

B.A. (General) Sociology

Scheme of Courses and Syllabus Under Choice Based Credit System (CBCS)

**University of Kalyani
2018**

Semester Wise Distribution of Courses & Credits in B.A./B.COM. General

Courses/Credit	Sem-I	Sem-II	Sem-III	Sem-IV	Sem-V	Sem-VI	Total No. of Courses	Total Credit
Core Course/6 credits	2 courses	2 courses	2 courses	2 courses			8	6X8=48
Language (L)/6 credits	1 course (L1)	1 course (L2)	1 course (L3)	1 course (L4)			4	6X4=24
Discipline Specific Elective (DSE)/6 credits					2 courses	2 courses	4	6X4=24
Generic Elective (GE)/6 credits					1 course	1 course	2	6X2=12
Ability Enhancement Compulsory Course (AECC)/2 credits	1 course	1 course					2	2X2=4
Skill Enhancement Course (SEC)/2 credits			1 course	1 course	1 course	1 course	4	2X4=8
Total No. of Courses / Sem.	4 courses	4 courses	4 courses	4 courses	4 courses	4 courses	24	
Total Credits/Sem.	20 credits	20 credits	20 credits	20 credits	20 credits	20 credits		120 credits

Marks division according to Credit

6 Credits = 75 Marks

2 Credits = 50 Marks

Semester Wise Distribution of Courses & Credits in Sociology General with the Name of Papers

Courses/Credit	Sem-I	Sem-II	Sem-III	Sem-IV	Sem-V	Sem-VI	Total No. of Courses	Total Credit
Core Course/6 credits	CC1. Basic Principles of Sociology	CC2. Classical Sociological Theory	CC3. Modern Sociological Theory	CC4. Indian Society			8	6X8=48
Language (L)/6 credits	1 course (L1)	1 course (L2)	1 course (L3)	1 course (L4)			4	6X4=24
Discipline Specific Elective (DSE)/6 credits					Choose any 2	Choose any 2	4	6X4=24
					DSE 1A. Sociology of Religion	DSE 2A Environmental Sociology		
					DSE 1B. Political Sociology	DSE 2B Sociology of Minority and Marginality		
					DSE 1C. Social Problems and Welfare	DSE 2C Visual Cultures		
					DSE 1D Sociology of Work & Industry	DSE 2D Population Studies		
Generic Elective (GE)/6 credits					GE 1. Urban Sociology	GE 2. Gender and Violence	2	6X2=12
Ability Enhancement Compulsory Course (AECC)/2 credits	1 course English/MIL Communication/Environmental Science	1 course English/MIL Communication/Environmental Science					2	2X2=4
Skill Enhancement Course (SEC)/2 credits			SEC 1. Techniques of Oral Presentation on Current Social Issues	SEC 2. Report Writing, Referencing and Review of Research Articles	SEC 3. Techniques of Data Collection and Analysis	SEC 4 Formulation of Research Problem	4	2X4=8
Total No. of Courses / Sem.	4 courses	4 courses	4 courses	4 courses	4 courses	4 courses	24	
Total Credits/ Sem.	20 credits	20 credits	20 credits	20 credits	20 credits	20 credits		120 credits

Semester 1

Core Course

1/UG-G/CC-1: Basic Principles of Sociology

Credit-6; Full Marks-75

Course Objectives:

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 and Other Social Sciences**
 - 1.1 Sociology and Social Anthropology
 - 1.2 Sociology & Psychology
 - 1.3 Sociology & History
- 2. Basic Concepts**
 - 2.1 Individual and Group
 - 2.2 Associations and Institutions
 - 2.3 Culture and Society
 - 2.4 Social Change

COURSE CONTENTS AND ITINERARY

1. Sociology and Other Social Sciences

1.1. Sociology and Social Anthropology

- 1.1.1 Bêteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology', Pp. 1- 20
- 1.1.2 Beteille, André, 2002, *Sociology: Essays in Approach & Method*, Oxford University Press, Chapter 2, 'Sociology and Social Anthropology', Pp.28-54

1.2 Sociology & Psychology

1.2.1 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

1.2.2 Beattie, J., 1966, *Other Cultures*, London R.K.P., Chapter 2, 'Social Anthropology and Some Other Sciences of Man', Pp. 25-29

1.3 Sociology & History

1.3.1 Burke, Peter, 1980, *Sociology and History*, George Allen and Unwin, Chapter 1, 'Sociologists and Historians', Pp.13-30

2. Basic Concepts

2.1 Individual and Group

2.1.1 Maclver, Robert M, and Charles Hunt Page. 1949. *Society*, New York: Rinehart. Chapter 10, 'Types of Social Groups', Pp.213-237

2.1.2 Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw-Hill, Chapter 8, Pp.185-209

2.2 Associations and Institutions

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

2.2.2 Firth, Raymond, 1956, *Human Types*, Thomas Nelson & Sons, Chapter 3, 'Work and Wealth of Primitive Communities', Pp. 71-97

2.3 Culture and Society

2.3.1 Bierstedt, Robert, 1974, *The Social Order*, New York: McGraw Hill Book Company Part 3, Chapter 5, 'The Meaning of Culture', p. 125- 151, Chapter 6,

'The Content of Culture' Pp. 152-187, Chapter 7, 'The Acquisition of Culture', Pp.188-212

2.3.2 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

2.4 Social Change

2.4.1 Bierstedt, Robert 1974, *The Social Order*, McGraw Hill, Chapter 20, 'The Problem of Social Change' Pp.527-567

2.4.2 Ritzer, George, 2004, *The McDonaldisation of Society*, Pine Forge Press, Chapter 1, 'An Introduction to McDonaldisation', Pp. 1-20, Chapter 2, 'McDonaldisation and Its Precursors' Pp. 21-39, Chapter 9, 'McDonaldisation In a Changing World', Pp. 167-199.

Language

1/UG-G/L1

Credit-6; Full Marks-75

Language will be taught according to the preference of the students and as per offered by the individual colleges.

Ability Enhancement Compulsory Course

1/UG-G/AECC 1

Credit-2; Full Marks-50

Course will be taught according to the preference of the students and as per offered by the individual colleges.

(English/ MIL Communication), Environmental Science

Semester 2

Core Course

2/UG-G/CC-2: Classical Sociological Theory

Credit-6; Full Marks-75

Course 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. Karl Marx

- 1.1. Materialist Conception of History
- 1.2. Capitalist Mode of Production

2. Max Weber

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

3. Emile Durkheim

- 3.1. Social Fact
- 3.2. Individual and Society

COURSE CONTENTS AND ITINERARY

1. Karl Marx

- 1.1. Intro: McLellan, David. 1975. *Marx*. London: Fontana Press. Pages: 7-23 (16)
- 1.2. Marx, K. and F. Engels. 1969. *Selected Works Vol. 1*. Moscow: Progress Publishers. pp. 13-15, 16-80, 98-106, 142-174, 502-506

1.3. Marx, K. and F. Engels. 1969. *Selected Works Vol. 1*. Moscow: Progress Publishers. pp. 13-15, 16-80, 98-106, 142-174,502-506.

2. Max Weber

2.1 Poggi, Gianfranco. 2006. *Weber*. Cambridge, UK: Polity. Pages: 1-16 (16)

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

2.3. 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. Emile Durkheim

3.1 Gane, Mike. 1992. *The Radical Sociology of Durkheim and Mauss*. London: Routledge. Pages:1-10

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

3.3. Durkheim, E. 1951. *Suicide: A Study in Sociology*. New York: The Free Press, pp. 41-56,145-276

SUGGESTED READINGS

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

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

Language

2/UG-G/L2

Credit-6; Full Marks-75

Language will be taught according to the preference of the students and as per offered by the individual colleges.

Ability Enhancement Compulsory Course

2/UG-G/AECC 2

Credit-2; Full Marks-50

Course will be taught according to the preference of the students and as per offered by the individual colleges.

(English/ MIL Communication), Environmental Science

Semester 3

Core Course

3/UG-G/CC-3: Modern Sociological Theory

Credit-6; Full Marks-75

Course Objectives:

The course aims to introduce the students with post-classical sociological thinking through some original texts.

Outline:

1. Talcott Parsons

1.1. Action Systems

2. Claude Levi-Strauss

2.1. Structuralism

3. G. H. Mead and Erving Goffman

3.1. Interactional Self

COURSE CONTENTS AND ITINERARY

Orientation to Post-Classical Theories/ Schools in Sociology

1. Talcott Parsons

Parsons, T. and E. Shils (eds). 1951. *Towards a General Theory of Action*. New York: Harper and Row Publishers, pp. 3-29

2. Levi-Strauss

Levi-Strauss, C. 1993. "Structure and Dialectics", in *Structural Anthropology Volume 1*. Harmondsworth: Penguin, pp. 232-242

3. G. H. Mead and Erving Goffman

3.1 Mead, G.H. 1934 (Fourteenth Impression 1967) *Mind Self and Society*. Chicago: University of Chicago Press. Part III, pp135-226

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

Language

3/UG-G/L3

Credit-6; Full Marks-75

Language will be taught according to the preference of the students and as per offered by the individual colleges.

Skill Enhancement Course

3/UG-G/SEC 1: Techniques of Oral Presentation on Current Social Issues

Credit-2; Full Marks-50

The course will involve active participation of the students. They will be taught how to prepare and give presentation in class. 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.

Note:

The topic for presentation will be on current social issues and the assessment would be done in the presence of at least one external teacher from the subject.

Semester 4

Core Course

4/UG-G/CC-4: Indian Society

Credit-6; Full Marks-75

Course Objectives:

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. Caste: Concept and Critique
2. Agrarian Classes
3. Industry and Labour
4. Tribe: Profile and Location
5. Village: Structure and Change
6. Kinship: Principle and Pattern

7. Religion and Society

COURSE CONTENTS AND ITINERARY

1. Caste: Concept and Critique

Srinivas, M.N., 1969, „The Caste System in India“, in A. Béteille (ed.) *Social Inequality: Selected Readings*, Harmondsworth: Penguin Books, Pp.265- 272

Mencher, J., 1991, „The Caste System Upside Down“, in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp.93-109

2. Agrarian Classes

Dhanagare, D.N., 1991, "The Model of Agrarian Classes in India", in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp.271-275

3. Industry and Labour

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

4. Tribe: Profile and Location

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

5. Village: Structure and Change

Srinivas, M. N., 1987, *The Dominant Caste and Other Essays*, Delhi: Oxford University Press, Pp.20-59

6. Kinship: Principle and Pattern

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

7. Religion and Society

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

Momin, A.R., 1977, "The Indo Islamic Tradition", *Sociological Bulletin*, 26, Pp.242-258

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.

2.1 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.105-113

2.2 Gough, Kathleen E., 1959, 'The Nayars and the Definition of Marriage', in *The Journal of the Royal Anthropological Institute of Great Britain and Ireland*, 89: 23-34

2.3 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

Language
4/UG-G/L3

Credit-6;Full Marks-75

Language will be taught according to the preference of the students and as per offered by the individual colleges.

Skill Enhancement Course

4/UG-G/SEC 2: Report Writing, Referencing and Review of Research Articles

Credit-2; Full Marks-50

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). This course will help the students in doing their future research work. 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.

Course Outline:

- 1. Techniques for reading academic texts**
 - 1.1 Grasping the whole: How to get an overview
 - 1.2 Divide and conquer: Taking texts apart
 - 1.3 Getting outside help: Recruiting extra resources
- 2. How to begin writing academic prose**
 - 2.1 Building a structure: What do you want to say?
 - 2.2 Working with blocks: Sections, paras, sentences
 - 2.3 Borrowing material: Paraphrasing, quoting, citing
- 3. Referencing and Review of Research Articles**

COURSE CONTENTS AND ITINERARY

1. Techniques for reading academic texts

1.1 Grasping the whole: How to get an overview

- 1.1.2 Titles as the shortest summary of a text
- 1.1.3 Good and bad titles
- 1.1.4 Section headings (where present)
- 1.1.5 Introductions and Conclusions
- 1.1.6 Identifying important passages and sentences

1.2 Divide and conquer: Taking texts apart

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

1.3 Getting outside help: Recruiting extra resources

- 1.1.1 Isolating words & terms: Dictionaries, Encyclopaedias
- 1.1.2 Contextualising texts with quick background research
- 1.1.3 Productive ways of asking for help from teachers/tutors

2. Techniques for writing academic prose

2.1 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

2.2 Working with blocks: Sections, Paragraphs, Sentences

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

2.3 Borrowing material: Paraphrasing, Quoting, Citing

- The difference between paraphrasing and plagiarism
Quotations: When? Why?
- How?
- Citation styles
- Productive ways of asking for help from teachers/tutors

3. Referencing and Review of Research Articles

The students will learn how to do referencing and article review through proper guidance of teacher

NOTE:

A mini report has to be submitted by the students using all the techniques taught by the teacher and on the basis of his or her field visit

Semester-5

Discipline Specific Elective (Choose any two from Four 1A/1B/1C/1D)

5/UG-G/DSE/1A: Sociology of Religion

Credit-6; Full Marks-75

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. Society and Religion

- 1.1 Formulating Religion
- 1.2 Asceticism and Accumulation
- 1.3 Theodicy and Eschatology
- 1.4 State, Religion and Emancipation
- 1.5 Religious and Solitude

2. Elements of Religion

- 2.1 Sacred, Myth, Ritual
- 2.2 Time-Space
- 2.3 Rationality

3. Techniques of Religion

3.1 Prayer

3.2 Craft

3.3 Body

Course Contents and Itinerary

1. Society and Religion

1.1 Formulating Religion

1.1.1 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.

1.2 Asceticism and Accumulation

1.2.1 Max Weber. 2001. *The Protestant ethic and the spirit of capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp.103-126.

1.3 Theodicy and Eschatology

1.3.1 Max Weber. 1978. *Economy and society*. Edited by Guenther Roth and Claus Wittich. California: University of California Press. Volume Two, pp.518-521.

1.4 State, Religion and Emancipation

1.4.1 Marx, Karl. 2008/9 [1843] . “On the Jewish Question” in *Deutsch-Französische Jahrbücher*. Proofed and Corrected: by Andy Blunden, Matthew Grant and Matthew Carmody. www.marxists.org

1.5 Religious and Solitude

1.5.1 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.

2. Elements of religion

2.1 Sacred, Myth, Ritual

2.1.1 Emile Durkheim. 1995. *The elementary forms of religious life*. Translated by Karen E. Fields. New York: The Free Press, Book one, pp.27-33.

2.1.2 Srinivas, M. N. 1952. *Religion and society among the Coorgs of south India*. Clarendon : Oxford,pp100-122.

2.1.3 Malinowski, Bronislaw. 1948. *Magic, science and religion and other essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 119-124.

2.1.4 Emile Durkheim. 1995. *The elementary forms of religious life*. Translated by Karen E. Fields. New York: The Free Press. Book three, pp.303-412.

2.2 Time-Space

2.2.1. E. E. Evans-Pritchard. 1963 (1940). "Time and Space." In *The Nuer*. Oxford: Clarendon Press, pp. 94-98,100-108.

2.3 Rationality

2.3.1 Tambiah, Stanley Jeyaraja. 1990. *Magic, science, religion and the scope of rationality*. Cambridge: Cambridge University Press, pp. 1-41.

3. Techniques of religion

3.1 Prayer

3.1.1. Mauss, Marcel.2008 (2003). *On prayer*. USA: Berghahn Books, pp. 19-58.

3.2 Craft

3.2.1. Ginzburg, Carlo.1991. *Ecstasies*.Translated by Raymond Rosenthal. New York: Pantheon Press, pp. 1-32.

3.3 Body

3.3.1 Robert, Hertz. 1973 (1909). "The Pre-eminence of the Right Hand." In *Right and Left: Essays on Dual Symbolic Classification*, edited by R. Needham. Chicago: University of Chicago Press, pp. 3-10, 13-14, 16-17,19-21.

Discipline Specific Elective (Choose any two from Four-1A/1B/1C/1D)

5/UG-G/DSE/1B: Political Sociology

Credit-6; Full Marks-75

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.

- 1. Contextualising the study of Politics**
- 2. Basic Concepts**
 - 2.1 Power and Authority
 - 2.2 State, Governance and Citizenship
 - 2.3 Elites and the Ruling Classes
- 3. Political Systems : Segmentary, Totalitarian and Democratic**
- 4. Everyday State and Local Structures of Power**

COURSE CONTENTS AND ITINERARY

1. Contextualising the study of Politics

- 1.1.1 Eisenstadt, S. N. '1971, 'General Introduction: The Scope and Development of Political Sociology' in *Political Sociology: A Reader* Basic Books, New Your Publication, pp3-24.
- 1.1.2 Lewellen, Ted. 2003, 'The Development of Political Anthropology' in *Political Anthropology: An Introduction (Third Edition)*, Praeger, pp. 1-14.

2. Basic Concepts

2.1 Power and Authority

- 2.1.1 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.

- 2.1.2 Lukes, Steven. 2005, *Power: A Radical View*, 2ndEd., Hampshire : Palgrave, pp.14-49.

2.2 State, Governance and Citizenship

- 2.2.1 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
- 2.2.2 Burchell, Graham et al (Eds),1991, *The Foucault Effect: Studies in Governmentality*, The University of Chicago Press, Chapter 1, pp. 1-51
- 2.2.3 Marshall, T.H. 1950, *Citizenship and Social Class and Other Essays*, Cambridge University Press, pp.10-27
- 2.2.4 Tilly, Charles. 1999, 'Where Do Rights Come From?' in Theda Skocpol (Ed) *Democracy, Revolution and History*, Cornell University Press, pp55-72

2.3 Elites and the Ruling Classes

- 2.3.1 Mills, C. Wright, 1956. *The Power Elite, New Edition*, OUP, pp. 269-297.
- 2.3.2 Bottomore, T.B. 1993, *Elites and Society*, 2nd Edition, Routledge, pp.15-34

3. Political Systems: Segmentary, Totalitarian and Democratic

- 3.1.1 Fortes, M. and E.E. Evans Pritchard (Eds), 1940. *African Political Systems*. London: Oxford University Press, Chapter8.
- 3.1.2 Tapper, Richard, 1990. 'Anthropologists, Historians, and Tribespeople' in Philip Shukry and Joseph Kostiner (Ed)*Tribes and State Formation in the Middle East*,

University of California Press, pp. 48-71

- 3.1.3 Schapiro, L. 1972. *Totalitarianism*, The Pall Mall Press, Chaps2,3
- 3.1.4 Macpherson, C. B. 1966. *The Real World of Democracy*, Oxford Clarendon Press, pp.1-45
- 3.1.5 Chomsky, N. 1999. *Profit over People: Neo liberalism and Global Order*. Severn Stories Press, pp. 7-18,43-64

4. Everyday State and Local Structures of Power: State and Politics in India

- 4.1.1 Fuller, C.J. and V. Benei (Eds.), 2000. *The Everyday State and Society in Modern India*. Social Science Press, pp.1-30
- 4.1.2 Tarlo, Emma, 2003 *Unsettling Memories: Narratives of the Emergency in Delhi*, University of California Press, pp.62-93
- 4.1.3 Swartz, M.J (Ed), 1968. *Local Level Politics: Social and Cultural Perspectives*, University of London Press, pp.281-94

Discipline Specific Elective (Choose any two from Four-1A/1B/1C/1D)

5/UG-G/DSE/1C: Sociology of Problems and Welfare

Credit-6; Full Marks-75

Course Objective:

The course aims to make students aware about the several social problem issues which the society confronts every day. The course also offers the students with the knowledge of various welfare programmes that might help them in their course of life.

Content:

1. Concept, meaning, causes and types of Social problems; deviant behaviour, Social disorganization and social pathology, individual disorganization, family disorganization.
1. Sociological approaches to social problems.
2. Juvenile delinquency, Crime, Mental disorder, Sexual behaviour, Drug use and Suicide, Child abuse and child labour, Women, trafficking, Domestic violence, and problems of S.C. & S.T.
3. Religious Fundamentalism and Ethnic violence.
4. Social problems and social policy.
5. Social Welfare programs; Child welfare, family welfare, Women's welfare and welfare of the S.C. & ST s.
6. Social legislations-constitutional provisions in favour of S.C. s & STs, children and Women.

Reference:

1. Peter Worsley (ed.), Problems of Modern Society.
2. Noel Timms, A sociological approach to Social Problems.
3. G.R. Madan, Indian Social Problems.
4. Ram Ahuja, Social problems in India.
- Marshall Clinard, Sociology of Deviant Behaviour.
6. Merrill A. Elliott and Francis E Merrill, Social Disorganization, Harper and Brothers,

NY, 1950.

. Howard Becker, *Social Problems: A modern Approach*. John Wiley and Sons, N.Y., 1966.

8. Richard Laskin, (ed.) *Social Problems*, McGraw Hill Co., NY, 1964.

9. Merton and Nisbet (eds.) *Contemporary Social problems*, Prentice Hall, Englewood, 1952.

10. Rodney Stark, *Social problem*, Random house, NY, 1975.

11. Paul B. Horton and Gerald R. Leslie, *The Sociology and Social Problems*. Appletin Century Crafts , NY, 1970.

12. D.A. Wolfe, *Child Abuse*, Sage publications, 1987.

13. J.K. Chapman and Mara ret Gates (eds.) , *The Victimization of Women*, Sage, 1976.

14. Elizabeth Wilson, *What is to be Done about Violence Against women* Penguin, 1983.

15. G.R. Madam, *Welfare State and Problems of Democratic planning*, 1972.

16. W.A. Freidlander, *Introduction to Social Welfare*, 1959.

17. S. Pathak, *Social Welfare : An Evolutionary and Development perspective* , McMillan, 1981.

Discipline Specific Elective (Choose any two from Four -1A/1B/1C/1D)

5/UG-G/DSE/1D: Sociology of Work & Industry

Credit-6; Full Marks-75

Course Objective:

The course introduces the idea that though work and production have been integral to societies through time, the origin and spread of industrialisation made a distinct rupture to that link. This rupture can also be seen mirrored in the coming of sociology as a discipline that considered work as central to the study of society. Based on this premise, the paper goes on to provide an outline as to how values and ideals of pluralised industrialism(s) have caused and absorbed multiple transformative shifts to the local and global social networks of the contemporary world.

Outline: 1. Interlinking Work and Industry

2. Forms of Industrial Culture and Organisation

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

3. Dimensions of Work

- 3.1 Alienation
- 3.2 Gender
- 3.3 Unpaid Work and Forced Labour

4. Work in the Informal Sector

5. Risk, Hazard and Disaster

COURSE CONTENTS AND ITINERARY

1. Interlinking Work and Industry

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

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

2. Forms of Industrial Culture and Organisation

2.1 Industrialism

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

2.2 Post-industrial Society

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

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

2.3 Information Society

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

3. Dimensions of Work

3.1 Alienation

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

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

3.2 Gender

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

3.2.2 Freeman, Carla. 2009, „Femininity and Flexible Labour: Fashioning Class through Gender on the global assembly line“ in Massimiliano Mollona, Geert De Neve and Jonathan Parry (eds.) *Industrial Work and Life: An Anthropological Reader*, London: Berg, Pp.257-268

3.3 Unpaid Work and Forced Labour

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

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

4. Work in the Informal sector

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

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

5. Risk, Hazard and Disaster

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

5.2 Zonabend, Françoise. 2009, „The Nuclear Everyday“ in Massimiliano Mollona, Geert De Neve and Jonathan Parry (ed.) *Industrial Work and Life: An Anthropological Reader*, London: Berg, Pp 167-18.

Generic Elective

5/UG-G/GE/1: Urban Sociology

Credit-6; Full Marks-75

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. Concept and meaning of urban community, urbanism and urbanization
2. Urban Waves; First urban wave, second urban wave, Final and current urban wave (Alvin Boskoff).
3. Characteristics of a city (concept of Leonard Reisman).
4. Emergence of urban sociology in Europe :Tonnie, Durkheim, Simmel, Max Weber(full urban community)
5. Emergence of urban sociology in America: Burgess, Park (*Image of the city*), Chicago School.
6. School of Urban Sociology.
7. Urban Theories: (a) Theory by deduction; Louis Wirth (*Urbanism as a way of life*); (b) Theory of contrast; Robert Redfield (*Rural-urban continuum Theory*).
8. Human Ecology: Concept and meaning, Sociological reasons for studying human ecology, Schools of Human Ecology. (Traditional Materialistic)

Reference:

1. R.N. Morris, Urban Sociology, George allen&Unwiss, London.
2. Alvin Boskoff, The Sociology of urban Regions, Appleton Century press, NY, 1970.
3. Leonard Reisman, The Urban process, the Free press, 1964.
4. Robert park, the City and the urban Community.Free press, 1952.

5. James A. Quinn, Urban Sociology.
6. M.S.A. Rao, Urban Sociology in India, Orient Longman, 1974.
7. Robert Redfield, The Folk-Culture of Yucatan, Univ. of Chicago press, 1941.
8. David Reisman, The Lonely Crowd, Yale Univ. press, 1961.
9. James A Quinn, Human Ecology : prentice Hall, NJ, 1950.
10. Gideon Sijoberg, The-industrial City : The Free press, NY, 1960.
11. Lewis Mumford, The Culture of Cities, Harcourt, Brace and World, NY, 1938.
12. I. Mumford, The City in History : Harcourt, 1961.
13. R.D. Mckenzie, Human Ecology, Macmillan, 1931.
14. E.W. Burgers and D.J. Bogue(eds.) Contribution to Urban Sociology: Univ. of Chicago press, 1964.
15. Geral Breeze, Urbanization in Newly Developing Countries, Prentice Hall, 1978.
16. Amos H.Hawley, Human Ecology- A Theory of Community Structure, the Ronald press & Co., NY, 1950.
17. N.K. Bose, Calcutta 1964- A Social Survey, Lanvani, Bombay, 1968.

Skill Enhancement Course

5/UG-G/SEC 3: Techniques of Data Collection and Analysis

Credit-2; Full Marks-50

Course 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

1.1 Survey Methods: Sampling, Questionnaire and Interview

1.2 Observation: Participant and Non-participant

2. Analysing Data:

2.1 Quantitative and Qualitative techniques

2.2 Primary and Secondary

2.3 Classification & presentation of Data: (a) Coding, Tables, Graphs,
(b) Measures of Central Tendency & Dispersion

COURSE CONTENTS AND ITINERARY

1.1 Survey Methods of Data Collection (Weeks 5-9)

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

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

1.1.3 Bailey, K. (1994). Interview Studies in *Methods of social research*. Simon and Schuster, 4thed. The Free Press, New York NY 10020. Ch8.Pp.173-213.

1.2 Observation: Participant and Non-Participant

1.2.1 Bailey, K. (1994). Observation in *Methods of social research*. Simon and Schuster, 4thed. The Free Press, New York NY10020. Ch 10.Pp.241-273.

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

2.Analysing Data:

Reference:

1. Alan Bryman, Quality and quantity in social research. 1988, London.
2. Keith punch, Introduction to Social Research, Sage, London.
3. P.V.Young, Scientific Social Surveys & Research, New Delhi, 1988, prentice Hall.
4. C.R.Kothari, Research Methodology, 1989.
5. MN Srinivas& A.M. Saha, Fieldworker and Field, Oxford, 1979.
6. H.Garrett, Statistics in psychology and Education, David Mckay, Vakils, Bombay 10thReprint, 1981.
7. N.G. Das, Statistical methods.
8. Goode &Hatt, Methods in Social Research, McGraw Hills.

6th Semester

Discipline Specific Elective (Choose any two from Four-2A/2B/2C/2D)

6/UG-G/DSE/2A: Environmental Sociology

Credit-6; Full Marks-75

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.

1. Envisioning Environmental Sociology

- 1.1. What is Environmental Sociology?
- 1.2. Realist-Constructionist Debate.

2. Approaches

- 2.1 Treadmill of Production
- 2.2 Ecological Modernization
- 2.3 Risk
- 2.4 Eco-feminism and Feminist Environmentalism
- 2.5 Political Ecology

3. Environmental Movements in India

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

COURSE CONTENTS AND ITINERARY

1. Envisioning Environmental Sociology

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

1.1.2. Hannigan, J. A. (1995). *Environmental Sociology*. Routledge, London and New York, 2nd ed. Ch1 and 2. (pp. 10-15,16 - 35).

1.2.1. 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).

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

2. Approaches

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

2.1.2. Wright, E. O. (2004). Interrogating the Treadmill of Production: Some Questions I Still Want to Know about and Am Not Afraid to Ask. *Organization & Environment*, 17(3), 317-322.

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

2.2.2. Buttel, F. H. (2000). Ecological modernization as social theory. *Geoforum*, 31(1), 57-65.

2.2.3. O'Connor, J. (1994). Is sustainable capitalism possible. Is capitalism sustainable? *Political Economy and the Politics of Ecology*. The Guilford Press. Ch . (pp.152-175).

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

2.4.1. Shiva, V. (1988). Women in Nature. In *Staying Alive: Women, Ecology and Development*. Zed Books. Ch 3.(pp.38-54).

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

2.5.1. Robbins, P. (2011). *Political Ecology: A Critical Introduction* (Vol. 16). Wiley and Sons Ltd. East Sussex, U.K. Ch 1 (pp.10-25).

3. Environmental Movements in India

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

3.2.1. Khagram, S., Riker, J. V., & Sikkink, K. (2002).Restructuring the global politics of development: The Case of India's Narmada Valley Dams. *Restructuring World Politics: Transnational Social Movements, Networks, and Norms* (Vol. 14). U of Minnesota Press. (pp.206-30).

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

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

SUGGESTED READINGS

Students will not be examined on the suggested readings but may use them for projects, and presentations that will be woven into the course.

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

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

Baviskar, A. (1999). *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Oxford University Press

Discipline Specific Elective (Choose any two from Four-2A/2B/2C/2D)

6/UG-G/DSE/2B: Sociology of Minority & Marginality

Credit-6; Full Marks-75

Course Objective:

The course lays primacy not only to the understanding of local culture but also to the local social context. This pushes the community to poverty, misery, low wage and other discriminations and livelihood insecurity. Understanding the paradox of marginalization phenomenon involving elements from the classics of sociology like G. Simmel, E. Durkheim and K. Marx, with current sociologists like A. Giddens, U. Bech, N. Luhman, Z. Baumann, A. Honneth and in this country P. Abrahamson, T. Broch and N. Mortensen, will assist to build up a comprehension of marginalization as an omnipresent phenomenon having both a historic and trans-historic, a civilizing and an existential dimension.

Outline:

1: Sociological concept of Minority

- 1.1 Minority as an Identity
- 1.2 Overview of Approaches to the study of Minority – Liberalism, Pluralism, Multiculturalism, Post Modernism
- 1.3 Majoritarianism versus Minoritism
- 1.4 State and Minority in India

2: Marginalization: Meaning and Processes

- 2.1 Concept of Marginality and marginalization
- 2.2 Sociological Approaches to the study Marginal man and Marginality
- 2.3 Dimension of Marginalization: Social, Cultural, Political, Historical
- 2.4 Contemporary Conceptualization of Marginalized groups in India: Women, Third Gender, LGBT, Differentially able

References

Aldridge, Delores P. (2009). *Imagine a World: Pioneering Black Women Sociologists*. New York: University Press of America.

Barnes, H.E. (1948). *An Introduction to the History of Sociology*. Chicago: The University of Chicago Press.

- Bracey, John, August Meier, and Rudwick, E. (1971). *The Black Sociologists: The First Half Century*. Belmont, CA: Wadsworth.
- Collins, Patricia H. (2000). *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. New York: Routledge.
- Dhanagare, D. N. (1998). *Indian Sociology: Themes and Perspective*. Jaipur: Rawat.
- Frazier, F. (1968). *On Race Relations*. Chicago: The University of Chicago Press.
- Goldberg, Milton M. (1941). 'A Qualification of the Marginal Man Theory', *American Sociological Review*, 6(1): 52-58.
- Green, Arnold W. (1947). 'A Re-Examination of the Marginal Man Concept', in *Social Forces*, 26(2): 167-71.
- Gumpowicz, L. (1899). *The Outlines of Sociology*. Philadelphia: American Academy of Political and Social Science
- Hannoum, A. (2003). 'Translation and the Colonial Imaginary: Ibn Khaldun Orientalist', in *History and Theory*, 42(1): 61-81.
- Honigsheim, P. (2003). *The Unknown Max Weber*. London: Transaction Publishers.
- Martineau, H. (1838). *How to Observe Morals and Manners*. London: Charles Knight and Co.
- Martineau, H. (1857). *British Rule in India: A Historical Sketch*. Bombay: Smith, Taylor and Co.
- Marx, K. (1959). *Capital*, vol. III, Moscow: Progress Publishers. English translation of *Das Kapital*, vol. III, ed. F. Engels, Hamburg (1894): Meissner.
- McKee, James B. (1993). *Sociology and the Race Problem: The Failure of a Perspective*. Urbana: University of Illinois Press.
- Mukhopadhyay, Amal K. (1979). *The Bengali Intellectual Tradition: From Rammohun Ray to Dhirendranath Sen*. Calcutta: K. P. Bagchi & Company.
- Park, R. (1928). 'Human Migration and the Marginal Man', in *The American Journal of Sociology*, 33(6): 881-93.
- Pickering, M. (1993). *Auguste Comte: An Intellectual Biography*, Volume 1. Cambridge: Cambridge University Press.
- Saint-Arnaud, P. (2009). *African American Pioneers of Sociology: A Critical History*. Translated by Peter Feldstein. Toronto: University of Toronto Press.
- Small, Albion W. (1907). *Adam Smith and Modern Sociology: A Study in the Methodology of the Social Sciences*. Chicago: The University of Chicago Press.

Steedman, I. (ed.), (1995). *Socialism and Marginalism in Economics 1870–1930*. London: Routledge.

Stonequist, Everett E. (1935). 'The Problems of the Marginal Man', *American Journal of Sociology*, 41(1): 1-12.

Weisberger, A. (1992). 'Marginality and Its Directions', in *Sociological Forum*, 7(3): 425-46.

Young, Alford A., Jr., and Deskins Donald R., Jr. (2001). 'Early Traditions of African-American Sociological Thought', in *Annual Review of Sociology*. 27: 445–477.

Discipline Specific Elective (Choose any two from Four-2A/2B/2C/2D)

6/UG-G/DSE/2C: Visual Cultures

Credit-6; Full Marks-75

Course Objective:

Course Objective: This paper introduces the students to the construction of seeing as a social process. Through case studies covering various visual environments, the paper allows a scope to contextualise everyday visual culture within larger social debates around power, politics, identity and resistance.

Outline:

1. Introduction

- 1.1 Introducing Visual Cultures and the Process of 'Seeing'
- 1.2 The Spectacles of Modernity

2. Visual Environments and Representations

- 2.1 Power, Knowledge and gaze of the State
- 2.2 Counter Politics and the Art of resistance
- 2.3 Visual Practices and Identity formation
- 2.4 Visual Cultures of Everyday Life

1. INTRODUCTION

1.1 Introducing Visual Culture and the process of 'seeing'

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

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

1.2 The Spectacles of Modernity

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

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

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

1.2.4. Roma Chatterji 'Global Events and Local Narratives: 9/11 and the Chitrakaars' In *Speaking with Pictures: Folk Art and Narrative Tradition in India* (p 62-103) (Total number of pages w/o pictures - 20)

2. VISUAL ENVIRONMENTS and REPRESENTATIONS

2.1 Power, Knowledge and gaze of the State

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

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

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

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

2.2 Counter-politics and the Art of Resistance

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

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

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

2.3 Visual Practices and Identity Formation

2.3.1 Bourdieu, Pierre. 'Identity and Representation: Elements for a Critical Reflection on the Idea of Region' In John B. Thompson (ed) *Language and Symbolic Power*. Cambridge: Polity, 1991. pp. 220- 228

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

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

2.4 Visual Culture of the everyday life

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

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

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

Suggested Readings:

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

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

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

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

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

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

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

Discipline Specific Elective (Choose any two from Four -2A/2B/2C/2D)

6/UG-G/DSE/2D: Population Studies

Credit-6; Full Marks-75

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

- 1.1. Sociology and Demography
- 1.2. Concepts and Approaches

2. Population, Social Structure and Processes

- 2.1. Age and Sex Structure, Population Size and Growth
- 2.2. Fertility, Reproduction and Mortality

3. Population Explosion & its consequences.

4. Population policy of Govt. of India- A critical appraisal

COURSE CONTENTS AND READINGS

1. Introducing Population Studies

1.1.1 Durkheim, Emile. 1982(1895). *The Rules of Sociological Method*. (trans. W.D. Halls). New York: The Free Press, pp.136-137;188,203.

1.1.2 Cox, Peter Richmond. 1950. *Demography*. University of California Press, pp. 01-08.

1.1.3 Davis, Kingsley. 1951. 'Caste and Demography', *Population of India and Pakistan*, Princeton, NJ: Princeton University Press, pp.52-60.

1.1.4 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.

1.2.1 Malthus, Thomas Robert. 1986. *An Essay on the Principle of Population*. London: William Pickering, Chapters 1-2, pp.01-11.

1.2.2 Dudley, Kirk. 1996. 'Demographic Transition Theory', *Population Studies*, 50(3): 361-387.

2. Population, Social Structure and Processes

2.1.1 Premi, Mahendra K. 2006. 'Population Composition (Age and Sex)', *Population of India: In the New Millennium*. New Delhi: National BookTrust, pp.103-127.

2.1.2 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.

2.2.1 Heer, David M. and Grigsby, Jill S. 1992. 'Fertility', *Society and Population*. New Delhi: Prentice-Hall, pp.46-61.

2.2.2 Haq, Ehsanul. 2007. 'Sociology of Infant Mortality in India', *Think India Quarterly*, July-September, 10(3):14-57.

3. Population Explosion & its consequences and Population policy of Govt. of India- A critical appraisal

- 3.1 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.
- 3.2 Government of India. 2000. National Population Policy. New Delhi (<http://www.populationcommission.nic.in/facts1.htm>).
- 3.3 Rajendra Sharma, Demography and Population Problems, New Delhi, 1997.

Suggested Readings:

1. J.L.Finkle & C.A. McIntosh (Edt), The New Policies of population, 1994.
2. Asish Bose, Demographic Diversity of India, 1991.
3. M.K. Premi et al, An Introduction to Social Demography Vikas Publishing House Delhi 1983.
4. O.S. Srivastava, Demography and Population Studies, V.P.H., N. Delhi, 1994.
5. S. Chandrasekhar (ed.), Infant Mortality Population Growth and Family Planning in India, London, 1974.

Generic Elective

6/UG-G/GE/2: Gender and Violence

Credit-6; Full Marks-75

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.

Course Outline:

- 1. What is Gendered Violence?**
- 2. Structural and Situated Violence**
 - 2.1 Caste, Gender and Violence**
 - 2.2 Domestic and Familial Violence**
 - 2.3 Gender and the Conflict Situation**
 - 2.4 Violence, Harassment and the Workplace**
- 3. Sexual Violence**
- 4. Addressing Gendered Violence: Politics and Public Policy**

COURSE CONTENTS AND ITINERARY

1. What is Gendered Violence?

- 1.1.1 Kimmel, Michael S. *The Gendered Society*. New York: Oxford University Press, 2011. Chapter 13. Gender of Violence, Pp.381-407
- 1.1.2 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

2. Structural and Situated Violence

2.1 Caste, Gender and Violence

- 2.1.1 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.
- 2.1.2 Irudayam, Aloysius, Jayshree P Mangubhai, and Joel G Lee. *Dalit Women Speak Out*. Chapters. 1, 3, 4, 13 and 14.

2.2 Domestic and Familial Violence

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2.4 Violence, Harassment and the Workplace

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- 2.4.2 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

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4. Addressing Gendered Violence: Politics and Public Policy

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Skill Enhancement Course

6/UG-G/SEC 4: Formulation of Research Problem

Credit-2; Full Marks-50

Course 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. Formulation of Research Problem

1.1 The Process of Social Research

1.2 Concepts and Hypothesis

1.3 Field (Issues and Context)

1.1 The Process of Social Research

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

1.2 Concepts and Hypothesis

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

1.3 Field (Issues and Contexts)

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

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

