

University of Mumbai



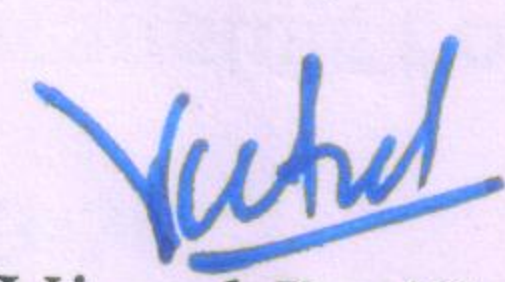
No. UG/ 18 of 2020-21

CIRCULAR:-

Attention of the Principals of the Affiliated Colleges, the Head of the University Departments and Directors of the recognized Institutions in Humanities Faculty is invited to this office circular No.UG/41 of 2017-18, dated 15th July, 2017 relating to the revised syllabus as per the (CBCS) of M.A. Degree Program in Sociology (for all Colleges) (Sem. I to IV).

They are hereby informed that the recommendations made by the Board of Studies in Sociology at its online meeting held on 20th April, 2020 vide Item No.2 and subsequently made by the Board of Deans at its meeting held on 26th June, 2020 vide item No. 11(38) have been accepted by the Academic Council at its meeting held on 23rd July, 2020 vide item No. 4.58 and that in accordance therewith, to the revised syllabus as per the (CBCS) of M.A. Sem. I - II in Sociology has been brought into force with effect from the academic year 2020 -21 accordingly. (The same is available on the University's website www.mu.ac.in).

MUMBAI – 400 032
11th November, 2020


(Dr. Vinod Patil)
I/c REGISTRAR

To

The Principals of the Affiliated Colleges, the Head of the University Departments and Directors of the recognized Institutions in Humanities Faculty. (Circular No. UG/334 of 2017-18 dated 9th January, 2018.)

A.C/4.58/23/07/2020

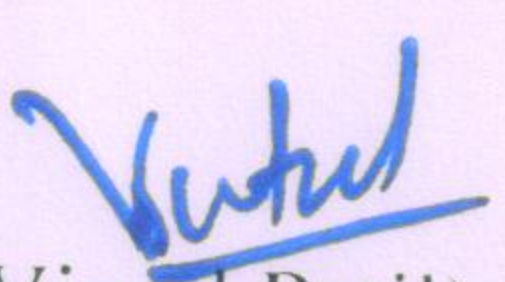
No. UG/ 18 -A of 2020-21

MUMBAI-400 032

11th November, 2020

Copy forwarded with Compliments for information to:-

- 1) The Dean, Faculty of Humanities,
- 2) The Chairman, Board of Studies in Sociology,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Director, Board of Students Development,
- 5) The Co-ordinator, University Computerization Centre,


(Dr. Vinod Patil)
I/c REGISTRAR

Copy to :-

1. The Director of Board of Student Development.,
2. The Deputy Registrar (Eligibility and Migration Section)
3. The Director of Students Welfare,
4. The Executive Secretary to the to the Vice-Chancellor,
5. The Pro-Vice-Chancellor
6. The Registrar and
- 7 The Assistant Registrar, Administrative sub-centers, Ratnagiri, Thane & Kalyan, for information.

1. The Director of Board of Examinations and Evaluation
2. The Finance and Accounts Officers
3. Record Section
4. Publications Section
5. The Deputy Registrar, Enrolment, Eligibility and Migration Section
6. The Deputy Registrar (Accounts Section), Vidyanagari
7. The Deputy Registrar, Affiliation Section
8. The Professor-cum- Director, Institute of Distance and Open Learning Education,
9. The Director University Computer Center (IDE Building), Vidyanagari,
10. The Deputy Registrar (Special Cell),
11. The Deputy Registrar, (PRO)
12. The Deputy Registrar, Academic Authorities Unit (1 copies) and
13. The Assistant Registrar, Executive Authorities Unit

They are requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to in the above circular and that on separate Action Taken Report will be sent in this connection.

1. The Assistant Registrar Constituent Colleges Unit
2. BUCTU
3. The Deputy Accountant, Unit V
4. The In-charge Director, Centralize Computing Facility
5. The Receptionist
6. The Telephone Operator
7. The Secretary MUASA
8. The Superintendent, Post-Graduate Section
9. The Superintendent, Thesis Section

for information.

UNIVERSITY OF MUMBAI - DEPARTMENT OF SOCIOLOGY

M.A. Honours/ M.A. Regular CBCS in Sociology

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M.A. Sociology Syllabus Revision

Discussed in Syllabus revision sub-committee formed by Bos, again with minor modification discussed and approved unanimously by Board of Studies in Sociology on 20/04/2020 at 11.a.m

Submitted to the Academic Authority to forward to Board of Deans and Academic Council for approval on 07/05/2020

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In continuation with 2016-17 New syllabus passed by Academic Council

Syllabus Revised in the Academic Year 2019-20

Implementation of revised syllabus for 2020-21

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Applicable to all PG Department /Centre's at Colleges affiliated to University of Mumbai, PG Department of Sociology, University of Mumbai, Mumbai

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Attached: M.A. Sociology Revised syllabus copy (pp.2 to 27)

Introduction

This new revised syllabus will have same rules and regulations passed and adopted by the University of Mumbai on 23/05/2016 with regard to M.A. Honours and M.A regular programme.

(Ref. Choice based Credit System Implemented from 2016-17 with New Syllabus proposed by Board of Studies in Sociology and approved and passed by Academic Council University of Mumbai and implemented from 2016-17 shall continue and only revision in course and its content shall applicable as revised syllabus).

With reference to the above cited reference the system of credits, course credit, M.A. Programme credits, Courses, Project based courses, Grade system, Evaluation of project component and non-project component Internal assessment and external assessment (60:40) shall remain the same and continued during revised syllabus implementation. However, there shall be change in the internal assessment of (40) Marks. Instead of internal exam there shall be new criteria adopted such as assignment, attendance and viva of the student. Internal 40 marks shall be divided into three criteria's such as 20 marks for written assignment (2000 on 3000 words), 10 marks for attendance and class participation and 10 marks for viva voce. Date, time and Panel for viva shall be decided by the Head of the Department for each course. Viva Committee shall consist of Head-Chairperson, Class Teacher -convenor and one teacher from the department. However, minimum two teachers can form the quorum of committee in which head or his nominee shall be mandatory.

Programme Educational Objectives (PEO)

1. To provide the learners with an in-depth and comprehensive understanding of the Conceptual-theoretical and substantive sociological perspectives on various dimensions of social life.
2. To familiarise and train the learners with skills needed for multifarious and complex analysis of society around them by applying theoretical ideas and concepts to the socio-cultural reality around them and to train them in skills related to social research
3. To develop in the minds of the learners a critical, universal and humanistic outlook to life with stress on the intersectional nature of human life and its socio-cultural manifestations.

Programme Outcomes (PO)

1. To develop an overall and well-rounded understanding of sociology through theoretical paradigms, methodological debates and the study of substantive domains
2. To see the continuities and departures between classical and contemporary sociology and transmit rigorous analytical skills
3. To develop the connections between sociology and anthropology that will help in furthering interdisciplinary perspectives
4. To develop critical thought on social structures, social processes and social institutions from the perspectives of people of marginal locations of class, caste, gender, tribe, religious, linguistic and ethnic minorities
5. To develop analytical skills to connect different scales like the local, regional, national and global in order to enhance diversity and inclusiveness
6. To develop research and advocacy skills through critical pedagogies in the classroom and through individual and group applied projects
7. To develop reading and writing skills of original and related texts
8. To equip the students with access and responsible use of digital technologies in their study and in their lives
9. To develop employability of the sociologist in various fields like governance and policy, development and intervention, electronic visual and print media, human resource and personnel management, nongovernmental organizations.
10. To develop teaching abilities in sociology and related disciplines
11. To create sensitive, enlightened and progressive citizens of the country and the world who will apply sociology to their professional and personal lives.

LASSICAL SOCIOLOGICAL THEORY

[CC.501] [6 Credits]

Course Objectives:

- 1.Understand the emergence of sociology in the enlightenment period
- 2.To analyse contributions of founders of the discipline and highlight the challenges of the times

Course Outcome

- 1.Apply the above knowledge and its relevance in the contemporary world at local, national and global scales
- 2.Create linkages between the classical and contemporary theories of sociology
- 3.Critique, debate, assess, apply works of Weber, Durkheim, Marx and Simmel in today's context through internal assessment and existing institutional mandate

Unit I: Emile Durkheim in the context of Western Modernity

- a) Methodological Contributions: The legacy of Comtean Positivism, Society as sui generis, Characteristics of a Social fact, Observation of social facts, Rules of Sociological Method
- b) The Division of Labour: Definition of Division of labour, social solidarity and cohesion, Mechanical and Organic Solidarity, Systems of law
- c) Study of anomie and suicide, shift from psychological to sociological explanations, social integration and suicide, forms of Suicide,
- d) Theory of Religion, Sacred and profane, Elementary Forms of religious life, the totem, Civil Religion. Legacy of Emile Durkheim and Emile Durkheim today

Unit II: Max Weber in the context of Western Modernity

- Methodological Contributions: Theory of knowledge in the social sciences, Natural Science vs. social science debate, *Verstehen*, the Ideal Type
- Theory of Social Action: rationalisation, bureaucratisation, the iron cage, disenchantment, action and rationality, interpretive theory of Social action, four types of social action
- Dialogue with Marx: Religion and the economy, Protestant Ethic and the Spirit of capitalism, the case of Calvinism, Capitalism in China and India.
- Legacy of Weber/Weber Today

Unit III: Karl Marx in the context of Western Modernity

- a) Philosophical Ideas: Human Nature, Human Potential and the Place of 'Work', Alienation, Historical Method
- b) Economic Concepts: Critique of Capitalism, Labour Theory of Value, Fetishism of Commodities, Class and Division of Labour
- c) Political Ideas: Materialist Origins of state, Historical stages of the state, The state and civil society
- d) Legacy of Marx and Marx Today

Unit IV: George Simmel in the context of Western Modernity

- a) Three levels of Social Reality: psychological components, Social components and cultural/historical components, Fashion
- b) Individual consciousness, Forms and types of Social interaction, Study of Social Structure and objective culture- Case study of secrecy.
- c) The Philosophy of Money: Money and value, Reification and rationalisation, Tragedy of Culture
- d) Legacy of Simmel and Simmel Today

Essential Readings

- Adams, Bert and Sydie, R.A. (2001). *Sociological Theory*. New Delhi: Sage Publications.
- Morrison, Ken (2006). *Formations of Modern Social Thought (2nd. Edition)*, New Delhi: Sage Publications.
- Ritzer, George (2007). *Sociological Theory (5th Edition)*. New Delhi: Tata McGraw Hill.
- Scott, J. (2006). *Social Theory: Central Issues in Sociology*. New Delhi: Sage Publications.
- Turner, J.H. (2013). *Contemporary Sociological Theory*. New Delhi: Sage Publications.
- Applerouth, Scott and Edles, Laura (2008). *Classical and Contemporary Sociological Theory: Text and Readings*
- Cuff, E.C., Sharrock, W.W. & Francis, D.W. (2006). *Perspectives in Sociology*. Oxon: Routledge.
- Giddens, A. (1971). *Capitalism and Modern Social theory*. Cambridge: Cambridge

University Press

Judge, Paramjit (2012) *Foundations of Classical Sociological Theory*. Pearson

Skinner, Q. (1990). *The Return of Grand Theory in the Human Sciences*.

Cambridge: Cambridge University Press.

Texts in the original

- Marx, K. and Engels, F. *The German Ideology*.
<http://www.marxists.org/archive/marx/works/1845/German-ideology/>
- Marx, K. and Engels. *The Communist Manifesto*.
<http://www.Marxists.org/archive/marx/works/1848/communist-manifesto/>
- Durkheim, E. (1982). *Rules of sociological Method*. London: Free Press.
- Durkheim, E. (2001). *Elementary Forms of Religious Life*. New York: Oxford University Press.
- Durkheim, E. (2006). *On Suicide*. London: Penguin.
- Durkheim, E. (1996). *Division of Labour*. London: Free Press.
- Weber, M. (2003). *Protestant Ethic and the Spirit of Capitalism*. New York: Dover.
- Simmel, G. (1903). *Fashion*. New York: Fox, Duffield & Co.
- Simmel, G. (1978). *The Philosophy of Money*. Oxon: Routledge.
- Simmel, G. (1906). *The Sociology of Secrecy and of Secret Societies*. Chicago: University of Chicago Press.

Course II: PERSPECTIVES ON INDIAN SOCIETY

[C.C 502] [6 Credits]

Course Objectives:

1. Assess, critique, evaluate the role of Dalit, tribal, feminist and other marginalised locations in creating knowledge.
2. Understand the critical perspectives on dynamics of social transformation in local, national and global contexts
3. Recognise the centrality of politics of locations in creating India, and Indian society

Course Outcome

1. To make the learners holistic understanding of Indian society in the context past and present and make them social leader for democratic Indian Society.
2. To make learners aware of changes taking place in Indian society over period of time

Unit I: Introduction-Brief overview of sociology in India

- a) Unity in Diversity in India
- b) Schools of Sociology in India with special focus on the Bombay "School"
- c) Approaches: Indological and Field-work
- d) Non-Brahminic Perspectives on Indian Society

Unit II: Theorizing castes and tribes in India

- a) G.S. Ghurye, B.R. Ambedkar and Louis Dumont on Caste Question
- b) Gender and Caste (Gail Omvedt and Sharmila Rege)
- c) Social Change in Modern India (M.N. Srinivas)
- d) Tribes as Indigenous category: Scheduled tribes/Denotified and Nomadic Tribes

Unit III: Constructing the nation and nationalism

- a) Nation as spiritual and Political (Partha Chatterjee)
- b) Critique of the "Project Homogenization" (T K Oommen)
- c) Women and Nationalist Discourse (Tanika Sarkar)

Unit IV: Globalization and Indian society

- a) Conceptualization of Globalization
- b) Traditional Hierarchies and Intersectionalities in Globalizing Society: Multiple, Intersecting and complex Marginalities
- c) Identity Politics: Region, religion, class as contexts of homogenized and fragmented identities

Essential Readings

Ambedkar B. R. (1979). Babasaheb Ambedkar: Writings and Speeches. Vol. I. Mumbai: Government of Maharashtra.

Chandan Sengupta: Conceptualizing Globalization: Issues and Implications. *Economic and Political Weekly*. 36, No. 33 (Aug. 18-24, 2001), pp. 3137-3143 (7 pages).

Dahiwalé, S. M. (2005). Understanding Indian Society: The Non-Brahmin Perspectives, Jaipur & New Delhi: Rawat.

Das, V. (Ed.). (2004). Handbook of Indian Sociology. New Delhi: Oxford University Press.
Dhanagare, D. N. Themes and Perspectives in Indian Sociology. Jaipur & New Delhi: Rawat.

Ghurye, G.S. (1932) Caste and Race in India. Popular Publication Bombay.

Gupta, S. et al. (2010). Globalization in India: Content and Discontents. Delhi: Pearson Education.

Jayaram, N. (2013). (ed.). Special Issue on The Bombay School of Sociology: The stalwarts and Their Legacies. In Sociological Bulletin: Journal of the Indian Sociological Society. 62 (2): 1-3.

M.N. Srinivas, A.M, Shah, E.A. Ramaswamy (2008). (edit) The Fieldworker and Field (second Edition). Oxford University Press.

M.N. Srinivas. (2008). Social Change in Modern India. Orient Black Swan. Hyderabad

M.S. Gore, (2015) *Unity in Diversity: The Indian Experience in nation-Building*. Rawat Publications, New Delhi.

Nagla, B.K. (2008). *Indian Sociological Thought*. Jaipur & New Delhi: Rawat.

Omvedt, G. (19179) *We Shall Smash This Prison: Indian Women in Struggle*. Zed Books.

Omvedt, G. (1976). *Cultural Revolt in a Colonial Society: Non-Brahmin Movement in Western India. 1973-1930*. Bombay: Scientific Education Trust.

Oommen, T. K. (2004). *Nation, Civil society and Social Movements*. New Delhi: Sage.

Partha Chatterjee. (1986). *Nationalist Thought and the Colonial World*. London: Zed Books.

Sharmila Rege. 2014. *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonies*. Zubaan Publications.

Tanika Sarkar : *Women and Social Reform in Modern India: A Reader* (two volumes, edited jointly with [Sumit Sarkar](#), 2008).

Virginius Xaxa: *Tribes as Indigenous people of India*. *Economic and Political Weekly*. Vol. 34, No. 51 (Dec. 18-24, 1999), pp. 3589-3595 (7 pages).

पद्माकर सहारे. २०१५. भारतीय समाजविषयक दृष्टिकोण. विद्याबूक पब्लिशर्स .औरंगाबाद

एल. थाराभई. भारतीय समाजशास्त्र: समस्या आणि आवाहने. सेज पब्लिशर्स. न्यू दिल्ली

भारतातील सामाजिक चळवळी: एक सहितीक परामर्श. सेज पब्लिशर्स. न्यू दिल्ली

उत्तम कांबळे. २०१० जगतिकीकरणाची अरीष्टे. कोल्हापूर

Any other relevant text/reading suggested by the teacher

CLASSICAL PERSPECTIVES IN CULTURAL ANTHROPOLOGY

[CC.503] [6 Credits]

Course Objectives:

- 1.Understand the historical emergence of anthropology and critically locate it within the colonial project
- 2.Critique and assess the relevance of cultural anthropology and understand theories of cultural anthropology
- 3.Develop an understanding of the relationship between sociology and anthropology especially that of ethnography and fieldwork

Course Outcome

- 1.Recognise critical efforts by anthropologists, and its sub disciplines in the public sphere.
- 2.To assess and examine the role of anthropologist in studying and understanding society as whole through internal and external assessment.

Unit I. Anthropology and Sociology

- a) Sociology and anthropology: interconnections
- b) The colonial *episteme*, orientalism and anthropology
- c)Four-field approach: biological anthropology, prehistoric archaeology, linguistics, cultural anthropology (ethnology)
- d)Debates: Ethnocentrism & cultural relativism; nature vs culture

Unit II. Perspectives and Methods

- a) Holistic perspective, comparative method & participant observation
- b) Evolutionism and diffusionism
- c)Kinship studies
- d)Historical particularism

Unit III. Anthropologists and Contributions

- a) Configurations, language and culture (Kroeber & Sapir)
- b) Elemental categories: Emile Durkheim, Marcel Mauss
- c) Structural Functionalism: Malinowski, Radcliffe-Brown
- d) Culture and personality: Ruth Benedict, Abram Kardiner

Unit IV. Debates on issues

- a) Cultural determinism: Margaret Mead
- b) Structuralism
- c) Village studies
- d) Marxism and anthropology

Essential Readings

Applebaum, H.A. (1987). *Perspectives in Cultural Anthropology*. New York: State University of New York Press.

Candea, M. (Ed.), (2018). *Schools and Styles of Anthropological Theory*. London & New York: Routledge.

Clark-Deces, I. (2011). *Blackwell Companions to Anthropology: A Companion to the Anthropology of India*. Oxford: Wiley-Blackwell.

Das, V. (Ed.). (2003). *The Oxford India Companion to Sociology and Social Anthropology*. New Delhi: Oxford University Press.

Erickson, P.A. & Murphy, L.D., (2017). *A History of Anthropological Theory*. (5th Edition). Ontario: University of Toronto Press.

Erickson, P.A. & Murphy, L.D., (2017). *Readings for a History of Anthropological Theory*. (5th Edition). Ontario: University of Toronto Press.

Godelier, M. (1977). *Perspectives in Marxist Anthropology*. London: Cambridge University Press.

M.N. Srinivas (2010). *Social Change in Modern India*. Orient Black Swan. Hyderabad

McGee, R.J. & Warms, R.L., (2019). *Anthropological Theory: An Introductory History* (7th Edition). Rowman & Littlefield.

Moberg, M., (2018). *Engaging Anthropological Theory: A Social and Political History*. London & New York: Routledge.

Moore, H.L. & Sanders, T. (Eds.). (2014). *Anthropology in Theory: Issues in Epistemology*. Malden, M.A.: Blackwell Publishing.

Moore, J.D. (Ed.). (2009). *Visions of Culture: Annotated Reader*. Lanham, MD.: Altamira Press.

Ortner, S.B. (1984). Theory in Anthropology Since the Sixties. *Comparative Studies in Society and History*. 26 (1): 126 - 166.

Uberoi, P. et al. (Eds.). (2007). *Anthropology in the East: Founders of Indian Sociology and Anthropology*. Ranikhet: Permanent Black.

Any other relevant text or reading suggested by the teacher

METHODOLOGIES OF SOCIAL RESEARCH

[CC-504] [6 Credits]

Course Objectives:

- 1.To make the learner understand role of methods, methodologies and methodological perspectives in social research in general and sociological research in Particular.
2. To understand the relationship among concept, theory and methodologies in development of sociological knowledge.

Course Outcome

- 1.To make learner understand and practice various aspects of the research process and analyse the nature of science and social science as methods of inquiries.
- 2.Understand the role of methodological perspectives in research methodology.
- 3.Apply and assess the importance of qualitative, quantitative, interpretive methods of research.
- 4.Demonstrate the ability to create research designs and communicate research findings in comprehensive manner

Unit I: Introduction

- a) Science and Non-Science
- b) Philosophical foundations: Issues of Ontology, Epistemology, Methodology
- c) The Nature of Sociological inquiry (positivism, Social Fact, Verstehen)

Unit II: Methodological Perspectives

- a) Relativism and Hermeneutic analysis
- b) Reflexivity and Social Research
- c) Feminist Methodological Perspectives

Unit III: Research Methods

- a) Introduction to SPSS and use of SPSS in research
- b) Quantitative Methods: Social Survey-questionnaire, Interview schedule, coding practices
- c) Qualitative Methods: Participant observation, Interview, Case studies and life histories, Content Analysis
- d) Virtual research

Unit IV: Planning and Communicating Research

- a) Writing Research Proposal -Rational
- b) Literature Review and methodology
- c) Data Collection and Analysis
- d) Writing Research Finding

Essential Readings

Andre Beteille (2002) *Sociology: Essays on Approaches and Method*. Oxford University Press.

Anthony Giddens, 2019. *New Rules of Sociological Method: A Positive Critique of Interpretative Sociologies* (Second Edition) Rawat Publications, New Delhi.

Bleicher, J. (1982). *Hermeneutic Imagination*. London: Routledge.

Christine Hine, (ed) *The Internet: Understanding Qualitative Research*. Oxford University Press.2011.

Dexter Bryan: SOCIOLOGY OF KNOWLEDGE AND QUALITATIVE METHODOLOGY. Source: Kansas Journal of Sociology, Vol. 8, No. 2, Sociology of Knowledge (Fall 1972), pp. 215-222Published by: Allen Press Stable URL: <http://www.jstor.org/stable/23255110>.

Emile Durkheim (2015 reprint). *The Rules of Sociological Method*. Ani Prakashan, New Delhi

Giddens, A. (Ed.). (1970). *Positivism and Sociology*. Heinemann.

Joel Smith (1991) A Methodology for Twenty-First Century Sociology. Oxford Journals in Social Forces, vol.70, no 1. Pp 1-17. Oxford University Journals.
<http://www.jstor.org/stable/2580058>.

JoRekha Mirchandani: Postmodernism and Sociology: From the Epistemological to the Empirical Author(s): Source: Sociological Theory, Vol. 23, No. 1 (Mar., 2005), pp. 86-115Published by: American Sociological Association Stable URL:
<http://www.jstor.org/stable/4148895>.

Karin Olson (2018). Essentials of Qualitative Interviewing. Routledge. Taylor and Frances Group. London and New York.

Kristina Boreus and Goran Bergstrom.(2017). Analysing Text and Discourse: Eight Approaches for the Social Sciences. Sage Publications, New Delhi.

Lynn Butler-Kisber, (2018). Qualitative Inquiry: Thematic, Narrative and Arts-Based Perspectives. Second edition. Sage Publication.

Paramjit Judge, (2019). Writing Social Science: A Personal Narratives. Rawat Publications, Jaipur.

Ram Ahuja 2008 Research Methodology. Rawat Publications. New Delhi.

Reinhatz, S. (1992). *Feminist Methods in Social Research*. OUP.

Richard E. Palmer: Postmodernity and Hermeneutics. Source: boundary 2, Vol. 5, No. 2 (Winter, 1977), pp. 363-394Published by: Duke University Press Stable URL:
<http://www.jstor.org/stable/302200>.

Worsley, P. (1970). *Introducing Sociology*. Open University Press.

हेस-बिबर.(२०१७). गुणात्मक शांशोधन कार्यपद्धती. सेज प्रकाशन. न्यू दिल्ली.

CONTEMPORARY SOCIOLOGICAL THEORIES **[CC.601] [6 Credits]**

Course Objectives

- 1.Understand the role of micro sociological theories with respect to meta-narratives
- 2.Understand and apply the theories of marxism, feminist registers, late modernity, post-modern critique as well as multiple standpoint epistemologies, into everyday phenomenon

Course Outcome

- 1.Combine, classical and contemporary sociological theories in understanding society
- 2.Identify schools of theoretical underpinnings of micro sociological theories.

Unit 1 Social Systems & Processes

- a) Structural functionalism: Talcott Parsons, Robert Merton
- b) Phenomenology: Schutz
- c)Symbolic interactionism: Mead, Goffman
- d)Ethnomethodology: Garfinkel

Unit 2 Marxist & Neo- Marxist Theories

- a) Critical Theory: Adorno, Horkheimer, Marcuse
- b) Neo-Marxism: Althusser, Gramsci
- c)Neo-Marxism II: Jameson, Harvey
- d)Jurgen Habermas: communicative action, public sphere & modernity

Unit 3 Post Structuralism & Post modernism

- a) Postmodern theories: Derrida
- b) Michel Foucault: archaeologies and genealogies
- c)Pierre Bourdieu: Practice, habitus, doxa
- d)Anthony Giddens: Structuration, late modernity

Unit 4 Feminism, Difference, theory from the south

- a) Theorizing globalization: Giddens, Beck
- b) Feminism, genders, sexualities: Hooks, Butler, Connell
- c) Dalit Bahujan: Gail Omvedt and Rege,

Essential text/ Readings

Alatas, S.F. & Sinha, V. (2017). *Sociological theory beyond the canon*. Palgrave Macmillan

Bauman, Z. (2000). *Liquid modernity*. Polity Press.

Beck, U. (2006). *Cosmopolitan vision*. Polity Press.

Bourdieu, P. (1992). *The logic of practice*. Stanford University Press.

Burawoy, M. (1982). *Manufacturing consent: changes in the labour process under monopoly capitalism*. University of Chicago Press.

Butler, J. (1999). *Gender trouble: feminism and the subversion of identity*. Routledge.

Calhoun, C. et al (Eds.). (2001). *Contemporary sociological theory*. Blackwell publishers.

Collins, R. (2009). *Conflict sociology* (updated edition). Paradigm Publishers.

Connell, R.W. (1995). *Masculinities*. Polity Press.

Dahrendorf, R. (1959). *Class and class conflict in industrial society*. Stanford University Press.

Derrida, J. (1978). *Writing and difference*. London & New York: Routledge.

Elliott, A. (2014). *Contemporary social theory: An introduction*. London & New York: Routledge.

Foucault, M. (2002). *The archaeology of knowledge*. Routledge.

Garfinkel, H. (1991). *Studies in ethnomethodology*. Polity Press.

Giddens, A. (1986). *The constitution of society: outline of the theory of structuration*. Polity Press.

Giddens, A. (1991). *Modernity and self-identity*. Polity Press.

Goffman, E. (1959). *The presentation of self in everyday life*. Anchor books.

Gramsci, A. (1971). *Selections from prison notebooks*. International Publishers Co.

Habermas, J. (1989). *The structural transformation of the public sphere*. The MIT Press.

Habermas, J. (2012). *Theory of communicative action. Vol 1 & 2*. Boston: Beacon Press.

Harvey, D. (1984). *The limits to Capital*. Blackwell Publishers.

Hochschild, A.R. (2012). *The managed heart: commercialization of human feeling*. University of California Press.

Honneth, A. (2007). *Disrespect: the normative foundations of critical theory*. Polity Press.

hooks, b. (2015). *Ain't I a woman: black women and feminism*. London & New York: Routledge.

Horkheimer, M. et.al. (2002). *Dialectic of enlightenment*. Stanford University Press.

Jameson, F. (1974). *Marxism and form*. Princeton University Press.

Kristeva, J. (1988). *In the beginning was love: psychoanalysis and faith*. Columbia university press.

Law, A. & Lybeck, E.R. (Eds.). (2015). *Sociological amnesia: cross currents in disciplinary history*. Ashgate.

Longhofer, W. & Winchester, D. (Eds.). (2016). *Social theory re-wired: new connections to classical and contemporary perspectives*. London & New York: Routledge

Marcuse, H. (2006). *One-dimensional Man* (reprint). London & New York: Routledge.

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MARGINALIZED GROUPS AND COMMUNITIES: CASTE TRIBE AND GENDER

[CC.602] [6 Credits]

Course Objectives

1. Understand the significance of sociological study of marginalised communities and their social exclusion
2. Evaluate the various processes of marginalisation through which sections of society have been neglected
3. Prioritise the narratives of groups of people who have experienced vulnerability through generations

Course Outcome

1. Learners have appropriate understanding of the process of marginalization in India.
2. It shall help to develop social justice policy in India through appropriate suggestions etc.

Unit I: Historical Context of Marginalization

- a) Concepts of Margin, Marginality, and Marginalization
- b) Marginalization of Caste, Class, Tribe Gender and Minorities
- c) Multiple marginal Groups and their discrimination, deprivation and Social exclusion
- d) Caste Today: Power, Hierarchy, Difference and Identity

Unit II: Perspectives on Marginalization

- a) Mahatma Phule and Babasaheb Ambedkar
- b) Periyar Ramaswami and Verrier Elwin
- c) Tarabai Shinde and Pandita Ramabai

Unit III: Social Welfare and Issues of Rights

- a) Constitutional Provisions and Safeguards
- b) Issues of Reservations and Representation
- c) Debate on Citizenship

Unit IV: Contemporary Debates

- Critique of Cultural Nationalism and Hindutva
- Dalit feminist standpoint
- Tribes, Caste and Identity Politics
- Sexuality and Marginalization

Essential Readings:

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Xaxa, V. (2008). *State Society and Tribes*. New Delhi: Pearson Longman.

CONTEMPORARY PERSPECTIVES IN CULTURAL ANTHROPOLOGY

[CC 603] [6 Credits]

Course Objectives

1. Learner shall be able to Understand the diversification of Anthropology,
2. Recognise the diverse both in terms of the disciplinary boundaries as well as geographical locations

Course Outcome

- 1.To assess an awareness of the hybrid locations of anthropology in post-colonial, globalised and media saturated world.
- 2.Analyse reflexive turn in anthropology by the recognition of multiple locations

Unit1. Conceptual Understanding

- a) Neo-evolutionism
- b) Cultural materialism
- c) Cultural ecology
- d) Symbolic and interpretive anthropology

Unit. Theories and Types

- a) Cognitive anthropology
- b) Actor network theory
- c) World anthropologies
- d) Public anthropology

Unit 3 Diverse Perspectives

- a) Post structuralist anthropology
- b) Postcolonial anthropology
- c) Feminist anthropology

- d) Virtual anthropology

Unit IV. Anthropology and Contemporary Debates

- a) Anthropology of development
- b) Anthropology of the nation state
- c) Anthropology of civic societies and social movements
- d) Hybridization of culture in the global age

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SOCIOLOGY OF DEVELOPMENT & GLOBALIZATION

[CC.604] [6 Credits]

Course Objectives:

1. Understand and recognise the way development is conceptualised and contested in sociology
- 2.Explain and interpret various perspectives of development and globalisation

Course outcome

- 1.Evaluate mechanisms of understanding systems and perspectives of various theories in understanding the modern and post-modern world from the perspective of marginal social locations
- 2.Assess critical awareness among learners through practical assignments about development and globalisation

I. Introduction

- a) Genealogy of the idea of Development
- b) Theories Modernization
- c) Concept of Globalization and its impact
- d) Human Development Index

II. Theoretical Issues

- a) Marxist & Neo Marxist Theories of Development-A.G. Frank, S. Amin, I. Wallerstein
- b) Post-development-Development as discourse- A. Escobar, W. Sachs
- c) Globalization and Development: Manuel Castells; A. Appadurai- Scares
- d) Feminist Theories of Development

III. Alternatives to Development

- a) M.K.Gandhi & B.R. Ambedkar
- b) P. Bourdeiu & R. Putnam- Social Capital
- c) Capability/ Rights Based Approach- Amartya Sen/ J. Dreze/ M. Nussbaum
- d) Environment and Development

IV. Development Issues: Indian Context

- a) Independent India- The 'Development Project' (1947- 1970s)
- b) Structural Adjustment & Liberalization-The 'Globalisation Project' (1980s-2000)
- c) State & Economy- Pro- Business Tilt- (2005 Onwards)
- d) Illusions of Inclusion- Caste/ Tribe/ Marginal Groups

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Any other relevant text or reading suggested by the teacher

=====The end=====