

CBCS SYLLABUS

Course Structure

For

Undergraduate Courses in Sociology
(Honours and Pass (General))

Nagaland University

2024-Revised

COURSE CONTENT

A. HONOURS COURSE

CORE PAPERS

Paper Code	Course Code	Title of the paper	Total Credit (6 each)
C-1	SOC/H/C-1	Introduction to Sociology-I	6
C-2	SOC/H/C-2	Sociology of India-I	6
C-3	SOC/H/C-3	Introduction to Sociology-II	6
C-4	SOC/H/C-4	Sociology of India-II	6
C-5	SOC/H/C-5	Political Sociology	6
C-6	SOC/H/C-6	Sociology of Religion	6
C-7	SOC/H/C-7	Sociology of Gender	6
C-8	SOC/H/C-8	Economic Sociology	6
C-9	SOC/H/C-9	Sociology of Kinship	6
C-10	SOC/H/C-10	Social Stratification	6
C-11	SOC/H/C-11	Sociological Thinkers-I	6
C-12	SOC/H/C-12	Sociological Research Methods-I	6
C-13	SOC/H/C-13	Sociological Thinkers-II	6
C-14	SOC/H/C-14	Sociological Research Methods-II	6

GENERIC ELECTIVE PAPERS

Paper Code	Course Code	Title of the paper	Total Credit (6 each)
GE-1	SOC/H/GE-1	Indian Society: Images and Realities	6
GE-2	SOC/H/GE-2	Gender and Violence	6
GE-3	SOC/H/GE-3	Sociology of Social Movements	6
GE-4	SOC/H/GE-4	Population and Society	6

DISCIPLINE SPECIFIC ELECTIVE

Paper Code	Course Code	Title of the paper	Total Credit (6 each)
DSE-1	SOC/H/DSE-1	Urban Sociology	6
DSE-2	SOC/H/DSE-2	Environmental Sociology	6
DSE-3	SOC/H/DSE-3	Indian Sociological Traditions	6
DSE-4	SOC/H/DSE-4	Reading Ethnographies	6

SKILL ENHANCEMENT COURSES

Paper Code	Course Code	Title of the paper	Total Credit (2 each)
SEC-1	SOC/H/SEC-1	Reading, Writing and Reasoning for Sociology	2
SEC-2	SOC/H/SEC-2	Techniques of Ethnographic Film Making	2

B. PASS (GENERAL) COURSE

CORE PAPERS

Paper Code	Course Code	Title of the paper	Total Credit (6 each)
DSC-1A	SOC/G/DSC-1A	Indian Society: Images and Realities	6
DSC-1B	SOC/G/DSC-1B	Gender and Violence	6
DSC-1C	SOC/G/DSC-1C	Sociology of Social Movements	6
DSC-1D	SOC/G/DSC-1D	Population and Society	6

SKILL ENHANCEMENT COURSES

Paper Code	Course Code	Title of the paper	Total Credit (2 each)
SEC-1	SOC/G/SEC-1	Reading, Writing and Reasoning for Sociology	2
SEC-2	SOC/G/SEC-2	Techniques of Ethnographic Film Making	2
SEC-3	SOC/G/SEC-3	Gender Sensitization	2
SEC-4	SOC/G/SEC-4	Theory and Practice of Development	2

DISCIPLINE SPECIFIC ELECTIVE

Paper Code	Course Code	Title of the paper	Total Credit (6 each)
DSE-1A	SOC/G/DSE-1A	Urban Sociology	6
DSE-1B	SOC/G/DSE-1B	Environmental Sociology	6

GENERIC ELECTIVE

Paper Code	Course Code	Title of the paper	Total Credit (6 each)
GE-1	SOC/G/GE-1	Polity and Society in India	6
GE-1	SOC/G/GE-2	Economy and Society	6

B.A. (HONOURS)

CORE PAPER

Course Code: SOC/H/C-1

INTRODUCTION TO SOCIOLOGY - I

Course Objective:

The mandate of the course is to introduce the discipline to students from diverse trainings and capabilities. The course is intended to introduce the students to a sociological way of thinking. It also provides a foundation for the other more detailed and specialized courses in sociology.

Outline:

1. Sociology: Discipline and Perspective

- a. Meaning of Sociology
- b. Scope and Significance of Sociology
- c. Thinking Sociologically
- d. Emergence of Sociology and Social Anthropology

2. Sociology and Other Social Sciences

- a. Sociology & History
- b. Sociology & Psychology
- c. Sociology & Economics
- d. Sociology & Political Science

3. Basic Concepts

- a. Individual and Group
- b. Associations and Institutions
- c. Social Control and Change
- d. Status and Role

4. Social Institutions – Basic Concepts

- a. Family
- b. Religion
- c. Education
- d. Politics

5. Social Stratification – Basic Concepts

- a. Caste
- b. Class
- c. Gender
- d. Ethnicity

Readings:

1. Beattie, J., 1966, *Other Cultures*, London R.K.P., Chapter 2, 'Social Anthropology and Some Other Sciences of Man', Pp. 25- 29
2. Beteille, Andre, 2009, *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense', Pp. 13-27
3. Beteille, André, 2002, *Sociology: Essays in Approach & Method*, Oxford University Press, Chapter 2, 'Sociology and Social Anthropology', Pp. 28-54
4. Bierstedt, Robert, 1974, *The Social Order*, New York: McGraw Hill Book Company Part 3, Chapter 5,6 & 7 Pp. 188-212
5. Bottomore, T. B. 1971, *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin. Chapter 4, 'The Social Sciences, History and Philosophy', Pp. 65-80
6. Burke, Peter, 1980, *Sociology and History*, George Allen and Unwin, Chapter 1, 'Sociologists and Historians', Pp. 13-30
7. Giddens, Anthony. *Sociology: Problems and Perspectives*, Polity Press, UK, 1993
8. Gisbert, S.J. Pascual. *Fundamental of Sociology*, Orient Longman, Bombay, 1991
9. Haralambos, M; 1991; *Sociology, Themes and Perspectives*; New Delhi; Oxford University Press.
10. Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw-Hill, Chapter 8-9, Pp. 185-209
11. Inkeles, Alex; 2003; *What is Sociology? An Introduction to the Discipline and Profession*; New Delhi; Prentice Hall of India Private Limited.
12. Jayaram, N; 1990; *Introducing Sociology*; New Delhi; MacMillan India Ltd.
13. Johnson, Harry M, 1995, *Sociology: A Systematic Introduction*, New Delhi, Allied Publishers.
14. Jonathan H; 1994; *Sociology: Concepts and Uses*; New York; McGraw Hill Inc
15. MacIver, Robert M, and Charles Hunt Page. 1949. *Society*, New York: Rinehart. Chapter 10, 'Types of Social Groups', Pp. 213-237
16. Majumdar, D.N. and Madan, T.N. *An Introduction to Social Anthropology*, Mayoor Paperbacks, New Delhi, 2002.
17. Redfield, Robert 1956, Chapter 16, 'How Human Society Operates', in Harry L Shapiro (ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp. 345-368
18. Ritzer, George, 1996, *Classical Sociological Theory*, New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46
19. Singh, Yogendra. *Social Stratification and Change in India*, Manohar Publishers, 1977

Course Code: SOC/H/C-2
SOCIOLOGY OF INDIA-I

Course Objective:

This paper introduces the processes and modes of construction of knowledge of India. Further, it aims to draw attention to the key concepts and institutions which are useful for the understanding of Indian society.

Outline:

1. India: An Object of Knowledge

- a. The Colonial Discourse
- b. The Nationalist Discourse
- c. The Subaltern Critique
- d. Unity in Diversity

2. Caste

- a. Theories of origin of Caste system
- b. Transformation of Caste system
- c. Mobility in Caste
- d. Caste and Politics

3. Tribe

- a. Concept and Definition
- b. Distribution of Tribal people in India
- c. Problems and Issues of Tribal people in India
- d. Approaches to Tribal development – Assimilation/Isolation/Integration

4. Agrarian Society

- a. Features of Agrarian Society
- b. Occupational structure
- c. Land ownership pattern
- d. Contemporary Issues

5. Industry and Labour

- a. Types of Industries in India
- b. Human relations
- c. Authority relations
- d. Role of Trade Unions

Readings:

1. Breman, J., 1999, "The Study of Industrial Labour in Post Colonial India: The Formal Sector", *Contributions to Indian Sociology*, 33(1&2), Pp.1-4
2. Cohn, B.S., 1990, *An Anthropologist among the Historians and Other Essays*, Delhi: Oxford University Press, Pp.136-171
3. Dhanagare, D.N., 1991, "The Model of Agrarian Classes in India", in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp. 271-275
4. Kaviraj, S., 2010, *The Imaginary Institution of India*, Ranikhet: Permanent Black, Pp.85-126
5. Haimendorf, C. V. F., 1967, "The Position of Tribal Population in India", in Mason *India and Ceylon: Unity and Diversity*, New York: Oxford University Press, Chapter 9
6. Srinivas, M.N., 1969, "The Caste System in India", in A. Béteille (ed.) *Social Inequality: Selected Readings*, Harmondsworth: Penguin Books, Pp.265-272
7. Cohn, B.S., 1990, *An Anthropologist among the Historians and Other Essays*, Delhi: Oxford University Press, Pp.136-171
8. Kaviraj, S., 2010, *The Imaginary Institution of India*, Ranikhet: Permanent Black, Pp.85-126
9. Guha, R., 1982, *Subaltern Studies, Volume I*. Delhi: OUP, Pp.1-8
10. Mencher, J., 1991, "The Caste System Upside Down", in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp.93-109
11. Dhanagare, D.N., 1991, "The Model of Agrarian Classes in India", in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp. 271-275.
12. Breman, J., 1999, "The Study of Industrial Labour in Post Colonial India: The Formal Sector", *Contributions to Indian Sociology*, 33(1&2), Pp.1-41
13. Haimendorf, C. V. F., 1967, "The Position of Tribal Population in India", in P. Mason *India and Ceylon: Unity and Diversity*, New York: Oxford University Press, Chapter 9
14. Srinivas, M. N., 1987, *The Dominant Caste and Other Essays*, Delhi: Oxford University Press, Pp.20-59
15. Karve, I., 1994, "The Kinship Map of India", in P. Uberoi (ed.) *Family, Kinship and Marriage in India*. Delhi: Oxford University Press, Pp.50-73
16. Srinivas, M.N. and A. M. Shah, 1968, "Hinduism", in D. L. Sills (ed.) *The International Encyclopaedia of Social Sciences*, Volume 6, New York: Macmillan, Pp.358-366
17. Momin, A.R., 1977, "The Indo Islamic Tradition", *Sociological Bulletin*, 26, Pp.242-258
18. Uberoi, J.P.S., 1997, "The Five Symbols of Sikhism", in T.N. Madan (ed.) *Religion in India*, Delhi: Oxford University Press, Pp. 320-332

Course Code: SOC/H/C-3
Introduction to Sociology-II

Course Objective:

The course aims to provide a general introduction to sociological thought. The focus is on studying from the original texts to give the students a flavor of how over a period of time thinkers have conceptualized various aspects of society. This paper also provides a foundation for thinkers in the other papers.

Outline:

1. Introduction to Theories of Society

- a. Montesquieu and Rousseau - Emergence of Social Theory
- b. Herbert Spencer - Conceptualizing Society
- c. George Simmel - Sociability
- d. Saint Simon and August Comte - Origin of Positivism

2. Structuralism

- a. Emile Durkheim - Social Solidarity
- b. A.R. Radcliffe Brown - The Idea of Social Structure
- c. Edmund Leach – Social Structure

3. Functionalist Perspective

- a. Malinowski - Theory of Needs
- b. Talcott Parsons – Action Theory
- c. R. K. Merton – Strain Theory

4. Interpretive and Interactionist Perspective

- a. Max Weber – Concept of Social Action
- b. G.H. Mead - Pragmatism
- c. Herbert Blumer - Symbolic Interactionism

5. Conflict Perspective

- a. Karl Marx – Dialectical Materialism
- b. Lewis Coser - Functionalist Interpretation of Conflict
- c. Ralf Dahrendorf – Class Conflict in Modern Society

Readings:

1. Adams, B. N. and Sydie, R.A. (2001). *Sociological Theory*. California: Pine Forge Press-Sage.
2. Allen, K. (2006). *The Social Lens: An Invitation to Social and Sociological Theory*. Sage.
3. Aron, R. (1971). *Main Currents in Sociological Thought*. Penguin Books.
4. Bottomore, T. B. 1971. *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin, Chapter 2, Pp. 29-47
5. Calhoun, C. et al (Ed.) (2002). *Contemporary Sociological Theory*. Massachusetes: Blackwell. (Chapter 3,4,5,7,8, 22).
6. Coser, L. *Masters of Sociological Thought: Ideas in Historical and Social Context*, (2nd ed.) New York :Harcourt , 1977.
7. Dahrendorf, Ralf, 1968, *Essays in the Theory of Society*, Stanford: Stanford University Press, Chapters 4 & 5, Pp. 107-150
8. Durkheim, Emile, 1984, *The Division of Labour in Society*, Basingstoke: Macmillan. Pp. 149-174
9. Giddens, A., and Turner, J. (eds.) (1987) *Social Theory Today*. Cambridge: Polity.
10. Giddens, Anthony, 2010, *Sociology*, 6th edition, Polity, Chapter 7, 'Social Interaction in Everyday Life', Pp. 247-280
11. Gouldner, Alvin, 1977, 'Sociology's Basic Assumptions' in Thompson, Kenneth and Jeremy Tunstall, *Sociological Perspectives*, New York: Penguin Books Ltd, Pp. 13-17
12. Joseph, J. (Ed.), (2005) *Social Theory: A Reader*. Edinburg: Edinburg University Press.
13. Leach, Edmund, 1973, 'Structuralism in Social Anthropology', In Robey, David *Structuralism: An Introduction*, 1st ed., Oxford: Clarendon Press, 37-56
14. Magill, Frank N., 1996, *International Encyclopedia of Sociology*, Volume 1, Routledge, Pp. 690-693
15. Marx, Karl, 1990, *Selected writings in Sociology and Social Philosophy*, Penguin Books Limited, Pp. 88-101
16. Radcliffe Brown, A.R., 1976, *Structure and Function in Primitive Society*, Free Press Chapter 9 & 10, Pp. 178-204
17. Shils, E. A., and Finch, H. A. (eds.) (1949). *The Methodology of the Social Sciences: Max Weber*. New York: Free Press
18. Turner, B.S. (Ed.) (2009). *The New Blackwell Companion to Social Theory*. Sussex. Blackwell. (Introduction, Chapter One, Chapter nine)
19. Wallace, R.A. and Wolf, A. (1995). *Contemporary Sociological Theory: Continuing the Classical Tradition*. New Jersey: Prentice Hall.
20. Weber, Max, 1978, *Economy & Society: An outline of Interpretive Sociology*, Vol. 1, University of California Press, Basic Concepts, Pages 4-26

Course Code: SOC/H/C-4
Sociology of India–II

Course Objective:

This paper aims to draw attention to the variety of ideas and debates about India. Further, it critically engages with the multiple socio-political forces and ideologies which shape the terrain of the nation.

Outline:

1. Ideas of India

- a. Gandhi
- b. Nehru
- c. Jyotiba Phule
- d. Ambedkar

2. Social Change

- a. Tradition to Modernity
- b. Urbanization
- c. Change in role and status of women
- d. Role of Technology in change

3. Resistance

- a. Dalit Politics
- b. Feminist activism
- c. Politics of Autonomy
- d. Environmental protests

4. Mobilization - Characteristics

- a. Peasant movement
- b. Student movement
- c. Ethnic movement
- d. Labour movement

5. Challenges to Civilization, State and Society:

- a. Development and Displacement
- b. Secularism
- c. Educated Unemployment
- d. Nation-building

Readings:

1. Ambedkar, B. R., 1971 [1936], *Annihilation of Caste*, Jullunder: Bheem Patrika
2. Uberoi, P. et al., 2007, 'Introduction: The Professionalization of Indian Anthropology and Sociology: Peoples, Places and Institutions' in P. Uberoi et al (Eds.) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black, Pp. 1-63
3. Dumont, L. and D. Pocock, 1957, 'For a Sociology of India', *Contributions to Indian Sociology*, 1, Pp.7-22
4. Shah, G., 2001, *Dalit Identity and Politics*, New Delhi: Sage Publications, Pp.17-43
5. Srinivas, M.N., 1956, 'A Note on Sanskritization and Westernization', *The Far Eastern Quarterly*, 15(4), Pp. 481-496
6. Menon, N., (Ed.) 1999, *Gender and Politics in India*, Delhi: Oxford University Press, pp.342-369.
7. Pouchepadass, J., 1980, 'Peasant Classes in Twentieth Century Agrarian Movements in India', in E. Hobsbawm (Ed.) *Peasants in History*, Delhi: Oxford University Press, Pp.136-155
8. Baruah, S., 2010, 'The Assam Movement' in T.K. Oommen (Ed.) *Social Movements I: Issues of Identity*. Delhi: Oxford University Press, Pp.191-208
9. Deshpande, S., 2003, *Contemporary India: A Sociological View*, New Delhi: Penguin Books, Pp.125-150
10. Dumont, L., 1997, *Religion, Politics and History in India*, Paris: Mouton,
11. Kumar, R., 1986, 'The Varieties of Secular Experience', in *Essays in the Social History of Modern India*, Calcutta: Oxford University Press, Pp.31-46
12. Madan, T.N., 1997, *Modern Myths, Locked Minds*, Delhi: Oxford University Press, Pp.233-265
13. Oommen, T. K., 1997, *Citizenship and National identity: From Colonialism to Globalism*. New Delhi: Sage Publications, pp.143-172.

Course Code: SOC/H/C-5
POLITICAL SOCIOLOGY

Course Objective:

This course introduces the students to some major theoretical debates and concepts in Political Sociology, while situating these within contemporary political issues. A key thrust of the paper is towards developing a comparative understanding of political relationships through themes such as power, governance and state and society relationships.

Outline:

1. Contextualizing the study of Political sociology

- a. Meaning and Scope
- b. Subject matter
- c. Emergence of political sociology
- d. Relationship between politics and sociology

2. Basic Concepts

- a. Power
- b. Authority
- c. Political socialization
- d. Political culture

3. People and Polity

- a. Meaning of political participation
- b. Activities of political participation
- c. Public opinion
- d. Pressure group

4. Political System

- a. Political system and society
- b. Totalitarians system
- c. Democratic system
- d. Tribal governance among the Nagas

5. Political Institutions and Bureaucracy

- a. State; definition and origin of state.
- b. Local Structure; 73rd & 74th constitutional amendment and institution of Panchayati Raj,
- c. Village Councils; Nagaland village and area council act 1979.
- d. Bureaucracy

Readings:

1. Bottomore, T.B. 1993, *Elites and Society, 2nd Edition*, Routledge, pp. 15-34
2. Bottomore, T . 1994, *Political Sociology*, reprint 1994. B.I Publication.
3. Eisenstadt, S. N. '1971, 'General Introduction : The Scope and Development of Political Sociology' in *Political Sociology: A Reader* Basic Books, New Your Publication, pp 3-24.
4. Lewellen, Ted. 2003, 'The Development of Political Anthropology' in *Political Anthropology: An Introduction (Third Edition)*, Praeger, pp. 1- 14.
5. Mills, C. Wright, 1956. *The Power Elite, New Edition*, OUP, pp. 269-297.
6. Mitchell, Timothy. 'Society, Economy, and the State Effect', in A. Sharma and A. Gupta (Ed.), *The Anthropology of the State: A Reader*, Oxford: Blackwell, 2006, pp. 169-85
7. Tapper, Richard, 1990. 'Anthropologists, Historians, and Tribes people' in Philip Shukry and Joseph Kostiner (Ed) *Tribes*
8. Weber, Max. 1978, *Economy and Society: An Outline of Interpretative Sociology*, Berkeley: University of California Press, pp. 53-54; 941-54; 212-30; 241-54.
9. Temjensosang, 2013. *Self governing institution of Nagas*. Akansha Publishing House, New Delhi.

Course Code: SOC/H/C-6
Sociology of Religion

Course Objective:

The course lays primacy to the understanding of religious over individual religions. Drawing heavily from classical writings on the subject it reinforces importance of the positions developed in these texts. Implicitly numerous interconnections can be attempted between various themes, manifestly the overarching concern of the paper is to follow up the linkage between social and religious through different registers mentioned in the outline.

Outline:

1. Formulating Religion

- a. Sociology of Religion: Nature & Scope
- b. Concept & definitions of religion
- c. Characteristics of Religion
- d. Functions

2. Types of Religion

- a. Totemism
- b. Animism & Naturalism
- c. Atheism,
- d. Monotheism and Polytheism

3. Sociological perspectives on religion

- a. Functionalist - Durkheim: Sacred and Profane
- b. Conflict - Marx: Religion as Ideological weapon
- c. Interactionist - Weber: Religious Ethics and Economy
- d. Structuralism - Levi-Strauss: Myths & totems

4. Elements of Religion

- a. Sacred, Myth, Ritual
- b. Magic & Sorcery
- c. Time and Space
- d. Rationality

5. Religion and Society: Contemporary Direction

- a. Fundamentalism
- b. Secularism
- c. Communalism
- d. Pluralism

Readings:

1. Emile Durkheim. 1995. *The elementary forms of religious life*. Translated by Karen E. Fields. New York: The Free Press. Book one and Conclusion, pp. 21-39, 418-440.
2. Max Weber. 2001. *The Protestant ethic and the spirit of capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp. 103-126.
3. Max Weber. 1978. *Economy and society*. (Eds) Guenther Roth and Claus Wittich. California University of California Press. Volume Two, pp. 518-521.
4. Malinowski, Bronislaw. 1948. *Magic, science and religion and other essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 37-50.
5. Emile Durkheim. 1995. *The Elementary Forms of Religious Life*. Translated by Karen E. Fields. New York: The Free Press, Book one, pp. 27-33.
6. Srinivas, M. N. 1952. *Religion and society among the Coorgs of south India*. Clarendon: Oxford, pp. 100-122.
7. Tremlett, Paul-Francois. 2008. *Levi-Strauss on Religion: The structuring Mind*. Routledge

Course Code: SOC/H/C-7
Sociology of Gender

Course Objective:

The course introduces gender as a critical sociological lens of enquiry in relation to various social fields. It also interrogates the categories of gender, sex, and sexuality.

Outline:

1. Gendering Sociology

- a. Why Gender Matters
- b. Understanding Gender
- c. Types of Gender
- d. The sociological views

2. Gender as a Social Construct

- a. Sex and Gender
- b. Nature and Culture
- c. Patriarchy
- d. Gender Socialization

3. Perspectives on Gender

- a. Functionalist
- b. Conflict
- c. Gandhian
- d. Subaltern

4. Gender: Differences and Inequalities

- a. Class and gender
- b. Caste and gender
- c. Family and gender
- d. Work and gender

5. Gender and Power

- a. Women and decision making
- b. Women's movement
- c. Gender mainstreaming
- d. Emerging challenges

Readings:

1. S. Jackson and S. Scott (eds.) 2002 *Gender: A Sociological Reader*, London: Routledge. Introduction, (pp. 1-26)
2. Liz Stantley. 2002. 'Should Sex Really be Gender or Gender Really be Sex' in S. Jackson and S. Scott (Eds.) *Gender: A Sociological Reader*, London: Routledge (pp. 31-41)
3. Sherry Ortner. 1974. "Is male to female as nature is to culture?" M.Z. Rosaldo and L. Lamphere (Eds.) *Women, culture and society*. Stanford: Stanford University Press (pp. 67-87).
4. Walby, Sylvia. 2002. "Gender, Class and Stratification: Towards a new Approach" in S. Jackson and S. Scott (Eds.) *Gender: A Sociological reader*. London: Routledge (pp 93-96).
5. Susie, Tharu and Tejaswini Niranjana. 1999. Problems for a contemporary theory of gender" in Nivedita Menon (Ed.) *Gender and Politics in India*, New Delhi: Oxford University Press [pp 494-525].
6. Kumar, Radha. 1999. "From Chipko to Sati: The Contemporary Indian Women"s Movement" In Nivedita Menon (Ed.) *Gender and Politics in India*. New Delhi: Oxford University Press [pp342-369].
7. Spivak, Gayatri Chakravorty. 1988. *Can the Subaltern speak?*. Columbia University Press
8. Currie, Kate. 2017. Gender, Subaltern Studies and the Invisibility of Women. *Journal of Social Sciences*, vo.2, 1998, Issue 1

Course Code: SOC/H/C-8
ECONOMIC SOCIOLOGY

Course Objective:

The course provides an understanding of the social and cultural bases of economic activity. It highlights the significance of sociological analysis for the study of economic processes in local and global contexts.

Outline:

1. Introduction and Perspectives

- a. Meaning and Concepts
- b. Nature and Scope
- c. Formalism and Substantivism
- d. New Economic Sociology

2. Forms of Exchange

- a. Reciprocity and Gift
- b. Barter
- c. Exchange and Money

3. Systems of Production, Circulation and Consumption

- a. Hunting and Gathering
- b. Agrarian
- c. Capitalism
- d. Socialism

4. Economic Development

- a. Factors
- b. Agencies
- c. Stages
- d. Impact

5. Some Contemporary Issues

- a. E-commerce
- b. Development
- c. Globalization
- d. Unemployment

Readings:

1. Baran, P. *The Political Economy of Growth*. NY: Monthly Review Press, 1957.
2. Durkheim, É. *The division of labour in society*. New York: Free Press, 1997.
3. Evans, P. B. *Embedded autonomy states and industrial transformation*. Princeton, NJ: Princeton University P, 1995.
4. Granovetter, M. "Economic action and social structure: The problem of embeddedness" in *American Journal of Sociology*. Vol. 91, pp. 481–510, 1985.
5. Harvey, D. *A Brief History of Neoliberalism*. Oxford: Oxford University Press. 2009.
6. Hoselitz, B.F. *Sociological Aspects of Economic Growth*. NY: The Free Press, 1960.
7. Marx, K. "Alienated Labour" in T.B. Bottomore (Ed.). *Karl Marx: Early Writings*, New York: McGraw Hill, 1963.
8. Marx, K. *Capital* (Vol. I). Moscow: Progress Publishers 1974.
9. Mitchell, T. 'Fixing the Economy' in *Cultural Studies*, 12(1), 1998.
10. Nash, M. *Primitive and Peasant Economic Systems*. California: Chandler, 1956.
11. Parsons, T. and N. Smelser. *Economy and Society*. London: Routledge, 2010.
12. Smelser, N. J. and R. Swedberg. *The handbook of economic sociology*. Princeton, NJ: Princeton University P, 2005.
13. Weber, M. *Economy and society: An outline of interpretive sociology*. Berkeley: University of California P.

Course Code: SOC/H/C-9
SOCIOLOGY OF KINSHIP

Course Objective

This course aims to introduce general principles of kinship and marriage by reference to key terms and theoretical statements substantiated by ethnographies. The course looks at the trajectories and new directions in kinship studies.

Outline:

1. Introduction

- a. Meaning and Definition
- b. Significance of Kinship
- c. History of Kinship studies
- d. Types of Kinship

2. Kinship Terminology

- a. Descent and Lineage
- b. Clan and Filiation
- c. Incest Taboo
- d. Residence

3. Kinship Theories

- a. Descent
- b. Alliance
- c. Tetradic

4. Family Household and Marriage

- a. Inter generational conflict and Youth unrest
- b. Conflict and disunity in the family
- c. Disintegration of the Traditional Indian Joint Family System
- d. Changes in the Indian Marriage system

5. Recasting Kinship

- a. Relatedness
- b. Kinship and Gender
- c. Re-imagining Families
- d. Unisex Family

Readings:

1. Radcliffe-Brown, A. R. and D. Forde (Eds.), 1950, *African Systems of Kinship and Marriage*, London: Oxford University Press, Introduction, Pp.1-39
2. Evans-Pritchard, E.E., 2004 (1940), 'The Nuer of Southern Sudan', in R. Parkin and L. Stone (Eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 64-78
3. Leach, Edmund, 1962, 'On Certain Unconsidered Aspects of Double Descent Systems', *Man*, Vol. 62, Pp. 130-134
4. Lévi-Strauss, Claude, 1969, *The Elementary Structures of Kinship*, London: Eyre and Spottiswoode, Chapters 1 & 2, Pp. 3-25
5. Dumont, L., 1968, 'Marriage Alliance', in D. Shills (Ed.), *International Encyclopedia of the Social Sciences*, U.S.A.: Macmillan and Free Press, Pp. 19- 23
6. Shah, A.M., 1998, 'Changes in the Indian Family: An Examination of Some Assumptions', in *The Family in India: Critical Essays*, New Delhi: Orient Longman, Pp.52-63
7. Leach, E.R., 1961, 'Polyandry, Inheritance and the Definition of Marriage with Particular Reference to Sinhalese Customary Law', in E. R. Leach (Ed.), *Rethinking Anthropology*, London: The Athlone Press, Pp. 105-11
8. Uberoi, Patricia, 1995, 'When is a Marriage not a Marriage? Sex, Sacrament and Contract in Hindu Marriage', *Contributions to Indian Sociology*, n.s. 29, 1&2: 319-45

Course Code: SOC/H/C-10
Social Stratification

Course Objective:

This course introduces students to Sociological study of Social Inequalities. It acquaints students with principal theoretical perspectives on and diverse forms of Social inequality in articulation with each other.

Outline:

1. Introduction

- a. Concept, meaning and Characteristics
- b. Significance
- c. Functions
- d. Consequences

2. Theories

- a. Marx: Class
- b. Max Weber: Status and Power
- c. Pierre Bourdieu: Forms of Capital
- d. Feminist Theory

3. Identities and Inequalities

- a. Age
- b. Gender
- c. Race
- d. Ethnicity

4. Mobility and Social Reproduction

- a. Types of Social Mobility
- b. Cultural and Social Reproduction
- c. Westernisation
- d. Modernisation

5. Traditional Naga Social Stratification

- a. Warriors
- b. Feast of Merit
- c. Chieftains
- d. Gender and Age

Readings:

1. Acker, Joan. 'Women and Social Stratification: A Case of Intellectual Sexism'. *American Journal of Sociology* 78.4, 1973.
2. Bailey, F.G. 'Closed Social Stratification in India', *European Journal of Sociology* Vol. 4, No. 1 (1963)
3. Bendix, Reinhard. 'Inequality and Social Structure: Comparison of Marx and Weber' *American Sociological Review*, Vol. 39, No. 2 (Apr., 1974).
4. B eteille, A. 1983. 'Introduction in Andre B eteille (ed.): *Equality and Inequality: Theory and Practice*; Delhi: Oxford University Press.
5. Beteille, Andre. *Inequality among Men*. London: Blackwell, 1977.
6. Bettie, Julie. 2003. *Women without Class: Girls, Race, and Identity*. California: University of California Press.
7. Bottero, Wendy. *Stratification*. London: Routledge, 2005.
8. Bottomore, T. B. *Classes in Modern Society*. New York: Pantheon Books, 1966.
9. Bourdieu, Pierre 'Cultural Reproduction and Social Reproduction' *In The Structure of Schooling: Readings in the Sociology of Education*. Richard Arum and Irene Beattie, Editors. NY: McGraw Hill. 1973.
10. Breigher, R.L.(ed)1990. *Social Mobility and Social Structure*. New York; Cambridge University Press.
11. Collins, Patricia Hill. 'Toward a New Vision: Race, Class, and Gender as categories of Analysis and Connection' *Race, Sex*, Vol.1, No.1 (Fall 1993).
12. Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. *American Sociological Review* 10.2 (1945).
13. Grusky, D.V. 1994. *Social Stratification Perspective*. Boulder: West view Press.
14. Gupta, D. 1991. 'Hierarchy and Difference' in Dipankar Gupta (ed.): *Social Stratification* Delhi: Oxford University Press.
15. Jain, Ravindra K. 'Hierarchy, Hegemony and Dominance: Politics of Ethnicity in Uttar Pradesh, 1995' *Economic and Political Weekly*, Vol. 31, No. 4 (Jan. 27,1996).
16. Macleod, Jay. 1987. 'Leveled Aspirations: Social Reproduction Takes its Toll', in *Ain't No Makin It: Aspirations and Attainment in a Low Income Neighbourhood*. USA: West view Press.
17. McLellan, David. *The Thought of Karl Marx*. London: Papermac, 1995.
18. Mitchell, Juliet. *Woman's Estate*. Harmondsworth: Penguin, 1971.
19. Omi, Michael, and Howard Winant. *Racial Formation in the United States*. New York: Routledge & Kegan Paul, 1986.
20. Ovung, Athungo (2012). *Social Stratification in Naga Society*. Mittal Publication, New Delhi
21. Pitt-Rivers Julia 'Race, Color, and Class in Central America and the Andes', *Daedalus*, Vol. 96, No. 2, Color and Race (Spring, 1967).
22. Stinchcombe, Arthur L. 'Some Empirical Consequences of the Davis-Moore Theory of Stratification'. *American Sociological Review* 28.5 (1963).
23. Tawney, R. H. *Equality*. London: Unwin Books, 1964. Chapter 1. The Religion of Inequality
24. Tumin, Melvin M. 'Some Principles of Stratification: A Critical Analysis'. *American Sociological Review* 18.4 (1953)
25. Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. *From Max Weber*. New York: Oxford University Press, 1946.
26. Worsley, Peter. *Introducing Sociology*. 2nd ed. Harmondsworth: Penguin Books, 1970.
27. Wrong Dennis H. 'The Functional Theory of Stratification: Some Neglected Considerations' *American Sociological Review*, Vol. 24, No. 6 (Dec., 1959).

Course Code: SOC/H/C-11
SOCIOLOGICAL THINKERS-I

Objectives:

The course introduces the students to the classics in the making of the discipline of sociology through selected texts by the major thinkers.

Outline:

1. AUGUST COMTE

- a. Intellectual background
- b. Law of human progress
- c. Social static and dynamic
- d. Hierarchy of the science

2. HERBERT SPENCER

- a. Science and society
- b. Organic analogy
- c. Social types: Militant & Industrial Societies
- d. Functionalism

3. KARL MARX

- a. Materialism as a tool for understanding social reality
- b. Dialectical materialism
- c. Class & Class Struggle
- d. Alienation

4. MAX WEBER

- a. Phenomenological sociology; Verstehen: understanding and meaning
- b. Ideal types
- c. Religion and economy
- d. Authority

5. EMILE DURKHEIM

- a. The functional analysis of society; Division of labour in society
- b. The rules of sociological methods; Social fact
- c. Suicide
- d. The sacred and profane

Readings:

1. Weber, Max. 1947. *The Theory of Social and Economic Organization*. New York: The Free Press, pp. 87-123
2. 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
3. Gane, Mike. 1992. *The Radical Sociology of Durkheim and Mauss*. London: Routledge. Pages:1-10
4. Durkheim, E. 1958. *The Rules of Sociological Method*. New York: The Free Press. pp. 48-107, 119-144
5. Durkheim, E. 1951. *Suicide: A Study in Sociology*. New York: The Free Press, pp. 41-56, 145-276
6. Ritzer, G. 1996. *Sociological Theory*. New York: McGraw Hill Companies.
7. Giddens, A. 1971. *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber*. Cambridge: Cambridge University Press.

Course Code: SOC/H/C-12
Sociological Research Methods-I

Course Objective:

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

Outline:

1. The Logic of Social Research

- a. Science and Logic
- b. Characteristics of Scientific Research
- c. Objectivity in Social Science
- d. Value-neutrality

2. Types of Research

- a. Basic and Applied
- b. Historical
- c. Empirical
- d. Descriptive

3. Methodological Perspective

- a. Conflict
- b. Structural- Functionalism
- c. Symbolic Interaction
- d. Positivism

4. Techniques of Data Collection

- a. Observation
- b. Questionnaire and Interview schedule
- c. Survey
- d. Case study

5. Ethical Issues

- a. Research Ethics in Historical Perspective
- b. Regulations on the Research Process
- c. Ethical Codes
- d. Validity and truth

Readings:

1. Ahuja Ram (2011) Research Methods, Rawat Publication, New Delhi
2. Bailey, K. (1994). The Research Process in *Methods of social research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020.
3. Berg, B.L (1998). *Qualitative Research Methods*, 2nd ed, Allyn and Bacon, USA
4. Béteille, A. 2002, *Sociology: Essays on Approach and Method*, New Delhi: Oxford University Press.
5. Bryman, Alan. 2004, *Quantity and Quality in Social Research*, New York: Routledge.
6. Durkheim, E. 1958, *The Rules of Sociological Method*, New York: The Free Press.
7. Geertz, Clifford. 1973. *Interpretation of Cultures*, New York: Basic Books.
8. Gluckman, M. 1978, 'Introduction', in A. L. Epstein (ed.), *The Craft of Social Anthropology*, Delhi: Hindustan Publishing Corporation.
9. Goode, W. E. and P. K. Hatt. 1952. *Methods in Social Research*. New York: McGraw Hill.
10. Gupta, Akhil and James Ferguson. 1997. *Anthropological Locations*. Berkeley: University of California Press.
11. Guthrie, G (2010), *Basic Research Methods: An Entry to Social Research*, Sage Publication India Pvt.Ltd, New Delhi
12. Mills, C. W. 1959, *The Sociological Imagination*, London: Oxford University Press.
13. Radcliffe-Brown, A. R. 1958, *Methods in Social Anthropology*, Delhi: Asia Publishing Corporation.
14. Srinivas, M.N. et al 2002(reprint), *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*, New Delhi: OUP, Introduction
15. Weber, Max. 1949, *The Methodology of the Social Sciences*, New York: The Free Press, Foreword.

Course Code: SOC/H/C-13
Sociological Thinkers-II

Course Objective:

To introduce students to post-classical sociological thinking through some original texts.

Outline:

1. Talcott Parsons

- a. Concept of social system
- b. Functional pre-requisites of social system (AGIL)
- c. Pattern variables
- d. Theory of Social Action

2. Claude Levi-Strauss

- a. Structuralism
- b. Theory of Myth
- c. Alliance theory
- d. The science of the concrete

3. G. H. Mead and Erving Goffman

- a. G.H Mead - symbolic interactionism
- b. G.H Mead - Theory of Perspective
- c. Erving Goffman - Dramaturgy

4. Peter L. Berger

- a. The Theory of Religion
- b. Social Construction of Reality
- c. The Sociological perspective

5. C. Wright Mills

- a. White collar: The American middle class
- b. Sociological Imagination
- c. Power Elite

Readings:

1. Berger, P. L. and T. Luckmann. 1991. *The Social Construction of Reality*. London: Penguin Books, pp. 31-62
2. Berger, P.L 1963. *Invitation to Sociology*.
3. Bourdieu, P. 1977. *Outline of a Theory of Practice*. Cambridge: Cambridge University Press, pp. 72-95
4. Chicago Press.Part III, pp135-226
5. Claude levi-strauss 1968. *the science and the concrete* In the savage mind. University of Chicago press,
6. Claude levi-strauss, 1971. Alliance theory In the elementary structure of kinship.
7. Levi-Stauss, C. 1993. "Structure and Dialectics", in *Structural Anthropology Volume I*. Harmonds Worth: Penguin, pp. 232-242
8. Mead, G.H. 1934 (Fourteenth Impression 1967) *Mind Self and Society*. Chicago: University of
9. Parsons, T. and E. Shils (Eds). 1951. *Towards a General Theory of Action*. New York: Harper and Row Publishers, pp. 3-29
10. Parsons, Talcott; 1949; *The Structure of Social Action*; New York; McGraw Hill. 9. Parsons, Talcott. 'The Social System', The Free Press, Glencoe, Illinois,1951
11. Parsons, Talcott; 1967; *Sociological Theory and Modern Society*; New York; Free Press.
11. Turner, J.H; 1987; *Structure of Sociological Theory*; Jaipur; Rawat Publications.
12. Ritzer, G. 1996. *Sociological Theory*. New York: McGraw Hill Companies.

Course Code: SOC/H/C-14
Sociological Research Methods-II

Objective:

The course is an introductory course on how research is actually done. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research.

Outline:

1. Methods of Data Collection

- a. Social Survey
- b. Case Study
- c. Field Study
- d. Focus Group Interview

2. Research Design

- a. Meaning and Definition
- b. Functions
- c. Phases in Research Designing
- d. Design for different types of Research

3. Problem Formation and Developing Research Questions

- a. Components in Research
- b. Sources of Selecting Research Topics
- c. Operationalising Concepts
- d. Formulating Research Questions

4. Measures in Research

- a. Graphical and Diagrammatic Presentation of Data
- b. Measurement and scaling
- c. Archival Strategies
- d. Public and Private Archives

5. Data Processing and Interpretation

- a. Methods of Data Processing
- b. Analysis of Data
- c. Interpretation of Data
- d. Techniques of Report Writing

Readings:

1. Ahuja Ram (2011) Research Methods, Rawat Publication, New Delhi
2. Bailey, K. (1994). Interview Studies in Methods of social research. Simon and Schuster, 4th ed. The Free Press, New York NY 10020.
3. 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.
4. Bailey, K. (1994). Survey Sampling in Methods of social research. Simon and Schuster, 4th ed. The Free Press, New York NY 10020.
5. Bailey, K. (1994). The Research Process in Methods of social research. Simon and Schuster, 4th ed. The Free Press, New York NY 10020.
6. Berg, B.L (1998). Qualitative Research Methods , 2nd ed, Allyn and Bacon, USA
7. Béteille, A. 2002, Sociology: Essays on Approach and Method, New Delhi: Oxford University Press.
8. Bryman, Alan. 2004, Quantity and Quality in Social Research, New York: Routledge.
9. Durkheim, E. 1958, The Rules of Sociological Method, New York: The Free Press.
10. Geertz, Clifford. 1973. Interpretation of Cultures, New York: Basic Books.
11. Gluckman, M. 1978, 'Introduction', in A. L. Epstein (ed.), The Craft of Social Anthropology, Delhi: Hindustan Publishing Corporation.
12. Goode, W. E. and P. K. Hatt. 1952. Methods in Social Research. New York: McGraw Hill.
13. Gupta, Akhil and James Ferguson. 1997. Anthropological Locations. Berkeley: University of California Press.
14. Guthrie, G (2010), Basic Research Methods: An Entry to Social Research, Sage Publication India Pvt.Ltd, New Delhi
15. Merton, R. K. 1972, Social Theory and Social Structure, Delhi: Arvind Publishing House.
16. Mills, C. W. 1959, The Sociological Imagination, London: Oxford University Press.
17. Radcliffe-Brown, A. R. 1958, Methods in Social Anthropology, Delhi: Asia Publishing Corporation.
18. Srinivas, M.N. et al 2002(reprint), The Fieldworker and the Field: Problems and Challenges in Sociological Investigation, New Delhi: OUP, Introduction
19. Weber, Max. 1949, The Methodology of the Social Sciences, New York: The Free Press, Foreword.

GENERIC ELECTIVE PAPERS

Course Code: SOC/H/GE-1 **Indian Society: Images and Realities**

Course Objective:

This course seeks to provide an interdisciplinary introduction to Indian society.

Outline:

1: Ideas of India

- a. Civilization
- b. Colony
- c. Nation
- d. Society

2: Social Settings

- a. Village
- b. Towns
- c. Region
- d. Forest

3: Processes

- a. Caste
- b. Gender
- c. Ethnicity
- d. Class

4: Institutions

- a. Family
- b. Religion
- c. Economy
- d. Politics

5: Contemporary Issues

- a. Violence against women
- b. Religious communalism
- c. Caste conflict
- d. Developmental disparities

Readings:

1. Embree, Ainslie Thomas., *Imagining India*. Delhi: Oxford University Press, 1989.
2. Chapter 1 Brahmanical Ideology and Regional Identities. Pp. 9 – 27.
3. Cohn, Bernard. *India: Social Anthropology of a Civilization*, Delhi: OUP. Chapters 1, 3, 5 & 8 (1-7, 24-31, 51-59, Breman, Jan. 'The Village in Focus' from the Village Asia Revisited, Delhi: OUP 1997. Pp. 15-64
4. Cohn, Bernard, *An Anthropologist Among Historians and Other Essays*, Delhi: OUP, 1987, Chapters. 4 and 6. Pp.78-85 & 100 – 135
5. Mines, Diane P. *Caste in India*. Ann Arbor, Mich.: Association for Asian Studies, 2009. Pp. 1-35.
6. Fuller, C. J. *The Camphor Flame: Popular Hinduism and Society in India*. Delhi: Viking, 1992. Chapter 1. Pp. 3 – 28.
7. Ahmad, Imtiaz et.al (Eds). *Pluralism and Equality: Values in Indian Society and Politics*, Sage: New Delhi, 2000. Chapter: 'Basic Conflict of 'we' and 'they'' Between religious traditions, between Hindus, Muslims and Christians'. Pp.
8. Dube, Leela. 'On the Construction of Gender: Hindu Girls in Patrilineal India', *Economic and Political Weekly*, Vol. 23, No. 18 (Apr. 30, 1988), pp. WS11-WS19
9. Gray, John N. & David J. Mearns. *Society from the Inside Out: Anthropological Perspectives on the South Asian Household*. New Delhi: Sage,
10. Chatterjee, Partha. *State and Politics in India*. Delhi: Oxford University Press, 1997. Introduction: A Political History of Independent India. Pp. 1-39
11. Omvedt, Gail. *Understanding Caste*. New Delhi: Orient Black Swan, 2011. Chapters. 5, 9, 11 and Conclusion. Pp. 30-38, 67 – 73, 83 – 90, 97 – 105
12. Sangari, Kumkum and Sudesh Vaid. *Recasting Women: Essays in Indian Colonial History*. New Brunswick: Rutgers University Press. Introduction, Pp

Course Code: SOC/H/GE-2
Gender and Violence

Course Objective:

Gendered violence is routine and spectacular, structural as well as situated. This course attempts to provide an understanding of the logic of that violence, awareness of its most common forms and tries to equip the students with a sociologically informed basis for making pragmatic, ethical and effective choices while resisting or intervening in the context of gendered violence.

Outline:

1. Gender Based Violence

- a. Concept and definitions
- b. Types of gender based violence
- c. Sites of Gender Based Violence (Family, Community/ Society, State)
- d. Gender Based Violence: A Human Rights Perspective

2. Structural Violence

- a. Caste, Gender and Violence
- b. Domestic and Familial Violence
- c. Dowry violence
- d. Patriarchy and violence

3. Situated Violence

- a. Gender and Conflict Situation
- b. Violence, Harassment and the Workplace
- c. Institutional Response

4. Causal factors

- a. Ideological
- b. Cultural
- c. Mass media
- d. Objectification of women

5. Addressing Gender based violence

- a. International Intervention (UN)
- b. Constitutional provisions and National Legislation and policy
- c. State: Statutory bodies, Helplines
- d. Non-state Agencies: NGOs, Civil Society, Community

Readings:

1. Kimmel, Michael S. *The Gendered Society*. New York: Oxford University Press, 2011. Chapter 13. Gender of Violence, Pp. 381-407
2. Wies, Jennifer R. *Anthropology at the Front Lines of Gender-Based Violence*. Nashville, Tenn.: Vanderbilt Univ. Press, 2011. Chapter 1. Ethnographic Notes from the Frontlines of Gender Based Violence, Pp. 1-18
3. Kannabiran, Vasanth and Kalpana Kannabiran, Caste and Gender: Understanding Dynamics of Power and Violence, *Economic and Political Weekly*, Vol. 26, No. 37 (Sep. 14, 1991), pp. 2130-2133.
4. Irudayam, Aloysius, Jayshree P Mangubhai, and Joel G Lee. *Dalit Women Speak Out*. Chapters. 1, 3, 4, 13 and 14.
5. Karlekar, Malavika. Domestic Violence, *Economic and Political Weekly*, Vol. 33, No. 27 (Jul. 4-10, 1998), pp. 1741-1751
6. Chowdhry, Prem. Enforcing Cultural Codes: Gender and Violence in Northern India, *Economic and Political Weekly*, Vol. 32, No. 19 (May 10-16, 1997), pp. 1019-1028
7. Butalia, Urvashi. *The Other Side of Silence*. Durham, NC: Duke University Press, 2000. Chapter 4, Pp. 104 – 171
8. Tejani, Sheba. Sexual Harassment at the Workplace: Emerging Problems and Debates, *Economic and Political Weekly*, Vol. 39, No. 41 (Oct. 9-15, 2004), pp. 4491-4494
9. Box, Steven. *Power, Crime, and Mystification*. London: Routledge, 1989. Chapter 4. Rape and Sexual Assaults on Women Pp. 120 – 165
10. Scully, Diana and Joseph Marolla. "Riding the Bull at Gilley's": Convicted Rapists Describe the Rewards of Rape, *Social Problems*, Vol. 32, No. 3 (Feb., 1985), pp. 251-263
11. Menon, Nivedita. Recovering Subversion: Feminist Politics beyond the Law. Ranikhet: Permanent Black. 2004. Chapter 3. Sexual Violence: Escaping the Body. Pp. 106 – 156
12. Omvedt, Gail, *Violence Against Women: New Movements and New Theories in India*. Delhi: Kali for Women, 1990. Pp. 1-40
13. Das, Veena & Kim Turcot DiFruscia. Listening to Voices: An Interview with Veena Das, *Altérités*, vol. 7, no 1, 2010 : 136-145.
14. Naquvi, Farah. This Thing called Justice: Engaging Laws on Violence against Women In India, in Bishakha Dutta (ed.), *Nine Degrees of Justice: New Perspectives on Violence Against Women in India*. Delhi: Zuban, 2010.
15. Additional Resources:
16. Wall, Liz. 'Gender equality and violence against women what's the connection?' The Australian Center for the study of Sexual Assault Research Summary. 2014.
17. Welchman, Lynn, and Sara Hossain. "Honour". London: Zed Books, 2005. Chapter 2. 'Crimes of Honour': Value and Meaning Pp. 42-64
18. Loy, Pamela Hewitt, and Lea P. Stewart. 'The Extent and Effects of the Sexual Harassment of Working Women'. *Sociological Focus* 17.1 (1984): 31-43.
19. Pickup, Francine, *Ending Violence against Women: A Challenge for Development and Humanitarian Work*, London: Oxfam, 2001. Chapter 5. Direct support to the survivors of violence & Chapter 8. Challenging the State.
20. United Nations Division for the Advancement of Women, 'Good Practices in Legislation on Violence against Women' 2008. Part III, Framework for Legislation on Violence against Women.
21. Puri, Jyoti. 'Sodomy, Civil Liberties, and the Indian Penal Code' in Chatterji, Angana P, and Lubna Nazir Chaudhry. *Contesting Nation*. Delhi: Zuban. Pp. 100-132

Course Code: SOC/H/GE-3

Sociology of Social Movements

Course Objectives:

This course looks at social movements from a sociological perspective. It introduces the contexts and concepts of social movements and attempts to theoretically locate them through concrete case studies.

Outline:

1. Contextualizing Social Movements

- a. Meaning and Definition
- b. Classification
- c. Elementary forms of Collective behaviour
- d. New Social Movements

2. Theories of Social Movements

- a. Theory of Relative Deprivation
- b. Structural-Functionalist
- c. Marxist

3. Social Movements in India

- a. Peasant movement – Telangana Armed Peasant Struggle
- b. Tribal movement – Santal Rebellion
- c. Labour movement – Bombay Textiles workers strike of 1982

4. Contemporary Social Movements

- a. Women's movement – Meira Paibi from Manipur
- b. Dalit movement – Ambedkar movement
- c. Environment movement – Narmada Bachao Andolan

5. Case Studies from Northeast India

- a. Assam – Bodo Movement
- b. Manipur – Ethnic Movement
- c. Nagaland – Naga National Movement

Readings:

1. Crossley, Nick. 2009. *Making Sense of Social Movements*. Jaipur: Rawat Publication, pp. 17-55.
2. McCormick, Sabrina. 2007. Democratizing Science Movements: A New Framework for Mobilization and Contestation. *Social Studies of Science*, Vol. 37, No. 4, pp. 609-623.
3. David Snow, Sarah A. Soule and Hanspeter Kriesi, ed. 2008. *Blackwell Companion to Social Movements*. 'Mapping the Terrain' New York: Wiley-Blackwell. pp. 3-16.
4. Della Porta, Donatella and Mario Diani, 2006. *Social Movements: An Introduction*. Oxford: Blackwell Publishing. pp. 1-29.
5. Environmental Action Groups". In T. K. Oommen, Ed., *Social Movements: Concerns of Equity and Security*. Delhi: Oxford University
6. Rao, M.S.A. *Social Movements in India*. New Delhi: Manohar, 1979
7. Shah, G. *Social Movements in India: A Review of Literature*. New Delhi: Sage, 2012.
8. Buechler, S. "New Social Movement Theories" in S. Buechler and F. K. Cylke Jr. (Eds.) *Social Movements: Perspectives and Issues*. Mountain View: Mayfield Publishing Company, 1997.
9. Desai, A.R. (Ed.) *Peasant Struggles in India*. Bombay: Oxford University Press, 1979.
10. Dhanagare, D.N. *Peasant Movements in Indian 1920-1950*. Delhi: Oxford University P, 1983.
11. Gore, M.S. *The Social Context of an Ideology: Ambedkar's Political and Social Thoughts*. New Delhi: Sage, 1993.
12. Katzenstein, R. *Social Movements in India*. New Delhi: OUP, 2005.
13. Meyer, D.S., Nancy Whittier and Belinda Robnett. *Social Movements*. Oxford: Oxford University P, 2003.
14. Omvedt, G. *Dalit visions: The anti-caste movement and the construction of an Indian Identity*. New Delhi: Orient Longman, 1995.
15. Oomen, T.K. *Protest and Change: Studies in Social Movements*. Sage: Delhi, 1990.
16. Zelliott, E. *From Untouchable to dalit: Essays on the Ambedkar Movement*. New Delhi: Manohar, 1995.
17. Shah, G. *Social Movements and the State*. Sage: New Delhi, 2002.
18. Shah, N. *The Issues at Stake: Theory and Practice in the Contemporary women's movements in India*. New Delhi: Kali for Women, 1992.
19. Shiva, V. *Ecology and the Politics of Survival*. New Delhi: Sage, 1991.
20. Singh, K.S. *Tribal Movements in India*. New Delhi: Manohar, 1985.
21. Singh, R. *Social Movements, Old and New*. New Delhi: Sage, 2001.
22. Wilson, J. *Introduction to Social Movements*. New York: Basic Books Inc. Publishers, 1973.

Course Code: SOC/H/GE-4
POPULATION AND SOCIETY

Course Objective:

This course provides a critical understanding of the interface between population and society. It analyses the role of fertility, mortality and migration on the composition, size, and structure of population. The course addresses the issue of domestic and international population movements and their economic, political and social implications.

Outline:

1. Introducing Population Studies

- a. Definition and nature of population studies
- b. Scope of Population Studies
- c. Sociology and Demography

2. Theories of Population Studies

- a. Malthusian
- b. Demographic Transition
- c. Post Malthusian

3. Fertility and Mortality

- a. Measures and Determinants of Fertility
- b. Differential Fertility
- c. Measures and Causes of Mortality
- d. Differential Mortality

4. Population and Gender

- a. Age and Sex Composition
- b. Factors affecting Age–Sex Composition
- c. Consequences of Age-Sex Composition

5. Contemporary Issues

- a. Population and Education
- b. Impact of population growth on environment
- c. Politics of migration
- d. Problems of immigration in northeast India

Readings:

1. Cox, Peter Richmond. 1950. *Demography*. University of California Press, pp.01-08.
2. Davis, Kingsley. 1951. 'Caste and Demography', *Population of India and Pakistan*, Princeton, NJ: Princeton University Press, pp. 52-60.
3. Guilmoto, Christophe Z. 2011. 'Demography for Anthropologists: Populations, Castes, and Classes'. In Isabelle Clark-Decès (ed.). *A Companion to the Anthropology of India*, Blackwell Publishing Ltd. pp. 25-41.
4. Malthus, Thomas Robert. 1986. *An Essay on the Principle of Population*. London: William Pickering, Chapters 1-2, pp. 01-11.
5. Dudley, Kirk. 1996. 'Demographic Transition Theory', *Population Studies*, 50(3): 361-387.
6. Premi, Mahendra K. 2006. 'Population Composition (Age and Sex)', *Population of India: In the New Millennium*. New Delhi: National Book Trust, pp.103-127.
7. Visaria, Pravin and Visaria, Leela. 2006. 'India's Population: Its Growth and Key Characteristics'. In Veena Das (ed.). *Handbook of Indian Sociology*, New Delhi: Oxford University Press, pp. 61-77.
8. Heer, David M. and Grigsby, Jill S. 1992. 'Fertility', *Society and Population*. New Delhi: Prentice-Hall, pp. 46-61.
9. Haq, Ehsanul. 2007. 'Sociology of Infant Mortality in India', *Think India Quarterly*, July-September, 10(3): 14-57.
10. Jeffrey, Roger and Jeffrey, Patricia. 1997. *Population, Gender and Politics: Demographic Change in Rural North India*. Cambridge: Cambridge University Press, pp. 117-164.
11. Patel, Tulsi. 2007. 'Female Foeticide: Family Planning and State Society Intersection in India'. In T. Patel (ed.). *Sex-selective Abortion in India: Gender, Society and New Reproductive Technologies*. New Delhi: Sage Publications, pp. 316-356.
12. Kaur, Ravinder. 2004. 'Across Region Marriages: Poverty, Female Migration and the Sex Ratio'. *Economic and Political weekly*, XXXIX (25): 2595-2603.
13. Xaxa, Virginius. 2004. 'Women and Gender in the Study of Tribes in India', *Indian Journal of Gender Studies*, 11(3): 345-367.
- 3.2.3 Chopra, Radhika. 2011. *Militant and Migrant: The Politics and Social History of Punjab*. Routledge Publications, pp. 88-134.
14. Furedi, Frank. 1997. *Population and Development: A Critical Introduction*. Oxford: Polity Press, Chapters 4&5, pp. 40-55.
- 4.2.1 Visaria, P. 1976. 'Recent Trends in Indian Population Policy', *Economic and Political Weekly*, August, 2: 31-34.
15. Government of India. 2000. *National Population Policy*. New Delhi (<http://www.populationcommission.nic.in/facts1.htm>).

[Projects, presentations, feature films and documentary screenings and field visits will be an integral part of the coursework]

DISCIPLINE SPECIFIC ELECTIVE

Course Code: SOC/H/DSE-1 **Urban Sociology**

Course Objective:

This course provides an exposure to key theoretical perspectives for understanding urban life in historical and contemporary contexts. It also reflects on some 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 relate to the complexities of urban living.

Outline:

1. Introduction

- a. History of Urbanisation
- b. Meaning and Concepts
- c. Nature and Scope
- d. Urbanism and the city

2. Perspectives

- a. Ecological
- b. Political Economy
- c. City as Culture

3. Urban Social Problems

- a. Migration
- b. Housing
- c. Congestion and Pollution
- d. Crime and Delinquency

4. Politics of Urban Space

- a. Culture and Leisure
- b. Globalization
- c. Development
- d. Slum

5. Emerging Issues and Challenges

- a. Welfare and Security measures
- b. Social network and new technologies
- c. Environmental Challenges
- d. Popular Culture

Readings:

1. Mumford, Lewis 1961. *The City in History: its origins and transformations and its prospects*. Mariner Books: Pp 3-29, 94-118
2. Holton, R. J. *Cities, Capitalism and Civilization*, London: Allan and Unwin, Chapters. 1 & 2. Pp. 1 – 32
3. Lewis, Wirth 1938 “Urbanism as a way of Life” in *American Journal of Sociology*, Vol. 44, No.1 (July), Pp. 1-24
4. Harvey, David 1985 *The Urban Experience*, Baltimore: Johns Hopkins University Press, Chapter 1. Money, Time, Space and the City. Pp. 1-35
5. Weber, Max 1985. *The City*. The Free Press: New York. Pp 65-89
6. Ayyar, Varsha ,2013. “Caste and Gender in a Mumbai resettlement site”, *Economic & Political Weekly*, May 4, Vol. XLVIII, No 18, Pp 44-55
7. 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
8. Manuel Castells, 1983, “Cultural Identity, Sexual Liberation an Urban Structure: The Gay Community” in *San Francisco in City and the Grassroots*, Pp. 138-170.

Course Code: SOC/H/DSE-2
Environmental Sociology

Course Objective:

This course is designed to introduce students 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.

Outline:

1. Introduction

- a. Subject matter of Environmental Sociology
- b. Historical Background
- c. Development of the field
- d. Significance

2. Approaches

- a. Treadmill of production
- b. Ecological modernization
- c. Political ecology
- d. Risk society

3. Environmental movement in India

- a. Forest based movement – Chipko
- b. Water based movement – Narmada
- c. Land based movement- anti-mining
- d. Feminist environmentalism

4. Types of environment pollution

- a. Water
- b. Air
- c. Soil
- d. E-waste

5. Contemporary concerns

- a. Environment and Technology
- b. Environment justice
- c. Legislative measures
- d. environmental issues in Nagaland

Readings:

1. Bell, MM. (2008). *An Invitation to Environmental Sociology*. Thousand Oaks, CA: Sage 3rd ed. Ch 1. (pp. 1-5).
2. Hannigan, J. A. (1995). *Environmental Sociology*. Routledge, London and New York, 2nd ed. Ch1 and 2. (pp. 10-15,16 -35).
3. 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).
4. Ecological modernization and the global economy. *Global Environmental Politics*, 2(2), 92-115.
5. 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).
6. 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).
7. Guha, R., & Alier, J. M. (1998). The Environmentalism of the poor. In *Varieties of Environmentalism: Essays North and South*. New Delhi: Oxford University Press.
8. Baviskar, A. (1999). *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Oxford University Press.
9. Beck, Ulrich.1992. *Risk Society: Towards a new Modernity*. Sage Publication

Course Code: SOC/H/DSE-3
Indian Sociological Traditions

Course Objective:

Traditions in Indian sociology can be traced with the formal teaching of sociology as a subject in Bombay university way back in 1914. While the existence of a “Sociology in India” and “Sociology of India” have been largely debated in terms of whether it has been influenced by western philosophy, is there a need of indigenization etc., sociologists in India have primarily been engaged with issues of tradition and modernity, caste, tribe and gender. This paper primarily provides perspectives of key Indian sociologists on some of these issues.

Outline:

1. G S Ghurye

- a. Caste and Race
- b. City and Civilization
- c. Social tensions in India
- d. Tribes in India

2. M. N. Srinivas

- a. Social Change
- b. Sanskritization
- c. Dominant Caste
- d. Religion and Society

3. A. R. Desai

- a. Social background of Indian Nationalism
- b. Peasant Struggles in India
- c. State and Society in India
- d. Slums and Urbanization in India

4. D. P. Mukherji

- a. Personality
- b. Making of Indian History
- c. Middle Class
- d. Tradition and Modernity

5. B. R. Ambedkar

- a. The Untouchables
- b. States and Minorities
- c. Annihilation of Caste
- d. Who are Shudras?

Readings:

1. Desai A.R. 2000. Social Background of Indian Nationalism. Popular Prakashan: Mumbai.
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
3. Ghurye, G.S. 1969, *Caste and Race in India*, Delhi: Popular Prakashan Pp 114-140,404-460 (82 pages)
4. Ghurye, G.S. 1962, *Cities and Civilization*, Delhi: Popular Prakashan
5. Mukerji D.P. (1958 second edition 2002), *Diversities: Essays in Economics, Sociology and Other Social Problems*, Delhi: Manak Publications Pg 177-225, 261-276
6. Srinivas, M.N. 1996, Indian Anthropologists and the study of Indian Society EPW 31(11).
7. Srinivas, M.N. 1971, *Social Change in Modern India* University of California Press Berkeley Chp 4-5
8. Pillai, s. Devadas (1997), *Indian Sociology Through Ghurye: A Dictionary*, Popular Prakashan, Mumbai.
9. Joshi. P.C. (2000), *Remembering M.N. Srinivas'*, Sociological Bulletin, Vol.49, No.1.
10. Srinivas. M.N. (1952), *Religion and Society among the Coorgs of South India*, Oxford Clarendon Press, Oxford.
11. Srinivas. M.N. (1955), *India's Village*, Asia Publishing House, Bombay
12. Madan. T. N. (2011), *Sociological Traditions: Methods and Perspectives in the Sociology of India*, SAGE Publications, New Delhi
13. Oomen.T.K. and Mukherji. P.N. (1986), *Indian Sociology: Reflections and Introspections*, Popular Prakashan, Mumbai
14. Mukherjee. D. P. (1993), *Modern Indian Culture: A Sociological Study*, Indian Publisher, Allahabad
15. Nagla, B.K. (2008), *Indian Sociological Thought*, Rawat Publications, New Delhi
16. Shah, Ghanshyam (ed.) (2001), *Dalit Identity and Politics*, Sage Publications, New Delhi

Course Code: SOC/H/DSE-4
Reading Ethnographies

Course Objectives:

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. 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 outline. (The committee of courses at the Department of Sociology may prescribe these or any other pairs of texts for any given academic year.)

Outline:

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

COURSE CONTENTS AND ITINERARY

1. [Weeks 1-14]

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 1-14]

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

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

Or

3. [Weeks 1-14]

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

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]

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

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

Readings:

1. Clifford, James and George Marcus. 1986. *Writing Culture: The Poetics and Politics of Ethnography*. London: University of California Press.
2. Kumar, Nita. 1992. *Friends, Brothers and Informants: Fieldwork memoirs of Banaras*. Berkeley: University of California Press.
3. Levi-Strauss, Claude. 1973. *Tristes Tropiques*. London: Penguin.
4. Rabinow, Paul. 1977 [2007]. *Reflections on Fieldwork in Morocco*. Berkeley: University of California Press.
5. Rosaldo, Renato. 1989. *Culture and Truth: The Remaking of Social Analyses*. Boston: Beacon Press.
6. Screenings of ethnographic films will complement the teaching.
7. Video documentation around the ethnographies could also be used concurrently while reading texts.

SKILL ENHANCEMENT COURSES

Course Code: SOC/H/SEC-1

Reading, Writing and Reasoning for Sociology

Course Objective:

Reading and writing academic prose is not the same as the performance of these activities in ordinary language, yet these are the skills that are never taught, except perhaps in tutorial systems (where they exist). Unlike most language courses that lean towards literature or functional skills, this is a crash course in survival techniques for developing literacy in academic language. It consists of a graded series of reading and writing exercises using 'real' texts from the social sciences that will enable students to tackle text-related tasks with confidence. There is a conscious attempt to generate synergies by mirroring the reading and writing exercises.

Outline:

- 1. Introduction: The virtues of repetition**
- 2. Techniques for reading academic texts**
 - Grasping the whole: How to get an overview
 - Divide and conquer: Taking texts apart
 - Getting outside help: Recruiting extra resources
- 3. How to begin writing academic prose**
 - Building a structure: What do you want to say?
 - Working with blocks: Sections, paras, sentences
 - Borrowing material: Paraphrasing, quoting, citing
- 4. Final sessions: peer reviewing**

COURSE CONTENTS

1. Introduction: The virtues of repetition

Academic reading and writing is really all about re-reading and rewriting – about repeatedly re-working a text until some provisional goal is achieved.

Assignment, Day 1: Read a short (1-2 page) academic text of moderate difficulty and summarize it in one paragraph (3-4 sentences). (This is without prior guidance by the instructor).

Assignment, Day 2: Re-read the same text and re-write the summary after a brief discussion of content (does the summary contain most of the most important points made in the text?)

Assignment, Day 3: Re-read the same text and re-write the summary again after a brief discussion of FORM (is the summary well structured, clear and effective?)

2. Techniques for reading academic texts

Grasping the whole: How to get an overview

Titles as the shortest summary of a text : Good and bad titles; Section headings (where present)

Introductions and Conclusions; Identifying important passages and sentences

Divide and conquer: Taking texts apart : Beginning, middle and conclusion – stages of argument

2.2.2 The architecture of arguments: main, subsidiary, minor

2.2.3 Everything is not equally important: Distribution of emphasis

Getting outside help: Recruiting extra resources

Isolating words & terms: Dictionaries, Encyclopedias

Contextualizing texts with quick background research

Productive ways of asking for help from teachers/tutors

3. Techniques for writing academic prose: Building a structure: What do you want to say?

Beginning, middle and conclusion – stages of argument; The architecture of arguments: main, subsidiary, minor, Everything is not equally important: Distribution of emphasis

Working with blocks: Sections, Paragraphs, Sentences

How many sections? Job descriptions for each section 3.2.2 Paragraphs as key building blocks of academic prose. 3.2.3 Sentences and punctuation; length, balance, continuity

Borrowing material: Paraphrasing, Quoting, Citing

The difference between paraphrasing and plagiarism, Quotations: When? Why? How?

3.3.3 Citation styles

3.3.4 Productive ways of asking for help from teachers/tutors

4. Final sessions: peer reviewing

The ability to judge and evaluate is a crucial skill, particularly when applied to oneself. Students will practice evaluating each other's work throughout the semester, but the last week can be formalized and stepped up into a more elaborate exercise.

1. Assignment, Day 1: The whole class does an individualized, two-part composite reading and writing exercise designed by the instructor based on semester long experience of student abilities and interests.

2. Assignment, Day 2: The reading part of the individual assignment is randomly distributed for students to evaluate and comment on their colleagues' work. The instructor moderates discussion of strengths and weaknesses, highlighting techniques for recognizing quality (or its lack).

3. Assignment, Day 3: The writing part of the assignment is similarly distributed and evaluated through interactive, moderated discussion.

Note:

Through this course, students should learn how to recognize good or bad writing and should be equipped with the elementary techniques for 'repairing' bad or damaged prose. The course will be preceded by a workshop for teachers. Short extracts for class exercises will be culled from classic and contemporary social science texts of varying levels of difficulty and of different genres and styles. The actual set of texts will be decided at the preparatory workshop. Examples could include:

1. Keynes, John Maynard (1936) *The general theory of employment, interest and money*, Palgrave Macmillan, United Kingdom
2. Parsons, Talcott (1951): *The social system*, Glencoe III, Free Press
3. Douglas, Mary (1986) *How institutions think*, Syracuse University Press, Syracuse, New York.
4. Romila Thapar (2004) *Somanatha: The many voices of history*, Penguin Books, India
5. Sunil Khilnani (1997) *The idea of India*, Penguin Books.
6. Louis Dumont (1980) *Homo Hierarchicus*, University of Chicago Press. Well-known guides to academic writing (such as Howard Becker's *Writing for Social Scientists*) will also be used where appropriate.

Distribution of marks

<i>External assessment:</i>	Text Review	: 10 marks
	Summary	: 5 marks
	Comprehension	: 5 marks and
	Essay	: 10 marks
<i>Internal Assessment:</i>	Summary writing	: 5 marks
	Reading & Discussion	: 5 marks
	Essay/article writing	: 10 marks

Course Code: SOC/H/SEC-2
TECHNIQUES OF ETHNOGRAPHIC FILMMAKING

Objectives:

This course focuses on doing sociology and social anthropology through forms other than the written; in particular, the oral, aural, and the visual. It introduces students to film techniques as a form and method of description and argument and enables a comparison between film and the written mode as ethnography. One concern that may be pursued is how the visually challenged encounter, experience and represent the field. The course will be conducted through group work enabling a learning process between the visually challenged and the non-visually challenged.

Outline:

1. Introduction to Anthropological Filmmaking

- 1.1. Anthropology and Filmmaking: The Text and the Image
- 1.2. Different Modes of Filmmaking

2. Understanding the use of Camera in Anthropology

3. The Filmmaker and the Filmed: Relationship and understanding 'ethics'

4. Editing and Construction of Meaning

- 4.1 Understanding multiple shots and camera movement
- 4.2. Tools for Film Editing

5. Filming Oral testimonies, Interviews and Interactions

6. Final Film Projects

C O U R S E C O N T E N T S A N D I T I N E R A R Y

1. I n t r o d u c t i o n t o A n t h r o p o l o g i c a l F i l m m a k i n g : [W e e k 1 - 2]

- 1.1.1. Rouch, Jean, 'Conversation between Jean Rouch and Professor Enrico Fulchignoni,' In trans. Steven Feld, *Cine-Ethnography*. University of Minnesota Press, 2003. Pp. 147-187
- 1.1.2. Hastrup, Kirsten. 'Anthropological Visions: Some Notes on Visual and Textual Authority' In *Film as Ethnography*. Peter Ian Crawford, and David Turton, eds. Manchester and New York: Manchester University Press, 1993. Pp. 8-25.
- 1.1.3. Suggested Screening of Film Scenes/Sequences, *Trance and Dance in Bali* by Margaret Mead and Gregory Bateson, 22 mins. 104
- 1.2.1. Nichols, Bill. 'What types of Documentary are there?' In Introduction to Documentary. Bloomington: Indiana University Press, 2001. Pp. 99-137.
- 1.2.2. Suggested Screening of Film Scenes/Sequences: *Etre et Avoir* by Nicholas Philibert's, 105 mins, 2002; *New Boys* by David MacDougall, 100 mins, 2003; *Dilli-Mumbai-Dilli* by Saba Dewan, 63 mins, 2006; *Bowling for Columbine* by Roger Moore, 120 mins, 2002.
- 1.2.3. Suggested topics for technical discussion - Understanding the Camera – still, moving, digital, analog; Shot Vs Scene; Image Vs Sound; Camera angles; How to store your data?; How to take care of equipment?
- 1.2.4. *Practical Work for Week 1/2* - Familiarise yourself with your camera. Use your still camera to click photos of the same objects from different angles.

2. Understanding the use of Camera in Anthropology: [Week 3]

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

2.0.2. Suggested Screening of Film Scenes/Sequences: *Diyas*, Judith MacDougall, 56 mins, 1997/2000.

2.0.3 Suggested topics for technical discussion – Small and big cameras, tripod and hand held cameras, Understanding light; F i l m m a k e r ' s Dilemma – where to place the camera?; Filmmaking – Working Single or in a Team?

2.0.4. *Practical Work for Week 3* – Camera mounting on tripod; handheld camera practices.

3. Filmmaker and the Filmed: Relationship and understanding 'ethics'. [Weeks 4-5]

3.0.1 Spiegel, Pauline, 'The Case of the Well-Mannered Guest' in *The Independent Film and Video Monthly* April 1984. Pp. 15-17

3.0.2. MacDougall, 'Whose Story is it?' In *Visual Anthropology Review*, Volume 7, Issue 2, Pp. 2–10, September 1991.

3.0.3. Suggested topics for discussion: Dimensions of relationship between the filmmaker and the filmed - Gender, Class, Ethnicity.

3.0.4. By this point, students should start thinking about topics and groups for their final film.

3.0.5. *Practical Work for Week 4-5*: Assignment on Observational Mode; Choose your partners and make filmmaking teams; Make one shot of something of your interest. Not more than 2 mins. Fixed frame, without movement. No speech/dialogues. Tripod is optional. Camera type is optional, as long as the resolution allows viewing on a classroom projector.

3.0.6. Viewing of assignments and discussions.

4. Editing and Construction of Meaning [Weeks 6-8]

4.1.1 Suggested topics for technical discussion: Multiple shots, understanding point-of view; narrative building, filming a process, types of editing; Understanding space and material objects – vis-à-vis the character; Types of camera movement; Motivations behind Camera movement; Movement within the shot.

4.1.2. By this time, students should have decided upon their final film projects. They should start approaching respondents and rekeying locations.

4.1.3. Suggested Screening of Film Scenes/Sequences: *Battleship Potemkin* by Sergei Eisenstein, 69 mins. 1925; *Strangers on a Train* by Alfred Hitchcock, 101 min, 1951.

4.2.1 Suggested topics for technical discussion: Understanding editing software (Suggested software: Avid/Final Cut Pro/Windows Movie M a k e r) ; Transferring and sequencing of data; Data Backup before editing; Viewing footage; Transcription and Paper Edits.

4.2.4. *Practical Work for Week 6-9*: Assignment on Process film; 3 mins; Film an activity; Include camera movement; Break it down in stages - beginning, middle and end; Understand the cause and effect; Focus only on (i) the person (ii) the activity; editing the process film.

4.2.3. Viewing of assignments and discussions.

5. Filming Oral Testimonies, Interviews and Interactions [Weeks 9-10]

5.0.1. Suggested Screening of Film Scenes/Sequences: *Chronicle of a Summer* by Edgar Morin, Jean Rouch, 85 min, 1961.

5.0.2. Suggested topics for technical discussion: Sound and audio equipment.

5.0.3. Practical Work for Week 9-10: Film an oral testimony, with maximum 2 people; Length, no more than 5 minutes; Focus on Interaction; Location is optional

5.0.4. Viewing of assignments and discussions.

6. Final Film Projects [Weeks 11-14] 6.0.1. Film length limited to 5 - 8 mins. 6.0.2. Viewing of projects and discussion.

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

Suggested Readings: 1. Heider, Karl G. *Ethnographic Film*, Austin: University of Texas Press, 2006 MacDougall, David. 'Ethnographic Film: Failure and Promise', *Annual Review of Anthropology* Vol. 7, pp. 405-425

PASS (GENERAL) COURSE

CORE PAPERS

Course Code: SOC/G/DSC-1A **Indian Society: Images and Realities**

Course Objective:

This course seeks to provide an interdisciplinary introduction to Indian society.

Outline:

1: Ideas of India

- e. Civilization
- f. Colony
- g. Nation
- h. Society

2: Social Settings

- a. Village
- b. Towns
- c. Region
- d. Forest

3: Processes

- a. Caste
- b. Gender
- c. Ethnicity
- d. Class

4: Institutions

- e. Family
- f. Religion
- g. Economy
- h. Politics

5: Contemporary Issues

- e. Violence against women
- f. Religious communalism
- g. Caste conflict
- h. Developmental disparities

Readings:

1. Embree, Ainslie Thomas., *Imagining India*. Delhi: Oxford University Press, 1989.
2. Chapter Brahmanical Ideology and Regional Identities. Pp. 9 – 27.
3. Cohn, Bernard. *India: Social Anthropology of a Civilization*, Delhi: OUP. Chapters 1, 3, 5 & 8 (1-7, 24-31, 51-59, Breman, Jan. 'The Village in Focus' from the Village Asia Revisited, Delhi: OUP 1997. Pp. 15-64
4. Cohn, Bernard, *An Anthropologist Among Historians and Other Essays*, Delhi: OUP, 1987, Chapters. 4 and 6. Pp.78-85 & 100 – 135
5. Mines, Diane P. *Caste in India*. Ann Arbor, Mich.: Association for Asian Studies, 2009. Pp. 1-35.
6. Fuller, C. J. *The Camphor Flame: Popular Hinduism and Society in India*. Delhi: Viking, 1992. Chapter 1. Pp. 3 – 28.
7. Ahmad, Imtiaz et.al (Eds). *Pluralism and Equality: Values in Indian Society and Politics*, Sage: New Delhi, 2000. Chapter: 'Basic Conflict of 'we' and 'they'' Between religious traditions, between Hindus, Muslims and Christians'. Pp.
8. Dube, Leela. 'On the Construction of Gender: Hindu Girls in Patrilineal India', *Economic and Political Weekly*, Vol. 23, No. 18 (Apr. 30, 1988), pp. WS11-WS19
9. Gray, John N. & David J. Mearns. *Society from the Inside Out: Anthropological Perspectives on the South Asian Household*. New Delhi: Sage,
10. Chatterjee, Partha. *State and Politics in India*. Delhi: Oxford University Press, 1997. Introduction: A Political History of Independent India. Pp. 1-39
11. Omvedt, Gail. *Understanding Caste*. New Delhi: Orient Black Swan, 2011. Chapters. 5, 9, 11 and Conclusion. Pp. 30-38, 67 – 73, 83 – 90, 97 – 105
12. Sangari, Kumkum and Sudesh Vaid. *Recasting Women: Essays in Indian Colonial History*. New Brunswick: Rutgers University Press. Introduction, Pp

Course Code: SOC/G/DSC-1B
Gender and Violence

Course Objective:

Gendered violence is routine and spectacular, structural as well as situated. This course attempts to provide an understanding of the logic of that violence, awareness of its most common forms and tries to equip the students with a sociologically informed basis for making pragmatic, ethical and effective choices while resisting or intervening in the context of gendered violence.

Outline:

1. Gender Based Violence

- e. Concept and definitions
- f. Types of gender based violence
- g. Sites of Gender Based Violence (Family, Community/ Society, State)
- h. Gender Based Violence: A Human Rights Perspective

2. Structural Violence

- e. Caste, Gender and Violence
- f. Domestic and Familial Violence
- g. Dowry violence
- h. Patriarchy and violence

3. Situated Violence

- d. Gender and Conflict Situation
- e. Violence, Harassment and the Workplace
- f. Institutional Response

4. Causal factors

- e. Ideological
- f. Cultural
- g. Mass media
- h. Objectification of women

5. Addressing Gender based violence

- e. International Intervention (UN)
- f. Constitutional provisions and National Legislation and policy
- g. State: Statutory bodies, Helplines
- h. Non-state Agencies: NGOs, Civil Society, Community

Readings:

1. Kimmel, Michael S. *The Gendered Society*. New York: Oxford University Press, 2011. Chapter 13. Gender of Violence, Pp. 381-407
2. Wies, Jennifer R. *Anthropology at the Front Lines of Gender-Based Violence*. Nashville, Tenn.: Vanderbilt Univ. Press, 2011. Chapter 1. Ethnographic Notes from the Frontlines of Gender Based Violence, Pp. 1-18
3. Kannabiran, Vasanth and Kalpana Kannabiran, Caste and Gender: Understanding Dynamics of Power and Violence, *Economic and Political Weekly*, Vol. 26, No. 37 (Sep. 14, 1991), pp. 2130-2133.
4. Irudayam, Aloysius, Jayshree P Mangubhai, and Joel G Lee. *Dalit Women Speak Out*. Chapters. 1, 3, 4, 13 and 14.
5. Karlekar, Malavika. Domestic Violence, *Economic and Political Weekly*, Vol. 33, No. 27 (Jul. 4-10, 1998), pp. 1741-1751
6. Chowdhry, Prem. Enforcing Cultural Codes: Gender and Violence in Northern India, *Economic and Political Weekly*, Vol. 32, No. 19 (May 10-16, 1997), pp. 1019-1028
7. Butalia, Urvashi. *The Other Side of Silence*. Durham, NC: Duke University Press, 2000. Chapter 4, Pp. 104 – 171
8. Tejani, Sheba. Sexual Harassment at the Workplace: Emerging Problems and Debates, *Economic and Political Weekly*, Vol. 39, No. 41 (Oct. 9-15, 2004), pp. 4491-4494
9. Box, Steven. *Power, Crime, and Mystification*. London: Routledge, 1989. Chapter 4. Rape and Sexual Assaults on Women Pp. 120 – 165
10. Scully, Diana and Joseph Marolla. "Riding the Bull at Gilley's": Convicted Rapists Describe the Rewards of Rape, *Social Problems*, Vol. 32, No. 3 (Feb., 1985), pp. 251-263
11. Menon, Nivedita. Recovering Subversion: Feminist Politics beyond the Law. Ranikhet: Permanent Black. 2004. Chapter 3. Sexual Violence: Escaping the Body. Pp. 106 – 156
12. Omvedt, Gail, *Violence Against Women: New Movements and New Theories in India*. Delhi: Kali for Women, 1990. Pp. 1-40
13. Das, Veena & Kim Turcot DiFruscia. Listening to Voices: An Interview with Veena Das, *Altérités*, vol. 7, no 1, 2010 : 136-145.
14. Naquvi, Farah. This Thing called Justice: Engaging Laws on Violence against Women In India, in Bishakha Dutta (ed.), *Nine Degrees of Justice: New Perspectives on Violence Against Women in India*. Delhi: Zuban, 2010.
15. Additional Resources:
16. Wall, Liz. 'Gender equality and violence against women what's the connection?' The Australian Center for the study of Sexual Assault Research Summary. 2014.
17. Welchman, Lynn, and Sara Hossain. "Honour". London: Zed Books, 2005. Chapter 2. 'Crimes of Honour': Value and Meaning Pp. 42-64
18. Loy, Pamela Hewitt, and Lea P. Stewart. 'The Extent and Effects of the Sexual Harassment of Working Women'. *Sociological Focus* 17.1 (1984): 31-43.
19. Pickup, Francine, *Ending Violence against Women: A Challenge for Development and Humanitarian Work*, London: Oxfam, 2001. Chapter 5. Direct support to the survivors of violence & Chapter 8. Challenging the State.
20. United Nations Division for the Advancement of Women, 'Good Practices in Legislation on Violence against Women' 2008. Part III, Framework for Legislation on Violence against Women.
21. Puri, Jyoti. 'Sodomy, Civil Liberties, and the Indian Penal Code' in Chatterji, Angana P, and Lubna Nazir Chaudhry. *Contesting Nation*. Delhi: Zuban. Pp. 100-132

Course Code: SOC/G/DSC-1C
Sociology of Social Movements

Course Objectives:

This course looks at social movements from a sociological perspective. It introduces the contexts and concepts of social movements and attempts to theoretically locate them through concrete case studies.

Outline:

1. Contextualizing Social Movements

- e. Meaning and Definition
- f. Classification
- g. Elementary forms of Collective behaviour
- h. New Social Movements

2. Theories of Social Movements

- d. Theory of Relative Deprivation
- e. Structural-Functionalist
- f. Marxist

3. Social Movements in India

- a. Peasant movement – Telangana Armed Peasant Struggle
- b. Tribal movement – Santal Rebellion
- c. Labour movement – Bombay Textiles workers strike of 1982

4. Contemporary Social Movements

- a. Women's movement – Meira Paibi from Manipur
- b. Dalit movement – Ambedkar movement
- c. Environment movement – Narmada Bachao Andolan

5. Case Studies from Northeast India

- a. Assam – Bodo Movement
- b. Manipur – Ethnic Movement
- c. Nagaland – Naga National Movement

Readings:

1. Crossley, Nick. 2009. *Making Sense of Social Movements*. Jaipur: Rawat Publication, pp. 17-55.
2. McCormick, Sabrina. 2007. Democratizing Science Movements: A New Framework for Mobilization and Contestation. *Social Studies of Science*, Vol. 37, No. 4, pp. 609-623.
3. David Snow, Sarah A. Soule and Hanspeter Kriesi, ed. 2008. *Blackwell Companion to Social Movements*. 'Mapping the Terrain' New York: Wiley-Blackwell. pp. 3-16.
4. Della Porta, Donatella and Mario Diani, 2006. *Social Movements: An Introduction*. Oxford: Blackwell Publishing. pp. 1-29.
5. Environmental Action Groups". In T. K. Oommen, Ed., *Social Movements: Concerns of Equity and Security*. Delhi: Oxford University
6. Rao, M.S.A. *Social Movements in India*. New Delhi: Manohar, 1979
7. Shah, G. *Social Movements in India: A Review of Literature*. New Delhi: Sage, 2012.
8. Buechler, S. "New Social Movement Theories" in S. Buechler and F. K. Cylke Jr. (Eds.) *Social Movements: Perspectives and Issues*. Mountain View: Mayfield Publishing Company, 1997.
9. Desai, A.R. (Ed.) *Peasant Struggles in India*. Bombay: Oxford University Press, 1979.
10. Dhanagare, D.N. *Peasant Movements in Indian 1920-1950*. Delhi: Oxford University P, 1983.
11. Gore, M.S. *The Social Context of an Ideology: Ambedkar's Political and Social Thoughts*. New Delhi: Sage, 1993.
12. Katzenstein, R. *Social Movements in India*. New Delhi: OUP, 2005.
13. Meyer, D.S., Nancy Whittier and Belinda Robnett. *Social Movements*. Oxford: Oxford University P, 2003.
14. Omvedt, G. *Dalit visions: The anti-caste movement and the construction of an Indian Identity*. New Delhi: Orient Longman, 1995.
15. Oomen, T.K. *Protest and Change: Studies in Social Movements*. Sage: Delhi, 1990.
16. Zelliott, E. *From Untouchable to dalit: Essays on the Ambedkar Movement*. New Delhi: Manohar, 1995.
17. Shah, G. *Social Movements and the State*. Sage: New Delhi, 2002.
18. Shah, N. *The Issues at Stake: Theory and Practice in the Contemporary women's movements in India*. New Delhi: Kali for Women, 1992.
19. Shiva, V. *Ecology and the Politics of Survival*. New Delhi: Sage, 1991.
20. Singh, K.S. *Tribal Movements in India*. New Delhi: Manohar, 1985.
21. Singh, R. *Social Movements, Old and New*. New Delhi: Sage, 2001.
22. Wilson, J. *Introduction to Social Movements*. New York: Basic Books Inc. Publishers, 1973.

Course Code: SOC/G/DSC-1D
POPULATION AND SOCIETY

Course Objective:

This course provides a critical understanding of the interface between population and society. It analyses the role of fertility, mortality and migration on the composition, size, and structure of population. The course addresses the issue of domestic and international population movements and their economic, political and social implications.

Outline:

1. Introducing Population Studies

- a. Definition and nature of population studies
- b. Scope of Population Studies
- c. Sociology and Demography

2. Theories of Population Studies

- a. Malthusian
- b. Demographic Transition
- c. Post Malthusian

3. Fertility and Mortality

- a. Measures and Determinants of Fertility
- b. Differential Fertility
- c. Measures and Causes of Mortality
- d. Differential Mortality

4. Population and Gender

- a. Age and Sex Composition
- b. Factors affecting Age–Sex Composition
- c. Consequences of Age-Sex Composition

5. Contemporary Issues

- a. Population and Education
- b. Impact of population growth on environment
- c. Politics of migration
- d. Problems of immigration in northeast India

Readings:

1. Cox, Peter Richmond. 1950. *Demography*. University of California Press, pp.01-08.
2. Davis, Kingsley. 1951. 'Caste and Demography', *Population of India and Pakistan*, Princeton, NJ: Princeton University Press, pp. 52-60.
3. Guilmoto, Christophe Z. 2011. 'Demography for Anthropologists: Populations, Castes, and Classes'. In Isabelle Clark-Decès (ed.). *A Companion to the Anthropology of India*, Blackwell Publishing Ltd. pp. 25-41.
4. Malthus, Thomas Robert. 1986. *An Essay on the Principle of Population*. London: William Pickering, Chapters 1-2, pp. 01-11.
5. Dudley, Kirk. 1996. 'Demographic Transition Theory', *Population Studies*, 50(3): 361-387.
6. Premi, Mahendra K. 2006. 'Population Composition (Age and Sex)', *Population of India: In the New Millennium*. New Delhi: National Book Trust, pp.103-127.
7. Visaria, Pravin and Visaria, Leela. 2006. 'India's Population: Its Growth and Key Characteristics'. In Veena Das (ed.). *Handbook of Indian Sociology*, New Delhi: Oxford University Press, pp. 61-77.
8. Heer, David M. and Grigsby, Jill S. 1992. 'Fertility', *Society and Population*. New Delhi: Prentice-Hall, pp. 46-61.
9. Haq, Ehsanul. 2007. 'Sociology of Infant Mortality in India', *Think India Quarterly*, July-September, 10(3): 14-57.
10. Jeffrey, Roger and Jeffrey, Patricia. 1997. *Population, Gender and Politics: Demographic Change in Rural North India*. Cambridge: Cambridge University Press, pp. 117-164.
11. Patel, Tulsi. 2007. 'Female Foeticide: Family Planning and State Society Intersection in India'. In T. Patel (ed.). *Sex-selective Abortion in India: Gender, Society and New Reproductive Technologies*. New Delhi: Sage Publications, pp. 316-356.
12. Kaur, Ravinder. 2004. 'Across Region Marriages: Poverty, Female Migration and the Sex Ratio'. *Economic and Political weekly*, XXXIX (25): 2595-2603.
13. Xaxa, Virginius. 2004. 'Women and Gender in the Study of Tribes in India', *Indian Journal of Gender Studies*, 11(3): 345-367.
14. Furedi, Frank. 1997. *Population and Development: A Critical Introduction*. Oxford: Polity Press, Chapters 4&5, pp. 40-55.
15. Government of India. 2000. *National Population Policy*. New Delhi (<http://www.populationcommission.nic.in/facts1.htm>).

[Projects, presentations, feature films and documentary screenings and field visits will be an integral part of the coursework]

SKILL ENHANCEMENT COURSES

Course Code: SOC/G/SEC-1 Reading, Writing and Reasoning for Sociology

Course Objective:

Reading and writing academic prose is not the same as the performance of these activities in ordinary language, yet these are the skills that are never taught, except perhaps in tutorial systems (where they exist). Unlike most language courses that lean towards literature or functional skills, this is a crash course in survival techniques for developing literacy in academic language. It consists of a graded series of reading and writing exercises using 'real' texts from the social sciences that will enable students to tackle text-related tasks with confidence. There is a conscious attempt to generate synergies by mirroring the reading and writing exercises.

Outline:

1. **Introduction: The virtues of repetition**
2. **Techniques for reading academic texts**
 - Grasping the whole: How to get an overview
 - Divide and conquer: Taking texts apart
 - Getting outside help: Recruiting extra resources
3. **How to begin writing academic prose**
 - a. Building a structure: What do you want to say?
 - b. Working with blocks: Sections, paras, sentences
 - c. Borrowing material: Paraphrasing, quoting, citing
4. **Final sessions: peer reviewing**

COURSE CONTENTS

1. Introduction: The virtues of repetition

Academic reading and writing is really all about re-reading and rewriting – about repeatedly re-working a text until some provisional goal is achieved.

Assignment, Day 1: Read a short (1-2 page) academic text of moderate difficulty and summarize it in one paragraph (3-4 sentences). (This is without prior guidance by the instructor).

Assignment, Day 2: Re-read the same text and re-write the summary after a brief discussion of content (does the summary contain most of the most important points made in the text?)

Assignment, Day 3: Re-read the same text and re-write the summary again after a brief discussion of FORM (is the summary well structured, clear and effective?)

2. Techniques for reading academic texts

Grasping the whole: How to get an overview

Titles as the shortest summary of a text : Good and bad titles; Section headings (where present)

Introductions and Conclusions; Identifying important passages and sentences

Divide and conquer: Taking texts apart : Beginning, middle and conclusion – stages of argument

2.2.2 The architecture of arguments: main, subsidiary, minor

2.2.3 Everything is not equally important: Distribution of emphasis

Getting outside help: Recruiting extra resources

Isolating words & terms: Dictionaries, Encyclopedias

Contextualizing texts with quick background research

Productive ways of asking for help from teachers/tutors

3. Techniques for writing academic prose: Building a structure: What do you want to say?

Beginning, middle and conclusion – stages of argument; The architecture of arguments: main, subsidiary, minor, Everything is not equally important: Distribution of emphasis

Working with blocks: Sections, Paragraphs, Sentences

How many sections? Job descriptions for each section 3.2.2 Paragraphs as key building blocks of academic prose. 3.2.3 Sentences and punctuation; length, balance, continuity

Borrowing material: Paraphrasing, Quoting, Citing

The difference between paraphrasing and plagiarism, Quotations: When? Why? How?

3.3.3 Citation styles

3.3.4 Productive ways of asking for help from teachers/tutors

4. Final sessions: peer reviewing

The ability to judge and evaluate is a crucial skill, particularly when applied to oneself. Students will practice evaluating each other's work throughout the semester, but the last week can be formalized and stepped up into a more elaborate exercise.

1. Assignment, Day 1: The whole class does an individualized, two-part composite reading and writing exercise designed by the instructor based on semester long experience of student abilities and interests.

2. Assignment, Day 2: The reading part of the individual assignment is randomly distributed for students to evaluate and comment on their colleagues' work. The instructor moderates discussion of strengths and weaknesses, highlighting techniques for recognizing quality (or its lack).

3. Assignment, Day 3: The writing part of the assignment is similarly distributed and evaluated through interactive, moderated discussion.

Note:

Through this course, students should learn how to recognize good or bad writing and should be equipped with the elementary techniques for 'repairing' bad or damaged prose. The course will be preceded by a workshop for teachers. Short extracts for class exercises will be culled from classic and contemporary social science texts of varying levels of difficulty and of different genres and styles. The actual set of texts will be decided at the preparatory workshop. Examples could include:

1. Keynes, John Maynard (1936) *The general theory of employment, interest and money*, Palgrave Macmillan, United Kingdom
2. Parsons, Talcott (1951): *The social system*, Glencoe III, Free Press
3. Douglas, Mary (1986) *How institutions think*, Syracuse University Press, Syracuse, New York.
4. Romila Thapar (2004) *Somanatha: The many voices of history*, Penguin Books, India
5. Sunil Khilnani (1997) *The idea of India*, Penguin Books.
6. Louis Dumont (1980) *Homo Hierarchicus*, University of Chicago Press. Well-known guides to academic writing (such as Howard Becker's *Writing for Social Scientists*) will also be used where appropriate.

Course Code: SOC/G/SEC-2
TECHNIQUES OF ETHNOGRAPHIC FILMMAKING

Objectives:

This course focuses on doing sociology and social anthropology through forms other than the written; in particular, the oral, aural, and the visual.. It introduces students to film techniques as a form and method of description and argument and enables a comparison between film and the written mode as ethnography. One concern that may be pursued is how the visually challenged encounter, experience and represent the field. The course will be conducted through group work enabling a learning process between the visually challenged and the non-visually challenged.

Outline:

1. Introduction to Anthropological Filmmaking

1.1. Anthropology and Filmmaking: The Text and the Image

1.2. Different Modes of Filmmaking

2. Understanding the use of Camera in Anthropology

3. The Filmmaker and the Filmed: Relationship and understanding ‘ethics’

4. Editing and Construction of Meaning

4.1 Understanding multiple shots and camera movement

4.2. Tools for Film Editing

5. Filming Oral testimonies, Interviews and Interactions

6. Final Film Projects

C O U R S E C O N T E N T S A N D I T I N E R A R Y

1. I n t r o d u c t i o n t o A n t h r o p o l o g i c a l F i l m m a k i n g : [W e e k 1 - 2]

1.1.1. Rouch, Jean, ‘Conversation between Jean Rouch and Professor Enrico Fulchignoni,’ In trans. Steven Feld, *Cine-Ethnography*. University of Minnesota Press, 2003. Pp. 147-187

1.1.2. Hastrup, Kirsten. ‘Anthropological Visions: Some Notes on Visual and Textual Authority’ In *Film as Ethnography*. Peter Ian Crawford, and David Turton, eds. Manchester and New York: Manchester University Press, 1993. Pp. 8–25.

1.1.3. Suggested Screening of Film Scenes/Sequences, *Trance and Dance in Bali* by Margaret Mead and Gregory Bateson, 22 mins. 104

1.2.1. Nichols, Bill. ‘What types of Documentary are there?’ In Introduction to Documentary. Bloomington: Indiana University Press, 2001. Pp. 99-137.

1.2.2. Suggested Screening of Film Scenes/Sequences: *Etre et Avoit* by Nicholas Philibert’s, 105 mins, 2002; *New Boys* by David MacDougall, 100 mins, 2003; *Dilli-Mumbai-Dilli* by Saba Dewan, 63 mins, 2006; *Bowling for Columbine* by Roger Moore, 120 mins, 2002.

1.2.3. Suggested topics for technical discussion - Understanding the Camera – still, moving, digital, analog; Shot Vs Scene; Image Vs Sound; Camera angles; How to store your data?; How to take care of equipment?

1.2.4. *Practical Work for Week 1/2* - Familiarise yourself with your camera. Use your still camera to click photos of the same objects from different angles.

2. Understanding the use of Camera in Anthropology: [Week 3]

2.0.1 El Guindi, Fadwa. ‘For God’s Sake Margaret’ In *Visual Anthropology: Essential Method and Theory*, Walnut Creek, CA: AltaMira, 2004. Pp. 61-82

2.0.2. Suggested Screening of Film Scenes/Sequences: *Diyas*, Judith MacDougall, 56 mins, 1997/2000.

2.0.3 Suggested topics for technical discussion – Small and big cameras, tripod and hand held cameras, Understanding light; F i l m m a k e r ' s Dilemma – where to place the camera?; Filmmaking – Working Single or in a Team?

2.0.4. *Practical Work for Week 3* – Camera mounting on tripod; handheld camera practices.

3. Filmmaker and the Filmed: Relationship and understanding 'ethics'. [Weeks 4-5]

3.0.1 Spiegel, Pauline, 'The Case of the Well-Mannered Guest' in *The Independent Film and Video Monthly* April 1984. Pp. 15-17

3.0.2. MacDougall, 'Whose Story is it?' In *Visual Anthropology Review*, Volume 7, Issue 2, Pp. 2–10, September 1991.

3.0.3. Suggested topics for discussion: Dimensions of relationship between the filmmaker and the filmed - Gender, Class, Ethnicity.

3.0.4. By this point, students should start thinking about topics and groups for their final film.

3.0.5. *Practical Work for Week 4-5*: Assignment on Observational Mode; Choose your partners and make filmmaking teams; Make one shot of something of your interest. Not more than 2 mins. Fixed frame, without movement. No speech/dialogues. Tripod is optional. Camera type is optional, as long as the resolution allows viewing on a classroom projector.

3.0.6. Viewing of assignments and discussions.

4. Editing and Construction of Meaning [Weeks 6-8]

4.1.1 Suggested topics for technical discussion: Multiple shots, understanding point-of view; narrative building, filming a process, types of editing; Understanding space and material objects – vis-à-vis the character; Types of camera movement; Motivations behind Camera movement; Movement within the shot.

4.1.2. By this time, students should have decided upon their final film projects. They should start approaching respondents and rekeying locations.

4.1.3. Suggested Screening of Film Scenes/Sequences: *Battleship Potemkin* by Sergei Eisenstein, 69 mins. 1925; *Strangers on a Train* by Alfred Hitchcock, 101 min, 1951.

4.2.1 Suggested topics for technical discussion: Understanding editing software (Suggested software: Avid/Final Cut Pro/Windows Movie M a k e r) ; Transferring and sequencing of data; Data Backup before editing; Viewing footage; Transcription and Paper Edits.

4.2.4. *Practical Work for Week 6-9*: Assignment on Process film; 3 mins; Film an activity; Include camera movement; Break it down in stages - beginning, middle and end; Understand the cause and effect; Focus only on (i) the person (ii) the activity; editing the process film.

4.2.3. Viewing of assignments and discussions.

5. Filming Oral Testimonies, Interviews and Interactions [Weeks 9-10]

5.0.1. Suggested Screening of Film Scenes/Sequences: *Chronicle of a Summer* by Edgar Morin, Jean Rouch, 85 min, 1961.

5.0.2. Suggested topics for technical discussion: Sound and audio equipment.

5.0.3. Practical Work for Week 9-10: Film an oral testimony, with maximum 2 people; Length, no more than 5 minutes; Focus on Interaction; Location is optional

5.0.4. Viewing of assignments and discussions.

6. Final Film Projects [Weeks 11-14] 6.0.1. Film length limited to 5 - 8 mins. 6.0.2. Viewing of projects and discussion.

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

Suggested Readings: 1. Heider, Karl G. *Ethnographic Film*, Austin: University of Texas Press, 2006 MacDougall, David. 'Ethnographic Film: Failure and Promise', *Annual Review of Anthropology* Vol. 7, pp. 405-425

Course Code: SOC/G/SEC-3

Gender Sensitization

Course Objective:

This course will sensitise students to issues related to gender and equality among all sexes. It will provide them with the tools and skills to develop and integrate a gendered perspective in work and life. In particular, students will be acquainted with laws that have an immediate bearing on gender relations.

Outline:

1. Sex, Gender and Sexuality

- a. Debates on the social construction of sex and gender
- b. Masculinity and femininity
- c. Understanding sexual preference as a right

2. Gender Rights and the Law

- a. gender and Social legislation
- b. Right to property
- c. Personal laws

3. Violence against women

- a. Sexual harassment
- b. Rape
- c. Domestic violence

Essential Readings:

1. *Being Male Being Koti* Dir: Mahuya Bandyopadhyay *Many People Many Desires* Dir: T. Jayashree; *Boys Don't Cry* Dir: Kimberley Peirce
2. Bhasin, Kamala. *Patriarchy*. New Delhi: Kali for Women
3. Geetha, V. 2002. *Gender*. Calcutta: Stree
4. Ghai, Anita. (2003). *(Dis)Embodied Form : Issues of Disabled Women*. New Delhi. Har-Anand Publications. (Selected chapters)
5. Menon, Nivedita. 2012. *Seeing like a Feminist*. New Delhi: Zubaan/Penguin Books
6. Murty, Laxmi and Rajshri Dasgupta. 2012. *'Our Pictures, Our Words - A Visual Journey Through The Women's Movement'*. New Delhi: Zubaan
7. Shah, Chayanika et al. 2005. Marriage, Family and Community: A Feminist Dialogue. *Economic and Political Weekly February 19: 709 -722*
8. Tharu, S. and Niranjana, T. 1999. "Problems for contemporary theory of gender" in Nivedita Menon, *Gender and Politics in India*. New Delhi: Oxford University Press.

Suggested Assignments:

- a) Discussion around any two of the above-mentioned films. Students will be asked to write a short essay on the pressures they feel of the experience in performing masculinity or femininity.
- b) Presentations and discussions based around the essays.
- c) Role Play: Gender and its performance in everyday life. Students to form smaller groups and present skits to address this issue creatively. This will be followed by discussions.

Gender Rights and the Law

For all the laws relating to women please refer to the following resource:
<http://ncw.nic.in/firmLLawsRelatedtoWomen.aspx>

Course Code: SOC/G/SEC-4
Theory and Practice of Development

Course Objective:

This course aims to familiarise students with the arguments of development theory in the decades of 80s onwards and equip them with some of the methodology in development practices adopted since then.

Outline:

1. Introducing Development

- a. Concept and Definition
- b. Dimensions of development
- c. Significance of development
- d. Sociology of Development

2. Approaches to Development

- a. Social justice approach;
- b. Rights-based approach;
- c. Capabilities approach;
- d. Community- based approach.

3. Agencies of Development

- a. State
- b. NGOs
- c. Community
- d. Corporates

4. Contemporary Issues

- a. Gender and development
- b. Development and displacement
- c. Participatory development
- d. Sustainable development

1. Readings:

2. McMichael, Philip. *Development and Social Change*. Thousand Oaks, Calif.: Pine Forge Press, 2000. pp. 1-40
3. Emmerij, Louis. 2005. Turning Points in Development Thinking and Practice. Conference Paper
4. Meilink, Henk. 2003. Structural Adjustment Programmes on the African Continent: The theoretical foundations of IMF/World Bank reform policies. ASC Working paper No. 53. pp 1-29
5. Sparr, Pamela. (ed.) 1994. *Mortgaging Women's Lives: Feminist Critiques of Structural Adjustment*. London: Zed Books. pp 1-30

6. Sachs, Wolfgang. 2007(12th impression). *The Development Dictionary: A guide to Knowledge as Power*. London: Zed Books, Chap 1, 2 & pp 1-25, 264-274
7. Escobar, A. 2011. (Paperback ed.) *Encountering development: The making and unmaking of the Third World* Princeton: Princeton Press, Chap 2 & 6, pp 21-54, 212-226
8. Dipholo, Kenneth B. 2002. Trends in participatory development, *Journal of Social Development in Africa*, Vol 17. No.1, pp 59-79
9. Buse, Kent. & Harmer, Andrew. 2004. Power to the Partners? : The Politics of Public-Private Health Partnerships *Development*, 2004, 47(2), pp 49–56
10. Friere, Paulo. 1972. *Pedagogy of the Oppressed*. New York: Herder & Herder
11. Sen, Amartya. 1989. “Development as Capabilities Expansion.” *Journal of Development Planning* 19: 41 – 58.
12. Sen, Amartya. & Sudhir Anand. 1994. “Sustainable Human Development: Concepts and Priorities.” Background Paper for the Human Development Report 1994. New York: Human Development Report Office.
13. Fukuda-Parr, Sakiko. 2003. The human development paradigm: Operationalizing Sen’s ideas on Capabilities, *Feminist Economics* 9(2 – 3), 2003, 301 – 317

Exercises:

Exercise 1: A bedtime Story for Grown Ups

Case Study 1: Jayaweera, Swarna. 1994. Structural Adjustment Policies, Industrial development and Women in Sri Lanka in Pamela Sparr (ed) *Mortgaging Women’s Lives: Feminist Critiques of Structural Adjustment*. London: Zed Books. pp 96-111

Exercise 2: Pass the Picture (from Stepping Stones, Action Aid Manual)

Exercise 3: Make a Gender Audit Report of any organization

Case Study 2: Participatory Urban Planning in Porto Alegre, Brazil

Exercise 3: Assess the JNNURM Plans of Delhi, Mumbai and Kolkata, Ref: http://www.pria.org/Reforming_JNNURM.htm

Exercise 4: Assess the quality of a nearby school

Exercise 5: Assess the quality of health care services in an PHC

Case Study 3: Tint, Piia and Reinhold, Karin. 2008. Safety & health through Redesign of Garment Worker’s Workplaces in Amita Sahaya (ed) *Selected Readings IV International Congress Women Work and health* New Delhi: WWHI

Websites of Organizations for exercises and Case studies:

- Family Planning Organization, UNDP, ILO, PRAXIS, PRIA-Participatory Research In Asia www.iclei.org, www.infochangeindia.org

DISCIPLINE SPECIFIC ELECTIVE

Course Code: SOC/G/DSE-1A

Urban Sociology

Course Objective:

This course provides an exposure to key theoretical perspectives for understanding urban life in historical and contemporary contexts. It also reflects on some 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 relate to the complexities of urban living.

Outline:

1. Introduction

- a. History of Urbanisation
- b. Meaning and Concepts
- c. Nature and Scope
- d. Urbanism and the city

2. Perspectives

- a. Ecological
- b. Political Economy
- c. City as Culture

3. Urban Social Problems

- a. Migration
- b. Housing
- c. Congestion and Pollution
- d. Crime and Delinquency

4. Politics of Urban Space

- a. Culture and Leisure
- b. Globalization
- c. Development
- d. Slum

5. Emerging Issues and Challenges

- a. Welfare and Security measures
- b. Social network and new technologies
- c. Environmental Challenges
- d. Popular Culture

Readings:

1. Mumford, Lewis 1961. *The City in History: its origins and transformations and its prospects*. Mariner Books: Pp 3-29, 94-118
2. Holton, R. J. *Cities, Capitalism and Civilization*, London: Allan and Unwin, Chapters. 1 & 2. Pp. 1 – 32
3. Lewis, Wirth 1938 “Urbanism as a way of Life” in *American Journal of Sociology*, Vol. 44, No.1 (July), Pp. 1-24
4. Harvey, David 1985 *The Urban Experience*, Baltimore: Johns Hopkins University Press, Chapter 1. Money, Time, Space and the City. Pp. 1-35
5. Weber, Max 1985. *The City*. The Free Press: New York. Pp 65-89
6. Ayyar, Varsha ,2013. “Caste and Gender in a Mumbai resettlement site”, *Economic & Political Weekly*, May 4, Vol. XLVIII, No 18, Pp 44-55
7. 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
8. Manuel Castells, 1983, “Cultural Identity, Sexual Liberation an Urban Structure: The Gay Community” in *San Francisco in City and the Grassroots*, Pp. 138-170.

Course Code: SOC/G/DSE-1B
Environmental Sociology

Course Objective:

This course is designed to introduce students 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.

Outline

1. Introduction

- a. Subject matter of Environmental Sociology
- b. Historical Background
- c. Development of the field
- d. Significance

2. Approaches

- a. Treadmill of production
- b. Ecological modernization
- c. Political ecology
- d. Risk society

3. Environmental movement in India

- a. Forest based movement – Chipko
- b. Water based movement – Narmada
- c. Land based movement- anti-mining
- d. Feminist environmentalism

4. Types of environment pollution

- a. Water
- b. Air
- c. Soil
- d. E-waste

5. Contemporary concerns

- a. Environment and Technology
- b. Environment justice
- c. Legislative measures
- d. environmental issues in Nagaland

Readings:

1. Bell, MM. (2008). *An Invitation to Environmental Sociology*. Thousand Oaks, CA: Sage 3rd ed. Ch 1. (pp. 1-5).
2. Hannigan, J. A. (1995). *Environmental Sociology*. Routledge, London and New York, 2nd ed. Ch1 and 2. (pp. 10-15,16 -35).
3. 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).
4. Ecological modernization and the global economy. *Global Environmental Politics*, 2(2), 92-115.
5. 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).
6. 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).
7. Guha, R., & Alier, J. M. (1998). The Environmentalism of the poor. In *Varieties of Environmentalism: Essays North and South*. New Delhi: Oxford University Press.
8. Baviskar, A. (1999). *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Oxford University Press.
9. Beck, Ulrich.1992. *Risk Society: Towards a new Modernity*. Sage Publication

GENERIC ELECTIVE

Course Code: SOC/G/GE-1 **Polity and Society in India**

Objective:

This course seeks to introduce the students to the study of Indian politics from a sociological Perspective. In the process, it attempts to give the students theories, categories and conceptual tools to understand politics in relation to society in general.

Outline:

1. On Studying Politics and Society in India

- a. Terrorism
- b. Environmental Issues

2. Political Economy

- a. Globalization
- b. World Trade Organization (WTO)
- c. International Monetary Fund (IMF)

3. Political Identities

- a. Ethnicity
- b. Regionalism
- c. Nationalism

4. Political Institutions and Democratic Processes

1. State as political institutions; Legislative, Executive and Judiciary
2. Political Parties; meaning of political parties, types of party
3. Electoral Processes
4. Electoral Reforms

5. Protest and Resistance in Indian Politics

- a. Insurgency
- b. Pressure Groups
- c. Communalism

Readings:

1. Bailey, F.G. 1968, 'Para-Political Systems', in M. J. Schwartz (Ed.), *Local level Politics: Social and Cultural Perspectives*, London: University of London Press, pp.281-94
2. Baruah, Sanjib. 'Politics of Subnationalism: Society versus State in Assam', From Partha Chatterjee (Ed.) *State and Politics in India*, Delhi:OUP. pp. 496 – 520
3. Brass, Paul R, 1998. 'India: Democratic Progress and Problems' in Slig S Harrison et al (ed.) *India and Pakistan: The First Fifty Years*. Woodrow Wilson Center Press, pp. 23-44
4. Chatterjee, Partha, 1997. *State and Politics in India*. Delhi: Oxford University Press, Introduction: A Political History of Independent India. pp. 1- 39
5. Gould, H. A. 1971, 'Local government roots of contemporary Indian politics', *Economic and Political Weekly*, vol.6 (7), pp.457-64
6. Kaviraj, Sudipta. 1991. 'On State, Society and Discourse in India', in James Manor (ed.) *Rethinking Third World Politics*, London: Longman. pp. 72-99
7. Manor, James. 1988, 'Parties and the Party System', in A. Kohli (Ed.), *India's Democracy*, Princeton: Princeton University Press, pp. 62-98
8. Michelutti, Lucia. 2007, 'The Vernacularization of Democracy: Political Participation and Popular Politics in North India', *The Journal of the Royal Anthropological Institute*, vol.13 (3), pp. 639-656
9. Rudolph, Lloyd I, and Susanne Hoeber Rudolph, 1987. *In Pursuit of Lakshmi*. Chicago: University of Chicago Press. Introduction, Chapter 1 & 7. pp. 1-59, 211-219
10. Sathyamurthy, T.V. 1997, 'Indian Nationalism: State of the Debate', in *Economic and Political Weekly*, vol.32 (14), p.715-721
11. Shah, Ghanshyam. 'Grassroots Mobilizations in Indian Politics', in A. Kohli (Ed.), *India's Democracy*, Princeton: Princeton University Press, pp. 262-304
12. Spencer, Jonathan, 2007. *Anthropology, Politics and the State: Democracy and Politics in South Asia*. Cambridge: Cambridge University Press, Chapter 2. Locating the Political. pp. 19-47
13. Vanaik, A. 2000, 'The Social Character of the Indian State', in Z. Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.89-107
14. Weiner, Myron. 2001, 'The Struggle for Equality: Caste in Indian Politics', in A. Kohli (Ed.), *The Success of India's Democracy*, Cambridge: Cambridge University Press, pp.193-225

Course Code: SOC/G/GE-2
Economy and Society

Objective:

The course introduces the students to the complex ways in which economic activity is embedded in social relations from a sociological view point.

Outline:

1. Introduction

- a. Significance of the study
- b. Relationship between Economy and Society

2. Sociological Aspects of Economic Phenomenon

- a. Approaches: Formalism and Substantivism
- b. Sociological Aspect of Economic Processes

3. Modes of Production

- a. Domestic Mode of Production
- b. Feudal
- c. Capitalism
- d. Socialism

4. Socio-economic System

- a. Agrarian Economy
- b. Industrial Economy
- c. Mixed Economy

5. Contemporary Issues

- a. Globalization
- b. Unemployment
- c. Corruption
- d. Development

Readings:

1. Howes, David (ed) 1996 Cross Cultural Consumption: global Markets and Local Realities. London: Routledge, pp. 1-16
2. Hulme, David and mark M. Turner Sociology and Development: Theories, Policies and Practices, Prentice Hall Chapter-3 pp. 33-67
3. Polanyi, K. 1958. "Economy as an Instituted Process" in M. Grammoter and R. Swedberg (eds.) 1992. The Sociology of Economic Life Boulder Colarado, West View Press. pp. 27-50
4. Ritzer 2004. The McDonaldisation of Society. Pine Forge press
5. Sahlins, M-1974 Stone Age Economics. London, Tavistock, Chapter 2-3
6. Smelser, Neil 2013 The Sociology of Economic Life Quid Pro Books (2nd Edition). New Orleans, Louisiana University Press
7. Swedberg, R 2003 The Economic Sociology of Capitalism: An Introduction and An Agenda, Cornell University
8. Verdery, Kathrine 1996 „What was Socialism, And what Comes Next?“ Princeton N.J. Princeton University. Press. Chapter-1, pp. 19- 38
9. Wilk, R. and L. Cliggett. 2007. 'Economies and Cultures: Foundations of Economic Anthropology. Chapter 1 pp. 1-14
10. Wolf, Eric 1966 Peasants. New Jersey Prentice Hall, Chapter-1