological approaches
- b. Internal migration, circular labour migration, and urbanisation
- c. Politics of Migration
- d. Census and identity

Examination Scheme:

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities:

Tutorial activities for this course will focus on deepening conceptual understanding and applying theoretical perspectives to empirical material. Students will engage in guided discussions of key texts, short critical response papers, and comparative exercises. Tutorials may include interpretation of selected Census of India and NFHS data tables to connect demographic measures with sociological analysis, small-group debates on population policy, reproductive technologies, and migration governance, and close reading sessions on themes such as biopolitics, stratified reproduction, and epidemiological transition. These activities are designed to encourage analytical writing, data interpretation, collaborative learning, and the ability to relate demographic concepts to contemporary social and political contexts.

Practical Component, if any.

N/A

Unit Wise Reading List:**Unit I: Introduction to Population Studies**

Bashford, A., & Levine, P. (Eds.). (2010). *The Oxford handbook of the history of eugenics*.

Oxford University Press. (Introduction).

Bernstein, H. (2023). Where is population in “surplus population”? *Focaal: Journal of Global and Historical Anthropology*, 97, 79–88.

Chatterjee, N., & Riley, N. (2001). Planning an Indian modernity: The gendered politics of family planning. *Signs*, 26(3), 811–845.

Durkheim, É. (1984). *The division of labour in society*. Macmillan. (Part II, Chapter 2: “The causes”).

- Foucault, M. (1978). *The history of sexuality: Volume 1: An introduction* (R. Hurley, Trans.). Pantheon Books. (Part Five: “Right of death and power over life”).
- Greenhalgh, S. (1996). The social construction of population science: An intellectual, institutional and political history of twentieth-century demography. *Comparative Studies in Society and History*, 38(1), 26–66.
- Kertzer, D. I., & Fricke, T. (Eds.). (1997). *Anthropological demography: Toward a new synthesis*. University of Chicago Press. (Chapters 1, 7, 8, 9).
- Li, T. M. (2010). To make live or let die? Rural dispossession and the protection of surplus populations. *Antipode*, 41, 66–93.
- Mamdani, M. (1972). *The myth of population control: Family, caste and class in an Indian village*. Monthly Review Press. (Introduction; Chapters 1–2).
- Mbembe, A. (2003). Necropolitics. *Public Culture*, 15(1), 11–40.
- Poston, D. F., & Bouvier, L. F. (2010). *Population and society: An introduction*. Cambridge University Press. (Chapters 1, 2, 3, 5, 6).
- Preston, S. H., Heuveline, P., & Guillot, M. (2001). *Demography: Measuring and modeling population processes*. Blackwell. (Chapter 1).

Unit II: Population Dynamics and Reproduction

- Banerjee, A. V., & Duflo, E. (2011). Pak Sudarno’s big family. In *Poor economics: A radical rethinking of the way to fight global poverty* (pp. 133–159). PublicAffairs.
- Basu, A. (2011). Demographic dividend revisited: The mismatch between age and economic activity-based dependency ratios. *Economic and Political Weekly*, 46(39), 53–58.
- Caldwell, J. C. (1976). Toward a restatement of demographic transition theory. *Population and Development Review*, 2(3–4), 321–366.
- Colen, S. (1995). “Like a mother to them”: Stratified reproduction and West Indian childcare workers and employers in New York. In F. Ginsburg & R. Rapp (Eds.), *Conceiving the new world order* (pp. 78–102). University of California Press.
- Desai, S. (2015). Demographic deposit, dividend and debt. *Indian Journal of Labour Economics*, 58.
- Dyson, T., & Moore, M. (1983). On kinship structure, female autonomy, and demographic behavior in India. *Population and Development Review*, 9(1), 35–60.

- Greenhalgh, S. (Ed.). (1995). *Situating fertility: Anthropology and demographic inquiry*. Cambridge University Press. (Selected chapters).
- Greenhalgh, S. (2008). *Just one child: Science and policy in Deng's China*. University of California Press. (Introduction; Chapter 2).
- Kertzer, D. I., & Fricke, T. (Eds.). (1997). *Anthropological demography: Toward a new synthesis*. University of Chicago Press. (Chapters 2–3).
- Lesthaeghe, R. (2014). The second demographic transition: A concise overview of its development. *Proceedings of the National Academy of Sciences of the United States of America*, *111*(51), 18112–18115.
- Oakley, A. (1984). *The captured womb: A history of the medical care of pregnant women*. B. Blackwell. (Introduction; Chapter 1).
- Patel, T. (2006). *Fertility behaviour: Population and society in a Rajasthan village*. Oxford University Press. (Selected chapters). (Original work published 1994)
- Riley, N. E. (2018). Stratified reproduction. In N. E. Riley & J. Brunson (Eds.), *International handbook on gender and demographic processes* (pp. 117–138). Springer.
- Singh, H. D. (2018). Surrogacy and gendered contexts of infertility management in India. In N. E. Riley & J. Brunson (Eds.), *International handbook on gender and demographic processes* (pp. 105–116). Springer.
- Van Hollen, C. (2003). *Birth on the threshold: Childbirth and modernity in South India*. University of California Press. (Introduction; Chapters 1–2).

Unit III: Mortality and Health

- Barrett, R., Kuzawa, C. W., McDade, T., & Armelagos, G. J. (1998). Emerging and re-emerging infectious diseases: The third epidemiologic transition. *Annual Review of Anthropology*, *27*, 247–271.
- Bambra, C., Riordan, R., Ford, J., & Matthews, F. (2020). The COVID-19 pandemic and health inequalities. *Journal of Epidemiology and Community Health*, *74*(11), 964–968.
- Biehl, J., & Petryna, A. (Eds.). (2013). *When people come first: Critical studies in global health*. Princeton University Press. (Selected chapters).
- Farmer, P. (2004). An anthropology of structural violence. *Current Anthropology*, *45*(3), 305–325.

- John, M. E., Kaur, R., Palriwala, R., & Raju, S. (2009). Dispensing with daughters: Technology, society, economy in North India. *Economic and Political Weekly*, 44(15), 16–19.
- Marmot, M. (2017). The health gap: The challenge of an unequal world. *International Journal of Epidemiology*, 46(4), 1312–1318.
- Omran, A. R. (2005). The epidemiologic transition: A theory of the epidemiology of population change. *The Milbank Quarterly*, 83(4), 731–757.
- Rao, M., & Sexton, S. (Eds.). (2010). *Markets and Malthus: Population, gender, and health in neo-liberal times*. SAGE Publications India. (Chapter 2).
- Scheper-Hughes, N. (Ed.). (1987). *Child survival: Anthropological perspectives on the treatment and maltreatment of children*. D. Reidel. (Selected chapters).
- Sen, A. (1990, December). More than 100 million women are missing. *The New York Review of Books*.
- Sen, A. (1993, May). The economics of life and death. *Scientific American*, 40–47.

Unit IV: Migration and Identity

- Breman, J. (1996). *Footloose labour: Working in India's informal economy*. Cambridge University Press. (Chapters 1 & 4).
- Brettell, C. B. (2000). Theorizing migration in anthropology: The social construction of networks, identities, communities, and globalscapes. In C. B. Brettell & J. F. Hollifield (Eds.), *Migration theory: Talking across disciplines* (pp. 97–135). Routledge.
- Cohn, B. S. (1987). The census and objectification in South Asia. In *An anthropologist among the historians and other essays*. Oxford University Press.
- De Genova, N., & Peutz, N. (Eds.). (2010). *The deportation regime: Sovereignty, space, and the freedom of movement*. Duke University Press. (Introduction).
- Kertzer, D. I., & Arel, D. (Eds.). (2001). *Census and identity: The politics of race, ethnicity and language in national censuses*. Cambridge University Press. (Chapters 1–3).
- Lee, E. S. (1966). A theory of migration. *Demography*, 3(1), 47–57.
- Maguire, M. (2009). The birth of biometric security. *Anthropology Today*, 25(2), 9–14.

Suggested Readings:

- Agarwal, A., & Kumar, V. (2020). *Numbers in India's periphery: The political economy of government statistics*. Cambridge University Press. (Selected chapters).
- Aries, P. (1980). Two successive motivations for the declining birth rate in the West. *Population and Development Review*, 6(4), 645–650.
- Bledsoe, C. (1995). Marginal members: Children of previous unions in Mende households in Sierra Leone. In S. Greenhalgh (Ed.), *Situating fertility: Anthropology and demographic inquiry* (pp. 130–154). Cambridge University Press.
- Brettell, C. (2003). *Anthropology and migration: Essays on transnationalism, ethnicity and identity*. Altamira Press. (Chapter 2).
- Brown, W. (2010). *Walled states, waning sovereignty*. Zone Books. (Chapter 1).
- Davis, M. (2020). *The monster enters: COVID-19, avian flu, and the plagues of capitalism*. OR Books.
- Drèze, J., & Sen, A. (2013). *An uncertain glory: India and its contradictions*. Princeton University Press. (Chapter 2).
- Durkheim, É., Sutcliffe, H. L., & Simons, J. (1992). Suicide and fertility: A study of moral statistics. *European Journal of Population/ Revue Européenne de Démographie*, 8(3), 175–197.
- Engels, F. (1845). *The condition of the working class in England*. (Chapter: “The attitude of the bourgeoisie towards the proletariat”).
- Greenhalgh, S. (Ed.). (1995). *Situating fertility: Anthropology and demographic inquiry*. Cambridge University Press.
- Halbwachs, M. (1960). *Population and society: Introduction to social morphology*. Free Press.
- Handwerker, W. P. (1986). The modern demographic transition: An analysis of subsistence choices and reproductive consequences. *American Anthropologist*, 88, 400–417.
- Hodges, S. (2004). Governmentality, population and reproductive family in modern India. *Economic and Political Weekly*, 39(11), 1157–1163.
- Johnson-Hanks, J. (2008). Demographic transitions and modernity. *Annual Review of Anthropology*, 37, 301–315.

- Joshi, S. (2001). Cheli-Beti: Discourses of trafficking and constructions of gender, citizenship and nation in modern Nepal. *South Asia: Journal of South Asian Studies*, 24(1), 157–175.
- Maguire, M. (2009). The birth of biometric security. *Anthropology Today*, 25(2), 9–14.
- Malthus, T. R. (1798). *An essay on the principle of population*. (Selected chapters).
- Marx, K. (1867). *Capital: Volume 1*. Progress Publishers. (Chapter 25, footnote 6).
- Marx, K. (1973). *Grundrisse* (M. Nicolaus, Trans.). Penguin. (Section: “The concept of the free labourer contains the pauper. Population and overpopulation etc.”) (Original work written 1857–1861)
- McDuie-Ra, D. (2012). *Northeast migrants in Delhi: Race, refuge and retail*. Amsterdam University Press. (Selected chapters).
- Patel, T. (Ed.). (2007). *Sex selective abortion in India*. Sage. (Selected chapters).
- Sasser, J. (2018). *On infertile ground: Population control and women’s rights in the era of climate change*. New York University Press. (Introduction).
- Tarlo, E. (1995). From victim to agent: Memories of emergency from a resettlement colony in Delhi. *Economic and Political Weekly*, 30(46), 2921–2928.
- Vera-Sanso, P. (2007). Increasing consumption, decreasing support: A multi-generational study of family relations among South Indian Chakkliyors. *Contributions to Indian Sociology*, 41(2), 225–248.
- War on Want. (1974). *The baby killer: A War on Want investigation into the promotion and sale of powdered baby milks in the Third World*.
- Zuberi, T., & Bonilla-Silva, E. (Eds.). (2008). *White logic, white methods: Racism and methodology*. Rowman & Littlefield. (Introduction & Chapter 1).
- Farmer, P. (2010). *Partner to the poor: A Paul Farmer reader*. University of California Press. (Selected chapters).
- Croll, E. J. (2006). The intergenerational contract in the changing Asian family. *Oxford Development Studies*, 34(4), 473–491.

DSE-12: SOCIOLOGY OF MIGRATION AND DIASPORA

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
DSE-12: Sociology of Migration and Diaspora	4	3	1	0	Bachelor's Degree in any Course	

Course Objectives:

This Course Aims to:

1. To introduce sociological theories and concepts central to migration and diaspora studies.
2. To understand historical and contemporary contexts of human mobility, globalization, and displacement.
3. To critically analyse the relationship between migration, transnationalism, and identity formation.
4. To explore the historical and cultural trajectories of the Indian diaspora in global contexts.

Learning Outcomes:

By the end of this course, students will be able to:

- i. *Demonstrate conceptual clarity on key sociological theories of migration and diaspora.*
- ii. *Analyse historical and contemporary patterns of migration in a global and Indian context.*
- iii. *Critically engage with debates on transnationalism, identity, and belonging.*
- iv. *Understand the social, cultural, and political dimensions of diasporic communities.*
- v. *Apply sociological insights to current migration issues and diaspora policies in India.*

Syllabus of the Course:

Unit I: Theories and Concepts of Migration (12 Hours)

This unit introduces the foundational theories and key concepts that explain why and how people migrate. It examines classical and contemporary sociological approaches to migration and situates migration within broader processes of social change and globalization.

- a. Typologies and theories of migration and diaspora
- b. Colonial and Postcolonial Migration
- c. Globalization and new forms of mobility

Unit II: Migration in Contemporary Contexts (12 Hours)

This unit situates migration within historical and socio-economic contexts, tracing movements from the colonial period to contemporary global and internal migration. It explores labour mobility, urbanization, and the developmental implications of migration.

- a. Internal Migration, Urbanization and Development
- b. Migration and Remittances
- c. Global Care Chains

Unit III: Transnational Identities, Diaspora and Culture (12 Hours)

This unit examines the conceptual and theoretical developments in diaspora studies, tracing the shift from classical formulations centered on homeland and return to contemporary approaches emphasizing transnationalism, hybridity, and intersectionality. It explores how diasporic identities are constituted through memory, boundary-making, cultural production, and mediated connections across space.

- a. Classical and Contemporary Theories of Diaspora
- b. Transnationalism, Identity and Hybridity
- c. Homeland, Memory and Belonging
- d. Cultural Production: Literature, Cinema and Media

Unit IV: Indian Diaspora: Issues and Perspectives (9 Hours)

This unit explores the Indian diaspora across time and regions, analysing its historical trajectories, cultural expressions, and engagement with the Indian state. It also examines how caste, religion, and gender shape diasporic identities and transnational connections.

- a. Historical phases: Indentured, professional, and transnational
- b. Social Structure and Diasporic identity
- c. Policy and Diaspora engagement

Examination Scheme:

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities:

Tutorials will help students critically engage with theories and concepts of migration through discussions, short essays, and case analyses. Students may be asked to compare classical, colonial, and contemporary theories of migration, including typologies of migration, diaspora formation, and mobility under globalization. Activities may include mapping migration trajectories, analysing internal migration and urbanization, discussing remittances and global care chains, and examining diaspora identity formation through memory, cultural production, and media representations. Students may also be encouraged to reflect on the Indian diaspora's historical phases, social structures, and policy engagements through group presentations and case studies.

Practical Component, if any.

N/A

Unit-Wise Reading List:**Unit I: Theories and Concepts of Migration**

Amelina, A., & Horvath, K. (2017). Sociology of migration. In K. Korgen (Ed.), *The Cambridge handbook of sociology* (Chap. 24). Cambridge University Press.

Appadurai, A. (1990). Disjuncture and difference in the global cultural economy. *Theory, Culture & Society*, 7, 295–310.

Castles, S., & Miller, M. J. (2013). *The age of migration: International population movements in the modern world* (5th ed., Chaps. 1–3). Palgrave Macmillan.

Cohen, R. (2008). *Global diasporas: An introduction* (2nd ed., Chap. 1). Routledge.

Levitt, P., & Glick Schiller, N. (2004). Conceptualizing simultaneity: A transnational social field perspective on society. *International Migration Review*, 38(3), 1002–1039.

Massey, D. S., Arango, J., Hugo, G., Kouaouci, A., Pellegrino, A., & Taylor, J. E. (1993). Theories of international migration: A review and appraisal. *Population and Development Review*, 19(3), 431–466.

Unit II: Migration in Historical and Contemporary Contexts

Breman, J. (2013). *At work in the informal economy of India*. Oxford University Press.

(Introduction; Chapters 1 & 6).

de Haan, A. (1999). Livelihoods and poverty: The role of migration—A critical review. *Journal of Development Studies*, 36(2), 1–47.

Hochschild, A. R. (2000). Global care chains and emotional surplus value. In W. Hutton & A. Giddens (Eds.), *On the edge: Living with global capitalism* (pp. 130–146). Jonathan Cape.

Kundu, A. (2009). Urbanisation and migration: An analysis of trend, pattern and policies in Asia. Asian Development Bank Institute. (Sections 1–4; Conclusion).

Levitt, P. (1998). Social remittances: Migration-driven local-level forms of cultural diffusion. *International Migration Review*, 32(4), 926–948.

Parreñas, R. S. (2001). *Servants of globalization: Women, migration and domestic work*. Stanford University Press. (Introduction; Chapters 1 & 5).

Unit III: Transnational Identities, Diaspora and Culture

Amelina, A., & Barglowski, K. (2019). Key methodological tools for diaspora studies: Combining the transnational and intersectional approaches. In R. Cohen & C. Fischer (Eds.), *Routledge handbook of diaspora studies* (pp. 31–39). Routledge.

Chattopadhyay, R. (2003). The internet and postcolonial development: India's transnational reality. *Contemporary South Asia*, 12(1), 25–40.

Hannerz, U. (2019). Flows, boundaries and hybrids. In *World watching: Streetcorners and newsbeats on a journey through anthropology* (1st ed.). Routledge.

Mishra, V. (2007). *The literature of the Indian diaspora: Theorizing the diasporic imaginary*. Routledge.

Reis, M. (2004). Theorizing diaspora: Perspectives on classical and contemporary diaspora. *International Migration*, 42(2), 41–56.

- Safran, W. (1991). Diasporas in modern societies: Myths of homeland and return. *Diaspora: A Journal of Transnational Studies*, 1(1), 83–99.
- Tolia-Kelly, D. P. (2019). Diaspora and home: Interrogating embodied precarity in an era of forced displacement. In R. Cohen & C. Fischer (Eds.), *Routledge handbook of diaspora studies* (pp. 214–222). Routledge.
- Vertovec, S. (2001). Transnationalism and identity. *Journal of Ethnic and Migration Studies*, 27(4), 573–582.

Unit IV: Indian Diaspora: Issues and Perspectives

- Claveyrolas, M. (2015). The ‘land of the Vaish’? Caste structure and ideology in Mauritius. <https://doi.org/10.4000/samaj.3886>
- Gowricharn, R. (Ed.). (2022). *New perspectives on the Indian diaspora*. Routledge. (Introduction & Part I)
- Hercog, M., & Siegel, M. (2013). Diaspora engagement in India: From non-required Indian to angels of development. In M. Collyer (Ed.), *Migration nations: Policies and ideologies of emigrant engagement*. Palgrave Macmillan.
- Jayaram, N., & Atal, Y. (Eds.). (2004). *The Indian diaspora: Dynamics of migration*. Sage. (Selected chapters)
- Kumar, A., & Mahraj, B. (2024). Indentured Indians: Past and present – An introduction. *South Asian Diaspora*, 18, 1-13
- Lal, B. V. (2006). *The encyclopedia of the Indian diaspora*. Editions Didier Millet. (Selected chapters)
- Ministry of External Affairs. (2025). *Indian diaspora overseas including NRIs, PIOs, OCIs and migrant workers*. Government of India. (https://eparlib.sansad.in/handle/123456789/2989690?view_type=browse)
- Naujoks, D. (2013). *Migration, citizenship, and development: Membership policies and overseas Indians in the United States*. Oxford University Press. (Ch. 1)
- Oonk, G. (Ed.). (2007). *Global Indian diaspora*. Amsterdam University Press. (Selected chapters)
- Parekh, B., Singh, G., & Vertovec, S. (2003). *Culture and economy in the Indian diaspora*. Routledge.

Rayaprol, A. (1997). *Negotiating identities: Women in the Indian diaspora*. Oxford University Press.

Sahoo, A. K. (2009). Issues of identity in the Indian diaspora: A transnational perspective. In E. Ben-Rafael & Y. Sternberg (Eds.), *Transnationalism, diasporas and the advent of a new (dis)order* (International Comparative Social Studies, Vol. 19). Brill.

Suggested Readings:

Al-Khudairy, S. I. A. (2024). Theories of migration: Sociological and conceptual dilemmas. *European Journal of Sustainable Development*, 13(1), 31–47.

Thomas Faist (2000). *The volume and dynamics of international migration and transnational social spaces*. Oxford University Press.

Siracusa, J. M., & Aikau, H. K. (Eds.). (2010). Forces of mobility and mobilization: Indigenous peoples confront globalization. In *The SAGE handbook of globalization*. Sage. (Selected chapters).

Tinker, H. (1974). *A new system of slavery: The export of Indian labour overseas, 1830–1920*. Oxford University Press. (Introduction; Chapters 1–3).

Bhabha, H. K. (1994). *The location of culture*. Routledge.

Brah, A. (1996). *Cartographies of diaspora: Contesting identities*. Routledge.

Clini, C., & Valančiūnas, D. (2021). Introduction – South Asian diasporas and (imaginary) homelands: Why representations still matter. *South Asian Diaspora*, 13(1), 1-7.

Hall, S. (1990). Cultural identity and diaspora. In J. Rutherford (Ed.), *Identity: Community, culture, difference* (pp. 222–237). Lawrence & Wishart.

Jain, R. K. (1997). Civilizational theory of Indian diaspora and its global implication. *The Eastern Anthropologist*, 50(3–4), 347–355.

Naficy, H. (2001). *An accented cinema: Exilic and diasporic filmmaking*. Princeton University Press.

Parvati, R., Sahoo, A. K., Maharaj, V., & Sangha, D. (Eds.). (2008). *Tracing an Indian diaspora: Contexts, memories, representations*. Sage.

Stewart, C. (2011). Creolization, hybridity, syncretism, mixture. *Portuguese Studies*, 27(1), 48–55.

- Kelegama, S. (Ed.). (2011). *Migration, remittances and development in South Asia*. Sage. (Ch. 2)
- Bose, N. (2021). Introduction: South Asian migrations in modern global histories. *Journal of World History*, 32(1), 1–17.
- Brettell, C. B., & Hollifield, J. F. (2014). *Migration theory: Talking across disciplines*. (Chapter 4). Routledge.
- Deshingkar, P., & Start, D. (2003). Seasonal migration for livelihoods in India. ODI Working Paper 220.
- Jain, R. K. (2010). *Nation, diaspora, trans-nation: Reflections from India*. Routledge.
- Merz, B. J., Chen, L. C., & Geithner, P. F. (2009). *Diaspora and development*. Orient BlackSwan.
- Tölölyan, K. (2019). Diaspora studies: Past, present, and promise. In R. Cohen & C. Fischer (Eds.), *Routledge handbook of diaspora studies* (pp. 22–31). Routledge.
- Yang, P. Q. (2012). From sojourning to settlement to transnationalism: Transformations of the Chinese immigrant community in America. In C.-B. Tan (Ed.), *Routledge handbook of the Chinese diaspora* (pp. 122–140). Routledge.
- Ministry of External Affairs. (2001). *Report of the high level committee on Indian diaspora*. Indian Council of World Affairs.

DSE-13: SOCIOLOGY OF SUSTAINABILITY

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/ Practice		
DSE-13: Sociology of Sustainability	4	3	1	0	Bachelor's Degree in any course	None

Course Objectives:

This Course aims to:

1. Introduce the history, genealogy and contemporary approaches to sustainability.
2. Understand different definitions of sustainability and understand their relative strengths
3. Analyse the impact of production and consumption on sustainability of the planet
4. Examine different models of systemic social sustainability
5. Explore the practice and ethics of including more-than-human in sociology

Learning Outcomes:

At the end of this course students will be able to:

- i. *Historically locate sustainability concepts and their social development*
- ii. *Conceptualize sustainability as a complex social process*
- iii. *Engage with contemporary debates and efforts to develop sustainability*
- iv. *Develop a more-than-human perspective where appropriate*
- v. *Critically evaluate sustainability conceptually and in practice*

Syllabus of the Course:

Unit I: Sustainability: A Conceptual History (12 hours)

This unit will introduce the intellectual, political, and social evolution of the concept of sustainability since the 1980s. The multiple and varied definitions and uses of the concept will be examined. It will explore viable alternatives for the concept.

- a. History and genealogy of sustainability
- b. Defining sustainability: Diversity of approaches

Unit 2: Growth, Degrowth and Development (12 hours)

This unit examines the materiality of sustainability by examining research on the relationship between economic development and social and ecological sustainability. Multiple and competing perspectives on sustainable growth, degrowth, and development will be examined.

- a. Production and Consumption: The Development Dilemma
- b. Degrowth Perspectives: Alternative Development

Unit III: Metabolic Perspectives and Socio-environmental systems (12 hours)

Systems perspectives which have significantly influenced research on sustainability is the focus of this unit. Four different traditions of examining socio-environmental systems - socio-ecological systems, metabolism, urban political ecology and feminist and decolonial metabolic perspectives - will be introduced to students with illustrative case studies.

- a. Different schools of social metabolic theory
- b. Measuring sustainability: Case studies of social metabolism

Unit IV: Anthropocene and More-than-human perspectives (9 hours)

This unit will focus on the more recent expansion of debates on sustainability to include more than human life. It will examine recent debates in urban political ecology and planetary sustainability.

- a. The Anthropocene as history and discourse
- b. More-than-human in sociology

Examination Scheme:

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities:

Tutorial activities will include student projects that discuss and review practices of sustainability, research activities that produce case studies of sustainability, poster and paper presentations and exhibitions, problem-solving exercises, and other writing tasks relevant to the course. Students will be evaluated on the basis of assigned tasks such as projects including those focussing on empirical case studies.

Practical Component, if any.

N/A

Unit-wise Reading List

Unit I: Sustainability: A Conceptual History

World Commission on Environment and Development. (1987). *Our Common Future*. Oxford: Oxford University Press.

United Nations. (2015). *Transforming our world: the 2030 Agenda for Sustainable Development*. Resolution adopted by the General Assembly on 25 September 2015, A/RES/70/1.

Purvis, B., Mao, Y., & Robinson, D. (2019). Three pillars of sustainability: In search of conceptual origins. *Sustainability Science*, 14, 681–695. <https://doi.org/10.1007/s11625-018-0627-5>

Clark, W. C., & Harley, A. G. (2020). Sustainability science: Toward a synthesis. *Annual Review of Environment and Resources*, 45, 331–386. <https://doi.org/10.1146/annurev-environ-012420-043621>

York, R., & Clark, B. (2010). Critical materialism: Science, technology, and environmental sustainability. *Sociological Inquiry*, 80, 475–499. <https://doi.org/10.1111/j.1475-682X.2010.00343.x>

Lehtonen, M. (2004). The environmental-social interface of sustainable development: capabilities, social capital, institutions. *Ecological Economics*, 49(2), 199–214.

- Brand, U., & Wissen, M. (2021). *The Imperial Mode of Living: Everyday Life and the Ecological Crisis of Capitalism*. London: Verso Books.
- Nixon, R. (2011). *Slow Violence and the Environmentalism of the Poor*. Cambridge: Harvard University Press.
- Plumwood, V. (1993). *Feminism and the Mastery of Nature*. London: Routledge. Soron D. Sustainability, self-identity and the sociology of consumption. *Sustain Dev.* 2010;18:172–81. <https://doi.org/10.1002/sd.457>

Unit II: Growth, Degrowth and Development

- Hickel, J. (2020). *Less is More: How Degrowth Will Save the World*. London: William Heinemann.
- Hickel, J., & Kallis, G. (2020). Is Green Growth Possible? *New Political Economy*, 25(4), 469–486.
- Rosa, H. (2019). *Resonance: A Sociology of Our Relationship to the World*. Cambridge: Polity Press.
- Saito, Kohei (2022) *Marx in the Anthropocene: Towards the Idea of Degrowth Communism*. Cambridge: Cambridge University Press.

Unit III: Metabolic Perspectives and Socio-environmental systems

- Molina, Manuel Gonzalez de (2014). *Social Metabolism: A Theoretical and Methodological Proposal*. Springer.
- Fischer-Kowalski, M., & Haberl, H. (Eds.). (2007). *Socioecological transitions and global change: Trajectories of social metabolism and land use*. Edward Elgar Publishing.
- Foster, John Bellamy and Crett Clark (2020) *The Robbery of Nature: Capitalism and the Ecological Rift*. Monthly Review Press.
- Clark, B., & York, R. (2005). Carbon metabolism: Global capitalism, climate change, and the biospheric rift. *Theory and Society*, 34, 391–428. <https://doi.org/10.1007/s11186-005-1993-4>

Swyngedouw, E. (2006). Circulations and metabolisms: (Hybrid) natures and (cyborg) cities. *Science as Culture*, 15(2), 105–121. <https://doi.org/10.1080/09505430600707970>

Mario Pansera, Stefania Barca, Bibiana Martinez Alvarez, Emanuele Leonardi, Giacomo D'Alisa, Teresa Meira & Paul Guilibert (2024) Toward a just circular economy: conceptualizing environmental labor and gender justice in circularity studies, *Sustainability: Science, Practice and Policy*, 20:1, 2338592, DOI: 10.1080/15487733.2024.2338592

Unit IV: Anthropocene and More-than-Human Perspectives

Pyyhtinen, O. (2015). *More-than-Human Sociology: A New Sociological Imagination*. Palgrave Pivot London. <https://doi.org/10.1057/9781137531841>

Nadegger, M. (2023). Reassembling more-than-human sustainability: Relations with snow. *Annals of Tourism Research*, 101, 103613. <https://doi.org/10.1016/j.annals.2023.103613>

Flachs, A. (2023). Cotton monocultures and reorganizing socioecological life in Telangana, India. *Journal of Ethnobiology*, 44(1), 34–45.

<https://doi.org/10.1177/02780771231221645>

Ergene, S., & Calás, M. B. (2023). Becoming Naturecultural: Rethinking sustainability for a more-than-human world. *Organization Studies*, 44(12), 1961-1986.

Suggested Readings:

Kallis, G., Kostakis, V., Lange, S., Muraca, B., Paulson, S., & Schmelzer, M. (2018). Research on degrowth. *Annual review of environment and resources*, 43(1), 291-316.

Martinez-Alier, J. (2013). Social metabolism, ecological distribution conflicts and languages of valuation. In A. A. Editor (Ed.), *Beyond reductionism* (pp. 9–35). Routledge.

Padovan, D. (2000). The concept of social metabolism in classical sociology. *Theoria*, 2 <http://www.redalyc.org/articulo.oa?id=12400203>

Tsing, A. L., Deger, J., Keleman Saxena, A., & Zhou, F. (Eds.). (2021). *Feral Atlas: The More-than-Human Anthropocene*. Stanford University Press. <https://doi.org/10.21627/2020fa>

Wallace-Wells, David, (2020), *The Uninhabitable Earth: Life After Warming*, New York, NY: Crown.

Zhang, Y., Yang, Z., & Yu, X. (2015). Urban metabolism: A review of current knowledge and directions for future study. *Environmental Science & Technology*, 49(19), 11382–11395.
<https://doi.org/10.1021/acs.est.5b03060>

DSE-14: SOCIOLOGY OF SOUTHEAST ASIA

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
DSE-14: Sociology of Southeast Asia	4	3	1	0	Bachelor's Degree in any course	None

Course Objectives:

This course aims to:

1. Provide a sociological understanding of Southeast Asia as one of the most culturally and socially diverse regions in the world, and examine how distinct historical and cultural communities have been formed and transformed in the region.
2. Introduce students to the key geographical, historical, cultural, and religious features of Southeast Asian societies and their patterns of social change.
3. Familiarize students with the historical processes of colonialism, conflicts, nationalist movements, and the formation of modern nation-states in Southeast Asia.
4. Examine the political economy of the region, including patterns of power relations, governance, and political transformation.
5. Develop an understanding of the historical, political, social, and economic interactions between India and Southeast Asia.

Learning Outcomes:

At the end of this course, students will be able to:

- i. *Explain the diversity of Southeast Asia and the historical processes shaping its societies.*
- ii. *Identify key geographical, cultural, and religious features of the region and their role in social change.*

- iii. *Analyse the impact of colonialism, conflict, and nationalism on the formation of modern states.*
- iv. *Examine patterns of political economy, power relations, and political change in Southeast Asia.*
- v. *Assess the historical and contemporary links between India and Southeast Asia.*

Syllabus of the Course:

Unit I: Introduction to Southeast Asia: Sociology of a diverse region (7 Hours)

This unit will introduce students to the people, culture and religion of Southeast Asia with special reference to the early States formation of the region. This unit will serve as an introduction to the long history and culture of the diverse region.

- a. Early States Formation
- b. Historical and Cultural linkages
- c. Southeast Asia as a Region

Unit II: Colonial legacy and the making of the modern Southeast Asia (10 Hours)

This unit will deal with the meaning and nature of colonialism, conflicts, independence movements and making of the modern States of Southeast Asia. It will examine the idea of nationalism through resistance movements against colonialism and will study the emergence of new nation states in the region.

- a. Colonial policy and colonialism
- b. Resistance and independence movements
- c. Modern States in the post colony

Unit III: Political economy, development and social change (12 Hours)

This unit will begin with the study on the transformation and change in the political system of the region and its correlation to the socio-economic aspects in the post independent states. It will explore how politics, power and institutions interact with economic systems and the changes that have resulted through it.

- a. State and development
- b. Power relations and political developments
- c. Indigenism and social change

Unit IV: India and Southeast Asia (16 Hours)

This unit will discuss the various dimensions of the relationship between India and Southeast Asia. It will address the aspects of early contacts; cultural continuities; Indian Foreign Policies; and regional security.

- a. Early contacts
- b. Socio-cultural relations
- c. Regional Security and diplomacy

Examination Scheme:

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities:

Different tutorial activities for the course will be decided and announced by the course teacher every year. Tutorial activities will consist of discussion, presentation and submission of short written assignment on the topics assigned by the course teacher.

In addition to the above, the teacher may assign book reviews, articles, and movies; research activities and projects; presentations and discussions; poster making and exhibitions; problem-solving exercises, essays, and other writing tasks relevant to the course. Students will be evaluated on the basis of assigned tasks.

Practical Component, if any.

N/A

Unit-Wise Reading List:

Unit I: Introduction to Southeast Asia: Sociology of a Diverse Region

- Emmerson, D. K. (1984). "Southeast Asia: What's in a Name?" *Journal of Southeast Asian Studies*, 15 (1), pp. 1-21.
- King, V.T. (2008). *Sociology of Southeast Asia: Transformations in a Developing Region*. Hawaii: University of Hawaii Press. (Chapter 1, 2 and 5).
- Coedes, G. (1966). *The Making of Southeast Asia*, translated in English by H. M. Wright, Routledge & Paul, London, U.K. (Chapter 1 and 2).
- Wolters, O. W. (1999). *History, Culture and Region in Southeast Asian Perspectives*. New York: SEAP (Chapter 1, 2 and 3).
- Acharya, A. (2012). *The Making of Southeast Asia: International relations of a region*. Cornell University Press. (Chapter 1 and 5).

Unit II: Colonial Legacy and the Making of the Modern Southeast Asia

- Pluvier, J. M. (1974). *South-East Asia from Colonialism to Independence*. Kuala Lumpur. (Part I).
- Christie, C. J. (1996). *A Modern History of Southeast Asia: Decolonization, Nationalism and Separatism*. Singapore: Institute of Southeast Asian Studies. (Part I).
- Hutchcroft, P. D. (2000). Colonial masters, National politicians, and provincial lords: Central authority and local autonomy in the American Philippines, 1900-1913. *Journal of Asian Studies* 59(2): 277-306.
- Blackburn, S. and H. Ting. (2013). *Women in Southeast Asian Nationalist Movements*. Nus Press, 2013. (Introduction and the Conclusion chapters).
- Owen, N. G. (2005). (ed.) *The Emergence of Modern Southeast Asia: A New History*. Singapore: Singapore University Press. (Part I and II).

Unit III: Political Economy, Development and Social Change

- Suryadinata, Leo. (2014). *Making of Southeast Asian Nations: The State, Ethnicity, Indigenism and Citizenship*. Singapore: World Scientific Publishing Co. (Chapter 1, 2 and 3).
- Bertrand, Jacques. (2013). *Political Change in Southeast Asia*. Cambridge University Press. (Chapter 1).
- Funston, J., ed. *Government & Politics in Southeast Asia*. Institute of Southeast Asian Studies. (Selected Chapters).
- Clad, J., Sean M. McDonald, and B. Vaughn. (2011) (Eds.) *The Borderlands of Southeast Asia: Geopolitics, Terrorism, and Globalization*. Washington: National Defense University Press. (Chapter 1, 3 and 4).
- Pau, P. K. (2020). 'Transborder People, Connected History: Border and Relationships in the Indo-Burma Borderland. *Journal of Borderlands Studies*. 35(4), .

Unit IV: India and Southeast Asia

- Van Schendel, W. (2002). Geographies of knowing, geographies of ignorance: Jumping scale in Southeast Asia. *Environment and Planning D: Society and Space*, 20(6), 647–668. <https://doi.org/10.1068/d16s>
- Scott, J. C. (2010). *The Art of not being Governed: An anarchist history of upland Southeast Asia*. NUS Press. (Chapter 1 and 2).
- Ayoob, M. (2013). *India and Southeast Asia* (Routledge Revivals): Indian Perceptions and Policies. Routledge.
- Das, G., & C. J. Thomas. (2016). (eds.) *Look East to Act East Policy: Implications for India's Northeast*. Routledge. (Chapter 1, 2 and 3).
- Batabyal A. (2006). Balancing China in Asia: A Realist Assessment of India's Look East Strategy. *China Report*. 42(2):179-197.
- Devi, T. Nirmala, and A. Subramanyam Raju (2012) (eds.) *India and Southeast Asia: Strategic convergence in the twenty-first century*. Manohar Publishers & Distributors. (Selected chapters).

Acharya, A. (2017). *East of India, South of China: Sino-Indian Encounters in Southeast Asia*. New Delhi: Oxford University Press. (Chapter 1, 2, 5 and 6).

Suggested Readings:

Boucaud, A. and L. Boucard (1989). *Burma's Golden Triangle*. Bangkok: Asian Books.

Hill, H. (2002). (ed.) *The Economic Development of Southeast Asia*. Volumes 1-3, (Selected Chapters). Cheltenham: Edward Elgar (<https://library.soas.ac.uk/Record/548274>).

Malone, D. M. (2011). "Soft Power in Indian Foreign Policy." *Economic and Political Weekly*. vol. 46, no. 36, 2011, pp. 35–39. www.jstor.org/stable/41719935.

Murphy, A. M. (2017). Great Power Rivalries, Domestic Politics and Southeast Asian Foreign Policy: Exploring the Linkages. *Asian Security*. 13:3, 165-182.

Rigg, J. (1994). *Southeast Asia: A Region in Transition*. Routledge: London.

Sardesai, D. R. (2012). *Southeast Asia: Past and Present*. Westview Press.

Wright, A. (2014). *Opium and Empire in Southeast Asia: Regulating Consumption in British Burma*. London: Palgrave Macmillan.

DSE-15: SOCIOLOGY OF TIME

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
DSE-15: Sociology of Time	4	3	1	0	Bachelor's Degree in any course	None

Course Objectives:

The objectives of this course are:

1. To introduce students to sociological and anthropological approaches to time as a structuring principle of social life.
2. To examine diverse temporal regimes—mechanical, sacred, mnemonic, and capitalist—and their institutional and cultural manifestations.
3. To analyze the relationship between temporality, power, inequality, and labour in historical and contemporary contexts.
4. To critically engage with contemporary transformations of time, including acceleration, globalization, and technological mediation.

Learning Outcomes

At the end of this course students will be able to:

- i. *Demonstrate conceptual understanding of key theoretical contributions to the sociology of time.*
- ii. *Analyze how calendars, clocks, ritual systems, and labour regimes organize social order and collective life.*
- iii. *Critically assess temporal inequalities such as time poverty, work discipline, and gendered divisions of labour.*
- iv. *Apply concepts such as time–space compression and social acceleration to interpret contemporary social transformations.*

Syllabus of the Course:

Unit I: Sociological and Anthropological Approaches (12 Hours)

- a. Social and cultural construction of time
- b. Western and non-western conceptions of time
- c. Socio-temporal Order
- d. Time Orientation

Unit II: Regimes of time: Mechanical, Sacred, and Mnemonic (12 Hours)

- a. Calendars and clocks
- b. Sacred and Mythical Time
- c. Time and Memory

Unit III: Temporal Inequalities and the Politics of Time (12 Hours)

- a. Labour time and Taskscapes
- b. Temporal inequalities and time poverty
- c. Time and claim-making

Unit IV: Temporal Transformations in Contemporary Societies (9 Hours)

- a. Time-space compression and time-space distancing
- b. Acceleration and speed

Examination Scheme:

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities:

Tutorials will involve critical engagement with sociological and anthropological perspectives on time through short reflective exercises, group discussions, and case analysis. Students may be asked to compare Western and non-Western temporal frameworks, including social construction of time, socio-temporal ordering, and orientation to past, present, and future. Reading and discussion sessions may explore how disciplinary regimes shape temporal organisation in institutions such as work, education, and healthcare. Activities may include analysing personal time-use patterns, mapping daily routines, examining sacred or mnemonic practices of timekeeping, and discussing contemporary issues such as labour time, temporal inequality, time poverty, and the effects of time-space compression and acceleration in modern societies through case examples and student presentations.

Practical Component, if any.

N/A

Unit-Wise Reading List

Unit I: Sociological and Anthropological Approaches

Coser, L.A. and R.L. Coser, (1963). 'Time Perspective and Social Structure'. A.W. Gouldner and H.P. Gouldner (eds), *Modern Sociology*, New York: Harcourt, Brace and World.

Hallowell, A. Irving. (1937) Temporal orientation in Western civilization and in a pre-literate society. *American anthropologist* 39(4): 647-670.

Evans-Pritchard, E.E. (1939). Nuer Time-Reckoning. *Journal of the International African Institute*. 12(2): 189-216.

Geertz, Clifford. (1973). *The interpretation of Cultures: Selected Essays*, Basic Books, (Chapter 14: Person, Time, and Conduct in Bali).

Zerubavel, E. (2021). The Sociology of Time. In Juliane Reinecke, and others (eds), *Time, Temporality, and History in Process Organization Studies, Perspectives on Process Organization Studies*. Oxford University Press

- Hall, E. T. (2000). Monochronic and polychronic time. In Samovar, Larry A., Richard E. Porter, Edwin R. McDaniel, and Carolyn S. Roy. *Intercultural communication: A reader*. Cengage learning, pp. 280-286.
- Munn, N. D. (1992). The cultural anthropology of time: A critical essay. *Annual Review of Anthropology*, 21, 93–123. <https://doi.org/10.1146/annurev.an.21.100192.000521>

Unit II: Regimes of Time: Mechanical, Sacred, and Mnemonic

- Zerubavel, Eviatar. (1985). *Hidden rhythms: Schedules and calendars in social life*. Berkeley: University of California Press.
- Sanford, A. Whitney. (2004). The Hindu ritual calendar. Rinehart, Robin (ed.) *Contemporary Hinduism: Ritual, Culture, and Practice*, pp.123-154.
- Postill, John. (2002). Clock and calendar time: a missing anthropological problem. *Time & Society* 11(2-3): 251-270.
- Cossu, A. (2018). From lines to networks: Calendars, narrative, and temporality. *Memory Studies*, 13(4), 502-518.
- Zerubavel, E. (1977). The French Republican Calendar: A Case Study in the Sociology of Time. *American Sociological Review*, 42(6), 868–877. <https://doi.org/10.2307/2094573>
- Chidester, David. (2016). Time. In Michael Stausberg, and Steven Engler (eds), *The Oxford Handbook of the Study of Religion*, Oxford Handbooks.
- Pugh, J. F. (1983). Into the Almanac: Time, Meaning, and Action in North Indian Society. *Contributions to Indian Sociology*, 17(1), 27-49.
- Halbwachs, Maurice. (1992). *On Collective Memory*. Edited and translated by Lewis A. Coser. Chicago: University of Chicago Press.
- Nora, Pierre. (1989). Between Memory and History: Les Lieux de Mémoire. *Representations* 26: 7–24.

Unit III: Temporal Inequalities and the Politics of Time

- Ingold, Tim.(1993). The Temporality of the Landscape. *World Archaeology* 25(2): 152–74.

- Thompson, E.P., (1967). Time, work-discipline, and industrial capitalism. *Past and Present*, 38 (1), 56–97.
- Ingold, Tim. (1995). Work, Time and Industry. *Time & Society* 4(1), 5-28.
- Warren, T., (2003). Class and gender-based working time? Time poverty and the division of domestic labour. *Sociology* 37(4), 733-752.
- Hochschild, Arlie Russell. (2001). *The time bind: When work becomes home and home becomes work*. London: Macmillan.
- Monahan, B., & Best, J. (2022). Clocks, calendars, and claims: On the uses of time in social problems rhetoric. *The Sociological Quarterly*, 64(2), 320–338.
<https://doi.org/10.1080/00380253.2022.2114962>

Unit IV: Temporal Transformations in Contemporary Societies

- Harvey, David. (1989). *The condition of postmodernity: An inquiry into the origins of cultural change*. Cambridge: Blackwell Press. (Part III)
- Giddens, A. (1990). *The Consequences of Modernity*. Cambridge: Polity Press, Chapter 1.
- Rosa, Hartmut. (2013). The acceleration of the “pace of life” and paradoxes in the experience of Time’, in Jonathan Trejo-Mathys (ed.) *Social Acceleration: A New Theory of Modernity*. New York: Columbia University Press, pp. 120-148.
- Rosa, Hartmut. (2003). Social acceleration: ethical and political consequences of a desynchronized high-speed society. *Constellations: An International Journal of Critical & Democratic Theory* 10(1): 3-33.
- Wajcman, Judy. (2008). Life in the fast lane? Towards a sociology of technology and time. *The British journal of sociology* 59(1): 59-77.
- Green, Nicola. (2002). On the move: Technology, mobility, and the mediation of social time and space. *The information society* 18(4): 281-292.
- Agger, Ben. (2007). Time robbers, time rebels." In Hassan, Robert (ed.) *24/7: Time and temporality in the network society*. Stanford: Stanford University Press.
- Agger, Ben. (2011). iTime: Labor and life in a smartphone era. *Time & Society* 20 (1): 119-136.
- Prasad, R. (2013). ‘Time-Sense’: Railways and Temporality in Colonial India. *Modern Asian Studies*, 47(4), 1252–1282. doi:10.1017/S0026749X11000527

Suggested Readings

- Abbott, Andrew. (2001). *Time matters: On theory and method*. Chicago: University of Chicago Press.
- Adam, Barbara. (2013). *Time and social theory*. John Wiley & Sons.
- Adam, Barbara. (2013). *Timewatch: The social analysis of time*. John Wiley & Sons.
- Eliade, M. (1959). *The sacred and the profane: The nature of religion* (W. R. Trask, Trans.). Harcourt, Brace., chapter 2
- Elias, N. (1992). *Time: An Essay*. Oxford: Blackwell
- Fabian, Johannes. (2014). *Time and the Other: How Anthropology Makes Its Object*, New York: Columbia University Press.
- Freed, R. S., & Freed, S. A. (1964). Calendars, Ceremonies, and Festivals in a North Indian Village: Necessary Calendric Information for Fieldwork. *Southwestern Journal of Anthropology*, 20(1), 67–90. <http://www.jstor.org/stable/3629413>
- Gell, Alfred. (1992). *The Anthropology of Time: Cultural Constructions of Temporal Maps and Images*. Oxford; Providence: Berg
- Gershuny, Jonathan. (2003). *Changing times: Work and leisure in postindustrial society*. New York: Oxford University Press.
- Hall, Edward T. *The dance of life: The other dimension of time*. New York: Anchor Press. (1984).
- Koselleck, Reinhart. (2004). *Futures past: On the semantics of historical time*. New York: Columbia University Press.
- Lilja, Mona. (2018). The politics of time and temporality in Foucault's theorisation of resistance: ruptures, time-lags and decelerations. *Journal of Political Power* 11(3): 419-432.
- Sørensen, Majken Jul, Satu Heikkinen, and Eva Alfredsson Olsson. (2019). Time, Power and Resistance: – Guest Editors Introduction.” *Sociologisk Forskning* 56(3/4): 197–208 (see articles in the special issue).
- You, H., (1994). Defining rhythm: aspects of an anthropology of rhythm. *Culture, medicine and psychiatry*, 18(3): 361-384.

DSE-16: SOCIOLOGY OF ORGANIZATIONS

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
DSE-16: Sociology of Organizations	4	3	1	0	Bachelor's Degree in any course	None

Course Description

This course examines organisations through comparative and ethnographically grounded studies of diverse institutional forms — ranging from factories, NGOs, hospitals, and government bureaucracies to digital platforms, start-ups, and algorithmically managed workplaces. The selection of case studies is guided by problems such as inefficiency, inequality, risk, and legitimacy, as well as by the social interests they serve and reproduce. While organisations are conventionally understood as rational, goal-oriented systems, the course critically interrogates this assumption. Drawing on classical theories of bureaucracy and authority and later critiques by scholars, the paper explores how formal rationality is constantly reshaped by informal practices, power relations, and organisational cultures. The course also situates organisational analysis within contemporary transformations of work and governance. It engages with debates on surveillance capitalism and digital control.

Course objectives:

1. Introduce students to major theoretical traditions in the sociology of organisations, including classical, interactionist, and critical perspectives.
2. Examine organisations as complex systems shaped by rationality, power, culture, and inequality.
3. Analyse contemporary transformations in organisational life, including digital platforms, algorithmic management, and crisis governance.

4. Develop the ability to apply organisational theory to empirical cases from India and the Global South

Learning Outcomes

By the end of the course, students will be able to:

- i. *Critically explain key concepts such as bureaucracy, rationality, power, culture, and organisational control.*
- ii. *Analyse organisations as socially embedded systems shaped by emotion, identity, caste, gender, and informality.*
- iii. *Evaluate the impact of digital technologies, platform capitalism, and crisis conditions on organisational structures and practices.*
- iv. *Formulate theoretically informed research questions and apply sociological frameworks to contemporary organisational settings.*

Syllabus of the Course:

Unit I: Sociology and Organisation Studies: Classical Foundations and Contemporary Extensions

- a. Intellectual History of Organisation Theory
- b. Bureaucracy, Authority and Models of Rationality
- c. Power, Discipline and Organisational Control

Unit II: Work, Interaction and Organisational Life

- a. Organisations as Systems of Interaction
- b. Formal and Informal Structures
- c. Self, Identity and Emotional Labour

Unit III: Organisation, Culture and Inequality

- a. Organisational Culture and Meaning
- b. Gendered and Caste-Based Organisations
- c. NGOs, Informality and the Global South

Unit IV: Contemporary Transformations: Digital, Risk and Crisis

- a. Platform Capitalism and Algorithmic Management
- b. AI, Surveillance and Data Governance
- b. Risk, Pandemic and Organisational Failure

Examination Scheme:

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities:

Tutorial sessions will involve close reading and discussion of key texts in sociology and organisation studies to help students connect theoretical ideas with empirical contexts. Students will analyse classic and contemporary examples of organisations to understand concepts such as bureaucracy, authority, organisational culture, and informal structures. Activities may include short response notes, group discussions on workplace interaction and identity, and exercises mapping power and control within organisations. Students may also examine contemporary cases related to digital platforms, algorithmic management, and organisational responses to crises such as the pandemic. Occasional presentations and case analyses will encourage students to apply sociological concepts to real-world organisational settings and reflect on issues of inequality, governance, and organisational change.

Practical Component, if any.

N/A

Unit-wise Reading List

Unit I: Sociology and Organisation Studies — Classical Foundations and contemporary Extensions

March, J. G., & Simon, H. A. (1958). *Organizations*. Wiley. Selected Chapters

- Weber, M. (1978). Bureaucracy. In G. Roth & C. Wittich (Eds.), *Economy and society: An outline of interpretive sociology* (Vol. 2, pp. 956–1005). University of California Press. (Original work published 1922).
- Crozier, M. (1964). *The bureaucratic phenomenon*. University of Chicago Press. Selected Chapters.
- Graeber, D. (2018). *Bullshit jobs: A theory*. Simon & Schuster.
- Foucault, M. (1973). *The birth of the clinic: An archaeology of medical perception* (A. M. Sheridan, Trans.). Pantheon Books. (Original work published 1963). Selected Chapters
- Zuboff, S. (2019). *The age of surveillance capitalism*. PublicAffairs.
- Etzioni, A. (1961). *A comparative analysis of complex organisations: On power, involvement, and their correlates*. Free Press. (Selected Chapters)
- Wright, S. (ed.) (1994). *Anthropology of Organisations*. London: Routledge. (Chapters 1, 4 and 6).

Unit II: Work, Interaction and Organisational Life

- Blau, P. M. (1965). *The dynamics of bureaucracy: A study of interpersonal relations in two government agencies* (Rev. ed.). University of Chicago Press. Selected Chapters.
- Woodcock, J., & Graham, M. (2019). *The gig economy: A critical introduction*. Polity Press.
- Goffman, E. (1961). *Asylums: Essays on the social situation of mental patients and other inmates*. Doubleday. Selected Chapters
- Rahman, H. (2021). Invisible cages: Algorithmic evaluations in the gig economy. *Academy of Management Journal*, 64(3), 1–27.
- Hochschild, A. R. (1983). *The managed heart: Commercialization of human feeling*. University of California Press. Selected Chapters
- Mirchandani, K. (2012). *Phone clones*. Cornell University Press.

Unit III: Organisation, Culture and Inequality

- Ahmed, S. (2012). *On being included: Racism and diversity in institutional life*. Duke University Press. Selected Chapters
- Boltanski, L., & Chiapello, E. (2005). *The new spirit of capitalism*. Verso. (Selected chapters)

- Acker, J. (2006). Inequality regimes: Gender, class, and race in organizations. *Gender & Society, 20*(4), 441–464
- Ely, R. J., & Meyerson, D. E. (2000). Theories of gender in organizations: A new approach to organizational analysis and change. *Research in Organizational Behavior, 22*, 103–151.
- Ray, V. (2019). A theory of racialised organisations. *American Sociological Review, 84*(1), 26–53.
- Srinivas, N. (2013). Could a subaltern manage? *Organization Studies, 34*(11), 1655–1674.
- Chrispal, S., Bapuji, H., & Zietsma, C. (2020). Caste and organization studies: Our silence makes us complicit. *Organization Studies, 41*(11), 1501–1523.

Unit IV: Contemporary Transformations: Digital, Risk and Crisis

- Rosenblat, A. (2018). *Uberland: How algorithms are rewriting the rules of work*. University of California Press. Selected Chapters
- Srnicek, N. (2017). *Platform capitalism*. Polity Press.
- Crawford, K. (2021). *Atlas of AI*. Yale University Press.
- Eubanks, V. (2018). *Automating inequality*. St. Martin's Press.
- Beck, U. (1992). *Risk society: Towards a new modernity* (M. Ritter, Trans.). Sage. (Original work published 1986)
- Perrow, C. (1999). *Normal accidents: Living with high-risk technologies* (Updated ed.). Princeton University Press. Selected Chapters.

Suggested Readings:

- Acker, J. (1990). Hierarchies, jobs, bodies: A theory of gendered organizations. *Gender & Society, 4*(2), 139–158.
- Fligstein, N., & McAdam, D. (2012). *A theory of fields*. Oxford University Press.
- Kunda, G. (1992). *Engineering culture: Control and commitment in a high-tech corporation*. Philadelphia, PA: Temple University Press.
- Nohria, N., & Eccles, R. G. (Eds.). (1992). *Networks and organizations: Structure, form, and action*. Boston, MA: Harvard Business School Press

- Robert, L. P., Pierce, C., Marquis, L., Kim, S., & Alahmad, R. (2020). Designing fair AI for managing employees in organisations: A review, critique, and design agenda. *Human–Computer Interaction, 35*(5–6), 545–575.
- Scholz, T. (Ed.). (2013). *Digital labor: The internet as playground and factory*. Routledge.
- Shrestha, Y. R., Ben-Menahem, S. M., & von Krogh, G. (2019). Organizational decision-making structures in the age of artificial intelligence. *California Management Review, 61*(4), 66–83.
- Van Dijck, J., Poell, T., & de Waal, M. (2018). *The platform society: Public values in a connective world*. Oxford University Press.
- Zuzul, T., et al. (2021). Dynamic silos: Increased modularity in intra-organizational communication networks during the COVID-19 pandemic. *Management Science, 71*(4), 3428–3448. <https://doi.org/10.1287/mnsc.2022.02797>

DSE-17: SOCIOLOGY OF MEDICINE

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
DSE-17: Sociology of Medicine	4	3	1	0	Bachelor's Degree in any course	None

Course Description

This course examines the body, illness, medicine, and governance through sociological and anthropological perspectives. It introduces theoretical frameworks on biopower, medical knowledge, illness narratives, pharmaceuticalization, diagnostic regimes, and state regulation of populations, integrating global theory with South Asian contexts.

Course Objectives

The objectives of this course are:

1. To understand the body and medical knowledge as social constructs.
2. To examine illness narratives and accounts of care-giving
3. To analyse medical classification, pharmaceutical markets, and biomedical capitalism
4. To understand epidemics and public health within frameworks of state power and governance

Learning Outcomes

At the end of the course, the student will be able to:

- i. Explain key concepts such as biopower, medicalization, and governmentality*
- ii. Interpret ethnographic accounts of illness and care*
- iii. Critically analyze pharmaceutical markets and biomedical governance*
- iv. Assess the role of the state in regulating bodies and populations*
- v. Develop research-based written and oral arguments on health and society*

Syllabus of the Course

Unit I: Theorizing the Body and Medical Knowledge

- a. The cultural construction of medical reality
- b. Biopower, governmentality, and regulation of life
- c. The normal, the pathological, and ontologies of the body

Unit II: Illness, Care, and Subjectivity

- a. Illness narratives and moral experience
- b. Care, kinship, aging, and dementia
- c. Experience, marginality, and everyday ethics

Unit III: Classification, Markets, and Medical Practice

- a. Medical taxonomies and diagnostic regimes
- b. Pharmaceutical lives and therapeutic markets
- c. Biocapital, experimentation, and governance

Unit IV: The State, Epidemics, and Biopolitical Governance

- a. Colonial medicine and epidemic governance
- b. Vaccination, public health, and political representation
- c. AIDS, stigma, and global health regimes

Examination Scheme:

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities:

The tutorial component will encourage students to engage critically with themes covered in the course through discussions, short writing assignments, and presentations. Students may explore issues such as the cultural construction of medical knowledge and everyday experiences of

health and illness, drawing on the work of Michel Foucault to examine power, knowledge, and bodily regulation. Tutorials may also focus on analysing illness narratives, caregiving relations, and ethical dilemmas in contexts of aging and marginality, as well as the role of classification systems, pharmaceutical markets, and biomedical governance in shaping contemporary life. Finally, students can be asked to reflect on colonial and global public health regimes, epidemic management, and the social dimensions of vaccination, stigma, and disease politics through case studies and ethnographic materials.

Practical Component, if any.

N/A

Unit-Wise Reading List:

Unit I: Theorizing the Body and Medical Knowledge

Canguilhem, G. (1991). *The normal and the pathological*. Zone Books. (Introduction; Part I).

Foucault, M. (1978). *The history of sexuality: Volume 1: An introduction*. Pantheon Books.
(Part V: “Right of death and power over life”).

Good, B. J. (1994). *Medicine, rationality and experience: An anthropological perspective*.
Cambridge University Press. (Chapter 1).

Kleinman, A. (1981). *Patients and healers in the context of culture*. University of California
Press. (Chapter 1).

Mol, A. (2002). *The body multiple: Ontology in medical practice*. Duke University Press.
(Introduction).

Turner, B. S. (1992). *Regulating bodies: Essays in medical sociology*. Routledge.

Illich, I. (1976). *Limits to medicine: Medical nemesis*. Marion Boyars.

Conrad, P. (1992). Medicalization and social control. *Annual Review of Sociology*, 18(1), 209–
232.

Unit II: Illness, Care, and Subjectivity

Kleinman, A. (1988). *The illness narratives: Suffering, healing, and the human condition*. Basic
Books. (Selected Chapters).

- Frank, A. W. (1995). *The wounded storyteller: Body, illness, and ethics*. University of Chicago Press. (Introduction; Chapter 4: "The restitution narrative").
- Cohen, L. (1998). *No aging in India: Alzheimer's, the bad family, and other modern things*. University of California Press. (Introduction; Selected chapters).
- Das, V. (2015). *Affliction: Health, disease, poverty*. Fordham University Press. (Introduction; Chapter 1).
- Martin, E. (1987). *The woman in the body: A cultural analysis of reproduction*. Beacon Press. (Introduction; Chapter 5: "Medical metaphors of women's bodies: Menstruation and menopause").
- Mattingly, C., & Garro, L. C. (Eds.). (2000). *Narrative and the cultural construction of illness and healing*. University of California Press. (Introduction; One selected ethnographic chapter).

Unit III: Classification, Markets, and Medical Practice

- Bode, M. (2008). *Taking traditional knowledge to the market: The modern image of the Ayurvedic and Unani industry, 1980–2000*. Orient Blackswan. (Chapter 2).
- Ecks, S. (2013). *Eating drugs: Psychopharmaceutical pluralism in India*. NYU Press. (Introduction; Chapter 3).
- Sunder Rajan, K. (Ed.). (2012). *Lively capital: Biotechnologies, ethics, and governance in global markets*. Duke University Press. (Introduction; One selected chapter).
- Jackson, N. S. (2025). Saying no to weight-loss drugs: The paradox of the ideal patient-consumer and stratified biomedicalization. *Social Science & Medicine*, 384, 118429.
- Jarrín, A. (2017). *The biopolitics of beauty: Cosmetic citizenship and affective capital in Brazil*. University of California Press. (Selected Chapters)

Unit IV: The State, Epidemics, and Biopolitical Governance

- Arnold, D. (1993). *Colonizing the body: State medicine and epidemic disease in nineteenth-century India*. University of California Press. (Introduction; Chapter 4).
- Das, V., & Dasgupta, A. (2000). Scientific and political representations: Cholera vaccine in India. *Economic and Political Weekly*, 35(8/9), 633–644.

- Fassin, D. (2007). *When bodies remember: Experiences and politics of AIDS in South Africa*. University of California Press. (Introduction; Chapter 1).
- Dingwall, R., Hoffman, L. M., & Staniland, K. (Eds.). (2013). *Pandemics and emerging infectious diseases: The sociological agenda*. Wiley Blackwell. (Selected Chapters)
- Daher-Nashif, S. (2021). In sickness and in health: The politics of public health and their implications during the COVID-19 pandemic. *Sociology Compass*, e12949.
<https://doi.org/10.1111/soc4.12949>
- Borozdina, E. (2025). ‘We are not sheep, I believe it is my choice’: Vaccine hesitancy and institutional agency among middle-class mothers in Russia. *Current Sociology*, Onlinefirst. <https://doi.org/10.1177/00113921241310610>

Suggested Reading List

- Briggs, C. L., & Mantini-Briggs, C. (2003). *Stories in the time of cholera: Racial profiling during a medical nightmare*. University of California Press. (Introduction).
- Farmer, P. (2003). *Pathologies of power: Health, human rights, and the new war on the poor*. University of California Press. (Chapter 1).
- Garland-Thomson, R. (2011). Misfits: A feminist materialist disability concept. *Hypatia*, 26(3), 591–609.
- Lock, M., & Nguyen, V.-K. (2010). *An anthropology of biomedicine*. Wiley-Blackwell. (Chapter 1).
- Petryna, A. (2002). *Life exposed: Biological citizens after Chernobyl*. Princeton University Press. (Introduction).
- Rose, N. (2007). *The politics of life itself: Biomedicine, power, and subjectivity in the twenty-first century*. Princeton University Press. (Introduction).
- Scheper-Hughes, N., & Lock, M. (1987). The mindful body: A prolegomenon to future work in medical anthropology. *Medical Anthropology Quarterly*, 1(1), 6–41.

DSE-18: SOCIOLOGY OF SCIENCE

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
DSE-18: Sociology of Science	4	3	1	0	Bachelor's Degree in any course	None

Course Description

This course introduces students to classical and contemporary debates in the Sociology and Anthropology of Science. It examines science as a social institution, a site of epistemic production, a tool of colonial governance, and a contemporary instrument of technopolitical power. Moving from foundational theories through feminist and postcolonial critiques to digital infrastructures and data politics, the course situates scientific knowledge within structures of inequality, including caste, gender, race, and global capitalism. Students engage with the intellectual history of Science and Technology Studies (STS) as a field, develop analytical frameworks applicable to Indian contexts, and acquire tools for critically reading both canonical texts and contemporary technoscientific controversies.

Course Objectives:

This course aims to:

1. Introduce foundational and feminist theories in Sociology of Science and STS.
2. Examine science as a socially embedded, historically situated, and gendered practice.
3. Analyze the relationship between science, colonialism, quantification, and postcolonial modernity.
4. Study laboratory practices, biomedicine, caste, and epistemic injustice in Indian contexts.

5. Understand science in relation to infrastructure, data governance, and algorithmic inequality.
6. Develop critical analytical skills for examining technoscientific systems in contemporary India.

Learning Outcomes

At the end of the course, students will be able to:

- i. Critically compare classical, constructivist, feminist, and postcolonial theories of science.*
- ii. Analyze how scientific knowledge is socially produced, institutionally structured, and politically contested.*
- iii. Evaluate colonial and postcolonial transformations of science with reference to South Asian cases.*
- iv. Apply STS frameworks, including co-production, standpoint epistemology, and data feminism, to issues of caste, medicine, infrastructure, and digital governance.*
- v. Engage in theoretically informed research on science and society in India.*
- vi. Produce analytical essays and research-based arguments in STS.*

Syllabus of the Course:

Unit I: Classical Theories, Construction, and Feminist Epistemology (15 Hours)

- a. Science as institution: norms, paradigms, and the sociology of scientific knowledge
- b. Social Construction and Actor-Network Theory
- c. Co-production of science and social order
- d. Feminist epistemologies: situated knowledge, strong objectivity, and partial perspective

Unit II: Science, Colonialism, and Knowledge (12 Hours)

- a. Colonial science: circulation, empire, and the production of knowledge
- b. Science and postcolonial modernity in India
- c. The politics of quantification: numbers, indicators, and statistical governance

- d. Cognitive justice, alternative epistemologies, and traditional knowledge

Unit III: Laboratory Practices, Medicine, and Knowledge (9 Hours)

- a. Laboratory Studies and the Production of Scientific Knowledge
- b. Biomedicine and Pharmaceutical Systems
- c. Merit and Inequality

Unit IV: Infrastructure, Data, and Digital Technopolitics (9 Hours)

- a. Infrastructure, Environment, and Public Engagements with Science
- b. Biometrics and Digital Systems of Governance
- c. Data, Algorithms, and Contemporary Social Processes

Examination Scheme:

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities:

Tutorials for this course will combine close reading, guided discussion, and applied analytical exercises. Students will work collaboratively to unpack key theoretical concepts, map conceptual debates, and apply them to contemporary and historical case studies. Activities will include small-group discussions, structured debates, short response presentations, document and policy analysis, etc. Students will critically examine the production of knowledge in institutional, colonial, laboratory, and digital contexts, and reflect on questions of power, inequality, standpoint, and epistemic justice. Tutorials will conclude with brief reflective writing tasks designed to connect theoretical frameworks with empirical examples and current technopolitical developments.

Practical Component, if any.

N/A

Unit-Wise Reading List

Unit I: Classical Theories, Construction, and Feminist Epistemology

Merton, R. K. (1973). *The sociology of science: Theoretical and empirical investigations* (Chapter: “The Normative Structure of Science”). University of Chicago Press.

Kuhn, T. S. (1970). *The structure of scientific revolutions* (2nd ed., Chapters. 1–5, 10). University of Chicago Press.

Latour, B. (2005). *Reassembling the social: An introduction to actor-network theory* (Introduction; Chapters 1–2). Oxford University Press.

Jasanoff, S. (2004). The idiom of co-production. In *States of knowledge: The co-production of science and social order* (pp. 1–12). Routledge.

Haraway, D. (1988). Situated knowledges: The science question in feminism and the privilege of partial perspective. *Feminist Studies*, 14(3), 575–599.

Unit II: Science, Colonialism, and Knowledge

Raj, K. (2007). *Relocating modern science: Circulation and the construction of knowledge in South Asia and Europe, 1650–1900* (Introduction; Chapter 1). Palgrave Macmillan.

Prakash, G. (1999). *Another reason: Science and the imagination of modern India* (Chapters 1–2). Princeton University Press.

Porter, T. M. (1995). *Trust in numbers: The pursuit of objectivity in science and public life* (Chapter 1). Princeton University Press.

Visvanathan, S. (1991). Mrs. Bruntland’s Disenchanted Cosmos. *Alternatives: Global, Local, Political*, 16(3), 377–384. <http://www.jstor.org/stable/40644721>

Anderson, W. (2002). Introduction: Postcolonial technoscience. *Social Studies of Science*, 32(5–6), 643–658.

Unit III: Laboratory Practices, Medicine, and Knowledge

- Latour, B., & Woolgar, S. (1986). *Laboratory life: The construction of scientific facts* (2nd ed., Chapters 2–3). Princeton University Press.
- Sunder Rajan, K. (2006). *Biocapital: The constitution of postgenomic life* (Introduction; Chapter 1). Duke University Press.
- Subramanian, A. (2019). *The caste of merit: Engineering education in India* (Introduction). Harvard University Press.
- Guru, G., & Sarukkai, S. (2012). *The cracked mirror: An Indian debate on experience and theory* (Introduction; Part I). Oxford University Press.
- Evelyn Fox Keller (1985). Gender and science. In *Reflections on gender and science* (pp. 1–16). Yale University Press.
- Emily Martin (1991). The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles. *Signs*, 16(3), 485–501.

Unit IV: Infrastructure, Data, and Digital Technopolitics

- Larkin, Brian. (2013). The politics and poetics of infrastructure. *Annual Review of Anthropology*, 42, 327–343.
- Anand, N. (2017). *Hydraulic city: Water and the infrastructures of citizenship in Mumbai* (Introduction; Chapter 1). Duke University Press.
- Jasanoff, S. (2004). States of knowledge: The co-production of science and social order. In S. Jasanoff (Ed.), *States of knowledge: The co-production of science and social order* (pp. 1–12). Routledge.
- Scott, James C. (1998). Introduction. In *Seeing like a state* (pp. 1–8). Yale University Press.
- Michel Foucault (1977). Panopticism. In *Discipline and punish: The birth of the prison* (pp. 195–228). Pantheon Books.
- David Lyon (2003). *Surveillance as social sorting*. Routledge. (Selections)
- Marcus Smith, & Seumas Miller (2022). The ethical application of biometric facial recognition technology. *AI & Society*, 37(1), 167–175.
- D’Ignazio, C & Lauren F. Klein (2020). Introduction. In *Data feminism* (pp. 1–18). MIT Press.
- Noble, Safiya Umoja (2018). Introduction. In *Algorithms of oppression* (pp. 1–31). NYU Press.

Suggested Readings

- Bloor, D. (1991). The strong programme in the sociology of knowledge. In *Knowledge and social imagery* (2nd ed., Chapter 1). University of Chicago Press.
- Harding, S. (1986). The Instability of the Analytical Categories of Feminist Theory. *Signs*, 11(4), 645–664. <http://www.jstor.org/stable/3174137>
- Hackett, E. J., Amsterdamska, O., Lynch, M., & Wajcman, J. (Eds.). (2008). *The handbook of science and technology studies*. MIT Press.
- Beck, U. (1992). *Risk society: Towards a new modernity* (Chapters 1–2). Sage.
- Baviskar, A. (1995). *In the belly of the river: Tribal conflicts over development in the Narmada Valley* (Introduction). Oxford University Press.
- Jasanoff, S. (2005). Civic epistemologies. In *Designs on nature: Science and democracy in Europe and the United States* (Chapter 10). Princeton University Press.
- Ramanathan, U. (2010). A unique identity bill. *Economic and Political Weekly*, 45(30), 10–14.
- Liboiron, M. (2021). *Pollution is colonialism*. Duke University Press. (Introduction).
- Knorr Cetina, K. (1999). *Epistemic cultures: How the sciences make knowledge* (Introduction; Chapter 1). Harvard University Press.
- Ecks, S. (2013). *Eating drugs: Psychopharmaceutical pluralism in India* (Introduction). New York University Press.
- Nguyen, V.-K. (2009). Government-by-exception: Enrolment and experimentality in mass HIV treatment programmes in Africa. *Social Theory & Health*, 7(3), 196–217.
- Anderson, W. (2006). *Colonial pathologies: American tropical medicine, race, and hygiene in the Philippines* (Introduction; Chapter 1). Duke University Press.
- Desrosières, A. (1998). *The politics of large numbers: A history of statistical reasoning* (Chapter 1). Harvard University Press.
- Sarukkai, Sundar (2012): *What is Science?* New Delhi: National Book Trust.
- Bode, M. (2008). *Taking traditional knowledge to the market: The modern image of the Ayurvedic and Unani industry* (Introduction). Orient Longman.

DSE-19: SOCIOLOGY OF MEDIA

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
DSE-19: Sociology of Media	4	3	1	0	Bachelor's Degree in any course	None

Course Description

Since the inception of the modern nation-state, media has been a vital element in the study of the relationship between modernity and society. Therefore, the sociology of media investigates the relationship between media and society, viewing media as a social institution. It examines the effects of various media-newspapers, radio, television, films, and social media, on people's perspectives, attitudes, values, and behaviours. It also examines how social elements such as politics, economy, gender, class, and culture affect media creation and content. Consequently, the issues of inequality, representation, and power in the media are central to this field of study. From a variety of sociological schools of thought, the field's main important question is whether or not the media constitutes the sixth social institution in contemporary society.

Course Objectives:

The objectives of this course are:

1. To have a critical understanding of media interaction with other institutions such as polity, economy, education, and religion.
2. Analyse the influence of society on media content, as well as the impact of media on social behaviour, values, culture, and public opinion.
3. To understand the entities that regulate media industries and the impact of ownership on media narratives and portrayal.
4. To perform a critical analysis of the media representation of gender, caste, class, and other social groups.

5. To assess the role of media in the facilitation of social movements, activism, and social and cultural change.

Learning Outcomes:

At the end of this course:

- i. Explain the interdisciplinary nature of the sociology of media.*
- ii. Analyse media as a social institution and its relationship with politics, economy, culture, and society.*
- iii. Identify and critically evaluate bias, stereotypes, and patterns of representation in media content.*
- iv. Examine the role of media in shaping social behaviour, identity, and public opinion.*
- v. Demonstrate critical media literacy in engaging with media in a democratic society.*

Syllabus of the Course:

Unit I: Media and Society: Conceptual Frameworks (12 Hours)

- a. Communication and Media Sociology
- b. Cultural Studies and Media studies.
- c. Political Economy Perspective: Horkheimer and Adorno; Herman and Chomsky.
- d. Media and Public Sphere: Habermas and Nancy Fraser.

Unit II: Media and Time (12 Hours)

- a. Infrastructure and Medium: Walter Benjamin; Marshall McLuhan; Louis Althusser.
- b. The Network Society: Manuel Castells.
- c. Media and the Ontological Nihilism: Jean Baudrillard.

Unit III: Representation: Semiotic and Discourse Analysis (11 Hours)

- a. From Semiology to Semiotics: Roland Barthes.
- b. Discourse Analysis: Methodological Outline
- c. Representation

Unit IV: Media, Democracy and Other Social institutions (10 Hours)

- a. Indian Constitution, Media and Democracy.
- b. Media, Culture and Voting Behaviour
- c. Social Media, Social Movements and Deliberative Democracy.

Examination Scheme:

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities:

Tutorial sessions will involve guided discussions and analytical exercises based on key theoretical texts and contemporary media examples. Students will read selected excerpts from major thinkers and discuss their relevance for understanding media and society. Activities may include short response notes, group discussions on media institutions and the public sphere, and exercises analysing media texts using semiotic and discourse analysis. Students may also examine news reports, advertisements, and social media content to identify patterns of representation, ideology, and political communication. Occasional presentations and case discussions on media, democracy, and social movements in India will help students connect theoretical perspectives with contemporary media practices.

Practical Component, if any.

N/A

Unit-wise Reading List:

Unit I: Media and Society: Conceptual Frameworks

- McQuail, D. (1985). Sociology of mass communication. *Annual Review of Sociology*, 11, 93–111.
- Erni, J. N. (2001). Media studies and cultural studies: A symbiotic convergence. In T. Miller (Ed.), *A companion to cultural studies* (pp. 187–213). Blackwell.
- Webster, F. (2001). Sociology, cultural studies, and disciplinary boundaries. In T. Miller (Ed.), *A companion to cultural studies* (pp. 79–100). Blackwell.
- Williams, R. (1974). Communications as cultural science. *Journal of Communication*, 24(3), 17–25.
- Hall, S. (1980). Cultural studies: Two paradigms. *Media, Culture & Society*, 2, 57–72.
- Benson, R. (2004). Bringing the sociology of media back in. *Political Communication*, 21, 275–292.
- Dasgupta, S. (2001, June 23). Why the media does not have a theory. *Economic & Political Weekly*, 36(25), 2282–2285
- Horkheimer, M., & Adorno, T. W. (2002). The culture industry: Enlightenment as mass deception (pp. 94–137). In *Dialectic of enlightenment: Philosophical fragments*. Stanford University Press.
- Adorno, T. W. (1975). Culture industry reconsidered. *New German Critique*, 6, 12–19.
- Herman, E. S., & Chomsky, N. (1988). *Manufacturing consent: The political economy of the mass media* (Introduction, preface, & Chap. 1, pp. 1–35). Pantheon Books.
- Habermas, J. (1991). *The structural transformation of the public sphere: An inquiry into a category of bourgeois society* (T. Burger, Trans.). MIT Press.
- Fraser, N. (1990). Rethinking the public sphere: A contribution to the critique of actually existing democracy. *Social Text*, 25/26, 56–80.

Unit II: Media and Time

- McLuhan, M. (1964). *Understanding media: The extensions of man*. MIT Press.

- Benjamin, W. (1968). The work of art in the age of mechanical reproduction (1936). In H. Arendt (Ed.), *Illuminations*. Schocken Books.
- Althusser, L. (1971). *Ideology and ideological state apparatuses*. Critical Quest.
- Castells, M. (2008). The new public sphere: Global civil society, communication networks, and global governance. *Annals of the American Academy of Political and Social Science*, 616, 78–93.
- Castells, M. (2010). *The rise of the network society* (2nd ed., Vol. I, Preface & Chap. 5) & *The power of identity* (Vol. II, Chap. 6). Wiley-Blackwell.
- Baudrillard, J. (1994). *Simulacra and simulation*. University of Michigan Press.

Unit III: Representation: Semiotic and Discourse Analysis

- Barthes, R. (1972). Myth today (pp. 108–147). In *Mythologies*. The Noonday Press.
- Taylor, S. (2013). *What is discourse analysis?* Bloomsbury.
- Jones, R. H. (2023). Discourse analysis and social media. In M. Handford & J. P. Gee (Eds.), *The Routledge handbook of discourse analysis* (pp. 427–440). Routledge.
- Hall, S. (2009). Encoding/decoding. In S. Thornham et al. (Eds.), *Media studies: A reader* (pp. 28–38). Edinburgh University Press.
- Hall, S. (Ed.). (1997). *Representation: Cultural representations and signifying practices* (Introduction & Chap. 1, pp. 1–74). Sage.
- Mulvey, L. (1975). Visual pleasure and narrative cinema. *Screen*.
- Abraham, J. K., & Misrahi-Barak, J. (Eds.). (2023). *The Routledge companion to caste and cinema in India*. Routledge.
- Dwyer, R. (2006). *Filming the Gods: Religion and Indian Cinema*. Routledge.

Unit IV: Media, Democracy and Other Social Institutions

- Rajagopal, A. (2001). *Politics after television*. Cambridge University Press.
- Verma, R., & Sardesai, S. (2014). Does media exposure affect voting behaviour and political preferences in India? *Economic & Political Weekly*, 49(39).

- Girdner, E. J. (1987). Economic liberalisation in India: The new electronic policy. *Asian Survey*, 27(1), 188–204.
- Dahlberg, L. (2011). Reconstructing digital democracy. *New Media & Society*, 13(6), 855–872.
- Longkoi, K. T., & Sunil Babu C. T. (2024). Public sphere and deliberations for frontier Nagaland: Reflections on recognition and identity. *History and Sociology of South Asia*, 19(1), 105–121.
- Hindman, M. (2006). *The myth of digital democracy*. Princeton University Press.

Suggested Readings:

- Rajagopal, A. (2009). *The Indian public sphere: Readings in media history*.
- Ginsberg, B. (1986). *The captive public: How mass opinion promotes state power*. Basic Books.
- Benson, R. (2009). Shaping the public sphere: Habermas and beyond. *The American Sociologist*, 40(3), 175–197.
- Bhowmik, S. (2003). From coercion to power relations: Film censorship in post-colonial India. *Economic and Political Weekly*, 38(30), 3148–3152.
- Butler, J. (1988). Performative acts and gender constitution: An essay in phenomenology and feminist theory. *Theatre Journal*, 40(4), 519–531.
- Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. Routledge.
- Cohen, S. (1972). *Folk devils and moral panics*. Martin Robertson.
- Diethrich, G. (2000). Desi music vibes: The performance of Indian youth culture in Chicago. *Asian Music*, 31(1), 35–61.
- Dixon, W. W., & Foster, G. A. (2008). *Straight: Construction of heterosexuality in the cinema*. SUNY Press.
- Dworkin, A. (1981). *Pornography: Men possessing women* (pp. 40–100). Women's Press.
- Dyer, R. (1998). *Stars*. British Film Institute.
- San Filippo, M. (2013). *The B-world: Bisexuality in contemporary film and television* (pp. 15–94). Indiana University Press.
- Gitlin, T. (1978). Media sociology: The dominant paradigm. *Theory and Society*, 6, 205–253.
- Habermas, J. (1974). The public sphere: An encyclopaedia article. *New German Critique*, 3, 49–55.

- Hall, S. The question of cultural identity. In *The Polity reader in cultural theory* (pp. 119–125). Polity Press.
- Hall, S. (1982). The rediscovery of “ideology”: Return of the repressed in media studies. In M. Gurevitch et al. (Eds.), *Culture, society and the media* (pp. 56–90). Methuen.
- Hall, S. (1996). Gramsci’s relevance for the study of race and ethnicity. In D. Morley & K.-H. Chen (Eds.), *Stuart Hall: Critical dialogues in cultural studies* (pp. 411–441). Routledge.
- Hall, S. (1996). New ethnicities. In D. Morley & K.-H. Chen (Eds.), *Stuart Hall: Critical dialogues in cultural studies* (pp. 442–451). Routledge.
- Hindman, M. (2006). *The myth of digital democracy*. Princeton University Press.
- Jeffrey, R. (2001). [NOT] Being there: Dalits and India’s newspapers. *South Asia*, 24(2), 225–238.
- Jeffrey, R. (2000). *India’s newspaper revolution: Capitalism, politics and the Indian-language press*. St. Martin’s Press.
- Jenkins, H. (2006). *Convergence culture: Where old and new media collide*. New York University Press.
- Johnson, K. (2001). Media and social change: The modernising influence of television in rural India. *Media, Culture & Society*, 23, 147–169.
- Juluri, V. (1999). Global weds local: The reception of *Hum Aapke Hain Koun*. *European Journal of Cultural Studies*, 2(2), 231–248.
- Kellner, D. (2013). *Cultural Marxism and cultural studies*. Critical Quest.
- Dahlberg, L. (2007). Rethinking the fragmentation of the public. *New Media & Society*, 9, 827–847.
- Loynd, M. (2008). Politics without television: The Bahujan Samaj Party and the Dalit counter-public sphere. In N. Mehta (Ed.), *Television in India: Satellites, politics and cultural change*. Routledge.
- Mazzarella, W. (2013). *Censorium: Cinema and the open edge of mass publicity*. Duke University Press.
- Morin, E. (2005). *The cinema, or the imaginary man*. University of Minnesota Press. (Original work published 1978)
- Ninan, S. (2007). *Headlines from the heartland: Reinventing the Hindi public sphere*. Sage.

- Parameswaran, R. (1997). Colonial interventions and the postcolonial situation in India: The English language, mass media and the articulation of class. *International Communication Gazette*, 59(1), 21–41.
- Rogers, A. (2012). You don't so much watch it as download it: Conceptualizations of digital spectatorship. *Film History*, 24(2), 221–234.
- Ross, O. (2016). *Same-sex desire in Indian culture: Representations in literature and film, 1970–2015* (pp. 1–62). Palgrave Macmillan.
- Schiller, D. (1997). *Digital capitalism: Networking the global market system*. MIT Press.
- Sikand, Y. (1994, August 13). Muslims and mass media. *Economic & Political Weekly*, 2134–2135.
- Thompson, J. B. (1994). The theory of the public sphere: A critical appraisal. In *The Polity reader in cultural theory* (pp. 91–99). Polity Press.
- Tuchman, G. (1978). The symbolic annihilation of women by the mass media. In Crothers & Lockhart (Eds.), *Culture and politics: A reader* (pp. 150–174). Palgrave Macmillan.
- Vasudevan, R. (2010). *The melodramatic public: Film form and spectatorship in Indian cinema*. Permanent Black.
- Winship, J. (1987). *Inside women's magazines*. Pandora.

**DSE-20: SOCIOLOGICAL AND ANTHROPOLOGICAL PERSPECTIVES ON
CULTURE**

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
DSE-20: Sociological and Anthropological Perspectives on Culture	4	3	1	0	Bachelor's Degree in any course	None

Course Description:

This course introduces students to sociological and anthropological perspectives on culture. Beginning with classical formulations of culture and cultural relativism, it moves through interpretive and structural approaches, and into debates on power, production, globalization, and postcolonial critique. The course integrates Indian and Asian scholarship to situate cultural theory within colonial and postcolonial histories. Culture is examined as symbolic system, institutional practice, and terrain of political contestation.

Course Objectives:

This course aims to:

1. To introduce major anthropological theories of culture.
2. To examine culture as a system of meaning and power, focusing on symbolism, ideology, representation, and knowledge production.
3. To analyze processes of cultural production, circulation, and institutionalization, including media, museums, heritage, and public culture.
4. To situate cultural theory within South Asian and global contexts, engaging critically with nationalism, globalization, and cultural politics.

Learning Outcomes:

By the end of the course, students will be able to:

- i. Explain and critically compare major theoretical approaches to culture.*
- ii. Analyze cultural practices and institutions ethnographically, identifying how meaning, identity, and hierarchy are produced and reproduced.*
- iii. Apply key concepts such as cultural relativism, hegemony, imagined communities, invented traditions, and public culture to contemporary case studies.*
- iv. Develop theoretically informed arguments about cultural politics in global and South Asian contexts, integrating textual analysis with empirical examples.*

Syllabus of the Course:

Unit I: Theoretical Foundations (12 Hours)

- a. Classical Theories of Culture
- b. Cultural Relativism, Ethnocentrism, and Method
- c. Symbolism, Meaning, and Interpretive Anthropology

Unit II: Culture, Power, and Knowledge (11 Hours)

- a. Ideology, Hegemony, and Cultural Reproduction
- b. Discourse, Representation, and Orientalism
- c. Culture, Nation, and Cultural Nationalism

Unit III: Cultural Production, Consumption, and Public Life (11 Hours)

- a. Production of Culture and Cultural Industries
- b. Consumption, Taste, and Distinction
- c. Media and Public Culture

Unit IV: Globalization, Heritage, and Cultural Politics (11 Hours)

- a. Global Cultural Flows and Hybridity
- b. Museums, Heritage, and the Invention of Tradition

c. Cultural Politics and culture as a resource

Examination Scheme:

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities:

Tutorial sessions will be designed to deepen engagement with course readings and build critical analytical skills progressively across the semester. Close reading exercises will encourage students to trace theoretical shifts and tensions between concepts of culture and applied analytical tasks will ask students to bring contemporary examples and subject them to frameworks developed in lectures. Small group work will involve mapping real-world cultural institutions and industries against theoretical concepts. Students will also be invited to draw on examples from their own cultural and regional contexts to reflect on how anthropological concepts travel and transform across settings.

Practical Component, if any.

N/A

Unit-wise Reading List

Unit I: Theoretical Foundations

Boas, F. (1920). The methods of ethnology. *American Anthropologist*, 22(4), 311–321.

Malinowski, B. (1922). Introduction: The subject, method and scope of this inquiry. In *Argonauts of the Western Pacific* (pp. 1–25). E. P. Dutton.

Benedict, R. (1934). *Patterns of culture* [Selections]. Houghton Mifflin.

Geertz, C. (1973). Thick description: Toward an interpretive theory of culture. In *The interpretation of cultures* (pp. 3–30). Basic Books.

Williams, R. (1976). Culture. In *Keywords: A vocabulary of culture and society* (pp. 76–82). Fontana.

Hall, S. (1980). Cultural studies: Two paradigms. *Media, Culture & Society*, 2(1), 57–72.

Unit II: Culture, Power, and Knowledge

Gramsci, A. (1971). The intellectuals. In Q. Hoare & G. Nowell Smith (Eds. & Trans.), *Selections from the prison notebooks* (pp. 3–23). International Publishers.

Althusser, L. (1971). Ideology and ideological state apparatuses. In B. Brewster (Trans.), *Lenin and philosophy and other essays* (pp. 127–186). Monthly Review Press.

Said, E. W. (1978). Introduction. In *Orientalism* (pp. 1–28). Pantheon Books.

Foucault, M. (1977). Panopticism. In A. Sheridan (Trans.), *Discipline and punish: The birth of the prison* (pp. 195–228). Pantheon Books.

Chatterjee, P. (1993). Women and the nation. In *The nation and its fragments: Colonial and postcolonial histories* (pp. 116–134). Princeton University Press.

Unit III: Cultural Production, Consumption, and Public Life

Habermas, J. (1989). The public sphere. In T. Burger (Trans.), *The structural transformation of the public sphere* (pp. 1–26). MIT Press.

Bourdieu, P. (1984). *Distinction: A social critique of the judgement of taste* [Selections]. Harvard University Press.

Bourdieu, P. (1986). The forms of capital. In J. G. Richardson (Ed.), *Handbook of theory and research for the sociology of education* (pp. 241–258). Greenwood Press.

Adorno, T. W., & Horkheimer, M. (1972). The culture industry: Enlightenment as mass deception. In J. Cumming (Trans.), *Dialectic of enlightenment* (pp. 120–167). Herder and Herder.

Walter Benjamin (1968). The work of art in the age of mechanical reproduction. In H. Arendt (Ed.), *Illuminations* (H. Zohn, Trans., pp. 217–251). Schocken Books.

Hall, S. (Ed.). (1997). *Representation: Cultural representations and signifying practices*. Sage.

Bennett, T. (1995). The exhibitionary complex. In *The birth of the museum: History, theory, politics* (pp. 59–88). Routledge.

Unit IV: Globalization, Heritage, and Cultural Politics

- Clifford, J., & Marcus, G. E. (Eds.). (1986). Introduction: Partial truths. In *Writing culture: The poetics and politics of ethnography* (pp. 1–26). University of California Press.
- Appadurai, A. (1996). Disjuncture and difference in the global cultural economy. In *Modernity at large: Cultural dimensions of globalization* (pp. 27–47). University of Minnesota Press.
- Hannerz, U. (1996). Transnational connections: Culture, people, places. Routledge. (Ch. 1: “Introduction”)
- Hobsbawm, E. (1983). Introduction: Inventing traditions. In E. Hobsbawm & T. Ranger (Eds.), *The invention of tradition* (pp. 1–14). Cambridge University Press.
- Das, V. (2007). The signature of the state: The paradox of illegibility. In *Life and words: Violence and the descent into the ordinary* (pp. 162–189). University of California Press.
- Chakrabarty, D. (2000). Preface and Chapter 1: Postcoloniality and the artifice of history. In *Provincializing Europe: Postcolonial thought and historical difference* (pp. ix–xvi, 3–47). Princeton University Press.
- Appadurai, A. (2004). The capacity to aspire: Culture and the terms of recognition. In V. Rao & M. Walton (Eds.), *Culture and public action* (pp. 59–84). Stanford University Press.

Suggested Readings:

- Abu-Lughod, L. (1991). Writing against culture. In R. G. Fox (Ed.), *Recapturing anthropology: Working in the present* (pp. 137–162). School of American Research Press.
- Clifford, J. (1997). Traveling cultures. In *Routes: Travel and translation in the late twentieth century* (pp. 17–46). Harvard University Press.
- Ortner, S. B. (1984). Theory in anthropology since the sixties. *Comparative Studies in Society and History*, 26(1), 126–166.
- Gupta, A., & Ferguson, J. (Eds.). (1997). Discipline and practice: “The field” as site, method, and location in anthropology. In *Anthropological locations: Boundaries and grounds of a field science* (pp. 1–46). University of California Press.
- Dirks, N. B. (2001). *Castes of mind: Colonialism and the making of modern India*. Princeton University Press.

DSE-21: SOCIETY AND ECOLOGY

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
DSE-21: Society and Ecology	4	3	1	0	Bachelor's Degree in any course	None

Course Objectives:

This course aims to:

1. Introduce students to the relationship between society and ecology.
2. Expose students to the philosophical engagements with the distinction between nature and culture
3. Help students understand perceptions and impacts of environmental change,
4. Analyse institutions and social structures that shape our engagement with nature.

Learning Outcomes

At the end of this course, student should be able to:

- i. Identify the key theoretical underpinnings and methodological frameworks of social engagements with ecology.
- ii. Apply and develop sociological theories at the society/ecology interface.
- iii. Understand a range of civil society and community interventions on environmental protection, conservation and environmental justice
- iv. Examine governance and policies regulating natural resource management, climate change and other environmental issues

Unit I: Framing Social and Political Ecology (9 hours)

- a. Mapping the field
- b. Ideas of Natures

Unit II: Contextualising Environmental Degradation (12 hours)

- a. Population, consumption, development
- b. Disasters, hazards and risk

Unit III: Environmentalism (12 hours)

- a. Approaches to Environmentalism
- b. Environmental justice movements

Unit IV: Environmental governance and Institutions (12 hours)

- a. State, community, commons
- b. Global environmental governance

Examination Scheme:

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities:

Tutorial activities will include a mixture of field work and reading around contemporary ecological concerns. Students may carry out field research or projects (individual or group) in different sites. Students will watch films related to ecology in class and engage in discussion.

Practical Component:

N/A

Unit-wise Reading List

Unit I: Framing Social and Political Ecology

- Rudel, T. K., Roberts, J. T., & Carmin, J. (2011). Political economy of the environment. *Annual Review of Sociology*, 37, 221–238.
- Pellow, D. N., & Brehm, H. N. (2013). An environmental sociology for the 21st century. *Annual Review of Sociology*, 39, 229–250.
- Robbins, P., Hintz, J., & Moore, S. A. (2014). *Environment and society: A critical introduction* (Part I). Wiley-Blackwell.
- Ergas, C., McKinney, L., & Bell, S. E. (2021). Intersectionality and the environment. In B. S. Caniglia et al. (Eds.), *Handbook of environmental sociology*. Springer.
- Williams, R. (1980). Ideas of nature. In R. Williams, *Materialism and culture* (pp. 67–85). Verso.
- Cronon, W. (Ed.). (1995). *Uncommon ground: Rethinking the human place in nature* (Introduction: In search of nature & Chapter 2: The trouble with wilderness). W. W. Norton.
- Warde, P., Robin, L., & Sörlin, S. (2021). *The environment: A history of the idea*. Johns Hopkins University Press.
- Latour, B. (2004). *Politics of nature: How to bring the sciences into democracy* (Introduction and Chapter 1). Harvard University Press.
- Kohn, E. (2013). *How forests think: Toward an anthropology beyond the human*. University of California Press.
- Kalof, L., & Whitley, C. T. (2021). Animals in environmental sociology. In B. S. Caniglia et al. (Eds.), *Handbook of environmental sociology*. Springer.

Unit II: Contextualising Environmental Degradation

- Angus, I., & Butler, S. (2011). *Too many people? Population, immigration, and the environmental crisis* (Section 11: Consumption). Haymarket Books.
- McNeill, J. R., & Engelke, P. (2014). *The great acceleration: An environmental history of the Anthropocene since 1945* (Chapter 1). Belknap Press.
- Patel, R., & Moore, J. W. (2017). *A history of the world in seven cheap things*. University of California Press.
- Petryna, A. (2013). *Life exposed: Biological citizens after Chernobyl* (Chapter 1). Princeton

University Press.

Tsing, A., Deger, J., Keleman Saxena, A., & Zhou, F. (2021). *Feral atlas and the more-than-human Anthropocene*. Stanford University Press.

<https://feralatlascupdigital.org/index?text=introduction-to-feral-atlas&ttype=essay&cd=true>

Gidwani, V., & Corwyn, J. (2017). Governance of waste. *Economic and Political Weekly*, 52(31), 44–54.

Jacka, J. K. (2018). The anthropology of mining. *Annual Review of Anthropology*, 47, 61–77.

Kikon, D. (2019). *Living with oil and coal: Resource politics and militarisation in Northeast India* (Chapters 5, 6, 7 and Epilogue). University of Washington Press.

Sneddon, C. (2015). *Concrete revolution: Large dams, cold war geopolitics and the US Bureau of Reclamation*. University of Chicago Press.

Unit II: Environmentalism

Guha, R. (2000). *Environmentalism: A global history*. Oxford University Press.

Lele, S., Brondizio, E. S., Byrne, J., Mace, G. M., & Martinez-Alier, J. (2018). *Rethinking environmentalism: Linking justice, sustainability, and diversity* (Introduction, pp. 1–22).

MIT Press. https://archives.esforum.de/publications/sfr23/chaps/SFR23_01_Intro.pdf

Kothari, A., Salleh, A., Escobar, A., & Acosta, A. (Eds.). (2019). *Pluriverse: A post-development dictionary*. Tulika Books.

Alier, Martinez. J. 2023. *Land, Water, Air, Freedom: The Making of Environmental Movements for World Justice*. Edward Elgar Publishing (Introduction)

Environmental Justice Atlas. (n.d.). <https://ejatlas.org/>

Sundar, A. (2018). Skills for work and the work of skills: Community, labour and technological change in India's artisanal fisheries. *Journal of South Asian Development*, 13(3), 272–292.

Unit IV: Environmental Governance and Institutions

Jodha, N. S. (1986). Common property resources and rural poor in dry regions of India. *Economic and Political Weekly*, 21(27), 1169–1181.

- Jodha, N. S., Singh, N. P., & Bantilan, C. S. (2012). The commons, communities and climate change. *Economic and Political Weekly*, 47(13), 49-56
- Ostrom, E. (2015). *Governing the commons* (Chapters 1 & 6). Cambridge University Press. (Original work published 1990)
- Dubash, N. K. (Ed.). (2019). *India in a warming world* (Chapter 1). Oxford University Press. <https://doi.org/10.1093/oso/9780199498734.003.0001>
- Klein, N. (2014). *This changes everything: Capitalism vs. the climate* (Introduction, pp. 1–28). Allen Lane.
- Matthews, A. S. (2020). Anthropology and the Anthropocene. *Annual Review of Anthropology*, 49, 67–82.

Suggested Readings:

- Amrith, S. (2024). *The burning earth*. Penguin Books.
- Erikson, E. H. (1968). *Identity: Youth and crisis* (Introductory chapter). W. W. Norton & Company.
- Frankopan, P. (2023). *The earth transformed: An untold history*. Bloomsbury.
- Ghosh, A. (2016). *The great derangement: Climate change and the unthinkable*. Penguin Books.
- Kirksey, E. (2015). *Emergent ecologies*. Duke University Press.
- Parkin, S. (2024). *The forbidden garden: The botanists of besieged Leningrad and their impossible choice*. Scribner.
- Trautmann, T. R. (2015). *Elephants and kings: An environmental history*. University of Chicago Press.
- Sivasundaram, S. (2020). *Waves across the south*. University of Chicago Press.
- Vitz, M. (2018). *A city on a lake*. Duke University Press.
- Wohlleben, P. (2018). *The hidden life of trees*. Greystone Books.

DSE-22: SOCIOLOGY OF DEVELOPMENT

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
DSE-22: Sociology of Development	4	3	1	0	Bachelor's Degree in any course	None

Course Objectives:

The course aims to:

1. Familiarize students with key concepts in Development discourses.
2. Look at the historical roots and contexts of various ideas of development and progress over the period.
3. Understand the specific issues and concerns of the contemporary discourses of development and underdevelopment.
4. Explain the ways development has been conceptualized and theorized by different schools of thought, thinkers, philosophers, scholars, planners, and policy makers offering various perspectives.
5. Show how different models and strategies of development have their positive as well as negative consequences for various stakeholders.

Learning Outcomes:

Having gone through this course, students will be able to:

- i. Understand the concept of “development”, which is very complex and contested.*
- ii. Make sense of the various idea(s) of development, which have evolved over the period in different historic contexts -- both globally and also in the Indian context.*
- iii. Critically examine the problematics of underdevelopment, poverty, deprivation etc. and also explore in their own ways various possibilities and strategies for pursuing development*
- iv. Will be well-equipped to pursue development studies and research programmes as well*

as work as development professionals such as planners, managers, policy makers, consultants, development journalists, development activists etc., and contribute directly in various development sectors such as in government, NGOs - from local to national and international institutions as well as in media for advocacy.

Syllabus of the course:

Unit I: Idea(s) of Development (12 Hours)

- a. History, Contexts and Discourse-Making
- b. Concepts, Definitions, and Indicators
- c. Epistemological Critiques of Development

Unit II: Theories, Models and Strategies of Development (12 Hours)

- a. Mainstream, Alternative and Post-Development Perspectives
- b. State-Directed vis-a-vis Market-Driven Development
- c. NGOs, Civil Society and Community-based Development

Unit III: In Pursuit of Development: Some Case Studies (9 Hours)

- a. Asia
- b. Africa
- c. Latin America

Unit IV Development in India (12 Hours)

- a. Developmental Designs and Planning for Development
- b. Development, Deprivation and Poverty
- c. From Exclusion to Inclusive Development

Examination Scheme:

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities

Tutorial activities for the course will be decided and announced by the course teacher every year and may consist of discussion and reviews of books, articles and documentary movies, research activities and field-based projects, presentations and discussions, poster making and exhibitions, written essay and other writing tasks relevant to the course. Students will be evaluated on the basis of these assigned tasks.

Practical Component: N/A

Unit-Wise Reading List:

Unit I: Idea(s) of Development

Sachs, Wolfgang (ed). (1997). *The Development Dictionary: A Guide to Knowledge as Power*. Hyderabad: Orient Longman. 'Introduction' by Wolfgang Sachs, pp. 1-7 and 'Development' by Gustavo Esteva, pp. 8-34.

Rist, Gilbert. (1997). *The History of Development: From Western Origins to Global Faith*, Zed Books, London, chs: 1: 'Definitions of Development' & 4: 'The Invention of Development'.

Deb, Debal. (2009). *Beyond Developmentality: Constructing Inclusive Freedom and Sustainability*, Daanish Books, Delhi, Ch: 1: 'The Doctrine of Development', pp. 15-53.

Webster, Andrew. (1990). *Introduction to the Sociology of Development*, Humanities Press International, second edition, ch: 1: 'The Sociology of Development', pp.1-14 and ch: 2: 'Measures of Inequality and Development', pp. 15-40.

Seers, Dudley. (1969). *The Meaning of Development*. Institute of Development Studies (IDS) Sussex, Communication No. 44.

Morris, Morris D. & Michelle B. McAlpin. (1982). *Measuring the Condition of India's Poor: The Physical Quality of Life Index*, Promilla & Co. Publishers, New Delhi, 1982.

Hicks, Norman & Paul Streeten. (1979). 'Indicators of Development: The Search for a Basic

Needs Yardstick', *World Development*, World Bank Series, No. 104, vol. 7, 1979, pp. 567-80.

Page, John. (1993). *The East Asian Miracle: Economic Growth and Public Policy*, A World Bank Policy Research Report, Oxford University Press, Oxford, 'Foreword', 'Overview: The Making of a Miracle', pp. 1-26 & ch: 1: 'Growth, Equity and Economic Change', pp. 27-77.

Brundtland, Gro Harlem. (1987). *Our Common Future: Report of the Brundtland Commission/World Commission on Environment and Development*, Oslo, 20 March 1987, 'Chairman's Foreword', 'An Overview: Our Common Future: From One Earth to One World', chs: 1: 'A Threatened Future' & 2: 'Towards Sustainable Development'.

Fukuda-Parr, Sakiko and A. K Shiva Kumar (eds). (2005). *Readings in Human Development*. Oxford University Press, Delhi. chs: Foreword, Introduction, 1.2, 2.1, 2.3 & 2.4.

Ghai, Yash and Jill Cottrell. (2011). *The Millennium Declaration, Rights and Constitutions*. Oxford University Press for UNDP, New Delhi. Part-I & II.

United Nations. (2013). *A New Global Partnership: Eradicate Poverty and Transform Economies through Sustainable Development*.

Sen, Amartya. (2000). *Development as Freedom*, Oxford University Press, New Delhi, 'Introduction' & chs: 1: 'The Perspective of Freedom' & 2: 'The Ends and the Means of Development'.

Tinker, Irne (ed). (1990). *Persisting Inequalities: Women and World Development*, Oxford University Press, New York, selected chapters.

Mukherji, Partha Nath and Chandan Sengupta (eds). (2004). *Indigeneity and Universality in Social Science: A South Asian Response*. Sage Publications, New Delhi, chs: 9 & 10.

Padel, Felix et. al. (2013). *Ecology, Economy: Quest for a Socially Informed Connection*, Orient Blackswan, Hyderabad, 'Preface: What is Real Development?', pp. xv-xxiii, ch: 1: 'Two Cultures: A Balancing Act between People and Profit' & 7: 'Development in a Financial System Based on Debt'.

Unit II: Theories, Models and Strategies of Development

Nederveen-Pieterse, Jan. (2010). *Development Theory: Deconstructions/Reconstructions*, Sage

- Publications, London, revised second edition, selected chapters.
- Rostow, W.W. (1971). *The Stages of Economic Growth: Towards a Non-Communist Manifesto*. 2nd revised edition.
- Moore Jr., Barrington. (1966). *Social Origins of Dictatorship and Democracy*, Beacon Press, Boston, chs: VII, VIII & IX.
- Frank, Andre Gunder. (1969). *Latin America: Underdevelopment or Revolution*, Monthly Review Press, New York.
- Frank, Andre Gunder & Garry K. Bills (eds). (1996). *The World System: Five Hundred Years or Five Thousand?* Routledge, London, 1996. 'Foreword', 'Preface' and selected chs.
- What Now? Another Development*. The Dag Hammarskjold Report on Development and International Cooperation (1975), prepared on the occasion of the 7th Special Session of the United Nations General Assembly, New York, during 1-12 September, 1975.
- Hettne, Bjorn. (1995). *Development Theory and Three Worlds*, Longman Scientific and Technical Publishers, Harlow, 2nd revised edition. ch: 4: 'Dimensions of Another Development.'
- Schumacher, E. F. (1973). *Small is Beautiful: A Study of Economics as if People Mattered*, ABACUS, New York.
- Schuurman, Frans J. (2002). 'The Impasse in Development Studies' in Vandana Desai and Robert B. Potter (eds). *The Companion to Development Studies*, Arnold Publishers, pp. 12-15.
- Parfitt, Trevor. (2002). *The End of Development: Modernity, Post-Modernity and Development*, Pluto Press, London, Introduction and chs: 2 & 4.
- Rahnema, Majid and Victoria Bawtree (eds). (1997). *The Post-Development Reader*. London: Zed Books, London, chs: 7, 9, 11, 30 & Afterword.
- Escobar, Arturo. (1995). *Encountering Development: The Making and Unmaking of the Third World*, Princeton University Press, New Jersey.
- Nayar, Baldev Raj. (2005). *The Geopolitics of Globalization: The Consequences for Development*. Oxford University Press, New Delhi, chs: 4: 'Markets and States: The Centrality of Geopolitics' 5: 'The Geopolitical Reshaping of the Post-War World Economy' & 6: 'From Hegemony to Empire: The Diffusion and Concentration of Power'.
- Leftwich, Adrian. (2000). *States of Development: On the Primacy of Politics in Development*.: Polity Press, Cambridge, chs: 4 & 7.
- Bagchi, Amiya Kumar. (2004). *The Developmental State in History and in the Twentieth Century*,

Regency Publications, New Delhi.

Korten, David C. (1987). 'Third Generation NGO Strategies: A Key to People-Centered Development', *World Development*, vol. 15, Supplement, pp. 145-159.

Baviskar, B. S. (2005). 'Non-Governmental Organizations and Civil Society in India' in N. Jayaram (ed). *On Civil Society: Issues and Perspectives*, Sage Publications, New Delhi, ch: 7, pp. 137-149.

Unit III: In Pursuit of Development: Some Case Studies

Gupta, Akhil. (2012). *Red tape: Bureaucracy, structural violence, and poverty in India* (Introduction). Duke University Press.

Levien, Michael (2013). Regimes of dispossession: From steel towns to special economic zones. *Development and Change*, 44(2), 381–407.

Li, Tania. (2007). *The will to improve: Governmentality, development, and the practice of politics* (Chapter 1). Duke University Press.

Ferguson, James. (1994). *The anti-politics machine: Development, depoliticization, and bureaucratic power in Lesotho* (Introduction). University of Minnesota Press.

de Sardan, Jean-Pierre Olivier (2005). *Anthropology and development: Understanding contemporary social change* (Chapter 2). Zed Books.

Escobar, Arturo (1995). *Encountering development: The making and unmaking of the Third World* (Introduction). Princeton University Press.

Holston, James (2008). *Insurgent citizenship: Disjunctions of democracy and modernity in Brazil* (Introduction). Princeton University Press.

Ananya Roy (2010). *Poverty capital: Microfinance and the making of development*. Routledge. (Introduction)

Unit IV: Development in India

- Kabra, K N. (2009). "Development Thinking of Indian Planners: A Critical Review" in V. Upadhyay et.al (eds). *From Statism to Neo-Liberalism: The Development Process in India*". Delhi: Daanish Books: ch: 1, pp. 11-53.
- Desai, Meghnad. (2005). *Development and Nationhood: Essays in the Political Economy of South Asia*. New Delhi: Oxford University Press. chs: 11, 12 & 14.
- Ahluwalia, Isher Judge & I. M. D. Little (eds). (1998). *India's Economic Reforms and Development: Essays for Manmohan Singh*, Oxford University Press, New Delhi, Introduction, chs: 1: 'The Design of Indian Development' (Jagdish Bhagwati), 10: 'Economic Reforms and Poverty Alleviation' (Deepak Lal) & 12: 'Indian Economic Policy Reforms and Poverty: An Assessment' (Suresh D. Tendulkar).
- Balakrishnan, Pulapre. (ed). (2016). *Economic Growth and its Distribution in India: Essays from Economic and Political Weekly*, Orient Blackswan, Delhi, chs: 1, 16 & 19.
- Khan, Amir Ullah and Harsh Vivek. (2007). *States of the Economy: Towards a Larger Constituency for Second Generation Economic Reforms*, Sage Publications, New Delhi.
- Shariff, Abusaleh and Maithreyi Krishnaraj (eds). (2007). *State, Market and Inequalities: Human Development in Rural India*, Orient Longman, Hyderabad, Introduction, pp. 1-43, ch: 'Indexing Human Development in India: Indicators, Scaling and Composition' (Amitabh Kundu et.al), pp, 44-89 & 'Human Development Differentials among Social Groups' (P.M. Kulkarni), pp. 621-662.
- Kohli, Atul. (2012). *Poverty Amid Plenty in the New India*, New Delhi: Cambridge University Press. ch: 2: 'State and Economy: Want Amid Plenty', pp. 79-143.
- Chalam, K. S. (2011). *Economic Reforms and Social Exclusion: Impact of Liberalization on Marginalized Groups in India*. New Delhi: Sage Publications. chs: 3, 5, 6, 7 & 8.
- Pai, Sudha. (2010). *Developmental State and the Dalit Question in Madhya Pradesh: Congress Response*, Routledge, 2010.
- Nathan, Dev and Virginius Xaxa (eds). (2014). *Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India*. New Delhi: Oxford University Press. chs: Introduction, 2, 18 & 19.
- Das, Samarendra and Felix Padel. (2020). *Out of this Earth: East India Adivasis and the*

Aluminium Cartel, Orient Blackswan, Hyderabad, Revised second edition, ch: 5: 'Kashipur's Development', 13: 'Cultural Genocide: The Real Impacts of 'Investment-Induced Displacement', 15: 'Starvation Deaths and Foreign Aid', 17: NGOs and the Culture of Appropriation; & 19: 'Andolan'.

Suggested Readings:

- Truman, Harry S. (1949). 'Truman's Inaugural Address, January 20, 1949', Harry S. Truman Library and Museum.
- Barnett, Tony. (1988). *Sociology and Development*, Hutchinson, 'Introduction' (Overview), especially pp. 14-32 & ch: 9: 'Defining and Measuring Development', pp. 173-191.
- Rist, Gilbert & Andrea Cornwall (eds). (2010). *Deconstructing Development Discourse: Buzzwords and Fuzzwords*, OXFAM, Great Britain & Practical Action Publishing, chs: 1: 'Introductory Overview – Buzzwords & Fuzzwords: Deconstructing Development Discourse' (Andrea Cornwall) & 2: 'Development as a Buzzword' (Gilbert Rist).
- Haynes, Jeffrey. (2008). *Development Studies*, Polity Press, chs: 1: 'What is Development?' and 2: 'History of Development'.
- Kothari, Uma (ed). (2005). *A Radical History of Development Studies: Individuals, Institutions and Ideologies*, Zed Books, London.
- Oommen, T. K. (2004). *Development Discourse: Issues and Concerns*, Regency Publications, New Delhi, ch: 1: 'Development Theory: Rhetoric and Reality'.
- Peet, Richard and Elaine Hartwick. (2005). *Theories of Development*, Indian Reprint, Jaipur: Rawat Publications, selected chapters.
- Schuurman, Frans J. (ed). (1993). *Beyond the Impasse: New Directions in Development Theory*, Zed Books, London, selected chapters.
- Sing C. Chew and Robert A. Denmark (eds). (2002). *The Underdevelopment of Development: Essays in Honour of A G Frank*, New Delhi: Sage Publications, selected chapters.
- Biswas, Asit K. and Cecilia Tortajada (eds). (2005). *Appraising Sustainable Development: Water Management and Environmental Challenges*, Oxford University Press, New Delhi, chs: 1, 2 & 3.
- Nafziger, E. Wayne. (2005). 'From Seers to Sen: The Meaning of Economic Development', a

paper presented to the World Institute for Development Economics Research (WIDER) Jubilee Conference, 17-18 June 2005.

Chambers, Robert. 1983/2004. *Rural Development: Putting the Last First*, Pearson Education, Delhi, Indian Reprint, selected chapters.

Roy, Tirthankar. (2011). *The Economic History of India*, Oxford University Press, New Delhi, Third Edition, esp. ch: 12: "Economic Change in India 1950-2010", pp.287-319.

Bhagwati, Jagdish & Arvind Panagariya. (2012). *India's Tryst with Destiny: Debunking Myths that Undermine Progress and Addressing New Challenges*, Collins Business, Noida.

Nayar, Baldev Raj. (2005). *The Geopolitics of Globalization: The Consequences for Development*. Oxford University Press, New Delhi, selected chapters.

Schech, Susanne and Jane Haggis (eds). (2002). *Development: A Cultural Studies Reader*, Blackwell Publishers, Oxford, chs: 1, 9 & 10.

Kohli, Atul. (2004). *State-Directed Development: Political Power and Industrialization in the Global Periphery*, Cambridge University Press, Cambridge, selected chapters.

Cardoso, Fernando Henrique and Enzo Faletto. (1979). *Dependency and Development in Latin America*, University of California Press, Berkeley.

DSE-23: CLIMATE AND SOCIETY: SOCIOLOGICAL PERSPECTIVES

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
DSE-23: Climate and Society: Sociological Perspectives	4	3	1	0	Bachelor's Degree in any course	None

Course Objectives:

The course aims to:

1. Highlight the relevance of sociology for dealing of climate change
2. Illustrate the social structural and institutional causes and impacts of climate change
3. Analyse the institutional and collective responses to climate change
4. Enable the development of sustainable social responses to climate change.

Learning Outcomes:

At the end of this course, students will be able to:

- i. Apply a sociological approach to understanding climate change policy and practices.
- ii. Delineate the structural and institutional causes of climate change
- iii. Evaluate diverse climate change responses
- iv. Provide sociological inputs to climate smart social responses.

Syllabus of the Course:

Unit I: The Sociological Imagination and Climate Change (15 hours)

This unit introduces climate change and the contribution of sociological perspective to this planetary challenge. It examines debates on how and why climate change exists, examining the

interaction of natural and social processes. It also introduces the concept of the Anthropocene and the debates around this concept.

- a. Defining climate change
- b. Nature/Society dialectics
- c. The Anthropocene debate

Unit II: Social Drivers of Climate Change (10 hours)

This unit focuses on the causes of climate change, examining different perspectives on its multiple drivers. It introduces theories of production, consumption and technology as drivers of climate change. The sociological analysis of why there is still disagreement over climate change is analysed from different theoretical perspectives.

- a. The treadmill of production and ecological modernisation
- b. Social basis of climate disagreements and inaction
- c. Colonial legacies and climate debt

Unit III: Social inequality and climate justice (10 hours)

Climate justice is introduced in this unit with a discussion on international climate negotiations. At the meso-scale, Inequalities based on social stratification in the experience of climate change and its impacts are also discussed. And finally, the unequal distribution of climate vulnerability and the national and social level are examined.

- a. International negotiations on climate change
- b. Social inequality and climate impacts
- c. Climate vulnerability and climate refugees

Unit IV: Social responses and climate movements (10 hours)

Responses at the social, national, and international level to climate change are introduced in this section. Through specific case studies, concepts of resilience and adaptation, climate smart agriculture and development, as well as debates on just transition will be examined in this unit.

- a. Climate resilience and adaptation
- b. Climate smart responses
- c. Just transition

Examination Scheme:

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities:

Tutorial activities for the course will be decided and announced by the course teacher every year and may consist of discussion and reviews of books, articles, and movies; research activities and projects; presentations and discussions; poster making and exhibitions; problem-solving exercises, essays, and other writing tasks relevant to the course. Students will be evaluated on the basis of assigned tasks.

Practical Component, if any.

N/A

Unit-Wise Reading List:

Unit I: The Sociological Imagination and Climate Change

Dunlap, Riley E. And Robert J. Brulle (eds.) (2015). *Climate Change and Society: Sociological Perspectives*. Oxford University Press. ISBN: 9780199356102

- Klinenberg, E. M., Araos, M., & Koslov, L. (2020). Sociology and the climate emergency. *Annual Review of Sociology* 46, 557-577.
- Lidskog, R., & Waterton, C. (2016). Anthropocene—a cautious welcome from environmental sociology?. *Environmental Sociology* 2(4), 395-406.
- Vasan, S. (Ed.) (2025). *Environmental studies from India: Engaging with the planetary ecological crisis*. Oxford University Press.
- Dubash N.K. (ed.) (2019). *India in a Warming World: Integrating Climate Change and Development*. Oxford University Press. doi.org/10.1093/oso/9780199498734.001.0001

Unit II: Social Drivers of Climate Change

- Jorgenson, A. K., Fiske, S., et al. (2019). Social science perspectives on drivers of and responses to global climate change. *Wiley Interdisciplinary Reviews: Climate Change*, 10(1), e554.
- Grant D, Jorgenson AK, Longhofer W (2020). *Super Polluters: Tackling the World's Largest Sites of Climate-Disrupting Emissions*. New York: Columbia Univ. Press
- Dietz T, Ostrom E, Stern PC (2003). The struggle to govern the commons. *Science*, 302:56521907–12.
- Norgaard, K. M. (2011). *Living in denial: Climate change, emotions, and everyday life*. MIT Press.
- Narain, S., et al. (2009). *Climate change: Perspectives from India*. United Nations Development Programme (UNDP) India. <https://ruralindiaonline.org/en/library/resource/climate-change-perspectives-from-india/>

Unit III: Social inequality and climate justice

- Ciplet D, Roberts JT, Khan MR (2015). *Power in a Warming World: The New Global Politics of Climate Change and the Remaking of Environmental Inequality*. Cambridge, MA: MIT Press
- Black R, Arnell N, Dercon S (2011). Migration and global environmental change—review of drivers of migration. *Global Environmental Change*.
- Hunter LM, Luna JK, Norton RM (2015). Environmental dimensions of migration. *Annual Review of Sociology*, 41:377–397.

- Maldonado, J. K. et al. (2013). The impact of climate change on tribal communities in the US: displacement, relocation, and human rights. In *Climate change and indigenous peoples in the United States: Impacts, experiences and actions* (pp. 93-106). Cham: Springer International Publishing.
- Schlosberg, D., & Collins, L. B. (2014). From environmental to climate justice: climate change and the discourse of environmental justice. *Wiley Interdisciplinary Reviews: Climate Change*, 5(3), 359-374.
- Van Praag, L., & Timmerman, C. (2019). Environmental migration and displacement: a new theoretical framework for the study of migration aspirations in response to environmental changes. *Environmental sociology*, 5(4), 352-361.
- Arora-Jonsson, S. (2011). Virtue and vulnerability: Discourses on women, gender and climate change. *Global environmental change*, 21(2), 744-751.
- Godfrey, P. C. (2012). Introduction: Race, gender & class and climate change. *Race, Gender & Class*, 3-11.

Unit IV: Social responses and climate movements

- Dubash, N. K. (2019). *India in Warming World – Integrating Climate Change and Development*. New Delhi: Oxford University Press.
- Prasad, P., & Das, L. K. (2025). *Politics of the Anthropocene and climate crisis in India: Seeking socio-ecological transformations*. Routledge.
- Jenkins, K., McCauley, D., Heffron, R., Stephan, H., & Rehner, R. (2016). Energy justice: A conceptual review. *Energy research & social science*, 11, 174-182.
- McCright, A. M., Marquart-Pyatt, S. T., Shwom, R. L., Brechin, S. R., & Allen, S. (2016). Ideology, capitalism, and climate: Explaining public views about climate change in the United States. *Energy Research & Social Science*, 21, 180-189.
- York, R., & Bell, S. E. (2019). Energy transitions or additions?: Why a transition from fossil fuels requires more than the growth of renewable energy. *Energy research & social science*, 51, 40-43.
- Arora-Jonsson, S. K. Michael and M.K. Shrivastava. (2024). *Just Transitions. Gender and Power in India's Climate Politics*. Routledge.

Suggested Readings:

Weart, S. R. (2008). *The discovery of global warming*. Harvard University Press.

Dryzek, J. S., Norgaard, R. B., & Schlosberg, D. (Eds.). (2011). *The Oxford handbook of climate change and society*. Oxford University Press.

Jorgenson, A. K. (2014). Economic development and the carbon intensity of human well-being. *Nature Climate Change*, 4(3), 186-189.

PART III

GENERIC ELECTIVE (GE) COURSES

GE-3 IDENTITY IN CONTEMPORARY INDIA

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
GE-3: Identity in Contemporary India	4	3	1	0	Bachelor's Degree in any course	None

Course Objectives:

1. Introduces students to key elements in the framing of identities in contemporary India.
2. Explore the concept of identity and its role in shaping modern life.
3. Provides a sociological study on how identities are socially constructed and constantly in the process of being made.
4. Discusses the different locations of identity with nuanced understandings of contemporary India.

Learning Outcomes:

At the end of this course, students will be able to:

- i. Demonstrate understanding of how identity provides meaning and value in contemporary India.*
- ii. Explain how identity in India is shaped by caste, religion, gender, language, region, class, tribe, globalization etc.*
- iii. Demonstrate understanding of the processes framing identity in the everyday contexts in India.*
- iv. Demonstrate understanding of how politicization of identity takes place and its impact on larger society*

v. *Analyse how identity influences politics, society and citizenship.*

Syllabus of the Course:

Unit I: Understanding Identity: Key concepts and theories (6 Hours)

This unit will introduce students to some key concepts and theories of identity and explore how individuals and groups define themselves and relate to other groups and communities. It also looks at the stages of identity formation from primordial/essentialist to socially constructed (constructionist) perspective, largely shaped by society and culture.

- a. What is Identity?
- b. Individual and collective identity
- c. Identity as social construction

Unit II: Caste, Class, and Gender Identities (12 Hours)

This unit deals with the meaning and nature of identity of Caste and gender. As important social categories, caste, class and gender often intertwine with one another manifesting in different forms of identity and movements.

- a. Caste structure and identity
- b. Gender and Women's movements

Unit III: Region, Religion, Language and National identity (12 Hours)

This unit will study how people perceive belongingness and community feeling through religion, region, language and shared nationality. As religious, regional and linguistic identities co-exist within the political framework of Indian State, the unit will explore how democracy and multiculturalism is strengthened with the aim of national integration.

- a. Religious and Linguistic Identities
- b. Regional and Ethnic Identities

- c. National identity

Unit IV: Globalisation and Post-colonial Identity (15 Hours)

This unit will study the relationship between culture, identity and society in the era of globalisation and post-colonial period which helps to understand modernity and its changing inter-groups' relationship. The unit will also explore how media, technology and market have shaped and influenced the society and the identity of its people.

- a. Migration and globalisation
- b. Youth culture and identity
- c. Digital identity

Examination Scheme:

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Tutorial Activities:

Different tutorial activities for the course will be decided and announced by the course teacher every year. Tutorial activities will consist of discussion, presentation and submission of short written assignment on the topics assigned by the course teacher. In addition to the above, the teacher may assign book reviews, articles, and movies; research activities and projects; presentations and discussions; poster making and exhibitions; problem-solving exercises, essays, and other writing tasks relevant to the course. Students will be evaluated on the basis of assigned tasks.

Unit I: Understanding identity: Key concepts and theories

- Hall, S. (1997). Introduction: Who needs “identity”? In S. Hall & P. du Gay (Eds.), *Questions of cultural identity*. Sage Publications.
- Jenkins, R. (2014). *Social identity* (Chaps. 1, 2, & 9). Routledge.
- Jodhka, S. S. (2001). *Community and identities: Contemporary discourses in culture and politics in India* (Introduction & Chap. 1). Sage Publications.

Unit II: Caste, Class, and Gender Identities

- Jaffrelot, C. (2012). The politics of caste identities. In V. Dalmia & R. Sadana (Eds.), *The Cambridge companion to modern Indian culture* (Chaps. 5 & 8). Cambridge University Press.
- Guru, G. (2011). Liberal democracy in India and the Dalit critique. *Social Research: An International Quarterly*, 78(1), 99–122.
- Uberoi, P. (1990). Feminine identity and national ethos in Indian calendar art. *Economic and Political Weekly*, 25(17), WS41–WS48.
- Ray, R. (1999). *Fields of Protest: Women's Movements in India*. University of Minnesota Press.
- Tharu, S.J., & Niranjana, T. (1994). Problems for a contemporary theory of gender. *Social Scientist* 22(3-4): 93-117.
- Chowdhury, R. (2014). Conditions of emergence: The formation of men’s rights groups in contemporary India. *Indian Journal of Gender Studies*, 21(1), 27-53.
- Fernandes, L. (2000). Nationalising 'the global': Media images, cultural politics and the middle class in India. *Media, Culture & Society*, 22(5), 611–628.

Unit III: Region, religion, language and national identity

- Kumar, A. A. P. (2020). *Nationalism, language, and identity in India* (Introduction & Chap. 1). Routledge.
- Oommen, T. K., & Sharma, S. L. (2000). *Nation and national identity in South Asia* (Chaps. 1, 5, & 6). Orient Longman.
- Misra, U. (2014). *India's Northeast: Identity movements, state, and civil society* (Chaps. 1 & 4). Oxford University Press.

- Blackburn, S. (2012). The formation of tribal identities. In V. Dalmia & R. Sadana (Eds.), *The Cambridge companion to modern Indian culture*. Cambridge University Press.
- Vasan, S. (2017). Being Ladakhi, being Indian: Identity formation, culture and community. *Economic & Political Weekly*, 52(14), 43–49.
- Madan, T. N. (1989). Religion in India. *Daedalus*, 118(4), 114–146.

Unit IV: Globalisation and post-colonial identity

- Gupta, A., & Sharma, A. (2006). Globalization and postcolonial states. *Current Anthropology*, 47(2), 277–307.
- Bhabha, H. K. (1994). *The location of culture* (Introduction & Chap. 3). Routledge.
- Singh, A. D., & Rajan, I. (2015). *Politics of migration: Indian emigration in a globalized world*. Routledge.
- Corrigan, P., & Frith, S. (1975). The politics of youth culture. In S. Hall & T. Jefferson (Eds.), *Resistance through rituals* (pp. 231–239). Hutchinson.
- Lukose, R. A. (2009). *Liberalization's children: Gender, youth, and consumer citizenship in globalizing India*. (Introduction) Duke University Press.

Suggested Readings:

- Erikson, E. H. (1968). *Identity: Youth and crisis* (Introductory chapter). W. W. Norton & Company.
- Kymlicka, W. (1995). *Multicultural citizenship: A liberal theory of minority rights* (Chap. 2: Politics of multiculturalism, pp. 10–33). Clarendon Press.
- Brekhus, W. (1998). A sociology of the unmarked: Redirecting our focus. *Sociological Theory*, 16, 34–51.
- Brubaker, R., & Cooper, F. (2000). Beyond 'identity'. *Theory and Society*, 29(1), 1–47.
- Deshpande, S. (2013). Caste and castelessness: Toward a biography of the “general category.” *Economic & Political Weekly*, 48(15), 32–29.
- Appadurai, A. (1988). How to make a national cuisine: Cookbooks in contemporary India. *Comparative Studies in Society and History*, 30(1), 3–24.

Tumbe, C. (2018). *India moving*. Penguin Random House India.

Fernandes, L. (2011). Hegemony and inequality: Theoretical reflections on India's 'new' middle class. In A. Baviskar & R. Ray (Eds.), *Elite and everyman: The cultural politics of the Indian middle classes* (pp. 58–82). Routledge India.

Abraham, I., & Rajadhyaksha, A. (2015). State power and technological citizenship in India: From the postcolonial to the digital age. *East Asian Science, Technology and Society: An International Journal*, 9(1), 65–85.

PART IV
SKILL-BASED COURSES (SBC)

SBC-3: ACADEMIC WRITING

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
SBC-3: Academic Writing	2	1	0	1	Bachelor's Degree in any course	None

Course Outline:

This is a practice-oriented course designed to inculcate skills in academic writing. The course is built around a series of graded exercises in academic writing with the objective of developing the ability to write clear, structured, and well-argued academic texts. The core of the course will consist of exercises that focus on the key elements of academic writing, including argumentation, structure, clarity, and the appropriate use of sources.

Course Objectives

The objectives of the course are:

1. To enable students to distinguish academic writing from other forms of writing.
2. To develop the ability to structure and present arguments in academic form.
3. To familiarize students with the basic format and conventions of academic writing.
4. To develop skills for integrating and citing academic sources in written work.

Learning Outcomes:

At the end of the course, the students will be able to:

- i. Identify the distinctive features of academic writing and differentiate them from informal writing.
- ii. Organize ideas into clear and coherent academic arguments.
- iii. Write structured academic texts such as short essays, responses, and analytical summaries.
- iv. Integrate sources through quoting, paraphrasing, and referencing while maintaining academic integrity.
- v. Revise and edit their writing to improve clarity, coherence, and argumentation.

Syllabus of the Course:

Unit I: Overview: How and Why Academic Writing Matters (3 hours)

- a. What is Academic Writing
- b. The Purpose and Audience of Academic Writing
- c. Writing as Participation in the Scholarly Conversation
- d. The Basic “They Say—I Say” Structure in Academic Writing

Unit II: Techniques for Writing Academic Texts (12 Hours)

a. Planning Academic Writing

- i. Moving from reading to writing
- ii. Identifying a research question, claim or argument
- iii. Planning the structure of a written argument

b. Structuring Academic Writing

- i. Introduction, argument, and conclusion
- ii. Paragraph structure and coherence
- iii. Developing claims and supporting evidence

c. Using Sources in Academic Writing

- i. Integrating quotations
- ii. Summarising and paraphrasing sources
- iii. Avoiding plagiarism and acknowledging sources

d. Revising and Editing Academic Writing

- i. Improving clarity and coherence
- ii. Editing for structure, style, and grammar
- iii. Peer review and feedback

Practical Component (30 Hours)

The course will be structured around a series of writing exercises. In each class students will complete short writing tasks individually and in groups following the instructions given by the teacher. Some exercises will be demonstrated in class, which students will further develop at home.

Exercises may include writing short responses to readings, drafting paragraphs, constructing arguments, summarizing academic texts, and revising drafts based on feedback.

Completion of both class and home exercises on a continuous basis will count towards the evaluation of the practical component of the course. There will be no end-of-term practical examination/viva voce for the course.

Examination Scheme:

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Suggested Readings:

Graff, G., & Birkenstein, C. (2014). *They say / I say: The moves that matter in academic writing* (3rd ed.). W.W. Norton.

Wallace, M., & Wray, A. (2021). *Critical reading and writing for postgraduates*. Sage Publications.

Henderson, E. (2015). *The active reader: Strategies for academic reading and writing*. Oxford University Press.

Williams, J. M., & Bizup, J. (2016). *Style: Lessons in clarity and grace* (12th ed.). Pearson.

Turabian, K. L. (2018). *A manual for writers of research papers, theses, and dissertations* (9th ed.). University of Chicago Press.

SBC-4: THE ART AND SCIENCE OF QUESTIONNAIRE DESIGN

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
SBC-4: The Art and Science of Questionnaire Design	2	1	0	1	Bachelor's Degree in any course	None

Course Objectives

This course aims to:

1. Inculcate skills to design a questionnaire for sociological research.
2. Develop the ability to test and administer a questionnaire to social study participants
3. Enhance skills to identify different types of biases in sociological research that uses questionnaires.
4. Understand and analyse survey data in sociological research

Learning Outcomes:

At the end of this course students will be able to:

- i. Design a questionnaire for a sociological research objective
- ii. Identify and evaluate different types of questions, their purposes and kinds of data they generate.
- iii. Identify different sources of error in questionnaire instruments and how to measure, prevent and reduce them.
- iv. Evaluate the quality of a questionnaire
- v. Analyse ethical considerations of questionnaire administration
- vi. Interpret and report the results of a survey/ interview.

Syllabus of the Course:

Unit I: Uses of questionnaires in sociological research

Types of questionnaire, bias and variance, survey, interview and online methods, population and sampling

Unit II: Designing a questionnaire

Types of questions, Content (fact, memory, opinion), Phrasing, types of data)

Unit III: Common problems in questionnaires

Error, bias, instrument effects, interviewer effects, ordering bias, variance, limitations of survey method)

Unit IV: Analysis and reporting

(Data coding and basic analysis using Excel/SPSS/R/Nvivo, visualization of data, and Interpretation)

Practical Component (30 Hours)

The following assignment corresponding to each unit of the syllabus will be required of the students.

Assignment 1: Write a research proposal that requires a survey or interview questionnaire. Identify the population and sample.

Assignment 2: Write the first draft of a questionnaire

Assignment 3: Identify errors and biases in a questionnaire

Assignment 4: Conduct a pilot survey using a questionnaire; discuss ethics and problems

Internal Assessment: Analyse and report on the survey.

Suggested Readings:

Flowler, Jr. (1995). *Improving Survey Questions: Design and Evaluation*, Sage Publications.

- Roulston, K., deMarrais, K., & Lewis, J. B. (2003). Learning to interview in the social sciences. *Qualitative Inquiry*, 9(4), 643–668.
- Dillman, D. (2007). *Mail and internet surveys: The tailored design method* (2nd ed.). Wiley.
- Lareau, A. (2021). *Listening to people: A practical guide to interviewing, participant observation, data analysis, and writing it all up*. University of Chicago Press.
- International Institute for Population Sciences & ICF. (2021). *National family health survey (NFHS-5), 2019–21: India: Volume II*. IIPS.
- Desai, S., Vanneman, R., & National Council of Applied Economic Research. (2018). *India human development survey-II (IHDS-II), 2011–12* [Data set]. Inter-university Consortium for Political and Social Research. <https://doi.org/10.3886/ICPSR36151.v6>
- Thorat, A., & Joshi, O. (2020). The continuing practice of untouchability in India: Patterns of prevalence and socio-economic correlates. *Economic and Political Weekly*, 55(2), 36-45.

SBC-5: Digital Ethnography

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
SBC-5: Digital Ethnography	2	1	0	1	Bachelor's Degree in any course	None

Course Objectives:

The course aims to:

- Introduce students to Digital Ethnography as qualitative ethnographic interpretative research.
- Understand how Digital Ethnography builds on classical ethnography.
- Teach students observation and data collection in digital spaces.
- Develop a knowledge of ethics in Digital Ethnography.

Course Outcomes:

At the end of the course the students will be able to:

- Explain the theoretical foundation of Digital Ethnography.
- Engage in online participant observation.
- Analyze multimodal digital content and produce Digital Ethnographic research.
- Apply ethical guidelines in Digital Ethnography.

Syllabus of the Course

Unit I: Digital Ethnography (5 hours)

- a. From Classical Ethnography to Digital Ethnography
- b. Ethnography as Method and Epistemology
- c. Embedded and Embodied Digital Life

Unit II: Digital Fieldwork and Methods (5 hours)

- a. Entering the Digital Field
- b. Data Collection in Digital Ethnography and Field Notes

Unit III: Analyzing Digital Content (3 hours)

- a. Digital Cultures and Networked Publics
- b. Digital Cultures and Power
- c. Affect and Emotion in Digital Spaces

Unit IV: Digital Ethnography and Ethics (2 hours)

- a. Informed Consent and Anonymity
- b. Private vs Public Content
- c. Reflexivity and Positionality

Practical Component, if any. (30 hours)

The following assignment corresponding to each unit of the syllabus will be required of the students.

Assignment 1: Students map their digital- material environment

Assignment 2: Critical Reflection on a Digital Ethnography.

Assignment 3: Make a Digital Fieldwork Diary

Assignment 4: Design a Digital Ethnography project using a unit of analysis

Internal Assessment: Presentation and Analysis of the Digital Ethnographic Project

Suggested Readings:

- Geertz, C. (1973). Thick Description: Toward an Interpretive Theory of Culture. In *The interpretation of cultures* (pp. 3–30). Basic Books.
- Pink, S., Horst, H. A., Postill, J., Hjorth, L., Lewis, T., & Tacchi, J. (2016). *Digital ethnography: Principles and practice*. Sage.
- Hjorth, L., Horst, H. A., Galloway, A., & Bell, G. (2017). *The Routledge Companion to Digital Ethnography*. Routledge. (Selected Chapters).
- Hine, C. (2015). *Ethnography for the Internet: Embedded, Embodied and Everyday* (1st ed.). Bloomsbury.
- Hine, C. (2000). *Virtual ethnography*. Sage.
- Boyd, D. (2014). *It's complicated: The social lives of networked teens*. Yale University Press.
- Murthy, D. (2008). Digital ethnography: An examination of the use of new technologies for social research. *Sociology*, 42(5), 837-855.
- Lupton, D. (2015). *Digital sociology*. Routledge.
- Markham, A. (2012). Fabrication as ethical practice: Qualitative inquiry in ambiguous Internet contexts. *Information, Communication & Society*, 15(3), 334–353.
- Boellstorff, T., Nardi, B., Pearce, C. & Taylor, T. L. (2012). *Ethnography and virtual worlds: A handbook of method*. Princeton University Press.
- Pink, S. (2021). *Doing visual ethnography* (4th ed.). SAGE Publications Ltd.
- Pink, S. (2009). *Doing sensory ethnography*. SAGE Publications Ltd.
- Charmaz, K. (2014). *Constructing grounded theory* (2nd ed.). SAGE Publications. Chapters 3, 4 and 5
- Pauwels, L. & Margolis, D. (Eds.). (2011). *The SAGE handbook of visual research methods* (2nd ed.). SAGE Publications. Los Angeles.
- Rogers, R. (2013). *Digital methods*. The MIT Press.

SBC-6: PARTICIPATORY APPROACHES IN RESEARCH METHODS

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
SBC-6: Participatory Approaches in Research Methods	2	1	0	1	Bachelor's Degree in any course	None

Course objectives:

This course aims to:

1. Understand the evolution from Rapid Rural Appraisal (RRA) to Participatory Rural Appraisal (PRA) and Participatory Learning and Action (PLA).
2. Train students in the use of contemporary participatory research methodologies, particularly Participatory Rural Appraisal (PRA) and Participatory Learning and Action (PLA).
3. Develop the ability to design and conduct Participatory Rural Appraisal (PRA) and Participatory Learning and Action (PLA) activities with communities, and to design, test, and administer questionnaires for social research.
4. Enable students to formulate policy recommendations based on research insights gained from Participatory Rural Appraisal (PRA) and Participatory Learning and Action (PLA) studies conducted with communities.

Learning Outcomes:

At the end of this course students will be able to:

- i. Explain the evolution from Rapid Rural Appraisal (RRA) to Participatory Rural Appraisal (PRA) and Participatory Learning and Action (PLA).*
- ii. Apply participatory research methods in community-based studies.*
- iii. Design and conduct basic PRA/PLA exercises and administer questionnaires.*
- iv. Interpret and present findings from participatory research and derive policy insights.*

Syllabus of the Course:

Unit I: Introduction to Participatory Rural Appraisal and Participatory Learning and Action (5 Hours)

- a. Concepts, meaning, and definitions of Participatory Rural Appraisal (PRA)
- b. Purpose, pillars, and principles of PRA
- c. Historical development of Rapid Rural Appraisal (RRA) and Participatory Rural Appraisal (PRA); differences between RRA and PRA
- d. Role and qualities of a PRA facilitator
- e. Participatory Learning and Action (PLA): concept, purpose, key principles, preparatory phase, and steps involved in PLA

Unit II: PRA Methods and Techniques (7 Hours)

- a. Participatory mapping and diagramming techniques: transect walk, social mapping, resource mapping, mobility mapping
- b. Participatory analytical tools: timeline, trend analysis, seasonal diagram, cause–effect diagram, well-being ranking, Venn diagram, impact diagram, livelihood analysis, SWOT analysis, bridge exercise
- c. Questioning techniques in participatory research: types of questions, content of questions (facts, memory, opinion), phrasing, and types of data

Unit III: Conducting PRA/PLA (2 Hours)

- a. Practical application of PRA tools and techniques in a village or community setting
- b. Conducting PLA exercises in neighbourhood or community contexts

Unit IV: Report Writing (1 Hour)

- a. Preparation of a report based on the PRA/PLA study
- b. Identifying community needs and presenting findings from the village or neighborhood study.

Practical Component: (30 hours)

The following activity (to be assessed) corresponding to each stage of PRA/PLA will be required of the students. The practical component must begin as soon as the second unit is completed.

Activity 1: Conduct mapping of the village/neighbourhood

Activity 2: Conduct need assessment in the same village/ neighbourhood

Activity 3: Make and submit a plan along with the community.

Activity 4: Submit the final PRA/ PLA report incorporating suggestions

Suggested Readings:

Chambers, Robert. 1992. *Rural Appraisal: rapid, relaxed and participatory*. IDS Discussion Paper 311. 1-68.

Chambers, Robert. 2007. *From PRA to PLA and Pluralism: Practice and Theory*. Institute of Development Studies.

Johansson, E. L., and E. Isgren (2017) Local perceptions of land-use change: using participatory art to reveal direct and indirect socioenvironmental effects of land acquisitions in Kilombero valley, Tanzania. *Ecology and Society*, 22(1) <https://doi.org/10.5751/ES-08986-220103>

Narayanasamy. N. 2009. *Participatory rural appraisal: Principles, methods and application*, Sage Publications.

Jules N. Pretty, Irene Guijt, Ian Scoones, & John Thompson (1995): *A Trainer's Guide for Participatory learning and Action*. International Institute for Environment and Development, London.

Chambers, R. (2002). *Participatory Workshops - a Sourcebook of 21 sets of Ideas and Activities*. London, Earthscan.

Introduction to Participatory Learning and Action (PLA) Training Course Handbook. <https://3ps.org.uk/site/files/Download/PA%20Handbook2016.pdf>

Marzi, S. (2021). Participatory video from a distance: Co-producing knowledge during the COVID-19 pandemic using smartphones. *Qualitative Research*, 23(3), 509-525. <https://doi.org/10.1177/14687941211038171>