

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

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

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

BA (H) Sociology
Core Course 04
Sociology of India II

Course Objectives:

1. To understand the modes of knowledge-construction of Indian history, society, Culture and politics.
2. To examine how multiple social processes, forces and ideologies shaped the terrain of the nation.

Course Learning Outcomes:

1. The course adds to the sociological interpretation of Indian history and society. The India-specific themes of the course – discourse/knowledge-making, mobilization, transformation, ideology, identity and politics, for example – are treated, moreover, by drawing from sociological concepts and theories. The course connects the practical and conceptual in terms of both substance and relevance.
2. By focusing on the nuanced character of historical and social ideas and processes, the course sharpens the faculties of critical and analytical thinking and doing.
3. The adoption of an inter-disciplinary framework, without losing sight of the sociological, makes the course wider in scope and scale. It broadens viewpoints and encourages students to reflect deeply on the multicultural reality which is the defining feature of India.
4. The course, in terms of both high quality syllabus-content and innovative teaching-learning techniques, matches global standards. Consequently, it adequately trains students to compete in global academia.

Course Outline:

Unit 1: India as an Object of Knowledge [Weeks 1-3]

The Nationalist Discourse
The Subaltern Critique
Indological and Ethnographic Perspectives

Unit 2: Resistance, Mobilization, Change [Weeks 4-10]

Dalit Politics
Mobility and Change
Women's Movement
Peasant Movements
Ethnic Movements
Middle Class Phenomenon
Migration and Displacement

Unit 3: Crises of Civilization, State and Society [Weeks 11-14]

Communalism
Secularism

Citizenship and Identity

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Course Content:

Unit 1: India as an Object of Knowledge [Weeks 1-3]

The Nationalist Discourse

Kaviraj, S., 2010, *The Imaginary Institution of India*. Ranikhet: Permanent Black, Pp.85-126.

The Subaltern Critique

Guha, R., 1982, *Subaltern Studies*, Volume I. Delhi: Oxford University Press, Pp.1-8.

1.3 Indological and Ethnographic Perspectives

Dumont, L. and D. Pocock, 1957, "For a Sociology of India", *Contributions to Indian Sociology*, 1, Pp. 7-22.

Unit 2: Resistance, Mobilization, Change [Weeks 4-10]

2.1. Dalit Politics

Shah, G., 2001, *Dalit Identity and Politics*. New Delhi: Sage Publications, Pp. 17-43.

2.2 Mobility and Change

Srinivas, M.N., 1956, "A Note on Sanskritization and Westernization", *The Far Eastern Quarterly*, 15(4), Pp. 481-496.

Women's Movement

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

Peasant Movements

Poucheпадass, J., 1980, "Peasant Classes in Twentieth Century Agrarian Movements in India", in E. Hobsbawm (ed.), *Peasants in History*. Delhi: Oxford University Press, Pp. 136-155.

Ethnic Movements

Baruah, S., 2010, "The Assam Movement" in T.K. Oommen (ed.), *Social Movements I: Issues of Identity*. Delhi: Oxford University Press, Pp. 191-208.

Middle Class Phenomenon

Deshpande, S., 2003, *Contemporary India: A Sociological View*. New Delhi: Penguin Books, Pp.125-150.

Migration and Displacement

Datta, A., 2016, "Dealing with Dislocation: Migration, Place and Home among Displaced Kashmiri Pandits in Jammu and Kashmir", *Contributions to Indian Sociology*, 50 (1), Pp. 52-79.

Unit 3: Crises of Civilization, State and Society [Weeks 11-14]

Communalism

Dumont, L., 1997, *Religion, Politics and History in India*. Paris: Mouton, Pp. 89-110.

Secularism

Kumar, R., 1986, "The Varieties of Secular Experience", in *Essays in the Social History of Modern India*. Calcutta: Oxford University Press, Pp. 31-46.

Madan, T.N., 1997, *Modern Myths, Locked Minds*. Delhi: Oxford University Press, Pp. 233-265.

Citizenship and Identity

Oommen, T.K., 1997, *Citizenship and National identity: From Colonialism to Globalism*. New Delhi: Sage Publications, Pp. 143-172.

References:

Compulsory Readings:

Baruah, S., 2010, "The Assam Movement" in T.K. Oommen (ed.), *Social Movements I: Issues of Identity*. Delhi: Oxford University Press.

Datta, A., 2016, "Dealing with Dislocation: Migration, Place and Home among Displaced Kashmiri Pandits in Jammu and Kashmir", *Contributions to Indian Sociology*, 50 (1).

Deshpande, S., 2003, *Contemporary India: A Sociological View*. New Delhi: Penguin Books.

Dumont, L. and D. Pocock, 1957, "For a Sociology of India", *Contributions to Indian Sociology*, 1.

Dumont, L., 1997, *Religion, Politics and History in India*. Paris: Mouton.

Guha, R., 1982, *Subaltern Studies, Volume I*. Delhi: Oxford University Press.

Kaviraj, S., 2010, *The Imaginary Institution of India*. Ranikhet: Permanent Black.

Kumar, R., 1986, "The Varieties of Secular Experience", in *Essays in the Social History of Modern India*. Calcutta: Oxford University Press.

Madan, T.N., 1997, *Modern Myths, Locked Minds*. Delhi: Oxford University Press.

Menon, N., (ed.), 1999, *Gender and Politics in India*. Delhi: Oxford University Press.

Oommen, T.K., 1997, *Citizenship and National identity: From Colonialism to Globalism*. New Delhi: Sage Publications.

Pouchepadass, J., 1980, "Peasant Classes in Twentieth Century Agrarian Movements in India", in E. Hobsbawm (ed.), *Peasants in History*. Delhi: Oxford University Press.

Shah, G., 2001, *Dalit Identity and Politics*. New Delhi: Sage Publications.

Srinivas, M.N., 1956, "A Note on Sanskritization and Westernization", *The Far Eastern Quarterly*, 15(4).

Additional Resources:

Books and Articles:

Cohn, B.S., 1971, *The Social Anthropology of a Civilization*. Delhi: Oxford University Press.

Das, V., 2004, "Social Sciences and the Publics", in V. Das (ed.) *Handbook of Indian Sociology*. Delhi: Oxford University Press.

Omvedt, G., 1994, "Peasants, Dalits and Women: Democracy and India's New Social Movements", *Journal of Contemporary Asia*, 24.

Ray, N.R., 1973, *Nationalism in India: A Historical Analysis of its Stresses and Strains*. Aligarh: Aligarh Muslim University Press.

Srinivas, M.N., 1952, "Sociology and Social Anthropology", *Sociological Bulletin*, 1(1).

Uberoi, P. et al., 2007, "Introduction: The Professionalization of Indian Anthropology and Sociology: Peoples, Places and Institutions" in P. Uberoi et al (eds), *Anthropology in the East: Founders of Indian Sociology and Anthropology*. New Delhi: Permanent Black.

Audio-Visual Materials:

Select Films/Documentaries (any three):

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

Komal Gandhar [1961; Dir: Ritwik Ghatak]

Ankur [1974; Dir: Shyam Benegal]

Father, Son, and Holy War [1994; Dir: Anand Patwardhan]

Bombay [1995; Dir: Mani Ratnam]

Mirch Masala [1987; Dir: Ketan Mehta]

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

Teaching Learning Process:

This course has been designed keeping the student at the centre of teaching-learning process. The readings are exciting to young students, for they are able to connect these and the subjects examined therein with reality. Students are encouraged to read and the teacher participates in

the reading process and the discussion which follows. The teacher, therefore, engages in active rather than passive pedagogy. Collective/team reading helps in understanding conceptual questions plus details present in the essays. The value of ethical awareness and responsibility, which is one of the important elements of lifelong learning, is treated as pivotal to the teaching-learning process. The use of digital aids contributes further to classroom interaction and excitement for learning.

Assessment Methods:

Assessment in this course, both internal and external, will include mid-semester tests, written assignments/term papers, team/individual projects, class presentations and University of Delhi conducted end-semester examination.

Keywords:

Knowledge-making, discourses on India, nation, state, politics, historiography, subaltern, Indology, ethnography, culture, resistance, movements, social transformation, Dalit, peasant, women, ethnicity, middle class, migration, communalism, secularism and citizenship.

BA (H) Sociology

Generic Elective 01

Indian Society: Images and Realities

Course Objectives:

1. *Indian Society: Images and Realities* is an interdisciplinary introductory course on Indian society. It constitutes Indian society as an object of study through delineating the historical processes and ideological tensions that tentatively constitute this object. It proceeds to familiarize the students with constituent institutions and processes of Indian society such as village, town, region, caste, class, religion family, gender and political economy. It concludes with a section that marks the ongoing conversations about Indian society.
2. This generic elective course may serve as a foundational course for any graduate of the University as the disciplinary knowledge it transmits brings reflexivity, criticality, multi-cultural competence and ethical awareness essential for citizenship education of all graduates.
3. It enables the capacity to invoke scientific and analytical attitude towards one's own society and its ongoing workings and evolution. It provides the cultural knowledge and research skills that would be necessary for problem solving in Indian context.
4. The course works with fine and extremely well crafted sociological writing. In doing so it contributes to augmentation of their communication skills. Finally, the course provides the ethos and categories for lifelong learning about Indian society and history and a means to appreciate aspects of its culture in its proper context.

Course Learning Outcomes:

1. A familiarity with ideas of India in their social and historical context.
2. An acquaintance with key institutions and processes of Indian society.
3. An ability to understand social institutions with sociological imagination with a critical and comparative spirit.
4. A preliminary understanding of sociological discourse on Indian society.
5. A capacity to situate contemporary public issues pertaining to Indian society in the context of these enduring institutions, processes and contentions.

Course Outline

Unit 1. Ideas of India: Civilization, Colony, Nation and Society (3 Weeks)

Unit 2. Institutions and Processes (8 Weeks)

Village, Town and Region

Caste, Class and Religion

Family and Gender

Political Economy

Unit 3. Critiques (3

Weeks)

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Course Content

Unit 1. Ideas of India: Civilization, Colony, Nation and Society (3 Weeks)

Embree, Ainslie Thomas. *Imagining India*. Delhi: Oxford University Press, 1989. Chapter 1- Brahmanical Ideology and Regional Identities. Pp. 9 – 27

Robb, Peter G. *A History of India*, London: MacMillan, 2011. (2nd Edition) Chapter 1. Region and Civilization. Pp. 1-27 (27)

Unit 2. Institutions and Processes (8 Weeks)

Village, Town and Region

Breman, Jan. 'The Village in Focus' from the *Village Asia Revisited*, Delhi: OUP 1997. Pp. 15-64

Cohn, Bernard, *An Anthropologist Among Historians and Other Essays*, Delhi: OUP, 1987, Chapters. 4 and 6. Pp.78-85 & 100 – 135

Caste, Class and Religion

Zelliot, Eleanor. 'Caste in Contemporary India', in Robin Rinehart ed. *Contemporary Hinduism:*

Ritual, Culture, and Practice, Santa Barbara: ABC-Clio, 2004. Pp. 243 – 268

Alavi, Hamza. And John Harriss. *Sociology of "Developing Societies": South Asia*. London: Macmillan, 1989. Pp. 134-147 & 268 – 275

Mines, Diane P. 'The Hindu Gods in a South Indian Village' in Diane P. Mines and Sarah Lamb (Eds.) *Everyday Life in South Asia*, Indianapolis: Indiana University Press. Pp. 219 – 248

Family and Gender

Dube, Leela. 'On the Construction of Gender: Hindu Girls in Patrilineal India', *Economic and Political Weekly*, Vol. 23, No. 18 (Apr. 30, 1988), pp. WS11-WS19

Gray, John N. & David J. Mearns. *Society from the Inside Out: Anthropological Perspectives on the South Asian Household*. New Delhi: Sage, 1989. Chapter 3. (Sylvia Vatuk) Household Form and Formation: Variability and Social Change among South Indian Muslims. Pp. 107-137

Political Economy

Chatterjee, Partha. *State and Politics in India*. Delhi: Oxford University Press, 1997. Introduction: A Political History of Independent India. Pp. 1-39

Unit 3. Critiques (3 Weeks)

Omvedt, Gail. *Understanding Caste*. New Delhi: Orient Black Swan, 2011. Chapters. 5, 9, 11 and Conclusion. Pp. 30-38, 67 – 73, 83 – 90, 97 – 105

Jayawardena, Kumari. *Feminism and Nationalism in the Third World*, London: Verso, Chapter 6. Women, Social Reform and Nationalism in India. 2016.

Baruah, Sanjib. 'Cultural Politics of Language, Subnationalism and Pan-Indiansim' from *India against Itself: Assam and the politics of Nationalism*, New Delhi: OUP, 2001. Pp. 69-90

References

Compulsory Readings

Alavi, Hamza. And John Harriss. *Sociology of "Developing Societies": South Asia*. London: Macmillan, 1989. Pp. 134-147 & 268 – 275

Baruah, Sanjib. 'Cultural Politics of Language, Subnationalism and Pan-Indiansim' from *India against Itself: Assam and the politics of Nationalism*, New Delhi: OUP, 2001. Pp. 69-90

Breman, Jan. 'The Village in Focus' from *The Village Asia Revisited*, Delhi: OUP 1997. Pp. 15-64

Chatterjee, Partha. *State and Politics in India*. Delhi: Oxford University Press, 1997. Introduction: A Political History of Independent India. Pp. 1-39

Cohn, Bernard, *An Anthropologist Among Historians and Other Essays*, Delhi: OUP, 1987, Chapters. 4 and 6. Pp.78-85 & 100 – 135

Dube, Leela. 'On the Construction of Gender: Hindu Girls in Patrilineal India', *Economic and Political Weekly*, Vol. 23, No. 18 (Apr. 30, 1988), pp. WS11-WS19

Embree, Ainslie Thomas. *Imagining India*. Delhi: Oxford University Press, 1989. Chapter 1- Brahmanical Ideology and Regional Identities. Pp. 9 – 27

Gray, John N. & David J. Mearns. *Society from the Inside Out: Anthropological Perspectives on the South Asian Household*. New Delhi: Sage, 1989. Chapter 3. (Sylvia Vatuk) Household Form and Formation: Variability and Social Change among South Indian Muslims. Pp. 107-137

Jayawardena, Kumari. *Feminism and Nationalism in the Third World*, London: Verso, Chapter 6. Women, Social Reform and Nationalism in India. 2016.

Mines, Diane P. 'The Hindu Gods in a South Indian Village' in Diane P. Mines and Sarah Lamb (Eds.) *Everyday Life in South Asia*, Indianapolis: Indiana University Press. Pp. 219 – 248

Omvedt, Gail. *Understanding Caste*. New Delhi: Orient Black Swan, 2011. Chapters. 5, 9, 11 and Conclusion. Pp. 30-38, 67 – 73, 83 – 90, 97 – 105

Robb, Peter G. *A History of India*, London: MacMillan, 2011. (2nd Edition) Chapter 1. Region and Civilization. Pp. 1-27 (27)

Zelliot, Eleanor. 'Caste in Contemporary India', in Robin Rinehart ed. *Contemporary Hinduism: Ritual, Culture, and Practice*, Santa Barbara: ABC-Clio, 2004. Pp. 243 – 268

Additional Resources

Chandavarkar, Rajnarayan. *History, Culture and the Indian City*, Cambridge: Cambridge University press, 2009. Chapter 2. Bombay's perennial modernities. Pp. 12 – 30

Fruzzetti, Lina. 'Muslim Rituals: Household Rites vs. Public Festivals in Rural India', from Imtiaz Ahmad (Ed.) *Ritual and Religion among Muslims in India*. Delhi: Manohar, 1984. Pp. 91 – 112 (22)

Metcalf, Barbara D. and Thomas R. Metcalf. *A Concise History of Modern India*. Cambridge: Cambridge University Press. 2006. Pp. 231 – 296

Mines, Diane P. and Sarah Lamb (Eds.) *Everyday Life in South Asia*, Indianapolis: Indiana University Press. Pp. 11 – 22

Mines, Diane P. *Caste in India*. Ann Arbor, Mich.: Association for Asian Studies, 2009.

Teaching-Learning Process:

The teaching, learning process for this paper involves lectures, presentations, projects and film screenings. The diversity and multi-cultural ecosystem of Delhi university classrooms would be mobilized to maximize peer learning through sharing of the lived knowledge of many Indias and its institutions.

Assessment Methods:

Recommended evaluation is one assignment that tests the conceptual grasp based on prescribed readings and one project that demonstrates competence to grasp a contemporary social issue, cultural feature or a trend in India

Keywords:

India, Civilization, Colony, Society, Village, Town, Region, Caste, Class, Religion, Family, Gender, Economy, Politics.

BA (H) Sociology

Generic Elective 02

Family and Intimacy

Course Objectives

1. To introduce students to a range of contemporary concerns pertaining to family as a social institution from a sociological perspective and with an interdisciplinary orientation.
2. To situate family in its historical, cultural, social and comparative contexts and alert students to widely prevalent misunderstandings about it and make them aware of the sheer diversity of family forms and reconstitute it as a possible arena of justice.
3. To familiarize students with different phases and facets of family and intimate life using ethnographic accounts from different regions of India.
4. To examine institution of family and experience of intimacy with empathy and detachment.

Course Learning Outcomes

1. An ability to examine the institution of family and reality of intimate experiences from a sociological perspective.
2. Knowledge of diverse forms of the family within their appropriate historical contexts and comparative appreciation of their features.
3. Ability and disposition to constitute quotidian space of family and intimacy as an arena of democracy, gender justice and empowerment.
4. Awareness of symbiotic relationship between conceptual, ethnographic and critical literatures in social sciences and demonstrate how they work in close tandem.
5. To alert next generation policy makers to take the questions of the intimate sphere of the family with appropriate seriousness and make them integral to public reason and conversation.

Course Outline

Unit 1: What is Family? (4 Weeks)

Unit 2: Family and Intimacy: Themes and Accounts (6 Weeks)

Unit 3: Family and Intimacy: Critiques and Transformations (4 Weeks)

Course Content:

Unit 1. What is Family? (4 Weeks)

Mitterauer, Michael, and Reinhard Sieder. *The European Family*. Chicago: University of Chicago Press, 1982. Chapters 1 & 4. Family as a Historical Social Form & Has Family Lost its Functions? Pp. 1-21, 71-90.

Worsley, Peter. *Introducing Sociology*. Harmondsworth: Penguin Books, 1984. Chapter 4. The Family. Pp. 165-209.

Lévi-Strauss, Claude. 'The Family' in Harry L Shapiro (ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp. 261 – 285.

Okin, Susan Moller. *Justice, Gender, and the Family*. New York: Basic Books, 1989. Chapter 2. The Family: Beyond Justice? Pp. 25 – 40.

Weston, Kath. *Families We Choose*. New York: Columbia University Press, 1991. Chapter 2. Exiles from Kinship. Pp. 21 – 42.

Unit 2. Family and Intimacy: Themes and Accounts (6 Weeks)

Lannoy, Richard. *The Speaking Tree*. London: Oxford University Press, 1974. Part Two, Chapters. 1, 2 & 4. The Child, Family Relationships & Change in the Family System. Pp. 83 – 112 & 124 – 131.

Goody, Jack. *The Oriental, the Ancient and the Primitive: Systems of Marriage and the Family in the Preindustrial Societies of Eurasia*. Cambridge: Cambridge University Press. (With Esther Goody) Chapter 6. Marriage and the Family in Gujarat. Pp.157-178.

Trawick, Margaret. *Notes on Love in a Tamil Family*. Delhi: Oxford University Press, 1996. Chapters. 3 & 5. The Ideology of Love & Siblings and Spouses. Pp. 89 – 116 & 187 – 204.

Raheja, Gloria Goodwin, and Ann Grodzins Gold. *Listen To The Heron's Words: Reimagining Gender and Kinship in North India*. Delhi: Oxford University Press, 1996. Chapter 2. Sexuality, Fertility, and Erotic Imagination in Rajasthani Women's Songs. Pp. 30 – 72.

Lynch, Owen M. (Ed.) *Divine Passions: The Social Construction of Emotion in India*. Delhi: Oxford University Press, 1990. (Sylvia Vatuk) Chapter 3. "To be a Burden on Others": Dependency Anxiety among the Elderly in India. Pp. 64 – 88.

Unit 3. Family and Intimacy: Critiques and Transformations (4 Weeks)

Barrett, Michèle, and Mary McIntosh. *The Anti-Social Family*. London: Verso, 1991. Chapter 2. The Anti-Social Family. Pp. 43 – 80.

Cartledge, Sue, and Joanna Ryan. *Sex & Love: New Thoughts on Old Contradictions*. London: Women's Press, 1983. Chapter 7 'Is a Feminist Heterosexuality Possible?' Pp. 105 – 123.

Coontz, Stephanie. *Marriage, A History*. New York: Viking, 2005. Pp. 15 – 49.

Uberoi, Patricia. (Ed.) *Social Reform, Sexuality and the State*. New Delhi: Sage Publications, 1996. Chapter 14. When is a Marriage not a Marriage? Sex, Sacrament and Contract in Hindu Marriage. Pp.319 – 345.

Hochschild, Arlie Russell. *So how's the Family? And other Essays*. Berkley: University of California Press, 2013. Chapter 4. So how's family? Pp. 47- 60.

References

Compulsory Readings:

Barrett, Michèle, and Mary McIntosh. *The Anti-Social Family*. London: Verso, 1991. Chapter 2. The Anti-Social Family. Pp. 43 – 80.

Cartledge, Sue, and Joanna Ryan. *Sex & Love: New Thoughts on Old Contradictions*. London: Women's Press, 1983. Chapter 7. 'Is a Feminist Heterosexuality Possible?' Pp. 105 – 123.

Coontz, Stephanie. *Marriage, A History*. New York: Viking, 2005. Pp. 15 – 49

Goody, Jack. *The Oriental, the Ancient and the Primitive: Systems of Marriage and the Family in the Preindustrial Societies of Eurasia*. Cambridge: Cambridge University Press. (With Esther Goody) Chapter 6. Marriage and the Family in Gujarat. Pp.157-178.

Hochschild, Arlie Russell. *So how's the Family? And other Essays*. Berkeley: University of California Press, 2013. Chapter 4. So how's family? Pp. 47- 60.

Lannoy, Richard. *The Speaking Tree*. London: Oxford University Press, 1974. Part Two, Chapters. 1, 2 & 4. The Child, Family Relationships & Change in the Family System. Pp. 83 – 112 & 124 – 131.

Lévi-Strauss, Claude. 'The Family' in Harry L Shapiro (ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp. 261 – 285.

Lynch, Owen M. (Ed.) *Divine Passions: The Social Construction of Emotion in India*. Delhi: Oxford University Press, 1990. (Sylvia Vatuk) Chapter 3. "To be a Burden on Others": Dependency Anxiety among the Elderly in India. Pp. 64 – 88.

Mitterauer, Michael, and Reinhard Sieder. *The European Family*. Chicago: University of Chicago Press, 1982. Chapters 1 & 4. Family as a Historical Social Form & Has Family lost its Functions? Pp. 1-21, 71-90.

Okin, Susan Moller. *Justice, Gender, and the Family*. New York: Basic Books, 1989. Chapter 2. The Family: Beyond Justice? Pp. 25 – 40.

Raheja, Gloria Goodwin, and Ann Grodzins Gold. *Listen To The Heron's Words: Reimagining Gender and Kinship in North India*. Delhi: Oxford University Press, 1996. Chapter 2. Sexuality, Fertility, and Erotic Imagination in Rajasthani Women's Songs. Pp. 30 – 72.

Trawick, Margaret. *Notes on Love in a Tamil Family*. Delhi: Oxford University Press, 1996. Chapters 3 & 5. The Ideology of Love & Siblings and Spouses. Pp. 89 – 116 & 187 – 204.

Uberoi, Patrica. (Ed.) *Social Reform, Sexuality and the State*. New Delhi: Sage Publications, 1996. Chapter 14. When is a Marriage not a Marriage? Sex, Sacrament and Contract in Hindu Marriage. Pp.319 – 345.

Weston, Kath. *Families We Choose*. New York: Columbia University Press, 1991. Chapter 2. Exiles from Kinship. Pp. 21 – 42.

Worsley, Peter. *Introducing Sociology*. Harmondsworth: Penguin Books, 1984. Chapter 4. The Family. Pp. 165-209.

Additional Resources:

Books & Articles

Ahmad, Imtiaz. *Family, Kinship, and Marriage among Muslims in India*. Delhi: Manohar Press. 1976.

Beck, Ulrich and Elisabeth Beck-Gernsheim. *The Normal Chaos of Love*. Oxford: Polity Press. 1995.

Becker, Gary S. *A Treatise on the Family*. Harvard: Harvard University Press.

Dasgupta, Sanjukta. *The Indian Family in Transition: Reading Literary and Cultural Texts, Delhi: Sage. 2007.*

Engels, Frederick. *The Origin of the Family, Private Property and the State*. New York: Penguin. 2012.

Goody, Jack. *Development of the Family and Marriage in Europe*. Cambridge: Cambridge University Press. 1983.

Laslett, Peter. *Family Life and Illicit Love in Earlier Generations: Essays in Historical Sociology*. Cambridge: Cambridge University Press. 1977.

Madan, T. N. *Family and Kinship: A Study of the Pandits of Rural Kashmir*. Delhi: Oxford University Press, 1989.

Ross, Aileen D. *The Hindu Family in its Urban Setting*. Toronto: University of Toronto Press. 1967.

Stone, Lawrence. *The Family, Sex and Marriage in England 1500 – 1800 (Abridged Edition)*, Harmondsworth: Penguin.

Shah, A.M. (2014) *The Writings of A.M. Shah: The Household and Family in India*. New Delhi: Orient BlackSwan. Book Two, chapters 2 and 6, pp. 329 to 341 and 378 to 390.

Teaching-Learning Process:

Besides conventional lecturing for communicating concepts, the teaching-learning process for this paper seeks to draw extensively on the diverse cultural competences, observations and

experiences of the class to make the issues involved more vivid. Group discussions providing a space for students to voluntarily share their observations and experiences of family life are

integral part of the teaching-learning process. Given that family and intimate experiences are also a staple of popular culture, teaching - learning seeks to mobilize those resources to make classes more engaging.

Assessment Methods:

Recommended evaluation is one assignment that tests the conceptual competence and one project that puts the conceptual learning into empirical practice.

Keywords:

Family, Intimacy, Life Cycle, Childhood, Marriage, Old Age, Gender, Emotions, Sexuality, Love, Law, Justice, Democracy

BA (H) Sociology

Generic Elective 03

Rethinking Development

Course Objectives

1. This course invites students to explore issues relating to development, one of the key ideas, concepts, and animating forces of our societies and lives. It offers sociological modes to investigate the bewildering, often contradictory, ways in which development comes to mean a promise or desire, an inevitable consequence or persuasive project, and how it is closely connected to notions of progress and modernity.
2. It introduces students from various disciplines to the scholarship on development from a sociological vantage point. It aims to familiarise students with ideas, theories, and practices of development. The course also acquaints them with the trajectory of development in post-colonial India.
3. Drawing from disciplines such as sociology, anthropology, economics, political studies, and development studies, it shall help students analyse different approaches to, and practices and experiences of, development. With its emphasis on the role and interplay of institutions, apparatus, policies, practices, and social relations, this course shall also aid in the critical analysis of development's diverse manifestations across locations and moments.

Course Learning Outcomes

1. Understand different ideas of, and approaches to, development.
2. Explain the dynamics between developmental institutions, actors, policies, theories, approaches, and ideas and the implementation, consequences, and experiences of development.
3. Critically analyse the key features of developmental processes in postcolonial India.
4. Undertake a sociological examination of developmental practices in different locations, moments, and fields, and to interpret different outcomes and experiences of development.

Course Outline

1. Unpacking Development (3 Weeks)
2. Theorizing Development (5 Weeks)
3. Developmental Regimes in India (3 Weeks)
4. Practices and Experiences of Development (3 Weeks)

Course Content

Unit 1. Unpacking Development (Weeks 1-3)

Rist, Gilbert. 2008. *The History of Development: From Western Origins to Global Faith*. London: Zed Books, pp. 1-24.

Sachs, Wolfgang (ed). 1992. *The Development Dictionary: A Guide to Knowledge and Power*. London: Zed Books, pp. 1-21.

Dirlik, Arif. 2014. 'Developmentalism: A Critique,' *Intervention* 16 (1), pp 30-48.

Unit 2. Theorizing Development (Weeks 4-8)

Leys, Colin. 2005. 'The Rise and Fall of Development Theory,' in M. Edelman and A. Haugerud (eds.) *The Anthropology of Development and Globalization*. Oxford: Blackwell Publishing, pp 109-125.

Sen, Amartya. 1999. *Development as Freedom*. New Delhi: Oxford University Press, pp. 3-11, 35-54.

Sanyal, Kalyan. 2007. *Rethinking Capitalist Development: Primitive Accumulation, Governmentality and Post-Colonial Capitalism*. New Delhi: Routledge, pp 168-189.

Redclift, Michael. 1984. *Development and the Environmental Crisis: Red or Green Alternatives?* New York: Methuen & Co., chapters 1 & 7, pp 5-19, 122-130.

Visvanathan, Nalini, Lynn Duggan, Laura Nisonoff & Nan Wieggersma (eds). 1997. *The Women, Gender and Development Reader*. Delhi: Zubaan, pp 33-54.

Escobar, Arturo. 1995. *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press, pp. 3-54.

Unit 3. Developmental Regimes in India (Weeks 9-11)

Chatterjee, Partha. 2008. 'Democracy and Economic Transformation in India,' *Economic and Political Weekly* 43 (16), pp. 53-62.

Harriss, John. 2006. *Power Matters: Essays on Institutions, Politics and Society in India*. Delhi: Oxford University Press, pp. 75-102.

Gupta, Akhil and Sharma, Aradhana. 2006. 'Globalization and Postcolonial States,' *Current Anthropology* 47 (2), pp. 277-293.

Unit 4. Practices and Experiences of Development (Weeks 12-14)

Elyachar, Julia. 2002. 'Empowerment Money: The World Bank, Non-Governmental Organizations, and the Value of Culture in Egypt,' *Public Culture* 14 (3), pp. 493-513.

Pigg, Stacy. 1992. 'Inventing Social Categories through Place: Social Representations and Development in Nepal,' *Comparative Studies in Society and History* 34 (3), pp. 491-513.

Srivastava, Aseem and Kothari, Ashish. 2012. *Churning the Earth: Making of Global India*. Delhi: Penguin, pp. 193-230, 254-292.

References

Compulsory Readings

Chatterjee, Partha. 2008. 'Democracy and Economic Transformation in India,' *Economic and Political Weekly* 43 (16), pp. 53-62.

Dirlik, Arif. 2014. 'Developmentalism: A Critique,' *Intervention* 16 (1), pp 30-48.

Elyachar, Julia. 2002. 'Empowerment Money: The World Bank, Non-Governmental Organizations, and the Value of Culture in Egypt,' *Public Culture* 14 (3), pp. 493-513.

Escobar, Arturo. 1995. *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press, pp. 3-54.

Gupta, Akhil and Sharma, Aradhana. 2006. 'Globalization and Postcolonial States,' *Current Anthropology* 47 (2), pp. 277-293.

Harriss, John. 2006. *Power Matters: Essays on Institutions, Politics and Society in India*. Delhi: Oxford University Press, pp. 75-102.

Leys, Colin. 2005. 'The Rise and Fall of Development Theory,' in M. Edelman and A. Haugerud (eds.) *The Anthropology of Development and Globalization*. Oxford: Blackwell Publishing, pp 109-125.

Figg, Stacy. 1992. 'Inventing Social Categories through Place: Social Representations and Development in Nepal,' *Comparative Studies in Society and History* 34 (3), pp. 491-513.

Redclift, Michael. 1984. *Development and the Environmental Crisis: Red or Green Alternatives?* New York: Methuen & Co., chapters 1 & 7, pp 5-19, 122-130.

Rist, Gilbert. 2008. *The History of Development: From Western Origins to Global Faith*. London: Zed Books, pp. 1-24.

Sachs, Wolfgang (ed). 1992. *The Development Dictionary: A Guide to Knowledge and Power*. London: Zed Books, pp. 1-21.

Sanyal, Kalyan. 2007. *Rethinking Capitalist Development: Primitive Accumulation, Governmentality and Post-Colonial Capitalism*. New Delhi: Routledge, pp 168-189.

Sen, Amartya. 1999. *Development as Freedom*. New Delhi: Oxford University Press, pp. 3-11, 35-54.

Srivastava, Aseem and Kothari, Ashish. 2012. *Churning the Earth: Making of Global India*. Delhi: Penguin, pp. 193-230, 254 -292.

Visvanathan, Nalini, Lynn Duggan, Laura Nisonoff & Nan Wiegersma (eds). 1997. *The Women, Gender and Development Reader*. Delhi: Zubaan, pp 33-54.

Additional Resources

Amanor, Koyo Sebastian. 2009. 'Global Food Chains, African Smallholders and World Bank Governance,' *Journal of Agrarian Change* 9 (2), pp. 247-262.

Bardhan, Pranab. 1992. *The Political Economy of Development in India*. Delhi: Oxford University Press.

Bhaduri, Amit. 2009. *The Face You Were Afraid To See*. New Delhi: Penguin Books.

Crewe, Emma and Elizabeth Harrison. 1998. *Whose Development?* London: Zed Books.

Davis, Mike. 2006. *Planet of Slums*. London: Verso.

Frank, Andre Gunder. 1966. 'The Development of Underdevelopment,' *Monthly Review* 18 (4), pp. 17-31.

Galeano, Eduardo. 1997. *Open Veins Of Latin America*. New York: Monthly Review Press.

George, Susan. 1976. *How the Other Half Dies: The Real Reasons for World Hunger*. Harmondsworth: Penguin Books.

- Harvey, David. 2007. 'Neoliberalism as Creative Destruction,' *The ANNALS of the American Academy of Political and Social Science* 610 (1), pp. 21-44.
- Hill, Polly. 1995. *Development Economics on Trial*. Cambridge: Cambridge University Press.
- Kiernan, Victor. 2015. *The Lords of Human Kind: European Attitudes to Other Cultures in the Imperial Age*. London: Zed Books.
- Mies, Maria. 2014. *Patriarchy and Accumulation on a World Scale: Women in the International Division of Labour*. London: Zed Books.
- Mosse, David. 2005. *Cultivating Development*. London: Pluto Press.
- Rodney, Walter. 1982. *How Europe Underdeveloped Africa*. Washington, D.C.: Howard University Press.
- Schumacher, E. F. 1973. *Small is Beautiful*. New York: Harper & Row.
- Seabrook, Jeremy. 1993. *Victims of Development*. London: Verso.
- Wolf, Eric R. 2010 [2nd edition]. *Europe and the People without History*. Berkeley, Calif.: University of California Press.

Teaching Learning Process

The teaching learning for this course shall involve classroom lectures and student presentations of case studies, and critical evaluation of developmental epochs, initiatives, and projects. It shall also utilise diverse documents and visual material such as promotional literature, institutional and media reports, and feature and documentary films. This process shall help concretise the conceptual and theoretical debates and facilitate a tactile knowledge of the themes explored in this course.

Assessment Methods

Course assessment could involve an essay-based examination that evaluates students' conceptual and theoretical grasp and a take-home assignment in which students critically analyse development practices, consequences, or resistance as these unfold in and through specific themes, moments, locations, policies, or programmes.

Key Words

Backwardness, progress, colonialism, development, economy, environment, freedom, gender, modernity, modernization, neoliberalism, poverty, progress, tradition, underdevelopment

BA (H) Sociology
Generic Elective 04
Gender and Violence

Course Objective:

Gender violence is routine and spectacular, structural, symbolic as well as situated. This course attempts to provide an understanding of the logic of gendered violence and its varied expressions and ramifications across historical and contemporary contexts. Through theoretically informed intersectional debates that does not equate gender to women only but rather explores experiences of violence on masculine as well as queer bodies students would be sensitized to varied locations of violence. The course will provide awareness about the numerous institutionalised-legal struggles as well as everyday resistances against gender violence to equip the students for making pragmatic, ethical and effective choices while resisting or intervening in the context of gendered violence.

Course Learning Outcomes:

1. Analyze how the social construction of gender across cultures is fundamental to several experiences of violence.
2. Engage with different theoretical perspectives and their critiques in the comprehending- individual, social, cultural, political, or economic experiences of violence.
3. Critique the dominant western white feminist theories and articulations of liberation, freedom, emancipation and justice through critically informed ideas and responses from non-western contexts.
4. Re-think and re-formulate ideas on various structures of struggles and strategies to counter gendered violence.

Course Outline:

**Unit 1. Conceptual Frameworks for understanding Gender and Violence:
Theories & Critiques (6 weeks)**

Deconstructing Gender and Gendered Violence
Embodiments of Violence: Multiplicities & Responses

Unit 2. Intersectional Debates (6 weeks)

Power & Violence: Individuals & Community
Nation-States, (In) Security & Sexual Violence
Invisibilized Vulnerabilities

**Unit 3. Human Rights & Legal Discourses on Gender Violence: Local and
Global Experiences (3 weeks)**

Course Content:

Unit 1. Conceptual Frameworks for understanding Gender and Violence: Theories & Critiques (6 weeks)

1.1. Deconstructing Gender and Gendered Violence

Sally Engle Merry. 2009. *Gender Violence: Cultural Perspective*. Wiley-Blackwell. (Chapter-1-Introduction)

Ann J. Canhill. 2001. *Rethinking Rape*. Cornell University Press. (Chapter-3)

1.2 Embodiments of Violence: Multiplicities & Responses

Thapar-Björkert, Suruchi, Lotta Samelius, and Gurchathen S. Sanghera. "Exploring Symbolic Violence in the Everyday: Misrecognition, Condescension, Consent and Complicity." *Feminist Review* 112, no. 1 (February 2016): 144–62.

Gwen Hunnicutt. *Varieties of Patriarchy [SEP] and Violence Against Women: Resurrecting "Patriarchy" as a Theoretical Tool*. *Violence Against Women*. Volume 15 (5) May 2009. pp 553-573.

Lila Abu-Lughod. 2015. *Do Muslim Women need Saving?* Harvard University Press. Introduction

Unit 2. Exploring intersectional debates: (5 weeks)

Power & Violence: Individuals & Community

Vasanth Kannabiran and Kalpana Kannabiran, *Caste and Gender: Understanding Dynamics of Power and Violence*, *Economic and Political Weekly*, Vol. 26, No. 37 (Sep. 14, 1991), pp. 2130-2133.

Durfee, Alesha. 2011. "I'm Not a Victim, She's an Abuser": *Masculinity, Victimization, and Protection Orders*." *Gender & Society* 25 (3): 316–34.

Loy, Pamela Hewitt, and Lea P. Stewart. 'The Extent and Effects of the Sexual Harassment of Working Women'. *Sociological Focus* 17(1) (1984): 31-43.

Nation-States, (In) Security & Sexual Violence

Nayanika Mookherjee. 2015. *The Spectral Wound: Sexual Violence, Public Memories, and the Bangladesh War of 1971*. Durham University Press. Introduction & Chapter-5

Namrata Gaikwad. 2009. *Revolting bodies, hysterical state: women protesting the Armed Forces Special Powers Act (1958)*. Contemporary South Asia. Vol. 17, No. 3, September 2009, 299–311

Invisibilized Vulnerabilities

Sumit Dutta, Shamshad Khan & Robert Lorway (2019). *Following the divine: An ethnographic study of structural violence among transgender jogappas in South India*, Culture, Health & Sexuality.

Gear, S. (2007). Behind the bars of masculinity: Male rape and homophobia in and about South African men's prisons. *Sexualities*, 10(2), 209–227

Unit 3. Human Rights & Legal Discourses on Gender Violence: Local and Global Experiences (3 weeks)

Merry, Sally Engle. 2003. Rights talk and Experience of Law: Implementing Women's Human Rights to Protection from Violence. *Human Rights Quarterly*. 25. Pp 343-381

Naqvi, Farah. This Thing called Justice: Engaging Laws on Violence against Women In India, in Bishakha Dutta (ed.), *Nine Degrees of Justice: New Perspectives on Violence Against Women in India*. Delhi: Zuban, 2010.

References

Compulsory Readings:

Ann J. Canhill. 2001. *Rethinking Rape*. Cornell University Press. (Chapter-3)

Durfee, Alesha. 2011. "I'm Not a Victim, She's an Abuser": Masculinity, Victimization, and Protection Orders." *Gender & Society* 25 (3): 316–34.

Gear, S. (2007). Behind the bars of masculinity: Male rape and homophobia in and about South African men's prisons. *Sexualities*, 10(2), 209–227

Merry, Sally Engle. 2003. Rights talk and Experience of Law: Implementing Women's Human Rights to Protection from Violence. *Human Rights Quarterly*. 25. Pp 343-381

Gwen Hunnicutt. *Varieties of Patriarchy [L] and Violence Against Women: Resurrecting "Patriarchy" as a Theoretical Tool*. *Violence Against Women*. Volume 15 (5) May 2009. pp 553-573.

Lila Abu-Lughod. 2015. *Do Muslim Women need Saving?* Harvard University Press. Introduction

Loy, Pamela Hewitt, and Lea P. Stewart. 'The Extent and Effects of the Sexual Harassment of Working Women'. *Sociological Focus* 17(1) (1984): 31-43.

Namrata Gaikwad. 2009. *Revolting bodies, hysterical state: women protesting the Armed Forces Special Powers Act (1958)*. *Contemporary South Asia*. Vol. 17, No. 3, September 2009, 299–311

Naqvi, Farah. This Thing called Justice: Engaging Laws on Violence against Women In India, in Bishakha Dutta (ed.), *Nine Degrees of Justice: New Perspectives on Violence Against Women in India*. Delhi: Zuban, 2010.

Nayanika Mookherjee. 2015. *The Spectral Wound: Sexual Violence, Public Memories, and the Bangladesh War of 1971*. Durham University Press. Introduction & Chapter-5

Sally Engle Merry. 2009. *Gender Violence: Cultural Perspective*. Wiley-Blackwell. (Chapter-1-Introduction)

Sumit Dutta, Shamshad Khan & Robert Lorway (2019). *Following the divine: An ethnographic study of structural violence among transgender jogappas in South India*, *Culture, Health & Sexuality*.

Thapar-Björkert, Suruchi, Lotta Samelius, and Gurchathen S. Sanghera. "Exploring Symbolic Violence in the Everyday: Misrecognition, Condescension, Consent and Complicity." *Feminist Review* 112, no. 1 (February 2016): 144–62.

Vasanth Kannabiran and Kalpana Kannabiran, *Caste and Gender: Understanding Dynamics of Power and Violence*, *Economic and Political Weekly*, Vol. 26, No. 37 (Sep. 14, 1991), pp. 2130-2133.

Additional Reading List:

Testimonies of Gendered violence: Recommended for student presentations

Agnes, Flavia, *'My Story, Our Story: Building Broken Lives'* Mumbai: Majlis. 1984.

Butalia, Urvashi. *The Other Side of Silence*. Durham, NC: Duke University Press, 2000. Chapter 4, Pp. 104 - 171

Sharma, Kriti. *Mapping Violence in the lives of Adivasi Women: A Study from Jharkhand*. *Economic and Political Weekly*. Vol. 53, Issue No. 42, 20 Oct, 2018

AIDMM Report 2018. *Voices Against Caste Impunity: Narratives of Dalit Women in India*. pp 21-26.

Patton, Tracey Owens. *Hey girl, am I more than my hair?: African American women and their struggles with beauty, body image, and hair*. *NWSA journal*, 24-51, 2006

Wood, E. J. *'Variation in Sexual Violence during War'*. *Politics & Society*. 34.3 (2006): 307-342.

Audio-Visual Material:

Recommended Films & Documentary Movies to be screened and discussed

Izzatnagri Ki Asabhya Betiyan (India)

Lisa Jackson's *The Greatest Silence: Rape in the Congo* (DR Congo)

Jasmila Zbani's *Esma's Secret* (Bosnia)

A Girl in the River: The Price for Forgiveness (Pakistan)

Anne Aghion *My Neighbour, My Killer* (Rwanda)

Emmanuel Jal *War Child* (Sudan)

Callum Macrae *The Killing Fields of Sri Lanka* (Sri Lanka)

Teaching-Learning Process:

1. The course will be imparted through classroom lectures, discussion and students presentation mode.
2. A number of ethnographic studies and cross-cultural case studies have been specifically incorporated in the syllabus in order to facilitate students presentations that encourages a dialogic pedagogy of learning and practice amongst students and the teacher.
3. Acknowledging the impossibility of offering an exhaustive reading list of various historical, contemporary and empirical sites of gendered violence, the course strongly recommends screening, discussion and analysis of visuals in the class in the form of movies, documentaries, photographs or videos.

Assessment Methods:

Assessment of this paper can be done through class tests, class presentations, assignments and appropriate project works.

Key words:

Gender, Gendered Violence, Violence against Women, Freedom, Dignity, Justice, Everyday Resistance, Rape Culture, Patriarchy, Power, Domination, Vulnerable Masculinities, Queer bodies, Culture of Silence, Structural Violence, Human Rights, Law.

B. A (H) Sociology

Generic Elective 05

Sociology of Social Movements

Course Objectives:

1. The course seeks to introduce students to one of the most urgent and prolific areas of sociological research that has direct bearing on the course of social, political, cultural and economic changes. It explores how, when and why groups mobilize with what results.
2. This course is designed to equip students with diverse disciplinary trainings to understand the conceptual, theoretical and methodological issues involved in the study of social movements, as well as the historical and descriptive analyses of collective action. It also draws attention to an important aspect of the analysis of social movements: their articulation with states, societies and cultures.
3. Through case studies drawn from comparative contexts, this course demonstrates the vital connectedness between collective action in social movements and other forms of institutional and cultural contexts. Particular case studies will be used as illustrations to understand more general patterns of social movements.
4. The course will also equip students to visualize the transition from traditional to contemporary social movements. The course envisages that studying social movements would ultimately foster an understanding of the dynamics of power, justice and human agency in transforming societies and cultures. To that extent it is a course that has a universal relevance and appeal.

Course Learning Outcomes:

1. At the end of the course, students should be able to distinguish the central principles of different theoretical perspectives in the sociology of social movements and relate them to specific historical and empirical contexts.
2. Learn to use sociological theories on social movements to identify a phenomenon as one. Further, students should be able to distinguish a phenomenon as social movement from other cognate political phenomena.
3. Understand the dynamics and motivations of individuals and groups participating in social movements and identify reasons for success (or failure) of social movements.
4. Discuss and ask questions about social movement theories and methodologies with insight and precision.

Course Content

Unit 1. Social Movements: Concepts, Theories and Methods of Study (Weeks 1-5)

Unit 2. States, Social Movements and Politics (Weeks 6 -8)

Unit 3. Society, Culture and Social Movements (Weeks 9-11)

Unit 4. Contemporary Social Movements (Weeks 12-14)

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Unit 1. Social Movements: Concepts, Theories and Methods of Study (Weeks 1-5)

Goodwin, J. & J. Jasper (eds.). 2015. *The Social Movements Reader: Cases and Concepts*, 3rd Edition, MA: Wiley Blackwell, p. 3-7

Tilly, Charles. 1978. 'Theories and Descriptions of Collective Action', in *From Mobilization to Revolution*, New York: Random House, p. 12-51

Nilsen, Gunvald Alf. 2009. "The Author and the Actors of their own Drama: Notes towards a Marxist Theory of Social Movements", *Capital and Class*, 33:3, p. 109-139.

McAdam, Doug. 2003. 'Beyond Structural Analysis: Toward a More Dynamic Understanding of Social movements', in *Social Movements and Networks*, Mario Diani and Doug McAdam (eds.), p. 281-298.

Unit 2. States, Social Movements and Politics (Weeks 6 -8)

Tarrow, Sidney. 1996. "States and Opportunities: the Political Structuring of Social Movements". In Doug McAdam, John D. McCarthy and Mayer N. Zald, eds, *Comparative Perspectives on Social Movements*, MA: Cambridge University Press, p. 41-61.

Desai, Manali. 2003. 'From Movement to Party to Government: Why Social Policies in Kerala and West Bengal Are So Different', in Jack A. Goldstone (ed). *States, Parties and Social Movements*, Cambridge: Cambridge University Press, p. 170-196

Nilsen, Alf Gunvald. 2011. 'Not Suspended in Mid-Air: Critical Reflections on Subaltern Encounters with the Indian State', in Sara C. Motta & Alf Gunvald Nilsen (eds). *Social Movements in the Global South*, Palgrave Macmillan, p. 104-130

Unit 3. Society, Culture and Social Movements (Weeks 9-11)

McAdam, Doug. 2000. 'Culture and Social Movements', in Lane Crothers & Charles Lockhart (eds). *Culture and Politics*, Palgrave Macmillan, p. 253-268

Hardtman, Eva-Maria. 2009. "Dalit Activities in Lucknow: Buddhism and Party Politics in Local Practice". In Eva-Maria, Hardtman, *The Dalit Movement in India: Local Practices, Global Connections*. Delhi: Oxford University Press, pp. 124-158.

Eyerman, Ron & Andrew Jamison. 1998. 'Politics and Music in the 1960s', in *Music and Social Movements: Mobilizing Traditions in the Twentieth Century*, Cambridge: Cambridge University Press.

Unit 4. Contemporary Social Movements (Weeks 12-14)

Melucci, Alberto. 1985. 'The Symbolic Challenge of Contemporary Movements', *Social Research*, Vol. 52, No. 4, pp. 789-816

Dwivedi, Ranjit. 2010. Parks, People and Protest: The Mediating Role of Environmental Action Groups", in T. K. Oommen, ed., *Social Movements: Concerns of Equity and Security*. Delhi: Oxford University Press, pp. 297-316.

Earl, Jennifer, Jayson Hunt, R. Kelly Garrett & Aysenur Dal. 2015. 'New Technologies and Social Movements', in Donatella Della Porta & Mario Diani (eds) *The Oxford Handbook of Social Movements*, Oxford: Oxford University Press, p. 355-366

References:

Compulsory Readings:

Desai, Manali. 2003. 'From Movement to Party to Government: Why Social Policies in Kerala and West Bengal Are So Different', in Jack A. Goldstone (ed). *States, Parties and Social Movements*, Cambridge: Cambridge University Press, p. 170-196

Dwivedi, Ranjit. 2010. Parks, People and Protest: The Mediating Role of Environmental Action Groups", in T. K. Oommen, ed., *Social Movements: Concerns of Equity and Security*. Delhi: Oxford University Press, pp. 297-316.

Earl, Jennifer, Jayson Hunt, R. Kelly Garrett & Aysenur Dal. 2015. 'New Technologies and Social Movements', in Donatella Della Porta & Mario Diani (eds) *The Oxford Handbook of Social Movements*, Oxford: Oxford University Press, p. 355-366

Eyerman, Ron & Andrew Jamison. 1998. 'Politics and Music in the 1960s', in *Music and Social Movements: Mobilizing Traditions in the Twentieth Century*, Cambridge: Cambridge University Press

Goodwin, J. & J. Jasper (eds.). 2015. *The Social Movements Reader: Cases and Concepts*, 3rd Edition, MA: Wiley Blackwell, p. 3-7

Hardtman, Eva-Maria. 2009. "Dalit Activities in Lucknow: Buddhism and Party Politics in Local Practice". In Eva-Maria, Hardtman, *The Dalit Movement in India: Local Practices, Global Connections*. Delhi: Oxford University Press, pp. 124-158.

McAdam, Doug. 2000. 'Culture and Social Movements', in Lane Crothers & Charles Lockhart (eds). *Culture and Politics*, Palgrave Macmillan, p. 253-268

McAdam, Doug. 2003. 'Beyond Structural Analysis: Toward a More Dynamic Understanding of Social movements', in *Social Movements and Networks*, Mario Diani and Doug McAdam (eds.), p. 281-298.

Melucci, Alberto. 1985. 'The Symbolic Challenge of Contemporary Movements', *Social Research*, Vol. 52, No. 4, pp. 789-816

Nilsen, Gunvald Alf. 2009. "The Author and the Actors of their own Drama: Notes towards a Marxist Theory of Social Movements", *Capital and Class*, 33:3, p. 109-139.

Nilsen, Alf Gunvald. 2011. 'Not Suspended in Mid-Air: Critical Reflections on Subaltern Encounters with the Indian State', in Sara C. Motta & Alf Gunvald Nilsen (eds). *Social Movements in the Global South*, Palgrave Macmillan, p. 104-130

Tarrow, Sidney. 1996. "States and Opportunities: the Political Structuring of Social Movements". In Doug McAdam, John D. McCarthy and Mayer N. Zald, eds, *Comparative Perspectives on Social Movements*, MA: Cambridge University Press, p. 41-61.

Tilly, Charles. 1978. 'Theories and Descriptions of Collective Action', in *From Mobilization to Revolution*, New York: Random House, p. 12-51

Additional Resources:

a. Books & Articles:

Della Porta, Donatella and Mario Diani, 2006. *Social Movements: An Introduction*. Oxford: Blackwell Publishing. pp. 1-29

Pichardo Nelson A. 1997. "New Social Movements: A Critical Review", *Annual Review of Sociology*, 23, pp. 411-430

Omvedt, Gail. 2005. "Farmer's Movements and the Debate on Poverty and Economic Reforms in India". In Raka Ray and Fainsod Katzenstein, eds, *Social Movements in India Poverty, Power and Politics*. London: Rowman and Littlefield Publishers, pp. 179-202

b. Audio Visual Resources:

Documentary Series 'Eyes on the Prize'

'The Factory', by Rahul Roy

Teaching-Learning Process:

Apart from lectures, teaching learning process in this course has to be primarily interactive. It is a course that lends enormously for self-learning and coming into awareness and action research. The teaching learning could deploy the wide range of cultural resources mobilized by social movements worldwide to make the classes more interesting and engaging.

Assessment Methods:

Evaluation for this paper will consist of one assignment that tests the conceptual grasp of the issues involved and a class presentation of detailed case study of a movement or a theme emerging out of social movements.

Keywords:

Social Movements, Collective Action, Subaltern Politics, Resource Mobilization, Political Process, Social Policies, Political Parties

B.A. (H) SOCIOLOGY

GENERAL ELECTIVE 06

THE SOCIOLOGY OF EDUCATION

COURSE OBJECTIVE

1. The course aims to present the familiar discourses, sites and practices of education in a new light by locating them in a historical and political relationship to the class, gender, caste and ethnic composition of society. In the process, the learner is enabled to critically reflect on education and its evolving and multiple meanings.
2. Learners will have opportunities to examine the aims of education and the complex interface between the levels of institutional and everyday practices from a variety of theoretical paradigms and specific case studies. In the process, they will learn to assess the strengths and weakness of each position using relevant evidence.
3. The course gives significant importance to deconstructing the idea of 'learning' as restricted to certain sites like schools or colleges as well as to rituals of attestation and accreditation like examinations. The selection of texts and organization of topics is meant to enable students to examine their personal journey with respect to 'learning' and to gain both the skills and confidence in their ability to pursue topics of interest to them and relevant for their work.

COURSE LEARNING OUTCOMES

1. An understanding of the social dimensions of education and its dialectical relationship to the production and reproduction of various social structures, categories and identities. (This includes exposure to the ideas and practices of education which have been critical in the development of modern ideas of childhood, individuality, citizenship and work).
2. An exposure to the historical trajectories of educational practices and cultures at various levels in India
3. The ability to make connections between the political economy of global educational regimes and the consequent transformation of institutional structures and practices.
4. An appreciation of the importance of cross cultural and historical comparisons as well as micro and macro perspectives in apprehending any aspect of education.
5. The course enables students to reflect on their own educational trajectories and analyse its intersections with larger socio-cultural developments.

COURSE CONTENT

Unit 1. Socialization: Conceptions, Sites, Practices

Unit 2. Social Reproduction, Schooling and Work cultures

Unit 3. Pedagogical Contexts and Discursive Practices

Unit 4. Agency and Resistance in Teaching and Learning

Unit 5. Higher Education: Conceptions, Transformations, Practices

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Unit 1. Socialization: Conceptions, Sites, Practices (Week1-5)

Durkheim, Emile. 1977. 'On Education and Society' in Karabel, J. And Halsey, A.H. (eds.) *Power and Ideology in Education*. New York: Oxford University Press. pp. 92-104

Parsons, Talcott. 1959/2008. 'The School Class as a Social System' in Ballantine. J. H. And Spade, J. Z. (eds.). *Schools and Society: A Sociological Approach to Education*. 3rd Ed. California: Pine Forge Press. (pp. 80-85).

Kumar, Krishna. 2009. *What is Worth Teaching?* New Delhi: Orient Blackswan. Chapters 1 ('What is Worth Teaching') &2 ('Origins of India's Textbook Culture'). pp. 1-22; 23-41.

Sarangapani, Padma. 2003. 'The End of Childhood' in *Construction of School Knowledge*. New Delhi: Sage. Pp 72-101.

Froerer, Peggy. 2007. Disciplining the saffron way: Moral Education and the Hindu Rashtra. *Modern Asian Studies*. 41 (5). pp. 1033-1071

Chanana, Karuna. 2006. Educate Girls. Prepare them for Life? In Ravi Kumar ed. *The Crisis of Elementary Education in India*. New Delhi: Sage. pp. 200-223

Unit 2. Social Reproduction, Schooling and Work Cultures (Week 6-7)

Macleod, Jay. 2009. *Ain't No Making It: Aspirations and Attainment in a Low Income Neighbourhood*. 3rd ed. USA: WestView Press. Chapters 2, 3, 7. pp. 11-24, 25-50, 113-135

Apple, Michael. 2013. 'The Other Side of the Hidden Curriculum: Culture as Lived- I' in *Knowledge, Power and Education: The Selected Works of Michael W. Apple*. New York: Routledge. pp. 132-151

Unit 3. Pedagogical Contexts and Discursive Practices (Week 8-10)

Woods, Peter. 1983. *Sociology and the School. An Interactionist Perspective*. London: Routledge and Kegan Paul. Chapter 1. pp. 1-17

Davies, Bronwyn. 2004. 'The Discursive Production of the Male/Female Dualism in School Settings' in Ball, S. J. (ed). *The Routledge Falmer Reader in Sociology of Education*. London: Routledge Falmer. pp. 128-139

Gupta, Latika. 2014. 'Ethos as a Gendering Device: Muslim Girls in a Minority School' *Economic and Political Weekly*. Vol. 49. No. 32. pp.65-72

Kumar, Krishna.1989. 'Learning to be Backward' in *Social Character of Learning*. New Delhi: Sage. pp. 59-77

Unit 4. Agency and Resistance in Teaching and Learning (Week 11-12)

Freire, Paulo. (1970/1993). *Pedagogy of the Oppressed*. (Trans. Myra Bergman Ramos). London: Penguin Books. Chapter 2. pp. 52-67

hapan, Meenakshi. 2006. ' 'Docile' bodies, 'good' citizens or 'agential' subjects? Pedagogy and Citizenship in Contemporary Society' in *Economic and Political Weekly*. Vol. 41, No. 39. pp.4195-4203

Unit 5. Higher Education: Transformations and Challenges (Week 13-14)

Barnett, Ronald. 1990. 'A Contested Concept' in *Idea of Higher Education*. Buckingham: The Society for Research into Higher Education and Open University Press. pp. 16-29

Deshpande, Satish and Apoorvanand. 2018 . 'Exclusion in Indian Higher Education Today' in *India Exclusion Report*. New Delhi:Yoda Press. pp. 191-218

Jeffrey, Craig. 2011. 'Great Expectations: Youth in Contemporary India' in Clark Deces, Isabelle. ed. *A Companion to Anthropology in India*. UK: Blackwell. pp. 62-79

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Barnett, Ronald. 1990. 'A Contested Concept' in *Idea of Higher Education*. Buckingham: The Society for Research into Higher Education and Open University Press. pp. 16-29

- Chanana, Karuna. 2006. Educate Girls. Prepare them for Life? In Ravi Kumar ed. *The Crisis of Elementary Education in India*. New Delhi: Sage. pp. 200-223
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- Froerer, Peggy. 2007. Disciplining the saffron way: Moral Education and the Hindu Rashtra. *Modern Asian Studies*. 41 (5). pp. 1033-1071
- Gupta, Latika. 2014. 'Ethos as a Gendering Device: Muslim Girls in a Minority School' *Economic and Political Weekly*. Vol. 49. No. 32. pp.65-72
- Jeffrey, Craig. 2011. 'Great Expectations: Youth in Contemporary India' in Clark Deces, Isabelle. ed. *A Companion to Anthropology in India*. UK: Blackwell. pp. 62-79
- Kumar, Krishna. 1989. 'Learning to be Backward' in *Social Character of Learning*. New Delhi: Sage. pp. 59-77
- Kumar, Krishna . 2009. *What is Worth Teaching?* New Delhi: Orient Blackswan. Chapters 1 ('What is Worth Teaching') & 2 ('Origins of India's Textbook Culture'). pp. 1-22; 23-41.
- Macleod, Jay. 2009. *Ain't No Making It: Aspirations and Attainment in a Low Income Neighbourhood*. 3rd ed. USA: WestView Press. Chapters 2, 3, 7. pp. 11-24, 25-50, 113-135
- Parsons, Talcott. 1959/2008. 'The School Class as a Social System' in Ballantine. J. H. And Spade, J. Z. (eds.). *Schools and Society: A Sociological Approach to Education*. 3rd Ed. California: Pine Forge Press. (pp. 80-85).
- Sarangapani, Padma. 2003. 'The End of Childhood' in *Construction of School Knowledge*. New Delhi: Sage. Pp 72-101.
- Thapan, Meenakshi. 2006. ' 'Docile' bodies, 'good' citizens or 'agential' subjects? Pedagogy and Citizenship in Contemporary Society' in *Economic and Political Weekly*. Vol. 41, No. 39. pp.4195-4203

Woods, Peter. 1983. *Sociology and the School. An Interactionist Perspective*. London: Routledge and Kegan Paul. Chapter 1. pp. 1-17

Willis, Paul. 1977. *Learning to Labor: How Working Class Kids Get Working Class Jobs*. New York: Columbia University Press.

Thapan, Meenakshi. 1991. *Life at School: An Ethnographic study*. Delhi: Oxford University Press.

Ball, Stephen J. 1981. *Beachside Comprehensive: A Case Study of Comprehensive Schooling*. Cambridge: Cambridge University Press.

Everhart, R. B. 1983. *Reading, Writing and Resistance*. Boston: Routledge and Kegan Paul.

McLaren, P. 1986. *Schooling as a Ritual Performance*. Boston and London. Routledge and Kegan Paul.

Jeffrey, Roger et.al. 2006. 'Parhai Ka Mahaul ? An Educational Environment in Bijnor , Uttar Pradesh', in Neve, G. De and Donner, H. (eds.) *The Meaning of the Local : Politics of Place in Urban India*. Abingdon, Oxon: UCL Press.

Jeffrey, Craig. 2010. *Timepass: Youth, Class and the Politics of Waiting in India*. Stanford, California: Stanford University Press

Bettie, Julie. 2003. *Women Without Class: Girls, Race, and Identity*. California: University of California Press

Lukose, Ritty. 2009. *Liberalization's Children: Gender, Youth, and Consumer Citizenship in Globalizing India*. USA: Duke University.

Additional Resources

Ball, Stephen J. 1981. *Beachside Comprehensive: A Case Study of Comprehensive Schooling*. Cambridge: Cambridge University Press.

Bettie, Julie. 2003. *Women Without Class: Girls, Race, and Identity*. California: University of California Press

Everhart, R. B. 1983. *Reading, Writing and Resistance*. Boston: Routledge and Kegan Paul.

Jeffrey, Craig. 2010. *Timepass: Youth, Class and the Politics of Waiting in India*. Stanford, California: Stanford University Press.

Jeffrey, Roger et.al. 2006. 'Parhai Ka Mahaul ? An Educational Environment in Bijnor , Uttar Pradesh', in Neve, G. De and Donner, H. (eds.) *The Meaning of the Local : Politics of Place in Urban India*. Abingdon, Oxon: UCL Press.

Lukose, Ritty. 2009. *Liberalization's Children: Gender, Youth, and Consumer Citizenship in Globalizing India*. USA: Duke University.

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Thapan, Meenakshi. 1991. *Life at School: An Ethnographic study*. Delhi: Oxford University

Willis, Paul. 1977. *Learning to Labor: How Working Class Kids Get Working Class Jobs*. New York: Columbia University Press.

Dharampal (2002). *The Beautiful Tree: Indigenous Education in the Eighteenth Century*. *Dharampal Collected Writings, Vol. III*. Goa: Other India Press.

TEACHING LEARNING PROCESS

As the content of this paper deals with educational practices including pedagogy and the production of knowledge, the perspectives it seeks to familiarize students with must be supplemented with classroom practices that demonstrate a practical application of them.

While there would be lectures and group tutorials, the classroom would be learner centric and discussion oriented with the teacher and learners reflecting on their personal experiences as a counterpoint to the readings they are required to do.

The interdisciplinary space of the General Elective class would be strategically used so that perspectives from other disciplines are used in relation to the sociological perspective, thereby helping students understand and deconstruct disciplinary boundaries.

The course also offers opportunities for the screening of select documentaries or films that add further dimensions to the topics being explored.

Students would be encouraged to take projects or small scale research based on topics that they find interesting from within the course. They would also be facilitated in using different methods including autoethnographic writing, classroom observations, interviews, content analysis of textbooks and other education material etc.

ASSESSMENT METHODS

Among the modes of assessment that will be used to evaluate progress towards the learning outcomes will be the following: Class discussions and participation, including student presentations; a project/ research based assignment; the creative interpretation of texts; an open or closed book examination etc.

KEYWORDS

Schooling, pedagogy, teachers and learners, socialization, social reproduction, knowledge, discursive practices, agency, resistance, work cultures, education policy, higher education, history

of education in India, global education, citizenship, childhood.

BA (H) Sociology
Generic Elective 07
Sociology Of Media

Course Objectives

1. To introduce the students to certain major themes of outlining the interconnections between media and society.
2. To familiarize students with important theories in the sociology of media.
3. To understand the process of *production, control* and *reception* of media and its *representations* critically from a sociological perspective.

Course Learning Outcomes

1. An appreciation of mediatized character of social existence and its history.
2. An acquaintance with history, concepts and various theoretical strands in sociology of media.
3. An understanding of social, political, economic and cultural processes that underpin the operations of our mediatized ecosystem and their effects.

Course Outline:

Unit 1. Mass Society and Mass Media

Unit 2. Theoretical Approaches

Neo-Marxist

Feminist

Semiotic

Interactionist

Unit 3. Media Processes

Production, Control, Challenges by New Media

Media Representation

Audience Reception

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Course Content:

Unit 1. Mass Society and Mass Media

McLuhan, Marshall. 1964, *Understanding Media: Extensions of Man*. Cambridge: The MIT Press. Pp. 07-21.

Jacobs, Norman. 1960, 'Mass Culture and Mass Media' & 'Culture and Society' In *Daedalus* Vol. 89, No. 2, Spring, 1960. Pp. 273-287.

Unit 2. Theoretical Approaches

Neo-Marxist

Adorno, Theodor. 1991. 'Culture Industry Reconsidered', In *The Culture Industry: Selected Essays in Mass Culture*. London: Routledge. Pp. 98-106.

Benjamin, W. 1968, 'The Work of Art in the Age of Mechanical Reproduction' in H. Zohn (Trans.), *Illuminations: Essays and Reflections* (pp. 217-252). New York: Schocken.

Feminist

Mulvey, Laura. 'Visual Pleasure and Narrative Cinema' In *Film Theory and Criticism: Introductory Readings*. Eds. Leo Braudy and Marshall Cohen. New York: Oxford UP, 1999: 833-44.

McRobbie, Angela, 'Post-Feminism and Popular Culture: Bridget Jones and the New Gender Regime' In *The Aftermath of Feminism: Gender, Culture and Social Change*, Sage Publication Ltd. 2009:11-22.

Semiotic

Barthes, Roland. 'The Photographic Message' In *Image, Music and Text* Ed. And Trans. Stephen Heath. New York: Hill, 1977. 15-31.

Hall, Stuart. "Encoding/Decoding," In *Critical Visions in Film Theory*. Ed. Timothy Corrigan, P. White, M. Mazaj. Boston: Bedford St. Martins 2011. 77-87.

Interactionist

Thompson, John B. 'The Rise of Mediated Interaction' In *The Media and Modernity: A Social Theory of the Media*. Stanford, CA: Stanford UP, 1995.

Unit 3. Media Processes

Production and Control in Old and New Media

Herman, Edward S., and Noam Chomsky. 'A Propaganda Model' In *Manufacturing Consent: The Political Economy of the Mass Media*. New York: Pantheon, 1988. Pp. 1-35.

Kaur, Raminder, and William Mazzarella. 'Between Sedition and Seduction Thinking Censorship in South Asia' In *Censorship in South Asia: Cultural Regulation from Sedition to Seduction*. Bloomington: Indiana UP, 2009.

Eko, Lyombe, 2012. 'New Media, Old Authoritative Regimes: Instrumentalization of the Internet and Networked Social Media in the "Arab Spring" of 2011 in North Africa' In *New Media, Old Regimes: Case Studies in Comparative Communication Law and Policy*. Boulder: Lexington Books. Pp. 129-160.

Media Representations

Dyer, Richard. 2012, 'Stereotyping', In Meenakshi Durham and Douglas M. Kellner (eds.) *Media and Cultural Studies: Keywords*, Oxford: Blackwell. Pp. 275-282.

Sorenson, John. 1991, 'Mass Media and Discourse on Famine in the Horn of Africa' In *Discourse & Society*, Sage: London 1991; Vol 2(2); 223-242.

Audience Reception

Livingstone, Soina. 2003, 'The Changing Nature of Audiences: From the Mass Audience to the Interactive Media User' In Angharad N. Valdivia (ed.) *A Companion to Media Studies*. Malden, MA: Blackwell Pub.

Bourdieu, Pierre. 1996, 'The Invisible Structures and Their Effects' In *On Television*. New York: The New Press. Pp. 39-67.

Naficy, Hamid. 'Ideological and Spectatorial Formations' In *A Social History of*

Iranian Cinema. Durham [N.C.]: Duke UP, 2011. pp. 71-140.

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Compulsory Readings

Adorno, Theodor. 1991. 'Culture Industry Reconsidered', In *The Culture Industry: Selected Essays in Mass Culture*. London: Routledge. Pp. 98-106.

Barthes, Roland. 'The Photographic Message' In *Image, Music and Text* Ed. And Trans. Stephen Heath. New York: Hill, 1977. 15-31.

Benjamin, W. 1968, 'The Work of Art in the Age of Mechanical Reproduction' In H. Zohn (Trans.), *Illuminations: Essays and Reflections* (pp. 217-252). New York: Schocken.

Bourdieu, Pierre. 1996, 'The Invisible Structures and Their Effects' In *On Television*. New York: The New Press. Pp. 39-67.

Dyer, Richard. 2012, 'Stereotyping', In Meenakshi Durham and Douglas M. Kellner (eds.) *Media and Cultural Studies: Keyworks*, Oxford: Blackwell. Pp. 275-282.

Eko, Lyombe, 2012. 'New Media, Old Authoritative Regimes: Instrumentalization of the Internet and Networked Social Media in the "Arab Spring" of 2011 in North Africa' In *New Media, Old Regimes: Case Studies in Comparative Communication Law and Policy*. Boulder: Lexington Books. Pp. 129-160.

Hall, Stuart "Encoding/Decoding," In *Critical Visions in Film Theory*. Ed. Timothy Corrigan, P. White, M. Mazaj. Boston: Bedford St. Martins 2011. 77-87.

Herman, Edward S., and Noam Chomsky. 'A Propaganda Model' In *Manufacturing Consent: The Political Economy of the Mass Media*. New York: Pantheon, 1988. Pp. 1-35.

Jacobs, Norman. 1960, 'Mass Culture and Mass Media' & 'Culture and Society' In *Daedalus* Vol. 89, No. 2, Spring, 1960. Pp. 273-287.

Kaur, Raminder, and William Mazzarella. 'Between Sedition and Seduction: Thinking Censorship in South Asia' In *Censorship in South Asia: Cultural Regulation from Sedition to Seduction*. Bloomington: Indiana UP, 2009.

Livingstone, Soina. 2003, 'The Changing Nature of Audiences: From the Mass Audience to the Interactive Media User' In Angharad N. Valdivia (ed.) *A Companion to Media Studies*. Malden, MA: Blackwell Pub.

McLuhan, Marshall. 1964, *Understanding Media: Extensions of Man*. Cambridge: The MIT Press. Pp. 07-21.

McRobbie, Angela. 'Post-Feminism and Popular Culture: Bridget Jones and the New Gender Regime' In *The Aftermath of Feminism: Gender, Culture and Social Change*, Sage Publication Ltd. 2009:11-22.

Mulvey, Laura. 'Visual Pleasure and Narrative Cinema' In *Film Theory and Criticism: Introductory Readings*. Eds. Leo Braudy and Marshall Cohen. New York: Oxford UP, 1999: 833-44.

Naficy, Hamid. 'Ideological and Spectatorial Formations' In *A Social History of Iranian Cinema*. Durham [N.C.]: Duke UP, 2011. Pp. 71-140.

Sorenson, John. 1991, 'Mass Media and Discourse on Famine in the Horn of Africa' in *Discourse & Society*, Sage: London, 1991; Vol 2(2); 223-242.

Thompson, John B. 'The Rise of Mediated Interaction' In *The Media and Modernity: A Social Theory of the Media*, Stanford, CA: Stanford UP, 1995.

Additional Resources

Briggs, Asa & Peter Burke. *A Social History of the Media: From Gutenberg to the Internet*. Cambridge: Polity. 2002.

Rajagopal, Arvind. *Politics after Television: Religious Nationalism and the Reshaping of the Indian Public*. Cambridge, UK: Cambridge UP, 2001.

Said, Edward W. 1997, *Covering Islam: How the Media and Experts Determine How We See the Rest of the World*. New York: Vintage.

Teaching Learning Process

Lectures, presentations, Film screenings, Critical readings of media, projects on making short films.

Assessment Methods

Tests, Essays, Thematic Reviews of Various forms of Media, Short Position Papers, Case Studies

Keywords

Media, Mass Media, Culture, Culture Industry, Feminism, Semiotics, Representation, Ideology, Censorship, Audience, Regulation, Information, Propaganda

B.A. (Hon) Sociology
Generic Elective 08
POPULATION AND SOCIETY

Course Objectives:

This course provides a critical understanding of the interface between population and society. It analyses the role of fertility, mortality and migration on the composition, size, and structure of population. The course addresses the issue of domestic and international population movements and their economic, political and social implications.

Course Learning Outcomes

On successful completion of this course, students will be able to

1. Demonstrate a knowledge of key concepts in and different approaches to population studies.
2. Recognise the relations between population and social groups and processes by linking population size, composition, and growth with fertility, reproduction, and mortality.
3. Explain the dynamics between population, gender, and migration in terms of the role of institutions, policies and programmes, and social relations and groups.
4. Undertake a sociological analysis of international and national population dynamics and population policies.

Course Outline

Unit 1. Introducing Population Studies

Sociology and Demography
Concepts and Approaches

Unit 2. Population, Social Structure and Processes

Age and Sex Structure, Population Size and Growth
Fertility, Reproduction and Mortality

Unit 3. Population, Gender and Migration

Population and Gender

Politics of Migration

Unit 4. Population Dynamics and Development

Population as Constraints and Resources for Development Population Programmes and Policies

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Course Content:

Unit 1. Introducing Population Studies [Weeks 1-3]

Sociology and Demography

Durkheim, Emile. 1982 (1895). *The Rules of Sociological Method*. (trans. W. D. Halls). New York: The Free Press, pp. 136-137; 188, 203.

Cox, Peter Richmond. 1950. *Demography*. University of California Press, pp. 01-08.

Davis, Kingsley. 1951. 'Caste and Demography', *Population of India and Pakistan*, Princeton, NJ: Princeton University Press, pp. 52-60.

Guilmoto, Christophe Z. 2011. 'Demography for Anthropologists: Populations, Castes, and Classes'. In Isabelle Clark-Decès (ed.). *A Companion to the Anthropology of India*, Blackwell Publishing Ltd. pp. 25-41.

Concepts and Approaches

Malthus, Thomas Robert. 1986. *An Essay on the Principle of Population*. London: William Pickering, Chapters 1-2, pp. 01-11.

Dudley, Kirk. 1996. 'Demographic Transition Theory', *Population Studies*, 50(3): 361-387.

Unit 2. Population, Social Structure and Processes [Weeks 4-6]

Age and Sex Structure, Population Size and Growth

Premi, Mahendra K. 2006. 'Population Composition (Age and Sex)', *Population of India: In the New Millennium*. New Delhi: National Book Trust, pp. 103-127.

Visaria, Pravin and Visaria, Leela. 2006. 'India's Population: Its Growth and Key Characteristics'. In Veena Das (ed.). *Handbook of Indian Sociology*, New Delhi: Oxford University Press, pp. 61-77.

Fertility, Reproduction and Mortality

Heer, David M. and Grigsby, Jill S. 1992. 'Fertility', *Society and Population*. New Delhi: Prentice-Hall, pp. 46-61.

Haq, Ehsanul. 2007. 'Sociology of Infant Mortality in India', *Think India Quarterly*, July-September, 10(3): 14-57.

Unit 3. Population, Gender and Migration [Weeks 7-10]

Population and Gender

Jeffrey, Roger and Jeffrey, Patricia. 1997. *Population, Gender and Politics: Demographic Change in Rural North India*. Cambridge: Cambridge University Press, pp. 117-164.

Patel, Tulsi. 2007. 'Female Foeticide: Family Planning and State Society Intersection in India'. In T. Patel (ed.). *Sex-selective Abortion in India: Gender, Society and New Reproductive Technologies*. New Delhi: Sage Publications, pp. 316-356.

Politics of Migration

Kaur, Ravinder. 2004. 'Across Region Marriages: Poverty, Female Migration and the Sex Ratio', *Economic & Political Weekly*, XXXIX (25): 2595-2603.

Xaxa, Virginius. 2004. 'Women and Gender in the Study of Tribes in India', *Indian Journal of Gender Studies*, 11(3): 345-367. 3.2.3 Chopra, Radhika. 2011. *Militant and Migrant: The Politics and Social History of Punjab*. Routledge Publications, pp. 88-134.

Unit 4. Population Dynamics and Development: [Weeks 11-14]

Population as Constraints and Resources for Development

Furedi, Frank. 1997. *Population and Development: A Critical Introduction*. Oxford: Polity Press, Chapters 4&5, pp. 40-55.

Visaria, P. 1976. 'Recent Trends in Indian Population Policy', *Economic and Political Weekly*, August, 2: 31-34.

Population Programmes and Policies

Government of India. 2000. National Population Policy. New Delhi
(<http://www.populationcommission.nic.in/facts1.htm>).

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Compulsory Readings

Cox, Peter Richmond. 1950. *Demography*. University of California Press, pp. 01-08.

Davis, Kingsley. 1951. 'Caste and Demography', *Population of India and Pakistan*, Princeton, NJ: Princeton University Press, pp. 52-60.

Dudley, Kirk. 1996. 'Demographic Transition Theory', *Population Studies*, 50(3): 361-387.

Durkheim, Emile. 1982 (1895). *The Rules of Sociological Method*. (trans. W. D. Halls). New York: The Free Press, pp. 136-137; 188, 203.

Furedi, Frank. 1997. *Population and Development: A Critical Introduction*. Oxford: Polity Press, Chapters 4&5, pp. 40-55.

Visaria, P. 1976. 'Recent Trends in Indian Population Policy', *Economic and Political Weekly*, August, 2: 31-34.

Guilmoto, Christophe Z. 2011. 'Demography for Anthropologists: Populations, Castes, and Classes'. In Isabelle Clark-Decès (ed.). *A Companion to the Anthropology of India*, Blackwell Publishing Ltd. pp. 25-41.

Haq, Ehsanul. 2007. 'Sociology of Infant Mortality in India', *Think India Quarterly*, July-September, 10(3): 14-57.

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Patel, Tulsi. 2007. 'Female Foeticide: Family Planning and State Society Intersection in India'. In T. Patel (ed.). *Sex-selective Abortion in India: Gender, Society and New Reproductive Technologies*. New Delhi: Sage Publications, pp. 316-356.

Premi, Mahendra K. 2006. 'Population Composition (Age and Sex)', *Population of India: In the New Millennium*. New Delhi: National Book Trust, pp. 103-127.

Visaria, Pravin and Visaria, Leela. 2006. 'India's Population: Its Growth and Key Characteristics'. In Veena Das (ed.). *Handbook of Indian Sociology*, New Delhi: Oxford University Press, pp. 61-77.

Xaxa, Virginius. 2004. 'Women and Gender in the Study of Tribes in India', *Indian Journal of Gender Studies*, 11(3): 345-367.

Chopra, Radhika. 2011. *Militant and Migrant: The Politics and Social History of Punjab*. Routledge Publications, pp. 88-134.

Additional Resources

Bose, Ashish. (ed.). 1974. *Population in India's Development (1947-2000)*. Delhi: Vikas Publishing House.

Castles, Stephen. 2003. 'The International Politics of Forced Migration', *Development*, 46(3): 11-20.

Census of India

Dyson, Tim and Moore, Michael. 1983. 'On Kinship Structure: Female Autonomy and Demographic Behaviour in India', *Population and Development Review*, 9(1): 35-60.

Gazetteers

Mukherjee, Radhakamal. 1934. 'On the Criterion of Optimum Population', *American Journal of Sociology*, 40(3): 344-348.

Sen, Amartya, 2003. 'Population: Delusion and Reality', *Asian Affairs* Caldwell, John C. 2001. 'Demographers and the Study of Mortality: Scope, Perspectives and Theory', *Annals of the New York Academy of Sciences*, 954: 19-34.

Teaching Learning Process

1. Lectures supported by group tutorial work
2. Field-based learning through group projects
3. Seminars
4. Invited Lectures
5. Analysis of Census data
6. Films and documentary screenings
7. Field visits

Assessment Methods

Time-constrained Examinations, Class tests, Assignments, Project reports, Presentations

Key Words

Sociology and Demography, Population, Social Structure and Processes, Fertility, Reproduction, Mortality, Gender, Migration, Development, Resources, Programmes, Policies