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| Course Name  | Year (2020-2021) | Paper Name  | Core/Elective  |
| Sociology Hons. | I Year | INTRODUCTION TO SOCIOLOGY I(LOCF) | Core |
| Sociology Hons. | I Year | SOCIOLOGY OF INDIA I (LOCF) (SHARED PAPER) | Core  |
| Sociology Hons. | I year  | INTRODUCTION TO SOCOLOGY II(LOCF) | Core  |
| Sociology Hons. | I year  | SOCIOLOGY OF INDIA II(LOCF) (SHARED PAPER) | Core  |
| Sociology Hons. | III year | SOCIOLOGICAL THINKERS II( CBCS) | Core |

**Department of Sociology**

**INTRODUCTION TO SOCIOLOGY I**

DSC Paper- B.A (Hons.)

Nov, 2020 – March, 2021.

Course Instructor: MS. NEELAM SHARMA (GUEST FACULTY)

Date of submission: 16th of June, 2021

**COURSE OBJECTIVE**

1. The mandate of the course is to introduce the discipline to students from diverse academic and social backgrounds, trainings and capabilities. The course is intended to introduce the students to a sociological ways of thinking. They learn how to apply sociological concepts to the everyday life.
2. Illustrations through popular stories for instance help students understand more cogently how even children’s literature and fiction is a reflection of the times. The student by the end of the course realises that the individual choices are impacted by the social structure of which we are a part. A person’s individual biography is a reflection of the times in which they live. They develop reflective thinking skills of both self and society. They develop a sense of how common sense is actually limited to those who share the same spatial- geographical, social and cultural location.
3. The students are able to demonstrate the ability to apply the theoretical concepts learned to all kinds of societies whether simple or complex. They understand various aspects of society and how these are interlinked with each other. These include understanding the relationship of individuals with groups. By understanding these relationships the student develops a sense of how closely the lives of individuals are intertwined and impact each other.
4. The course also introduces the students to the emergence of Sociology as a systematic and scientific field of study. The emergence of sociology as a science also helps them understand the changing conceptualisation of what it means to be scientific. They are also for the first time exposed to the interdisciplinary nature of the social sciences like social anthropology, history and psychology. They learn how these relate to each other while maintain their disciplinary boundaries.
5. The students also learn about the basics of doing field work. This is important since field work based projects are often assigned in various papers across the semesters. By doing projects the students learn to apply sociological concepts to understand various aspects of society. 6. The course is designed in a manner that for each topic there are multiple readings. The students learn how to read complex texts and to express thoughts and ideas effectively in writing. They also learn how to frame arguments cogently. The course also provides a foundation for the other more detailed and specialized courses in sociology.

**KEY WORDS**

Thinking Sociologically, Emergence of Sociology, Sociology and other Social Sciences, Sociological investigation, Basic concepts: Individual and Group, Associations and Institutions, Society and Culture, Social Change.

**Outline of the Course**

Unit 1: Sociology: Discipline and Perspective (Weeks 1-3)

1.1 Thinking Sociologically

1.2 Emergence of Sociology and Social Anthropology

Unit 2: Sociology and Other Social Sciences (Weeks 4-5)

Unit 3: Sociological Investigation (Week 6th week)

Unit 4: Basic Concepts (Weeks 7-14)

4.1 Individual and Group

4.2 Associations and Institutions

4.3 Culture and Society

4.4 Social Change

**Teaching Time**

Approximately 12-14 Weeks, five (lectures) days a week.

**Pedagogy**

The classes were organised around daily lectures (five times a week). The daily life and its sociological imagination were taken as a view through which students gathered interest for deciphering society as different from commonsensical knowledge. Interactive sessions were organised for brain storming the ideas around the epistemology of society and its application. Debates and discussions along with queries were also taken up during the lectures.

**Assessment Method**

Internal Assessment of 25 marks was done in the form of written assignments, mid semester test and presentations.

**Unit Wise Break up of Syllabus**

Unit 1. Sociology: Discipline and Perspective (1-3 Weeks)

* 1. Thinking Sociologically

Johnson, Allan G. 2008, The Forest and the Trees: Sociology as Life Practice and Promise, Philadelphia: Temple University Press, Introduction and Chapter 1, ‘The Forest, the Trees and One Thing’, Pp. 1-36

Beteille, Andre, 2009, Sociology: Essays in Approach and Method, Delhi: Oxford University Press, Chapter 1, ‘Sociology and Common Sense’, Pp. 13-27 Garner, James Finn, 1994, Politically Correct Bedtime Stories: Modern Tales for Our Life and Times, New Jersey: John Wiley & Sons Inc., Chapters, Introduction, ‘Little Red Riding Hood’ & ‘Rumpelstiltskin’

* 1. Emergence of Sociology

Ritzer, George, 1996, Classical Sociological Theory, New York: McGraw Hill, Chapter 1, ‘A Historical Sketch of Sociological Theory- The Early Years’, Pp. 13-46

Unit 2. Sociology and Other Social Sciences (4-5 Weeks)

Béteille, André, 1985, Six Essays in Comparative Sociology, New Delhi: Oxford University Press, Chapter 1, ‘Sociology and Social Anthropology’

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

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

Burke, Peter, 1980, Sociology and History, George Allen and Unwin, Chapter 1, ‘Sociologists and Historians’, Pp. 13-30.

Unit 3. Sociological Investigation (6th week)

Macionis, John, J. (Adapted by Reema Bhatia). 2019. Sociology, 17 Edition. Chapter 2. Sociological Investigation. Pearson. New Delhi.

Unit 4. Basic Concepts (7-14 Weeks)

4.1. Individual and Group

Horton, Paul B., Chester L. Hunt. 2004, Sociology. New Delhi: Tata McGraw-Hill, Chapter 4. Pp 83-94; Chapter 5. Pp 104-115; Chapter 8, Pp. 185-209.

4.2 Associations and Institutions Horton, Paul B., Chester L. Hunt. 2004, Sociology. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210- 229.

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

 4.3 Society and Culture

Macionis, John, J. (Adapted by Reema Bhatia). 2019. Sociology, 17 Edition. Chapter 3, Culture, Pp 70-95. Pearson. New Delhi.

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. approaches.

4.4 Social Change

Macionis, John, J. (Adapted by Reema Bhatia). 2019. Sociology, 17 Edition. Chapter 25. Social Change. Pearson. New Delhi.

**REFERENCES/COMPULSORY READINGS**

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

Béteille, André, 1985, Six Essays in Comparative Sociology, New Delhi: Oxford University Press, Chapter 1, ‘Sociology and Social Anthropology’

Beteille, Andre, 2009, Sociology: Essays in Approach and Method, Delhi: Oxford University Press, Chapter 1, ‘Sociology and Common Sense’, Pp. 13-27

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

Burke, Peter, 1980, Sociology and History, George Allen and Unwin, Chapter 1, ‘Sociologists and Historians’, Pp. 13-30.

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

Garner, James Finn, 1994, Politically Correct Bedtime Stories: Modern Tales for Our Life and Times, New Jersey: John Wiley & Sons Inc., Chapters, Introduction, ‘Little Red Riding Hood’ & ‘Rumpelstiltskin’

Horton, Paul B., Chester L. Hunt. 2004, Sociology. New Delhi: Tata McGraw-Hill, Chapter 4. Pp 83-94; Chapter 5. Pp 104-115; Chapter 8, Pp. 185-209.

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

Johnson, Allan G. 2008, The Forest and the Trees: Sociology as Life Practice and Promise, Philadelphia: Temple University Press, Introduction and Chapter 1, ‘The Forest, the Trees and One Thing’, Pp. 1-36

 Macionis, John, J. (Adapted by Reema Bhatia). 2019. Sociology, 17 Edition. Chapter 2. Sociological Investigation. Pearson. New Delhi.

Macionis, John, J. (Adapted by Reema Bhatia). 2019. Sociology, 17 Edition. Chapter 3, Culture, Pp 70-95. Pearson. New Delhi. Macionis, John, J. (Adapted by Reema Bhatia). 2019. Sociology, 17 Edition. Chapter 25. Social Change. Pearson. New Delhi.

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. approaches.

 Ritzer, George, 1996, Classical Sociological Theory, New York: McGraw Hill, Chapter 1, ‘A Historical Sketch of Sociological Theory- The Early Years’, Pp. 13-46

**ADDITIONAL RESOURCES**

Giddens, Anthony. 2009. Sociology, 6 Edition. Polity Press. Cambridge. UK. MacIver,

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

 **Department of Sociology**

 **INTRODUCTION TO SOCIOLOGY II**

DSC Paper- B.A (Hons.)

April, 2021-July, 2021

Course Instructor: Ms. NEELAM SHARMA (GUEST FACULTY)

Date of submission: 16th June, 2021.

**COURSE OBJECTIVE**

1. 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 flavour 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. The course teaches the students how to read the original works by the various thinkers.

2. The course is designed in a manner that for each topic there are multiple readings. The students learn how to read original works of various thinkers and to understand the central argument. They also learn how to present complex ideas of a particular thinker effectively in writing. They also learn how to frame arguments cogently.

3. The sequence in which the theoretical perspectives are introduced to the students reflects the way in which sociological thought has evolved and emerged. The focus is also on understanding how the development of theory is not in vacuum but is an outcome of the changing times. For example the theories of Marx, Weber and Durkheim are all in some ways related to the Industrial Revolution and the emergence of capitalism. Their theories also reflect the impact of large scale urbanization and industrialization on the lives of individuals. The impact is not just limited to individuals but is also reflected in the emergence of a new way of life and new institutions. They also learn about industrialization as a social phenomenon and the emergence of modern society as an outcome of industrialization.

4. The students will be able to understand since theories are a reflection of changes taking place in society thus each subsequent set of theoretical approaches will either support, critique identify logical flaws and gaps in the preceding arguments.

5. A student learns that social theories are inherently multicultural in nature. They cannot be limited by the boundaries of any one society or culture. They learn how to use theory for the other courses that they will be doing in the subsequent semesters. The course intends to equip students with tools to understand and appreciate the impact of globalization in an overall perspective instead of specific instances. The study of theory helps the students realize the impact of social, political, economic and technological processes on the world as a whole and their responsibility as global citizens.

**KEY WORDS**

Plurality of Sociological Perspective, Functionalism, Interpretive Sociology, Conflict Perspective, Structuralism, Interactionism, Feminist Perspective.

**Outline of the Course:**

Unit 1. On the Plurality of Sociological Perspective

Unit 2. Functionalism

Unit 3. Interpretive Sociology

Unit 4. Conflict Perspective

Unit 5. Structuralism

Unit 6. Interactionism

Unit 7. Feminist Perspective

**Teaching Time**

Approximately 12-14 Weeks, five (lectures) days a week.

**Pedagogy**

The classes were and will be organised around daily lectures (five times a week). The daily life and its sociological imagination were taken as a view through which students gathered interest for deciphering society as different from commonsensical knowledge and hence incorporating the various or plurality of perspectives into the account. Interactive sessions were organised for brain storming the ideas around the epistemology of society and its applications. Debates and discussions along with queries were also taken up during the lectures.

**Assessment Method**

Internal Assessment of 25 marks will be in the form of written assignments, mid semester test and presentations.

**Unit Wise Breakup**

Unit 1: On the Plurality of Sociological Perspective (1-2 Weeks)

Willis, Evan, 1996, The Sociological Quest: An Introduction to the Study of Social Life. New Jersey: Rutgers University Press. Ch. 7. Theory and Method, Ch. 8. Sociology as a Vocation. PP- 107-138.

Unit 2: Functionalism (3-4 Weeks)

Durkheim, Emile. 1982, The Rules of Sociological Method, New York: Free Press. Chapter 1, What is a Social Fact? Pp. 50 – 59.

Radcliffe Brown, A. R., 1976, Structure and Function in Primitive Society, New York: Free Press Chapter 9 & 10, Pp. 178-204.

Unit 3: Interpretive Sociology (4-6 Weeks)

 Weber, Max, 1978, Economy and Society: An outline of Interpretive Sociology, Vol. 1, University of California Press, Basic Concepts, Pages 4-26

Unit 4: Conflict Perspective (7-8 Weeks)

Marx, Karl and Fredrick Engels. 2008. The Manifesto of the Communist Party. London: Pluto Press. Pp. 31- 66

Unit 5: Structuralism (8-9 Weeks)

Deliege, Robert, Translated by Nora Scott. 2004, Levi Strauss Today: An Introduction to Structural Anthropology. New York: Oxford Burke. Pp 1-40.

Unit 6: Interactionism (9-11 Weeks)

Magill, Frank N., 1996, International Encyclopaedia of Sociology, Volume 1, Routledge, Pp. 690-693. Giddens, Anthony, 2010, Sociology, 6th edition, Polity, Chapter 7, ‘Social Interaction in Everyday Life’, Pp. 247-280.

Unit 7: Feminist Perspective (12-14)

Jackson, S. and S. Scott (eds.), 2002, Gender: A Sociological Reader, London: Routledge, Introduction, Pp. 1‐26.

**REFERENCES/COMPULSORY READINGS**

Deliege, Robert, Translated by Nora Scott. 2004, Levi Strauss Today: An Introduction to Structural Anthropology. New York: Oxford Burke. Pp 1-40.

Durkheim, Emile. 1982, The Rules of Sociological Method, New York: Free Press. Chapter 1, What is a Social Fact? Pp. 50 – 59.

Giddens, Anthony, 2010, Sociology, 6th edition, Polity, Chapter 7, ‘Social Interaction in Everyday Life’, Pp. 247-280.

Jackson, S. and S. Scott (eds.), 2002, Gender: A Sociological Reader, London: Routledge, Introduction, Pp. 1‐26.

Magill, Frank N., 1996, International Encyclopaedia of Sociology, Volume 1, Routledge, Pp. 690-693.

Marx, Karl and Fredrick Engels. 2008. The Manifesto of the Communist Party. London: Pluto Press. Pp. 31- 66.

Radcliffe Brown, A. R., 1976, Structure and Function in Primitive Society, New York: Free Press Chapter 9 & 10, Pp. 178-204.

Weber, Max, 1978, Economy and Society: An outline of Interpretive Sociology, Vol. 1, University of California Press, Basic Concepts, Pages 4-26

Willis, Evan, 1996, The Sociological Quest: An Introduction to the Study of Social Life. New Jersey: Rutgers University Press. Ch. 7. Theory and Method, Ch. 8. Sociology as a Vocation. PP- 107-138.

**ADDITIONAL RESOURCES**

Blumer, Herbert. 2002 ‘Symbolic Interactionism’ from Craig Calhoun (ed.) Contemporary Sociological Theory. Oxford: Blackwell. Pp. 66 – 77

Giddens, Anthony. 2009. Sociology, 6 Edition. Polity Press. Cambridge. UK.

Smith, Dorothy E. 1987, The Everyday World as Problematic. Boston: North West University Press. Chapter 2. A Sociology for Women. Pp. 49-69

E learning Resources

**Department of Sociology**

**SOCIOLOGY OF INDIA I**

DSC Paper- B.A (Hons.)

Nov, 2020-March 2021

Course Instructor: MS. NEELAM SHARMA (GUEST FACULTY)

(Paper shared with Ms. Bhawna Shivan): TAUGHT ONLY 5 READINGS OUT OF THE SYLLABUS.

Date of submission: 16th June, 2021

**COURSE OBJECTIVES**

1. Introduction to images and ideas of India.
2. Understanding key concepts and institutions of Indian society.

**KEY WORDS**

Images and ideas of India, Indology, orientalism, census, construction of communities, modernity, caste, class, rural, urban, village, tribe, kinship, marriage and family, religion, gender.

**Outline of the Course**
**Unit 1: Images and Ideas of India [Weeks 1-3]**

1.1 India: Pre-Colonial and Colonial Images

1.2 Idea of India I: M.K. Gandhi
1.3 Idea of India II: B.R. Ambedkar

**Unit 2: Indian Society: Concepts and Institutions [Weeks 4-14]**

1. 2.1.  Caste: Concept and Critique
2. 2.2.  Agrarian Classes
3. 2.3.  Industry and Labour
4. 2.4.  Tribe: Profile and Location
5. 2.5.  Village: Structure and Change
6. 2.6.  Kinship: Principle and Pattern
7. 2.7.  Religion and Society

**Teaching Time**

Approximately (12-14) weeks, for the whole syllabus. But since it was shared, I got 5 readings to be taught as in 3 days (lectures) per week in the month of Dec, 2020 and 1 lecture a week till in the month of March, 2021.

**Pedagogy**

The classes were organised around assigned lectures as said above. The daily life and its sociological imagination were taken as a view through which students gathered interest for deciphering society as different from commonsensical knowledge. Interactive sessions were organised for brain storming the ideas around the epistemology of society and its application. Debates and discussions along with queries were also taken up during the lectures in order to substantiate the Indian society and its rudiments highlighting various tenets which make the society unique and peculiar in its own way. Documentaries and films were also discussed based on the various themes related to the course for the sociological analysis.

**Assessment Method**

Internal Assessment of 10 marks was done in the form of written assignment and test. The rest was taken care of by the co instructor.

**Unit wise break up of Syllabus**

**Unit 1: Images and Ideas of India [Weeks 1-4]**

1.1. India: The Colonial Image

Dube, S.C. 1990, Indian Society. Delhi: National Book Trust, Pp. 1-28

Cohn, B.S., 1990, An Anthropologist among the Historians and Other Essays. Delhi: Oxford University Press, pp. 136-171.

1.2. Idea of India I: M.K. Gandhi

Gandhi, M.K., 1938, Hind Swaraj. Ahmedabad: Navjivan Publishing House. 1.3. Idea of India II: B.R. Ambedkar

Ambedkar, B.R., 1971 [1936], Annihilation of Caste. Jullender: BheemPatrika.

**Unit 2: Indian Society: Concepts and Institutions [Weeks 5-14]**

2.1. Caste: Concept and Critique (COVERED BY ME)

Srinivas, M.N., 1969, “The Caste System in India”, in A. Beteille (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.

2.2. Agrarian Classes (COVERED BY ME)

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

2.3. Industry and Labour(COVERED BY ME)

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.

2.4. Tribe: Profile and Location (COVERED BY ME)

Xaxa, V., 2011, Tribes and Social Exclusion (Occassional Paper, No. 2). Calcutta: CSSSC- UNICEF, Pp. 1-18.

2.5. Village: Structure and Change

Madan, V., 2002, “Introduction” in V. Madan (ed.), The Village in India. Delhi: Oxford University Press, Pp. 1-26.

2.6. 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.

2.7. 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., 1991, “Five Symbols of Sikh Identity”, in T.N. Madan (ed.), Religion in India.Delhi: Oxford University Press, Pp. 320- 332.

**REFERENCES/COMPULSORY READINGS**

Ambedkar, B.R., 1971 [1936], Annihilation of Caste. Jullender: BheemPatrika.

Breman, J., 1999, “The Study of Industrial Labour in Post-Colonial India: The Formal Sector”, Contributions to Indian Sociology, 33(1&2). (COVERED BY ME)

Cohn, B.S., 1990, An Anthropologist among the Historians and Other Essays. Delhi: Oxford University Press.

Dhanagare, D.N., 1991, “The Model of Agrarian Classes in India”, in D. Gupta (ed.), Social Stratification. Delhi: Oxford University Press. (COVERED BY ME)

Dube, S.C. 1990, Indian Society. Delhi: National Book Trust, Pp. 1-28 Gandhi, M.K., 1938, Hind Swaraj. Ahmedabad: Navjivan Publishing House.

Karve, I., 1994, “The Kinship Map of India”, in P. Uberoi (ed.), Family, Kinship and Marriage in India. Delhi: Oxford University Press.

Madan, V., 2002, “Introduction” in V. Madan (ed.), The Village in India. Delhi: Oxford University Press.

Mencher, J., 1991, “The Caste System Upside Down”, in D. Gupta (ed.), Social Stratification. Delhi: Oxford University Press. (COVERED BY ME)

Momin, A.R., 1977, “The Indo Islamic Tradition”, Sociological Bulletin, 26. 8

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.

Srinivas, M.N., 1969, “The Caste System in India”, in A. Beteille (ed.), Social Inequality: Selected Readings. Harmondsworth: Penguin Books. (COVERED BY ME)

Uberoi, J.P.S., 1991, “Five Symbols of Sikh Identity”, in T.N. Madan (ed.), Religion in India. Delhi: Oxford University Press.

Xaxa, V., 2011, Tribes and Social Exclusion (Occassional Paper, No. 2). Calcutta: CSSSC- UNICEF. (COVERED BY ME)

**ADDITIONAL RESOURCES**

**Books and Articles:**

Caplan, L., 1991, “Christian Fundamentalism as Counter-Culture”, in T.N. Madan (ed.), Religion in India. Delhi: Oxford University Press.

Dube, L., 1988, “On the Construction of Gender: Hindu Girls in Patrilineal India”, in K. Chanana (ed.), Socialization, Education and Women: Explorations in Gender Identity. New Delhi: Orient Longman, Pp.166-192.

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.

Nehru, J.L., 1945, The Discovery of India. Bombay: Asia Publishing House.
Srinvas, M.N., 1987, The Dominant Caste and Other Essays. Delhi: Oxford University Press.

 **Department of Sociology**

**SOCIOLOGY OF INDIA II**

DSC Paper- B.A (Hons.)

April 2021-July 2021

Course Instructor: Ms. NEELAM SHARMA (GUEST FACULTY)

(Paper shared with Ms. Bhawna Shivan): TEACHING ONLY 4 READINGS OUT OF THE SYLLABUS.

Date of submission: 16th June, 2021

**COURSE OBJECTIVES**

1. To understand the modes of knowledge-construction of Indian history, society, Culture and politics.

2. To examine how multiple social processes, forces and ideologies shaped the terrain of the nation.

**KEY WORDS**

Knowledge-making, discourses on India, nation, state, politics, historiography, subaltern, Indology, ethnography, culture, resistance, movements, social transformation, Dalit, peasant, women, ethnicity, middle class, migration, communalism, secularism and citizenship.

**Course Outline**

Unit 1: India as an Object of Knowledge [Weeks 1-3]

1.1. The Nationalist Discourse
1.2. The Subaltern Critique
1.3. Indological and Ethnographic Perspectives

Unit 2: Resistance, Mobilization, Change [Weeks 4-10]

1. 1.1.  Dalit Politics
2. 1.2.  Mobility and Change
3. 1.3.  Women’s Movement
4. 1.4.  Peasant Movements
5. 1.5.  Ethnic Movements
6. 1.6.  Middle Class Phenomenon

Unit 3: Crises of Civilization, State and Society [Weeks 11-14]

3.1. Communalism
3.2. Secularism
3.3. Citizenship and Identity

**Teaching Time**

 Approximately (12-14) weeks, for the whole syllabus. But since it is shared, I got 4 readings to be taught as in 1 day (lecture) per week in the month of April, 2021 and 3 lectures a week till the month of July, 2021.

**Pedagogy**

The classes were organised around assigned lectures as said above. The daily life and its sociological imagination were taken as a view through which students gathered interest for deciphering society as different from commonsensical knowledge. Interactive sessions were organised for brain storming the ideas around the epistemology of society and its application. Debates and discussions along with queries were also taken up during the lectures in order to substantiate the Indian society and its rudiments highlighting various tenets which make the society unique and peculiar in its own way. Documentaries and films were also discussed based on the various themes related to the course for the sociological analysis.

**Assessment Method**

Internal Assessment of 10 marks will be done in the form of written assignment and test. The rest will be taken care of by the co instructor.

**Unit wise break up of Syllabus**

**Unit 1: India as an Object of Knowledge [Weeks 1-4]**

1.1. The Nationalist Discourse

Kaviraj, S., 2010, The Imaginary Institution of India. Ranikhet: Permanent Black, Pp.85-126. Srinivas, M.N., 2002, “Nation-Building in Independent India”, in M.N. Srinivas, Collected

Works. New Delhi: Oxford University Press. Pp. 388-413. 1.2. The Subaltern Critique

Guha, R., 1982, Subaltern Studies, Volume I. Delhi: Oxford University Press, Pp.1-8. 1.3 Indological and Ethnographic Perspectives

Dumont, L. and D. Pocock, 1957, “For a Sociology of India”, Contributions to Indian Sociology, 1, Pp. 7-22.

**Unit 2: Resistance, Mobilization, Change [Weeks 5-10]**

2.1. Dalit Politics

Shah, G., 2001, Dalit Identity and Politics. New Delhi: Sage Publications, Pp. 17-43.

2.2 Mobility and Change

Srinivas, M.N., 1956, “A Note on Sanskritization and Westernization”, The Far Eastern Quarterly, 15(4), Pp. 481-496.

2.3. Women’s Movement (COVERED BY ME)

Menon, N., (ed.)., 1999, Gender and Politics in India. Delhi: Oxford University Press, Pp. 342- 369.

2.4. Peasant Movements (COVERED BY ME)

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.

2.5. Ethnic Movements

Baruah, S., 2010, “The Assam Movement” in T.K. Oommen (ed.), Social Movements I: Issues of Identity. Delhi: Oxford University Press, Pp. 191-208.

2.6. Middle Class Phenomenon (COVERED BY ME)

Deshpande, S., 2003, Contemporary India: A Sociological View. New Delhi: Penguin Books, Pp.125-150.

**Unit 3: Crises of Civilization, State and Society [Weeks 11-14]**

3.1. Communalism

Dumont, L., 1997, Religion, Politics and History in India. Paris: Mouton, Pp. 89-110. 3.2. Secularism (WILL BE COVERED BY ME)

Kumar, R., 1986, “The Varieties of Secular Experience”, in Essays in the Social History of Modern India. Calcutta: Oxford University Press, Pp. 31-46.

Madan, T.N., 1997, Modern Myths, Locked Minds. Delhi: Oxford University Press, Pp. 233- 265.

3.3. Citizenship and Identity

Oommen, T.K., 1997, Citizenship and National identity: From Colonialism to Globalism. New Delhi: Sage Publications, Pp. 143-172.

**REFERENCES/COMPULSORY READINGS**

Baruah, S., 2010, “The Assam Movement” in T.K. Oommen (ed.), Social Movements I: Issues of Identity. Delhi: Oxford University Press.

Datta, A., 2016, “Dealing with Dislocation: Migration, Place and Home among Displaced Kashmiri Pandits in Jammu and Kashmir”, Contributions to Indian Sociology, 50 (1).

Deshpande, S., 2003, Contemporary India: A Sociological View. New Delhi: Penguin Books.(COVERED BY ME)

 Dumont, L. and D. Pocock, 1957, “For a Sociology of India”, Contributions to Indian Sociology.

Dumont, L., 1997, Religion, Politics and History in India. Paris: Mouton. Guha, R., 1982, Subaltern Studies, Volume I. Delhi: Oxford University Press.(COVERED BY ME)

Kaviraj, S., 2010, The Imaginary Institution of India. Ranikhet: Permanent Black.
Kumar, R., 1986, “The Varieties of Secular Experience”, in Essays in the Social History ofModern India. Calcutta: Oxford University Press.

Madan, T.N., 1997, Modern Myths, Locked Minds. Delhi: Oxford University Press.

Menon, N., (ed.)., 1999, Gender and Politics in India. Delhi: Oxford University Press.(COVERED BY ME)

Oommen, T.K., 1997, Citizenship and National identity: From Colonialism to Globalism. New Delhi: Sage Publications.

Pouchepadass, J., 1980, “Peasant Classes in Twentieth Century Agrarian Movements in India”, in E. Hobsbawm (ed.), Peasants in History. Delhi: Oxford University Press.(COVERED BY ME)

Shah, G., 2001, Dalit Identity and Politics. New Delhi: Sage Publications. 17

Srinivas, M.N., 1956, “A Note on Sanskritization and Westernization”, The Far Eastern Quarterly, 15(4).

Srinivas, M.N., 2002, “Nation-Building in Independent India”, in M.N. Srinivas, Collected Works. New Delhi: Oxford University Press. Pp. 388-413.

**Additional Resources:**

Books and Articles:
Cohn, B.S., 1971, The Social Anthropology of a Civilization. Delhi: Oxford University Press.

Das, V., 2004, “Social Sciences and the Publics”, in V. Das (ed.) Handbook of Indian Sociology. Delhi: Oxford University Press.

Datta, A., 2016, “Dealing with Dislocation: Migration, Place and Home among Displaced Kashmiri Pandits in Jammu and Kashmir”, Contributions to Indian Sociology, 50 (1), Pp. 52- 79.

Omvedt, G., 1994, “Peasants, Dalits and Women: Democracy and India’s New Social Movements”, Journal of Contemporary Asia, 24.

Ray, N.R., 1973, Nationalism in India: A Historical Analysis of its Stresses and Strains. Aligarh: Aligarh Muslim University Press.

Srinivas, M.N., 1952, “Sociology and Social Anthropology”, Sociological Bulletin, 1(1).

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.

 **Department of Sociology**

 **SOCIOLOGICAL THINKERS II**

DSC Paper- B.A (Hons.)

Jan, 2021-April, 2021.

Course Instructor: Ms. NEELAM SHARMA (GUEST FACULTY)

Date of submission: 16th July, 2021.

**COURSE OBJECTIVES**

To introduce students to post-classical sociological thinking through some original texts. Objective of teaching Sociological Thinkers to undergraduate students is to enable them to apply theory to their own everyday life experiences. This requires that students develop their sociological imagination and the capacity to read each situation sociologically and then to think about it theoretically. To this end, it is imperative that sociological theory courses demonstrate the applicability of theory to students.

**KEY WORDS**

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

**Course 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

4. Peter L. Berger and Thomas Luckmann

4.1. Social Construction of Reality

5. Max Horkheimar, T.W. Adorno and Herbert Marcuse

5.1. Critical Social Theory

6. Pierre Bourdieu

6.1. A Theory of Practice

**Teaching Time**

Approximately 13-14 Weeks, four to five (lectures) days a week.

**Pedagogy**

The classes were organised around daily lectures (four times a week) majorly andthe students were encouraged to read the original texts and as a teacher participating with them in the reading process. Thereby engaging in active, rather than passive, pedagogy. It was always given due importance that there is a team work to draw students to the insightful and engaging sessions in the classes.

Interactive sessions were organised for brain storming the ideas around the theme of sociological theories and thinkers and the relevant applications while taking up the everyday life examples. Debates and discussions along with queries were taken up during the classes. The importance of sociological analysis and critical thinking was encouraged. The students were made keen to decipher the “text to the context” of the sociological thinkers and its juxtaposition with the contemporary theories and to see how it goes in terms of the relevance in the present society.

**Assessment Method**

Internal Assessment of 25 marks was done in the form of written assignments, mid semester test and presentations.

**Unit wise break up of Syllabus**

1. Talcott Parsons (Weeks 2-3)

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

1. Levi‐Strauss (Week 4)

Levi‐Stauss, C. 1993. “Structure and Dialectics”, in Structural Anthropology Volume I. Harmondsworth: Penguin, pp. 232‐242

1. G. H. Mead and Erving Goffman (Weeks 5-7)

3.1 Mead, G.H. 1934 (Fourteenth Impression 1967) Mind Self and Society. Chicago University of Chicago Press. Part III, pp 135-22.

* 1. Goffman, E. 1956. The Presentation of Self in Everyday Life. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 1‐9, 132‐151, 152‐162.
1. Peter L. Berger and Thomas Luckmann (Week 8)

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

1. Max Horkheimar, T.W. Adorno and Herbert Marcuse (Weeks 9-12)
	1. Horkheimar. M and Adorno. T.W. The Dialectic of Enlightenment. 2002. Stanford University Press. Stanford: California. pp 1-34. Chapter 1, The Concept of Enlightenment.
	2. Marcuse, H. 1964. One Dimensional Man: Studies in the Ideology of Advanced Industrial Society. Boston: Boston Press, pp. 7‐92.
2. Pierre Bourdieu (Weeks 13‐14)

Bourdieu, P. 1977. Outline of a Theory of Practice. Cambridge: Cambridge University Press, pp.

**REFERENCES/COMPULSORY**

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

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

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

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

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

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

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

**ADDITIONAL RESOURCES**

Ritzer, G. 1996. Sociological Theory. New York: McGraw Hill Companies Black, Max ed . 1961.