



**POSTGRADUATE DEPARTMENT OF SOCIOLOGY**

**PROPOSED SYLLABUS FOR  
MASTER'S DEGREE IN SOCIOLOGY  
2009-2011**



## **MASTER OF ARTS IN SOCIOLOGY**

*The Masters Programme in Sociology is conceived as a course providing a sound theoretical base for the understanding of contemporary social phenomena. The course provides equal importance to classical and contemporary theories on one hand and a number of special fields of empirical Sociological studies on the other. It offers a total of four papers on theories and two papers on Social research methodology/methods, besides a substantial numbers of papers that aim at detailed analyses of diverse fields of Indian Society from a Sociological point of view.*

*Papers such as Sociology of Education, Health and Medicine, Political Sociology, Development and Globalization, Social Movements, Gender and Society, and Indian Diaspora provide a detailed and in-depth theoretical as well as empirical analysis of these areas. Two skill based papers aim at enhancing practical skills of students in computers, statistics and SPSS.*

*The students will be expected to do an internship in an NGO during the first and the second semesters. In the third and fourth semesters the students write a Dissertation in their chosen area of specialization under the guidance of the faculty. Altogether this program provides twenty theory papers and four skill-based papers in addition to the NGO internship with a total of twenty-four credits in each semester during the first year and, twenty-two credits in each semester during the second year.*



**PROPOSED COURSE STRUCTURE 2007- 09**

**I SEMESTER**

Course	Title	Hrs/week	Marks	Credit
MSO131	Fundamentals of Sociology	4	100	4
MSO132	History of Sociological Analysis	4	100	4
MSO133	Approaches to the Study of Indian Society I	4	100	4
MSO134	Sociology of Urban Life	4	100	4
MSO135	Social Demography	4	100	4
MSO181	Computer Fundamentals	2	50	2
MSO182	NGO Internship	8	50	2
	<b>TOTAL</b>	<b>30</b>	<b>600</b>	<b>24</b>

**II SEMESTER**

Course	Title	Hrs/week	Marks	Credit
MSO231	Theoretical Traditions in Sociology	4	100	4
MSO232	Methodology of Social Sciences	4	100	4
MSO233	Social Research Methods	4	100	4
MSO234	Approaches to the Study of Indian Society II	4	100	4
MSO235	Development and Globalization	4	100	4
MSO281	Statistics and SPSS	2	50	2
MSO282	NGO Internship	8	50	2
	<b>TOTAL</b>	<b>30</b>	<b>600</b>	<b>24</b>

**III SEMESTER**

Course	Title	Hrs/week	Marks	Credit
MSO331	Contemporary Sociological Theory – Part I	4	100	4
MSO332	Sociology of Stratification	4	100	4
MSO333	Political Sociology	4	100	4
MSO334	Social Movements & Social Transformation	4	100	4
MSO335	Health and Medicine	4	100	4
MSO381	Dissertation - I	2	50	2
	<b>TOTAL</b>	<b>22</b>	<b>550</b>	<b>22</b>

**IV SEMESTER**

Course	Title	Hrs/week	Marks	Credit
MSO441	Contemporary Sociological Theory – Part II	4	100	4
MSO442	Sociology of Women	4	100	4
MSO443	Indian Diaspora	4	100	4
MSO444	Sociology of Education	4	100	4
MSO445	Sociology of Communalism	4	100	4
MSO481	Dissertation - II	2	50	2
	<b>TOTAL</b>	<b>22</b>	<b>550</b>	<b>22</b>



## I SEMESTER

### **FUNDAMENTALS OF SOCIOLOGY MSO 131 / SEMESTER I**

**4 Hours/Week: 4 Credits**

**(60 Hours)**

**Course Objectives:**

*This paper introduces students to the foundational concepts of Sociology. It begins with an examination of Raymond Williams "Keywords" and moves on to the distinctiveness of the sociological perspective using the writings of C Wright Mills, Peter Berger and Zygmunt Bauman. Module II helps students to understand the intellectual debates in the context of which the central categories of sociology were developed. Modules III, IV and V take students through the early debates in sociology through the categories included.*

**Module I: Individual and Society**

**(15 Hours)**

- 1) Society: an introduction.
- 2) Freedom and Dependence: Individual in Society and Society in Individual

**Module II: The Sociological Perspective**

**(15 Hours)**

- 1) Sociological Imagination (C Wright Mills) – Biography and History
- 2) Sociology and Common Sense (Zygmunt Bauman)

**Module III: Culture and Society  
(10 Hours)**

- 1) Nature and Culture
- 2) Humanist/Arnoldian notion of culture
- 3) Anthropological conceptions of Culture- Culture as way of life
- 4) Culture as Ideology

**Module IV: Community, Association and  
Institution (10 Hours)**

- 1) Community
- 2) Association
- 3) Institution

**Module IV: Power and Authority  
(10 Hours)**

- 1) The specter of Power; authority versus power; the roots of power; the uses of power – Marx
- 2) The rationalization of authority – Weber
- 3) The function of authority – Durkheim

**Essential Readings:**



- 1) Bauman, Zygmunt. 1990. *Thinking Sociologically*, London: Blackwell
- 2) Berger, Peter. 1966. *An Invitation to Sociology – A Humanist Perspective*, Harmondsworth: Penguin,
- 3) Mills, C Wright. 1967. *The Sociological Imagination*, Harmondsworth: Penguin,
- 4) Nisbet, Robert. 1967. *The Sociological Tradition*, London: Heinemann,
- 5) Williams, Raymond, 1976. *Key words* Fontana Publications London

### **Recommended Readings:**

- 1) Bottomore, Tom & Robert Nisbet. 1979. *A History of Sociological Analysis*, London: Heinemann
- 2) Collins, Randall. 2001. “*The Sociological Eye*” *Sociological Odyssey: Contemporary Readings in Sociology* (eds.) Adler. A, Patricia and Adler, Peter. Wadsworth: Thomson Learning. U.K
- 3) Giddens, 1976. "Classical Social Theory and the Origins of Modern Sociology." *American Journal of Sociology*, pp. 703-729.
- 4) Giddens, Anthony, 1997. *Sociology*. Polity Press
- 5) Haralambos, Michael, 1980. *Sociology – Themes and Perspectives*. OUP: Delhi
- 6) Turner, Jonathan. 1994. *Sociology: Concepts and Uses*. McGraw Hill, Inc., USA



## **HISTORY OF SOCIOLOGICAL ANALYSIS MSO 132/ SEMESTER I**

**4 Hours/Week: 4 Credits**

**(60 Hours)**

### **Course Objectives:**

*This paper introduces students to (a) the social and intellectual context in which Sociology emerged as a discipline, and (b) the works of Emile Durkheim, Karl Marx and Max Weber, highlighting the centrality of their theoretical and methodological contributions in the consequent development of Sociology. It is intended to provide solid foundation on these classical thinkers, as this is the foundation on which the entire Sociological theory is constructed.*

### **Module I: Historical Context of the emergence of Sociology**

**(15 Hours)**

- 1) Transition from Social Philosophy to Sociology
- 2) Modernity and Enlightenment – emergence of reason, conservative reaction to the Enlightenment
- 3) French Revolution and Industrial Revolution
- 4) Contributions of Montesque, Saint-Simon, Auguste Comte and Spencer.

### **Module II: Emile Durkheim (1858 – 1917)**

**(15 Hours)**

- 1) Durkheim as an advocate of scientific sociology. Conception of sociology as study of social facts – definition of social facts- rules for observation of social facts- classification of social facts- interpretation of social facts;
- 2) Social solidarity - mechanical and organic solidarity
- 3) Collective conscience; Elementary Forms of Religious Life
- 4) Social Change – Anomie; Analysis of Suicide

### **Module III: Karl Marx (1818 – 1883)**

**(15 Hours)**

- 1) Materialism and Dialectics, Contradiction
- 2) The Capitalist Mode of Production, Base- Superstructure Model, Appropriation of Surplus, Surplus Value, Means of Production, Relations of Production, Productive Forces, Class Struggle, Class Consciousness
- 3) Theory of Ideology, Alienation, Fetishism of Commodities

### **Module IV: Max Weber (1864 – 1920)**

**(15 Hours)**

- 1) Conception of sociology as the study of social action- emphasis on the need to understand subjective meanings and analyze it objectively.
- 2) The concept of imperatively coordinated groups and the idea of imperative control, concept of authority and sources of legitimacy;
- 3) Historical trends towards rationalization and bureaucratization; the idealistic interpretation of capitalism and the role of religion.



### **Essential Readings:**

1. Bottomore, Tom & Robert Nisbet.1979. *A History of Sociological Analysis*, London: Heinemann,
2. Giddens, 1976. "Classical Social Theory and the Origins of Modern Sociology." *American Journal of Sociology*, pp. 703-729.
3. Durkheim, Emile, 1933, *The division of Labour in Society*, New York, MacMillan.
4. Durkheim, Emile.1938. *The Rules of Sociological Method*, New York: Free Press.
5. Freund, Julian.1972. *The Sociology of Max Weber*, Harmondsworth, Penguin.
6. Giddens, A. 1971.*Capitalism and Modern Sociological Theory – An Analysis of Marx, Durkheim and Max Weber*, Cambridge: OUP
7. Weber, M.1976. *The Protestant Ethic and Spirit of Capitalism*, London: Allen and Unwin,

### **Recommended Readings:**

1. Stones, Rob.1998.*Key Sociological Thinkers*, London: Macmillan,
2. Lukes, Steven. 1972. *Emile Durkheim, His Life and Work*, Harmondsworth, Penguin.
3. Nisbet, R.A.1967.*The Sociological Tradition*, London, Heinemann,
4. Weber, M: *Economy and Society*, Berkeley: University of California Press, Vol 1, Part 1, Chaps. 1 & 2.



**APPROACHES TO THE STUDY OF INDIAN SOCIETY  
MSO 133/ SEMESTER I**

**4 Hours/Week: 4 Credits**

**(60 Hours)**

**Course Objectives:**

*This paper is the first of two which will be offered over the First and the Second semesters. Part one focuses on the Development of sociology in India, its relationship to colonial anthropology, Orientalism and Indology and a number of approaches that emerged in Indian sociology over these years. It introduces the students to the counter influences of power and knowledge especially during the time of colonialism. The paper begins with an introduction to the theoretical foundations of empirical, structural, Marxist and subaltern approaches to the study of Indian society. It then introduces a number of seminal works in various areas of study such as the study of caste, family, village and tribe in India which have utilized these different perspectives.*

**Module I: An Introduction to Theoretical Approaches**

- |  |            |
|--|------------|
| 1) Indological Approach  | (10 Hours) |
| i. Colonialism and the Emergence of Anthropology in India                  |            |
| ii. Role of Indologists, British Administrators and Christian Missionaries |            |
| iii. Edward Said and Orientalism   |            |
| 2) Structural Functionalism  | (05 Hours) |
| i. Emergence of empirical studies in India                                 |            |
| ii. From book view to field view   |            |
| 3) Conflict Approach   | (05 Hours) |
| 4) Structuralism   | (05 Hours) |
| 5) Subaltern Perspective   | (05 Hours) |
| i. An Introduction to Subaltern Studies in India                           |            |
| ii. Critique of the dominant forms of historiographies in India            |            |

**Module II: Caste**

**(20 Hours)**

- 1) Indological perspective
- 2) Structural functionalist perspective with special reference to M.N.Srinivas
- 3) Conflict Approach with reference to Kathleen Gough, Thorner
- 4) Structuralist perspective with reference to Dumont
- 5) Subaltern Perspective with reference to Dalit critiques

**Module III: Village Studies**

**(10 Hours)**

- 1) Indological perspective (Concept of self sufficient little republics)
- 2) Structural functionalist perspective with special reference to M.N.Srinivas
- 3) Conflict Approach with reference to Kathleen Gough, Beteille, Daniel Thorner
- 4) Structuralist perspective with reference to Dumont
- 5) Subaltern Perspective





**Essential Readings:**

- 1) Beteille, Andre 2002, *Sociology: Essays on approaches and Method*, New Delhi. OUP.
- 2) Beteille, Andre, 1966, *Caste Class and Power: Changing Patterns of Stratification in a Tanjore Village*, Berkely: University of California Press
- 3) Cohn, Bernard. 1987. *An Anthropologist among the Historians and other Essays*. Oxford University Press, New Delhi.
- 4) Desai, A.R. 2001 *Rural Sociology in India* (5th Edition). Popular Prakashan
- 5) Dumont, L. 1970, *Homo Hierarchicus: The Caste System and its Implications*, Chicago University Press
- 6) Dumont, L. 1966. *The 'village community' from Munro to Maine* .
- 7) Guha, Ranajith, (Ed), 1982 *Subaltern Studies-Writings of South Asian History and Society*, Vol,1 OUP, Delhi
- 8) Gupta, Dipankar (ed). 1991, *Social Stratification*, Oxford University Press, New Delhi.
- 9) Said, Edward. 1978. *Orientalism*, Vintage Books
- 10) Singh, Yogendra, 1986, *Indian Sociology*, Visthar Publications
- 11) Srinivas, M.N. 2002, *Collected Essays*, Oxford University Press New Delhi

**Recommended Readings:**

- 1) Desai A R, 1948, *Social Background of Indian Nationalism*, Bombay: Oxford University Press
- 2) Deshpande, Satish. 2003. *Contemporary India: A Sociological View*. Viking, New Delhi (Chapter 5)
- 3) Madan, TN .1992. *Pathways*, Oxford University Press, New Delhi
- 4) Quigly, Declan .1995. *Interpretation of Caste*. Oxford University Press, New Delhi



**SOCIOLOGY OF URBAN LIFE  
MSO 134/ SEMESTER I**

**4 Hours/Week: 4 Credits**

**(60 Hours)**

**Course Objectives:**

*The overall thrust of this paper is to underscore the relationship between urbanization and political economy of a society. This paper will offer students an understanding of (a) the historical origins of Urban Sociology, (b) the relation between urban phenomena and capitalism, and (c) changing urban phenomenon in India.*

**Module I: Sociological Perspective of the City  
(15 Hours)**

- 1) What is a city? The city and the emergence of sociology as a discipline; the centrality of the city in the discourse on western civilization
- 2) Urbanization as a perspective of social and historical analysis; Historical process culminating in the rise of the Industrial City

**Module II: Classical Urban Sociology  
(15 Hours)**

- 1) Contributions of Emile Durkheim – mechanical and organic solidarity; Ferdinand Toennies – Gemeinschaft and Gessellschaft (1887); and George Simmel: ‘Metropolis and Mental Life’ (1902-3) - Blasé Attitude, Intellectualism and Money Economy; Max Weber’s Ideal Typical City (1911-13);
- 2) Chicago School–Robert Park (1915) – The City as ecological community, the natural and moral order, Land Values, Dominance Invasion and Succession, The natural area; Louis Wirth (1938) – ‘Urbanism as a way of life’ – population aggregation, social heterogeneity and its consequences for urban life

**Module III: Political Economy of the City (15 Hours)**

- 1) Manuel Castells: The Urban Question (1972) – urbanization and the capitalist mode of production - its relation to productive forces, social classes and cultural forms, The ideological notion of urbanization, critique of the rural/urban dichotomy, social production of spatial forms; relations of dependence.
- 2) David Harvey: The urban process under capitalism (1985) – The contradictions of capitalism; The laws of Accumulation – The primary, secondary and tertiary circuit of capital; The circulation of capital as a whole and its contradictions; accumulation and the urban process – Overaccumulation and long cycles in Investment in the Built Environment; Class Struggle, Accumulation and urban process under capitalism.



**Module IV: Urbanization in India  
(15 Hours)**

- 1) Sociological studies of urbanization in India; History of urbanization in India; The locational aspects of urbanization; the problem of defining an urban place, spatial patterns of urbanization, classification of cities in India, theories of settlement location and the analysis of settlement systems.
- 2) Case Study of Bangalore – divergent conceptions of the city; language, gender and spatial practices

**Essential Readings:**

- 1) Castells, Manuel: The Urban Question – A Marxist Approach, Paris: Haspero, 1972
- 2) Harvey, David: The Urbanization of Capital, Oxford: Basil Blackwell, 1985
- 3) Mellor J. R: Urban Sociology in an Urbanized Society, London: Routledge, 1977
- 4) Nair, Janaki, The Promise of the Metropolis: Bangalore's Twentieth Century, New Delhi: OUP, 2005
- 5) Sandhu, Ranvinder Singh, Urbanization in India: Sociological Contributions. New Delhi: Sage, 2003
- 6) Simmel, George. Metropolis and Mental Life, included in Wolff K H (ed.) Sociology of George Simmel, Chicago: Free Press, 1950.
- 7) Wirth, Louis. Urbanism as a Way of Life, *American Journal of Sociology*, Vol. 44, 1938

**Recommended Readings:**

- 1) Ramachandran R, Urbanization and Urban Systems in India, New Delhi: OUP, 1997
- 2) Saunders, P: Community Power, Urban Managerialism and the 'Local State', in Harloe, M. (ed.): New Perspectives in Urban Change and Conflict, London, 1981
- 3) Wallman S: Reframing Context- Pointers to the postindustrial City, in Humanizing the City?, Edinburgh, 1993
- 4) Watson, S & Gibson K: Postmodern Cities and Spaces, UK, 1995
- 5) Weber, Max: The City, New York, The Free Press, 1958



**SOCIAL DEMOGRAPHY  
MSO 135/ SEMESTER I**

**4 Hours/Week: 4 Credits**

**(60 Hours)**

**Course Objectives:**

*Social Demography attempts to study the population, its size, structure, characteristics and the processes operating within it, using a sociological perspective. This paper attempts to introduce the students to this discipline and enable them to understand the impact that society and its various institutions have on the population and its demographic processes. The course will cover the characteristics of the population and tools used to measure and study the same, such as the Census of India, theories of population, the various population processes and an examination of the changes in the policies relating to population over the past 50 years in India.*

**Module I: Demography**

**(05 Hours)**

- 1) A brief introduction to the discipline
- 2) Definitions

**Module II: Characteristics of the Population**

**(10 Hours)**

- 1) Size
- 2) Composition- Age, Sex, Literacy, Rural and Urban areas, Religion, Age-sex pyramids.
- 3) Census and Social Surveys and their utility in studying the population with special focus on India

**Module III: Theoretical Perspectives**

**(15 Hours)**

- 1) Pre Malthusian Theories
- 2) Malthusian Theory
- 3) Marxian Perspective
- 4) Demographic Transition Theory

**Module IV: Population Processes**

**1) Fertility and Fecundity**

**(10 Hours)**

- a) Definitions
- b) Measuring Fertility
- c) Theories of Fertility
- d) Differentials with special emphasis on India: Rural-urban, age, gender, class, caste, region and religion.

**2) Migration**

**(10 Hours)**



**(10 hours)**

- a) Definition
- b) Measuring Migration
- c) Theories of Migration
- d) Migration Patterns – streams of migration
- e) Impact of Migration, both at the place of origin and the place of destination

- 3) Mortality and Morbidity **(10Hours)**
- a) Definitions
  - b) Measuring mortality
  - c) Differentials with special emphasis on India: Rural-urban, age, gender, class, caste, region and religion.
  - d) Health and Aging

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**Essential Readings:**

- 1) Bhende, Asha and Tara Kanitkar.1978/97. *Principles of Population Studies*. Himalaya Publishing House, India
- 2) Census of India Reports- 2001
- 3) Srinivasan,K. 2006. *Population Policies and Family Planning Programmes in India: A Review and Recommendations*. IIPS Newsletter
- 4) Pathak, Lalit.P. 1998. *Population Studies*. Rawat, India (*Chapters 1 and 2*)
- 5) Weeks, John.2002. *Population: An Introduction to Concepts and Issues*. Wadsworth Publishing Company, California

**Recommended Readings:**

- 1) <https://www.cia.gov/library/publications/the-world-factbook/>
- 2) [www.censusindia.net](http://www.censusindia.net)
- 3) <http://www.chaf.lib.latrobe.edu.au/census/>



## **COMPUTER FUNDAMENTALS MSO181/ SEMESTER I**

**2 Hours/Week: 2Credits**

**(30Hours)**

### **Course Objectives:**

*This paper introduces students to basic computer applications. It includes 15 hours of practical work in the lab. The paper also introduces students to the use of Internet in research and in accessing social science information.*

### **Module I: Computer Fundamentals**

**(05 Hours)**

- 1) Organization and Working of a computer – Computer architecture fundamentals
- 2) Hardware: RAM, ROM, PROM, EPROM, EEPROM, primary and secondary data storage
- 3) Software: operating systems – Windows 2000, XP

### **Module II: MSOFFICE 2000 and XP**

**(05 Hours)**

- 1) MSOFFICE 2000 and XP for data processing (MS Word)
- 2) Spreadsheet (MS Excel)
- 3) Presentation software (PowerPoint)

### **Module III: Internet and Social Science Information**

**(05 Hours)**

- 1) Advantages of networking and Internet
- 2) E-Mail
- 3) World Wide Web, Browsing, Search Engines
- 4) Important Social Science Portals

### **Practical sessions:**

**(15 Hours)**



- 1) MSOFFICE 2000 and XP for data processing (MS Word)
- 2) Spreadsheet (MS Excel)
- 3) Presentation software (PowerPoint)
- 4) Internet, E-Mail, World Wide Web, Browsing

**Essential Readings:**

- 1) Timothy, J and Linda O’Leary: Microcomputing, New York: McGraw-Hill,1995
- 2) Tolwer, Romela et. al: Microsoft Office 2000, New York: Addison Wesley, 2000

**NGO INTERNSHIP I  
MSO182/ SEMESTER I**

**2 Credits**

In the first semester students undertake an internship in Non Governmental organizations. They will be expected to spend a minimum of 45 hours in these organizations identifying the nature of their programmes, intervention strategies and assessing their effectiveness. Students are to submit weekly reports on their progress in the organizations and will prepare a final report consisting of the organizational profile, review of development programmes and a critical appraisal of the NGO intervention.



## **II SEMESTER**

### **THEORETICAL TRADITIONS IN SOCIOLOGY MSO 231/SEMESTER II**

**4 Hours/Week: 4 Credits**

**(60 Hours)**

#### **Course Objectives:**

*This paper aims at making students capable to appreciate theory as a Sociological Criticism, usually from a historical perspective, tracing continuities in the accumulation of knowledge through developments & reinterpretations. It helps them to understand theory as systematically organized, law-like propositions about Society that can be supported by evidence. This paper covers an important phase in the development of Sociological theories when the three fundamental traditions i.e. Structural Functionalism Conflict Theory and Interactionist Theory took shape and introduces the students to the major proponents of these traditions.*

#### **Module I: Introduction to Sociological Theory**

**(05 Hours)**

- 1) Concepts, Theories and Paradigms
- 2) Theory and social reality

#### **Module II: Structural Functionalism**

**(20 Hours)**

- 1) Structural Theory: Contributions of Early Anthropologists & emergence of Functionalism.
  - a) Radcliffe Brown, Emile Durkehim, and Max Weber.
- 2) The Analytical Functionalism: Talcott Parsons
  - a) The structure of Social Action
  - b) The Social System.
  - c) The Transition to Functional Imperatives.
  - d) The Informational Hierarchy of Control.
- 3) The Empirical Functionalism of R.K. Merton
  - a) Theories of the Middle Range





- b) Merton's Paradigm for Functional Analysis.
- c) Merton's Functional Strategy.

### **Module III: Conflict Theory**

**(15 Hours)**

- 1) Origins of Conflict Theory.
  - a) K.Marx & Critical Theory
  - b) Simmel-Conflict Intensity, Function of Conflict.
  - c) Max Weber-Propositions on Inequality & Conflict.
- 2) The Dialectical conflict Theory of R. Dahrendrof
  - a) Dahrendrof's image of Social order.
  - b) Criticism's of the Dialectical conflict model.
- 3) The conflict Functionalism of Lewis Coser.
  - a) Images of Social organization & Propositions on conflict Processes.
  - b) The Causes, violence, duration and functions of Social Conflict

### **Module IV: Interactionist Theory**

**(20 Hours)**

- 1) Emergence of Interactionist Tradition, contributions of early interactionists-
  - a) C.H. Cooley
  - b) G H. Mead's idea on Mind, self and society.
- 2) Alfred Schutz and Phenomenology
- 3) The symbolic Interactionism of H. Blumer and Manford Kuhn
  - a) Human as symbol users.
  - b) Symbolic Communication
  - c) Interaction & Role-Taking.
  - d) Interaction, Humans and Society.
- 4) The Ethnomethodological Challenge.
  - a) Garfinkel's Ethnomethodology.
  - b) Goffman's Dramaturgical Analysis
- 5) Social Constructionism of Berger

### **Essential Readings:**

- 1) G. Ritzer (1992) *Sociological Theory*, MC GRAW Hill Inc. N.York
- 2) Randall Collins (1997) *Theoretical Sociology* Rawat, Jaipur.
- 3) Turner H. Jonathan (1987) *The Structure of Sociological Theory*, Rawat, Jaipur.
- 4) Zeitlin (1996) *Rethinking Sociology: A Critique of Contemporary Theory*. Delhi.

### **Recommended Readings:**

- 1) Blumer. H. (1969). *Symbolic Interactionism: Perspective & Methods*, Prentice Hall
- 2) Collins Randall (1975) *Conflict Sociology*, Academic Press, New York.
- 3) F.A. Abraham (1982). *Modern Sociological Theory*. Oxford University Press, New Delhi.
- 4) G.H. Mead (1934) *Mind Self and Society* Univ. of Chicago Press, Chicago.



Post Graduate Department of Sociology  
Christ University, Bangalore, India

- 5) Merton R.K. (1949) *Social Theory and Social Structure*. Free Press.
- 6) Parsons Talcot (1951) *The Social System* Free Press, New York.
- 7) Skidmore W. (1975) *Theoretical Thinking in Sociology*, Cambridge University Press, Cambridge.



**METHODOLOGY OF SOCIAL SCIENCES  
MSO 232/ SEMESTER II**

**4 Hours/Week: 4 Credits**

**(60 Hours)**

***Course Objectives:***

*This paper will expose students to methodological debates in social sciences. It would provide students with (a) a clear distinction between epistemology, methodology and method, (b) an overview of epistemological issues in sciences, (c) an understanding of the two major methodological schools of thought, namely positivism and phenomenology, and (d) an introduction to critiques of colonial ethnography.*

**Module I : Epistemological Issues in the Sciences**

**(20 Hours)**

- 1) Inductive and Deductive Method in Science
- 2) Hypothetico-Deductive Method and Falsificationism (Popper)
- 3) Limitations of Science – Role of History, Normal Science, Paradigm, Science as Ideology (Kuhn, Feyrebend)
- 4) Problems of objectivity, generalisability, predictability and control in Social Sciences

**Module II: Positivist Approaches to Research**

**(15 Hours)**

- 1) Positivism in Sociology – Rule of phenomenalism – experience as the basis of knowledge – Sociologist as an observer of ‘objective social reality’ – Sociology as ‘neutral’ in respect of values.
- 2) Functionalism and its foundations in Positivism (Emile Durkheim), functional explanation in Sociology.

**Module III: Phenomenological Approaches to Research**

**(15 Hours)**

- 1) Emergence of Interpretive Methodology
  - a) Max Weber’s discussion on facts and values, verstehen, Subjectivism and Objectivism
  - b) Sociological method as interpretive analysis of subjective ‘meanings’
  - c) Value Reference and Value Judgement
  - d) meaning and causality
- 2) Phenomenological Approaches
  - a) Alfred Shutz’s methodological position- concept of intersubjectivity
  - b) process of typification, process of sense – making
  - c) postulate of logical consistency
  - d) postulate of subjective interpretation and postulate of adequacy.
  - e) Introduction to Social Constructionism of Berger and Luckmann.

**Module IV: Issues of power, domination and social research**

**(10 Hours)**

- 1) Ethnography as hybrid textual activity



- a) Ethnographic writing and representation - James Clifford and George Marcus
  - b) Critique of Colonialism – Edward Said’s Orientalism.
- 2) Postmodernism and social research

**Essential Readings:**

- 1) Clifford, James & George Marcus: *Writing Cultures: The Politics and Poetics of Ethnography*. Berkeley & Los Angeles: University of California Press, 1986
- 2) Durkheim, Emile: *The Rules of Sociological Method*. New York: Free Press, 1938 (8<sup>th</sup> ed.)
- 3) Harding, Sandra. *Whose Science? Whose Knowledge? Thinking from Women’s Lives*. Ithaca:NY: Cornell University Press, 1991
- 4) Kuhn, Thomas S: *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press, 1962
- 5) Merton, Robert: *Social Theory and Social Structure* (Rev. Ed), New York, Free Press, 1968
- 6) Weber, Max: *The Methodology of the Social Sciences*. Glencoe: Free Press, 1949

**Recommended Readings:**

- 1) Benton, Ted. *Philosophical Foundations of Three Sociologies*, 1979
- 2) Berger, Peter and Niklas Luckmann. *The Construction of Social Reality*
- 3) Geertz, Clifford. “Thick Description: Towards an Interpretive theory of Culture.” In *The Interpretation of Cultures*, 1973
- 4) Shutz, Alfred. *Concept and Theory formation in the Social Sciences* (reproduced in Seale, Clive *Social Research Methods – A Reader*, London:Routledge, 2004)
- 5) Taylor, Steven J and Robert Bogdan. *The Introduction to Qualitative Research Methods- the Search for Meanings*, New York: Wiley, 1984 (Chap 1)



**SOCIAL RESEARCH METHODS  
MSO 233/ SEMESTER II**

**4 Hours/Week: 4 Credits**

**(60 Hours)**

**Course Objectives:**

*This paper seeks to train students to conceptualize and carry out social research. It introduces students to the various stages of research, equipping them with the necessary skills to collect data, analyze data and present the findings in a report. Both qualitative and quantitative techniques are covered.*

**Module I: Fundamentals of Social Research  
Hours)**

**(15**

- 1) Basic Concepts in Social Research: Variables, Hypothesis
- 2) Formulation of research problem and Survey of Literature
- 3) Preparation of research design, types of designs (Survey design etc.)
- 4) Stages of research

**Module II: Techniques of Data Collection  
Hours)**

**(25**

- 1) Sampling: Types
- 2) Quantitative Techniques
  - a) Questionnaire – types, design issues, administration
- 3) Qualitative Techniques
  - a) Participant observation and Interviewing – Principles of Ethnographic field research; Participant/Observer continuum; Strategies for entering, watching, listening and recording; Exiting the field; Maintaining a Journal
  - b) Interviewing – types; Selecting respondents; rapport; the interview guide; the interview situation (probing, cross-checking); the interviewers journal.
  - c) The case study method
  - d) Experiential Methods – Oral/ life histories

**Module III: Processing and analysis of Data  
Hours)**

**(15**

- 1) Quantitative Analysis
  - a) Coding and Tabulation
- 2) Qualitative Analysis
  - a) Sampling in Qualitative analysis
  - b) Quantitative and Qualitative Content analysis
  - c) types of coding
  - d) Analytic memos
  - e) questions of reliability and validity
  - f) Strengths and weaknesses.



**Module IV: Interpretation and report writing  
Hours)**

**(05**

- 1) Writing a research paper/report
  - a) Format and Content;
  - b) Bibliography and references.

**Essential Readings:**

- 1) Babbie, Earl.2002.The Basics of Social Research. Wadsworth Publications: London
- 2) Bailey, Kenneth D.1978.Methods of Social Research
- 3) Good, William and Hatt, Paul K.1952. Methods in Social Research. McGraw Hill: New York
- 4) Gulati, Leela. Small is Beautiful: Case study as a method in social science. In Patel, Bagchi and Raj (eds.).2002.Thinking Social Science in India: Essays in Honor of Alice Thorner. Sage Publications: New Delhi
- 5) Kothari, C.R.1990.Research Methodology. Vishwa Prakashan: New Delhi
- 6) Young, Pauline.1960.Scientific Social Survey and Research. Prentice Hall: New York



## **ANALYSIS OF INDIAN SOCIETY AND CULTURE MSO 234/ SEMESTER II**

**4 Hours/Week: 4 Credits**

**(60 Hours)**

### **Course Objectives:**

*This paper is the second of two which will be offered over the First and the Second semesters. Part one focuses on the Development of sociology in India, its relationship to colonial anthropology, Orientalism and Indology and a number of approaches that emerged in Indian sociology over these years. It introduces the students to the counter influences of power and knowledge especially during the time of colonialism. The paper introduces a number of seminal works in areas of study such as the study of family, village and tribe in India which have utilized these different perspectives.*

### **Module I Religion**

**(20 Hours)**

- 1) Indological perspective Weber, William Jones and Max Muller,
- 2) Structural functionalist perspective M N Srinivas
- 3) Conflict Approach ,D P Chattopadhyaya, A R Desai
- 4) Structuralist perspective with reference to Veena Das and Uberoi
- 5) Subaltern Perspective Kancha Iliah

### **Module II Family and Kinship**

**(20 Hours)**

- 1) Indological perspective - Work done by Morgan, Maine, Rivers
- 2) Structural functionalist perspective such as the work done by Iravati Karve
- 3) Conflict Approach with reference to the feminist critiques of the family
- 4) Structuralist perspective with reference to Levi Strauss, Trautman and Dumont
- 5) Subaltern Perspective with reference to Dalit critiques

### **Module III Tribe**

**(20 Hours)**

- 1) Indological perspective Rivers
- 2) Structural functionalist perspective N K Bose
- 3) Conflict Approach
- 4) Subaltern Perspective Ramachandra Guha, Tanika Sarkar

### **Essential Readings:**

- 1) Chattopadhyaya, D.P.2006.*Religion, Philosophy and Science: A sketch of a Global View*.Indian Institute of Advanced Study
- 2) Das,Veena. 1991. *Structure and Cognition: Aspects of Hindu Caste and Ritual*. OUP
- 3) Guha, Ramachandra. 1985. Forestry and Social Protest in British Kumaun, c. 1893-1921 in *Subaltern Studies* No. 4: Writings on South Asian History and Society, Edited by Ranajit Guha, Delhi: Oxford University Press
- 4) Iliah, Kancha.2003.*Why I am not a Hindu*. Popular Prakashan



- 5) Ludden, David. (Ed.)2001. *Reading Subaltern Studies. Critical History, Contested Meaning and the Globalization of South Asia*, London
- 6) Pandey, Gyanendra. 1989. The Colonial Construction of 'Communalism':British Writings on Banaras in the Nineteenth Century in *Subaltern Studies* No. 6 : Writings on South Asian History and Society Edited by Ranajit Guha, Delhi: Oxford University Press.
- 7) Sarkar, Tanika.1985.Jitu Santal's Movement in Malda, 1924-1932: A Study in Tribal Protest in *Subaltern Studies* No. 4: Writings on South Asian History and Society, Edited by Ranajit Guha, Delhi: Oxford University Press.
- 8) Uberoi, J.P.S.1999. *Religion, Civil Society and the State: A study of Sikhism*, OUP
- 9) Uberoi, P .2004.The family in India. In Das, Veena (Ed.) *Handbook of Indian Sociology*. Oxford University Press, New Delhi
- 10)Uberoi, P. (Ed.) 1993. Family, Kinship and Marriage in India. Oxford University Press, New Delhi. (Selected Essays)
- 11) Weber, Max.1958. *Religion of India* ( English Translation).
- 12) Xaxa, Virginius . 2004. Tribes in India. In Das, Veena (Ed.) *Handbook of Indian Sociology*. Oxford University Press, New Delhi

### **Recommended Readings:**

- 1) Agnes, Flavia.2001. *Law and Gender Inequality: The Politics of Women's Rights in India*. Oxford University Press, India. (Selected Portions)
- 2) Das, Veena. 2003.*The Oxford India Companion to Sociology and Social Anthropology*. OUP
- 3) Das, Veena.1989.Subaltern as Perspective in *Subaltern Studies* No. 6 : Writings on South Asian History and Society Edited by Ranajit Guha, Delhi: Oxford University Press.
- 4) Shah, A.M.1998.*The Family in India: Critical Essays*. Orient Longman, Delhi. (Selected Essays)





## **DEVELOPMENT AND GLOBALIZATION MSOC 235/ SEMESTER II**

**4 Hours/Week: 4 Credits**

**(60 Hours)**

### **Course Objectives:**

*Beginning with the theories of modernization and its critique, this paper would analyze the 'crisis of Development', and would engage with the current debates on Globalization, impact of the new economic order and the homogenization of cultures. This paper examines how the dominant notion of development is influenced by a number of sociological theories and how it became a hegemonic account of 'developmentalism' across the world. As a critique of that, the paper examines the theories of underdevelopment and especially the critiques of authors like Escobar and Ashis Nandy. The section on globalisation would deal with the major theories, which explain the process in sociological perspectives.*

### **Module I      Origin of the concept of development**

**(10 Hours)**

- 1) The emergence of the concept of Progress;
- 2) Evolutionary theories; Comte, Spencer, and Durkheim
- 3) Neo Evolutionary Perspective such as Structural Functional Theory;
- 4) Talcott Parsons and theory of pattern variables.
- 5) Theoretical foundations of Modernisation theory; Basic assumptions, theories of Daniel Lerner and Rostow; criticisms

### **Module II      Neo Colonialism and the critique of capitalist mode of development;**

**(15 Hours)**

- 1) Development of Underdevelopment. Merchant Capitalism, Colonialism and Neo-Colonialism
- 2) Structuralism and Dependency Theory of Gunter Frank
- 3) World system theory of Immanuel Wallerstein

### **Module III      Deconstructing development**

**(20 Hours)**

- 1) Development dictionary
- 2) Encountering Development: Arturo Escobar
- 3) Ashis Nandy and the cultural critique of Development

### **Module IV      Theories of Globalisation**

**(15Hours)**

- 1) Globalisation as compression of the world; Roland Robertson
- 2) Reflexivity and time- space distancing: Antony Giddens
- 3) Disjuncture and difference in global cultural economy; Arjun Appadurai



### **Essential Readings:**

- 1) Corbridge Stuart 1995 'Development Studies; A Reader' Arnold Publication, London
- 2) Escobar Arturo, 1995, 'Encountering development; the Making and Unmaking of the Third world', Princeton university Press, Princeton
- 3) Hoogvelt Ankie, 1978, 'the Sociology of Development, Macmillan London
- 4) Robertson Roland 1992 'Globalisation; Social Theory and Global Culture' Sage Publication
- 5) Sachs, Wolfgang (ed.) 1992, Development Dictionary: Guide to Knowledge as Power, Zed, London.
- 6) Waters Malcom 1995 'Globalisation' Routledge Publications London

### **Recommended Readings:**

- 1) 1997, 'Globalisation and the Post colonial world- the new political economy of development' Macmillan publications London
- 2) Alavi, H.D. and Shanin, T.(eds.) 1982, Introduction to the Sociology of Developing Societies, MacMilan ,London
- 3) Gallagher Kelvil P 2005 'Putting Development First' Zed books, New Delhi
- 4) Larrain Jorge, 1989, 'Theories of Development', Polity Press, Cambridge
- 5) Nandy Ashis, 2003, 'Romance of the state and the fate of dissent in the tropics', Oxford University Press, Oxford
- 6) Preston PW 2001 'Development Theory' Black Well Publication New Delhi
- 7) Rist Gilbert 2002 'The History of Development' Academic foundation Publication, New Delhi
- 8) Rist Gilbert, 1999, 'The History of development', Zed Books, London
- 9) Robertson, R: *Globalization: Social Theory and Global Culture*, London: Sage, 1992
- 10) Timmons Roberts and Any Hite (eds) 2000 'From Globalisation to Modernisation' Blackwell Publishers London
- 11) Wallerstein, Immanuel 1994, Development: Lodestar or Illusion?, in Sklair, L (ed.) Capitalism and Development, Routledge, London



**STATISTICS AND SPSS  
MS 281/ SEMESTER II**

**2 Hours/Week: 2 Credits**

**(30 Hours)**

**Course Objectives:**

*This paper will seek to develop in the students the necessary statistical competence in order for them to undertake quantitative analysis of data. Apart from basic statistical tools and measures, students will also be trained in the use of SPSS software for data analysis.*

**Module I: Introduction to social statistics (05 Hours)**

- a) Nature of Sociological Data
- b) Preparation of code sheet, data entry
- c) Preparation of primary data for computer analysis

**Module II: Univariate analysis (05 Hours)**

- a) Construction of frequency table
- b) Measurement of central tendency
- c) Measurement of Dispersion

**Module III: Analysis of Data (10 Hours)**

- a) Scales of measurement
- b) Parametric and non-parametric tests
- c) Correlation
- d) Regression

**Module V Practical Sessions on Introduction to SPSS (10 Hours)**

**Essential Readings:**

- 1) Yadav Surendra S &KNS Yadav;1995, 'Statistical analysis For Social Sciences'', Manak Publications.
- 2) Timothy, J and Linda O'Leary: Microcomputing, New York: McGraw-Hill,1995
- 3) Tolwer, Romela et. al: Microsoft Office 2000, New York: Addison Wesley, 2000
- 4) Babbie, Earl: Adventures in Social Research, London: Sage, 2000
- 5) Bryman, Allan and Duncan Cramer: Quantative Data Analysis with SPSS Release 8 for Windows, London: Routledge, 1999.



**NGO INTERNSHIP II**  
**MSO 282/ SEMESTER II**

**2 Credits**

In the second semester, students will either continue with the organizational study in the organization they worked with during the First semester or will seek an internship elsewhere. They will be expected to spend a minimum of 45 hours in these organizations identifying the nature of their programmes, intervention strategies and assessing their effectiveness. Students are to submit weekly reports on their progress in the organizations and will prepare a final report consisting of the organizational profile, review of development programmes and a critical appraisal of the NGO intervention.



### **III SEMESTER**

#### **CONTEMPORARY SOCIOLOGICAL THEORY PART I MSO 331/ SEMESTER III**

**4 Hours/Week: 4 Credits**

**(60Hours)**

#### **Course Objectives:**

*This paper primarily covers the central aspects of post- Marxism and neo-Marxism. The students will be provided with the essentials of (a) theory of ideology of Antonio Gramsci and Louis Althusser, and (b) the critique of modernity in the works of Theodor Adorno and Max Horkheimer of the Frankfurt School. (d) The works of Jurgen Habermas.*

#### **Module I Emergence of Western Marxism (15 Hours)**

- 1) Antonio Gramsci (1891 – 1937)
  - a) Economism and Ideology
    - i) Principles of non-reductionist conception of ideology
    - ii) the second international and economism
    - iii) Leninism and its consequences
  - b) Gramsci and Hegemony
    - i) Hegemony as union of political leadership and intellectual and moral leadership
    - ii) national-popular will
    - iii) expansive hegemony
  - c) Hegemony and Ideology
    - i) The problematic of ideology, a non-reductionist conception, organic ideology.
- 2) Hegemonic Principle, Hegemony and war of position, war of maneuver, Articulation, Counter Hegemony, Common sense and ideology; Traditional and Organic Intellectuals; Conception of civil society.

#### **Module II Structural Marxism**

**(15 Hours)**

- 1) Louis Althusser: Critique of economic view of history; Critique of centrality of self-constituted human subjects in history; Influence of Lacanian Structuralism; Scientific Marxism, epistemological break – Social Formation and Superstructure;
- 2) Ideology in For Marx and Reading Capital; Material nature of Ideology – ideology and the subject – hailing and interpellation; Repressive and Ideological State Apparatus; Over determination.

#### **Module III Critical Theory of the Frankfurt School (15 Hours)**

- 1) Introduction to the Frankfurt School – Critique of Marxian theory, positivism, sociology and modern society; Influence of Karl Marx, Max Weber (rationality and legitimation) and Sigmund Freud (unconscious);



- 2) Theodore Adorno and Horkheimer: Dialectic of Enlightenment- critique of instrumental reason, Myth and enlightenment; Culture Industry – standardization, loss of Art’s autonomy; Authoritarian Personality.

#### **Module IV Jurgen Habermas (15 Hours)**

- 1) Universality and Rationality – social critique as reason, types of knowledge and cognitive interests; Structural transformation of the public sphere – historical genesis of the bourgeois public sphere, changes in the public sphere under capitalism, critiques of the theory
- 2) Theory of Communicative action – distinction between communicative action and discourse, validity claims, ideal-speech situation, distinction between system and lifeworld, colonization of the lifeworld; Legitimation Crisis – late capitalism and motivational crisis, technocracy and social democracy.

#### **Essential Readings:**

- 1) Bronner S E and Mac Kay Kellener, 1989, ‘Critical Theory on Society a Reader’ Routledge Publications New York
- 2) Center for contemporary cultural analysis, 1977, ‘Ideology’ Hutchinson Publications, London
- 3) Eliot Gregory, 1994, ‘Althusser: A Critical Reader’, Blackwell Publications London
- 4) Mc Lellan, David, 1979, ‘Marxism After Marx’, Mac Millan Press London

#### **Recommended Readings:**

- 1) Best Stevan and Douglas Kellner, 1991, ‘Post Modern Theory; Critical Interrogation’ Mac Millan Publications, London
- 2) Glucksmann, 1974, ‘Structuralist Analysis in Contemporary Social Thought’, Routledge Publications, Boston
- 3) Jenkin Alan, 1979, ‘The Social Theory of Claude Levi Strauss’, Macmillan Publications, London
- 4) Joll James, 1977, ‘Gramsci’, Fontana and Collin Publications, Glasgow
- 5) Mouzelis Nicos, 1995, ‘Sociological Theory what went wrong’ Routledge Publications, London
- 6) Pusey Michael, 1987, ‘Jurgen Habermas’, Tavistock and Ellishors wood Publications London
- 7) Seidman Stevan, 1994, ‘The Postmodern Turn’, Cambridge Publications London



## **SOCIOLOGY OF STRATIFICATION MSO 332/III SEMESTER**

**4 Hours/Week: 4 Credits**

**(60 Hours)**

### **Course Objectives:**

*This paper, aims to uncover the various expressions of inequality namely Caste, Class and Gender. To understand the persisting system of stratification in India, this paper aspire to strike a balance between theoretical propositions on Caste, Class & Gender as a form of social inequality and its practical relevance in contemporary Indian society. It enables the students to understand different Theoretical perspectives on stratification through classical sociological writing and to examine caste, class, race and ethnicity as well as gender as systems of stratification.*

### **Module I: Theoretical Frame works: - (10 Hours)**

- 1) Structural Functional Perspective
  - a) Talcott Parsons: Valuational Aspect of Stratification
  - b) Kinsley Davis & Moor: Functional Necessity of Stratification
  - c) Melvin Tumin: Forms & Functions of Social Inequality.
- 2) Marxian Perspective
  - a) Class
  - b) Polarization of classes and class struggle.
- 3) Weberian Perspective
  - a) Class, Status, and Party
  - b) Determination of class situation by Market situation
  - c) Status Stratification
  - d) Economic conditions and effects of status stratification
  - e) Parties

### **Module II: Caste as a System of Stratification: Theoretical Debates on Caste**

**(15 Hours)**

- 1) Andre Beteille - Caste, Class, Power-Caste in a South Indian Village
- 2) Dipankar Gupta - Continuous Hierarchies and Discrete caste.
- 3) Nicholas Dirks - Caste of Mind: Colonial construction of Caste.

### **Module III: Class as a system of Stratification**

**(15 Hours)**

- 1) Agrarian Classes in the pre-modern India.
- 2) Development of Capitalism in Agriculture and the changing profile of rural classes in India.
- 3) Industrialization and Class formation: Bourgeoisie and Proletariat in India context.
- 4) Middle classes: Changing profile in post liberalization Era.



**Module IV: Race and Ethnicity  
(10 Hours)**

- 1) Examination of concepts of race and ethnicity
- 2) Intersection with caste
- 3) Intersection with religion

**Module V Gender as a System of  
Stratification (10 Hours)**

- 1) Sex and Gender: Social construction of Gender.
- 2) Operation of Patriarchy: Subordination of Women.
- 3) Intersections of Caste, class & Gender in India.

**Essential Readings:**

- 1) Beteille Andre' (1965), *Caste Class and power: Changing Social Stratification in a Tanjore village*, Oxford University Press. New Delhi.
- 2) Beteille, Andre(1990), Race, Caste and Gender in *Man*, New Series, Vol. 25, No. 3 pp. 489-504 Published by: Royal Anthropological Institute of Great Britain and Ireland
- 3) Cox, Oliver C. (1945), Race and Caste: A Distinction in *The American Journal of Sociology*, Vol. 50, No. 5 pp. 360-368 Published by: [The University of Chicago Press](#)
- 4) Deshpande Sathish: *Contemporary India: A Sociological View* (2003) (Selected Essays)Penguin Books, Delhi.
- 5) Dirks. N.B. (2001), *Caste of Mind: Colonialism and Making of Modern India*, Princeton University Press, Princeton.
- 6) Gupta Dipankar (ed). 1991, *Social Stratification* Oxford University Press, N.Delhi. (Selected Essays)
- 7) M.N. Srinivasa (ed) (1999) *Caste and its 20th century Avatara*. (Selected Essays) Penguin Books, Delhi.
- 8) Reddy Deepa S. (2005), The Ethnicity of Caste in *Anthropological Quarterly*, Vol. 78, No. 3 pp. 543-584 Published by: [The George Washington University Institute for Ethnographic Research](#)
- 9) Sharma.K.L. (1997). *Social Stratification & Mobility*, Rawat Publications. New Delhi.
- 10) Smedley, Audrey.(1998).Race and the Construction of Human Identity, in *American Anthropologist*, New Series, Vol. 100, No. 3 (Sep., 1998), pp. 690-702 published by: [Blackwell Publishing](#) on behalf of the [American Anthropological Association](#)
- 11) Srinivasa M.N, *Dominant Caste & other Essays*. Oxford University Press. New Delhi, (Selected Essays)
- 12) Yinger, J. Milton. (1985). Ethnicity in *Annual Review of Sociology*, Vol. 11, , pp. 151-180 Published by: [Annual Reviews](#)

**Recommended Readings:**

- 1) Manoranjan Mohanty (ed) (2004) *Class, Caste, Gender*, Sage, N. Delhi.
- 2) Polity Reader in Gender Studies.





- 3) T. V. Sathyamurthy (ed) *Class Formation and Political Transformation, in Post Colonial India*.
- 4) Tumin M.M. (199\67), *Social Stratification: the Forms & Functions of Social Inequality*, Prentice-Hall.
- 5) Weber Max. (1948) *Politics as a vocation* in H.H. Gerth and C.W. Mills (ed) *From Max Weber: Essays in Sociology*, Routledge. London

**POLITICAL SOCIOLOGY**  
**MSO 333/ SEMESTER III**

**4 Hours/Week: 4 Credits**

**(60 Hours)**

**Course Objectives:**

*This paper provides a political perspective to the Indian society. It examines the nature of political sociology, the political theory debates on the nature of modern state and political power. It also provides an opportunity to the students to be familiar with the theoretical debates on social capital and civil society. This paper also deals with the political aspects of Indian society, especially the questions of nationalism and emergence of the Indian modern nation state. It also pays attention to the important political processes in India including the role of primordial identities and the issue of sub national struggles in Jammu Kashmir and the North-Eastern movement.*

**Module I      Society and  
Politics**

**(20 Hours)**

- 1) The field of political sociology; the debate on the ‘autonomy of Politics’
- 2) The nature of the modern State; a brief overview of early Liberalism, Liberal Democracy, Marxism and Weberian perspectives
- 3) Nature of political power; Classical Marxism, Pluralism, Corporatism and the contemporary Marxist critique

**Module II      Dialectics of State and Civil Society**  
**(15 Hours)**

- 1) Emergence of the concept of Civil Society
- 2) The debate on the autonomy of Civil Society; Contributions of Hegel, Karl Marx and Antonio Gramsci
- 3) The recent debate on Civil Society

**Module III      Nation-State and Ideology in India**

**(15 Hours)**

- 1) Theories of Nationalism; Imagined Communities Of Benedict Anderson and Ethnic Nationalism of Smith
- 2) Colonialism and the emergence of the modern Indian Nation-state- Sudipto Kaviraj and Partha Chatterjee



**Module IV: Sub national struggles in India  
(10 Hours)**

- 1) Ethnicity and Indian Nationalism
- 2) Sub-national struggles in Jammu Kashmir and North Eastern states

**Essential Readings:**

- 1) Anderson, Benedict. Imagined Communities
- 2) Bendix, Reinhard & Seymour M. Lipset. *The Field of Political Sociology* in Coser, Lewis (ed.) Political Sociology. New York: Harper, 1966 (Pgs. 9 – 44)
- 3) Bottomore, Tom. 1979. *Political Sociology*. London: Hutchinson, (Introduction and chapters 1, 2 & 5)
- 4) Chatterjee Partha 1991, 'Partha Chatterjee Omnibus' Oxford University Press, New Delhi
- 5) Held David .1984 .Political Theory and the Modern State' Open University Press, New Delhi
- 6) Neera Chandhoke 2003, 'Conceits of Civil Society' Oxford University Press, New Delhi
- 7) Parekh, Bhikhu. 1996 The Nature of the Modern State. In Sheth D.L & Ashis Nandy (eds.). The Multiverse of Democracy – Essays in honour of Rajni Kothari. New Delhi: Sage,
- 8) Satya Murthy TV 1999 (ed) Region, Religion, Caste, Gender and Culture in contemporary India Oxford University Press, New Delhi.

**Recommended Readings:**

- 1) Basu Amrita and Atul Kohli 1998, 'Community conflict and the state in India' Oxford University Press, New Delhi.
- 2) Baviskar Amita 1995 'In the belly of the river' Satya Murthy (ed) State and Nation in the context of Social Change' Oxford University Press, New Delhi.
- 3) Chatterjee Partha 1993, 'Nation and its fragments' Oxford University Press, New Delhi.
- 4) Heywood Andrew 1999 'Political theory' MacMillan Publication, New Delhi.
- 5) Kaviraj Sudipto 1998 'On the structure of developing a Nationalist Discourse' in Satya Murthy (ed) State and Nation in the context of Social Change' Oxford University Press, New Delhi.
- 6) Kaviraj Sudipto 2001, 'Civil Society; History and Possibilities' Cambridge Publication, New Delhi.
- 7) Lloyd I Ruddolpf and John Kurt Jacobsons 2006,'Experienceing the state' Oxford University Press, New Delhi.
- 8) Mahajan Gurpreet 1998 'Democracy, Differences and Social Justice' Oxford University Press, New Delhi.



## **SOCIAL MOVEMENTS AND SOCIAL TRANSFORMATION MSO 334/ SEMESTER III**

**4 Hours/Week: 4 Credits**

**(60 Hours)**

### **Course Objectives:**

*This paper intends to explain social movements as an instrument of social transformation and at times as the product of social transformations. The paper would provide an elaborate account of different theoretical explanations on social movements. As a part of the theoretical explanation, it also looks at the phenomenon of new social movements. The paper then examines two prominent movements in India i.e. the dalit movement and the peasant movement by examining the socio political and historical context of their emergence and the transformation that resulted. The last chapter examines two new social movements, environmental movements and movements for the rights of sexual minorities.*

### **Module I Introduction to the study of Social Movements**

**(20 Hours)**

- 1) Modernity and Social movements
- 2) Types of movements.
- 3) Theories of Social Movements
  - a) Theories of Collective Behavior
  - b) Resource Mobilisation Theory
  - c) Marxian theories on Social Movements
  - d) Theories of New Social Movements
  - e) Contribution of Alan Touraine

### **Module II Peasant Movements**

**(15 Hours)**

- 1) Socio-Political context of peasant Movement in India
  - a) Telengana Movements of 1948
  - b) Peasant Struggle in Naxal Bari in 1966.
  - c) Green revolution, Emergence of new agrarian class and Farmers movements; Case studies of farmers movements in Maharashtra, and Karnataka

### **Module III Emergence of Dalit Consciousness**

**(15 Hours)**

- 1) Origin and growth of Dalit Movements in India.



- 2) Ambedkar and Dalit ideology
- 3) Dalit assertion and counter violence against dalits in the contemporary India
- 4) Fragmentation of the movement;
- 5) Dalit movement in Karnataka.

#### **Module IV    New Social Movements in India**

**(10 Hours)**

- 1) Environmental Movements in India with
  - a) Chipko Movement
  - b) Narmada Bachavo Andolan
- 2) New Identity based movements- movements of sexual minorities in India

#### **Essential Readings:**

- 1) Crossely Nick. 2002. *Making Sense Of Social movements* Open University Press, London
- 2) Rao, MSA. 1974. *Social Movements in India*. Manohar Publications, New Delhi.
- 3) Scott Alan .1990. *Ideology and New Social Movements* Rouledge Publications London
- 4) Shah, Ghanashyam. 1990. *Social Movements in India: A review of literature*. Sage Publications, New Delhi.

#### **Recommended Readings:**

- 1) Baulis JA 1972, *The Sociology of Social movements*, MacMillan Publications , London.
- 2) Buchler Steven M 2000, *Social Movements in Advanced Capitalism*. Oxford University Press. Oxford.
- 3) Dhanagare,D N, 1983,*Peasant movements in India*, Oxford University Press, New Delhi
- 4) Guru Gopal,2004 ‘New Dalit Politics’ in RajendraVhora and Suhas Palshikar ed *India; Democracy, meaning and practices* Sage Publication, New Delhi
- 5) Omvedt Gail 2004, ‘Struggle against dam or struggle for water? Environment and the State’ in RajendraVhora and Suhas Palshikar ed *India; Democracy, meaning and practices* Sage Publication, New Delhi
- 6) Oommen, T K .1990. *Protest and Change: Studies in Social Movements*. Sage Publications , New Delhi.
- 7) Oommen, T K, 2004 *Nation, Civil Society and Social Movements’* Sage Publication, NewDelhi



## **HEALTH AND MEDICINE MSO 335/ SEMESTER III**

**4 Hours/Week: 4 Credits**

**(60 Hours)**

### **Course Objectives :**

*This Paper examines the intersection between the disciplines of sociology and medicine and their relative importance. It also attempts to examine the social construction of health and illness that varies across societies. It endeavors to enable the student to understand how health and illness are defined, when treatment is sought, how the ill are treated, by whom, where and how. It also looks at the inequalities associated with health care and the implications of caste, class, gender on the same.*

### **Module I: Emergence and Development of Sociology of Medicine**

**(12 Hours)**

- 1) Factors of convergence of sociology and medicine – a brief examination of the complex relationship between social factors and health and disease.
- 2) Sociology of medicine and sociology in medicine- an insight into the relationship between the two disciplines and the relative importance of one in the other with emphasis on the directions adopted by sociology of medicine.
- 3) Recent developments in the field

### **Module II: Social Epidemiology and Aetiology**

**(16 Hours)**

- 1) Socio-cultural factors in health and illness
- 2) Health as socially and culturally defined
- 3) Sickness and illness
- 4) The sick role and the patient's role (Parsons)

### **Module III: Health Care Organizations**

**(12 Hours)**

- 1) Physicians – changes in the role – professionalization; changing doctor-patient relationship
- 2) Hospitals – as social system, their organization problems; hospitalization and its consequences; hospitals as total institutions

### **Module IV: Health Care Systems**

**(20 Hours)**



- 1) Health care systems in India:
  - a) Indigenous Health Care Systems
  - b) Empire and Health: Evolution of the Modern Health Care systems in India.
- 2) Health Problems in India- Unequal access to health care, The challenge of AIDS

**Essential Readings:**

- 1) Cockerham, 1998. *Medical Sociology*. Prentice Hall, New Jersey
- 2) Nandy, Ashish and Shiv Viswanathan. 1990. *Modern Medicine and Its Non-Modern Critics: A Study in Discourse*
- 3) Weitz, Rose. 2004. *Sociology of Health, Illness and Health Care: A Critical Approach*, Arizona State University

**Recommended Readings:**

- 1) Coe, Rodney. 1970. *Sociology of Medicine*, McGraw Hill, New York
- 2) Illich, Ivan. 1977. *The Limits to Medicine*, Rupa, New Delhi
- 3) Madan, T.N. 1980. *Doctors and Society – Three Asian Case Studies*, Vikas, Delhi
- 4) Parsons, Talcott. 1951. 'The Sick Role', in *The Social System*, The Free Press, Glencoe

**DISSERTATION I  
MSO 381/ SEMESTER III**

**2 Hours/Week: 2 Credits**

**Dissertation**

In the third Semester, the students are required conceptualize a research problem and prepare a synopsis. This synopsis must cover the entire research design including the statement of the Problem, review of literature and methodology. By the end of third semester, they are expected to prepare the tools of data collection.



## SEMESTER IV

### **CONTEMPORARY SOCIOLOGICAL THEORY PART II MSO 441/ SEMESTER IV**

**4 Hours/Week: 4 Credits**

**(60 Hours)**

#### **Course Objectives:**

*This paper introduces students to the contributions of recent thinkers. It seeks to provide students with an understanding of the nuances of contemporary debates in social theory. In the first two modules the paper would discuss the contributions of Anthony Giddens and Pierre Bourdieu. The third module will discuss Levi Strauss's structuralism and the last module will focus on the anti-foundational, post-structuralist turn in social theory. With a background in these theories the students will be able to analyze complexities of modernity, advanced capitalism and cultural politics through of finer understanding of concepts like cultural capital and power.*

#### **Module I: Structuration Theory: Anthony Giddens (10Hours)**

- 1) Giddens on the nature of social reality;
- 2) The structure agency duality.

#### **Module II: Theory of Practice - Pierre Bourdieu**

**(15 Hours)**

- 1) Attempt to transcend the objectivist/subjectivist divide, Theory of Practice – concepts of Habitus, Field, Social Space, Misrecognition, transposable Dispositions and Positions, habitus as both a product of social structure and as structure generative, Field as horizontally differentiated social spaces
- 2) Theory of Social and cultural capital – concept of cultural capital, culture and domination, cultural consumption, cultural *Distinctions* – legitimate taste and aesthetic dispositions, symbolic order and the power of naming.

#### **Module III: Structuralism - Levi Strauss**

**(15 Hours)**

- 1) Introduction to Saussure's Structural Linguistics :
- 2) Structuralism in Anthropology (Claude Levi Strauss) The Elementary Structures of Kinship;
- 3) Structural study of Myth - Levi Strauss



**Module IV: The Post Structuralist Turn : Michel Foucault**

**(20 Hours)**

- 1) Introduction to post -structural/modernism (5 hours)
- 2) Foucault's theories on genealogy, power and Institutions, Discourse , Power/Knowledge
- 3) Disciplinary Society – Technologies of control- spatial separation, time management, confinement, surveillance and system of examinations, Bentham's Panopticon; Governmentality – Population, Political Economy and Apparatuses of Security, Governmentality as internal and external to the State.

**Essential Readings:**

- 1) Best Stevan and Douglas Kellner, 1991, *Post Modern Theory; Critical Interrogation* Mac Millan Publications, London
- 2) Foucault, Michel, 1995, *Discipline and Punish: The Birth of the Prison*, 2nd Ed, Vintage Books, France.
- 3) Fowler Bridget(ed), 2000, *'Reading Bourdieu on Society and culture*, Blackwell Publications, Oxford
- 4) Glucksmann, 1974, *Structuralist Analysis in Contemporary Social Thought*, Rotuledge Publicatcions, Boston
- 5) Jenkin Alan, 1979, *The Social Theory of Claude Levi Strauss*, Mac Milan Publications, London
- 6) Mouzelis Nicos, 1995, *Sociological Theory what went wrong*. Routledge Publications, London
- 7) Seidman Stevan, 1994, *The Post modern Turn*, Cambridge Publications London
- 8) Joas, Hans.1987. *Giddens' Theory of Structuration* in International Sociology

**Recommended Readings:**

- 1) Danher Geoff, Tony Schirito and Jenwebb, 2000, *Understanding Foucault*, Sage Publications London
- 2) Leach Edmund, 1970, *Levi Straus* Fontana and Collin Publications, Glasgow
- 3) Pusey Michael, 1987, *Jurgen Habermas*, Tavistock and Elishors wood Publications London
- 4) Smart Barry, 1985, *Michael Foucault*, Routledge London





**SOCIOLOGY OF WOMEN  
MSO 442/SEMESTER-IV**

**4 Hours/Week: 4 Credits**

**(60 Hours)**

**Course Objectives :**

*This paper intends to expose roots and structures of inequality that lead to marginalization, invisibility and exclusion of women from the scope, approaches and conceptual frame work of most intellectual enquiry and social action. It aims to sensitize and appreciate women's contribution to the social process and to understand women's perception of their own lives, the broader social reality, their struggles and aspirations. Hence this paper introduces the significant contributions on the feminist theories as well as the practice of feminism in India*

**Module I: Introduction to the Sociological Study of Women.**

**(10 Hours)**

- 1) Sex and Gender; gender as form of stratification
- 2) Early theoretical approaches - Positivist, Functional and conflict approaches
- 3) Feminist Methodology

**Module II: Feminist Theory**

**(20 Hours)**

- 1) Liberal Feminism in 20<sup>th</sup> century
- 2) Marxist Feminism & its Critique
- 3) Radical Feminism : On Reproduction & Mothering; On Gender and Sexuality; Critique
- 4) Socialist Feminism : Dual System Theory & Unified System Theory

**Module III: Feminist Theory**

**(10Hours)**

- 1) Existentialist Feminism of Simon De Beauvoir
- 2) Emergence of Feminist Sociology (Dorothy Smith) - Problems For a Contemporary Theory of Gender.

**Module IV: Emergence & growth of Women's Movement in India**

**(10 Hours)**

- 1) The Nineteenth Century Social Reform Movement & women's question with reference to the Brahma Samaj, Arya Samaj and Phule,
- 2) Women's Role in freedom Struggle.



- 3) Social Reconstructions & Women's Movement, After Independence.
- 4) Contemporary Feminist Movements in India
  - a) The Campaign against Dowry;
  - b) The agitation Against Rape
  - c) The Agitation Against Sati

### **Module V Gender & Development**

**(10 Hours)**

- 1) Women as an agent and recipient of development.
- 2) Adverse consequence of development and structural Adjustment policies on women.
  
- 3) Human Development Index v/s Gender Development Index

#### **Essential Readings:**

- 1) F. Agnes (1999) *Law & Gender Inequality* Oxford University Press, N. Delhi
- 2) *Human Development Report*, published by Govt. of India, Govt of Karnataka.
- 3) Radha Kumar (1998), *History of Doing: Womens Movement in India*, Kali For Women.
- 4) Sneja Gunew (ed, 1990, *Feminist Knowledge: Critique & Construct*, Routledge, London
- 5) Tong. R (1989). *Feminist Thought: A Comprehensive Introduction*, Unwin Hyman Sydney.
- 6) V. Majumdar, (1985), *Emergence of Women's Question in India & the Role of Women's Studies*, DWDS Occasional paper-7.

#### **Recommended Readings:**

- 1) C. Menon. Nivedita (ed): 1999, *Gender and Politics in India*, Oxford University Press. N. Delhi
- 2) Neera Desai & Maithreyi Krishnaraj (1987) *Women & Society in India*, Ajantha, N. Delhi.
- 3) S. Jackson & Jones (ed) (1998), *Contemporary Feminist Theories* Edinburgh University Press



**THE INDIAN DIASPORA  
MSO 443/ SEMESTER IV**

**4 Hours/Week: 4 Credits**

**(60 Hours)**

**Course Objectives:**

*The Twenty Five Million strong Indian Diaspora has become one of the largest and influential global communities today. This paper attempts to introduce the students to the concept of Diaspora and to the Indian Diaspora in particular. It will begin with an examination of the term Diaspora and look at the Theories associated with the study of the same. It will also examine the construction of the Indian Diaspora and its representation in some forms of contemporary popular culture as well as at the interrelationship between India and her Diaspora today.*

**Module I: Diaspora**

**(10 Hours)**

- 1) Definition and an introduction to the term.
- 2) Diaspora and Migration
- 3) Brief insight into the Jewish, British and Indian Diaspora
- 4) Theories of Diaspora

**Module II: Indian Diaspora**

**(20 Hours)**

- 1) Diaspora in Pre colonial India
- 2) Colonization and the Indian Diaspora
- 3) Indian Diaspora in the Post Independence Era – Migration to the Developed Countries, Middle East and West Asia.
- 4) Some Case Studies on the Indian Diaspora with an emphasis on socio economic, cultural and linguistic profiles – The Indian Diaspora in Britain, Canada, Trinidad and Mauritius

**Module III: Representation of the Indian Diaspora in Literature and Cinema (15 Hours)**

- 1) The Indian Diaspora in Indian Cinema- A study of ‘The Diaspora comes home: disciplining desire in DDLJ’
- 2) Representation of the Indian Diaspora in Jhumpa Lahiri’s ‘The Interpreter of Maladies’

**Module IV: India and the Indian Diaspora**

**(15 Hours)**

- 1) Impact of the Diaspora on the Countries of Origin and the Host Countries
  - a) Indian Foreign Policy- Dual Citizenship, PIO
  - b) Impact of Emigration in India- Study of the impact of migration to the Middle East on Rural Ratnagiri.

**Essential Readings:**

- 1) Gogate, Sudha. 1991. *Impact of Migration to the Middle East on Rural Ratnagiri*, in M.S.A.Rao, Bhat and Kadekar(Ed). *A Reader in Urban Sociology*. Orient Longman, India
- 2) Jain, R.K. *Working Paper on the Indian Diaspora*



- 3) Jayaram, N(ed). 2004. *The Indian Diaspora: Dynamics of Migration*. Sage, New Delhi
- 4) Jayawardena, Chandra. 1968. Migration and Social Change: A Survey of Indian Communities Overseas in *Geographical Review*, Vol. 58, No.3, Pg 426-449.
- 5) Lahiri, Jhumpa. 1999. *Interpreter of Maladies*. Mariner Books, USA
- 6) Sahoo and Brij Maharaj. 2007. *Sociology of Diaspora: A Reader*. Rawat Publications, India
- 7) Uberoi, Patricia. 2006. *Freedom and Destiny: Gender, Family and Popular Culture in India*. OUP, New Delhi (Chapter 6)

**Recommended Readings:**

- 1) Bates, Crispin (ed.). 2001. *Community, Empire and Migration: South Asians in Diaspora*, Orient Longman
- 2) Ramnarine Tina K. 1998. "Brotherhood of the Boat": Musical Dialogues in a Caribbean Context. In British Forum for Ethnomusicology Source: British Journal of Ethnomusicology, Vol. 7
- 3) Rayaprol, Aparna. 1997. *Negotiating Identities: Women in the Indian Diaspora*. OUP, Delhi (Chapters 1 and 3)



**SOCIOLOGY OF EDUCATION  
MSOC 444/ SEMESTER IV**

**4 Hours/Week: 4 Credits**

**(60 Hours)**

**Course Objectives:**

*This paper will present a sociological analysis of education. At the end of this paper students will be able to comprehend the (a) various theoretical perspectives on education, (b) social character of curricular and pedagogical processes (c) colonial roots of modern education in India, and (d) educational inequalities in India*

**Module I: Education as a Social Institution**

**(20 Hours)**

- 1) Structural Functionalist sociology of education – Talcott Parsons- School as ‘focal socializing agency’, particularistic standards to universalistic standards, School, social selection and role allocation.
- 2) Marxist analysis of education – education and reproduction of labour power, reproduction of ruling class ideology, Education as Ideological State Apparatus
- 3) Bourdieu and the Sociology of Education

**Module II: Educational Processes**

**(15 Hours)**

- 1) Sociology of Curriculum – Objectivist understanding of Curriculum as fact, Phenomenological understanding of Curriculum as Practice; Curriculum as Ideology
- 2) Social Character of Learning
- 3) Sociology of Assessment

**Module III: Rise of Modern Education in India**

**(15 Hours)**

- 1) Colonialism and the introduction of modern education in India
  - (1) Macaulay’s Minute- Impact and effect on the medium of instruction, schools and funding for the educational institutions- Shift from Arabic and Sanskrit towards English as the medium of instruction.
- 2) Critique of Colonial Education in India – ‘*The Beautiful Tree*’ by noted Gandhian scholar and historian, Dharampal. An overview of the Reports by Adams and Leitner on the state of education in pre-colonial India. A critique of the impact of changes and reforms instituted by the British.

**Module IV: Education Deprivation in India**

**(10 Hours)**

- 1) Caste, class and gender disparities in education
- 2) Regional variations in access and quality of education



### **Essential Readings:**

- 1) Altbach, Philip and Gail P Kelly (eds.). *Education and Colonialism*.
- 2) Bhatt, Kiran. *Educational Deprivation in India: A Survey of Field Investigations*.
- 3) Bourdieu, Pierre. *Cultural Reproduction and Social Reproduction* in Brown, Robert (ed.) *Knowledge, Education and Cultural Change*. London: Tavistock, 1973.
- 4) Economic and Political Weekly, July 4, 1998.
- 5) <http://www.english.ucsb.edu/faculty/rraley/research/english/macaulay.html>
- 6) Jerome and A.H Halsey (eds.) *Power and Ideology in Education*. New York: Oxford University Press, 1977
- 7) Kumar, Krishna. *The Social Character of Learning*
- 8) Sharp, Rachel. *Education and the Classical Sociological Tradition* in Knowledge, Ideology and Politics of Schooling: Towards a Marxist Analysis of Education London: Routledge, 1980.

### **Recommended Readings:**

- 1) Chitnis, Suma & Altbach, Philip G (eds.). *Higher education reform in India: experience and perspectives*. New Delhi, Sage Publications, 1993.
- 2) Ghosh, Ratna & Mathew Zachariah. *Education and the Process of Social Change*, New Delhi: Sage, 1987.
- 3) Raza, Moonis, *Education, development and society*. New Delhi, Vikas Publishing House, 1990.
- 4) Rudolph, Lloyd & Susanne Rudolph. *Education and Politics in India* New Delhi, Oxford University Press, 1972
- 5) Sayed, Yusuf & Crain Soudien. (Re)Framing Education Exclusion and Inclusion *Discourses: Limits and Possibilities*. IDS Bulletin, 34 (1), January, 2003
- 6) Tilak, J.B.G. *Education Poverty in India* New Delhi: National Institute of Educational Planning & Administration (NIEPA), 2000
- 7) Vaidyanathan A. and P R Gopinathan Nair (eds.). *Elementary Education in Rural India- A Grassroots View*. New Delhi: Sage, 2001



**SOCIOLOGY OF COMMUNALISM  
MSO 445 / SEMESTER IV**

**4 Hours/Week: 4 Credits**

**(60 Hours)**

**Course Objectives:**

*One of the major challenges of independent India has been ensuring the peaceful coexistence between various religious communities. This paper examines the politicization of religion and more specifically, the strategies and ideologies used for the creation of monolithic 'communities', antagonistic to each other. It traces the origin and growth of both Hindu and Muslim tendencies of monolithic identity construction in independent India. The paper also looks at the debate in the recent times regarding the desirability of secularism as an appropriate ideology to deal with the growing phenomenon of communalism. By tracing the arguments of T N Madan, Ashish Nandy and their critiques, the paper sheds light on this interesting debate.*

**Module I: Communalism in India: An introduction  
(10 Hours)**

- 1) The conceptual issues; Ethnicity, identity, community and communalism.
- 2) Significance to the study of Communalisms in India

**Module II: Theoretical debates about the origin of communalism in India (15 Hours)**

- 1) Pre-colonial roots of communalism-the contributions of Baily
- 2) 'Colonial Construction of communalism' in India. Contributions of Gyandendra Pandey and Sandria Freitag
- 3) Marxist interpretation of communalism. Communalism as false consciousness and the role of petite bourgeoisie; Arguments of Bipan Chandra

**Module III: Religious nationalism and the growth of communalism in India (15 Hours)**

- 1) From religious revivalism to religious nationalism: The ideology and growth of 'Hindutva'
- 2) Religious reformism, nationalism and communalism among Muslims. The case study of Majlis in Hyderabad

**Module IV: Construction of an exclusive 'self' and the 'other' (10 Hours)**

- 1) The constructions of monolithic identity; Use of history and other cultural resources.
- 2) Communal riots in post – independent India; An over view

**Module V: Secularism and Tolerance debate in India (10 Hours)**

- 1) Critique of Secularism and toleration as the alternative; Arguments of Ashis Nandy, T N Madan and Partha Chatterjee.



### **Essential Readings:**

- 1) Anderson Walter and Sridhar Damle 1987 *The Brotherhood in Saffron*. Visthar Publications, New Delhi
- 2) Brass Paul 2003 *The production of Hindu Muslim violence in contemporary India*. Oxford University Press, New Delhi
- 3) Chandra, Bipan. 1984. *Communalism in Modern India*. New Delhi: Vikas.
- 4) Pandey Gyanendra 1990 *Construction of Communalism in colonial North India* Oxford University Press, New Delhi
- 5) Puniyani Ram 2003 *Communal Politics in India* Sage Publications, New Delhi
- 6) Rajeev Bhargava, 1998 *Secularism and its critics* ed by, Oxford University Press. New Delhi
- 7) Robinson Francis 1993 *Separatism among Indian Muslims* Oxford University Press, New Delhi

### **Recommended Readings:**

- 1) Basu, T, et al. 1993. *Khaki shorts and saffron flags*. Delhi: orient Longman
- 2) Chatterjee, Partha. 1999 '*Secularism and tolerance*' in Partha Chatterjee omnibus, Oxford University Press. New Delhi
- 3) Engineer, Asghar, A., ed. 1991. Communal riots in post independent India.
- 4) Hansen, Thomas, B. 1999. *The Saffron Wave*. New Delhi: OUP.
- 5) Hasan, Mushirul. 1991. Nationalism and communal politics in India 1916-28. Delhi:
- 6) Madan, T N. 1991 '*Secularism in its place*' in Religion in India ed by TN Madan, Oxford University Press. New Delhi
- 7) Manohar.
- 8) Nandy, Ashish. 1990 '*The politics of secularism and the recovery of religious tolerance*' in Mirrors of violence, ed Veena Das Oxford University Press. New Delhi
- 9) Veer, Peter, V. 1994. Religious Nationalisms. New Delhi: OUP.

## **DISSERTATION II MSO 481/ SEMESTER IV**

**2 Hours/Week: 2 Credits**

### **Dissertation**

In the fourth semester, students will be carrying out the data collection, analysis of data and preparation of the report in the form of a thesis. Students are to present the final report at an open seminar.





**PATTERN FOR CONTINUOUS INTERNAL ASSESSMENT (CIA)**

CIA constitutes a total of 50 marks for a four-credit paper. The distribution is as follows

CIA I - Mid semester Examination conducted for a total weightage of 25 marks

CIA II - CIA II carries 10 marks and involves the adoption of any one or two of the following methods: written Assignment, Book/Article review, group presentations, symposium, group task, Individual seminars, Quiz, and class test.

CIA III - CIA III also carries 10 marks and involves the adoption of any one or two of the above said methods.

Attendance - Attendance carries 5 marks

The course teacher would decide the internal assessment methods to be adopted for a given semester and would incorporate them in the course plan which will be circulated among the students in the beginning of each semester.

**Continuous Internal Assessment for two credit papers:**

Two credit papers do not have End Semester Examination and the entire evaluation is done through CIA. Distribution of CIA of these papers is as follows

MSO 181: Computer fundamentals

1) Theory examination	-20 marks
2) Practical Examination	-30 marks
Total	-50marks

MSO 181: NGO Internship

1) Profile of the NGO	-10 Marks
2) Weekly diary	-25 Marks
3) Seminar Presentation	-15 Marks
Total	-50 Marks

MSO 281: Statistics and SPSS

1) Theory examination	-30 marks
2) Practical Examination	-20 marks
Total	-50 marks

MSO 282: NGO Internship

1) Profile of the NGO	-10 Marks
2) Weekly diary	-25 Marks
3) Seminar Presentation	-15 Marks
Total	-50 Marks

MSO 381: Dissertation I

1) Evaluation of written proposal	-10 marks
2) Evaluation of Review of literature	-10 marks
3) Development of tools for data collection-	-10 marks
4) Proposal Seminar	-20 marks



Total -50 marks

MSO 481: Dissertation II	
1) First Complete Draft	-20 marks
2) Final Dissertaion	-20 marks
3) Presentation and Viva	-10 marks
Total	-50 marks

### **QUESTION PAPER PATTERN FOR END SEMESTER EXAMINATION (ESE)**

ESE is conducted as a three hour paper which carries 50 per cent weightage. Examination is conducted out of 100 marks and later reduced to 50 marks.

#### **Section 1 Short Answer Questions 8X5=40**

This section will have a total of eight questions out of which five to be answered. Each question carries Eight marks and hence a total of 40 Marks. Attention will be paid to have at least two questions from each module of the syllabus. Students will be expected to answer these questions in not more than 200 words.

#### **Section II Essay Questions 15X4=60**

This section will have a total of six questions out of which four to be answered. Each question carries Fifteen marks and hence a total of 60 Marks. Attention will be paid to have at least one question from each module of the syllabus. Students will be expected to answer these questions in not more than 500 words.

### **QUESTION PAPER PATTERN FOR MID SEMESTER EXAMINATION (MSE)**

MSE is carried out as a two-hour paper, carrying 25 marks and examination is conducted out of 50 marks and later reduced to 25 marks

#### **Section 1 Short Answer Questions 5X4=20**

This section will have a total of six questions out of which four to be answered. Each question carries Five marks and hence a total of 20 Marks. Attention will be paid to have at least two questions from each module of the syllabus. Students will be expected to answer these questions in not more than 200 words.

#### **Section II Essay Questions 15X2=30**

This section will have a total of four questions out of which Two to be answered. Each question carries Fifteen marks and hence a total of 30 Marks. Attention will be paid to have at least one question from each module of the syllabus. Students will be expected to answer these questions in not more than 500 words.



**BOARD OF EXAMINERS**

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