

**Department of Sociology**  
**University of Delhi**

**B.A. (Honors) Sociology**  
**Scheme of Courses and Syllabus**  
**Under Choice Based Credit System (CBCS)**  
**(Revised with LOCF)**  
**2019**

**VI Semester Courses to be Approved**

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

\*(a) Students have to choose any two of these 4 courses on 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 13**  
**Sociological Thinkers –II**

**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.

**Learning Outcomes:**

Understanding the characteristics and dynamics of the social world, and how post-classical sociologists attempt to understand the social world.

1. Appreciating the relevance and limits of the contemporary theories or theoretical approaches to make sense of social reality.
2. Understanding the basic methodological approaches of the thinkers, through some original texts and their role in building sociological knowledge.

**Course Content**

**Unit 1. Talcott Parsons**

Action Systems and Pattern Variables

**Unit 2. G. H. Mead and Erving Goffman**

Interactional Self

**Unit 3. Peter L. Berger and Thomas Luckmann**

Social Construction of Reality

**Unit 4. Max Horkheimer, T.W. Adorno and Herbert Marcuse**

Critical Social Theory

**Unit 5. Pierre Bourdieu**

A Theory of Practice

**Course Content:**

**Unit 1 Talcott Parsons (Weeks 1-3)**

Parsons, T. 1951. (New edition first published 1991) *The Social System*. London : Routledge. Ch. 1 & 2. Pp. 1-44.

### **Unit 2. G. H. Mead and Erving Goffman (Weeks 4-6)**

Mead, G.H. 1934 (Fourteenth Impression 1967) *Mind Self and Society*. Chicago: University of Chicago Press. Part III, pp 135-226

Goffman, E. 1956. *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 1-9, 132-151, 152-162

### **Unit 3 Peter L. Berger and Thomas Luckmann (Week 7-8)**

Berger, P. L. and T. Luckmann. 1991. *The Social Construction of Reality*. London: Penguin Books, pp. 31-62

### **Unit 4 Max Horkheimer, T.W. Adorno and Herbert Marcuse (Weeks 9-12)**

Horkheimer. M and Adorno. T.W. *The Dialectic of Enlightenment*. 2002. Stanford University Press. Stanford: California. pp 1-34. Chapter 1, The Concept of Enlightenment

Marcuse, H. 1964. *One Dimensional Man: Studies in the Ideology of Advanced Industrial Society*. Boston: Boston Press, pp. 7-92

### **Unit 5. Pierre Bourdieu (Weeks 13-14)**

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

## **References**

### **Compulsory**

Parsons, T. 1951. (New edition first published 1991) *The Social System*. London: Routledge. Ch. 1 & 2. Pp. 1-44.

Mead, G.H. 1934 (Fourteenth Impression 1967 ) *Mind Self and Society*. Chicago: University of Chicago Press. Part III, pp 135-226

Goffman, E. 1956. *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 1-9, 132-151, 152-162

Berger, P. L. and T. Luckmann. 1991. *The Social Construction of Reality*. London: Penguin Books, pp. 31-62

Horkheimer. M and Adorno. T.W. *The Dialectic of Enlightenment*. 2002. Stanford University Press. Stanford: California. pp 1-34. Chapter 1, The Concept of Enlightenment

Marcuse, H. 1964. *One Dimensional Man: Studies in the Ideology of Advanced Industrial Society*. Boston: Boston Press, pp. 7-92

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

### **Additional Resources:**

Ritzer, G. 1996. *Sociological Theory*. New York: McGraw Hill Companies

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

### **Teaching learning process:**

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. It is important that the classroom sessions, initiated either by the student or the teacher, would encourage teamwork or 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 ingeneral.
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:**

*Social Action, Action Frame of Reference, Pattern Variables, Self, Play stage, Game Stage, Impression Management, Disciplinary Practices, Protective Practices, Dramaturgy, Everyday Reality, Language, Knowledge, Enlightenment, Instrumental Rationality, Forms of Control, Political Universe, Repressive De-sublimation, Habitat, Structure, Practice.*

**B. A. (H) Sociology**  
**Core Course 14**  
**RESEARCH METHODS II**

**Course Objectives**

1. The course provides an introductory, yet comprehensive engagement with social research.
2. Through theoretical and practical knowledge students are acquainted with the different stages of the research process like creation of research design, methods of data collection and analysis.
3. The imparted knowledge and training will enable students to develop a sound understanding of both quantitative and qualitative research.

**Course Learning Outcomes**

1. Students are introduced to the concept of conducting research, which is inclusive of formulating research designs, methods and analysis of data. Some knowledge of elementary statistics is also provided to the students to acquaint them with quantification of data.
2. The thrust of the course is on empirical reasoning, understanding and analysis of social reality, which is integral to the concepts of quantitative research. Students learn to differentiate between qualitative and quantitative aspects of research in terms of collection and subsequent analysis of data.
3. Through the competing theoretical perspectives and methodologies, students are able to understand that social reality is multi-faceted, heterogeneous and dynamic in nature.
4. By imparting the knowledge of theory and praxis of research, students are prepared to arrive at a critical understanding of the course. It also equips them with necessary skills for employment in any social research organisation.

**Course Outline**

**Unit 1. Doing Social Research**

- 1.1 The Process of Social Research
- 1.2 Concepts and Hypothesis
- 1.3 Field (Issues and Context)

**Unit 2. Methods of Data Collection**

- 2.1 Survey Methods: Sampling, Questionnaire and Interview
- 2.2 Observation: Participant and non-participant
- 2.3 Quantitative and Qualitative Methods

### **Unit 3. Statistical Methods**

3.1 Overview of Statistics in Sociology

3.2 Graphical and Diagrammatic Presentation of Data

(Bar diagram, Pie-diagram, Histogram, Frequency Polygon, Smoothed frequency curve and Ogives).

3.2 Measures of Central Tendency

(Simple Arithmetic Mean, Median and Mode).

3.3 Measures of Dispersion

(Standard Deviation, Variance and Covariance).

### **Unit 4. Research Projects**

#### **Course Content:**

#### **Unit 1 Doing Social Research (Weeks 1-4)**

##### **1.1 The Process of Social Research**

Bailey, K. (1994). *The Research Process in Methods of Social Research*. Simon and Schuster, 4th Ed. The Free Press, New York NY 10020. Pp.3-19.

##### **1.2 Concepts and Hypothesis**

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

##### **1.3 Field (Issues and Contexts)**

Gupta, Akhil and James Ferguson. 1997. *Anthropological Locations*. Berkeley: University of California Press. Pp.1-46.

Srinivas, M.N. et al 2002(reprint), *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*, New Delhi: OUP, Introduction Pp. 1- 14.

## **Unit 2. Methods of Data Collection (Weeks 5-9)**

### **2.1 Survey Methods of Data Collection**

Bailey, K. (1994). Survey Sampling In *Methods of Social Research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020.Ch-5. Pp. 81- 104.

Bailey, K. (1994). Questionnaire Construction and the Mailed Questionnaire in *Methods of Social Research*. Simon and Schuster, 4th ed.The Free Press, New York NY 10020. Chs-6 and 7. Pp. 105-172.

Bailey, K. (1994). Interview Studies in *Methods of Social Research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020.Ch8. Pp.173-213.

Creswell, J W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 3<sup>rd</sup> ed. Sage Publications, California. Ch 8,9,10. Pp. 145-226.

### **2.2 Observation: Participant and non-Participant**

Bailey, K. (1994). Observation in *Methods of Social Research*. Simon and Schuster, 4th ed. The Free Press, New York NY10020.Ch 10.Pp.241-273.

Whyte, W. F. 1955. *Street Corner Society*. Chicago: University of Chicago Press. Appendix.

## **Unit 3. Statistical Methods (Weeks 10-13)**

### **3.1 Overview of Statistics in Sociology**

Raftery A E. 'Statistics in Sociology, 1950-2000' ,*Journal of the American Statistical Association*, Vol. 95, No. 450, (June 2000), pp. 654-661.

### **3.2 Graphical and Diagrammatic presentation of data**

Gupta, S. P. (2007). *Elementary Statistical Methods*. Sultan Chand & Sons. Pp.101-108, 115-118, 131-137.

### **3.3 Measures of Central Tendency**

3.3.1 Gupta, S. P. (2007). *Elementary Statistical Methods*. Sultan Chand & Sons. Pp. 155-168, 173-180, 187-197.



### **3.4 Measures of Dispersion**

Gupta, S. P. (2007). *Elementary Statistical Methods*. Sultan Chand & Sons. Pp. 263-277.

### **Unit 4. Research Projects (Week 14)**

No Specific readings for this section. Research Projects at the discretion of the teacher.

Note: Numericals to be taught for individual, discrete and continuous series for the topics mentioned above. No specific method for calculating the same be specified.

#### **Teaching-Learning Process:**

1. Classroom lectures interlink the sociological theories previously taught with the methods and techniques of data collection. Students are encouraged to construct questionnaires and conduct interviews, use technology like online surveys to develop practical research skills.
2. The use of statistics enables the students to understand both qualitative and quantitative aspects of social research.
3. Alternative pedagogical techniques like outdoor learning through field trips and research projects, audio-visual technology in classrooms provides them with both research related knowledge and experience.

#### **Assessment Methods:**

1. Tutorials are given regularly to students after the completion of a topic. The objective is to assess the understanding of the student regarding the covered topic.
2. Students are expected to submit individual/team project reports, along with making oral presentations of the same in class.
3. Periodic tests/mid-semester examination of the covered syllabus is also undertaken by the students during the academic session. End-semester examination is conducted by the University of Delhi.

#### **Keywords:**

Research, methods, techniques, quantitative, qualitative, empirical, field, concepts, hypothesis, sample, observation, statistics, survey, questionnaire, interview, graphs, tables, diagrammatic presentation, measures of central tendency, measures of dispersion.