

**Department of Sociology**  
**B.A. (Honors) Sociology**  
**Scheme of Courses and Syllabus**

**V Semester Courses**

**Under Choice Based Credit System (CBCS)**

**(Revised with LOCF)**

**2019**



**दिल्ली विश्वविद्यालय**  
**University of Delhi**

## **BA (Honors) Sociology under**

### **CBCS**

For V Semester

(DSE courses for Semester V and VI)

| <b>Schema of Courses</b>  |   |                     |
|---|---|---------------------|
| <b>S. No</b>  | <b>Name of the Course</b>               | <b>Page Numbers</b> |
| <b>Core Courses (CC)</b>  |   |                     |
| <b>C 11</b>   | <b>Sociological Thinkers I</b>          | <b>51-53</b>        |
| <b>C 12</b>   | <b>Sociological Research Methods I</b>  | <b>54-57</b>        |
| <b>Discipline Specific Electives(DSE)</b>   |   |                     |
| <b>Explanation: Specific DSEs may be offered either in Semester V or Semester VI. Students who have opted for a particular DSE in Semester V are not allowed to opt for the same course in Semester VI.</b> |   |                     |
| <b>DSE 01</b>   | <b>Urban Sociology</b>                  | <b>65-70</b>        |
| <b>DSE 02</b>   | <b>Agrarian Sociology</b>               | <b>71-76</b>        |
| <b>DSE 03</b>   | <b>Environmental Sociology</b>          | <b>77-82</b>        |
| <b>DSE 04</b>   | <b>Sociology of Work</b>                | <b>83-88</b>        |
| <b>DSE 05</b>   | <b>Sociology of Health and Medicine</b> | <b>89-93</b>        |
| <b>DSE 06</b>   | <b>Indian Sociological Traditions</b>   | <b>94-98</b>        |
| <b>DSE 07</b>   | <b>Visual Culture</b>                   | <b>99-104</b>       |
| <b>DSE 08</b>   | <b>Reading Ethnographies</b>            | <b>105-108</b>      |

**Scheme For Courses For BA (Honors) Sociology under CBCS**  
**For Honors in Sociology: A+(B)+C+D+ (E)=140 Credits (Credits in the Parenthesis could be Earned Outside the Department)**

| Semester | (A)<br>CORE COURSES<br>(14 Courses)<br>(5 Lectures+ 1 Tutorial<br>per Course)<br>6 Credits per Course<br>14x6=84 Credits | (B)<br>Ability<br>Enhancement<br>Courses<br>(AECC)<br>(2 Courses)<br>2 Credits per<br>Course 2x2=4<br>Credits | (C)<br>Skill Enhancement Course<br>(SEC) (2 Courses)<br>(2 Lectures)<br>(2 Credits per<br>Course) 2x2=4<br>Credits | (D)*<br>Elective:<br>Discipline Specific<br>DSE (4 Courses)<br>(5 Lectures+1 Tutorial Per Course)<br>4x6=24 Credits | (E)<br>Elective: Generic<br>Elective (GE)<br>(4 Courses)<br>(5 Lectures+1 Tutorial<br>Per Course)<br>4x6=24 Credits |
|----------|--|---|--|---|---|
| I        | <b>Core 1</b><br>Introduction to<br>Sociology I  | (English/ MIL Communication)/<br>Environmental<br>Science   |  |   | From GE List  |
|          | <b>Core 2</b><br>Sociology of India I  |   |  |   |   |
| II       | <b>Core 3</b><br>Introduction to<br>Sociology II   | (English/ MIL Communication)/<br>Environmental<br>Science   |  |   | From GE List  |
|          | <b>Core 4</b><br>Sociology of India II   |   |  |   |   |
| III      | <b>Core 5</b><br>Political Sociology   |   | SEC 01<br>Reading, Writing and Reasoning for<br>Sociology  |   | From GE List  |
|          | <b>Core 6</b><br>Sociology of Religion   |   |  |   |   |
|          | <b>Core 7</b><br>Sociology of Gender   |   |  |   |   |
| IV       | <b>Core 8</b><br>Economic Sociology  |   | SEC 02<br>Techniques of Ethnographic Film<br>Making  |   | From GE List  |
|          | <b>Core 9</b><br>Sociology of Kinship  |   |  |   |   |
|          | <b>Core 10</b><br>Social Stratification  |   |  |   |   |
| V        | <b>Core 11</b><br>Sociological Thinkers I  |   |  | DSE 01. Urban Sociology   |   |
|          | <b>Core 12</b><br>Sociological Research<br>Methods I   |   |  | DSE 02. Agrarian Sociology  |   |
|          |  |   |  | DSE 03. Environmental Sociology   |   |
| VI       | <b>Core 13</b><br>Sociological Thinkers II   |   |  | DSE 04. Sociology of Work   |   |
|          |  |   |  | DSE 05. Sociology of Health and<br>Medicine   |   |
|          | DSE 06. Indian Sociological<br>Traditions  |   |  |   |   |
|          | DSE 07. Visual Cultures  |   |  |   |   |
|          | <b>Core 14</b><br>Sociological Research<br>Methods II  |   |  | DSE 08. Reading Ethnographies   |   |

\*(a) Students have to choose any two of these 4 courses to offer in each semester. (b) Any Student may opt to do Independent research essay in the VI semester for 6 credits instead of a DSE course.

**B.A. (H) Sociology**  
**Core Course 11**  
**Sociological Thinkers –I**

**Course Objectives**

Objective of teaching sociological Thinkers to undergraduate students is to enable them to apply theory to their own everyday life experiences.

This requires that students develop their sociological imagination and the capacity to read each situation sociologically and then to think about it theoretically.

To this end, it is imperative that sociological theory courses demonstrate the applicability of theory to students.

**Course Learning Outcome**

1. Understanding the grand foundational themes of sociology.
2. Application of theories and concepts from classical sociological theories to develop intellectual openness and curiosity.
3. Appreciation of the classical concepts and theories to develop awareness of the limits of current knowledge.

**Course Outline**

**Unit 1. Karl Marx**

- 1.1. Dialectics and Historical Materialism.
- 1.2. Capitalist Mode of Production

**Unit 2. Max Weber**

- 2.1. Social Action and Ideal Types
- 2.2. Religion and Economy

**Unit 3. Emile Durkheim**

- 3.1. Social Fact
- 3.2. Nature of Solidarity

**Course Content**

**Unit 1. Karl Marx (Weeks 1-5)**

Marx, K. and F. Engels. 1969. *Selected Works Vol. 1*. Moscow: Progress Publishers. pp. 13-15 ([Theses on Feuerbach](#) ), pp. 16-80 ([A Critique of the German Ideology](#) ), pp.98-137

([Manifesto of the Communist Party](#) ), pp. 142-173 ([Wage Labour and Capital](#) ), pp. 502-506 ([Abstract of Preface from A Contribution to the Critique of Political Economy](#) ).

## **Unit 2. Max Weber (Weeks 6-9)**

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

Weber, Max. 2002. *The Protestant Ethic and the Spirit of Capitalism* (translated by Stephen Kalberg). London: Blackwell Publishers, pp. 3-54, 103-126, Chapters I, II, III, IV & V

Weber, Max. 'Science as a Vocation' in David Owen and Tracy Strong eds. *Max Weber : The Vocation Lectures*. 2004. Indianapolis/ Cambridge, Hachette Publishing Company. pp. 1-31.

## **Unit 3. Emile Durkheim (Weeks 10-14)**

Durkheim, E. 1958. *The Rules of Sociological Method*. New York: The Free Press. pp. 48- 107, 119-144

Durkheim, E. 1951. *Suicide: A Study in Sociology*. New York: The Free Press, pp. 41-56, 145-151.

Durkheim, E. 1964. *The Division of Labour in Society*, New York, The Free Press. Ch 2 & 3 pp. 70-133.

## **References:**

### **Compulsory**

Marx, K. and F. Engels. 1969. *Selected Works Vol. 1*. Moscow: Progress Publishers. pp. 13-15 ([Theses on Feuerbach](#) ), pp. 16-80 ([A Critique of the German Ideology](#) ) pp.98-137 ([Manifesto of the Communist Party](#) ), pp. 142-173 ([Wage Labour and Capital](#) ), pp. 502-506 ([Abstract of Preface from A Contribution to the Critique of Political Economy](#) ).

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

Weber, Max. 2002. *The Protestant Ethic and the Spirit of Capitalism* (translated by Stephen Kalberg). London: Blackwell Publishers, pp. 3-54, 103-126, Chapters I, II, III, IV & V

Weber, Max. 'Science as a Vocation' in David Owen and Tracy Strong eds. *Max Weber : The Vocation Lectures*. 2004. Indianapolis/ Cambridge, Hachette Publishing Company. pp. 1-31

Durkheim, E. 1958. *The Rules of Sociological Method*. New York: The Free Press. pp. 48- 107, 119-144

Durkheim, E. 1951. *Suicide: A Study in Sociology*. New York: The Free Press, pp. 41-56, 145-151.

Durkheim, E. 1964. *The Division of Labour in Society*, New York, The Free Press. Ch 2 & 3 pp. 70-133.

### **Additional Reading**

Turner, J. N., Beeghley, Leonard, Powers, Charles. *The Emergence of Sociological Theory*.

### **Teaching Learning Process:**

- a. The students are encouraged to read the original texts and the teacher often participates in the reading process. Thereby the teacher engages in active, rather than passive, pedagogy.
- b. It is important that the classroom sessions, initiated either by the student or the teacher, would encourage teamwork and draw students towards learning, yet there are other means available now which add to that. The use of digital/ICT generated techniques (audio-visual aids).

### **Assessment Methods:**

1. Class assignments/term papers, theme(s) of which are chosen following teacher-student discussion, is one of the ways of assessing the subject and writing skill of the students.
2. Tutorial discussion oral presentations and viva-voce, short individual/team led field studies/projects and seminars/workshops are other modes of assessment. These are included in the Internal Assessment (IA) system.
3. Mid-semester examination is another mode of assessment. Here again, the topic(s) on which the students are to be examined are chosen through teacher-student consultation. Mid-semester examination tests the students on the grasp of the topic(s) in particular and the discipline in general.
4. The end-semester examination is conducted by the university and the student is tested and evaluated on the basis of the entire paper (syllabus). S/he is expected to have a full knowledge of the paper and prescribed readings.

### **Keywords**

*Materialism, Idealism, Dialectics, Surplus Value, Labour, Commodity, Class Social Action, Ideal Type, Value-free, Value-relevance, Verstehen, Calling, Protestant Ethics, Calvinism, Social Fact, Explanation, Solidarity*

**BA (H) Sociology**  
**Core Course 12**  
**Sociological Research Methods-I**

**Course Objective:**

1. The course is a general introduction to the methodologies of sociological research. It will provide the student with elementary knowledge of the complexities and philosophical underpinnings of research.

**COURSE LEARNING OUTCOMES**

1. Students are introduced to sociological research both from a theoretical and methodological perspective. They understand the importance of research in social science.
2. Students develop the ability to evaluate the methodological validity of the claims made by theory.
3. The course enables students to evaluate a piece of research and move towards designing a simple research project.
4. Identify the difference between quantitative and qualitative methods.
5. Students will learn to identify ethical and practical issues in research. They also engage with the ideals of objectivity and reflexivity.
6. Students learn that research methods are universal and not bound by cultural location.

**COURSE CONTENT**

**Unit 1. The Logic of Social Research**

- 1.1 What is Sociological Research?
- 1.2 Objectivity in the Social Sciences
- 1.3 Reflexivity

**Unit 2. Methodological Perspectives**

- 2.1 The Comparative Method
- 2.2 Feminist Method

**Unit 3. Modes of Enquiry**

- 3.1 Theory and Research
- 3.2 Analyzing Data: Quantitative and Qualitative
- 3.3 Ethical Issues In Data Collection and Analysis

## ***COURSE CONTENTS***

### **Unit 1. The Logic of Social Research (Weeks 1 and 2)**

#### **1.1 What is Sociological Research?**

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

Gluckman, M. 1978, 'Introduction', in A. L. Epstein (ed.), *The Craft of Social Anthropology*, Delhi: Hindustan Publishing Corporation, Pp. xv-xxiv

#### **1.2 Objectivity in the Social Sciences (Weeks 3-7)**

Durkheim, E. 1958, *The Rules of Sociological Method*, New York: The Free Press, Chapter 1, 2 & 6 Pp. 1-46, 125-140

Weber, Max. 1949, *The Methodology of the Social Sciences*, New York: The Free Press, Foreword and Chapter 2 Pp. 49-112

#### **1.3 Reflexivity**

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

### **Unit 2 Methodological Perspectives (Weeks 8-11)**

#### **2.1 Comparative Method**

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

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

#### **2.2 Feminist Method**

Hammersley, Martyn, "On Feminist Methodology" in *Sociology*, Vol. 26, No.2 (May 1992), pp. 187-206, Sage Publications, Ltd.

### **3. Modes of Enquiry (Weeks 12-14)**



### **3.1 Theory and Research**

Merton, R.K. 1972, *Social Theory & Social Structure*, Delhi: Arvind Publishing House, Chapters 4 & 5 Pp. 139-171

### **3.2 Analyzing Data: Quantitative and Qualitative**

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

### **3.3 Ethical Issues in Data Collection and Analysis**

Creswell, J W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 3<sup>rd</sup> ed. Sage Publications, California, pp. 87-93.

## **REFERENCES:**

### **COMPULSORY READINGS**

Beteille, 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

Creswell, J W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 3<sup>rd</sup> ed. Sage Publications, California, pp. 87-93.

Durkheim, E. 1958, *The Rules of Sociological Method*, New York: The Free Press, Chapter 1, 2 & 6 Pp. 1-46, 125-140

Gluckman, M. 1978, 'Introduction', in A. L. Epstein (ed.), *The Craft of Social Anthropology*, Delhi: Hindustan Publishing Corporation, Pp. xv-xxiv

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

Hammersley, Martyn, "On Feminist Methodology" in *Sociology*, Vol. 26, No.2 (May 1992), pp. 187-206, Sage Publications, Ltd.

Merton, R.K. 1972, *Social Theory & Social Structure*, Delhi: Arvind Publishing House, Chapters 4 & 5 Pp. 139-171

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

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

Weber, Max. 1949, *The Methodology of the Social Sciences*, New York: The Free Press, Foreword and Chapter 2 Pp. 49-112

### **Teaching - learning process**

- a. A research methods course will require a robust class room discussion on various aspects of the course leading to a clearer understanding of concepts and research methods and the production of knowledge.
- b. Interactive classroom sessions contribute to the development of group skills including listening, brainstorming, communicating and negotiating with peers.

### **ASSESSMENT METHODS**

Assessment for this course will be based on written assignments, projects, project designs and presentations.

### **KEY WORDS**

Research, objectivity, subjectivity, reflexivity, comparative method, feminist methodology, quantitative and qualitative data, mixed methods, ethics in research.

**B.A. (Honours) Sociology**  
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# **Discipline Specific Electives**

## **(DSE)**

**BA (H) Sociology**  
**Discipline Specific Elective 01**  
**Urban Sociology**

**Course Objectives:**

1. Urbanisation is an important aspect of modern society. This course will provide an exposure to key theoretical perspectives for understanding urban phenomena in historical and contemporary contexts.
2. It also reflects on vital concerns of urban living while narrating the subjective experiences of urban communities. With case studies from India and other parts of the world this course will help students understand and relate to the complexities of urban living.
3. The course seeks to evolve critical thinking and develop a policy perspective on the urban.

**Course Learning Outcomes:**

1. To appreciate the significance of the city and the process of urbanisation and its consequences across the globe, through cross disciplinary texts and ethnographic studies.
2. To understand the urban in the historical as well as modern contexts - the idea of urbanism and urban space and the intersections in these of institutions, processes and identities. This is to be achieved by exposing students to critical theoretical debates which help them to gain a deeper understanding of city life and urban environment which can also help them understand their own social environment better.
3. To learn about key urban processes such as migration, displacement and urban slums, as well as critical contemporary issues such as resettlement and rehabilitation and also engage in issues of public policy, urban transformation and change. Knowledge of such themes will help students pursue further studies in academic areas such as development and also engage in research on public policy, urban transformation and change.
4. To develop critical thinking and a reflective perspective through exposure to multicultural thought; to enhance disciplinary knowledge, research-related skills and develop a problem-solving competence.

**Course Content:**

**Unit 1: Introducing Urban Sociology: Urban, Urbanism and the City**

**Unit 2: Perspectives in Urban Sociology**

2.1. Ecological

2.2. Political Economy

2.3. Network

2.4. City as Culture

### **Unit 3: Movements and Settlements**

3.1. Migration

3.2. Community

### **Unit 4: Politics of Urban Space**

4.1. Caste, Class and Gender

4.2. Culture and Leisure

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### **Unit 1: Introducing Urban Sociology: Urban, Urbanism and the City: (3 Weeks)**

Holton, R. J. *Cities, Capitalism and Civilization*, London: Allan and Unwin, Chapters. 1 & 2. Pp. 1 – 32

Parker, Simon. *Urban Theory and Urban Experience: Encountering the City*, London: Routledge. Chapter 2. Foundations of Urban Theory Pp. 8 - 26.

Mumford, Lewis 1961. *The City in History: its origins and transformations and its prospects*. Mariner Books: Pp 3-29, 94-118

Weber, Max 1978. *The City*. The Free Press: New York. Pp 65-89

### **Unit 2: Perspectives in Urban Sociology: (4 Weeks)**

#### **2.1. Ecological**

Hannerz, Ulf. 1980. *Exploring the City: Toward an Urban Anthropology*, NY: Columbia University Press. Chapter 2. Pp 19-58

#### **2.2. Political Economy**

Harvey, David 1985 *The Urban Experience*, Baltimore: Johns Hopkins University Press, Chapter 1. Money, Time, Space and the City. Pp. 1-35

#### **2.3. Network**

Castells, Manuel. 2002, “Local and Global: Cities in the Network Society”, in *The Royal Dutch Geographical Society KNAG*, Vol. 93, No. 5, Blackwell Publishers. pp. 548–558

#### **2.4. City as Culture**

Wirth, Louis. 1938. "Urbanism as a way of Life" in *American Journal of Sociology*, Vol. 44, No.1 (July), Pp. 1-24

Simmel, Georg, 1903, "Metropolis and the Mental Life" in Gary Bridge and Sophie Watson, eds. *The Blackwell City Reader*. Oxford and Malden, MA: Wiley-Blackwell, 2002.

### **Unit 3: Movements and Settlements: (2 Weeks)**

#### **3.1. Migration**

Rao, M.S.A, 1981, "Some aspects of the sociology of migration", *Sociological Bulletin*, Vol. 30, 1. Pp21-38

#### **3.2. Community**

Anand, Inbanathan. 2003, "Migration and Adaptation: Lower Caste Tamils in a Delhi Resettlement Colony" in Ranvinder Singh Sandhu (ed.) *Urbanization in India*. Sage: New Delhi. Pp. 232-246

Ayyar, Varsha. 2013. "Caste and Gender in a Mumbai resettlement site", *Economic & Political Weekly*, May 4, Vol. XLVIII, No 18, Pp 44-55

### **Unit 4: Politics of Urban Space: (5 Weeks)**

#### **4.1. Caste, Class and Gender**

Nair, Janaki "Battles for Bangalore: Reterritorialising the City", Pp 1-21  
<http://opencity.in/documents/battles-for-bangalore-reterritorialising-the-city-janaki-nair>

Kamath, Lalitha and Vijayabaskar, M, 2009. "Limits and possibilities of Middle Class Associations as Urban collective actors", *Economic & Political Weekly*, June 27, 2009 vol XLIV No. 26 & 27, Pp 368 -376

Phadke, Shilpa. 2006. "You can be Lonely in a Crowd" in Sujata Patel and Kushal Deb (eds) *Urban Studies*. OUP: Delhi, Pp. 466-483.

Manuel Castells, 1983, "Cultural Identity, Sexual Liberation and Urban Structure: The Gay Community in San Francisco" in *City and the Grassroots*, Pp. 138-170

#### **4.2. Culture and Leisure**

Grazian, David, 2009, "Urban Nightlife, Social Capital, and the Public Life of Cities" *Sociological Forum*, Vol. 24, No. 4 (Dec., 2009), pp. 908-917

Crawford, Margaret. "The World is a Shopping Mall", From Malcom Miles and Tim Hall (Eds.) *City Cultures Reader*, London: Routledge. Pp. 125-139

## References:

### Compulsory Readings:

Anand, Inbanathan. 2003, "Migration and Adaptation: Lower Caste Tamils in a Delhi Resettlement Colony" in Ranvinder Singh Sandhu (ed.) *Urbanization in India*. Sage: New Delhi. Pp. 232-246

Ayyar, Varsha. 2013. "Caste and Gender in a Mumbai resettlement site", *Economic & Political Weekly*, May 4, Vol. XLVIII, No 18, Pp 44-55

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Castells, Manuel. 2002, "Local and Global: Cities in the Network Society", in *The Royal Dutch Geographical Society KNAG*, Vol. 93, No. 5, Blackwell Publishers. pp. 548–558

Crawford, Margaret. "The World is a Shopping Mall", From Malcom Miles and Tim Hall (Eds.) *City Cultures Reader*, London: Routledge. Pp. 125-139

Grazian, David, 2009, "Urban Nightlife, Social Capital, and the Public Life of Cities" *Sociological Forum*, Vol. 24, No. 4 (Dec., 2009), pp. 908-917

Hannerz, Ulf. 1980. *Exploring the City: Toward an Urban Anthropology*, NY: Columbia University Press. Chapter 2. Pp 19-58

Harvey, David 1985 *The Urban Experience*, Baltimore: Johns Hopkins University Press, Chapter 1. Money, Time, Space and the City. Pp. 1-35

Holton, R. J. *Cities, Capitalism and Civilization*, London: Allan and Unwin, Chapters. 1 & 2. Pp. 1 – 32

Kamath, Lalitha and Vijayabaskar, M, 2009. "Limits and possibilities of Middle Class Associations as Urban collective actors", *Economic & Political Weekly*, June 27, 2009 vol XLIV No. 26 & 27, Pp 368 -376

Mumford, Lewis 1961. *The City in History: its origins and transformations and its prospects*. Mariner Books: Pp 3-29, 94-118

Nair, Janaki "Battles for Bangalore: Reterritorialising the City", Pp 1-21 <http://opencity.in/documents/battles-for-bangalore-reterritorialising-the-city-janaki-nair>

Parker, Simon. *Urban Theory and Urban Experience: Encountering the City*, London: Routledge. Chapter 2. Foundations of Urban Theory Pp. 8 - 26.

Phadke, Shilpa. 2006. "You can be Lonely in a Crowd" in Sujata Patel and Kushal Deb (eds) *Urban Studies*. OUP: Delhi, Pp. 466-483.

Rao, M.S.A, 1981, "Some aspects of the sociology of migration", *Sociological Bulletin*, Vol. 30, 1. Pp21-38

Simmel, Georg, 1903, "Metropolis and the Mental Life" in Gary Bridge and Sophie Watson, eds. *The Blackwell City Reader*. Oxford and Malden, MA: Wiley-Blackwell, 2002.

Weber, Max 1978. *The City*. The Free Press: New York. Pp 65-89

Wirth, Louis. 1938. "Urbanism as a way of Life" in *American Journal of Sociology*, Vol. 44, No.1 (July), Pp. 1-24

### **Additional Resources:**

#### **a. Books & Articles**

Eck, Diana, 1983. *Banaras: City of light*, London: Routledge and Kegan Paul.

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

Ringer, Fritz. 1994. "Max Weber on the origins and character of the Western city", *Critical Quarterly*, Volume 36, Issue 4, pp. 12-18

Sassen, Saskia. 1991. *The Global City: New York, London, Tokyo*. Princeton University Press.

Southall, Aidan. 1998. *The City in Time and Space*, Cambridge: Cambridge University Press.

#### **b. Audio Visual Material:**

1. Whyte, William H 1980. *Social Life of Small Urban Spaces*
2. Giovanni Vaz Del Bello 2006. *A Convenient Truth: Urban Solutions from Curitiba, Brazil*
3. Anand Patwardhan. 1985 *Bombay: Our City*
4. Sanjiv Shah. *A Place To Live*
5. Gouri Patwadhan. *Bin Savlyanchya Gavati (In a Shadowless Town)*

### **Teaching Learning Process:**

The sociology of the urban is simultaneously theoretical and yet deeply experiential. The teaching learning for this course necessarily has to be deliberative, drawing from the multicultural exposure to city living. There will be an emphasis on blended learning supported by debates and discussions. Classroom lectures shall be supplemented by power



point presentations and film screenings on various contemporary urban issues. Invited lectures by policy makers, activists, practitioners and other stake holders would be integral to the curriculum. Students would be encouraged to set out into the field to grasp issues with greater clarity. City walks will be encouraged to enrich the experiential understanding of the urban. Learning would also involve a multi-disciplinary perspective, collaborating with other social sciences that engage with the urban as well as the disciplines of urban planning and architecture, in order to enhance problem solving and critical thinking ability.

**Assessment Methods:**

Assessment for this paper would be in the form of tests, written assignments, projects' reports and presentations.

**Key Words:**

Urban, Urbanism, Urbanisation, City, Migration, Settlement, Space, Ecology.

**BA (H) Sociology**  
**Discipline Specific Elective 02**  
**Agrarian Sociology**

**Course Objectives:**

1. To communicate Agriculture as the foundational material and cultural practice at the heart of the formation of social collectivities and make sense of South Asian societies agrarian formations.
2. To familiarize students with agrarian situation past and present with the help of necessary theories and categories.
3. To make sense of agrarian communities, their structure, transformation and trials and tribulations in modern world.
4. To introduce students to the rich legacy of theoretical and empirical work in agrarian sociology and its continued relevance.

**Course Learning Outcomes:**

1. An empathy for and ability to engage agrarian communities as living societies and understand grasp they condition as human condition.
2. An appreciation of agrarian world and familiarity with the trajectory of theoretical conversation on agrarian issues and their social, political and policy implications.
3. An understating of emerging as well as enduring issues of concern in Indian agrarian scene.
4. To be ready for a range of academic and professional roles that may require a knowledge of agrarian societies.

**Course Content:**

**Unit 1: Agrarian Societies and Agrarian Studies**

**Unit 2: Perspectives in Agrarian Sociology**

- 2.1 The Agrarian Question
- 2.2 The Moral Economy
- 2.3 Agrarian Commodity Systems
- 2.4 The Gandhian Vision

**Unit 3: Themes in Agrarian Sociology of India**

- 3.1 Land, Labor and Classes
- 3.2 State, Market, Policy and Politics
- 3.3 Caste and Gender

**Unit 4: Knowledge and Crisis**

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## **Unit 1. Agrarian Societies and Agrarian Studies (Weeks: 1-2)**

Ludden, David. (1999), 'Agriculture' from, *An Agrarian History of South Asia*, Cambridge: Cambridge University Press. 1999. Pp. 6-48

Thorner, Daniel and Alice Thorner. 'The Agrarian Problem in India Today', from, *Land and Labour in India*, Bombay: Asia Publishing House. 1962. Pp. 3-13

## **Unit 2. Perspectives in Agrarian Sociology (Weeks: 3-5)**

### **2.1 The Agrarian Question**

Haroon Akram-Lodhi, A. and Cristobal Kay. Back to the future? Modes of Production and the Agrarian Question. From B. B. Mohanty, *Critical Perspectives on Agrarian Transition: India in the Global Debate*. London: Routledge. Pp. 43 - 63

### **2.2 The Moral Economy**

Scott, James C. 'The Economic and Sociology of Subsistence Ethic', From, *The Moral Economy of the Peasant: Rebellion and Subsistence in South East Asia*, New Haven: Yale University Press. 1976. Pp 13-34

Popkin, Samuel L. 'The Rational Peasant', from, *The Rational Peasant: The Political Economy of Rural Society in Vietnam*, Berkley: University of California Press. 1979. Pp. 1-31

### **2.3 Agrarian Commodity Systems**

Friedland, William. 1984. "Commodity Systems Analysis: An Approach to the Sociology of Agriculture". *Research in Rural Sociology and Development* 1: 221–235

### **2.4 The Gandhian Vision**

Kumarappa, J. C. *Gandhian Economic Thought, Varanasi: Sarva Seva Sangh Prakashan, 1962*. Chapters 2 & 3 'Agrarian Economy and Rural Reconstruction' & Agro and Village Industries. Pp. 18-33

## **Unit 3. Themes in Agrarian Sociology of India (Weeks 6-12)**

### **3.1 Land, Labor and Classes**

Bandopadhyay, D. 'Reflections on Land Reform in India since Independence' from T. V. Satyamurthy (Ed.) *Industry and Agriculture in India Since Independence*, Delhi: Oxford University Press. Pp. 301-327

Patel, S. J. 'Agricultural Laborers in Modern India and Pakistan' from Gyan Prakash (ed.) *Worlds of Rural Labourer in Colonial India*, Delhi: Oxford University Press. 1992. Pp. 47-74

Mencher, Joan P. 'Problems in Analyzing Rural Class Structure', *Economic and Political Weekly*, Vol. 9, No. 35 (Aug. 31, 1974), pp. 1495+1497+1499-1503

### **3.2 State, Markets, Policy and Politics**

Gupta, Akhil. *Post-Colonial Developments: Agriculture in the Making of Modern India*. Dunham: Duke University Press, 1998. Chapter 2. Agrarian Populism and Development of Modern Nation. Pp. 33 – 105

Krishnamurthy, Mekhala. 'Reconceiving the grain heap: Margins and movements on the market floor' *Contributions to Indian Sociology* 52, 1 (2018): 28–52.

Dhanagare, D. N. 'Green Revolution and Social Inequalities in Rural India' from, *Economic and Political Weekly*, Vol. 22, No. 19/21, Annual Number (May, 1987), pp. AN: 137-139, 141-144.

Brass, Tom. 'The New Farmer's Movements in India', from, Tom Brass (ed.), *The New farmer's Movements in India*, Essex: Frank Cass. (1995). Pp.1-20

### **3.3 Caste and Gender**

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

Omvedt, Gail. 'The Downtrodden among the Downtrodden: An Interview with a Dalit Agricultural Laborer' *Signs*, Vol. 4, No. 4, The Labor of Women: Work and Family (Summer, 1979), pp. 763-774

### **Unit 4. Knowledge and Crisis**

Van der Ploeg, Jan Douwe. 'Potatoes and Knowledge' From Mark Hobart (ed.) *An Anthropological Critique of Development: The Growth of Ignorance*. London: Routledge. 1993. Pp. 209-224

Vasavi. A. R. 'Agrarian Distress in Bidar: Market, State and Suicides', *Economic and Political Weekly*, Volume 34, Number 32. (1999). Pp. 2263-2268

### **References:**

### **Compulsory Readings:**

Bandopadhyay, D. 'Reflections on Land Reform in India since Independence' from T. V. Satyamurthy (Ed.) *Industry and Agriculture in India Since Independence*, Delhi: Oxford University Press. Pp. 301-327

Brass, Tom. 'The New Farmer's Movements in India', from, Tom Brass (ed.), *The New farmer's Movemnts in India*, Essex: Frank Cass. (1995). Pp.1-20

Dhanagare, D. N. 'Green Revolution and Social Inequalities in Rural India' from, *Economic and Political Weekly*, Vol. 22, No. 19/21, Annual Number (May, 1987), pp. AN: 137-139, 141-144.

Friedland, William. 1984. "Commodity Systems Analysis: An Approach to the Sociology of Agriculture". *Research in Rural Sociology and Development* 1: 221–235

Gupta, Akhil. *Post-Colonial Developments: Agriculture in the Making of Modern India*. Dunham: Duke University Press, 1998. Chapter 2. Agrarian Populism and Development of Modern Nation. Pp. 33 – 105

Haroon Akram-Lodhi, A. and Cristobal Kay. Back to the future? Modes of Production and the Agrarian Question. From B. B. Mohanty, *Critical Perspectives on Agrarian Transition: India in the Global Debate*. London: Routledge. Pp. 43 – 63

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

Krishnamurthy, Mekhala. 'Reconceiving the grain heap: Margins and movements on the market floor' *Contributions to Indian Sociology* 52, 1 (2018): 28–52.

Kumarappa, J. C. *Gandhian Economic Thought, Varanasi: Sarva Seva Sangh Prakashan, 1962*. Chapters 2 & 3 'Agrarian Economy and Rural Reconstruction' & Agro and Village Industries. Pp. 18-33

Ludden, David. (1999), 'Agriculture' from, *An Agrarian History of South Asia*, Cambridge: Cambridge University Press. 1999. Pp. 6-48

Mencher, Joan P. 'Problems in Analyzing Rural Class Structure', *Economic and Political Weekly*, Vol. 9, No. 35 (Aug. 31, 1974), pp. 1495+1497+1499-1503

Omvedt, Gail. 'The Downtrodden among the Downtrodden: An Interview with a Dalit Agricultural Laborer' *Signs*, Vol. 4, No. 4, *The Labor of Women: Work and Family* (Summer, 1979), pp. 763-774

Patel, S. J. 'Agricultural Laborers in Modern India and Pakistan' from Gyan Prakash (ed.) *Worlds of Rural Labourer in Colonial India*, Delhi: Oxford University Press. 1992. Pp. 47-74

Popkin, Samuel L. 'The Rational Peasant', from, *The Rational Peasant: The Political Economy of Rural Society in Vietnam*, Berkeley: University of California Press. 1979. Pp. 1-31

Scott, James C. 'The Economic and Sociology of Subsistence Ethic', From, *The Moral Economy of the Peasant: Rebellion and Subsistence in South East Asia*, New Haven: Yale University Press. 1976. Pp 13-34

Thorner, Daniel and Alice Thorner. 'The Agrarian Problem in India Today', from, *Land and Labour in India*, Bombay: Asia Publishing House. 1962. Pp. 3-13

Van der Ploeg, Jan Douwe. 'Potatoes and Knowledge' From Mark Hobart (ed.) *An Anthropological Critique of Development: The Growth of Ignorance*. London: Routledge. 1993. Pp. 209-224

Vasavi. A. R. 'Agrarian Distress in Bidar: Market, State and Suicides', *Economic and Political Weekly*, Volume 34, Number 32. (1999). Pp. 2263-2268

### **Additional Resources:**

#### **a. Books & Articles**

Beteille, Andre. 'The Study of Agrarian Systems: An Anthropological Approach', from *Marxism and Class Analysis*, New Delhi: Oxford. 2007. Pp. 84-93

Capitalism and Peasant Farming: Agrarian Structure and Ideology in North Tamil Nadu, Delhi: Oxford University Press, 1982. Pp. 149-210

Edelman, Marc. 'Bringing the Moral Economy Back in... to the Study of 21st-Century Transnational Peasant Movements', *American Anthropologist*, New Series, Vol. 107, No. 3 (Sep., 2005), pp. 331- 345.

Feder, Ernest. 'The New World Bank Programme for the Self-Liquidation of the Third World Peasantry', *Journal of Peasant Studies*, Volume 3, Issue 3, 1976. Pp. 343-352

Gough, Kathleen. 'Indian Peasant Uprisings' *Economic and Political Weekly*, Vol. 9, No. 32/34, Special Number (Aug., 1974), 1391-1393+1395-1397+1399+1401-1403+1405-1406

Habib, Irfan. 'The Peasant in Indian History' from, *Essays in Indian History: Towards a Marxist*  
Hardiman, David. 'Farming the Forrest: The Dangs 1830-1992', from *Histories of the Subordinated*, London: Seagull, 2007. Pp. 362-389.

Harriss, John. 'The Process of Production and the Development of Agrarian Capitalism' from, Hobsbawm, E. J. 'Peasants and Politics', *The Journal of Peasant Studies*, Vol. 1, No. 1, October 1973, 3–20

Mazoyer, Marcel and Laurenc Eroudart. 'Introduction', From, *A History of World Agriculture: From Neolithic Age to the Current Crisis*, New York: Monthly Review Press. 2008.

Scott, James C. 'afterword to 'Moral Economics, State Spaces and Categorical Violence'', *American Anthropologist*, New Series, Vol. 107, No. 3 (Sep., 2005), pp. 395-402

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

Thorner, Daniel. 'Chayanov's Concept of Peasant Economy' from, *A. V. Chayanov on the Theory of Peasant Economy*, Manchester: Manchester University Press. 1966. Pp. xi-xxiii

### **Teaching Learning Process:**

The teaching learning for this course involves lectures, tutorial conversations around contemporary issues of concern for agrarian societies and extensive usage of imaginative literature and films that makes the lived world of peasantry and agrarian communities come alive to the students.

### **Assessment Methods:**

Recommended evaluation would be an assignment that tests the conceptual grasp of the students and a project that prompts students to engage in research about a historical or contemporarily agrarian issue.

### **Keywords:**

Agriculture, Agrarian Question, Moral Economy, Populism, Land, Labour, Technology, Agrarian Markets, Peasantry, Gender, Caste, State, Commodity Chains, Agrarian Crisis, Green Revolution.

**BA (H) Sociology**  
**Discipline Specific Elective 03**  
**Environmental Sociology**

**Course Objectives:**

1. This course is designed to allow students to reflect on the 'environment' as an object of sociological inquiry. It would orient them to the core debates of environmental sociology, different approaches within the sub-discipline and how these approaches may be used to understand environmental issues and movements in India.
2. The aim is to convey the fact that since environmental issues in contemporary times have come to assume utmost significance representing a complex interplay of several factors that are material, ideal and social in character; these linkages need to be analyzed from a sociological standpoint as they play out in our societies in varied forms.
3. The themes running throughout this paper highlight the interactive and unfinished character of causality in environmental sociology, the central role of social inequality in environmental conflicts, the important influence of democratic institutions, the connect between the local and the global and finally the role played by the community at large.

**Course Learning Outcomes:**

1. An understanding of dynamic between natural and social worlds from a sociological perspective.
2. A grasp of fundamental principles and core theoretical debates of the discipline.
3. An ability to contribute from a sociological stand point to any research endeavors or public policy conversations that assess causes, effects and possible solutions of environmental issues and problems.
4. To be alive to the questions of ecology and inequity and sensitive to the questions of environmental justice and ethics.



## **Course Content:**

### **Unit 1: Envisioning Environmental Sociology**

- 1.1. What is Environmental Sociology?
- 1.2. Realist-Constructionist debate.
- 1.3 Indian Environmentalism: Cultural Responses

### **Unit 2: Theoretical Approaches in Environmental Sociology**

- 2.1 Treadmill of Production
- 2.2 Ecological Modernization
- 2.3 Risk
- 2.4 Ecofeminism and Feminist environmentalism
- 2.5 Social Ecology

### **Unit 3: Environmental Movements in India**

- 3.1 Forest based movement – Chipko
- 3.2 Water based movement – Narmada
- 3.3 Land based movements – Anti-mining and Seed

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### **Unit 1. Envisioning Environmental Sociology [Weeks 1-3]**

#### **1.1 What is Environmental Sociology?**

Bell, MM. (2008). *An Invitation to Environmental Sociology*. Thousand Oaks, CA: Sage 3rd ed. Chapter 1. pp. 1-5

Hannigan, J. A. (1995). *Environmental Sociology*. Routledge, London and New York, 2<sup>nd</sup> ed. Chapters. 1 & 2 pp. 10-15, 16 - 35.

#### **1.2 Realist-Constructionist Debate**

Leahy, T. (2007). Sociology and the Environment. *Public Sociology: An Introduction to Australian Society*. Eds. Germov, John and Marilyn, Poole. NSW: Allen & Unwin, Ch. 21 pp. 431-442.

Evanoff, R. J. (2005). Reconciling realism and constructivism in environmental ethics. *Environmental Values*, 61-81.

#### **1.3 Indian Environmentalism: Cultural Responses**

Key, C. (1998). Toward an indigenous Indian environmentalism. *Purifying the earthly body of God: Religion and ecology in Hindu India*, pp 13-34.

## **Unit 2: Theoretical Approaches in Environmental Sociology [Weeks 4-10]**

### **2.1 Treadmill of Production**

Gould, K. A., Pellow, D. N., & Schnaiberg, A. (2004). Interrogating the Treadmill of Production: Everything You Wanted to Know about the Treadmill but Were Afraid to Ask. *Organization & Environment*, 17(3), 296-316.

### **2.2 Ecological Modernization**

Mol, A. P. (2002). Ecological modernization and the global economy. *Global Environmental Politics*, 2(2), 92-115.

### **2.3 Risk**

Beck, U. (2006). Living in the world risk society: A Hobhouse Memorial Public Lecture given on Wednesday 15 February 2006 at the London School of Economics. *Economy and Society*, 35(3), 329-345.

### **2.4 Ecofeminism and Feminist Environmentalism**

Shiva, V. (1988). Women in nature. In *Staying alive: Women, ecology and development*. Zed Books. Ch 3. pp.38-54.

Agarwal, Bina, 2007. The Gender and Environment Debate: Lessons from India. In Mahesh Rangarajan. (ed.) 2007. *Environmental Issues in India: A Reader*. New Delhi: Pearson, Longman, Ch 19.(pp. 316-324, 342-352).

### **2.5 Social Ecology**

Mukerjee, Radhakamal. 1932 (reproduced in 1994). 'An Ecological Approach to Sociology' in Ramchandra Guha (ed) *Social Ecology*. Delhi: OUP. Guha, R. (1994). *Social ecology*. Oxford University Press. pp (22-26).

## **Unit 3: Environmental Movements in India [Weeks 11-14]**

### **3.1 Forest based movement – Chipko**

Guha, R. Chipko : Social history of an environmental movement. In Ghanshyam Shah ed.(2002). *Social movements and the state* (Vol. 4). Sage Publications Pvt. Ltd., Ch. 16 pp.423-454.

### **3.2 Water based movement – Narmada**

Khagram, S., Riker, J. V., & Sikkink, K. (2002). Restructuring the global politics of development: The case of India's Narmada Valley Dams. *Restructuring world politics: transnational social movements, networks, and norms* (Vol. 14). U of Minnesota Press. (pp.206-30).

### **3.3 Land based movements – Anti-mining and Seed**

Padel, F., & Das, S. (2008). Orissa's highland clearances: The reality gap in R & R. *Social Change*, 38(4), 576-608.

Scoones, I. (2008). Mobilizing against GM crops in India, South Africa and Brazil. *Journal of agrarian change*, 8(2-3), 315-344.

Qaim, M., & Zilberman, D. (2003). Yield effects of genetically modified crops in developing countries. *Science*, 299(5608), 900-902.

#### **References:**

#### **Compulsory Readings:**

Agarwal, Bina, 2007. The Gender and Environment Debate: Lessons from India. In Mahesh Rangarajan. (ed.) 2007. *Environmental Issues in India: A Reader*. New Delhi: Pearson, Longman, Ch 19.(pp. 316-324, 342-352).

Beck, U. (2006). Living in the world risk society: A Hobhouse Memorial Public Lecture given on Wednesday 15 February 2006 at the London School of Economics. *Economy and Society*, 35(3), 329-345.

Bell, MM. (2008). *An Invitation to Environmental Sociology*. Thousand Oaks, CA: Sage 3rd ed. Chapter 1. pp. 1-5

Evanoff, R. J. (2005). Reconciling realism and constructivism in environmental ethics. *Environmental Values*, 61-81.

Gould, K. A., Pellow, D. N., & Schnaiberg, A. (2004). Interrogating the Treadmill of Production: Everything You Wanted to Know about the Treadmill but Were Afraid to Ask. *Organization & Environment*, 17(3), 296-316.

Guha, R. Chipko : Social history of an environmental movement. In Ghanshyam Shah ed.(2002). *Social movements and the state* (Vol. 4). Sage Publications Pvt. Ltd., Ch. 16 pp.423-454.

Hannigan, J. A. (1995). *Environmental Sociology*. Routledge, London and New York, 2<sup>nd</sup> ed. Chapters. 1 & 2 pp. 10-15, 16 - 35.

Key, C. (1998). Toward an indigenous Indian environmentalism. *Purifying the earthly body of God: Religion and ecology in Hindu India*, pp 13-34.

Khagram, S., Riker, J. V., & Sikkink, K. (2002). Restructuring the global politics of development: The case of India's Narmada Valley Dams. *Restructuring world politics: transnational social movements, networks, and norms* (Vol. 14). U of Minnesota Press. pp.206-30.

Leahy, T. (2007). Sociology and the Environment. *Public Sociology: An Introduction to Australian Society*. Eds. Germov, John and Marilyn, Poole. NSW: Allen & Unwin, Ch. 21 pp. 431-442.

Mol, A. P. (2002). Ecological modernization and the global economy. *Global Environmental Politics*, 2(2), 92-115.

Mukerjee, Radhakamal. 1932 (reproduced in 1994). 'An Ecological Approach to Sociology' in Ramchandra Guha (ed) *Social Ecology*. Delhi: OUP. Guha, R. (1994). *Social ecology*. Oxford University Press. pp (22-26).

Padel, F., & Das, S. (2008). Orissa's highland clearances: The reality gap in R & R. *Social Change*, 38(4), 576-608.

Qaim, M., & Zilberman, D. (2003). Yield effects of genetically modified crops in developing countries. *Science*, 299(5608), 900-902.

Scoones, I. (2008). Mobilizing against GM crops in India, South Africa and Brazil. *Journal of agrarian change*, 8(2-3), 315-344.

Shiva, V. (1988). Women in nature. In *Staying alive: Women, ecology and development*. Zed Books. Ch 3. pp.38-54.

## **Additional Resources:**

### **a. Books & Articles**

Guha, R., & Alier, J. M. (1998). The environmentalism of the poor. In *Varieties of environmentalism: essays North and South*. New Delhi: Oxford University Press.

Osofsky, H. M. (2003). Defining Sustainable Development after Earth Summit 2002. *Loy. LA Int'l & Comp. L. Rev.*, 26, 111.

Baviskar, A. (1999). *In the belly of the river: tribal conflicts over development in the Narmada Valley*. Oxford University Press.

### **b. Audio Visual Material**

1. "An Inconvenient Truth" Al Gore.

2. “On The Fence: Chipko Movement Revisited” By Neelima and Pramod Mathur.
3. “Drowned out” (2002) By Franny Armstrong.
4. “The Call of Mother Earth- A Documentary on Niyamgiri” By Saroj Mahapatra
5. “Seed: The Untold story” by Jon Betz and Taggart Seigel

### **Teaching Learning Process:**

Environment and environmental Sociology are deeply contentious, hence the teaching learning for this course necessarily has to be deliberative with an emphasis on debates and discussions. The lecture classes have to be accompanied by movies and documentaries on several contemporary environmental issues. Guest lectures by public servants, activists, NGO workers and various stake holders would be integral to the class. The students would be encouraged to set out into the field and grasp issues concretely. Learning would also involve an attempt at encouraging collaboration with science departments in the college to make it truly interdisciplinary.

### **Assessment Methods:**

Assessment for this paper would be in the form of tests, written assignments, projects reports and Presentations.

### **Key Words:**

Environment, nature, realism, constructionism, ecology, climate change, capitalism, modernization, sustainability, development, economic growth, environmental justice, power, movements, genetically modified crops, clean and green technology.

**B.A. (H) Sociology**  
**Discipline Specific Elective 04**  
**Sociology of Work**

**Course Objectives:**

1. The course introduces the idea that though work and production have been integral to societies through time, the origin and spread of industrialisation made a distinct rupture to that link. This rupture can also be seen mirrored in the coming of sociology as a discipline that considered work as central to the study of society.
2. Based on this premise, the paper goes on to provide an outline as to how values and ideals of pluralised industrialism(s) have caused and absorbed multiple transformative shifts to the local and global social networks of the contemporary world.
3. In this context, the course addresses various contemporary problems, issues and concerns in a historical perspective, such as formal and informal work, unpaid work, gender, alienation, forced labour and hazardous work.

**Course Learning Outcomes:**

1. Understanding work in its social aspects such as gendered work and unpaid work, as different from its better known economic dimension.
2. Understanding work in its global dimensions, including the mutual relation between work in underdeveloped societies and that in developed ones, thus bringing out the importance of the comparative perspective in the study of work.
3. Learning about the complexities, disparities and inequalities in the area of work.
4. Learning about the socio-historical context of work, theoretical concerns and problems, and contemporary issues in the area of work and industry.

## **Course Content:**

### **Unit 1: Work in Historical Perspective**

### **Unit 2: Interlinking Work and Industry**

### **Unit 3: Forms of Industrial Culture and Organization**

- 2.1 Industrialism
- 2.2 Post-industrial Society
- 2.3 Information Society

### **Unit 4: Dimensions of Work**

- 4.1 Alienation
- 4.2 Gender
- 4.3 Unpaid Work and Forced Labour

### **Unit 5: Work in the Informal Sector**

### **Unit 6: Risk, Hazard and Disaster**

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### **Unit 1: Work in Historical Perspective (Week 1)**

Volti, Rudi. 2011, "An Introduction to the Sociology of Work and Occupations" Sage Publications, Inc. (second edition), Chs. 1 and 2, Pp. 1-16 and 19-35.

### **Unit 2: Interlinking Work and Industry (Weeks 2-3)**

Grint, Keith. 2005, "Classical Approaches to Work: Marx, Durkheim and Weber" in *The Sociology of Work: An Introduction*. Polity Press. Cambridge. Pp. 90-112

Uberoi, J.P.S. 1970, "Work, Study and Industrial worker in England" in *Man, Science and Society*. IIAS: Simla. Pp 34-45

### **Unit 3: Forms of Industrial Culture and Organisation (Weeks 4-6)**

#### **3.1 Industrialism**

Ramaswamy E. A. and Uma Ramaswamy. 1981, *Industry and Labour*, New Delhi:Oxford University Press, Chapter 3, Pp.33-65

### **3.2 Post-industrial Society**

Bell, Daniel. 1976, *The Coming of Post-Industrial Society*, London: Heineman, Introduction, Pp.12-45

Kumar, Krishan.1973, *Prophecy and Progress*, London: Allen Lane, Ch. 6, Pp. 185-240

### **3.3 Information Society**

Kumar, Krishan. 1999, *From Post-Industrial to Post-Modern Society*, Oxford: Blackwell Publishers Ltd., Chapter 2 and 6, Pp 6-35 and 154-163.

## **Unit 4: Dimensions of Work (Weeks 7-10)**

### **4.1 Alienation**

Erikson, Kai. 1990, “On Work and Alienation” in Erikson, K. and S.P. Vallas (eds) *The Nature of Work: Sociological Perspectives*. New Haven and London: American Sociological Association, Presidential Series and Yale University Press, Pp. 19-33

Taylor, Steve. 1998, “Emotional Labour and the new Workplace” in Thompson and Walhurst (eds.) *Workplace of the Future*. London: Macmillan, Pp. 84-100

### **4.2 Gender**

Devine, Fiona. 1992, “Gender Segregation in the Engineering and Science Professions: A case of continuity and change” in *Work, Employment and Society*, 6 (4) Pp.557-75.

Chowdhry, Prem. 1993, “High Participation, Low Evaluation: Women and Work in Rural Haryana”, *Economic and Political Weekly*, December 25, Pp.136-148.

### **4.3 Unpaid Work and Forced Labour**

Edgell, Stephen. 2006, “Unpaid Work-Domestic and Voluntary work” in *The Sociology of Work: Continuity and Change in Unpaid Work*. New Delhi:Sage, Pp.153-181

Coser, 1990, “Forced Labour in Concentration Camps” in Erikson, K. and S.P.Vallas (eds.) *The Nature of Work: Sociological Perspectives*, New Haven and London: American Sociological Association, Presidential Series and Yale University Press, Pp. 162-69



### **Unit 5: Work in the Informal Sector (Weeks 11-12)**

Breman, Jan. 2003, "The Informal Sector" in Veena Das, (ed.) *The Oxford India Companion to Sociology and Social Anthropology*, New Delhi: OUP, Pp. 1287-1312

Talib, Mohammad. 2010, *Writing Labour- Stone Quarry workers in Delhi*. New Delhi:OUP, Chapter 1, Pp. 23-54

### **Unit 6: Risk, Hazard and Disaster (Weeks 13-14)**

Visvanathan, Shiv. 1986, "Bhopal: the Imagination of a Disaster", *Alternatives XI*, Pp. 147-165

Zonabend, Françoise. 2009, "The Nuclear Everyday" in Massimiliano Mollona, Geert De Neve and Jonathan Parry (ed.) *Industrial Work and Life: An Anthropological Reader*, London: Berg, Pp. 167-185

### **References:**

#### **Compulsory Readings:**

Bell, Daniel. 1976, *The Coming of Post-Industrial Society*, London: Heineman, Introduction, Pp.12-45.

Breman, Jan. 2003, "The Informal Sector" in Veena Das, (ed.) *The Oxford India Companion to Sociology and Social Anthropology*, New Delhi: OUP, Pp. 1287-1312.

Chowdhry, Prem. 1993, "High Participation, Low Evaluation: Women and Work in Rural Haryana", *Economic and Political Weekly*, December 25, Pp.136-148.

Devine, Fiona. 1992, "Gender Segregation in the Engineering and Science Professions: A case of continuity and change" in *Work, Employment and Society*, 6 (4) Pp.557-75.

Coser, 1990, "Forced Labour in Concentration Camps" in Erikson, K. and S.P.Vallas (eds.) *The Nature of Work: Sociological Perspectives*, New Haven and London: American Sociological Association, Presidential Series and Yale University Press, Pp. 162-69.

Edgell, Stephen. 2006, "Unpaid Work-Domestic and Voluntary work" in *The Sociology of Work: Continuity and Change in Unpaid Work*. New Delhi:Sage, Pp.153-181.

Erikson, Kai. 1990, "On Work and Alienation" in Erikson, K. and S.P. Vallas (eds) *The Nature of Work: Sociological Perspectives*. New Haven and London: American Sociological Association, Presidential Series and Yale University Press, Pp. 19-33.

Grint, Keith. 2005, "Classical Approaches to Work: Marx, Durkheim and Weber" in *The Sociology of Work: An Introduction*. Polity Press. Cambridge. Pp. 90-112.

Kumar, Krishan. 1973, *Prophecy and Progress*, London: Allen Lane, Ch. 6, Pp. 185-240.

Kumar, Krishan. 1999, *From Post-industrial to Post-modern society*, Oxford: Blackwell Publishers Ltd., Chapter 2 and 6, Pp 6-35 and 154-163.

Ramaswamy E. A. and Uma Ramaswamy. 1981, *Industry and Labour*, New Delhi: Oxford University Press, Chapter 3, Pp.33-65.

Talib, Mohammad. 2010, *Writing Labour- Stone Quarry workers in Delhi*. New Delhi: OUP, Chapter 1, Pp. 23-54.

Taylor, Steve. 1998, "Emotional Labour and the new Workplace" in Thompson and Walhurst (eds.) *Workplace of the Future*. London: Macmillan, Pp. 84-100.

Uberoi, J.P.S. 1970, "Work, Study and Industrial worker in England" in *Man, Science and Society*. IAS: Simla. Pp 34-45.

Volti, Rudi. 2011, "An Introduction to the Sociology of Work and Occupations" Sage Publications, Inc. (second edition), Chs. 1 and 2, Pp. 1-16 and 19-35.

Visvanathan, Shiv. 1986, "Bhopal: the Imagination of a Disaster", *Alternatives XI*, Pp. 147-165.

Zonabend, Françoise. 2009, "The Nuclear Everyday" in Massimiliano Mollona, Geert De Neve and Jonathan Parry (ed.) *Industrial Work and Life: An Anthropological Reader*, London: Berg, Pp. 167-185.

### **Additional Resources:**

#### **Books and Articles:**

Freeman, Carla. 2009, 'Feminity and Flexible labour: Fashioning Class through gender on the global assembly line' in Massimiliano Mollona, Geert De Neve and Jonathan Parry (eds.) *Industrial Work and Life: An Anthropological Reader*, London: Berg. pp. 257-268.

Etzioni, A. and P.A. Jargowsky. 1990, "The false choice between high technology and basic industry" in K. Erikson and P. Vallas (eds.) *The Nature of Work; Sociological Perspectives*, New Haven and London: Yale University press, pp. 304-317.

Laughlin, Kim. 1995, "Rehabilitating Science, Imagining Bhopal" in George E. Marcus (ed.) *Techno-scientific Imaginaries: Conversations, Profiles and Memoirs*, Chicago:University of Chicago press, pp. 277-302.

### **Audio Visual Material:**

1. 'Modern Times' by Charlie Chaplin
2. '15 Jobs that will disappear in the next 20 years due to Automation' <https://www.alux.com>

### **Teaching-learning process**

As the course revolves around 'work' which is a theme central and innate to humankind, it by definition requires active participation and involvement of students and interactive sessions. Lectures would have to be supported by active group tutorial sessions around the issues raised in the course syllabus, which would further connect with many aspects of work in terms of real life experiences, inviting discussion and debate. The course would allow for screening of films and documentaries related to different aspects of work, followed by interactive discussion. The key issues relating to work raised in the course, would encourage students to pursue these beyond the syllabus readings through library material and e-resources. Students can take up projects in various areas suggested by the course, using secondary sources as well as by conducting modest field-work, individually or in teams. The course also offers immense scope for conducting field visits to various work situations, to study work place interaction, gender issues at work, impact of technological innovation on workers, work in informal sector, etc.

### **Assessment Methods:**

This paper would use class tests, written assignments, presentations, project reports, seminars and group discussions as methods of assessment.

### **Key Words:**

Industrialism, work-study, scientific management, industrialization, post-industrialism, information, high technology, alienation, gendered work, emotional labor, informal sector, unpaid work.

**BA (H) Sociology**  
**Discipline Specific Elective 05**  
**Sociology of Health and Medicine**

**Course Objectives:**

The course introduces students to the sociology and anthropology of health, illness and medical practice by highlighting the significance of socio-cultural dimensions in the construction of illness and medical knowledge. Individual and group experiences and negotiations of health and illness are explored through case studies and health policies. Theoretical perspectives examine the dynamics of local, regional and global knowledge that shape these constructions.

**Course Learning Outcomes:**

1. To be able to use the key concepts developed in sociology and anthropology to understand biomedical practices of health and illness
2. To critique biomedicine and have an understanding of medicine as a plurality
3. To analyse the everyday experiences of health and illness as produced through social, economic, political and cultural forces
4. To gain insights on issues of public health in India and arrive at independent analysis

**Course Content:**

**Unit 1. Origins and Development of Health and Medicine**

**1.1. Conceptualizing Disease, Sickness and Illness**

**1.2. Social and Cultural Dimensions of Illness and Medicine**

**Unit 2. Theoretical Orientations on Health & Illness**

**2.1. Political Economy of Health**

**2.2. Systems Approach**

**2.3. Health as a Power Discourse**

**2.4. Feminist Approach**

**Unit 3. Negotiating Health and Illness**

**3.1. Health Behaviours**

**3.2. Health Systems and Health Policies**

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## **Unit 1. Origins and Development of Health and Medicine**

### **1.1. Conceptualising Disease, Sickness and Illness**

Turner, Bryan, S. (1995) *Medical Power and Social Knowledge*. London, Sage, Chapters 1 and 2 Pages (1-17, 24-43).

Fruend, Peter E.S., McGuire, Meredith B. and Podthurst, Linda S. (2003) *Health, Illness and the Social Body*, New Jersey: Prentice Hall. Chapter 9 (Pages 195-223)

### **1.2. Social and Cultural Dimensions of Illness and Medicine**

Kleinman, Arthur (1988) *The Illness Narratives: Suffering, Healing and the Human Condition*. New York : Basic Books Inc. Publishers. Chapter 1. (Pages 3-30).

Baer, Hans A., Singer, Merrill and Susser, Ida (1994) *Medical Anthropology and the World System*, Westport: Praeger. Chapter 10 Pages (307-328)

## **Unit 2. Theoretical Orientations in Health and Illness**

### **2.1. Political Economy of Health**

Morgan, Lynn. Morgan (1987) Dependency Theory and the Political Economy of Health: An Anthropological Critique. *Medical Anthropology Quarterly*, New Series, Vol.1, No.2 ( June, 1987) pp. 131-154.

### **2.2. Systems Approach**

Parsons, Talcott. 1951. "Social Structure and Dynamic Process: The Case of Modern Medical Practice." Pp. 428-478 *The Social System*. Glencoe, IL: Free Press.

Turner, Bryan, S. (1995) *Medical Power and Social Knowledge*. London, Sage, Chapter 3 Pages (44-54).

### **2.3. Health as a Power Discourse**

Michel Foucault. 1980. "The Politics of Health in the Eighteenth Century," pp. 166-182 in *Power/Knowledge: Selected Interviews and Other Writings 1972/1977*. Edited by Colin Gordon. New York: Pantheon

Turner, Bryan, S. (1995) *Medical Power and Social Knowledge*. London, Sage, Chapters 1 Pages (17-24).

### **2.4. Feminist Approach**

Turner, Bryan, S. (1995) *Medical Power and Social Knowledge*. London, Sage, Chapter 5 Pages (86-108).

Inhorn, Marcia (2000). Defining Women's health: Lessons from a Dozen Ethnographies, *Medical Anthropology Quarterly*, Vol. 20(3): 345-378.

## **Unit 3. Negotiating Health and Illness**

### **3.1. Health Behaviours**

Patel, Tulsi (2012) Global Standards in Childbirth Practices. In (eds.) V. Sujatha and Leena Abraham *Medical Pluralism in Contemporary India*. New Delhi: Orient BlackSwan. (Pages 232-254 )

Nichter, Mark and Mimi Nichter (1996) *Popular Perceptions of Medicine: A South Indian Case Study*. In *Anthropology and International Health*. Amsterdam : OPA. Chapter7 (Pages 203-237)

Davar, Bhargavi and Madhu Lohokhare 2009. Recovering from Psychological Traumas: The Place of Dargahs in Maharashtra, *Economic and Political Weekly*, Vol 18. No. 24. (Apr 18-24) 2009 pp 60-67

### **3.2. Health Systems and Health Policies**

.Leslie, Charles (1976) *Asian Medical Systems: A Comparative Study*, London: University of California Press, Introduction. (Pages 1-12)

Minocha, Aneeta(1980) Medical Pluralism and Health Services. *Social Science and Medicine*. 14B:217-23.

Bhardwaj, Ruby (2010) ‘Medical Pluralism in India: The Interface of Contemporary and Alternative Therapies with Allopathy’ in Arima Mishra (ed.) *Health, Illness and Medicine: Ethnographic Redings*. Delhi: Orient Black Swan.

Farmer Paul 2001 *Infections and Inequalities: The modern palgues*. University of California. Berkeley. Chapter 10 pages (262-282)

Baru, Rama 2003 Privatisation of Health Services: A South Asian Perspective *Economic and Political Weekly* Vol 38. No. 42 (Oct-18-24) 2003 pp 4433-4437

Qadeer, Imrana 2013 Universal Health Care in India: Panacea for whom? *Indian Journal of Public Health* Volume 57 Issue 4 October-December 2013 pp 225-229

## **References**

### **Compulsory Readings**

Baer, Hans A., Singer, Merrill and Susser, Ida (1994) *Medical Anthropology and the World System*, Westport: Praeger. Chapter 10 Pages (307-328)

Baru, Rama 2003 Privatisation of Health Services: A South Asian Perspective *Economic and Political Weekly* Vol 38. No. 42 (Oct-18-24) 2003 pp 4433-4437

Bhardwaj, Ruby (2010) ‘Medical Pluralism in India: The Interface of Contemporary and Alternative Therapies with Allopathy’ in Arima Mishra (ed.) *Health, Illness and Medicine: Ethnographic Redings*. Delhi: Orient Black Swan.

Davar, Bhargavi and Madhu Lohokhare 2009. Recovering from Psychological Traumas: The Place of Dargahs in Maharashtra, *Economic and Political Weekly*, Vol 18. No. 24. (Apr 18-24) 2009 pp 60-67

Farmer Paul 2001 *Infections and Inequalities: The modern plagues*. University of California. Berkeley. Chapter 10 pages (262-282)

Fruend, Peter E.S., McGuire, Meredith B. and Podthurst, Linda S. (2003) *Health, Illness and the Social Body*, New Jersey: Prentice Hall. Chapter 9 (Pages 195-223)

Inhorn, Marcia (2000). Defining Women's health: Lessons from a Dozen Ethnographies, *Medical Anthropology Quarterly*, Vol. 20(3): 345-378.

Kleinman, Arthur (1988) *The Illness Narratives: Suffering, Healing and the Human Condition*. New York : Basic Books Inc. Publishers. Chapter 1. (Pages 3-30).

Leslie, Charles (1976) *Asian Medical Systems: A Comparative Study*, London: University of California Press, Introduction. (Pages 1-12)

Michel Foucault. 1980. "The Politics of Health in the Eighteenth Century," pp. 166-182 in *Power/Knowledge: Selected Interviews and Other Writings 1972/1977*. Edited by Colin Gordon. New York: Pantheon

Minocha, Aneeta(1980) *Medical Pluralism and Health Services. Social Science and Medicine*. 14B:217-23.

Morgan, Lynn. Morgan (1987) Dependency Theory and the Political Economy of Health: An Anthropological Critique. *Medical Anthropology Quarterly*, New Series, Vol.1, No.2 ( June, 1987) pp. 131-154.

Nichter, Mark and Mimi Nichter (1996) Popular Perceptions of Medicine: A South Indian Case Study. *In Anthropology and International Health*. Amsterdam : OPA. Chapter7 (Pages 203-237)

Parsons, Talcott. 1951. "Social Structure and Dynamic Process: The Case of Modern Medical Practice." Pp. 428-478 *The Social System*. Glencoe, IL: Free Press.

Patel, Tulsi (2012) Global Standards in Childbirth Practices. In (eds.) V. Sujatha and Leena Abraham *Medical Pluralism in Contemporary India*. New Delhi: Orient BlackSwan. (Pages 232-254 )

Qadeer, Imrana 2013 Universal Health Care in India: Panacea for whom? *Indian Journal*

Turner, Bryan, S. (1995) *Medical Power and Social Knowledge*. London, Sage, Chapters 1, 2, 3, 5 (PP. 1-17, 24-43, 44-54, 86-108).

## **Additional Resources**

### **Teaching Aids**

Unit 1.

Fruend, Peter E.S., McGuire, Meredith B. and Podthurst, Linda S. (2003) *Health, Illness and the Social Body*, New Jersey: Prentice Hall. Chapter 1

Unit 2.

Comanor, William S. 1986 The Political Economy of Pharmaceutical Industry, *Journal of Economic Literature* Vol 4. No. 3 (Sep 1986) pp 1178-1217

Unit 3.

Baer, Hans A., Singer, Merrill and Susser, Ida (1994) *Medical Anthropology and the World System*, Westport: Praeger. Chapter 11

Gangolli Leena, Ravi Duggal, Abhay Shukla 2005 *Review of Health Care in India* CEHAT Mumbai

### **Films for Screening and Discussion**

Euthanasia-Aurelia's Story. BBC Documentary

Ancient Enemy. Documentary on Leprosy.

### **Teaching Learning Process**

Experiences of health and illness are very intense at the personal level and yet requires a certain detachment from which one can interrogate health systems. Hence classroom discussions should start by way of storytelling/experiences of episodes of illness and encounters with health system(s) whereby we bring in discussions of social constructions of health and illness. Theoretical perspectives to be delivered through intensive lectures. Discussions on health seeking behaviours to be done through case study presentations by students. Additional inputs may be given in the form of sessions/lectures with invited speakers like health activists, exposure visits to PHCs to ensure a more grounded understanding of politics of health. Tutorials are a must to encourage students' engagement in the course through debates and discussion on emerging issues of health and illness.

### **Assessment methods:**

Classroom Participation, Tutorial Discussion, One take home assignment for e.g., Reflection paper on encounters with health system/s, or Review of National Health Policy/National Mental Health Policy, One class assignment, One Term paper, End semester examination

### **Key words:**

Illness, sickness, disease, social construction, medical pluralism, health policies, health services



**BA (H) Sociology**  
**Discipline Specific Elective 06**  
**Indian Sociological Traditions**

**Course Objectives**

1. Improve sociological understanding of Indian society.
2. Examine how sociologists in India have primarily been engaged with issues of tradition and modernity, caste, tribe and gender.
3. Acquaint the students to the continuities and contradictions in Indian society.
4. Help understand the history of ideas related to the analysis of Indian society.

**Course Learning Outcomes**

1. Ensure that students have conceptual clarity and can articulate the main debates and arguments with regard to sociology in India.
2. Acquaint the students to the continuities and contradictions in Indian society
3. To ensure that students have understood the formation of the discipline in India and the challenges that it has faced.
4. To help students understand the history of ideas related to the analysis of Indian society.

**Course Content**

**Unit 1 G S Ghurye**

- 1.1 Caste and Race

**Unit 2 D P Mukerji**

- 2.1 Tradition and Modernity
- 2.2 Middle Class

**Unit 3 Verrier Elwin**

- 3.1. Tribes in India

**Unit 4 M.N. Srinivas**

- 4.1. Social Change

**Unit 5 Irawati Karve**

- 5.1. Gender and Kinship

## **Unit 6 Leela Dube**

## 6.1 Caste and Gender

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### **Unit 1 G. S. Ghurye (Weeks 1-2)**

Upadhyaya, Carol 2010, The Idea of an Indian Society: G.S. Ghurye and the Making of Indian Sociology" in Patricia Uberoi, Satish Deshpande and Nandini Sundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black

Ghurye, G.S. 1969, *Caste and Race in India*, Delhi: Popular Prakashan Pp 114-140,404-460

### **Unit 2. D. P. Mukerji (Weeks 3-4)**

#### **2.1 Tradition and Modernity**

Madan, T.N. 2010, Search for Synthesis: The Sociology of D.P Mukerji" in Patricia Uberoi, Satish Deshpande and Nandini Sundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black

Mukerji D.P. (1958 second edition 2002), *Diversities: Essays in Economics, Sociology and Other Social Problems*, Delhi: Manak Publications Pp. 177-225, 261-276

#### **2.2 Middle Class**

Chakraborty, D 2010, D P Mukerji and the Middle Class in India, *Sociological Bulletin* 59(2), May-August 235-255

### **Unit 3. Verrier Elwin (Week 5-7)**

Guha, Ramchandra 2010, „Between Anthropology and Literature: The Ethnographies of Verrier Elwin" in Patricia Uberoi, Satish Deshpande and Nandini Sundar (eds) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black

Elwin, Verrier 1955, *The Religion of an Indian Tribe*, Bombay: OUP Chp 11, 15, 16,

Munshi, Indra 2004, Verrier Elwin and Tribal Development" in T.B. Subba and Sujit Som (eds) *Between Ethnography and Fiction: Verrier Elwin and the Tribal Question in India*, New Delhi: Orient Longman

Das.Veena,. 2006. *Oxford Handbook of Indian sociology*, OUP: New Delhi, pp 1-18

### **Unit 4. M. N. Srinivas (Week 8-10)**

Srinivas, M.N. 1996, Indian Anthropologists and the study of Indian Society, *Economic and Political Weekly*, 31(11) 656-657

Srinivas, M.N. 1971, *Social Change in Modern India*, University of California Press Berkeley Chp 4-5

Srinivas, M. N.1992, *On Living in a Revolution and Other Essays*, Delhi: OUP. Chap 1, 2, 3&5

#### **Unit 5. Irawati Karve (Week 11-12)**

Sundar, Nandini 2010, "In the Cause of Anthropology: The Life and Work of Irawati Karve" in Patricia Uberoi, Satish Deshpande and Nandini Sundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, Permanent Black New Delhi

Karve, Irawati 1965, *Kinship Organization in India*, Bombay and New York: Asia Publishing House

#### **Unit 6. Leela Dube (Week 13-14)**

Dube, Leela 1967, *Caste, Class and Power: Eastern Anthropologist*, Lucknow 20(2) 215-225

Dube, Leela 2001, *Anthropological Explorations in Gender: Intersecting Fields*, New Delhi: Sage Chp 3,5 & 6

#### **References:**

#### **Compulsory Readings:**

Chakraborty, D 2010, D P Mukerji and the Middle Class in India, *Sociological Bulletin* 59(2), May-August 235-255

Das.Veena,. 2006. Oxford Handbook of Indian sociology, OUP: New Delhi, Pp 1-18

Dube, Leela 1967, Caste, Class and Power, *Eastern Anthropologist*, Lucknow 20(2) 215-225

Dube, Leela 2001, *Anthropological Explorations in Gender: Intersecting Fields*, New Delhi: Sage Chp 3,5 & 6

Elwin, Verrier 1955. *The Religion of an Indian Tribe*, Bombay: OUP Chp 11, 15, 16,

Ghurye, G.S. 1969, *Caste and Race in India*, Delhi: Popular Prakashan Pp 114-140,404-460

Guha, Ramchandra 2010, 'Between Anthropology and Literature: The Ethnographies of Verrier Elwin' in Patricia Uberoi, Satish Deshpande and Nandini Sundar (eds) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black

Karve, Irawati 1965, *Kinship Organization in India*, Bombay and New York: Asia Publishing House

Madan, T.N. 2010, "Search for Synthesis: The Sociology of D.P Mukerji" in Patricia Uberoi, Satish Deshpande and Nandini Sundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black

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Munshi, Indra 2004, "Verrier Elwin and Tribal Development" in T.B. Subba and Sujit Som (eds) *Between Ethnography and Fiction: Verrier Elwin and the Tribal Question in India*, New Delhi: Orient Longman

Srinivas, M. N.1992, *On Living in a Revolution and Other Essays*, Delhi: OUP. Chap 1, 2, 3&5

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Srinivas, M.N. 1996, Indian Anthropologists and the study of Indian Society, *Economic and Political Weekly*, 31(11) 656-657

Sundar, Nandini 2010 "In the Cause of Anthropology: The Life and Work of Irawati Karve" in Patricia Uberoi, Satish Deshpande and Nandini Sundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, Permanent Black New Delhi

Upadhyaya, Carol 2010, „The Idea of an Indian Society: G.S. Ghurye and the Making of Indian Sociology" in Patricia Uberoi, Satish Deshpande and Nandini Sundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black

## **B. Suggested Readings**

### **I. The following readings may be referred for debates and history of Indian Sociology**

1. Dhanagare, D.N (1999), *Themes and Perspectives in Indian Sociology*, Delhi: Rawat Publications Chp 7
2. Madan T N 2011, *Sociological Traditions: Methods and Perspectives in the Sociology of India*, New Delhi: Sage
3. Uberoi, Patricia Deshpande Satish and Sundar Nandini (ed) 2010, *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black

### **II. The following readings may be referred for student presentations**

1. Mukerji D.P. (1942 republished 2002), *Modern Indian Culture: A Sociological Study*, New Delhi: Rupa & Co.
2. Elwin, Verrier 1952, *Bondo Highlander*, Bombay: OUP
3. Karve, Irawati (1969 reprinted 1991), *Yuganta: The end of an epoch*, Hyderabad: Disha Books
4. Karve, Irawati 1961, *Hindu Society — an interpretation*, Pune: Deshmukh Prakashan

### **Teaching Learning Process**

1. Assignment, Tutorials, presentation and project works
2. Field visit to slums, communities and NGOs
3. Screening of movies followed with discussions
4. Debates, discussion and dialogues by inviting experts and guest lectures

### **Assessment Methods**

1. Internal assessment through regular assignments and class test
2. Project assessment through field work, writing report and presentation
3. Final end term assessment through external examination

### **Key words:**

Tradition, Indian Sociologists, India, Social Change, Class, Caste, Tribes, Religion, Social Change

## **BA (H) Sociology**

### **Discipline Specific Elective 07**

#### **Visual Culture**

##### **Course Objectives**

1. The objective of this paper is to introduce the students to various perspectives that enable a contextualisation of everyday visual culture within the larger debates around power, politics, identity and resistance.
2. It brings together debates from the field of Art History, Social Sciences and Visual Art Practices to enable the students to understand the processes through which different visual environments can be sociologically analyzed. One of the central arguments of this paper is to understand how the very process of ‘seeing’ can be problematized.

##### **Course Learning Outcomes**

1. Developing the techniques to understand and appreciate visuals; working with visuals as potential representations of matters of sociological interest.
2. Understanding ‘visuality’/‘visualization’ as a technique of asserting power and dominance in society; simultaneously locating the subversive potential of alternative or ‘counter-visualities.’
3. Discovering the strength of ‘visuals’ in an age dominated by techniques of mass production and dissemination of images.

##### **Course Content:**

###### **Unit 1 Introduction**

###### **1.1 Introducing Visual Cultures and the Process of ‘Seeing’**

###### **1.2 The Spectacles of Modernity**

###### **Unit 2 Visual Environments and Representations**

###### **2.1 Power, Knowledge and gaze of the State**

###### **2.2 Visual Contestations**

###### **2.3 Visual Practices and Identity formation**

###### **2.4 Visual Cultures of Everyday Life**

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## **Unit 1. Introduction (Weeks 1-4)**

### **1.1 Introducing Visual Culture and the process of 'seeing' (Weeks 1-2)**

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

Berger, John. *Ways of Seeing*. London: British Broadcasting, 1972. (p. 7- 33)

### **1.2 The Spectacles of Modernity (Weeks 3-4)**

Debord, Guy. *Society of the Spectacle*. Detroit: Black & Red, 1983. (p. 7- 17)

Shohat, Ella & Robert Stam 'Narrativizing Visual Culture', In Nicholas Mirzoeff (ed) *The Visual Culture Reader*. 2nd ed. London: Routledge, 2002. (p. 37-41)

Fenske, Gail & Deryck Holdsworth, 'Corporate Identity and the New York Office Building: 1895-1915' In David Ward and Olivier Zunz (ed) *The Landscape of Modernity: New York City, 1900-1940*. Baltimore: Johns Hopkins UP, 1997.

Roma Chatterji 'Global Events and Local Narratives: 9/11 and the Chitrakaars' In *Speaking with Pictures: Folk Art and Narrative Tradition in India* (p 62-103)

## **Unit 2. Visual Environments and Representations (Weeks 5-14)**

### **2.1 Power, Knowledge and gaze of the State (Weeks 5-7)**

Foucault, Michel. 'Panopticism' In *Discipline and Punish: The Birth of the Prison*. New York: Pantheon, 1977. (p. 195-203)

Mirzoeff, Nicholas. 'The Right to Look, or, How to Think With and Against Visuality' In *The Right to Look: A Counterhistory of Visuality*. Durham, NC: Duke UP, 2011.

Cohn, Bernard, 1987 (1983), "Representing Authority in Colonial India", in *An Anthropologist Among the Historians and Other Essays*, Delhi: OUP, pp. 632-650

Tagg, John. 'Evidence, Truth and Order: Photographic Records and the Growth of the State' In *Essays on Photographies and Histories*. Amherst: University of Massachusetts, 1988

### **2.2 Visual Contestations (Weeks 8-10)**

Eco, Umberto. *On Ugliness*. New York: Rizzoli, 2007. Print. pp. 8-20.



Bakhtin, Mikhail. 'The Grotesque Image of the Body and Its Sources' In Mariam Fraser & Monica Greco (ed) *The Body: A Reader*. London: Routledge, 2005.

Ranciere, Jacques. 'Problems and Transformations of Critical Art' In *Aesthetics and Its Discontents*. Cambridge, UK: Polity, 2009.

Mally, Lynn. *Revolutionary Acts: Amateur Theater and the Soviet State, 1917-1938*. Ithaca: Cornell UP, 2000. p. 147-169

### **2.3 Visual Practices and Identity Formation (Weeks 11-12)**

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

MacDougall, David. 'Photo Hierarchicus: Signs and Mirrors in Indian Photography' in *Visual Anthropology*, 1992, 5 (2): 103-29.

### **2.4 Visual Culture of the everyday life (Weeks 13-14)**

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

Pinney, Christopher. '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, 2004. Pp. 181-200

Thomas de la Peña, Carolyn. 'Ready-to-Wear Globalism: Mediating Materials and Prada's GPS' In *Winterthur Portfolio*. Vol. 38, No. 2/3 (Summer/Autumn 2003), pp. 109- 129

### **References:**

#### **Compulsory Readings:**

Bakhtin, Mikhail. 'The Grotesque Image of the Body and Its Sources' In Mariam Fraser & Monica Greco (ed) *The Body: A Reader*. London: Routledge, 2005.

Berger, John. *Ways of Seeing*. London: British Broadcasting, 1972. (p. 7- 33)

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

Cohn, Bernard, 1987 (1983), "Representing Authority in Colonial India", in *An Anthropologist Among the Historians and Other Essays*, Delhi: OUP, pp. 632-650

- Debord, Guy. *Society of the Spectacle*. Detroit: Black & Red, 1983. (p. 7- 17)
- Eco, Umberto. *On Ugliness*. New York: Rizzoli, 2007. Print. pp. 8-20.
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- Foucault, Michel. 'Panopticism' In *Discipline and Punish: The Birth of the Prison*. New York: Pantheon, 1977. (p. 195-203)
- MacDougall, David. 'Photo Hierarchicus: Signs and Mirrors in Indian Photography' in *Visual Anthropology*, 1992, 5 (2): 103-29.
- Mally, Lynn. *Revolutionary Acts: Amateur Theater and the Soviet State, 1917-1938*. Ithaca: Cornell UP, 2000. p. 147-169
- Mirzoeff, Nicholas. 'The Right to Look, or, How to Think With and Against Visuality' In *The Right to Look: A Counterhistory of Visuality*. Durham, NC: Duke UP, 2011.
- Mitchell, W.J.T. 'Showing Seeing: A Critique of Visual Culture' In *Journal of Visual Culture*, August 2002 vol. 1 no. 2 165-180
- Pinney, Christopher. '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, 2004. Pp. 181-200
- Ranciere, Jacques. 'Problems and Transformations of Critical Art' In *Aesthetics and Its Discontents*. Cambridge, UK: Polity, 2009.
- Roma Chatterji 'Global Events and Local Narratives: 9/11 and the Chitrakaars' In *Speaking with Pictures: Folk Art and Narrative Tradition in India* (p 62-103)
- Shohat, Ella & Robert Stam 'Narrativizing Visual Culture', In Nicholas Mirzoeff (ed) *The Visual Culture Reader*. 2nd ed. London: Routledge, 2002. (p. 37-41)
- Srivastava, Sanjay. 'Urban spaces, Disney-Divinity and Moral Middle classes in Delhi' In *Economic and Political Weekly* Vol. XLIV, Nos. 26 & 27 (June 27, 2009), pp. 338-345
- Tagg, John. 'Evidence, Truth and Order: Photographic Records and the Growth of the State' In *Essays on Photographies and Histories*. Amherst: University of Massachusetts, 1988
- Thomas de la Peña, Carolyn. 'Ready-to-Wear Globalism: Mediating Materials and Prada's GPS' In *Winterthur Portfolio*. Vol. 38, No. 2/3 (Summer/Autumn 2003), pp. 109- 129.

## **Additional Resources:**

### **Books & Articles:**

Appadurai, Arjun, and Carol A. Breckenridge. '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, 1999.

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

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

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

Rappoport, Erika D. '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, 1995

Sciorra, Joseph. '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: 1999

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

## **Teaching-Learning Process**

- a. The teaching-learning process for this course is centered on idea that students develop the capacity to connect concepts and debates from different visual art and social science fields, thereby understanding the interdisciplinary premise of this paper.
- b. The role of the teacher is demanding here since this interdisciplinary aspect requires the students to be continually engaging with past and present artistic approaches, architectural developments, and advances in film, photographic and other visual practices.
- c. This is not a course that can be transacted purely within the limits of a classroom. Accordingly, the pedagogic approach for this paper encourages visits to museums and art exhibitions along with regular conversations with artists and producers of various visual materials. It is expected that this course be transacted keeping in mind the constant encounter that the students have with the visual, thus enabling them to receive this data not as passive observers but with keen and analytical minds.

**Assessment:**

Given the interdisciplinary nature of the course and its requirement to move beyond the classroom and text books, assessment methods would involve tutorial and seminar presentations, guided term papers, group discussions and periodic class tests (closed or open book depending on the topic addressed).

**Keywords:**

Visual, Visuality, Seeing, Folk Art, Panopticon, Authority, Modernity, Countervisuality, Grotesque, Amateur Art, Camera, Photographic Representation, Photography, Critical Art, Identity, Representation, Everyday Life.

**B.A. (H) Sociology**  
**Discipline Specific Elective 08**  
**Reading Ethnographies**

**Course Objectives:**

1. This course encourages the student to read ethnographic texts in their entirety. Any one set of texts from the four pairs are to be chosen. Readers are relatively free to interpret the texts within the parameters mentioned below.
2. Suggested readings can be utilized to frame specific questions while reading the ethnographic texts and writing about them. The examination, however, will be patterned on the parameters mentioned in the Course content.
3. A brief rationale before the four sets of ethnographies has been provided in the form of a reading to familiarize the students with the essence of the paper and to outline what is intended in the process of ‘reading ‘ an ethnography.
4. The committee of courses at the Department of Sociology may prescribe these or any other pairs of texts for any given academic year.

**Course Learning Outcomes**

1. At the end of the course students should be able to identify the expanse of social scientific knowledge and be proficient with the technique and have the patience to read, understand and critically analyze full-length texts that are often about another, unfamiliar culture.
2. The course aims to encourage interdisciplinary thinking between sociology, anthropology directly but also with philosophy and literature, through reading of ethnographies. It also seeks to bring the student to a global standard of familiarity with different types of classics within the combined disciplines of sociology, anthropology and ethnology.
3. The Course will enable students to not only come to terms with the making of human knowledge but also identifying limits of enquiry by learning and engaging in critical thinking about the research presented in the ethnographies. They are also expected to be able to work with ethnographic description as a unit of knowledge at par with numbers in quantitative studies.
4. Doing this Course will help the student discover the strength of small details and to identify what matters to people. They would also be able to engage with the community and understand the significant role of subjective and objective knowledge systems through the exercises in participant observation

## Course Content

1. Ethnographic Mode of Enquiry
2. Constructing the Ethnographic Object
3. Ethnographic Practices and Styles.

## Course Units with Readings

(Given the Nature of the Paper there is only **one** compulsory reading 1.0.

Other than this each college can choose which set of readings they would like to teach in each Semester)

### Week 1- Compulsory Reading

1.0. 'How to Read Ethnography' by Paloma Gay y Blasco and Huon Wardle, London: Routledge, 2007.

#### 1. Weeks 2-14

Malinowski, Bronislaw. 1922. *Argonauts of the Western Pacific: An Account of Native Enterprise and Adventure in the Archipelagoes of Melanesian New Guinea*. Studies in Economics and Political Science, no. 65. London: Routledge and Kegan Paul.

Srinivas, M. N. 1976. *The Remembered Village*. Delhi: OUP.

**Or**

#### 2. Weeks 2-14

21. Evans-Pritchard, E. E. 1937. *Witchcraft, Oracles and Magic among the Azande*. London: Oxford University Press.

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

**Or**

#### 3. Weeks 2-14

31. Lewis, Oscar. 1961. *The Children of Sánchez: Autobiography of a Mexican Family*. New York: Random House.

32. Cohen, Lawrence 1998. *No Aging in India: Alzheimer's, The Bad Family, and Other Modern Things*. London: University of California Press.

**Or**

**4. [Weeks 1-14]**

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

4.2. Willis, Paul. 1977. *Learning to Labour: How Working Class Kids Get Working Class Jobs*. Columbia: Columbia University Press.

**References:**

**Compulsory Readings:**

**Compulsory Reading:**

‘How to Read Ethnography’ by Paloma Gay Blasco and Huon Wardle, London: Routledge, 2007.

**Additional Resources:**

Clifford, James and George Marcus . 1986. *Writing Culture: The Poetics and Politics of Ethnography*. London: University of California Press.

Kumar, Nita. 1992. *Friends, Brothers and Informants: Fieldwork memoirs of Banaras*. Berkeley: University of California Press.

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

Rabinow, Paul. 1977 [2007]. *Reflections on Fieldwork in Morocco*. Berkeley: University of California Press.

Rosaldo, Renato. 1989. *Culture and Truth: The Remaking of Social Analyses*. Boston: Beacon Press.

**Audio Visual Material:**

Screenings of ethnographic films will complement the teaching.

Video documentation around the ethnographies could also be used concurrently while reading texts.

**Teaching - Learning process**

The subject is designed to be reader-student centric. It is believed that the student would follow a rigorous regime of reading the texts and participating in the class room discussions. That is the reason why barring the key texts, other texts have been kept outside the mandatory reading list.

However the teacher's role is significant in two ways:

1. Bringing on board perspectives on how to read ethnographies.
2. Drawing attention to details that are likely to be missed by the students.

### **Assessment Method**

Interactive classroom sessions keep the full-length text fresh in the memories of both students and teachers. The modes of assessment which include assignments, enactments, presentations etc, are designed to test the critical skills of reading ethnographies and not so much as reproducing the descriptions of the texts.

### **Key Words**

Fieldwork, Participant Observation, Enquiry, Data Gathering, Ethnography, Perspectives Questionnaire, Interview, Social scientific knowledge, Description, Documentation, Diary, Other cultures, Subjective and Objective Knowledge.