

METHODOLOGIES OF SOCIAL RESEARCH

[CC-504][6 Credits]

Course Rationale: *The course aims to provide students with an in depth understanding of various aspects of research process. It begins with a brief introduction to the philosophical foundations of research and the nature of science and social science as modes of inquiries; and moves on to a details study of perspectives and debates in Methodology. The course will also provide training in research methods and in conceiving and designing research as well as in communicating research findings.*

Unit I: Introduction

- Philosophical foundations: Issues of Ontology, Epistemology, Methodology
- The Nature of Science and Science of the social
- The Nature of Sociological inquiry; Science and common sense
- Qualitative and Quantitative Methodologies

Unit II: Methodological Perspectives

- Positivism
- Hermeneutic Intervention
- Reflexivity and Social Research
- Feminist Methodological Perspectives

Unit III: Research Methods

- Virtual Research

- The nature and application of Statistics in Sociological research
- Quantitative Methods: Social Survey-questionnaire, Interview schedule, coding practices
- Qualitative Methods: Participant observation, Interviews, Case studies and life histories

Unit IV: Planning and Communicating Research

- Research Proposal
- Research Design
- Data Collection and Analysis
- Writing Research Finding

Readings

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

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

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

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

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>.

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

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

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>.

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>.

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>.

Sociology : MA SEM 1

CLASSICAL PERSPECTIVES IN CULTURAL ANTHROPOLOGY **[CC 503] [6 Credits]**

***Course Rationale:** This course introduces the student to historical moments in the development of anthropology with particular reference to its various sub-disciplines. It seeks to address at length the pioneering efforts of anthropologists, the classical theoretical perspectives in cultural anthropology as well as the debates that anthropology generated in the public sphere.*

Unit I: Origin, Sub-Disciplines and Debates

- European Modernity, Colonialism and Anthropology
- Anthropology and its sub-disciplines: [Biological Anthropology, Linguistics, Pre-Historic Archaeology, Ethnology and Cultural Anthropology]
- Claims to holism, the comparative method and the origin of field-work
- Debates in Classical Anthropology [Ethnocentrism, Cultural Relativism, 'The book view' and the 'field view']

Unit II: Foundational Perspectives

- Evolutionist Perspectives
- Diffusionism: The *Kulturkreis* school, British diffusionists.
- Historical Particularism
- Structural Functionalism

Unit III: Classical Ethnographic Registers

- Culture and Personality
- Culture History
- Ethnolinguistics
- Village Studies

Unit IV: Diversified Locations

- Classical Studies in Kinship
- Structuralism
- Structuralism in Indian Anthropology
- Diversification of Anthropology: World Anthropologies

Essential Readings

Barnard, A. (2004). *History and Theory in Anthropology*. Cambridge: Cambridge University Press.

Eriksen, T.H. & Nielsen, F.S. (2001). *A History of Anthropology*. London: Pluto Press.

Moore, J.D. (2009). *Visions of Culture: An Introduction to Anthropological Theories and Theorists*. Lanham: Alta Mira Press.

McGee, R.J. & Warms, R.L. (Eds.). (2008). *Anthropological Theory: An Introductory History*. New York: McGraw Hill.

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

Further Readings

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

Barth, F. Et al. (2005). *One Discipline, Four Ways: British, German, French and American Anthropology*. Chicago & London: University of Chicago Press.

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

Eller, J.D. (2009). *Cultural Anthropology: Global Forces, Local Lives*. London & New York: Routledge.

Eriksen, T.H. (2010) [1995]. *Small Places, Large Issues: An Introduction to Social and Cultural Anthropology*. London: Pluto Press.

Gaillard, G. (1997). *The Routledge Dictionary of Anthropologists*. London & New York: Routledge. Gordon, R. et al. (Eds.). (2011). *Fifty Key Anthropologists*. London & New York: Routledge.

Ingold, T. (Ed.). (1994). *Companion Encyclopaedia of Anthropology*. London & New York: Routledge.

Kuper, A. (1983). *Anthropology and Anthropologists: The Modern British School*. London: Routledge and Kegan Paul.

Kuper, A. (2000). [1999]. *Culture: The Anthropologists Account*. Cambridge, Massachusetts: Harvard University Press.

Sociology : MA SEM I

CLASSICAL SOCIOLOGICAL THEORY [CC.501] [6 Credits]

Course Rationale: *The course aims at conceptualizing the emergence of sociology within the Enlightenment period. By focusing on the contributions of the founding figures of the discipline, the course aims to highlight the challenges and the debates of the time. Further the course aims to critically analyse the relevance of classical sociology today. The course also aims to establish linkages between classical and contemporary sociology. Students will be expected to read texts in the originals.*

Unit I: Karl Marx in the context of Western Modernity

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

Unit II: Emile Durkheim in the context of Western Modernity

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

Unit III: 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 IV: George Simmel in the context of Western Modernity

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

Essential Readings

Morrison, Ken (2006) *Formations of Modern Social Thought* (2 . Edition), New Delhi: Sage

Publications.

Ritzer, George (2007) *Sociological Theory* (5th Edition). New Delhi: Tata McGraw Hill. Adams, Bert and Sydnie, R.A. (2001) *Sociological Theory*. New Delhi: Sage Publications. Turner, J.H. (2013) *Contemporary Sociological Theory*. New Delhi: Sage Publications. Scott, J. (2006) *Social Theory: Central Issues in Sociology*. New Delhi: Sage Publications.

Further Readings

Giddens, A. (1971). *Capitalism and Modern Social theory*. Cambridge: Cambridge University Press Cuff, E.C., Sharrock, W.W. & Francis, D.W. (2006). *Perspectives in Sociology*. Oxon: Routledge. 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, F. *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.

Sociology : MA SEM 1
COMPETING PERSPECTIVES ON INDIAN SOCIETY [CC 502]
[6 Credits]

***Course Rationale:** From 1960s the developments in social sciences exhibit knowledge as contested engagement. In Indian sociology too the view that Indian society could be approached and understood by the commonly agreed criteria and perspectives is contested by the Dalit, feminist, tribal and other margined locations. As a result there has emerged a rich body of critical knowledge expounding diverse and competing perspectives in understanding the crucial theme such as Nation, Caste, Gender, Tribe, Ethnicity, Religion, State, and Globalization. The debates are also about the very nature of the practice of sociology and the centrality of the politics of locations in producing sociological knowledge. This paper aims at exposing students to these exiting debates and critical perspectives and varied ways of engaging with society and self in India.*

Unit I: Introduction-brief overview of Sociology in India

- Schools of Sociology in India with special focus on the Bombay “School”
- Approaches: Indological, Civilizational, Historical and Field-work
- ‘Indianizing’ and ‘Indigenizing’ Sociology
- Non-Brahmin Perspectives on Indian Society

Unit II: Theorizing Caste

- Ambedkar’s theorizing of Caste and the ‘Caste Question’
- Dumontian and Post-Dumontian approaches to theorizing Caste
- Gender and Caste (Gail Omvedt, Leela Dube and Sharmila Rege)
- Caste Today: Power, Hierarchy, Difference and Identity (works of Beteille, D. Gupta and Ilaiah)

Unit III: Constructing the Nation and Nationalism

- Nation as spiritual and Political (Partha Chatterjee)
- Critique of the “Project Homogenization” (T K Oommen)
- Nationalism sans Nation (G Aloysius)

- Women and Nationalist Discourse (Victim, *Mata* and *Sevika*)(Tanika Sarkar and others)

Unit IV: Critical Perspectives on complex Social Transformation: Globalization and Indian society

- Social Consequences of changing State-Market relations: Education, health, employment
- Traditional Hierarchies in Globalizing Society: Multiple, Intersecting and complex Marginalities
- Economic Transformations and Tribal Communities: Marginalization, claims and struggles
- Identity Politics: Region, religion, class as contexts of homogenized and fragmented identities

Readings

Aloysius, G. (2000). *Nationalism Without a Nation in India*. New Delhi: Oxford University Press. Ambedkar B. R. (1979). *Babasaheb Ambedkar: Writings and Speeches. Vol. I*. Mumbai:

Government of Maharashtra.

Dahiwale, 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.

Guru, G. (2008). *Humiliation: Claims and Contexts*. New Delhi: Oxford University Press.

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

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.

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): 1-365. Nagla, B.K. (2008). *Indian Sociological Thought*. Jaipur & New Delhi: Rawat.

Sharma, U. & Searle-Chatarjee, M. (2005). *Contextualizing Caste: Post-Dumontian Approaches*, New Delhi: Sage.

Singer, M. & Cohn, B.S. (Eds.) (2001). *Structure and Change in Indian Society*. Jaipur: Rawat Publications.

Thorat, S. K. & Neuman, C. (2012). *Blocked by Caste: Economic Discrimination in Modern India*. New Delhi: Oxford University Press.

Sociology : MA SEM 2

CONTEMPORARY PERSPECTIVES IN CULTURAL ANTHROPOLOGY [CC.603][6 Credits]

***Course Rationale:** This course seeks to introduce to the students the diversification of Anthropology, both in terms of the disciplinary boundaries as well as geographical locations. The reflexive turn in Anthropology is traced along with its myriad shades of aftermaths followed by the hybrid locations of anthropology in a post-colonial, globalized and media-saturated world.*

Unit I: Cultural Materialism and Marxism

- Neo-evolutionism
- Cultural Ecology
- Cultural Materialism
- Marxist Anthropology

Unit II: The Interpretive Turn

- Symbolic and Interpretive Anthropology
- Thick Description, *Liminality* and *Communitas*
- Theorizing the Nation State, Ethnicities
- Multiculturalism

Unit III: Reflexivity, Feminism and the Subaltern

- Fieldwork and Reflexivity
- Critique of Classical Ethnographies
- Feminism and Anthropology

- The Subaltern Turn

Unit IV: Post-Modern Locations

- Post-Structuralism
- Post-colonialism
- Globalization: Hybridity, Flows, Boundaries
- Cultural Studies

Essential Readings

Barnard, A. (2004). *History and Theory in Anthropology*. Cambridge: Cambridge University Press. Clifford, J. & Marcus, G. E. (Eds.). (2010). [1986]. *Writing Culture: The Poetics and Politics of*

Ethnography. Berkeley: University of California Press.

Eriksen, T.H. & Nielsen, F.S. (2001). *A History of Anthropology*. London: Pluto Press.

Marcus, G.E & Fischer, M. M.J. (Eds.). (1999). *Anthropology as Cultural Critique: An Experimental Moment in the Human Sciences*. Chicago: University of Chicago Press.

Moore, J.D. (2009). *Visions of Culture: An Introduction to Anthropological Theories and Theorists*. Lanham: Alta Mira Press.

Further Readings

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

Dube, L. (2001). *Anthropological Explorations in Gender: Intersecting Fields*. New Delhi: Sage. During, S. (2005). *Cultural Studies: A Critical Introduction*. London & New York: Routledge.

Fabian, J. (2002). *Time and the Other: How Anthropology makes its Object*. Columbia: Columbia University Press.

Geertz, C. (1983). *Local Knowledge: Further Essays in Interpretive Anthropology*. New York: Basic Books.

Hannerz, U. (2002). *Flows, Boundaries and Hybrids: Keywords in Transnational Anthropology*. Oxford: Oxford University Press.

McClaurin, I. (Ed.). (2001). *Black Feminist Anthropology: Theory, Politics, Praxis and Poetics*. New Brunswick: Rutgers University Press.

Moore, H.L. (Ed.). (1996). *The Future of Anthropological Knowledge*. London & New York: Routledge.

Ortner, S. B. (1996). *Making Gender: The Politics and Erotics of Culture*. Boston: Beacon Press. 32

Rabinow, P. (2008). *Marking Time: On the Anthropology of the Contemporary*. Princeton: Princeton University Press.

Ribeiro, G.L. & Escobar, A. (Eds.). (2006). *World Anthropologies: Disciplinary Transformations within Systems of Power*. Oxford: Berg.

Sociology : MA SEM 2

CONTEMPORARY SOCIOLOGICAL THEORIES

[CC. 601] [6 Credits]

***Course Rationale:** This course probes the development of perspectives in Sociology, in continuity with the classical theories. The movement away from grand theories and metanarratives in the form of micro sociological theories is followed by the focus on the way sociological theorists have engaged with Marxism, Feminist registers, late modernity, the post-modern critique as well as multiple standpoint epistemologies.*

Unit I: Structural Functionalism and Micro Sociology

- Structural Functionalism and Conflict Theories
- Symbolic Interactionism
- Ethnomethodology
- Narrative Analysis

Unit II: The Critical and Postmodern Turn

- Western Marxism
- Critical Theory
- The Frankfurt School
- Post-structuralist and Postmodern theories

Unit III: Theorizing Structure, Network and Risk

- Theories of Structuration
- *Habitus* and Practice
- Theories of Networks

- Risks and Liquidity

Unit IV: Plural Registers

- Post-colonial critique
- Standpoint Theories and Beyond
- The Feminist Critique
- Sociology from Below: Dalit Sociological Perspectives

Essential Readings

Elliott, A. (2009). *Contemporary Social Theory: An Introduction*. London & New York: Routledge. Elliott, A. (Ed.). (2010). *The Routledge Companion to Social Theory*. London & New York:

Routledge.

Ritzer, G. (Ed.). (2003). *The Blackwell Companion to Major Contemporary Social Theorists*. Malden, MA: Blackwell.

Ritzer, G. (2011). *Sociological Theory (8th Edition)*. New York: McGraw-Hill.

Wallace, R. & Wolf, A. (1995). *Contemporary Sociological Theory: Continuing the Classical*

Tradition. New Jersey: Prentice Hall.

Further Readings

Bourdieu, P. (1977). *Outline of the Theory of Practice*. Cambridge: Cambridge University Press.

Bourdieu, P. (2000). *Pascalian Meditations*. Cambridge: Polity Press.

Elliott, A. (2003). *Critical Visions: New Directions in Social Theory*. New York: Rowman & Littlefield.

Ferguson, H. (2006). *Phenomenological Sociology: Insight and Experience in Modern Society*. London: Sage.

Giddens, A. (1993). *New Rules of Sociological Method: A Positive Critique of Interpretive Sociologies*. Stanford: Stanford University Press.

Green, M.E. (Ed.). (2011). *Rethinking Gramsci*. London & New York: Routledge.

Patel, S. (Ed.). (2010). *The ISA Handbook of Diverse Sociological Traditions*. London: Sage. Ritzer, G. (1997). *Postmodern Social Theory*. New York: McGraw-Hill.

Seidman, S. (1994). *The Postmodern Turn: New Perspectives on Social Theory*. Cambridge: Cambridge University Press.

Turner, B.S. (Ed.). (1995). [1990]. *Theories of Modernity and Postmodernity*. London: Sage. Turner, J. (1986). The Theory of Structuration. *American Journal of Sociology*, 91 (4), 969 – 977.

Sociology : MA SEM 2

MARGINALIZED GROUPS AND COMMUNITIES: CASTE TRIBE AND GENDER

[CC.602][6 Credits]

Course Rationale: *This course is aimed introducing students to the significance of the sociological study of Marginalized communities. The focus is on the process and mechanism of Marginalization on Communities and those segments of the population which have lived on the margins of society and not received adequate attention. Emphasis will be on groups which have suffered extreme poverty, discrimination and exclusion for long a time.*

Unit I: Historical Context of Marginalization

- Margin, Marginality, and Marginalization
- Marginalization of Caste, Class, Tribe Gender and Minorities
- Multiple marginal Groups and their Discrimination, deprivation and Social Exclusion

Unit II: Perspectives on Marginalization

- Mahatma Phule and Babasaheb Ambedkar
- Periyar Ramaswami and Verrier Elwin
- Tarabai Shinde and Pandita Ramabai

Unit III: Social Welfare and Issues of Rights

- Constitutional provisions for reservations

- Issues of Representational
- The Public Sphere

Unit IV: Contemporary Debates

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

Essential Readings:

Chatterjee, M. S. & Sharma, U. (2003). *Contextualizing Caste: Post-Dumontian Approaches*. New Delhi: Rawat.

Dasgupta, A. (Ed.). (2012). *On the Margins: Tribes, Castes and Other Social categories, Studies in Indian Sociology*. New Delhi: Sage.

Kotani H. (1991). *Caste System, Untouchability and the Depressed*. New Delhi: Manohar.

Thorat, S. & Umakant (Eds.), (2004). *Caste, race and Discrimination*. Jaipur & New Delhi: Rawat.

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

Further Readings:

Byrne, D. (2005). *Social Exclusion*. New Delhi: Rawat.

Chalam K. S. (2007). *Caste-based Reservations and Human Development in India*. New Delhi: Sage.

Gaikwad. S.L. (1999). *Protective Discrimination Policy and Social Change*. New Delhi: Rawat. Geetha V. & Rajadurai, S. V. (1999). *Towards Non-Brahmin Millennium*. Calcutta: Samya. Ilaiah, K. (1998). *Why I am Not Hindu*. Calcutta: Samya.

Mahar, J.M. (1998). *The Untouchables in Contemporary India*. New Delhi: Rawat.

Nathan, D. & Xaxa, V. (2012). *Social Exclusion and Adverse Inclusion*. New Delhi: Oxford University Press.

Shah, G. (Ed.). (2001). *Dalit Identity and Politics*. New Delhi: Sage.

Sharma, G. (2009). *Social and Political Empowerment of Indian Dalits*. New Delhi: Jnanada

Prakashan.

Sharma, K. L. (2001). *Reconceptualising Caste Class and Tribe*. New Delhi: Rawat.

Sociology : MA SEM 2

THEORIZING DEVELOPMENT AND GLOBALISATION

[CC.604][6 Credits]

Course Rationale: *The course introduces students to the way development is conceptualized & contested in social science literature. It familiarizes students with the various perspectives on development, their alternatives & critiques. A review of the debates on development allows for a better understanding of contemporary issues in the field.*

Unit I: Introduction

- Historical location of the ideas: progress, growth, evolution and social change
- Modernization & Development
- Human Development Index
- Environment and Development

Unit II: Theoretical Issues

- Contributions of W.W. Rostow, Paul Baran
- Contributions of A.G. Frank, S. Amin, I. Wallerstein
- Post-development-Development as discourse- A. Escobar, W. Sachs
- Globalisation and Development: Manuel Castells

Unit III: Alternatives

- M.K.Gandhi & B.R.Ambedkar
- P. Bourdieu & R. Putnam- Social Capital
- Amartya Sen/ J. Dreze - Capability / Rights Based Approach

- Gender and Development

Unit IV: Development Issues: Indian Context

- Mixed economy model (1947- 1960s)
- Centralism & Hegemony (1970s- 1980s)
- Structural adjustment & Liberalization (1990s- onwards)
- Development and Social Justice (Caste-Tribe)

Readings

Alavi, H. & Shanin, T. (1982). *Introduction to the Sociology of Developing Societies*. Macmillan. Apffel- Marglin. F., Kumar, S. & Mishra, A. (Eds.). (2010). *Interrogating Development- Insights from the Margins*. Oxford University Press.

Castells Manuel. (1999). *The Rise of Network Society*. Wiley
Deshpande, S. (2003). *Contemporary India- A Sociological View*. New Delhi: Penguin.

Escobar, A. (1995). *Encountering Development, the Making and Unmaking of the Third World*. Princeton: Princeton University Press.

Gandhi, M.K. (1986). Hind Swaraj. in R.Iyer (Ed.). *The Moral & Political Writings of Mahatma Gandhi*. Vol. I. Oxford: Clarendon Press.

Harrison, D.H., (1988). *The Sociology of Modernization and Development*. London: Routledge & Kegan Paul.

Harrison, D. (1989). *The Sociology of Modernization and Development*. New Delhi: Sage
Kothari, U. *A Radical History of Development Studies, Individuals, Institutions and ideologies*. New York: Zed Books.

Leys, C. (1996). *The Rise & Fall of Development Theory*. Indiana University Press.

Munck, R. & O'Hearn, D. (Eds.). (1999). *Critical Development Theory*. London: Zed Books.

Parfitt, T. (2002). *The End of Development- Modernity, Postmodernity & Development*. London: Pluto Press.

Peet, R. (with E. Hartwick). (1999). *Theories of Development*. New York: The Guildford Press. Pieterse, N.J. (2001). *Development Theory- Deconstructions/ Reconstructions*. London: Sage. Sachs, W. (Ed). (1997). *The Development Dictionary*. Hyderabad: Orient Longman.

Sociology : MA SEM 3

ENVIRONMENT & SOCIETY

Course Rationale:

This course attempts to develop an integrated understanding of the relationship between human societies & the natural environment from a sociological perspective. The attempt will be to sensitize students to environmental issues, problems & theoretical debates that have emerged and taken centre stage in the last few decades. The paper looks at some of the debates and policies in global & Indian contexts. The course encourages a strong practical component in the assignments submissions for the course.

Course Outline:

Unit I: Perspectives to the study of Environment

- Marxian & Political Ecology perspective
- Gender perspective
- Gandhian perspective
- Recent trends- Risk Society perspective& Others

Unit II: State-making & Environmental Change in India

- ‘Golden Age’ Approach: Pre Colonial period
- Regional Diversities: Colonial period
- Nehruvian Modernity: Independent India
- Peoples & State Initiatives: Recent experiments

Unit III: People, Politics & Environment: Capturing Complexity

- Forest scapes: Conservation & Contestation

- Water scapes: River conflicts, Large dams, Fisheries & Conflicts at Sea
- Land scapes: Common Property Resources; Land Management
- Urban scapes: Urban Systems & Pollution; Urban Commons

Unit IV: Global Environmental Issues & Movements

- Global Issues & Local Impacts: MNCs/ SEZs & Resistance Movements
- Sustainable Development, Climate Change & the Anthropocene Debates
- Intellectual Property Rights: Indigenous Rights & Market Issues
- Environmental Movements: Global North, Global South

Essential Readings

Agarwal, B. (1992). Gender & Environment Debate: Lessons from India. In *Feminist Studies*, 18, No.1 (Spring).

Baviskar, A. (1999). *In the belly of the river: tribal conflicts over development in the Narmada Valley*. New Delhi: O.U.P.

Gadgil, M & R. Guha (1993). *This Fissured Land: An Ecological History of India*. University of California Press. U.S.A.

Rangarajan, M. & Sivaramakrishnan, K.(Eds.). (2012). *India's Environmental History: Colonialism, Modernity & the Nation- A Reader*. Permanent Black. Ranikhet.

Shiva, V. (2005). *Globalization's New Wars: Seed, Water & Life Forms*. New Delhi: Women Unlimited

Suggested Readings

Cederlof, G., & Sivaramakrishnan, K. (Eds.). (2005). *Ecological Nationalisms: Nature, Livelihoods, & Identities in South Asia*. Delhi: Permanent Black

Chhatre, A., & Saberwal, V. (2006). *Democratizing Nature: Politics, Conservation & Development in India*. New Delhi: O.U.P.

Gidwani, V. & Baviskar, A. (2011). 'Urban Commons', *Review of Urban Affairs in E.P.W.* Vol. 50, Dec 10.

Guha, R. (1989). *The Unquiet Woods: Ecological Change & Peasant Resistance in the Himalaya*. New Delhi: O.U.P.

Guha, R., & Alier, J. M. (1998). *Varieties of environmentalism: Essays North and South*. New Delhi: Oxford University Press.

Hoeppe, G. (2005). 'Knowledge against the State: Local perceptions of Government Interventions in Fishery (Kerala, India). In *Ecological Nationalisms- Nature, Livelihoods & Identities in South Asia*, (Eds.). Gunnel, C., & Sivaramakrishnan, K. Ranikhet: Permanent Black

Karlsson, B.G. (2011). *Unruly Hills: Nature & Nation in India's Northeast*. New Delhi: Orient Blackswan

Linkenbach, A. (2007). *Forest Futures: Global Representations & Ground Realities in the Himalayas*. Delhi: Permanent Black

Pathak, A. (1994). *Contested Domains: the state, peasants and forests in contemporary India*. New Delhi: Sage

Shiva, V. et al. (1991). *Ecology & the Politics of Survival: Conflicts over Natural Resources in India*. New Delhi: Sage

Sociology : MA SEM 3

GENDER & SOCIETY

Course rationale:

This course seeks to map the basic concepts & feminist theories developed in gender studies. It seeks to interrogate the gendered nature of major social institutions and practices in India. Further it highlights the gender discourse of contemporary movements in India.

Course Outline:

Unit I: Introduction: Concepts & Theoretical Background

- Operationalizing Concepts- Sex/ Gender; Patriarchy;
- Sexual Division of Labour, Socialization practices
- Intersectional locations of Gender

Unit II: Interface of Feminism & Sociology

- From Sociology of Women- Feminist Sociology- Sociology of Gender
- Feminist Sociological theory
- Feminist Research Methodology

Unit III: Interrogating & Engendering Institutions & Practices

- Engendering the Economic- Work, Labour, Development
- Engendering the Social- Kinship, Health & Education
- Engendering the Political-Politics, Media & Culture

Unit IV: Gender Discourse of Movements in Modern India

- Women in the Nationalist Movement
- Contemporary Women's Movement
- Global Feminisms & Contemporary Trends

Essential Readings:

Chakravarty, Uma. (2003). Gendering caste through a feminist Lens. Calcutta: Stree. Geetha, V. (2002). Gender. Calcutta: Stree.

Geetha, V. (2007). Patriarchy. Calcutta: Stree.

Rege, Sharmila. (2003). Sociology of Gender. New Delhi: Sage.

Shah, N., & Gandhi, N. (1992). Issues at Stake. New Delhi: Kali for Women.

Suggested Readings

Basu, A. (Ed.). (1995). The challenge of Local Feminism: Women's Movement in Global Perspective. Boulder Co., West view Press.

Choudhari, Maitreyee. (2004). Feminism in India. New Delhi: Women Unlimited. Delamont, Sara. (2003). Feminist Sociology. Sage.

Dube, Leela. (2001). Anthropological Explorations in Gender: Intersecting Fields. New Delhi: Sage Publications.

Ganesh, K. (1999). 'Patrilineal Structure & Agency of Women: Issues in gendered socialization'. in

Saraswathi, T. S. (Ed.). Culture, Socialization & Human Development: Theory, Research & Applications (pp. 235-254). New Delhi: Sage Publications.

Harding, S. (Ed.). (1987). Feminism and Methodology. Bloomington: Indiana University Press. John, Mary. (2008). Women's Studies in India: A Reader. Penguin.

Kabeer, N. (1994). Reversed Realities: Gender Hierarchies in Development Thought.

Khullar, Mala. (Ed.). (2005). Writing the Women's Movement- A Reader. New Delhi: Zubaan.

Rege, S. (1998). "Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position". *Economic and Political Weekly*, Vol. 33, No. 44 (Oct. 31 39 -48) -Nov. 6, pp.

Uberoi, Patricia. (1994). *Family, Kinship and Marriage in India*. New Delhi: Oxford.

Sociology : MA SEM 3

INDUSTRY, LABOUR AND GLOBALISATION

Course Rationale: This course introduces students to issues relating to industry and labour in the context of globalisation. Some prominent aspects such as organization of industry, workers participation in management will be discussed. Globalisation, technology and its impact on pattern of work, labour, and production will be dealt with. The Course will also engage with issues of sub contracting out-sourcing, labour standard and decent work in the global economy. It will also discuss trade union movement and the responses of organisations to overall changes occurring in Industry and economy.

Unit. I. Introduction

- Nature of Industrialization, liberalization, Globalization and restructuring of work and economy
- Labour in formal sector in India, Migration and work
- Industrial policies since 1990s onwards
- Small and Medium Enterprises,

Unit. II. Labour market

- Labour Market (India ,China, Indonesia, Malaysia, Thailand, Vietnam)
- Industrial conflict, collective bargaining and labour reforms
- Trade Union Movement Scenario in post liberalisation period ,
- A Comparative Perspective on India, Russia, US, China, and Europe

Unit III. Organisation and Management of Industry (case studies)

- New Work Organization, Diversity Gender , Human Resource Management,
- Organizational and Work culture: IT Industry , Recruitment, Selection and Training and Managers, Work commitment, Productivity and change,
- Employment Relations, and Innovative Strategies
- E-commerce and labour,
- Workers participation in Management

Unit. IV. Globalisation, Technology, and Future of Work

- Advance Manufacturing Technology and Workers Response (India, China, Taiwan, South Korea, & Japan)
- Sub-contracting and Outsourcing (BPO and KPO) in global economy,
- Globalisation and Labour standard, decent work.

Readings

Allen Joan, Campbell Alan , McIlroy John(2010)(Ed), *Histories of Labour*, Aakar Books, New Delhi.

Bagchi, A.K. (Ed.). (1995). *'New Technology and the Workers' Response': Microelectronics, Labour and Society*. New Delhi: Sage.

Behal R., Mah A. & Fall B. (Eds.). (2011). *"Rethinking Work" Global Historical and Sociological Perspectives*. New Delhi: Tulika.

Berg Ivar and Arnel. Kallerberg (2001), (Ed), *Source Book of Labour Markets Evolving Structures And Processes*, Kluwer Academic / Plenum Publishers

Bendl Regine, (2015), (Ed), *The Oxford Handbook of Diversity in Organisations*, OUP, UK, 2015.

Bhowmik, S.K. (2012). *Industry, Labour and Society*, New Delhi: Oreint Black Swan. **Banerjee Debdas** , (2005), *Globalisation , Industrial Restructuring and Labour Standards* , Sage Publications, New Delhi.

Breman, J. (2004). *The Making and Unmaking of an Industrial Working Class: Sliding Down the Labour Hierarchy in Ahmedabad, India*. New Delhi: Oxford University Press.

Bromley Patricia Meyer W.John, (2016), *Hyper Organisation*, OUP, UK.

Bendl Regine, (2015), (Ed), *The Oxford Handbook of Diversity in Organisations*, OUP, UK, 2015.

BuchananJohn, Finegold David, Warhurst Chris, (2016) (Ed), *The Oxford Handbook of Skills and Training*, OUP, UK.

Chevalier F. & Segalla, M. (Eds.). (1996). *Organizational Behaviour and Change in Europe*. New Delhi: Sage.

China and World Economy. Vol. 20 No.3. (May – June, 2012). Institute of World Economics and Politics, Chinese Academy of Social Sciences.

Deshpande, L., Sharma, A., Karan, A. & Sarkar, S. (2004) '*Liberalisation and labour*': *Labour Flexibility in Indian Manufacturing*. New Delhi: Institute for Human Development.

Garud Raghu, Simpson Barbara , Langley Ann, Tsoukas Hardimos, (2016), *The Emergence of Novelty in Organisations* , OUP, UK

Himmat Singh Ratnoo (2017), *Migration of Labour in India* ,Routledge,New York

Ivar B. & Kalleberg, A.L. (Eds.). (2001). *Source Book of Labour Markets: Evolving Structures*

and Processes. New York: Kluwer Academic/Plenum Publishers.

Joan, A. Campbell, A. & McIlroy, J. (Eds.). (2011). *Histories of Labour: National and*

International Perspectives. New Delhi: Aakar Books.

Jha Praveen , *Labour in Contemporary India* (2016) , OUP, New Delhi,

Kumra Savita , Simpson Ruth , and Burke J. Ronald,(2016) (Ed),The Oxford Handbook of Gender in Organisations, OUP, UK,

Krzywdzinski Martin, Jurgens Ulrich, (2016), New Worlds of Work, OUP, UK.

Mamkoottam, K. (2003). *Labour and change, Essays on Globalisation, Technological Change and*

Labour in India. New Delhi: Response Books.

Nathan Dev, Tewari Meenu, Sarkar Sandip (2016), (Ed), Labour in Global value Chains in Asia

Papaola T.S. (Ed.). (2008). *Labour Regulation in Indian Industry.* New Delhi: Book Well.

Parry J., Breman, J. & Kapadia K. (1999). The Worlds of Industrial Labour. *Contributions to Indian Sociology.* 9.

Pereira Vijay and Malik Ashish (2016), (Eds), Indian culture and Work Organisations in Transition , Routledge, New York.

Ramaswamy, E.A. & Ramaswamy, U. (Eds.). (1981). *Industry and Labour: An Introduction.* New Delhi: Oxford University Press.

Ramaswamy, E.A. (1999). *Managing Human Resources A Contemporary Text.* New Delhi: Oxford.

Ronaldo, M. (2002). *Globalisation and Labour, the New “Great Transformation”.* New Delhi: Madhyam Books.

Rasiah Rajesh, McFarane Bruce and Kuruvilla Sarosh (2016), Globalisation , Industrilisation and Labour Markets in East and South Asia , Routledge , New York

Scherrer, C. & Greven, T. (2001). ‘*Gobal Rules for Trade’ Codes of Conduct, Social Labeling, Workers’ Right Clauses.* Germany: Westfalisches Dampfboot.

Shyam Sundar, K.R. (2009). *Changes in Labour Institutions in China.* New Delhi: Book well. **Thorner Alice** (2001) (Ed) ,Land , Labour & Rights, Anthem Press, London.

Volti, R. (2008). *An Introduction to the Sociology of Work and Occupations*. New Delhi: Pine Forge Press, an imprint of Sage.

Sociology : MA SEM 3

MEDIA AND SOCIETY

Course Rational: The course aims to introduce the students to the basic conceptual understanding in media and society in general and Indian society in Particular in the changing context of globalization. It also aims to acquaint the students with various theoretical perspectives critics and alternatives relating to the relation between media and society.

Unit.I. Conceptual Understandings

- Mass Communication,
- Development communication
- Folk Culture Media and Society
- Mass Culture Media and Society

Unit II. Approaches and Perspectives

- Functional, Critical, Political Economy and Social Constructionism
- Social Change and Development
- Social Integration and Identity
- Power and Inequality

Unit.III. Models and Theories of Media

- Transmission, Ritual or expressive, publicity and Reception Model
- Theories: Authoritarian, Libertarian
- Social Responsibility
- Public Sphere

Unit IV. Media Effects on Socio-cultural Life

- Media effects: Integration, Violence
- Diffusion of innovation and development , Social distribution of Knowledge, social learning.
- Effects on Public Opinion and Attitude, Effects of Political Communication in democracies.
- Practical Component-Issue based Field visit

Essential and Suggested Readings:

Tony Bennett 1982. "Theories of the Media, The Theories of Society." In Culture, Society and the Media. Edited by Michael Gurevitch et.al. London: Methuen, 1982.

Kumar, K.J 2005. Mass Communication in India. Mumbai. Jaico Publishing House. Castells, M. 2009. Communication Power. Oxford. Oxford University Press.

Karl Marx. 2010. A contribution to the Critique of Political Economy. Peoples Publishing House (P) Ltd.

Mc Quail, D. 2005. Mass Communication Theory. (5th Edition) New Delhi. Vistaar.

Sundaram, R (eds.) 2013. No Limit: Media Studies from India. Oxford India Studies. New Delhi: Oxford University Press.

Everett M. Rogers. Communication in Development. *Annals of the American Academy of Political and Social Science*, Vol. 412, The Information Revolution. (Mar., 1974), pp. 44-54. Stable URL: <http://links.jstor.org/sici?sici=0002-7162%28197403%29412%3C44%3ACID%3E2.0.CO%3B2-T>.

Roy Harvey Pearce. Mass Culture / Popular Culture: Notes for a Humanist's Primer *College English*, Vol. 23, No. 6. (Mar., 1962), pp. 417-432. Stable URL: <http://links.jstor.org/sici?sici=0010-0994%28196203%2923%3A6%3C417%3AMC%2FPCN%3E2.0.CO%3B2-U>.

Desmond Mark. Pop and Folk as a Going Concern for Sociological Research

International Review of the Aesthetics and Sociology of Music, Vol. 14, No. 1. (Jun., 1983), pp. 93- 98. Stable URL:

[http://links.jstor.org/sici?sici=0351-](http://links.jstor.org/sici?sici=0351-5796%28198306%2914%3A1%3C93%3APAFAAG%3E2.0.CO%3B2-2)

[5796%28198306%2914%3A1%3C93%3APAFAAG%3E2.0.CO%3B2-2.](http://links.jstor.org/sici?sici=0351-5796%28198306%2914%3A1%3C93%3APAFAAG%3E2.0.CO%3B2-2)

Charles R. Wright. Functional Analysis and Mass Communication.

The Public Opinion Quarterly, Vol. 24, No. 4. (Winter, 1960), pp. 605-620.

Stable URL:

[http://links.jstor.org/sici?sici=0033-](http://links.jstor.org/sici?sici=0033-362X%28196024%2924%3A4%3C605%3AFAAMC%3E2.0.CO%3B2-J)

[362X%28196024%2924%3A4%3C605%3AFAAMC%3E2.0.CO%3B2-](http://links.jstor.org/sici?sici=0033-362X%28196024%2924%3A4%3C605%3AFAAMC%3E2.0.CO%3B2-J)

[J.](http://links.jstor.org/sici?sici=0033-362X%28196024%2924%3A4%3C605%3AFAAMC%3E2.0.CO%3B2-J) *The Public Opinion Quarterly* is currently published by Oxford University Press.

Robert Holton. Globalization's Cultural Consequences. *Annals of the American Academy of Political and Social Science*, Vol. 570, Dimensions of Globalization. (Jul., 2000), pp. 140-152. Stable URL:

[http://links.jstor.org/sici?](http://links.jstor.org/sici?sici=0002-7162%28200007%29570%3C140%3AGCC%3E2.0.CO%3B2-B)

[sici=0002-7162%28200007%29570%3C140%3AGCC%3E2.0.CO%3B2-](http://links.jstor.org/sici?sici=0002-7162%28200007%29570%3C140%3AGCC%3E2.0.CO%3B2-B)
[B](http://links.jstor.org/sici?sici=0002-7162%28200007%29570%3C140%3AGCC%3E2.0.CO%3B2-B)

Annals of the American Academy of Political and Social Science is currently published by Sage Publications, Inc.

Chandra Mukerji; Michael Schudson. Popular Culture. *Annual Review of Sociology*, Vol. 12. (1986), pp. 47-66. Stable URL: <http://links.jstor.org/sici?sici=0360-0572%281986%2912%3C47%3APC%3E2.0.CO%3B2-X>

[Annual Review of Sociology](http://links.jstor.org/sici?sici=0360-0572%281986%2912%3C47%3APC%3E2.0.CO%3B2-X) is currently published by Annual Reviews.

Denis Quail. Sociology of Mass Communication. *Annual Review of Sociology*, Vol. 11. (1985), pp. 93-111. Stable URL: [http://links.jstor.org/sici?](http://links.jstor.org/sici?sici=0360-0572%281985%2911%3C93%3ASOMC%3E2.0.CO%3B2-3)

[sici=0360-0572%281985%2911%3C93%3ASOMC%3E2.0.CO%3B2-3](http://links.jstor.org/sici?sici=0360-0572%281985%2911%3C93%3ASOMC%3E2.0.CO%3B2-3)

[Annual Review of Sociology](http://links.jstor.org/sici?sici=0360-0572%281985%2911%3C93%3ASOMC%3E2.0.CO%3B2-3) is currently published by Annual Reviews.

Additional readings suggested by the course teacher

GENDER PERSPECTIVES ON DEVELOPMENT

Course Rationale:

This course lies at the intersection of Development Studies and Gender studies. It will introduce students to concepts & debates in engendering development studies. It seeks to build a theoretical & issue based understanding of the different areas of development in India. There will be a critical analysis of the issues of work, livelihoods & resources, health & education, political participation & legal rights from gender perspectives.

Course Outline:

Unit I: Engendering Development

- Historical journey of concept of development
- Feminist Interventions in Development- Rethinking Equality, Equity, Empowerment
- Landmark Plans, Policies & Programmes in India
- Neo Liberal Contestations

Unit II: Engendering Work, Livelihoods & Environment

- Accounting for Work- Production/ Reproduction in the household
- Discourses on Care work
- Work in Global Economy-Migration & Marginalization
- Environment & Livelihoods in Rural Areas

Unit III: Human Development & Capabilities

- Capabilities Approach
- Health & Education- Issues of Access & Content

- Gender & Citizenship- Law & Politics as subversive sites
- Violence of Development-Question of Identities & Social Inequalities

Unit IV: Struggles & Resistance for Change

- Women Organising for Change
- Rural Political Action
- Tribal Struggles
- Challenge of Global Women's Movement

Essential Readings

Ghosh, J.(2009). Never Done and Poorly Paid: Women's Work in Globalizing India. NewDelhi: Women Unlimited

Kabeer, N. (1995). Reversed Realities. London: Verso

Kapadia, K. (Ed.). (2002). Violence of Development: The Politics of Identity, Gender and Social Inequalities in India. New Delhi: Zubaan

Moser, C.O.N. (1993). Gender Planning & Development- Theory, Practice & Training. London: Routledge

Tinker, I. 1990. Persistent Inequalities. O.U.P.

Visvanathan, N., Duggan, L., Nisonoff, L. &Wiegersma, N.(Eds.). (1997). The Women,Gender and Development Reader. New Delhi: Zubaan

Suggested Readings

Agarwal, Bina. (1992). "The Gender and Environment Debate: Lessons from India", Feminist Studies, Vol. 18, No. 1 Spring, pp. 119-158

Da Costa, D. (2010). Development Dramas: Reimagining Rural Political Action in Eastern India. New Delhi: Routledge

Davar, Bhargavi. (2008). "From Mental Illness to Disability: Choices for Women Users/Survivors of Psychiatry in Self and Identity Constructions", Indian Journal of Gender Studies 15: 261

John, Mary E. "Gender and Development in India, 1970s-1990s: Some Reflections on the Constitutive Role of Contexts". Economic and Political Weekly, Vol. 31, No. 47, Nov. 23, 1996(3071-3077).

----- . Gender, development and the Women's Movement, in Signposts

Kannabiran, Kalpana. "The Law, Gender and Women", Economic & Political Weekly, Vol. xliv, No. 44, October 31, 2009(33-35)

Kapur, R. & B. Cossman. 1996. Subversive Sites: Feminist Engagements with Law in India. Sage. New Delhi.

Madhok, Sumi. (2013). Rethinking Agency- Developmentalism, gender & Rights. London: Routledge

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

Nussbaum, M. C. (2000). Women and Human Development: The Capabilities Approach. Cambridge: Cambridge University Press

Rao, N., Rurup, L., & Sudarshan, R. (Eds.). (1995). Sites of Changes. New Delhi: UNDP and Friedrich Ebert Stiftung

Rai, S. (2002). Gender and the Political Economy of Development. U.K.: Polity Press

Vasan, Sudha. (2007). "Gendering Resource Rights and Democratic Citizenship", Indian Journal of Gender Studies) 14: 17-32

SEMESTER IV

[Ability Enhancement Courses]

COURSE CODE	COURSES Title	Page No.
CC. .	Qualitative Research	
CC. .	Quantitative Research	
CC. .	Reading & Writing in the Social Sciences	

[Interdisciplinary Courses]

CC. .	Debating The Commons	
CC. .	Diaspora Studies	
CC. .	Ethnography	
CC. .	Human Rights In India	
CC. .	The Making Of Mumbai	
CC. .	Popular Culture	
CC. .	Science, Knowledge And Modernity	
CC. .	Sociology Of Social Movements	

[Project] PROJECT TOPICS

Note: Before the commencement of Sem. IV students have to choose any two projects from below list available which is range of broad area of research for them to work on :

Sr.No	Project Themes
1	Informal sector
2	Tourism economy
3	Understanding Humiliation
4	Culture Industry
5	Demonetization, cashless economy and marginalised communities
6	Market economy religious faith and social development
7	Tribal Society in India
8	Issues of Migration
9	Ethnography of the Visual
10	Gender and Science
11	Education in Indian Society
12	Rural Society : change and development
13	Urban Environments: Issues & Debates
14	Gender & Space
15	Religion and Gender
16	Politics of Resistance
17	Any other- as per faculty specialisations available

ABILITY ENHANCEMENT COURSES

QUALITATIVE RESEARCH

Rationale: The paper aims at equipping the students with a nuanced understanding of research in the social sciences and familiarising them with the debates on the processes of knowledge production. Some of the methods included in the genre of qualitative research will be analysed in detail. In the practical component, students would be encouraged to give critical analysis of the different qualitative methods through reviews of published works.

Unit 1: Qualitative Research and the Knowledge Question

- Notions of Ontology
- Epistemological Questions
- Methodological Perspectives
- Knowledge as Process

Unit 2: Ethnomethodology and Conversation Analysis

- Social interaction, language and society
- Ethnomethodology and self-reflection
- Talk and Social Structure
- Gender Talk

Unit 3: Fieldwork

- Fieldwork Identity
- Ethics in Fieldwork
- Multi-sited Fieldwork
- Reflexive Ethnography

Unit 4: Other Methods

- Case Studies
- Action Research
- Visual Methods
- Oral Histories, *Testimonio*

References

- Atkinson, P. & Delmont, S. (Eds.). (2011). *Sage Qualitative Research Methods Vol. 1 – 4*. New Delhi: Sage Publications.
- Bernard, H.R. & Gravlee, C.C. (Eds.). (2015). *Handbook of Methods in Cultural Anthropology*. London: Rowman & Littlefield.
- Marvasti, A.B. (2004). *Qualitative Research in Sociology: An Introduction*. New Delhi: Sage Publications.
- Robben, C.G.M & Sluka, J.A. (Eds.).(2007). *Ethnographic Fieldwork: An Anthropological Reader*. Malden, MA: Blackwell Publishing.
- Seale, C. et al. (Eds.). (2004). *Qualitative Research Practice*. New Delhi: Sage Publications.
- Silverman, D. (Ed.). (2012). *Qualitative Research: Theory, Method, Practice*. New Delhi: Sage Publications.

Additional References

- Amit, V. (Ed.). (2000). *Constructing the Field: Ethnographic Fieldwork in the Contemporary World*. London & New York: Routledge.
- Boden, D & Zimmerman, D.H. (Eds.). (1991). *Talk and Social Structure: Studies in Ethnomethodology and Conversation Analysis*. Berkeley: University of California Press.
- Emmison, M. & Smith, P. (2007). *Researching the Visual: Images, Objects, Contexts and Interactions in Social and Cultural Inquiry*. New Delhi: Sage Publications.
- Francis, D. & Hester, S. (2004). *An Invitation to Ethnomethodology: Language, Society and Social Interaction*. New Delhi: Sage Publications.
- Garfinkel, H. (1967). *Studies in Ethnomethodology*. New Jersey: Prentice Hall.
- Hegde, D.S. (Ed.). (2015). *Essays in Research Methodology*. New Delhi: Springer.
- Malik, A. (2005). *Nectar Gaze and Poison Breath: An Analysis and Translation of the Rajasthani Oral Narrative of Devnarayan*. New Delhi: Oxford University Press.
- Ragin, C.S. & Becker, H. (Eds.). (1992). *What is a Case: Exploring the Foundations of Social Inquiry*. Cambridge; Cambridge University Press.
- Sidnell, J. (2010). *Conversation Analysis: An Introduction*. Malden, CA: Wiley-Blackwell.
- Speer, S. (2005). *Gender Talk: Feminism, Discourse and Conversation Analysis*. London & New York: Routledge.

QUANTITATIVE RESEARCH

Course rational: This course aims to provide basic understanding to the learners about doing quantitative Research in Social Sciences. It also introduces the basic philosophize of research and its critique and alternatives. Issues of ontology and epistemology also will be critically looked at. This course also aims to enhance the basic skills in Quantative Research through the practical component as hand on SPSS, SAS and T software. Students will be encouraged to collect the data from the field and get result through these software.

Unit.I.Introduction

- Ontology, Epistemology
- Methodology
- Qualitative versus Quantative Methodologies.

Unit. II. Quantative Methods

- Positivism
- Survey Research
- Making and testing of Interview Schedule (Field Component to Collect the Data)

Unit. III.Use of Software (Practical Component)

- Introduction to IBM -Statistical Package for the Social Sciences
- Salient Features of SPSS
- Practical component-Hands on SPSS

Unit. IV. Data analysis by Using Software

- Descriptive Statistics: Cross Tabulation,
- Frequencies , Descriptive Ratio Statistics.
- Bi-variate Statistics: Means, Correlation.
- Factor Analysis.

Essential Readings

Russell K Schutt 2016. Understanding the Social World. Research Methods for 21st Century. Sage Publications.

Christof Wolf. 2016. The Sage Handbook of Survey Methodology. Sage Publications.

Bleicher, J (1982) Hermeneutic Imagination. London: Rutledge

Giddens, A. (ed). 1970. Positivism and Sociology. Portsmouth, NH: Heinemann.

Sabine Landau and Brian S. Everitt . 2004. A Handbook of Statistical Analyses using SPSS.

http://www.academia.dk/BiologiskAntropologi/Epidemiologi/PDF/SPSS_Statistical_Analyses_using_SPSS.pdf.

James L. Arbuckle. 2014. IBM® SPSS® Amos™ 23 User's Guide

http://amosdevelopment.com/download/User_Guide_23.pdf

Charles Taylor. Ontology. Source: Philosophy, Vol. 34, No. 129 (Apr., 1959), pp. 125-141 Published by: Cambridge University Press on behalf of Royal Institute of Philosophy Stable URL: <http://www.jstor.org/stable/3748730>.

Barry Stroud. Epistemology, the History of Epistemology, Historical Epistemology. Source:

Erkenntnis (1975-), Vol. 75, No. 3, WHAT (GOOD) IS HISTORICAL EPISTEMOLOGY?

(November 2011), pp. 495-503 Published by: Springer Stable URL: <http://www.jstor.org/stable/41476736>.

Readings Suggested by the course Teacher

READING & WRITING IN THE SOCIAL SCIENCES

Rationale: This paper aims at equipping the students with the skills needed for academic reading and writing. It assists the students to explore nuances of reading and academic writing by familiarising them with emblematic texts and manuals. Students will be given orientation to the array of open access software available. Issues and debates on plagiarism and implications of intellectual property rights will also be discussed. The applied component of the course entails students to submit a short essay incorporating the insights gained from the discussions in the classroom.

Unit I: Academic Writing

- Academics vs. common sense
- Academic genre vs. journalistic writing
- Debates on academic writing
- Writing in the digital age

Unit II: Reading in the Social Sciences

- Techniques of thematic reading
- Understanding the main arguments in an academic production
- Reading skills
- Discursive analysis

Unit III: Writing Skills

- Contextualising academic writing
- Citation, notes, references and bibliography
- Description, analysis, critique
- Use of Software and Writing in the digital age: the blogosphere

Unit IV: Debates and Issues

- Debates on scientific writing
- Plagiarism
- Intellectual Property Rights and Intellectual Commons
- The politics of academic writing

References

- Bailey, S. (2015). *Academic Writing for International Students of Business*. London & New York: Routledge.
- Clark, M.D. et al (Eds.). *Creative Writing in the Digital Age: Theory, Practice, Pedagogy*. London: Bloomsbury.
- Ekegren, P. (2012). *The Reading of Theoretical Texts: A Critique of Criticism in the Social Sciences*. London & New York: Routledge.
- Hayot, E. ((2014). *The Elements of Academic Style: Writing for the Humanities*. New York: Colombia University Press.
- Sword, H. (2012). *Stylish Academic Writing*. Cambridge, MS: Harvard University Press.
- Vallis, G.L. (2010). *Reason to Write: Applying Critical Thinking to Academic Writing*. Charlotte, NC: Cona Publishing and Media Group

Further Reading

- James, A. et al. (Eds.). *After Writing Culture: Epistemology and Praxis in Contemporary Anthropology*. London & New York: Routledge.
- Jones, J. et al. (Eds.). (2011). *Writing for Sociology*. Berkeley, Department of Sociology, University of California.
- Thompson, P. & Walker, M. (Eds.). (2010). *The Routledge Doctoral Students Companion: Getting to Grips with Research in Education and the Social Sciences*. London & New York: Routledge.
- Waterstone, A. & Vesperi, M.D. (Eds.). (2009). *Anthropology off the Shelf: Anthropologists on Writing*. Malden, MA: Wiley-Blackwell.
- Waxler, R.P. (2014). *The Risk of Reading: How Literature Helps us to Understand Ourselves and the World*. London: Bloomsbury.

INTERDISCIPLINARY COURSES

Debating the Commons

Course Rationale: Faced with the crises of climate change and economic crises communities around the world are concerned about how to sustainably manage ‘the commons’ – or shared resources – such as water, land, and knowledge. The recognition of the commons and commoning practices, help in the formulation of more equitable and diverse vision of socio-economic life in the face of a rapid enclosure of the commons by the state and the market. This course will consider the historical roots and contemporary explanations of the commons and explore the multiple and interconnecting ways that collectively manage, reclaim, and defend these commons outside the public-private property dichotomy. Throughout the course, the students will analyze the commons and commoning from both a conceptual and empirical perspective.

Unit I: Introduction

- Concept of the Commons
- Commons, Enclosure & Emergence of Capitalism
- Theorizing the Commons
- Analyzing the Commons

Unit II: The Rural Commons

- New Enclosures
- Ecological Commons: Land, Water
- Commons, Communities and Collective Practices
- Case Study

Unit III: The Urban Commons

- Urban Ecological Commons (air, waterbodies, wetlands, landfills)
- Urban Civic Commons (streets & sidewalks, public spaces, public transit)
- Communities & Collective Action
- Case Study

Unit IV: The Cultural & Intellectual Commons

- Knowledge Commons Online – Digital/Internet Commons
- Cultural Commons
- Politics of the Commons
- Case Study

Essential Readings:

- Bakker. K. (2007) The 'commons' versus the 'commodity': alter-globalization, anti-privatization, and the human right to water in the global South. *Antipode* 39(3): 430-455
- Ghate, R., Jodha, N. and P. Mukhopadhyay (Eds). 2008. *Promise, Trust and Evolution, Managing the Commons in South Asia*. Oxford. Oxford University Press.
- Hardin. G. (1968) The Tragedy of the Commons. *Science* 162(3859): 1243-1248.
- Harvey. D. 2011. The Future of the Commons, *Radical History Review*, Issue 109 (Winter)
- Goldman. M. (1997) 'Customs in common': the epistemic world of the commons scholars. *Theory and Society* 26(1): 1-37.
- Jodha. N.S., Naveen P Singh, Cynthia S Bantilan, 2012. The Commons, Communities and Climate Change, *Economic & Political Weekly*, March 31, vol xlvii no 13
- Linebaugh, P (2009): *The Magna Carta Manifesto: Liberties and Commons for All* (Berkeley: University of California Press)
- Ostrom. E. (1990) Reflections on the Commons. In: *Governing the Commons: The evolution of institutions for collective action*. Cambridge: Cambridge University Press. Pp. 1-28.
- Polanyi, Karl (1944): *The Great Transformation: The Political and Economic Origins of Our Time* (Boston: Beacon Press)
- Walljasper, Jay (2010): *All That We Share: How to Save the Economy, the Environment, the Internet, Democracy, Our Communities and Everything Else That Belongs to All of Us* (New York: The New Press)

Recommended Readings:

- Bollier, D. and Helfrich, S. (2015) *Patterns of Commoning*, Mass: The Commons Strategy Group / Off the Commons Books.
- Brara. R. 2006. *Shifting landscapes: the making and remaking of village commons in India*. Oxford University Press. New Delhi.
- Chakravarty-Kaul, M. 1996. *Common Lands and Customary Law. Institutional Change in North India over the past two centuries*. Delhi: Oxford University Press.
- De Angelis, M (2007): *The Beginning of History: Value Struggles and Global Capital* (London:Pluto Press)
- Gidwani V. and Amita Baviskar (2011) Urban commons. *Economic and Political Weekly* 156(50): 42-43.
- Hardin. G. (1994) The tragedy of the unmanaged commons. *Trends in Ecology and Evolution* 9(5): 199.
- Hardt. M. and Antonio Negri, 2008. *Commonwealth*. Cambridge, MA: Belknap Press of Harvard University Press.

- Neeson, J M (1993): *Commoners: Common Right, Enclosure, and Social Change in England, 1700-1820* (Cambridge: Cambridge University Press)
- Parthasarathy. D. (2011) Hunters, gatherers and foragers in a metropolis: commonising the private and public in Mumbai." *Economic and Political Weekly* 156(50): 54-63.
- Reid, H. and Betsy Taylor (2010): *Recovering the Commons: Democracy, Place, and Global Justice* (Urbana: University of Illinois Press)

DIASPORA STUDIES

[06 Credits]

Course Rationale: This course introduces students to concepts and areas of research in the interdisciplinary field of Diaspora Studies. It situates contemporary diasporas at the interface of globalization, transnational mobilities and translocal relationships. The course aims to highlight the specific methodological and theoretical contributions of anthropology to the field. It describes different forms of migration and formation of diasporas and addresses the politics of identity and belonging. It analyses transnational dimensions of development, philanthropy and religious movements in the context of diaspora – homeland relations. Case studies of different ‘types’ of diasporas are included as also a detailed consideration of Indian diasporas.

Unit I: Introduction to Diaspora Studies

- Contemporary significance of Diasporas
- Historical backdrop: Exile, slave, indentured labour, imperial, trade and other diasporas
- Development of Diaspora Studies as an interdisciplinary field
- Current debates on the term and concept of diaspora

Unit II: Diasporas, Transnationalism and Translocalism

- Translocal relations in the premodern world (Mediterranean/Indian Ocean worlds)
- The fluidity of diaspora in globalization (hybridity, multiculturalism, virtual diasporas)
- Transnationalism and its contemporary dimensions (business/philanthropy/ development/social movements)
- Nationalism in a transnational world

Unit III: Case Studies

- Forced Displacement and Exile (Jewish/ Palestinian/Sri Lankan Tamil/Black Atlantic migration)
- Indentured Labour (Indian labour in Africa/Caribbean/South East Asia)
- 20th century migration to North America (from Asia/ Europe/ Latin America/ Africa)
- Oil boom and Migration to the Gulf (from South/ South east Asia)

Unit IV Overview of Indian Diaspora

- Demographic profile of Indian diasporas and diasporas within India
- Political and economic significance and evolution of Indian government policy
- Issues of Identity (homeland vs. hostland, internal heterogeneities, Gender)
- Diasporic Art, Literature and Cinema

Essential Readings

- Cohen, R. (2008). *Global Diasporas: An Introduction*. London: Routledge.
- Government of India (2001). *Report of the High Level Committee on the Indian Diaspora*. New Delhi: Indian Council of World Affairs.
- Lal, Brij V. (Ed.). (2006). *The Encyclopedia of the Indian Diaspora*. Singapore: Editions Didier Millet.
- Vertovec, S. (1997). Three meanings of diaspora exemplified among South Asian religions. *Diaspora*, 6, 277-299.
- Werbner, P. (2000). Introduction: The Materiality of Diaspora – Between Aesthetic and ‘Real’ Politics. *Diaspora*, 9 (1), 307-24.

Further Readings

- Appadurai, A. (1997). *Modernity at Large : Cultural Dimensions of Globalization*. Delhi: Oxford University Press.
- Braudel, F. (1995). *The Mediterranean and the Mediterranean World in the Age of Philip II*. Berkeley and Los Angeles, California: University of California Press.
- Chaudhury, K.N. (1985). *Trade and Civilization in the Indian Ocean: An Economic History from the Rise of Islam to 1750*. Cambridge: Cambridge University Press.
- Gilroy, P. (1993). *Black Atlantic: Modernity and Double Consciousness*. London: Verso.
- Hannerz, U. (2003). Several Sites in One. In T.H.Eriksen (Ed.). *Globalization: Studies in Anthropology* (pp.18-38). London: Pluto Press.
- Inda, J.X. & Rosaldo, R. (2008). Introduction: A World in Motion. In J.X.Inda and R.Rosaldo (Eds.). *The Anthropology of Globalization*. New York: Blackwell, 1 – 34.
- Pearson, M. (2007). *The Indian Ocean*. London: Routledge.
- Rouse, R. (2002). Mexican Migration and the Social Space of Post Modernism. In J.X. Inda and R. Rosaldo (Eds.). *The Anthropology of Globalization*. New York: Blackwell, 157-171.
- Simpson, E. (2008). Sailors that do not Sail: Hinduism, Anthropology and Parochialism in the Indian Ocean. In H.Basu (Ed.). *Journeys and Dwellings: Indian Ocean Themes in South Asia*. Hyderabad: Orient Longman, 90-120.

ETHNOGRAPHY

Course Rationale: This course aims at familiarizing the students with the ethnographic method as well as the diverse registers of published ethnographies. The objective of the course is to equip the student to have the conceptual and practical knowledge of conducting ethnographic research and writing ethnographies. The practical component would involve writing an essay with ethnographic content or reviewing any of the iconic ethnographies.

Unit I: Introduction to Ethnographic Representation

- Anthropology and the growth of ethnographic method
- Colonial ethnographies
- Realism and the politics of ethnography
- Alterity and representation

Unit II: Reflexivity: Challenges and Transformations

- Reflexivity and ethnography
- Postmodern and postcolonial ethnographies
- Feminist ethnographies
- Global ethnography

Unit III: Classical Ethnographies

- Malinowsky and his diary
- 'Coming of age in Samoa'
- 'Politics and Religion'
- 'Strangers and Friends'

Unit IV: Contemporary Ethnographies

- 'Public Secrets of Law: Rape Trials in India'
- 'Spirit possession and its Provocation of the Modern'
- 'Subalterns and Sovereigns'
- 'Redtape: Bureaucracy, Structural Violence and Poverty in India'

Essential Readings

- Amit, V. (Ed.). (2000). *Constructing the Field: Ethnographic Fieldwork in the Contemporary World*. London & New York: Routledge.
- Bell, D., Caplan, P. & Karim, W.J. (Eds.). (1993). *Gendered Fields: Women, Men and Ethnography*. London & New York: Routledge.
- Brewer, J.D. (2005). [2000]. *Ethnography*. Buckingham: Open University Press.
- Clifford, J. & Marcus, G. E. (Eds.). (2010). [1986]. *Writing Culture: The Poetics and Politics of Ethnography*. Berkeley: University of California Press.
- Comaroff, J. & Comaroff, J. (1992). *Ethnography and the Historical Imagination*. Oxford: Westview Press.
- Geertz, C. (1973). *The Interpretation of Cultures: Selected Essays*. New York: Basic Books.

Further Readings

- Abu-Lughod, L. (2005). *Dramas of Nationhood: The Politics of Television in Egypt*. Chicago: University of Chicago Press.
- Baxi, P. (2014). *Public Secrets of Law: Rape Trials in India*. New Delhi: Oxford University Press.
- Burawoy, M. et al. (2000). *Global Ethnography: Forces, Connections and Imaginations in a Postmodern World*. Berkeley: University of California Press.
- Coleman, S. & Collins, P. (Eds.). (2006). *Locating the Field: Space, Place and Context in Anthropology*. Oxford: Berg.
- Das, V. & Poole, D. (Eds.). (2004). *Anthropology at the Margins of the State*. New Delhi: Oxford University Press.
- Das, V. (2007). *Life and Words: Violence and the Descent into the Ordinary*. Berkeley: University of California Press.
- Fabian, J. (2001). *Anthropology with an Attitude: Critical Essays*. Stanford: Stanford University Press.
- Fabian, J. (2006). The Other Re-visited: Critical Afterthoughts. *Anthropological Theory*, 6 (2), 139 – 152.
- Gupta, A. & J. Ferguson (Eds.). (1997). *Anthropological Locations: Boundaries and Locations of a Field Science*. Berkeley: University of California Press.
- Gupta, A. (2012). *Red Tape: Bureaucracy, Structural Violence and Poverty in India*. Durham and London: Duke University Press.
- Parvathamma, C. (1971). *Politics and religion. A study of historical interaction between socio-political relationships in a Mysore village*. New Delhi: Sterling Publishers.
- Powdermaker, H. (1966). *Stranger and Friend: The Way of an Anthropologist*. New York: H.H. Norton.

Ram, K. (2013). *Fertile Disorder: Spirit Possession and its Provocation of the Modern*. University of Hawaii Press.

Sundar, N. (2008). *Subalterns and Sovereigns: An Anthropological History of Bastar 1854 – 2006*. New Delhi: Oxford University Press.

HUMAN RIGHTS IN INDIA

Course Rationale: This paper aims at engaging the students in the discourse rights, with specific reference to the evolution of the idea of human rights and the notion of individual rights vs collective rights. It seeks to critically assess the legal, constitutional and institutional mechanisms that have evolved to address the issues of human rights. The flashpoints of issues debated in the context of human rights are also dealt with.

Unit I: A Historical mapping of the Discourse of Human Rights

- The Emergence of the Concept of Human Rights
- Classification of Rights
- Historical mapping of the Discourse of Human Rights
- The Universal declaration of Human Rights, International court of Justice

Unit II: The Human Rights Discourses in India

- Fundamental Rights
- Directive principles of state policy
- National Human Rights Commission, NCW, NCM, SC/ST commission
- Human Rights and Role of NGOs and Media

Unit III: Paradoxes and Issues

- Violence against Marginal Groups (Violence against women, Atrocities against SCs and STs)
- Rights of Sexual Minorities
- The Rights of Differently Abled People
- Custodial Violence

Unit IV: Globalization and Human Rights

- Right to development Vs Right for identities
- Consumer Rights
- The Rights of Refugees
- Communal Riots

Essential Readings

Agosin M. (Ed.). (2003). Women, Gender and Human Rights – A Global Perspective. Jaipur: Rawat.

Baxi, U. (2012). The Future of Human Rights. New Delhi: Oxford University Press.

Biswal, T. (2006). Human Rights Gender and Environment. New Delhi: Viva Books

Rajkhowa, S. & Deka, S. (2013). Economic Social and Cultural Rights Vol. 2. Guwahati: EBH Publishers

Rajkumar, C. & Chockalingam, K. (2007). Human Rights, Justice and Constitutional Empowerment. New Delhi: Oxford University Press

Further Readings

Alam, A. (Ed.). (2004). Human Rights in India : Issues and challenges. New Delhi: Raj publication.

Chavhan, R.S. (2007). Globalization and Human Rights. New Delhi: Radha

Freeman, M. (2002). Human Rights: An Interdisciplinary Approach. Oxford: Polity Press.

Lakkaraja, J. (2008). Women Prisoners in Custody. New Delhi: Kaveri Books.

Mahajan, G. (Ed). (1998). Democracy, Difference and Social Justice. New Delhi: Oxford University Press.

Murray, A. (2005). Human Rights in the Digital Age. London: Oxford University press.

Pillai, V. K. (2006). Communal Violence: A Sociological study of Gujarat. New Delhi: Shipra

Rajawat, M. (2001). Burning Issues of Human Rights. New Delhi: Kalpaz.

Sen, A. (2009). The Idea of Justice. New Delhi: Penguin

Sharma (2002) Human Rights Violations: A Global Phenomenon. New Delhi: APH.

Sri Krishana, S. & Samudrala, A.K. (Eds.). (2007). Dalits and Human Rights. New Delhi: Serial Publications.

Sri Krishana, Samudrala, S. & Anil Kumar. (2008). Refugees and Human Rights. New Delhi: Serial Publications.

Symonides, J. (2003). Human Rights: Concepts and Standards. Jaipur: Rawat.

THE MAKING OF MUMBAI

(06 CREDITS)

Course Rationale

This course enables students to understand the emergence of Mumbai historically and the journey of the city to become one of the largest mega cities of the world. We focus on labour market, urban planning and development of Mumbai. The contributions of different caste and communities in building mega city, the role of the State institutions in making Mumbai as world class city, and the course deals with history, region and growth, and economic development of Mumbai. It will help students to understand migration, formal and informal sector economy, further enable students to reflect on the image of city through cinema.

Unit I: Introduction:

- An historical overview of Growth, Region and Development of Mumbai
- Globalisation -Urban Restructuring and Spatial Segregation in Mumbai

Unit II: Labour Market of Mumbai:

- Migration trends, Formal and Informal sector employment,
- Occupational Structure, Caste and Communities,
- Regionalism and Identity Politics

Unit III: Urban Planning, Development and Role of the State (Field work component)

- Development Plan (DP) & Urban Infrastructure Projects
 - MCGM -Municipal Corporation of Greater Mumbai
 - BMC - Brihanmumbai Municipal Corporation
 - MMRDA-Mumbai Metropolitan Region Development Authority
- Affordable Housing
 - MHADA- Maharashtra Housing and Area Development Authority
- SRA- Slum Rehabilitation/ Redevelopment
 - Slum Rehabilitation Authority

* Field work: Case study of Dharavi Redevelopment, Bhendi Bazar Redevelopment, Mithi River Development, Gorai–Manori Uttan Recreation and Tourism Development Zone, Integrated Village Development Scheme, Waste and Recycling, Solid Waste Management, Salt Pan Lands, Wetlands, Mangroves and development

Unit IV: Images of Mumbai

- Cinema
- Theatre
- Literature

Readings:

Baneerjee Guha, 2010, Accumulation by Dispossession, Transformative Cities in the New Global Order, Sage publications, New Delhi

Chandavarkar Rajnarayan, (2003). Origin of Industrial Capitalism in India: Business Strategies and working classes in Bombay, 1900-1940, Cambridge University Press.

Caroline Saglio –Yatzimirsky –Marie, 2013, Dharavi Mega slum to urban Paradigm , Routledge Taylor and Francis Group, New Delhi.

Morris D. Morris , 1965. The Emergence of Industrial Labour Force. A Study of the Bombay Cotton Mills, 1854-1947, Oxford University Press.

Mumbai Reader 12, Urban Design Research Institute, Mumbai.

Patel Sujata & Masselos Jim, (ed), (2005) Bombay and Mumbai, The City in Transition, Oxford University press, New Delhi.

Sandhu Ranvinder , Sandhu Jasmeet, 2007, Globalising Cities , Inequality and segregation in Developing Countries, Rawat Publications, Jaipur.

Sebers Klaus, (2007) The Making of Global City, The John Hopkins University press, Baltimore.

Websites

MCGM

<http://www.mcgm.gov.in/>

MMRDA Plan document Website-

www.mmrda.mumbai.org/search/search.php?Submit.x=1&search=tasks§ionmmrda

MAHADA

<https://mhada.maharashtra.gov.in/>

SRA

<http://www.sra.gov.in/>

[POPULAR CULTURE]

[06 Credits]

Course Rationale: The course aims at an advanced analysis of the reach and diversity of cultural expressions in contemporary India. It seeks to trace the development of concepts and theories associated with popular culture and assess the critiques from various standpoints. Popular culture is looked at from the vantage point of the dynamics of power and the multiple sites of its contestation.

Unit I: Concepts and Approaches

- Mass Culture and Folk Culture
- High Culture and Low Culture
- Class and Cultural Production
- Culture Industry

Unit II: Meanings and Representation

- Encoding and Decoding
- Structure and Meaning
- Ideology
- Identities and Locations

Unit III: Hegemony and Resistance

- Nationalism
- Corporatization
- Feminist Critique
- Subaltern Locations

Unit IV: Postmodernity and Globalization

- Global Cultures
- Ethnic and the Popular
- Hybridity and Creolization
- Diasporic Sites

Essential Readings

Danesi, M. (2008). *Popular Culture: Introductory Perspectives*. Lanham, Maryland: Rowman & Littlefield

Gokulsing, K.M. & Dissanayake, W. (Eds.). (2009). *Popular Culture in a Globalised India*. London & New York: Routledge.

Kasbekar, A. (2006). *Pop Culture India! Media, Arts and Lifestyle*. Santa Barbara: ABC-CLIO.

Srinati, D. (2004). *An Introduction to Theories of Popular Culture*. London & New York: Routledge.

Storey, J. (2009). *Cultural Theory and Popular Culture: An Introduction*. London: Pearson & Longman.

Further Readings

Berger, A.A. (2010). *The Objects of Affection: Semiotics and Consumer Culture*. New York: Palgrave Macmillan.

Edensor, T. (2002). *National Identity, Popular Culture and Everyday Life*. Oxford: Berg.

Fiske, J. (1989). *Reading the Popular*. London & New York: Routledge.

Guins, R. & Zaragoza Cruz, O. (Eds.). (2005). *Popular Culture: A Reader*. London: Sage.

Hannerz, U. (1996). *Transnational Connections: Culture, People, Places*. London & New York: Routledge.

McRobbie, A. (1994). *Postmodernism and Popular Culture*. London & New York: Routledge.

Rege, S. (2002). Conceptualising Popular Culture: 'Lavani' and 'Powada' in Maharashtra. *Economic and Political Weekly*, 37 (11), 1038 – 1047.

Storey, J. (2003). *Inventing Popular Culture: From Folklore to Globalization*. Oxford: Blackwell Publishing.

Weaver, J.A. (2009). *Popular Culture: A Primer*. New York: Peter Lang.

Wolf, N. (2013). [1991]. *The Beauty Myth*. London: Vintage Books.

SCIENCE, KNOWLEDGE AND MODERNITY

[06 Credits]

Course Rationale: Science is a complex term which refers to a knowledge making system which is practiced through an institutional setting that is embedded in the social. It is also a term that refers to an attitude of the mind, to a way of thinking. Often cast in asocial, ahistorical and apolitical terms, science has gained a paradigmatic status over truth and progress, as ‘objective’ and ‘universal’. This course aims at introducing the participants to sociological approaches to science. Using discourses and texts from the sociology of science and sociology of knowledge, the course aims to question the standard views of science in the hope of developing a reflexive science criticism that will inform practices in sociology

Unit I: Framing the context

- Historical emergence and expansion of science
- Science and the promise of modernity
- The natural sciences and the scientific method
- Need for science criticism today and the emergence of Science Studies.

Unit II: Perspectives from Sociology of Science and Sociology of Knowledge

- Early Approaches to Science: Karl Mannheim and Robert Merton
- Science as social: Thomas Kuhn
- The Strong Programme: David Bloor and Barry Barnes
- Laboratory Studies: Bruno Latour, Karin Cetina Knorr, Sharon Traweek

Unit III: Science, Development and Progress: The Indian Context

- Contesting Perspectives
- Negotiating Tradition and Modernity
- Alternatives and Post Coloniality
- Whose science? Whose knowledge? Exclusions

Unit IV: Gender and Science

- Issues of Numbers and Representation
- The Methodological Challenge
- Construction of gender in science
- Feminist science studies

Basic Readings

Bloor, D. (1976). *Knowledge and Social Imagery*. London: Routledge.

Bloor, D. & Barry, B. (Eds.). (1996). *Scientific Knowledge: A Sociological Analysis*. Chicago: Athlone and Chicago University Press.

Buchhi, M. (2004). *Science in Society: An Introduction to Social Studies of Science*. Oxon: Routledge: Oxon.

Collins, H. M., & Pinch, T. J. (1993). *The Golem: What You Should Know about Science*. Cambridge: Cambridge University Press

Keller, E.F. & Longino, H.E. (Eds.). (1996). *Feminism & Science*. Oxford and New York: Oxford University Press.

Kuhn, T.S. (1962). *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.

Kuhn, T.S. (1977). *The Essential Tension: Selected Studies in Scientific Tradition and Change*. Chicago and London: University of Chicago Press.

Merton, R. K. (1942). *The Sociology of Science: Theoretical and Empirical Investigations*. Chicago, IL: University of Chicago Press.

Mannheim, K. (1936) . *Ideology and Utopia*. London: Routledge.

Nandy, A. (1980). *Alternative Sciences: Creativity and Authenticity in Two Indian Scientists*. New Delhi: Allied.

Nandy, A. (Ed.). (1988). *Science, Hegemony and Violence: A Requiem for Modernity*. Tokyo, Japan: United Nations University.

Patnaik, B. K. (Ed.). (2014). *Sociology of Science and Technology in India*. New Delhi: Sage India.

Prakash, G. (1999). *Another Reason: Science and the Imagination of Modern India*. New Jersey: Princeton University Press.

Sur, A. (2011). *Dispersed radiance, Caste Gender and Modern Science in India*. New Delhi: Navayana.

Tuana, N. (Ed.). (1989). *Feminism and Science*. Bloomington and Indianapolis: Indiana University Press.

Visvanathan, S. (1997). *A Carnival for Science*. New Delhi: Oxford University Press.

Wallerstein, I. (2001). *Unthinking Social Science*. Philadelphia: Temple University Press.

SOCIOLOGY OF SOCIAL MOVEMENTS

Course Rationale: This course attempts to introduce students to the contexts and concepts of social movements and attempts to locate them theoretically through concrete case studies. It introduces the students to the role of social movements in social transformation. It also helps them to understand the various approaches to the study of social movements.

Unit I: Introduction to Social Movements

- Meaning & Definition of Social Movements
- Characteristics of Social Movements
- Types of Social Movements
- Theories of Social Movements—Resource Mobilization Theory and New Social Movement Theory

Unit II: Early Social Movements [social basis, leadership, ideology, analyzing Texts]

- Peasant/ Farmer's movements
- Labour movements
- Students movements
- Tribal Movements

Unit III: Contemporary Social Movements [social basis, leadership, ideology, analyzing Texts]

- Dalit and OBC movements
- Women's movements
- Environmental movements
- Human Rights Movements

Unit IV: Globalization & New Cultural Practices

- Movements against Globalization
- Rural & Urban Networking
- Interventions of Media
- Virtual Movements: Social Networking sites

Essential Readings

- Della Porta, D., Diani, M (2006). *Social Movements: An Introduction* (2nd Edition). Malden, MA: Blackwell.
- Foweraker J., (1995). *Theorizing Social Movements*, London, Pluto Press.
- Omvedt. G. (1995). *Reinventing Revolution*. New York. M. E. Sharpe.
- Ray R. and Katzenstein, F.,(Eds), *Social Movements in India Poverty, Power and Politics*. London, Rowman and Littlefield.
- Snow, D, Soule, S. A. and Kriesi, H., (Eds). (2008). *Blackwell Companion to Social Movements*. 'Mapping the Terrain' New York: Wiley - Blackwell.

Further Readings

- Diani, M. (1992), The concept of Social Movement, *Sociological Review*, 40 (1). 1-25
- Jogdand P.G. (1991), *Dalit Movement in Maharashtra*, New Delhi: Kanak Publications.
- McAdam, D., McCarthy, J. D. and Zald , M.N.(1996). *Comparative Perspectives on Social Movements*. Cambridge: Cambridge University Press
- McCarthy, John. D and Mayer, N. Zald. 1977. "Resource Mobilization and Social Movements: A Partial Theory" , *American Journal of Sociology*, 82 (6), pp. 1212 - 1241.
- Pawar, S.N, Patil, R.B, & Salunkhe, S.A (Eds)(2005), *Environmental Movements in India*, Jaipur, Rawat.
- Rao, M.S.A. (1978) *Social Movements in India*, Vol.I and II, Manohar, Delhi.
- Singh K.S. (1982) *Tribal movements in India*, (ed.) Vol.I & II Manohar Publications, New Delhi.
- Singh R., (2001), *Social Movements, Old and New*, Sage Publications, New Delhi.
- Shiva, V., (1991), *Ecology and the Politics of Survival* (New Delhi: Sage)
- Tarrow, Sidney. (1998). *Power in Movement: Social Movements and Contentious Politics*. NY: Cambridge University Press.
- Tilly C., (2004) *Social Movements 1768-2004*, Paradigm Publishers, LLC