

LESSON PLAN
Year (June 2021-August 2022)
COURSE INSTRUCTOR: BHAWNA SHIVAN
DEPARTMENT: SOCIOLOGY
BHARATI COLLEGE
UNIVERSITY OF DELHI



Course Name	Year (2021-2022)	Paper Name	Core/Elective
1 April 2021-9th August 2021	Semester II	Sociology of India II	Core
20 July 2021- 30 November 2021	Semester V	Sociological Research Methods I (LOCF)	Core
16 August 2021- 2 January 2022	Semester III	Sociology of Religion (LOCF)	Core
22 November 2021- April 2022	Semester I	Sociology of India I (LOCF)	Core
3 January 2022- 9 May 2022	Semester IV	Sociology of Kinship (LOCF)	Core
I January 2022- 11 May 2022	Semester VI	Sociological Research Methods II (LOCF)	Core
20 July 2022- 30 November 2022	Semester V	Sociological Thinkers I	Core
		Sociological Research Methods I	Core
		Urban Sociology	DSE
		Environment Sociology	DSE

Department of Sociology
Sociology of India II

DSC Paper- B.A (Hons.)

April-August 2021

Course Instructor: Ms. Bhawna Shivan (LOCF)

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. 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, five days a week with tutorials. Students were grouped for tutorials.

Pedagogy

The classes will be organised around daily lectures (five times a week) and tutorials . The story telling method was effective in setting the background and generating interests among students. Interactive sessions will be organised for brain storming the ideas around the theme of religion and its application while taking up the everyday life examples. Debates and discussions along with queries will be taken up during tutorial sessions. Documentary and film screenings based on the various themes related to the course will be in use for sociological analysis.

Assessment Method

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

Unit wise break up of Syllabus

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

2. 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

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

2.4. Peasant Movements

Poucheпадass, 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

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

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.
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.

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 of Modern 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.

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.

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.

Audio-Visual Materials:

Select Films/Documentaries (any three):

Ghare Baire (The Home and the World) [1985; Dir: Satyajit Ray] Komal Gandhar [1961;

Dir: Ritwik Ghatak]

Ankur [1974; Dir: Shyam Benegal]

Father, Son, and Holy War [1994; Dir: Anand Patwardhan] Bombay [1995; Dir: Mani Ratnam]

Mirch Masala [1987; Dir: Ketan Mehta]

Jashn e Azadi: How we Celebrate Freedom [2007; Dir: Sanjay Kak]

Department of Sociology
20 July 2021- 30 November 2021
Sociological Research Methods-I

Course Objective:

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

COURSE LEARNING OUTCOMES

1. Students are introduced to sociological research both from a theoretical and methodological perspective. They understand the importance of research in social science.
2. Students develop the ability to evaluate the methodological validity of the claims made by theory.
3. The course enables students to evaluate a piece of research and move towards designing a simple research project.
4. Identify the difference between quantitative and qualitative methods.
5. Students will learn to identify ethical and practical issues in research. They also engage with the ideals of objectivity and reflexivity.
6. Students learn that research methods are universal and not bound by cultural location.

COURSE CONTENT

Unit 1. The Logic of Social Research

- 1.1 What is Sociological Research?
- 1.2 Objectivity in the Social Sciences
- 1.3 Reflexivity

Unit 2. Methodological Perspectives

- 2.1 The Comparative Method
- 2.2 Feminist Method

Unit 3. Modes of Enquiry

- 3.1 Theory and Research
- 3.2 Analyzing Data: Quantitative and Qualitative
- 3.3 Ethical Issues In Data Collection and Analysis

COURSE CONTENTS

Unit 1. The Logic of Social Research (Weeks 1 and 2)

1.1 What is Sociological Research?

Mills, C. W. 1959, The Sociological Imagination, London: OUP Chapter 1 Pp. 3-24

Gluckman, M. 1978, 'Introduction', in A. L. Epstein (ed.), *The Craft of Social Anthropology*, Delhi: Hindustan Publishing Corporation, Pp. xv-xxiv

1.2 Objectivity in the Social Sciences (Weeks 3-7)

Durkheim, E. 1958, *The Rules of Sociological Method*, New York: The Free Press, Chapter 1, 2 & 6 Pp. 1-46, 125-140

Weber, Max. 1949, *The Methodology of the Social Sciences*, New York: The Free Press, Foreword and Chapter 2 Pp. 49-112

1.3 Reflexivity

Gouldner, Alvin. 1970, *The Coming Crisis of Western Sociology*, New York: Basic Books, Chapter 13 Pp. 481-511

Unit 2 Methodological Perspectives (Weeks 8-11)

2.1 Comparative Method

Radcliffe-Brown, A.R. 1958, *Methods in Social Anthropology*, Delhi: Asia Publishing Corporation, Chapter 5 Pp. 91-108

Beteille, A. 2002, *Sociology: Essays on Approach and Method*, New Delhi: OUP, Chapter 4 Pp. 72-94

2.2 Feminist Method

Hammersley, Martyn, "On Feminist Methodology" in *Sociology*, Vol. 26, No.2 (May 1992), pp. 187-206, Sage Publications, Ltd.

3. Modes of Enquiry (Weeks 12-14)

3.1 Theory and Research

Merton, R.K. 1972, *Social Theory & Social Structure*, Delhi: Arvind Publishing House, Chapters 4 & 5 Pp. 139-171

3.2 Analyzing Data: Quantitative and Qualitative Bryman, Alan. 2004, *Quantity and Quality in Social Research*, New York: Routledge, Chapter 2 & 3 Pp. 11-70

3.3 Ethical Issues in Data Collection and Analysis Creswell, J W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 3rd ed. Sage Publications, California, pp. 87-93.

REFERENCES: COMPULSORY READINGS

Beteille, A. 2002, *Sociology: Essays on Approach and Method*, New Delhi: OUP, Chapter 4 Pp. 72-94

Bryman, Alan. 2004, *Quantity and Quality in Social Research*, New York: Routledge, Chapter 2 & 3 Pp. 11-70

Creswell, J W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 3rd ed. Sage Publications, California, pp. 87-93.

Durkheim, E. 1958, *The Rules of Sociological Method*, New York: The Free Press, Chapter 1, 2 & 6 Pp. 1-46, 125-140

Gluckman, M. 1978, 'Introduction', in A. L. Epstein (ed.), The Craft of Social Anthropology, Delhi: Hindustan Publishing Corporation, Pp. xv-xxiv

Gouldner, Alvin. 1970, The Coming Crisis of Western Sociology, New York: Basic Books, Chapter 13 Pp. 481-511

Hammersley, Martyn, "On Feminist Methodology" in Sociology, Vol. 26, No.2 (May 1992), pp. 187-206, Sage Publications, Ltd.

Merton, R.K. 1972, Social Theory & Social Structure, Delhi: Arvind Publishing House, Chapters 4 & 5 Pp. 139-171

Mills, C. W. 1959, The Sociological Imagination, London: OUP Chapter 1 Pp. 3-24 57
Radcliffe-Brown, A.R. 1958, Methods in Social Anthropology, Delhi: Asia Publishing Corporation, Chapter 5 Pp. 91-108

Weber, Max. 1949, The Methodology of the Social Sciences, New York: The Free Press, Foreword and Chapter 2 Pp. 49-112

Teaching – learning process

4. A research methods course will require a robust class room discussion on various aspects of the course leading to a clearer understanding of concepts and research methods and the production of knowledge.

b. Interactive classroom sessions contribute to the development of group skills including listening, brainstorming, communicating and negotiating with peers.

ASSESSMENT METHODS Assessment for this course will be based on written assignments, projects, project designs and presentations.

KEY WORDS Research, objectivity, subjectivity, reflexivity, comparative method, feminist methodology, quantitative and qualitative data, mixed methods, ethics in research

Department of Sociology
Sociology of Religion

DSC Paper- B.A (Hons.)
16 August 2021-2 January 2022
Course Instructor: Ms. Bhawna Shivan
(LOCF)

Course Objective

1. This course exposes students to the distinctiveness of the sociological approach to the study of religion.

2. The individual and the group encounter religion and/or religious phenomenon in myriad ways be it through custom, ritual, beliefs or other practices. Students will be familiarized with the basic theoretical and methodological perspectives on the study of religion and also exposed to ethnographic texts on various aspects of religious phenomenon.
3. The last section of the course touches upon some aspects of religion in contemporary times such as secularization and multiculturalism.

Key Words

Religion, sociology of religion, church, sacred, profane, belief, ritual, religion and social structure, Protestant Ethic, magic, myth, rationality, secular, secularization.

Outline of the Course

Unit 1: Theorising Religion and Society (Weeks 1-5)

5. Religion and Sociology
1.2 Formulating a Theory of Religion

Unit 2: Rationality (Weeks 6-8)

Unit 3: Elements of religion (Weeks 9-11)

3.1 Ritual

3.2 Myth

3.3 Body

3.4 Time

Unit 4: Religion and the State (Weeks 12-14)

Teaching Time

Approximately 12-14 Weeks, five days a week with tutorials. Students were grouped for tutorials.

Pedagogy

The classes will be organised around daily lectures (five times a week) and tutorials . The story telling method was effective in setting the background and generating interests among students. Interactive sessions will be organised for brain storming the ideas around the theme of religion and its application while taking up the everyday life examples. Debates and discussions along with queries will be taken up during tutorial sessions.

Assessment Method

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

Unit Wise Break up of Syllabus

Unit 1. Theorising Religion and Society (Weeks 1-5)

6. Religion and Sociology

Bèteille, André. 2002. "Religion as a Subject for Sociology", in *Sociology Essays on Approach and Method*. New Delhi: Oxford University Press. Pp 184-200.

1.2 Formulating a Theory of Religion

Durkheim, Emile. 1995. *The Elementary Forms of Religious Life*. Translated by Karen E. Fields. New York: The Free Press. Book one and Conclusion, pp. 21-44, 418-448.

Weber, Max. 2001. *The Protestant Ethic and the Spirit of Capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp. 103-126.

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.

7. Rationality (Weeks 6-8)

Tambiah, Stanley Jeyaraja. 1990. *Magic, Science, Religion and the Scope of Rationality*. Cambridge: Cambridge University Press, pp. 1-41.

Smith, Jonathan Z. 1998. "Religion, Religions, Religious." *Critical terms for religious studies* pp. 269-284

3. Elements of religion (Weeks 9-11)

3.1 Ritual

Srinivas, M. N. 1952. *Religion and Society among the Coorgs of South India*. Clarendon: Oxford, pp. 100-122.

Emile Durkheim. 1995. *The Elementary Forms of Religious Life*. Translated by Karen E. Fields. New York: The Free Press. Book three, pp. 303-412.

3.2 Myth

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.

3.3 Body

Hertz, Robert. 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.

3.4 Time

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

8. Religion and The State (Weeks 12-14)

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.11arxists.Org

Smith, Donald, E. 1963. *India as a Secular State* Princeton University Press, Princeton. Pp.1-40.

REFERENCES/COMPULSORY READINGS

Beteille, Andre'.2002. "Religion as a Subject for Sociology", in *Sociology Essays on Approach and Method*. New Delhi: Oxford University Press. Pp 184-2

Durkheim, mile. 1995. *The Elementary Forms of Religious Life*. Translated by Karen E. Fields. New York: The Free Press. Book one and Conclusion, pp. 21-44, 303-412, 418- 448.

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

Hertz, Robert. 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.

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, pp. 119-124.

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.11arxists.Org

Smith, Donald, E. 1963. *India as a Secular State* Princeton University Press, Princeton. Pp.1-40.

Smith, Jonathan Z. 1998. "Religion, Religions, Religious." *Critical terms for religious studies* pp. 269-284.

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

Tambiah, Stanley Jeyaraja. 1990. Magic, Science, Religion and the Scope of Rationality. Cambridge: Cambridge University Press, pp. 1-41.

Weber. Max. 2001. The Protestant Ethic and the Spirit of Capitalism. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp. 103-126.

ADDITIONAL RESOURCES

Berger, P.L. 1990. The Sacred Canopy: Elements of a Sociological Theory of Religion, 2nd Edition, New York: Anchor.

Geertz, Clifford. The Interpretation of Cultures. Selected Essays. Basic Books, 1973, Religion as a Cultural System, pp.87-125.

Van Gennep, A. 1960. The Rites of Passage. London: Routledge and Kegan Paul.

Department of Sociology **Sociology of India I**

DSC Paper- B.A (Hons.)

22 November 2021- April 2022

Course Instructor: Ms. Bhawna Shivan (shared with Ms. Neelam Sharma)
(LOCF)

COURSE OBJECTIVES

9. Introduction to images and ideas of India.
10. 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, five days a week with tutorials. Students were grouped for tutorials.

Pedagogy

The classes will be organised around daily lectures (five times a week) and tutorials. The story telling method was effective in setting the background and generating interests among students. Interactive sessions will be organised for brain storming the ideas around the theme of religion and its application while taking up the everyday life examples. Debates and discussions along with queries will be taken up during tutorial sessions. Documentary and film screenings based on the various themes related to the course will be in use for sociological analysis.

Assessment Method

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

Unit wise break up of Syllabus

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

11. 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: Bheem Patrika.

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

2.1. Caste: Concept and Critique

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

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

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

Xaxa, V., 2011, Tribes and Social Exclusion (Occasional 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: Bheem Patrika.

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

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.

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.

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.

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 (Occasional Paper, No. 2). Calcutta: CSSSC-UNICEF.

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.

Srinivas, M.N., 1987, The Dominant Caste and Other Essays. Delhi: Oxford University Press.

Audio-Visual Material:

Select Films (any three):

Pather Panchali (1955; Dir: Satyajit Ray)

Sadgati (1984; Dir: Satyajit Ray)

Do Bigha Zameen (1953; Dir: Bimal Roy)

Mother India (1957; Dir: Mehboob Khan)

Mrigaya (1976; Dir: Mrinal Sen)

Dr. Babasaheb Ambedkar (2000; Dir: Jabbar Patel)

Gandhi (1982; Dir: Richard Attenborough)

Department of Sociology
Sociology of Kinship

DSC Paper- B.A (Hons.)

3 January 2022-9 May 2022

Course Instructor: Ms. Bhawna Shivan
(LOCF)

COURSE OBJECTIVE

1. Impart a comprehensive study of the concepts relevant for understanding kinship, marriage and family.
2. Evolve a better understanding of family, marriage and kinship both in historical and evolutionary perspective.
3. Look beyond the surface of issues to discover the “why” and “how” of kinship.
4. Explores the new possibilities and critical insights offered by reproductive technologies in revisiting kinship.

KEY WORDS

Kinship, Family, Marriage, Biology, Culture, Relatedness, Assisted Reproduction, Maternity And Motherhood.

Outline of the Course

Unit 1. Introduction:

1.1 Key Terms: Descent, Consanguinity, Filiations, Incest Taboo, Affinity, Family, Residence

1.2 Approaches

1.2.1 Descent 1.2.2 Alliance 1.2.3 Cultural

Unit 2. Family, Household and Marriage

Unit 3. Re-casting Kinship

3.1 Relatedness

3.2 Kinship and Gender

3.3 Re-imagining Families

3.4 New Reproductive Technologies 3.5. Surrogacy

Teaching Time

Approximately 12-14 Weeks, five days a week with tutorials. Students were grouped for tutorials.

Pedagogy

The classes will be organised around daily lectures (five times a week) and tutorials. The story telling method was effective in setting the background and generating interests among students. Interactive sessions will be organised for brain storming the ideas around the theme of religion and its application while taking up the everyday life examples. Debates and discussions along with queries will be taken up during tutorial sessions. Documentary and film screenings based on the various themes related to the concept of kinship will make use to initiate sociological analysis.

Assessment Method

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

Unit wise break up of syllabus

Unit 1. Key terms and approaches (Weeks 1-5)

Radcliffe-Brown, A. R. and D. Forde (eds.), 1950, *African Systems of Kinship and Marriage*, London: Oxford University Press, Introduction, PP.1-39

Evans-Pritchard, E.E., 2004 (1940), 'The Nuer of Southern Sudan', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 64-78

Fortes, M., 1970, *Time and Social Structure and Other Essays*, University of London: The Athlone Press, Chapter 3, Pp. 67-95

Leach, Edmund, 1962, 'On Certain Unconsidered Aspects of Double Descent Systems', *Man*, Vol. 62, Pp. 130-134

Levi-Strauss, Claude, 1969, *The Elementary Structures of Kinship*, London: Eyre and Spottiswoode, Chapters 1 & 2, Pp. 3-25

Dumont, L., 1968, 'Marriage Alliance', in D. Shills (ed.), *International Encyclopedia of the Social Sciences*, U.S.A.: Macmillan and Free Press, Pp. 19- 23

Schneider, D., 2004, 'What is Kinship All About?' in R. Parkin and L. Stone (eds.) *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 257-274

Das, V., 1994, 'Masks and Faces: An Essay on Punjabi Kinship', in Patricia Uberoi (ed.), *Family, Kinship and Marriage in India*, Delhi: Oxford University Press, Pp.198-222

* Shah A.M., 1964, 'Basic Terms and Concepts in the study of family in India', *The Indian Economy and Social History Review*, vol. 1(3), pp 1-36

* Vatuk Sylvia, *Household Form and Formation: Variability and Social Change among South Indian Muslims In Great*, John N. & David J. Mearns (1989). *Society from the Inside Out: Anthropological Perspectives on the South Asian Household*. New Delhi: Sage. (Pp. 107-137).

*Freeman, J. D., 1958, 'The Family Systems of the Iban of Borneo', in J. Goody (ed.), *The Developmental Cycle in Domestic Groups*, Cambridge: Cambridge University Press, Pp. 15-52

[Readings marked * are repeated in Unit 2]

Unit 2. Family, Household and Marriage (Weeks 6-10)

Vatuk, Sylvia, *Household Form and Formation: Variability and Social Change among South Indian Muslims* In Great, John N. & David J. Mearns (1989). *Society from the Inside Out: Anthropological Perspectives on the South Asian Household*. New Delhi: Sage. (Pp. 107-137).

Freeman, J. D., 1958, 'The Family Systems of the Iban of Borneo', in J. Goody (ed.), *The Developmental Cycle in Domestic Groups*, Cambridge: Cambridge University Press, Pp. 15-52

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

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

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

Unit 3. Re-casting Kinship (Weeks 11-14)

3.1 Relatedness

Carsten, Janet, 1995, 'The Substance of Kinship and the Heat of the Hearth: Feeding, Personhood, and Relatedness among Malays in Pulau Langkawi' *American Ethnologist*, 22 (2): 223-24.1

3.2 Kinship and Gender

Gold, Ann Grodzins, 1994, 'Sexuality, Fertility, and Erotic Imagination in Rajasthani Women's Songs', in *Listen to the Heron's Words: Re-imagining Gender and Kinship in North India* by Gloria Goodwin Raheja and Ann Grodzins Gold, Delhi: OUP, Pp 30-72

3.3 Re-imagining Families

Weston, Kath, 1991, *Families We Choose: Lesbians, Gays, Kinship*, New York: Columbia University Press, Pp. 103-136

3.4 New Reproductive Technologies

Kahn, Susan Martha, 2004, 'Eggs and Wombs: The Origins of Jewishness', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 362-77

3.5 Surrogacy

Ragone Helena (2004). *Surrogate Motherhood and American Kinship* in R. Parkin and L. Stone(ed) *Kinship and Family: An Anthropological Reader*. Oxford: Blackwell Publishing Ltd, (pp. 342-361).

References: Compulsory Readings

* Vatuk Sylvia, *Household Form and Formation: Variability and Social Change among South Indian Muslims* In Great, John N. & David J. Mearns (1989). *Society from the Inside Out: Anthropological Perspectives on the South Asian Household*. New Delhi: Sage. (Pp. 107-137).

*Freeman, J. D., 1958, 'The Family Systems of the Iban of Borneo', in J. Goody (ed.), *The Developmental Cycle in Domestic Groups*, Cambridge: Cambridge University Press, Pp. 15-52

Carsten, Janet, 1995, 'The Substance of Kinship and the Heat of the Hearth: Feeding, Personhood, and Relatedness among Malays in Pulau Langkawi' *American Ethnologist*, 22 (2): 223-24.1

Das, V., 1994, 'Masks and Faces: An Essay on Punjabi Kinship', in Patricia Uberoi (ed.), *Family, Kinship and Marriage in India*, Delhi: Oxford University Press, Pp.198-222

Dumont, L., 1968, 'Marriage Alliance', in D. Shills (ed.), *International Encyclopedia of the Social Sciences*, U.S.A.: Macmillan and Free Press, Pp. 19- 23

Evans-Pritchard, E.E., 2004 (1940), 'The Nuer of Southern Sudan', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 64-78

Fortes, M., 1970, *Time and Social Structure and Other Essays*, University of London: The Athlone Press, Chapter 3, Pp. 67-95

Freeman, J. D., 1958, 'The Family Systems of the Iban of Borneo', in J. Goody (ed.), *The Developmental Cycle in Domestic Groups*, Cambridge: Cambridge University Press, Pp. 15-52

Gold, Ann Grodzins, 1994, 'Sexuality, Fertility, and Erotic Imagination in Rajasthani Women's Songs ', in *Listen to the Heron's Words: Re-imagining Gender and Kinship in North India* by Gloria Goodwin Raheja and Ann Grodzins Gold, Delhi: OUP, Pp 30-72

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

Kahn, Susan Martha, 2004, 'Eggs and Wombs: The Origins of Jewishness', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 362-77

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

Leach, Edmund, 1962, 'On Certain Unconsidered Aspects of Double Descent Systems', *Man*, Vol. 62, Pp. 130-134

Lévi-Strauss, Claude, 1969, *The Elementary Structures of Kinship*, London: Eyre and Spottiswoode, Chapters 1 & 2, Pp. 3-25

Radcliffe-Brown, A. R. and D. Forde (eds.), 1950, *African Systems of Kinship and Marriage*, London: Oxford University Press, Introduction, PP. 1-39

Ragone Helena (2004). Surrogate Motherhood and American Kinship in R. Parkin and L. Stone(ed) *Kinship and Family: An Anthropological Reader*. Oxford: Blackwell Publishing Ltd, (pp. 342-361). Schneider, D., 2004, 'What is Kinship All About?' in R. Parkin and L. Stone (eds.) *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 257-274

* Shah A.M., 1964, 'Basic Terms and Concepts in the study of family in India', *The Indian Economy and Social History Review*, vol. 1(3), pp 1-36

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

Vatuk, Sylvia, *Household Form and Formation: Variability and Social Change among South Indian Muslims In Great*, John N. & David J. Mearns (1989). *Society from the Inside Out: Anthropological Perspectives on the South Asian Household*. New Delhi: Sage. (Pp. 107-137).

Weston, Kath, 1991, *Families We Choose: Lesbians, Gays, Kinship*, New York: Columbia University Press, Pp. 103-136.

SOCIOLOGICAL RESEARCH METHODS II

Course Objectives

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

Course Learning Outcomes

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

Course Outline

Unit 1. Doing Social Research

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

Unit 2. Methods of Data Collection

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

Unit 3. Statistical Methods

- 3.1 Overview of Statistics in Sociology
- 3.2 Graphical and Diagrammatic Presentation of Data (Bar diagram, Pie-diagram, Histogram, Frequency Polygon, Smoothed frequency curve and Ogives).
- 3.2 Measures of Central Tendency (Simple Arithmetic Mean, Median and Mode).
- 3.3 Measures of Dispersion (Standard Deviation, Variance and Covariance).

Unit 4. Research Projects

Course Content:

Unit 1 Doing Social Research (Weeks 1-4)

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

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

16. Field (Issues and Contexts) Gupta, Akhil and James Ferguson. 1997. Anthropological Locations. Berkeley: University of California Press. Pp.1-46.

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

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

2.1 Survey Methods of Data Collection

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

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

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

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

2.2 Observation: Participant and non-Participant

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

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

Unit 3. Statistical Methods (Weeks 10-13)

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

3.2 Graphical and Diagrammatic presentation of data Gupta, S. P. (2007). Elementary Statistical Methods. Sultan Chand & Sons. Pp.101-108, 115- 118, 131-137.

3.3 Measures of Central Tendency

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

3.4 Measures of Dispersion

Gupta, S. P. (2007). Elementary Statistical Methods. Sultan Chand & Sons. Pp. 263-277. Unit 17. Research Projects (Week 14)

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

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

Teaching-Learning Process:

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

Assessment Methods:

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

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

Department of Sociology
SOCIOLOGICAL THINKERS I
20 July 2022- 30 November 2022

Course Objectives

Objective of teaching sociological Thinkers to undergraduate students is to enable them to apply theory to their own everyday life experiences.

This requires that students develop their sociological imagination and the capacity to read each situation sociologically and then to think about it theoretically.

To this end, it is imperative that sociological theory courses demonstrate the applicability of theory to students.

Course Learning Outcome

1. Understanding the grand foundational themes of sociology.
2. Application of theories and concepts from classical sociological theories to develop intellectual openness and curiosity.
3. Appreciation of the classical concepts and theories to develop awareness of the limits of current knowledge.

Course Outline

Unit 1. Karl Marx

- 1.1. Dialectics and Historical Materialism.
- 1.2. Capitalist Mode of Production

Unit 2. Max Weber

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

Unit 3. Emile Durkheim

- 3.1. Social Fact
- 3.2. Nature of Solidarity

Course Content

Unit 1. Karl Marx (Weeks 1-5)

Marx, K. and F. Engels. 1969. Selected Works Vol. 1. Moscow: Progress Publishers. pp. 13-15 (Theses on Feuerbach), pp. 16-80 (A Critique of the German Ideology), pp.98-137 (Manifesto of the Communist Party) , pp. 142-173 (Wage Labour and Capital), pp. 502- 506 (Abstract of Preface from A Contribution to the Critique of Political Economy).

Unit 2. Max Weber (Weeks 6-9)

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

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

Weber , Max. 'Science as a Vocation' in David Owen and Tracy Strong eds. Max Weber : The Vocation Lectures. 2004. Indianapolis/ Cambridge, Hachette Publishing Company. pp. 1-31.

Unit 3. Emile Durkheim (Weeks 10-14)

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

Durkheim, E. 1951. Suicide: A Study in Sociology. New York: The Free Press, pp. 41-56, 145- 151.

Durkheim, E. 1964. The Division of Labour in Society, New York, The Free Press. Ch 2 & 3 pp. 70-133.

References:

Compulsory

Marx, K. and F. Engels. 1969. Selected Works Vol. 1. Moscow: Progress Publishers. pp. 13-15 (Theses on Feuerbach), pp. 16-80 (A Critique of the German Ideology) pp.98-137 (Manifesto of the Communist Party) , pp. 142-173 (Wage Labour and Capital), pp. 502-506 (Abstract of Preface from A Contribution to the Critique of Political Economy).

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

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

Weber, Max. 'Science as a Vocation' in David Owen and Tracy Strong eds. *Max Weber : The Vocation Lectures*. 2004. Indianapolis/ Cambridge, Hachette Publishing Company. pp. 1-31

Durkheim, E. 1958. *The Rules of Sociological Method*. New York: The Free Press. pp. 48-107, 119-144 53

Durkheim, E. 1951. *Suicide: A Study in Sociology*. New York: The Free Press, pp. 41-56, 145- 151.

Durkheim, E. 1964. *The Division of Labour in Society*, New York, The Free Press. Ch 2 & 3 pp. 70-133.

Additional Reading

Turner, J. N., Beeghley, Leonard, Powers, Charles. *The Emergence of Sociological Theory*.

Teaching Learning Process:

- a. The students are encouraged to read the original texts and the teacher often participates in the reading process. Thereby the teacher engages in active, rather than passive, pedagogy.
- b. It is important that the classroom sessions, initiated either by the student or the teacher, would encourage teamwork and draw students towards learning, yet there are other means available now which add to that. The use of digital/ICT generated techniques (audio-visual aids).

Assessment Methods:

1. Class assignments/term papers, theme(s) of which are chosen following teacher student discussion, is one of the ways of assessing the subject and writing skill of the students.
2. Tutorial discussion oral presentations and viva-voce, short individual/team led field studies/projects and seminars/workshops are other modes of assessment. These are included in the Internal Assessment (IA) system.
3. Mid-semester examination is another mode of assessment. Here again, the topic(s) on which the students are to be examined are chosen through teacher-student consultation. Mid-semester examination tests the students on the grasp of the topic(s) in particular and the discipline in general.
4. The end-semester examination is conducted by the university and the student is tested and evaluated on the basis of the entire paper (syllabus). S/he is expected to have a full knowledge of the paper and prescribed readings.

Keywords

Materialism, Idealism, Dialectics, Surplus Value, Labour, Commodity, Class Social Action, Ideal Type, Value-free, Value-relevance, Verstehen, Calling, Protestant Ethics, Calvinism, Social Fact, Explanation, Solidarity

Department of Sociology
SOCIOLOGICAL RESEARCH METHODS I
20 July 2022- 30 November 2022

Course Objective:

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

COURSE LEARNING OUTCOMES

1. Students are introduced to sociological research both from a theoretical and methodological perspective. They understand the importance of research in social science.
2. Students develop the ability to evaluate the methodological validity of the claims made by theory.
3. The course enables students to evaluate a piece of research and move towards designing a simple research project.
4. Identify the difference between quantitative and qualitative methods.
5. Students will learn to identify ethical and practical issues in research. They also engage with the ideals of objectivity and reflexivity.
6. Students learn that research methods are universal and not bound by cultural location.

COURSE CONTENT

Unit 1. The Logic of Social Research

- 1.1 What is Sociological Research?
- 1.2 Objectivity in the Social Sciences
- 1.3 Reflexivity

Unit 2. Methodological Perspectives

- 2.1 The Comparative Method
- 2.2 Feminist Method

Unit 3. Modes of Enquiry

- 3.1 Theory and Research
- 3.2 Analyzing Data: Quantitative and Qualitative
- 3.3 Ethical Issues In Data Collection and Analysis

COURSE CONTENTS

Unit 1. The Logic of Social Research (Weeks 1 and 2)

2.1 What is Sociological Research?

Mills, C. W. 1959, The Sociological Imagination, London: OUP Chapter 1 Pp. 3-24

Gluckman, M. 1978, 'Introduction', in A. L. Epstein (ed.), *The Craft of Social Anthropology*, Delhi: Hindustan Publishing Corporation, Pp. xv-xxiv

2.2 Objectivity in the Social Sciences (Weeks 3-7)

Durkheim, E. 1958, *The Rules of Sociological Method*, New York: The Free Press, Chapter 1, 2 & 6 Pp. 1-46, 125-140

Weber, Max. 1949, *The Methodology of the Social Sciences*, New York: The Free Press, Foreword and Chapter 2 Pp. 49-112

2.3 Reflexivity

Gouldner, Alvin. 1970, *The Coming Crisis of Western Sociology*, New York: Basic Books, Chapter 13 Pp. 481-511

Unit 2 Methodological Perspectives (Weeks 8-11)

2.1 Comparative Method

Radcliffe-Brown, A.R. 1958, *Methods in Social Anthropology*, Delhi: Asia Publishing Corporation, Chapter 5 Pp. 91-108

Beteille, A. 2002, *Sociology: Essays on Approach and Method*, New Delhi: OUP, Chapter 4 Pp. 72-94

2.2 Feminist Method

Hammersley, Martyn, "On Feminist Methodology" in *Sociology*, Vol. 26, No.2 (May 1992), pp. 187-206, Sage Publications, Ltd.

18. Modes of Enquiry (Weeks 12-14)

3.1 Theory and Research

Merton, R.K. 1972, *Social Theory & Social Structure*, Delhi: Arvind Publishing House, Chapters 4 & 5 Pp. 139-171

3.2 Analyzing Data: Quantitative and Qualitative Bryman, Alan. 2004, *Quantity and Quality in Social Research*, New York: Routledge, Chapter 2 & 3 Pp. 11-70

3.3 Ethical Issues in Data Collection and Analysis Creswell, J W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 3rd ed. Sage Publications, California, pp. 87-93.

REFERENCES: COMPULSORY READINGS

Beteille, A. 2002, *Sociology: Essays on Approach and Method*, New Delhi: OUP, Chapter 4 Pp. 72-94

Bryman, Alan. 2004, *Quantity and Quality in Social Research*, New York: Routledge, Chapter 2 & 3 Pp. 11-70

Creswell, J W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 3rd ed. Sage Publications, California, pp. 87-93.

Durkheim, E. 1958, *The Rules of Sociological Method*, New York: The Free Press, Chapter 1, 2 & 6 Pp. 1-46, 125-140

Gluckman, M. 1978, 'Introduction', in A. L. Epstein (ed.), *The Craft of Social Anthropology*, Delhi: Hindustan Publishing Corporation, Pp. xv-xxiv

Gouldner, Alvin. 1970, *The Coming Crisis of Western Sociology*, New York: Basic Books, Chapter 13 Pp. 481-511

Hammersley, Martyn, "On Feminist Methodology" in *Sociology*, Vol. 26, No.2 (May 1992), pp. 187-206, Sage Publications, Ltd.

Merton, R.K. 1972, *Social Theory & Social Structure*, Delhi: Arvind Publishing House, Chapters 4 & 5 Pp. 139-171

Mills, C. W. 1959, *The Sociological Imagination*, London: OUP Chapter 1 Pp. 3-24 57
Radcliffe-Brown, A.R. 1958, *Methods in Social Anthropology*, Delhi: Asia Publishing Corporation, Chapter 5 Pp. 91-108

Weber, Max. 1949, *The Methodology of the Social Sciences*, New York: The Free Press, Foreword and Chapter 2 Pp. 49-112

Teaching – learning process

19. A research methods course will require a robust class room discussion on various aspects of the course leading to a clearer understanding of concepts and research methods and the production of knowledge.

b. Interactive classroom sessions contribute to the development of group skills including listening, brainstorming, communicating and negotiating with peers.

ASSESSMENT METHODS Assessment for this course will be based on written assignments, projects, project designs and presentations.

KEY WORDS Research, objectivity, subjectivity, reflexivity, comparative method, feminist methodology, quantitative and qualitative data, mixed methods, ethics in research

Department of Sociology
URBAN SOCIOLOGY
20 July 2022- 30 November 2022

Course Objectives:

1. Urbanisation is an important aspect of modern society. This course is will provide an exposure to key theoretical perspectives for understanding urban phenomena in historical and contemporary contexts.

2. It also reflects on vital 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 understand and relate to the complexities of urban living.

3. The course seeks to evolve critical thinking and develop a policy perspective on the urban.

Course Learning Outcomes:

1. To appreciate the significance of the city and the process of urbanisation and its consequences across the globe, through cross disciplinary texts and ethnographic studies.
2. To understand the urban in the historical as well as modern contexts - the idea of urbanism and urban space and the intersections in these of institutions, processes and identities. This is to be achieved by exposing students to critical theoretical debates which help them to gain a deeper understanding of city life and urban environment which can also help them understand their own social environment better.
3. To learn about key urban processes such as migration, displacement and urban slums, as well as critical contemporary issues such as resettlement and rehabilitation and also engage in issues of public policy, urban transformation and change. Knowledge of such themes will help students pursue further studies in academic areas such as development and also engage in research on public policy, urban transformation and change.
4. To develop critical thinking and a reflective perspective through exposure to multicultural thought; to enhance disciplinary knowledge, research-related skills and develop a problem-solving competence.

Course Content:

Unit 1: Introducing Urban Sociology: Urban, Urbanism and the City

Unit 2: Perspectives in Urban Sociology

2.1. Ecological

2.2. Political Economy

2.3. Network

2.4. City as Culture

Unit 3: Movements and Settlements

3.1. Migration

3.2. Community

Unit 4: Politics of Urban Space

4.1. Caste, Class and Gender

4.2. Culture and Leisure

Unit 1: Introducing Urban Sociology: Urban, Urbanism and the City: (3 Weeks)

Holton, R. J. Cities, Capitalism and Civilization, London: Allan and Unwin, Chapters. 1 & 2.
Pp. 1 – 32

Parker, Simon. Urban Theory and Urban Experience: Encountering the City, London: Routledge. Chapter 2. Foundations of Urban Theory Pp. 8 - 26.

Mumford, Lewis 1961. The City in History: its origins and transformations and its prospects. Mariner Books: Pp 3-29, 94-118

Weber, Max 1978. The City. The Free Press: New York. Pp 65-89

Unit 2: Perspectives in Urban Sociology: (4 Weeks)

2.1. Ecological

Hannerz, Ulf. 1980. Exploring the City: Toward an Urban Anthropology, NY: Columbia University Press. Chapter 2. Pp 19-58

2.2. Political Economy

Harvey, David 1985 The Urban Experience, Baltimore: Johns Hopkins University Press, Chapter 1. Money, Time, Space and the City. Pp. 1-35

2.3. Network

Castells, Manuel. 2002, "Local and Global: Cities in the Network Society", in The Royal Dutch Geographical Society KNAG, Vol. 93, No. 5, Blackwell Publishers. pp. 548–558

2.4. City as Culture

Wirth, Louis. 1938. "Urbanism as a way of Life" in American Journal of Sociology, Vol. 44, No.1 (July), Pp. 1-24

Simmel, Georg, 1903, "Metropolis and the Mental Life" in Gary Bridge and Sophie Watson, eds. The Blackwell City Reader. Oxford and Malden, MA: Wiley-Blackwell, 2002.

Unit 3: Movements and Settlements: (2 Weeks)

3.1. Migration Rao, M.S.A, 1981, "Some aspects of the sociology of migration", Sociological Bulletin, Vol. 30, 1. Pp21-38

3.2. Community

Anand, Inbanathan. 2003, "Migration and Adaptation: Lower Caste Tamils in a Delhi Resettlement Colony" in Ranvinder Singh Sandhu (ed.) Urbanization in India. Sage: New Delhi. Pp. 232-246

Ayyar, Varsha. 2013. "Caste and Gender in a Mumbai resettlement site", Economic & Political Weekly, May 4, Vol. XLVIII, No 18, Pp 44-55

Unit 4: Politics of Urban Space: (5 Weeks)

4.1. Caste, Class and Gender

Nair, Janaki "Battles for Bangalore: Reterritorialising the City", Pp 1-21

<http://opencity.in/documents/battles-for-bangalore-reterritorialising-the-city-janaki-nair>

Kamath, Lalitha and Vijayabaskar, M, 2009. "Limits and possibilities of Middle Class Associations as Urban collective actors", Economic & Political Weekly, June 27, 2009 vol XLIV No. 26 & 27, Pp 368 -376

Phadke, Shilpa. 2006. "You can be Lonely in a Crowd" in Sujata Patel and Kushal Deb (eds) Urban Studies. OUP: Delhi, Pp. 466-483.

Manuel Castells, 1983, "Cultural Identity, Sexual Liberation and Urban Structure: The Gay Community in San Francisco" in *City and the Grassroots*, Pp. 138-170

4.2. Culture and Leisure

Grazian, David, 2009, "Urban Nightlife, Social Capital, and the Public Life of Cities" *Sociological Forum*, Vol. 24, No. 4 (Dec., 2009), pp. 908-917

Crawford, Margaret. "The World is a Shopping Mall", From Malcom Miles and Tim Hall (Eds.) *City Cultures Reader*, London: Routledge. Pp. 125-139

References:

Compulsory Readings:

Anand, Inbanathan. 2003, "Migration and Adaptation: Lower Caste Tamils in a Delhi Resettlement Colony" in Ranvinder Singh Sandhu (ed.) *Urbanization in India*. Sage: New Delhi. Pp. 232-246

Ayyar, Varsha. 2013. "Caste and Gender in a Mumbai resettlement site", *Economic & Political Weekly*, May 4, Vol. XLVIII, No 18, Pp 44-55

Castells, Manuel, 1983, "Cultural Identity, Sexual Liberation and Urban Structure: The Gay Community in San Francisco". In *City and the Grassroots*, Pp. 138-170

Castells, Manuel. 2002, "Local and Global: Cities in the Network Society", in *The Royal Dutch Geographical Society KNAG*, Vol. 93, No. 5, Blackwell Publishers. pp. 548–558

Crawford, Margaret. "The World is a Shopping Mall", From Malcom Miles and Tim Hall (Eds.) *City Cultures Reader*, London: Routledge. Pp. 125-139

Grazian, David, 2009, "Urban Nightlife, Social Capital, and the Public Life of Cities" *Sociological Forum*, Vol. 24, No. 4 (Dec., 2009), pp. 908-917

Hannerz, Ulf. 1980. *Exploring the City: Toward an Urban Anthropology*, NY: Columbia University Press. Chapter 2. Pp 19-58

Harvey, David 1985 *The Urban Experience*, Baltimore: Johns Hopkins University Press, Chapter 1. Money, Time, Space and the City. Pp. 1-35

Holton, R. J. *Cities, Capitalism and Civilization*, London: Allan and Unwin, Chapters. 1 & 2. Pp. 1 – 32

Kamath, Lalitha and Vijayabaskar, M, 2009. "Limits and possibilities of Middle Class Associations as Urban collective actors", *Economic & Political Weekly*, June 27, 2009 vol XLIV No. 26 & 27, Pp 368 -376

Mumford, Lewis 1961. *The City in History: its origins and transformations and its prospects*. Mariner Books: Pp 3-29, 94-118

Nair, Janaki "Battles for Bangalore: Reterritorialising the City", Pp 1-21

<http://opencity.in/documents/battles-for-bangalore-reterritorialising-the-city-janaki-nair>

Parker, Simon. *Urban Theory and Urban Experience: Encountering the City*, London: Routledge. Chapter 2. Foundations of Urban Theory Pp. 8 - 26.

Phadke, Shilpa. 2006. "You can be Lonely in a Crowd" in Sujata Patel and Kushal Deb (eds) *Urban Studies*. OUP: Delhi, Pp. 466-483.

Rao, M.S.A, 1981, "Some aspects of the sociology of migration", *Sociological Bulletin*, Vol. 30, 1. Pp21-38

Simmel, Georg, 1903, "Metropolis and the Mental Life" in Gary Bridge and Sophie Watson, eds. *The Blackwell City Reader*. Oxford and Malden, MA: Wiley-Blackwell, 2002.

Weber, Max 1978. *The City*. The Free Press: New York. Pp 65-89 Wirth, Louis. 1938. "Urbanism as a way of Life" in *American Journal of Sociology*, Vol. 44, No.1 (July), Pp. 1-24

Additional Resources:

a. Books & Articles Eck, Diana, 1983. *Banaras: City of light*, London: Routledge and Kegan Paul.

Kumar, Nita, 1988. *The Artisans of Banaras: Popular Culture and Identity, 1880-1986*, Princeton: Princeton University Press.

Ringer, Fritz. 1994. "Max Weber on the origins and character of the Western city", *Critical Quarterly*, Volume 36, Issue 4, pp. 12-18

Sassen, Saskia. 1991. *The Global City*: New York, London, Tokyo. Princeton University Press.

Southall, Aidan. 1998. *The City in Time and Space*, Cambridge: Cambridge University Press.

b. Audio Visual Material:

1. Whyte, William H 1980. *Social Life of Small Urban Spaces*

2. Giovanni Vaz Del Bello 2006. *A Convenient Truth: Urban Solutions from Curitiba, Brazil*

3. Anand Patwardhan. 1985 *Bombay: Our City*

4. Sanjiv Shah. *A Place To Live*

5. Gouri Patwadhan. *Bin Savlyanchya Gavat (In a Shadowless Town)*

Teaching Learning Process:

The sociology of the urban is simultaneously theoretical and yet deeply experiential. The teaching learning for this course necessarily has to be deliberative, drawing from the multicultural exposure to city living. There will be an emphasis on blended learning supported by debates and discussions. Classroom lectures shall be supplemented by power point presentations and film screenings on various contemporary urban issues. Invited lectures by policy makers, activists, practitioners and other stake holders would be integral to the curriculum. Students would be encouraged to set out into the field to grasp issues with greater clarity. City walks will be encouraged to enrich the experiential understanding of the urban. Learning would also involve a multi-disciplinary perspective, collaborating with other social sciences that engage with the urban as well as the disciplines of urban planning and architecture, in order to enhance problem solving and critical thinking ability.

Assessment Methods: Assessment for this paper would be in the form of tests, written assignments, projects' reports and presentations.

Key Words: Urban, Urbanism, Urbanisation, City, Migration, Settlement, Space, Ecology.

Department of Sociology
ENVIRONMENT SOCIOLOGY
20 July 2022- 30 November 2022

Course Objectives:

1. This course is designed to allow students to reflect on the ‘environment’ as an object of sociological inquiry. It would orient them to the core debates of environmental sociology, different approaches within the sub-discipline and how these approaches may be used to understand environmental issues and movements in India.
2. The aim is to convey the fact that since environmental issues in contemporary times have come to assume utmost significance representing a complex interplay of several factors that are material, ideal and social in character; these linkages need to be analyzed from a sociological standpoint as they play out in our societies in varied forms.
3. The themes running throughout this paper highlight the interactive and unfinished character of causality in environmental sociology, the central role of social inequality in environmental conflicts, the important influence of democratic institutions, the connect between the local and the global and finally the role played by the community at large.

Course Learning Outcomes:

1. An understanding of dynamic between natural and social worlds from a sociological perspective.
2. A grasp of fundamental principles and core theoretical debates of the discipline.
3. An ability to contribute from a sociological stand point to any research endeavours or public policy conversations that assess causes, effects and possible solutions of environmental issues and problems.
4. To be alive to the questions of ecology and inequity and sensitive to the questions of environmental justice and ethics.

Course Content:

Unit 1: Envisioning Environmental Sociology

- 1.1. What is Environmental Sociology?
- 1.2. Realist-Constructionist debate.
- 1.3 Indian Environmentalism: Cultural Responses

Unit 2: Theoretical Approaches in Environmental Sociology

- 2.1 Treadmill of Production
- 2.2 Ecological Modernization
- 2.3 Risk
- 2.4 Ecofeminism and Feminist environmentalism
- 2.5 Social Ecology

Unit 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

Unit 1: Envisioning Environmental Sociology [Weeks 1-3]

1.1 What is Environmental Sociology?

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

Hannigan, J. A. (1995). *Environmental Sociology*. Routledge, London and New York, 2nd ed. Chapters. 1 & 2 pp. 10-15, 16 - 35.

1.2 Realist-Constructionist Debate

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.

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

1.3 Indian Environmentalism: Cultural Responses

Key, C. (1998). Toward an indigenous Indian environmentalism. *Purifying the earthly body of God: Religion and ecology in Hindu India*, pp 13-34.

Unit 2: Theoretical Approaches in Environmental Sociology [Weeks 4-10]

2.1 Treadmill of Production

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.

2.2 Ecological Modernization

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

2.3 Risk 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 Ecofeminism and Feminist Environmentalism

Shiva, V. (1988). Women in nature. In *Staying alive: Women, ecology and development*. Zed Books. Ch 3. pp.38-54.

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 Social Ecology Mukerjee, Radhakamal. 1932 (reproduced in 1994). 'An Ecological Approach to Sociology' in Ramchandra Guha (ed) *Social Ecology*. Delhi: OUP.

Guha, R. (1994). *Social ecology*. Oxford University Press. pp (22-26).

Unit 3: Environmental Movements in India [Weeks 11-14]

3.1 Forest based movement – Chipko 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 Water based movement – Narmada

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 Land based movements – Anti-mining and Seed

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

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

Qaim, M., & Zilberman, D. (2003). Yield effects of genetically modified crops in developing countries. *Science*, 299(5608), 900-902.

References:

Compulsory Readings:

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).

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.

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

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

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.

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.

Hannigan, J. A. (1995). *Environmental Sociology*. Routledge, London and New York, 2nd ed. Chapters. 1 & 2 pp. 10-15, 16 - 35.

Key, C. (1998). Toward an indigenous Indian environmentalism. *Purifying the earthly body of God: Religion and ecology in Hindu India*, pp 13-34.

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.

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.

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

Mukerjee, Radhakamal. 1932 (reproduced in 1994). 'An Ecological Approach to Sociology' in Ramchandra Guha (ed) *Social Ecology*. Delhi: OUP.

Guha, R. (1994). *Social ecology*. Oxford University Press. pp (22-26).

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

Qaim, M., & Zilberman, D. (2003). Yield effects of genetically modified crops in developing countries. *Science*, 299(5608), 900-902.

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

Shiva, V. (1988). Women in nature. In *Staying alive: Women, ecology and development*. Zed Books. Ch 3. pp.38-54.

Additional Resources:

a. Books & Articles

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.

b. Audio Visual Material

1. "An Inconvenient Truth" Al Gore.
2. "On The Fence: Chipko Movement Revisited" By Neelima and Pramod Mathur.
3. "Drowned out" (2002) By Franny Armstrong.
4. "The Call of Mother Earth- A Documentary on Niyamgiri" By Saroj Mahapatra
5. "Seed: The Untold story" by Jon Betz and Taggart Seigel

Teaching Learning Process:

Environment and environmental Sociology are deeply contentious, hence the teaching learning for this course necessarily has to be deliberative with an emphasis on debates and discussions. The lecture classes have to be accompanied by movies and documentaries on several contemporary environmental issues. Guest lectures by public servants, activists, NGO workers and various stake holders would be integral to the class. The students would be encouraged to set out into the field and grasp issues concretely. Learning would also involve

an attempt at encouraging collaboration with science departments in the college to make it truly interdisciplinary.

Assessment Methods: Assessment for this paper would be in the form of tests, written assignments, projects reports and Presentations.

Key Words: Environment, nature, realism, constructionism, ecology, climate change, capitalism, modernization, sustainability, development, economic growth, environmental justice, power, movements, genetically modified crops, clean and green technology.