

दिल्ली विश्वविद्यालय

UNIVERSITY OF DELHI

Bachelor of Arts (Prog.) Sociology

(Effective from Academic Year 2019-20)





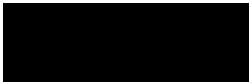
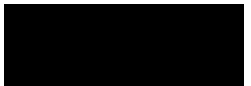
BA (Programme) Sociology under CBCS



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Scheme For Courses For BA (Programme) Sociology

	(A)		(C)	(D)	(E)
Semester	CORE COURSES (4 Courses) (5 Lectures+ 1 Tutorial per Course) 6 Credits per Course 4x6=24 Credits	(B) Ability Enhancement Courses (AECC) (2 Courses) 2 Credits per Course 2x2=4 Credits	Skill Enhancement Course (SEC) (4 Courses) (2 Lectures) (2 Credits per Course) 2x4=8 Credits	Elective: Discipline Specific (DSE) (2 Courses) (5 Lectures+1 Tutorial Per Course) 4x6=24 Credits (One course to be Chosen from two on offer each semester)	Elective: Generic Elective (GE) (2 Courses) (5 Lectures+1 Tutorial Per Course) 2x6=12 Credits

I	Sociology Core 01  Introduction to Sociology	(English/ MIL Communication)/ Environmental Science			
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			 Society through the Visual	Sociology DSE 02 <hr/> Marriage, Family and Kinship	Polity and Society in India
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				Sociology DSE 04 <hr/> Gender and Sexuality	



Sociological Theories

Objective :

The course introduces the students to the classical sociological thinkers, whose work has shaped the discipline of sociology.

Learning Outcomes

- The core course on Sociological theories, presents the very essence of disciplinary knowledge. A student on course completion will have a basic grounding in sociological thought.
- The student shall also be able to relate the theories to the development of the discipline of sociology.
- The very nature of the course requires higher order thinking skills among students. Thus, the student shall develop reflective thinking.
- With a basic grounding in theories, the course shall provide a meaningful platform for life-long learning to the desiring student.

Outline:

1. Karl Marx

1.1 Materialist Conception of History

1.2 Class and Class Struggle

2. Emile Durkheim

2.1 Social Fact

2.2 Forms of Solidarity 3. Max Weber

3.1 Ideal Types and Social Action

3.2 Types of Authority

COURSE CONTENTS AND ITINERARY

1. Karl Marx (5 Weeks)

1.1 Materialist Conception of History

1.2 Class and Class Struggle

1.1.1 Marx, K. and Friedrich Engels. 2002. The Communist Manifesto. Harmondsworth :Penguin.

1.1.2 Aron, R. 1967. Main Currents in Sociological Thought. London: Weidenfield and Nicholson, Vol. 1. pp. 107-180. 7

1.1.3 Calhoun, J. Craig, 2007. Classical Sociological Theory. 2 nd Edition Blackwell, pp. 73-130.

1.1.4 Jayapalan, N. 2001. Sociological Theories. Atlantic Publisher, pp.35-69.

2. Emile Durkheim (5 Weeks)

2.1 Social Fact

2.1.1 Durkheim, E. 1958. The Rules of Sociological Method. Glencoe: Free Press, Chapters 1 and 3.

2.1.2 Jones R.A. 1986, Emile Durkheim: An Introduction to Four Major Works. London: Sage. Chapters 3 and 4.

2.2 Forms of Solidarity

2.2.1 Aron, R. 1967. Main Currents in Sociological Thought London: Weidenfield and Nicholson, Vol. 2, pp. 11-97.

2.2.2 Calhoun, J. Craig, 2007. Classical Sociological Theory 2 nd Edition. Blackwell, pp.131-180.

2.2.3 Jayapalan, N. 2001. Sociological Theories. Atlantic Publisher, pp.146-178.

3 Max Weber (4 Weeks)

3.1 Ideal Types and Social Action

3.2 Types of Authority

3.1.1 Gerth, H.H. and C. Wright Mills (eds.) 1948. From Max Weber: Essays in Sociology. London: Routledge and Kegan Paul, Introduction.

3.1.2 Aron, R. 1967. Main Currents in Sociological Thought. London: Weidenfield and Nicholson, Vol. 2, pp.177-252.

3.1.3 Calhoun, J. Craig, 2007. Classical Sociological Theory. 2nd Edition. Blackwell, pp.205-274.

3.1.4 Jayapalan, N. 2001. Sociological Theories. Atlantic Publisher, pp.97-115.

Teaching Learning Process:

- 1 Lectures and tutorials
2. Short Research Project

Assessment Methods:

- 1 Assignments
2. Research project

Keywords:

Materialist, History, Class, class struggle, social fact, solidarity, Ideal types, social action, authority.

Skill Enhancement Course 01

Techniques of Social Research

Course Objective: This course aims to enhance the skills of students to understand and use techniques employed by social scientists to investigate social phenomena. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research. The focus is on understanding through suggested exercises.

Course Outline:

1. Understanding Social Research

- 1.1 Steps of Social Research
- 1.2 Formulating Research Design
- 1.3 Concepts & Hypotheses
- 1.4 Sampling Methods
- 1.5 Ethics in Research

2. Data Collection

- 2.1 Primary Sources- Ethnography, Interview & Questionnaire
- 2.2 Secondary Sources- Texts & Documents

3. Data Analysis

- 3.1 Content Analysis
- 3.2 Narrative Analysis
- 3.3 Statistical Analysis

4. Research Project

COURSE CONTENT AND ITINERARY

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

1. Understanding Social Research (Week 1- 4)

1.1 & 1.2 Bryman, A. 2009, *Social Research Methods*, Oxford: Oxford University Press, Chapter 1 & 2, Pp. 3-64

1.3 Goode, W. E. and P. K. Hatt. 1952. *Methods in Social Research*. New York: McGraw Hill. Chapters 5 and 6 Pp. 41-73.

1.4 Bryman, A. 2009, *Social Research Methods*, Oxford: Oxford University Press, Chapter 7, Pp-164-188

1.5 Amir B. Marvasti, 2004, *Qualitative Research in Sociology*, London: Sage, Chapter 7, Pp. 133-144

Suggested Assignments:

- a) Design a survey on factors effecting marriage choices of young people
- b) Visit a shopping mall and observe the interaction between employees and customers/visitors. Identify themes based on your observation and prepare a questionnaire based on this experience.
- c) Visit the college canteen/ administrative office/a bus stop/ area outside the metro station and observe all that happens for an hour or more and write a descriptive note on it.
- d) Visit a police station/ hospital/court and spend a few hours observing the scene. Write a short essay on issues of access to the field, rapport building and your role as an ethnographer.

2. Data Collection (Weeks 5-8)

2.1 Amir B. Marvasti, 2004, *Qualitative Research in Sociology*, London: Sage, Chapter 3,Pp-34-61 & Goode, W. E. and P. K. Hatt. 1952. *Methods in Social Research*. New York: McGraw Hill, Chapter 12 &13, Pp-170-208

2.2 Bryman, A. 2009, *Social Research Methods*, Oxford: Oxford University Press, Chapter 21, Pp- 515-535

Suggested Assignments:

- a) Conduct a structured Interview with close ended options and a relatively unstructured interview on the same topic (of your choice) with similar sets of people. Observe and note the differences.
- b) Look at NSS/NFHS/Census Data and write notes on the themes of how you can interpret the data
- c) Look at a set of published letters of Gandhi to Nehru/ C.F. Andrews/Tagore and identify key social issues that are discussed in the contents of the letters.
- d) Collect 3 oral testimonies/ life histories of people who have witnessed and experienced any catastrophic event in their lives.

3. Data Analysis (Weeks 9-13)

3.1 & 3.2 Amir B. Marvasti, 2004, Qualitative Research in Sociology, London: Sage, Chapter 5, Pp-81-118

3.3 Gupta, S. P. (2007). Elementary Statistical Methods. Sultan Chand & Sons

Suggested Assignments/Exercise:

- a) Choose a theme of your interest- for e.g., crime, technology environmental concerns or any other and look through the Sunday editorials of any national daily for the last 3 month to locate articles of your interest/theme
- b) Do a content analysis of advertisements of any one consumer product/service, which have appeared over one year in a leading national daily.
- c) Analyse the oral testimonies you have collected in Exercise 2(d). Discuss the issues and challenges in using testimony as evidence.
- d) Students will be provided with data sets to run them in a software program

4. Research Project (Week 14) -No Specific readings for this section. Research Projects at the discretion of the teacher.

Choose a research question, formulate a research design, and identify statement /hypothesis, concepts. Operationalize the steps of doing research and match the methods and tools for data collection. Prepare a project report.

Learning Outcomes:

1. Graduate Attributes:

- **Disciplinary knowledge:** Students will be introduced to the idea of conducting research, which includes formulating the research designs, hypothesis, using a particular tool to collect data and analyzing data. Some basic elementary statistics is also provided to the students to acquaint them with quantification of data.
- **Communication Skills:** The students will be theoretically sound as well as their application skills will also be enhanced in terms of classroom discussions, debates, projects and presentations.
- **Critical Thinking:** Students learn to critically evaluate while practically conducting research on the field, which will enable them to understand the social reality in a comprehensive manner.
- **Problem-solving:** Research projects will enable students to study in understanding the social problems and developing certain suggestive measures.
- **Analytical Reasoning:** Data analysis and its interpretation enhance the analytical skills as the students learn to combine the book view with the field view.
- **Research-related skills:** By introducing the tools and techniques, the students are encouraged to use theoretical knowledge in conducting research in field-based projects. This also trains the students and sharpens their research skills.
- **Cooperation/Team-work:** Students have to work on group projects which ensure that they cooperate with each other as a team to complete the work systematically.
- **Scientific Reasoning:** The concept of quantitative research and its application ensures that the students inculcate scientific reasoning.

- **Reflective Thinking:** While engaging with the basic understanding of conducting research, dealing with the respondent on the field and navigating through the field, enables the students to inculcate reflective thinking.
- **Information/digital literacy:** Students learn to access and evaluate various secondary sources of data through the visual, digital content which becomes part of their review of literature also.
- **Multi-cultural competence:** While understanding and navigating through the ‘field’ they become culturally more competent.
- **Moral and Ethical awareness/reasoning:** Students are sensitized about the ethical issues associated with doing research since major part of social science research is to deal with human beings.
- **Leadership readiness/qualities:** By doing various Research Projects in group, students learn to take initiative and responsibility.
- **Lifelong learning skills:** While conducting research in teams they understand that it is not a finished product. Rather research requires a lifelong engagement which allows them to work in diverse settings and situations in the future.

2. Qualification Descriptors:

1. To develop an understanding towards the process of doing social research.
2. Ability to use the various tools and techniques of data collection in a systematic manner.
3. Students learn to differentiate between qualitative and quantitative aspects of research.
4. Students are encouraged to engage in practical application of the knowledge gained through this course, for example through research projects.

3. Programme Learning Outcomes:

1. By applying the research techniques, students critically look at the difference between a ‘book view’ and ‘field view’.
2. Students are equipped with basic and necessary skills of doing research and it increases their employability in any social research organization.

4. Course Learning Outcomes:

This course facilitates an understanding of key concepts involved in social research such as choosing a research question, formulating research designs, sampling framework, developing a hypothesis, using the various methods of data collection. It also encourages the students to use these concepts practically in the field set up which enables them to test the permutations and combinations of various approaches and techniques.

Teaching-Learning Process:

1. This course requires a dialogic mode of teaching as students have to constantly share their field experiences in the classroom. The basic use of statistics enables the students to understand both qualitative and quantitative aspects of social research.
2. The students will be encouraged to 'observe' the social reality in an objective manner by clearly distinguishing common sense from scientific research.
3. Students by doing projects also come to know the practical application of using the tools and techniques.

Assessment Methods:

1. Tutorials are given regularly to students after the completion of a topic. The objective is to assess the understanding of the student regarding the covered topic.
2. Students are expected to submit individual/team project reports, along with making oral presentations of the same in class.
3. Suggested assignment topics have also been given to facilitate the process of doing research.

Keywords:

Social Research, Qualitative Method, Quantitative Method, Research Design, Concepts, Theory, Hypothesis, Sampling, Research Ethics, Primary Sources, Secondary Sources, Ethnography, Interview, Questionnaire, Texts, Documents, Content Analysis, Narrative Analysis, Statistical Analysis

