

University of Hyderabad  
IMA (Social Sciences) Programme  
Syllabus for Course on: **Introduction to Study of Society**

Course number: SL 101

**Semester: I**

Credits: 4

Open to: All IMA students

Pre-requisite: None

*Course Objective:*

The course is meant as a broad critical introduction to the discipline of sociology. It is also concerned to show how the study of sociology is relevant to the society in which we live. Indeed, to the extent that there is no agreed viewpoint among social scientists at large about the subject matter of their discipline, the course will seek to provide a clear discussion of some of the major differences and introduce the student to the central issues of sociological analysis.

*Course Outline:*

1. The nature of Sociology; Sociology as a critical discipline
2. The individual and society
3. Social Structure and Social Change
4. Socialization and Social Consciousness
5. The public and the private

*Readings:\**

The readings will include the following or selections from the following:

Berger, Peter L. 1963. *Invitation to Sociology: A Humanistic Perspective*.

Harmondsworth: Penguin.

Coulson, M. A. and Riddell, C. 1980. *Approaching Sociology*. London: Routledge and Kegan Paul.

Jenks, Chris. Ed. 1998. *Core Sociological Dichotomies*. London: Sage.

Giddens, Anthony. 2001. *Sociology*. Cambridge: Polity Press, 4<sup>th</sup> Edition.

Worsley, Peter. Ed. 1970. *Modern Sociology: Introductory Readings*. Harmondsworth: Penguin.

\*Note, individual teachers may recommend, in addition, supplementary and other

Course number: **SL 151**, Syllabus for Course on: **Changing Indian Family**

**Semester: II**

Credits: 4

Open to: All IMA students

Pre-requisite: None

*Course Objective:*

This course will explore the nature of the Indian family in the contemporary context. The sociology of the family has been an important area of study in social anthropology and has been traditionally linked with the studies of marriage and kinship. The historical context of the Indian family will be examined along with changes that have come about in the family as a social institution. Gender relations within the family will be examined especially in the relationship between work and family. The different needs and relations of generations within families will be discussed.

*Course Outline:*

1. Definitions of Family across cultures
2. Historical context of the Indian family: Understanding the joint and nuclear families
3. Household versus Family
4. Patterns of kinship
5. Social functions of the family
6. Socialization of the individual into society
7. Work and family: The gendered division of labour within the home
8. Forms of patriarchy and dominant ideologies institutionalized within the family: Dowry, Bride-Price, Sexual Abuse, Domestic Violence
9. The Young, the old and the Sandwicheed generations: Life cycles and dependence on the family

*Readings:\**

The readings will include the following or selections from the following:

Bhattacharya, Rinki. Ed. 2004. *Behind Closed Doors: Domestic Violence in India*. New Delhi: Sage.

Das, Veena. Ed. 2003. *The Oxford India Companion to Sociology and Social Anthropology, Vol. II*. Delhi: Oxford University Press (Sect.7).

Chatterjee, Upamanyu. *The Last Burden*.

Department of Sociology . Course Outlines  
University of Hyderabad

Giddens, Anthony. 2000. *Introduction to Sociology*. New York: Norton.

Uberoi, Patricia. Ed. 1993. *Family, Kinship and Marriage in India*. Delhi, Oxford University Press.

Uberoi, Patricia. 2006. *Freedom and Destiny: Gender, Family, and Popular Culture in India*. Delhi: Oxford University Press.

\*Note, individual teachers may recommend, in addition, supplementary and other readings for the course.

Course number: **SL 201**, Syllabus for Course on: **Equality and Inequality**

**Semester: III**

Credits: 4

Open to: All IMA students

Pre-requisite: None

*Course Objective:*

This course attempts to introduce the student to the ubiquitous fact of social inequality and its understanding by sociology. The need and the demand for equality, and the various ideas spawned in its wake, will be examined. The course also has as its focus the changing patterns of inequality in contemporary societies.

*Course Outline:*

1. The nature and sources of inequality; inequality and social stratification
2. Dimensions of social inequality: Race, Caste, Class, Region, Gender and Tribe
3. Equality as a right and as a policy
4. Poverty and inequality
5. Reservations debate in India

*Readings:\**

The readings will include the following or selections from the following:

Beteille, Andre. Ed. 1969. *Social Inequality: Selected Readings*. Harmondsworth: Penguin.

Beteille, Andre. 1977. *Inequality Among Men*. Oxford: Basil Blackwell.

Beteille, Andre. 1992. *Society and Politics in India: Essays in a Comparative Perspective*. Delhi: Oxford University Press.

Crompton, Rosemary. 1998. *Class and Stratification: An Introduction to Current Debates*. Cambridge: Polity Press, 2<sup>nd</sup> Edition.

Das, Veena. Ed. 2003. *The Oxford India Companion to Sociology and Social Anthropology, Vol.I and II*. Delhi: Oxford University Press (Sections 3 and 9 respectively).

Giddens, Anthony. 2001. *Sociology*. Cambridge: Polity Press, 4<sup>th</sup> Edition.

Tumin, Melvin. 1999. *Social Stratification*. New Delhi: Prentice-Hall.

\*Note, individual teachers may recommend, in addition, supplementary and other readings for the course.

Course number: **SL 251**, Syllabus for Course on: **Caste in Modern India**

**Semester: IV**

Credits: 4

Open to: All IMA students

Pre-requisite: None

*Course Objective:*

The course seeks to introduce the student both to the reality of .caste. and to the social science understanding of the same. The effort will be to arrive at a processual understanding of the phenomenon of caste in modern India. Such an understanding is indeed necessary if we are to comprehend the ways in which social inequality and cultural difference are organized in contemporary society.

*Course Outline:*

1. The word .caste.; understanding .Varna. and .Jati.
2. Features of the caste system; the ideology of purity and pollution
3. Social and cultural mobility within the caste system
4. The debate about Untouchables
5. Caste and politics
6. Caste in the city

*Readings:\**

The readings will include the following or selections from the following:

Gupta, Dipankar. Ed. 1992. *Social Stratification*. Delhi: Oxford University Press.

Kaviraj, Sudipta. Ed. 1997. *Politics in India*. Delhi: Oxford University Press.

Khare, R. S. 1984. *The Untouchable as Himself: Ideology, Identity and Pragmatism among the Lucknow Chamars*. Cambridge: Cambridge University Press.

Kolenda, Pauline. 1978. *Caste in Contemporary India: Beyond Organic Solidarity*. California: Benjamin/Cummings Publishing.

Sharma, Ursula. 1999. *Caste*. Buckingham: Open University Press.

Srinivas, M. N. 1962. *Caste in Modern India and Other Essays*. Bombay: Media Promoters and Publishers.

Srinivas, M. N. Ed. 1996. *Caste: Its 20<sup>th</sup> Century Avatar*. New Delhi: Penguin Books.

\*Note, individual teachers may recommend, in addition, supplementary and other readings for the course.

Syllabus for Course on: **Rural and Urban Societies**

Course number: **SL 252**

**Semester: IV**

Credits: 4

Open to: All IMA students

Pre-requisite: None

*Course Objective:*

This course will provide a sociological perspective on the origin, development and characteristics of rural and urban societies. The course will deal with both the structural and processual aspects of change in the urban and agrarian societies. The lectures will be delivered in such a way that students would be adequately exposed to certain conceptual and empirical issues pertaining to Rural as well as urban India.

*Course Outlines:*

1. Basic Concepts: Rural Society, Urban Society, Industrial Society, Post-Industrial Society, Traditional and Modern societies, Peasantry, Agrarian Social Structure, Rural-Urban Continuum, Rurbanism.
2. Growth and Development: Emergence of Social Differentiation, Occupational Specialization, Division of Labour, Urbanism as a way of Life, City and Village.
3. Processes of Change in Rural and Urban India . Urbanization, Migration, Land Reforms, Green Revolution, Change in the Family, Class, Caste, and Gender Relations.
4. Consequences of Change in Rural and Urban India . Rural and Urban Poverty, Marginalized Groups (Bonded labour, Landless, Tenants, Artisans etc), Uneven development of Regions and social groups.

*Readings:\**

The readings will include the following or selections from the following:

Desai, A. R. Ed. 1969. *Rural Sociology in India*. New Delhi: Popular Prakashan.  
Epstein, Scarlet. 1976. *Economic Development and Social Change*. London: ELTS.  
Gupta, Narayani. 2004. The Indian City. In Veena Das (ed.), *Handbook of Indian Sociology*. Delhi: Oxford University Press.  
Madan G. R. 1975. *India of Tomorrow . Problems of Social Reconstruction*. New Delhi: Allied Publishers.

Patel, Sujata and Deb, Kushal. Ed. 2006. *Urban Studies*. New Delhi: Oxford University Press.

Department of Sociology . Course Outlines  
University of Hyderabad

Sennett, Richard. Ed. 1969. *Classic Essays on the Culture of Cities*. New York: Appleton-Century-Crofts.

Srinivas, M. N. Ed. 1955. *India.s Villages*. Delhi: Oxford University Press.

Weiner, Myron. 2003. Migration. In Veena Das (ed.), *The Oxford India Companion to Sociology and Social Anthropology, Vol.I*. Delhi: Oxford University Press (Sect.2).

\*Note, individual teachers may recommend, in addition, supplementary and other readings for the course.

Syllabus for Course on: **Roots of Social Protest**

Course number: **SL 301**

Semester: **V**

Credits: 4

Open to: All IMA students

Pre-requisite: None

*Course Objective:*

Protest is an inherent feature of human society. The progress of any society to a large extent tends to be determined by the degree of social protest. India is not an exception to this process. Indian society witnessed a wide range of protest movements differentiated by ideologies, methods and objectives in different historical conjunctures. This course proposes to introduce the concepts, theories, and case studies that seek to clarify protest as a social, cultural, political, economic and historical phenomenon which has the potential to unleash larger implications for policy changes, social reforms, and even economic and political revolutions.

*Course Outline:*

1. Social protest : Definitions and forms
2. Theories of social movements
3. Social movements in India
  - (a) Socio-religious movements
  - (b) Caste, tribal and peasant movements
  - (c) Trade union movement
  - (d) Women.s movement
4. Social protest and identity politics today

*Readings:\**

The readings will include the following or selections from the following:

Das, Veena. Ed. 2003. *The Oxford India Companion to Sociology and Social Anthropology, Vol. II*. Delhi: Oxford University Press (Sect.9).

Giddens, Anthony. 2001. *Sociology*. Cambridge: Polity Press, 4<sup>th</sup> Edition.

Goodwin, Jeff and Jasper, James M. Ed. 2003. *The Social Movements Reader: Cases and Concepts*. Oxford: Blackwell.

Department of Sociology . Course Outlines  
University of Hyderabad

Kumar, Radha. 2001. From Chipko to Sati: The Contemporary Indian Women's Movement. In Nivedita Menon (ed.), *Gender and Politics in India*. Delhi: Oxford University Press.

Oommen, T. K. 1990. *Protest and Change: Studies in Social Movements*. New Delhi: Sage, 1990

Rao, M. S. A. Ed. 1978. *Social Movements in India, Vol. I*. New Delhi: Manohar.

Shah, Ghanshyam. Ed. 1990. *State and Social Movements in India*. New Delhi: Sage.

Singh, Rajendra. 2001. *Social Movements, Old and New: A Post-Modernist Critique*. New Delhi: Sage.

\*Note, individual teachers may recommend, in addition, supplementary and other readings for the course.

## Syllabus for Course on: **Contemporary Development Issues**

Course number: **SL 302**

Semester: V

Credits: 4

Open to: All IMA students

Pre-requisite: None

### *Course Objective:*

The objective of the course is to familiarize the students with the current issues and debates concerning development. The concept of development has had several connotations, starting from incessant pre-occupation with economic growth during the years following independence to the current engagement with the human and social development with active inclusion of local communities in the process. The course attempts to understand the current practices of development by an analysis of the approaches, agencies and issues involved in it.

### *Course Outline:*

1. From Economic Growth to Human Development.
2. Approaches to development: Social justice approach; Rights-based approach; Capabilities approach; Community-based approach.
3. Agencies of Development: State, NGOs and Community
4. Issues in Development:
  - a. Gender and development
  - b. Development, displacement, and rehabilitation
  - c. Agriculture and sustainable development
  - d. Micro credit and self-help groups
  - e. Regional imbalances in development
5. Development with Dignity

*Readings:*\* The readings will include the following or selections from the following:  
Baviskar, A. 1995. *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Delhi: Oxford University Press.

Bhaduri, Amit. 2005. *Development with Dignity*. Delhi: National Book Trust.

Dreze, Jean and Sen, Amartya. 1995. *India: Economic Development and Social Opportunity*. Delhi: Oxford University Press.

Dube, S. C. 1988. *Modernisation and Development: Search for Alternative Paradigms*. New Delhi: Vistaar Publications.

Haq, Mahbub ul. 1995. *Reflections on Human Development*. Delhi: Oxford University Press.

Department of Sociology . Course Outlines  
University of Hyderabad

Mathur, H. R. Ed. 1995. *Development, Displacement and Resettlement: Focus on Asian Experience*. Delhi: Vikas Publishing House.

Nussbaum, M. C. 2000. *Women and Human Development: The Capabilities Approach*. Cambridge: Cambridge University Press.

Sengupta, A., Negi, A., and Basu, M. Ed. 2005. *Reflections on the Right to Development*. New Delhi: Sage.

Thukral, E. G. Ed. 1992. *Big Dams, Displaced People: Rivers of Sorrow, Rivers of Change*. Delhi: Sage Publications.

\*Note, individual teachers may recommend, in addition, supplementary and other readings for the course.

Syllabus for Course on: **Religion and Society**

Course number: **SL 351**

**Semester: VI**

Credits: 4

Open to: All IMA students

Pre-requisite: None

*Course Objective:*

Religion is significant in every society and religious beliefs are present in an endless variety of ways. Religion has been playing a crucial role not only in our everyday lives but in shaping the national and global political scenario. It brings about solidarity among the people but at the same time .disunite. the community. Therefore, this course will make an attempt to understand the mechanism of religion and how it influences various aspects in general and in the particular context of Indian society.

*Course Outline:*

1. Defining religion and Engaging varieties of religion
2. Perspectives on religion: Religion as social cement and religion as social control
3. Religions of India: Plurality and Pluralism
4. Communalism and Nationalism in India
5. Secularism and Indian society
6. Debate over uniform civil code in India

*Readings:\**

The readings will include the following or selections from the following:

Bocock, Robert and Thompson, Kenneth. Ed. 1985. *Religion and Ideology*.  
Manchester: Manchester University Press.

Das, Veena. Ed. 2003. *The Oxford India Companion to Sociology and Social Anthropology, Vol.I*. Delhi: Oxford University Press (Sect.5).

Giddens, Anthony. 2001. *Sociology*. Cambridge: Polity Press, 4<sup>th</sup> Edition.

Madan, T.N. Ed. 1991. *Religion in India*. Delhi: Oxford University Press.

Menon, Nivedita. Ed. 2001. *Gender and Politics in India*. Delhi: Oxford University Press.

Thapar,Romila, Mukhia, Harbans and Chandra, Bipan. 1969. *Communalism and the Writing of Indian History*. New Delhi: People.s Publishing House.

Department of Sociology . Course Outlines  
University of Hyderabad

Vanaik, Achin. 1997. *Communalism Contested: Religion, Modernity and Secularization*.  
New Delhi: Vistaar.

\*Note, individual teachers may recommend, in addition, supplementary and other readings for the course.

Syllabus for Course on: **Introduction to Social Research**

Course number: **SL 352**

**Semester: VI**

Credits: 4

Open to: All IMA students

Pre-requisite: None

*Course Objective:*

Broadly, methodology is the study of how claims to specialized knowledge of societies are validated. Methodological issues are thus fundamental to all the areas of social science research. The aim of this course is to examine and illustrate some of the major technical and theoretical issues involved in gathering and interpreting data.

*Course Outline:*

1. The basic ingredients of research: Epistemology, ontology and method
2. Social research strategies:
  - (a) Survey research
  - (b) Ethnography (participant observation and field research)
  - (c) Comparative, historical and cross-cultural research
  - (d) Applied, policy and evaluation research
3. The research process: The relationship between theory, method and data
4. Sampling and data collection: Structured and Unstructured
5. Data analysis: Quantitative and Qualitative

*Readings:\**

The readings will include the following or selections from the following:

Beteille, Andre. 2002. *Sociology: Essays on Approach and Method*. Delhi: Oxford University Press.

Blaikie, N. 1993. *Approaches to Social Inquiry*. London: Polity.

Corbetta, P. 2003. *Social Research: Theory, Methods and Techniques*. London: Sage.

Creswell, J. W. 1994. *Qualitative and Quantitative Approaches*. London: Sage.

Hammersley, M. and Atkinson, P. 1995. *Ethnography: Principles in Practice*. London: Routledge, 2<sup>nd</sup> Edition.

Pawson, R. and Tilley, N. 1996. *Realistic Evaluation*. London: Sage.

Ritzer, G. and Smart, B. Ed. 2001. *Handbook of Social Theory*. New York: Sage.

\*Note, individual teachers may recommend, in addition, supplementary and other readings for the course.



Syllabus for Course on: **Work and Organizations**

Course number: **SL 353**

**Semester: VI**

Credits: 4

Open to: All IMA students

Pre-requisite: None

*Course Objective:*

This is an introductory course on the sociology of work and organizations. The modern period has witnessed radical changes in the work and organization of people. The course focuses on the organization of work and labor in India, and deals with issues related to dynamics of work, control and coordination in organizational settings.

*Course Outline:*

1. Work: Definition and Forms; Work and alienation; Gendered division of labor
2. Formal organizations: Organizations as rational systems
3. Approaches to the study of organizations: Scientific Management and Human Relations
4. Organizational processes: Leadership, Motivation, Communication, Power and control
5. Trade Unionism and conflict resolution
6. Work outside formal organizations

*Readings:\**

The readings will include the following or selections from the following:

Clegg, Stewart and Dunkerely, David. 1980. *Organization, Class and Control*. London: Routledge & Kegan Paul.

Das, Veena. Ed. 2003. *The Oxford India Companion to Sociology and Social Anthropology, Vol.II*. Delhi: Oxford University Press (Sect.8).

Etzioni, Amitai. Ed. 1961. *A Sociological Reader in Complex Organizations*. New York: Holt, Reinhart and Winston.

Gorz, A. 1982. *Farewell to the Working Class*. Boston: South End Press.

Handel, J. Michael. Ed. 2003. *The Sociology of Organizations: Classic, Contemporary and Critical Readings*. New Delhi: Sage.

## Course: SL-351 Religion and Society

**Course Instructor:** Dr. Hoineilhing Sitlhou ([hoilhing@gmail.com](mailto:hoilhing@gmail.com)), Dr. V. Janardhan ([vjanardhan.a@gmail.com](mailto:vjanardhan.a@gmail.com), and N. Annavaram ([annavaram.n@gmail.com](mailto:annavaram.n@gmail.com))

### Course outline and class sessions

1. Preliminary considerations of religion (Fuerbach and Durkheim).
2. Defining religion in Sociology
  - a. Theories on the origin of religion
  - b. Approaches to the study of religion
  - c. Classical sociological perspectives on religion: Durkheim, Weber and Marx

#### *Core Readings:*

- a. Turner, Bryan. 2006. The sociology of religion: The sage handbook of sociology (chapter 16).
- b. Venugopal, C.N. 1998. Religion and Indian Society: A Sociological Perspective (Chapter 7&8).
- c. Weber, Max. 1958. The Protestant Ethic and the spirit of capitalism. New York: Charles Scribner's Sons Publishers.
- d. Durkheim, Emile. 1912 (1954). The Elementary Forms of Religious Life. London: Allen& Unwin
- e. Marx and Engels. 1975 (1957). On Religion. Moscow: Progress Publishers

3. Religion and the Indian Society
  - a. Religious pluralism
  - b. Religion and social stratification
  - c. Asceticism and Nation-building
  - d. New religious movements

#### *Core Readings:*

- a. Oommen, T.K. Religious Pluralism in India: A Sociological Appraisal
- b. Venugopal, C.N. 1998. Religion and Indian Society: A Sociological Perspective (Chapter 5&6).
- c. Dumont, Louis. 1999. Homo Hierarchicus: The caste system and its implications.

4. Sacred space and time
  - a. Rituals and rites of passage (birth, marriage and death)

#### *Core Readings:*

- a. Van Gennep, Arnold. 1960. The Rites of Passage.

5. Religion in Public Life
  - a. Nationalism and communalism
  - b. Secularism and secularization debate
  - c. Religion, modernity and identity

#### *Core readings:*

- a. Kaviraj, Sudipta. 1997. Religion and Identity in India. Journal of Ethnic and Racial Studies.
- b. Madan, T.N. 2011. Modern Myths, Locked Minds. New Delhi: OUP.
- c. Bhela, Anita. Globalization, Hinduism and Cultural Change in India. Asia Journal of Global Studies, Vol 4, No 2 (2010-11).

6. Gender and Religion
  - a. Religion, Women and Patriarchy

*Core readings:*

- a. Wadley, Susan S. Women and the Hindu Tradition, Signs, Vol 3, No 1, Women and National Development: The Complexities of Change (autumn, 1977).
- b. Jean Holm and John Bowker (Ed.) 1999. *Women in Religion*. King's Lynn (pp. 30-58). Norfolk: Great Britain, Biddles Ltd.
- c. Guelke, Jeanne Kay. Karen M. Morin. 2007. *Women, Religion and Space: Global Perspective on gender and faith*. New York: Syracuse University Press.

**Course Requirements:** Requirements will include regular attendance, strict discipline and active participation from the students. There will be three internal assessments which include **two written exams** and **one term paper** on any issues related to **secularism, religious pluralism and religious intolerance**.

**Note:** Course instructors may change, recommend, in addition to the above, supplementary and other readings for the course.

## INTRODUCTION TO THE STUDY OF SOCIETY (SL-I01)

(Course for the First Semester of IMA, University of Hyderabad, July - November, 2013)

Instructor: Dr. V. J anardhan

Dept. of Sociology

University of Hyderabad

The course is divided in two parts as given below-

### Part One

1. The ubiquity of society; "Only birth and death are personal, the rest is society" - the implication of this statement.
  - 1A) The individual, at birth is only an organism. *S/he* becomes an individual only in society; through the processes of socialization. Socialization is primary and secondary, both occurring under the aegis of institutions. Primary socialization occurs in the family .....
  - 1B) An important component of socialization is the inculcation of social norms and values. Thereby, the individual develops a conscience, which has been defined as the 'effective incorporation of social norms'.
2. Society is an intricate network of Institutions. What is an institution?
3. Institutions form social system comprising the economic system, political system, cultural system, etc.
4. Further, it is the people who constitute each system, who enter into social relationship with one another for specific purposes; for example, for production of goods and services needed by society, what is known as 'social relations of production'. In most societies, these relations between people are unequal, as we shall see.
5. Depending on the background, capabilities, etc of individuals, society confers on them social rewards. They are broadly Wealth (and incomes), Power, and Prestige.
6. These social rewards, historically, have been unequally divided among the people. Thus.. some individuals, families and groups are very wealthy and also usually enjoy significant power. Wealth could be a means to power. The reverse could also be true. Persons or groups having wealth or power or both usually enjoy prestige in society.
7. It is a known fact that not all individuals have the above social rewards equally. This is due to many historical, economic, political and cultural reasons which would become known to you as you progress in this course of study.
8. These unequal relationships among people in society, through patterned interaction, get constituted into and as the **social structure**.
8. The social structure, in most societies, can be seen to comprise **social** classes. There are various approaches to determine social classes in society, the most known being upper, middle and lower classes. This is however a popular and a layperson's view. In social sciences, there are more sophisticated understandings.
9. Social classes are marked by inequalities among them - inequalities of wealth, power and prestige.
8. In Indian society, social inequality is not only visible through class but through **caste and tribe** as well. These aspects would be dealt with in the appropriate courses that you would take prospectively.

9. Social divisions such as class, caste, etc constitute the **system of stratification** of that society. There are broadly **two kinds of stratification - Open and Closed.**
10. In an Open system, there is scope for **upward social mobility** of individuals and groups. It is largely absent in a closed system.
14. Usually, open systems are composed of classes. Caste is an example of the closed system.
14. Thus, in the case of class, persons from a lower class, by effort, could move up to a higher class, a case of **achievement**. In the case of caste however, historically, people who were born in a particular caste usually had no means of upward social mobility, a case of **ascription**.
14. In India, some sociologists are of the view that, under certain conditions and through certain procedures - social, cultural, religious - there has been upward social mobility among caste groups too. This is referred to as **Sanskritization**. More of this in subsequent courses.
14. Societies are determined by structures but this does not mean that the latter are permanent or unchanging for all time. Societies are prone to change. **Social Change** is thus an important aspect of societies as well as sociological studies. There are various theories of social change which would be dealt with in subsequent courses.
14. **Contemporary societies are highly complex**. A sociologist cannot be expected to be an authority on all, most or even some aspects. Consequently, **areas of specialization** developed within sociology itself. Thus, we have urban sociology, rural sociology, industrial sociology, political sociology, sociology of development, etc. By the time a student completes PhD usually, s/he would be specializing in one of these areas.
14. Moreover, there are different **theoretical perspectives** within sociology. They include structural functionalism, symbolic interactionism, conflict sociology, exchange theory, and so on.

The whole of Part One ought to be covered in the class room by August 30, 2013, if not earlier.

## Part Two

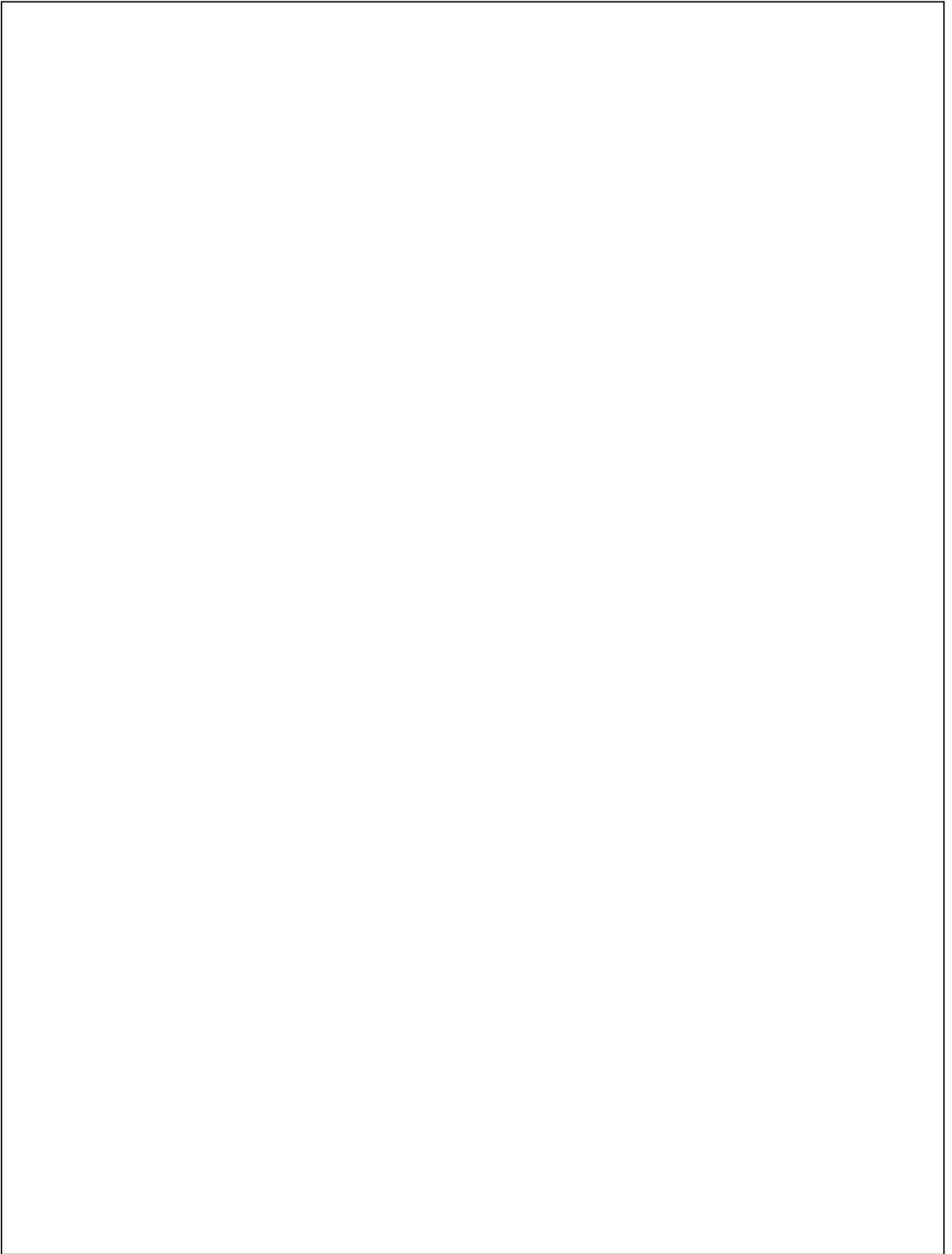
Students would be familiarized with Peter Berger and Thomas Luckmann, 'Social Construction of Reality: A Treatise in the Sociology of Knowledge', Penguin, 1966. The period September 1 to October 31, 2013 would be devoted for the purpose. A textual reading would be conducted in the class room to the extent possible, given the constraint of time and other limitations. Other texts could also be referred to or suggested for reading by students, during this phase.

One hour per week would be for a tutorial-of-sorts, most likely the Monday/Friday class. Internal Assessments would also be conducted on these days.

### Suggested Readings-

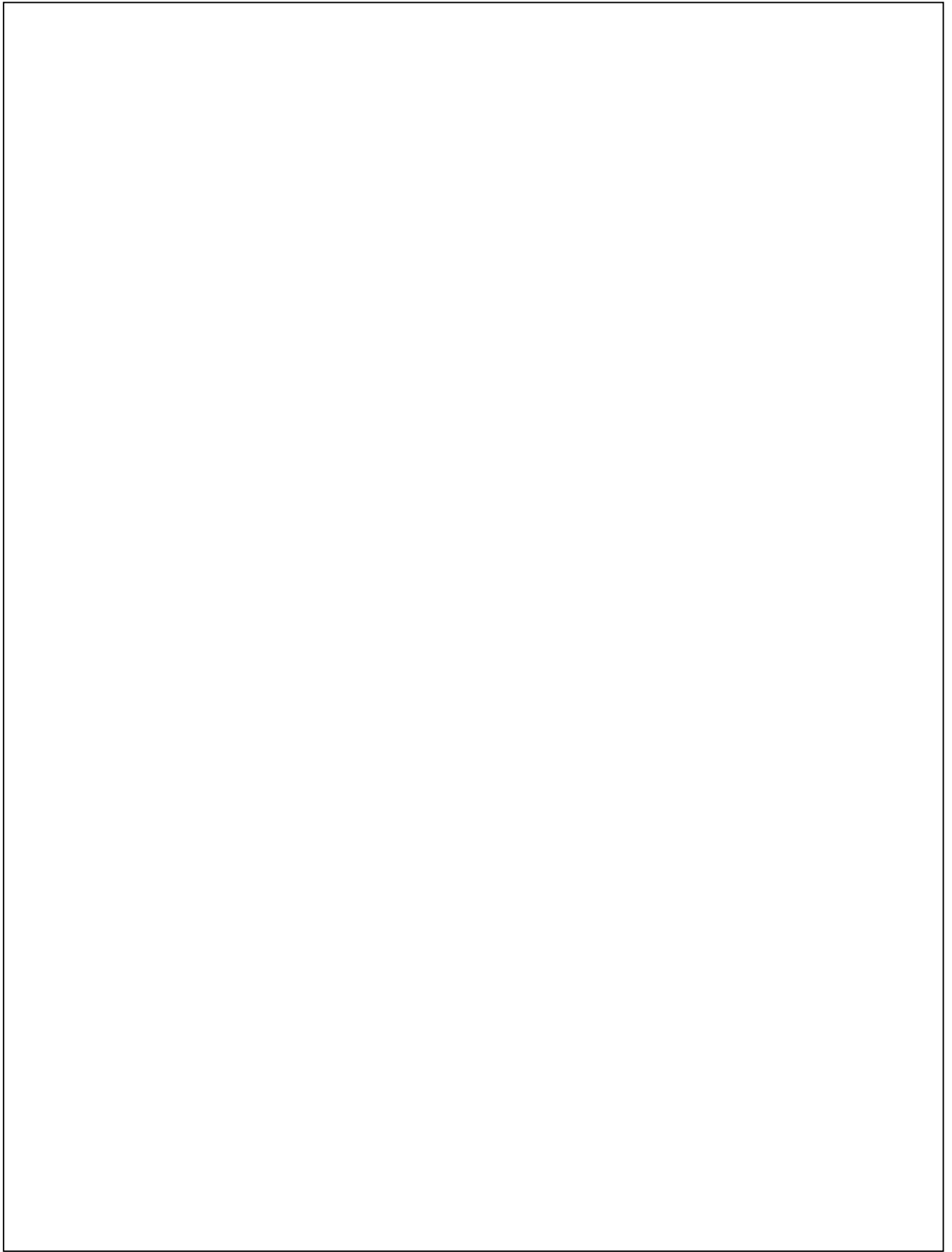
- 1) Giddens, Anthony. *Sociology: Problems and Perspectives*, Polity Press, UK, 1993- 301G36S
- 2) Coser, Lewis A. and Rosenberg, Bernard (Ed.). *Sociological Theory: A Book of Readings* (4<sup>th</sup> Edition), Mac Milan Publishing Co., INC, New York, 1976- 301.08C82S
- 3) Gisbert, SJ. Pascual, *Fundamentals of Sociology*, Orient Longman, Bombay, 1991- 301G44F
- 4) Davis, Kingsley. *Human Society*, Surjeet Publications, Delhi, 1981- 301D29H
5. Swingewood, Alan. *A Short History of Sociological Thought*, Mac Milan Publishing Co, London, 1991- 301.09S64S

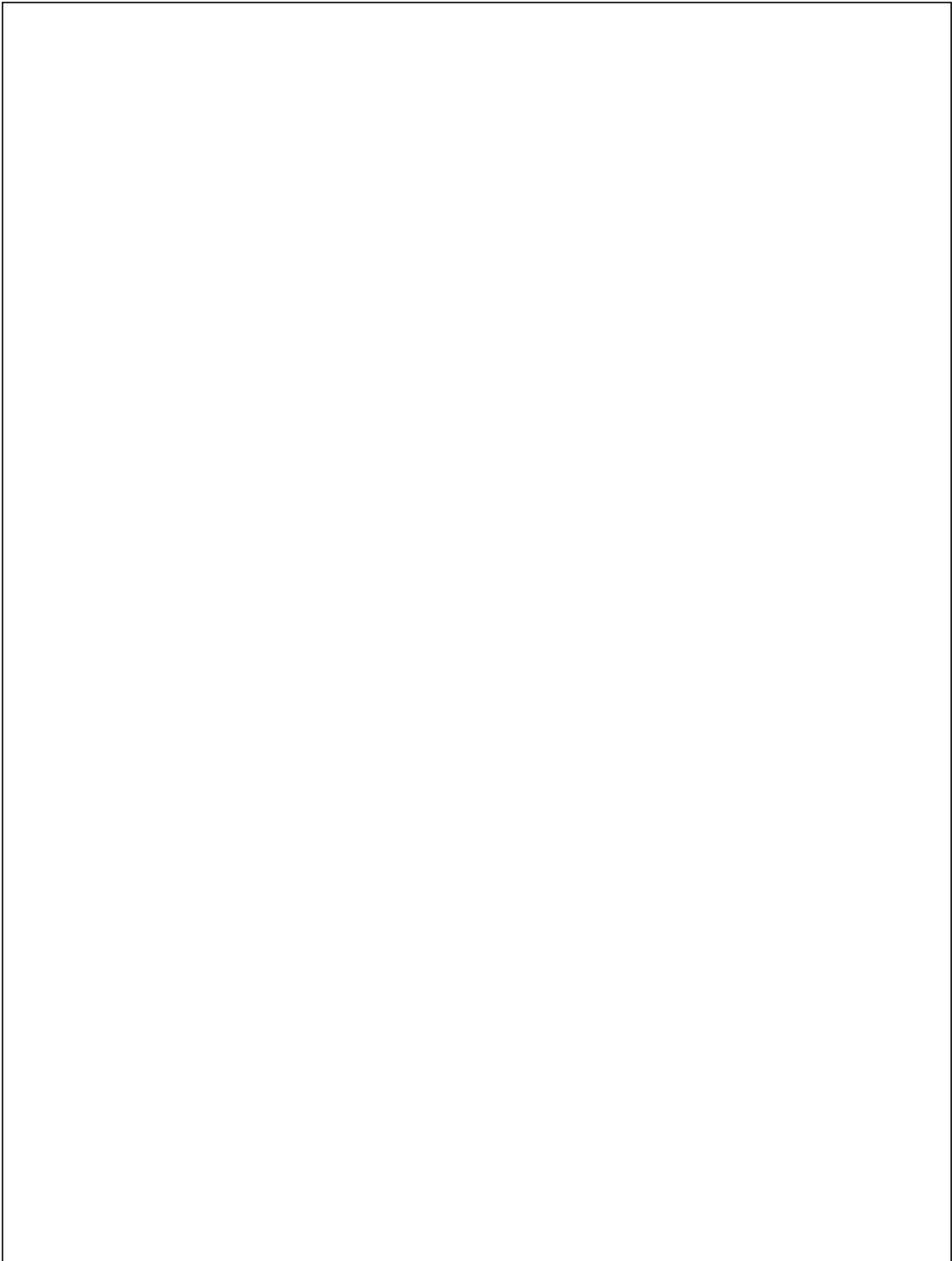
- 6) Ogburn, William F & Nimkoff, Meyer F. *A handbook of Sociology*, Eurasia Publishing House, New Delhi, 1979- 30108H
- 7) McNall, Scott G. *The Sociological Perspective*, Brown & Company, Boston, 1974- 301M23S
- 8) Maclver, R.M & Page, Charles H. *Society: An Introductory Analysis*, Mac Milan India Limited, Madras, 1986- 301M18S
- 9) Haralambos, Michael and Heald, Robin. *Sociology: Themes and Perspective*, OUP, Delhi, 1994- 301H21S
- 10) Berger, Peter and Luckmann Thomas. *Social Construction of Reality- A Treatise in the Sociology of Knowledge*, Penguin, New York, 1966- 301.01B45S
- 11) Mead, George Herbert. *Mind, Self and Society*, The Chicago University Press, Chicago and London, 1972 (1934)-191M46W

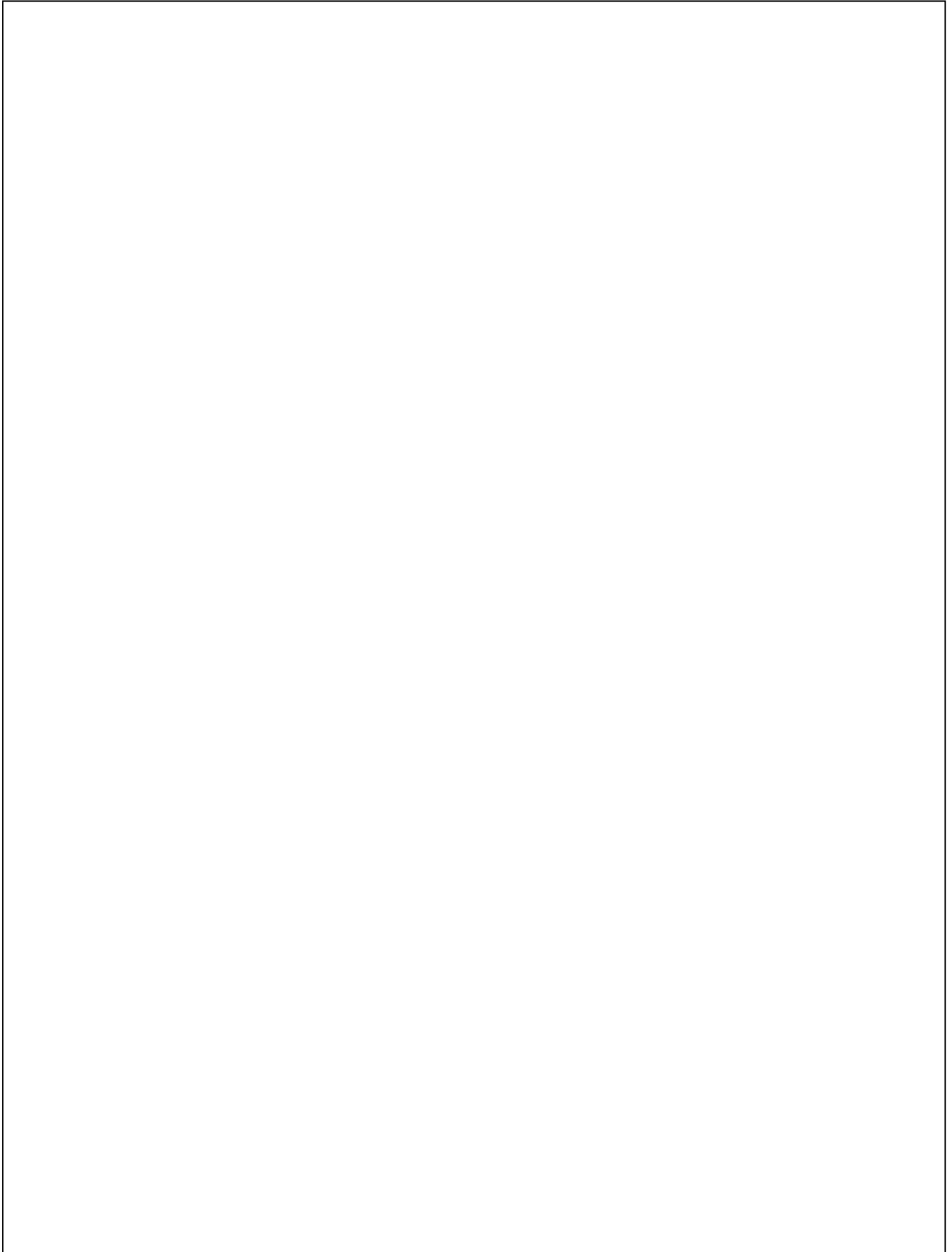


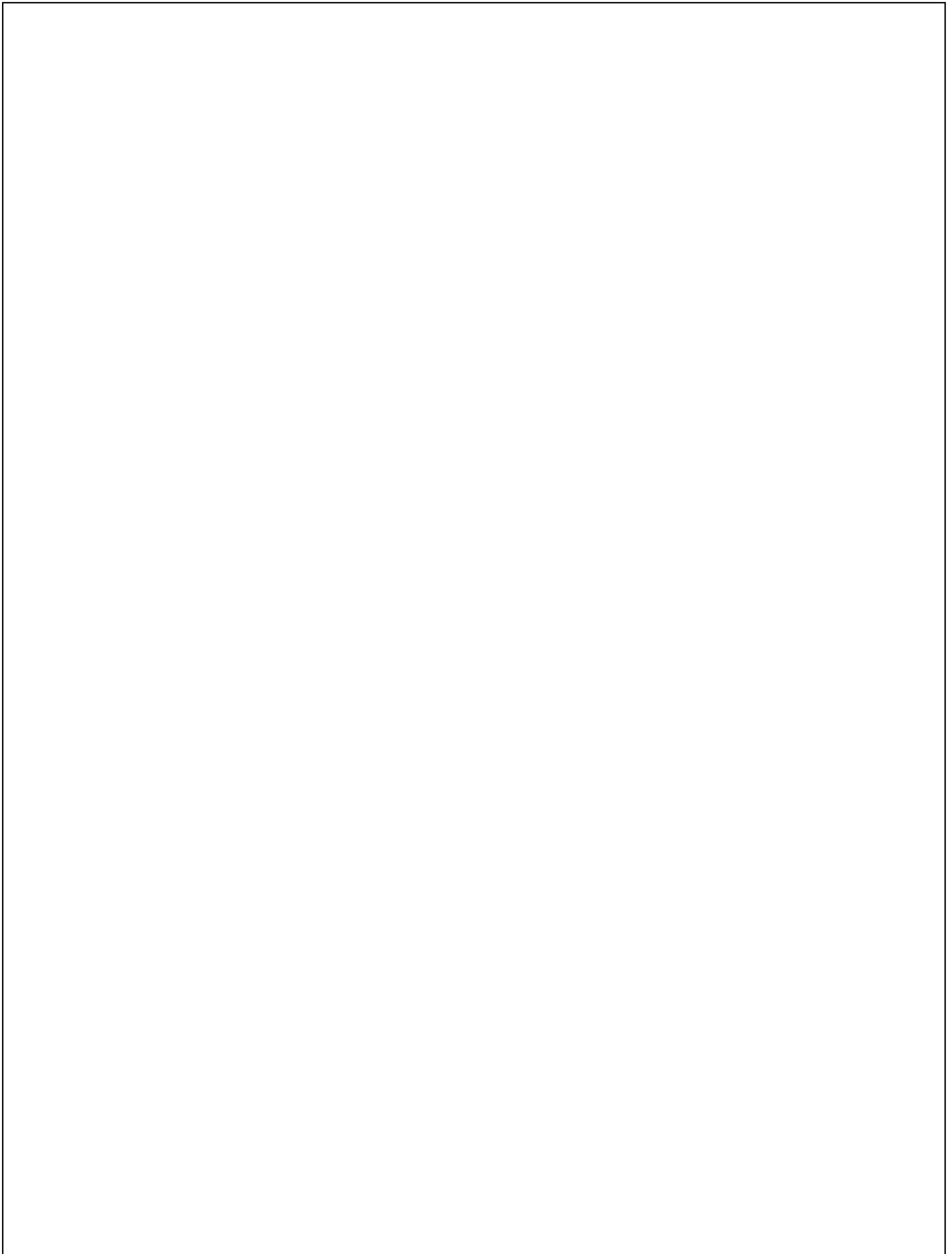


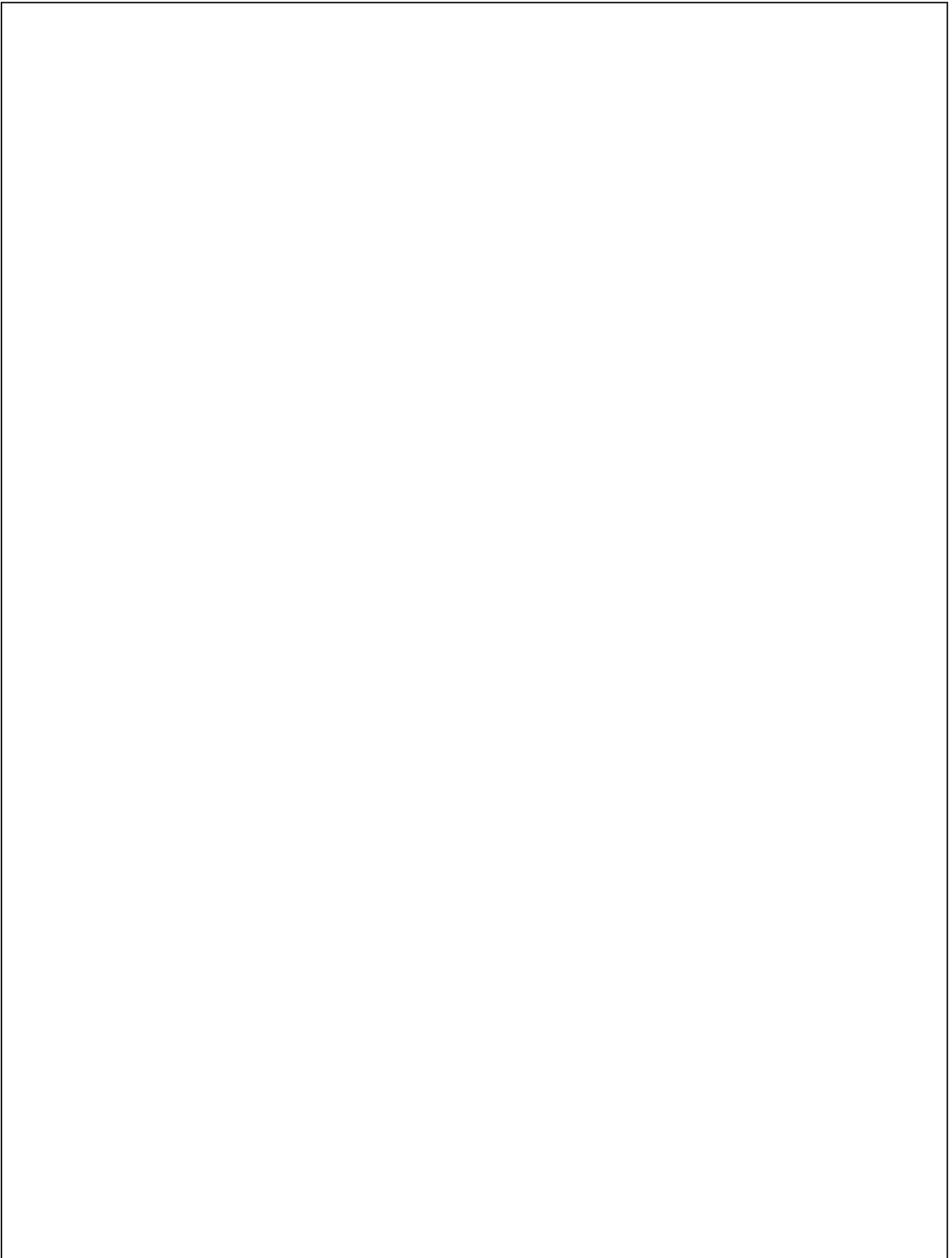












5)

