

**B.A. (Honours) Sociology**  
**Introduction to Sociology II**  
**Core Course 03**

**Course Objectives**

1. The course aims to provide a general introduction to sociological thought. The focus is on studying from the original texts to give the students a flavour of how over a period of time thinkers have conceptualized various aspects of society. This paper also provides a foundation for thinkers in the other papers. The course teaches the students how to read the original works by the various thinkers.
2. The course is designed in a manner that for each topic there are multiple readings. The students learn how to read original works of various thinkers and to understand the central argument. They also learn how to present complex ideas of a particular thinker effectively in writing. They also learn how to frame arguments cogently.
3. The sequence in which the theoretical perspectives are introduced to the students reflects the way in which sociological thought has evolved and emerged. The focus is also on understanding how the development of theory is not in vacuum but is an outcome of the changing times. For example the theories of Marx, Weber and Durkheim are all in some ways related to the Industrial Revolution and the emergence of capitalism. Their theories also reflect the impact of large scale urbanization and industrialization on the lives of individuals. The impact is not just limited to individuals but is also reflected in the emergence of a new way of life and new institutions. They also learn about industrialization as a social phenomenon and the emergence of modern society as an outcome of industrialization.
4. The students will be able to understand since theories are a reflection of changes taking place in society thus each subsequent set of theoretical approaches will either support, critique identify logical flaws and gaps in the preceding arguments.
5. A student learns that social theories are inherently multicultural in nature. They cannot be limited by the boundaries of any one society or culture. They learn how to use theory for the other courses that they will be doing in the subsequent semesters. The course intends to equip students with tools to understand and appreciate the impact of globalization in an overall perspective instead of specific instances. The study of theory helps the students realize the impact of social, political, economic and technological processes on the world as a whole and their responsibility as global citizens.

**Course Learning Outcomes:**

1. The students are introduced to the relationship between theory and perspectives.
2. The students are introduced to sociological theories which they learn in greater detail during the later semesters.
3. This paper also provides a foundation for sociological theories that are a part of papers in the subsequent semesters.

4. The students learn critical thinking skills. They learn how to read, interpret and critique original works of various thinkers.

### **Course Outline:**

#### **Unit 1. On the Plurality of Sociological Perspective**

#### **Unit 2. Functionalism**

#### **Unit 3. Interpretive Sociology**

#### **Unit 4. Conflict Perspective**

#### **Unit 5. Structuralism**

#### **Unit 6. Interactionism**

#### **Unit 7. Feminist Perspective**

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### **Course Content**

#### **Unit 1. On the Plurality of Sociological Perspective (1-2 Weeks)**

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

#### **Unit 2 Functionalism (3-4 Weeks)**

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

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

#### **Unit 3. Interpretive Sociology (4-6 Weeks)**

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

#### **Unit 4. Conflict Perspective (7-8 Weeks)**

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

### **Unit 5 Structuralism (8-9 Weeks)**

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

### **Unit 6. Interactionism (9-11 Weeks)**

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

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

### **Unit 7. Feminist Perspective (12-14)**

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

### **References:**

#### **Compulsory Readings:**

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

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

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

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

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

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

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

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

### **Additional Resources**

Blumer, Herbert. 2002 'Symbolic Interactionism' from Craig Calhoun (ed.) *Contemporary Sociological Theory*. Oxford: Blackwell. Pp. 66 - 77

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

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

Films

E learning Resources

### **Teaching Learning Process**

1. Lectures supported by group tutorial work
2. Field-based learning through group projects
3. Seminars
4. Invited Lectures

Assessment Methods

1. Time-constrained Examinations
2. Class tests
3. Assignments
4. Project reports
5. Presentations

Keywords

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