M.A. Programme
Compulsory Courses
CLASSICAL SOCIOLOGICAL THEORY

Course No. : SL 401

No. of credits: 4

This introductory course attempts to offer an overview of different approaches to the study of society and various perspectives of the founders of sociological theory.

Introduction:
   a. The Socio-Historical Background of Sociology.
   b. The Organicism of Herbert Spencer
   c. The Positivism of Saint Simon and August Comte
   d. Feminist Sociology of Harriet Martineau

Required Readings:


Karl Marx
   a. Marx’s Conception of Society: Historical and Dialectical Materialism
   b. The Method of Political Economy
   d. Abstract Labour, Theory of Surplus Value.
   e. Class Consciousness, Ideology and Class Struggle.

Required Readings


Suggested Reading (original works):

Max Weber
  a. Methodology, Science, Values, Objectivity and Ideal Types.
  c. Weber’s Conception of History: Rationalization and disenchantment.
  d. World Religions and Western Capitalism: Protestant Ethic Thesis.

**Required Readings**

**Suggested Reading (original works):**


Emile Durkheim
  a. Division of Labour, Social Solidarity, Social Change.
  c. Religion and Society
  d. Anomie an Suicide

**Required Readings:**

George Simmel
  a. Method: Forms of Interaction and Individuality; Social Types; Modern Culture.

**Required Readings**
1. George, Simmel. On Individuality and Social Forms : Selected Writings, Univ. of Chicago Press, 1971, Chapter II, II and V.
RESEARCH METHODS- I: SURVEY RESEARCH AND BASIC STATISTICS

Course No. : SL 402
No. of credits: 4

Does ‘social’ qualify ‘science’ in the same way that ‘physical’ or ‘natural’ do? This course examines the methodological details of scientific research in sociology and explores the specificities in quantitative social research. It introduces the core aspects of survey research employed by social scientists in deciphering social phenomena. Topics on the philosophical foundations of knowledge are dealt in the initial few classes and in the later part of the course the methodological practices in quantitative research methods including statistical applications are discussed.

Continuous assessment includes group project (an exercise in empirical data collection, analysis and report writing) and two written tests.

I. Introduction to social research: Epistemology, Positivism and Empiricism.
II. Quantitative research traditions: History of mathematical and statistical traditions in social sciences.
III. Survey research: Nature and Scope; Steps in survey research
IV. Problem formulation and operationalization of concepts.
V. Research design: Types of research design.
VI. Sampling: Meaning and strategies of sampling.
VII. Instruments of data collection
VIII. Measurement –Levels of measurement; Scales of measurement; Validity and Reliability in measuring social data.
IX. Structure of survey data: Tripartite form of data; Preparing data for analysis – manual and machine mode; Graphic representation of data.
X. Statistical analysis of survey data: Descriptive statistics - Univariate, Bivariate and Multivariate statistics.
XI. Statistical analysis of survey data: Inferential statistics - Hypothesis testing and non-parametric statistics.
XII. Computer aided statistical analysis of data: MS Excel and SPSS.
XIII. Report writing.

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Readings


SOCIAL STRATIFICATION

Course No. : SL 453

No. of credits: 4

This compulsory course examines the concept of social stratification, its theoretical and empirical foundations in sociology. Social stratification is a well conceived notion in the contemporary society and thus, questions would be raised about the relevance of applying certain theory and methods for studying social stratification in India. The central dimension of this course consists of caste, class, gender and tribe.

Readings

Social Stratification: An Introduction


Inequality and Stratification: Caste, Class and Tribe in India


**Social Mobility**


**Theories of Class Structure**


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**Gender and Stratification**


SOCIETY IN INDIA: APPROACHES

Course No. : SL 405

No. of credits: 4

Understanding Indian society is a challenging task, given its complex institutional and social practices embodied in its structure and function across the subcontinent. The present course aims to unravel the key themes and perspectives in understanding Indian society. The first part of the course analyses the debates on development of sociology and social anthropology in India and its diverse intellectual schools of thoughts. In the second part of the course students would be introduced to a wide range of approaches such as civilizational, indological, structuralist, functionalist, marxist, subaltern and feminist theoretical traditions from a critical perspective. The third part of the course introduces new approaches to the study of contemporary Indian studies such as dalit and dalit feminist studies, adivasi studies and minority studies. The course ends with the contemporary contemplation on the status of sociology in contemporary south Asia.

I. Trajectories in the development of Sociology and Social Anthropology in India
   a) Framing sociology in India   b) Development of sociology in India

II. Approaches to the Study of Indian Society
   a) Civilisational   b) Indological   c) Structuralist
   d) Functionalist   d) Marxist   e) Weberian

III. Contemporary debates
   a) Subaltern studies   b) Feminist studies
   c) Dalit and Dalit feminist studies   d) Adivasi/ Tribal studies
   e) Minority studies   f) Indigeneity vs endogeneity

IV. Sociology in South Asia

Readings

I. Trajectories in the Development of Sociology and Social Anthropology in India


  **Civilization approach**


• Edward Said - Orientalism.

• Ronald Inden.1986. Orientalist Construction of India, Modern Asian Studies

  **Indological approach**

• G. S. Ghurye – Caste and Race in India chapter-1-4

• Carol Upadhay- The Hindu nationalist sociology of GS Ghurye- Sociological Bulletin or http://www.unipune.ac.in/snc/cssh/HistorySociology/index.html

  **Functional approach**


  **Structuralist approach**


• Declan Quigley. 1993. Interpretations of castes. Delhi: OUP.

  **Weberian Approach**


  **Marxist Approach**


III. Contemporary debates

3.1. Subaltern Approach

3.2. Feminist Approach

3.3. Dalit & Dalit Feminist studies
- Sharmila Rege. Writing Caste, Writing Gender: Reading Dalit Women's Testimonies

3.4. Adivasi/ Tribal studies

3.5 Minority studies

IV. Sociology in South Asia.
Society in India: Contemporary Issues

Course No. : SL 456
No. of credits: 4

Indian Society inherits some of the unique features compared to other societies. The multi-ethnic character and diversity of the social fabric has attracted the attention of social scientists in general and sociologists and social anthropologists in particular. However, the theoretical and methodological approaches to the study of culture, civilization and the social organization of Indian Society have been conditioned by the ideological convictions and methodological subscriptions of the scholars. The course primarily focuses on the theoretical approaches, concepts, institutions and organization of Indian Society by analysing the corresponding linkages between the text and context of the diverse social organizations such as family, marriage kinship and polity.

Unit –I- Approaches to the Study of Indian Society

III. Development of Sociology and Social Anthropology of India
IV. Approaches to the Study of Indian Society
   a) Civilisation- Structural-Functional
   b) Marxist - Subaltern

V. Approaches to the study of religions
   • Structure and Change in Religion and Castes
   • Structure and Change in Religion and Tribes

4. Approaches to the study of Family, Kinship and Marriage
   • Nature of Family and Kinship
   • Marriage: patterns of Exchange and Presentation

Unit –II- Social Change in Modern India

VI. Colonial rule and Social Change
   • Transformation of rural and urban society
   • Modernization, Westernization and Sanskritization
   • Nationalism, Secularism, Communalism and Regionalism

5. Aspects of Politics and Society in Contemporary India:
   • Politics and Society
   • Positive Discrimination: Scheduled Castes, Scheduled Tribes, and Other Backward Classes

6. Women in Indian Society
7. Continuity and Change or Change and Continuity

Suggested readings:

• A.R. Desai (1966) Social background of Indian Nationalism, Bombay, Popular Prakashan
• Anil Seal (1973) Imperialism and Nationalism in India, Modern Asian Studies7,
• Bombay: Popular Prakasham,
• OUP. Chapter-1-3.
• Christophe Jefferlot (2000) The Rise of the Other Backward Classes in the Hindi Belt,
• Gough Kathleen. 1981 Rural Society in Southeast India. Cambridge: CUP.
• Guha, Ranajit, ed. (1992) Subaltern studies. Delhi: OUP.
• Hardiman D. 1987. The Coming of the Devi: Adivasi Assertion in Western India, OUP.
• Inden Ronald .1986. Orientalist Construction of India, Modern Asian Studies, Vol.20,
• Marc Galanter (1984) Competing Equalities, low and the backward classes of India.
• MN.Srinivas (1990) Social change in Modern India, New Delhi: Orient Longman.
• Oomen .T.K. Mukherjee P. 1986: Indian Sociology: Reflections and Introspections, OUP, New Delhi, 5&6
• Sharmila Rege Writing Caste/Writing Gender: Narrating Dalit Women's Testimonials ,Navayana Publications (2013).
• Patricia Oberioi. 1993. Family, Kinship and Marriage in India, New Delhi: OUP.
• Srinivas, M.N. 1987. The Cohesive Role of Sanskritization and other Essays. Delhi:
• Virginious Xaxa (2005) the Politics of Language, Religion and Identity: Tribes in India,
Sociology of Development

Course No. : SL 501
No. of credits: 4

The course offers a broad overview of the way development is conceptualized and contested in social sciences literature. The emergence and influence of different perspectives on development are located in the respective historical-political conditions. A review of the debates on development allows for a better understanding of contemporary issues in the field.

Text books:


Modules:

I. An intellectual history of Sociology of Development:
   a. Locating the idea of development
   b. Conceptualising Development
   c. Challenges of Development: Poverty, Inequality and Unemployment

II. Theories of Development
   a. Evolutionary and Neo-evolutionary
   b. Modernisation & its Critique
   c. Marxist and Neo-Marxist
   d. Dependency and World System

III. Contemporary Critical Issues in Development
   a. Sustainable Development
   b. Post Development
   c. Participation in Development
   d. Gender and Development
   e. Human Development
   f. Development, Displacement and Resettlement
Readings Materials

Introduction to the Course – Locating the idea of development


Conceptualizing Development


Challenges of Development: Poverty, Inequality and Unemployment


Concept of Poverty & its measurement


Poverty: Sen -Townsend Debate


Sen’s Capability Approach

Introduction to Theories of Development

- David Harrison. *The Sociology of Modernisation and Development*

Modernisation Theory

- James O’Connel. ‘The Concept of Modernisation’ in C. E. Black *Comparative Modernisation – A Reader*.

Modernisation Theory

- R. H. Lauer: Perspectives on Social Change
- Alex Inkeles: ‘A Model of the Modern Man: Theoretical and Methodological Issues’ in C.E Black *Comparative Modernisation – A Reader*
- David McClelland: Achievement Motivation

Week 10: Critique of Modernisation Theory


Marxist and Neo-Marxist Theories of Development

- David Harrison. *The Sociology of Modernisation and Development*
- P. W Preston. *Development Theory: An introduction*
- Paul Baran. *Political Economy of Growth*

Dependency and World System Theory

- A G Frank: *Latin America: Development of Revolution*

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Contemporary issues in Development – Sustainable Development


Post Development & Alternate Development Paradig


Participation in Development Discourse


Gender and Development

- Parpart, J. L (2000). Theoretical Perspectives on Gender and Development. IDRC, Canada

Human Development, Development, Displacement and Resettlement

Modern Sociological Theory

Course No. : SL 451

No. of credits: 4

This course traces the development of modern sociological theory broadly from Parsons to Bourdieu. The historical conjuncture marking the course is 1945, and essentially reviews the development of sociological theories in that context and thereafter. The emphasis is on coming to terms with the major theorists in various schools.

SECTION 1: FUNCTIONALISM AND NEO-FUNCTIONALISM

The rise, dominance, decline and revival of functionalism:

   (a) Parsonian Structural-functionalism : ‘Grand Theory’;
   (b) Merton and Middle-range theory; revision of functional analysis;
   (c) Jeffrey Alexander and Contemporary Neo-functionalism.

SECTION 2: REACTIONS TO FUNCTIONALISM

‘Radical’, Conflict and Exchange Theory contra functionalism:

   (a) C. Wright-Mills, Alvin Gouldner & the critique of functionalism;
   (b) Ralf Dahrendorf, Lewis Coser and the theory of social conflict;
   (c) George Homans, Peter Blau and Exchange Theory.

SECTION 3: INTERPRETIVE SOCIOLOGY

European and American Phenomenological theory in Sociology:

   (a) The Chicago School – G.H. Mead and Symbolic Interactionism;
   (b) Harold Garfinkel and Ethnomethodology;
   (c) Erving Goffman and Dramaturgical theory;
   (d) Alfred Schutz, Phenomenology and Social Constructionism.

SECTION 4: NEO MARXIST THEORY

Continuing attempts to revise and/or rewrite Marx:

   (a) Antonio Gramsci: hegemony and mature capitalism;
   (b) Louis Althusser: overdetermination and ideology;
   (c) The Frankfurt School: late capitalist culture.
SECTION 5: CONTEMPORARY TRENDS

Current trends in Western sociological theory:

(a) Pierre Bourdieu and the theory of practice;
(b) Michel Foucault and power;
(c) Feminist perspectives.

Readings:


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Course No. : SL 452

No. of credits: 4

Methods I focused on epistemological issues in social research, quantitative research techniques and statistical analysis. Methods II will deal with qualitative research methods, such as participant observation, interviewing, case study, oral and life histories, and continue with the discussion on epistemological issues. The readings prescribed in the course are only suggestions. There are several books on methods in the library and on the internet. Please feel free to use the material.

I. Quantitative Research: A Critique:

Positivism vs Phenomenology, History of Qualitative Methods: The Chicago Tradition; The Dramaturgical Approach; Contemporary Qualitative Sociology

Readings:


II. Qualitative Techniques

1. Participant Observation and Interviewing: Principles of Ethnographic Field Research; Participant Observer Continuum; Strategies for entering, watching, Listening and recording; exiting the Field; maintaining a journal.

   Readings
   Chapter 2 and 3 from Taylor and Bogdan.

2. Interviewing: Types; Selecting Respondents; Rapport; the Interview Guide; the Interview situation; the interviewer’s journal.

3. Focused Group Discussions

   Readings
   Chapter 4 from Taylor and Bogdan

4. The Case Study Method

5. Oral Histories, Life Histories and Experiential Methods
Reading

III. Qualitative Analysis:
Sampling, Content Analysis, Coding, Analytic Memos, Questions of reliability and Validity; Strengths and Weaknesses

Reading
Chapters 1 and 2 in Strauss, Anselm and Juliet Corbin, Basics of Qualitative Research; Grounded Theory, Procedure and Techniques, Newbury park, 1990.

IV. Emic and Etic Approaches
An Anthropological Approach to Research:

Reading
Encyclopedia Britannica and Internet sources

V. Writing a Research Report
Format and Content; Bibliography/references;
Erasing and Inserting the Researcher
Reflexivity

Reading

VI. Field Research in India
Reading
M.N. Srinivas et.al. eds. Field Worker and the Field Worker and the Field, Delhi, OUP.

Course Requirements

There will be research projects that will be done during this course.

The project proposal will be the first internal which will be submitted on Jan 23. The proposal must include: a statement of the problem, rationale for the topic, description of the field site, profile of respondents, and methodology.

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- The final project report to be submitted by *March 20* will be the third internal assessment. The project should be neatly typed in about 15 pages, double-spaced. In addition, you must submit field observation notes, interview transcripts and any other data as appendices.

- A test will comprise the second internal and will be held in the month of February. Each of the internals will be worth 20 marks.

- An end-sememester exam will be for 60 marks.
Urban Sociology

Course No. : SL 454

No. of credits: 4

This is an interdisciplinary course that introduces the student to the urban historical experience globally with a particular focus on India. The course will discuss economic and social relations, political institutions, physical landscapes, and cultural frameworks that constitute the urban experience in India. It will present contemporary global and Indian debates in these themes in order to comprehend how those who experience the urban relate to the habitat that structures their access to livelihoods, social and physical infrastructure, governance and space to constitute themselves as ‘modern’ individuals.

Internal 1 will be presentation by 7 groups of 9 students each (see attached list). Each group leader (the first name listed in the group) will select the theme through a lottery system which will be conducted on 4th January 2016. There are 8 readings given, one each will be selected by each student who will write a note on the same and present it in the class in 10 minutes on the day allocated to the group. The group leader will write an overview of the entire set of readings and present it in the class before the others. This internal is compulsory.

Two copies of the entire set of Readings are available in the Department Library

Internal 2 (30 January 2016) will be on concepts.
Internal three (29 February 2016) will be short notes.

UNIT-1 THINKING ABOUT THE URBAN EXPERIENCE-4, 6, 9, 11, 13 January

1.1 What is urbanisation? What is urbanism? What is its relation to Modernity? - Georg Simmel, Lewis Mumford, Chicago School, Henry Lefebvre: production of Space
    New urban sociology
    Readings:
    George Simmel: The Metropolis and Mental Life,
    Lewis Mumford: “What is the City?”
    Chicago School: Mike Savage et al, Urban Sociology, Capitalism and Modernity, Ch.2 pp 8-33
    Castells: Manuel Castells and the New Urban Sociology
    Henry Lefebvre: Space
    David Harvey: Urban Process under Capitalism
    Sharon Zukin: A Decade of New Urban Sociology
1.2 Debates on Indian cities in context to the Global South.
    Readings:
    Gyan Prakash: The Urban Turn, Sarai Reader, 2002
1.3 Contemporary perspective: Cities in the World System-Economics of agglomeration and globalisation (Sassen, Castells, Harvey), Paradigms of world class city, Right to the city:
    Group 1 presentation based on 1.3 and 1.4 on 13 January 2016
    Readings:
    World City Network: Peter Taylor et al
Manuel Castells: Space of Flows  
Saskia Sassen: The Global City  
David Harvey: Accumulation through Dispossession, Right to the City  
Saskia Sassen: New frontiers facing Urban Sociology in the Millennium

1.4 Cities of the Global South, Ordinary Cities(Robinson), Urban Primacy, the Southeast Asian model (TGMcGee)-

Readings:  
Jennifer Robinson: Developing ordinary Cities Environment and Planning A 2008  
TG. McGee: The Southeast Asian Model: primate cities and desakota regions

UNIT-2 URBANISATION IN INDIA- TRENDS AND DEBATES 16, 18 January

2.1 Defining the urban in India- census Towns and Statutory Towns, Alternative Urban definition, International Context  
Readings:  
Institute of Human Development: Urban India  
Shivaramskrishna et al (ed.) Handbook of Urbanisation in India: Ch.2  
G. Samanta, The Politics of Classification and complexity of governance n Census Towns, EPW, 2014  
A. Shaw, Emerging Patterns of urban Growth in India, EPW, 1999

2.2 Patterns of migration in India-Migration trends, Temporary migration, commuting  
Readings:  
Shivaramskrishna et al (ed.) Handbook of Urbanisation in India: Ch.3  
Ram B Bhagat: Migrant’s (denied) Right to the City in Urban Policies and the Right to the City in India, UNESCO, 2011  
D. McDuie, The Northeast Map of Delhi, EPW, 2012

UNIT-3 THE INDIAN CITY YESTERDAY AND TODAY 20, 25, 27 January

3.1 Colonial Cites  
Readings:  
Anthony King: Urbanism, Colonialism and the World economy, Routledge 1990, Ch.s 1 & 2  
Janaki Nair; Mysore Modern, Orient Blackswan, 2012

3.2 Today’s Cities: Group 2 presentation on 25 January 2016  
Readings:  
Annapurna Shaw: The Planning and Development of New Bombay, South Asian Studies, 1999  
Ananya Roy: Calcutta Requiem, Introduction  
Dey et al, Beyond Kolkata. Rajahart and Dystopia of Urban Development, 2014, Routledge, Ch.1  
Solomon Benjamin, Manufacturing Neo Liberalism in Banerjee-Guha (ed.) Accumulation through dispossession, Sage, 2010
D. Vidal et al: The Alchemy of an Unloved City in *Urban Space and Human Destinies*, Manohar, Ch.1
Sanjay Srivastava: *Entangled Urbanism*, 2015, Oxford, Ch.1
P. Fitting, Urban Planning or Utopian Dreaming, *Utopian Studies*, 2002

3.3 The Debates on small and medium towns **Group 3 presentation on 27 January 2016**

Readings:
Denis et al: Subaltern Urbanisation, *EPW* 2012
L. Kamath and P Deekshit, Planning as Practice? *EPW*, 2014
Darshini Mahadevia & S Sarkar: *Handbook of Urban Inequalities* Introduction and Conclusion
Kalpana Sharma: Rejuvenating India’s Small Towns, *EPW* 2012
Daisy Hasan The (Un)making of Shillong
R. Kundu and G Sahu, Selective Inclusions and Exclusions. Land use Planning and Development in Ratnagiri, *EPW*, 2014
K. Coehlo and M. Vijabaskar, On the Charts Off the tracks *EPW*, 2014

**Internal One: 30 January 2016 (Concepts)**

**UNIT-4 PLANNING, INFORMALITY, INEQUALITIES & SEGREGATION**-1, 3, 6, 8, 10
February

4.1 Informal economies and Informalization and Urban commons

Readings:
Harris-White and Gooptu: Mapping India’s World of Unorganised Labour, *Socialist Registrar*, 2001
M. Kumar et al, Mapping the Coastal Commons, *EPW*, 2014
D. Parthasarthy, Hunters, Gatherers and Foragers in a Metropolis, *EPW* 2011

4.2 Land & Planning in India

Readings:
Biswaroop Das: Urban Planning in India. Social Scientist, 1981
Michael Levien, Regimes of dispossession: From Steel towns to SEZs, *Development and Change*, 2013

4.3 Theorizing informality, Informality, Housing and Planning, Logics of Segregation, Gated communities,

Readings:
G. Bhan Planned Illegalities, *EPW* 2013
Ananya Roy: Urban Informality. Towards an Epistemology of Planning

4.4 Informal settlements/Slums, Regularisation, Slums and incremental development, Law and the Informal Settlement **Group 4 Presentation on 8 February 2016**
Readings:

R. Struyk, Slums, Seminar 635, 2012
Anna Zimmer: Enumerating the Semi Visible, Politics of regularising.... EPW 2012
Amita Bhide, The Regularising State, EPW 2014
Darshini Mahadevia, Urban Land Market and Access to the Poor in Urban Poverty Report, Ministry of Housing, 2009
G. Bhan, Categorising Hierarchies, Seminar, No 663, 2014
S. Bhowmik et al, Urban livelihoods. The City vs the Informal Economy, UNESCO, 2011

4.5 Segregation, Urban Sprawl, Gated Communities
Bhan et al, Reading Spatial Inequality in Urban India, EPW 2015
Setha Low, The Edge and the Centre: gated Communities and the Discourse of Urban Fear, American Anthropologist, 2001

UNIT-5 GOVERNING INDIAN CITIES 13, 15, 17 February

5.1 Democracy and Urban Governance
S. Tawa Lama and M. Zerah, Urban Democracy, South Asia Multidisciplinary Academic Journal, 2011
M. Zerah, Right to the City and Urban Citizenship, UNESCO, 2011
S. Benjamin and B. Raman, Claiming Land: rights, Contestations and Urban Poor...UNESCO, 2011
U. Baxi, A philosophical Reading to Right to the City, UNESCO, 2011

5.2 Urban Governance: 74th Constitutional Amendment, JNNURM, Smart City Group 5 Presentation on 15 February

Readings:
D. Leena& A. Sharma, Govt by the People. Analysing the 74th Constitutional Amendment, Hazards Centre, 2007
D. Kundu and D. Samanta: Redefining Inclusive Urban Agenda in India, EPW, 2011
Archanah Ghosh et al. A Comparative Overview of Urban Governance Delhi, Hyderabad, Kolkata and Mumbai in Ruet and Tawa lamba, Governing India’s Metropolis, Routledge, 2009
N. Purendra Prasad, Changing Structure of Governance in Non-Metropolitan Cities, EPW, 2014
D. Kundu, Elite Capture and Marginalisation of the Poor in Participatory Urban Governance, in Urban Poverty Report, Ministry of Housing, 2009
S Tawa Lama, Participation as support of Neo Populism? The case of Bhagidari Scheme in K. Coelho et al, Participolis. Routledge2013

5.3 Political economy of basic services provision:

Readings:
M. Zerah, Water and Sanitation, UNESCO, 2011
V. Gidwani and B. Chaturvedi, Poverty as Geography, Motility, Stoppage and circuits of waste in Delhi, in Shapiro and McFarlane, Urban Navigations, Routledge 2011
D. Mohan, Urban Street Structure and Safety, Seminar 648, 2013D.
D. Mohan, Moving in Indian Cities, EPW 2013
G. Tewari, Metro Rail and the City, EPW, 2013

UNIT 6 URBAN IDENTITIES & CONTESTATIONS 20, 22, 24, 27 February
6.1 Urbanisation, the Middle Classes and reproduction of Caste/Kin networks

Group 6 presentation on 20 February 2016

Readings:
Mooij and Tawa-Lamba: Class in metropolitan India: The Rise of the Middle Class in Ruet and Tawa Lamba(ed.s) in Governing India’s Metropolis, Routledge, 2009
C. Brosius, India Shining Introduction in India’s Middle Class, Routledge, 2014
S. Srivastava, Urban Space, Disney-Divinity and Moral Middle Classes in Delhi, EPW, 2009
S. Young, Leveraging Mumbai: Global Finance, the State and Urban Politics in K. Coelho et al, Participopolis, Routledge, 2014
H. Donner, Daughters are Just like Sons, Kin and Property in Kolkata Middle Classes Journal of South Asia Development, 2015
Aseem Prakash, Caste and Capitalism, Seminar No 633, 2012

6.2 Gendered Spaces

Readings:
S. Tawa-Lamba, Women’s Right to the City: from safety to Citizenship? UNESCO 2011
S. Khan, Negotiating the Mohalla, EPW, 2007
S. Phadke, ‘You can be lonely in the Crowd’. The production of Safety in Mumbai Indian Journal of Gender Studies, 2005
Y Narayanan, Violence against Women in Delhi: A Sustainability Problematic, Journal of South Asia Development

6.3 Urban religiousities

Readings:
S. Srinivas, The Urban Performative Complex in Landscapes of Urban Memory, Orient Longman, 2004
S. Deshpande, Hindutva and its Spatial Strategies in Contemporary India, Penguin 2003
S. Patel, City Conflicts and Communal Politics, Ahmadabad in S. Patel and K. Deb (ed.s) Urban Studies, Oxford, 2006

6.4 NGOs, Identity movements and ‘Right to the City’

A. Appadorai, Deep Democracy..., Environment & Urbanisation, 2001
V.Kamath and M. Vijaybaskar, Middle Class and Slum based Collective Action, Journal of South Asia Development, 2014
J. Lele, Saffronisation of Shiv Sena, Politics of City, State and Nation, EPW, 1995
Janaki Nair: Battles for Bangalore. Reterritorialisation of the City (mimeo)
UNIT-7 URBAN EXPERIENCE- 2, 5 March
7.1 The City Imagined and represented **Group 7 presentation on 2 March 2016**

Readings:
- Sandeep Pendse, Satya’s Mumbai, Mumbai’s Satya
- A. Baviskar, Spectacular Events, City Space and Citizenship in J. Anjaria and C. McFarlane, Riutledge, 2011

Overview of the course 7, 9 March

Urbanism and India’s Modernity: Open discussion

Essential Readings:

- Annapurna Shaw (ed.): Indian Cities in Transition, Orient Blackswan, 2007
POLITICAL SOCIOLOGY

Course No.: SL 551

No. of credits: 4

Political Sociology is about social power, its (re)production and distribution in society, including between the state and society. The determinants (and determined) of power include Class, Race, Gender, Patriarchy, Nation, Status, Party, Ideology, etc. The students in semester IV would already have been exposed to many of these determinants, or, would be studying them concurrently in other courses. To avoid replication, they would not be given explicit treatment in the present course though invariably figuring in the academic transactions in the class room: lectures, discussions and student presentations. The ‘main readings’ listed below would be appropriately cited in course of the lectures.

Students would be encouraged to ‘apply’ the theories and concepts in this course to their own experiences and give expression through written assignments and oral presentations. The ‘Internal Assessments’ would thus comprise one oral presentation (15 minutes per student), one written assignment, and one written test.

Sociological Approaches

Explicitly ‘sociological’ discussions on power include ‘classical’ and ‘modern’ sociological approaches that have examined the production and distribution of power in and across the array of social institutions and relationships in ‘modern’ societies. The pedagogic objective here is to facilitate a consolidation of the student’s understanding of sociological theories of power and/in society.

Main Readings


Ralf Dahrendorf (1959), Class and Class Conflict in Industrial Society, Stanford University Press

Contemporary Social Theories of Power

Deliberations here, invoking social theorists across ‘disciplines’, would be on themes such as Civil Society, the contemporary State and its ‘relative autonomy’, ‘Ideology’, ‘biopolitics’, ‘sovereignty’, etc.
Main Readings


Ashis Nandy (2003), *The Romance of the State: And the Fate of Dissent in the Tropics*, Oxford University Press (particularly Part One)


Simon Clarke (ed), *The State Debate*, (www.statebk.pdf)

Fred Block (1980), ‘Beyond Relative Autonomy: State Managers As Historical Subjects’ in *Socialist Register*


Carl Schmitt (2005), *Political Theology: Four Chapters on the Concept of Sovereignty* (trans. By G. Schwab), University of Chicago Press

**Totalitarianism**

The phenomenon, concept and experience of ‘Totalitarianism’ would be examined, including notable tendencies such as Fascism and ‘Stalinism’. This is of central importance to historical and contemporary political sociology, having degrees of presence across states and societies.

Main Readings


Hannah Arendt (1973), *The Origins of Totalitarianism*, Houghton Mifflin Harcourt


**Post-Colonial Problematics**

Tendencies/features/problems either originating in, or, which are prominent in post-colonial societal settings would be considered. They include the ‘colonial/colonized self’, ‘political society’, ‘governmentality’, etc.
Main Readings


Ashis Nandy (1983), *The Intimate Enemy: Loss and Recovery of Self under Colonialism*, OUP


Homi Bhabha (2010), *The Location of Culture*, Routledge
Knowing the Social World: Epistemologies for the Social Sciences

Course No. : SL 455

No. of credits: 4

Course Objective:
The course is meant to introduce students to some of the main issues impinging on the philosophy of the social sciences. However, it refrains from drawing a specialized attention on the subject, striving instead to strategically negotiate the domain of social scientific knowledge and reasoning as a practice (rather than as a disembodied application of theories and concepts and methodological rules). In forwarding the claim that attempts to know the social world are worthwhile – and that the social world is knowable – the course is directed at structuring a conversation between the philosophy of social sciences, sociological theories and research methods. Following as it does in the wake of the courses on theories and methods offered in the department as part of its M.A. core curriculum, the course ‘Knowing the Social World: Epistemologies for the Social Sciences’ (KSW) can also be construed as an effort to examine specifically how issues of philosophy and ‘theory’ might inform methodological insights into the social sciences and vice versa.

Course outline:

1. From theory to theorizing: re-situating social scientific knowledge and practice
2. Debating ‘facts’ and ‘values’ and reasoning about values
3. Classical modes: causal explanations, reason-action explanations and hermeneutic understanding
4. Revitalizing causality and explanatory critique in the social sciences: structures, powers, mechanisms, relations and tendencies
5. Standpoint theory and social epistemology: the epistemics of situated knowledges
6. The narrative construction of reality and contingency: theory, history and social science

Readings (identified unit-wise as above):

For Unit 1:


For Unit 2:


For Unit 3:


For Unit 4:


For Unit 5:


For Unit 6:


The course intends to provide a critical and nuanced understanding of various contemporary debates on socio-political, economic and cultural issues concerning Indian society. It intends to equip the students to contest and question multiple hegemonic formulations about Indian society and initiate them into appreciating the complexities involved in analysing and investigating social institutions and processes in India in the changing times. The heritage and legacy of Indian society are embedded in colonial and nationalist contexts which set the backdrop against which the recent, contemporaneous global linkages and subsequent sinuous paths of changes will be evaluated. Does caste reflects ‘difference’ or ‘hierarchy’; is the segmentation of caste structure continuing while the hierarchy has declined? How does then one understand honour-killings and where do we place emerging dalit and dalit feminist writings raising certain overlapping yet specific concerns? Middle-class women have entered job-markets in large numbers; internet, smart phones and websites for marriages mediate family, marriage, household and kinship and interpersonal relations in significant ways; classes living in gated communities in urban spaces with their growing income and consumption aspirations on the one hand and increasing number of farmers’ suicide reveal the complex trajectories of where we as a nation stand today. With religion re-surfacing in public arena in terms of banning certain food practices, intensification of communal and ethnic violence in globalising times require a fresh perspective on the debate around secularism and communalism. Newer forms of exclusions and violence based on gender, sexuality, poverty, ethnicity and minority status and a cross-cutting of all these identities mediate millions of lives in contemporary India with the counter-hegemonic assertions like sex workers’ and transgender autobiographies exposing us to newer issues and new claims of citizenship. Considering the above, the course intends to imaginatively initiate the participants into these contemporary convoluted entanglements in Indian society.

**Colonialism and Nationalism in India: Power, Hegemony and Dominance**


Prakash, G. 1996. ‘Who is Afraid of Postcoloniality?’ *Social Text,* No.49 pp. 187-203

Guha, R. 1998. *Dominance without Hegemony.* USA: Havard University Press. (Ch 1-3)


Capitalist Development in India: Colonial and Post-independence; Diverse Experiences from Rural and Urban lives; Work and labour


Caste, Class, Ethnicity and Religion: Complicating the Issues


Pai, S. *Dalit Assertion*. Delhi: OUP

The Seminar, 2012, *Caste Matters* (Special Issue)

Omvedt, G. 1981. ‘Capitalist Agriculture and Rural Classes in India’. EPW, Vol.16, No.2


**Family, Household, Kinship and Marriage: Contesting the Conventional**


Uberoi, P. 2006. *Freedom and Destiny; Gender, Family and Popular Culture in India*. Delhi: OUP.

Fruzzetti, L. 2013. *When the Marriages go Astray*. Hyderabad: Orient Blackswan


**Religions and Religious identities: Secularism and Communalism**


**Understanding Violence: Overt and Covert; Structural and ‘Spontaneous’; ‘Symbolic’ and ‘Material’**.


…………. (ed)*Violence Studies*. Delhi: OUP (forthcoming)

Chandhoke, N. 2012. ‘Compound Inequalities and Political Violence in India’ *India international Centre Quarterly*. Pp. 64-73.


**Inequalities, Exclusions and Marginalities; Emerging Patterns**

Radhakrishna, M. *Citizens First: Adivasis, Tribals and Indigenous Peoples of India*. Delhi: OUP (Forthcoming)


Optional Courses
Sociology of Gender

Course No. : SL 534

No. of credits: 4

Name of the Faculty: Prof. Aparna Rayaprol

This course will critique androcentric social theory and introduce students to feminist theory and methodology. In the early part of the course, we will focus attention on theoretical debates. In the second half, we will explore gender inequalities in various institutional contexts, and gain an understanding of the women’s movement in India and the issues that have been central to it. Contemporary gender issues that get reflected in the media will be discussed in class on a regular basis. Students are encouraged to maintain a journal tracking media coverage of gender issues.

Course Requirements

• The first internal will be a test in the last week of January. Theory and methodology segments will be included in the test.

• Seminars on topics related to the readings provided in the syllabus will constitute the second internal. These will start in late August. The seminars will be based on readings starting from Section III.

• The third internal will be either a test in late March or an assignment on a topic of the student’s choice in consultation with the teacher.

I. Basic Concepts and Theoretical Background to Gender and Feminist Theory

Kamla Bhasin, Understanding Gender (Kali Primaries), Kali for Women: New Delhi 2000.

Dorothy E. Smith, “Women’s Perspective as a Radical Critique of Sociology” from Sandra Harding Ed. Feminism and Methodology.


Mary E. John “The encounter of sociology and women’s studies: Questions from the borders” in Contributions to Indian Sociology. 2001 35: 237Downloaded from cis.sagepub.com at UNIVERSITY OF HYDERABAD on July 14, 2014

Saskia Sassen “Global Cities and Survival Circuits” in Global Woman: Nannies, Maids and Sex Workers in the New Economy, eds. Barbara Ehrenreich and Arlie Hochschild, New York, Metropolitan books.

II. Research Methodology from a Feminist Perspective


III. Understanding the Women’s Movement in India

1. Selected chapters from Radha Kumar, History of Doing, Kali, New Delhi 1991 and
2. “From Chipko to Sati” in Nivedita Menon edited Gender and Politics in India, New Delhi OUP.

3. Vina Mazumdar, Memoirs of a Rolling Stone New Delhi Zubaan,


. Film: When Women Unite Shabnam Virmani

IV. The Family as a Social Institution and its impact on Gender Relations


V. Gender and Violence


Film Memories of Fear Madhushree Dutta

BOL Shabnam Virmani
V. Gender and Development


VI. The Sex-Ratio Debates


Film: Something like a War, Deepa Dhanraj

VII. Reservations


Film: Taking Office, Deepa Dhanraj

VII. Caste and Gender


VIII. Body, Sexuality, Masculinity and Representations of Gender

13. Rupal Oza “‘Showcasing India: Gender, Geography, and Globalisation’


Films Odhni Anjali Monteiro and K.P. Jaysankar
Skin Deep Reena Mohan
Film Three Women and a Camera, Sabina Gadihoke

IX. Gender, Religion and Politics


Society and Sexuality

Course No. : SL 584

No. of credits: 4

Name of the Faculty: Dr. Pushpesh Kumar

Unit-1

Sexuality: Conceptual and Theoretical Issues

Jeffery Weeks; Gayle Rubin; Michel Foucault; Ken Plummer; Judith Butler


Unit-2

Heterosexuality


**Unit-3**

**Indian History and Mythology: Fluid Gender, Fluid Sexuality, and Colonial Heterosexualization.**

**Glimpses from Ancient Texts**

Churning of Sea: Mohini (Vishnu), Shiva and Birth of Aiyappa: Kamasutra and Fluid Sexuality: Ideals of Friendship- Krishna and Dhananjaya (Arjuna)

**Medieval India**

The Tavern (*maikhana*); the Wine Server (*saki*); the Cup and the Flask (*jam and mina*); Eunuchism in the Polity of Nizamat; Sufism and Love: Mutilation of *Surpnakha*

**Modern India: “Triumph” of Heterosexuality!**


**Readings**


**Unit-4**

**Prostitution and Sex Work: Violence, Stigma, Assertion and Activism**

**Readings**


**Unit-5**

**Dominant Sexual Morality, Complexities of Everyday and Counter-hegemonic Narratives.**

**Readings**


**Unit-6**

**Section 377: Taming (Un)natural Desire verses Antihomophobic Enquiry**

Globalisation and LGBT Movement in India; Struggles around the Law; Epistemology of Closet.

**Readings**


Assignment(s).

Ethnographic, (Auto)biographical, Fictions and Cinematic Renderings (for Group Assignments and Group Presentations)

(Note:- This part will not be taught in the class. Apart from these ethnographies and fictions listed below, films and documentaries on sexuality issues could be suggested by the course teacher for assignments)

Dude you are a Fag: Masculinity and Sexuality in High School (C.J. Pascoe); With Respect to Sex: Negotiating Hijra Identity in South India (Gayatri Reddy); Travesti: Sex, Gender and Culture among Brazilian Transgendered Prostitutes (Don Kulick); Gay Archipelago: Sexuality and Nation in Indonesia (Tom Boellstorff); Speaking in Queer Tongues: Globalisation and Gay language (William L. Leap and Tom Boellstroff); Global Divas: Filipino Gay Men in the Diaspora (Martin F.Manalansan); Families we Choose: Lesbian, Gay Kinship (Kath Weston); Loving Women: Being Lesbian in Underprivileged India (Maya Sharma); Truth About Me: A Hijra Life Story (A. Revathi); Close to Close: The Tranquebar Book of Queer Erotica (Meenu and Shruti); The Man Who Would Be Queen (Hoshang Merchant).
Sociology of Culture

Course No. : SL 532

No. of credits: 4

Name of the Faculty: Dr. Hoineilhing Sitlhou

Course Objective: The course aims to provide students with grounding in cultural sociology and prepare them for doing their own cultural research. To facilitate the objective, it will survey selected themes and issues in cultural sociology. The sociological approach to culture answers the following questions: What is culture and what does it do? How is culture defined or conceptualized? How is culture to be studied? What are the units of cultural analysis? What is the domain of culture? Four key themes will be the focus for this course: 1) Culture, Personality and Identity 2) Culture and Ecology, 3) Culture, Power and Agency and 4) Food and Fashion (Clothing): Reading across Cultures.

Course Contents:

1. Defining Culture, Cultural Studies and Popular Culture

Core readings:


Supplementary readings:


2. Culture, Personality and Identity

Core readings:


Supplementary readings:

3. **Culture and Ecology**

The unit studies the environmental influence on the cultural life of people in different societies.

*Core readings:*


*Supplementary readings:*


4. **Culture, Power and Agency**

How do we understand how culture produce meanings, extract practices and reproduced structures of power? In brief, how do we read culture so that we see its place in our lives, liberating, influencing and oppressing us? The sub section also highlight the debates on the intersection of the concept of race and racism with both the colonial and post-colonial state.

*Core readings:*

Supplementary readings:


5. Food and Fashion (Clothing): Reading across cultures

The sub section looks at the sociology of food and clothing as a part of sociology of culture. It tries to put the idea of food and clothing into its social contexts. Food is intimately connected to vital sociological issues of identity and power. When you eat, how you eat, why you eat, and with whom indicate a lot about our personalities, our social interactions, and our ethnic, gender, economic, political, religious, geographic, family and social identities. What do our clothes say about who we are or who we think we are?

This section will require compulsory participation from students taking up the course and will constitute the final internal assessment. Student will choose from the following broad themes to work on (class presentation and submit a 8-10 pages write-up):

(a) clothing and the communication of culture,
(b) social and functional basis for clothing,
(c) symbolic role of women’s clothing in patriarchal societies,
(d) clothing and identity,
(e) fashion and social change,
(f) food, identity and social boundaries,
(g) food and social class,
(h) ethnic food and national cuisines,
(i) food and gender
(j) food, culture and religion.
(k) nutritional myth
(l) vegetarianism
(m) food, place and identity.

Core and supplementary readings on Sociology of food:


d) Raja, Ira and John Thieme. 2009. The Table is Laid: The Oxford Anthology of South Asian Food Writing (Oxford India Collection). India: OUP.


Core and supplementary readings on Fashion and Clothing:


Course Requirements: Requirements will include regular attendance and active participation from the students. There will be three internal assessments which include two written exams and a compulsory presentation cum term paper (section 6).
Sociology of Organizations

Course No. : SL 582
No. of credits: 4
Name of the Faculty: Dr. C. Naga Lakshmi

Organizations are manifestations of individuals’ collective efforts. Formal organizations constitute one of the most important elements which make up the social web of modern societies. Organizations in modern societies permeate all aspects of human life. Individuals are members of one or more organization(s). This course deals with formal organizations in the modern societies. It discusses the theoretical frameworks to understand the social aspects of formal organizations. Core organizational issues such as bureaucracy, technology, culture, behavior and groups are discussed in this course drawing up on readings from sociology and organizational studies.

Introduction to sociology of organizations - study of formal organizations, organizational models

- Organizations as rational systems; organizations as human and social systems
- Theoretical perspectives on organizations: emergence of organizational theories- classical, contingency; contributions of Weber, Merton, Parsons, Selznick and critique of organizational theories
- Typologies of organizations based on functions, technology, regulation and structure.
- Technology-organization structure interface
- Organizational culture
- Organizations and their environments: organizations as open systems - resource dependency theory, institutional theory and organizational ecology
- Transformation of Organizations
- The dark side of organizations
- Power, Conflict
- Organization Behavior

Key Readings


Articles:


Social Movements

Course No. : SL 577

No. of credits: 4

Name of the Faculty: Dr. R.Thirunavukkarasu

This course intends to study social movements and revolutions of contemporary era and tries to contextualize their historical and sociological significance. The course elaborates on the social bases of different movements and discusses the conceptual, historical and empirical distinction among several social movements.

Unit 1 - Introduction to Social Movements
- Understanding Social Movements – Concepts and Debates
- Structural Crisis and Collective Behavior
- Nature of Collective Action

Unit 2 - Theories of Social Movements
- Modernity and the Crisis of the Social – Marx, Weber, Durkheim
- The Making of Collective Consciousness and the Mass Society
- Relative Deprivation, Social Mobilization and the Idea of Justice
- Anti colonial Movements and ‘National’ Liberation Movements

Unit 3
Identity and Collective Action
- Agrarian Crisis and the Peasant Movements
- Dalits, Tribals and Backward Class Movements
- Women’s Movements
- Labor and Trade Union Movements

Unit 4
New Social Movements
- Ecological Movements
- Students’ Movements
- Anti-Globalization Movements
- LBGT and Queer Movements

Reading List
4. Theda Skocpol: States and Social Revolutions-A Comparative Analysis of France, Russia and China, Cambridge University Press, 1979
20. Gopal Gosh: Indian Trade Union Movements, People’s History Publications, 2005
Environment and Sustainable Development

Course No. : SL 522

No. of credits: 4

Name of the Faculty: Dr. Satyapriya Rout

The course seeks to understand the inherent inadequacies of the dominant development paradigm on the one hand, and the emergence of sustainable development as well as community based sustainable natural resource management on the other. In the process, the course unveils the environmental history of India, and looks into the aspects of environmentalism and environmental movements from a theoretical and conceptual perspective. It highlights ‘community control’ of natural resources as an alternative to state control and privatization through an analysis of property rights and resource management regimes. The course aims to provide the students with a sound conceptual, theoretical and empirical background to the issues of environment, sustainable development and natural resource management; and prepare them for further research in these areas.

I. Dominant Development Paradigm and its critique

- A historical overview of the concept
- Voices of dissent in mainstream development
- National Development: A Critique
- Paradigm shift and emergence of alternative approaches

II. Introducing Sustainable Development (SD)

- Historical Perspective on Emergence of S.D
- Rationale for SD: Crisis of Development, Environment and Global Security
- Meaning, Nature, Components of SD: Social, Economic, Environmental
- Dimensions/Approaches of SD
  - Strong Vs. Weak Sustainability
  - Human Dev. Perspective on SD – (Millennium Dev. Goals and SD)
- Indicators of SD

III. Environmental Movements: Theoretical and Empirical Perspectives

- Environmentalism: Meaning and global history
- Varieties of Environmentalism: North – South Distinction
- Towards an Indian Environmental Movement (Environmentalism of South)
  - Approaches and Manifestations
  - Major Theoretical Trends
• Agents and Methods of Protest
• Few Cases of Movements over Forests and Water

IV. Towards an Environmental History of India

• History of Resource Management in India
• Colonial and Post Colonial Treatment of India’s Natural Resources

V. Natural Resource Management and Role of Local Communities

• Distinguishing between Resource and Property (the property rights debate)
  - Pure Public Goods
  - Private property
  - Common Pool Resources (CPR)
• Resource Management Regimes
  - State Control
  - Privatisation
  - Common Property
  - Open Access
• Problems to CPR Management - The Tragedy of the Commons
• Community Control as an Alternative to State Control and Privatisation
• Theoretical Perspectives and Empirical Observations

Readings

Unit – I: Dominant Development Paradigm and its critique


Unit – II: Introducing Sustainable Development


**Unit – III: Environmental Movements: Theoretical and Empirical Perspectives**


**Unit – IV: Towards an Environmental History of India**


**Unit – V: Natural Resource Management and Role of Local Communities**


Environmental Sociology

Course No. : SL 571

No. of credits: 4

Name of the Faculty: Dr. Satyapriya Rout

Course Description:
Human societies throughout history have shared an intrinsic relation with nature. Environmental factors always shape social phenomena, and human societies inevitably alter natural environment. In the last three to four decades, a growing number of sociologists have recognised this important linkage between the natural and social worlds, and ‘Environmental Sociology’ has emerged as a discipline within Sociology to integrate these connections systematically into social science research. In this broader context, this course aims to explore the relationship between human society and the larger natural environment, of which it is a part of. It is now acknowledged that environmental issues are inevitably social issues, and these can be understood by an examination of their social roots. The course therefore attempts to understand the social roots of ecological problems, which modern societies of the world face today. It unveils the social responses to the environmental problems that emerged in the west as well as the third world societies. Besides, it examines the emergence of the concept of sustainable development, environmental conflicts and movements, and various approaches to resource use as varied responses to environmental risks. The course gives due importance to environmental issues, concerns and debates that have emerged in India in recent years, and discusses the environmental history and the rise of environmentalism in India.

Course Objective:

The course aims to provide the students with a sound conceptual, theoretical and empirical background to the issues of environment, sustainable development and resource management; and prepare them for further research in the area. To be specific, the course intends to enhance the ability of the students to:

- Critically engage with the main concepts, theories, debates and empirical practices on environment society interactions
- Appropriately apply different theories and methodologies of research in different contexts relevant to environment and sustainable development
- Develop a wider understanding of current theoretical and empirical debate on environmental movements and sustainable resource management practices

Course Modules and Reading List (Readings will be selected from the list given)
Module 1: Environmental Sociology as a Field of inquiry

- Environment in Classical Sociological Tradition – Durkheim, Marx and Weber
- Environmental Change and emergence of ‘Environmental Sociology’
- Environmental Sociology as a Field of inquiry in India

Suggested Readings:


Module 2: Theoretical Approaches to Environmental Sociology

- Explanations for Environmental Degradation – Ecological and Political-economic
- Modernism: Environmental Degradation and/or Improvement – *Risk Society, Reflexive and Ecological Modernization*
- Perspectives and Debates in Environmental Sociology –
  - Natural Resource Sociology, Human Exemptionalism and Environmental Sociology
  - The Treadmill of Production
  - Realism Vs. Constructionism,

Suggested Readings:


Module 3: Contesting Space over Nature: Environmentalism and Environmental Movements in Global and Local Perspectives

- Environmentalism: Emergence and Global History
- Varieties of Environmentalism – North and South
- Environmental Justice and Political Ecology
- New Social Movement Paradigm and Environmental Movements

Suggested Readings:


-3-

Module 4: Environmentalism, Environmental Movement and Environmental History of India

- Towards an Indian Environmental Movement
- Approaches, Manifestations and Theoretical Strands of Indian Environmental Movement
- Environmental History of South Asia and India
- Sites of Environmental Struggle in India: Forest, Water and Global Environment

Suggested Readings:


Module 5: Governing the Nature: Natural Resource Management and Local Communities

- Managing the Commons – Forests, Water, Grazing Land
- Institutions and Issues of Presence and Participation
- Gender in Environmental Debate

Suggested Readings:


Other Text Books on Environmental Sociology


SOCIOLOGY OF EDUCATION

Course No. : SL 533

No. of credits: 4

Name of the Faculty: Dr. G. Nagaraju

This course introduces the student to the field of education from a sociological perspective. The course broadly discusses the major theoretical approaches that reflect the ideas of eminent Social Scientists in general and Sociologists in particular. Themes such as education in relation to stratification, culture, curriculum, state and education reform would be covered. Finally, at the end of the semester, students are expected to submit a project report based on an empirical study.

Section-I: Theoretical Foundations

I. Introduction to Sociology of Education
II. Theoretical Approaches to the study of Sociology of Education
   • Functionalism
   • Critical theory
   • Feminist
   • Reproduction theory
   • A disability perspective
   • Alternative education

• Section-III: Education and Society in India
  • Colonial rule and Framing of Knowledge,
  • Debating education policy in post-Independence India
  • Policy and politics of Knowledge

• Section-IV: Education in the era of Globalization
  • Indigenous modes of education
  • Culture of Learning and Learning to Labour

Section-V: University as a critical space

• Universities in transitions
• Pedagogy of the protest

Key Reading

• Craig Jeffrey, Patricia Jeffery and Roger Jeffery (2007) Degrees Without Freedom?: Education, Masculinities, and Unemployment in North India.
-1-


- Paulo Freire; Pedagogy of the Oppressed (30th Anniversary Edition).


-2-
Technology, Culture and Society

Course No. : SL 583

No. of credits: 4

Name of the Faculty: Dr. C. Raghava Reddy

The course aims to introduce the sociological perspectives on technology society interface. It focuses on the dialectics of social conditions that shape technology and technological conditions that influence social formations and cultures in a comparative analytical framework. Students are exposed to varied theoretical understandings of the relationship between technology and society; and science, technology and society. Situating technology in the contemporary social realm the course critically engages with the evolving nature of technology that has political, economic and ethical connotations.

Perspectives on the relations between science and technology

Agassi, Joseph. 1985 Technology: Philosophical and Social Aspects, Dordrecht: D. Reidel


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-1-


**Technological determinism**


Simpson, I. H. 1999. ‘Historical Patterns of Work Place Organization: From Mechanical to Electronic control and Beyond’, *Current Sociology*, 47(2):47-75


**Social shaping of technology**


**Social construction of technology**


**Sociological analysis of technological advances like biotechnology, and information and communication technology**


**Technology and structural considerations**


**Intellectual Property Rights (IPRs)**


Soybean Roundup Ready Case of Monsanto, in the supreme court of the United States, Vermon Hugh Bowman, Petitioner Vs. Monsanto Company et.al. on Petition For a writ of certiorari to the United states court of appeals for the federal circuit, brief for the United states as amicus curiae No. 11-796

-5-
Course Objective:

The objective of the course is to enable students to understand science as a socio-cultural product in a specific historical context. The course exposes the students to philosophical, historical and sociological perspectives to look at science as a practice deeply embedded in culture and society. It emphasizes the dynamic nature of the relations between wider cultural practices on one hand and scientific practices on the other. The attempt is to equip the student with a theoretical understanding indispensable for an in-depth study of science-society dynamics.

Topics:
I. Science as Culture: Issues and Perspectives

A Social Context of Production of Scientific Knowledge

i. Demarcation, Autonomy and Cognitive Authority of Science – Received view
ii. Challenges to the Received View

Reading list:


**B. Organization of Production of Scientific Knowledge and Professionalization of Science**

Reading List:
Michael Mulkay (1980) ‘Sociology of Science in the West’ *Current Sociology* Ben-David, J. *Scientist's Role in Society*
II. Society and Culture: Resources and Legitimation of Knowledge

Reading List:
Shapin, S. “Discipline and Bounding: The history and Sociology of Science as Seen Through the Externalism – Internalism Debate”, Osiris, 10 (1995)

III Science in Colonial / Post-Colonial India

i. Science in Colonial India
ii. Reception of Modern Science in India

Reading List:
Baber, Z.
Gyan Prakash, Another Reason: Science and the Imagination of Modern India
Ubeori. J. P. S. “Science and Swaraj”
Kumar, D. (ed.) Science and Empire,
Kumar, D. Science and the Raj

V Science: From Public Resources to Intellectual Propertie

Course Packet will be made available at the time of discussion
Law, State and Society

Course No. : SL 525

No. of credits: 4

Name of the Faculty: Prof. Sasheej Hegde

Course Objective:

Although meant as a formal critical introduction to themes in the sociology of law, the course also seeks to orchestrate a position on law and legal phenomena away from a singular focus on the state-defined legal sphere. Drawing on perspectives from classical sociology, jurisprudential theory, anthropology, and critical theory, an attempt will be made to elaborate a framework for the analysis of the law-state-society relation.

Course Outline:

1. Perspectives on law from jurisprudential theory and classical sociology
2. Of Marxism and the sociology of law: variations on a theme of convergence
3. In the shadow of the law or outside it: approaching legal pluralism
4. Contextualizing the category ‘non-state’, and towards an evaluation of the non-state legal system
5. Overcoming the state/non-state polarity: Foucault considered
6. Revisiting the problematic: law, state, and society

Readings:


People, Nation and State

Course No. : SL 528

No. of credits: 4

Name of the Faculty: Prof. Sasheej Hegde

Course Objective:

Sociological discourse generally has been premised upon ‘society’ as its object of study. The course under review is a systematic attempt to displace that focus; as well as being meant to engage with what this displacement could entail for the vocabulary of sociology. Again, to the extent that issues of group and national identity have emerged as central to the political sociology of the contemporary world (including India), the course will strive to conceptually orchestrate a perspective on such topics as the dynamics of group identity, the relationship between nationhood and nationalism; while also surveying, historically and comparatively, the problems and opportunities thrown up by different kind of nationalisms.

Course Outline:

1. A sociology beyond society: encountering the nation-state
2. The nation: real or imagined?
3. Engaging the right of self-determination
4. Between ‘civic’ and ‘ethnic’ nationalisms
5. Nationalism after sovereignty: colonial and postcolonial perspectives
6. On the ‘limits’ of modernization theory

Readings:


-2-
Modernity and Modernisation

Course No. : SL 527

No. of credits: 4

Name of the Faculty: Prof. Sasheej Hegde

Course Objective:

The course is, at once, an attempt to come to terms with a central object of sociology - indeed, arguably, of the entirety of social science – namely, modernity, even it strives to put in place the integuments of a reflexive sociology of modernity and modernization. The themes that comprise the course will take on both a conceptual and a substantive register.

Course Outline:

1. Modernity, modernization and the modern: clarifications
2. Theorising modernity and the idea of alternative (or multiple) modernities
3. Modernity in non-modern contexts: the historiographical debate
4. The paradigm of modernization revisited
5. Modernity and autonomy

Readings:


-1-


Rural Society and Agrarian Change

Course No. : SL 529

No. of credits: 4

Name of the Faculty: Prof. N. Purendra Prasad

This is an interdisciplinary course that introduces the students to the rural India today which is vastly complex and rapidly changing reality. Central focus of the course will be to understand the changing agrarian social structure and agrarian relations given the nature of modern capitalist development. This course will try to revisit the debates on agrarian question in the context of globalization and assess what new ideas are discernable with the new processes of `Rurban’ where urban is embedded in rural and rural in the urban. The lectures will be complemented by classroom discussions and student presentations on specific themes of the course.

I. Rural Sociology, Peasant Studies, and Sociology of Agriculture: Approaches, theories and methods

Key Readings:

II. Commercialization of Indian Agriculture

Key Readings:

III. Agrarian Question: Mode of Production Debate in Agriculture.


IV. Agrarian Relations – Class, Caste and Gender Issues.
Barbara Harris White (2004). India Working – Essays on Society and economy. CUP. (See the workforce and its social structures; the local state and the informal economy; caste and corporatist capitalism).
Ludden David (2002). “Subalterns and others in the Agrarian History of South Asia In James C Scott and Nina Bhat (ed). Agrarian Studies – Synthetic work at the cutting edge. OUP.

V State Interventions in Agrarian Relations

VI. Agrarian Movements in India
Readings:
David Hardiman (1992). Peasant Resistance in India. OUP.
VII. Concepts of Rurality, Rurban, Rural Urban Continuum under new forces of change; Footloose and Dispossessed Labour; Agrarian Discontent & Suicides.

Readings:
Sociology of Health, Sickness and Healing

Course No. : SL 580

No. of credits: 4

Name of the Faculty: Prof. N. Purendra Prasad

This course aims at providing various perspectives in understanding the relation between medicine, health, and society. This course critically examines some of the basic premises of knowledge production and its location within the socio-political and economic structure of a society. The course will be dealt in two sections. The first section gives an introduction to some of the main assumptions and theoretical perspectives in the sociological study of health while the second section deals with the substantive health research themes relevant to the Indian context.

Section I

I. Basic concepts and approaches in sociology of health - Disease and Sickness; Illness as metaphor; Language of Pain and Suffering.

Key Readings:


II. Medicine, Health and Society- Different Perspectives (Functionalist, Marxist, Post-Modernist, Feminist and Subaltern)

Key Readings:


III. **Body and Society – The concept of Embodiment; the invention and reinvention of Bodies; Bodies Perceived and Depicted; the Gendered Body.**

**Key Readings:**


*Nancy Scheper Hughes and Margaret Lock (1987). The Mindful Body. Medical Anthropology Quarterly (N.S) 1, 1, March (pp. 6-41).*


**Section II**

I. **Health Systems in pre and Post Independent India; Public and Private Health Care in India. Health Policy Framework - Specific Disease Programmes (Malaria, TB, Leprosy, AIDS, and Epidemics).**

**Key Readings:**


*David Arnold (1990). Colonizing the Body - State Medicine and Epidemic Disease in Nineteenth Century India. Delhi: OUP.*


II. Pharmaceuticals in Third World: Policies, Patents, and Regulations. 
Clinical Trials in India.

Medicines: Prescriptions, Self-Medications and OCTs

Key Readings:


III. Issues of Equity: Women’s Health, Mental Health, Disability. 
Medical Ethics: Surrogacy, Euthanasia.

Key Readings:


