INDEX

Semester IV

DEPARTMENT OF SOCIOLOGY

Category I

BA (Honors) Sociology

Sociological Thinkers-1

DISCIPLINE SPECIFIC CORE (DSC) 10:   Sociological Thinkers-1

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-10 Sociological Thinkers-I	4	3	1	0	12th Class Pass	BA (H) DSC 04: Sociological Perspectives or equivalent course

Learning Objectives:

1. The course introduces students to the theoretical contributions of Emile Durkheim, Max Weber and Talcott Parsons.
2. It provides an understanding of the conceptual foundations of the positivist, interpretive and American Structural-Functional Schools of Sociology.

Learning outcomes:

Students will be able to:
1. *Outline* the key concepts and theoretical architecture of the sociological thought of Durkheim, Weber and Parsons.
2. *Apply* the concepts and theories to conceptualize research questions to study and analyses social realities.

Unit I. Emile Durkheim (18 Hours)

This unit introduces the students to Durkheim's conception of Sociology as a scientific discipline and enables them to comprehend the relationships between individual and society through the writings of Durkheim.

a. Social Fact

b. Individual and Society

Unit II. Max Weber (18 Hours)

This unit introduces the students to basic concepts of Max Weber's interpretive sociology, his methodological tools and his substantive contribution to the study of social action and the relationship between cultural ideas and social change.

a. **Social Action and Ideal Types**
b. **Ideas and Social Change**

Unit III. Talcott Parsons (9 Hours)

The unit introduces the structural-functional theory of Talcott Parsons with a focus on social action, action frame of reference and pattern variables.

a. **Action Systems**
b. **Pattern Variables**

Practical Component: NIL

Essential/Recommended Readings:

Unit I. Emile Durkheim

a. Social Fact

Jones, Robert. A. (1986). 'Studying Social Facts: The Rules of Sociological Method' in *Emile Durkheim: An Introduction to Four Major Works*. London: Sage Publications. Ch 3. Pp. 60-81.

b. Individual and Society

Durkheim, Emile. (2005). 'How to Determine Social Causes and Social Types' in *Suicide: A Study in Sociology*. London: Taylor & Francis. Introduction and Book II, Chapter 1, Pp. xxxix-li, 97-104.

Durkheim, Émile. (1984). 'Mechanical Solidarity or Solidarity by Similarities and Solidarity Arising from the Division of Labour or Organic Solidarity' in The *Division of Labour in Society*. United Kingdom: Macmillan. Book 1 -Chapters 2 & 3. Pp. 31- 64, 68-86.

Unit II. Max Weber

a. Social Action and Ideal Types

Weber, Max. (1947). *The Theory of Social and Economic Organization*. New York: The Free Press. Pp. 87-123.

b. Ideas and Social Change

Weber, Max. (2012). *Protestant Ethic and the Spirit of Capitalism.* New York: Routledge. Chapters. 1, 2, 3 & 5. Pp. 3-50, 102-125.

Unit III: Talcott Parsons

a. Action Systems
b. Pattern Variables

Parsons, Talcott. (1951). *The Social System.* London: Routledge. Ch. 1 & 2. Pp. 1-44.

Suggested Readings:

Bhambra Gurminder. and John Holmwood. (2021). *Colonialism and Modern Social Theory*. Cambridge: Polity Press.

Durkheim, E. (1982). *The Rules of Sociological Method (W.D. Halls, Trans.)*. New York London Toronto Sydney: The Free Press.

Freund, J. (1970). *The Sociology of Max Weber*. Penguin Books.

Giddens, A. (1971). *Capitalism and Modern Social Theory: An Analysis of the Writings by Marx, Weber and Durkheim*. Cambridge University Press.

Lukes, S. (1985). *Emile Durkheim: His Life and Work: A Historical and Critical Study*. Stanford University Press.

Turner, J. (1995). The Structure of Sociological Theory. Jaipur: Rawat Publications.

Black, Max ed. (1961). Parsons Sociological Theory in The Social Theories of Talcott Parsons: A Critical Examination .Englewood Cliffs, NJ. Prentice Hall. pp. 1-63.

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

B.A. (H) Sociology
Discipline Specific Core (DSC) 11
Economic 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		
DSC 11 Economic Sociology	**4**	**3**	**1**	**0**	**12th Class Pass**	**BA (H) DSC 01: Introduction to Sociology or equivalent course**

Learning Objectives:

1. To familiarise students with the key concepts and theoretical perspectives in Economic Sociology.
2. To provide an understanding of the social and cultural bases of various dimensions of the economy such as production, distribution, exchange, consumption and markets.
3. To enable students to comprehend economic processes at all levels as embedded and interconnected.

Learning outcomes:

Students will be able to:
1. *Understand* the key concepts and theories of economic sociology as a specialised branch of knowledge.
2. *Identify* the diverse ways in which the economy is embedded in other aspects of society and culture.
3. *Use* sociological concepts and theories to understand and analyse the transformations of the economy and its key processes and institutions from a comparative perspective.
4. *Generate* research questions and arguments about the intersections of economy and society.

SYLLABUS OF DSC-11: Economic Sociology

Unit I: Introduction to Economic Sociology (15 hours)

This unit provides an understanding of the key concepts and theoretical perspectives of Economic Sociology as a specialised branch of knowledge.

a. What is Economic Sociology?
b. Perspectives in Economic Sociology

Unit II: Economic Action and its Locations (24 hours)

This unit provides an understanding of the various dimensions of economy such as production, distribution and consumption while highlighting their sociocultural bases.

a. Production and its Logics
b. Distribution and its Reach

Unit III: Contemporary Directions in Economic Sociology (6 hours)

This unit provides an understanding of the changing economic processes and institutions in contemporary times.

a. Informal Economy
b. Platform Society

Practical Component: NIL

Essential/Recommended Readings:

Unit I. Introduction to Economic Sociology (15 hours)

a. What is Economic Sociology

Martinelli, Alberto. 2023. 'The conception and definition of economic sociology' in *The Routledge International Handbook of Economic Sociology*. New York: Taylor & Francis, 2023. Pp. 57-74.

Portes, Alejandro. 2010. 'The Assumptions That Ground the Field' in *Economic Sociology: A Systematic Inquiry.* New Jersey: Princeton University Press. Chapter 2. Pp. 10-26.

b. Perspectives in Economic Sociology

Polanyi, Karl. 1992. 'Economy as an Instituted Process' in M. Granovetter and R. Swedberg (eds.) *The Sociology of Economic Life*. Colorado: West View Press. Pp. 27-50.

Granovetter, Mark. 1985. 'Economic Action and Social Structure: The Problem of Embeddedness'. *American Journal of Sociology*. 91(3). Pp. 481- 507.

Unit II: Economic Action and its Locations (24 hours)

a. Production and its Logics

Sahlins, Marshall. 2017. 'The Original Affluent Society' in *Stone Age Economics*. New York: Routledge. Chapter 1. Pp. 1-37.

Scott, James C. 1976. 'The Economics and Sociology of Subsistence Ethics' in *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia.* Chapter 1. New Haven, Yale University press. Pp. 13-34.

Wallerstein, Immanuel. 1983. 'The Commodification of Everything: Production of Capital' in *Historical Capitalism*. London: Verso. Chapter 1. Pp. 13-46.

b. Distribution and its Reach

Mauss, Marcel. 1966. 'The Gifts and Obligation of Return Gift' and 'Distribution of the System: Generosity, Honour and Money' in *The Gift: Forms and Functions of Exchange in Archaic Societies*. (tr. Ian Cunnison). London: Cohen and West. Chapters. 1, 2. Pp. 1-46.

Patterson, Thomas C. 2005. 'Distribution and Redistribution' in James G. Carrier (ed.) *A Handbook of Economic Anthropology.* Cheltenham: Edward Elgar. Pp. 194-209.

Weiss, Brad. 1996. 'Coffee Breaks and Coffee Connections: The Lived Experience of a Commodity in Tanzanian and European Worlds' in David Howes (ed.) *Cross-Cultural Consumption: Global Market, Local Realities.* London and New York: Routledge. Pp. 93-105.

Unit III: Contemporary Directions in Economic Sociology (6 hours)

a. Informal Economy

Light, Donald W. 2004. 'From Migrant Enclaves to Mainstream: Reconceptualizing Informal Economic Behaviour' in *Theory and Society.* 33(6). Pp. 705-737.

b. Platform Society

Dijck, Jose Van. et al. 2018. 'The Platform Society as a Contested Concept' in *The Platform Society: Public Values in a Connected World.* New York: Oxford University Press. Chapter 1, Pp. 1-30.

Suggested Readings:

Appadurai, A. 1986. *The Social Life of Things: Commodities in Cultural Perspective.* Cambridge: Cambridge University Press.

Carrier, James G. 1995. *Gifts and Commodities*. London: Routledge.

DiMaggio, Paul. 2019. 'Cultural Aspects of Economic Action and Organization' in R. Friedland and A. F. Robertson (eds.) *Beyond the Market Place: Rethinking Economy and Society*. New York: Routledge. Pp. 113-136.

Graeber, David. 2001. *Toward an Anthropological Theory of Value: The False Coin of Our Own Dreams*. New York: Palgrave.

Hann, Chris and Keith Hart. 2011. *Economic Anthropology*. Cambridge: Polity Press.

Hirst, Paul and G Thompson 1999. *Globalization in Question*. 2nd Edition. Cambridge, Oxford: Polity Press.

Sahlins, Marshal. 1974. *Stone Age Economics*. London: Tavistock.

Smelser, Neil. J. and Richard Swedberg. 2005. *The Handbook of Economic Sociology.* New York: Russel Sage Foundation.

Tonkiss, Fran. 2006. *Contemporary Economic Sociology*. London: Routledge.

Verdery, Katherine. 1996. *What Was Socialism, And What Comes Next?* New Jersey: Princeton University Press.

Zelizer, Viviana A. 1989. 'The Social Meaning of Money: Special Monies'. *American Journal of Sociology*, Vol. 95 (Sept.). Pp. 342-377.

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

Sociology of Gender

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DISCIPLINE SPECIFIC CORE COURSE -12 (DSC-12) : Sociology of Gender

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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 12 Sociology of Gender	4	3	1	0	12th Class Pass	BA (H) DSC 05: Social Stratification or equivalent course

Learning Objectives:

1. To introduce the sociology of gender as a critical area of sociological inquiry.
2. To provide a sociological understanding of the categories of gender, sex and sexuality.
3. The problematise the common-sense conception of gender from a sociological perspective.

Learning outcomes:

Students will be able to:
1. *Identify* and explain key concepts in the sociology of gender.
2. *Investigate* gendered inequalities in a comparative mode across time and space.
3. *Analyse* gender in relation to other forms of social stratification and identities such as caste, class, family and work.

SYLLABUS OF DSC-12: Sociology of Gender

Unit I. Understanding Gender (9 Hours)

This unit locates the understanding of gender within the framework of sociological theories.

Unit II. Gender, Power and Resistance (9 Hours)
This unit examines the forms of resistance to gender-based power through ideological change and social movements.
a. **Power and Subordination**

b. **Negotiations and Resistance**

Unit III. Gender: Differences and Inequalities (12 Hours)
This unit examines the intersection of gender with different forms and locations of social inequality.

a. **Stratification and Difference**

b. **Work and Houehold**

Unit IV. Masculinity and Femininity (15 Hours)
This unit elucidates the varied ways in which gender is socially constructed.
a. **Production of Masculinity and Femininity**
b. **Culture and Sexuality**

Practical Component: NIL

Essential/Recommended Readings:

Unit I. Understanding Gender

Jackson, S. and S. Scott (eds.) 2002 'Introduction: The Gendering of Sociology' in S. Jackson and S. Scott *Gender: A Sociological Reader*, London: Routledge. pp 1-26.

Risman, Barbara J. 2018. 'Gender as a Social Structure' in Handbook of the Sociology of Gender. Germany, Springer International Publishing, 2018. Pp. 19-38.

Unit II. Gender, Power and Resistance

a. Power and Subordination

Susie, Tharu and Tejaswini Niranjana. 1994. 'Problems for a Contemporary theory of Gender' in *Social Scientist*, Vol.22 No. ¾ (Mar-Apr) Pp. 93-117.

Abu Lughod, Lila. 2002. 'Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and its Others.' in *American Anthropologist, Vol.* 104, No. 3. Pp.783-790.

b. Negotiations and Resistance

Kandiyoti, Deniz. 1991. 'Bargaining with Patriarchy' in Judith Lorber and Susan A. Farrell (eds.) *The Social Construction of Gender*, New Delhi: Sage Publications. Pp. 104-118.

Ahmed. S. 2017. 'Bringing Feminist Theory Home' in *Living a Feminist Life*. Durham: Duke University Press. Pp. 1-18.

Unit III. Gender: Differences and Inequalities

a. Stratification and Difference

Walby, Sylvia. 2002. 'Gender, Class and Stratification: Towards a New Approach' in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge. Pp. 93-96.

Rege, S. 1998. 'Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position' in *Economic and Political Weekly*, Vol. 33, No. 44, Oct.31-Nov. 6. Pp. 39-48.

b. Work and Household

Whitehead, A. 1981. 'I'm Hungry Mum: The Politics of Domestic Budgeting' in K. Young et al. (eds.) *Of Marriage and the Market: Women's Subordination Internationally and its Lessons.* London: Routledge and Kegan Paul. Pp. 93-116.

Palriwala, Rajni. 1999. 'Negotiating Patriliny: Intra-household 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.* Delhi: Sage Publications Pp. 190-220.

Unit IV. Masculinity and Femininity

a. Production of Masculinity and Femininity

Halberstam, Judith. 2012. 'An Introduction to Female Masculinity: Masculinity without Men' in *Female Masculinity*.Delhi: Zubaan . Pp. 1-29.

Cornwall, Andrea and Nancy Lindisfarne 1994 'Dislocating Masculinity: Gender, Power and Anthropology' in Cornwall and Lindisfarne (ed.). *Dislocating Masculinity: Comparative Ethnographies*. Routledge. Chapter 1, pp 11-26.

b. Culture and Sexuality

Ortner, Sherry. 1974. 'Is male to female as nature is to culture?' in M.Z. Rosaldo and L. Lamphere (eds.) *Women, Culture and Society*. Stanford: Stanford University Press. Pp. 67-87.

Dube, Leela. 2001. Anthropological Explorations in Gender: Intersecting Fields. Delhi:Sage Publications, 2001. Chapter 3. The Symbolism Of Biological Reproduction and Sexual Relations of Production. Pp. 119-151

Rubin, Gayle. 1984. 'Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality' in Carole Vance, ed*., Pleasure and Anger.* London: Routledge. Pp. 143-165.

Suggested Readings:

Bhatia, R. 2022. *Gender: A Sociological Understanding*. Delhi: Pearson

Hill-Collins, Patricia. 2002. "Learning from the Outsider Within" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge. Pp. 69-78.

Narrain, Arvind and Vinay Chandra. (eds). 2015. *Nothing to Fix: Medicalization of Sexual Orientation and Gender Identity*. New Delhi Sage Publications. Chapter 3.

Uberoi, Patricia "Feminine Identity and National Ethos in Indian Calendar Art" in *Economic and Political Weekly,* Vol. 25, No. 17 (Apr. 28, 1990)Pp. WS41-WS48.

Visvanathan, S. 1996. 'Women and Work: From Housewifization to Androgyny' in *Economic and Political Weekly*, Vol. 31 Number 45/46. Pp. 3015–17.

Menon, Nivedita .2012. *Seeing like a Feminist.* India: Penguin.

Additional Resources

Being Male, Being Koti (2010) Dir: Mahua Bandhpodhyay

Paris is Burning (1991) Dir: Jenine Livingston

Izzatnagari Ki Asabhya Betiyaan (2012) Dir: Nakul Singh Sawhney

Danish Girl (2015) Dir: Tom Hooper

Bol (2011) Dir: Shoaib Mansoor

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

Category II
BA (Prog.) with Sociology as Major
Discipline Specific Core (DSC) 07

Post-Classical Sociological Thinkers

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 07 Post-Classical Sociological Thinkers	4	3	1	0	12th Class Pass	BA(Prog) DSC 05: Classical Sociological Thinkers or equivalent course

Learning Objectives:

1. To familiarise students with developments in sociological theory in the 20th century.

2. To introduce students to the theoretical work in the traditions of Americal Structural-functionalism, interactionism, and critical theory.

3. To draw the attention of students towards the difference between macro and micro sociologies and traditional and critical theories.

Learning outcomes:

Students will be able to:
1. *Understand* the post-classical developments in Sociological Theory.
2. *Outline* the interdisciplinary nature of sociological concepts.
3. *Apply* the theories they learned in empirical contexts and construct theoretically informed sociological research.

SYLLABUS OF DSC-07: Post-Classical Sociological Thinkers

Unit I: Talcott Parsons: Social Action (12 hours)
The unit explains the ways in which Parsons conceptualises social action as a product of social, cultural and personality systems.

Unit II: Erving Goffman : Dramaturgy (12 hours)

The unit introduces the students to Goffman's dramaturgical perspective and the application of the theory in decoding advertisements from a gendered perspective.

Unit III: Peter Berger and Thomas Luckmann : Social Construction (12 hours)

The unit deals with Berger and Luckmann's concept of reality of how it is being created and shaped by social interactions.

Unit IV: Herbert Marcuse : Critical Theory (9 hours)

The unit introduces the students to the Frankfurt School of critical theory through the original works of Herbert Marcuse.

Practical Component: NIL

Essential/Recommended Readings:

Unit I: Talcott Parsons: Social Action

Turner, J. (1987) *The Structure of Sociological Theory.* India: Rawat Publications. Pp. 57-86

Parsons, T. & Shils, E. (eds). (1951) . *Towards a General Theory of Action.* London: Routledge. Ch. 1 & 2. Pp. 1-44

Unit II: Erving Goffman: Dramaturgy

Goffman, E. (1956). *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh (Monograph No. 2). Pp. 1-9, 132-162.

Goffman, E. (1979). *Gender Advertisements.* New York: Harper and Row Publications. Chapter 1: Gender Display. Pp. 1-9.

Unit III: Peter Berger and Thomas Luckmann: Social Construction

Berger, P. L. & Luckmann, T. (1991). *The Social Construction of Reality*. London: Penguin Books. Pp. 31-62.

Giddens, A. & Sutton, P.W. (2022). *Sociology* (9th edition). Cambridge: Polity Press. Chapter 12: Social Interaction and Everyday Life. Pp. 958-1023.

Unit IV: Herbert Marcuse: Critical Thoery

Marcuse, H. (1964). *One Dimensional Man: Studies in the Ideology of Advanced Industrial Society*. New York: Routledge & Kegan Paul. Introduction. Pp xi- xxxviii.

Suggested Readings:

Smith G. (2015). *Goffman, E* . London & New York: Routledge.

Elliot, A. & Lemert, C. (2022) *Introduction to Contemporary Social Theory*. London & New York: Routledge.

Callincos, A. (1999). Social Theory: A Historical Introduction. United Kingdom: NYU Press.

Craib, I. (2015). Modern Social Theory. United Kingdom: Taylor & Francis.

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

BA(Prog.) Sociology
Discipline Specific Core (DSC) 08
Economic Sociology

Discipline Specific Core Course -08 (DSC-08) : Economic 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		
DSC 08 Economic Sociology	4	3	1	0	12th Class Pass	BA (Prog) DSC 01 An Invitation Sociology or equivalent course

Learning Objectives:

4. To familiarise students with the key concepts and theoretical perspectives in Economic Sociology.
5. To provide an understanding of the social and cultural bases of various dimensions of the economy such as production, distribution, exchange, consumption and markets.
6. To enable students to comprehend economic processes at all levels as embedded and interconnected.

Learning outcomes:

Students will be able to:
5. *Understand* the key concepts and theories of economic sociology as a specialised branch of knowledge.
6. *Identify* the diverse ways in which the economy is embedded in other aspects of society and culture.

7. *Use* sociological concepts and theories to understand and analyse the transformations of the economy and its key processes and institutions from a comparative perspective.
8. *Generate* research questions and arguments about the intersections of economy and society.

SYLLABUS OF DSC-11: Economic Sociology

Unit I: Introduction to Economic Sociology (15 hours)

This unit provides an understanding of the key concepts and theoretical perspectives of Economic Sociology as a specialised branch of knowledge.

a. What is Economic Sociology?
b. Perspectives in Economic Sociology

Unit II: Economic Action and its Locations (24 hours)

This unit provides an understanding of the various dimensions of economy such as production, distribution and consumption while highlighting their sociocultural bases.

a. Production and its Logics
b. Distribution and its Reach

Unit III: Contemporary Directions in Economic Sociology (6 hours)

This unit provides an understanding of the changing economic processes and institutions in contemporary times.

a. Informal Economy
b. Platform Society

Practical Component: NIL

Essential/Recommended Readings:

Unit I. Introduction to Economic Sociology (15 hours)

a. What is Economic Sociology

Martinelli, Alberto. 2023. 'The conception and definition of economic sociology' in *The Routledge International Handbook of Economic Sociology*. New York: Taylor & Francis, 2023. Pp. 57-74.

Portes, Alejandro. 2010. 'The Assumptions That Ground the Field' in *Economic Sociology: A Systematic Inquiry.* New Jersey: Princeton University Press. Chapter 2. Pp. 10-26.

b. Perspectives in Economic Sociology

Polanyi, Karl. 1992. 'Economy as an Instituted Process' in M. Granovetter and R. Swedberg (eds.) *The Sociology of Economic Life*. Colorado: West View Press. Pp. 27-50.

Granovetter, Mark. 1985. 'Economic Action and Social Structure: The Problem of Embeddedness'. *American Journal of Sociology*. 91(3). Pp. 481- 507.

Unit II: Economic Action and its Locations (24 hours)

a. Production and its Logics

Sahlins, Marshall. 2017. 'The Original Affluent Society' in *Stone Age Economics*. New York: Routledge. Chapter 1. Pp. 1-37.

Scott, James C. 1976. 'The Economics and Sociology of Subsistence Ethics' In *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia.* Chapter 1. New Haven, Yale University press. Pp. 13-34.

Wallerstein, Immanuel. 1983. 'The Commodification of Everything: Production of Capital' in *Historical Capitalism*. London: Verso. Chapter 1. Pp. 13-46.

b. Distribution and its Reach

Mauss, Marcel. 1966. 'The Gifts and Obligation of Return Gift' and 'Distribution of the System: Generosity,Honour and Money' in *The Gift: Forms and Functions of Exchange in Archaic Societies*. (tr. Ian Cunnison). London: Cohen and West. Chapters. 1, 2. Pp. 1-46.

Patterson, Thomas C. 2005. 'Distribution and Redistribution' in James G. Carrier (ed.) *A Handbook of Economic Anthropology.* Cheltenham: Edward Elgar. Pp. 194-209.

Weiss, Brad. 1996. 'Coffee Breaks and Coffee Connections: The Lived Experience of a Commodity in Tanzanian and European Worlds' in David Howes (ed.) *Cross-Cultural Consumption: Global Market, Local Realities.* London and Ne York: Routledge. Pp. 93-105.

Unit III: Contemporary Directions in Economic Sociology (6 hours)

a. Informal Economy

Light, Donald W. 2004. 'From Migrant Enclaves to Mainstream: Reconceptualizing Informal Economic Behavior' in *Theory and Society*. 33(6). Pp. 705-737.

b. Platform Society

Dijck, Jose Van. et al. 2018. 'The Platform Society as a Contested Concept' in *The Platform Society: Public Values in a Connected World.* New York: Oxford University Press. Chapter 1, Pp. 1-30.

Suggested Readings:

Appadurai, A. 1986. *The Social Life of Things: Commodities in Cultural Perspective.* Cambridge: Cambridge University Press.

Carrier, James G. 1995. *Gifts and Commodities*. London: Routledge.

DiMaggio, Paul. 2019. 'Cultural Aspects of Economic Action and Organization' in R. Friedland and A. F. Robertson (eds.) *Beyond the Market Place: Rethinking Economy and Society*. New York: Routledge. Pp. 113-136.

Graeber, David. 2001. *Toward an Anthropological Theory of Value: The False Coin of Our Own Dreams*. New York: Palgrave.

Hann, Chris and Keith Hart. 2011. *Economic Anthropology*. Cambridge: Polity Press.

Hirst, Paul and G Thompson 1999. *Globalization in Question*. 2nd Edition. Cambridge, Oxford: Polity Press.

Sahlins, Marshal. 1974. *Stone Age Economics*. London: Tavistock.

Smelser, Neil. J. and Richard Swedberg. 2005. *The Handbook of Economic Sociology.* New York: Russel Sage Foundation.

Tonkiss, Fran. 2006. *Contemporary Economic Sociology*. London: Routledge.

Verdery, Katherine. 1996. *What Was Socialism, And What Comes Next?* New Jersey: Princeton University Press.

Zelizer, Viviana A. 1989. 'The Social Meaning of Money: Special Monies'. *American Journal of Sociology*, Vol. 95 (Sept.). Pp. 342-377.

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

Category III
BA (Prog.) with Sociology as Non-Major
Semester IV
Discipline Specific Core (DSC) 07
Post-Classical Sociological Thinkers

> **DISCIPLINE SPECIFIC CORE COURSE -07 (DSC-07) : Post-Classical Sociological Thinkers**

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 07 Post-Classical Sociological Thinkers	4	3	1	0	12th Class Pass	BA(Prog) DSC 05: Classical Sociological Thinkers or equivalent course

Learning Objectives:

4. To familiarise students with developments in sociological theory in the 20th century.

5. To introduce students to the theoretical work in the traditions of Americal Structural-functionalism, interactionism, and critical theory.

6. To draw the attention of students towards the difference between macro and micro sociologies and traditional and critical theories.

Learning outcomes:

Students will be able to:
4. *Understand* the post-classical developments in Sociological Theory.
5. *Outline* the interdisciplinary nature of sociological concepts.
6. *Apply* the theories they learned in empirical contexts and construct theoretically informed sociological research.

SYLLABUS OF DSC-07: Post-Classical Sociological Thinkers

Unit I: Talcott Parsons: Social Action (12 hours)

The unit explains the ways in which Parsons conceptualises social action as a product of social, cultural and personality systems.

Unit II: Erving Goffman : Dramaturgy (12 hours)

The unit introduces the students to Goffman's dramaturgical perspective and the application of the theory in decoding advertisements from a gendered perspective.

Unit III: Peter Berger and Thomas Luckmann : Social Construction (12 hours)

The unit deals with Berger and Luckmann's concept of reality of how it is being created and shaped by social interactions.

Unit IV: Herbert Marcuse : Critical Theory (9 hours)

The unit introduces the students to the Frankfurt School of critical theory through the original works of Herbert Marcuse.

Practical Component: NIL

Essential/Recommended Readings:

Unit I: Talcott Parsons: Social Action

Turner, J. (1987) *The Structure of Sociological Theory.* India: Rawat Publications. Pp. 57-86

Parsons, T. & Shils, E. (eds). (1951) . *Towards a General Theory of Action.* London: Routledge. Ch. 1 & 2. Pp. 1-44

Unit II: Erving Goffman: Dramaturgy

Goffman, E. (1956). *The Presentation of Self in Everyday Life.* Edinburgh: University of Edinburgh (Monograph No. 2). Pp. 1-9, 132-162.

Goffman, E. (1979). *Gender Advertisements.* New York: Harper and Row Publications. Chapter 1: Gender Display. Pp. 1-9.

Unit III: Peter Berger and Thomas Luckmann: Social Construction

Berger, P. L. & Luckmann, T. (1991). *The Social Construction of Reality.* London: Penguin Books. Pp. 31-62.

Giddens, A. & Sutton, P.W. (2022). *Sociology* (9th edition). Cambridge: Polity Press. Chapter 12: Social Interaction and Everyday Life. Pp. 958-1023.

Unit IV: Herbert Marcuse: Critical Thoery

Marcuse, H. (1964). *One Dimensional Man: Studies in the Ideology of Advanced Industrial Society*. New York: Routledge & Kegan Paul. Introduction. Pp xi- xxxviii.

Suggested Readings:

Smith G. (2015). *Goffman, E* . London & New York: Routledge.

Elliot, A. & Lemert, C. (2022) *Introduction to Contemporary Social Theory*. London & New York: Routledge.

Callincos, A. (1999). Social Theory: A Historical Introduction. United Kingdom: NYU Press.

Craib, I. (2015). Modern Social Theory. United Kingdom: Taylor & Francis.

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

Category IV
Common Pool of Discipline Specific Electives (DSE)
Discipline Specific Elective (DSE) 04

Sociology of Education

DISCIPLINE SPECIFIC ELECTIVE COURSE -04 (DSE-04) : Sociology of Education

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 04 Sociology of Education	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. To introduce sociology of education as an area of sociological interest and investigation.
2. To constitute education as discursive practice at the confluence of various social, political, economic and cultural processes.
3. To map significant issues in the sociology of education in India.

Learning Outcomes:

Students will be able to:

1. *Develop* an understanding of the social dimensions of education.

2. *Recognise* the role of education in the production and reproduction of social structures, categories and identities.

3. *Analyse* the diversity of educational practices and cultures in a comparative context.

4. *Examine* the relationship between the political economy and educational regimes in their social context and translate this understanding into sociologically informed education practice and policy.

SYLLABUS OF DSE 04: Sociology of Education

Unit I: An Introduction to Sociology of Education (9 Hours)
This unit introduces some of the key sociological perspectives on education

Unit II: Education in the Societal Context (24 Hours)
This unit explains the interactions of education with the larger frameworks of modernization, development and inequality. It also brings out nuances of the practices of education that inform and are informed by these interactions

a. Education, Modernity and Development
b. Education, Ideology and Reproduction
c. Textbook, Curriculum and Pedagogies

Unit III: Social Character of Education in India (9 Hours)
This unit focuses on how India has evolved with its own agenda of education; Civilizational, National and constitutional aspirations, social character, diverse practice and its contradictions.

Unit IV: Globalization and Education (3 Hours)
This unit engages with the emerging questions related to the new technological advancements in contemporary times and the nature, role and contradictions of new educational socialization.

Practical Component: Nil

Course Outline and Essential/Recommended Readings:

Unit I: An Introduction to Sociology of Education

Durkheim, Emile. (1985). 'Education: Its Nature and Role;, in Suresh Chandra Shukla and Krishna Kumar (Eds.) *Sociological Perspectives on Education: A Reader*. Delhi: Chanakya Publication. Pp. 9-22.

Dewey, John. (2009). 'Education as a Social Function' in *Democracy and Education: An Introduction to the Philosophy of Education*. New Delhi: Aakar. Pp.11-25

Saha, L. (2008). 'Sociology of Education', in Thomas L. Good (ed.), *21st Century Education: A Reference Handbook,* Sage Publications Inc, California. Pp. 299-307

Unit II: Education in the Societal Context

a. Education, Modernity and Development

Weber, Max. (2014). 'The Rationalization of Education and Training'. in Richard Arum, Irenee R. Beattie and Karly Ford. (Ed.) *The Structure of Schooling: Readings in the Sociology of Education*. London: Sage Publications'. Pp. 4-6.

Chabbott, C., & Ramirez, F.O. (2000). 'Development and Education' in Hallinan, M.T. (eds) *Handbook of the Sociology of Education*. Boston: Springer. Pp.163-187

Altbach, Phillip, G. (1976). 'Higher Education and Modernization: The Indian Case', in Giri Raj Gupta (Ed). *Main Currents in Indian Sociology, Vol.1: Contemporary India.* New Delhi: Vikas Publishing House Pvt Ltd. Pp. 201-220

Jayaram, N. (2015). ;Education and Emancipation: The Saga and Ideology of Dr B.R. Ambedkar', in Singh, A.K. (Ed.). *Education and Empowerment in India*. New Delhi: Routledge India. Pp. 73-90.

(The course instructors are suggested to discuss the Education Commission Report 1964-66 in the Indian context, with reference to Education and National Development)

b. Education, Ideology and Reproduction

Bourdieu, Pierre. (1997). 'Forms of Capital' in A.H. Halsey et al (Eds.). *Education, Culture, Economy and Society*. Oxford: Oxford University Press. Pp.46-58.

Kumar, Krishna. (1987). 'Reproduction or Change: Education and Elites in India' in Ratna Ghosh and Zacharia (Ed.) *Education and Process of Change*. New Delhi: Sage. Pp.27-41

Chanana, K. (2007). 'Globalisation, Higher Education and Gender: Changing Subject Choices of Indian Women Students' in *Economic and Political Weekly*, 42(7). Pp. 590–598.

c. Textbook, Curriculum and Pedagogies

Sarup, Madan. (1982). 'The Enforcement of Discipline' in *Education State and Crisis: A Marxist Perspective*. London: Routledge. Pp.14-29

Apple, Michael W. (2004) 'Cultural Politics and the Text' in Stephen J. Ball (Ed.) *The Routledge Falmer Reader in Sociology of Education*. Routledge. Pp. 179-195.

Kumar, Krishna. (1988). 'Learning to be Backward' in *Social Character of Learning*. New Delhi: Sage. Pp. 59-77.

Unit III: Social Character of Education in India

Shukla, Sureshchandra. (1983). 'Indian Educational Thought and Experiments: A Review'. *Comparative Education,* 19(1). Pp. 59–71.

Ghosh, Suresh Chandra. (1995). 'Towards a National Policy on Education' in: *The History of Education in Modern India*. New Delhi: Orient Black Swan. Pp.177-194

Deshpande, Satish.(2012). 'Social Justice and Higher Education in India Today' in Martha Nussbaum and Zoya Hasan (eds), Equalizing Access: Affirmative Action in Higher Education in India, United States and South Africa, New Delhi: Oxford University Press.pp.212-238

Unit IV: Globalization and Education

Penprase, Bryan E. (2018). 'The Fourth Industrial Revolution and Higher Education' in *Gleason, N. W. (Ed.). Higher Education in the Era of the Fourth Industrial Revolution. Springer Nature*. Pp. 207-225

Kamat, Sangeeta G. (2011). Neoliberal Globalization and Higher Education Policy in India. In: Roger King, Simon Marginson, & Rajani Naidoo (Eds.), *Handbook on Globalization and Higher Education.* Cheltenham, UK: Edward Elgar. Pp. 273-285.

Suggested Readings:

Delanty, Gerard. (2005). The Sociology of the University and Higher Education: The Consequences of Globalization. In: Calhoun, Craig; Rojek, Chris and Turner, Bryan S (Eds.) *The SAGE Handbook of Sociology*. London: Sage Publications Ltd. Pp. 530-545.

Freire, Paulo. (2017). *Pedagogy of the Oppressed*. Penguin Classics.

Halsey, et. al. (1996). *Education, Culture and Economy*. Oxford: Oxford University Press.

Kumar, Krishna. (2005). Colonial Citizen as an Educational Ideal. In: *Political Agenda of Education*. New Delhi: Sage. Pp 27-48.

Ramachandran, V. (2018). In: *Inside Indian Schools: The Enigma of Equity and Quality*. Routledge.

Stevens, Mitchell, Eligabeth Armstrong and Richard Arum. (2008). Sieve, Incubator, Temple, Hub: Empirical and Theoretical Advances in Sociology of Higher Education, *The Annual Review of Sociology*. Pp.127-152

Thapan, Meenakshi. (1991). *Life at School: An Ethnographic Study*. New Delhi: Oxford University Press.

Vaidyantha Ayar, R.V. (2017). *History of Education Policymaking in India, 1947–2016.* New Delhi: Oxford University Press

Willis, P. (1978). *Learning to Labour: How Working-Class Kids Get Working Class Jobs*. London: Routledge.

Velaskar, Padma. (2018). The Redefinition of Equality and Excellence and Declining Goals of Democratic Egalitarianism in Higher Education. In: Varghese, N.V. & Sabharwal, Nidhi & C M, Malish. (2018). *India Higher Education Report 2016: Equity*. India: Sage Publications. Pp. 43-62

Education Policy Documents (can be used for Presentations and writing Review)

Ministry of Education, Report of the Education Commission, 1964-66. Government of India. Pp. 3-39

Ministry of Education. National Policy on Education 1968, 1986 and NPE as modified in 1992. Govt. of India.

Ministry of Human Resource Development. (2005). Report of the CABE Committee on Girls Education and Common School System. Govt. of India.

Ministry of Education, Govt. of India. (2020). Draft National Education Policy 2019 and NEP 2020.

NCERT, (2005). National Curriculum Framework (NCF, 2005). New Delhi: India

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) 05
Sociology of Social Movements

DISCIPLINE SPECIFIC ELECTIVE COURSE -05 (DSE-05) : Sociology of Social Movements

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 05 Sociology of Social Movements	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. This paper introduces students to the sociological study of social movements.
2. It aims to provide students with the major conceptual, theoretical and methodological tenets of the study of social movements.
3. The paper also demonstrates the complex relationship between social movements, culture, and the broader socio-political context, through a series of case studies.

Learning outcomes:

Students will be able to:

1. *Identify* and examine the various dimensions of the phenomenon of social movements and assess the various apporaches to its study.
2. *Describe* the various dimensions of social movements and the relationship and dynamics between them.
3. *Recognise* and *evaluate* the salience of social movements in contemporary society.

SYLLABUS OF DSE-05: Sociology of Social Movements

Unit I: Sociology and Social Movements (12 Hours)

This unit introduces students to the formative issues in the sociological study of social movements.

Unit II: Social Movements: Strategies, Opportunities, Networks, Dynamics (12 Hours)

This unit familiarises students with the relationship between the various organising principles of social movements and their dynamics.

Unit III: States, Everyday Relations and Contention (12 Hours)

This unit apprises students about the relationship between movements and other institutional political phenomena.

Unit IV: Social Movements and Culture (9 Hours)
This unit maps the issues in contemporary studies of social movements.

Practical Component: NIL

Essential/Recommended Readings:

Unit I: Sociology and Social Movements

Jasper, James M. 2007. 'Social Movements', in George Ritzer (ed). *The Blackwell Encyclopaedia of Sociology*, USA: Blackwell Publishing Ltd, p. 4451-4458.

Edelman, Marc. 2001. Social Movements: Changing Paradigms and Forms of Politics, *Annual Review of Anthropology*, Vol.30, p. 285-317.

Escobar, Arturo. 1992. Culture, Practice and Politics: Anthropology and the Study of Social Movements, *Critique of Anthropology*, Vol. 12, p. 395-424.

Unit II: Strategies, Opportunities, Networks, Dynamics

Mcadam, Doug et. al. 1996. *Comparative Perspectives on Social Movements: Political Opportunities, Mobilizing Structures and Cultural Framings*, Cambridge: Cambridge University Press, Introduction, p. 1-20.

Ray, Sthitapragyan. 2014. People and Protected Areas: Protest dynamics in a conservation project in Odisha, *Sociological Bulletin*, Vol. 63, No. 1, p. 59-76.

Kurzman, Charles. 1996. Structural Opportunity and Perceived Opportunity in Social Movement Theory: The Iranian Revolution of 1979, *American Sociological Review*, Vol. 61, No.1, p. 153-170.

Kothari, Smitu. 2002. Globalization, global alliances, and the Narmada Movement, in Sanjeev Khagram et. al. (eds.) *Restructuring World Politics: Transnational Social Movements, Networks and Norms*, Minneapolis: University of Minnesota Press, p.231-241.

Unit III: States, Everyday Relations and Contention

Auyero, Javier. 2004. When Everyday Life, Routine Politics, and Protest Meet, *Theory and Society*, Vol. 33, No. 3/ 4, p. 417-441.

Petras, James & Henry Veltmeyer. 2005. *Social Movements and State Power*; , London: Pluto Press, *Chapter 6,* p. 220-240.

Della Porta, Donatella. 2011. Communication in Movement: Social movements as agents of participatory democracy, *Information, Communication and Society*, Vol. 14, No. 6, p. 800-815.

Ray, Raka. 1998. Women's movements and political fields: A comparison of two Indian cities, *Social Problems*, Vol. 45, No.1, p. 21-36.

Unit IV: Social Movements and Culture

Melucci, Alberto. 1985. The Symbolic Challenge of Contemporary Movements, *Social Research*, Vol. 52, No. 4, p. 789-816.

Amenta, E., & Polletta, F. 2019. The Cultural Impacts of Social Movements. *Annual Review of Sociolog*y, 45: Pp. 11.1–11.21

Suggested Readings:

Diani, Mario & Doug Mcadam (eds.) 2003. Social Movements and Networks, Oxford: Oxford University Press.

Goodwin, Jeff & James M. Jasper. 2015. *The Social Movements Reader: Cases and Concepts*, UK: Wiley Blackwell.

Jasper, James M. 1997. *The Art of Moral Protest: Culture, Biography and Creativity in Social Movements,* Chicago: The University of Chicago Press.

Khagram, Sanjeev. 2004. *Dams and Development: Transnational Struggles for Water and Power*, Ithaca: Cornell University Press.

Klandermans, Bert & Conny Roggeband (eds.) 2007. *Handbook of Social Movements Across Disciplines*, New York: Springer.

Mcadam, Doug, Sidney Tarrow & Charles Tilly. 2004. *Dynamics of Contention*, Cambridge: Cambridge University Press.

Motta, Sara C. & Alf Gunvald Nilsen (eds.) 2011. *Social Movements in the Global South*, New York: Palgrave Macmillan.

Petras, James & Henry Veltmeyer. 2011. Social Movements in Latin America: Neoliberalism and Popular Resistance, New York: Palgrave Macmillan.

Polletta, Francesca. 2006. *It Was Like a Fever: Storytelling in Protest and Politics*, Chicago: The University of Chicago Press.

Subba, T.B. 1992. *Ethnicity, State and Development: A Case study of the Gorkhaland Movement in Darjeeling*, New Delhi: Har-Anand Publications.

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) 06
Sociology of Media

DISCIPLINE SPECIFIC ELECTIVE COURSE -06 (DSE-06) : Sociology of Media

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 06 Sociology of Media	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. To introduce students to the subfield of sociology of media.
2. To equip students with key concepts and theories to grasp the contemporary media landscape from a sociological perspective.
3. To unpack the workings of media on the axis of regulation, representation and reception; and see how these enduring concerns continue to inform the workings of new media.

Learning outcomes:

Students will be able to:

1. *Examine* the nature of media and its relation with society.

2. *Describe* and *apply* the various theoretical perspectives and conceptual tools in the area of sociology of media.

3. *Evaluate* contemporary mass media related issues in terms of their constitution and consequences.

SYLLABUS OF DSE 06: Sociology of Media

Unit I Mass Society and Mass Media (9 hours)

This unit traces the contours of mass society and mass media and prevalent modes of and key motifs in sociological and anthropological investigations of media.

Unit II Sociological Theories of Media (21 hours)

This unit maps out key theoretical interventions in sociology of media in articulation with one another.

a. **The Dominant Paradigm**

b. **Critical Media Theories**

c. **Semiotics, Cultural Studies, Feminism, and Post-Modernism**

Unit III Media Processes (15 hours)

This unit elaborates on the media processes on the axes of regulation, representation, and reception. It concludes with a consideration of developments in new media.

a. **Regulation**

b. **Representation**

c. **Reception**

d. **New Media**

Practical Component: NIL

Essential/Recommended Readings:

Unit I. Mass Society and Mass Media: An Introduction (9 hours)

Ritzer, George. Ed 2007. *The Blackwell Encyclopedia of Sociology.*United Kingdom, Blackwell Pub., Mass Culture And Mass Society; Media; Pp. 2821-2824 & 2873-2880.

Matthews, Julian. 2020. 'The Sociology of Mass Media', in Kathleen Odell Korgen ed. *The Cambridge Handbook of Sociology: Volume I Core Areas in Sociology and the Development of the Discipline,* United Kingdom, Cambridge University Press, . Pp. 205- 211

Dickey, Sara. 2010. 'Anthropology and Its Contributions to Studies of Mass Media'. *International Social Science Journal*. 49. Pp. 413 - 425.

Unit II. Sociological Theories of Media (21 Hours)

a. **The Dominant Paradigm**

Gitlin, Todd. 1978. 'Media Sociology: The Dominant Paradigm.' *Theory and Society*, vol. 6, no. 2, pp. 205–224.

b. **Critical Media Theories**

Bennett, Tony. 2005. 'Theories of the Media, Theories of Society' in, Michael Gurevitch et al. (eds.) *Culture, Society and the Media*. United Kingdom, Taylor & Francis, Pp. 26-50

Miller, David. 2002. 'Media Power and Class Power: Overplaying Ideology', *Socialist Register* vol. 38, Pp. 245-260

c. **Semiotics, Cultural Studies, Feminism, and Post-Modernism**

Barthes, Roland.1977. 'The Photographic Message' in *Image, Music and Text* Ed. And Trans. Stephen Heath. New York: Hill, pp. 15-31.

Hall, Stuart. 2011. 'Encoding/Decoding,' *Critical Visions in Film Theory*. Ed. Timothy Corrigan P. White, M. Mazaj. Boston: Bedford St. Martins,pp. 77-87.

Mulvey, Laura. 1999. 'Visual Pleasure and Narrative Cinema.' Eds. Leo Braudy and Marshall Cohen eds. *Film Theory and Criticism: Introductory Readings.* New York: Oxford UP, pp 833-44.

Baudrillard, J., & Maclean, M. 1985. 'The Masses: The Implosion of the Social in the Media'. *New Literary History*, vol. 16. no. 3, pp. 577-588

Unit III. Media Processes (15 Hours)

a. Regulation

Kaur, Raminder, and William Mazzarella. 2009. 'Between Sedition and Seduction : Thinking Censorship in South Asia' In *Censorship in South Asia: Cultural Regulation from Sedition to Seduction*. Bloomington: Indiana UP.. pp. 1-21.

b. Representation

Shohat, Ella, and Stam, Robert. 2014. 'Stereotype, Realism and the Struggle Over Representation' in *Unthinking Eurocentrism: Multiculturalism and the Media.* United Kingdom, Taylor & Francis,Chapter 5. pp. 178-215.

c. Reception

Livingstone, Sonia., 2103. 'The Changing Nature of Audiences: From the Mass Audience to the Interactive Media User' In Angharad N. Valdivia (ed) *A Companion to Media Studies.* Malden, MA: Blackwell,pp. 337-356.

d. New Media

Miller, Daniel. 2011. 'The Anthropology of Facebook: Fifteen Theses on What Facebook Might Be' in *Tales from Facebook*. United Kingdom, Wiley. Pp. 164-204.

Suggested Readings:

Bailey, Michael. *Narrating Media History*. United Kingdom, Taylor & Francis, 2012.

Berry, Jeffrey M., and Sobieraj, Sarah. *The Outrage Industry: Political Opinion Media and the New Incivility*. United Kingdom, Oxford University Press, 2014.

Bocock, Robert. And Kenneth Thompson. (Eds.) *Social and Cultural Forms of Modernity*. United Kingdom, Polity Press, 1992. Chapter 8. Popular Culture and The Mass Media. Pp. 367-401

Curran, James. *Media and Power*, London: Taylor & Francis, 2012.

Fernandes, L. (2000). Nationalizing `the global': media images, cultural politics and the middle class in India. Media, *Culture & Society*, 22(5), 611–628.

Kellner, Douglas. Media Culture: Cultural Studies, Identity and Politics Between the Modern and the Post-modern. United Kingdom, Taylor & Francis, 2003.

Kittler, Friedrich A. *Gramophone, film, typewriter*. United States, Stanford University Press, 1999.

Mankekar, Purnima. *Screening Culture, Viewing Politics: An Ethnography of Television, Womanhood, and Nation in Postcolonial India*. United Kingdom, Duke University Press, 1999.

Mutz, Diana C. In-Your-Face *Politics: The Consequences of Uncivil Media*. United Kingdom, Princeton University Press, 2016.

Postman, Neil. *Amusing Ourselves to Death: Public Discourse in the Age of Show Business.* United States, Penguin Publishing Group, 2005.

Sumiala, Johanna. *Media and Ritual: Death, Community, and Everyday Life*. United Kingdom, Routledge, 2013.

Selvaraj, Velayutham *Tamil Cinema: The Cultural Politics of India's Other Film Industry.* London: Taylor & Francis, 2008.

Vasudevan, Ravi. Aesthetics and Politics in Popular Cinema, from Vasudha Dalmia and Rashmi Sadana. Ed*. The Cambridge Companion to Modern Indian Culture*. Cambridge: Cambridge University Press, 2012. 226-46

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

Category V
Common List of Generic Electives (GE)
Generic Elective (GE) 10
Sociology of Public Health

GENERIC ELECTIVE COURSE 10 (GE- 10): Sociology of Public Health

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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 10 Sociology of Public Health	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. The course introduces students to public health and its interlinkages with various social determinants.
2. It familiarises students with contemporary concerns and challenges with respect to public health in India.

Learning outcomes:

Students will be able to:

1. Examine and comprehend public health and the varied social determinants of health.
2. Develop a theoretical understanding of health in society and assess the social determinants of health.
3. Evaluate the health systems in terms of new public health initiatives and innovative technologies.

SYLLABUS OF GE 10 : Sociology of Public Health

Unit I. Introduction to Public Health (9 Hours)
This unit introduces the students to the concept of public health from a sociological perspective.

Unit II. Theoretical Approaches to Public Health (6 Hours)
This unit discusses the ways in which public health has been conceptualised.

Unit III. Social Determinants of Public Health (6 Hours)
This unit discusses how non-medical factors influence health outcomes.

Unit IV. Contemporary Issues (24 Hours)
This unit discusses the contemporary concerns and challenges to public health in India.

Practical Component: NIL

Essential/Recommended Readings:

Unit I. Understanding Public Health
Abel J, Kellehear A. (2023). Public Health Reimagined. *Lifestyle Med. e76. Pp.* 1-8.

Craig R. Janes and Kitty K. Corbett. (2009). 'Anthropology and Global Health' in *Anthropology and Global Health*. Simon Fraser University, Burnaby, British Columbia. Pp. 167-183.

Naraindas, Harish. (2020). Past and Present. *The India Forum. 30 April 2020.* Available at https://www.theindiaforum.in/amp/article/past-and-present-

Unit II. Theoretical Approaches to Public Health

Lupton, Deborah (2003). 'Medicine as Culture: Illness, Disease and the Body in Western Societies' in *Medicine as Culture: Illness, Disease and the Body in Western Societies*.New Delhi: Sage Publications.Chapter 1. Pp. 5-22.

Priya, R. (2021). 'Critical Holism As Public Health Theory: Towards A Unifying Framework For Research, Policy And Planning' in *Dialogue: Science, Scientists and Society*, 4, 1-29.

Unit III. Social Determinants of Public Health

Navarro, Vicente. (2009). Social Determinants Of Health:What We Mean By Social Determinants Of Health. *International Journal Of Health Services*. Volume 39. Number 3. Pp. 423–441.

Qadeer, I. (2021). Rebuilding India's Public Health. *Special Issue on The Deepening of Disciplinary Content: Public Health in Post-COVID India.*

Unit IV: Contemporary Issues

a. Emerging Concerns:

Chakravarty S. (2022). Anthropological Research in Public Health Emergencies in India: Current challenges and Future Opportunities. *Anthropol Open J.* 2022. 5(2). Pp 43-51.

Grover, A. and R. B. Singh. (2020). Health Policy, Programmes and Initiatives. In Grover, A. and R. B. Singh. *Urban Health and Wellbeing, Advances in Geographical and Environmental Sciences.* Pp. 251-265

World Health Organisation. 2021. *World Health Statistics. Monitoring Health for The SDGs Sustainable Development Goals. WHO*. Pp. 1-34; 58-79.

(*The concerned faculty teaching the paper may look at the latest WHO report that is available.*)

b. Public Private Partnerships

Baru, Rama V. and Madhurima Nundy. (2008). Blurring of Boundaries: Public-Private Partnerships in Health Services in India. *Economic and Political Weekly* , Vol. 43, No. 4 (Jan. 26 - Feb. 1, 2008). Pp. 62-71.

Datta, Amrita. 2009. Public Private Partnerships in India: A Case of Reform? *Economic and Political Weekly*, Vol. XLIV. No. 33. Pp. 75-78.

c. Digital Health

Tan, S., & Lim, J. (2023) 'Digital Solutions to Public Health Issues' in *Oxford Research Encyclopedia of Global Public Health*.

Dahdah, Marine Al and Rajiv K. Mishra.(2022). 'Digital Health For All: The Turn to Digitized Healthcare in India' in. *Social Science & Medicine,* Volume 319. *https://doi.org/10.1016/j.socscimed.2022.114968*.

Suggested Readings:

Turner, B. S. (1995). *Medical Power and Social Knowledge.* Sage Publications.

Freund, P. E. S., McGuire, M. B., &Podhurst, L. S. (2003). *Health Illness and the Social Body: A Critical Sociology* (4th ed.). Prentice Hall.

Deborah, L. (2013). *Digitized Health Promotion: Personal Responsibility for Health in the*

Web 2.0 Era (Working Paper No. 5). Sydney Health & Society Group.

Mishra, Arima (ed.). (2010). *Health, Illness and Medicine: Ethnographic Redings.* Delhi: Orient Black Swan.

Kuhlmannhe, Ellen and E. Annadale (ed.). (2010). *Palgrave Handbook of Gender and Healthcare.* London: Palgrave Macmillan

Tripathy,G.T., Jalan A.,Shankardass M.K. (ed). (2021). Sociological Reflections on the Covid-19 Pandemic in India: Redefining the Normal. Singapore: Springer.

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

Sociology
Generic Elective (GE) 11
Sociology of Organisations

<div style="background:blue">**GENERIC ELECTIVE COURSE – 11 (GE-11): SOCIOLOGY OF ORGANISATIONS**</div>

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-11 Sociology of Organisations	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. This course introduces organisations as an object of sociological inquiry.
2. To generate an interdisciplinary understating of organisation at the confluence of Sociology, Social Anthropology, management studies and organisational studies.
3. To embed organisations in the larger socio-historical process and study them as key sites for the reshaping of society.

Learning outcomes:

Students will be able to:

1. *Examine* organisations sociologically as comprising multiple actors, ideologies and often competing worldviews.

2. *Identify* and describe the ways in which an organisation relates to and impacts its socio-ecological environment.

3. *Outline*, observe, and examine the evolution and contemporary developments in organisational structures.

SYLLABUS OF GE-11: Sociology of Organisations

Unit I. Introducing Sociology of Organisations (10 hours)
This unit lays the ground for the sociological study of organisations through a survey of the history of this subfield followed by a study of the major theoretical approaches.
a. What is an Organisation?

b. Theoretical Approaches

Unit II. Thematic Perspectives (15 hours)
Through a combination of theoretical and ethnographic texts, this unit looks at some of the key concepts and themes animating the sociology of organisations.
a. Investigating the 'Official' and the 'Practical'
b. Organisation and its Environment
c. Organisations and the Making of the 'Selves'

Unit III: Recent Explorations: New Directions in the Study of Organisations (12 hours)
This unit aims to introduce students to more recent developments in this field with respect to contemporary workplaces.
a. Evolution of the New Workplace
b. Stretching the Limits: Criminal Organisations

Unit IV: Conducting Research in Organisations (8 hours)
This unit aims at developing a critical understanding of the methodologies used in the sociological study of organisations.

Practical Component: NIL

Essential/Recommended Readings:

Unit I. Introducing Sociology of Organisations (10 hours)

a. What is an Organisation?

Scott, W.R. and G. F. Davis. 2015. 'Organizations: Overview'. In James D Wright ed. *International Encyclopedia of the Social & Behavioral Sciences, 2nd edition (Volume 16).* Amsterdam: Elsevier. pp. 307-311.

b. Theoretical Approaches

Scott, W. R. 2004. 'Reflections on a Half-Century of Organizational Sociology.' *Annual Review of Sociology, 30,* 1–21.

Unit II. Thematic Perspectives (15 hours)

a. Investigating the 'Official' and the 'Practical'

Braverman, H. 1998. 'Scientific Management' and 'The Primary Effects of Scientific Management' in *Labor and Monopoly Capital: The Degradation of Work in the Twentieth Century*. 25th Anniversary Edition. New York: Monthly Review Press. Chapters 4 & 5. pp. 59-94.

Ong, A. 1988. 'The Production of Possession: Spirits and the Multinational Corporation in Malaysia'. *American Ethnologist*, 15(1), 28–42.

b. Organisation and its Environment

Mathur, N. 2012. 'Transparent-Making Documents and the Crisis of Implementation: A Rural Employment Law and Development Bureaucracy in India'. *POLAR: Political and Legal Anthropology Review* 35 (2), 167–85.

c. Organisations and the Making of 'Selves'

Smith, G. 2006. 'Asylums' in *Erving Goffman*. London: Routledge. Chapter 5. pp. 69-76.

Hochschild, A. 2002. 'Emotional Labour' in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge. Chapter 23. pp. 192-196.

Unit III: Recent Explorations: New Directions in the Study of Organisations (12 hours)

a. Evolution of the New Workplace

Ho, K. 2009. 'Disciplining Investment Bankers, Disciplining the Economy: Wall Street's Institutional Culture of Crisis and the Downsizing of Corporate America'. *American Anthropologist*. 111: 177-189.

Hilhorst. D. 2003. 'Making Sense of NGOs in Everyday Office Life' in *The Real World of NGOs: Discourse, Diversity and Development*. London: Zed Books. Chapter 7. pp. 146-170.

b. Stretching the Limits - Criminal Organisations

Dua, J. 2015. 'After Piracy? Mapping the Means and Ends of Maritime Predation in the Western Indian Ocean'. *Journal of Eastern African Studies,* 9(3), 505-521.

Venkatesh, S. A. 1998. 'Gender and Outlaw Capitalism: A Historical Account of the Black Sisters United Girl Gang'. *Signs,* 23(3), 683–709.

Unit IV: Conducting Research in Organisations (8 hours)
Schwartzman, H.B. 1993. 'Introduction', 'Studying Up and Studying Down' and 'Fieldwork Roles and Fieldwork Processes' in *Ethnography in Organisations*. London: Sage. Chapters 1, 4 & 5. pp. 1-4, 27-40, 47-72.

Suggested Readings:
Acker. J. 2001. "Hierarchies, Jobs, Bodies: A Theory of Gendered Organisations", In Warwick Organizational Behaviour Staff *(Ed.) Organization Studies: Critical Perspectives in Business and Management.* London: Routledge.

Biehl, J. 2005. *Vita: Life in a Zone of Social Abandonment*. Chicago: University of California Press.

Blau, P.M. and Scott, W.H. 1962. *Formal Organisations*. San Francisco: Chandler.

Blau. P.M. 1965. *The Dynamics of Bureaucracy: A Study of Interpersonal Relations in Two Government Agencies.* Chicago: University of Chicago.

Boltanski, L., & Chiapello, E. 2007. *The New Spirit of Capitalism*. London, New York: Verso. pp. 3-43.

Crozier, M. 1964. *The Bureaucratic Phenomenon.* Chicago: University of Chicago Press.

Etzioni, A. 1961. *Comparative Analysis of Complex Organisations: On Power, Involvement and their Correlates*. New York: Free Press.

Goffman, E. 1961. *Asylums.* New York: Doubleday.

Grusky, O. and Miller, G.E. 1970*. The Sociology of Organisations: Basic Studies*. Part. New York: Free Press.

Ho, K. 2009. *Liquidated: An Ethnography of Wall Street*. London: Duke University Press.

March. J.G. and Simon, H.A. 1958. *Organisations.* New York: Wiley.

Mathur, N. 2016. *Paper Tiger: Law, Bureaucracy and the Developmental State in Himalayan India*. Cambridge: Cambridge University Press.

Roethlisberger, F. and William D. 1939. *Management and the Worker*. Cambridge: Harvard University Press.

Salaman, J.G. and Thompson, K. (eds.)1973. *People and Organisations.* London: Longman.

Scott, R.W. and Davis, G.. 2007. *Organizations and Organizing*. New York: Routledge

Taylor, F.W. 1947. *Scientific Management*. New York; London: Harper.

Weber, M. 1978. *Economy and Society.* Berkeley: University of California Press.

Wright. S. (ed.) 1994. *Anthropology of Organisations*. London: Routledge.

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

Sociology
Generic Elective (GE) 12
Sociology of Fashion

<div style="background:blue">GENERIC EILECTIVE COURSE -12 (GE-12) : Sociology of Fashion</div>

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 12 Sociology of Fashion	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. This paper aims to introduce students to the sociological study of fashion and its associated domains such as dress and clothing.
2. The objective of the paper is to introduce students to a range of issues arising out of a sociological consideration of fashion: the semiosis, social forms, relationship between fashion and social locations, culture and identity, and the global fashion industries in relation to consumption and sustainability.

Learning outcomes:

Students will be able to:
1. *Acquire* a basic knowledge of the theories and substantive issues in the sociology of fashion.
2. *Identify* and assess the meanings of fashion in its various dimensions such as material culture, as identity, as an economic power, and aesthetic style.
3. *Develop* an informed approach to read fashion in order to analyse and appraise relations between the economic, symbolic and socio-political aspects of contemporary society.

SYLLABUS OF GE-12: Sociology of Fashion

Unit I: Fashion: Between History and Sociology (9 Hours)
This unit introduces students to the basic theoretical and conceptual issues in the sociological study of fashion

Unit II: Making and the Meanings of Fashion (27 Hours)
This unit maps the various dimensions of the sociological study of fashion and enables students to grasp the many meanings of fashion in relation to culture, power and economy.

a. Sociality and Material Culture

b. Commodity and Consumption
c. Identity and Change

Unit III: Fashion in a Global Society (9 Hours)
This unit familiarizes students with the sociology of fashion in the contemporary context of globalization and cultural change.

Practical Component: NIL

Essential/Recommended Readings:

Unit I: Fashion: Between History and Sociology

Wilson, Elizabeth. *Adorned in Dreams: Fashion and Modernity*, London and New York: I. B. Tauris, 2003. Introduction. Pp. 1-15.

Blumer, Herbert. Fashion: From Class Differentiation to Collective Selection. *The Sociological Quarterly*, 10(3), 1969. Pp. 275–290.

Barthes, Roland. The Language of Fashion. United Kingdom: Bloomsbury Publishing, 2013. Pp. 3-14, 85-91.

Unit II: Making and the Meanings of Fashion

a. Sociality and Material Culture

Simmel, Georg. Georg Simmel on Individuality and Social Forms. Chicago: University of Chicago Press, 2003. Chapter 19. Fashon. Pp. 294-323.

Bovone, Laura. 'Approaches to Material culture: The sociology of fashion and clothing' in *Poetics*, 34(6), 2006. Pp. 319–331.

b. Commodity and Consumption

Barnard, Malcolm. *Fashion Theory: An Introduction*. United Kingdom: Taylor & Francis, 2014. Chapter 9. Fashon, Production and Consumption. Pp. 128-144.

Veblen, Thorstein. *The Theory of the Leisure Class*, Oxford: OUP, 2007. Chapter 7. Dress as an Expression of the Pecuniary Culture Pp. 111-124.

Fletcher, Kate. *Sustainable Fashion and Textiles: Design Journeys*. London: Taylor & Francis, 2007 2nd ed. Chapter 6 Local and Light . Pp. 139-159.

c. Identity and Change

Crane, Diana. *Fashion and Its Social Agendas: Class, Gender, and Identity in Clothing*. United Kingdom: University of Chicago Press, 2012. Chapter 1. Fashon, Identity and Social Change. Pp. 1-22.

Davis, Fred. *Fashion, Culture, and Identity*. United Kingdom: University of Chicago Press, 1994. Pp. 21-29, 33-54.

Angela McRobbie (ed.) *Zoot Suits and Second-Hand Dresses*, London: Macmillan, 1989. Chapter 2. Second-Hand Dresses and the Role of the Ragmarket. Pp. 23-48.

Unit III: Fashion in a Global Society

Maynard, Margaret. *Dress and Globalization*. United Kingdom: Manchester University Press, 2004. Pp. 32-49, 69-85

Tarlo, Emma. 'Dress and the South Asian Diaspora', in Joya Chatterji and David Washbrook (ed.) *Routledge Handbook of the South Asian Diaspora*, London & New York: Routledge, 2013. Pp. 363-373.

Green, D. N., Kaiser, S. B. Fashion and Cultural Studies. United Kingdom: Bloomsbury Publishing, 2021.2e. Chapter 5. Pp. 95-116.

Suggested Readings:

Arnold, Rebecca. (2001). Fashion, desire and anxiety: image and morality in the 20th century. United Kingdom: Rutgers University Press, 2001.

Beverly Lemire & Giorgio Riello (eds.) *Dressing Global Bodies. The Political Power of Dress in World History*, London & New York: Routledge, 2019.

Edwards, Tim. Express Yourself. The Politics of Dressing Up, in Malcolm Barnard (ed.) *Fashion Theory: A Reader*, London & New York: Routledge, 2007.

Gilman, Charlotte Perkins (2002). *The Dress of Women: A Critical Introduction to the Symbolism and Sociology of Clothing*. United Kingdom: Greenwood Press, 2002.

Jacque L. Foltyn & Laura Petican (eds.) *In Fashion: Culture, Commerce, Craft and Identity*, Leiden & Boston: Brill, 2022.

M. Angela Jansen & Jennifer Craik (ed.) *Modern Fashion Traditions*, London: Bloomsbury, 2016.

M. L. Damhorst et.al. (eds.). *The Meanings of Dress,* New York: Fairchild Publications, 1999.

Ribiero, Aileen. Introduction, in Dress and Morality, London: B. T. Batsford, 1986.

Veblen, Thorstein. On Culture and Society. United Kingdom: SAGE Publications, 2003.

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

SEMESTER-V
DEPARTMENT OF SOCIOLOGY
Category I
BA (Honors) Sociology
Semester V

Sociological Thinkers- II

DISCIPLINE SPECIFIC CORE COURSE -13 (DSC-13) : Sociological Thinkers II

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 Sociological Thinkers- II	4	3	1	0	12th Class Pass	BA (H) DSC 10: Sociological Thinkers I or equivalent course

Learning Objectives:

1. To introduce the contributions made by Karl Marx, Claude Levi-Strauss and Pierre Bourdieu to sociological theory.
2. To familiarise students with Marxian and Structuralist and Practice Theories.

Learning Outcomes:

Students will be able to:
1. *Understand* conflict, structural and practice-oriented perspectives in the discipline of sociology.
2. *Conceptualise* research informed by these distinctive theoretical traditions of sociology.

SYLLABUS OF DSC-13: Sociological Thinkers- II

Unit I Karl Marx (18 Hours)

This unit introduces the students to the materialist conception of history as mode of analysis. It explores the basis, processes and consequess of capitalist society through the writings of Karl Marx.

a. Dialectical and Historical Materialism
b. Capitalist Mode of Production and Alienation

Unit II Levi Strauss: Structuralism (9 Hours)
This unit introduces students to structuralism and the study of myths through the writings of Levi-Strauss.

Unit III: Pierre Bourdieu: Theory of Practice (18 Hours)

This unit explains how an individual's practices are tacit and embodied and are an outcome of the interaction between social structures and the individual.

Practical Component: NIL

Essential/Recommended Readings:

Unit I: Karl Marx

a. Dialectical and Historical Materialism:

Marx, K. and F. Engels. 1969. *Selected Works, Vol. 1.* Moscow: Progress Publishers. Pp. 19-26.

b. Capitalist Mode of Production and Alienation

Marx, K. and F. Engels. 1969. *Selected Works Vol. 1*. Moscow: Progress Publishers. Pp. 142-174.

Giddens, Anthony. 1971. *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Weber, and Durkheim*. Cambridge: Cambridge University Press. Pp. 1-64.

Unit II: Claude Levi Strauss: Structuralism

Lévi-Strauss, C. 1981. 'Structuralism and Myth' in *The Kenyon Review, New Series*, Vol. 3, No. 2, Spring. Pp. 64-88.

Unit III: Pierre Bourdieu: Theory of Practice

Bourdieu, P. 1977. *Outline of a Theory of Practice.* Cambridge: Cambridge University Press. Chapters. 2 Pp. 72-95.

Suggested Readings:

Bhambra Gurminder. and John Holmwood. 2021. *Colonialism and Modern Social Theory*. Cambridge: Polity Press.
Bottomore, T.(ed.). 1991. *The Dictionary of Marxist Thought.* Delhi: Wiley Blackwell.
Grenfell, M. (ed.) 2012. *Pierre Bourdieu: Key Concepts*. New-Delhi: Rawat Publications.
Seidman, S. 1994. *Contested Knowledge*. Cambridge: Blackwell Publishers.
Thompson, K. & Tunstall, J. (ed.) 1977. *Sociological Perspectives. Selected Readings.* New York: Penguin Books.
Turner, J. 1995. *The Structure of Sociological Theory.* Jaipur: Rawat Publications.

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

BA (H) Sociology
Discipline Specific Core (DSC) 14
Sociological Research Methods

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 Sociological Research Methods	4	3	0	1	12th Class Pass	BA (H) DSC 03: Introduction to Sociological Research or equivalent course

LEARNING OBJECTIVES:

1. The course will enable students to learn the philosophical and methodological underpinnings of research.
2. It introduces them to various aspects of research methodology and the use of simple statistics.

LEARNING OUTCOMES:

Students will be able to:

1. *Understand* the deeper philosophical issues that underpin research.
2. *Evaluate* the methodological validity of the claims made by theory.
3. *Assess* research works for its methodological soundness.
4. *Create* research designs for simple research projects.

SYLLABUS OF DSC 14: Sociological Research Methods

Unit 1: Ways of Looking (6 Hours)

This unit introduces students to some of the main philosophical engagements of sociological research and practice.

a. Objectivity in Sociological Research
b. Reflexivity
c. Research Ethics

Unit 2: Methodological Issues (6 Hours)

This unit focuses on some epistemological issues and research practices.

a. Comparative Method

b. Feminist Method

Unit 3: Methods of Data Collection (21 hours)

This unit engages with the building blocks of research - from sampling the population to the common methods of conducting social surveys.

a. Sampling
b. Questionnaire Construction
c. Interview
d. Documents
e. Focus Group

Unit 4: Introduction to Statistics (12 Hours)

This unit introduces the statistical and diagrammatic organization and analysis of data.

a. Graphical and Diagrammatic Presentation of Data
b. Measures of Central Tendency (Simple Arithmetic Mean, Median and Mode).
c. Measures of Dispersion (Standard Deviation, Variance and Covariance).

Practical Component: NIL

Essential/Recommended Readings:

Unit 1: Ways of Looking

a. Objectivity in Sociological Research

Gray, David J. 1968. 'Value-Free Sociology: A Doctrine of Hypocrisy and Irresponsibility' in *The Sociological Quarterly*. Vol. 9, No. 2 (Spring, 1968). Pp. 176- 185.

b. Reflexivity

Gouldner, Alvin. 1970. *The Coming Crisis of Western Sociology*. New York: Basic Books. Chapter 13. Living as a Sociologist. Pp. 481-511.

c. Research Ethics

Martin, John Levi. 2017. Thinking Through Methods: A Social Science Primer. Chicago: University of Chicago Press, Chapter 6. Ethics in Research. Pp. 142-161.

Unit 2: Methodological Issues

a. Comparative Method

Béteille A. 2002. *Sociology: Essays on Approach and Method.* New Delhi: OUP. Chapter 4. Some Observations on the Comparitive Method. Pp. 72-94.

b. Feminist Method

Hammersley, Martyn. 1992. 'On Feminist Methodology' in *Sociology*, Vol. 26, No.2 (May 1992). Pp. 187-206.

Unit 3: Methods of Data Collection

a. Sampling

Bailey, K. 1994. 'Survey Sampling*'* in *Survey Sampling in Methods of Social Research*. 4th edition. New York: Free Press. Chapter 5. Pp. 81-104.

b. Questionnaire Construction

Bailey, K. 1994. 'Questionnaire Construction' in *Questionnaire Construction in Methods of Social Research*. 4th edition. New York: Free Press. Chapter 6. Pp. 105-146.

c. Interview

Bailey, K. 1994. 'Interview Studies' in *Methods of Social Research*. 4th edition. New York: Free Press. Chapter 8, Pp.173-213.

d. Documents

Coffey, Amanda. 'Analysing Documentary Realities', in David Silverman ed. *Qualitative Research: Theory, Method and Practice*. Delhi: SAGE Publications, 2004. Pp. 56-75.

e. Focus Group

Wilkinson, Sue. 'Focus group research' in David Silverman ed. *Qualitative Research: Theory, Method and Practice*. Delhi: SAGE Publications, 2004. Pp. 177-196.

Unit 4: Introduction to Statistics
(To be taught through Practical Classes)

a. Graphical and Diagrammatic presentation of data

Gupta, S. P. 2007. 'Diagrammatic and Graphic Presentation' in *Elementary Statistical Methods*. Sultan Chand & Sons. Chapter 6, Pp.101-108, 115-118, 131-137.

b. Measures of Central Tendency

Gupta, S. P. 2007. 'Measures of Central Value' in *Elementary Statistical Methods*. Sultan Chand & Sons. Chap 7, Pp. 155-168, 173-180, 187-197.

c. Measures of Dispersion

Gupta, S. P. 2007. 'Measures of Variation' in *Elementary Statistical Methods*. Sultan Chand & Sons. Chapter 8 pp. 262-277.

SUGGESTED READINGS:

Radcliffe-Brown, A.R. 1958. *Methods in Social Anthropology*. Delhi: Asia Publishing Corporation. Chapter 5. Pp. 91-108

Durkheim, E. 1958, The Rules of Sociological Method. New York: The Free Press, Chapter 1 and 2. Pp. 1-46

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

B.A. (H) Sociology
Discipline Specific Core (DSC) 15
Understanding 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		
DSC 15 Understanding Ethnographies	4	3	1	0	12th Class Pass	BA (H) DSC 03: Introduction to Sociological Research or equivalent course

Learning Objectives:

1. To familiarise students with ethnography as a genre of writing and representing sociological research.
2. To make them aware of the various issues involved in the process of ethnographic writing through a close reading of ethnographic texts.

Learning outcomes:
Students will be able to:

1. *Inculcate* interdisciplinary thinking between sociology, philosophy and literature, through reading classic and contemporary ethnographies.
2. *Understand* the construction and representation of the ethnographic field.
3. *Critically engage* with the research and data presented in ethnographic texts.

SYLLABUS OF DSC-15:

Unit I: Ethnographic Enquiry and Representation (9 Hours)

This unit attempts to define ethnography and the construction of the research object.

a. What is Ethnography?
b. Constructing the Ethnographic Object

Unit II: Types of Ethnography (15 Hours)

This unit engages students with the many techniques involved in ethnographic research.

a. Fieldwork
b. Visual Ethnography
c. Digital Ethnography
d. Auto-ethnography

Unit III: Compulsory text for use in the syllabus (21 Hours)

This unit takes up a single ethnographic text to encourage students to build the patience to read, understand and critically analyse full-length texts that are often about another, unfamiliar culture, based on the premises outlined in the earlier sections.

Practical Component: NIL

Essential/Recommended Readings:

Unit I: Ethnographic Enquiry and Representation

a.   What is Ethnography?

Clifford, James and George E. Marcus, eds. 'Introduction' in *Writing Culture: The Poetics and Politics of Ethnography: A School of American Research Advanced Seminar*. University of California Press, 1986. Pp. 1-19.

Nader, Laura. 'Ethnography as Theory' in *HAU: Journal of Ethnographic Theory* 1, no. 1, 2011, Pp. 211-219.

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

b.   Constructing the Ethnographic Object

Kumar, Nita. *Friends, Brothers, and Informants: Fieldwork Memoirs of Banaras.* Berkeley: University of California Press,1992. Chapter 2 and 22, Pp. 36-47 and 216-225.

Unit II: Types of Ethnography

a. Fieldwork

Srinivas, M.N. 'The Insider Versus the Outsider in the Study of Cultures.' In *Methodology and Fieldwork*. Edited by Vinay Kumar Srivastava. Oxford University Press, 2002. Pp. 413-420.

b. Visual Ethnography

Abraham, Janaki. 'Wedding Videos In North Kerala: Technologies, Rituals, And Ideas About Love And Conjugality'in *Visual Anthropology Review* 26.2 (2010), Pp. 116–127.

c. Digital Ethnography

Pink, Sarah, Heather Horst, John Postill, Larissa Hjorth, Tania Lewis, and Jo Tacchi. 'Researching Experience' in *Digital Ethnography: Principles and Practice*. Sage Publications, 2016. Chapter 2: 19-39.

d. Auto-ethnography

Narayan, Kirin. 'How Native is a 'Native' Anthropologist?.'in *American Anthropologist* 95, no. 3, 1993. Pp. 671-686.

Unit III: Compulsory text for use in the syllabus

Option 1

Mead, Margaret. *Coming of Age in Samoa: A Psychological Study of Primitive Youth for Western Civilization*. New York: Harper Collins, 1928.

Option 2

Whyte, William Foote. *Street Corner Society: The Social Structure of an Italian Slum*. University of Chicago Press, 1943.

Option 3

Taussig, Michael. *The Devil and Commodity Fetishism in South America*. Chapel Hill: University of Carolina Press, 2010 (1980).

Option 4

Gold, A. G., Gujar, B. R. (2002*). In the Time of Trees and Sorrows: Nature, Power, and Memory in Rajasthan*. United Kingdom: Duke University Press.
In the Times of Trees and Sorrows

Suggested Readings:

Srinivas, M. N. (1980). *The Remembered Village*. United Kingdom: University of California Press.

Viramma, Racine Josiane and Racine, Jean-Luc. *Viramma: Life of an Untouchable*. Translated by Will Hobson. Paris: Verso UNESCO Publishing, 1997.

Blasco, Paloma Gay, and Huon Wardle. *How to Read Ethnography*. Routledge, 2007.

Wulff, Helena. "Writing Anthropology". In *The Cambridge Encyclopedia of Anthropology*, edited by Felix Stein, 2021.

Abu-Lughod, Lila. "Can there be a Feminist Ethnography?" *Women & Performance: A Journal of Feminist Theory* 5, no. 1, 1990: 7-27.

Alsop, Christiane Kraft. "Home and Away: Self-reflexive Auto-/ethnography." In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, vol. 3, no. 3, 2002: 1-18.

Buber, Martin. *I and Thou*. Hesperides Press, 2008.

Mines, Diane P., and Sarah Lamb, eds. *Everyday Life in South Asia*. USA: Indiana University Press, 2010. Chapter 17 and 18: 219-249.

Sarangapani, Padma M. *Constructing School Knowledge: An Ethnography of Learning in an Indian Village*. New Delhi: Sage Publications, 2003.

Winddance Twine, France. "Visual Ethnography and Racial Theory: Family Photographs as Archives of Interracial Intimacies." *Ethnic and racial studies* 29, no. 3, 2006: 487-511.

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

Category II
BA (Prog.) with Sociology as Major
Semester V

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B.A. (Prog.) Sociology
Discipline Specific Core (DSC) 09
Sociological Research-I

Discipline Specific Core -9 (DSC 09): Sociological Research -I

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 09 Sociological Research -I	4	3	1	0	12th Class Pass	BA (Prog) DSC 01 An Invitation Sociology or equivalent course

Learning Objectives:

1. The course familiarises students with the theoretical and methodological aspects of sociological research.
2. The course introduces the basic outline of doing research and its philosophical underpinnings.

Learning outcomes:

Students will be able to:

1. *understand* the philosophical and methodological underpinning of research.
2. *develop* a practice-based understanding of the process of research.
3. *differentiate* between the quantitative, qualitative, and mixed methods of research and combine them effectively to conceptualise theoretically informed empirical research practices.

SYLLABUS OF DSC- 09: Sociological Research -I

Unit I: Doing Research (12 Hours)
This unit introduces research as a process and discusses the related issues of the logic of

research and objectivity
.
a. **The Logic of doing research**
b. **The Process of social research**
c. **Objectivity in research**

Unit II: Methodological Perspectives (9 Hours)

This unit delves into perspectives on how to study people.

a. **Comparative Method**
b. **Ethnographic Method**

Unit III: Modes Of Enquiry (24 Hours)

This unit looks at the interaction of theory and research and moves to methods of analysing and depicting data
.
a. Theory and Research
b. Analysing Data: Quantitative, Qualitative and Mixed Methods
c. Representing Data: Classification and Tabulation of Data and Diagrammatic and Graphic Representation of Data

Practical Component: NIL

Essential/Recommended Readings:

Unit 1: Doing Research

a. The Logic of Doing Research

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

b. The Process of Social Research

Srivastava, V.K. et al (Eds.). (2004) 'Introduction' in *Methodology and Fieldwork*, New Delhi: OUP*.,* pp. 1-14.

c. Objectivity in Research

Gouldner, Alvin (1962) *Social Problems,* Vol. 9, No. 3 (Winter), Anti-Minotaur: The Myth of Value-Free Sociology, pp. 199-213.

Unit II: Methodological Perspectives

 a. **Comparative Method**

Béteille, A. (2004) 'The Comparative Method and the Standpoint of the Investigator'. In Vinay

Kumar Srivastava (Ed.) *Methodology and Fieldwork*, New Delhi: OUP, pp. 112-131.

b. Ethnographic Method

Brewer, J.D. (2010). 'What is Ethnography?' in *Ethnography*, Jaipur: Rawat Publication (Indian Reprint). Chapter 1 - Pp. 10-25.

Unit III: Modes of Enquiry

a. Theory and Research

Merton, R. K. (1972). 'The Bearing of Sociological Theory on Empirical Research' and 'The bearing of Empirical Research on Sociological Theory' in *Social Theory and Social Structure*, Delhi: Arvind Publishing House. Chapter 4, 5 -, pp. 139-171.

b. Analysing Data: Quantitative, Qualitative and Mixed Methods

Creswell, J W. (2009). 'Quantitative Procedures', Qualitative Procedures and Mixed Methods Procedures in *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 3rd edition. Sage Publications. Chapters 8, 9, 10, , pp. 145-152, 173-200, 203-220.

c.Representing Data: Classification and Tabulation of Data and Diagrammatic and Graphic Representation of Data

Gupta, S. P. (2006). 'Classification and Tabulation' and 'Diagrammatic and Graphic Presentation' in *Elementary Statistical Methods*. Sultan Chand & Sons. Chapter 5, 6, pp.65-100, 101-108, 115- 118, 131-137.

Suggested Readings:

Bailey, K. (1994). The Research Process in Methods of Social Research, 4th edition, New York: Free Press, Pp.3-19.

Béteille, A. (2002), *Sociology: Essays on Approach and Method*, New Delhi: OUP. Chapter 4, Pp. 72-94.

Bryman, Alan. (2004), *Quantity and Quality in Social Research*, New York: Routledge. Chapter 2 & 3, Pp. 11-70.

Durkheim, E. (1958). *The Rules of Sociological Method*, New York: Free Press. Chapter 1 & 2, Pp. 1-46.

Gouldner, Alvin. 1970, *The Coming Crisis of Western Sociology*, New York: Basic Books. Chapter 13, Pp. 481-511.

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

B.A. (Prog.) Sociology
Discipline Specific Core (DSC) 10
Investigating Inequalities

DISCIPLINE SPECIFIC CORE -10 (DSC-10): Investigating Inequalities

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 10 Investigating Inequalities	4	3	1	0	12th Class Pass	BA (Prog) DSC 01 An Invitation Sociology or equivalent course

Learning Objectives:

1. To introduce the domain of social inequality as a key area of sociological inquiry.

2. To impart an understisng of social inequalities as intersenctional phinominon that impact various dimensions of social life.

3. To engage the new dimentions and changing forms of inequalities in contemporary times.

Learning outcomes:

Students will be able to:

1. *Develop* a descriptive and analytical understanding of social inequality.
2. *Identify* how social inequality operates at different socio-cultural contexts.
3. *Discuss* the key debates that animate contemporary research on inequality.

SYLLABUS OF DSC-10:

Unit I: **Understanding Inequality (9 hours)**

This unit introduces the concept of social inequality within the discipline of sociology. It also familiarises students to the various theoretical perspectives in the study of social inequality.

a. What is inequality?

b. Perspectives on Inequality

Unit II: Interlocking inequalities in social life (21 hours)

This unit introduces the intersectional character of social inequality and its pervasiveness in social life.

a. Gender

b. Race and Religion

c. Labour Market

d. Health

Unit III. **Impact of Globalisation (15 hours)**

This unit introduces the issues of exclusion and new forms of inequalities in the era of globalisation.

a. Social Exclusion

b. Technology

c. Climate Change

Practical Component: NIL

Essential/Recommended Readings:

Unit I. Understanding inequality
a.   What is Social Inequality?

Beteille, A. (1969). *Social inequality*. Penguin Books.Introduction, Chapter 18. The decline of Social Inequality? Pp. 1-14, 362-380.

b. Perspectives on Inequality

Marger, M. N. (1999). *Social Inequality: Patterns and Processes*. Mountain View. Chapter 2: Theories of Class and Social Inequality. Pp. 26-53.

Walby, S., Armstrong, J., & Strid, S. (2012). Intersectionality: Multiple Inequalities in Social Theory. *Sociology*, 46(2). Pp. 224-240.

Unit II. Interlocking inequalities in Social Life

a. Gender

Dey, A., & Orton, B. (2016). Gender and Caste Intersectionality in India: An Analysis of the Nirbhaya case, 16 December 2012. In *Gender and Race Matter: Global Perspectives on Being a Woman*. Emerald Group Publishing Limited. Pp 87-105.

b. Race and Religion

Macey, M. (2010). *Ethnic, Racial and Religious Inequalities: The Perils of Subjectivity*. Springer. Chapter 2. Religion and Culture Make a Difference Pp. 27-56.

c. Labour Market

Browne, I., & Misra, J. "Labor-market inequality: intersections of gender, race, and class" in Romero, M., & Margolis, E. (Eds.). (2005). The Blackwell companion to social inequalities. John Wiley & Sons. Londres, Blackwell Publishing. Pp. 165-189.

d. Health

Abel, T. (2008). Cultural Capital and Social Inequality in Health. *Journal of Epidemiology & Community Health*, *62*(7). Pp. 1-5.

Unit III: Impact of Globalisation

a. Social Exclusion

Munck, R. (2005). Social Exclusion: New Inequality Paradigm for the Era of Globalization? In Mary Romero and Eric Margolis eds. *The Blackwell Companion to Social Inequalities*. Oxford: Blackwell, 2008. Pp. 31-49.

b. Technology

Pfohl, S. (2005). New Global Technologies of Power: Cybernetic Capitalism and Social Inequality. In Mary Romero and Eric Margolis eds. *The Blackwell Companion to Social Inequalities*. Oxford: Blackwell, 2008. Pp. 546-592.

c. Climate Change

Harlan, Sharon L. et.al. (2015). Climate Justice and Inequality, in Riley E. Dunlap (ed.), Robert J. Brulle (ed.) *Climate Change and Society: Sociological Perspectives.* United States: Oxford University Press. Pp. 127-154.

Suggested Readings:

Tilly, C. (2005). Historical Perspectives on Inequality. Mary Romero and Eric Margolis eds. *The Blackwell Companion to Social Inequalities*. Oxford: Blackwell, 2008. Pp. 15-30

Ragnedda, M. (2017). *The Third Digital Divide: A Weberian approach to Digital Inequalities*. Routledge.

Grusky, D. (2018). *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender*. Routledge.

Anthony B. Atkinson. (2015) *Inequality: What Can be Done?* Cambridge: Harvard University Press. Pp. 241-308.

Menon, N. (2015). 'Is Feminism about women'? A Critical View on Intersectionality from India. *Economic and Political Weekly*, Vol. 50, No. 17 (APRIL 25, 2015), Pp. 37-44.

John, M. E. (2015). Intersectionality: Rejection or Critical Dialogue? *Economic and Political Weekly*, Vol. 50, No. 33 (AUGUST 15, 2015), Pp. 72-76.

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

Category III
BA (Prog.) with Sociology as Non-Major
Semester IV
*
B.A. (Prog.) Sociology
Discipline Specific Core (DSC) 09
Sociological Research-I

Discipline Specific Core -9 (DSC 09): Sociological Research -I

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 09 Sociological Research -I	4	3	1	0	12th Class Pass	BA (Prog) DSC 01 An Invitation Sociology or equivalent course

Learning Objectives:

1. The course familiarises students with the theoretical and methodological aspects of sociological research.
2. The course introduces the basic outline of doing research and its philosophical underpinnings.

Learning outcomes:

Students will be able to:

4. *understand* the philosophical and methodological underpinning of research.
5. *develop* a practice-based understanding of the process of research.
6. *differentiate* between the quantitative, qualitative, and mixed methods of research and combine them effectively to conceptualise theoretically informed empirical research practices.

SYLLABUS OF DSC- 09: Sociological Research -I

Unit I: Doing Research (12 Hours)

This unit introduces research as a process and discusses the related issues of the logic of research and objectivity
.

d. The Logic of doing research
e. The Process of social research
f. Objectivity in research

Unit II: Methodological Perspectives (9 Hours)

This unit delves into perspectives on how to study people.

c.   Comparative Method
d.   Ethnographic Method

Unit III: Modes Of Enquiry (24 Hours)

This unit looks at the interaction of theory and research and moves to methods of analysing and depicting data
.

a. Theory and Research
b. Analysing Data: Quantitative, Qualitative and Mixed Methods
c. Representing Data: Classification and Tabulation of Data and Diagrammatic and Graphic Representation of Data

Practical Component: NIL

Essential/Recommended Readings:

Unit 1: Doing Research

a. The Logic of Doing Research

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

b. The Process of Social Research

Srivastava, V.K. et al (Eds.). (2004) 'Introduction' in *Methodology and Fieldwork*, New Delhi: OUP., pp. 1-14.

c. Objectivity in Research

Gouldner, Alvin (1962) *Social Problems,* Vol. 9, No. 3 (Winter), Anti-Minotaur: The Myth of Value-Free Sociology, pp. 199-213.

Unit II: Methodological Perspectives

 c.   Comparative Method

Béteille, A. (2004) 'The Comparative Method and the Standpoint of the Investigator'. In Vinay Kumar Srivastava (Ed.) *Methodology and Fieldwork*, New Delhi: OUP, pp. 112-131.

d. Ethnographic Method

Brewer, J.D. (2010). 'What is Ethnography?' in *Ethnography*, Jaipur: Rawat Publication (Indian Reprint). Chapter 1 - Pp. 10-25.

Unit III: Modes of Enquiry

b. Theory and Research

Merton, R. K. (1972). 'The Bearing of Sociological Theory on Empirical Research' and 'The bearing of Empirical Research on Sociological Theory' in *Social Theory and Social Structure*, Delhi: Arvind Publishing House. Chapter 4, 5 -, pp. 139-171.

b. Analysing Data: Quantitative, Qualitative and Mixed Methods

Creswell, J W. (2009). 'Quantitative Procedures', Qualitative Procedures and Mixed Methods Procedures in *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 3rd edition. Sage Publications. Chapters 8, 9, 10, , pp. 145-152, 173-200, 203-220.

c. Representing Data: Classification and Tabulation of Data and Diagrammatic and Graphic Representation of Data

Gupta, S. P. (2006). 'Classification and Tabulation' and 'Diagrammatic and Graphic Presentation' in *Elementary Statistical Methods*. Sultan Chand & Sons. Chapter 5, 6, pp.65-100, 101-108, 115- 118, 131-137.

Suggested Readings:

Bailey, K. (1994). The Research Process in Methods of Social Research, 4th edition, New York: Free Press, Pp.3-19.

Béteille, A. (2002), *Sociology: Essays on Approach and Method*, New Delhi: OUP. Chapter 4, Pp. 72-94.

Bryman, Alan. (2004), *Quantity and Quality in Social Research*, New York: Routledge. Chapter 2 & 3, Pp. 11-70.

Durkheim, E. (1958). *The Rules of Sociological Method*, New York: Free Press. Chapter 1 & 2, Pp. 1-46.

Gouldner, Alvin. 1970, *The Coming Crisis of Western Sociology*, New York: Basic Books. Chapter 13, Pp. 481-511.

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Category IV
Common Pool of Discipline Specific Electives (DSE)
*
Sociology
Discipline Specific Elective (DSE) 07
Visual Culture

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 07 Visual Culture	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. To introduce students to various perspectives that enable a contextualisation of everyday visual culture within the larger debates around power, politics and identity.
2. To familiarise students to the debates from the field of Art History, Social Sciences and Visual Art Practices and enable them to understand the processes through which different visual environments can be sociologically analysed.
3. To provide students an understanding of how the very process of 'seeing' can be problematised.

Learning outcomes:

Students will be able to:

1. *Apply* sociological concepts to understand and appreciate visuals and constitute their representations as matters of academic interest.

2. *Demonstrate* 'visuality'/'visualization' as a technique of asserting power and dominance in society; simultaneously locating the subversive potential of alternative or 'counter-visualities'.

3. *Analyse* the operations of visuals in an age dominated by techniques of mass production and dissemination of images.

SYLLABUS OF DSE 07 : Visual Culture

Unit I: Introduction to Visual Culture (12 Hours)

This unit problematises the idea that 'seeing' is a natural process, and introduces students to the visual construction of the social world. It also examines the process of seeing in the context of modernity.

a. The Process of 'Seeing'
b. Modernity and Visuality

Unit II: Visual Environments and Representations (33 Hours)

This unit examines different visual environments, with illustrations to elucidate the manner in which visuals allows the constitution of the relationship between self and the everyday.

a. Power, Knowledge and Gaze of the State
b. Visual Contestations
c. Visual Practices and Identity formation
d. Visual Cultures of Everyday Life

Practical Component: NIL

Essential/Recommended Readings:

Unit I. Introduction to Visual Culture (12 Hours)

a. The Process of 'seeing'

Mitchell, W.J.T. (2002) 'Showing Seeing: A Critique of Visual Culture' In *Journal of Visual Culture,* August 2002 vol. 1 no. 2. Pp. 165-180.

Berger, John (1972) *Ways of Seeing*. London: Penguin. Pp. 7- 33.

b. Modernity and Visuality

Debord, Guy(1994). 'Separation Perfected' in *The Society of the Spectacle*, New York: Zone books. Chapter 1. Separation Perfected. Pp. 11-24.

Shohat, Ella & Robert Stam (2002) 'Narrativizing Visual Culture', In Nicholas Mirzoeff (ed) *The Visual Culture Reader*. 2nd ed. London: Routledge. Pp. 37-57.

Chatterji, Roma (2012) 'Global Events and Local Narratives: 9/11 and the Chitrakaars' In *Speaking with Pictures: Folk Art and Narrative Tradition in India*. Pp. 62-103. (20 pages of pictures)

Unit II. Visual Environments and Representations (33 Hours)
a. Power, Knowledge and Gaze of the State

Foucault, Michel (1977) 'Panopticism' In *Discipline and Punish: The Birth of the Prison*. New York: Pantheon. Race/Ethnicity: Multidisciplinary Global Contexts, Volume 2, Number 1, Autumn 2008. Pp. 1-12.

Gilbert, Emily (2010) 'Eye to Eye: Biometrics, the Observer, the Observed and the Body Politic' in Fraser MacDonald, Rachel Hughes and Klaus Dodds (Ed), *Observant States Geopolitics and Visual Culture*, London: I. B. Tauris. Pp. 225-246.

b. Visual Contestations

Morris, Pam(1994) 'Folk Humour and Carnival Laughter' in *The Bakhtin Reader*. London: Arnold. Pp. 194- 206.

Enguix, Begonya(2009) 'Identities, Sexualities and Commemorations: Pride Parades, Public Space and Sexual Dissidence' in *Anthropological Notebooks*, vol. XV: 2. Ljubljana: Slovene Anthropological Society. Pp. 15-35.

c. Visual Practices and Identity Formation

Bourdieu, P(1984) 'Introduction' in *Distinction: A Social Critique of the Judgment of Taste*. Routledge & Kegan Paul, London. Pp. 1-7.

Srivastava, Sanjay (2009) 'Urban spaces, Disney-Divinity and Moral Middle classes in Delhi' In *Economic and Political Weekly* Vol. XLIV, Nos. 26 & 27. Pp. 338-345.

MacDougall, David (1992) 'Photo Hierarchicus: Signs and Mirrors in Indian Photography' in *Visual Anthropology*, 5 (2). Pp. 3-29.

d. Visual Culture of the Everyday Life

Certeau, Michel De (1984) 'General Introduction' in *The Practice of Everyday Life*. (Trans) Steven Rendall, Berkeley: University of California. Pp. xi-xxiv.

Pinney, Christopher (2004) 'What do Pictures Want Now: Rural Consumers of Images, 1980-2000' In *Photos of the Gods: The Printed Image and Political Struggle in India*. London: Reaktion. Pp. 181-200.

Goldsmith, Steven (1983) 'The Readymades of Marcel Duchamp: The Ambiguities of An Aesthetic Revolution' in *The Journal of Aesthetics and Art Criticism*, Volume 42, Issue 2. Pp. 197–208.

Suggested Readings:

Weinbaum, Alys Eve (2008) *The Modern Girl around the World: Consumption, Modernity, and Globalization*. Durham: Duke UP.

Pinney, Christopher (1997) *Camera Indica: The Social Life of Indian Photographs.* Chicago: University of Chicago.

Babb, Lawrence A., and Susan Snow Wadley (1995) *Media and the Transformation of Religion in South Asia.* Philadelphia: University of Pennsylvania

Sciorra, Joseph (1999) 'We Go Where the Italians Live: Religious Processions as Ethnic and Territorial Markers in a Multi-ethnic Brooklyn Neighborhood' In Robert A. Orsi (ed) *Gods of the City*. Indiana University Press. Pp. 310-340

Rappoport, Erika D (1995)'A New Era of Shopping: The Promotion of Women's Pleasure', Leo Charney and Vanessa R. Schwartz (ed) *Cinema and the Invention of Modern Life*. Berkeley & Los Angeles: University of California Press.

Mazumdar, Ranjani (2007). *Bombay Cinema: An Archive of the City*. Minneapolis: University of Minnesota,

Appadurai, Arjun, and Carol A. Breckenridge (1999) 'Museums are Good to Think: Heritage on View in India.' Representing the Nation: A Reader: Histories. Heritage, and Museums. (Eds.) David Boswell and Jessica Evans .New York: Routledge.

Tavin, K. M. (2003) Wrestling with Angels, Searching for Ghosts: Toward a Critical Pedagogy of Visual Culture. *Studies in Art Education*, 44(3), Pp.197–213.

Cohn, Bernard (1983) "Representing Authority in Colonial India", in An Anthropologist Among the Historians and Other Essays, Delhi: OUP,Pp. 632-650 .

Berger, Peter, (1972), *Ways of Seeing,* (Video)
https://www.youtube.com/watch?v=0pDE4VX_9Kk

Mitchell, W.J.T., (2020), *Present Tense: An Iconology of Time - W.J.T. Mitchell* (Video)
https://www.youtube.com/watch?v=z_Juh7R20eA

Cartwright, Lisa and Marita Sturken (2001) "Postmodernism: Irony, Parody, and Pastiche" in *Practices of looking*: *An Introduction to Visual Culture*, New York : OUP.

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Sociology
Discipline Specific Elective 08
Sociology of the Body

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 08 Sociology of the Body	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. To de-naturalise the body and reconstitute it in sociological terms as a social phenomenon.
2. To familiarise students with various theoretical formulations and ethnographic engagements with body.
3. To outline the broad contours of discourse on the body in South Asian societies.

Learning outcomes:

Students will be able to:

1. *Identify* and explain the concepts that are integral to a sociological study of the body.
2. *Analyse* various bodily practices in their social, historical and institutional contexts.
3. *Apply* the conceptual apparatus developed by sociology to evaluate the emerging issues surrounding the body.

SYLLABUS OF DSE-08: Sociology of the Body

Unit I: Knowing the Body (12 Hours)

This unit establishes the material and social character of the body and traces the sociological tradition of thinking about body from Marcel Mauss to Mary Douglas and beyond.

Unit II: Variations on the Body (24 Hours)

This unit maps various dimensions of bodily practices and institutional practices surrounding the social body. It explores the body in its material and symbolic manifestations,

establishes its complicity in the formations of self and identity, explores its political and economic significance and delineates how it is experienced as a lived reality.

a. Body in Practice

b. Body and Identity

c. Body, Power and Commodification

d. Lived Body

Unit III: Discourse on Body in South Asia (9 Hours)

This unit configures the sociological discourse on the body in South Asia on the axes of caste, community and gender.

Practical Component: NIL

Essential/Recommended Readings:

Course Outline with Readings:

Unit I: Knowing the Body

Lock, Margaret and Judith Farquhar (Eds.) *Beyond the Body Proper: Reading the Anthropology of Material Life*. United Kingdom: Duke University Press, 2007. Introduction; On the Part Played by Labor in the Transition from Ape to Man; Techniques of the Body; Pp. 19-23, 25-29 & 49-68.

Scheper-Hughes, N., & Lock, M. M. 'The Mindful Body: A Prolegomenon to Future Work' in Medical Anthropology. *Medical Anthropology Quarterly*, 1(1), 1987, Pp. 6–31.

Unit II: Variations on the Body

a. Body in Practice

Turner, Terence S. 'The Social Skin', *HAU: Journal of Ethnographic Theory,* 2 (2): 2012. Pp. 486–503.

Bourdieu, Pierre. 'Belief and the body', in *The Logic of Practice*, Oxford: Blackwell, 1984. Chapter 4. Belief and the Body. Pp. 66-79.

b. Body and Identity

Wells, Susan. 'What Is This Body That We Read' in *Our Bodies, Ourselves and the Work of Writing*. United States: Stanford University Press. 2010, Chapter 4. Pp. 134-174.

Scott, Sue and David Morgan. 'You Too Can Have a Body Like Mine: Reflections on the Male Body and Masculinities' in *Body Matters: Essays on The Sociology of The Body*. United Kingdom: Taylor & Francis, 2004. Chapter 5. Pp. 70-88.

Fassin, Didier. 'How to Do Races with Bodies' in Frances E. Mascia-Lees ed. *A Companion to the Anthropology of the Body and Embodiment*, Cambridge: Blackwell, 2011. Pp. 419-431

c. Body, Power and Commodification

Boddy, Janice. 'Colonialism: Bodies under Colonialism', in Frances E. Mascia-Lees ed. *A Companion to the Anthropology of the Body and Embodiment*, Cambridge: Blackwell, 2011. Pp. 119-132.

Foucault, Michel. 'Body/Power' in *Power/knowledge: Selected Interviews and Other Writings*, 1972-1977. New York Knopf Doubleday Publishing Group, 1980. Chapter 3. Pp. 55-62.

Edmonds, A. 'The Poor Have the Right to be Beautiful? Cosmetic Surgery in Neoliberal Brazil'. *Journal of the Royal Anthropological Institute*, 13(2), 2007. Pp. 363–378.

d. Lived Body

Toombs, S. Key. 'The Lived Experience of Disability'. *Human Studies*, 18(1),1995. Pp. 9–22.

Morgan, David. 'The Body in Pain' in, *Real Bodies: A Sociological Introduction*. United Kingdom: Bloomsbury Publishing, 2017. Pp. 79- 94.

Unit III: Discourse on Body in Indian Context

Alter, Joseph S. 'Preface: History, Body, Culture' in *Gandhi's Body: Sex, Diet, and the Politics of Nationalism*. United States: University of Pennsylvania Press, 2011. Pp. ix-xiii

Gorringe, Hugo., & Rafanell, Irene. 'The Embodiment of Caste: Oppression, Protest and Change'. *Sociology*, 41(1), 2007. Pp. 97–112.

Mehta, Deepak. 'Circumcision, Body and Community' in Work, Ritual, Biography : A Muslim community in North India. India: Oxford University Press. 1997. Chapter 6. Pp. 178-213.

Sarah Lamb, 'The Politics of Dirt and Gender: Body Techniques in Bengali India', in *Dirt, Undress, and Difference: Critical Perspectives on the Body's Surface*. United States: Indiana University Press, 2005. Pp. 213-229.

Suggested Readings:

Alter, Joseph S. *The Wrestler's Body: Identity and Ideology in North India*. United Kingdom, University of California Press, 1992.

Arnold, David. *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India*. United Kingdom, University of California Press, 1993.

Berthelot, J. M). Sociological Discourse and the Body. *Theory, Culture & Society*, 3(3), 1986,155–161.

Bordo, Susan. *Unbearable Weight: Feminism, Western Culture, and the Body*. Berkley: University of California Press, 1993.

Davis, Lennard J. *Enforcing Normalcy: Disability, Deafness, and the Body*. United Kingdom: Verso Books, 1995.

Desjarlais, Robert R. *Body and Emotion: The Aesthetics of Illness and Healing in the Nepal Himalayas.* United States: University of Pennsylvania Press, 2011.

Dickenson, Donna. *Property in the Body: Feminist Perspectives*. Cambridge: Cambridge University Press, 2007.

Douglas, Mary. *Natural Symbols: Explorations in Cosmology*. London: Taylor & Francis, Chapter 5. Two Bodies, 2004., Pp. 72-91.

Eisenstein, Zillah R. *The Female Body and the Law*. Berkeley: University of California Press, 1988.

Falk, Pasi. *The Consuming Body*. London: Sage Publications, 1994.

Flood, Gavin D. *The Tantric Body: The Secret Tradition of Hindu Religion*. United Kingdom: Palgrave Macmillan, 2006.

Grosz, Elizabeth A. *Space, Time, and Perversion: Essays on the Politics of Bodies.* London: Routledge, 1995.

Kumar, Udaya. Self, body and inner sense: Some reflections on Sree Narayana Guru and Kumaran Asan. *Studies in History,* 1997, 13(2), 247–270.

Lupton, Deborah. *Medicine as Culture: Illness, Disease and the Body in Western Societies.* India: Sage Publications, 2003.

Scheper-Hughes, Nancy. *Commodifying Bodies*. India, London: Sage Publications, 2002.

O'Neill, John. *Five Bodies: Re-figuring Relationships*. United Kingdom: Sage Publications, 2004.

Serres, Michel. *Variations on the Body*. United States: University of Minnesota Press, 2015.

Shilling, Chris. *Re-Forming the Body: Religion, Community and Modernity*. United Kingdom: Sage Publications (CA), 1997.

Shilling, Chris. *The Body and Social Theory*. United Kingdom: Sage Publications, 2012.

Strathern, Andrew. *Body Thoughts*. United Kingdom: University of Michigan Press, 1996.

Teman, Elly. *Birthing a Mother: The Surrogate Body and the Pregnant Self*. United Kingdom: University of California Press, 2010.

Thomas J. Csordas. Embodiment as a Paradigm for Anthropology , *Ethos* , Vol. 18, No. 1,1990, Pp. 5-47

Turner, Bryan S. *The Body and Society: Explorations in Social Theory*. United Kingdom, Sage Publications, 2008.

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) 09
Sociology and Social Policy

DISCIPLINE SPECIFIC ELECTIVE COURSE -09(DSE-09): Sociology and Social Policy

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 09 Sociology and Social Policy	**4**	**3**	**1**	**0**	**12th Class Pass**	**Nil**

Learning Objectives:

1. To consittute social policy as an obhect of sociological investigation and recount key theories, concepts, and methods devoloped foraround it.
2. To impart the methods of analysing the formulation, adoption, implementation of social policy from a sociological vantage.
3. To appreciate social policy analysis as an interdisciplinary field of study and understand the complex dynamics of the politics of decision making.

Learning Outcomes:

Students will be able to:

1. *Develop* critical and analytical skills with respect to examining the complex dynamics involved in social policy making process.
2. *Recognise*, *evaluate* and dissect policies of social importance in the interest of people, society and environment.
3. *Exhibit* the requisite analytical skills to evaluate and improve social policy.

SYLLABUS OF DSE-09: Sociology and Social Policy

Unit I: Social Policy and Sociological Analysis (15 Hours)

This unit invites students to the world of Social Policy and familiarizes them with some of its important conceptual and theoretical frameworks, meanings, evolution and manifest practices.

a. What is Social Policy?
b. Social Policy and Sociological Perspectives

Unit II: Making Social Policy I: Institutions, Ideologies and Actors (15 Hours)

This unit engages with the context, value framework, social character and politics involved in the policy-making process.

a. Social Policy as a Worldview
b. The Character of Social Policies in India

Unit III: Making Social Policy II: Craft and Analysis (15 Hours)

This unit introduces students to the methodological issues involved in the craft of policy-making from a sociological perspective and problematizes the dominance of technocracy and reductionist public policy experts.

a. Methodological and Technical Frameworks
b. Emerging Issues and Concerns in Social Policy

Practical Component: NIL

Course Outline and Essential/Recommended Readings:

Unit I. Social Policy and Sociological Analysis

a. **What is Social Policy?**

Spicker, P. (2014). Introduction: The Nature of Social Policy. In: *Social Policy: Theory and Practice*. Great Britain: Policy Press. Pp. 1–20.

Dreze, J. (2016). Social Policy: An Introduction In: Jean Dreze (ed.) (2016). Social *Policy: Essays from Economic and Political Weekly*, New Delhi: Orient Blackswan. Pp.1-18.

b. Social Policy and Sociological Perspectives

Coffey, A. (2004). Sociological Theory and Social Policy, In: *Re-Conceptualizing Social Policy: Sociological Perspectives on Contemporary Social Policy*. England: Open University Press. Pp.1-4, 10-11, 19-22, 30-41.

Unit II: Making Social Policy I: Institutions, Ideologies and Actors

a.   Social Policy Worldview: Ideology, Value Frameworks and Priorities
Spicker, P. (2014). Principles and Values. In: *Social Policy: Theory and practice*. Great Britain: Policy Press. Pp. 181–202.

Lapuente, V & Van de Walle, S. (2020).The Effects of New Public Management on the Quality of Public Services. In: *Governance: An International Journal of Policy, Administration and Institution.* Vol.33, Issue.3. Pp. 461-464.

Manuel, T. (2019). How Does One Live the Good Life?: Assessing the State of Intersectionality in Public Policy. In: O. Hankivsky, J. S. Jordan-Zachery (eds.), *The Palgrave Handbook of Intersectionality in Public Policy*. London:Palgrave. Pp-33-46

Ghosh, J. (2004). Social Policy in Indian Development. In: T. Mkandawire (eds) *Social Policy in Development Context*. London: Palgrave Macmillan. Pp. 284-307.

b. The Character of Social Policies in India

Sen, S (2022). Law and Social Policy in India. In: Davy, U., & Chen, A.H.Y. (Eds.). *Law and Social Policy in the Global South: Brazil, China, India, South Africa*. New York: Routledge. Pp-78-127

Pellissery, S. (2021). One Hundred Years of the (Stifed) Social Question, In: L. Leisering (ed.). *One Hundred Years of Social Protection, Global Dynamics of Social Policy*. Cham: Palgrave Mcmillan. Pp.121-142

Chopra, D. (2011). Policy Making in India: A Dynamic Process of Statecraft. *Pacific Affairs*, *84*(1), 89–107.

Unit III: Making Social Policy II: Craft and Analysis (15 Hours)

a. Methodological and Technical Frameworks

Fischer, Frank. (2007). Deliberative Policy Analysis as Practical Reason: Integrating Empirical and Normative Arguments, In: Frank Fischer, Gerald J. Miller, Mara S. Sidney (ed.) 2007. *Handbook of Public Policy Analysis: Theory, Politics, and Methods*. New York: CRC Press Taylor & Francis Group.pp.pp.223-236

Spicker, P. (2014). Policy in Practice. In *Social policy: Theory and practice*. Great Britain: Policy Press. Pp. 223–244, 429-431

Deshpande, S., and Y. Yadav. (2006). Redesigning Affirmative Action. *Economic and Political Weekly*. Volume 41. Pp. 2419–2424.

b. Emerging Issues and Concerns in Social Policy

Dunleavy, P. (2016). 'Big data' and Policy Learning. In: Gerry Stoker and Mark Evans (ed.). *Evidence-based Policy Making in the Social Sciences: Methods that Matter*. UK: Policy Press. Pp.145-160, 163-166.

(To make the course more empirically grounded and impactful the instructors are suggested to incorporate activities like Policy Review, Field Study, and Policy Expert Interaction)

Suggested Readings:

O'Connor, F. Mary Katherine & Netting, Ellen (Eds.). (2011). *Analyzing Social Policy Multiple Perspectives for Critically Understanding and Evaluating Policy*. New Jersy: John Wiley & Sons, Inc. Pp.1-7, 14-17

Blakemore, K and Griggs, E. (2007). Ideas and Concepts. In: *Social Policy: An Introduction.* Open University Press, England, pp. 5-10 & 15-39.

Government of India. (1946 – 1950). *Constituent Assembly Debates (Proceedings) Vol. I to XII(1946-1950)*.

Government of India. (1963). The Planning Process, Planning Commission,New Delhi, 1963

Government of India. (1985). *Challenges of Education: A Policy Perspectives*. MHRD.

Government of India. (2005).The Mahatma Gandhi National Rural Employment Guarantee Act, 2005..

Government of India. (2013). The National Food Security Act 2013.

Govt. of India, Ministery of Education. (2019,2020). Draft National Education Policy, 2019 and National Education Policy, 2020.

Government of India. (2020).The Code on Social Security, 2020, Government of India

Murali, K. (2018). Caste, Class and Capital: The Social and Political Origins of Economic Policy in India. Cambridge: Cambridge University Press.

Nussbaum, M and Sen, A. (1993). *The Quality of Life.* Oxford: Oxford University Press.

Patton, C V; Sawicki, D; Clark, Je. (2016). *Basic Methods of Policy Analysis and Planning. New York:*Rutledge.Pp. 21-33, 43-57.

Report of the Expert Group to Propose "Diversity Index" and to Work out the Modalities for Implementation. 2008. Submitted to the Ministry of Minority Affairs. Government of India

Saha, K.T. (Eds.). (1947). *National Planning Committee Series, Report of the Sub-committees (Vol.1-25)* Bombey: Vora & co. Publishers ltd.

Vaidyanatha Ayyar, R.V. (2017). *History of Education Policy Making in India: 1947 - 2016.* Delhi: Oxford University Press.

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

Category VI
Common List of Generic Electives (GE)
Generic Elective (GE) 13
Understanding Development

GENERIC ELECTIVE COURSE- 13 (GE 13): Understanding Development

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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 13 Understanding Devolopment	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. To introduce diverse processes of development from a sociological view point.
2. To familiarise students with ideas, theories, and practices of development.
3. To acquaint students with the trajectory and experiences of development in post-colonial India.

Learning outcomes:

Students will be able to:

1. *Identify* and understand different ideas of, and approaches to, development.
2. *Examine* the discourse of development as a relationship between developmental institutions, actors, policies and theories.
3. *Analyse* the key features of developmental processes in post-colonial India.
4. *Evaluate* developmental practices in different locations, moments, and contexts.

SYLLABUS OF GE 13: Understanding Devolopment

Unit I: Unpacking Development (9 Hours)
This unit examines the way development discourse is constituted analytically and historically.

Unit II: Theorizing Development (18 Hours)
This unit introduces students to various theoretical perspectives on development.

a. Modernization, Dependency and the World Systems
b. Gender, Ecology and Devolopment Theory
c. Devolopment as Freedom
d. De-essentialising Development

Unit III: Development: Histories, Practices and Alternatives (18 Hours)
This unit maps analytical and historical contours of development in South Asia and introduces issues arising out of development in practice.

a. Histories
b. Practices
c. Alternatives

Practical Component: NIL

Essential/Recommended Readings:

Unit I. Unpacking Development

Rist, Gilbert. *The History of Development: From Western Origins to Global Faith*. United Kingdom: Zed Books, 2014. Chapter 1. Definitions of Development. Pp. 1-24.

Sachs, Wolfgang (ed). *The Development Dictionary: A Guide to Knowledge as Power.* United Kingdom: Zed Books, 2010.v *Devolopment.* Pp. 1-21.

Unit II. Theorizing Development (18 Hours)

a. Modernization, Dependency and the World Systems

Bernstein, Henry. 'Modernization Theory and the Sociological Study of Development', *The Journal of Development Studies, 1971, Volume* 7, No. 2. Pp. 141-155

Roberts, J. Timmons. *The Globalization and Development Reader: Perspectives on Development and Global Change*. Germany: Wiley, 2014. Pp. 107-114, 126-144.

b. Gender, Ecology and Devolopment Theory

Pearson, Ruth 'The Rise and Rise of Gender and Development' in Kothari, Uuma K. *A Radical History of Development Studies: Individuals, Institutions and Ideologies*. United Kingdom: Zed Books, 2019. Pp. 157- 176.

Redclift, Michael 'Development and the Environment: Managing the Contradictions?' in Leslie Sklair (ed.) *Capitalism and Development*. United Kingdom: Taylor & Francis, 2002. Pp. 123-137

c. Devolopment as Freedom

Sen, Amartya. *Development as Freedom*. United Kingdom: OUP Oxford, 2001. pp. 3-11, 35-54.

d. De-essentialising Development

Sanyal, Kalyan. *Rethinking Capitalist Development: Primitive Accumulation, Governmentality and Post-Colonial Capitalism.* United Kingdom: Taylor & Francis, 2014. Pp. 168-189.

Unit III. Development: History, Practices and Alternatives (18 Hours)

a. History

Ludden, David. 'Development Regimes in South Asia: History and the Governance Conundrum' *Economic and Political Weekly*, 2000, Vol. 40, No. 37. Pp. 4042–51.

Chatterjee, Partha, 2008. 'Democracy and Economic Transformation in India,' *Economic and Political Weekly, 2008,* Vol. 48, No. 16. Pp. 53-62.

Mosse, David. Caste and Development: Contemporary Perspectives on a Structure of Discrimination and Advantage. World Development, 2018, Volume 110. Pp. 423-433.

b. Practices

Hirschman, Albert O. *Development Projects Observed.* United States: Brookings Institution Press, 2014. Pp. 1-31

De-Sardan, Jean-Pierre Oliver. *Anthropology and Development: Understanding Contemporary Social Change.* United Kingdom: Bloomsbury Publishing, 2008. Pp. 137-151.

c. Alternatives

Kothari, Ashish., Shrivastava, Aseem. *Churning the Earth: The Making of Global India.* India: Penguin, 2012. Pp. 254-292.

Suggested Readings:

Bardhan, Pranab K. *The Political Economy of Development in India.* United Kingdom: B. Blackwell, 1984.

Harrison, Elizabeth., Crewe, Emma. *Whose Development? An Ethnography of Aid.* United Kingdom: Bloomsbury Academic, 1998.

Galeano, Eduardo. *Open Veins of Latin America.* United Kingdom: Monthly Review Press, 1997.

Mies, Maria. *Patriarchy and Accumulation on a World Scale: Women in the International Division of Labour.* United Kingdom: Zed Books, 2014.

Rodney, Walter. *How Europe Underdeveloped Africa.* United Kingdom: Verso Books, 2018.

Schumacher, E. F., McKibben, Bill. *Small Is Beautiful: Economics as If People Mattered.* India: Harper Collins, 2010.

Wolf, Eric R. Europe and the People Without History. United Kingdom: University of California Press, 2010.

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

Sociology
Generic Elective (GE) 14
Sociology of Disability

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 14 Sociology of Disability	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. To offer a sociological understanding of disability and outline a pluralitty of theoretical approaches towards its conceptualisation.
2. To familiarise students with critical disability theory and underline its intersections with other systems of oppression, such as caste, class, gender and sexuality.
3. To provide a sociological understanding of ableism and the processes and structures that reproduce it and introduce the disability rights movement in India and its policy interventions and advocacies.

Learning outcomes:

Students will be able to :

1. *Identify* the different sociological perspectives of disability; from social labeling theory to social constructionism and the critical disability theory.
2. *Examine* the cultural representations of disability and look at its various intersections.
3. *Develop* knowledge about disability rights, including the Disability Rights Movement and various policies on Disability.

SYLLABUS OF GE 14: Sociology of Disability

Unit I: Understanding Disability (12 hours)
This unit examines the theoretical engagement with disability, outlining the conceptualisation(s) and theoretical models to understand disability.

a. Meanings and Conceptualisation
b. Sociological Perspectives on Disability

Unit II: Disability and Vulnarability (15 hours)
This unit examines the interaction between disability and other axes of social inequality.

Unit III: Disability in Everyday Life (9 hours)
This unit approaches disability by focusing on the culture of ableism. The unit notes practices of socio-cultural reproduction of ableism and its contestation.

a. Ableism and Inaccessibility
b. Everyday Practices of Resistance

Unit IV: Paradigm Shifts and Emerging Issues (9 hours)

This unit focuses on rights assertion, interventions and emerging issues in disability studies and activism.

a Disability Rights Movements
b. Policy Interventions
c. Emerging Issues

Practical Component: NIL

Essential/Recommended Readings:

Unit I: Understanding Disability

a. Meanings and Conceptualisation

Davis, Lennard. 2017. "Introduction : Disability, Normality, and Power*"* in Lennard J. Davis (eds) *The Disability Studies Reader*. Routledge. Pp 1-16.

Shakespear, Tom. 2017. "The Social Model of Disability" in Lennard J. Davis (eds) *The Disability Studies Reader*. Routledge. Pp 195-203.

b. Sociological Perspectives on Disability

Parsons, Talcott. 1975. "The Sick Role and the Role of the Physician Reconsidered" *The Milbank Memorial Fund Quarterly. Health and Society. Vol 53, No. 3 (Summer 1975)* Pp. 257-278.

Goffman, E. 2006. 'Selections from Stigma'. In, Lennard J. Davis, *The Disability Studies Reader: Second Edition*. Pp. 131-140.

Sztobryn-Giercuszkiewicz, J., 2017. *Critical Disability Theory as a Theoretical Framework for Disability Studies*. Oblicza niepełnosprawności w praktyce i teorii,. Pp. 29-35.

Unit II: Disability and Vulnarabilities

Adlakha, Renu. 2008. "Disability, Gender and Society", *Indian Journal of Gender Studies*, 15(2). Pp. 191–207.

Chakravarti, Upali. 2008. "Burden of Caring: Families of Disabled in Urban India" In *Disability Studies in India: Global Discourses, Local Realities*, New Delhi: Routledge. Pp. 122-144

Johri, Rachana. 2019. "Disability and Mothering: Embodied Knowledge", *Peace Prints: South Asian Journal of Peacebuilding*, Vol. 5, No. 1, Special Issue: Summer 2019, pp. 2-16.

Hiranandani,Vanamala and Deepa Sonpal. 2010. 'Disability, Economic Globalization and Privatization: A Case Study of India', *Disability Studies Quarterly*, Vol 30 (3 / 4).

Unit III: Disability in Everyday Life

a. Ableism and Inaccessibility

Nario-Redmond, M. 2020. *Ableism: The Causes and Consequences of Disability Prejudice.* Wiley Blackwell. Chapter 3: Justifying Ableism: Ideologies and Language, pp. 80-109.

b. Everyday Practices of Resistance

Gold, J.R. and Margaret Gold. 2007. "Access for all: the rise of the Paralympic Games", The Journal of The Royal Society for the Promotion of Health, 127(3):133-141.

Bhowmick, Partho. 2013. "Blind with Camera: Photographs by the Visually Impaired", In Renu Addlakha (eds.) *Disability Studies in India Global Discourses, Local Realities*. Routledge. Pp. 303-330.

Unit IV: Paradigm Shifts and Emerging Issues

a. Evolution of Disability Rights

Mehrotra, Nilika. 2011. "Disability Rights Movements in India: Politics and Practice", EPW, 46, no. 6 (2011): 65–72.

b. Law and Policy Interventions

Dhanda, Amita. (2018) Disability Studies Reading of the Law for Persons with Disabilities in India" in Anita Ghai (ed.) *Disability in South Asia: Knowledge and Experience* Sage Publications . pp- 383- 400.

c. Emerging Issues

Barton, L. 2018. *Disability and Society, Emerging Issues, and Insights*. Routledge London & New York. Chapter 1 'Sociology and Disability: Some Emerging Issues. Pp. 1-15.

Suggested Readings:

Chaney, Paul. 2020. "An Institutionally Ableist State? Exploring Civil Society Perspectives on the Implementation of the Convention on the Rights of Persons with Disabilities in India", *Journal of Civil Society*, 16:4, pp. 372-392

Campbell, Fiona. 2018. "Refocusing and the Paradigm Shift: From Disability to Studies in Ableism" In, Anita Ghai (ed.) *Disability in South Asia Knowledge and Experience*. Sage Publications. Pp. 38-57

Frederick, A., & Shifrer, D. (2019). Race and Disability: From Analogy to Intersectionality, *Sociology of Race and Ethnicity*, *5*(2), 200–214.

Ghai, Anita. 2003. *(Dis)Embodied Form: Issues of Disabled Women*. New Delhi. Har-Anand Publications. Chapter 1 and 2.

Ghai, Anita. 2015. *Rethinking Disability in India*. Routledge. Chapter 2: Conversations about Disability: The Cultural Landscape.

Goodley, Dan. 2014. *Dis/Ability Studies: Theorising Disablism and Ableism*. Routledge. Chapter 3: Intersectionality, pp. 35-50.

Hans, Asha and Annie Patri. 2003. *Women, Disability, and Identity*. Sage Publications.

Mehrotra, Nilika, 2020, "Situating Disability Studies: A Prolegomenon" in Nilika Mehrotra (eds.) *Disability Studies in India : Interdisciplinary Perspectives*. Springer. Pp.1-24

Suggested E-Resources:

Policy Documents :
Ministry of Social Justice and Empowerment (Government of India). 2006. National Policy for Persons with Disabilities.
https://disabilityaffairs.gov.in/upload/uploadfiles/files/National%20Policy.pdf

Department of Personnel and Training (Government of India). (No date). Frequently Asked Questions (FAQ) on the Policy of Reservation to Persons with Disabilities.
https://dopt.gov.in/sites/default/files/FAQ_Disabilities.pdf

Unique Disability ID, Department of Empowerment of Persons with Disability, Ministry of Social Justice and Empowerment (Government of India). "Disability Schemes".
https://www.swavlambancard.gov.in/schemes/search

National Human Rights Commission. 2006. Rights of the Disabled by Anuradha Mohit, Meera Pillai and Pratiti Rungta.
https://nhrc.nic.in/sites/default/files/DisabledRights_1.pdf

Ministry of Social Justice and Empowerment (Government of India). 2021. Public Notice Inviting Comments on the draft National Policy for Persons with Disabilities.
https://disabilityaffairs.gov.in/upload/uploadfiles/files/Draft%20Copy%20New%20National%20Policy%20May%202022%20.pdf

World Health Organisation. "WHO Policy on Disabilities".
https://www.who.int/about/policies/disability

Films/Documentaries

● Klein, B.S. 2006. *Shameless: The Art of Disability.*
● Bhansali, Sanjay L. 2005. *Black.*
● Neudel, Eric. 2011. *Lives Worth Living.*
● Davenport, Reid. 2022. *I Didn't See You There.*
● Lebrecht, James and Nicole Newnham. 2020. *Crip Camp: A Disability Revolution.*

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

Sociology
Generic Elective (GE) 15
Key Debates in 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		
GE 15 Key Debates in Sociology	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. To bring the key theoretical and methodological debates of sociology alive for the students.
2. To impart an understanding of the sociological enterprise as something that is at once conceptual, methodological and substantive.
3. To help students integrate their sociological learning into a vital coherent, organic and evolving sociological vision.

Learning outcomes:

Students will be able to:
1. *Develop* knowledge of key sociological debates, their origins, configurations and interrelations.
2. *Identify* sociology as a dynamic, dialogical and open-ended discipline and ability to practice it as such.
3. *Outline*, assess and analyse the ongoing sociological debates and demonstrate an ability to create a viable sociological investigation and contextualise it in the enduring and active disciplinary legacy of debates.

SYLLABUS OF DSC-15: Key Debates in Sociology

Unit 1: Debates in Sociology: Contexts and Configurations (9 Hours)

This unit locates the sociological debates in their historical context. It also introduces students to the debate surrounding the lines that mark the separation of sociology and social anthropology.

Unit 2: Methods, Concepts and Theories (30 Hours)

This unit discusses key methodological, conceptual and theoretical debates in sociology.

a. **Debating Methods**

b. **Conceptual Debates**

    i.   **Community and Society: Comte, Tonnies, Weber, Durkheim**

    ii.   **Status and Class: Marx, Weber**

    iii.   **Sacred, Profane and Secular: Durkheim, Weber**

c. **Debating Theory**

Unit 3: Debating Modernity (6 Hours)

This unit maps the Sociological debate on the nature of modernity.
Practical Component: NIL

Essential/Recommended Readings:

Unit 1: Debates in Sociology: Contexts and Configurations

Nisbet, Robert. *The Sociological Tradition*. United Kingdom: Taylor & Francis, 2017. Chapter 1. The Unit-Ideas of Sociology Pp. 3-20.

Gellner, Ernest. *Cause and Meaning in the Social Sciences*. United Kingdom: Taylor & Francis, 2004. Chapter 7. Sociology and Social Anthropology. Pp. 109- 137.

Unit 2: Methods, Concepts and Theories

a. **Debating Methods**

Hindess, Barry. *Philosophy and Methodology in the Social Sciences*. United Kingdom: Harvester Press, 1977.Introduction, Pp. 1-22.

Stedman-Jones, Susan. Fact/Value. Chris Jenks ed. *Core Sociological Dichotomies*. United Kingdom: SAGE Publications, 1998. Pp. 49- 62.

Bourdieu, Pierre. *Sociology in Question*. United Kingdom: Sage Publications (CA), 1993. Chapters 2. A science that makes Trouble, Chapter 3. Sociologist in Question. Pp. 8-35.

b. **Conceptual Debates**

i.   **Community and Society: Comte, Tonnies, Weber, Durkheim**

Nisbet, Robert. *The Sociological Tradition*. United Kingdom: Taylor & Francis, 2017. Chapter 3. Community. Pp. 47-51, 56-61, 71-97.

ii.   **Status and Class: Marx, Weber,**

Nisbet, Robert. *The Sociological Tradition*. United Kingdom: Taylor & Francis, 2017. Chapter 5. Status. Pp. 174-182, 200-208, 212-216.

iii.   Sacred, Profane and Secular: Durkheim, Weber

Nisbet, Robert. *The Sociological Tradition*. United Kingdom: Taylor & Francis, 2017. Chapter 6. The Sacred. Pp. 221-231, 243-251.

c. Debating Theory

Mills, C. Wright. *The Sociological Imagination*. United Kingdom: Oxford University Press, USA, 1999. Chapter 2. Grand Theory. Pp. 25-49.

Coleman, James S. Microfoundations and Macrosocial Behavior. In Jeffrey C. Alexander. *The Micro-macro Link*. United Kingdom: University of California Press, 1987. Pp. 153-172.

Unit 3: Debating Modernity (6 Hours)

Giddens, Anthony. *Conversations with Anthony Giddens: Making Sense of Modernity*. Germany: Polity Press, 2013. Pp. 94-117

Chatterjee, Partha. *Our Modernity*. Netherlands: SEPHIS, 1997. 3-20

Suggested Readings:

Alexander, Jeffrey C. and Steven Seidman. *The New Social Theory Reader*. United Kingdom: Taylor & Francis, 2020. Pp. 354-404.

Anderson, R. J. *Classic Disputes in Sociology*. United Kingdom: Allen & Unwin, 1987.

Bauman, Zygmunt. Is there a postmodern sociology? In Steven Seidman ed. *The Postmodern Turn: New Perspectives on Social Theory*. United Kingdom: Cambridge University Press, 1994. Pp.187-204.

Filmer, Paul. Theory/Practice. Chris Jenks ed. *Core Sociological Dichotomies*. United Kingdom: SAGE Publications, 1998.

Foss, Dennis C. *The Value Controversy in Sociology*. United Kingdom: Jossey-Bass Publishers, 1977.

Giddens, Anthony. Positivism and its Critics in Tom Bottomore ed. *A History of Sociological Analysis*. United Kingdom: Pearson Education, 1979. Pp. 237-283.

Giddens, Anthony. *The Consequences of Modernity*. United Kingdom: Stanford University Press, 1990. Pp. 1-54.

Gouldner, Alvin Ward. *For Sociology: Renewal and Critique in Sociology Today*. United Kingdom: Allen Lane, 1973.

Hawthorn, Geoffrey. *Enlightenment and Despair: A History of Social Theory*. United Kingdom: Cambridge University Press, 1987.

Holton, R. J. *The Transition from Feudalism to Capitalism*. United States: St. Martin's Press, 1985.

Jenks, Chris ed. *Core Sociological Dichotomies*. United Kingdom: SAGE Publications, 1998.

Knorr-Cetina, K. and A. V. Cicourel. *Advances in Social Theory and Methodology: Toward an Integration of Micro- and Macro-Sociologies*. United Kingdom: Taylor & Francis, 2014.

Ritzer, George. *Issues, Debates and Controversies: An Introduction to Sociology*. United States: Allyn & Bacon, Incorporated, 1972. Pp 469-500.

Tim Ingold ed. *Key Debates in Anthropology*. United Kingdom: Taylor & Francis, 2003.

Merton, R. K. (1968). Social Theory and Social Structure. India: Free Press. Chapter 2. Sociological Theories of Mddle Range. Pp. 39-72

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