UNIVERSITY OF DELHI

DEPARTMENT OF SOCIOLOGY

COURSE NAME: BA (H) SOCIOLOGY AND BA MULTIDISCIPLINARY STUDIES WITH MAJOR/MINOR IN SOCIOLOGY

(SEMESTER - I)
based on

Undergraduate Curriculum Framework 2022 (UGCF)

(Effective from Academic Year 2022-23)

University of Delhi

Course name: __BA (H) and BA Multidisciplinary Studies with Major/Minor in Sociology_____

Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/ Prerequisite	Contents of the course and reference is in Pages
			Lecture	Tutorial	Practical		
Introduction to Sociology	DSC 01 for BA(H)	4	3	1	0	N/A	**Annexure-I**
Sociology of India I	DSC 02 for BA(H)	4	3	1	0	N/A	**Annexure II**
Introduction to Sociological Research	DSC 03 for BA(H)	4	3	1	0	N/A	**Annexure III**
An Invitation to Sociology	DSC 01 for BA Multidisciplinary Studies: Required for Major/Minor in Sociology	4	3	1	0	N/A	**Annexure IV**
Family and Marriage	DSC 02 for BA Multidisciplinary Studies	4	3	1	0	N/A	**Annexure V**
Sociology and Everyday Life	GE 01	4	3	1	0	N/A	**Annexure VI**
Family and Intimacy	GE 02	4	3	1	0	N/A	**Annexure VII**
Understanding Indian Society	GE 03	4	3	1	0	N/A	**Annexure VIII**

Discipline Specific Courses for BA (Honors) Sociology
(DSC 01, DSC 02, DSC 03)

BA (Honors) Sociology
Discipline Specific Core 01
Introduction to Sociology

Course Objectives:

The mandate of the course is to introduce the discipline of Sociology to students who may come from diverse academic backgrounds, training and capabilities. The course intends to introduce the students to a sociological way of thinking and to apply sociological concepts to everyday life. Students by the end of the course learn that individual choices are impacted by the social structures of which they are a part. They develop reflexive thinking skills for both self and society. They develop a sense of how common sense is limited to those who share the same spatial-geographical, social and cultural locations.

The course also introduces the idea that the various aspects of society are interlinked with each other, thereby orienting them to the sociological relationship between individuals and groups. By understanding these relationships, the student develops a sense of how closely the lives of individuals are intertwined and impact each other. The course also introduces the students to the emergence of Sociology as a systematic and scientific field of study. The emergence of sociology as a discipline enables them to understand the changing conceptualization of what it means to be scientific.

Course Learning Outcomes:

1. Students learn to apply the sociological perspective in understanding how society shapes our individual lives.
2. This provides a foundation for the other more detailed and specialized courses in sociology.
3. Students learn how to read texts and to express thoughts and ideas effectively in writing. They also learn how to frame arguments cogently.

Course Outline:

Unit 1: Thinking Sociologically

Unit 2: Emergence of Sociology and Social AnthropologyUnit 3: Basic Sociological Concepts

a.   **Social Groups**
b.   **Social Institutions**
c.   **Culture**
d.   **Social Change**

Course Content:

Unit 1: Thinking Sociologically (Weeks 1-4)

Mills, C. W. (1959). 'The Promise' in *The Sociological Imagination*. Oxford: Oxford University Press, 6th Edition (2000). Pp. 3-24.

Berger, Peter L. (1963). 'Sociology as Consciousness' in *Invitation to Sociology: A Humanistic Perspective*. Anchor Books: New York, Pp. 25- 53.

Béteille, André. (2009). 'Sociology and Common Sense' in *Sociology: Essays in Approach and Method*. Delhi: Oxford University Press, Chapter 1. Pp. 13-27.

Unit 2: Emergence of Sociology and Social Anthropology (Weeks 5-7)

Giddens, Anthony, & S. Griffiths, (2006). 'What is Sociology?' in *Sociology*. Cambridge: Polity (5th Edition). Pp. 2-29.

Béteille, André. (1985). 'Sociology and Social Anthropology' in *Six Essays in Comparative Sociology*. New Delhi: Oxford University Press, Chapter 1. Pp 1-20.

Unit 3: Basic Sociological Concepts (Weeks 8-14)

a.   **Social Groups**

MacIver, Robert M., & C. H. Page, (1962). 'Types of Social Groups' in *Society: An Introductory Analysis*. New York: Holt, Rinehart and Winston, Chapter 10. Pp. 213-237.

b. **Social Institutions**

Horton, Paul B., & Chester L. Hunt, (2004). 'Social Institutions' in *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210- 229.

Firth, Raymond. (1956). 'Work and Wealth of Primitive Communities' in *Human Types*. Thomas

Nelson & Sons, Chapter 3, Pp. 71-97.

c. Culture

Neubeck, K. J., & D.S. Glasberg, (2005). 'Culture' in *Sociology: Diversity, Conflict, and Change*. McGraw-Hill, Chapter 5.

Rege, Sharmila. (2002). *Conceptualising Popular Culture: 'Lavani' and 'Powada' in Maharashtra*. Economic and Political Weekly, 37(11), 1038–1047.

d. Social Change

Horton, Paul B., & Chester L. Hunt, (2004). 'Social and Cultural Change' in *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 510- 539.

Ritzer, G. (1993). *The McDonaldization of Society: An Investigation into the Changing Character of Contemporary Social life*. Chapter 1. Pine Forge Press. 5th Edition. Pp 1-21.

Suggested Readings:

Johnson, Allan G. (2008). *The Forest and the Trees: Sociology as Life Practice and Promise*. Philadelphia: Temple University Press, Introduction and Chapter 1, 'The Forest, the Trees and One Thing', Pp. 1-36.

Garner, James Finn. (1994). *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*, New Jersey: John Wiley & Sons Inc., Chapters, Introduction, 'Little Red Riding Hood' & 'Rumpelstiltskin'.

Ritzer, George. (1996). *Classical Sociological Theory*, New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46.

Bottomore, T. B. (1971). *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin. Chapter 4, 'The Social Sciences, History and Philosophy, Pp. 65-80

Teaching Learning Process:

1. Lectures supported by group tutorial work
2. Invited Lectures
3. Classroom discussions
4. Film Screenings

Assessment Methods:

1. Time-constrained Examinations

2.	Class tests
3.	Assignments
4.	Project reports
5.	Presentations

Keywords: Thinking Sociologically, Sociology and Common Sense, Emergence of Sociology, Basic Concepts in Sociology

B.A. (H) Sociology
Discipline Specific Core 02
Sociology of India I

Course Objectives:

Indian society is layered, complex and ever transforming. This course seeks to familiarize the students with this entity through a sociological lens by delineating its historical formations and the kaleidoscopic configuration of its various key elements. The aim here is to render the key sociological elements identified - Caste, Village, Classes, Gender, Family, Religions, Tribes, and Cities – as concrete and tactile. They are treated as relational and interlinked features of Indian society. The course presents structures and institutions of the society as dynamic and changing over a period; at the same time, it takes cognizance of the dynamism of the interactions between them. The objective is to help students to understand Indian society as a vivid reality even as they acquire elementary sociological categories to grasp it and develop an awareness of the key processes that engender it.

Course Learning Outcomes:

1. Familiarization with Indian society seen through a sociological lens.

2. Understanding of the interlinkages between various elements of Indian society.

3. Ability to enable critical examination of a shared social reality.

Course Outline:

Unit I: Formations of Indian Society

Unit II: Indian Society: Configurations and Interconnections

a.   **Caste, Class, and Tribe**

b.   **Gender, Family and Religion**

c.   **Village, Cities and Urbanization**

Course Content:

 Unit I: Formations of Indian Society (Weeks 1-2)

 Stern, Robert W. (2003). *Changing India*. Cambridge: Cambridge University Press, Pp. 16-31.

Béteille, André. (2000). *Antinomies of Society: Essays on Ideologies and Institutions*. Delhi: OUP, Pp. 198-207.

Unit II: Indian Society: Configurations and Dynamics (Weeks 3-14)

a. Caste, Class and Tribe

Zelliot, Eleanor. (2004). 'Caste in Contemporary India', in Robin Rinehart ed. *Contemporary Hinduism: Ritual, Culture, and Practice*, Santa Barbara: ABC-Clio, Pp. 243 – 268.

Mayer, Adrian C. (1996) 'Caste in an Indian Village: Change and Continuity 1954-1992', in C. J. Fuller ed. *Caste Today*. Delhi: OUP, Pp. 32-63.

Alavi, Hamza, & John Harriss. (1989). *Sociology of "Developing Societies": South Asia*. London: Macmillan, Pp. 134 – 147 & 268 – 275.

Fernandes, Leela. (2016). 'India's Middle Classes in Contemporary India', in Knut A. Jacobsen ed. *Routledge Handbook of Contemporary India*. London: Routledge, Pp. 332-340.

Xaxa, Virginius. (2005). 'Politics of Language, Religion and Identity: Tribes in India', *Economic and Political Weekly*, Vol. 40, No. 13, Pp. 1363-1370.

b. Gender, Family and Religion

Dube, Leela. (2001). 'Caste and Women', in *Anthropological Explorations in Gender: Intersecting Fields*. Delhi: Sage, Pp. 154-173.

Mines, Diane P. and Sarah Lamb (eds.) (2nd edition 2002). *Everyday Life in South Asia*, Indianapolis: Indiana University Press, Pp. 9-22.

Fruzzetti, Lina M. (1981). 'Muslim Rituals: Household Rites vs. Public Festivals in Rural India', in Imtiaz Ahmad. *Ritual and Religion among Muslims in India*. Delhi: Manohar, Pp. 91-112.

c. Village, Cities and Urbanization

Srinivas, M.N. (1998). 'The Changing Village', in *Indian Society through Personal Writings*. Delhi: OUP, Pp. 138-162.

Pendse, Sandeep. (2007). 'Toil, Sweat and the City', in Sujata Patel and Alice Thorner (eds.) *Bombay: Metaphor for Modern India*. Delhi: OUP, Pp. 2-25.

Gooptu, Nandini. (2016). 'Divided We Stand: Indian City after Economic Liberalization', in Knut A. Jacobsen ed. *Routledge Handbook of Contemporary India*. London: Routledge, Pp.216-2.

Suggested Readings:

Blackburn, Stuart. (2012). 'The Formation of Tribal Identities', in Vasudha Dalmia and Sadana, Rashmi, (ed.) *The Cambridge Companion to Modern Indian Culture*, Cambridge: Cambridge University Press, Pp. 30-48.

Corbridge, Stuart, John Harriss and Craig Jeffrey. (2013). *India Today*, Ch.1: Making Sense of India Today. Cambridge: Polity Press, Pp. 1-19.

Jaffrelot, Christoph. 'The Politics of Caste Identities', in Vasudha Dalmia and Rashmi Sadana (ed.) *The Cambridge Companion to Modern Indian Culture*, Cambridge: Cambridge University Press, 2012, Pp. 80-98.

Jeffrey, Craig and John Harris. *Keywords for Modern India*, UK: Oxford University Press, 2014.

Kothari, Smitu. et. al.(2001). 'Social Movement Politics in India: Institutions, Interests and Identities' in Atul Kohli ed. *Success of Indian Democracy*, Cambridge: Cambridge University Press. Pp. 242-269.

Mencher, Joan P.(2008). 'Ecology and Social Structure: A Comparative Analysis', in Ramachandra Guha ed. *Social Ecology*, Delhi: OUP, Pp. 42-76.

Mines, Diane. (2009). *Caste in India*, Ch. 3: 'Personhood and Rank' (Pp.27-35) & Ch. 7: 'Some other things to know about Caste' (Pp.67-73).

Robb, Peter. (2002). *A History of India*, Ch.1: Introduction: Region and Civilization, New York: Palgrave, Pp. 1-26.

Robinson, Marguerite. (1988). *Local Politics: The Law of the Fishes*. Chapter 2. Caste, Politics and the Agrarian System. Pp. 19-46.

Searle-Chatterjee, Mary. (1994). 'Caste, Religion and other Identities'. *The Sociological Review*, Pp. 147-166.

Singh, K. S. (1982). Transformation of Tribal Society: Integration vs Assimilation, *Economic and Political Weekly*, Aug. 14, Vol. 17, No. 33 & 34. Pp. 1318-1325, 1376-1384.

Srinivas, M. N. (1976). *The Remembered Village*. Berkeley: University of California Press. Voyce, Malcolm. (2007). 'Shopping Malls in India: New Social 'Dividing Practices', *Economic and Political Weekly*, Jun. 2-8, Vol.42, No.22, Pp. 2055-2062.

Teaching-Learning Process:
The course will be transacted through classroom lectures, class presentations by students, interactive classroom discussions, film screenings on relevant themes followed by discussion.

Assessment Methods:

Assessment for this course will comprise of Written Assignments, Individual Projects on a designated/ self-chosen theme, Class Tests and Quizzes.

Keywords:

Indian Society, Diversity, Caste, Class, Tribe, Religion, Family, Gender, Village, Cities, Urbanization.

B.A. (H) Sociology
Discipline Specific Core 03
Introduction to Sociological Research

Course Objectives:

The course is designed as a foundational introduction to sociological research. It will provide the student with an understanding of how the social sciences, mainly sociology and social anthropology comprehend the world. It will begin with basic explanation of the research process and move on to the components of research and enable students to learn best practices.

Course Learning Outcomes:

1. Students are introduced to sociological research both from a theoretical and methodological perspective.

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

3. Students would be able to identify the difference between quantitative and qualitative methods.

4. Students will learn about ethical and practical issues in research.

5. Students learn that research methods are universal and not bound by cultural location and that no one research method can adequately explain the world around them**.**

Course Outline:
Unit 1. The Promise of Sociological Research
Unit 2. The link Between Theory and Research
Unit 3. Concepts and Hypothesis
Unit 4. The Process of Social Research
Unit 5. Plagiarism and Ethics in Social Research
Unit 6. Primary and Secondary Sources of Data
6.1 Types of primary data: Qualitative and Quantitative Data
6.2 Introduction to Big Data at National Level: Census and NSS data
6.3 Introduction to Digital Research
Unit 7. Basic Data Analysis

Course Content:

Unit 1. The Promise of Sociological Research (Week 1)

Mills, C. W. (1959). *The Sociological Imagination,* London: OUP, Chapter 1 Pp. 3-24.

Unit 2. The link between Theory and Research (Weeks 2 & 3)

Merton, R.K. (1972). *Social Theory and Social Structure,* Delhi: Arvind Publishing House, Chapters 4 & 5 The Bearing of Sociological Theory on Empirical Research & The Bearing of Empirical Research on Sociological Theory. Pp. 139-171.

Unit 3. Concepts and Hypothesis (Weeks 4 & 5)

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

Unit 4. The Process of Social Research (Weeks 6-8)

Bailey, K. (1994). 'The Research Process'*,* in *Methods of Social Research*. Simon and Schuster, 4th ed. The Free Press, New York, Pp. 3-19.

Bernard, Russell H., (2006). *Research Methods in Anthropology: Qualitative and Quantitative Approaches*, Alta Mira Press, Lanham, Ch.3 'Preparing for Research'; Ch.4 'The Literature Search' Pp. 69-108.

Unit 5. Plagiarism & Ethics in Social Research (Weeks 9)

Association of Social Anthropologists of the UK and Commonwealth, *Ethical Guidelines for Good Research Practice*, Pp.1-10. http://www.theasa.org/

Creswell, J W. (2009). Research Design: Qualitative, Quantitative and Mixed Methods Approaches, 3rd ed. Sage Publications, California, Pp. 87-93.

Unit 6. Primary and Secondary Sources of Data (Weeks 10-14)

Walliman, Nicholas. (2010). *Research Methods: The Basics*. Routledge: London, Ch. 4 'The Nature of Data', Pp. 65-77.

6.1 Types of primary data: Qualitative and Quantitative Data

Kim, Yeunchul, 2019, 'New Opportunities for Sociological Research', in *Journal of Asian Sociology*, Vol. 48, No.3 9, Pp. 343-358.

6.2 Introduction to Census and NSS data

History of the Census of India, Government of India Pp.1-10. Drop–in-Article No. 5 : Census of India 2011 .

Deshpande, S. (2003). *Contemporary India: A Sociological View*. New Delhi: Penguin Books, Pp.125-150.

6.3. Introduction to Digital Research

Pink, S., H. Horst, J. Postill, L. Hjorth, T. Lewis, & J. Tacchi, (2016). *Digital Ethnography: Principles and Practice*. SAGE Publications Ltd. Pp. 1-18.

Unit 7. Basic Data Analysis (Weeks 15-16)

Gupta, S. P. (2007). *Elementary Statistical Methods*. Sultan Chand & Sons Publishers, Chapter

7. Classification and Tabulation. Pp.65-100.

Teaching Learning Process:
1. Classroom Lectures
2. Oral presentations
3. Analyzing data
4. Interactive classroom sessions
5. Digital research
6. Ethnographic fieldwork

Assessment Methods:
Assessment for this course will be based on Written Assignments, Research Projects, and Group/ Individual Project Presentations.

Keywords:
Research, Theory, Methods, Techniques, Quantitative, Qualitative, Empirical, Concepts, Hypothesis, Tables, Digital Research, Census, Data.

BA Multidisciplinary Studies (Sociology)
(DSC 01 (Required for Major and Minor in Sociology), DSC 02)

B.A. (MDS) Sociology
Discipline Specific Core 01
An Invitation to Sociology

Course Objective:

This course is a broad introduction to the discipline of sociology. It introduces students to understanding the 'social' in everyday life. It helps to link the social to the personal and to develop a sociological imagination. It interrogates the taken-for-granted structures in society and familiarises students with some of the fundamental concepts and concerns of the discipline.

Course Learning Outcomes:

 After studying the paper, the students should be able to:
1. Appreciate and adopt a sociological perspective to the understanding of reality
2. Understand the basic concepts in Sociology and relate them to the micro and macro aspects of social life.
3. Develop a sociological way of thinking.

Course outline:

Unit I: Introducing Sociology
Unit II: The emergence of Sociology
 Unit III: Basic Concepts
   a. **Culture**
   b. **Social Interactions and Institutions**
   c. **Social Change**
   d. **Sociology and Personal Life**

Course Content:

Unit I. Introducing Sociology (Weeks 1-3)

Mills, C. W. (1959). 'The Promise' in *The Sociological Imagination*. Oxford: Oxford University Press, 6th Edition (2000). Pp 3-24.

Giddens, A. & Philip Sutton, (2021), *Sociology*, 9th Edition. London: Polity Press, Chapter 1 'What is Sociology? Pp 1-30

Beteille, Andre. (2009), *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense, Pp. 13-27

Unit II. The emergence of Sociology (Weeks 4-5)

Ritzer, George, (1996), *Classical Sociological Theory*, New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46

Unit III. Basic Concepts

a. Culture (Week 6-8)

Macionis, John, J. (Adapted by Reema Bhatia). (2019). *Sociology*, 17 Edition. Chapter 3, Culture, Pp 70-95. Pearson. New Delhi.

Redfield, Robert (1956), Chapter 16, 'How Human Society Operates', in Harry L Shapiro (ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp. 345-368.

b. Social Interactions and Institutions (Weeks 9-10)

Horton, Paul B., Chester L. Hunt. (2004), *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210- 229.

Das Veena. (1976). Masks and Faces: An Essay on Punjabi Kinship. Contributions to Indian Sociology. Vol.10. No.1 Pp 1-28

c. Social Change (Weeks 11-12)

Macionis, John, J. (Adapted by Reema Bhatia). (2019). *Sociology*, 17 Edition. Chapter 25. Social Change. Pearson. New Delhi. Pp. 742-768

Dillon, Michele. (2014). *Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-First Century*. Oxford: Wiley Blackwell. Chapter 15. Modernity's, Cosmopolitanism and Global Consumer Culture. Pp. 491-520.

d. Sociology and Personal Life (Week 13-14)

Morgan, David. (2019). 'Conceptualising the Personal', in V. May and Petra Nordqvist (ed.) *Sociology of Personal Life*. London: Red Globe Press. Chapter 2. Pp 16-29.

Allan, G., & Adams, R. G. (2006). Sociology of Friendship. In C. Bryant & D. Peck, The Handbook of 21st Century Sociology. Sage. Pp 1-29.

Suggested Readings:

Beteille, Andre, (2009), *Sociology: Essays in Approach and Method*, Delhi: Oxford University

Press, Chapter 1

Bottomore, T.B. (1971), *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin, Chapter 4

Chakrabarty, D. (2000). *Provincializing Europe: Postcolonial Thoughts and Historical* Difference. New Jersey: Princeton University Press. Chapter-7. *Adda:* A History of Sociality. Pp 180-214.

Ritzer, George, (1996)*, Classical Sociological Theory*, New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46

May, Vanessa and Petra Nordqvist (ed.), (2019). *Sociology of Personal Life*. London: Red Globe Press.

Garner, James Finn, (1994), Politically Correct Bedtime Stories: Modern Tales for Our Life and Times, New Jersey: John Wiley & Sons Inc.

Films:

Captivating History. Age of Enlightenment: The Age of Reason Explained. Film 11 minutes.
Baby, Joe. 2021. The Great Indian Kitchen. Film. 1 hour 40 minutes
Edwards, Blake. 1989. Skin Deep. Film. 101 minutes.
Bhaumik, Mainak. 2015. Family Album. Film. 1hour 54 minutes

Teaching Learning Process:
This course is aimed at developing an understanding of the basic forms and processes of social interaction in society. Therefore, lecture-cum-participation method is used to engage the students and encourage them to learn and examine social events. In addition to attending lectures and tutorials, students will write assignments, and projects and prepare presentations as well.
Assessment Methods:
Periodic tutorials, team projects, class tests and assignments will be used as modes of assessment

Keywords:
Society, Culture, Social Interaction, Institutions, Personal Life

B.A. (MDS) Sociology
Discipline Specific Core 02
Family and Marriage

Course Objectives:

1. To introduce various approaches, issues, and debates in the study of family and marriage.
2. To introduce different concepts and theoretical understanding of marriage and family in different societies.
3. To develop critical insights into the changing trends in family and marriage.

Course Learning Outcomes:
1. Understanding the multiple perspectives in the study of the family.
2. Familiarity with the concepts relevant to the study of marriage
3. Developing an understanding of the changing trends in family and marriage.

Course Outline:

Unit I. An Introduction
Unit II. Studying the Family
Unit III. Understanding Marriage

Course Content:

Unit I. An Introduction (Week 1-3)

Goode, William J. (2009), 'The Theoretical Importance of the Family' in Arlene S. Skolnick and Jerome H. Skolnick (eds) *Family in Transition*. Boston: Pearson. (Seventeenth edition). pp 15-26.

Lévi-Strauss, Claude. (1956). 'The Family' in Harry L Shapiro (ed.) *Man, Culture and Society.* New York: Oxford University Press, pp. 261 – 285.

Shah A.M. (1964). 'Basic Terms and Concepts in the study of Family in India', *The Indian Economic and Social History Review*, Vol. 1(3), pp 1-36.

Unit II. Studying the family (Week 4- 9)

Palriwala, R. (1999). "Negotiating Patriliny: Intrahousehold Consumption and Authority in Rajasthan (India)", in Rajni Palriwala and Carla Risseeuw (eds.), *Shifting Circles of Support: Contextualising kinship and gender relations in South Asia and Sub-Saharan*, Africa. 190-220.Delhi: Sage Publications.

Nongbri, Tiplut. (1993). Gender and the Khasi Family Structure. *In* Patricia Uberoi. *Family, Marriage and Kinship in India*. Pp. 176- 186. New Delhi: Oxford University Press.

Weston, K, (1991). Families We Choose: Lesbians, Gays, Kinship, New York: Columbia University Press, 103-136.

Hochschild, A. (1989.) The Second Shift: New York: Penguin, 11-33.

Unit III. Understanding Marriage (Week 10-14)

Carsten. J. Hsiao-Chiao, Siobhan Magee, Eirini Papadaki & Koreen M. Reece. (2021). Marriage in Past, Present and Future Tense, London: UCL Press, 140-159.

Ramamurthy, Priti. 2014. Marriage, Labour circulation and smallholder Capitalism in Andhra Pradesh in R. Kaur and R. Palriwala (eds.) *Marrying in South Asia: Shifting Concepts, Changing Practices in a Globalising World*. Pp. 161-181. Hyderabad: Orient Blackswan.

Chowdhry, P. (1998). 'Enforcing Cultural Codes: Gender and Violence in Northern India', in M. E. John and J. Nair (ed.), *A Question of Silence: The Sexual Economies of Modern India*, New Delhi: Kali for Women, 332-67.

Kaur, R, and Priti Dhanda. (2014). 'Surfing for Spouses: Marriage Websites and the 'New' Indian Marriage?' in Ravinder Kaur and Rajni Palriwala, (ed.). *Marrying in South Asia: Shifting Concepts, Changing Practices in a Globalising World.* New Delhi: Orient BlackSwan, 271-292.

Lemons, Katherine (2014) 'When Marriage Breaks Down How Do Contracts Matter?: Contracts and Divorce in Contemporary North India, in Ravinder Kaur and Rajni Palriwala (ed.). *Marrying in South Asia: Shifting Concepts, Changing Practices in a Globalising World*. Hyderabad: Orient Blackswan, 371-388

Suggested Readings:

Sen, S., Biswas, R., & Dhawan, N. (Eds.). (2011). Intimate others: Marriage and sexualities in India. Bhatkal and Sen.

Uberoi. Patricia. (1993). Family, Marriage and Kinship in India. New Delhi: Oxford University Press.

Parry Jonathan.(2001). Ankalu's Errant Wife: Sex, Marriage and Industry in Contemporary Chhattisgarh, *Modern Asian Studies*, Vol. 35(4), 783-820

Parry Jonathan.(2001). Ankalu's Errant Wife: Sex, Marriage and Industry in Contemporary Chhattisgarh, *Modern Asian Studies*, Vol. 35(4), 783-820

Leach, E.R., (1961). 'Polyandry, Inheritance and the Definition of Marriage with Particular Reference to Sinhalese Customary Law', in E. R. Leach (ed.), *Rethinking Anthropology*, London: The Athlone Press, 105-113

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

Teaching Learning Methods:

1. Interactive sessions in multidisciplinary contexts to develop the students' understanding of the course content.
2. Developing knowledge about classical and contemporary theories of family and kinship as a lived reality.
3. Documentary/movie screenings, followed by class discussions on the topics such as commercial surrogacy and chosen families of gays and lesbians.
4. Assignments based on the application of the concepts of marriage and family kinship

Assessment Methods:
Periodic tutorials, class tests, and assignments for formal assessment would further help students to understand and grasp the key concepts in a better way. Oral presentation, group discussions and interactive sessions would be an additional mode of assessment.

Key Words: Family, Marriage, Intimacy, Divorce

Sociology General Electives offered in Odd Semester
(GE 01, GE 02, GE 03)

Sociology Generic Elective (GE) 01
Sociology and Everyday Life

Course Objectives:

This course is an invitation to a sociological vision, imagination, and practice - for students who are pursuing disciplines other than sociology. The course seeks to render sociology alive by illuminating its perspective, concepts and practice through a series of interesting sociological studies of everyday life. The course attempts to introduce sociology in an accessible and engaging way.

The course begins with an introductory section that speaks of the spirit of sociology, followed by a substantive section where students are familiarized with key concerns and ideas of sociology using empirical studies of relatable aspects of everyday life. The course concludes with a small section that allows students to reflect on what they have learned in the course, and what they could do to put that learning into practice with a primer on the craft of doing sociology.

Course Learning Outcomes:

1. Inculcating a sociological imagination
2. Familiarity with basic concepts of sociology
3. Grasp social groups, institutions and processes that engender everyday life
4. Preparation for a more enduring engagement with sociology

Course Outline:

Unit I: An Invitation to Sociological Imagination
Unit II: Journeys into Everyday Social Worlds
Unit III: Practicing Sociology

Course Content:

Unit I. An Invitation to Sociological Imagination (Week 1-3)

Newman, David M. Sociology: Exploring the Architecture of Everyday Life 4th e. California: Pine Forge Press. Chapter 1. Taking a New Look at a Familiar World. Pp. 2-9

Henslin, James. M. 2005. 'What is Sociology? Comparing Sociology and Other Social Sciences'. In Down *to Earth Sociology: Introductory Readings*, edited by James M. Henslin, New York: Simon & Schuster. Pp 8-19.

Mills, C. Wright. 2000. 'The Promise'. In *The Sociological Imagination*, New York: OUP. Pp.1-13.

Gubbay J. and Chris Middleton. 1997. *The Student's Companion to Sociology*, Oxford: Blackwell. Pp. 254-260, 275-281

Unit II. Journeys into Everyday Social Worlds (Week 4-12)

John Curra. 2004. 'Groups, Societies, and Social Relationships'. In *The Human Experience Reader: Selections from Sociology*, Boston: Pearson. Pp. 23-30, 33-40

Johnson, Allan G. 2008. 'Culture: Symbols, Ideas, and the Stuff of Life' and 'The Structures of Social Life'. In *The Forest and the Trees: Sociology as Life, Practice, and Promise*. Philadelphia: Temple University Press. Pp 37-110.

Barnes, J. A. 1994. 'Cultural Diversity'. In *A Pack of Lies: Towards a Sociology of Lying*. Cambridge: Cambridge University Press. Pp. 65-78

Goffman, Erving. 1959. 'Introduction'. In *The Presentation of Self in Everyday Life*. New York: Anchor Books. Pp. 1-16

Sennett, Richard. 2012. 'Everyday Diplomacy: Reformation Conversations Put to Practical Use'. In *Together: The Rituals, Pleasures, and Politics of Cooperation*. New Haven: Yale University Press. Pp. 221- 246.

Collins, Randall. 1992. 'The Sociology of God'. In *Sociological Insight: An Introduction to Non-Obvious Sociology*. New York: OUP. Pp. 30-60.

Wharton, Amy S. 2005. 'Gender, Childhood, and Family Life'. In *The Sociology of Gender: An Introduction to Theory and Research*. Oxford: Blackwell. Pp. 122-161.

Hochschild, Arlie Russell. 2012. 'Paying Respects with Feeling: The Gift Exchange'. In *The Managed Heart: Commercialization of Human Feeling*, 1st Ed., University of California Press. Pp. 76–86.

Unit III. Practicing Sociology (Week 13-14)

Mills, C. Wright. 2000. 'On Intellectual Craftsmanship'. In *The Sociological Imagination*. New York: OUP. Pp. 195 – 226.

Suggested Readings:

Coser, Lewis A. 1980. *The Pleasures of Sociology*. New York: New American Library.

Curra, John. 2004. *The Human Experience Reader: Selections from Sociology*. Bostan: Pearson.

Giddens, Anthony. 1987. 'What do Sociologists Do?'. In *Social Theory and Modern Sociology*. Stanford: Stanford University Press. Pp. 1-21.

(Relevant short films, documentaries, stories, and excerpts may be screened and discussed)

Teaching Learning Process:

1. Lectures supported by group tutorial work
2. Students' Presentations from Unit II
3. Interactive approach towards the dissemination of the ideas
4. The ethnographic studies may be transacted through a flipped classroom

Assessment Methods:

1. Examinations
2. Assignments
3. Small research Projects

Keywords:

Everyday life as a field, thinking sociologically, 'Making the familiar strange', Socialization, Social Construction of everyday world, Presentation of self in the everyday, Sociological understanding of seemingly instinctual everyday conduct, Culture, Groups, Relationships

Sociology Generic Elective (GE) 02
Family and Intimacy

Course Objectives:

This course seeks to introduce students to a range of contemporary concerns pertaining to family as a social institution from a sociological viewpoint and with an interdisciplinary orientation. It situates family in its historical, cultural, social and comparative contexts. The course enables students to examine the commonsensical notions of family by making them aware of the diversity of family forms and reconstitute it as a possible arena of justice. It aims to familiarize students with different aspects of family and intimate life using ethnographic accounts from India. Its objective is to enable students to examine the institution of family and analyse intimacy in a sociological way.

Course Learning Outcomes:

1. An ability to examine the institution of family and realities of intimate experiences from a sociological perspective.
2. Knowledge of diverse forms of the family within their appropriate historical contexts and comparative appreciation of their features.
3. A disposition to constitute everyday spaces of family and intimacy as an arena of democracy, gender justice and empowerment.
4. Making students aware of the symbiotic relationship between conceptual, ethnographic and critical literature in social sciences and demonstrating how they work in close tandem.
5. To alert next-generation policymakers to take the questions of the intimacy with seriousness and make them integral to public reason and conversation.

Course Outline:

Unit 1: What is Family?

Unit 2: Family and Intimacy: Themes and Accounts

Unit 3: Family and Intimacy: Critiques and Transformations

Course Content:

Unit 1. What is Family? (Weeks 1-4)

Collier, Jane, Michelle Z. Rosaldo and Sylvia Yanagisako. (1992), Is there a Family? New Anthropological views. in Barrie Thorne and Marilyn Yalom eds. *Rethinking the Family: Some Feminist Questions*, Boston: North-western University Press. Pp. 25 – 38.

Gittins, Diana. (1993) How have Families Changed? in *The Family in Question: Changing Households and Familiar Ideologies*. 2e London: Macmillan. Pp. 6-34

Okin, Susan Moller. (1989) *Justice, Gender, and the Family*. New York: Basic Books. Chapter 2. The Family: Beyond Justice? Pp. 25 – 40.

Weston, Kath. (1991) *Families We Choose*. New York: Columbia University Press. Chapter 2. Exiles from Kinship. Pp. 21 – 42.

Unit 2. Family and Intimacy: Themes and Accounts (Weeks 5-10)

Diane P. Mines and Sarah Lamb (Eds.) (2010), Everyday *Life in South Asia*, Indianapolis: Indiana University Press. Pp. 9-22

Uberoi, Patricia. (2003), The Family in India: Beyond the Nuclear Versus Joint Debate, From Veena Das Ed. *The Oxford Companion to Sociology and Social Anthropology,* Delhi: OUP. Pp. 1061-1092

Trawick, Margaret. (1993), *Notes on Love in a Tamil Family*. Delhi: Oxford University Press. Chapters. 3 The Ideology of Love. Pp. 89 – 116

Raheja, Gloria Goodwin, and Ann Grodzins Gold. (1996), *Listen To the Heron's Words: Reimagining Gender and Kinship in North India*. Delhi: Oxford University Press. Chapter 2. Sexuality, Fertility, and Erotic Imagination in Rajasthani Women's Songs. Pp. 30 – 72.

Lynch, Owen M. (Ed.) (1990) *Divine Passions: The Social Construction of Emotion in India*. Delhi: Oxford University Press. Chapter 3. "To be a Burden on Others": Dependency Anxiety among the Elderly in India. Pp. 64 –88.

Unit 3. Family and Intimacy: Critiques and Transformations (Weeks 11-14)

Barrett, Michèle, and Mary McIntosh. (1991), *The Anti-Social Family*. London: Verso. Chapter 2. The Anti-Social Family. Pp. 43 – 80.

Cartledge, Sue, and Joanna Ryan. (1983), *Sex & Love: New Thoughts on Old Contradictions*. London: Women's Press. Chapter 7 'Is a Feminist Heterosexuality Possible?' Pp. 105 – 123.

Anshen, Ruth Nanda. (1959), *The Family: Its Functions and Destiny*. New York: Harper andBrothers. Pp. 359- 374

Suggested Readings:

Ahmad, Imtiaz. (1976), *Family, Kinship, and Marriage among Muslims in India.* Delhi: ManoharPress.

Beck, Ulrich and Elisabeth Beck-Gernsheim. (1995), *The Normal Chaos of Love.* Oxford: PolityPress.

Becker, Gary (1993). *A Treatise on the Family*. Harvard: Harvard University Press.Coontz, Stephanie. (2005), Marriage*, A History*. New York: Viking.

Giddens, Anthony. (1992), *The Transformation of Intimacy: Sexuality, Love and Eroticism inModern Societies*, Cambridge: Polity Press. Pp. 184-203.

Hochschild, Arlie Russell. (2013), *So, how's the Family? And other Essays.* Berkley: Universityof California Press.

Madan, T. N. (1989), *Family and Kinship: A Study of the Pandits of Rural Kashmir*. Delhi: OxfordUniversity Press.

Mitterauer, Michael, and Reinhard Sieder. (1982), *The European Family*. Chicago: University ofChicago Press.

Ross, Aileen D. (1967), *The Hindu Family in its Urban Setting*. Toronto: University of TorontoPress.

Uberoi, Patrica. (Ed.)(1996), *Social Reform, Sexuality and the State.* New Delhi: Sage Publications.

Teaching-Learning Process:

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

Assessment Methods:

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

Keywords:

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

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Sociology Generic Elective (GE) 03
Understanding Indian Society

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Course Objectives:

The Course is an interdisciplinary course on Indian society. The course throws light on different dimensions of Indian social life including institutional structures, processes and contemporary issues and challenges. The students will also engage with the historical processes and ideological tensions underlying the diversity and uniqueness of various social formations. Institutions and concepts like village, town, caste structure and politics, class dynamics, religion, tribes, family, gender and political economy in the context of India are also discussed. These building blocks and core processes of Indian Society are considered relationally and as intersecting fields. It will help students enables the capacity to invoke scientific and analytical attitude toward one's own society and its ongoing workings and evolution. It provides the cultural knowledge and research skills that would be necessary for problem-solving in the Indian context.

Course Learning Outcomes
1.   Develops a reflexive and nuanced understanding of Indian Society
2.   Enables an understanding and sensitivity towards India's diversity and uniqueness.
3.   Helps to analyze complex social phenomena, their arrangement and processes.
4.   Provides an intersectional understanding of complex social processes.

Course Outline:
Unit I. Indian Society: Historical and Social Foundations

Unit II. Foundational Institutions and emerging inter-sectional dynamics

    a. **Caste, Class, Religion and Scheduled Tribes**
    b. **Gender and Family**
    c. **Village and Cities**
    d. **Culture and Political**

Unit III: Emerging Issues and Challenges

Course Content:

Unit I Indian Society: The Historical and Social Foundations (Weeks 1-3)

Stern, Robert W. (2003). *Changing India* (pp. 16-31). Cambridge University Press.

Beteille, Andre. (2000). *Antinomies of Society: Essays on Ideologies and Institutions* (pp. 198-207). Oxford University Press.

Unit –II Foundational Institutions and Emerging Dynamics (Weeks 3-11)

a. Caste, Class, Religion and Scheduled Tribe

Zelliot, Eleanor. (2004). 'Caste in Contemporary India' (pp. 243 – 268). In Robin Rinehart (ed).
Contemporary Hinduism: Ritual, Culture, and Practice. ABC-Clio.

Fernandes, Leela. (2016). India's Middle Classes in Contemporary India (pp. 332-340). In Knut A. Jacobsen (ed). *Routledge Handbook of Contemporary India*. Routledge.

Xaxa, Virginius. (2005). Politics of Language, Religion and Identity: Tribes in India, *Economic and Political Weekly*, 40 (13), 1363-1370.

Madan T.N. (2001). Religions of India; Plurality and Pluralism (775-801). In Veena Das (ed.) *The Oxford India Companion to Sociology and Social Anthropology*. Oxford University Press.

b. Family and Gender

Diane P. Mines and Sarah Lamb (Eds.) *Everyday Life in South Asia* (pp. 9-25). Indiana University
Press.

Dube, Leela. (1988). On the Construction of Gender: Hindu Girls in Patrilineal India, *Economic and Political Weekly*, 23 (18) April 30. WS11-WS19.

c. Village and City

Srinivas, M.N. (1998). The Changing Village (pp. 138-162). In *Indian Society through Personal Writings*. Oxford University Press.

Gooptu, Nandini. (2016). Divided We Stand: Indian City after Economic Liberalization (pp. 216-228). In Knut A. Jacobsen (ed). *Routledge Handbook of Contemporary India*. Routledge.

d. Political Economy

Stuart Corbridge and John Harriss. (2000). Sovereign, Democratic, Federal, Socialist, Secular': The Invention of Modern India (pp. 38-57). In Stuart Corbridge and John Harriss(ed.) *Reinventing India.* Polity Press.

Metcalf, Barbara D. and Thomas R. Metcalf. (2006). *A Concise History of Modern India*. (pp. 265– 295). Cambridge University Press.

Unit III. Emerging Issues and Challenges

Hamza Alavi and John Harriss. (1989). *Sociology of Developing Societies: South Asia*. (pp. 213-221). Macmillan.

Kumar, Radha. (1993). *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800-1990: Women's Movement in India*. Kali for Women. Pp. 1-6

Oommen, T.K. (1997). *Citizenship and National identity: From Colonialism to Globalism* (pp.143-172). Sage Publications.

Suggested Readings:

Ambedkar, B.R., (1971 [1936]). *Annihilation of Caste* (pp. 1-29)*.* Bheem Patrika. Baruah, Sanjib.(2001). 'Cultural Politics of Language, Subnationalism and Pan-Indiansim' (pp. 69-90). In *India Against Itself: Assam and the Politics of Nationalism.* Oxford University Press.

Chatterjee, Partha. (1997). *State and Politics in India* (pp. 1-39). Oxford University Press.

Das, Veena.(1989). Difference and Division as Design for Life (pp. 45-56). In Veena Das, *Contemporary Indian Tradition: Voices on Culture, Nature, and the Challenge of Change*. Smithsonian Institute Press.

Gail Omvedt. (2001).   Ambedkar and After: The Dalit Movement in India,(pp. 143–59). In Ghanshyam Shah (ed.), *Dalit Identity and Politics.* Sage Publications .

Oommen, T.K. (2019). Religious Pluralism (pp. 259-282). In T.K.Oomen and C.N.Venugopal (ed.) *Sociology.* Eastern Book Company.

Kothari, Smitu. et al. (2001). Social Movement Politics in India: Institutions, Interests and Identities (pp. 242-269). In Atul Kohli (ed.) *Success of Indian Democracy.* Cambridge University Press.

Mencher, Joan P. (2008). Ecology and Social Structure: A Comparative Analysis (pp. 42-76). In Ramachandra Guha (ed). *Social Ecology.* Oxford University Press.

Mencher, J. (1991).The Caste System Upside Down (pp. 93-109). In D. Gupta (ed.), *Social Stratification.* Oxford University Press.

Menon, N. (ed.). (1999). *Gender and Politics in India* (pp. 342-369). Oxford University Press. Robb, Peter. (2002). *A History of Indi*a [Chapter.1: Introduction: Region and Civilization, (pp.1-26)]. Palgrave.

Singh, K. S. (1982). Transformation of Tribal Society: Integration vs Assimilation, *Economic and Political Weekly*, 17 (33 & 34) August.14 . 1318-1325, 1376-1384.

Stern, Robert W. (2003). *Changing India* (pp. 56--87). Cambridge University Press.

Teaching-Learning Process:
The teaching, learning process for this paper involves lectures, presentations, projects and film screenings. The focus will also be on peer learning.

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

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