**Department of Sociology**

**Teacher: Samhita Das**

**Academic Year: 2020-21**

**Odd Semester: June-December 2020**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Name** | **Year (2020-2021)** | **Paper Name** | **Core/Elective** |
| B.A. Hons (Sociology) | II | Sociology of Gender (LOCF) | Core |
| B.A. Hons (Sociology) | II | Reading, Writing and Reasoning in Sociology (LOCF) | SEC |
| B.A. Hons (Sociology) | III | Sociology of Work (CBCS) | Core |

**Core Course 07**

**Sociology of Gender**

**Paper: DSC**

**Year II**

**Semester: III**

**Session: August – November 2020**

**Teacher: Samhita Das**

**Syllabus: LOCF**

**Course Content:**

**Unit 1. Gendering Sociology**

**Unit 2. Gender as a Social Construct**

2.1. Gender, Sex, Sexuality

2.2. Production of Masculinity and Femininity

**Unit 3. Gender: Differences and Inequalities**

3.1. Class, Caste

3.2. Family, Work

**Unit 4. Gender, Power and Resistance**

4.1. Power and Subordination

4.2. Resistance and Movements

**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.**

**Course Learning Outcomes:**

**1. An understanding of concepts such as sex and gender by problematising common-sensical**

**notions of gender.**

**2. Raising key issues of power and subordination within the purview of gender and the need**

**for and solutions resorted to as measures to initiate change through gender-based movements.**

**3. Understanding issues relating to gender both at a national and global level.**

**4. Places gender in juxtaposition with other forms of stratification and identity such as caste,**

**class, family and work**

**Teaching Time**

Approximately 12-14 Weeks, five classes a week with 2 tutorial classes. Students will be divided in two groups for the tutorial.

**Classes**

The week will consist of 5 lectures and 2 tutorials. The pedagogy will consist of lecture method and discussion to help students grasp the prescribed reading and to invoke interest in the readings and relate it with their everyday. Presentations or a creative analytical assignment (marked/unmarked) may be given.

**Unit Wise Break up of Syllabus**

**Unit 1. Gendering Sociology: [Week 1]**

S. Jackson and S. Scott (eds.) 2002 Gender: A Sociological Reader, London: Routledge.

Introduction, pp. 1‐26.

Liz Stanley. 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)

Strathern, Marilyn. 1987. “An Awkward Relationship: The Case of Feminism and

Anthropology.” Signs 12(2):276‐292.

Menon, Nivedita .2012. Seeing like a Feminist. India: Penguin. Introduction. Unit 2. Conceptual Moorings (Weeks 4-9)

**Unit 2. Gender as a Social Construct**

**2.1 Gender, Sex, Sexuality [Weeks 2‐3]**

Black Brian. 2007. “Brahmins and Women: Subjectivity and Gender Construction in the

Upanishads” in The Character of Self in Ancient India. State University of New York Press.

Albany. Chapter 4.

Dube, Leela.1988. “On the Construction of Gender: Hindu Girls in Patrilineal India.”

Economic and Political Weekly. 23(18). WS11-WS19.

Ortner, Sherry. 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).

Rubin, Gayle. 1984. “Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality”

in Carole Vance, ed., Pleasure and Anger. London: Routledge (pp 143‐179).

Narrain, Arvind and Vinay Chandra. (eds). 2015. Nothing to Fix: Medicalization of Sexual

Orientation and Gender Identity. New Delhi Sage Publications. Chapter 3.

**2.2 Production of Masculinity and Femininity [Weeks 4‐6]**

Halberstam, Judith. 1998. “An Introduction to Female Masculinity: Masculinity without

Men” in Female Masculinity. London: Duke University Press (Also Delhi: Zubaan 2012

Reprint) (pp 1‐43).

Cornwall, Andrea and Nancy Lindisfarne (ed.). 1994 Dislocating Masculinity: Comparative

Ethnographies. Routledge. Chapter 1.

Uberoi, Patricia “Feminine Identity and National Ethos in Indian Calendar Art” In Economic

and Political Weekly Vol. 25, No. 17 (Apr. 28, 1990), (pp. WS41‐WS48).

**Unit 3. Differences and Inequalities**

**3.1 Class, Caste [Weeks 7‐8]**

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).

Leela Dube 1996 “Caste and Women” in M.N. Srinivas (ed.) Caste: Its twentieth century

avatar, New Delhi: Penguin (pp 1‐27).

Rege, S. 1998. “Dalit Women Talk Differently: A Critique of 'Difference' and Towards a

Dalit Feminist Standpoint Position.” Economic and Political Weekly, Vol. 33, No. 44

(Oct.31‐Nov. 6, 1998) (pp 39‐48)

**3.2 Family, Work [Weeks 9‐10]**

Whitehead, A. 1981, “„I’m Hungry Mum‟: The Politics of Domestic Budgeting” in K.

Young et al. (eds.) Of Marriage and the Market: Women’s Subordination Internationally and

its Lessons. London: Routledge and Kegan Paul (pp. 93‐116).

Palriwala, Rajni. 1999. “Negotiating Patriliny: Intra‐household Consumption and Authority

in Rajasthan (India)", in Rajni Palriwala and Carla Risseeuw (eds.), Shifting Circles of

Support: Contextualising kinship and gender relations in South Asia and Sub‐Saharan

Africa. Delhi: Sage Publications [pp.190‐220]

**Unit 4. Gender, Power and Resistance**

4.1. Power and Subordination [Weeks 11‐12]

Candace West and Don H. Zimmerman. 2002. “Doing Gender” in S. Jackson and S. Scott

(eds.) Gender: A Sociological Reader. London: Routledge [pp 42‐47].

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].

Abu‐Lughod, Lila. 2002. “Do Muslim Women Really Need Saving? Anthropological

Reflections on Cultural Relativism and its Others.” American Anthropologist 104 (3) [pp

783‐790].

**4.2. Resistance and Movements (Weeks 13‐14)**

Kandiyoti, Deniz. 1991 “Bargaining with Patriarchy” in Judith Lorber and Susan A. Farrell

(eds.) The Social Construction of Gender, New Delhi: Sage Publications [pp.104‐118].

Hill‐Collins, Patricia. 2002. “Learning from the outsider within” in S. Jackson and S. Scott

(eds.) Gender: A Sociological Reader. London: Routledge [pp 69‐78].

**Assessment Method**

Internal Assessment of 25 marks will be in the form of 2 assignments and 1 class presentation.

**Compulsory Readings**

Abu‐Lughod, Lila. 2002. “Do Muslim Women Really Need Saving? Anthropological

Reflections on Cultural Relativism and its Others.” American Anthropologist 104 (3) [pp

783‐790].

Black Brian. 2007. “Brahmins and Women: Subjectivity and Gender Construction in the

Upanishads” in The Character of Self in Ancient India. State University of New York Press.

Albany. Chapter 4.

Candace West and Don H. Zimmerman. 2002. “Doing Gender” in S. Jackson and S. Scott

(eds.) Gender: A Sociological Reader. London: Routledge [pp 42‐47].

Dube, Leela.1988. “On the Construction of Gender: Hindu Girls in Patrilineal India.”

Economic and Political Weekly. 23(18). WS11-WS19.

Hill‐Collins, Patricia. 2002. “Learning from the outsider within” in S. Jackson and S. Scott

(eds.) Gender: A Sociological Reader. London: Routledge [pp 69‐78].

Jackson S. and S. Scott (eds.) 2002 Gender: A Sociological Reader, London: Routledge.

Introduction, (pp. 1‐26).

Kandiyoti, Deniz. 1991 “Bargaining with Patriarchy” in Judith Lorber and Susan A. Farrell

(eds.) The Social Construction of Gender, New Delhi: Sage Publications [pp.104‐118].

Leela Dube 1996 “Caste and Women” in M.N. Srinivas (ed.) Caste: Its twentieth century

avatar, New Delhi: Penguin (pp 1‐27).

Liz Stanley. 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).

Menon, Nivedita .2012. Seeing like a Feminist. India: Penguin. Introduction. Ortner, Sherry.

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).

Narrain, Arvind and Vinay Chandra. (eds). 2015. Nothing to Fix: Medicalization of Sexual

Orientation and Gender Identity. New Delhi Sage Publications. Chapter 3. 1 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).

Palriwala, Rajni. 1999. “Negotiating Patriliny: Intra‐household Consumption and Authority

in Rajasthan (India)", in Rajni Palriwala and Carla Risseeuw (eds.), Shifting Circles of

Support: Contextualising kinship and gender relations in South Asia and Sub‐Saharan

Africa. Delhi: Sage Publications [pp.190‐220].

Rege, S. 1998. “Dalit Women Talk Differently: A Critique of 'Difference' and Towards a

Dalit Feminist Standpoint Position.” Economic and Political Weekly,Vol. 33, No. 44 (Oct.31‐

Nov. 6, 1998)(pp 39‐48)

**Reading, Writing and Reasoning for Sociology**

**Paper: Skill Enhancement Course (SEC)**

**Year: II**

**Semester: III**

**Session: August – November 2020**

**Teachers: Devika Mittal & Samhita Das**

**Syllabus (LOCF):**

**1. Introduction: The virtues of repetition [Week 1]**

**2. Techniques for reading academic texts [Weeks 2–7]**

2.1 Grasping the whole: How to get an overview

2.2 Divide and conquer: Taking texts apart

2.3 Getting outside help: Recruiting extra resources

**3. How to begin writing academic prose [Weeks 8–13]**

3.1 Building a structure: What do you want to say?

3.2 Working with blocks: Sections, paras, sentences

3.3 Borrowing material: Paraphrasing, quoting, citing

**4. Final sessions: peer reviewing [Week 14]**

**Course Description**

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.

**Teaching Time**

Approximately 10 Weeks, four classes a week.

**Classes**

Since this course is co-taught by Dr. Devika Mittal, I will be taking two classes per week. I will be teaching last two units. This is a practice-based course and the classes will be based on activities that will equip one for sociological reasoning and to write academically. While there are no prescribed readings in the syllabus, some readings around academic reading and writing will be given.

**Unit Wise Break up of Syllabus**

**1. Introduction: The virtues of repetition [Week 1-4]**

Academic reading and writing is really all about re-reading and rewriting – about repeatedly reworking

a text until some provisional goal is achieved.

1.1 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).

1.2 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?)

1.3 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 [Weeks 5-10]**

**2.1 Grasping the whole: How to get an overview**

2.1.2 Titles as the shortest summary of a text

2.1.3 Good and bad titles

2.1.4 Section headings (where present)

2.1.5 Introductions and Conclusions

2.1.6 Identifying important passages and sentences

**2.2 Divide and conquer: Taking texts apart**

2.2.1 Beginning, middle and conclusion – stages of argument

2.2.2The architecture of arguments: main, subsidiary, minor

2.2.3 Everything is not equally important: Distribution of emphasis

**2.3 Getting outside help: Recruiting extra resources**

2.3.1 Isolating words & terms: Dictionaries, Encyclopedias

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2.3.2 Contextualising texts with quick background research

2.3.3 Productive ways of asking for help from teachers/tutors

Readings for practicing reading and writing:

1. Keynes, John Maynard (1936) *The general theory of employment, interest and money*, Palgrave
2. Macmillan, United Kingdom
3. Parsons, Talcott (1951): *The social system*, Glencoe III, Free Press
4. Douglas, Mary (1986) *How institutions think*, Syracuse University Press, Syracuse, New York.
5. Romila Thapar (2004) *Somanatha: The many voices of history*, Penguin Books, India
6. Sunil Khilnani (1997) *The idea of India,* Penguin Books.
7. Louis Dumont (1980) *Homo Hierarchicus,* University of Chicago Press.
8. Howard Becker’s *Writing for Social Scientists*

**Assessment Method**

Internal Assessment of 25 marks will be in the form of 1 assignment and 1 written test.

**Discipline Specific Elective 04**

**SOCIOLOGY OF WORK**

**Paper: DSC/Core (CBCS)**

**Year III**

**Semester: V**

**Session: August – November 2020**

**Teacher: Samhita Das**

**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 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.

**Teaching Time**

Approximately 12-14 Weeks, five classes a week with 2 tutorial classes. Students will be divided in two groups for the tutorial.

**Classes**

The week will consist of 5 lectures and 2 tutorials. The pedagogy will consist of lecture method and discussion to help students grasp the prescribed reading and to invoke interest in the readings and relate it with their everyday. Presentations or a creative analytical assignment (marked/unmarked) may be given.

**COURSE CONTENTS AND ITINERARY**

**1. Interlinking Work and Industry (Weeks 1-3)**

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. IIAS: Simla. Pp 34-45

**2. Forms of Industrial Culture and Organisation (Weeks 4-6)**

**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 (Weeks 7-10)**

**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 (Weeks 11-12)**

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 (Weeks 13-14)**

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, Francoise. 2009, „The Nuclear Everyday‟ in Massimiliano

Mollona, Geert De Neve and Jonathan Parry (ed.) Industrial Work and

Life: An Anthropological Reader, London: Berg, Pp 167-185

**Assessment Method**

Internal Assessment of 25 marks will be in the form of 2 assignments and 1 class presentation.

**Even Semester: January – May 2021**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Name** | **Year (2020-2021)** | **Paper Name** | **Core/Elective** |
| B.A. Hons (Sociology) | II | Economic Sociology (LOCF) | Core |
| B.A. Hons (Sociology) | II | Techniques of Ethnographic Film Making (LOCF) | SEC |
| B.A. Hons (Sociology) | III | Sociology of Health and Medicine  (CBCS) | DSE |

**B.A (H) Sociology**

**Core Course 08**

**ECONOMIC SOCIOLOGY**

**Paper: DSC**

**Year II**

**Semester: IV**

**Session: January – April 2021**

**Teacher: Samhita Das**

**Syllabus: LOCF**

**Course Outline**

**Unit 1. Perspectives in Economic Sociology**

1.1 Formalism and Substantivism

1.2 New Economic Sociology

**Unit 2. Forms of Exchange**

2.1 Reciprocity and Gift

2.2 Exchange and Money

**Unit 3. Systems of Production, Circulation and Consumption**

3.1 Hunting and Gathering

3.2 Domestic Mode of Production

3.3 Peasant

3.4 Capitalism

3.5 Socialism

**Unit 4. Some Contemporary Issues in Economic Sociology**

4.1 Development

4.2 Globalisation

**Course Objectives:**

The linkages between the economy and its socio-cultural environment are so many and so

complex that it has become almost an imperative need of the hour as to understand the ways in

which the key elements of economy are situated and conditioned in a socio-cultural context. This

course offers an introduction to the key concepts and theoretical foundations of Economic

Sociology as a specialized branch of Sociology. Students learn socio-cultural bases of various

dimensions of economy such as production, distribution, exchange, consumption and markets

while emphasizing the impact of norms, social structure, and institutions on economy. It also

highlights the significance of sociological analysis for the study of economic processes and

institutions in local and global contexts by drawing insights from both theoretically and

empirically grounded studies.

**Learning Outcomes:**

1. Develops familiarity with different theoretical and conceptual aspects of economic sociology

as a specialized branch of knowledge.

2. Develops background knowledge about the diverse ways in which economy is interlinked

with other aspects of society and culture.

3. Acquire capacities to understand and analyse the transformations of economy and its key

processes in a historical and comparative perspective.

4. Develops abilities to generate research questions and arguments about the intersections of

economy and society.

**Teaching Time**

Approximately 12-14 Weeks, five classes a week with 2 tutorial classes. Students will be divided in two groups for the tutorial.

**Classes**

The week will consist of 5 lectures and 2 tutorials. The pedagogy will consist of lecture method and discussion to help students grasp the prescribed reading and to invoke interest in the readings and relate it with their everyday. Presentations or a creative analytical assignment (marked/unmarked) may be given.

**Unit Wise Break up of Syllabus**

**Course Content**

**Unit 1. Perspectives in Economic Sociology (Weeks 1-4)**

**1.1 Formalism and Substantivism**

Polanyi, K. 1958. “Economy as an Instituted Process” in M. Granovetter and R. Swedberg (eds.)

1992 The Sociology of Economic Life Boulder Colarado, West View Press. pp. 27-50

Wilk, Richard R. Economies and Cultures. Boulder, Colo.: Westview Press, 1996. Ch. 1,

Economic Anthropology: An Undisciplined Discipline‖, pp. 1-18.

**1.2. New Economic Sociology (Weeks 3-6)**

Granovetter, M., Economic Action and Social Structure: The Problem of Embeddedness,

American Journal of Sociology, Vol.91, No.3 (Nov), 1985, pp. 481 ‐ 507.

Swedberg,R., Major Traditions of Economic Sociology‖, in Annual Sociological Review, Vol.17,

1991, pp 251-276.

**Unit 2. Forms of Exchange (Weeks 5-7)**

**2.1. Reciprocity and Gift**

Mauss, M., The Gift: Forms and Functions of Exchange in Archaic Societies, London: Cohen

and West, 1924, Introduction, Chapters.1 & 2, The Exchange of Gifts and the Obligation to

Reciprocate (Polynesia) & The Extension of this System: Liberality, Honour, Money. Pp. 1 - 46.

Carrier, James G. Gifts and Commodities, London, Routledge, 1995. Ch. 1. Gifts and

Commodities, People and Things. Pp. 19-39.

**2.2. Exchange and Money**

Bohannan, P. and G. Dalton (eds.). 1962. Markets in Africa. Evanston, Illinois, North western

University. pp. 1-26.

Zelizer, Viviana A. 1989. The Social Meaning of Money: ̳Special Monies’ in American Journal

of Sociology, Vol.95. (Sept.) pp. 342-377.

**Unit 3. Systems of Production, Circulation and Consumption (Weeks 8-11)**

**3.1. Hunting and Gathering**

Sahlins, M. Stone Age Economics. London, Tavistock, 1974. Ch. 1.

**3.2 Domestic Mode of Production**

Sahlins, M. Stone Age Economics. London, Tavistock, 1974. Ch. 2, 3.

3.3 Peasant

George Dalton, H. Russell Bernhard, Beverly Chiν̃as, Beverly Chiňas, S. H. Franklin, David

Kaplan and Eric R. Wolf (1972) Peasantries in Anthropology and History [and Comments and

Replies], Current Anthropology. 13, No. 3/4 (Jun. - Oct., 1972), pp. 385-415

**3.4 Capitalism**

Wallerstein, Immanuel Maurice. Historical Capitalism. London: Verso, 1983. 1.

Commodification of Everything: Production of Capital. Pp. 13 – 43.

**3.5 Socialism**

Verdery, Katherine. What Was Socialism, And What Comes Next? Princeton, N.J.: Princeton

University Press, 1996. Chapter 1. pp. 19 – 38.

**Unit 4. Some Contemporary Issues in Economic Sociology (Weeks 12-14)**

**4.1 Development**

Hann, Chris. and Keith Hart. Economic Anthropology. Cambridge, UK: Polity Press, 2011. Pp.

100-119

**4.2 Globalisation**

Tonkiss, Fran. Contemporary Economic Sociology. London: Routledge, 2006. Chapter 1,

Capitalism and Globalization. Pp. 3-28.

Howes, D. (ed), Cross-Cultural Consumption: Global Markets and Local Realities, Routledge,

London, 1996, pp. 1-16.

**Compulsory Readings:**

Bohannan, P. and G. Dalton (eds.). 1962. Markets in Africa. Evanston, Illinois, North western

University. pp. 1-26.

Carrier, James G. Gifts and Commodities, London, Routledge, 1995. Ch. 1. Gifts and

Commodities, People and Things. Pp. 19-39.

George Dalton, H. Russell Bernhard, Beverly Chiν̃as, Beverly Chiňas, S. H. Franklin, David

Kaplan and Eric R. Wolf (1972) Peasantries in Anthropology and History [and Comments and

Replies], Current Anthropology. 13, No. 3/4 (Jun. - Oct., 1972), pp. 385-415

Granovetter, M., Economic Action and Social Structure: The Problem of Embeddedness‖,

American Journal of Sociology, Vol.91, No.3 (Nov), 1985, pp. 481 ‐ 507.

Hann, Chris. and Keith Hart. Economic Anthropology. Cambridge, UK: Polity Press, 2011. Pp.

100-119

Howes, D. (ed), Cross-Cultural Consumption: Global Markets and Local Realities, Routledge,

London, 1996, pp. 1-16.

Mauss, M., The Gift: Forms and Functions of Exchange in Archaic Societies, London: Cohen

and West, 1924, Introduction, Chapters.1 & 2, The Exchange of Gifts and the Obligation to

Reciprocate (Polynesia) & The Extension of this System: Liberality, Honour, Money. Pp. 1 - 46.

Polanyi, K. 1958. “Economy as an Instituted Process” in M. Granovetter and R. Swedberg (eds.)

1992 The Sociology of Economic Life Boulder Colarado, West View Press. pp. 27-50

Sahlins, M. Stone Age Economics. London, Tavistock, 1974. Ch. 1, 2 and 3

Swedberg,R., Major Traditions of Economic Sociology, in Annual Sociological Review, Vol.17,

1991, pp 251-276.

Tonkiss, Fran. Contemporary Economic Sociology. London: Routledge, 2006. Chapter 1,

Capitalism and Globalization. Pp. 3-28.

Verdery, Katherine. What Was Socialism, And What Comes Next? Princeton, N.J.: Princeton

University Press, 1996. Chapter 1. pp. 19 – 38.

39

Wallerstein, Immanuel Maurice. Historical Capitalism. London: Verso, 1983. 1.

Commodification of Everything: Production of Capital. Pp. 13 – 43.

Wilk, Richard R. Economies and Cultures. Boulder, Colo.: Westview Press, 1996. Ch. 1,

Economic Anthropology: An Undisciplined Discipline‖, pp. 1-18.

Zelizer, Viviana A. 1989. The Social Meaning of Money: ̳Special Monies‘in American Journal

of Sociology, Vol.95. (Sept.) pp. 342-377.

**Additional Resources:**

**Books and Articles**:

Smelser, Neil. J. and Richard Swedberg. 1994. The Sociological Perspective on the Economy in

N.J. Smelser and Richard Swedberg (eds).1994.The Handbook of Economic Sociology

Velthius, Olav. ̳The Changing Relationship between Economic Sociology and Institutional

Economics: From Parsons to Mark Granovetter‘ 1999. American Journal of Economics and

Sociology, Vol. 58, No.4. pp. 629-649

Zelizer, Viviana A. ̳Human Values and the Market: The Case of Life Insurance and Death in

19th Century America‘.1978. American Journal of Sociology Vol.84, No.3. pp. 591-610

Zelizer, Viviana A. ̳Payments and Social Ties‘.1996. Sociological Forum, Vol.11, No. 3. Special

Issue: Lumping and Splitting. pp. 481-495.

Sahlins, M. 1974. Stone Age Economics. London, Tavistock. Ch. 4. pp 149-183 Hilton,

Rodney.1973. Bond Men Made Free. London. Methern. Ch.1. pp. 25-40

Appadurai, A. 1986.The Social Life of Things: Commodities in Cultural Perspective. Cambridge,

Cambridge University Press. pp. 3-63

Nancy,A. ̳Bodies, Borders,and Sex Tourism in a Globalized World: A Tale of Two Cities

Amsterdam and Havana.‘ 2001. Social Problems, Vol. 48. No. 4. pp. 545-571

Sassen, Saskia. 2007. A Sociology of Globalization. W.W. Norton & Co. NY. London

Hirst, Paul & G Thompson 1999. Globalization in Question. 2nd Edition. Polity Press.

Cambridge, Oxford.

Hann, Chris. and Keith Hart. Economic Anthropology. Cambridge, UK: Polity Press,

2011.Chapter 5. ―After the Formalist-Substantivist Debate‖, pp. 72 – 99; Chapter 2. Economy

from the Ancient World to the Age of Internet. ‖ Pp. 18 – 36

**Teaching Learning:**

1. This student centric course enables students to attend the above defined learning

outcomes through a rigorous process of teaching and learning process. Classroom based

dialogical teaching and learning method coupled with seminar presentations, field-based

excursions, team-based projects provides a training-based learning ambiance to the

students. This participatory and active learning process is deeply inbuilt in the above

course structure.

2. Course planning also emphasizes on the use of e-learning materials in the form of

documentaries, movies, online available lectures and interviews by eminent

thinkers/researchers on the subjects to keep away students from monotonous and habitual

ways of learning.

Assessment:

Periodic tutorials, seminar presentations, close or open book tests as continuous modes of

students’ assessment over the themes covered through interactive sessions in class further adds to

the strength of this course making it a student/learner-centric course.

Keywords:

Economy, society, culture, business, money, trade, capitalism, socialism, production,

consumption, globalization, development, primitive society, informal economy,

proletarianization, world systems, market, embeddedness, peasant economy, exchange,

formalism, substantives.

**Techniques of Ethnographic filmmaking**

**Paper: Skill Enhancement Course (SEC)**

**Year: II**

**Semester: IV**

**Session: January – April 2021**

**Teachers: Devika Mittal & Samhita Das**

**Syllabus: LOCF**

**Unit 1. Introduction to Anthropological Filmmaking**

1.1. History of Ethnographic Filmmaking

1.2. Anthropology and Filmmaking: The Text and the Image

1.3. Different Modes of Filmmaking

**Unit 2. Understanding the use of Camera in Anthropology**

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

**Unit 4. Editing and Construction of Meaning**

4.1 Understanding multiple shots and camera movement

4.2. Tools for Film Editing

**Unit 5. Filming Oral testimonies, Interviews and Interactions Final Film Projects**

**Unit 6. Final Film Projects**

**Course Objectives**

This course is premised on accessing sociology and social anthropology through forms other than the textual; in particular, the aural, the visual – the sensory. It introduces students to techniques of anthropological filmmaking as a form and method of description and argument, along with enabling an understanding of the relationship between film and text as distinct ethnographic practices. One concern that may be percieved in the transaction of this course is regarding its accessibility within the visually challenged encounter. However, this course imparts and highlights the significance of a sensory research practices, rather than being a purely visual exercise.

**Teaching Time**

Approximately 10 Weeks, four classes a week.

**Classes**

Since this course is co-taught by Dr. Devika Mittal, I will be taking two classes per week. I will be teaching last two units. This is a practice-based course and the classes will be based on activities that will equip one for sociological reasoning and to write academically. While there are no prescribed readings in the syllabus, some readings around academic reading and writing will be given.

**Unit Wise Break up of Syllabus**

**Unit 1. Introduction to Anthropological Filmmaking: [Week 1‐3]**

**1.1. History of Ethnographic Filmmaking**

Heider, Karl G. ‘A History of Ethnographic Film.’ In *Ethnographic Film*, Austin:

University of Texas Press, 2006. Pp. 15-49.

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.

Suggested Screening of Film Scenes/Sequences, *Trance and Dance in Bali* by

Margaret Mead and Gregory Bateson, 22 mins.

**1.2. Anthropology and Filmmaking: The Text and the Image**

Heider, Karl G. ‘The Attributes of Ethnographic Film’. In *Ethnographic Film*, Austin:

University of Texas Press, 2006. Pp. 50-109.

Nichols, Bill. ‘What types of Documentary are there?’ In *Introduction to*

*Documentary*. Bloomington: Indiana University Press, 2001. Pp. 99-137.

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*119

*Mumbai‐Dilli* by Saba Dewan, 63 mins, 2006; *Bowling for Columbine* by Roger

Moore, 120 mins, 2002.

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?

Practical Work for Week ½ ‐ Familiarise yourself with your camera. Use your still

and video cameras to shoot the same objects from different angles, lighting, and

sound spaces.

**Unit 2. Understanding the use of Camera in Anthropology: [Week 4]**

El Guindi, Fadwa. ‘For God’s Sake Margaret’ In *Visual Anthropology: Essential*

*Method and Theory*, Walnut Creek, CA: AltaMira, 2004. Pp. 61‐82

Suggested Screening of Film Scenes/Sequences: *Diyas*, Judith MacDougall, 56 mins,

1997/2000.

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?

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

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

**[Weeks 5‐6]**

Spiegel, Pauline, ‘The Case of the Well‐Mannered Guest’ in *The Independent Film*

*and Video Monthly,* April 1984. Pp. 15‐17

MacDougall, ‘Whose Story is it?’ In *Visual Anthropology Review*, Volume 7, Issue 2,

Pp. 2–10, September 1991

Suggested topics for discussion: Dimensions of relationship between the filmmaker

and the filmed ‐ Gender, Class, Ethnicity.

By this point, students should have finalised their topics and groups for their final

film.

Practical Work for Week 5‐6: Assignment on Observational Mode; 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.

Viewing of assignments and discussions.

**Unit 4. Editing and Construction of Meaning [Weeks 7‐9]**

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**4.1 Understanding multiple shots and camera movement**

Suggested topics for technical discussion: Multiple shots, understanding point‐ofview;

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.

Barbash, Ilisa, et al. ‘Reframing Ethnographic Film: A ‘Conversation’ with David

MacDougall and Judith MacDougall.” American Anthropologist, vol. 98, no. 2, 1996,

pp. 371–387.

By this time, students should have approached their respondents, acquired

permissions and rekeyed possible shoot locations.

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. Tools for Film Editing**

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.

Practical Work for Week 7‐9: 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.

Viewing of assignments and discussions.

**Unit 5. Filming Oral Testimonies, Interviews and Interactions [Weeks 10‐11]**

Suggested Screening of Film Scenes/Sequences: *Chronicle of a Summer* by Edgar

Morin, Jean Rouch, 85 min, 1961.

Suggested topics for technical discussion: Sound and audio equipment.

Practical Work for Week 10‐11: Film an oral testimony, with maximum 2 people;

Length, no more than 5 minutes; Focus on Interaction; Location is optional

Viewing of assignments and discussions.

**Unit 6. Final Film Projects [Weeks 12‐14]**

6.0.1. Film length limited to 5 ‐ 8 mins.

6.0.2. Viewing of projects and discussion.

**Assessment Method**

Internal Assessment of 25 marks. Assessment will consist of one written assignment and a group assignment. Group Assignment: Ethnographic film of 6-8 minutes.

**Compulsory Readings:**

Barbash, Ilisa, et al. ‘Reframing Ethnographic Film: A ‘Conversation’ with David MacDougall and Judith MacDougall.” American Anthropologist, vol. 98, no. 2, 1996, pp. 371–387.

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

Spiegel, Pauline, ‘The Case of the Well‐Mannered Guest’ in *The Independent Film and Video Monthly,* April 1984. Pp. 15‐17

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.

Heider, Karl G. ‘A History of Ethnographic Film.’ In *Ethnographic Film*, Austin: University of Texas Press, 2006. Pp. 15-49.

Heider, Karl G. ‘The Attributes of Ethnographic Film’. In *Ethnographic Film*, Austin:

University of Texas Press, 2006. Pp. 50-109.

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

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

**Discipline Specific Elective 05**

**Sociology of Health and Medicine**

**Paper: DSC/Core (CBCS)**

**Year: III**

**Semester: VI**

**Session: January - April 2021**

**Teacher: Samhita Das**

**Course Objective**

The course introduces students to the sociology of health,

illness and medical practice by highlighting the significance of socio-cultural

dimensions in the construction of illness and medical knowledge. Theoretical

perspectives examine the dynamics shaping these constructions. Negotiations of

health and illness are explored through ethnographies.

**Syllabus: CBCS**

Outline:

**1. Introduction to the Sociology of Health and Medicine**

**1.1 Origins and Development**

**1.2 Conceptualising Disease, Sickness and Illness**

**1.3 Social and Cultural Dimensions of Illness and Medicine**

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

**2.1 Political Economy**

**2.2 Systems Approach**

**2.3 Discourse and Power**

**2.4 Feminist Approach**

**3. Negotiating Health and Illness**

**3.1 Medical Practices**

**3.2 Health Policy in India**

**Teaching Time**

Approximately 12-14 Weeks, five classes a week with 2 tutorial classes. Students will be divided in two groups for the tutorial.

**Classes**

The week will consist of 5 lectures and 2 tutorials. The pedagogy will consist of lecture method and discussion to help students grasp the prescribed reading and to invoke interest in the readings and relate it with their everyday. Presentations or a creative analytical assignment (marked/unmarked) may be given.

**Unit Wise Break up of Syllabus**

**1. Introduction to the Sociology of Health and Medicine (Week 1-4)**

1.1 Turner, Bryan, S. (1995) Medical Power and Social Knowledge. London, Sage, Chapters 1 and 2 and 3. Pages (1-54).

1.2 Boorse, Christopher (1999) On the distinction between Disease and Illness. In (eds.) James Lindermann Nelson and Hilde Lindermann Nelson,

Meaning and Medicine: A Reader in the Philosophy of Healthcare, New York: Routledge. (Pages 16-27)

1.3 Kleinman, Arthur (1988) The Illness Narratives: Suffering, Healing and the Human Condition. New York : Basic Books Inc. Publishers. Chapter1. (Pages 3-30).

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

**2. Theoretical Orientations in Health and Illness (Week 5-10)**

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

2.2 Talcott Parsons (1951) The Social System, London: Routledge & Kegan Paul Ltd. Chapter 10, (Pages 428-479).

2.3 Foucault, Michel (1994) The Birth of the Clinic: An Archaeology of Medical Perception, New York: Vintage Books. Chapter1 and Conclusion. (Pages 3-20 and 194-199).

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

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

**3. Negotiating Health and Illness (Week 11-14)**

3.1 Evans- Pritchard, E.E. (2010) The Notion of Witchcraft Explains Unfortunate Events. In (eds.) Byron J.Good, Micheal M. J. Fischer, Sarah S. Willen and Mary-Jo Del Vecchio Good A Reader in Medical Anthropology: Theoretical Trajectories , Emergent Realities, Oxford: Wiley- Blackwell, Chapter2 (Pages 18-25).

3.2 Baer, Hans A., Singer, Merrill and Susser, Ida (1994) Medical Anthropology and the World System, Westport: Praeger. Chapters 10 and 11 (Pages 307-348)

3.3 Gould, Harold A. (I965) Modern Medicine and Folk Cognition in Rural India in Human Organization, No. 24. pp. 201- 208.

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

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

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

3.7 Das, Veena, R.K. Das and Lester Coutinho (2000) Disease Control and Immunization: A Sociological Enquiry. In Economic and Political Weekly, Feb. 19-26. Pages 625-632.

3.8 Qadeer, Imrana (2011) Public Health In India, Delhi: Danish Publishers, Part III, (Pages 221-252)

**Suggested Reading:**

Good, Byron (1994) Medicine, Rationality and Experience: An

Anthropological Perspective. Cambridge: Cambridge University Press.

Chapter 6. (Pages 135- 165).

Annandale, Ellen (1988) The Sociology of Health and Medicine. Cambridge:

Polity Press.

Banerji, Debabar (1984) The Political Economy of Western Medicine in

Third World Countries. In (ed.) John McKinlay Issues in the Political

Economy of Healthcare. New York: Tavistock.

**Assessment Method**

Internal Assessment of 25 marks will be in the form of an assignment.

**Odd Semester: August-December 2021**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Name** | **Year (2020-2021)** | **Paper Name** | **Core/Elective** |
| B.A. Hons (Sociology) | II | Reading, Writing and Reasoning in Sociology (LOCF) | SEC |
| B.A. Hons (Sociology) | III | Sociology of Work (CBCS) | Core |

**SEC I**

**Reading, Writing and Reasoning for Sociology**

**Paper: Skill Enhancement Course (SEC)**

**Year: II**

**Semester: III**

**Session: August – November 2020**

**Teachers: Devika Mittal & Samhita Das**

**Syllabus (LOCF):**

**1. Introduction: The virtues of repetition [Week 1]**

**2. Techniques for reading academic texts [Weeks 2–7]**

2.1 Grasping the whole: How to get an overview

2.2 Divide and conquer: Taking texts apart

2.3 Getting outside help: Recruiting extra resources

**3. How to begin writing academic prose [Weeks 8–13]**

3.1 Building a structure: What do you want to say?

3.2 Working with blocks: Sections, paras, sentences

3.3 Borrowing material: Paraphrasing, quoting, citing

**4. Final sessions: peer reviewing [Week 14]**

**Course Description**

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.

**Teaching Time**

Approximately 10 Weeks, four classes a week.

**Classes**

Since this course is co-taught by Dr. Devika Mittal, I will be taking two classes per week. I will be teaching last two units. This is a practice-based course and the classes will be based on activities that will equip one for sociological reasoning and to write academically. While there are no prescribed readings in the syllabus, some readings around academic reading and writing will be given.

**Unit Wise Break up of Syllabus**

**1. Introduction: The virtues of repetition [Week 1-4]**

Academic reading and writing is really all about re-reading and rewriting – about repeatedly reworking

a text until some provisional goal is achieved.

1.1 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).

1.2 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?)

1.3 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 [Weeks 5-10]**

**2.1 Grasping the whole: How to get an overview**

2.1.2 Titles as the shortest summary of a text

2.1.3 Good and bad titles

2.1.4 Section headings (where present)

2.1.5 Introductions and Conclusions

2.1.6 Identifying important passages and sentences

**2.2 Divide and conquer: Taking texts apart**

2.2.1 Beginning, middle and conclusion – stages of argument

2.2.2The architecture of arguments: main, subsidiary, minor

2.2.3 Everything is not equally important: Distribution of emphasis

**2.3 Getting outside help: Recruiting extra resources**

2.3.1 Isolating words & terms: Dictionaries, Encyclopedias

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2.3.2 Contextualising texts with quick background research

2.3.3 Productive ways of asking for help from teachers/tutors

Readings for practicing reading and writing:

1. Keynes, John Maynard (1936) *The general theory of employment, interest and money*, Palgrave
2. Macmillan, United Kingdom
3. Parsons, Talcott (1951): *The social system*, Glencoe III, Free Press
4. Douglas, Mary (1986) *How institutions think*, Syracuse University Press, Syracuse, New York.
5. Romila Thapar (2004) *Somanatha: The many voices of history*, Penguin Books, India
6. Sunil Khilnani (1997) *The idea of India,* Penguin Books.
7. Louis Dumont (1980) *Homo Hierarchicus,* University of Chicago Press.
8. Howard Becker’s *Writing for Social Scientists*

**Assessment Method**

Internal Assessment of 25 marks will be in the form of 1 assignment and 1 written test.

**Discipline Specific Elective 04**

**SOCIOLOGY OF WORK**

**Paper: DSC/Core (CBCS)**

**Year III**

**Semester: V**

**Session: August – November 2020**

**Teacher: Samhita Das**

**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 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.

**Teaching Time**

Approximately 12-14 Weeks, five classes a week with 2 tutorial classes. Students will be divided in two groups for the tutorial.

**Classes**

The week will consist of 5 lectures and 2 tutorials. The pedagogy will consist of lecture method and discussion to help students grasp the prescribed reading and to invoke interest in the readings and relate it with their everyday. Presentations or a creative analytical assignment (marked/unmarked) may be given.

**COURSE CONTENTS AND ITINERARY**

**1. Interlinking Work and Industry (Weeks 1-3)**

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. IIAS: Simla. Pp 34-45

**2. Forms of Industrial Culture and Organisation (Weeks 4-6)**

**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 (Weeks 7-10)**

**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 (Weeks 11-12)**

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 (Weeks 13-14)**

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, Francoise. 2009, „The Nuclear Everyday‟ in Massimiliano

Mollona, Geert De Neve and Jonathan Parry (ed.) Industrial Work and

Life: An Anthropological Reader, London: Berg, Pp 167-185

**Assessment Method**

Internal Assessment of 25 marks will be in the form of 2 assignments and 1 class presentation.