

**B.A. (H) Sociology**  
**Core Course 13**  
**Sociological Thinkers –II**

**Course Objectives:**

Objective of teaching Sociological Thinkers to undergraduate students is to enable them to apply theory to their own everyday life experiences. This requires that students develop their sociological imagination and the capacity to read each situation sociologically and then to think about it theoretically. To this end, it is imperative that sociological theory courses demonstrate the applicability of theory to students.

**Learning Outcomes:**

Understanding the characteristics and dynamics of the social world, and how post-classical sociologists attempt to understand the social world.

1. Appreciating the relevance and limits of the contemporary theories or theoretical approaches to make sense of social reality.
2. Understanding the basic methodological approaches of the thinkers, through some original texts and their role in building sociological knowledge.

**Course Content**

**Unit 1. Talcott Parsons**

Action Systems and Pattern Variables

**Unit 2. G. H. Mead and Erving Goffman**

Interactional Self

**Unit 3. Peter L. Berger and Thomas Luckmann**

Social Construction of Reality

**Unit 4. Max Horkheimer, T.W. Adorno and Herbert Marcuse**

Critical Social Theory

**Unit 5. Pierre Bourdieu**

A Theory of Practice

**Course Content:**

**Unit 1 Talcott Parsons (Weeks 1-3)**

Parsons, T. 1951. (New edition first published 1991) *The Social System*. London : Routledge. Ch. 1 & 2. Pp. 1-44.

### **Unit 2. G. H. Mead and Erving Goffman (Weeks 4-6)**

Mead, G.H. 1934 (Fourteenth Impression 1967) *Mind Self and Society*. Chicago: University of Chicago Press. Part III, pp 135-226

Goffman, E. 1956. *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 1-9, 132-151, 152-162

### **Unit 3 Peter L. Berger and Thomas Luckmann (Week 7-8)**

Berger, P. L. and T. Luckmann. 1991. *The Social Construction of Reality*. London: Penguin Books, pp. 31-62

### **Unit 4 Max Horkheimer, T.W. Adorno and Herbert Marcuse (Weeks 9-12)**

Horkheimer. M and Adorno. T.W. *The Dialectic of Enlightenment*. 2002. Stanford University Press. Stanford: California. pp 1-34. Chapter 1, The Concept of Enlightenment

Marcuse, H. 1964. *One Dimensional Man: Studies in the Ideology of Advanced Industrial Society*. Boston: Boston Press, pp. 7-92

### **Unit 5. Pierre Bourdieu (Weeks 13-14)**

Bourdieu, P. 1977. *Outline of a Theory of Practice*. Cambridge: Cambridge University Press, pp. 72-95

## **References**

### **Compulsory**

Parsons, T. 1951. (New edition first published 1991) *The Social System*. London: Routledge. Ch. 1 & 2. Pp. 1-44.

Mead, G.H. 1934 (Fourteenth Impression 1967 ) *Mind Self and Society*. Chicago: University of Chicago Press. Part III, pp 135-226

Goffman, E. 1956. *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 1-9, 132-151, 152-162

Berger, P. L. and T. Luckmann. 1991. *The Social Construction of Reality*. London: Penguin Books, pp. 31-62

Horkheimer. M and Adorno. T.W. *The Dialectic of Enlightenment*. 2002. Stanford University Press. Stanford: California. pp 1-34. Chapter 1, The Concept of Enlightenment

Marcuse, H. 1964. *One Dimensional Man: Studies in the Ideology of Advanced Industrial Society*. Boston: Boston Press, pp. 7-92

Bourdieu, P. 1977. *Outline of a Theory of Practice*. Cambridge: Cambridge University Press, pp. 72-95.

### **Additional Resources:**

Ritzer, G. 1996. *Sociological Theory*. New York: McGraw Hill Companies

Black, Max ed . 1961. *Parsons Sociological Theory in The Social Theories of Talcott Parsons: A Critical Examination* .Englewood Cliffs, NJ. Prentice Hall. pp. 1-63

### **Teaching learning process:**

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

### **Assessment Methods:**

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

### **Keywords:**

*Social Action, Action Frame of Reference, Pattern Variables, Self, Play stage, Game Stage, Impression Management, Disciplinary Practices, Protective Practices, Dramaturgy, Everyday Reality, Language, Knowledge, Enlightenment, Instrumental Rationality, Forms of Control, Political Universe, Repressive De-sublimation, Habitat, Structure, Practice.*