

Based on Undergraduate Curriculum Framework 2022

UNIVERSITY OF DELHI

UNDERGRADUATE PROGRAMMES OF STUDY

STRUCTURE, COURSES & SYLLABI OF SEMESTERS: VII & VIII

Department of Sociology



Semester VII

Index

S. No	Course No.	Contents		Page Numbers	Total Credits (4)	
					L	T
		BA. (H) SOCIOLOGY				
1.	DSC 19	Field and Fieldwork		3-8	3	1
		BA (Prog) with Sociology as Major				
2.	DSC 13	Kinship and Marriage		9-13	3	1
		Common Pool of Discipline Specific Electives (DSE 12-17)		Pool of DSEs for BA (Hon) is open for BA (Prog)		
4.	DSE 13	Sociology of Symbolism		14-17	3	1
5.	DSE 14	Sociology of Law		18-22	3	1
6.	DSE 15	Sociology of Food		23-27	3	1
7.	DSE 16	Population and Society		28-32	3	1
8.	DSE 17	Digital Sociology		33-36	3	1
		Common Pool of Generic Elective (GE: 19-22)	Level			
9.	GE 19	Reading Ethnographies*	300	37-40	3	1
10.	GE 20	Sociology of Globalization*	300	41-45	3	1
11.	GE 21	Sociology of Literature	300	46-50	3	1
12.	GE 22	Sociology of Peace and Conflict	300	51-54	3	1

Note:

GE 19 Reading Ethnographies and **GE 20 Sociology of Globalization** to be added to the pool of 300 level mandatory courses.

Courses from the mandatory GE list could be offered in Odd as well as Even semesters.

All colleges have to offer a minimum of three DSEs and two GEs during the Semester VII.

SEMESTER-VII
DEPARTMENT OF SOCIOLOGY
Category I
B.A. (H) Sociology

Discipline Specific Core (DSC) 19
Field and Fieldwork

DISCIPLINE SPECIFIC CORE COURSE -19 (DSC-19) : Field and Fieldwork

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 19 Field and Fieldwork	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. Prepare students to conduct independent ethnography-based research by equipping them with essential theoretical and methodological tools.
2. Develop a strong understanding of the ethnographic approach and its relevance in contemporary research.
3. Engage with key ethical, practical, and theoretical debates surrounding ethnographic fieldwork.
4. Integrate hands-on research activities into the learning process to reinforce conceptual understanding and methodological application.
5. Foster skills which will contribute to **SDG 4 – Quality Education**.

Learning outcomes:

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

1. Critically analyse contemporary social realities using an ethnographic lens.
2. Apply relevant sociological concepts and theories to examine and interpret social structures, interactions, and cultural practices.

3. Navigate ethical and practical challenges in fieldwork, demonstrating awareness of responsible research practices.
4. Conduct independent ethnographic research, employing appropriate methodologies and analytical frameworks and prepare ground work for fourth year dissertation project.
5. Demonstrate critical thinking, contextual knowledge, and research skills for responsible knowledge production in pursuit of **SDG 4 – Quality Education**.

SYLLABUS OF DSC:

Unit I: Fieldwork: Histories and Foundations (12 Hours)

This unit examines the historical development of ethnographic fieldwork, from its foundational methodologies to contemporary developments.

- a. Histories of Fieldwork
- b. Foundations of Fieldwork

Unit II: Fieldwork: Experiences and Practices (12 Hours)

This unit addresses key critiques related to the issues around representation and power in field research.

- a. Experiences
- b. Practices

Unit III: Reflexivity & Positionality (9 Hours)

This unit examines how questions of identity, subjectivity and gender relations shape ethnographic practice and knowledge production. Additionally, it highlights the significance of reflexivity in fieldwork.

- a. On Reflexivity
- b. Positionality in Fieldwork.

Unit IV: Writing Ethnography and Representing the Field (12 Hours)

This unit examines the process of documenting and transforming fieldwork observations into ethnographic texts. It focuses on different writing strategies and the role of interpretation in ethnographic writing.

- a. Description, Translation and Interpretation
- b. Representation

Practical Component: NIL

Essential/Recommended Readings:

Unit I. Fieldwork: Histories and Foundations

a. Histories of Fieldwork

Malinowski, B. (1922). Subject, method and scope. In *Argonauts of the Western Pacific*, Routledge and Kegan Paul, New York, 2–25.

Godina, V. V. (2003). Anthropological Fieldwork at the Beginning of the 21st century: Crisis and Location of Knowledge. *Anthropos*, 98(2), 473–487.

b. Foundations of Fieldwork

Jarvie, I. C. (1967). On Theories of Fieldwork and the Scientific Character of Social Anthropology. *Philosophy of Science*, 34(3), 223–242. The University of Chicago Press.

Atkinson, P. (2006). Why do fieldwork? *Sociologisk Forskning*, 43(2), 128–134.

Van der Geest, S. (2017). The freedom of anthropological fieldwork. *Etnofoor*, 29(1), 101–112.

Unit II: Fieldwork: Experiences and Practices

a. Experiences

Madan, T.N. and A. Beteille (1975). Encounter and Experience: Personal Accounts of Field work. New Delhi, Vikas Publishing House. Ch. 2, 7 and 11.

M.N. Srinivas, A.M. Shah, and E.A. Ramaswamy ed. (2004). *The Fieldworker and the Field Problems and Challenges in Sociological Investigation*, Oxford University Press, New Delhi. Pp. 19-28, 38-57, 184-199.

b. Practices

Clifford, J., & Marcus, G. E. (Eds.). (1986). *Writing culture: The Poetics and Politics of Ethnography: A School of American Research Advanced Seminar*. University of California Press. Introduction: Partial truths, 1–26.

Narayan, K. (1993). How Native is a “Native” Anthropologist? *American Anthropologist*, 95(3), 671–686.

Unit III. Reflexivity and Positionality

a. On Reflexivity

Aunger, R. (2004). A Crisis in Confidence. In *Reflexive Ethnographic Science* 1–20. AltaMira Press.

b. Positionality in Fieldwork.

Jacobs-Huey, L. (2002). The Natives Are Gazing and Talking Back: Reviewing the Problematics of Positionality, Voice, and Accountability among "Native" Anthropologists *American Anthropologist*, 104(3), 791–804.

Benz, T. (2013). Flanking gestures: Gender and Emotion in Fieldwork. *Sociological Research Online*, 19(2), 15, 1-8.

Unit IV. Writing Ethnography and Representing the Field

a. Description, Translation and Interpretation

Emerson, R., Fretz, R., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes* (2nd ed.). University of Chicago Press. Chapters 2, 3, and 7, pp. 17–65, 169–210.

Asad, T. (1986). The Concept of Cultural Translation in British Social Anthropology, in J. Clifford & G. E. Marcus (Eds.), *Writing culture: The poetics and politics of ethnography: A School of American Research Advanced Seminar*, University of California Press. Pp. 141–164.

Geertz, C. (1973). Thick description: Toward an interpretive theory of culture. In *The Interpretation of Cultures* Basic Books, New York. 3–30.

b. Representation

Craig Jeffrey (2010) *Timepass: Youth, Class, and the Politics of Waiting in India*, Stanford University Press Stanford, California, Chapter 1, India Waiting, 1-36.

Srinivas, Tulasi. (2018). *The Cow in the Elevator: An Anthropology of Wonder*. Duke University Press, Durham. Chapter 1 Introduction Wonder, Creativity and Ethical Life in Bangalore, 1-32.

List of Tutorial Activities:

Suggestions for integrating hands-on research activities into the learning process to reinforce conceptual understanding and methodological application. These could be used as components for Continuous Assessment.

1. Choose any ethnographic text and describe how the author framed their ethnographic interaction in the context of their setting.
2. First hand observation and description of an ethnographic setting such as the following. (The list is not exhaustive.)

- Shopping in a store
 - Traveling by public transport
 - Having coffee with friends at a cafe
3. Think of a research topic and of possible ethical issues that may arise in that research setting.
 4. Writing an Ethnographic Research Proposal
 - a) Write a research proposal for a project to be carried out individually. This could be the research project that the student is planning to write in Semester 8. It must include a description of;
 - Objective of the study,
 - the conceptual research question,
 - List of methods/techniques researcher intends to use,
 - Bibliography/References of at least 5 readings.
 - b) Submit an excerpt from the field notes with a note connecting your observations to the research questions.
 - c) Submit the transcription of one field interview. In addition, write a reflective paper on the process of conducting the interview.

Suggested Readings:

- Black, S. P. (2017). Anthropological ethics and the communicative affordances of audio-video recorders in ethnographic fieldwork: Transduction as theory. *American Anthropologist*, 119(1), 46–57.
- Causey, A. (2016). *Drawn to See: Drawing as an Ethnographic Method*. University of Toronto Press.
- Coleman, G. (2010). Ethnographic Approaches to Digital Media. *Annual Review of Anthropology*, 39, 1–16.
- Ethics guidelines for internet-mediated research. (2017). *The British Psychological Society*. <https://www.bps.org.uk/guideline/ethics-guidelines-internet-mediated-research>
- Goffman, E. (1989). On Fieldwork. *Journal of Contemporary Ethnography*, 18(2), 123–132.
- Gürsel, Z. D. (2017). Visualizing Publics: Digital Crowd Shots and the 2015 Unity Rally in Paris. *Current Anthropology*, 58(S15), 135–148.
- Malinowski, B. (1967). *A Diary in the Strict Sense of the Term*. Routledge and Kegan Paul.
- Reynolds, P. (2019). *The Uncaring, Intricate World: A Field Diary, Zambezi Valley, 1984–1985*. Duke University Press.

Warren, C. A. B., & Karner, T. X. (2014). *Discovering Qualitative Methods: Ethnography, Interviews, Documents, and Images* (3rd ed.) Oxford.

Chakravarti, Anand. (1975) *Contradiction and Change: Emerging Patterns of Authority in a Rajasthan Village*, Delhi, Oxford University Press.

Shah, A.M. (2002). *Exploring India's Rural Past, A Gujarat Village in the Early Nineteenth Century*. Oxford University Press, New Delhi.

Srinivas, M. N. (ed.) (1966) *India's Villages*. Asia Publishing House. Bombay. Selected Chapters.

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

Category II
BA (P) with Sociology as Major

Semester VII
B.A. (P) Sociology
Discipline Specific Core (DSC) 13
Kinship and Marriage

DISCIPLINE SPECIFIC CORE -13 (DSC 13): Kinship and Marriage

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 13: Kinship and Marriage	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. Examine the history of kinship studies, focusing on central debates and their impact on sociological theory.
2. Analyse how kinship systems intersect with gender, reproduction, and technology, enabling a critique of biological understandings of maternity and paternity, particularly in the context of surrogacy.
3. Assess the relevance of kinship studies in understanding contemporary social issues related to family, marriage, and changing societal structures.
4. Assess how kinship and marriage practices shift in response to increased mobility and migration.
5. Enhance **SDG 5 – Gender Equality** by equipping students with one of the key conceptual frameworks to analyse structures of inequality and disadvantage.

Learning outcomes:

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

1. Comprehend the historical development of kinship studies within anthropology and the significance of key debates across different societies.

2. Demonstrate the ability to critically apply kinship theories to real-world scenarios such as reproductive practices, marriage patterns, and familial transformations.
3. Critically revisit kinship and gender theories in light of advancements in reproductive technologies.
4. Analyse shifts and continuities in the understanding of kinship in relation to contemporary social challenges.
5. Examine how kinship structures influence gender roles, shape access to reproductive choices, and impact women's autonomy and decision-making within families and connect this to **SDG 5 – Gender Equality**.

SYLLABUS OF DSC:

Unit I. Studying Kinship (12 Hours)

This unit introduces key frameworks in kinship studies, focusing on descent systems, marriage alliances, and cultural kinship.

- a. Descent and Marriage Alliance
- b. Cultural Approach to Kinship

Unit II. Kinship, Marriage and Gender (12 Hours)

This unit focuses the role of kinship in shaping gender norms, reproductive practices.

- a. Gender and Symbolism of Reproduction
- b. Inter-caste Marriages and Divorce

Unit III. Kinship and Technology (12 Hours)

This unit investigates how digital and reproductive technologies transform kinship roles, expectations, and relational practices.

- a. Technologically Mediated Relations
- b. New Reproductive Technologies

Unit IV. Kinship, Marriage, Migration (9 Hours)

This unit examines the reconfiguration of kinship and marriage in the context of mobility, diaspora, and transnational family life.

- a. Marriage and Migration
- b. Transnational Families

Practical Component:

NIL

Essential/Recommended Readings:

Unit I. Studying Kinship

a. Descent and Marriage Alliance

Parkin, R. and L. Stone. (2004). 'General Introduction', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, 1-23.

Dumont, L. (2006). *An Introduction to Two Theories of Social Anthropology: Descent Groups and Marriage Alliance* (Vol. 12). New York: Berghahn Books, 3-28.

b. Cultural Approach to Kinship

Schneider, D. M. (2004) (first published 1972), 'What is Kinship All About?' in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, 257-274.

Carsten, J. (1995). 'The Substance of Kinship and the Heat of the Hearth: Feeding, Personhood, and Relatedness among Malays in Pulau Langkawi' *American Ethnologist*, 22 (2), 223-241.

Unit II. Kinship, Marriage and Gender

a. Gender and Symbolism of Reproduction

Dube, Leela, (1986). 'Seed and Earth: The symbolism of biological reproduction and sexual relations of production'. In Leela Dube, Eleanor Leacock & Shirley Ardener (Eds.). *Visibility and Power: Essays on Women in Society and Development*. (22-53). Delhi: Oxford University Press

b. Inter-caste Marriages and Divorce

Rafiq, Shahana, and Rukmini Sen. "Inter-caste/Community Marriages: Contestations and Negotiations in the Family." *Contemporary Voice of Dalit*, 2024.

Abraham, Janaki. "Contingent Caste Endogamy and Patriarchy: Lessons for Our Understanding of Caste." *Economic and Political Weekly*, vol. 49, no. 2, 2014, pp. 56–65.

Grover, Shalini. "'Purani aur nai shaadi': Separation, Divorce, and Remarriage in the Lives of the Urban Poor in New Delhi." *Asian Journal of Women's Studies* 17, no. 1 (2011): 67-99.

Unit III. Kinship and Technology

a. Technologically Mediated Relations

Doron, A., 2012. Mobile persons: Cell phones, gender and the self in North India. *The Asia Pacific Journal of Anthropology*, 13(5), pp.414-433.

Agrawal, A. (2015). Cyber-matchmaking among Indians: Re-arranging marriage and doing 'kin work.' *South Asian Popular Culture*, 13(1), 15–30.

Venkatraman, Shriram. (2017) *Social Media in South India*. United Kingdom: UCL Press, 2, Ch. 4. Relationships: kinship on social media. Pp. 101-135

b. New Reproductive Technologies

Stone, L (2010), Kinship, Gender, and the New Reproductive Technologies: The Beginning of the End? In *Gender & Kinship: An Introduction*, 4th edition, Westview Press: Washington. Pp. 289-302

Payne, J. G. (2016). Grammars of kinship: Biological motherhood and assisted reproduction in the age of epigenetics. *Signs: Journal of Women in Culture and Society*, 41(3). Pp. 483-506.

Pande, Amrita, (2009), 'It May Be Her Eggs But It's My Blood: Surrogates and Everyday Forms of Kinship in India', *Qualitative Sociology*, Volume 32 (4). Pp. 379–397

Unit IV. Kinship, Marriage and Migration

a. Marriage and Migration

Chaudhry, Shalini., & Mohan, T. D. (2011). Of Marriage and Migration: Bengali and Bihari Brides in a U.P. Village. *Indian Journal of Gender Studies*, 18(3), 311-340.

Roohi, S. (2017). Caste, kinship and the realisation of 'American Dream': high-skilled Telugu migrants in the USA. *Journal of Ethnic and Migration Studies*, 43(16), 2756-2770.

b. Transnational Families

Baldassar, L., Kilkey, M., Merla, L., & Wilding, R. (2014). Transnational families. In J. Treas, J. Scott, & M. Richards (Eds.), *The Wiley Blackwell companion to the sociology of families* (pp. 155–175). John Wiley & Sons, Ltd.

Suggested Readings:

Chowdhry, Prem. (2004) Private Lives, State Intervention: Cases of Runaway Marriage in Rural North India. *Modern Asian Studies*, 38(1): 55–84.

Collier, Jane Fishbourne and Sylvia Junko Yanagisako, (1987). *Gender and Kinship: Essays Towards a Unified Analysis*, Stanford University Press, pp 14-52.

Dommaraju, Premchand. "Divorce and separation in India." *Population and Development Review* (2016): 195-223.

Dube, Leela. (1997). *Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia*. Tokyo: UNUP, Pp. 34-48.

Grover, Shalini. (2009) Lived experiences: Marriage, notions of love, and kinship support amongst poor women in Delhi. *Contributions to Indian Sociology* 43(1): 1-33.

Pande A. (2010). Commercial Surrogacy in India: Manufacturing a Perfect Mother-Worker, *Signs*, 35(4): 969-992.

Ragoné, H. (1996). Chasing the blood tie: surrogate mothers, adoptive mothers and fathers. *American Ethnologist*, 23(2), 352-365.

Uberoi. Patricia. (1993). *Family, Marriage and Kinship in India*. New Delhi: OUP, 1-44.

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

Sociology
Discipline Specific Elective (DSE) 13
Sociology of Symbolism

Discipline Specific Elective-13 (DSE-13) : Sociology of Symbolism

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE - 13 Sociology of Symbolism	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. To introduce students to foundational concepts and theories of semiotics and their application to the study of signs and symbols.
2. To enable students to understand narrative and discursive structures through structuralist and post-structuralist frameworks.
3. To develop an understanding of the symbolic role of cultural practices and their representation in ethnographic contexts.
4. To apply semiotic analysis to social and cultural phenomena.
5. This course will enhance **SDG 11 – Sustainable Cities and Communities** by fostering skills which enhance inclusivity

Learning outcomes:

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

1. Articulate key semiotic theories, including contributions from Saussure, Barthes, and Lacan.
2. Critically analyze narrative structures using the works of Propp, Lévi-Strauss, and Foucault.
3. Demonstrate interpretive skills by analysing symbols, metaphors, and narratives in cultural or social texts
4. Apply semiotic concepts to interpret social and cultural phenomena.

5. Demonstrate awareness of cultural meaning-making, diversity, and inclusive symbolic representation in social life in pursuit of **SDG 11 – Sustainable Cities and Communities**.

SYLLABUS OF DSE:

Unit I. Semiotics and the Study of Signs (12 Hours)

This unit introduces semiotic theory, through a discussion on the structure of signs, symbols, and meaning-making.

- a. Structure of Signs and Systems of Meaning
- b. Signification and the Unconscious

Unit II. Narrative Structures and the study of Myth (11 Hours)

This unit examines the formal grammar of storytelling, mythic structures, and binary oppositions in narrative representation.

- a. Grammar and Functions of Narrative Forms
- b. Mythic Logic and Binary Oppositions

Unit III. Discourse Analysis and the Production of Meaning (11 Hours)

This unit examines how discourse constructs knowledge, power, and subjectivity through language and representation.

- a. Discourse, Knowledge, and order
- b. Language, the Body, and Situated Meaning

Unit IV. Symbolism, Metaphor and Cultural Representations (11 Hours)

This unit analyzes how metaphors, symbols, and ritual practices shape cultural meaning and embodied social experiences.

- a. Rituals and the Work of Representation
- b. Metaphor, Abstraction, and Embodied Thought

Practical Component: NIL

Essential/Recommended Readings:

Unit I. Semiotics and the Study of Signs

a. Structure of Signs and Systems of Meaning

Saussure, Ferdinand de. (2011). *Course in general linguistics* (W. Baskin, Trans.). Columbia University Press. (Original work published 1916). pp. 65–78, Part 1, Chapters I & II.

Barthes, Roland. (1968). Signifier and signified. In A. Lavers & C. Smith (Trans.), *Elements of Semiology* (pp. 35–57). Hill and Wang. (Original work published 1964), Chapter II.

b. Signification and the Unconscious

Lacan, Jacques. (2006). ‘The Instance of the Letter in the Unconscious or Reason since Freud’. In B. Fink (Trans.), *Écrits: The first complete edition in English* (pp. 412–444). W.W. Norton & Company. (Original work published 1957)

Unit II. Narrative Structures and the study of Myth

a. Grammar and Functions of Narrative Forms

Propp, Vladimir. (1968). *Morphology of the Folktale* (L. Scott, Trans., 2nd ed., pp. 19–65). University of Texas Press. (Original work published 1928, Chapters II and III)

b. Mythic Logic and Binary Oppositions

Lévi-Strauss, Claude. (1955). The Structural Study of Myth. *The Journal of American Folklore*, 68(270), 428–444.

Unit III. Discourse Analysis and the Production of Meaning

a. Discourse, Knowledge and order

Foucault, Michel. (1972). *The Archaeology of Knowledge* (A. M. Sheridan Smith, Trans.). Pantheon Books. (Part II, Chapters 1 – 5, Pp 21-63).

b. Language, Body, and Situated Meaning

Turner, Terence. (1995). Social Body and Embodied Subject: Bodiliness, Subjectivity, and Sociality among the Kayapo. *Cultural Anthropology*, 10(2), 143–170.

Unit IV. Symbolism, Metaphor and Cultural Representations

a. Symbols and the Work of Representation

Hall, S. (1997). 'The work of representation'. In S. Hall (Ed.), *Representation: Cultural Representations and Signifying Practices* (pp. 15–53). London: Sage Publications & Open University Press.

Rotman, Brian. (1988). 'Towards a Semiotics of Mathematics', *Semiotic*, 72(1-2):1-35.

b. Metaphor, Abstraction, and Embodied Thought

Uberoi, J.P.S., and Khalid Tyabji. (2019). 'Metaphysics of the Indian Modernity: The Theory of the Name', in Khalid Tyabji (ed.), *Mind and Society: From Indian Studies to General Sociology*. Delhi, Oxford Academic.

Lakoff, George., & Johnson, Mark. (1980). *Metaphors We Live By*. University of Chicago Press. pp. 3–45.

Suggested Readings:

Gell, Alfred. (1982). 'The Market Wheel: Symbolic Aspects of an Indian Tribal Market'. *Man*, 17(3), 470–491.

Quinn, Malcolm. (1994). *The Swastika: Constructing the Symbol* (1st ed.). Routledge.

Bettelheim, Bruno. (1975) *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. New York: Vintage, pp. 3-19, 166-183.

Douglas, Mary. (1966). 'The Abominations of Leviticus'. In *Purity and Danger: An Analysis of the Concepts of Pollution and Taboo* (pp. 51–71). Routledge.

Sontag, Susan. (1978). *Illness as Metaphor* (selections). Farrar, Straus and Giroux.

Das, Veena. (1977). *Structure and Cognition: Aspects of Hindu Caste and Ritual*. Oxford University Press.

Mehta, Deepak. (1996). *Work, Ritual, Biography: A Muslim Community in North India*. Oxford University Press.

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

Sociology
Discipline Specific Elective (DSE) 14
Sociology of Law

Discipline Specific Elective-14 (DSE - 14) : Sociology of Law

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 14: Sociology of Law	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. To introduce students to the conceptual and theoretical issues in the study of law as a social phenomenon.
2. To familiarize students with the classical and contemporary debates in sociology of law and the social functioning of legal institutions, practices and processes.
3. To contribute to **SDG 16 – Peace, Justice and Strong Institutions** by fostering critical understanding of legal systems, pluralism, justice, and rights-based frameworks

Learning outcomes:

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

1. Demonstrate understanding of law as an institution from diverse theoretical perspectives.
2. Analyse the ways in which the practice of law is embedded in the social institutions and historical contexts of a society.
3. Critically examine the contradictions, contestations and transformations in the arena of law and society and apply such analyses to study legal issues and legal conundrums.
4. Apply sociological perspectives to real or hypothetical legal issues through case analysis or reflective exercises.
5. Demonstrate a critical understanding of legal systems, pluralism, justice, and rights-based frameworks required to enhance **SDG 16 – Peace, Justice and Strong Institutions**.

SYLLABUS OF DSE:

Course Outline:

Unit I. Introducing Sociology of Law (6 Hours)

This unit provides an introductory map of the terrain of sociology of Law.

a. Social Realms of Law

b. Sociology of Law

Unit II. Sociology of Law: Perspectives and Debates (15 Hours)

This unit outlines the key perspectives in sociology of law. It starts with the classical heritage and moves to Critical theory, Law as governmentality and Feminism and Law.

a. Durkheim, Weber, Marx

b. Critical Theory, Foucault and Feminism

Unit III. Issues in Sociology of Law: Pluralism and Justice (9 Hours)

This unit discusses issues of customary law, legal pluralism and justice.

a. Legal Pluralism

b. Law and Justice

Unit IV. Social Lives of Law in India (15 Hours)

This unit discusses the sociological issues pertaining to the emergence of modern legal order out of pre-colonial and colonial legacies. It further addresses the working of the legal institutions and processes in modern India.

a. Legal Legacies: Dharma and Customary Law

b. Emergence of Modern Legal Culture

c. Institutions and Processes

Essential/Recommended Readings:

Unit I. Introducing Sociology of Law

a. Social Realms of Law

Bohannan, Paul. 1965. The Differing Realms of the Law. *American Anthropologist* 67(6): 33–42.

b. Sociology of Law

Calavita, Kitty. *Invitation to Law and Society: An Introduction to the Study of Real Law*. United Kingdom, University of Chicago Press, 2016. Chapter 2. Types of Society, Types of Law. Pp. 10-29.

Unit II. Sociology of Law: Perspectives and Debates

a. Durkheim, Weber, Marx

Lukes, Steven, and Scull, Andrew. *Durkheim and the Law*. Blackwell., 1984. Chapter 8. Nature and Evolution of Contract. Pp. 192-237.

Podgórecki, Adam. Christopher J. Whelan(eds.) *Sociological Approaches to Law*. Croom Helm, 1981. Chapter 5. Marxism and The Analysis of Law. Pp. 91-106.

Kronman, Anthony T. *Max Weber*. Stanford University Press, 1983. Pp. 96-117.

b. Critical Theory, Foucault and Feminism

Podgórecki, Adam. Christopher J. Whelan(eds.) *Sociological Approaches to Law*. United Kingdom, Croom Helm, 1981. Chapter 6. Contributions of Critical Theory of the Frankfurt School to the Sociology of Law. Pp. 111-128.

Hunt, Alan, and Wickham, Gary. *Foucault and Law: Towards a Sociology of Law as Governance*. Pluto Press, 1994. Pp. 99-116.

Smart, Carol. *Feminism and the Power of Law*. Taylor & Francis, 2002. Chapter 4. The Quest for A Feminist Jurisprudence. Pp. 66-89.

Unit III. Issues in Sociology of Law: Pluralism and Justice

a. Legal Pluralism

Gluckman, Max. *Politics, Law and Ritual in Tribal Society*. Aldine Transaction, 2006. Chapter 5. Dispute and Settlement. Pp. 169-213.

Merry, Sally Engle. 1988. "Legal Pluralism." *Law and Society Review* 22. Pp. 869-892.

b. Law and Justice

Nader, Laura. The Life of the Law: A Moving Story, *The Valparaíso University Law Review*. 36(3): 655 – 674.

Unit IV. Social Lives of Law in India

a. Legal Legacies: Dharma and Customary Law

Lingat, Robert. 1998. *The Classical Law of India*. Delhi: Oxford University Press. Chapter 1. The Sources of Dharma. Pp. 3-17.

Davis, Jr, Donald R. 2010. *The Spirit of Hindu Law* Cambridge: Cambridge University Press, Ch. 5. Doubts and disputes (vyavahāra) Pp. 108-127.

Rao, Nitya. 2007. Custom and the courts: Ensuring women's rights to land, Jharkhand, India. *Development and Change* 38(2): 299-319.

b. Emergence of Modern Legal Culture

Galanter, Marc. 1992. *Law and Society in Modern India*. India, Oxford University Press. Chapter 2. The Displacement of Traditional Law in Modern India Pp. 15-36.

Baxi, Upendra. 2009(1986). 'The Colonial Nature of the Indian Legal System' in Indra Deva (Ed.) *Sociology of Law*. Oxford University Press, Pp. 45-59.

c. Institutions and Processes

Cohn, Bernard S. 1965 Anthropological Notes on Disputes and Law in India. *American Anthropologist* 67(6): 82–115.

Moog, Robert. The Significance of Lower Courts in the Judicial Process, in *The Oxford India Companion to Sociology and Social Anthropology*. New Delhi: Oxford. Pp. 1389-1402.

Sudha Vasan. "In the Name of Law: Legality, Illegality and Practice in Jharkhand Forests." *Economic and Political Weekly* 40(41): 4447–50.

Suggested Readings:

Bourdieu, Pierre. 1987. The Force of Law: Toward a Sociology of the Juridical Field, Vol. 38 *Hastings Law Journal*. Pp. 814 – 853.

Cotterrell, Roger 1998. Why must legal ideas be interpreted sociologically. *Journal of Law and Society* 25(3):171-192.

Das, Veena. 2020. *Textures of the Ordinary: Doing Anthropology After Wittgenstein*. Fordham University Press. Pp. 216-245.

Davis, Jr, Donald R. 2010. *The Spirit of Hindu Law*. Cambridge University Press.

Dhagamwar, Vasudha. 1992. *Law, Power and Justice: The Protection of Personal Rights in the Indian Penal Code*. Sage Publications.

Dhagamwar, Vasudha. *Role and Image of Law in India: The Tribal Experience*. India, Sage Publications, 2006.

Fuller, Chris. 1994. Legal Anthropology, Legal Pluralism and Legal Thought. *Anthropology Today* 10(3): 9–12.

Gilmartin, David. 2010. Rule of Law, Rule of Life: Caste, Democracy, and the Courts in India. *The American Historical Review* 115(2): 406-427.

Goodale, Mark. 2017. *Anthropology and Law: A Critical Introduction*. United States, NYU Press, 2017.

Habermas, Jurgen. Law and Morality, *The Tanner Lectures on Human Values*, Harvard University. 1986.

Hunt, Alan. *The Sociological Movement in Law*. United Kingdom, Macmillan, 1978.

Khare, R. S. 1972. Indigenous Culture and Lawyer's Law in India. *Comparative Studies in Society and History* 14(1): 71–96.

Luhmann, Niklas. 2004. *Law as a Social System*, Oxford University Press.

Martha Minow (ed.) 2002. *Breaking the Cycles of Hatred: Memory, Law and Repair*, Princeton University Press.

Marx, Karl, et al. 1979. *Marx and Engels on Law*. United Kingdom, Academic Press.

Moore, Sally F. 2005. *Law and Anthropology: A Reader*. Wiley.

Olivelle, Patrick & Mark McClish. 2015. 'The four feet of legal procedure and the origins of jurisprudence in ancient India', *Journal of the American Oriental Society*, 135(1): 33-47

Olivelle, Patrick. 2016. *A Dharma Reader: Classical Indian Law*. United States: Columbia University Press.

Parekh, Bhikhu, Thomas Pantham. 1986. Some Reflections on the Hindu Tradition of Political Thought in. Kenneth L Deutsch eds. *Political Thought in Modern India*. India: Sage Publications. Pp. 17-31.

Patrick Olivelle & Donald R Davis Jr. (ed.) 2018. *Hindu Law: A New History of Dharmasastra*, Oxford: Oxford University Press.

Rudolph and Rudolph 1965. Barristers and Brahmans in India: Legal Cultures and Social Change, *Comparative Studies in Society and History*, 8(1): 24-49.

Waldron, Jeremy. 2012. 'How law protects dignity', *Cambridge Law Journal*, 71(1): 200-222.

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

Sociology
Discipline Specific Elective (DSE) 15
Sociology of Food

Discipline Specific Elective-15 (DSE - 15) : Sociology of Food

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 15: Sociology of Food	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. To introduce the field of the sociology of food.
2. To familiarize students with key theoretical perspectives in sociology of food.
3. To equip students with sociological tools to analyse everyday food practices.
4. To discuss key contemporary issues in the sociology of food in general and in the Indian context in particular.
5. To enhance skills to engage with key aspects of **SDG 2 – Zero Hunger** and **SDG 12 – Responsible Consumption and Production**.

Learning Outcomes:

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

1. Describe and analyse how the production, distribution, preparation and consumption of food is a social and cultural phenomenon.
2. Explain how food is related to the issues of modernity, taste and identity.
3. Demonstrate the ability to analyse everyday food practices using sociological tools through short field observations or media-based reflections.
4. Analyse how historical developments and socio-cultural contexts have a bearing on issues ranging from hunger to ethics of consumption.
5. Engaging with issues of food security, sustainability, and socio-cultural access to nutrition in pursuit of **SDG 2 – Zero Hunger** and **SDG 12 – Responsible Consumption and Production**.

SYLLABUS OF DSE:

Unit I. Introducing the Sociology of Food (6 Hours)

This section introduces food as an object of inquiry.

- a. Why Study Food?**
- b. Towards a Sociology of Food**

Unit II. Food, Culture and Society (15 Hours)

This section familiarizes students with various approaches to the analysis of food.

- a. Cultural Approach**
- b. Structural and Materialist Approaches**
- c. Semiotic Approach**

Unit III. Issues in the Sociology of Food (12 Hours)

This unit introduces students to the issues of culture, modernity, taste, consumption and identity surrounding food.

- a. Food, Culture and Modernity**
- b. A Sociology of Taste**
- c. Food and Identity**

Unit IV: Food in Indian Context (12 hours)

This unit discusses some key issues examined in sociological writings on food in South Asian Context such as ritual, purity, commensality, domesticity and consumption.

- a. Food and Sociality**
- b. Domesticity and Consumption**

Practical Component: NIL

Essential/Recommended Readings:

Unit I. Introducing the Sociology of Food

a. Why Study Food?

Belasco, Warren James. *Food: The Key Concepts*. United Kingdom, Berg Publishers, 2008. Chapter 1. Why Study Food? Pp. 1-13.

b. Towards a sociology of Food

Beardsworth, Alan, and Keil, Teresa. *Sociology on the Menu: An Invitation to the Study of Food and Society*. United Kingdom, Taylor & Francis, 2002. Chapter 3. Sociological Perspectives on Food and Eating. Pp. 47-70.

Unit II. Food, Culture and Society

a. Cultural Approach

Simmel, Georg. *Simmel on Culture: Selected Writings*. India, Sage Publications, 1997. The Sociology of The Meal. Pp. 130-135.

b. Structural and Materialist Approaches

Douglas, Mary. 1972. Deciphering a Meal. *Daedalus*, 101(1): 61–81.

Counihan, Carole, Penny Van Esterik eds. 2013. *Food and Culture: A Reader*. United Kingdom, Routledge, Pp. 40-47, 59-71.

c. Semiotic Approach

Barthes, Roland. *Mythologies*. United Kingdom, Vintage, 1993. Pp. 58-64.

Unit III: Issues in the Sociology of Food

a. Food, Culture and Modernity

Mintz, Sidney Wilfred. *Tasting Food, Tasting Freedom: Excursions into Eating, Culture, and the Past*. United States, Beacon Press, 1996. Pp. 1-32.

Goody, Jack. *Cooking, Cuisine and Class: A Study in Comparative Sociology*. UK: Cambridge University Press, 1982. Chapter 5. The Industrial Food: Towards the Development of a World Cuisine. Pp. 154-174.

Allison, Anne. 1991. Japanese Mothers and Obentōs: The Lunch-Box as Ideological State Apparatus. *Anthropological Quarterly*, 64(4): 195 -208.

b. A Sociology of Taste

Bourdieu, Pierre. Taste of Luxury, Taste of Necessity. In Carolyn Korsmeyer ed. *The Taste Culture Reader: Experiencing Food and Drink*. United Kingdom, Bloomsbury Academic, 2005. Pp. 72-78.

c. Food and Identity

Ohnuki-Tierney, Emiko. *Rice as Self: Japanese Identities Through Time*. Ukraine, Princeton University Press, 1994. Chapter 1, 8 &9. Pp. 2-11, 114-136.

Dandekar, Deepra. 2020. Women's Ritually Shared Bodies and Food-Penance in Rural Maharashtra. In Nita Kumar, Usha Sanyal (Eds.), *Food, Faith and Gender in South Asia: The*

Cultural Politics of Women's Food Practices. United Kingdom, Bloomsbury Publishing, Pp. 151-170.

Unit IV. Food in Indian Context

a. Food and Sociality

Khare, Ravindra. S. (ed.) *The Eternal Food: Gastronomic Ideas and Experiences of Hindus and Buddhists*. United States, State University of New York Press, 1992. Ch. 1 Food with Saints: An Aspect of Hindu Gastrosemantics. Pp. 27-48.

Appadurai, Arjun. 1981. Gastro-Politics in Hindu South Asia. *American Ethnologist*, 8(3): 494–511.

Staples, James. “Food, Commensality and Caste in South Asia.” In Watson, James L. and Jakob A. Klein (Eds.), *The Handbook of Food and Anthropology*. India, Bloomsbury Publishing, 2016. Pp. 74-88.

b. Domesticity and Consumption

Donner, Henrike. 2011. “Gendered Bodies, Domestic Work and Perfect Families: New Regimes of Gender and Food in Bengali Middle-Class Lifestyles.” In Henrike Donner ed. *Being Middle-Class in India: A Way of life*, Routledge. Pp. 47-72.

Conlon, Frank F. “Dining Out in Bombay.” In Carol Breckenridge, ed. *Consuming Modernity: Public Culture in a South Asian World*. United Kingdom, University of Minnesota Press, 1995. Pp. 90-118.

Suggested Readings:

Achaya, K. T. *Indian Food: A Historical Companion*. Oxford: Oxford University Press, 1994.

Arnold, David. *Famine: Social Crisis and Historical Change*. New York: Basil Blackwell, 1988.

Beagan, B., Chapman, G. E., D’Sylva, A., & Bassett, B. R. “‘It’s Just Easier for Me to Do It: Rationalizing the Family Division of Foodwork.’” *Sociology*, 42(4), 2008, Pp. 653–671.

Drèze, John. “Democracy and Right to Food.” *Economic and Political Weekly*, 2004, 39(17): 1723-31.

Fine, Ben., Heasman, M., Wright, J. *Consumption in the Age of Affluence: The World of Food*. United Kingdom: Taylor & Francis, 2002.

Counihan, Carole. *Food in the USA: A Reader*. United Kingdom, Taylor & Francis, 2013.

Freedman, Paul. *Why Food Matters*. United Kingdom: Yale University Press, 2021.

Kiple, Kenneth F. *A Movable Feast: Ten Millennia of Food Globalization*. United States: Cambridge University Press, 2007.

Counihan, Carole & Sussane Højlund. *Making Taste Public: Ethnographies of Food and the Senses*. United Kingdom, Bloomsbury Publishing, 2018.

Mannur, Anita. *Culinary Fictions: Food in South Asian Diasporic Culture*. Temple University Press, 2009.

Harris, Marvin. *Our Kind: Who We Are, Where We Came From, Where We Are Going*. Harper Collins Publishers, 1989.

Parasecoli, Fabio. "Food and Popular Culture." In *Food in Time and Place: The American Historical Association Companion to Food History*. United States: University of California Press. 2014.

Petrini, Carlo. *Slow Food: The Case for Taste*. United Kingdom: Columbia University Press, 2003.

Ross, Eric B. and Marvin Harris (Eds.) *Food and Evolution: Toward a Theory of Human Food Habits*. United States: Temple University Press, 1987.

Toussaint-Samat, Maguelonne. *A History of Food*. Oxford: Wiley, 2009.

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

Sociology
Discipline Specific Elective (DSE) 16
Population and Society

Discipline Specific Elective-16 (DSE - 16) : Population and Society

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 16: Population and Society	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. Examine the relationship between society and population with a view of gaining a foundational understanding of the importance of population studies in sociology.
2. Discuss key aspects of population structure and dynamics.
3. Examine issues of change in population structure and their social implications.
4. Assess the impact of culture on population and the impact of population policies on societal development.
5. To enhance an understanding of key demographic issues underlying the achievement of **SDG 3 – Good Health and Well-being** and **SDG 10 – Reduced Inequalities**.

Learning outcomes:

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

1. Understand key concepts and theoretical approaches in population studies.
2. Analyse the relationship between population structure and dynamics and demonstrate understanding of key population indicators.
3. Critically evaluate demographic trends such as demographic transition and mortality.
4. Demonstrate an understanding of population data through interpretation of key demographic indicators and trends
5. Understand sociological perspectives on demographic issues and policy by critically examining fertility, mortality, ageing, and health-related interventions, while connecting these concerns to **SDG 3 – Good Health and Well-being** and **SDG 10 – Reduced Inequalities**.

SYLLABUS OF DSE:

Unit I. Introduction to Population Studies (10 hours)

This unit introduces the study of population in sociology and examines foundational theories such as the Malthusian perspective and its critique by Marx.

- a. Introduction**
- b. Sociology and Demography**
- c. Malthusianism and Neo-Malthusianism**

Unit II. Population Structure and Population Dynamics (15 hours)

This unit examines key dimensions of population structure such as age and sex and population dynamics, that is fertility, mortality and migration. It will introduce students to basic demographic indicators such as Total fertility rate, Death rate and dependency ratios. It will also introduce students to Demographic dividend and aging as aspects of population structure and dynamics.

- a. Age and Sex**
- b. Fertility, Mortality and Migration**
- c. Demographic Indicators**
- d. Demographic Transition Model**
- e. Demographic Dividend and Aging**

Unit III. Migration (8 hours)

This unit examines patterns and causes of internal and international migration, focusing on economic, social, and political influences.

- a. Internal**
- b. International**

Unit IV. Population Change and Population Policies (12 hours)

This unit will introduce students to some key dimensions of population dynamics that are relevant in the context of developing societies. It will also evaluate the role of population policies and programs, assessing the demographic consequences of these policy interventions.

- a. Infant mortality and child marriage**
- b. Shifts in sex ratios, son preference & Marriage Squeeze**
- c. Population Control Programmes**
- d. Reproductive Health**

Practical Component: NIL

Essential/Recommended Readings:

Unit I. Introduction to Population Studies

- a. Introduction**

Dudley F. Poston and Leone F. Bouvier 2010 *Population and society: An introduction*, Cambridge; Cambridge University Press. Chapter 1, "We Are All Population Actors": An Introduction to Demography, pp. 3-14.

b. Sociology and Demography

Durkheim, Emile. 1982 (1895). *The Rules of Sociological Method*. (trans. W. D. Halls). New York: The Free Press, pp. 135-138; 188, 203.

Maurice Halbwachs, *Population and Society: Introduction to Social Morphology*, Glencoe: Free Press, 1960. Translated by Otis Dudley Duncan and Harold W. Pfautz Translators' Preface and Chapter 1 Introduction, pp. 7-42.

c. Malthusianism and Neo-Malthusianism

Foster, J. B. (1998). Malthus' Essay on Population at Age 200. *Monthly Review*, 50(7), 1-18.

Rao, Mohan. "An entangled skein: neo-malthusianisms in neo-liberal times." *Markets and Malthus: population, gender, and health in neo-liberal times*. SAGE Publications India Pvt Ltd, 2010. 103-126.

Unit II. Population Structure and Population Dynamics

a. Age and Sex

Dudley F. Poston and Leone F. Bouvier 2010 *Population and Society: An introduction*, Cambridge; Cambridge University Press. Chapter 8, Age and Sex, pp. 228-238.

Premi, Mahendra K. 2006. 'Population Composition (Age and Sex)', *Population of India: In the New Millennium*. New Delhi: National Book Trust, pp. 103-127.

b. Fertility, Mortality and Migration

Dudley F. Poston and Leone F. Bouvier 2010 *Population and society: An introduction*, Cambridge; Cambridge University Press. Chapter 3, Fertility, pp. 39-52; Chapter 5 Mortality, pp.110-126 and Chapter 6 Internal Migration pp. 166-174.

c. Demographic Indicators

Visaria, Pravin and Visaria, Leela. 2006. 'India's Population: Its Growth and Key Characteristics'. In Veena Das (ed.). *Handbook of Indian Sociology*, New Delhi: Oxford University Press, pp. 61-77.

Sen, A.1993. 'Economics of Life and Death', *Scientific American*, Vol. 268, No. 5 (MAY 1993), pp. 40-47.

d. Demographic Transition Model

Lesthaeghe, Ron. 2014. 'The second demographic transition: A concise overview of its Development' *Proceedings of the National Academy of Sciences of the United States of America*, December 23, 2014, Vol. 111, No. 51 (December 23, 2014), pp. 18112-18115.

Jennifer Johnson-Hanks 2008 'Demographic Transitions and Modernity' *Annual Review of Anthropology* 37:301–15.

e. Demographic Dividend and Ageing

Schoeni, Robert F. and Mary Beth Ofstedal. 2010. 'Key Themes in Research on the Demography of Aging'. *Demography*, Vol. 47, supplement (2010), Springer. pp. S5-S15.

Chandrasekhar C. P., Jayati Ghosh and Anamitra Roychowdhury. 2006. 'The 'Demographic Dividend' and Young India's Economic Future', *Economic and Political Weekly*, Vol. 41, No. 49 (Dec. 9-15, 2006), pp. 5055-5064.

Unit III. Migration

a. Internal

Bhagat, R.B. (2016). 'Changing Pattern of Internal Migration in India'. in Guilmoto, C., Jones, G. (eds) *Contemporary Demographic Transformations in China, India and Indonesia. Demographic Transformation and Socio-Economic Development*, vol 5. Springer. pp. 239–254

b. International

Kasinitz, P. (2012), 'The Sociology of International Migration: Where We Have Been; Where Do We Go from Here?'. *Sociological Forum*, 27: 579-590.

Unit IV. Population and Policy

a. Infant Mortality, Child Marriage and Policies for Girl Child

Visaria, Leela. 1985. *Infant Mortality in India: Level, Trends and Determinants*, Economic and Political Weekly, Aug. 10, 1985, Vol. 20, No. 32 (Aug. 10, 1985), pp. 1352-1359.

Lee-Rife, Susan, Anju Malhotra, Ann Warner and Allison McGonagle Glinski. 2012. 'What Works to Prevent Child Marriage: A Review of the Evidence', *Studies in Family Planning*, December 2012, Vol. 43, No. 4 (December 2012), pp. 287-303.

Sekher, T. V. 2012. Ladlis and Lakshmis: financial incentive schemes for the girl child. *Economic and Political Weekly* 47(17): 58-65.

b. Shifts in sex ratios, son preference & Marriage Squeeze

Kolk, Martin and Karim Jebari. 2022. 'Sex Selection for Daughters: Demographic Consequences of Female- Biased Sex Ratios'. *Population Research and Policy Review* 41:1619–1639

Bhat, P. N. Mari and Shiva S. Halli, 1999. 'Demography of Brideprice and Dowry: Causes and Consequences of the Indian Marriage Squeeze Source'. *Population Studies*, Vol. 53, No. 2 (Jul., 1999), pp. 129-148.

c. Population Control programmes

Furedi, Frank. 1997. *Population and Development: A Critical Introduction*. Oxford: Polity Press, Chapters 4&5, pp. 40-55.

Mamdani, Mahmood: 1972. *The Myth of Population Control: Family, Caste and Class in an Indian Village*, New York: Monthly Review Press, Introduction and Chapter 1, pp. 13-24.

d. Reproductive Health

Rao, M. 2005. India's Population Policies: Untouched by the Cairo rhetoric. *Development* 48: 21-27.

Suggested Readings:

Heer, David M. and Grigsby, Jill S. 1992. 'Fertility', *Society and Population*. New Delhi: Prentice-Hall, pp. 46-61.

Government of India. 2000. National Population Policy. New Delhi (Government of India. 2000. National Population Policy. New Delhi. (<http://www.populationcommission.nic.in/facts1.htm>).

Jeffrey, Roger and Jeffrey, Patricia. 1997. *Population, Gender and Politics: Demographic Change in Rural North India*. Cambridge: Cambridge University Press. Ch. 4 Women's Agency and Fertility, pp. 117-164

Kaur, Ravinder. 2004. 'Across Region Marriages: Poverty, Female Migration and the Sex Ratio', *Economic & Political Weekly*, XXXIX (25): 2595-2603.

Patel, Tulsi. 2007. 'Female Foeticide: Family Planning and State Society Intersection in India'. In T. Patel (ed.). *Sex-selective Abortion in India: Gender, Society and New Reproductive Technologies*. New Delhi: Sage Publications, pp. 316-356.

De Bel-Air, Françoise, *Asian Migration to the Gulf States in the Twenty-first Century*, in Mehdi Chowdhury and S. Irudaya Rajan ed. *South Asian Migration in the Gulf - Causes and Consequences*, pp. 7-29.

Feng Wang, Baochang Gu and Yong Cai. 2016. 'The End of China's One-Child Policy. Studies in Family Planning' MARCH 2016, Vol. 47, No. 1 (MARCH 2016), pp. 83- 86 *Population Council*.

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

Sociology
Discipline Specific Elective (DSE) 17
Digital Sociology

DISCIPLINE SPECIFIC ELECTIVE COURSE -17 (DSE-17) : Digital Sociology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 17 Digital Sociology	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. To highlight the sociological aspects of the interplay between digital technology and society and its implications on sociology as a discipline.
2. To examine the role of digital technology in re-configuring social spaces, networks and relationships.
3. To illustrate the ways in which digital tools, social media platforms, and online interactions influence and mirror cultural dynamics and identities.
4. To critically analyse the relationship between technology and social inequalities.
5. To foster understanding of digital systems required for pursuit of **SDG 9 – Industry, Innovation and Infrastructure** and **SDG 10 – Reduced Inequalities**.

Learning outcomes:

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

1. Explain fundamental concepts pertaining to emerging digital technologies and their role in shaping contemporary society and the discipline of sociology.
2. Apply theoretical frameworks to analyse how the digital mediates modern communication and social interaction.
3. Analyze the social implications of algorithmic systems and explore how technologies intersect and interact with cultural networks and social structures.

4. Evaluate the societal impact of digital transformation across cultural, economic, and social spheres in pursuit of **SDG 9 – Industry, Innovation and Infrastructure**.
5. Examine how digital systems are implicated in pursuit of **SDG 10 – Reduced Inequalities**

SYLLABUS OF DSE:

Unit I: Digital Sociology: Nature and Context (9 Hours)

This unit introduces students to the nature and context of digital sociology.

- a. *Digital Society*
- b. *Digital Sociology*

Unit II: Digital and the Everyday (12 Hours)

This unit addresses how the digital society reconfigures and rearticulates the social through the categories of relationships and spaces.

- a. **Digital Natives and Digital Immigrants**
- b. **Relationships in Digital Society**
- c. **Community in Digital Age**

Unit III: Digital Divide and Digital Democracy (15)

This unit discusses the ways in which the digital is not neutral but reproduces and amplifies existing social inequalities

- a. **Digital Divide**
- b. **Digital Democracy**

Unit IV Techno-Social Assemblages: Algorithms and Artificial Intelligence (9 Hours)

This unit explores how algorithms are not just technical tools but active social agents that shape and are shaped by social practices, power structures and human behavior. They are deeply embedded in the everyday.

- a. **Algorithms**
- b. **Artificial Intelligence**

Practical Component: NIL

Essential/Recommended Readings:

Unit I. Digital Sociology: Nature and Context

a. Digital Society

Selwyn Neil. (2019). *What is Digital Sociology?* Cambridge: Polity Press. Chapters 1 & 2, Pp. 13-27.

b. Digital Sociology

Lupton, Deborah. (2015). *Digital Sociology*. New York: Routledge. Chapter 2, Pp. 20-41.

Unit II. Digital and the Everyday

a. Digital Natives and Digital Immigrants

Prensky, Marc. "Digital natives, digital immigrants: Do they really think differently?" *On the Horizon* 9.6 (2001): 1-6.

VanSlyke, Timothy. "Digital natives, digital immigrants: Some thoughts from the generation gap." *The technology source* 7.3 (2003).

b. Relationships in Digital Society

Lee Rainie and Barry Wellman (2012). *Networked: The New Social Operating System*. The MIT Press Cambridge, Massachusetts, London, England. Chapters 5 & 6, Pp. 117-170.

c. Community in Digital Age

Evans, Karen. (2013). Re-Thinking Community in the Digital Age? In K. Orton-Johnson and N. Prior (Eds). *Critical Perspectives in Digital Sociology*, Palgrave MacMillan, Basingstoke. Chapter 5, Pp. 79-94.

Boellstorff, Tom. *Coming of Age in Second Life: An Anthropologist Explores the Virtually Human*. United States: Princeton University Press, 2015. Ch. 5&7. Pp. 118-150, 179-201

Unit III: Digital Divide and Digital Democracy

a. Digital Divide

Massimo, Ragnedda and Rui, Maria Laura (2018). Social Capital and the Three Levels of Digital Divide. In Massimo Ragnedda and Glenn W. Muschert.(ed). *Theorizing Digital Divides*. Routledge. Chapter 2. Pp. 21-34.

Kelly Joyce and Taylor M. Cruz. (2024). A Sociology of Artificial Intelligence: Inequalities, Power, and Data Justice. *American Sociological Association*. Volume 10. Pp. 1–6.

Laskar, M.H. (2023). Examining the Emergence of Digital Society and the Digital Divide in India: A Comparative Evaluation Between Urban and Rural Areas. *Front. Sociology*. 8 Pp. 1-10.

b. Digital Democracy

Hindman, Matthew. *The Myth of Digital Democracy*. Italy: Princeton University Press, 2008. Ch. 1 &3. Pp. 1- 19, 38-57

Papacharissi, Zizi A. *A Private Sphere: Democracy in a Digital Age*. Germany: Polity Press, 2013. Ch 3. Pp. 51-79.

Unit IV. Techno-Social Assemblages: Algorithms and Artificial Intelligence

a. Algorithms

Massimo, Airoldi. M. (2022). Why Not a Sociology of Algorithms? In *Machine Habitus: Toward a Sociology of Algorithms*. Polity Press. Chapter 1, Pp. 1-31.

Burrell, Jenna and Fourcade, Marion (2021). The Society of Algorithms. *Annual Review of Sociology*. Vol. 47, Pp. 213–237.

b. Artificial Intelligence

Clough, Patricia Ticineto, Gregory, Karen, Haber, Benjamin and Scannell, R. Joshua. (2015). The Datalogical Turn. In Phillip Vannini (ed). *Non-Representational Methodologies Re-Envisioning Research*. Routledge: New York . Chapter 9, Pp. 146-164.

Suggested Readings:

Bakardjieva, Maria. (2012). *Internet Society: The Internet in Everyday Life*. London: Sage Publications.

Boyd, D. (2014). *It's Complicated: The Social Lives of Networked Teens*. Yale University Press.

Joyce, Kelly (Et al.) (2021). Toward a Sociology of Artificial Intelligence: A Call for Research on Inequalities and Structural Change. *Socius: Sociological Research for a Dynamic World*. 7.

Lee Rainie and Barry Wellman (2012). *Networked The New Social Operating System*. The MIT Press Cambridge, Massachusetts London, England.

Lupton, Deborah (2015). *Digital sociology*. New York: Routledge.

Massimo Ragnedda and Glenn W. Muschert. (ed). (2018). *Theorizing Digital Divides*. Routledge.

Marres, Noortje. (2017). *Digital Sociology: The Reinvention of Social Research*. Cambridge: Polity.

Narayanan, K and N. Dayasindhu. (2024). *Digital Society in India: A Study of An Urban City, Bengaluru*.

Orton-Johnson, K. and N. Prior (Eds) (2013). *Critical Perspectives in Digital Sociology*. Palgrave MacMillan, Basingstoke.

S. Kris Gopalakrishnan, N. Dayasindhu, Krishnan Narayanan. (2022). *Against All Odds: The IT Story of India*. New Delhi: Penguin.

Selwyn Neil. (2019). *What is Digital Sociology?* Cambridge: Polity Press

Woolgar, S. (1985). Why not a Sociology of Machines? The Case of Sociology and Artificial intelligence. *Sociology*, 19(4), 557–572.

Zheng Liu. (2021). Sociological perspectives on artificial intelligence: A typological reading. *Sociology Compass*. Vol. 15 Issue 3. Pp. 1-13.

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

Common List of Generic Electives (GE) Semester VII

Sociology Generic Elective (GE) 19 Reading Ethnographies

GENERIC ELECTIVE COURSE-19 (GE-19) : Reading Ethnographies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-19: Reading Ethnographies	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. This course encourages students to engage deeply with ethnographic texts by reading them in their entirety.
2. The course is designed to help students critically engage with ethnographies as a distinctive way of understanding social realities. Each unit focuses on a particular aspect of ethnography, supported by relevant readings.
3. Through this course, students will develop the ability to critically analyse the process of fieldwork, as well as the themes of representation, ethics, and writing in ethnographic production.
4. Students will understand the limits of inquiry in ethnographic research and understand ethnographic representation as a distinct mode of knowledge.
5. By fostering critical and interpretive skills for engaging with diverse social realities and lived experiences, the course aligns itself with **SDG 4 – Quality Education**

Learning outcomes:

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

1. Develop the ability to read, understand, and critically analyse an ethnographic text, with attention to fieldwork methodologies, writing styles, ethical concerns, and representation.

2. Understand the complexities of conducting ethnographic research, including the interplay between the researcher (self) and the subjects (other).
3. Assess the ways in which ethnographies construct knowledge and how context, subjectivity, and objectivity shape these narratives.
4. Learn to identify what matters to people within their lived experiences by paying close attention to small details and the socio-cultural contexts within which ethnographies are situated.
5. Reflect on the ethical dimensions of fieldwork and ethnographic writing, including the responsibilities of researchers toward the communities they study.
6. Demonstrate skills critical to pursuit of **SDG 4 – Quality Education**.

SYLLABUS OF GE:

Unit I. Ethnographic Mode of Enquiry (9 Hours)

This unit introduces the historical development of ethnographic methods, focusing on foundational debates, early methodologies, and shifting perspectives over time.

- a. Defining Ethnography
- b. How to Read an Ethnography?

Unit II. Field, Self and the Other: Method and Scope (9 Hours)

This unit examines the practice of fieldwork, addressing methodological concerns and discussions on field immersion, participant observation and the insider-outsider debate in ethnographic research.

- a. Ethnographic Method: The Beginnings
- b. Ethnographic Fieldwork
- c. Self and the Other

Unit III. Ethnographic Writing: Representation and Ethics in the Field (9 Hours)

This unit critically examines how ethnographic knowledge is constructed and represented along with the ethical responsibilities of researchers in writing ethnographies.

- a. Ethnographic Representation
- b. Ethics of Ethnographic Research

Unit IV. Ethnographic Text (18 Hours)

This unit focuses on reading and analysing a complete ethnographic text. Students will engage with one selected monograph to understand how ethnographic research is synthesized into a comprehensive narrative, exploring themes, methodological approaches, and theoretical contributions.

Practical Component: NIL

Essential/Recommended Readings:

Unit I. Ethnographic Mode of Enquiry

a. Defining Ethnography

Naidoo, Loshini. 2012. Ethnography: An Introduction to Definition and Method, in *An Ethnography of Global Landscapes and Corridors*, Open access peer-reviewed edited volume. Pp. 1-10.

b. How to Read an Ethnography?

Blasco, Paloma Gay y and Huon Wardle. 2007. Introduction, in *How to Read Ethnography*, London: Routledge. Pp. 1-12.

Unit II. Field, Self and the Other: Method and Scope

a. Ethnographic Method: The Beginnings

Malinowski, Bronislaw. 1922. Introduction, in *Argonauts of the Western Pacific: Account of Native Enterprise and Adventure in the Archipelagos of Melanesian New Guinea*, Studies in Economics and Political Science, no. 65. London: Routledge and Kegan Paul. Pp. 1-25.

b. Ethnographic Fieldwork

Rabinow, Paul. 1977 [2007]. *Reflections on Fieldwork in Morocco*, Berkeley: University of California Press. Pp. 1-7, 151-161.

c. Self and the Other

Srinivas, M.N. 2002. The Insider Versus the Outsider in the Study of Cultures in V.K. Srivastava (ed.) *Methodology and fieldwork*. Pp. 413-420.

Unit III. Ethnographic Writing: Representation and Ethics in the Field

a. Ethnographic Representation

Rosaldo, Renato. 1989. Introduction to the 1993 edition & Introduction: Grief and a Headhunter's Rage in *Culture and Truth: The Remaking of Social Analyses*, Boston: Beacon Press. Pp. ix-xix, 1-21.

b. Ethics of Ethnographic Research

Narayan, Kirin. (2012). *Alive in the Writing: Crafting Ethnography in the Company of Chekhov*. United Kingdom: University of Chicago Press. Pp. 1-22.

Nordstrom, Carolyn and Antonius Robben. 1996 [2012]. Introduction in *Fieldwork under Fire: Contemporary Studies of Violence and Culture*, Berkeley: University of California Press. Pp. 1-19.

Unit IV. Ethnographic Text:

Select any One Ethnography from the Following:

Srinivas, M. N. 1952. *Religion and Society among the Coorgs of South India*. Clarendon Press.

or

Bailey, F. G. 1957 *Caste and the Economic Frontier: a village in highland Orissa*. Manchester: Manchester University Press.

or

Goffman, Erving. 1961. *Asylums: Essays on the Social Situation of Mental Patients and other Inmates*. Anchor Books.

or

Kumar, Nita. 1988. *The Artisans of Banaras: Popular Culture and Identity, 1880-1986*. United States: Princeton University Press.

or

Dickey, Sara. 2007. *Cinema and the Urban Poor in South India*. India: Cambridge University Press.

Suggested Readings:

Bryman, Alan, 2001. *Ethnography*. Volume 1, Sage Publications. London, California, New Delhi.

Clifford, James and George Marcus. 1986. Introduction in *Writing Culture: The Poetics and Politics of Ethnography*. London: University of California Press. Pp. 1-25.

Geertz, Clifford. 1973. Thick Description: Toward an Interpretive Theory of Culture in *The Interpretation of Cultures*. Basic Books. Pp. 3-30.

Geertz, Clifford. 1988. *Works and Lives: The Anthropologist as Author*, California: Stanford University Press, Chapters 6. Pp. 129-149.

Levi-Strauss, Claude. 1973. *Tristes Tropiques*. London: Penguin.

Marcus, George and Dick Cushman. 1982. Ethnographies as Texts. *Annual Review Anthropology*, 11, 25-69.

Nordstrom, Carolyn and Antonius Robben, 1996 [2012], Epilogue in *Fieldwork Under Fire: Contemporary Studies of Violence and Culture*, Berkeley: University of California Press.

Tinker, C., & Armstrong, N. 2008. From the Outside Looking in: How an Awareness of Difference Can Benefit the Qualitative Research Process. *The Qualitative Report*, 13(1), 53-60.

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

Sociology
Generic Elective (GE) 20
Sociology of Globalization

GENERIC ELECTIVE COURSE-20 (GE-20) : Sociology of Globalization

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-20: Sociology of Globalization	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. To provide students across disciplines with a comprehensive understanding of globalization as a multidimensional concept.
2. To develop critical thinking about the causes, nature and consequences of globalization.
3. To improve analytical skills by examining the assumptions and consequences of a globalized world.
4. To understand the challenges and transformations driven by global processes by linking them to **SDG 8 – Decent Work and Economic Growth, SDG 13 – Climate Action and SDG-17 Partnership for the Goals**

Learning outcomes:

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

1. Demonstrate understanding of globalisation and contending definitions of it.
2. Analyse the relationship between economic, political, and cultural dimensions of globalization.
3. Evaluate the interactions between the local and the global.
4. Demonstrate the ability to connect global processes to local experiences through case-based or media analysis.
5. Critically engage with an understanding of globalization critical to pursuit of **SDG 8 – Decent Work and Economic Growth, SDG 13 – Climate Action and SDG-17 Partnership for the Goals**

SYLLABUS OF GE:

Unit I. What is Globalization? (3 Hours)

This unit introduces and problematizes globalization as a process and a category of sociological enquiry.

- a. Defining Globalization**
- b. The Makings of Globalization**

Unit II. Globalization: Theories and Debates (12 Hours)

This unit looks at the historical accounts of emergence of globalisation, its key impact on social experience of space, time, homogenization and heterogeneity and various attempts at theorizing it.

- a. Theories of Globalization**
- b. Glocalization Debate**

Unit III. Globalization: Processes and Experiences (24 Hours)

This unit examines some of the key aspects globalization such as migration, culture, identities, inequities, development and environment.

- a. Migration and Culture**
- b. Identities and Inequities**
- c. Development and Environment**

Unit IV. Futures of Globalization. (6 Hours)

This unit critically examines the emerging tensions of globalisation in the contemporary world.

- a. Deglobalization**
- b. Challenges and Emerging Trends**

Practical Component: NIL

Essential/Recommended Readings:

Unit I. What is Globalization?

- a. Defining Globalization**

Eriksen, Thomas Hylland. *Globalization: The Key Concepts*. Taylor & Francis, 2020. Pp. 1-31.

- b. The Makings of Globalization**

Stearns, Peter N. *Globalization in World History*. United Kingdom, Taylor & Francis, 2009. Pp. 1-10, 124-156.

Holton, R. J. *Making Globalization*. Macmillan, 2005. Chapter 2. When did Globalization Begin? Pp. 28-54.

Unit II. Globalization: Theories and Debates

a. Theories of Globalization

Ritzer, George, Paul Dean. *Globalization: The Essentials*. Wiley, 2011. Chapter 2 Theorizing Globalization. Pp. 28-51

b. Glocalization Debate

Robertson, Roland 1995. "Glocalization: Time-Space and Homogeneity-Heterogeneity" in Mike Featherstone et al (ed) *Global Modernities*. Sage. Pp. 25-44

Unit III. Globalization: Processes and Experiences

a. Migration and Culture

Lewellen, Ted C. *The Anthropology of Globalization: Cultural Anthropology Enters the 21st Century*. West Port: Bergin. 2002. Pp. 123-145.

Levitt, Peggy. Transnational migration: taking stock and future directions. *Global Networks*, 2001. 1. Pp. 195-216.

Appadurai, Arjun. *Modernity At Large: Cultural Dimensions of Globalization*. India, University of Minnesota Press, 1996. Chapter 2. Disjuncture and Difference in the Global Cultural Economy. Pp. 27-47.

Hannerz, Ulf. 1990. "Cosmopolitans and Locals in World Culture" *Theory, Culture and Society*, 1990. Vol.7. Pp. 237-51.

b. Identities and Inequities

David Batstone, *Religions/Globalizations: Theories and Cases*. Duke University Press, 2001. Chapter 1. The Religion of Globalization. Pp. 7-29.

Jaggar, Alison M. 2001. Is Globalization Good for Women? *Comparative Literature*, Vol. 53, No. 4. (Autumn, 2001). Pp. 298-314.

c. Development and Environment

Rothstein, Frances A. *Globalization in Rural Mexico: Three Decades of Change*. University of Texas Press, 2009. Chapter 7. Still Struggling: Development and Globalization in Rural Mexico. Pp. 141-160.

Yearley, Steven. *Sociology, Environmentalism, Globalization: Reinventing the Globe*. United Kingdom, SAGE Publications, 1996. How do the World's Environmental Problems come to

be 'Global!'? Pp. 62- 98.

Unit IV. Futures of Globalization.

a. Deglobalization

Ashbee, Edward. *Deglobalization*. Agenda Publishing. 2024. Chapter 4. Globalization Stalled? Pp. 67-80.

b. Challenges and Emerging Trends

Turner, Bryan S. (Ed.) *The Routledge International Handbook of Globalization Studies*. United Kingdom, Taylor & Francis, 2013. Chapter 34, Globalization and its possible futures. Pp. 653-666.

Glissant, Edouard. "The Unforeseeable Diversity of The World" in Mudimbe-boyi, Elisabeth, *Beyond Dichotomies: Histories, Identities, Cultures, and the Challenge of Globalization*. United States, State University of New York Press, 2012. Pp. 287-295.

Suggested Readings:

Bauman, Zygmunt. *Globalization: The Human Consequences*. Polity Press, 2013.

Bello, Walden. *The Multiple Crises of Global Capitalism in Deglobalization: Ideas for a New World Economy*. Zed Books, 2004.

Cowen, Tyler. *Creative Destruction: How Globalization is Changing the World's Cultures*. Princeton University Press. 2002.

Gregory, Steven. *The Devil Behind the Mirror: Globalization and Politics in the Dominican Republic*. United States, University of California Press, 2014.

Held, David. *Debating Globalization*. United Kingdom, Polity Press, 2005.

Held, David. *Global Transformations: Politics, Economics and Culture*. United Kingdom, Stanford University Press, 1999.

Jonathan Freidman (ed) *Globalization, the State and Violence*. Altamira Press. 2003.

Mooney, Annabelle. Betsy Evans *Globalization: The Key Concepts*. Taylor & Francis, 2007.

Nash, June C. *Mayan Visions: The Quest for Autonomy in an Age of Globalization*. Taylor & Francis, 2002.

Savage, Michael, et al. *Globalization and Belonging*. SAGE Publications, 2005

Scheper-Hughes, Nancy. "The Global Traffic in Human Organs." *Current Anthropology*, vol. 41, no. 2, 2000, pp. 191–224.

Stearns, Peter N. *Globalization in World History*. United Kingdom, Taylor & Francis, 2009.

Mark Juergensmeyer (ed) *Thinking Globally: A Global Studies Reader*, Berkeley: University of California Press.

Michael Weinstein (ed) *Globalization: What's New*. Columbia University Press. New York. 2004

Trouillot, Michel-Rolph 2001. The Anthropology of the State in the Age of Globalization: Close Encounters of the Deceptive Kind. *Current Anthropology*, Vol. 42, No. 1 (February 2001), pp. 125-138.

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

Sociology
Generic Elective (GE) 21
Sociology of Literature

GENERIC ELECTIVE COURSE- 21 (GE-21) : Sociology of Literature

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 21: Sociology of Literature	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. To enable students to engage with social reality through a multi-disciplinary lens, by moving beyond the disciplinary boundaries of Science and Art/ Humanities
2. To enable an understanding that both Literature and Sociology are concerned with pursuit of truth, understanding the nature of social reality and ways of seeing and knowing the world.
3. To underline, through the reading of different literary texts, that Literature is an important source of sociological knowledge.
4. To be able to view literary texts not only as shaping us and our approach to social reality, but also providing us with categories to think with.
5. To enhance critical skills required for the pursuit of **SDG 10 – Reduced Inequalities** and **SDG 4 – Quality Education**.

Learning outcomes:

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

1. See the embeddedness of Sociology and Literature
2. View literature as an important source of sociological knowledge
3. Demonstrate how sociological insights can be drawn from literary texts through short analytical reviews or presentations.
4. Demonstrate critical thinking required for fostering inclusive narratives in pursuit of **SDG 10 – Reduced Inequalities** and **SDG 4 – Quality Education**.

SYLLABUS OF GE

Unit I. Literature and the Sociological Imagination (12 Hours)

This unit lays down the historical and theoretical framework of Sociology of Literature.

a. Defining the Field.

b. Literatures: ‘Oral’, ‘Classical’ and ‘Vernacular’

Unit II. Literature and Society: Reflection and Representations (15 Hours)

This unit explores, through readings of different genres of literary texts, literature as reflecting, representing and providing insights into the structures and processes of society.

a. Theoretical Framework

b. Literatures and Intersectionality

Unit III. Production of literary Texts: Authors, Texts and Readers (9 Hours)

This unit enables an understanding of literary texts as produced and reproduced through a dialogue between the individual, culture, and society.

a. Authors and Texts

b. Readers

Unit IV. Literature and Society in India (9 Hours)

This unit explores the issues of tradition, innovation, articulation of identities, nature of literary public sphere and literary movements in Indian context.

a. Novel and Society

b. Literary Public Sphere

Practical Component: NIL

Essential/Recommended Readings:

Unit I. Literature and the Sociological Imagination

a. Defining the Field

Laurenson, Diana T. and Swingwood, Alan. (1972). *The Sociology of Literature*. Paladin, London. Introduction, pp. 11-22.

Escarpit, Robert. (1971). *Sociology of Literature*. Frank Cass & Co., United Kingdom. New Introduction, Chapters 1 and 2, pp. 1-20.

Longo, Mariano. (2016). *Fiction and Social Reality: Literature and Narrative as Sociological Resources*. Taylor & Francis, United Kingdom. Introduction, pp. 1-11.

b. Literatures: 'Oral', 'Classical' and 'Vernacular'

Ong, W.A. (2002). *Orality and Literacy: Technologizing the Word*. Routledge, New York. Introduction, Chapter 1, pp. 1-15.

Goody, Jack. (2010). *Myth, Ritual and the Oral*. Cambridge University Press, New York. Introduction and Chapter 2, pp. 1-12, 41-58.

Unit II. Literature and Society: Reflection and Representations

a. Theoretical Framework

Coser, Lewis A. (1963). *Sociology Through Literature: An Introductory Reader*. Prentice Hall, London. Introduction, pp. 2-7.

Albrecht, Milton C. (1954). Relationship between Literature and Society. In *American Journal of Sociology*, Vol. 59, No. 5, pp. 425-436.

Goldmann, Lucien. (1975). *Towards a Sociology of the Novel*. Trans. Alan Sheridan. Tavistock Publications, New York. Introduction, pp. 1-18.

b. Literatures and Intersectionality

Williams, Raymond. (1983). Region and Class in Novel. In *Writing in Society*. Verso, pp. 229-238.

El-Mansi, Z.S. (2021). Blurring the Boundaries between History and Fiction in Khoury's Gate of the Sun and Ashour's the Woman from Tantoura. In *Cairo Studies in English*, 1. pp. 181-195.

Unit III. Production of literary Texts: Authors, Texts and Readers

a. Authors and Texts

Benjamin, Walter. (1970). Author as Producer. In *New Left Review*, Vol. 1, No. 62, Paris. pp. 88-96.

Barthes, Roland. (1977). Death of the Author. In *Image, Music, Text*. Flamingo, London. pp. 142-149.

Geertz, Clifford. (1988). *Works and Lives: The Anthropologist as Author*. Stanford University Press, California. Introduction. pp. 1-24.

b. Readers

Lowenthal, Leo. (1968). *Literature, Popular Culture, and Society*. Pacific Books, United States. Introduction & Chapter 1, pp. xi-xxiv, 1-14.

Unit IV. Literature and Society in India

a. Novel and Society

Mukherjee, Meenakshi. (1996). *Realism and Reality: The Novel and Society in India*. OUP, New Delhi. Chapter 1, pp. 3-18.

Rajan, Rajeswari Sunder. "After 'Midnight's Children': Some Notes on the New Indian Novel in English." *Social Research* 78, no. 1 (2011): 203–30.

b. Literary Public Sphere

Chandra, Uday. (2020). Literary Activism and the Sociology of Literature in India. In *Economic and Political Weekly*, Vol. 55, No. 32. pp. 48-56.

Ciotti, Manuela. (2017). Dalit Literature and the Public Sphere. In *Contributions to Indian Sociology*, Vol. 51, No. 2. pp. 144-168.

Suggested Readings:

Note: This list of literary texts is not exhaustive. This section is indicative. The aim is for the instructors to link theory with literature. There will be no questions specific to this section in the examinations.

Literary Texts:

Ananthamurthy, U.R. (1989). *Samskara: A Rite for a Dead Man*. OUP, India.

Ismaeel, D.E. (2012). Dates and Bitter Coffee. In Jo Glanville (Ed.), *Qissat: Short Stories by Palestinian Women*. Telegram Books, London.

Kafka, Franz. (2012). A Hunger Artist. In *A Hunger Artist and Other Stories*. OUP, United Kingdom.

Lorde, Audre. (1982). *Zami: A New Spelling of My Name*. Crossing Press, Berkley California.

Razā, Rāhī Māsūm. (2012). *A Village Divided (Aadha Gaon)*. Penguin Books, India.

Renu, Phanishwar Nath. (1986). *Third Vow and Other Stories (Teesri Kasam)*. Chanakya Publishers, New Delhi.

Sobti, Krishna. (1958/2007). *Memory's Daughter (Daar se Bichudi)*. Translated by Meenakshi Bharadwaj and Smita Bharati. Katha, New Delhi.

Spivak Chakravorty, Gayatri. (1981). "Draupadi" by Mahasveta Devi. In *Critical Inquiry*, Vol. 8, No. 2. pp. 381-402.

Books and Articles

Gajrawala, Toral Jatin. (2013). *Untouchable Fictions: Literary Realism and the Crisis of Caste*. Fordham University Press, New York. pp. 1-16.

Jain, R.K. (1994). Muslim Identity in North India: A Perspective from the Hindi Regional Novel. In *Studies in Humanities and Social Science*. IAS, Shimla. pp. 19-29.

Adorno, Theodor W. (1974). Lyric Poetry and Society. In *Telos*, 20. pp. 56-71.

Ali, Subhashini. (2019). Decline of a Social Order: The End of Zamindari Rule in Northern India. In *Review of Agrarian Studies*, Vol. 9, No. 2. pp. 26-43.

Brecht, Bertolt. (1964). A Short Organum for the Theatre. In *Brecht on Theatre: The Development of an Aesthetic*. Methuen, London. pp. 179-205.

Deleuze, G. and F. Guattari. (1986). *Kafka: Toward a Minor Literature*. University of Minnesota Press, Minneapolis. Chapter 3.

Nisbet, Robert. (1976). *Sociology as an Art Form*. OUP, New York. Chapter 1. pp. 9-26.

Schucking, L.R. (1944). *Sociology of Literary Taste*. Kegan Paul, Trench and Trubner & Co, London. Chapter 3, pp. 16-26.

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

Sociology
Generic Elective (GE) 22
Sociology of Peace and Conflict

GENERIC ELECTIVE COURSE-22 (GE-22) : Sociology of Peace and

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-22: Sociology of Peace and conflict	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. To outline a sociological lens for peace and conflict studies
2. To deconstruct peace as a concept and the dichotomy between peace and conflict
3. To draw connection between thematic understanding of issues and peace building practices
4. Build an understanding of peace pedagogy, inclusive justice, and mechanisms of reconciliation key to pursuit of **SDG 16 – Peace, Justice and Strong Institutions**

Learning outcomes:

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

1. Critically examine the differing discourses on the concepts of peace and conflict, peacebuilding and conflict transformation
2. Identify conflict as it permeates everyday structures and practices
3. Develop an intersectional approach to understand conflict across the themes of gender, children and disability
4. Demonstrate an understanding of varying approaches to conflict transformation and peacebuilding in pursuit of **SDG 16 – Peace, Justice and Strong Institutions**

SYLLABUS OF GE:

Unit I - Concepts of Conflict, Peace and Peacebuilding (12 Hours)

This unit provides a foundational introduction to the concepts of conflict, peace and peacebuilding.

a. Theorizing Conflict and Peace

b. Conceptual Frameworks of Peacebuilding

Unit II - Sociological Perspectives on Conflict and Peace (12 Hours)

This unit examines key sociological frameworks to understand conflict, violence, and peace as social phenomena.

- a. Conflict as a Social Process**
- b. Violence and Symbolic Structures**

Unit III - Conflict and Everyday Experiences (11 Hours)

Using case studies, this unit examines how conflict affects individuals and communities through embodied, intersectional, and lived experiences.

- a. Embodiment and Conflict**
- b. Narratives of Survival and Memory**

Unit IV - Conflict Transformation and Peace Building (10 Hours)

This unit discusses some pedagogies and social initiatives involved in peacebuilding efforts.

- a. Pedagogies of Peace**
- b. Contemporary Peacebuilding Practices**

Practical Component: NIL

Essential/Recommended Readings:

Unit I - Concepts of Conflict, Peace and Peacebuilding

a. Theorizing Conflict and Peace

Barash, D. P. and C. Webel. (2009). *Peace and Conflict Studies* (3rd edition). Sage Publications. Chapter 1: The Meanings of Peace. Pp. 3-10.

Diehl, Paul. (2016). Exploring Peace: Looking Beyond War and Negative Peace. *International Studies Quarterly*, 60(1), Pp. 1-10.

b. Conceptual Frameworks of Peacebuilding

Symonides, J and K Singh (1996). Constructing a culture of peace: challenges and perspectives – an introductory note. In *From a culture of violence to a culture of peace*, UNESCO Publishing. Pp. 9-30.

Skjelsbaek, Inger. (2001). Is Femininity Inherently Peaceful? The Construction of Femininity in War. In Inger Skjelsbæk and Dan Smith (Eds.), *Gender, Peace and Conflict*. Sage Publications. Pp. 47-67.

Unit II – Sociological Perspectives on Conflict and Peace

a. Conflict as a Social Process

Coser, Lewis. (1957). Social Conflict and the Theory of Social Change. *The British Journal of Sociology*, 8(3), Pp. 197-207.

Schmidt, Bettina and Ingo W. Schroder. (2001). *Anthropology of Violence and Conflict*. London and New York: Routledge. Introduction: Violent Imaginaries and Violent Practices. Pp. 1-24.

b. Violence and Symbolic Structures

Galtung, Johan. (1990). Cultural Violence. *Journal of Peace Research*, 27(3), Pp. 291-305.

Bramsen, I. (2024). *The Micro-Sociology of Peace and Conflict*. UK: Cambridge University Press. Chapter 3 - Micro-sociology of Violence. Pp. 78-103.

Unit III: Conflict and Everyday Experiences

a. Embodiment and Conflict

Hill, Myrtle and Nancy Hansen. (2011). Disability and Conflict: Untold Stories from the North of Ireland. In Thomas Matyók, Jessica Senehi and Sean Byrne (Eds.), *Critical Issues in Peace and Conflict Studies: Theory, Practice, and Pedagogy*. Lexington Books. Pp. 97-114.

Williams, R. and John Drury. (2001). Personal and Collective Psychosocial Resilience: Implications for Children, Young People and Their Families Involved in War and Disasters. In Daniel Thomas Cook and John Wall (Eds.), *Children and Armed Conflict Cross-Disciplinary Investigations*. Palgrave Macmillan. Pp. 57-75.

c. Narratives of Survival and Memory

Das, Veena. (1995). *Critical Events: An Anthropological Perspective on Contemporary India*. India: Oxford University Press. Chapter 7 - The Anthropology of Pain. Pp. 175-196.

Abel, Marijke and A. Richters. (2009). Memory, Suffering, Survival Tactics, and Healing among Jopadhola Women in Post-War Uganda. *Development in Practice*, 19(3). Pp. 340-349.

Unit IV Conflict Transformation and Peace Building

a. Pedagogies of Peace

Keddie, Amanda (2012). Poetry and prose as Pedagogical Tools for Addressing Difficult Knowledges: Translocational Positionality and Issues of Collective Political Agency. *Pedagogy, Culture & Society*, 20:2, Pp. 317-332.

b. Contemporary Peacebuilding Practices

Naseem, Ayaz and Adeela Arshad-Ayaz. (2020). *Social Media as a Space for Peace Education: The Pedagogic Potential of Online Networks*. Palgrave MacMillan. Introduction and Chapter 6. Pp. 1-14, 115-138.

Suggested Readings:

Cremin, H. (2018). An Autoethnography of a peace educator: Deepening reflections on research, practice and the field, *Emotion, Space and Society*, 28, Pp. 1-8.

Farmer, Paul. (2003) *Pathologies of Power: Health, Human Rights and the New War on the Poor*. USA: University of California Press.

Galtung, Johan. (1969). Violence, Peace, and Peace Research. *Journal of Peace Research*, 1969, 6(3), Pp. 167-191.

International Monetary Fund (IMF). (2020). *The Economic Consequences of Conflict in Sub-Saharan Africa* <https://www.imf.org/en/Publications/WP/Issues/2020/10/30/The-Economic-Consequences-of-Conflict-in-Sub-Saharan-Africa-49834>

Richards, Paul. (2005). *No Peace No War: An Anthropology of Armed Conflicts*. USA: Ohio University Press.

Scheyer, Victoria and Marina Kumskova. (2019). Feminist Foreign Policy: A Fine Line between “Adding Women” and pursuing a Feminist Agenda. *Journal of International Affairs*, 72(2), Pp. 57-76.

Sjoberg, Laura and Sandra Via. (2010). *Gender, War, and Militarism: Feminist Perspectives*. USA: Praeger.

United Nations Population Fund (UNFPA). (2002). *The Impact of Armed Conflict on Women and Girls: A Consultative Meeting on Mainstreaming Gender in Areas of Conflict and Reconstruction*, 2002.

https://www.unfpa.org/sites/default/files/pub-pdf/impact_conflict_women.pdf

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

Based on Undergraduate Curriculum Framework 2022

UNIVERSITY OF DELHI

UNDERGRADUATE PROGRAMMES OF STUDY

STRUCTURE, COURSES & SYLLABI OF SEMESTERS: VIII

Department of Sociology



Semester VIII

Index

S. No	Course No.	Contents		Page Numbers	Total Credits (4)	
					L	T
		BA. (H) SOCIOLOGY				
1.	DSC 20	Themes in Sociological Theory		57-60	3	1
		BA (Prog) with Sociology as Major				
2.	DSC 14	Gender and Society		61-64	3	1
		Common Pool of Discipline Specific Electives (DSE 18-23)		Pool of DSEs for BA (Hon) is open for BA (Prog)		
4.	DSE 18	Ethnographic Filmmaking in Sociological Practice		65-70	2	0 (2P)[#]
5.	DSE 19	Agrarian Sociology		71-75	3	1
6.	DSE 20	Sociology of Science		76-79	3	1
7.	DSE 21	Sociology of Migration		80-84	3	1
8.	DSE 22	Sociology of Sports		85-88	3	1
		Common Pool of Generic Elective (GE: 23-25)	Level			
9.	GE 23	Understanding Religion*	300	89-92	3	1
10.	GE 24	Sociology of Childhood	300	93-97	3	1
11.	GE 25	Sociology of Music	300	98-101	3	1

Note:

GE 23 Understanding Religion to be added to the pool of 300 level mandatory course.

Courses from the mandatory GE list could be offered in Odd as well as Even semesters.

All colleges are required to offer a minimum of three DSEs and two GEs during the Semester VIII.

Credit Distribution for DSE 18 will be 2 Lecture + 2 Practical

SEMESTER-VIII
DEPARTMENT OF SOCIOLOGY
Category I
B.A. (H) Sociology

Discipline Specific Core (DSC) 20
Themes in Sociological Theory

DISCIPLINE SPECIFIC CORE COURSE -20 (DSC-20) : Themes in Sociological Theory

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 20 Themes in Sociological Theory	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. To explore and understand the philosophy informing theory building in Sociology.
2. To understand theory making from a decolonial perspective.
3. To understand the essentially public impetus of theory building in Sociology.

Learning outcomes:

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

1. Assess the premises of various sociological theories and evaluate their relative significance.
2. Critically understand the underpinnings of theory building in Sociology as an exercise in epistemic positionalities.
3. Utilize relevant theories for their research dissertation.

SYLLABUS OF DSC:

Unit I. The Arts of Sociological Theory (6 Hours)

This unit introduces students to the significance of Sociological Theory and elements of theory making.

a. Theoretical thinking in sociology

b. The Process of Theorizing

Unit II. Phenomenology and the Interpretive Turn (12 Hours)

This unit discusses the basics of Phenomenology and Interpretive turn in sociology using the work of Alfred Schutz and Clifford Geertz.

a. Phenomenology

b. The Interpretive Turn

Unit III. Theorizing the Self: Performative and Narrative (12 Hours)

This unit discusses the performative and narrative theories of self in recent sociology.

a. Performative Self

b. Narrative Self

Unit IV. Decolonization and Postcolonial Critiques (15 Hours)

This unit introduces the students to conversations on decolonization of sociology through overcoming epistemic violence.

a. Decolonization

b. Postcolonial Critiques

Practical Component: NIL

Essential/Recommended Readings:

Unit I. The Arts of Sociological Theory

a. Theoretical thinking in sociology

Skidmore, William. *Theoretical thinking in sociology*. Cambridge University Press, 1979. Ch. 1. Pp. 1-16

b. The Process of Theorizing

Swedberg, Richard. *Theorizing in Social Science: The Context of Discovery*. Stanford University Press, 2014. Ch 1. From Theory to Theorizing. Pp. 1-28.

Unit II. Phenomenology and the Interpretive Turn

a. Phenomenology

Schutz, Alfred. Some Structures of the Life-World. From Luckmann, Thomas. Ed. *Phenomenology and Sociology: Selected Readings*. New York: Penguin Books, 1978. Pp. 257-274.

Bauman, Zygmunt. *Hermeneutics and Social Science: Approaches to Understanding*. 2010. Ch. 8. Understanding as the Work of Life: From Schutz to Ethnomethodology Pp. 172-193.

b. The Interpretive Turn

Geertz, Clifford. *Local Knowledge: Further Essays in Interpretive Anthropology*. Basic Books, 2008. "From the Native's Point of View": On the Nature of Anthropological Understanding. Pp. 55-70.

Unit III. Theorizing the Self: Performative and Narrative

a. Performative Self

Butler, Judith. *The Judith Butler Reader*, Blackwell, 2005. 'Bodily Inscriptions, Performative Subversions'. Pp. 90-115.

b. Narrative Self

Somers, Margaret R. "The Narrative Constitution of Identity: A Relational and Network Approach." *Theory and Society*, 23, no. 5, 1994. Pp. 605–35.

Unit IV. Decolonization and Postcolonial Critiques

a. Decolonization

Alatas, S. H. The captive mind and creative development. *International Social Science Journal*, 26(4), 1974. Pp. 691–700.

Alatas, Syed Farid. *Alternative Discourses in Asian Social Science: Responses to Eurocentrism*. SAGE Publications, 2006. Pp. 21-56.

b. Postcolonial Critiques

Go, Julian. *Postcolonial Thought and Social Theory*. Oxford University Press, 2016. Ch. 2 The Postcolonial Challenge. Pp. 64-102

Santos, Boaventura de Sousa. *Knowledges Born in the Struggle: Constructing the Epistemologies of the Global South*. Taylor & Francis, 2019. Ch. 7 Toward an Aesthetics of the Epistemologies of the South: Manifesto in Twenty-Two Theses. Pp. 117-124.

Suggested Readings:

Alexander, Jeffrey C. and Steven Seidman. *The New Social Theory Reader: Contemporary Debates*. United Kingdom: Routledge, 2001.

Bhabra, Gurinder K. *Connected Sociologies*. United Kingdom: Bloomsbury Publishing, 2014.

Burawoy, Michael. For Public Sociology. *American Sociological Review*, 70(1). 2005. Pp. 4–28.

Butler, Judith. *Undoing Gender*. United Kingdom: Routledge, 2004.

Chakrabarty, Dipesh. *Provincializing Europe: Postcolonial Thought and Historical Difference*, Princeton University Press, 2009.

Clawson, Dan. Etal. Eds. *Public Sociology: Fifteen Eminent Sociologists Debate Politics and the Profession in the Twenty-first Century*. University of California Press, 2007.

Fanon, Frantz. *The Wretched of the Earth*. United Kingdom: Grove Atlantic, 2007.

Garfinkel, Harold. *Studies in Ethnomethodology*. United Kingdom: Prentice-Hall, 1967.

Houston, Christopher. Kalpana Ram eds. *Phenomenology in Anthropology: A Sense of Perspective*. United States: Indiana University Press, 2015.

Mbembe, Achille. *On the Postcolony*. United Kingdom: University of California Press, 2001.

Open the Social Sciences: Report of the Gulbenkian Commission on the Restructuring of the Social Sciences. United States: Stanford University Press, 1996.

Said, Edward W. *Orientalism: Western Conceptions of the Orient*. India: Penguin Books Limited, 2016.

Santos, Boaventura de Sousa. *Epistemologies of the South: Justice Against Epistemicide*. Taylor & Francis, 2015.

Stroud, Scott R. *The Evolution of Pragmatism in India: Ambedkar, Dewey, and the Rhetoric of Reconstruction*. United States: University of Chicago Press, 2023.

Susen, Simon. *Sociology in the Twenty-First Century: Key Trends, Debates, and Challenges*. Germany: Springer International Publishing, 2020.

Swedberg, Richard. *The Art of Social Theory*. United States: Princeton University Press, 2014.

Wright II, Earl. *The First American School of Sociology: W.E.B. Du Bois and the Atlanta Sociological Laboratory*. United Kingdom: Taylor & Francis, 2017.

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

Category II
BA (P) with Sociology as Major
Semester VIII

B.A. (P) Sociology
Discipline Specific Core (DSC) 14
Gender and Society

DISCIPLINE SPECIFIC CORE -14 (DSC 14): Gender And Society

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 14 Gender and Society	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. To introduce students to foundational and contemporary feminist approaches within the discipline of sociology.
2. To examine how gender is produced and reproduced through social institutions such as family, caste, community, and labour.
3. To foster critical thinking about everyday social practices and norms that shape gendered experiences.
4. To explore the ways in which gender roles are maintained, negotiated, and challenged within different social contexts.
5. To enhance understanding of key issues in pursuit of **SDG 5 – Gender Equality**.

Learning outcomes:

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

1. Demonstrate a conceptual understanding of gender as a social construct embedded in power relations.
2. Critically analyze how gender operates within institutions such as family, marriage, caste, class, and work.
3. Reflect on their own social positioning and develop sensitivity to the everyday experiences shaped by gendered norms.

4. Engage with feminist theories to understand processes of social reproduction, inequality, and resistance in society.
5. Demonstrate understanding of key issues in pursuit of **SDG 5 – Gender Equality**

SYLLABUS OF DSC:

Unit I. Understanding Gender (15 Hours)

This unit introduces key theoretical concepts of gender and examines how gender is constructed, maintained, and experienced within everyday social life.

- a. Gender as a social construct
- b. Masculinity and Femininity

Unit II. Institutions and Intersections (12 Hours)

Focusing on institutions such as caste, family, and labour, this unit explores how gender intersects with other social hierarchies to shape inequality and exclusion.

- a. Gender Regimes
- b. Gender and other axes of social inequalities

Unit III. Gender and Work (9 Hours)

This unit examines how gender shapes the organisation of work within households and labour markets, focusing on issues around women's workforce participation, inequalities in access, and the hierarchies within gendered workspaces.

- a. Household Division of Labour
- b. Women and Work

Unit IV. Politics of Gender (9 Hours)

This unit focuses on women's movements to examine how political struggles have challenged and reshaped gendered power relations.

- a. Feminism
- b. Women's Movements

Practical Component:

Essential/Recommended Readings:

Unit I. Understanding Gender

- a. Gender as a social construct

Jackson, Stevi and Sue Scott, S. (Eds.) (2002). *Gender: A Sociological Reader*, London: Routledge, pp. 1–26.

Ortner, Sherry. (1974). "Is Male to Female as Nature is to Culture?" In Rosaldo and Lamphere (Eds.) *Women, Culture and Society*. Stanford University Press, pp. 67–87.

West, Candace and Zimmerman, Don. (2002). "Doing Gender." In Jackson and Scott (Eds.), *Gender: A Sociological Reader*, pp. 42–47.

b. Masculinity and Femininity

Johnson, Allan. *The Gender Knot*. United States: Temple University Press, 2014. Ch. 4. Femininity, Masculinity, and 'Gender Roles'. Pp. 73-91

Narrain, Arvind and Chandra, Vinay (Eds.) (2015). *Nothing to Fix: Medicalization of Sexual Orientation and Gender Identity*, Ch. 3, pp. 90–123.

Chopra, Radhika. (2006). "Invisible Men: Masculinity, Sexuality and Male Domestic Labor." *Men and Masculinities*, Vol. 9(2), pp. 152–167.

Unit II. Institutions and Intersections

a. Gender Regimes

Connell, Raewyn. *Gender and power: Society, the person and sexual politics*. John Wiley & Sons, 2013, Chapter 6 (pp. 114-141)

Walby, Sylvia. "Varieties of gender regimes." *Social Politics: International Studies in Gender, State and Society* 27.3 (2020): 414-431.

b. Gender and other axes of social inequalities

Dube, Leela. (1996). "Caste and Women." In M.N. Srinivas (Ed.) *Caste: Its Twentieth Century Avatar*, Penguin, pp. 1–27.

Davis, Angela Y. *Women, Race, & Class*. Vintage, 2011, Chapter 3. Pp. 46-69

Unit III. Gender and Work

a. Household Division of Labour

Oakley, Ann. *The Sociology of housework*. Policy Press, 2018., Chapter 6 Standards and Routines. Pp. 94-106.

Bernard, Jessie. (2002). "The Husband's Marriage and the Wife's Marriage." In Jackson and Scott (Eds.) *Gender: A Sociological Reader*, pp. 207–210.

b. Women and Work

Sharma, Ursula. *Women, work and property in North-West India*. London: Tavistock, 1980, chapter 5.

Mencher, Joan P., and K. Saradmoni. "Muddy Feet, Dirty Hands: Rice Production and Female Agricultural Labour." *Economic and Political Weekly* 17, no. 52, 1982

Unit IV. Politics of Gender

a. Feminism

Delmar, Rosalind. "What is feminism? In Herrmann, Anne C. *Theorizing Feminism: Parallel Trends in The Humanities and Social Sciences*, Taylor & Francis, 2018. Pp. 5-28.

Chaudhuri, Maitrayee. "Feminism in India: The tale and its telling." *Revue Tiers Monde* 209.1 (2012): 19-36.

b. Women's Movements

Mazumdar, Vina. 1994. Women's studies and the women's movement in India: An overview. *Women's Studies Quarterly* 22.3/4 (1994): 42-54.

Kumar, Radha. (1999). "From Chipko to Sati: The Contemporary Indian Women's Movement." In Menon, N. (Ed.) *Gender and Politics in India*, pp. 342–369.

Suggested Readings:

Ghosh, A. (Ed.). 2007. *Behind the Veil: Resistance, Women and the Everyday in Colonial South Asia*. Ranikhet: Permanent Black

Gough, B. 2001. 'Biting your Tongue': Negotiating Masculinities in Contemporary Britain', in *Journal of Gender Studies*. 10(2): 169-185.

Jackson, S. 1998. 'Telling Stories: Memory, Narrative and Experience in Feminist Theory and Research'. In: C. Griffin, K. Henwood and A. Phoenix (eds.) *Standpoints and Differences*. London: Sage. (Pages 45-64)

Kandiyoti, D. 1988. 'Bargaining with Patriarchy', in *Gender and Society*. 2(3): 274-290.

Rege, S. 2013. *Writing Caste/ Writing Gender: Narrating Dalit Women's Testimonies*. Delhi: Zubaan Publisher.

Weeks, J., Donovan, C. and Heaphy, B. 1999. 'Everyday Experiments: Narratives of Non-heterosexual Relationships', in E. B. Silva and C. Smart (eds.) *The New Family?* London: Sage. (Pages 83-99)

West, Candace and Zimmerman, Don. (2002). "Doing Gender." In Jackson and Scott (Eds.), *Gender: A Sociological Reader*, pp. 42–47.

Kandiyoti, Deniz. (1991). "Bargaining with Patriarchy." In Lorber and Farrell (Eds.), *The Social Construction of Gender*, pp. 104–118.

Connell, R.W. and Messerschmidt, J. W. 2005. Hegemonic Masculinity: Rethinking the Concept, in *Gender and Society*. 19: 829-859.

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

Sociology
Discipline Specific Elective (DSE) 18
Ethnographic Filmmaking in Sociological Practice

Discipline Specific Elective (DSE 18) : Ethnographic Filmmaking in Sociological Practice

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 18: Ethnographic Filmmaking in Sociological Practice	4	2	0	2	12th Class Pass	Nil

Learning Objectives:

1. Understand the history, theoretical foundations, and significance of ethnographic filmmaking.
2. Develop technical skills in camera work, lighting, sound, and editing for sociological storytelling.
3. Learn to navigate ethical issues in sociological filmmaking, including consent, representation, and collaboration.
4. Synthesise creative, technical, and ethical practices to produce a reflective ethnographic film.

Learning outcomes:

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

1. Demonstrate knowledge of the historical and theoretical framework of ethnographic filmmaking.
2. Apply technical filmmaking skills to create sociological visual narratives.
3. Produce films that adhere to ethical standards in representation and collaboration.

SYLLABUS OF DSE:

Unit I: Foundations of Ethnographic Filmmaking (8 Hours)

This unit discusses the origins and evolution of ethnographic film within anthropology and sociology. Additionally, it examines how film mediates cultural knowledge and the politics of representation.

a. Introduction and History

b. Ethnographic Representation and ‘Ways of Knowing’

Unit II: Camera Practices and Techniques in Ethnographic Filmmaking (10 Hours)

This unit focuses on observational methods, framing, and the technical use of camera to sociologically capture lived experiences.

a. Understanding Camera Use in Ethnography

b. Light, Movement, and Collaboration

Unit III. Ethics and Relationships in Filmmaking (10 Hours)

This unit addresses power dynamics, consent, and the ethical responsibilities of filmmakers towards those being filmed.

a. Reflexivity, Power, and Ethical Engagement

b. Consent, Dialogue, and Production Ethics

Unit IV. Filming, Editing and Post-Production (17 Hours)

This unit covers the workflow from shooting to editing, emphasising narrative construction and the filmmaker’s interpretive role.

a. Visual Data Management

b. Editing Tools and Final Film Review

Practical Component: NIL

Essential/Recommended Readings:

Unit I. Foundations of Ethnographic Filmmaking

a. Introduction and History

Macdougall, David. (1969). ‘Prospects of the Ethnographic Film’. *Film Quarterly*, 23(2). Pp. 16–30.

Heider, Karl G. *Ethnographic Film*, Austin: University of Texas Press, 2006. Chap 1 and 2.

b. Ethnographic Representation and ‘Ways of Knowing’

MacDougall, David. (1998). ‘Visual Anthropology and the Ways of Knowing’. In *Transcultural Cinema* (pp. 61–92). Princeton University Press.

Pink, Sarah. (2009). 'Situating Sensory Ethnography: From Academia to Intervention'. In *Doing Sensory Ethnography* (pp. 7–23). SAGE Publications Ltd.

Renov, Michael, (1993). 'Toward A Poetics of Documentary'. In M. Renov (Ed.), *Theorizing Documentary* (pp. 12–36). Routledge.

Suggested Film Screening:

- *Nanook of the North* (1922) – Directed by Robert Flaherty
- *Trance and Dance in Bali* (1952) – Directed by Margaret Mead and Gregory Bateson
- *Forest of Bliss* (1986) – Directed by Robert Gardner

Topics for Technical Discussion and Practical Work:

- Understanding different types of cameras: still, moving, digital, and analog.
- Exploring the concepts of Shot vs. Scene and Image vs. Sound.
- Experiments with shooting from different angles, under various lighting conditions, and in diverse sound environments.
- Best practices for storing your data.
- Guidelines for maintaining and caring for your equipment.

Unit II. Camera Practices and Techniques in Ethnographic Filmmaking

a. Understanding Camera Use in Ethnography

El Guindi, Fadwa. 'For God's Sake Margaret' In *Visual Anthropology: Essential Method and Theory*, Walnut Creek, CA: Alta Mira, 2004. Pp. 61-82

b. Light, Movement, and Collaboration

Heider, Karl G. *Ethnographic Film*, Austin: University of Texas Press, 2006. Chap 3.

Topics for Technical Discussion

- Comparing small and big cameras: strengths and limitations.
- Tripod vs. handheld cameras: when and how to use each effectively.
- Framing the subject: where to place the camera and why
- Angles, close-ups, wide shots, and depth in constructing narratives
- Understanding light: natural and artificial, and its impact on filmmaking.
- Practicing mounting and using a camera on a tripod.
- Explore handheld camera techniques to develop stability and fluidity.
- Working individually vs. collaborating in a team.

Unit Task

Create a 1-2 min film on a specific process or activity, focusing on its progression.

Suggested Film Screening:

Dead Birds (1964) – Directed by Robert Gardner

Trance and Dance in Bali (1952) – Directed by Margaret Mead and Gregory Bateson

Man with a Movie Camera (1929) – Directed by Dziga Vertov

Unit III: Ethics and Relationships in Filmmaking

a. Reflexivity, Power, and Ethical Engagement

Ruby, Jay. (1977). 'The Image Mirrored: Reflexivity and the Documentary Film'. *Journal of the University Film Association*, 29(4), 3–11.

b. Consent, Dialogue, and Production Ethics

Henley, Paul. (2021). 'How to Subtitle Ethnographic Films: Some Practical Suggestions'. *Visual Anthropology*, 34(1), 75–100.

Topics for Technical Discussion

- Examining power dynamics, consent, and authenticity in ethnographic filmmaking.
- Examining impact of gender, class, and ethnicity etc. on interactions.
- Choosing angles and shot types to maintain ethical representation
- Capturing clear dialogue
- Exploring collaborations involving subjects in the filmmaking process
- Understanding subtitling and translation in ethnographic film

Unit Task: Create a 3–5-minute Interview Film focusing on ethnical engagement and informed consent

Suggested Film Screening:

- *Chronicle of a Summer* (1961) – Directed by Edgar Morin and Jean Rouch
- *Reassemblage* (1982) – Directed by Trinh T. Minh-ha
- *When Four Friends Meet* (2000) – Directed by Rahul Roy
- *New Boys* (2003) – Directed by David MacDougall

Unit IV: Filming, Editing and Post-Production

a. Visual Data Management

Banks, M. (2007). 'Presenting visual research' in *Using Visual Data in Qualitative Research*, Chap 5, (pp. 92–112). London: SAGE Publications.

At this stage, students are expected to have already approached their respondents, secured permissions, and finalised potential shooting topics and locations.

b. Editing Tools and Final Film Review

At this stage students should critically engage with how editing shapes ethnographic meaning, and how sociological reflexivity operates through selection, sequencing, and post-production interventions.

Unit Task

Create a 5–8-minute reflective final ethnographic film that follows an event, a story or character/s integrating the technical, ethical, and creative skills learned throughout the course.

Topics for Technical Discussion

- Introduction to Editing Software like Avid, Final Cut Pro or any other.
- Understanding Data Organisation and maintaining a logical folder structure.
- Understanding how sequencing of clips affects pacing and storytelling.
- Developing visual storyboards to map out transitions and scene flow.
- Viewing of final films, discussion and grading.

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

Suggested Readings:

Mead, M. (1963). *Anthropology and the Camera*. In *Ciné-Ethnography* (S. Feld, Ed.). University of Minnesota Press.

Grimshaw, A., & Ravetz, A. (2004). *Visualizing Anthropology*. Intellect Books.

Adams, J. W. (1979). Representation and Context in The Ethnographic Film. *Film Criticism*, 4(1), 89–100.

Otway, F. (2015). The Unreliable Narrator in Documentary. *Journal of Film and Video*, 67(3–4), 3–23.

Asch, T., Marshall, J., & Spier, P. (1973). Ethnographic Film: Structure and Function. *Annual Review of Anthropology*, 2, 179–187.

Harjant S. Gill. (2014). Before Picking Up the Camera: My Process to Ethnographic Film. *Anthropology Now*, 6(1), 72–80.

Pink, S. (2015). Ethics in Visual Research. In *Advances in Visual Methodology* (pp. 92–105). SAGE Publications.

Ruby, J. (1980). Exposing Yourself: Reflexivity, Anthropology, and Film. *Semiotica*, 30(1), 153–179.

Ganti, T. (2014). *Producing Bollywood: Inside the Contemporary Hindi Film Industry*. Duke University Press

Nichols, B. (2016). *Speaking Truths with Film: Evidence, Ethics, Politics in Documentary*. University of California Press.

Minh-ha, T. T. (1991). *When the Moon Waxes Red: Representation, Gender and Cultural Politics*. Routledge.

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

Sociology
Discipline Specific Elective (DSE) - 19
Agrarian Sociology

Discipline Specific Elective- 19 (DSE-19) : Agrarian Sociology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 19 Agrarian Sociology	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. To investigate agriculture as the foundational material and cultural practice at the heart of the formation of social collectivities.
2. To understand South Asian societies as agrarian formations.
3. To familiarize students with agrarian situations past and present with the help of relevant theories and categories.
4. To equip students with a basic understanding of issues which underpin pursuit of **SDG-2 Zero Hunger** and **SDG-12 Responsible Production and Consumption**

Learning outcomes:

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

1. Understand the key concerns of agrarian communities as living societies and grasp their condition as human condition.
2. Apply the categories of Agrarian Sociology to analyse the agrarian realities for their social, political and policy implications.
3. Explore a range of academic and professional roles that may require a knowledge of agrarian societies.
4. Demonstrate understanding of issues which underpin pursuit of **SDG-2 Zero Hunger** and **SDG-12 Responsible Consumption and Production**.

SYLLABUS OF DSE:

Unit I. Introducing Agrarian Sociology (9 Hours)

This unit historicizes agrarian societies and agrarian sociology and maps the agrarian social landscape of India.

a. Agrarian Society and Agrarian Sociology

b. Land Relations and Agrarian Structures

Unit II. Debates in Agrarian Sociology (12 Hours)

This unit delineates the key perspectives in agrarian sociology. It starts with classic statements of the agrarian sociology and concludes with perspectives in agrarian studies at the beginning of 21st century.

a. Peasants and Moral Economy

b. Agrarian Studies in 21st Century

Unit III. Themes in Agrarian Sociology (15 Hours)

This unit discusses agrarian realities in terms of Labour, Class and Gender; agrarian processes in terms of technologies and markets and concludes with a consideration of traditional and contemporary agrarian movements.

a. Labour, Class and Gender

b. Technologies and Markets

c. Agrarian Movements

Unit IV. Agrarian Future (9 Hours)

This unit considers agrarian futures in terms of crisis and sustainability.

a. Sustainable Agriculture

b. Agrarian Distress

Practical Component: NIL

Essential/Recommended Readings:

Unit I. Introducing Agrarian Sociology

a. Agrarian Society and Agrarian Sociology

Dumont, Rene. 'Agriculture as Man's Transformation of the Rural Environment', in Teodor Shanin (ed.) *Peasants and Peasant Societies*, Harmondsworth: Penguin. 1971. Pp. 141-149

Ludden, David. *An Agrarian History of South Asia*, Cambridge: Cambridge University Press. 1999, Pp. 6-35.

b. Land Relations and Agrarian Structures

Joshi, Puran Chandra. *Land Reforms in India: Trends and Perspectives*. India: Allied Publishers, 1975. Pp. 3-35.

Jodhka, Surender. *Agrarian Structures and their Transformation*. Veena Das (ed.) *The Oxford India Companion to Sociology and Social Anthropology*. India: Oxford University Press, 2003. Pp. 1203-1236.

Unit II. Debates in Agrarian Sociology

a. Peasants and Moral Economy

Shanin, Teodor. *Peasants and Peasant Societies: Selected Readings*. United Kingdom: Blackwell, 1987. Pp. 62-67, 185-195, 331-336.

Bernstein, Henry. and Byres, T.J. From Peasant Studies to Agrarian Change. *Journal of Agrarian Change*, 2001. Pp. 1-37.

b. Agrarian Studies in 21st Century

Friedland, William H. "Reprise on Commodity Systems Methodology", *The International Journal of Sociology of Agriculture and Food*. 2021. Pp. 82–100.

Edelman, Marc., & Wolford, W. Introduction: Critical Agrarian Studies in Theory and Practice. *Antipode*, 49(4), 2017. Pp. 1–15.

Unit III. Themes in Agrarian Sociology

a. Labour, Class and Gender

Breman, Jan. *Patronage and Exploitation: Changing Agrarian Relations in South Gujarat, India*. India: University of California Press, 1974. Ch. 1 & 2. Pp. 3-23.

Kapadia, Karin. *Siva And Her Sisters: Gender, Caste, And Class in Rural South India*. United Kingdom: Avalon Publishing, 1995. Pp. 218-253.

b. Technologies and Markets

Farmer, B. H. "Perspectives on the 'Green Revolution' in South Asia." *Modern Asian Studies* 20, no. 1 (1986): 175–99.

Stone, G. D. Agricultural Deskillling and the Spread of Genetically Modified Cotton in Warangal. *Current Anthropology*, 2007. 48(1), 67–103.

Kumar, Richa. "Mandi Traders and the Dabba: Online Commodity Futures Markets in India." *Economic and Political Weekly* 45, no. 31 (2010): 63–70.

c. Agrarian Movements

Scott, James. Everyday forms of peasant resistance, *The Journal of Peasant Studies*, 13:2. 1986. Pp. 5-35.

Edelman, Marc. (2005). Bringing the Moral Economy back in to the Study of 21st-Century Transnational Peasant Movements. *American Anthropologist*. Vol. 107, Issue 3, pp. 331–345.

Dhanagare, D. N. *Populism and Power: Farmers' Movement in Western India, 1980--2014*. United Kingdom: Taylor & Francis, 2015. Ch. 3. Pp. 97-120.

Unit IV. Agrarian Future

a. Sustainable Agriculture

Veteto, James R., and Kristine Skarbø. Sowing the seeds: Anthropological contributions to agrobiodiversity studies. *Culture and Agriculture*, 2009. 31.2. Pp. 73–82.

Guthman, Julie. 2004. *Agrarian dreams: The paradox of organic farming in California*. Berkeley: Univ. of California Press. Ch. 3. Organic Farming: Ideal Practices and Practical Ideals. Pp. 42-60

b. Agrarian Distress

Vasavi, A. R. “Contextualising the Agrarian Suicides” in R S Deshpande and Saroj Arora (ed.), *Agrarian Crisis and Farmer Suicides* Sage Publications, pp. 70-85

Kimbrell, Andrew. *The Fatal Harvest Reader: The Tragedy of Industrial Agriculture.*: Island Press, 2002. Pp. 3-36.

Suggested Readings:

Vasavi, A. R. (1999). Agrarian distress in Bihar: Market, state and suicides. *Economic and Political Weekly*, 2263-2268.

Béteille, André. *Essays in Comparative Sociology*. India: Oxford University Press, 1987.

Chakravarti, Anand. “Caste and Agrarian Class: A View from Bihar.” *Economic and Political Weekly* 36, no. 17 (2001): 1449–62.

Davis, Mike. *Late Victorian Holocausts: El Nino Famines and the Making of the Third World*. United Kingdom: Verso, 2001. Pp. 311-340.

Deere C D (1995) What difference does gender make? Rethinking peasant studies. *Feminist Economics* 1(1): 53–72

Dhanagare, D. N.. *Peasant movements in India, 1920-1950*. India: Oxford, 1983.

Friedland, William H., Barton, Amy E., Thomas, Robert J. *Manufacturing green gold: capital, labor, and technology in the lettuce industry*. United Kingdom: Cambridge University Press, 1981.

Harriss, John. *Capitalism and Peasant Farming: Agrarian Structure and Ideology in North Tamil Nadu*, Delhi: Oxford University Press, 1982.

Jackson, Cecile. 'Gender Analysis of Land: Beyond Land Rights for Women?', *Journal of Agrarian Change*, Volume 3 (4) (October, 2003) Pp. 453-478

Kelly, William W. “Concepts in the Anthropological Study of Irrigation.” *American Anthropologist* 85, no. 4 (1983): 880–86

Kimbrell, Andrew. *The Fatal Harvest Reader: The Tragedy of Industrial Agriculture.*: Island Press, 2002. Pp. 3-36.

Magdoff, Fred, John Bellamy Foster, and Frederick H. Buttel, eds. 2000. *Hungry for profit: The agribusiness threat to farmers, food, and the environment*. New York: Monthly Review. Ch. 3. Pp. 61-76.

Moore, Jason W. *Capitalism in the Web of Life: Ecology and the Accumulation of Capital*. United Kingdom: Verso Books, 2015. Ch 10. The Long Green Revolution: The Life and Times of Cheap Food in the Long Twentieth Century. Pp. 241-290.

Mosse, David., Sivan, M. *The Rule of Water: Statecraft, Ecology and Collective Action in South India*. India: Oxford University Press, 2005.

Omvedt, Gail. "Caste, Agrarian Relations and Agrarian Conflicts." *Sociological Bulletin* 29, no. 2 (1980): 142–70

Thorner, Alice. 'Semi-Feudalism or Capitalism? Contemporary Debate on Classes and Modes of Production in India', Parts: 1-3, *Economic and Political Weekly*, Vol. 17, No. 49 (Dec. 4, 1982), pp. 1961-1968; No. 50 (Dec. 11, 1982), pp. 1993-1999; No. 51 (Dec. 18, 1982), pp. 2061-2064

Watts, Michael. 1983. *Silent violence: Food, famine, and peasantry in northern Nigeria*. Berkeley: Univ. of California Press.

Wilson, Kalpana. Patterns of Accumulation and Struggles of Rural Labour: Some Aspects of Agrarian Change in Central Bihar, In Byres. T. J. (Ed.) *Rural Labour Relations in India*. United Kingdom: Taylor & Francis, 2013. Pp. 316-348.

Debal K. Singha Roy. "Peasant Movements in Contemporary India: Emerging Forms of Domination and Resistance." *Economic and Political Weekly* 40, no. 52 (2005): 5505–13.

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

Sociology
Discipline Specific Elective (DSE) 20
Sociology of Science

Discipline Specific Elective-20 (DSE - 20) : Sociology of Science

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE - 20 Sociology of Science	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. To constitute science as an object of sociological inquiry.
2. To map various theoretical perspectives in sociology of science to foster an understanding that science is a social practice.
3. To locate the alternative discourses on science and society through debates from an Indian perspective.
4. To enhance critical skills required for the pursuit **SDG 4 – Quality Education**.

Learning outcomes:

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

1. Assess and evaluate discourses on scientific knowledge and practice as a sociological phenomenon.
2. Identify and analyse the intersections between science and politics, economics and socially stratified identities.
3. Develop a critical stance in understanding the essentially social character of the practice of science.
4. To demonstrate critical skills required for the pursuit **SDG 4 – Quality Education**.

SYLLABUS OF DSE:

Unit I: Investigating Science (9 Hours)

This unit introduces students to the foundational ideas of a sociology of science.

- a. What is Science?
- b. Mapping Sociology of Science

Unit II: Sociological Theories of Science (12 hours)

This unit familiarizes students with the major theoretical perspectives in sociology of science.

- a. Structural-Functionalism
- b. Political-Economy of Science
- c. Science and the Sociology of Knowledge

Unit III: Science in Practice (12 hours)

This unit introduces the ways in which sociology investigates science in practice.

- a. The Scientific Field
- b. Ethnography of Laboratory
- c. Science and Gender

Unit IV. Science in India: Imaginations and Alternatives (12 Hours)

This unit enables students to critically understand the sociological interpretations of science in India.

- a. Decolonizing Science
- b. Science and Social Reason

Practical Component: NIL

Essential/Recommended Readings:

Unit I: Investigating Science

- a. What is Science?

Chalmers, Alan. *What Is This Thing Called Science?* United Kingdom, McGraw-Hill Education, 2013. Ch,1 & 3. Pp. 1-18

- b. Mapping Sociology of Science

Mulkay, Michael. *Science and the Sociology of Knowledge*. Taylor & Francis, 2014. Ch. 1. 'The Customary Sociological View of Science'. Pp. 1-26.

Ritzer, George. *The Wiley-Blackwell Companion to Sociology*. United Kingdom, Wiley, 2016. Ch. 32. 'Science and Technology: Now and in Future'. Pp. 609-622.

Unit II: Sociological Theories of Science

- a. Structural-Functionalism

Merton, Robert K. *The Sociology of Science: Theoretical and Empirical Investigations*. United Kingdom, University of Chicago Press, 1973. Ch. 13. 'The Normative Structure of Science'. Pp. 267-278.

b. Political-Economy of Science

Rose, Hilary, and Rose, Steven. *The Political Economy of Science: Ideology Of/in the Natural Sciences*. United Kingdom, Macmillan, 1976. Ch. 1 & 2. Pp. 1-31.

c. Science and the Sociology of Knowledge

Kuhn, Thomas S. *The Structure of Scientific Revolutions: 50th Anniversary Edition*. United Kingdom, University of Chicago Press, 2012. Ch 2 & 10. Pp. 10-22, 111-134.

Bloor, David. *Knowledge and Social Imagery*. United Kingdom, University of Chicago Press, 1991. Ch. 1. 'The Strong Programme in the Sociology of Knowledge'. Pp. 3-23.

Barnes, Barry, et al. *Scientific Knowledge: A Sociological Analysis*. United Kingdom, Bloomsbury Academic, 1996. Ch. 1. 'Observation and Experience'. Pp. 1-17.

Unit III. Science in Practice

a. The Scientific Field

Bourdieu, Pierre. The Specificity of the Scientific Field and the Social Conditions of the Progress of Reason in, Mario Biagioli ed. *The Science Studies Reader*. United Kingdom, Routledge, 1999. Pp. 31-46.

b. Ethnography of Laboratory

Latour, Bruno, and Woolgar, Steve. *Laboratory Life: The Construction of Scientific Facts*. United Kingdom, Princeton University Press, 1986. Ch 1. 'From Order to Disorder'. Pp 15-41.

c. Science and Gender

Haraway, Donna J. "Situated knowledge: The Science Question in Feminism and the Privilege of Partial Perspective." Mario Biagioli ed. *The Science Studies Reader*. United Kingdom, Routledge, 1999. Pp. 172-186.

Unit IV: Science in India: Imaginations and Alternatives

a. Decolonizing Science

Uberoi, J. P. Singh. *The European Modernity: Science, Truth, and Method*. India, Oxford University Press, 2002. Pp. 25-45.

Nandy, Ashis. *Science, Hegemony and Violence: A Requiem for Modernity*. Japan, United Nations University, 1990. Chapter 1: 'Introduction: Science as a Reason of State'. Pp. 1-22.

b. Science and Social Reason

Visvanathan, Shiv. *A Carnival for Science: Essays on Science, Technology, and Development*. India, Oxford University Press, 1997. Ch.1. 'A Carnival for Science'. Pp. 1-14.

Nanda, Meera. Against the Social (de) Construction of Science: Cautionary tales from the third world. In Ellen Meiksins Wood and Foster, John Bellamy. *In Défense of History*. United States, Monthly Review Press, 1997. Pp. 74-93.

Suggested Readings:

Barnes, B. and Edge, D. (eds.) (1982), *Science in Context: Readings in the Sociology of Science*, Open University Press, 1982.

Barnes, Barry. *About Science*. Cambridge: Basil Blackwell.

Basalla, G. The Spread of Western Science, *Science*, vol. 156, May 5, 1967.

Cunningham, A. and Willaims, P. De-centring the Big Picture: The Origins of Modern Science and the Modern origins of Science, *The British Journal for the History of Science*. 1993, 26, 407-432. (25).

Donna Haraway (1985). *A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century*.

Habermas, Jürgen. *Toward a Rational Society: Student Protest, Science, and Politics*. United Kingdom, Beacon Press, 1970. Chapter 6. technology and science as 'ideology'. Pp. 81-122.

Knorr-Cetina, Karin. *Epistemic Cultures: How the Sciences Make Knowledge*. Cambridge, MA: Harvard University Press, 1999.

Kumar, Deepak. *Science and the Raj: A Study of British India*. India: Oxford University, 2006.

Lakatos, Imre. *Mathematics, Science, and Epistemology*. United Kingdom, Cambridge University Press, 1978. Ch. 14. 'The Social Responsibility of Science'. Pp. 256-258.

MacKenzie, Donald and Wajeman, Judy (eds.) 1999. *The Social Shaping of Technology*, Buckingham: Open University Press (2nd revised edition).

Passmore, John. *Science and Its Critics*, New Jersey, Rutgers University Press, 1978.

Prakash, Gyan. *Another Reason: Science and the Imagination of Modern India*. Germany, Princeton University Press, 2020.

Rabinow, Paul. *Essays on the Anthropology of Reason*. United States, Princeton University Press, 2021.
Raina, Dhruv. *Reconfiguring the Centre: The Structure of Scientific Exchanges Between Colonial India and Europe*, *Minerva* (1996), 34, 161-176.

Rose, Hilary, and Rose, Steven Peter Russell. *Science and Society*. United Kingdom, Allen Lane, 1969.

Science and Technology policy documents of the Government of India (1958, 1983 and 2003)

Sur, Abha. (2008). "Persistent Patriarchy: Theories of Race and Gender in Science," *Economic and Political Weekly*, 73-78.

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

Sociology
Discipline Specific Elective (DSE) 21
Sociology of Migration

Discipline Specific Elective-21 (DSE - 21) : Sociology of Migration

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 21 Sociology of Migration	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. To understand migration as a complex multilayered sociological issue
2. To explore migration as a process and map the economic, social, and cultural effects of migration both in its source and destination.
3. To examine the relationship between Migration, Transnationalism, Diaspora, Refugees and Forced Migration
4. To understand the challenges of migratory movements by linking them to **SDG 8 – Decent Work and Economic Growth, SDG 10 – Reduced Inequalities and SDG-17 Partnership for the Goals**

Learning outcomes:

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

1. Arrive at a broader understanding of the multiple economic, social, political, and cultural dimensions of migration
2. Learn to compare and contrast the experience of diverse migrant groups through ethnographic case studies
3. Develop critical thinking skills in the analysis of displacement
4. Assess migration as a complex and key issue within the process of globalization
5. Demonstrate understanding of the challenges of migratory movements by linking them to **SDG 8 – Decent Work and Economic Growth, SDG 10 – Reduced Inequalities and SDG-17 Partnership for the Goals**

SYLLABUS OF DSE:

Unit I. Making sense of Migration (9 Hours)

This unit introduces migration as a multi-dimensional issue in the contemporary world

a. What is Migration?

b. Sociology of Migration

Unit II. Perspectives on Migration (9 Hours)

This unit explores the various sociological perspectives in understanding migration as a complex sociological phenomenon

a. Cultural, Social and Phenomenological Perspectives

b. Theories of International Migration and Transnationalism

Unit III. Contexts of Migration (12 Hours)

This unit delves into the intersectional dimensions of migration through case studies.

a. Migration for Work

b. Migrating for Marriage

c. Forced Migration

Unit IV. Migration: Identities, Politics and Policy (15 Hours)

This unit explores the relationship between migration, its politics, and the policy responses to migration

a. Class and Ethnicity in Migration

b. Refugees and Undocumented Migrants

c. State, Migrants and Migration Policy

Practical Component: NIL

Essential/Recommended Readings:

Unit I: Making Sense of Migration

a. What is Migration?

Lewellen, Ted C. *The Anthropology of Globalization: Cultural Anthropology Enters the 21st Century*. Bergin, 2002. Ch. 6 Pp. 123-145.

b. Sociology of Migration

Castles, Stephen. Twenty-First-Century Migration as a Challenge to Sociology. *Journal of Ethnic and Migration Studies*, 2007. 33(3). Pp. 351–368.

Gardner, K., & Osella, F. (2003). Migration, modernity and social transformation in South Asia. *Contributions to Indian Sociology*, 37(1-2), v–xxiv.

Unit II. Perspectives on Migration

a. Cultural, Social and Phenomenological Perspectives

Brettell, Caroline. B. *Migration Theory: Talking Across Disciplines*. Taylor & Francis, 2014. Ch. 5. Theorizing Migration in Anthropology: The Cultural, Social, Phenomenological, and Embodied Dimensions of Human Mobility. Pp. 194-214.

b. Theories of International Migration and Transnationalism

Hania Zlotnik 2006 ‘Theories of International Migration’ in Graziella Caselli, Jacques Vallin, and Guillaume Wunsch (ed.) *Demography: Analysis and synthesis*, Volume II, London: Academic Press, pp. 293-306.

Waldinger, Roger and David Fitzgerald. “Transnationalism in Question.” *American Journal of Sociology* 109, 2004. No. 5: 1177-1195.

Unit III. Contexts of Migration

a. Migration for Work

Kikon, Dolly., Karlsson, Bengt G. *Leaving the Land: Indigenous Migration and Affective Labour in India*. India: *Cambridge University Press*, 2019. Introduction. Pp. 1-23.

Lan, P. C. (2003). Maid or madam? Filipina migrant workers and the continuity of domestic labor. *Gender & society*, 17(2), 187-208.

b. Migrating for Marriage

Uberoi, Patricia. Rajni Palriwala. *Marriage, Migration and Gender*. India: Sage Publications, 2008. Ch 1. Exploring the Links: Gender Issues in Marriage and Migration. Pp. 23- 50.

Constable, Nicole. "A tale of two marriages: International matchmaking and gendered mobility." *Cross-border marriages: Gender and mobility in transnational Asia* (2005): 166-86.

c. Forced Migration

Castles, Stephen. "Towards a sociology of forced migration and social transformation." *sociology* 37.1 (2003). Pp. 13-34.

Unit IV. Migration: Identities, Politics and Policy

a. Class and Ethnicity in Migration

Esman, Milton J. *Diasporas in the Contemporary World*. Germany: Polity Press, 2013. Pp. 3-21.

Van Hear, Nicholas. Reconsidering Migration and Class. *International Migration Review*, 48(2014). Pp. 100–118.

b. Refugees and Undocumented Migrants

Zetter, Roger, "Labelling Refugees: Forming and Transforming a Bureaucratic Identity", *Journal of Refugee Studies* 4(1), 1991, pp. 39-62. (23)

Chavez, Leo R. "Outside the imagined community: Undocumented settlers and experiences of incorporation." *American ethnologist* 18, no. 2 (1991): 257-278.

c. State, Migrants and Migration Policy

Torpey, John 1998. *Coming and Going: on the state monopolization of the legitimate* "Means of movement". *Sociological Theory*. Vol. 16, No. 3 pp. 239-257

Fassin, Didier 2005: "Compassion and Repression: The Moral Economy of Immigration Policies in France" in *Cultural Anthropology* Vol 20. Pp. 362-383.

Suggested Readings:

Adam Hanieh. "The Contradictions of Global Migration." *Socialist Register*. Vol 55 (2019): Pgs. 50 – 73.

Adas, Michael. Ed. *Essays on Twentieth-Century History*. Temple University Press, 2010. Jose C. Moya and Adam McKeown Ch.1 World Migration in the Long Twentieth Century. Pp. 9-45.

Agier, Michel. *On the Margins of the World: The Refugee Experience Today*. United Kingdom: Polity, 2008.

Barbora, Sanjay et.al. "Migration Matters in South Asia: Commonalities and Critiques." *Economic and Political Weekly* 43, no. 24 (2008): 57–65

Breman, Jan. *Of peasants, migrants, and paupers: rural labour circulation and capitalist production in west India*. India: Oxford University Press, 1985

Brubaker, Rogers. (2005). The "diaspora" diaspora. *Ethnic and Racial Studies*, 28(1), 1–19.

Clifford, James. "Diasporas." *Cultural Anthropology* 9, no. 3 (1994): 302–38.

Cohen, Jeffrey H., Sirkeci, Ibrahim. *Cultures of Migration: The Global Nature of Contemporary Mobility*. University of Texas Press, 2011.

George, Sheba M. *When Women Come First: Gender and Class in Transnational Migration*. Ukraine, University of California Press, 2005.

Illicit Flows and Criminal Things: States, Borders, and the Other Side of Globalization. Edited by William Van Schendel & Itty Abraham

Levitt, Peggy. *The Transnational Villagers*. Berkeley: University of California Press, 2001.

Picherit, D. (2018). Labour migration brokerage and Dalit politics in Andhra Pradesh: A Dalit fabric of labour circulation. *Journal of Ethnic and Migration Studies*, 45, 2706– 2722

Piper, Nicola. "Wife or worker? Worker or wife? Marriage and cross-border migration in contemporary Japan." *International journal of population geography* 9, no. 6 (2003): 457-469.

Portes, A. (2010). Migration and Social Change: Some Conceptual Reflections. *Journal of Ethnic and Migration Studies*, 36(10), 1537–1563.

Shah, Alpa. The labour of love: Seasonal migration from Jharkhand to the brick kilns of other states in India. *Contributions to Indian Sociology*, (2006). 40. Pp. 91 – 116.

Weiner, Myron. *Sons of the Soil: Migration and Ethnic Conflict in India*. United States: Princeton University Press, 2016.

Westra, Laura. *Environmental Justice and the Rights of Ecological Refugees*. United Kingdom: Taylor & Francis, 2009.

Wimmer, A., & Glick Schiller, N. (2002). Methodological nationalism and beyond: nation-state building, migration and the social sciences. *Global Networks*, 2(4), 301–327.

Wimmer, Andreas, And Nina Glick Schiller. “Methodological Nationalism and the Study of Migration.” *European Journal of Sociology* 43, no. 2 (2002): 217–36. (18) can be in suggested reading and in tutorial discussion

Zolberg, Aristide R. et.al. *Escape from Violence: Conflict and the Refugee Crisis in the Developing World*. United Kingdom: Oxford University Press, 1989.

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

Sociology
Discipline Specific Elective (DSE) 22
Sociology of Sports

Discipline Specific Elective-22 (DSE - 22) : Sociology of Sports

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE - 22 Sociology of Sports	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. To constitute play, games, and sports as objects of sociological inquiry.
2. To examine the interrelationship between sports and other social spheres like work, culture, and gender, and global historical processes.
3. To explore the distinctive issues in the sociology of sports in South Asian history and political economy.

Learning outcomes:

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

1. Critically analyse the ways in which sport, games, and play are embedded in society, culture and economy.
2. Evaluate the interrelationship between sports and broader political and cultural processes.
3. Examine the significance of symbolic and practical representations of sport in society.

SYLLABUS OF DSE:

Unit I: Games, Play, and Sports (9 Hours)

This unit introduces students to sociological study of sports

- a. Sports: Definition and Classification
- b. Sports and Modernity

Unit II: Sociological Theories of Sport (12 Hours)

This unit explores the foundational theories in the sociological analysis of sports.

- a. Sports in Classical Social Theory
- b. Sports in Contemporary Social Theory

Unit III: Issues in the Sociology of Sports (18 Hours)

This unit examines the interrelationships between sports and other phenomenon such as colonialism, globalization, consumption and media

- a. From Colonialism to Globalization
- b. Culture of Sports

Unit IV: Sports in South Asia (6 Hours)

This unit maps the broad issues in understanding sports in India.

- a. Sports and Colonial Modernity
- b. Sports, Infrastructures and Identity

Practical Component: NIL

Unit I: Games, Play, and Sports

- a. Sports: Definition and Classification

Caillouis, Roger. *Man, Play, and Games*. University of Illinois Press, 2001. Ch. 1-2. Pp. 3 - 36.

- b. Sports and Modernity

Guttmann, Allen. *From Ritual to Record: The Nature of Modern Sports*. Columbia University Press, 2004. Ch. 2 Pp. 15-55.

Unit II: Sociological Theories of Sport

- a. Sports in Classical Social Theory

Giulianotti, Richard. *Sport and Modern Social Theorists*. Palgrave Macmillan UK, 2004. Ch. 1. Pp. 11-30, & 81-108.

- b. Sports in Contemporary Social Theory

Jarvie, Grant and Maguire, Joseph. *Sport and Leisure in Social Thought*. Taylor & Francis, 2002. Chapter 6. Figurations, Power and Civilising Processes. Pp. 130-154

Bourdieu, Pierre. "Program for a Sociology of Sport", *Sociology of Sport Journal* 5, 2 (1988): 153-161.

Hall, M. Ann. "The Discourse of Gender and Sport: From Femininity to Feminism", *Sociology of Sport Journal* 5, 4 (1988): 330-340.

Unit III: Issues in Sociology of Sports

a. From Colonialism to Globalization

Besnier, Niko, et al. *The Anthropology of Sport: Bodies, Borders, Biopolitics*. United States, University of California Press, 2018. Ch. 2 Sport, Colonialism, and Imperialism Pp. 39-70.

Richard, Giulianotti, and Roland Robertson. Sport and Globalization, in David L. Andrews and Ben Carrington eds. *Blackwell Companion to Sport*. Wiley Blackwell, 2013. Pp. 41-56.

b. Cultures of Sports

Chris Gaffney and John Bale. Sensing the Stadium, in Vertinsky, Patricia Anne and John Bale. *Sites of Sport: Space, Place, Experience* Routledge, 2004. Pp. 25-38.

Giulianotti, Richard. Supporters, Followers, Fans, and Flaneurs: A Taxonomy of Spectator Identities in Football. *Journal of Sport and Social Issues*, 26(1), 2002. Pp. 25-42.

Rowe, David. The Sport/Media Complex: Formation, Flowering, and Future in David L. Andrews and Ben Carrington eds. *Blackwell Companion to Sport*. Wiley Blackwell, 2013. Pp. 61-74.

Unit IV. Sports in India

a. Sports and Colonial Modernity

Mills, James and Paul Dimeo ‘When Gold is Fired It Shines’: Sport, the Imagination and the Body in Colonial and Postcolonial India. In John Bale and Mike Cronin eds. *Sport and Postcolonialism*. Berg, 2020. Ch7. Pp. 107-122.

b. Sports, Infrastructures and Identity

Gopal, Meena. Padma Prakash. *Sports Studies in India: Expanding the Field*. India: Oxford University Press, 2022. Pp. 1-32

Nirbed Ray and Projit Bihari Mukharji. Sedentary Games and the Nationalist Project: A Silent History. In Boria Majumdar and Fan Hong. *Modern Sport: The Global Obsession*. United Kingdom: Taylor & Francis, 2013 Pp. 199-206.

Nandy, Ashis. *The Tao of Cricket: On Games of Destiny and the Destiny of Games*. India: Viking, 1989. Pp. xi-xxii.

Suggested Readings:

Rigauer, Bero. *Sport and Work*. Columbia University Press, 1981.

Appadurai, Arjun. The Decolonization of Indian Cricket. Carol Breckenridge, ed. *Consuming Modernity: Public Culture in a South Asian World*. University of Minnesota Press, 1995. Pp. 23-46.

Barthes, Roland. MacKenzie, Scott (Tr.). “Of Sport and Men” *Revue Canadienne d’Études Cinématographiques / Canadian Journal of Film Studies*, vol. 6, no. 2, 1997, Pp. 75–83.

Bose, Mihir. *The Magic of Indian cricket: Cricket and Society in India*. Routledge, 2006.

Bourdieu, P. Sport and Social Class. *Social Science Information*, 17(6), 1978, Pp. 819-840.

Dimeo, Paul and James Mills. *Soccer in South Asia: Empire, Nation, Diaspora*. United Kingdom: Routledge, 2001.

Donnelly, Peter, and Kevin Young. "The Construction and Confirmation of Identity in Sport Subcultures." *Sociology of Sport Journal*, 5 (3), 1988. Pp. 223–40.

Dunning, Eric. *Sport Matters: Sociological Studies of Sport, Violence and Civilisation*. United Kingdom: Taylor & Francis, 2013.

Elias, Norbert. and Dunning, Eric. *Quest for Excitement: Sport and Leisure in the Civilising Process*, Oxford: Basil Blackwell 1986.

Farred, Grant. "What's My Name? Muhammad Ali, Postcolonial Pugilist." *Dispositio*, vol. 20, no. 47, 1995, Pp. 37–58.

Hargreaves, Jennifer. *Sporting Females: Critical Issues in the History and Sociology of Women's Sport*. Taylor & Francis, 2002.

Henne, Kathryn E. *Testing for Athlete Citizenship: Regulating Doping and Sex in Sport*. Rutgers University Press, 2015.

Hoberman, John. *Sport and Political Ideology*. United States: University of Texas Press, 2014.

Huizinga, Johan. *Homo Ludens: A Study of the Play-Element in Culture*. Angelico Press, 2016.

MacAloon, John J. "An Observer's View of Sport Sociology." *Sociology Of Sport Journal*, 1987, 4, 103-115.

Magrath, Rory. *Athlete Activism: Contemporary Perspectives*. Taylor & Francis, 2021.

Markovits, Andrei S., and Rensmann, Lars. *Gaming the World: How Sports Are Reshaping Global Politics and Culture*. Princeton University Press, 2010.

Oates, Joyce Carol. *On Boxing*. United States, HarperCollins, 2009.

Poli, Raffaele. (2007). The Denationalization of Sport: De-ethnicization of the Nation and Identity Deterritorialization. *Sport in Society*, 10(4), 646–661.

Ransom, Amy J. "Bollywood Goes to the Stadium: Gender, National Identity, and Sport Film in Hindi." *Journal of Film and Video*, 66, no. 4 (2014): 34–49.

Smart, Barry. *The Sport Star: Modern Sport and the Cultural Economy of Sporting Celebrity*. United Kingdom: SAGE Publications, 2005.

Wellard, Ian. *Sport, Masculinities and the Body*. United Kingdom: Taylor & Francis, 2009.

Whannel, Garry. "Television and the Transformation of Sport." *The Annals of the American Academy of Political and Social Science*, 625 (2009): 205–16.

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

Common List of Generic Electives (GE)

Semester VIII

Sociology

Generic Elective (GE) 23 Understanding Religion

GENERIC ELECTIVE COURSE-23 (GE-23) : Understanding Religion

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 23 Understanding Religion	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. To understand religion as a social phenomenon.
2. To grasp key dimensions of religion and their interlinkages with other social processes.
3. To trace the changing character of religion as a social institution in the context of modernity.

Learning outcomes:

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

1. Identify and define the religious phenomenon across cultures.
2. Interpret and analyse the religious beliefs and practices from a sociological perspective.
3. Evaluate the place of religion in modern society.

SYLLABUS OF GE:

Unit I What is religion? (9 Hours)

This Unit Constitutes religion as an object of Sociological inquiry.

- a. Nature of the Sacred
- b. Studying Religion

Unit II. Elementary aspects of Religion: Belief, Ritual and Practice (12 Hours)

This Unit introduces the students to Durkheimian view on religion and explores belief,

ritual and practice as key elements of religion.

a. Belief

b. Ritual and Practice

Unit III. Religion in Modern Society (12 Hours)

This Unit maps aspects of religion in modern societies.

a. Secularization

b. New Religious Movements

Unit IV. Aspects of Religion and Society in India (12 Hours)

This Unit familiarizes the students with some aspects of religion and Society in India.

a. Dharma and Values of Life

b. Faiths in Practice

c. Devotional Traditions

Practical Component: NIL

Essential/Recommended Readings:

Unit I. What is Religion?

a. Nature of the Sacred

Caillois, Roger. *Man and the Sacred*. United States: University of Illinois Press, 2001. Ch.1. General Interrelationships of the Sacred and the Profane. Pp. 19-32

b. Studying Religion

Winzeler, Robert L. *Anthropology and Religion: What We Know, Think, and Question*. Altamira Press, 2012. Pp. 1-35.

Unit II. Elementary aspects of Religion: Belief, Ritual and Practice

a. Belief

Jones, Susan Stedman. *Durkheim Reconsidered*. Polity Press, 2013. Ch. 11. Belief and the Logic of the Sacred. Pp. 201-217.

Firth, Raymond. *Religion: A Humanist Interpretation*. Taylor & Francis, 2013. Ch. 4 Gods and God: Monotheism and Polytheism Pp. 72-92.

b. Ritual and Practice

Bowie, Fiona. *The Anthropology of Religion: An Introduction*. 2e. Wiley, 2000. Ch. 6. Ritual Theory and Ch 9. Pilgrimage. Pp. 138-168, 237-259

Unit III. Religion in Modern Society

a. Secularization

Berger, Peter L. The Sacred Canopy: Elements of a Sociological Theory of Religion. Anchor, 2011. Chapter 5. The Process of Secularization. Pp. 105-125

Casanova, José. "Rethinking secularization: A global comparative perspective." Religion, globalization, and culture. Brill, 2007. 101-120.

b. New Religious Movements

Wilson, Bryan. Jamie Cresswell. New Religious Movements: Challenge and Response. United Kingdom: Taylor & Francis, 2012. Ch1. New Religious Movements: their incidence and significance. Pp. 15-29.

Srinivas, Tulasi. Winged Faith: Rethinking Globalization and Religious Pluralism Through the Sathya Sai Movement. United Kingdom: Columbia University Press, 2010. Ch 3. Illusion, Play, and Work in a Moral Community: Divine Darshan and the Practices of Transnational Devotion. Pp. 156-200.

Unit IV. Aspects of Religion and Society in India

a. Dharma and Values of Life

Coomaraswamy, Ananda Kentish. *Hinduism and Buddhism*. Munshiram Manoharlal 2011. Ch 1. Hinduism. Pp. 3-31.

Mathur, K.S. Hindu Values of Life: Karma and Dharma, in T. N. Madan ed. *Religion in India*. India: OUP India, 1992. Pp. 63-77.

b. Faiths in Practice

Fuller, Christopher John. *The Camphor Flame: Popular Hinduism and Society in India*. Princeton University Press, 1992. Ch 3 Worship. Pp. 57-82

Mines, Diane P. *Fierce Gods: Inequality, Ritual, and the Politics of Dignity in a South Indian Village*. Indiana University Press, 2005. Chapter 6. Gods of Yanaimangalam. Pp. 125-146.

Clothey, Fred W. *Religion in India: A Historical Introduction*. Routledge, 2006. Ch 9. Religion in Contemporary India. Pp. 193-221.

c. Devotional Traditions

Vaundeville, Charlotte. Sant Mat: Saintism as the universal Path to Sanctity. In Karine Schomer, W. H. McLeod ed. *The Sants: Studies in a Devotional Tradition of India*. India: Motilal Banarsidass, 1987. Pp. 21-40.

McLeod, W.H. The Meaning of 'Saint' in Sikh Usage. In Karine Schomer, W. H. McLeod ed. *The Sants: Studies in a Devotional Tradition of India*. India: Motilal Banarsidass, 1987. Pp. 251-263.

Suggested Readings:

Eck, Diana L. Darśan. Columbia University Press, 1998.

Fuller, C. J. "The Hindu Pantheon and the Legitimation of Hierarchy." *Man* 23, no. 1 (1988): 19–39.

Geertz, Clifford. "Shifting Aims, Moving Targets: On the Anthropology of Religion." *The Journal of the Royal Anthropological Institute* 11, no. 1 (2005): 1–15.

Gilsenan, Michael. *Recognizing Islam: An Anthropologist's Introduction*. Croom Helm, 1982.

Mauss, Marcel., Hubert, Henri., Hertz, Robert. *Saints, Heroes, Myths, and Rites: Classical Durkheimian Studies of Religion and Society*. Taylor & Francis, 2016

Mosse, David. "Catholic Saints and the Hindu Village Pantheon in Rural Tamil Nadu, India." *Man* 29, no. 2 (1994): 301–32.

Shah, A. M. *The Structure of Indian Society: Then and Now*. Routledge, Taylor & Francis Group, 2019. Ch. 4. Sects and Hindu Social Structure. Pp. 68-97.

Smith, Donald Eugene. *South Asian Politics and Religion*. Princeton University Press, 2015.

Stark, Rodney., Finke, Roger. *Acts of Faith: Explaining the Human Side of Religion*. University of California Press, 2000.

Turner, Victor Witter. *The Ritual Process: Structure and Anti-structure*. Taylor & Francis Incorporated, 1995.

Weber, Max. *The Sociology of Religion*. Beacon Press, 1993.

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

Sociology
Generic Elective (GE) 24
Sociology of Childhood

GENERIC ELECTIVE COURSE-24 (GE-24) : Sociology of Childhood

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 24 Sociology of Childhood	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. To introduce students to an interdisciplinary perspective on children and childhood.
2. To explore childhood through a variety of perspectives: sociological, economic, legal and cultural.
3. To understand the distinctive nature of Indian perspectives on childhood.
4. To foster an understanding of aspects of childhood which are key to achievement of **SDG 4 – Quality Education** and **SDG-5 Gender Equality**

Learning outcomes:

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

1. Analyse childhood through historical, anthropological and contemporary perspectives.
2. Identify and assess the diverse and interconnected issues in the study of childhood.
3. Demonstrate understanding of the complexities in defining child and the nature of childhood in society.
4. Demonstrate understanding of aspects of childhood which are key to achievement of **SDG 4 – Quality Education** and **SDG-5 Gender Equality**

SYLLABUS OF GE:

Unit I. Child and Childhoods (6 Hours)

This unit introduces students to interdisciplinary perspectives in the study of childhood

a. Child in History and Society

b. Sociology of Childhood

Unit II. Childhood: Cultural Contexts

This unit explores the cultural contexts of Childhood in terms of socialization, peer cultures, consumption and Media.

a. Socialization and Peer Cultures

b. Consumption and Media

Unit III. Childhood: Social and Economic Contexts

This unit investigates the questions of unequal childhood and child labour

a. Inequality and Neglect

b. Child Labour and Child Rights

Unit IV. Childhood in Indian Context (12 Hours)

This unit introduces the distinctive ways in which childhood has been explored in the Indian context.

a. Indian Childhoods

b. Voices and Representations

Practical Component: NIL

Essential/Recommended Readings:

Unit I. Child and Childhoods

a. Child in History and Society

Montgomery, Heather. *An Introduction to Childhood: Anthropological Perspectives on Children's Lives*. Germany: Wiley, 2011. Ch.2 What is a Child? Pp. 50-78.

Zelizer, Viviana A. *Pricing the Priceless Child: The Changing Social Value of Children*. United Kingdom: Princeton University Press, 1994. Ch. 3 From Child Labor to Child Work: Redefining the Economic World of Children. Pp. 73-112. (35).

b. Sociology of Childhood

Prout, Alan. Allison James. Ed. *Constructing and Reconstructing Childhood: Contemporary Issues in the Sociological Study of Childhood*. United Kingdom: Falmer Press, 1997. Ch 1. A New Paradigm for the Sociology of Childhood? Provenance, Promise and Problems. Pp. 7-32.

Unit II. Childhood: Cultural Contexts

a. Socialization and Peer Cultures

Lancy, David F. *The Anthropology of Childhood: Cherubs, Chattel, Changelings*. Cambridge University Press, 2014. Ch. 4. It takes a village. Pp. 120-163.

Corsaro, William A. *The Sociology of Childhood*. 4e. United States: Sage Publications, 2017. Ch. 6. Children's Peer Cultures and Interpretive Reproduction. Pp. 121-149.

Sahi, Jane H. "Bala Krishna: A paradigm of childhood relevant to the present time." Ankur Madan, Shailaja Menon, T. S. Saraswathi (ed) *Childhoods in India*. Routledge India, 2017. 130-156.

b. Consumption and Media

Pugh, Allison J. *Longing and Belonging: Parents, Children, and Consumer Culture*. University of California Press, 2009. Preface, Chapter 1. Care and Belonging in the Market. Pp 1-26.

Livingstone, Sonia. *Young People and New Media: Childhood and the Changing Media Environment*. United Kingdom: SAGE Publications, 2002. Ch 1. Childhood, Youth and the Changing Media Environment. Pp. 1-26.

Unit III. Childhood: Social and Economic Contexts

c. Inequality and Neglect

Lareau, Annette. *Unequal Childhoods: Class, Race, and Family Life*. United Kingdom: University of California Press, 2011. Ch. 2 Social Structure and Daily Life. Pp. 14-32.

Miller, Barbara D. Female Infanticide and Child Neglect in Rural North India in Nancy Scheper-Hughes, *Child Survival: Anthropological Perspectives on the Treatment and Maltreatment of Children*. Springer, 2012. Pp. 95-108.

b. Child Labour and Child Rights

Heywood, Colin. *A History of Childhood*. 2e. United Kingdom: Polity Press, 2018. Ch. 8 Children at Work in Agricultural Societies & 9 Child Labour and Industrialization. Pp. 129-156.

Appell, Annette Ruth. The Pre-political Child of Child- Centered Jurisprudence, in Anna Mae Duane. Ed. *The Children's Table: Childhood Studies and the Humanities*. University of Georgia Press, 2013. Pp. 19-34.

Unit IV. Childhood in the Indian Context

a. Indian Childhoods

Nieuwenhuys, Olga. "Is there an Indian childhood?." *Childhood* 16.2 (2009): 147-153.

Balogopalan, S. (2011). Introduction: Children's lives and the Indian

context. *Childhood*, 18(3), 291-297.

b. Voices and Representations

Das, Veena. "Voices of Children." *Daedalus* 118, no. 4 (1989): 262–94.

Raman, Vasanthi. "Politics of Childhood: Perspectives from the South." *Economic and Political Weekly*, 35, no. 46 (2000): 4055-4064.

Uberoi, Patricia. *Freedom and Destiny: Gender, Family, and Popular Culture in India*. India: Oxford University Press, 2006. Ch. 3. "Baby" Icons: Forms and figures of a new generation. Pp. 85-105.

Suggested Readings:

Kakar, Sudhir. *Indian Childhood: Cultural Ideals and Social Reality*. India: Oxford University Press, 1979.

Young-Bruehl, Elisabeth. *Childism: Confronting Prejudice Against Children*. United Kingdom: Yale University Press, 2012. Ch. 1 Anatomy of a Prejudice. Pp. 18-58

Aries, Philippe. *Centuries of Childhood: A Social History of Family Life*. United Kingdom: Knopf Doubleday Publishing Group, 1962.

Corsaro, William A. *The Sociology of Childhood*. 4e. United States: Sage Publications, 2017. Ch. 6. Children's Peer Cultures and Interpretive Reproduction. Pp. 121-149.

Donzelot, Jacques. *The Policing of Families*. United States: Pantheon Books, 1979.

Gailey, C. W. Rethinking Child Labor in an Age of Capitalist Restructuring. *Critique of Anthropology*, 1999, 19(2), 115–119.

Hardman, Charlotte. "Can there be an Anthropology of Children?", *Childhood*, 2001, Vol. 8 (4), pp. 501–517.

Hecht, Tobias. *At Home in the Street: Street Children of Northeast Brazil*. United Kingdom: Cambridge University Press, 1998. Ch. 2. Being in the Street. Pp. 41-69.

Hirschfeld, L. A. Why Don't Anthropologists Like Children? *American Anthropologist*, 2002, 104(2), 611–627.

Jenks, Chris. *The Sociology of Childhood: Essential Readings*. United Kingdom: Batsford Academic and Educational, 1982.

Jenks, Chris. *Childhood*: Second Edition. United Kingdom: Taylor & Francis, 2020.

Kehily Mary Jane. ed. *An Introduction to Childhood Studies*, Maidenhead: Open University Press. 2009.

LeVine, Robert A. 2007. "Ethnographic Studies of Childhood: A Historical Overview", *American Anthropologist*, 109 (2 June), pp. 247-260.

Mead, Margaret 1975. *Growing up in New Guinea: A Comparative Study of Primitive Education*. New York: Morrow.

Mintz, Steven. *Huck's Raft: A History of American Childhood*. United Kingdom: Harvard University Press, 2006.

Pande, Ishita. 2012. "Coming of Age: Law, Sex and Childhood in Late Colonial India", *Gender & History* 24, no. 1 pp. 205–230.

R. Steinberg, Shirley. *Kinderculture: The Corporate Construction of Childhood*. United Kingdom: Taylor & Francis, 2018.

Trawick, Margaret. *Enemy Lines: Warfare, Childhood, and Play in Batticaloa*. United Kingdom: University of California Press, 2007.

Wyness, Michael. *Contesting Childhood*. United Kingdom: Taylor & Francis, 2002.

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

Sociology
Generic Elective (GE) 25
Sociology of Music

GENERIC ELECTIVE COURSE-25 (GE-25) : Sociology of Music

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 25 Sociology of Music	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. Enable the students to understand music not merely as an aggregation of sounds.
2. Explore the nexus between music and society.
3. To understand how music is created, received and used.
4. Understand the relationship between music and musicians: the social-cultural context, and traditions.
5. Engage with the performance and listening as a process of creation music and meaning.

Learning outcomes:

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

1. Demonstrate understanding of the dynamic relation between music and social life.
2. Demonstrate understanding of the context in which music is produced, how people attach meaning to it and make it their own.
3. Engage with music as text which is constantly produced and reproduced in society through interaction between individuals, culture, and society.
4. Understand music a means of assertion and mobilization.

SYLLABUS OF GE:

Unit I: Introduction to Sociology of Music (12 Hours)

This unit introduces various dimensions of the sociological perspective on music.

a. Music and Everyday life

b. Ethnomusicology, and Sociology of Music

Unit II: Social contexts of Music in India (15 Hours)

This unit explores music as deeply embedded in the context in which it is produced. It looks at social-cultural contexts, traditions, and persons/practitioners of music in India

- a. Artistic Traditions**
- b. Folk and the Popular**

Unit III. Gender, Devotion and Celebration (9 Hours)

This unit considers the questions of gender, devotion and celebratory music in Indian context.

- a. Music and Gender**
- b. Devotion and Celebration**

Unit IV: Music Identity and Assertion (9 Hours)

This unit examines music as a powerful tool of assertion of identities and shaping cultural narratives in society.

- a. Music and Identity**
- b. Music and Assertion**

Practical Component: NIL

Essential/Recommended Readings:

Unit I. Introduction to Sociology of Music

a. Music and Everyday life

De Nora, Tia, 2004, *Music in Everyday Life*, Cambridge University Press, U.K. Preface pp ix-xi; Chapter 1 pp 1-20.

b. Ethnomusicology, and Sociology of Music

Supićić, Ivo. 1987, Sociology of Music and Ethnomusicology, in *The World of Music*, 1987, Vol. 29, No. 1, pp. 34-39.

John Shepherd and Kyle Devine, 2015, *The Routledge Reader on the Sociology of Music*, Introduction. Pp. 1-14

K. Peter Etzkorn, 1974, "On Music, Social Structure and Sociology", in *International Review of the Aesthetics and Sociology of Music*, Jun. 1974, Vol. 5, No. 1, IMS Symposium Zagreb 1974: Contributions to the Symposium pp. 43-49.

Unit II. Social Contexts of Music in India

a. Artistic Traditions

Neuman, Daniel M. 1980, *The Life of Music: The Organization of an Artistic Tradition*, The University of Chicago Press, Chicago, and London, Introduction, pp. 17-29

Bakhle, Janki. 2005. *Two Men and Music: Nationalism in the Making of an Indian Classical Tradition*. OUP. NY. Introduction. Pp 3-20

Benary, Barbara. "Composers and Tradition in Karnatic Music." *Asian Music* 3, no. 2 (1972): 42–51.

Mishra, Y. 202 *Akhtari: The Life and Music of Begum Akhtar*, Harper, and Collins, India. Pp. 35 -56.

b. Folk and the Popular

Karpeles, Maud, 1968, The Distinction Between Folk and Popular Music, in *Journal of the International Folk Music Council, Volume 20 Cambridge University Press*, pp. 9-12.

Manuel, Peter. 1988. 'Popular Music in India: 1901-86'. *Popular Music*, 7(2): 157-176. Cambridge University Press

Neuman, D, Chaudhuri, S. and Kothari, K. 2006. *Ballads, Bards and Boundaries: An Ethnographic Atlas of Music Traditions in West Rajasthan*. Seagull Books. University of Carolina. Introduction and Chapter 3. Pp 1-27 and Pp 51-91

Unit III. Gender, Devotion and Celebration

a. Music and Gender

John Shepherd and Kyle Devine ed. *The Routledge Reader on the Sociology of Music*, 2015. Pp. 181-190.

Amanda Weidman (2003). "Gender and the Politics of Voice: Colonial Modernity and Classical Music in South India." *Cultural Anthropology*, 18(2), 194–232.

b. Devotion and Celebration

Hawley, S.J and Jurgensmeyer, M. 2004. *Songs of Saints in India*. OUP. New Delhi Introduction. Pp 3-9, Chapter 1 & 3 Pp. 9-35, 63-93.

Booth, G.D. 2005. *Brass Baja: Stories from the World of Indian Wedding Bands*. OUP. New Delhi. Pp. 1-20

Unit IV: Music, Identity and Assertion

a. Music and Identity

Bennett, Andy. 2015, Identity: Music, Community, and Self, in *The Routledge Reader on the Sociology of Music* edited by John Shepherd and Kyle Devine, pp, 143-150.

Tripathy, Ratnakar. "Music Mania in Small-Town Bihar: Emergence of Vernacular Identities." *Economic and Political Weekly* 47, no. 22 (2012): 58–66.

b. Music and Assertion

Friedman, J. 2013. *The Routledge History of Social Protest in Popular Music*. Routledge. London. Introduction. Pp XIV-XVII

Damodaran, S. 2017. *Radical Impulse: Music in the Tradition of Indian People's Theatre Association*. Tulika Books. New Delhi Introduction. Pp 10-34

Suggested Readings:

Bull, A. and Scharff, C (2017) 'McDonald's Music' Versus 'Serious' Music: How Production and Consumption Practices Help to Reproduce Class Inequality in the Classical Music Profession. *Cultural Sociology* 11 (3), 283–301.

Cheryl L. Keyes. 2002. Rap Music and Street Consciousness. Urbana, IL: University of Illinois. Pp 186-209.

Adorno, Theodor. 1941. "On Popular Music". *Studies in Philosophy and Social Science*. New York: Institute of Social Research, IX: 17-48

Mishra, Yatindra, 2006, *Girija: A Journey Through Thumri*, Rupa and co. New Delhi. Excerpts

Drott Eric. 2015 Resistance and Social Movements in *The Routledge Reader on the Sociology of Music* edited by John Shepherd and Kyle Devine Ch. 16. pp 171 -178.

Manuel, P. 2013. Democratizing Indian Popular Music: From Cassette Culture to the Digital Era. City University of New York. CUNY Academic works.

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